Enhancing engagement of internal customers in a social business through extensive use of visualization

Case company: Monsterbedriften, Norway

Chaffin, Caroline

2015 Leppävaara
ENHANCING ENGAGEMENT OF INTERNAL CUSTOMERS IN A SOCIAL BUSINESS THROUGH EXTENSIVE USE OF VISUALIZATION

March 2015

Author
CAROLINE CHAFFIN

Case company
MONSTERBEDRIFTEN, NORWAY
«If I had not been part of Monsterbedriften, I do not know where I had been now»
- New staff in Monsterbedriften

A big thanks to all of the wonderful people who are part of Monsterbedriften, and contributes to help less fortunate youth with a new start in life.

A special thanks to executive officer Arne, who always kept me up-to-date during the project and saw me as an integral part of the team. Thanks for having such a big heart and for making me feel more confident, each time we met. This thesis project would not be possible without you!

I also want to thank my friends and family for their support, but most of all thank my boyfriend. You have been my rock in this iterative journey of conducting a service design project individually, while writing a thesis. You are a star!
Abstract

Laurea University of Applied Sciences
Leppävaara
Master Degree Programme in Service Innovation and Design

Caroline Chaffin

Enhancing engagement of internal customers in a Social business through extensive use of visualization

Year 2015 Pages 129

In today's society attempts to solve important issues often reinforce old approaches. Still there are passionate people wanting to create innovative solutions, while simultaneously making society act. These people are called social entrepreneurs and they bridge an important gap between charity and public services. Their social innovations have also given roots to a new social economy which emphasizes putting people before systems and structures.

Monsterbedriften is a social business who wants to help former prisoners and people who have not completed their education or have trouble getting work. Their vision is to help as many people as possible get a new start in life and pay it forward which emphasizes a life outside unemployment, drugs and criminality. Helping youth who are found among a marginalized group in society is an important target group which has increased in Norway during the last decade.

In this thesis the author used Monsterbedriften as a case company when conducting a service development project. In Monsterbedriften staff is considered internal customers. The purpose of this thesis was to enhance engagement of internal customers in a social business. The aim was to apply service thinking, service design methods and visualization tools for enhancement of customer engagement. The project took place from February until November 2014.

In order to enhance engagement of internal customers, the author saw a need to iterate current service design tools and methods to fit the needs of a social business. She ended up creating an Engagement tool-kit for social businesses which uses visualization tools and methods extensively. The tool-kit was designed and tested in a pilot company, and changed (iterated) based on real user feedback before it was introduced to the case company.

The author found that service design thinking helped the case company view their business from an outside perspective and invest time in service improvements. By gaining a holistic view of their business, the case company was able to clarify needs and make a premeditated plan on how to support and engage staff so they can move on to a life outside the business. This was related to the company's vision and development goals for year 2014/2015.

By using visualization extensively, the case company experienced that they were able to enhance into the world of their internal customers and construct their service according to actual needs. The service development project resulted in five development ideas which are considered as the final deliverables. This included iterations on the tool-kit that allows it to be applied in future businesses. The case company suggested that the Engagement tool-kit should be used in all the social businesses in FERD's portfolio, which is Norway's largest investor within the field of social entrepreneurship. They also asked the author to help them continue to visualize information to their internal and external customers after the thesis project was ended.

Key words: Visualization, Social entrepreneurship, Service design thinking, Customer-Dominant logic, Staff engagement
In today’s society, current policies and structures have shown a tendency of reinforcing old, rather than new models in the attempt of solving some of the world’s most pressing issues (Murray, Caulier-Grice and Mulgan 2010, 3-5; Cooperrider 2008, 32-38). Even the welfare system in Norway has not been able to tackle the increased numbers of school dropouts and marginalization of people under 30 years old. This is an important target group, as youth without education and labor has shown a higher tendency to end up in drug related and criminal environments (Rasmussen Dyb, Heldal & Strøm 2014, 39-45).

Peter Drucker (2003 In: Cooperrider 2008, 32), one of the world’s greatest business visionaries once stated every single social and global issue of our day is a business opportunity in disguise. Also Eaking (In: Roberts and Woods 2005, 45) argues in order to save the world, we must treat it like a business.

Many companies are starting to discover the truth of these statements, and many people are now making innovations that are good for the society, while simultaneously enhancing societies capacity to act (Lockwood 2010, xvi; Cooperrider 2008, 32-38).

«In order to save the world, we must treat it like a business». 

Such «social innovations» has given root to a new social economy, with an emphasis on putting people before structures and systems (Murray et al. 2010, 3-5).

Among them are social entrepreneurs who are relentless in pursuing their vision to address major problems in the society, not met by others (Murray et al. 2010, 3-5). Social Entrepreneurship bridges an important gap between good will and business, and provides an opportunity to challenge and rethink traditional management approaches (Robert & Woods 2005, 45-48; Yunus, Moingeon & Lehmann-Ortega 2010; Mair & Martí 2006, 36).

In today’s society services are dominating the world’s global economy and gross domestic product (GDP), and services are believed to control the economic growth and quality of life in the future. Yet several studies are showing that the current customer satisfaction in service delivery is low (Dervojeda, Verzijl, Nagtegaal, Lengton, Rouwmaat, Monfardin & Frideres 2014, 2; Sanders & Stappers 2012, 16; Murray et al. 2010, 3-5).
According to Heinonen, Strandvik, Mickelsson, Edvardsson, Sundström and Andersson (2010, 531-548), and Nyman, Mickelsson and Strandvik (2011) value will only emerge when the service becomes embedded in the customer’s activities, context and experience. Sanders & Stappers (2012, 16) argues that customers need to have opportunities to make better choices about how to live, how to spend and how to consume. They believe that consumers need to engage in creative activities in order to make services better. This allows the service provider to understand how value emerges and how customers understand value. By having a “customer view”, service providers are able to change the process of value creation and gets an opportunity to innovate (Grönroos 2008a, 9; Heinonen, Strandvik, Mickelsson, Edvardsson, Sundström & Andersson 2010, 537-545).

Many businesses are now looking at how they can design for and “with” people. As there has been a change in the marketplace for businesses, new and emerging disciplines are now found in the intersection between business and design (see examples in table 1) (Cooperrider 2008; Dervojeda et al. 2014; Sanders et al. 2012).

There has also been a change within design, from focusing on objects, to focusing on purpose and people. Design is now increasingly being used by businesses to create sustainable service innovations and customer value (Cooperrider 2008; Dervojeda et al. 2014).

Another driver for these new, emerging design fields is the global service economy. Dervojeda et al. (2014, 10) argues that our global service economy is a major driver for the new emerging field, service design.

Service design as a field has evolved from a mix of disciplines within design and business strategy, which designers has combined with more user-centered methods. The primary characteristic of service design is to reflect the users perspective and use visualization tools and methods extensively (Segelström 2009, 1; Dervojeda et al. 2014, 2-7).

By using visualization techniques, service designers are able to create inspiration and empathy with users (Visser 2009). According to Miettinen (2010, 67) service designers applies specific tools and methods that makes services more tangible. They are often seen as “help agents” who slips into customer’s shoes and helps the service provider understand the service experience through the customer perspective, in a wider context.

Dahl, Kjaergaard and Soerensen (2012, 12-14) argues that service designers can ensure that the overall service concept answers strategic questions such as: to whom are we providing service, where to deliver service and when to make service accessible. According to Lockwood (2010, xvii) service design is especially useful in complex businesses, because it has a transforming power through the value chain as a whole, and challenges traditional managerial styles (Lockwood 2010, xvii).

Dervojeda et al. (2014, 13) argues that services will play a crucial role of developing Europe’s way of doing business, and as a place to live. In a world with large and complex challenges, Lockwood (2010, xvii) believes that the sensibility and methods from service design thinking can help envision, and realize a better future. Since application of a wide range of methods and tools can help prototype concepts, visualize innovations and generate solutions collectively, Melles and Howard (2012, 126-130) argues that service design and design thinking lends well to spaces for social innovation, which is what social entrepreneurs offers to the society.

<table>
<thead>
<tr>
<th>OLD &gt; THE TRADITIONAL DESIGN DISCIPLINES</th>
<th>NEW &gt; THE EMERGING DESIGN DISCIPLINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>visual communication design</td>
<td>design for experience</td>
</tr>
<tr>
<td>industrial design</td>
<td>design for service</td>
</tr>
<tr>
<td>interior space design</td>
<td>design for innovation</td>
</tr>
<tr>
<td>architecture</td>
<td>design for transformation</td>
</tr>
<tr>
<td>interaction design</td>
<td>design for sustainability</td>
</tr>
</tbody>
</table>

Table 1: New, emerging design disciplines (Sanders & Stappers. 2012, 17)
Many people are now using Social entrepreneurship to solve complex problems in the society (Zahra, Gedajlovic, Neubaum & Shulman 2009, 519). One of these «change agents» are the Norwegian social entrepreneurs «Monsterbedriften».

Monsterbedriften is a complex, social business who is experiencing rapid growth in Norway, and was used as a case company in this thesis. The collaboration with Monsterbedriften started February 2014.

Monsterbedriften aims to be a competitive entrepreneur and works as a subcontractor for big projects, in the fields of construction. The company has created a sustainable business model, with a double bottom-line, which creates economical and social value. The company differs from other companies in the way that they primarily aim at helping people found among a marginalized group in the society, such as former prisoners and people who have not completed their education or have trouble in getting work. However, Monsterbedriften does not wish to keep their staff forever, instead they wish that some half of the staff finds a new job, and moves on to a life outside the business, already during their first year in the company (Monsterbedriftens business plan).

The focus in this thesis was on internal customers. In the case company the internal customers are the staff and can also be considered as end-users. This is argued by the company’s vision to help as many people as possible get a new start in life and pay it forward, which emphasize giving staff a life outside unemployment, drugs and criminality. Monsterbedriften’s service offering towards internal customers involves work experience, housing, coaching and a family environment. Unlike traditional businesses where the service takes place during a specific time, the service offering in Monsterbedriften often becomes «the staff’s entire world» (Monsterbedriften management).

In this thesis the student and writer is referred to as the author. Since this as a Masters degree in Business and Administration (M.B.A) within the field Service Innovation and Design (SID), this is an academic work. The work consists of a theoretical part and a practical, empirical part.

According to Creswell (2014, 64) having a theoretical framework helps orient the study, and contributes to an explanations of findings in the empirical part, such as framing a problem or compare findings.

The author believes that the theoretical combination in this study has not been attempted before. The theoretical framework was chosen based on the authors pre-understanding of the field’s social entrepreneurship and service design, as well as insight gathered from the case company in the empirical part. The theoretical scope was on staff engagement, service design thinking and Customer-Dominant (CD) logic, which are visualized in figure 1 on page 9. The author chose a theoretical framework found within the broader fields service science, customer management and service management, which are central literature in her MBA studies.

The theoretical framework was based on secondary data done by others, such as books, articles, journals, statistics, conference papers, the case company’s business plan and online sources.
The empirical part in this study is referred to as a «service development project». This is a hands on project that aims to give students practical experience, and create new knowledge or innovations, which can be used elsewhere.

In the service development project the author applied action research with a service design process, tools and methods. As the name might imply, action research is framed within research, and focuses on collaborative relationships, and finding solutions together (Sanders et al. 2012, 29). Action research was chosen because the researcher must actively engage and collaborate with the business in order to gain strategic insight, and help develop organizational activities (Dahl 2012, 10-14). By offering a holistic and participatory view, action research can contribute to give a theoretical basis for research methods within design.

According to Eriksson and Kovalainen (2008, 193-194), and Murray et al. (2010, 20) action research replaces the traditional «researcher» and «researched» with iterative and collaborative relationships «with people. This requires bonding between designers and operational managers. Iterative refers to a non-linear process with continuous movement back and forth in the process, in order to learn and build on that experience (Stickdorn 2010, 124-127).

In this thesis service design thinking refers to a combination of «service design» and «design thinking». The author believes that these fields goes hand in hand, because they offer a certain mindset and specific tools and methods that helps inspire creativity and help businesses improve their service offering, by truly understanding customers needs. An overview of the action research with service design thinking used in this thesis can be found in Model 1, page 10.
Model 1: Overview of Action research with applied Service design process.
Staff Engagement

Staff engagement is about making each individual feel like they are a part of a business. This is important because staff that feel that they are adding value to the business and growing in their position are more engaged, motivated and loyal. Focusing on staff engagement in any business is important, because studies shows that only 13% of staff worldwide is engaged at work. Having engaged staff can contributed to make businesses more successful, and is especially important in social businesses where staff is found among a marginalized group in the society (Sylvester & Patel 2014, 61-64).

Customer-Dominant (CD) logic

The Customer-Dominant logic is one of many theories found within the field; customer management. The theory argues that the service provider must find ways to enhance and facilitate customers activities, in order to understand how value emerge, how value is experienced and constructed by the customers, in their own world. This allows the service providers to change the process of value creation and find new opportunities to innovate (Grönroos 2008a, 9; Heinonen et al. 2010, 535-545).

Service Design

Service design covers the hand-on activities that helps describe and detail a service, service system and service delivery process (Gummesson 1994, 85). Service design is used to create innovative new services, or help improve existing services. Service design offers many tools and methods that contribute to making services more visual and tangible. By applying these tools, service designers can help service providers understand how services are experience through the customer perspective, in a wider context. This is considered as one of the most important roles, of a service designer (Miettinen 2010, 67; Segelström 2009, 1; Dervojeda et al. 2014, 2-7).

Social Businesses

Social businesses are self-sustainable and have the same characteristics as a traditional business, but the primary purpose is to address social needs (Yunus et al. 2010, 311). In this thesis the term social business refers to a social entrepreneurial business.

Extensive use of visualization

Visualization is argued to be one of the elements that distinct service design from other fields, and helps provide empathy with users. Using visualization extensively, refers to using existing tools and methods from service design thinking in a way, that serves the needs of a social business (Maffei, Mager & Sangiorgi 2005, 6; Schmitt 2003 In: Zehrer 2009, 46; Schneider 2010, 68-79; Visser 2009).
1.2. PURPOSE AND AIM OF THESIS

Purpose and aim

The purpose of this thesis was to enhance engagement of internal customers in a social business.

The aim was to apply service thinking, service design methods and visualization tools for enhancement of customer engagement.

Research question

Can visualization tools and methods from service design thinking enhance engagement of internal customers, in a social business?

Sub-Questions

- Which tools and methods could be useful?
- Are there any considerations that must be taken into account, in terms of internal customers?
- What is the impact of this extensive use of visualization, for different stakeholders?
«A starting point for a good qualitative study is to find an interesting and up-to-date topic or practical problem».

With a previous background from social entrepreneurship and healthcare, the author aimed to find a case company for her MBA thesis in service innovation and design, with a social purpose. Another important aspect was that the case company allowed her to work close with the customers or end-user, of the service offering. Her starting point was therefore to make a map of all her current and desired people within her network, and see how they were connected. This map can be seen in Figure 3.

Wildevuur, Djik, Hammer-Jakobsen, Bjerre, Äyväri (2013, 180) argues that a good qualitative study starts with finding an interesting an up-to-date topic or problem. The author found a lot of inspiration from going to different events, arranging informal meetings with relevant people and taking on volunteer opportunities.
FERD is a Norwegian company that invests in social businesses. The social business must prove that they can offer innovative solutions to challenges in the society. They also need to have a sustainable business model which is economical viable and shows potential for growth (About FERD company). The author was lucky to attend FERD’s yearly Social Entrepreneurship conference in Oslo February 13th, 2014. This allowed her to meet different people and companies with similar interest i.e. companies with a higher social purpose.

During the conference, people were invited to discuss relevant topics for one hour, either as a participant or as a facilitator. The author took on the challenge and facilitated a workshop with five participants who discussed «How to open up B2B markets for Social Entrepreneurs?». This allowed her to introduce service design thinking as a field, and the participants were able to test out different tools and methods from service design and design thinking (Picture 3).

One of the participants, Arne Bjöntegaard, works as executive assistant in Monsterbedriften. Arne was very interested in the tools and process that was offered by the author, during the workshop and wanted to discuss opportunities to collaborate as their company were experiencing rapidly growth. The conference became the starting point for this thesis, and by the end of the day Monsterbedriften won the title as «Social entrepreneurs of the year» (Picture 2).
1.4. DEFINITION OF PEOPLE

Internal Customers

The focus in this thesis was to enhance engagement of internal customers, in a social business, and used Monsterbedriften as case company.

According to Wildevuur et al. (2012, 208) an end-user can be someone who uses a service or works for the service provider.

In Monsterbedriften staff is considered internal customers or end-users of the service, because they have a troubled or criminal history, and the company’s primarily goal is to help them move on to a desired lifestyle, outside the business. Even though different terms might be used in the theoretical framework, such as user, customer and staff, they all aim to support the focus on the internal customer engagement, in this thesis.

Management

In this thesis, the author collaborated with the case company’s managing team, and uses the term «management».

The managing team consisting of; two CEO’s, Thomas and Stig-Morten, Yvonne who is the secretary and Arne who is the executive assistant. Arne was the author’s main contact person in this thesis.

Monsterbedriften is a holding company organized as a stock company. The author’s main focus was on the establishment in Oslo and Mjøndalen, Norway.

External Customers

Monsterbedriften has different collaboration partners and works as a subcontractor for big projects, mainly in the fields of construction. These are referred to as external customers or clients.

Some examples are:
- Entrepreneurial companies, such as HANDE A/S.
- The Norwegian Labour and Welfare Administration (NAV) who refers people (internal customers) that needs work.
- The local mayor and/or similar, who are involved in the process of establishing a unitary local entity.
- Prisons, where Monsterbedriften receive most of their internal customers.
- Other organizations, businesses and volunteers, wanting to collaborate or contribute.
This thesis consists of a theoretical part and an empirical part. The theoretical part introduces the reader to the theoretical framework that supports decisions and give guidance to the empirical part of this study. The empirical part introduces the reader to the service development project, which is conducted in close collaboration with the case company Monsterbedriften. In the empirical part the author applied action research, with a service design process, tools and methods.

The thesis starts with an introduction that reveals the context and aims to familiarize the reader with central concepts, the purpose and aim of this study, and definition of different stakeholders. The second chapter presents the study context, which consists of social entrepreneurship in Norway and the social business Monsterbedriften.

In the third chapter the author presents the theoretical framework that backs up her decisions in the empirical study. The author starts by introducing the reader to service design thinking and what it aims at solving. She then looks at characteristics of services and service design, and use of visualization within the field. The author then reviews the importance of staff engagement and why companies should have a Customer-Dominant logic view in social businesses. In the end of chapter three, the author offers a summary of the theoretical frameworks, with implications for this study.

In chapter four the empirical part is presented, which is referred to as a service development project. In this chapter the author takes the reader through each step of the service design process, and the applied tools and methods. After each design step, the author offers a summary and key-take aways of the process.

The results and plan for implementation is found in chapter five, while the overall summary and conclusion of this thesis can be found in chapter six. An overall structure of this thesis, is found in Figure 4.
2. STUDY CONTEXT
Although Norway can be considered as one of the richest countries in the world, there is still a need for social entrepreneurship. During the last two decades, unemployment among young people has increased strongly, and in a society where success is rather normal, falling outside the system, can be the last stop before permanent exclusion. Still the initiative for those in danger of dropping out of school, education or work is highly fragmented (Rasmussen, Dyb, Heldal and Strøm 2010).

Norway is described as a knowledge society and people who do not have education, often have difficulties in getting a job. There has also been a decrease in the number of jobs for unskilled workers, especially in the field of manufacturing. As seen in Figure 5, people of age 15-29 who are neither in work or education (year 2009-2014) has increased in Norway (Statistics Norway 2015). Studies by Statistics Norway from year 2013, shows that about 9% of youth in Norway were without work or education. Over half of the youths received social benefits, and also showed behavior disorder or signs to mental illnesses.

According to Lunde (2013), youth who neither work nor are in education has shown to have poorer health, than their peers. This can be related to the fact that marginalized people often have less control over the available resources in the community, even their own lives (Burton & Kagan 2003 In: Lunde 2013, 18).
According to Rasmussen et al. (2014, 39-45) the reasons for dropout and marginalization of youth are complex. During the past 30 years, there has also been an evolvement of youth charged with offenses (Lunde 2013, 6).

Rasmussen et al. (2014, 39-45) argues that structural factors have changed the marginalization of youth, from being collective, to being more individual. Also youth who comes from families who receive social benefits, has a low household income, or lack educational role models, are more likely to become marginalized. This includes unaccompanied youth and immigrants (Lunde 2013, 5-14). Other reasons for marginalization is offered in Figure 6.

Studies by Statistics Norway shows that 14% of unemployed people, and 8% of those with disabilities lacks a close friend. The same tendency is found of those outside of studies (SSB 2012). According to Lunde (2013, 5-14) there is seen a greater degree of exclusion among young adults, who are newcomers to the labor market.

According to Lunde (2013, 13) there are three ways that youth can experience being marginalized, in the labor market:

- Being banned from participating in paid work (no foothold).
- Being ostracized from the labor market, after having gained foothold.
- Being locked in bad jobs, characterized by low salary levels, temporary contracts and lack of carrier opportunities.

When looking at social businesses in Norway, many aim to help people who for various reasons are unemployed or have dropped out of school. This is an important target group as youth without education and labor has shown a higher tendency to end up in drug related and criminal environments, even jail (Rasmussen et al. 2014).

Rasmussen et al. (2014, 39-45) argue that there is a need to rethink traditional approaches and start looking at sustainable solutions that emphasize individual, and customized solutions. Not only will this have individual benefits, it will also save the society from lost production, lost tax revenues and decreased welfare payments.
Social entrepreneurs are people, who are relentless in pursuing their vision to address major problems, and strive to spread their ideas as far as possible. These are people who offer creative solutions to complex social problems, which lead to diverse and significant contributions, to communities and the society as a whole (Robert et al. 2005, 45-48; Yunus et al. 2010, 310; Mair el al. 2006, 36; Zahra et al. 2009, 519).

Social entrepreneurship provides an opportunity to challenge and rethink traditional, managerial approaches. By applying entrepreneurship to a social sphere, social entrepreneurs bridge an important gap, between good will and businesses. This differentiates social entrepreneurs, from people who want to “do good”, through charitable causes (Robert et al. 2005, 45-48; Yunus et al. 2010, 310; Mair el al.2006:36; Zahra et al. 2009, 519).

The term social innovation is often used to describe innovative services or activities, motivated by solving social needs. The term is therefore predominantly found in organizations whose primary purpose is social, such as social businesses (Mulgen 2006, 146).

Figure 7 visualizes a social business, compared to profit maximizing businesses and not-for-profit organizations (Yunus et al. 2010, 310). A social business basically has the same organizational structure as a profit-maximizing business, but the objective is social and the owners never intended to make profit for themselves. A social business cannot be sustainable without recovering full costs, and by recovering full costs social businesses are able to scale their business, and help more people (Yunus et al. 2010, 10).

Rasmussen et al. (2014, 47) argues that social entrepreneurs makes a tremendous contribution, not because the public sector is ineffective or lack resources, but because social entrepreneurs can contribute to new solutions, user orientation and innovation, which there is not room for in large, public systems.
FERD is a Norwegian company that invests in social businesses, because they believe that this kind of investments results in excellent value creation, for businesses and the society (About FERD).

There are currently 13 companies in FERD's «portfolio» of businesses, which represents the biggest social entrepreneurs in Norway (examples in picture 4). After Monsterbedriften won the title social entrepreneurs of the year, also they were able to gain a spot in FERD's portfolio (About FERD).

In order to become part of FERD’s portfolio these businesses must offer innovative solutions, to challenges in the society, and have a business model that ensures sustainability and scalability. Some of their social results can be found in table 2.

What is similar to all the social businesses, is their focus on work and education. According to Rasmussen et al. (2014, 39-45) actions that involve work experience has shown to be more effective, than classroom-based initiatives. Not only has this proven to increase people’s individual life quality, but also it has contributed in an economic sense, for the society as a whole.

Another common feature of social entrepreneurial businesses in Norway is their delivery to the private market, where the willingness to pay is high. This has contributed to financially sustainable and scalable businesses, and an opportunity to reach out to more people (Rasmussen et al. 2014, 99-100; About FERD).

Forskerfabrikken (Scientist Factory) arranged more than 100 summer schools and has contributed to the development of Norway’s new child protection reporting requirements.

Trivselsleder is now in operation at 1,000 schools in Norway, Sweden and Iceland.

The Pøbel project has now helped 1,246 young people.

Aball1 launched activities in England in 2013, through the Premier league.

Drive for Life has achieved extremely good and well-documented social results.

Table 2: Some of FERD’s main results from 2013 (About FERD).
2.2. MONSTERBEDRIFTEN CASE COMPANY

«A calculation of Monsterbedriften’s social impact has shown that by moving youth from a life without work and dignity, to a life with work and dignity the Norwegian society can save about 11 million NOK (about 1.3 million €)»

The case company in this study was the Norwegian social entrepreneurs Monsterbedriften. Social entrepreneurship in Norway has grown rapidly during the last decade, and Monsterbedriften has shown its potential by being nominated to social entrepreneurs of the year.

The company works as a subcontractor for big projects in the fields of construction, such as renovation of bathrooms, removal of asbestos, demolition and maintenance - as well as forest clearing and core drilling (Monsterbedriften's business plan).

Even though Monsterbedriften aims to be a competitive entrepreneur, the business has a higher goal of social value creation, which differs from traditional companies. Monsterbedriften's primarily aim is to help former prisoners and people who have not completed their education or have trouble getting work. They offer a quick hire process, and aim to build up people through their work (picture 5). Their vision is to help as many people as possible get a new start in life and pay it forward, which emphasize a life outside unemployment, drugs and criminality (Monsterbedriften's business plan).

Monsterbedriften has developed their own method to help people, which are a combination of:

- A positive, family environment. Not an institution.
- Hard physical and practical work.
- Clear frames and good values.
- Clear role models and leaders.
- Continuously, professional support and coaching to increase personal growth.
- Good companionship and team spirit.

(Monsterbedriften's business plan)

Picture 5: Monsterbedriften offers quick hire to people with a troubled or criminal background, so that they can get a new start in life.
By engaging people in a sincere effort, Monsterbedriften aims to help former prisoners and people without work, in getting a new start in life. This involves support and coaching in all the obligations that they face in everyday life, and that they need to master in a steady job (see picture 6). Their values are respect, honesty, care, structure and responsibility.

The company offers a work situation with clear expectations in close teamwork with strong leaders and role models. The company also wishes to help the staff to develop their personal, social and professional skills. Most of the staff lives as a community, in homes created by the company, in other public homes or in private homes. However, Monsterbedriften does not wish to keep their staff forever. Instead they wish that some half of the staff finds a new job, and moves on to a life outside the business, already during their first year in the company (Monsterbedriften’s business plan).

Monsterbedriften has calculated that by moving a youth from a life without dignity to a life with work and dignity, they help the society save 11 million NOK (about 1,3 million €). Even if Monsterbedriften only contributes to help one youth, who work 80% for 10 years, the society will still save about 3,2 million NOK (about 400,000 €). This proves that the company bridges an important gap between public services and charity, and contributes to important value creation, for people and the society as a whole.

The company is established in the cities Oslo and Gjøvik, and is in the progress of starting up in Mjøndalen, Kristiansand and Eidsvoll. There are a total of 40 employees, which consists of internal customers and management. From 2012 till 2013 Monsterbedriften the employees in Monsterbedriften had doubled. The company estimates that the total amount of employees in 2016 will be 100 people. They also aim to have established companies in seven towns in Norway. Their goal towards year 2020 is to have a turnover of some 20 million Norwegian Crowns (NOK), which is about 2,162000 Euros. Since 2012 they have had a monthly turnover, and their big dream is to have 25 local units, spread over Norway by year 2020 (Monsterbedriften’s business plan).
3. THEORETICAL FRAMEWORK TO SUPPORT THESIS

Enhancing engagement of internal customers in a social business through extensive use of visualization
This chapter aims to introduce the reader to the theoretical framework that aims to supports decisions in the empirical, service development project.

The theoretical scope in this thesis consisted of:
1. *Service design thinking*, found within service science.
2. *Staff engagement*, found within service management.

Since the aim was to apply service thinking, service design methods and visualization tools for enhancement of customer engagement, this chapter starts by introducing the reader to service design thinking and what it aims at solving. The author then looks at the characteristics of services and service design, before she explains the importance of visualization in service design thinking. This is argued by the fact that service design thinking is highly visual, and that the author aimed to apply visualization extensively in a social business.

The author then turns the focus to the importance of staff engagement found within service management, which is related to importance of enhancing engagement of internal customers in a social business.

The final theory in this thesis was the Customer-Dominant logic. The author aims to give the reader an understanding of how this «customer view» supports her thesis and the interconnectedness to the fields service design thinking and staff engagement.

In the end of this chapter the author gives a summary of the theoretical framework and how it can support this study i.e. the empirical service development project in chapter four.
In this thesis service design thinking refers to a combination of service design and design thinking. The terms are found within the bigger field; service science. The author believes that these fields combined, offers a certain mindset and specific tools and methods that help inspire creativity, and help businesses improve their service offering. Since these are two quite new fields, with no common definition, the author aims to give the reader a clear understanding of service design thinking and what it aims at solving (Stickdorn and Schneider 2010, 15).

When talking about design, most people tend to think about designers as inventors of products, graphics or architecture. In today's society design has taken on a different role, and is even believed to help transform corporations in the 21st century (Murray et al. 2010; Segelström 2009, 1 ; Dervojeda et al. 2014, 2-7; Mulgan 2006).

According to Andrew (2010, 89) and Cooperrider (2008, 34-35) designers have the ability to create innovative and long-lasting solutions, and have something to offer all areas of the society. Also businesses are realizing that design can be used to create new and improved innovations that contribute to sustainable value creation. With a growing emphasis on creating meaningful and memorable user experiences, services allows experiences to be co-created with customers and employees, in real time (Murray et al. 2010; Segelström 2009, 1 ; Dervojeda et al. 2014, 2-7; Mulgan 2006).

Service design can help increase value for the user and the service provider, in the form of higher user satisfaction, improved processes and savings. By working close and holistically with all the people involved in a service, such as end-users, employees and other stakeholders, service designers can help organizations create better user experiences (Service Design by Difi). Applying service design in Norway is important, because 80% of jobs in are within the service sector and most people use services daily (Service Design by Difi).

According to Sanders et al. (2012, 18) design is increasingly moving from making things, to focusing on making «stuff» for people, in the context of their lives (Sanders et al. 2012, 18). According to Melles et al. (2012, 126-130) social innovation is one of the newest areas of design application, and lends well to service design and design thinking. Also Dervojeda et al. (2014, 6-7) emphasize that there is a need to increase the use of service design practice, for which these methods are new. In a world with large and complex challenges, Lockwood (2010, xvii) argues that the sensibility and methods from service design thinking can help envision and realize a better future, even a better world for all!
Service design is a relatively new field that has evolved from a mix of different disciplines found within design and business strategy, which is combined with more user-centered elements (Segelström 2009, 1; Dervojeda et al. 2014, 2-7). Stickdorn et al. (2010, 15) believes that the fact that service design is cross-disciplinary and have not yet reached a common definition, is the reason why people refer to themselves differently, such as; design thinkers, design strategists, new service marketers and service designers. Hegeman (2012, 3) argues that since the boarders between different disciplines are getting «fuzzy», in order to fully understand each other there is a need for designers to talk business, and for businesses talk design. A model of how the design field has transformed, referred to as the «Design Evolution», is described by Sangiorgi (2014, 10) in Figure 8.

According to Andrew (2010, 89) design thinking is an approach and an attitude to designing and learning. Further Tim Brown (in Lockwood 2010, xvii) describes that design thinking uses the sensibility and methods of design, to match peoples needs.

According to Gummesson (1994, 85) service design covers the hand-on activities that helps describe and detail a service, service system or service delivery process. According to Miettinen (2010, 67) service design is a creative and practical approach that can be used to create innovative new services or help improve existing services.

Figure 8: Models of Design Evolution (Sangiorgi 2014, 10).
According to Dahl et al. (2012, 12-14) service designers can ensure that the overall service concept answers strategic questions such as: to whom are we providing service, where to deliver service and when to make service accessible. According to Loockwood (2010, xvii) and Dervojeda et al. (2014, 2-3) service design is especially powerful in complex businesses, as it has a transforming power through the value chain as a whole, and challenges traditional managerial styles and processes.

Service designers apply specific tools and practices that make services more visual and tangible. By applying tools and methods from various disciplines, they are able to transform complex, value systems, into something understandable. Service designer also use these tools, to slip into the shoes of the customer, and try to understand the service experience through their perspective, in a wider context (Miettinen 2010, 6; Segelström 2009, 1; Dervojeda et al. 2014, 2-7).

Stickdorn (2010, 44-45) argues that we most focus on the environment where the service takes place, that customers or users perceive sub-consciously, that might affect the service experience. In order to fully understand customer’s needs and expectations, Dervojeda et al. (2014, 6-7) argues that the users should be involved throughout the entire design process. By gaining this comprehensive and emphatic understanding of customer needs, Stickdorn (2010, 30-37) argues that service designers are able to deliver greater, more holistic services, systems or processes that are found more useful, desirable and efficient, both for the user and the organization.

Since services are intangible, fluid and dynamic, Dervojeda et al. (2014, 3) believes that service design can easiest be grasped by comparing it to product design. While product designers aim to create tangible products such as bikes, cars and laptops, service designers plan and deliver intangible experiences, such as the series of activities you go through when booking a flight, or buying a coffee (Bitner, Ostrom & Morgan 2008, 66-68). The Agency for Public Management and eGovernment (difi) explains that services differ from products in the way they are used and perceived simultaneously (Service Design by Difi). Bitner et al. (2008, 66-68) highlights that services enfolds though a constellations of activities, over a period of time, and that this process is what distinct services from other fields.

Since service design thinking has no common definition, Stickdorn (2010, 34) argue that some core principal can be used to explain service design thinking:

- Service design thinking is **user-centered** because services are created through customer participation and interactions. Service design thinking puts the needs of the user or customer at the centre of the service design process, as a starting point for innovation. Focusing on early user involvement in service development, has shown to give co-ownership and sustainable satisfaction among different stakeholders, which again can lead to long-term engagement (Stickdorn 2010, 37-39).
Service design thinking is **co-creative**, because service design emphasizes involvement of all the stakeholders, when designing a new or improved service. This is done in a creative and inspiring environment, where ideas are generated and evaluated (Stickdorn 2010, 37-39). According to Sanders et al. (2012, 30) co-creation can also be seen as a mindset, and has the potential to have a positive impact on people’s lives. Wildevuur et al. (2013, 150, 207, 208) describes co-creation as a people-centered methodology that goes deeper than asking user what they want. Co-creation is more about thinking, designing and building together in multidisciplinary teams. Designers often use co-creation as a way to establish a partnership, or a dialogue with the end-user of a service, in order to make it more efficient, attractive and relevant. In order to create personalized and unique experiences, the different stakeholders initiates a dialogue where the user is part of the design team (Wildevuur et al. 2013, 150, 207, 208).

Service design thinking requires **sequencing**, because services are dynamic and takes place over a period of time, like a movie or stage play. Sequencing helps deconstruct the service process into interactions and touch points (the points where the user interacts with the service) (Stickdorn 2010, 40).

Service design thinking often involves **evidencing**, because services cannot be touch, they are «intangible». Evidencing is about making the intangible, tangible, by using tangible artifacts that continues to trigger emotional associations, even after the service experience. According to Stickdorn (2010, 43) using evidences can lengthen the service experience, increase customer loyalty and contribute to positive word-of-mouth action. An evidence can for example be the candy you receive after a nice restaurant meal.

Service design thinking is **Holistic**, because service design looks at the big picture and considers every single aspect that can effect the service experience. Stickdorn (2010, 44-45) describes holistic thinking as an illusion used to describe the wider context, in which the service process takes place.

Figure 9 by Wetter Edman (2011, 90) aims to illustrate how a service designer interacts with users and stakeholders in a service design project, which is user-centered and co-creative, rather then design driven. As you can see, the designer focuses on thinking, designing and building together in multidisciplinary teams, rather than working individually.
In this chapter the author aims to give the reader a better understanding visualization in service design thinking. It also looks at «how» and «why» it can be used beyond the research phase, which is the phase where visualization is commonly used.

According to Spencer (2011, 1-16) we are all visual beings, and visual elements have been central to human conditions for ages. Visualization plays an important role when expressing our emotions, and is also important for our memory.

Using visualization as a practice, is about interacting with visual materials. By using visualization techniques, such as drawing, the participants or designers can transform information into literally or figuratively images that people can see (Whyte & Cerdellino 2008, 2; Visser 2009 & Polaine et al. 2013, 68).

According to Segelström (2009) service design is highly visual, and is what distinct service design from other fields (Maffei, Mager & Sangiorgi 2005, 6). It is even argued to be the «the x-factor» that can convince companies in investing money in the field (Segelström 2009).

Using visualization in service design is described as easy, and doesn’t require any artistic skills sets. By getting out of verbal routines and arguments, participants can easier express themselves (Whyte & Cerdellino 2008, 2; Visser 2009 & Polaine et al. 2013, 68).

Segelström (2009) & Dervojeda et al. (2014) argue that service designers must use visualization extensively, if they want to reflect the users perspective. Also Schmitt (2003, 46) argues that most important task of a service designer, is to visualize the part of the service that effects the customers experience.

«Visualization is what distinct service design from other fields».

According to Spencer (2011, 1-16) using visual methods can provide a more subtitle and deeper exploration of contexts. Since service design tools and methods are different in nature, Segelström (2009) argues that the choice of tools and methods must be based on different practices and reasoning. Choosing the right method must be based on the nature and goal of the data. For example «customer journey maps» helps highlight a time-based service, while a «persona» can be efficient to maintain a user-centered perspective, when co-creating value with different stakeholders. Segelström (2009, 180) adds that visualization techniques are based on who you are communicating the insight too, and that the designer must keep in mind that external stakeholders needs more simple and aesthetically presentations, than a design company.

Today several visualization techniques are found in service design consultancies, and most claim that they have developed their own ways to use visualization with their clients (Segelström 2009).

Since we are all visual beings Spencer (2011, 1-16) argues that there is a big potential to use visual methods beyond what is «common» (Spencer 2011, 1-16).
A study by Segelström (2009, 179) and Visser (2009) found that visualization techniques help designers find inspiration in projects, help formulate insight and keep data alive. Visualization can also play an important part in organizational transformation.

Visualization in service design offers interaction choices and tools that can help represent the complexity of a service organization (Segelström 2009; Visser 2009). Today several visualization techniques are found in service design consultancies, and most claim that they have developed their own ways to use visualization with clients and end-users (Segelström 2009).

Ewenstein and Whyte (2009, 15) suggest using visual representations to help people work collaboratively, to help communicate ideas, solve problems and have different parties add their input.

Since visualization is more expressive than words, Polaine, Løvlie and Reason (2013, 68) argue that visualization techniques should be applied when presenting information and results to different stakeholders. According to Spencer (2011, 1-16) using visual methods can provide a more subtle and deeper exploration of contexts.

Since service design tools and methods are different in nature, Segelström (2009) argues that the choice of tools and methods must be based on different practices and reasoning. Choosing the right method must be based on the nature and goal of the data. For example «customer journey maps» helps highlight a time-based service, while a «persona» can be efficient to maintain a user-centered perspective, when co-creating value with different stakeholders. Figure 11 displays a list of arguments for using visualization, according to the type of reasoning.

According to Segelström (2009, 1), visualization techniques are commonly used for interpretation and understanding of a problem space or solution, in the beginning of a project (such as seen in figure 10). But even though visualization plays an important role in service design, Segelström (2009, 1) highlight a need to research «how» and «why» visualization can used beyond the research phase, in the design process.

Since we are all visual beings Spencer (2011, 1-16) argues that there is still a big potential to use visual methods beyond what is «common» (Spencer 2011, 1-16). Segelström (2009), and Visser (2009) suggest using visualization techniques to develop frameworks.

Figure 10: Categories of visualizations when focusing on visualizations for user research (Segelstöm 2009, 3).

Figure 11: List of arguments for using visualizations sorted in categories according to type of reasoning (Segelström 2009, 5).
3.4. IMPORTANCE OF STAFF ENGAGEMENT.

“A recent study by Gallup revealed that only 13% of employees worldwide, are engaged at work”.

This chapter aims to give the reader a better understanding of the importance of staff engagement, which is found within the bigger field of service management. Staff engagement was considered important since staff in a social business is found among a marginalized group in the society.

Staff engagement is a positive, work related state of fulfillment and well being. Sylvester et al. (2014, 63-64), Masvaure, Ruggunan and Maharaj (2014, 488) believes that staff engagement is a long-term challenge that can help companies, of any size, at any time, retrieve the very best from their staff, and make them more committed to the organization.

Staff engagement is a positive, work related state of fulfillment and well being. Sylvester et al. (2014, 63-64), Masvaure, Ruggunan and Maharaj (2014, 488) believes that staff engagement is a long-term challenge that can help companies, of any size, at any time, retrieve the very best from their staff, and make them more committed to the organization.

According to Sylvester et al (2014) engagement is about people skills and human drivers, and doesn't require major changes. He argues that engagement is about recognizing personal and individual drivers among staff that can inspire them to drive the business forward.

Staff engagement has become an important aspect of many organizations, because it has shown to increase staff’s job satisfaction, and therefore leads to lower absenteeism and turnover rates. It has also shown to improve staff's health, well-being and performance, which gives the organization more proactive staff, with higher motivation (Schaufeli and Bakker 2004, 293-315).

In a world where production lines are highly standardized, MacLeod et al. (In: Sylvester et al. 2014, 62) argues that staff engagement is what can make a difference. Also more recent individual and organizational changes in today's work processes, practices and principles, have effected the needs and view of staff in the 21st century (Dent, Holton & Rabbetts 2010, 30-32). A good example is the staff found in social businesses, which are found among a marginalized group in the society, which makes engagement even more important.

Sylvester et al. (2014:64) argues that staff that feel rewarded for their hard work, and recognized by the opportunities and success, will represent a motivated and loyal workforce that can take on the world!
Sylvester et al. (2014, 63-64) argues that companies need to focus on training and development when fostering staff engagement, and that staff engagement initiatives have proven to increase productivity, achieved objectives and higher annual profit per employee. This requires that the boss acts as a role model, and takes time to understand what each staff needs and wants.

Dent et al. (2009, 38) argues that the organization must provide staff with the opportunity to share their thoughts and views with colleagues and the management. According to Sylvester et al. (2014, 61-64) it is important that each individual receive the training they need in order to feel confident in their roles. Further they suggest that the management must spend time with their staff, to make sure that they are growing in their roles, and feel like they are an integral part of the organization and the company’s goals. This can contribute to make staff feel more safe and motivated, and take responsibility for their own development.

According to Masvaure et al. (2014, 488) an organization is more likely to understand and retrieve the best from their staff, by getting to know and understand the staff’s interest. Understanding staffs intrinsic motivation is especially important for those who supervise staff in their work duties, since people in general participate with different interest, in their given tasks. Also colleagues have shown to play a major role in motivation at work (Masvaure et al. 2014, 488; Sylvester et al. 2014, 64). This is considered extra important in social business where staff often have other needs than in a traditional business. Picture 7 represents the «brotherhood» that is created through Monsterbedriftens service offering towards internal customers i.e. staff, which focuses on building up people, through hard, physical work.

![Picture 7: Monsterbedriften focus on building people, through their work.](image-url)
This chapter aims to give the reader a better understanding of the Customer-Dominant logic, which is found within the bigger field customer management.

In this thesis a Customer-Dominant (C-D) logic view, of businesses must view customer participation, was chosen because a social business often becomes the «customers entire world». Unlike traditional services, which often take place during a certain time and focus less on what happens before and after the service offering, the service offering towards internal customers in a social business is continuously.

This customer logic was also chosen due to the fact that customers in a social business have other, individual needs, compared to traditional businesses. Focusing on a customer logic was considered important, in for the social business to help their internal customers move on to desired lifestyle outside of the business, which is the case company’s vision.

In the Customer-Dominant logic we often think of business-to-business (b2b) customers, but in the case company there are two types of customers; internal and external customers. The internal customers are the staff, while the external customers are b2b clients. The focus is this thesis was on enhancing engagement of internal customers in a social business, and in this way the CD-logic theory supports my work.

Customer management is a marketing approach, which focuses on how businesses take on a customer-centric approach, in order to develop its services (Grönroos 2007, viii).

«The C-D logic aims to understand what problems that customers are facing, and understanding how they create their own experiences»

There are many theories found within this field that aims to support the role of the customer in relation to a service company. Heinonen et al. (2010, 531-541) highlights that studies by Drucker (1974) and Levitt (1960) represents important corner stones when talking about the importance of customers, but are difficult to apply practically. Further Heinonen et al. (2010) criticize the more recent Service-Dominant (S-D) logic by Vargo and Lusch (2004, 2008) for neglecting a true Customer-Dominant (CD) logic as it has a more provider-dominant logic, meaning that customers experiences are constructed and staged by the service provider according to their own interest.

In order to go from a service-centric to a customer-centric view, Fournier, Dobscha and Mick (1998), Gummesson (2004), and Heinonen et al. (2010) argues that the company must see beyond what is visible to them as a service provider, and understand the service context, where the customer tries to reach individual goals.

The C-D logic aims to understand what problems customers are facing, and understanding how they create their own experiences. The C-D logic argues that a service provider must enhance and facilitate customers activities in order to understand «how» value emerge and «how» value experiences are constructed by the customers, in their own world, (Heinonen et al. 2010, 537-545).
«Companies must find out what customers are doing or trying to do, and then see how their service fits into their world».

Nyman et al. (2011) highlights that the service provider must truly understand customer’s actions, reasoning, reactions and experience, that influence how value emerge and how customers create their own experiences. By doing so, the business is able to meet real customers needs, and gets an interesting opportunity to innovate (Grönroos 2008a).

Compared to other theories, the CD-logic realizes that even though what happens during a service is only a small part of all the other activities and experiences in the customers world, this must also be considered and understood by the service provider. This is emphasized in Model 2, which compares the C-D logic and «the customers world» to the S-D logic, and traditional service management seen from «the service company’s world».

The model argues that companies must find out what customers are doing or trying to do, and then see how their service fits into their world. The model represents the C-D logic, in relation to the S-D logic (provider-dominant logic).

In Model 2 the S-D logic, the X, represents the service company and the theory’s perspective of customer participation. The Customer-Dominant logic is reflected in the grey area in the model. The C-D logic understands that customers experience services different from the service provider, and that customers never uses services in a vacuum. This is reflected in the grey area, which does not only shows the core activities & experiences that are directly related to the use of service, but equally displays «other» and «related» activities and experiences, that might influences how value emerges, from a customer perspective (Customer Y) (Heinonen et al. 2010, 535).

Model 2: CD logic of service, contrasted with service management and SD logic (Heinonen et al. 2010, 535).
According to Heinonen et al. (2010, 537-545) application of a C-D logic requires a change of mindset and use of methods that can help understand customers tasks and life on a deeper level, such as seeing how the service offering fits the customer own goals. This makes the role of the service providers activities larger then traditionally considered, as it supports customer’s creation of value before, during and after the service, such seen in social businesses.

According to the C-D logic, value will only emerge when the service becomes embedded in the customers activities, context and experience, which is referred to as «value-in-use» and emerge when a customer uses a service. The C-D logic believes that this value must be based on the customers own experiences and context; this experience is described as the process that the customer needs to realize how impressions, relates to own understanding and feelings (Heinonen et al. 2010, 537-545).

According to Grönroos (2008a, 9) having a C-D logic is important for the business, because customers creates value for themselves, but during these interactions the service providers gets an opportunity to change the process of value creation, which represents an interesting opportunities to innovate (Nyman, Mickelsson & Strandvik 2011). According to Nyman et al. (2011) there are many techniques that can help service providers better understand how they can support customers who are trying to reach individual goals, such as using service stories (closer described in attachment 3).

In table 3 the provider-dominant logic, referred to as S-D logic is compared to the Customer-Dominant logic, and offers a summary of how companies must think, in terms of customers and customer engagement.

<table>
<thead>
<tr>
<th>Co-creation Involvement</th>
<th>Provider-dominant logic (SD-logic)</th>
<th>Customer-Dominant Logic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Value-in-use</td>
<td>Customer involved in co-creation</td>
<td>Company involved in customer activities</td>
</tr>
<tr>
<td>Visibility Customer-experience</td>
<td>Company controls co-creation</td>
<td>Customer controls value creation</td>
</tr>
<tr>
<td>Scope Character</td>
<td>Focus on visible interactions</td>
<td>Also considers invisible and mental actions</td>
</tr>
<tr>
<td></td>
<td>Formen within the service/ Extraordinary and special</td>
<td>Emerges in customers life, including mundane and everyday life</td>
</tr>
</tbody>
</table>
In chapter three the author presented the chosen theoretical framework for her study. Her choice of theoretical framework was based on the authors pre-understanding of the fields, and facts from the empirical, service development project. The theoretical scope was on staff engagement, service design thinking and Customer-Dominant (CD) logic, found within the broader fields service science, customer management and service management, which are central literature in her MBA studies. The author believes that the theoretical combination in this study has not been attempted before.

According to Creswell (2014, 64) having a theoretical framework helps orient the study, and contributes to an explanations of findings in the empirical part, such as framing a problem or compare findings. The empirical part is found in the following chapter, referred to as; service development project.

The following information aims to give a short summary of the theory and implications for this study.

When reviewing secondary data from others, for her theoretical framework, the author found that there are still no proven methods, practice or business model that is followed within the field of Social entrepreneurship (Robert et al. 2005, 45-47). With a background from both worlds, the author saw a need to integrate social entrepreneurship with service design thinking.

The author believed that by using tools and methods from service design thinking, she could help the case company understand customer’s tasks and life on a deeper level.

The author found that both service design and social entrepreneurship as a field, are quite new and has not yet reached a common definition (Stickdorn et al. 2010, 15). The author believed that the specific tools and methods offered through service design thinking could help the case company (the social entrepreneurs) create new services or improve existing services (Miettinen 2010, 67). This was based on the fact that service design thinking offers specific tools and methods that allow them to slip into customer’s shoes, and understand the service experience through their perspective, in a wider context. By understanding these needs, service designers are able to deliver greater, more holistic services, systems or processes that are found more useful, desirable and efficient, both for the user and the organization (Stickdorn 2010, 30-37; Segelström el al. 2009, 1; Dervojeda et al. 2014, 2-7). This also reflected the aim of the empirical service development project; to create new knowledge, concepts, models or a basis for new innovations.

In terms of the focus on internal customers, the author found that only 13% of employees worldwide are engaged at work. Theory also showed that staff engagement has many benefits, such as a motivation, loyalty, health, well-being and performance (Sylvester el al 2014, 61-64). As the case company were experiencing rapidly growth and chaos, the focus on people and human drivers was considered important. Especially since the staff in the case company has a troubled or criminal background, and are found among a marginalized group in the society, which can make engagement even harder.
When reviewing literature, the author found that social innovations, which is offered by social entrepreneurs, lends well to service design and design thinking (Melles et al. 2012, 126-130). She also found that there is a need to increase the use of service design practice for which these methods are new (Dervojeda et al. 2014, 6-7). The author believed that using tools and methods from service design thinking, could help the case company understand customers’ tasks and life on a deeper level, as a way to innovate the business. This takes the author to the choice of the next theory, the Customer-Dominant logic.

From a C-D logic perspective, the author believed that service design thinking could help the case company understand the task and life of internal customers on a deeper level, and by doing so, see how their service offering could fit the customers’ own goals. Both fields, social entrepreneurship and the CD-logic, have larger roles than traditional considered, as social businesses often becomes internal customers’ “entire world”, and the C-D logic focus on supporting customers’ creation of value before, during and after the service (Heinonen et al. 2010, 537-545).

Both the C-D logic and service design literature highlights a need to focus on the environment where the service takes place that customers perceive sub-consciously which might affect the service experience. In the case company the staff often work together, live together and do social activities together. Hence the importance of enhancing in the customers’ world and understand how value is experienced and enhanced in their context became extremely important (Stickdorn 2010, 44-45; Heinonen et al. 2010). This is where a service design process, tools and methods become handy.

When reviewing literature, the author identified a gap questioning how and why visualization can or should be used beyond the design research phase (Segelström 2009, 8, Visser 2009). The author found that visualization can be used to develop frameworks, such as transferring user knowledge from research to other stakeholders (Segelström 2009, 8; Visser 2009).

Further she found that service design is highly visual and is argued to be one the factors that distinct service design from other design fields. It is even described as the x-factor that can make companies invest money in the field (Maffei et al. 2005, 6). Visualization therefore became a natural part of the service design process, tools and methods.

Choosing visualization was also based on the need to represent the complexity of the service organization, and help create a common understanding of a problem or situation. Visualization is used to enhance and keep empathy with users, and is also believed to play an important part in organizational transformation (Visser 2009).

As the author was focusing on internal customers i.e. staff in a social business, with varying abilities and backgrounds, visualization was chosen as a way to engage staff and help them express emotions, by getting out of verbal routines (Visser 2009; Polaine et al. 2013, 68).

The author wanted to experiment how extensive use of visualization could be used to enhance engagement of internal customers in a social business. She saw a need to review existing visualization techniques, and if necessary iterated them to fit the needs of a social business.

The next chapter use the knowledge from the theoretical chapter as support in a hands on project within service innovation and design; a service development project.
4. SERVICE DEVELOPMENT PROJECT

Social entrepreneurs bridge an important gap in the society.

Enhancing engagement of internal customers (staff).

Apply service thinking, service design methods and visualization tools for enhancement of customer engagement.
This chapter aims to take the reader through a hands-on service design project, which the author conducted in close collaboration with her case company Monsterbedriften. The project took place from February 2014 till November 2014, and is referred to as a service development project, where the aim was to create new knowledge, concept, model or basis for new service innovations.

Sanders et al. (2012, 22), and Wildevuur (et al. 2013) explains that in the beginning of a design process, it can be hard to imagine what to develop. According to Stickdorn (2010, 125) service design is an iterative process which is taught by trying, failing and learning from own mistakes, before trying again. Eriksson and Kovalainen (2008, 37-38) suggest that the designer outline a structure of the design process, to facilitate the first steps forward. The design process is not a specific plan or solution, but an iterative process that helps the designer build new or improved knowledge and solutions. As seen in the «squiggle» (figure 12) offered by Sanders et al. (2012, 22), the first part of the service design process is messy and chaotic in nature and is referred to as «the fuzzy front end». The fuzzy front end is about exploring topics that can inspire and define the project scope. This can often be a «gap» that needs to be explored further.

According to Dervojeda et al. (2014, 4) there are over 250 practices used by different design practitioners all over the world. These are often tailored to meet specific needs of a sector or service, and is related to the fact that service design is an interdisciplinary approach, and that people learn and teach service design based on individual motivation and background (Stickdorn et al. 2010, 15). According to Polaine et al. (2013, 63) how we employ the tools and methods are different in each case.

According to Eriksson et al. (2008, 37-38) conducting a qualitative study is an ongoing processes with movement between data collection, theoretical concepts, analysis, ideas, and findings. This was also experienced by the author and is reflected in the service development project, described through this chapter.

Figure 12: The squiggle, representing the fuzzy front end of a service design process (Sanders et al. 2012, 22).
The service design process chosen for this thesis was inspired by different design processes, and naturally changed during the project. The service design process was found very useful in order for the author to find suitable tools and methods for each step of the process.

The author used action research with a service design process, tools and methods, which focus on iterative and collaborative relationships with stakeholders in the case company, in order to develop organization activities. The purpose of this thesis was to enhance engagement of internal customers in a social business. The aim was to apply service thinking, service design methods and visualization tools for enhancement of customer engagement.

An overview of different design processes offered by different practitioners can be found in table four. This inspired the author to create her own service design process for her thesis, found in model 4 and 5 (page 45 and 46).

As the structure of this design process might reveal, the author found inspiration from the Double Diamond process (Model 3), which is one of the most known design processes within the field of service design (Stickdorn 2010, 127). The double diamond process is argued to create a good balance between detailed design and holistic design and offers «divergence and convergence thinking». Divergence and convergence thinking reflects generating possibilities and selecting actions (Sanders et al. 2012, 253) and is described more closely in figure 13.

![Double Diamond Process Model](image)

Model 3: Double Diamond Process Model offered by The British Design Council (Stickdorn 2010, 127).
Andrews (2010, 88) describe design as a systematic process of: identifying problems, do research, then create, test and implement solutions.

Stickdorn (2010, 122-135) suggest a structure that involves: Exploration, Creation, Reflection and Implementation. These four steps are described as a basic approach to a structure for complex design processes.

O’Toole mentioned in Andrews (2010, 88) suggest a systematic process that involves: Imagining, discovering, thinking, prototyping, testing, iterating and implementing.

The Design Council 2015 has made one of the most familiar design process in Service design «The Double Diamond Process», that involves convergence and divergence thinking and the four steps: Discover, Define, Develop and Deliver, which creates a good balance between detailed design and holistic design (model 3, with elements from figure 13).

Moritz (2005, 123) uses six steps in the service design process: Understanding, Thinking, Generating, Explaining, Filtering and Realizing.

Human-Centered Design process (HCD) by +Acumen. +Acumen has created a Human-Centered Design process that aims to create and deliver solutions based on peoples needs through, which is done through the steps hear, create and deliver.

Dervojeda et al. (2014, 4). Describes a service design process that starts with «customer insight, followed by drafting new service concepts with experts and/or clients and developing service prototypes, draft service blueprints and matching business models, towards implementation».

Table 4: Design processes offered by different service design practitioners.

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Design Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrews (2010, 88)</td>
<td>describe design as a systematic process of: identifying problems, do research, then create, test and implement solutions.</td>
</tr>
<tr>
<td>Stickdorn (2010, 122-135)</td>
<td>suggest a structure that involves: Exploration, Creation, Reflection and Implementation. These four steps are described as a basic approach to a structure for complex design processes.</td>
</tr>
<tr>
<td>O’Toole mentioned in Andrews (2010, 88)</td>
<td>suggest a systematic process that involves: Imagining, discovering, thinking, prototyping, testing, iterating and implementing.</td>
</tr>
<tr>
<td>The Design Council 2015</td>
<td>has made one of the most familiar design process in Service design «The Double Diamond Process», that involves convergence and divergence thinking and the four steps: Discover, Define, Develop and Deliver, which creates a good balance between detailed design and holistic design (model 3, with elements from figure 13).</td>
</tr>
<tr>
<td>Moritz (2005, 123)</td>
<td>uses six steps in the service design process: Understanding, Thinking, Generating, Explaining, Filtering and Realizing.</td>
</tr>
<tr>
<td>Human-Centered Design process (HCD) by +Acumen.</td>
<td>+Acumen has created a Human-Centered Design process that aims to create and deliver solutions based on peoples needs through, which is done through the steps hear, create and deliver.</td>
</tr>
<tr>
<td>Dervojeda et al. (2014, 4).</td>
<td>Describes a service design process that starts with «customer insight, followed by drafting new service concepts with experts and/or clients and developing service prototypes, draft service blueprints and matching business models, towards implementation».</td>
</tr>
</tbody>
</table>
Model 4: Overview of Action research with applied Service design process.

Enhancing engagement of internal customers in a social business through extensive use of visualization

Hi, let’s collaborate!

Yes!

February

Starting point

Ferd Social Entrepreneur Conference, February 2014
Model 5: Overview of Action research with applied Service design tools and methods in each step.

### Action Research with Service Design

**February**
- Participant Observation
- Informal Interviews
- Secondhand Research
- Monsters INC Management
- NAV
- Isaksen Entrepreneurs
- Local Major
- Start-up meeting Mjøndalen
- Bastø Prison
- Elstangen Monsterhome
- Lindeberg Project
e- Ekeberg Projectsite
- BAS Project meeting
- x 3 Bas Leaders

**March**
- HANDE AS

**April**
- A

**May**
- Affinity Diagram
- Customer Journey
- Service Blueprint
- Personas
- Insight Posters
- Co-creation workshop
- Ideation
- Brainstorm
- Six-thinking hats

**June**
- Semi-structured Interviews: 3 x 45 min

**July**
- Experience map
- Cards
- Desktop Walkthrough
- Dramatic Arc
- Storytelling
- Value chain analysis
- Co-creation workshop
- Epleislang
- Paper Prototype
- Iterate

**August**
- Explore
- Converge
- Design & Test
- Deliver

**September**
- Converge
- Design & Test
- Deliver

**October**
- Converge
- Design & Test
- Deliver

**November**
- Converge
- Design & Test
- Deliver

**December**
- Converge
- Design & Test
- Deliver

Enhancing engagement of internal customers in a social business through extensive use of visualization.
The following steps found in the applied service design process in Model 4 and 5 are described below. An overview of each design step and applied methods, of the entire design process can be found in Attachment 5.

Since the first step of the service design process took place from February till August 2014, the author was truly «exploring» the case company. «Exploration» is also the first step of the service design process offered by Stickdorn (2010, 122-135). In this step application of methods found in ethnography and design research was applied, and aspects such as «hearing» and «understanding» offered by other design practitioners in table 4 were naturally embedded. More details about this step can be found in chapter 4.1. Explore phase.

The second step of the design process «define» remained the same during the entire service design process. This title was chosen as the author saw a need to synthesize and make sense out of a lot of data, in order to define what were the current challenges, which could be further developed in the case company. This step naturally embedded aspects such as «filtering» and «thinking» offered by other design practitioners. As the author was constantly getting new information, that had to be defined and taken into the development step, these two design steps got a natural connection. The «define» step is also found in the Double Diamond process (Stickdorn 2010, 127).

Specific for the «Develop» phase in this context was inviting the case company to a co-creational setting where the knowledge from the Define phase was presented and further developed as a team. Similar to the steps offered by other design practitioners, the «develop» step involved a lot of «thinking», and to some extent «generating» and «creating» in terms of identifying development areas on a strategic level. The «develop» step is also found in the Double Diamond process (Stickdorn 2010, 127). More details about these two steps can be found in chapter 4.2. Define & Develop phase.

The next step of the service design process is referred to as «design». This was the part of the process that suddenly took a new turn, as the author decided to collaborate with a co-student who were also working with a social business for her thesis. As both students identified a common need to iterate current service design tools and methods, to better fit the needs of a social business, the term «design» became a natural choice. This can again be related to the step «creating» offered by other design practitioners. The design step reviewed current visualization tools and methods from service design, which was applied extensively as a way to enhance engagement of internal customers in a social business. The design step became embedded with the next step «testing» because there was a constant movement back and forth between these steps. This step is commonly used in service design thinking and is similar to the steps; «prototyping», «testing» and «iterating», offered by other design practitioners. By collaborating with a co-student, the author was able to pilot-test the first design solution in another social business, receive feedback and make iterations before applying it in her case company. More details about these steps can be found in chapter 4.3. Design & Test phase.

The final step of the service design process was the «deliver» phase. This step was chosen by the author as she was determined that her service development project would solve real needs in the case company. The «deliver» phase is both found in the Human-Centered design tool-kit (by +Acumen) and by the Design Council 2015. The author found this step more suiting than «implementation», as the goal was for the case company themselves to implement the identified plan and solutions. As offered by many other design practitioners this step naturally included «reflection» about the entire process and can be further reviewed in chapter 4.4. Deliver phase.
4.1. EXPLORE PHASE

Enhancing engagement of internal customers in a social business through extensive use of visualization
This chapter aims to explain the first step of the service design process «Explore». The chapter continues to describe each tool and method that was deployed, why they were chosen, how they were used and the results. Before moving on to the next step of the process, the author offers a summary and key take-away from the design step.

The first step in this design process is referred to as «explore». According Dijk, Raijmakers & Kelly (2010, 148-149) this is described as the «research phase». By exploring the company the designer is able to obtain information, understand the users, stakeholders and their challenges, and identify research questions. Exploration can also contribute to gain new perspectives and form the project foundation (Segelström, 2009).

According to Wildevuur, Djik, Hammer-Jakobsen, Bjerre, Äyväri. & Lund (2013, 180) the designer should start a project by envisions how it can effect people’s life or the future of a business. The exploration phase is about having greater understanding and empathy for what users are doing. In practice this means spending time in the field. In order to understand peoples culture and lifestyle, the designer often use qualitative research methods such as observation and interviews, in order to put themselves in the shoes of different stakeholders (Stickdorn 2010, 122-135; Miettinen 2010, 67).

According to Creswell (2014, 16) the designers own experience often becomes an influencing factor when choosing how to collect data. Qualitative research methods are used to explore a subject that needs a deeper understanding, or that few people has written about before. He argues that the designer should consider a full range of data collection possibilities, and that a combination of methods helps neutralize possible weaknesses of using just one method, and contributes to build on existing data. Djik et al. (2010, 108-115) argues that the combination of ethnographic research with service design is a success factor in service design projects, because it helps the designer know what is needed in every stage of the process.

In service design, qualitative methods helps designers understand how and when people use a service, what they consider challenges and their willingness to pay. Qualitative insight is also useful in terms of understanding the characteristics of people, their surroundings and motives (Wildevuur et al. 2013, 134). According to Djik et al. (2010, 108-115) such ethnographic methods are well known in the design world, and have also evolved to include more interaction, co-creation and conversations that inspire the design process and revels peoples everyday life. According to Fielding (1993 In: Elliot & Jankel-Ellliot 2003) ethnography is an emphatic process of creating a shared meaning and seeing the world through the informant’s eyes. According to Mariampolski (2006, 49-50) ethnography adds another dimension for analysis and communication of results, because it emphasizes use of visual documentation.

The starting point of this thesis was to build a holistic understanding of the case company’s service offering, the stakeholders and current needs. The author emphasized building greater understand of how internal customers experience the current service offering today, and finding inspiration for her thesis scope. The aim of the exploration phase can be found in Table 5. The following pages describe the qualitative methods found within ethnography, and the service design tools that were applied in the first step of the service design process: Explore.

| Gain holistic view of the business |
| Understand how staff experience the current service offering |
| Build trust & relationships |
| Build emphatic understanding |
| Find inspiration for project scope |

Table 5: Aims for Exploration phase of design process.
**Secondary Research**

The first method that was used in order to explore the company was «Secondary research». Further information about the process can be found below.

**What is it?**
According to Eriksson & Kovalainen (2008, 77) using empirical data by others is commonly used beside qualitative studies, as a way to gain more insight about a situation or topic. According to Jeanne, King & Bennett (2013, 19) this kind of information is referred to as «secondary research», and can be found in studies, book, articles, online searches, etc.

**Why did I choose it?**
As the author had an educational background from social entrepreneurship and service design, which were the two fields combined in this thesis, she had a pre-understanding of both fields. Yet, she needed to look at relevant key words that would help form the foundation of her thesis.

The keywords (picture 9, page 55) helped the author search for relevant articles, journals, conference papers and books. Using secondary research was especially important in order to find a theoretical framework that could support decisions in the empirical study.

The author also used secondary research to get more familiar with the case company. And was mainly done through the company’s business plan.

**How was it applied?**
As the author was not familiar with the case company before starting her thesis, she used secondary research.

The case company provided the author with the company’s business plan and regular updates through e-mail (Picture 10, page 55).

The keywords that were initially used in this thesis were inspired from early meetings with the case company, and fields that the author found interesting.

Identifying keywords for this thesis was a continuous process and changed a lot as the project moved forward. 3 key words remained from the same from the initial search, till the end of the project.

**Results:**
Already in the first meetings, visualization was discussed as something both the author and the case company wanted to focus on.

By using secondary research the author was able to identify the theoretical framework for her thesis.

By going through the company's business plan the author was able to get a better understanding of the case company, prior to the empirical study. She was also able to identify the case company’s development goals toward year 2014/2015, which was considered important.

At this stage the author saw a need to focusing on staff, as their first goal was to help 50% of internal customers (staff) find a job outside the business within the first twelve months. They also wanted 25% of staff to become internal leaders on a management level, or as project leaders (BAS).

The relevant development goals were to supervise and guide staff, which reflected the company’s vision to give life back and help pay it forward. They also wanted to establish information material, good managerial and administrative procedures.
**Informal interviews**

The first qualitative method that was used to explore the case company was «Informal interviews». Further information about the process can be found below.

**What is this?**
According to Agar (1996, 158 In: Elliot et al. 2003, 217) informal interviews is about asking open questions at appropriate moments, and can take place in a wide variety of context. Agar describes this method as «hanging out with informants».

**Why did I choose it?**
Informal interviews were chosen because it allows the informant to be in control of the conversation, while the ethnographer or designer gets an experience near understanding. According to Agar (In: Elliot et al. 2013, 217) informal interviews is argued to capture the richest data within ethnography.

Using informal interviews as a method initially in the project, became a natural choice as the author needed to ask open questions, at appropriate moments, both to the management, internal customers and external customers.

This method was chosen as a way to interact with, and get to know different stakeholders in the business, at different levels, especially internal customers.

This method was also chosen when interacting with external customers, such as construction firms, prison employees and so on.

By using informal interviews with different stakeholders, the author wanted to gain a holistic view of the company’s service offering, and the connections between different stakeholders. This was important, as the author were trying to identify her thesis scope.

**How was it applied?**
The data collection started when the author had decided to collaborate with Monsterbedriften in February 2014, and continued until the semi-structured interviews where conducted in August 2014.

In the exploration phase, data was collected on a frequently basis, and the informal interviews had a conversational tone, and no written questions.

After deciding to collaborate, the author had three informal interviews with the executive assistant in Monsterbedriften, to discuss opportunities to collaborate.

Further, these informal interviews took place during meetings with internal and external customers, such as «start-up meeting in Mjøndalen», «Monster day» event with all the stakeholders in Monsterbedriften and similar (see picture 11 and 12, page 55).

Se attachment 1 for more details.

**Results:**
Using informal interviews helped the author gain rich insight about the business, their background, current stage and future plans. Most importantly, the stakeholders were able to identify a mutual understanding, and the focus of the project, which were the focus on internal customers i.e. the staff. This matched the author’s aim of working with the end-user of a service offering, as well as having a Customer-Dominant logic, of involving internal customers.

Without these informal interviews, the author would not have been able to identify important key words, and identify important stakeholders that helped formed the foundation, and scope of her thesis.
Participant observation

The second qualitative method that was used in order to explore the company was «Participant observation». Further information about the process can be found below.

What is this?

Participant observation is described as the primary method of an ethnographer, because it gives room for not only observing people, but to participate with them. This can include spending a day in the respondents home, or social or environment (Murray et al. 2010, 20; Elliot et al. 2003; Djik et al. 2010).

Participant observation comes in the various forms, such as; complete participant, participant as observer and observer as participant. All forms focuses on maximizing the depth of information, while minimizing the effect of the researcher. This method is also argued to lend well to informal interviews (Murray et al. 2010, 20; Elliot et al. 2003; Djik et al. 2010).

Why did I choose it?

Participant observation was also chosen as a way to get a holistic view of the case company.

As the author had clarified that she would focus on internal customers in the case company, participant observation allowed her to slip into their shoes and context, and try to understand how they were experiencing the current service offering. This method was also considered to be a good way to build trusting relationships and emphatic understanding of the internal customers.

Using participant observation with external customers i.e. clients was considered important as they contribute to the financial aspect in the business, by giving staff an opportunity to work.

How was it applied?

The author used participant observation very extensively, both with internal and external customers. A detailed overview can be found in Attachment 1.

By collaborating close with the case company, the author was able to get updated information, and knew which context to use observation. This included field visits, visiting the home of internal customers, visiting prisons, which provide the business with staff, etc.

The role of the author varied based on the context, from complete participation during an event with all the internal stakeholders, to participating as an observer or as a participant (see picture 13 and 14, page 55).

Results:

The author experienced that using participant observation was a suiting method, to gradually build trusting relationships to different stakeholders, especially internally. By meeting staff in their context, such as team-building activities, in their home, on their worksite and in meetings, she was able to slip into their shoes, and get an emphatic understanding of how staff experience the service offering, today. It was a combination of observation with informal interviews that contributed to this insight.

As the author was dealing with a management with many big thoughts and ideas, using participant observation helped her see the limitations of her study, and find new inspiration for her project scope. She was also able to identify that the BAS leaders would be her informants, when applying more in-depth methods. This is described in the following page.
Semi-structured interviews

The third qualitative method that was used in order to explore the company was «Semi-structured interviews». Further information about the process can be found below.

What is this?
According to Moritz (2005, 192), and Eriksson and Kovalainen (2008, 80-82) semi-structured interviews has an informal and conversational tone, and is a good method to collect open-ended information. Using interviews is described as a quick and qualitative way, to understand stakeholder’s experiences, opinions and expectations.

According to Eriksson et al. (2008, 80-82) semi-structured interviews offers a variation of “how” and “what” questions, and often outlines a theme. This allows the research to change the words and order, of questions in each interview.

Moritz (2005, 192) describes that the researcher must create the interview questions beforehand, and should use audio, notes or video in order to interpreted the data after. Elliot et al. (2003, 216) highlights that it is impossible to make a report with many informants. Therefore the researcher must identify the informants, who are most likely to provide the richest, most critical data and knowledge of a specific area.

Why did I choose it?
In this thesis, semi-structured interviews were used as a way to gain a deeper understanding of the internal customers in the case company.

Using semi-structured interviews was considered an appropriate method, to gain more knowledge, while keeping a comfortable and casual tone.

As the author was not able to test the interview beforehand, choosing semi-structured interviews, allowed her to outline a theme, and change words or questions as needed.

As the author had gained rich insight, and built trusting relationships through observation and informal interviews, she had already identified BAS leaders as suitable informants. This was based on the fact that BAS leaders have been working in the case company since the beginning, and knew how it was to come from a life without dignity, to being part of the business, becoming leaders and experienced «getting life back», which is the company’s vision.

As the informants had long experience within the company, and functioned as leaders, the author believed that these informants would help her gain rich and critical data. This was considered important, as the aim was to enhance engagement of internal customers in a social business.

How was it applied?
The preparation for the interview involved making an interview guide, interview consent form and finding supplies, such as an audio recorder and camera (see picture 8).

Based on the case company’s feedback, the author identify which of the BAS leaders she would use as informants. She then sent out an invitation with information regarding her, and her thesis work.
The interview was set up at the case company’s work site, where the BAS leaders have their weekly meetings. The author participated as an observer in a weekly meeting, before conducting the interviews. As a reward for participating, the author served pizza to the informants.

The author conducted three 45 minute long, semi-structured interviews in total, which were recorded. The author also made notes after the interviews. The interviews were then transcribed and interpreted.

Results:
The interview helped the author identify many development areas in the case company, as well as concrete development ideas. The author believes that she would not be able to collect this information without using this “in-depth” approach.

Using this method, allowed her to get a more reality-near experiences of the informants past, such as poor livelihood, having a sentence that is awaiting them in jail or a troubled childhood. This helped the author realize the impact that the case company have had on their lives and the company’s societal value; how the case company help bridge a gap between good will and business. This insight, as well as all the previous field notes, was crucial in order for the author to move on to the next step Define, where insight and complex data would be interpreted and visualized, by using different tools and methods.

By using semi-structured interviews, the author experienced that she was able to get more personal feedback, especially regarding how the staff were experiencing the service offering today. The author started by writing down the informant’s answers, but found that this was distracting the informants. She therefore relied on using audio recording, only.

The audio recordings were stored until the author had transcribed them. The author did not send them back to the informants for accuracy check, as she was going through the recordings word for word and the BAS leaders had limited time, due to heavy work loads. This is something she would consider in future projects, to validate the data.
Stakeholder mapping

The first service design tool that the author applied in her thesis, were stakeholder mapping. Even though this is often used at a later stage, this was produced parallel with gathering information in the Explore phase. Further information about the process can be found below.

What is this?
According to Djik et al. (2010, 151-153) a stakeholder map is a visual, and physical picture of internal, and external groups involved in a service. A stakeholder map gives accessible overview of stakeholders in a business, and should be part of any attempt to innovate.

A stakeholder map must be visually engaging, and should display how different groups are related, and how they interact. A stakeholder map can also be valuable when interpreting insight (Elliot et al. 2003, 219; Djik et al. 2010, 151-153).

Why did I choose it?
Using a stakeholder map was chosen as a method, as it allowed the author to get a holistic, and physical picture of all the people involved in the case company’s service offering.

Having a broad and holistic view was considered important, in order to deliver greater, more holistic services.

How was it applied?
Ever since the author started to explore the case company, she started to map out different people in the business, and how they were connected. The author created many stakeholder maps during the exploration phase, such as; information about stakeholders in one specific project, how staff mapped themselves in relation to other people, how the case company collaborated with external customers and so on (see picture 15 and 16, page 55).

When the author had all the information from the first phase of the service design process, she was able to make an accessible overview of internal and external groups involved in Monsterbedriftens service offering.

The visual representation found in figure 14 represents the case company’s working model in relation to external customers.

While the final stakeholder map of the case company is found in Figure 15, in the following page.

Results:
By creating a visual representation of the case company’s different stakeholders and connections, the author proves that she was able to get a holistic view of the business, during the exploration phase.

In this thesis, the stakeholder map was mainly used for the author to keep a holistic overview. The author believes that this methods could also be considered as one of the final deliveries, as a way for the case company to use visualization extensively, in the future.

The author believes that using a stakeholder map can be useful for the business in terms of sharing information to new internal or external customers.

The author tried to make the staff make their own stakeholder maps, but found this difficult. Yet, she was able to use some elements to see what internal customers values, on a personal level. Which is information that the service provider, the case company, must consider when improving their current service offering.
Many companies hear about Monsterbedriften through media, events, “Word of mouth” and so on. One of Monsterbedriften’s external customers i.e. client are Norwegian prisons. They provide Monsterbedriften with internal customer and the hire process is considered to be quick.

In order for Monsterbedriften to be sustainable they work as a subcontractor on big construction projects, such as asbestos removal, forest cleaning and bathrooms tearing. Among them are external customers, such as HANDE AS. These are companies with own clients, referred to as external request.

The stakeholder map showcases the two CEO’s in the middle, due to their important position, considered from the staff’s perspective and client perspective. The map is based on relationships, centered from the middle and out. The people found in the second circle are found among Monsterbedriften’s management, and includes the BAS leaders who has a central role in the organization. The community living, referred to as the “monster home”, is also a very important aspect in the service offering. In the third circle are staffs, management who work youth movements and clients. All of these stakeholders are seen as an essential parts of the business.
Pictures from Exploration phase

Picture 9. Initial key-words identified in this thesis. The three marked words: Social entrepreneurship, Service Design and Visualization, remained the same until the end of the project.

Picture 10: Using Monsterbedriftens business plan as secondary research.

Picture 11. Informal interviews with external stakeholders, such as HANDE entrepreneurs.

Picture 12. Informal interviews with internal stakeholders, such as staff and management.

Picture 13. Picture from “complete participant observation” with staff during “Monsterday” event.

Picture 14. Picture from “observer as participant” visiting construction site.

Picture 15. Picture from stakeholder mapping based on a start-up meeting.

Picture 16. Picture that shows staff creating own stakeholder maps.

Enhancing engagement of internal customers in a social business through extensive use of visualization / 55
In this chapter the author presented the first step of the service design process. This was referred to as the Explore phase, which is often considered the research phase of a design process. In this phase she used qualitative methods, found within ethnography, and one service design tool.

The insight from the Explore phase helped the author reach the following goals:

- To gain a holistic view of the case company.
- To understand how internal customers experience the case company’s current service offering.
- Build trust & relationships with important stakeholders.
- Build emphatic understanding of internal customers, in their own context.
- Find inspiration for thesis scope, such as focusing on internal customers, identifying concrete development areas and ideas, and wanting to use visualization more extensively.

The insight from the Explore phase was critical in order to move on to the next step, Define, where the author would synthesized and visualizes insight and complex data, by applying tools and methods from service design thinking.

Based on the authors pre-understanding from the field social entrepreneurship, she knew the important of involving the people at the heart of the business i.e. internal customers, who the case company aim to help through their double-bottom business model. By exploring the case company, the author realized that the service offering towards internal customers takes place before, during and after the service; they life together, work together and socialize together. This differs from traditional services, which often takes place during a specific time. The author realized that she, as a service designer, could help the case company better construct their service, according to the needs of internal customers, and words such as empowerment and engagement of internal customers became central themes.

The informal interviews helped the author gain rich insight about the business, background, current stage and future plans. Most importantly, the author discovered that also the case company wanted her to focus on the internal customer, which became the starting point for «enhancing engagement of internal customers». This matched the authors initial aim from the start of her thesis work; to with the end-user of a service offering. Visualization was discussed as something both the author and the case company wanted to focus on, and was considered important since internal customers are found among a marginalized group in the society.

By using secondary data, the author was able to identify the case company’s development goals toward year 2014/2015. The goals that were central for this thesis was that the case company wanted to find ways to guide or supervise staff so that they could move on to a desired life outside the business within their first year or become internal leaders. This reflected the company’s vision to give life back and help pay it forward. Other relevant development goals in the case company for this thesis, was their aim of establishing information material and good managerial and administrative procedures. The author believed that the focus on internal customers, and use of visualization, could contribute to help the case company reach their development goals and company vision.
Using secondary research helped the author find relevant key words, and choose a theoretical framework that could support decisions in the service development project.

The secondary research also revealed that the case company has big contracts for work mission, and aim to grow rapidly in Oslo and Mjøndalen. Based on the authors pre-understanding within the field, she knew the importance of finding a good balance between the social and financial aspects in a social business. Even though the author believe that social businesses knows staff better than traditional businesses, the case company’s aim to grow rapidly supported the need to focus on internal customers in her thesis. Especially since informal interviews and semi-structured interview already revealed areas that needed to be improved, from the perspective of internal customers. Even external customers highlighted that the case company must be careful so they don’t become to commercial and loose their social value, for the internal customers.

The combination of participant observation and informal interviews helped the author build trusting relationships to different stakeholders, especially internally. By meeting staff in their context, she was able to slip into their shoes and get an emphatic understanding of how staff experience the service offering today, which is both described as important within service design thinking and the Customer-Dominant logic, where «other and related» activities has shown to influence how value emerge from a customer perspective (Heinonen et al. 2010, 535).

Participant observation helped the author realize that BAS leaders were suitable informants for her semi-structured interviews. Using observations also helped the author see limitations, such as realizing that following a start-up process in Mjøndalen was to extensive for this thesis work.

Using semi-structured interviews, allowed the author to get a more reality-near experience of the informants past and the impact that the case company have had on their lives, and in the society as a whole. The BAS leaders were good informants for the interviews, as they have spent many years in the business, and were able to emphasize with new staff, and provide a reality-near experience of the current service offering. The informants both represented someone who wanted to stay and build the business as internal leaders, as well as someone who eventually wanted to move on to a life outside the business. The BAS leaders continued to provide valuable insight from the perspective of internal customers, during the entire thesis project. By using stakeholder maps, to make a visual representation of different stakeholders and how they were connected while collecting data, the author was able to get a holistic view of the case company’s service offering.

From a theoretical perspective the author wanted to explore the possibilities to focus on using visualization extensively in her thesis. Based on secondary research by others she found that Segelström (2009, 1) argues that visualization needs to be explored more extensively beyond the research phase. She also found that Social entrepreneurship as a field lack own methods and practices, and that service design and design thinking lends well to social innovations (Robert et al. 2005, 45-47; Melles et al. 2012, 126-130). This reflects the author’s choice of combining the two fields; service design thinking with social entrepreneurship. Especially since visualization is one of the things that distinct service design from other fields (Maffei et al. 2005, 6). Due to the fact that the service offering in social business becomes the entire world for it’s internal customers, the author found that the Customer-Dominant logic by Heinonen et al. (2010, 535) argues that the service provider must look at methods that helps them enhance into customers world and construct the service according to real user needs. She believed that service thinking, service design methods and visualization tools could contribute to bridge this «gap».
4.2. DEFINE & DEVELOP PHASE
This chapter aims to explain the second step of the service design process «Define & Develop». Since other practitioners divide these step, the author chose to describe them individually in this introduction. The author then describes each tool and method that was deployed, why they were chosen, how they were used and the results. Before moving on to the next step of the process, she offers a summary and key take-away from the step.

The author decided to call this step define & develop, because she was constantly getting new information, that had to be defined and taken into the development step. Sanders et al. (2012, 235) refers to these steps as «communication of insight» and «conceptualization», and argues that they can be run parallel.

After exploring a subject the designer is often left with a lot of raw data, which needs to be analyzed (Sanders et al. 2012, 197-199). Define is one of the steps found within the Double Diamond process where insight is analyzed, filtered and defined (Design Council 2015). Since this is not a fixed process, and there is no correct way to interpret or analyze qualitative data, Sanders et al. (2012, 197-199) argues that the define step often takes more time, than the initial Explore phase, and has a tendency to become a little messy.

According Sanders et al. (2012, 200) to analyze means picking something apart, and argues that the designer should choose an approach, based on the subject that is being researched. Segelström (2009, 6) suggest that visualization techniques are frequently used when trying to interpret and understand qualitative data. According to Jeanne et al. (2013, 7) visualization is about using images to help envision possibilities, and bring them to life.

According to Djik et al. (2010, 146-215) visualization techniques helps designers turn qualitative insight into new ideas or concepts that can be further tested and improved. Polaine et al. (2013, 88) & Segelström (2009, 180) highlight that the designer must choose a technique, based on whom the insight is communicated to. This can vary from sticky notes, printouts and sketches, to more formal presentations.

The data that needed to be analyzed in the define phase, mainly consisted of what people had said or done, such as interview notes, photos, observation notes and interview transcripts (Sanders et al. 2012, 199). As seen in Table 6 the aim for the define phase, was to make sense out of complex data and visualize all the insight, into a suitable format.

Information about the develop phase, is described in the following page.
The «develop phase» focuses on using in-depth insight about customer needs, motivations and expectations, as a basis for generating and developing new or improved solutions. Also this step is found within the Double Diamond process. In the develop phase people come together as teams, and try to develop concepts that address issues or problems identified from the initial explore and define phase (Design Council 2015; Stickdorn 2010, 130). Polaine et al. (2013, 88) argues that a wide range of stakeholders must be involved when developing new ideas and concepts, and that the concept must further be tested and improved.

According to Sanders et al. (2012, 205) collaboration helps the researcher bridge user research with service design. He argues that by involving different stakeholders early in service development has, service designers are able to make more sustainable and holistic solutions, which is directly linked to success (Miettinen 2010, 64-65; Dahl et al. 2012, 10-14; Stickdorn 2010, 130).

In order to see the full picture Miettinen (2010, 64-65) argues that a service design processes requires knowledge bonding between operational managers and designers. This can allow the management to recognize challenges and the missing parts, identified by the designer in the initial design process.

As seen in Table 6, the aim for the develop phase was to create a co-creative environment with important stakeholders in the case company, as a way to identify development areas that was strategically anchored, and to create a shared understanding between the designer and the case company.

In the following pages, the author has described the tools and methods that was applied in the second step of the service design process; «Define & Develop».
A model to guide analysis

The first model applied in the define & develop phase, was a model to guide analysis, based on the DIKW scheme by Ackoff. Further information about the process can be found below.

What is this?
The DIWK scheme refers to data, information, knowledge and wisdom, and was first offered by Ackoff in the late 80s. Based on this scheme, Sanders et al. (2012, 201) created a model to guide analysis, which can be seen in Figure 16.

According to Mariampolski (2006, 147-148) analyzing of data is important, in order to make sense of separate information. This can be done as the researcher collects data, or after all the data is gathered.

The model in figure 16 supports analysis of data, by using the four elements of the DIWK scheme. As seen in the bottom part, the researcher starts with a phenomena that (s)he aims to explore. In order to understand this phenomenon «data» is collected and interpreted, in order to gain new «information». This information allows the researcher to build new «knowledge» and «wisdom», which contributes to create new «theory» (Sanders et al. 2012, 201).

Why did I choose it?
The author found inspiration from the DIWK scheme as a way to analyze and interpret raw data and help generalize findings (Sanders et al. 2012, 200).

In order for the data to have any value, she needed to build new information and knowledge about internal customers, and the case company as a whole. The raw data consisted of interview transcripts and notes, photos and observation notes.

How was it applied?
Since there are no specific methods for analyzing data, the model contributed to give the author an understanding of how and why to analyze data. Since there are no specific process to follow in the define step, the steps in the model enabled the author to find suitting tools and methods for analyzing data, such as «analysis on the wall», that could help her build new knowledge and wisdom out of the data. This was considered important since the data alone has little value, without being analyzed.

Results:
The author realizes that there are many approaches to store and analyze data. What she would have done differently in the future was to find a better way to store data, as her current data was stored in different places and formats. Further tools for analyzing data in the define step, is found in the following pages.
Analysis on the wall

The first service design method applied in the Define & Develop phase, was Analysis on the wall. Further information about the process can be found below.

What is this?
Analysis on the wall is a method offered by Sanders et al. (2012, 212), which helps designers interpret data and look for patterns. There are many terms for describing this approach. For example Segelström (2009, 6) uses the term «conceptual mapping» for translating raw data, into insight.

As the terms might revel, analysis on the wall or conceptual mapping is about going through all the gathered data, and look for interesting findings, such as quotes and patterns, that supports the explored phenomena. In order to do this, designers often use post-it notes to visualize insight on the wall, because they can easily be moved (Sanders et al. 2012, 212-213; Segelström 2009, 180).

Why did I choose it?
Analysis on the wall was chosen as a method, because it is described as a useful approach when analyzing data. As it provides information as well as inspiration, it is also argued to be a good approach when looking for opportunities to innovate (Sanders et al. 2012, 212).

As the author was conducting her service development project by herself, analysis on the wall was chosen because Sanders et al. (2012, 212) argues that this method works well for researchers who works individually.

How was it applied?
The first step of using this method was to go through all the data collected in the field, and look for interesting insight. The author realized that she needed to familiarize herself with many aspects in the case company, such as understanding different roles and the hire process of internal customers - to more concrete challenges such as poor HSE (health and safety routines), bad attitudes among new staff and so on.

As she had not found a good way to store all the raw data, the first step was to gather all her data. This included a lot of observation notes and the transcribed interviews. She also had photos that documented different events and helped her «go back in time».

The author started to look for interesting words and patterns in her raw data, this insight was then written down on post-it notes. The notes were added to a giant wall of paper, as a way to visualize insight. By going through all the data she started to see different themes and categories. She also identified specific development ideas, and added her own thoughts and ideas (see picture 17, page 68).

Results:
The author experienced that analysis on the wall was useful in terms of gather a lot of information, in one place. By taking notes on post-its, she was able write down a lot of key insight, and moves them as her perspective changed.

This method helped the author realize which service design tools to apply further, such as creating personas of different staff.

Dealing with this amount of data alone can be challenging, so having a bigger group of people involved would have been helpful. Also finding better ways to structure her work, as she was gathering data, would have made the process easier.
**Affinity diagram**

The second service design tool applied in the define & develop phase was the affinity diagram. Further information about the process can be found below.

**What is this?**

Affinity diagram is a tool that is commonly used in service design, as a way to gather and organize large amounts of data and insight - even ideas (About Affinity diagram).

Sanders et al. (2012, 213) argue that the designer must find a way to summarize all the insight from the analyzing process (the define phase). According to Segelström (2009, 6) visualization techniques are both necessary and useful when it comes to documenting what the researcher has perished. Use of visualization, also contributes to document meaningful data and connect them to physical evidence, which makes it easier to present it to other stakeholders.

**Why did I choose it?**

As the author had gathered a lot of insight about the case company, she wanted to find a way to keep this data «alive» and share it with relevant stakeholders. The author decided to use an affinity diagram, in order to transform the information from the analysis on the wall, into a simple visualization. For this she used the computer program Omnigraffle (seen in figure 17 and 18).

**How was it applied?**

After visualizing the findings from the exploration phase on «a wall of analysis», the author wanted to transform the findings into a more handier format. In the beginning she used the program Keynote by Apple, before she discovered the program Omnigraffle that is commonly used in Service design to create simple models of insight.

The information was divided into different themes, such as «structure», «new hires» and so on. Within these themes, she had smaller and more specific categories, such as «attitude», «follow up» and so on.

After the author had gathered more information from the case company, during a co-creational workshop, she made a second affinity diagram in Omnigraffle, based on the insight added by the management (figure 18).

**Results:**

The affinity diagram helped the author get a structured overview of the development areas, including specific development ideas.

As the analysis wall itself had become a bit messy and was hard to move due to the post-it notes, the omnigraffle offered a simple format that captured all the valuable insight. Still, the author wanted to explore more creative ways to present the insight to the case company, as the affinity diagram uses a lot of words.

The affinity diagram was mainly used for the author to get a holistic view of the case company, and find inspiration for her thesis scope.

The second version captured insight from the management, and focused more on development areas that was strategically anchored.

The affinity diagrams was a good way to capture all of the insight, offered by the service designer (author), as a delivery to the case company, so that they could continue to work with development, after the thesis project.
Figure 17: Affinity diagram based on insight from Analysis on the wall.

Figure 18: Affinity diagram based on updated insight from co-creation workshop with Monsterbedifften management.
**Insight poster**

The third service design tool applied in the define & develop phase was an insight poster. Further information about the process can be found below.

**What is this?**

Segelström (2009, 1-9) argues that when presenting insight to stakeholders outside the design team, the designer must choose a simple and aesthetic way of presenting insight. A poster is often used as a way to visualize insight, and helps designers keep data from user alive. This can contribute to support engagement, enhance empathy and keep empathy with users (Segelström 2009, 179; Visser 2009).

According to Jeanne et al. (2013, 42), and Polaine et al. (2013, 68) posters are invaluable in the way that people can easily browse a lot of insight, without reading written material. This is important since visualization is much more expressive than words. Using a poster allows attendees to determine what they think is important to discuss, and can contribute to give a shared understanding of a problem, or a lot of data.

**Why did I choose it?**

As the author wanted to find a suitable tool when presenting information and results to important stakeholders in the case company, she decided to create an insight poster.

Using a poster was new to the author, but seemed as a good way to present a lot of information to different stakeholder. The author also wanted to make something that the case company could keep for the future, as the gathered data provided new knowledge and insight.

The case company had previously emphasized a need to use less written information, and more visualization. Especially since they’re internal customers are found among a marginalized group in the society.

As the author focused on internal customers, a poster was chosen as a way to enhance and keep empathy with them in a co-creational setting with the management, since most of the data was based on their perspective.

**How was it applied?**

The author used the initial analysis on the wall and the affinity diagram, to visualize information into a poster.

The first draft had simple sketches, which was clustered into themes. This was brought to the first workshop with the case company and allowed the author to present a lot of insight at once (Picture 18).

As the participants in the workshop really liked this visual representation, and saw ways to use if further, she continued to work on the poster and created a new version (Figure 19, page 68). This was not presented until the final phase of the service design process, the delivery phase.
Results:
Using a poster helped the author guide the participants through her explorative journey of the case company. The poster also reflected the identified development goals and economical goals towards year 2020.

Using an insight poster allowed the author to talk about specific development areas, that the staff experienced as challenging. These areas represented important opportunities to innovate. As it can be challenging to present improvements area in a business, especially insight which was mainly collected from internal customers and introduced to the management, the poster avoided holding anyone personal responsible.

The author found that the insight poster helped the company see a need to improve their current situation, before growing to fast, and big as a business. This was also supported by insight from external customers as well, highlighting that the case company must be careful so they don't become too commercial and loose their social value, which makes them so unique.

The insight poster turned out to be a very good way to present insight to the management. The author tried to present some insight first by using post-its on a wall, but the participants were not able to grasp what the author had been thinking or wanted the participants to do.

As argued by other designers, the posters allowed the participants to pick out specific areas for further discussion. This helped the author see their point of view. The goal was to identify development areas at a strategic level, and will be further described in the applied method; «co-creational workshop».

The new iteration of the poster was made so that the company could have a holistic view of the business, from a staff perspective, and see concrete development areas. The company said that the poster allowed them to share information further, on a board level. They also wanted to use the insight poster it in the weekly meeting with the BAS leaders.

![Picture 18: First insight poster of presented for the case company in the co-creational workshop.](image)
Personas

The forth service design tool applied in the define & develop phase, was Personas. Further information about the process can be found below.

What is this?

According to Jeanne et al. (2013, 114) personas are fictional people, who represent real people. The insight is usually based on data from ethnographic studies, such as interviews and observation. Designers use personas to present characteristics of customers, as a way to facilitate discussions around specific customer segments.

Using a persona can help different stakeholders discuss user needs, and incorporate these needs into a new or improved solution (Jeanne et al. 2013, 114). Djik et al. (2010, 178-179), and Miettinen el al. (2009, 21) argues that a persona must be visual and detailed, and incorporates elements such as personal information, quotes, key attributes. This is important in order for this tool to be «brought to life» and successful.

Why did I choose it?

As the author were focusing on engagement of internal customers in her thesis, using personas was chosen as a way to generate innovative ideas, based on real needs, during the service development project.

Using personas aimed to create empathic engagement with the staff, when helping the case company improve their current service offering towards internal customers. This was especially important since the staff were often taken out of the thesis project, to work in the field of construction.

How was it applied?

The author used qualitative data from the exploration phase that was defined, in order to create personas of new staff and Bas leader staff. It was especially the semi-structured interviews that enabled her to get enough information, and characteristics to make these «fictional characters» (see Figure 20).

The personas were brought to the co-creational workshop with the management, in the development phase of the design process.

Results:

As a service designer, using personas was important in order to represent the users, even though they could not be present.

Creating personas helped the author get a better understanding of the different staff in the case company, which was referred to as new staff and BAS leaders.

When comparing a social business to other businesses, the author found that social business has more insight about their internal customers. The author believes that this is related to the fact that one of the CEO’s have a similar past, and can relate to «being in their shoes».

Based on this, the author believes that personas would have had more value, if it was presented to stakeholders who were not familiar with Monsterbedriftens internal customers, such as external customers. The personas could also have value, for new staff, as a way to see opportunities for personal growth.
Figure 19: Insight poster of Monsterbedriften presented for case company in Deliver phase

Picture 17. Creating an «analysis on the wall» from qualitative data gathered in the Explore phase.

Figure 20: Bas leader and staff persona based on qualitative insight.
Customer Journey Mapping

The fifth service design tool applied in the define & develop phase was customer journey mapping. Further information about the process can be found below.

What is this?
According to Jeanne et al. (2013, 7, 97) customer journey mapping is one of service designer’s most powerful methods. A customer journey map is created based on real user insight, and visualizes how users interacts with the service, through touch points, and what influences their experience (Djik et al. 2010, 158-161; Mager 2009, 15).

According to Djik et al. (2010, 158-161), and Segelström (2009, 6) a customer journey is often used with personas, and is described as a good way to communicate insight, and bridge user research with service design work.

According to Jeanne et al. (2013, 7, 97) customer journey maps allows stakeholders to assess and follow a customer while experiencing a service. Using a customer journey map also allows the service provider to analyze each step in more detail, which can contribute to identify problems and find opportunities to innovate (Djik et al. 2010, 158-161; Segelström 2009, 6).

Why did I choose it?
Using a customer journey map was considered necessary, in order to map the case company’s service offering, seen from a staff’s perspective. This could help the author identify problems, as well as opportunities to innovate.

Mager (2009, 15) describes that a customer journey map gives a visual representation of a customer’s experience, before, during and after interacting with a service. This was considered important because the case company’s service offering often becomes the staff «entire world».

How was it applied?
The author used qualitative data from the exploration phase that was defined, in order to create a customer journey map. The map was made based on how the case company and staff described the service offering, and therefore incorporated details given from different stakeholders.

Due to this, the author referred to the customer journey map as an «ideal customer journey». The map shows the process from a staff is hired, until they move on to a life outside the business. This reflects the company’s vision to help give life back and pay it forward and development goals.

Results:
By visualizing the ideal customer journey based on valuable insight from different stakeholders, the author was able to see a gap in current service offering. This is reflected in the area «missing link» (figure 21, page 71).

As seen in figure 21, the step where staff should start to think about moving to a life outside the business, is missing. This was rather part of the company’s developing goals.

The author believes that this gap represents an important opportunity to innovate. She also believes that this gap supports her thesis scope identified through the previous service design steps.

This scope is further defined in page 73.
**Service Blueprint**

The sixth service design tool applied in the define & develop phase, was the service blueprint. Further information about the process can be found below.

**What is this?**

One of the service design tools that have been researched the most, is the service blueprint (Bitner, Ostrom & Morgan 2008, 67). The service blueprint was first offered by Lynn Shostack (1984) and has since then, evolved to become a useful tool for addressing challenges in services, from an individual service perspective (Djik et al. 2010, 204).

The service blueprint is used to help companies visualize their service process, in relation to its customer. The tool is described as an effective and adaptable technique, when making strategic changes, and designing for customer experiences (Bitner et al. 2008, 67).

The service blueprint itself combines text and visuals, and offers an overview of «visible actions» done by customers over time, as well as «invisible actions» that done by the business or system. It also shows how the customer interacts with the service through service touch points (Bitner et al. 2008).

Djik et al. (2010, 204) describes that a service blueprint is often made early in a service design project, to see individual service aspects and find aspects that needs refinement. By allowing different stakeholders to see the current state of the business, or future scenarios, the team can identify exiting design opportunities (Segelström 2009, 180).

**Why did I choose it?**

The service blueprint was chosen as a way to visualize insight about the company, in relation to its internal customers.

Creating a blueprint was important in order to understand the individual aspects of the current service offering, from different perspectives, and identify possible gaps.

**How was it applied?**

The author used qualitative data from the exploration phase that was defined, in order to create a service blueprint. Also here she visualized the «ideal service blueprint» of the current service offering.

The map was made based on how the case company and staff described the service offering today. Also here she discovered a gap, which is referred to as «a missing link» (see figure 22).

In the service blueprint the author explains more extensively the different steps of an internal customers, which is supported by «actions», «touch points», «mood» and «personal quotes». The blueprint also visualizes backstage actions, such as external customers and Monsterbedriftens management.

**Results:**

Using a service blueprint provides a more detailed overview than the customer journey map. This allowed the author to see the service more holistically, and by doing so see the «missing link» and opportunity to innovate.

Compared to the journey map, the blueprint allows to visualize information that is invisible to the internal customers, and important aspects such as their mood, personal quotes and touch points.
Figure 21: Ideal customer journey map from the Explore and Define phase, showing the missing link in the case company’s current service offering.

Figure 22: Service blueprint based on insight from the Explore and Define phase, showing the missing link in the case company’s current service offering.
Co-creation is about thinking, building and designing personalized and unique experiences, in multidisciplinary teams. It initiates a dialogue about the users, and the user is often part of the design team (Wildevuur et al. 2013, 150).

According to Polaine et al. (2013, 90) service design workshops allow designers to involve important stakeholders, and show them what has been done. The insight provided by the designer often becomes the inspiration to generate ideas and opportunities, based on real user needs. Also by involving stakeholders early, participants are more likely to get a better understanding and ownership to the project.

Why did I choose it?

Having a co-creational workshop with important stakeholders in the case company, was important in order to move from define to development. The author was focused on creating a dialogue with the management in the case company, in order to create a shared understanding and identify development areas that were strategically anchored.

After gathering a lot of data, having a workshop allowed the author to present all the insight, which again became the inspiration for generating ideas and seeing opportunities to innovate.

How was it applied?

After the author had defined and visualized all the insight, she invited to a co-creational workshop with the case company. With help from her contact person in the case company, the author was able to identify whom to invite and find a suitable time.

The invitation went out to two BAS leaders and the management in the case company. Preparation involved buying supplies and making a workshop guide based on 4 hours (see attachment 2). Unfortunately only two from Monsterbedriftens management were able to join.

The author started the workshop by presenting the insight from the initial part of the service design process. She used the insight poster that allowed the stakeholders to point out areas to discuss further.

After this the management were able to add their insight. The new insight was put on the wall, by using post-it notes. Also relevant insight from the «insight poster» was added to this wall.

The management started to look for patterns and categorized the ideas in to themes. They also added own development ideas that came up as they were working (picture 19, page 77).

The aim was to identify development areas, on a strategic level in the case company. The areas «information» and «leadership» were chosen by the management as development areas, for the author to focus on further (see figure 23).
**Results:**
The workshop was important in order to identify strategic anchored, development areas. The management decided that they wanted to focus on information and leadership. This insight is visualized in an Affinity diagram (Figure 18, page 64). Both development areas were connected to the company’s development goals and scope of thesis in figure 23.

The author experienced that it can be hard to get people involved in a workshop, as this requires time off paid work missions. She therefore got many cancellations in the workshop, which affected the project and thesis work. Unfortunately the staff was not able to take part of the workshop, because they have heavy workloads, especially in the start of a week. When considering the size of Monsterbedriftens management, having three people signed up for the event, and two attending (due to last minute sickness), was considered sufficient. Especially since one of the CEO were able to join, and the author wanted to identify development areas, on a strategic level.

Since service design was new to the business it can be hard to persuade people to participate. The author was lucky that the case company in general was very open minded, and eager to collaborate. The response after the workshop was overwhelming, as they wanted to do the entire session one more time, with every people in the management and every BAS leader. This shows that the case company truly saw the meaning of the workshop session, and use of service design. Unfortunately the author was not able to repeat this session due to the tight schedule and thesis scope. This was rather an opportunity she could offer the case company, after she was done with her thesis work.

Figure 23: Identified development areas from co-creational workshop, which were strategically anchored.
Some takeaways for further workshop session that the author found interesting, was that the participants instantly started to write down ideas, when they were asked to add more «facts» and «insight», to what was already presented.

She found that the company is full of ideas, but don’t have much time to sit down, discuss and think them through. The participants highlighted that the co-creational workshop gave them time to focus on service improvements in their business, which was considered positive. The company experienced that having an outside-in perspective was important, and that the author functioned as a «catalyst». They also appreciated that the author had used so much time to understand the business, beforehand.

Other take-away from the workshop, was that planning a workshop individually can be challenging. The author learned that even though you have a workshop plan, things do not go according to the plan. It is therefore important to have alternatives, and do changes as needed. For example the workshop started too late as the company was having lunch, but this gave the author a great opportunity to catch up and learn about what was happening within the business since last time. As a result the author was not able to follow the workshop schedule, as visualized in Attachment 2, but had to use alternatives. More specific feedback regarding the co-creational workshop was gathered by using the tool: six thinking hats, which are described on the following pages.
What is this?
The six thinking hats is a technique created by Edward de Bono, that contributes to review different perspectives. The tool is described as a powerful and important technique, in terms of getting a rounded view of a situation. Each of the six hats offers a style of thinking, and is argued to help people move outside their «habitual thinking style» (About six thinking hats).

The tool offers six different thinking styles. The red hat is controlled by emotions, gut checks and intuition. The white hat looks at what you can learn from the information you have or don’t have (gaps). The yellow hat reflects positivity, and aims to review benefits and optimistic aspects of a decision. The black hat looks at weaker points and why things might not work. This can help the team spot risks and problems, and contributes to critical reflection. The green hat reflects creativity and creative solutions. While the final hat, the blue hat reflects process control.

Why did I choose it?
The author chose the tool six thinking hats, because it offers different perspectives that are powerful in problem solving (About six thinking hats).

Using different perspectives was considered important, in terms of reflecting over the co-creative workshop with the case company, and finding concrete steps to take further.

How was it applied?
In order to use the six thinking hats, the author made her own template, which represents the different thinking styles and concrete questions (see figure 24, page 77).

The author used the six thinking hats to round of the co-creational workshop, to gather thoughts and feedback.

Results:
Using six thinking hats was a good way to systematically reflect over the co-creation session, and to summarize the workshop.
When asking the case company what they felt about the chosen area that we had been focusing on, and about today’s session in general. The case company expressed that the session helped them get a holistic view of the business. They highlighted that the applied visualization tools from «were good to dig up and visualize a lot of information». «It was very good to visualize it, and in this way get everyone involved».

When asking what information we have about the chosen development areas, and if we have enough information, the author and case company agreed to work further with the two connected areas: information and leadership. The company decided that instead of thinking to big, they wanted to take small steps in the right direction and go from action to mission to vision. The author and case company decided that they had enough information regarding the topics internally, but had to involve more people from the company, in order to take it a step further.

When asking what were the positive aspect we had worked with today, and what they liked the most, the case company expressed that the insight presented by the author made them open up more, than they had before. This contributed to new ideas and helped them see new connections. They also felt rejuvenated and felt like they had regained motivation!

When asking about negative feedback, and possibilities for improvements, the main feedback was that we needed to take a step further, and that we didn't have time to summarize all our findings. The management expressed that they wanted everyone in the business to join next time in order to move forward. This truly shows how well service design thinking, worked in the case company.

When asking which creative ideas and solutions we came down to, the management highlighted the importance of using visualization. They stated; «by making written material visual it can get a new meaning». «It has been a problem that no one reads written information, and therefore do not pass it forward to the staff». This reflects the importance of using visualization extensively in a social business.

When asking how we must continue forward in order to realize our goals, as well as trying to draw conclusions and summarize the workshop, the author and case company decide on a new workshop with more stakeholders involved. In terms of the development areas «information and leadership» the case company decided on concrete steps to take further, such as building up internal leaders and doing this through a professional recruitment process (a need reflected by staff, found in previous affinity diagrams and insight posters). In terms of Information the management asked the author to look at options, based on all the insight she had gathered, until the next planned workshop. More about how the author approached this request, is described in the service design step: «design and test».
Hva føler dere om område vi har jobbet med? — og dagens økt?

Hva slags informasjon har vi om valgt forbedringsområde? Har vi nok informasjon?

Hva er de positive aspektene av område vi har jobbet med? Hva var best med dagen? (green feedback)

Hva er de negative aspektene rundt område vi har jobbet med? (løsning)? Hva var dårligst med dagen? (red feedback)

Hvilke kreative ideer og løsninger kom dere frem til? Er dere fornøyd med ideene?

Hvordan skal vi gå frem videre, for å nå målet om å teste og realisere forbedringsområde?

Konklusjoner/oppsummering kan vi gjøre oss om dagen?

Føler du noe annerledes, nå som vi har jobbet med hva som var dårlig?

Figure 19: Management adds insight and development ideas in a co-creational workshop

Figure 24: Six thinking hats template for reflection in co-creational workshop with case company.
In this chapter the author presented the second step of the service design process. This was referred to as the define & develop phase, which focused on analyzing, filtering and defining insight, as a basis for generating and developing new or improved solutions. In this phase, the author used six service design tools and one service design method. For analyzing data, she also found inspiration from model DIWK scheme.

The define and develop phase helped the author reach the following goals:

- Make sense out of complex, raw data from the exploration phase.
- Visualize insight, into a suitable format by using tools and methods such as; analysis on the wall, affinity diagrams, insight posters, personas, a service blueprint and a customer journey map.
- Create a shared understanding between the author and the case company, by creating a co-creative environment for generating and developing new or improved solutions.
- Identifying development areas, that were strategically anchored in the business, which helped clarify the author’s thesis scope.

In the define step, the author needed to transfer knowledge from the exploration phase, in order for the data to have any value. The author found inspiration from the DIWK scheme, in terms of analyzing and interpreting raw data, and to help generalize findings.

In order to translate insight, the author used the methods analysis on the wall and affinity diagrams. In order to translate insight to important stakeholders in the case company, she used visualization tools and methods from service design, such as; personas, insight posters, service blueprint and customer journey map.

By creating a customer journey map and service blueprint, the author was able to see «missing links» in the current offering. These gaps in the service prevented the internal customer in moving on to a life outside the business. Based on the company’s vision and development goals for year 2014/2015, this was considered important.

The insight poster turned out to be a good way to present insight to the management. The poster guided the participants through the development areas, presented from the perspective of internal customers, and included specific development ideas.

In the workshop the author used methods that focus on the human-based nature of services, such as personas, which was considered important since the internal customers could not be present during the actual workshop. The co-creational workshop allowed the management to add their insight, and contributed to give a holistic view of the case company. The workshop also allowed the management to choose development areas, that was strategically anchored, on a managerial level.
The case company expressed that they wanted to keep the insight poster and use it in meetings with BAS leaders and with board members. By keeping the insight poster, the company wanted to create a shared understanding between different stakeholders, and find ways to continue working on the identified challenges and development areas, after the service development project.

The case company expressed that the co-creational workshop helped them get a holistic view of their business and get a new perspective. This contributed to new ideas and helped them see new connections.

Use of visualization tools and methods from service design thinking was described as a good way to visualize a lot of information and get everyone involved, even the staff who were not present. The participant expressed that the co-creational workshop made them feel rejuvenated, and helped them regain their motivation. The company also expressed that they wanted «everyone» in the business to join in a new workshop session, which truly shows that they see the true meaning of using a service design process, tools and methods.

Using six thinking hats was a good way to systematically reflect over the co-creation session, and get a shared understanding of how to proceed in the project.

Focusing on enhancing engagement of internal customer, was considered important, as the company was experiencing rapidly growth, and must be careful so they don't become too commercial, or lose their social value. The author experienced that a social business has more insight about internal customers, than traditional businesses. This was based on the fact that the case company shares a passion for helping youth, found among a marginalized group in the society, and that the CEO has a similar past, and therefore knows how it is to be in the shoes of the internal customers.

An important outcome of the development phase, was that the case company saw a need to focus on smaller service improvements. They highlighted that they wanted to take small steps in the right direction, and go from action to mission to vision.

The workshop identified that the next step of the design process was to involve more people from the case company. The author and case company decided to have a new workshop session, which is part of the «deliver phase» of the thesis. The insight from the define and develop phase, clarified the authors thesis scope, and inspired her to focus on designing and testing solutions to enhance engagement of internal customers, in the next step of the design process. This is described in the following pages.
4.3. DESIGN & TEST PHASE

Enhancing engagement of internal customers in a social business through extensive use of visualization.
This chapter aims to explain the third step of the service design process «design & test». She continues by describing each tool and method that was deployed, why they were chosen, how they were used and the results. Before moving on to the next step of the process, she offers a summary and key take-away from the process.

Because «design & test» is not directly offered by other design practitioners, the author reviewed similar design steps and found the terms «developing service prototypes» (Dervojeda et al. 2014, 4), «create and test» (Andrews 2010, 88), «prototyping and testing» (Robert O’Toole 2010 In: Andrews 2010, 88) and «conceptualization» (Sanders et al. 2012, 255-257).

According to Sanders et al. (2012, 255-257) conceptualization lies at the core of design and the goal is to come up with relevant concepts based on the initial insight. Also Djik et al. (2010, 146-215) highlight the importance of creating ideas or concepts that are tested and improved. The Double Diamond also emphasize «development of methods» and «testing». (Design Council 2015).

In the design step the author was ready to move towards conceptualization. In order to move a step forward in the process the author saw a need to iterate existing visualization tools from service design thinking, so that they would better fit the needs of a social business. She wanted to experiment using visualization more extensively, as a way to enhance engagement of internal customers in a social business.

The author chose the terms «design & test» because in this step the service development took a sudden turn. The author discovered that a co-student, Eva, within the same study program also saw the need to iterate existing tools to fit her case company; a Norwegian Social entrepreneur called Epleslang.

The author and co-student decided that they wanted to explore how visualization could be applied in their respective works. As a result, the author was able to test her design in a pilot company.

As seen in table 7, the aim of the design and test phase was to iterate existing visualization tools, from service design thinking, so that they would fit the needs in a social business. Further the aim was to co-create a new tool (prototype) with a co-student, that could be tested in the pilot company Epleslang. The aim was to get real user feedback and make iterations, so that the prototype could be introduced to the case company in the delivery phase of this thesis.

| Iterate existing visualization tools, to better fit the needs in a social business |
| Design a tool-kit for social businesses (rapid prototyping) |
| Test the tool in a pilot company (Epleslang) |
| Make iterations based on feedback |

Table 7: Aim for the Design & Test phase
Designing of a toolkit

The first service design method, applied in the design & test phase was designing a tool-kit. Further information about the process can be found below.

What is this?
According to Sanders et al. 2012, 65-72) designers often create tool-kits for specific studies. A tool refers to something physical, that is used with a purpose.

There are an infinite of tool-kits, which offers a wide variation of ingredients, such as symbolic shapes, cartoon like expressions, legos, photos and so on. The choice of elements, must be based on the topic and the intentions of the study (Sanders et al. 2012, 65-72).

According to Sanders et al. (2012, 65-72) a good toolkit offers triggers and openness, which allows participants to freely discuss what they have in mind. The designer must keep in mind that the way the tool-kit is introduced and understood, is equally as important as the chosen supplies and triggers.

Why did I choose it?
The author started to explore the design of tool-kits, as she wanted to create something physical that applied visualization extensively.

Since she was focusing on enhancing engagement of internal customers in a social business, she found that tool-kits can help optimize expression, by offering verbal and visual elements (example in picture 20). Since internal customers are found among a marginalized group in society, and have different abilities, this was considered important.

The design of a tool-kit is further described under the applied tool: rapid prototyping, in the following page.

Picture 20: Examples of tool-kits offered by Sanders et al. (2012, 73).
Rapid Prototyping

The second service design method, applied in the design & test phase was rapid prototyping. Further information about the process can be found below.

What is this?
According to The British Design Council (2015), rapid prototyping is about making something quick, that can be tested until you have a good design solution.

Designers often use rapid prototyping early in the development of product of services, preferably with potential users. By using a combination of something physical and role-play elements, designers are able to get real user feedback, and make refinements, before making big investments (The British Design Council 2015; Tanghe 2012, 26).

Why did I choose it?
Creating a physical prototype that could be tested at an early stage in the design phase, was something the author emphasized.

Rapid prototyping was chosen as a method, because it allowed the author to test a prototype, based on iterations of existing service design tools. By testing her design, she would see if it better served the needs of a social business.

By collaborating with a co-student, the author was able to test the first prototype in a pilot company.

How was it applied?
Since the author discovered that a co-student also wanted to iterate current service design tools, they had internal workshop sessions (pictures from workshop session is found in attachment 4).

The first step of making a prototype, was to iterate existing service design visualization tools, such as the service blueprint and customer journey map. The author played with using visualization extensively by adding cards, symbols and other elements. She also wanted to incorporate other engagement strategies, such as playing, storytelling and desktop walkthrough. A review of all the methods is found in Attachment 3.

An example was to use the existing method «AT-ONE cards» and make softer touch points, such as highlighting the official hugs in the morning, social events, which is important in terms of the social value, for the internal customers.

The author and co-student ended up with a rapid prototype and service concept, to be tested in the pilot company. The author was familiar with the pilot company, due to her background from social entrepreneurship.

The tool-kit elements can be found in Figure 25, page 85.

Results:
The author aimed to create a tool-kit that would help the case company “enhance in the customers world” and enable them to construct their business in a way that truly reflected the needs of internal the customers.

Due to the complexity of a social business and their double bottomed-line, integrating elements that focused on where the social value for internal customers takes place, was considered important.

The key words that came up in the first discussion with a co-student were social value and visualization.
Working with visualization as much as possible was discussed to be an appropriate way to engage and inspire the different stakeholders. This was also considered to be a bridging method between stakeholders with very varying abilities, and low user threshold was essential.

The internal workshop sessions with the co-student, aimed to create a rapid prototype that would:

- Map the connection between internal customers and management in a social business, in order to assure good business practices, especially when the workload gets high.
- Identify gaps and discords in daily work situations, in order to insert reinforcements.
- Create understanding and engagement of internal customers, concerning their work practices, in relation to their colleagues and the management.
- Assure understanding of responsibilities, and the importance of everybody’s presence in the entity of the company.
- Map the social value, that is created for the users and for the company, through interpersonal connections (soft touch points).
- Find patterns that would be relevant also for other social businesses, such as low threshold, social value mapping, etc. which could allow the prototype to be used in other contexts, in the future.

By reviewing existing visualization tools, the author found that the service blueprint focuses on the service process, from the perspective of the service provider. The service blueprint was used in the initial phase of creating an improved tool, but needed iterations in order to better reflect the customer’s experience of the service.

By reviewing existing visualization tools, the author found the customer journey map needed to include stages «before» and «after» the service. Also the touch points needed to be «softer». The author also looked at ways to add connections between the different stakeholders, an emotional timeline and personal quotes that supports each step.

The storyboard and cards inspired the author to incorporate real life details. This was considered as low threshold, and suitable tools for use in social businesses. By having tools that enabled stakeholders to better express their personal experiences, feelings and ideas, the author wanted to provoke discussions of what works and doesn't work in a social business. Also by creating individual stories, the service provider would be able to enhance in the customers world, and see how they experience and constructed value for themselves, in relation to the service.

As a way to act out the service, the author looked at the methods; service stories, playing and storytelling. These methods were considered as a good way for «anyone» to share and act out their personal experience of the service. This was considered low threshold and an engagement strategy that could be used at any level of the business. For mapping out the social value in the business, the authors found inspiration from the methods «value chain analysis», looked at using different symbols.
1. The picture below shows how the tool-kit elements were served on a tray. The thought was to “serve a service concept”. The tray had the participants’ name and some brain-fuel to boost creativity. The tray also consisted of emotional indicators, cards related to daily activities in a social business, speech bubbles, pens to make personal quotes and social value indicators.

2. After receiving the tray, the second step was for each of the participants to choose a Lego figure, that represented them. This was chosen as a way to incorporate playing elements, and help each person act out the service through playing and storytelling.
3. After choosing a Lego figure, the goal was for each of the stakeholder to map out «a typical day», individually. This involved activities before, during and after the service. This was considered important since the service towards internal customers, often happens during the entire day, and therefore becomes «their entire world». In this step, each participant would be provided with an individual map, which had room for the cards. The participant was also provided with white cards for drawing, and had symbols to map out their emotions and quotes to support each step.

4. In order for the service provider to enhancing into the world of the internal customers, and to create a shared understanding, the goal was for each participant to place their story on a shared map. The person would have their story presented in a visual matter with cards, smiley’s, indicators and quotes. They would then use their Lego figure, to walk the other participants through their «typical day and routines» through storytelling. This was considered low threshold and could contribute to help the different stakeholders point out important issues, that could be solved co-creatively.
Testing prototype in pilot company (Epleslang social business)

The third service design method applied in the design & test phase was testing prototype in the pilot company Epleslang. Further information about the process can be found below.

What is this?
According to The British Design Council (2015), service prototypes can be used to test ideas, gather feedback and refine solutions with potential users. Sanders et al. (2012, 158-167) describes a pilot as a «sample run» which enables the designer to get valuable feedback, on materials or activities.

Using a pilot test is argued to give important feedback regarding timing, order and composition of tool-kit elements, as well as on given instructions. This is recommended when the designer works with a new target group or domain (Sanders et al. 2012, 158-167).

Tanghe (2012, 26) suggest that the designer involves important stakeholders with various backgrounds, in order to challenge the design team to make even better services. Service prototyping can take place from hours to weeks, and must be documented through photos or video, in order to recreate the interactions (The British Design Council 2015).

Why did I choose it?
As the pilot company was able to help the author reflect the perspective of internal customers in a social business, the author chose to test the prototype in the social business Epleslang.

The author believed that by testing the prototype that was designed with a co-student, she could get valuable feedback on specific tool-kit elements, as well as timing and understanding during the session. This was considered important, in order to iterate the prototype, before applying it in the case company.

How was it applied?
The author had arranged a pilot test with Epleslang through the co-student, who was currently using them as a case company.

There were two staff members and one member from the company’s management present during the pilot test, and was held the pilot company’s offices.

The pilot session stared with a short introduction of the author and co-student’s aim of the pilot test. The management also provided the author with valuable insight about the pilot company. This contributed to give a better understanding of the internal customers and their individual needs.

In the pilot test, the author used the service concept, described previously in figure 25. Pictures from the pilot test can be found in picture 21, on page 89.

While the manager was able to map his individual experience, the author and co-student helped the two internal customers map out their individual experiences. When sharing their individual experience, they were able to do this individually. After sharing all the insight, the stakeholders then tried to map out the social value in the business, by adding value indicators.

Results:
By using a pilot test, the author was able to validate the prototype, and get real user feedback. This enabled her to make important changes (iterations), before applying it in the delivery phase of her thesis project.
Working with staff with varying abilities and help them apply the prototype, designed for social businesses, was a rich experience. The participants described the tool as «easy» and «a good way to map what each staff was doing, and what they emphasize». Further the participants described the pilot test as fun. The management expressed that: «using visualization extensively was a good way to help people with cognitive disabilities, who do not express themselves well verbal». «The tool was good in terms of giving internal customers a structured way to express themselves».

Since the pilot company had previously asked advice from parents or caregivers, in order to understand the staffs daily life and routines, using the tool-kit enabled them «know» what staff think, rather than «thinking» that they know. The pilot company expressed that the prototype helped them map out individual needs, and see where to insert reinforcements, such as helping those who are struggling to get to work. This was described as crucial, since many have individual needs related to their autism, down syndrome or similar.

Using a pilot company to test the prototype from the design phase was important in terms of time keeping. The author realized that pilot test didn't go according to the detailed plan, and needed iterations.

The pilot test gave specific feedback on the tool-kit elements in the prototype. This involved changes on the smiley’s and value indicator symbols. The feedback was to have more reality near cards, which represented typical events in the everyday life of internal customers. The feedback was also to use value indicators, that indicated «what kind of value».

By using a pilot test, the author got a better understanding of social value creation in the pilot company. This is value that is invisible for people outside of the social business, without using the visualization techniques offered through the prototype.

Based on the feedback the author made iterations, and created a second version of the prototype. At this point the prototype was refereed to as a «Value driven blueprint». The new prototype incorporated selected spaces for the emotion indicators and speech bubbles. The changes included new value indicator symbols, and cards to connect the actions of different stakeholders.

While the first prototype was described as a rapid prototype, the second version was made on the author’s computer, and was then printed and laminated. The author took new pictures for the cards, which aimed to help internal customers better reflect over everyday activities, and work related activities.

The feedback from pilot test, resulted in new iterations of the prototype, before applying it in the case company in the delivery phase of the design process. At this point, the tool-kit was referred to as «Value-Driven Blueprint». The tool-kit elements consisted of a toolbox, with cards, Lego figures, emotional indicators and value indicators. The tool-kit also consisted of individual experience maps and a shared experience map. All the tool-kit elements were polished and got a more professional look, while the way of «serving a service concept» remained the same (found in figure 26, on page 90).
Workshop session with pilot company Epleslang to test tool-kit.

1. Individual Tool-kit
2. Individual mapping
3. Sharing individual stories
4. Shared experience map
5. Mapping social value
6. Connecting stakeholders
7. Feedback on value indicators
8. Enhancing engagement of internal customers in a social business through extensive use of visualization
Figure 26: The feedback from pilot test, resulted in new iterations of the prototype, before applying it in the case company in the delivery phase of the design process. At this point, the tool-kit was referred to as «Value-Driven Blueprint». 
In this chapter the author presented the third step of the service design process, which was referred to as the design & test phase. In this step the author was ready to move towards conceptualization. Since she saw a need to iterate existing visualization tools from service design thinking in order to fit the needs of a social business, the steps was referred to as «design». The author wanted to experiment how she could using visualization tools and methods extensively, as a way to enhance engagement of internal customers in a social business. By collaborating with a co-student, the author was able to «test» her design in a pilot company.

The design and test phase helped the author reach the following goals:

- Iterate existing visualization tools, to better fit the needs in a social business.
- Design a tool-kit for social businesses, by using rapid prototyping.
- Test the prototype in the pilot company Epleslang
- Make iterations of the tool-kit, based on real user feedback.

In this chapter the author looked at important elements of making a tool-kit. This involved reviewing existing visualization tools and methods from service design thinking. A tool-kit was then designed, prototyped and tested in a pilot company, a social business called Epleslang. This enabled the author to get important feedback from potential users and the workshop itself, and make a second version.

The tool-kit was designed with the purpose of enhancing engagement of internal customers in a social business, through extensive use of visualization. Working with visualization as much as possible was believed to be an appropriate way to engage, inspire and bridge understanding between different stakeholders (Sanders et al. 2012, 65-72).

The tool-kit was describes as fun, and a good tool to map staff’s individual experiences. As the staff has individual needs related to their autism or Down syndrome, such as cognitive disabilities and lack of structure, the tool-kit provided internal customers with a structured way, to help them express themselves better.

The pilot test provided important feedback that led to new iterations of the tool-kit. The second version was referred to as a «Value Driven Blueprint». «Value driven» was chosen due to the fact that social businesses are driven by social value, and reflects the internal customers who are receiving the value. The term blueprint was chosen due to the holistic structure and insight that this tool provides.

The next step of the service design process was to test the «Value Driven Blueprint» in her case company. This is described in the next, final delivery phase of the thesis project. By doing so the author aimed to help the case company with the chosen development areas identified through the define and development phase, as well as reaching her initial aim and purpose of her thesis.
4.4. DELIVER PHASE

**DELIVER**

Enhancing engagement of internal customers in a social business through extensive use of visualization
This chapter aims to explain the fourth and final step of the service design process, the «deliver phase». The author then describes each tool and method that was deployed, why they were chosen, how they were used and the results. Since the author presents the results and plan for implementation in chapter 5, she does not offer a summary and key take-away in this chapter.

According to The British Design Council (2015) the deliver phase requires that different stakeholders are engaged, and find ways to put ideas into action. The delivery phase also incorporate sharing lessons, from the design process.

According to Design Council (2015), the deliver phase often includes final testing and finalizing of a product or service, before launching. Even though many design practitioners refers to the last step of the design process as «implementation», the author chose to use the term «deliver» as she wanted the case company to be responsible for the actual implementation (Djik et al. 2010, 148-149).

In this final design step, the author applied the Value-driven blueprint, which had been design and tested in a pilot company. As seen in table 8, the aim was to enhance engagement of internal customers and identify development ideas, that the case company could realize. In order for the case company to implement the final solutions, the author saw a need to make a premeditated plan towards implementation. In order for the tool-kit to have potential to be used in other businesses in the future, one of the aims was to collect valuable feedback regarding the tool-kit elements and the process as a whole.

In the following pages, the author has described the tools and methods that were applied in the fourth and final step of the service design process, the deliver phase.

```
<table>
<thead>
<tr>
<th>Aim of Deliver phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance engagement of internal customers</td>
</tr>
<tr>
<td>Identify development ideas, that the case company could realize</td>
</tr>
<tr>
<td>Make a premeditated plan, towards implementation.</td>
</tr>
<tr>
<td>Get feedback on the tool-kit, for application in other businesses</td>
</tr>
</tbody>
</table>
```

Table 8: Aim of Deliver phase.


Inspiration event

The final service design tool applied in the deliver phase, was conducting an inspiration event with the case company. Further information about the process can be found below.

What is this?

Figure 27 builds on the previous mentioned DIWK scheme, and aims to visualize how research must be bridged with possible futures, which offers new ideas and concepts (Sanders et al. 2012, 204-205).

Sanders et al. (2012, 207) argue that an inspiration event can help bridge this gap. An inspirational event focuses on immersing teams in the explored topic. The methods focus on telling stories from the field, encouraging empathy through role-playing and giving the participants generative tool-kits (Sanders et al. 2012, 210).

An inspiration events incorporates elements such as storytelling, role playing and making. It also focuses on displaying data visually (Sanders et al. 2012, 207-210).

Sanders et al. (2012, 207-210) argue that by having participants make, play and tell, they will get an empathic understanding of participant’s lives. It is also described as a suiting method for a group of beginners, with less than 10 people.

Why did I choose it?

The author found inspirational events fascinating, as it incorporated a lot of the elements that she had applied in her tool-kit.

By applying the tool-kit the author wanted the management to get an empathic understanding of the internal customers life, and take this into consideration when improving their current service offering.

The author wanted to use an inspiration event to use the tool-kit with the case company and see if extensive use of visualization could contribute to enhance engagement of internal customers. She also wanted the inspirational event to provide the case company with concrete, development ideas and a premeditated plan towards implementation.

How was it applied?

The author and case company had previously identified that they needed to gather more people in the company to get a step further. Meanwhile the author had developed a tool-kit that was piloted and further improved. The preparations for the event, involved invitation of relevant stakeholders, and creating a workshop guide.

![Figure 27: Bridging research with designing possible futures (Sanders et al. 2012, 204).](image)
The event was held at the case company November 11th, 2014. The people who were present were: Caroline (host), Eva (co-student & co-host), Thomas (CEO), Arne (chief assistant), Nils and Eirik (want to contribute in company) and psychology student (observer). Unfortunately the two BAS leaders who represented the internal customers was sent to work in the morning, due to the heavy costs that occurs if there is not enough people on the work mission. This reflects the challenges in a social business, where there is a balance between social value and financial value. It was also the second time the internal customers were taken out of the workshop last minute, even though the author emphasized that they were the most important stakeholders present, due to the focus on enhancing engagement of internal customers.

As there were many new stakeholders in the inspirational event, the author started with a warm-up activity that inspired the people to draw and be creative, early in the morning. The author then had a quickly presentation of the thesis process, by using to the updated insight poster, which provided a holistic overview of all the insight and opportunities, that was discovered through the previous steps in the design process.

To start of the tool-kit session, each participant was served the tool-kit elements on a personal tray with their name. The tray consisted of emotional indicators (smiley's), empty speech bubbles, pens, mapping cards with pictures and blank ones for drawing, as well as brain fuel (light snack). This time the author also provided a «menu», with an overview of each of the steps.

After the stakeholders had received their trays, the next step was to choose a Lego persona. Since the staff was not present, we decided that the two helpers Eirik and Nils would work together, and that the CEO and executive director would work individually. They would then try to map out the staffs experience of the service together, both from a staff and BAS leader’s perspective.

After each of the stakeholders had mapped out their individual experiences, it was time to share individual stories by using «the shared experience map». This meant lifting the individual map, into a board so that everyone could get a shared understanding. By using the Lego figure they were able to they were to tell their service story, and incorporate storytelling and role-playing elements. The stories had personal quotes that provided an explanation of each step, and an emotional indicator and indication of the persons mood in each of the steps. In the end, all of the emotional timelines were drawn in the end of the map, to compare how each persons mood changed, throughout the day.

When all the stakeholders had presented their individual service stories, the next goal was to use the social value indicators, to highlight important social value in current service offering. By having a shared experience map, the participants was able to choose elements to discuss further.

As a way to reach the aim of the delivery phase, the author used the method six thinking hats in the end of the inspirational event. This provided an important discussion regarding how to support and engage internal customers, so that they could move on to a desired life outside the business. The case company also came up with specific development ideas that they wanted to implement, and made a premeditated plan which specified what each person should do, individually and together towards implementation.

Application of the engagement tool-kit in the inspiration event with case company, and explanation of each step of the Engagement tool-kit for social businesses is found in figure 28, page 97.
Using six thinking hats was also good in terms of getting specific feedback, regarding the use of the tool-kit in a social business. This feedback was also considered as a development idea. Based on this feedback, the author refers to the final tool-kit as: «Engagement tool-kit for social businesses».

**Results:**
On a managerial level the extensive use of visualization enabled the case company to identify a need for delegation of tasks, so each person could focus on what they like, and are good at. The company described that it was useful with a daily overview, and that visualization contributed to see the company as a whole. The tool-kit was also described as good for extracting elements to discuss further.

The inspirational event was described as *inspiring and reflective*. The case company experienced that they were able to spend positive time together, and get a common understanding of the current situation and needs. This led to a new perspective, overview and a plan ahead.

The stakeholders experienced that looking at the potential of developing the business, felt good and was a positive experience. By using the tool-kit they were able to identify which areas to work with, to improve the current situation for the internal customers. They believe that using visualizing could contribute to make staff feel safer, because information is easier understood.

The case company highlighted that it was unfortunate that the internal customers were not able to participate. They believed that if the staff were present, the situation would not only be planned, but also initiated.

Conducting an event with many stakeholders in a small business can be challenging due to time. The workshop was cancelled two times before the final date was set. Even though the internal customers were not able to participate, the author was able to have the management envision the experience of internal customers in the business. This enabled them to enhance into the staffs world, identify development ideas and make a premeditated plan for the future. The author also got valuable insight regarding internal customers in a social business, through the pilot test.

The «two helpers», Eirik and Nils, turned out to be very important in terms of implementing the final development ideas and creating a premeditated plan for the future. They stated that: «being social is what we live for and by». They also found it positive to interact with internal customers and wanted to contribute with social team building. They wanted to use the insight poster to find themes to discuss with the internal customers, which they refereed to as: «using social team building with themes as treatment».

The inspirational event discovered that: «development of staff must be put into everyday activities due to pressure». By mapping out the social value in the company, the case company was able to identify that evening meetings would be the right context, to focus on development and engagement of internal customers. This was considered important in order to help them reach individual goals and move on to a life outside the business.

The inspirational event also resulted in the development idea D-I-Y (Do-it-yourself) personas, and gave concrete feedback on the structure in the «shared experience map». The development ideas were considered as the final delivery in this thesis, and are described in chapter 5: *Results & Implementation*. 
1. Warm-up activity

2. Engagement tools

3. Choosing Lego «persona»

4. Sharing personal experience

5. Identify developing ideas and a premeditated plan for implementation

Figure 28: Application of the engagement tool-kit in the inspiration event with case company, and explanation of each step of the Engagement tool-kit for social businesses.
5. RESULTS AND IMPLEMENTATION

The purpose of this thesis was to enhance engagement of internal customers in a social business. The aim was to apply service thinking, service design methods and visualization tools for enhancement of customer engagement.

Application of action research with service design thinking, found that social businesses who expand rapidly, experience chaos and lack of structure. The authors role as a service designer functioned as «a catalyst» and helped the case company view their business from an outside perspective, and invest time in service improvement.

By gaining a holistic view of their business, the case company was able to clarify needs and make a premeditated plan which specified what each person should do, individually and together towards implementation.

The service development project resulted in five development ideas, which is considered as the final deliverables of the thesis project. The development ideas were connected to the following goals in the case company, towards year 2014/2015: focusing on supervising and guidance of staff, establishment of good information material, and establishment of good managerial procedures and practices. The development ideas were also connected to the company’s vision to give life back and help pay it forward.

A brief overview of the ideas are found below, and is more closely described in the following pages:

• The case company was able to identify the social value that needs to be present during their service offering. By doing so, they were able to identify the context and people who will support internal customers in reaching individual goals.

• By using the tool-kit to map out the experience of internal customers, the case company were able to make a «Step-by-Step guide» that highlights what the case company must focus on, in order to help internal customers get a new start in life, and pay it forward. This guide is also considered as «information material».

• The case company wanted to use the applied service design tool «Insight poster» to find themes to discuss with internal customers, since the poster was based on their insight. The case company refereed to this as using social team building with themes, as treatment. The company also wanted use the poster in evening meetings (which was the identified context to engage with staff), as well as in board meetings and in BAS leader meetings.

• Use of the engagement tool-kit gave substance to the idea «DIY Personas», which aim to empower internal customers and help them identify their own «readiness» for a life outside the business. The DIY Personas can also help the case company identify solid working teams within the field of construction, which is important in terms of HSE, and other identified development areas identified in the case company.

• By applying the tool-kit in two social businesses, the author got concrete feedback on the engagement tool-kit in terms of the overall structure, applied cards and symbols. This feedback was used to iterate the tool, so it has potential to be used in other businesses, in the future.
1. Morning Meeting
   “Monster hug”
   “Plan the day”

2. Lunch
   “Receive food”
   “Always joyfull”
   “Culture at it’s best!”

3. Summarize
   “Positive feedback”
   “Encourage”

3. Evening Meetings
   “Team based”
   “Individual Growth”

4. Social gathering
   “Everyone gathered”
   “Team building”

Identified context to engage with staff and help them move on to a desired life outside the business.

The social analysis of the company’s service offering to internal customers, helped the case company reflect over the social value that needs to be present. This enabled the case company to see which context they could engage with staff, in order to help them reach individual goals. As seen in the marked area, the identified context was the evening meetings.

The two helpers, Eirik and Nils, turned out to be very important in terms of implementing the final development ideas and creating a premeditated plan for the future. This enables the company to continue this work, after the thesis project is ended.
Step 1: Adjust
“Family feeling & friends”
“Training & Opportunities”

Step 2: Deliver
“Be able to deliver at work”
“Focus on activities outside business”

Step 3: Follow dream
“Individual focus”
“Use themes to plan a good exit”

The step-by-step guide helped the company see how they could encourage internal customers, in reaching individual goals. This was divided into three steps:

1. The first step focuses on adjusting to the business. The person gets a family feeling and starts to see opportunities. The development idea was to use a ticket with a date, that tells the person when they should move on to a life outside the business. This could also be an actual ticket, “a carrot” for moving on.

2. Step two focuses on delivering on work and finding network outside the business. This was considered important since the company often becomes the internal customers “entire world”, and prevents them from becoming independent.

3. Step three has an individual focus and finds inspiration from the insight poster, in order to plan a good exit.
The author made an insight poster that captured all the findings from the exploration phase of the case company, mainly from the perspective of internal customers. The second version of the poster was made as a deliverable to the case company as they wanted to continue using it in three different contexts:

1. **The company highlighted that they wanted to use the poster in the management’s weekly meetings with BAD leaders. The red marks show development areas that the company needs to focus on, while the green areas show opportunities, where the BAD leaders want to contribute more.**

2. **The management wanted to present the insight poster to the board members, in order to keep them informed about the current challenges and opportunities.**

3. **The third use, was to use the insight poster to find themes to discuss with internal customers, as a way for the management to engage with them, and help them move on.**
The idea D.I.Y Persona, was to use cards where the internal customers describes their skills, strengths, what they enjoy working with and when they are available to work. In this way they can feel engaged in the process of identifying good balanced working teams. Using cards was also considered important, in order to reflect over their own abilities and see how they grow in their role. This is believed to help staff identify their own «readiness» for a life outside the business.

D.I.Y Personas could also help the company identify more solid teams, which was important in terms of maintaining good health and safety routines at work.
IN ORDER TO SEE CONNECTIONS BETWEEN DIFFERENT STAKEHOLDERS IN A SOCIAL BUSINESS, AND SEE HOW THEY COULD BETTER SUPPORT INTERNAL CUSTOMERS (PERSON IN CENTRE), THE AUTHOR MADE ITERATIONS ON THE «SHARED EXPERIENCE MAP», BASED ON FEEDBACK FROM THE CASE COMPANY.

THE CASE COMPANY BELIEVED THAT APPLICATION OF THE ENGAGEMENT TOOL-KIT WAS VALUABLE ON AN ORGANIZATIONAL AND MANAGERIAL LEVEL, AND SUGGESTED THAT ALL THE SOCIAL BUSINESSES IN FERD’S PORTFOLIO, SHOULD APPLY THE ENGAGEMENT TOOL-KIT IN ORDER TO IMPROVE THEIR SERVICES OFFERING, TOWARDS INTERNAL CUSTOMERS.
6. SUMMARY AND CONCLUSIONS

Even though Norway is one of the richest countries in the world, there is a need for social entrepreneurship. A common feature of social entrepreneurship in Norway is the delivery to the private market, where the willingness to pay is high. Even though a social business is more cause-driven than profit-driven, the profit allows social entrepreneurs to be self-sustainable and act as a change agent in the society. Their social innovations have also given roots to a new social economy (Murray et al. 2010; Zahra et al. 2009; Yunus et al. 2010; Rasmussen et al. 2014, 99-100; About FERD).

Social entrepreneurs can contribute to new solutions, user orientation and innovations. Monsterbedriften is a Norwegian social entrepreneur that believes in engaging former prisoners or troubled youth in a sincere effort, to give them a new start in life. Their vision is to help as many people as possible get a new start in life and pay it forward, which emphasize a life outside unemployment, drugs and criminality. Helping youth who are found among a marginalized group in the society is an important target group, which has increased in Norway during the last decade. Recent studies also reveals that only 13% of employees worldwide are engaged at work (Gallup in: Sylvester et al. 2014, 61; Rasmussen et al. 2014; Monsterbedriften business plan; Statistics Norway 2013; Lunde 2013).

Monsterbedriften has shown their potential in the Norwegian market by becoming part of FERD’s portfolio of social businesses, and being nominated to «social entrepreneurs of the year». A calculation of Monsterbedriften’s social impact has shown that by moving youth from a life without work and dignity, to a life with work and dignity, the Norwegian society can save about 11 million NOK (about 1,3 million €) (Monsterbedriften’s business plan).

The case company in this thesis was Monsterbedriften. In Monsterbedriften the staff is considered as the internal customers, and end-users of the service offering. The purpose of this thesis was to enhance engagement of internal customers in a social business. The aim was to apply service thinking, service design methods and visualization tools for enhancement of customer engagement. The project took place from February till November 2014.

This thesis is an academic work and part of a Master degree program in Business and Administration (M.B.A), within the field Service Innovation and Design (SID). The work therefore consists of a theoretical part, that backs up decisions in the practical, empirical part.

The theoretical framework was chosen based on the authors pre-understanding of the field’s social entrepreneurship and service design, as well as insight gathered from the case company in the empirical part. The theoretical framework turned out to lend well to this thesis work.
The theoretical framework in this thesis consisted of staff engagement, service design thinking and Customer-Dominant (C-D) logic, which are found within the bigger fields service science, customer management and service management. The author believes that the theoretical combination in her study has not been attempted before, and the key-findings in the literature are described below.

The author found that both service design and social entrepreneurship has not yet reached a common definition (Stickdorn et al. 2010, 15). The author believed that the specific tools and methods offered through service design thinking, could help the case company create new services or improve existing services (Miettinen 2010, 67). This reflects the aim of the empirical service development project of this thesis: to create new knowledge, concepts, models or a basis for new innovations.

When looking at similarities in her chosen theories, the author found that social entrepreneurship and service design rethinks traditional approaches and looks at sustainable solutions, which emphasize individual and customized solutions. She also found that there are still no proven methods or practices to follow, within the field of social entrepreneurship (Robert et al. 2005, 45-47). On the other side, service design thinking offers many tools and methods that can contribute to make services more visual and tangible. By applying these tools, service designers can help service providers understand how services are experience through the customer perspective, in a wider context (Miettinen 2010, 67; Segelström 2009, 1; Dervojeda et al. 2014, 2-7).

The author believed that a combination of social entrepreneurship and service design thinking is highly topical, as current policies and structures have shown a tendency of reinforcing old, rather then new models, in the attempt of solving some of the worlds most pressing issues. The author found that service design practices needs to be increased for whom these methods are new. Since she was working with a case company within the fields of social entrepreneurship, which contributes to social innovations in the society, she also found that service design and design thinking (which the author refers to as service design thinking) lends well to social innovations (Dervojeda et al. 2014).

The focus on internal customers i.e. staff was chosen both by the author and by the case company’s management as a focus in this thesis. Beside the lack of staff engagement worldwide, theory also reveals that staff engagement has many benefits, such as higher motivation and loyalty, better health and well being, and performance (Sylvester et al 2014, 61-64). Since the case company were experiencing rapid growth and chaos, the focus on people and human drivers was considered important. Especially since the staff in the case company has a troubled or criminal background, and are found among a marginalized group in the society, which can make staff engagement even harder.

As the author knew that her focus was on internal customers in a social business, the Customer-Dominant logic by Heinonen, Strandvik, Mickelsson, Edvardsson, Sundström & Andersson 2010, argues that the service provider must use methods that allows them to see how their service offering can fit customers own goals. This allows the service providers to change the process of value creation, and find new opportunities to innovate (Grönroos 2008a). The author found that the C-D logic and service design highlights a need to focus on the environment where the service takes place, which customers perceive sub-consciously, that might affect the service experience (Stickdorn 2010, 44-45; Heinonen et al. 2010). In the case company the internal customers often work together, live together and do social activities together. Hence the importance of having the service provider understanding the customer’s world, and how value is experienced and constructed in their context, was considered important. This is where a service design process, tools and methods became handy.
In the empirical part, referred to as a service development project, the author used action research with service design thinking, tool and methods. The author believed that by using tools and methods from service design thinking, she could help the case company understand customers tasks and life on a deeper level, as a starting point for service innovations. Some of the main findings and directions in the service development project are described below. The service development project resulted in five development ideas, which is described in the following page.

By applying service thinking, service design methods and visualization tools, the author identified a gap in the case company’s current service offering. She discovered that the case company were struggling with reaching their vision and development goals towards year 2014/2015; to give life back and help pay it forward, supervising and guidance of staff, establishment of good information material and establishment of good managerial procedures and practices. This was not because social businesses do not focus on their staff, but rather because they get too fond of their staff and need to find a good balance between their financial and social value, especially when they are experiencing rapid growth and chaos.

As the author was focusing on internal customers in a social business, with varying abilities and backgrounds, visualization was considered as a suitable approach to enhance engagement of internal customers. Besides being the main factor that distinct service design from other fields, the author found that visualization can enhance and keep empathy with users, help stakeholders get out of verbal routines and better express their emotions. She also found that visualization can plays an important role in organizational transformation (Visser 2009; Polaine et al. 2013, 68).

Focusing on extensive use of visualization was an interesting aspect to explore, since Segelström 2009 and Visser 2009 argue that there is a need to explore «how» and «why» visualization can be used beyond the research phase. The author found that visualization can be used to develop frameworks, such as transferring user knowledge from research to other stakeholders (Segelström 2009, 8; Visser 2009). The author wanted to experiment how extensive use of visualization could be used to enhance engagement of internal customers.

Besides using visualization tools and methods as part of the service design process, the author saw a need to iterate current visualization tools to fit the needs in a social business. This was done in the «design and test» phase of the service design process, where the author created an «Engagement tool-kit for social businesses» that uses visualization tool and methods extensively. The tool-kit was designed and tested in a pilot company, and was iterated based on real user feedback, before it was introduced to the case company in the «deliver» phase of the service design process.

Application of action research with service design thinking, found that social businesses who expand rapidly experience chaos and lack of structure. The authors role as a service designer functioned as «a catalyst», and helped the case company invest time in service improvement, and view their business from an outside perspective.

By gaining a holistic view of their current service offering, the case company were able to clarify needs and make a premeditated towards implementation.
The service development project resulted in five development ideas, which were connected to the company’s vision and development goals toward year 2014/2015. The development ideas were considered as the final deliverables of the thesis project, and is summarized below:

1. The case company was able to identify the social value that needs to be present during their service offering. By doing so, they were able to identify the context and people who will support internal customers in reaching individual goals.

2. By using the tool-kit to map out the experience of internal customers, the case company were able to make a «Step-by-Step guide» that highlights what the case company must focus on, in order to help internal customers get a new start in life, and pay it forward. This guide is also considered as «information material».

3. The case company wanted to use the applied service design tool «Insight poster» to find themes to discuss with internal customers, since the poster was based on their insight. The case company refereed to this as using social team building with themes, as treatment. The company also wanted use the poster in evening meetings (which was the identified context to engage with staff), as well as in board meetings and in BAS leader meetings.

4. Use of the engagement tool-kit gave substance to the idea «DIY Personas», which aim to empower internal customers and help them identify their own «readiness» for a life outside the business. The DIY Personas can also help the case company identify solid working teams within the field of construction, which is important in terms of HSE, and other identified development areas identified in the case company.

5. By applying the tool-kit in two social businesses, the author got concrete feedback on the engagement tool-kit in terms of the overall structure, applied cards and symbols. This feedback was used to iterate the tool, so it has potential to be used in other businesses, in the future.

In the following pages, the author answers the initial research questions in this thesis.
In this thesis the author asked: «can visualization tools and methods from service design thinking enhance engagement of internal customers in a social business»? The author went beyond her initial aim and purpose by ending up with a very own «Engagement tool-kit for social businesses».

By using the Engagement tool-kit, which applies visualization extensively, the case company was able to see each person’s individual experience of the service. The tool-kit was described as good for extracting elements to discuss further and made it easier to clarify needs and identify areas to work with, in order to improve the situation for their internal customers. The case companies expressed that by making written material visual, it can get new meaning and make our staff feel safer.

Using visualization was described as important in order for staff with varying abilities to better express themselves. The company expressed that it has been a problem that no one reads what I have written down, and therefore not pass it forward to the staff.

Applying extensive use of visualization helped the case company get a holistic view of their service offering. They expressed that the tool-kit could help them review any situation in the business. The tool also helped the case company explain different roles and create visual information material.

Using service design thinking tools and methods was described as inspiring and reflective. The case company experienced that they got a common understanding of their current situation, and got to spend positive time together. This contributed to give the case company a new perspective, overview and plan ahead. As the company was experience rapid growth and chaos, the participants said that the service development project contributed made them feel rejuvenated and helped them regain their motivation.

By applying visualization tools and methods from service design thinking, the case company got new ideas and saw new connections. The case company experienced that application of extensive use of visualization gave them a new perspective and overview. This enabled them to make a premeditated plan for the future, which specified what each person should do, individually and together. The case company highlighted that it was unfortunate that the internal customers were not able to participate in «delivery» phase due to heavy workloads. They believe that if the internal customers were present, the situation would not only be planned, but would be initiated.

In this thesis the author asked three sub-questions. The first sub-question asked: «which tools and methods could be useful»? This question was answered in terms of which tools and methods that was useful for the case company during the entire service development project, as well as which tools and methods was useful when iterating current tools and methods, to fit the needs in a social business.

The case company found the tool: Insight poster, was best at an organizational level. The company wanted to use the themes in the poster as a way to reach their company vision, and help staff move on to a life outside the business.

The case company believed that the tool: Personas, could be used to visualize different roles in the company and remind staff of opportunities in the company from day one. The tool persona, was also the inspiration for the development idea «D.I.Y Personas».
The case company believed that the tool: Service blueprint, could help them visualize hierarchies and different roles, while the tool: Customer journey map, could visualize the different phases that internal customers must go through in order to move on to a life outside the business. The customer journey map was the inspiration for the development idea «Step-by-Step guide».

The looking at which tools and methods that could be useful, in terms of the tool-kit, the author reviewed and extracted elements from the tools and methods; Service blueprint, Customer journey map, Storyboard, Cards, Service stories, Playing, Storytelling and Value chain analysis. The tool-kit aimed to be low threshold, and incorporated engagement elements that could be used at any levels of a social business.

The second sub-question asked «Are there any considerations that must be taken into account in terms of internal customers»? The author found that internal customers in Norway, are often found among a marginalized group in the society. This can be people with a troubled or criminal background, such found in the case company, or people with individual needs related to their autism or Down syndrome, such found in the pilot company.

In the case company the author found that internal customers often lack routines and structure. As a result many have a tendency of not showing up at work, do not have sufficient energy levels, or lack sleep. This contributes to bigger workloads for the management and the BAS leaders.

The author found that many of the internal customers have ADD tendencies and come from poor livelihood or imprisonment. Having a past «hanging over them» affects their work engagement and motivation. Engagement of internal customers could contribute to small, but important improvements, such as helping staff out of bad routines, helping them find network outside the business, and eventually be ready for a life outside the business. This reflected the company’s vision and development goals towards year 2014/2015.

In the pilot company, the author found that internal customers have cognitive disabilities and needs structure. By using visualization extensively, staff with different abilities was able to express themselves better, and the service provider discovered where to insert reinforcements, to better support the internal customers.

The third sub-question asked: «what is the impact of this extensive use of visualization for different stakeholders»? The extensive use of visualization was described as fun, and helped internal customers better express themselves. The fact that the staff could use a structure for themselves before sharing insight was described as positive, and helped the management see where and how to support staff. The tool was described as a good tool to help see what each person is doing and their values, and how we can better support individual needs.

The tool-kit was described as good on a managerial and organizational level. The case company realized that they needed to collaborate better, and use visualization to share information with internal customers. The management identified a need for delegation of tasks, so that each person could focus on what they like, and were good at. The company also decided to delegate tasks and build information down in the company (from CEO to BAS leader to staff). During the thesis project, the case company made some of the BAS leaders internal leaders, which was part of the company’s development goals and focus on «leadership», identified through the service development project.
This study focused on social entrepreneurship in Norway and the internal customers, who are the staff. The author saw a lot of opportunities to use visualization during this service development project, but due to the limited extent of a Master thesis, the scope was to enhance engagement of internal customers.

Using visualization extensively proved to be valuable for the case company, as they requested the author to continue to visualize more information after the thesis project had ended. The case company was so pleased with the thesis work, that they suggested that all the social businesses in FERD’s portfolio, one of the leading investors in Social businesses in Norway, should use the engagement tool-kit in the future. They stated that this support is as important, maybe even more important, than the support we get from FERD because their support is only on board level, while the tool-kit focuses on a social business on a managerial and organizational level.

The author believes that the «Engagement tool-kit» has potential to be used in other settings, with a need for extensive use of visualization. A given example is to use the tool-kit to help elderly to map out their day-to-day activities, and see where to insert reinforcements. Other areas that the author want to explore in the future, is using the tool-kit in developing countries where visualization is necessary due to language barriers and basic skills. In all cases iterations must be made, based on the applied setting. These examples are based on the author’s background from healthcare and social entrepreneurship.

The author believes that the potential to apply service thinking, service design methods and visualization tools in new fields, such as social entrepreneurship, will continue to grow. Especially since more and more companies are realizing the value of engaging customers, and end-users in developing new or improved services in the future.

When looking back, the author realizes that having a more clear focus, initially in the project, would have made her thesis work easier. The author took a rather holistic view, which made the project time consuming for an independent researcher, and would have worked better in a team. At the same time, the author experienced the «fuzzy front end» of service development and that it is hard to know what to end up with, in the beginning of a project. Especially since service design focuses a lot on creating a co-creative environment, with different stakeholders, that influences the scope in the project.

Since the author conducted three co-creative sessions, the author learned that these workshops rarely goes according to the time schedule, and requires flexibility and back-up plans. The service development project enabled the author to run a service design project individually, and she is now starting her career as a service designer at Mayo Clinic’s Centre for Innovation in Rochester, Minnesota.
Books:

- Vantaa: Hansabook.
- Stickdorn, M. & Schneider, J. 2010. The design beyond design: a different approach to designing a textbook. This is Service Design Thinking: basics - tools cases. Amsterdam: BIS Publishers.
REFERENCES

Online books:


Journals, Articles, Conference papers:

  From Sketchbook to Spreadsheet, Volume 3 (3) Service Design Network, 10,12,14.
  Vol.4 (02), 30-33.
  Innovation - Service design as a means to advance business models. Business Innovation Observatory, Case study 13, 
  2-14.
- Ewenstein, B. & Whyte, J. 2009. Knowledge practices in design: The role of visual representation as «epistemic 
  objects». Organizational Studies, 30 (1), 7-30.
- Gummesson, E. 2004. Return on relationships (ROR): the value of relationship marketing and CRM in business-to-
- Grönnos, C. 2008a. Extending the logic: Rethinking value creation and co-creation, and their marketing implications. 
- Hegeman, J. (2012). From the editors. In: Touchpoint. The journal of Service Design. From Sketchbook to 
  Spreadsheet, Volume 3 (3) Service Design Network, 3.
- Nyman, H. Mickelsson, J. & Strandvik, T. 2011. Using service stories to trace the customer’s logic. The 12th 
  International Research Symposium on Service Excellence in Management, June 2-5.
REFERENCES

Articles, journals and studies accessed online:


REFERENCES
Description of terms and statistics accessed online:


Business plans:

- Monsterbedriften business plan, translated: Forretningsplan for Monsterbedriften AS. Contact info@monsterbedriften.no for permit to access information.
Pictures

Picture 1: Word map.

Picture 2: Monsterbedriften at FERD Conference winning the title «Social Entrepreneur of the year»

Picture 3: Workshop at FERD Social Entrepreneurship conference

Picture 4: Some of the social Businesses found in FERD's business portfolio

Picture 5: Monsterbedriften offers quick hire to people with a troubled or criminal background, so that they can get a new start in life.

Picture 6: What Monsterbedriften offers internal customers

Picture 7: Monsterbedriften focus on building people, through their work.

Picture 8: Supplies for semi-structured interviews with BAS leaders i.e. internal customers in Monsterbedriften.

Picture 9: Initial key words identified in this thesis, where the three marked ones remained the same until the end of the project.

Picture 10: Using Monsterbedriften's business plan as secondary research.

Picture 11: Informal interviews with external stakeholders, such as HANDE entrepreneurs.

Picture 12: Informal interviews with internal stakeholders, such as staff and management

Picture 13: Picture from «complete participant observation» with staff during «Monster day» event.

Picture 14: Picture from «observer as participant» visiting construction site.

Picture 15: Picture from stakeholder mapping based on a start-up meeting.

Picture 16: Picture that shows staff creating own stakeholder maps.

Picture 17: Creating an «analysis on the wall» from qualitative data gathered in the Explore phase.

Picture 18: First insight poster of presented for the case company in the co-creational workshop.

Picture 19: Management adds insight and development ideas in a co-creational workshop

Picture 20: Examples of tool-kits offered by Sanders et al. (2012, 73).

Picture 21: Workshop session with pilot company Epleslang to test tool-kit.
Figures

Figure 1: Theoretical framework and theoretical scope.
Figure 2: Purpose of thesis
Figure 3: Map of people within my network
Figure 4: Structure of thesis
Figure 5: People of age 15-29 who are neither in work or education: year 2009-2014
Figure 6: Reasons for Marginalization
Figure 7: Social Business vs. Profit maximizing business and not-for-profit organizations.
Figure 8: Models of Design Evolution.
Figure 9: User-centered design vs. Design driven design (Wetter Edman 2011, 90).
Figure 10: Categories of visualizations when focusing on visualizations for user research.
Figure 11: List of arguments for using visualizations sorted in categories according to type of reasoning
Figure 12: The squiggle, representing the fuzzy front end of a service design process.
Figure 13: Divergent and Convergent thinking
Figure 14: Monsterbedriften’s working model, in relation to its external customers i.e. clients
Figure 15: Stakeholder map of case company; a holistic overview of stakeholders related to the case company.
Figure 16: A model to guide analysis, based on Ackoff’s DIWK scheme
Figure 17: Affinity diagram based on insight from Analysis on the wall.
Figure 18: Affinity diagram based on updated insight from co-creation workshop with Monsterbedriften management.
Figure 19: Insight poster of Monsterbedriften presented for case company in Deliver phase.
Figure 20: Bas leader and staff persona based on qualitative insight.
Figure 21: Ideal customer journey map from the Explore and Define phase, showing the missing link in the case company’s current service offering.
Figure 22: Service blueprint based on insight from the Explore and Define phase, showing the missing link in the case company’s current service offering.
Figure 23: Identified development areas from co-creational workshop, which were strategically anchored.
Figure 24: Six thinking hats template for reflection in co-creational workshop with case company.
Figure 25: Elements in the prototype, created in the design step, and the different steps of using the prototype.
Figure 26: The feedback from pilot test, resulted in new iterations of the prototype, before applying it in the case company in the delivery phase of the design process. At this point, the tool-kit was referred to as «Value-Driven Blueprint».
Figure 27: Bridging research with designing possible futures.
Figure 28: Application of the engagement tool-kit in the inspiration event with case company.
Figure 29: Emphasizes on using service story technique.
Tables

Table 1: New, emerging design disciplines.
Table 2: Some of FERD's main results from 2013.
Table 3: The provider-dominant vs. the customer dominant logic of services.
Table 4: Design processes offered by different service design practitioners.
Table 5: Aims for Exploration phase of design process.
Table 6: Aim for the Define & Develop phase
Table 7: Aim for the Design & Test phase
Table 8: Aim of Deliver phase

Models

Model 1: Overview of Action research with applied Service design process.
Model 2: CD logic of service, contrasted with service management and SD logic
Model 3: Double Diamond Process Model offered by The British Design Council (UK) in 2005.
Model 4: Overview of Action research with applied Service design process.
Model 5: Overview of Action research with applied Service design tools and methods in each step.

Attachments

Attachment 2: Workshop guide for co-creational workshop.
Attachment 3: Reviewing existing tools that can be applied in a tool-kit for Social Businesses.
Attachment 4: Workshop with co-student: Looking at iterating existing visualization tools in order to fit needs in a social business.
Attachment 5: Overview of entire thesis process with applied tools, methods and aim of each step.
<table>
<thead>
<tr>
<th>Place</th>
<th>Method / Role</th>
<th>With Whom</th>
<th>Insight</th>
<th>Outcome</th>
</tr>
</thead>
</table>
| Several contexts             | Informal Interviews x 4        | Executive assistant in Monsters INC          | • Information about Monsterbedriften  
• Insight about current needs and situation in case company.  
• Monsterbedriften aim to scale to different places. This a possible thesis scope to explore further.  
• Monsterbedriften want me to focus on the internal customer i.e. staff, rather external customers i.e. clients.                                    | • Seeing opportunities and agreeing to collaborate.  
• Better understanding of case company and needs.  
• Build a mutual understanding and relationship with management.  
• Planning on next steps; using observation in several contexts. |
| Monsterbedriften community house at Eistangen | Participant as observer  
• Contextual observation | Monsterbedriften management  
 Owners of Eistangen: Gunn & Trond | • Understanding of community living as part of the service offering towards internal customers.  
• Meeting internal customers in their natural environment                                                                                                                                  | • More holistic view of service offering and connections  
• Empathetic understanding by listening to personal stories of staff’s previous life style.  
• Build relationships on different levels in case company. |
| Bastø Prison                  | Participant as observer        | Monsterbedriften management  
 Police chief Bastø prison  
 Emneagram Norway and USA assosiation | • Insight on how Monsterbedriften collaborate with prisons, in terms of getting internal customers  
• Why it is important for prisoners to have this transition, after being released from jail.                                                                                       | • Special consideration that must be taken into account in terms of internal customers.  
• Collaboration with prisons and more holistic understanding of Monsterbedriften and involved stakeholders. |
| Field visit Lindeberg construction site. | Observer as participant  
• Contextual observation  
• Informal interviews | BAS project leader on site  
 Internal customers working on site  
 Management Monsterbedriften | • Reality of the work-environment in the field of construction  
• Experiencing the importance of lunch breaks, as a social gathering for internal customers in the business.                                                                                 | • Build emphatic understanding of individual needs and business needs, from the perspective of internal customers.  
• Get a more holistic view and build relationship with internal customers.  
• Better understanding of Bathroom tearing as part of Monsterbedriften’s main service offering. |
<table>
<thead>
<tr>
<th>Place</th>
<th>Method / Role</th>
<th>With Whom</th>
<th>Insight</th>
<th>Outcome</th>
</tr>
</thead>
</table>
| **Start-up meeting Mjøndalen** | • Participant as observer  
• Contextual observation | • NAV  
• Local mayor  
• Monsterbedriften  
• Isaksen Entrepreneur (B2B clients) | • Insight about a new start-up in Mjøndalen  
• Different perspectives and needs of different B2B stakeholders.  
• Perception and experience of Monsterbedriften’s service offering, from perspectives of external customers. | • Holistic view of external customers stakeholders in relation to Monsterbedriften’s service offering.  
• Realizing that the start-up process is too extensive for this thesis work  
• Build relationship to important stakeholders.  
• More insight for stakeholder map. |
| «Monsterday event» at Elstangen | • Complete participant.  
• Contextual observation  
• Informal interviews | • All internal customers: New staff and BAS project leaders.  
• All of Monsterbedriften’s management, including board members. | • Personal aspects and real stories from staff and management in Monsters INC.  
• Insight of the current situation in the business and goals. | • Holistic view of entire business, on different levels.  
• Better understanding of what social value the company delivers to internal customers  
• Building trust and relationships through complete participation, such as team building activities and so on.  
• Better understanding of current situation and goals of business. |
• Concerns and positive feedback regarding staff, such as importance of now becoming to commercial and loosing social value. | • Understanding of «office clearance» as a working field in Monsterbedriften.  
• More holistic view of Monsterbedriften’s service offering.  
• Important insight that must be taken into consider in service development project. |
| BAS leader meeting             | • Participant as observer  
• Contextual observation  
• Informal interviews | • Monsterbedriften Management  
• BAS project leaders | • Current issues, situation and needs, from management and BAS perspective.  
• Discussion on how to do something about it and specific plans forward. | • Better insight on needs from the perspective of internal customers  
• Build emphatic understanding, trust and relationships.  
• Identify BAS as participants for semi-structured interviews. |
<table>
<thead>
<tr>
<th>Ekeberg worksite, Monsterbedriften office.</th>
<th>3 x 45 min Semi-structured interviews</th>
<th>BAS leaders</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Individual perception of the case company’s service offering today.</td>
<td></td>
<td>• Understanding different roles, both situation of new staff and BAS leaders.</td>
<td></td>
</tr>
<tr>
<td>• Different roles, especially BAS role</td>
<td></td>
<td>• Understanding current issues, from a perspective of internal customers.</td>
<td></td>
</tr>
<tr>
<td>• Individual desires and dreams.</td>
<td></td>
<td>• Specific ideas and desires that could benefit the case company.</td>
<td></td>
</tr>
<tr>
<td>• Insight of personal stories and backgrounds of internal customers who had long experience in the business.</td>
<td></td>
<td>• Considerations that must be taken into account in terms of internal customers, especially new staff.</td>
<td></td>
</tr>
<tr>
<td>• Understanding different roles, both situation of new staff and BAS leaders.</td>
<td></td>
<td>• Concrete challenges, which provides opportunities to innovate.</td>
<td></td>
</tr>
<tr>
<td>• Understanding current issues, from a perspective of internal customers.</td>
<td></td>
<td>• Insight to use to make Personas of staff and BAS leaders</td>
<td></td>
</tr>
<tr>
<td>• Specific ideas and desires that could benefit the case company.</td>
<td></td>
<td>• Insight to make customer journeys.</td>
<td></td>
</tr>
<tr>
<td>• Considerations that must be taken into account in terms of internal customers, especially new staff.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Attachment 2: Workshop guide for co-creational workshop with Monsterbedriften.

**WORKSHOP GUIDE: MONSTERBEDRIFTen**

«CAN SERVICE DESIGNERS HELP SOCIAL ENTREPRENEURS CREATE MORE USER-CENTERED SOLUTIONS?»

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Task</th>
<th>Time (min)</th>
<th>Preparation</th>
<th>Phase</th>
<th>Check list</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WORKSHOP PART 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Own Notes</td>
<td>Introduction. Expectations. Plan forward</td>
<td>5</td>
<td>Notes</td>
<td>Explore</td>
<td></td>
</tr>
<tr>
<td>Bring poster</td>
<td>Presentation of poster (Summary of overall challenges) and argument for focusing on one challenge: New employees.</td>
<td>10</td>
<td>Make poster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pen and Paper, GoPro for filming.</td>
<td>Warm up (Visual telephone)</td>
<td>10</td>
<td>Buy pens and markers. Test go-pro</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personas, Post-it wall</td>
<td>Present post-it wall with challenges, presented as a tentative customer journey with customer values. (Personas on table).</td>
<td>5</td>
<td>Make personas (print). Tentative customer journey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-its, Pens, Music, Camera</td>
<td>Invite audience to add team knowledge and assumptions in own customer journey (15 min) + Add insight from «presented» customer journey (5 min)</td>
<td>20</td>
<td>Make playlist</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BREAK</strong></td>
<td></td>
<td>10</td>
<td>Buy snacks and drinks</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BREAK</strong></td>
<td>Break</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bring rules</td>
<td>Explanation of «How might we» questions (HMW questions are strong questions you are excited to answer in next part)</td>
<td>5</td>
<td>Print rules</td>
<td>Define</td>
<td></td>
</tr>
<tr>
<td>Post-its, Pens, Music, Previous Posters</td>
<td>Create HMW questions. 10 minutes to write separate / 10 min to share insight.</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heart tickers for voting / Poster to hang HMW questions</td>
<td>Team chose the three strongest HMW questions that make them think of ideas straight away. «Trust their gut feeling». → Hang HMW questions on sufficient space (own poster).</td>
<td>10</td>
<td>Buy stickers and make poster</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BREAK</strong></td>
<td>Break</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brainstorming rules sheet</td>
<td>Explain brainstorming rules</td>
<td>5</td>
<td>Make Brainstorming rules</td>
<td>Develop</td>
<td></td>
</tr>
<tr>
<td>Markers, pens, post-its, snacks, music.</td>
<td>10 minute brainstorming pr HMW questions. One idea on each post-it. Ideas put around HMW.</td>
<td>30</td>
<td>Bring clock/timer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss and share ideas pr HMW questions.</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combine (extreme/different) ideas to come up with new innovative ideas.</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BREAK</strong></td>
<td>Break</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BREAK</strong></td>
<td>Break</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Markers for headline/theme</td>
<td>Bundle and thematize ideas (affinity diagram)</td>
<td>10</td>
<td>Buy/Bring markers</td>
<td>Develop</td>
<td></td>
</tr>
<tr>
<td>Pens or stickers</td>
<td>Select promising ideas in silence (O for most innovative idea. Check mark for likely to succeed)</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation sheets and pens</td>
<td>Evaluate the best ideas</td>
<td>10</td>
<td>Make evaluation sheets and print (see HCD 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concept posters</td>
<td>Write best ideas on concept poster to use on next workshop</td>
<td>10</td>
<td>Make concept posters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printed sheets</td>
<td>Six thinking hats. Hand out sheet, Discuss each hat, one after one.</td>
<td>20</td>
<td>Make paper sheets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calender</td>
<td>Schedule next session / Clean</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DONE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Enhancing engagement of internal customers in a social business through extensive use of visualization / page 122
Attachment 3: Reviewing existing tools that can be applied in a tool-kit for social businesses that uses visualization extensively.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Opportunities</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Blueprint (Djik et al 2010, 204-205)</td>
<td>According to Djik et al. (2010, 204-205) a service blueprint is often created collaboratively, and allows different departments and teams to work together in relation to the service which is being improved or created. This can help build awareness of the different teams' responsibilities, and is an effective way of using co-creation to create a document where the teams feel co-ownership. It can also work as a «road map» and help co-ordinate important resources, and is further detailed at the implementation stage. According to Nyman el al (2011) service blueprint focus on the service process from the perspective of the service provider and is short on reflecting the customer experience of the service.</td>
<td>The service blueprint inspired the author to have different levels in the social business work together to improve the current service offering. The author had identified that is was import to find a tool that showcase different responsibilities and gives co-ownership. The blueprint is a well known tool in service design and offers a holistic view from different perspectives, by showing visible (what the customer do) and invisible actions (what the service provider do, systems, etc). As argued by Nyman, the service blueprint is still very focused on the perspective of the service provider and was missing elements that allows «everyone» to share their personal experiences. A service blueprint template was the starting point when iterating existing visualization tools, and using visualization more extensively and make it low-threshold. See pictures in Attachment 4.</td>
</tr>
<tr>
<td>Customer Journey (Customer Journey template)</td>
<td>When looking at the customer journey template the author found that it can be used to (1.) Explore existing services or (2.) For designing new services or (3.) For mapping an important detail within a service. The tool can also be used for different stages in a project.</td>
<td>The canvas is only in a limited way applicable to social enterprises because where internal customers interact with the service (touch points) are very personal and interpersonally. The author saw a need to incorporate these «softer touch points». For this she was playing with cards. The canvas does not include the stages before and after the actual service. For the case companies described earlier on, these stages are important to know about for being able to provide an adequate service. This has been referred to previously «the service becomes internal customers entire word». Iterations were made on the customer journey map based on this need. See pictures in Attachment 4.</td>
</tr>
<tr>
<td>Value chain analysis (Jeanne et al. 2013, 7)</td>
<td>According to Jeanne et al. (2013, 7) value chain analysis looks at the current value chain that supports the customer journey.</td>
<td>Since Social Businesses are driven by social value, finding ways to highlight social value was an important aspect to incorporate in a tool-kit for social businesses. For this the author was playing with different symbols.</td>
</tr>
</tbody>
</table>
According to Nyman et al. (2011), service stories can help a service provider understand how they better can support customers in their activities of reaching own, individual goals.

Emphasizes on using the service story technique, compared to other tools and methods is found in Figure 29. Using service stories was used in the way that each individual would share their individual experience during a typical day. This was considered relevant since the service in a social business incorporated in internal customers everyday life; they life together, work together, socialize, etc. It was also considered low threshold and a good way to create shared understanding, and based on this be able to construct the service offering according to actual needs on different levels in the organization.

According to Jeanne et al. (2013, 102), playing is an effective tool to help people break free from traditional thinking and linear mind-set. Playing was incorporated in terms of using legos and acting out the service, by adding storytelling and desktop walkthrough. This was considered low threshold and an engagement strategy that could be used at any level of the business.

According to Jeanne et al. (2013, 27), cards is a popular visualization tool in the design world and is used to engage and inspire stakeholders. Cards are described as a hand on activity that elicits deeper thoughts and helps people express feelings and ideas. Visser (2009) and The Design Council (2015) describes that using real material, such as photos rather than cartoons, has shown to transfer knowledge. They suggest using photos in combination with visual maps in order to give better understanding of key stages, service components and touch points.

Using cards was considered as low threshold and a suitable tool for social businesses, from a perspective of internal customers. Cards were chosen as a way to engage and inspire different stakeholders to help express their current situation, feelings and ideas in relation to the social business he or she is involved in.

The author was inspired to use cards with photographs, that the internal customer could relate to. The AT-ONE cards by Clatworthy (2010) were iterated, because they contained touch points that were typical in a service business, not in a social business.

The cards in the tool-kit aimed to help different stakeholders map a typical day, in relation to, or during the entire service offering, in a social business.

Figure 29: Emphasizes on using the service story technique, compared to other tools and methods (Nyman, Mickelsson & Strandvik 2011).
<table>
<thead>
<tr>
<th>Tool</th>
<th>Opportunities</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| **Storyboard** (Djik et al. 2010, 186-187; Miettinen 2010, 66). | According to Djik et al. (2010, 186-187) and Miettinen (2010, 66) storyboards are a common service design method that makes services more understandable and visible. A storyboard is a great way to allow stories about the user-experience to be brought into the process of designing a service.  
A storyboard uses real life or imaginary details that is visualized through a series of drawings or pictures. The aim is to create emotional engagement and discussion of what works and what doesn’t work in a service.  
From a service design perspective, this method is described as a great way to force the designer into the shoes of the customers, which is the service designer’s main mission. | The storyboard inspired us to incorporate real life details in the improved service design tool, iterated to meet needs in social businesses.  
Based on the storyboard, we wanted to use visualization to create emotional engagement and discussions of what works and doesn't work in a social business, and could also help us slip into the customer’s shoes.  
The storyboard was found relevant as it incorporates real life images and puts the user-experience in the centre of improving the current service offering. The aim was to create a discussion of what works and doesn’t work from the perspective of internal customers, and by doing so come up with development ideas and a plan for implementation. |
| **Storytelling** (Djik et al. 2010, 202-203; Tanghe 2012, 26). | According to Djik et al. (2010, 202-203) storytelling use key insights and ideas to tell stories from different perspectives. Using storytelling with personas highlight the insights from the users experience. Tanghe (2012, 26) argues that by creating emotional personal stories, a company can overcome current assumptions or conventions. The way the stories are communicated depends of the nature of the project, and varies from text, video, role-play, visuals and so on. | Storytelling became a natural methods applied in the tool-kit for social business, as it lends well with service stories. By using visualization extensively, it was important to tell the stories from different perspectives and create emotional engagement. Based on previous insight, the author also saw a need to overcome current assumptions she had discovered through semi-structured interviews.  
As a way to use storytelling, the author chose a combination of visuals (which was offered through the other methods) as well as role-playing, which is commonly used in Service design. This was also connected to playing, which incorporated a form of “desktop walkthrough”. |
Attachment 4: Workshop with co-student to iterate existing visualization tools in order to fit needs in a social business.

1. Looking at AT-ONE touch points cards (Clatworthy, 2010) and adding softer touch-points found in Social businesses, such as «Official hugs when meeting up at work in the morning».

2. Looking at ways to create own elements for a tool-kit. Iterating cards to fit everyday situations found in a social business. Since the internal customers live together, we added elements from the start till the end of a «typical day». The aim was to help different stakeholders map out their day, to visualize the service by using visualization extensively, and finding opportunities to improve or innovate the current service-offering.

3. Experimenting with service blueprint iterations. Here the author and co-student used a current service blueprint tool, and started to add own elements such as ways to connect the different stories. Adding symbols and speech bubbles. This was further iterated, before we had the first version ready for the pilot test.
4. Summarizing the insight and goals that was developed for the tool-kit for social businesses.

5. Thinking in terms of the C-D logic, what happens before, during and after the service. Also thinking of ways to connect the individual experiences to other people in the map.

6. Prototype model with description of different elements to include. At this stage the tool-kit was referred to as «Value-driven blueprint» because social businesses are driven by social value and this was considered important. The final term used of the tool-kit ended up to be «Engagement tool-kit for Social businesses». 
Enhancing engagement of internal customers in a social business through extensive use of visualization