GROUP WORKSHOPS AS A TOOL IN DEVELOPMENT OF A NEW, DIGITAL SERVICE

Master's thesis

Degree programme in Leadership and Service Design

2017

Sanni Aromaa

GROUP WORKSHOPS AS A TOOL IN DEVELOPMENT OF A NEW, DIGITAL SERVICE

– Case NeighbourFood

TURKU AMK

TURKU UNIVERSITY OF
APPLIED SCIENCES

Sanni Aromaa

GROUP WORKSHOPS AS A TOOL IN DEVELOPMENT OF A NEW, DIGITAL SERVICE

- Case NeighbourFood

ABSTRACT

This thesis analyses how participatory co-design workshops can best be applied in the product development of a new digital service that has already been introduced to the market. The empirical data of the study were collected in a series of workshops designed and organised for this purpose. The workshops comprised a case study intended to develop and improve the food sharing service Neighbourfood. The idea of the NeighbourFood app is to offer private persons a platform over which they can sell foodstuff or portions of food to other users of the service. The earnings from the service are directed to charity. The workshops were attended by a number of volunteers: private individuals, who were for different reasons interested in circular economy, and representatives of organisations with a connection to the topic. The participants were recruited in the social media and by using personal contacts.

The data was analysed applying the grounded theory approach. As the data is almost exclusively qualitative, also the interpretations derived from them are based on the best knowledge of the author. This is a typical feature of theory grounded on qualitative data.

In the empirical part of the thesis, the descriptions of the different workshop sessions present two levels of findings. The realisations and insights that the group created regarding the service are described. The report then shows how these insights were reached. In the end of each session description, the progress of the group work was assessed from different perspectives. The core phenomena are visualised by figures analysing the basic concepts and their characteristics. The conclusions of the thesis are based on these observations.

The first type of results concern the food sharing service and ways of improving it, while the second relate to the working method itself. The results of the case study are presented as their own entity. A separate chapter then presents the findings concerning the method itself. This includes the theoretical findings and the conclusions derived and condensed from these. The last named chapter focuses on the core topic of this thesis: how should different co-development groups be facilitated in order to reach the best results and to avoid pitfalls.

The core insight regarding the findings is related to the clear connection between the group experience and the productivity of the group. A motivated group that has been facilitated in a manner that respects its characteristics is usually successful in terms of good results. The members of such a group experience joy of success, which often leads to even better achievements. They feel that they are not only giving, but they feel good and understand that their contribution is appreciated. These circumstances also create the preconditions for a good working atmosphere and a positive mood to be maintained from one session to the next one.

KEYWORDS:

co-design, service design, app development, grounded theory

Sanni Aromaa

RYHMÄTYÖPAJAT UUDEN, DIGITAALISEN PALVELUN KEHITTÄMISEN VÄLINEENÄ

- Tapaus NeighbourFood

TIIVISTELMÄ

Tämän opinnäytetyön tavoitteena on osoittaa, kuinka osallistavia työpajoja voidaan parhaiten hyödyntää uuden, jo markkinoilla olevan palvelun tuotekehityksessä. Tutkimuksen empiirisen osuuden aineisto saatiin tätä tarkoitusta varten varta vasten suunnitellusta ja toteutetusta työpajasarjasta. Aineiston lähteenä oli Neighbour-Food-ruoanjakopalvelun kehittämiseen tähtäävä tapaustutkimus, Case NeighbourFood. NeighbourFood-sovel-luksen ajatuksena on tarjota yksityishenkilöille alusta, jonka avulla käyttäjät voivat myydä ruoka-annoksia tai elintarvikkeita toisille palvelun käyttäjille. Palvelun tuotto ohjataan hyväntekeväisyyteen. Työryhmiin osallistui joukko vapaaehtoisia, eri syistä kiertotaloudesta kiinnostuneita yksityishenkilöitä sekä aiheeseen sidoksissa olevien organisaatioiden edustajia. Osallistujat rekrytoitiin sosiaalisessa mediassa ja henkilökohtaisilla yhtey-denotoilla.

Aineisto analysoitiin grounded theory -tutkimusmenetelmään nojautuen. Aineiston ollessa lähes yksinomaan laadullista, ovat myös sen tulkinnat tekijän parhaan tiedon mukaisesti johdettuja. Tämä on tyypillistä aineis-tolähtöiselle teorialle.

Tutkielman empiirisessä osiossa eri työskentelysessioiden kuvauksissa esitellään toisaalta ryhmän tekemiä, palvelua koskevia oivalluksia ja kerrotaan, kuinka näihin päästiin. Jokaisen sessiokuvauksen lopussa on arvioitu ryhmätyön sujumista eri näkökulmista. Keskeisimmät ilmiöt on havainnollistettu eri käsitteitä ja niiden ominai-suuksia erittelevin kuvioin. Tutkielman johtopäätökset pohjautuvat näihin havaintoihin.

Tutkimuksesta saatiin sen luonteen vuoksi kahdenlaisia tuloksia. Toiset koskevat tapaustutkimuksen kohteena ollutta palvelua ja sen kehittämistä ja toiset liittyvät itse työskentelymenetelmään. Tapaustutkimuksen tulokset esitellään tässä tutkielmassa omana lukunaan ja menetelmään liittyvät löydökset ja niistä johdetut ja kiteytetyt

teoreettiset päätelmät omanaan. Jälkimmäinen pureutuu siihen, mikä on tämän tutkielman varsinainen aihe: kuinka erilaisia yhteiskehitysryhmiä tulisi luotsata parhaan tuloksen saavuttamiseksi ja sudenkuoppien välttämiseksi.

Tutkielman tulosten keskeisin oivallus liittyy ryhmäkokemuksen ja tuloksellisuuden selkeään yhteyteen. Motivoitunut ja ryhmän ominaisuudet huomioiden fasilitoitu työryhmä kykenee yleensä saamaan aikaan hyviä tuloksia. Tällaisen ryhmän osallistujat kokevat onnistumisen iloa, joka usein johtaa entistä parempiin suorituksiin. He kokevat, että eivät ole vain antavana osapuolena, vaan he viihtyvät ja tuntevat, että heidän suoritustaan arvostetaan. Nämä asiat luovat myös edellytykset hyvän työskentelyilmapiirin ja -vireen säilymiselle kokoontumisesta toiseen.

ASIASANAT:

co-design, palvelumuotoilu, sovelluskehitys, grounded theory

CONTENTS

APPENDICES

Appendix 1. Workshop Evaluation Form
Appendix 2. Workshop Findings in Tables
Appendix 3. Project feedback questionnaire
Appendix 4. Process Chart

FIGURES

IMAGES

INTRODUCTION

1. Introduction

In an ideal world, all product and service development research would be made beforehand and all the published products were like polished diamonds - so desirable and finished. In business, things are sometimes done the other way round, by publishing a Minimum Viable Product (MVP), in order to collect as much feedback as possible that is helpful in the further development of the product. The diamond phase may be achieved in the future, in the best case.

This thesis describes the research methods and data analysis concerning a service design process conducted by the Author. This service design project case study, Case NeighbourFood, offers real life examples that help to understand how the findings have originated. The theoretical conclusions, formulated on the basis of data collected in the case study, are presented as the final outcome of the research in the Conclusions chapter in the end of this report. The study aims to provide understanding on *how to successfully use group workshops as a tool in developing a new, digital service.* The case study description will be provided parallel to the theory building notes to demonstrate the real life based findings.

The case study project was carried out with NeighbourFood Ltd, for their recently launched P2P service NeighbourFood, "the Airbnb of surplus food". The goal of the NeighbourFood project was to learn how to make the potential audience to use the service. The research was conducted using participatory design as the main approach. Three different groups worked in seven workshops collaboratively. They were given tasks roughly on two areas: on making suggestions on how to enhance the existing NeighbourFood mobile application and its features, and on planning and analysing how NeighbourFood could gain customers and in that way succeed in breaking into the market. The latter was the most important one and more focused on, and also an extremely challenging issue to solve. When there is a flood of applications published every day, it is crucial to stand out from other similar services with image, visibility and desirability.

In this thesis, the NeighbourFood case study project resembles an MVP development process in many ways. The launched product was the first version and there was not much knowledge on what the market was like or who really could be the users, or how to reach them.

The research is made about using co-development as an approach and a practice in the post-launching phase of an MVP of a new digital service.

1.1. NeighbourFood Ltd

NeighbourFood Ltd is a startup company established in the beginning of the year 2015. NeighbourFood Ltd has been registered to operate on development, production and maintenance of mobile applications and mobile services, in this case the NeighbourFood mobile app. The company was founded by the Hannus brothers, Juho and Klaus, with an intention to develop an actual food sharing application according to their idea of having "an Airbnb for extra portions of food".

The NeighbourFood team consists of three software developers, an UI/UX designer, two marketing specialists, the founders and the Author as a service designer. Both of the marketing experts and the Android developer have been recruited in the course of 2017, all after the Author joined the team in April 2017.

The NeighbourFood app, which is the subject of the co-development project described in this thesis as a case study example, has been released for iOs on 13th April 2017. An Android version was released in September 2017. The core idea of the app is to be a food sharing platform targeted so far at private persons. The app enables the users to contact each other in order to buy or sell homemade food in their neighbourhood.

The business logic of the service is simple: 70 percent of the money that transfers via the application goes to the Red Cross Catastrophe Fund. The rest, 30 percent, goes to NeighbourFood Ltd to cover the marketing, maintenance and development costs of the application. No money is going to the seller. This makes the selling more like donating, but the actual payer is the neighbour who buys the portion. The app operates with a map platform that shows the locations of the available portions. The payment procedure is operated in collaboration with an international, widely used and reliable card payment partner.

The more holistic aim of the NeighbourFood service is to decrease the amount of food waste and to encourage people to a more social way of living. As Klaus Hannus stated in the first workshop related to this project (6th April 2017), "We can say that we have succeeded in our mission, if people start saying "hi" to each other when meeting in the staircase of an apartment building."

1.2. Objective of the research

The aim of the research is to create understanding on how to use co-development workshops as an efficient tool in the post-launching development of a new digital service. The empirically based understanding is finally used as a basis for theoretical generalisations. The aim is to provide advice for using co-development by successfully running workshops for different groups, in order to make an existing digital service more desirable to the users.

The case study, the product development process of NeighbourFood, is the source of data on which the conclusions are grounded. The intention is to generate data grounded theoretical categories, properties and hypotheses around the subject that may be helpful for other researchers, colleagues and laymen in the future. The aim is achieved when this work can provide data based, theoretical guides about this particular area and case and offer relevant material for further research in the field. (Grönfors 1982, 30.)

Another goal of the work is to learn how to involve stakeholders and users successfully in a co-development process of a new digital service, and what to especially consider in the implementation of such a service. A further goal of the work, related to the case study service design project of NeighbourFood, is to make NeighbourFood Ltd more successful. This is achieved by taking advantage of the service design approach applied in this research.

This project is not in the first place focusing on the functionality of the application. However, also some observations regarding functionality emerged in the course of the research.

RESEARCH QUESTION

How to successfully use group workshops as a tool in the development of a new, digital service?

1.3. Frame of reference

The reference frame for this thesis (Figure 1) is about co-development as an approach in a post-launching phase service design research of a new, digital service. The main themes that together define the core of this thesis are the NeighbourFood app, co-development groups (Test User Group, Advisory Group I and Advisory Group II) and service design as an approach.
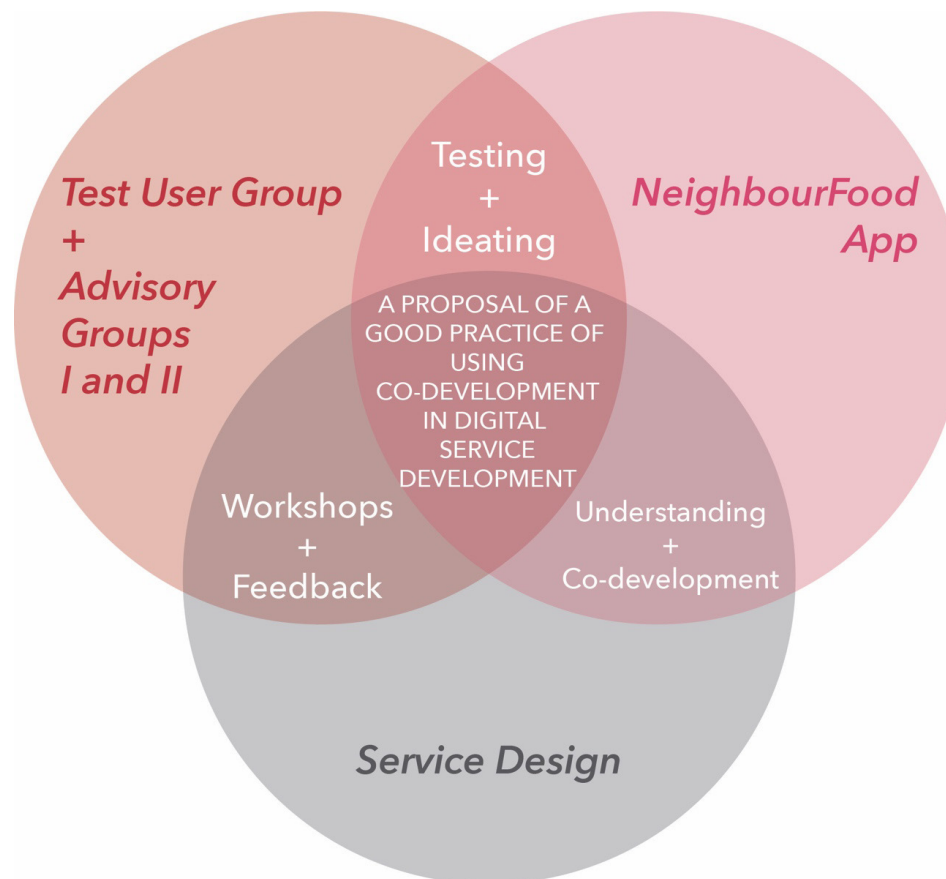
Figure 1. Frame of reference.

The data collected following the principles presented in Figure 1 were chosen to be analysed further with the grounded theory methodology for its especially good suitability for such research.

1.4. Process plan and Process chart

In the Process Plan (Figure 3), the Author has briefly described the phases of the project. When the Process Plan was drafted, the mindmap approach was applied (an initial mindmap is shown in Figure 2 below).

Evaluation/measuring with numbers

Communicating the findings to NF

3 x 3 methods
3 subjects

4 x 3 methods
4 subjects

Other feedback

Themes

Suitability of tools

3 workshops

4 workshops

Test user evening

Reflection

Workshop evaluation tool

Written analysis

Test users

Advisory Group

Chosen workshop tools and their evaluation

Participants may change every time

Team recruitment

Workshops and co-creation

Co-development research (in post-launching service development/concept research)

NeighbourFood's service and its marketing to audience

= **Service design project of NF**

Thesis project =

THESIS 2.0

Partnership?

Collaboration?

Understanding

Grounded theory

Aim of the work

Interviews

Ekokumppanit
Harri Helin

Food loss restaurant Loop, Jarkko

How to use co-development in post-launching concept development of a **digital service**/*How to use co-development as an approach*/**to get more users**/*Participatory concept development of a new application*

L&T
Lotta Toivanen

NeighbourFood
Klaus Hannus

Is it to make a suggestion of which ways of working would be possibly beneficial in such case?

Which parts of the research are connected to co-development? Should there be "co-development" and "concept development"?

Figure 2. Initial mindmap.

The phases of the project in the Process Plan are divided into five sections, of which the four first ones are the phases of a service design project. They are presented as the phases of the Double Diamond model of the British Design Council (2005) (see chapter 2.1.): discover, define, develop (ideate) and deliver (prototype). In the Figure 3, the fifth phase is named to be the phase of theory construction. A more detailed Process Chart is attached to this report as Appendix 4.

PROCESS PLAN CASE **NEIGHBOURFOOD**

Sanni Aromaa 13th August 2017

MARCH	APRIL	MAY	JUNE	JULY	AUGUST
◄DISCOVER	DEFINE►	◄IDEATE	PROTOTYPES►		CONSTRUCTING THE THEORY
PRELIMINARY RESEARCH	WORKSHOPS START	MORE WORKSHOPS (3rd Advisory Group I workshop cancelled)	LAST WORKSHOP (for the research) TO BE HELD, ANALYSIS		ANALYSIS AND THEORY BUILDING Analysis continues:
GROUP RECRUITMENT	2 x Advisory Group I	1 x Test User Group	Analysis continues. Listening to audiotapes and making transcriptions out of the sessions		Listening to audiotapes and making transcriptions out of the sessions.
DEAL WITH NEIGHBOURFOOD	2 x Test User Group	1 x Advisory Group II NeighbourFood team becomes as *Advisory Group II* to replace the Advisory Group I.			Open coding Theoretical memos
	Analysis started: theoretical memos and open coding	Analysis of the material continues. Co-development sessions developed reactively according to findings.	Case study description and open coding of descriptive and theoretical memos		Axial coding Identifying core categories and theory blocks for the final manuscript

Figure 3. Process plan.

2. Theory

In this chapter, the principles of service design, co-design as a phenomenon under the broader umbrella of service design will be discussed. As the empirical part of this research is made with and out of participatory workshops with different groups, this chapter provides a glance at group processes in general. Co-creation and facilitation are above all about working with people and about enabling people to successfully work together in order to explore and find together something remarkable.

2.1. Service design as an approach

Service design, as a multidisciplinary approach, brings together people and tools from different areas of expertise, to do things better than any team or discipline would be able to do alone (Stickdorn and Schneider 2011, 29). Curedale (2013b, 14) describes service design as a people-centric approach. It is a co-creative way of doing, leaning on the statement that *everyone can be creative.* Taking different groups along into the design process is a way to widen the core design team's vision about a service or a phenomenon they have under development (Stickdorn and Schneider 2011, 38-39).

A service is something that cannot be stored. It is rather an intangible experience, which is produced at the very moment when it is also experienced. This puts the moments of encounter, the touch points and the expe-rienced service moments, into a crucial role in a service experience. (Rantanen 2017, 26) Rantanen (2017, 13) describes the discipline by saying, that service design is designing encounters between people with the tools of industrial design. Several methods which are utilised in a service design process come from the tradition of industrial design.

Service design can be executed within four main areas: spaces, objects, processes and people. The core idea of using service design as a practice in service creation or development is to build sufficient understanding on what people really desire, and to ground the solutions on the findings. (Rantanen 2017, 27-28.)

Never-ending process of development

Stickdorn and Schneider (2011, 124) emphasise that it is very important to understand the iterative nature of a service design process. Continuous reflection on what has come out during the process is constantly required. Stepping back or even starting over from square one when the designer notices that the team is on the wrong track may be necessary numerous times in the course of a single project. (Stickdorn and Schneider, 2011, 126) Constant learning, the ability to identify significant findings and to react to them along the route are essential to a successful service design process. Testing the ideas, starting to do so in the very first stages of the process and adopting the learnings rapidly will most likely accelerate the success to become true. (Ostenwalder et al. 2014, e.g. 208) The culture of experimentation, of which all this is about, is closely connected with the concept of *design thinking*. In the design thinking approach, the subject is examined by using different kinds of tangible models in order to transform the invisible into a concrete form. The built models are developed further following the collected feedback from the users or other experts. (Rantanen 2017, 41) Eventually, in the best case, the findings are moved into their natural environment in the form of improvements or a newly established service, process, space, or an object. The overall principle of using design thinking as an approach is to concentrate on the solution instead of the problem. Discovering the unmet needs in a particular context is in the center of the process. (Naiman 2017.)

Double diamond model

Stickdorn and Schneider (2011) propose the steps of an iterative process to be exploration, creation, reflection and implementation. There are numerous different interpretations available for this same process. Of these, the Author chose to use as a structural frame of this work the Double Diamond model of the British Design Council (British Design Council 2005; Stickdorn and Schneider 2011, 127). The model is presented in Figure 4.
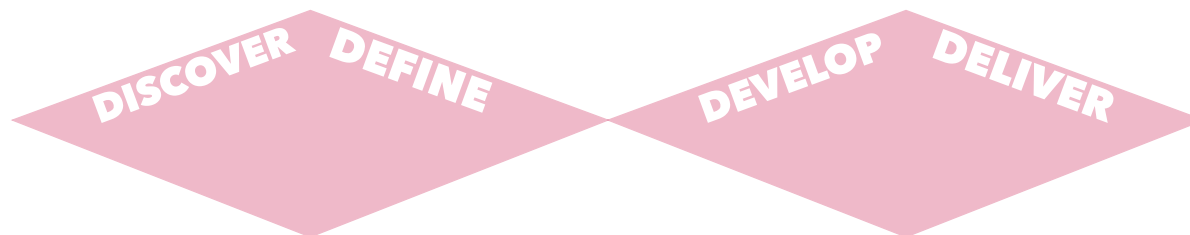

Figure 4. Double Diamond model of the British Design Council (2005).

In this thesis, the Double Diamond model was used as the background of the Process Plan of this project (Figure 3) with minor modifications. *Develop* was changed to *ideate* and *deliver* to *prototypes*. The Double Diamond model was chosen for this project in order to guide the process and to put the phases of the case study project, as well as the data analysis and theory formulation process, into an informative form.

In fact, the phases in the British Design Council's model are very similar to the steps defined by Stickdorn and Schneider (2011, 127). However, the Double Diamond model also refers to the scope of the work in the different phases. In the discovery phase, the amount of processed information increases throughout the phase and the work expands. When the definition phase begins, the design team starts to compress and prioritise the material. Next, in the development phase, the team starts to ideate new propositions on the basis of the previous phase. Finally the delivery phase starts by early drafting and testing of prototypes based on these propositions, and eventually designing the final product. The process is iterative in the sense that the work may need to return to an earlier stage at any point of the process over and over again. (British Design Council 2005.)

2.2. Co-design and co-development

Stickdorn and Schneider (2011, 198) describe co-design as "a core aspect of the service design philosophy". Its principle is to involve people from outside of the core design team to participate in the design process. The participating stakeholders can be anyone from the staff, customers, potential or actual users of a service, designers or even executives, who are in terms with the project, conducted to work collaboratively in order to examine and innovate a given service experience. (Stickdorn and Schneider 2011 198-199)

The benefit of using co-design, or co-development, as a working method and an approach, is its ability to widen the perspective of the core design group by exploring a much wider range of potential directions with other people involved in the co-design process. The core team uses the gathered ideas as material in further development of the service, by refining the most resonant themes into new prototypes or innovations. (Stickdorn and Schneider 2011, 199.)

Seppälä (2017) presents a new way to describe co-development as a process and as a phenomenon (Figures 5 and 6). In her theory, she suggests what should be considered when aiming to run a successful co-design project (Figure 6). Seppälä (2017, 314) claims that co-design, with well planned facilitation, is able to enhance innovations and also reward the participants with learning experiences. The conceptual map (Figure 6) presents co-design itself, the setting, and collaboration as the three key themes for achieving effective co-de-sign. These findings guided the Author in her project.
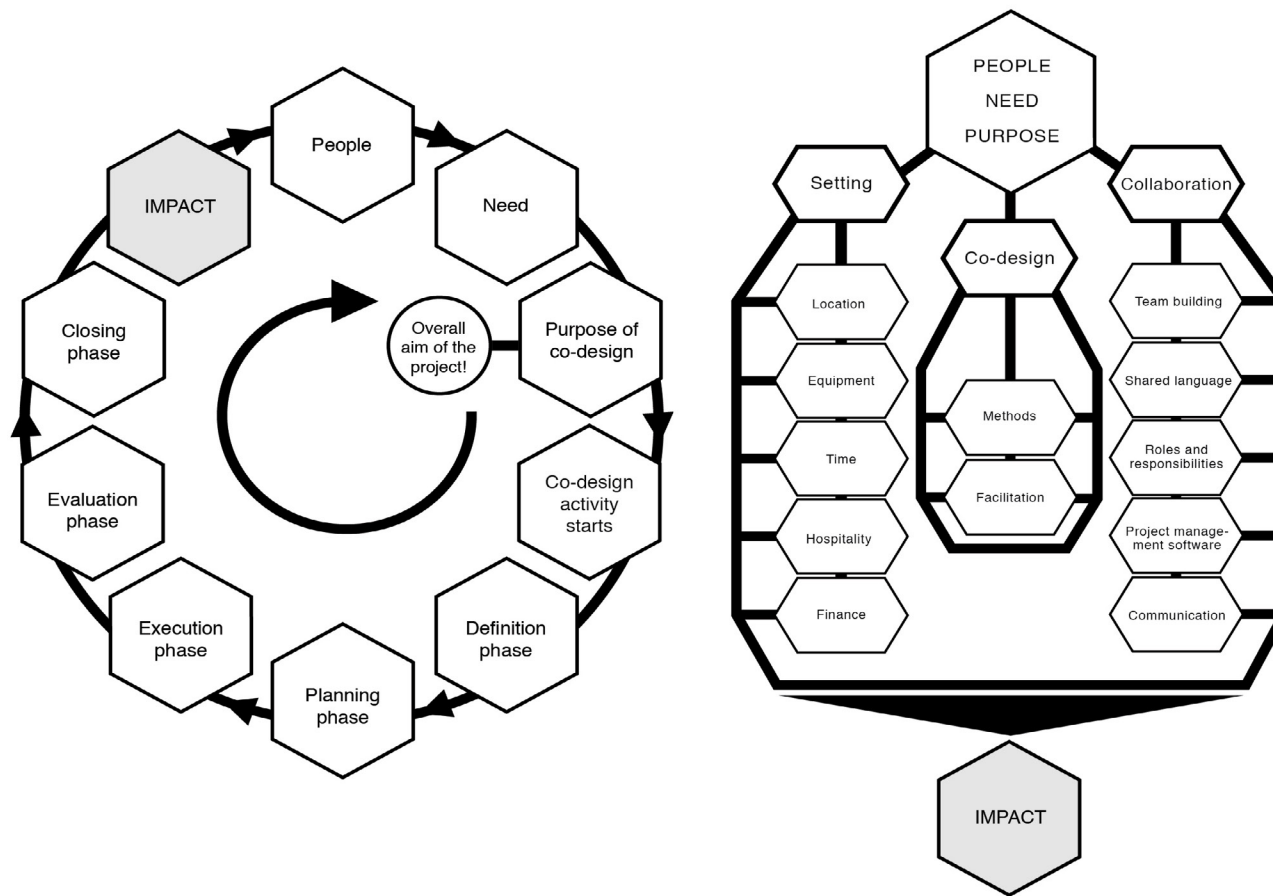
Figure 5. "Phases of co-design project" (left) and Figure 6. "What one needs to handle in order to run a successful co-design project" (right) (Seppälä 2017)

A co-design project is always a trade of two. There are two main kinds of impacts, of which the first one is the impact on the design, and the second one the impact on the users themselves. Every stakeholder of the project evidently learns something new in the course of the project, but also teaches others. The stakeholders can be considered simultaneously both as teachers and as students in the learning process of a co-design project. (Seppälä 2017, 305-306, 315-316.)

Seppälä (2017, 315) emphasises the importance of the participants understanding the purpose of a co-design project. When the stakeholders relate to the aim of the project and feel that the purpose of the project is important to them, it is followed by motivation to participate. Seppälä states that the mutual understanding of the vision and objectives of the project among all the stakeholders is utterly important. Only then are they able to aim at the same goal. (Seppälä 2017, 315.)

Service designers are often in a situation in which their principal aim is to prepare an environment, where heterogeneous stakeholder groups can best innovate and evaluate ideas. (Stickdorn and Schneider 2011, 39) When generating a suitable environment, there is a need for careful planning. Seppälä's (2017, Figure 6) key themes - co-design itself, the setting, and collaboration – provide a framework for things that need to be paid attention to when considering to execute a co-design project. The category of setting covers five sub-categories, or sub-themes: location, equipment, time, hospitality and finance. All of these

need to be planned before the user involvement starts, and reconsidered in the course of the user involvement phase of the research proj-ect. (Seppälä 2017, 173-183, 307-311 .)

Under the theme of co-design, Seppälä (2017, 184-188, 281-296) presents two subcategories: methods and facilitation (Figure 6). Both of these represent the facilitator's capability and expertise in planning and master-ing the workshop facilitation.

Seppälä (2017, 297) states that "Effective collaboration is crucial for a successful co-design process". It covers the selection of five sub-themes under the theme of collaboration: team building, shared language, roles and responsibilities, project management software and communication (Figure 5). (Seppälä 2017, 189-196, 297-307) Clear and transparent, cross-disciplinary communication between all the stakeholders involved in a proj-ect makes it possible to engage the participants and to end up to produce a good design outcome (Seppälä 2017, 297).

In this thesis, co-design practice is named as co-development. With co-development, the Author wanted to refer to the current situation, in which the service had already been designed, but there were still various needs for development regarding the service as a product. The development needs were not only in the service itself, but also in the field of understanding the attitudes, the environment, and the community where the users of the app may be found.

Barriers hampering co-design

When running a co-design project, various problems may occur related to the approach. Some participants may suffer from being afraid of saying the wrong thing. Others may not want to disagree with those who are in a superior position to them. Also being not familiar with principles of co-design may cause problems, in case the participants do not know for sure how they are expected to act and what the outcome could possibly be. (Stickdorn and Schneider 2011, 198.)

Weak moderation and facilitation are further barriers to co-design. Capable moderation is required to make the group work in a manner in which the produced material can be utilised in the next phases of the project. Facil-itation is a broader aspect of working with the group. While moderation refers only to events inside the group, facilitation also covers the circumstances and the methods applied in the group work. (Seppälä 2017, 285-294.)

From the very beginning of the project, it is important to focus on generating the right kind of material for the further phases of planning. (Stickdorn and Schneider 2011, 198; Seppälä 2017, 316) Seppälä (2017, 270) im-plies, that if the process has not been carefully planned in advance, succeeding in a co-design project may turn out to be almost impossible.

2.3. Facilitation

When working in groups, it is crucial to make people motivated and to succeed in building trust. Lewis (2006, 144-145) suggests the use of widely accepted trust building strategies, such as setting transparent and clear goals for the project, and preparing and communicating good instructions, which every participant is capable to follow by using the available tools.

Oxley et al. (1996) suggest that good facilitation consists of certain elements, of which the first one is reducing the group members' fear of getting negatively evaluated. Other significant elements are making the group members to feel important and successful, filling the silent moments by repeating the problem or by re-instructing the topics that the group members have started to process during the earlier discussions, activating the passive members and refraining from talking more than necessary in the role of a facilitator. These actions were noticed to have a positive effect on the quality of interactive group work. In the experiment of Oxley et al. (1996), a high training level of the facilitator played a very significant role in achieving a high number of ideas and keeping the productivity level relatively stable. Seppälä (2017, 285-286) states, that the facilitator has an important role in co-design workshops. The facilitator should have strong facilitation skills in order to successfully conduct a participatory group in a session. Facilitation is a separate skill. Training and special knowledge are needed to achieve both successful performance and favourable results.

Group work is above all interaction between individuals. Sometimes it may be challenging, and the reasons can be various. As a facilitator, all one can do is to prepare the participants and the session as well as possible, by following the best practice that is known. The facilitator has to take care of multiple things simultaneously (Seppälä 2017, 286), which makes it even more significant to prepare for unexpected twists. An experienced facilitator may be able react to many of the occurring problems right away when they are detected. Chambers (2012, 89) emphasises the importance of sensitivity in the participatory approach. With an open and flexible group, consensus and good ownership can be achieved.

Kantojärvi (2013, 132-33) notes, that the energy levels of the group should be considered through the session. Intensive ideating and processing can be exhausting. Energizer exercises can be a solution when there still remain things to be done during the session, and the group is better to keep in a good mood to guarantee their well-being and productivity. Energizers may be beneficial to use when the group members have lost their inspiration in front of a difficult problem or are for other reasons too tired to continue with their full capacity. There are different ways to wake people up, but the main idea is to pull their attention to a totally different task. It is supposed to be fun and not too complicated. (Chambers 2012, 46-55.)

It is also often recommended to utilise warming up exercises to tune the group to a good collaborative state of mind in the beginning of the session. (Kantojärvi 2013, 132-33.)

Interaction between people is always about using power (Peräkylä 1997). In such circumstances as there are in a facilitated workshop session, the facilitator leads the event and therefore acts in a more powerful role than the other participants. This makes the role and the impact of the facilitator very significant in terms of the outcome and the atmosphere of the session.

METHODOLOGY

3. Methodology

The following chapter illuminates the practical and methodological approach of this thesis. It describes how the research data has been collected, classified and analysed. When considering the credibility and validity of a certain research, the research can be identified valid when the research is made of what it has been claimed to be made of. (Grönfors 1982, 11) To put it more simply, the research question should be answered in the report. Therefore formulating the research question and modifying it if needed is highly important for guaranteeing the validity of the research. When doing qualitative research, the research problem can easily change many times before the work is done. (Grönfors 1982, 44) Grönfors (1982, 42) says accordingly that identifying the problem is also part of the analysis.

3.1. Qualitative research

Qualitative research was chosen as the general scientific approach of this thesis. The other chosen methods and tools are located under this approach. In this thesis, grounded theory was used as a methodology for data handling and theory generating, and its data are derived from the case study NeighbourFood.

Qualitative research is a suitable approach for a service design project in which many issues are not initially known. The qualitative approach is constantly developing, changing flexibly, and focuses not only on what is said out loud, but also on deeper, hidden wants, needs and wishes of people. (Grönfors 1982, 11, 33, 44) The researcher is the most important research instrument, since the result depends on his or her interpretation of the material. This makes it possible for the research to go deeper than when using quantitative methods (Grönfors 1982, 12-13).

In quantitative research, there is not much space for ambiguity. The aim of qualitative research is not to prove something to be true or false, but rather to end up to create a deeper understanding of the phenomenon that the research is about. Especially when the subject of the research is related to social sciences, qualitative research allows the researcher to see beyond the surface. Often things are more complex than they seem at the first glance. It requires greater understanding of the conceptual framework of a given subject to figure out its actual nature. (Grönfors 1982, 12-13) People may claim one thing and do another, and the hidden reasons to do so may not be revealed or even recognised by themselves. Here, the qualitative researcher comes into the picture, to build and name the context and to detect the possible reasons and consequences of certain actions. The scientific value of qualitative research has traditionally been questioned for its lack of objectivity. However,

even in statistical research, the result depends firmly on the research question and the objective of the research. (Grönfors 1982, 13-14) The research methods should be chosen according to the subject and the purpose of the research. When the goal is to find out what is the truth – although the definition of truth may be different from different perspectives – the means that have been used to find out the truth are less relevant than the goal itself. (Metsämuuronen 2012, 213.)

In qualitative research, it may be easier to make "bad research". In the field of quantitative research, several bias controlling tools are known and utilised in order to decrease the risk of possible erroneous conclusions. In qualitative research, such controls are not equally available. Instead, the results are based on the researcher's interpretation, his or her previous experience of the particular field and other fields, together with many other uncontrollable factors, which definitely may have an influence on the findings. (Metsämuuronen 2012, 213-214; Räsänen 2006) In both qualitative and quantitative research, the point is to examine the phenomena so that it is possible to measure them in one way or another. In qualitative studies, the results are usually condensed into a written form, while in quantitative research the information is presented in numbers. (Räsänen 2006) In this study, the phenomena are filtered and compared with each other by using procedures of grounded theory. The detected connections and differences define the foundation of the final report about the outcome of the study.

3.2. Grounded theory

In qualitative research, sometimes the analysis of the collected material is not commenced before the data collection phase is over. In contrast, in grounded theory, the analysis phase starts right after the researcher has received the first hint of data related to her study. This is the core of grounded theory as a method of analysis and theory generation. The researcher learns from the collected information to be better able to conduct the next phases of the ongoing research. (Corbin and Strauss 1990.)

Grounded theory, according to Glaser and Strauss (1999, 1), refers to the discovery of theory from systematically obtained and analysed data. Grounded theory is used to produce and provide "relevant predictions, explanations, interpretations and applications", that can be applied in further research and in practice. Grounded theory is used in order to identify concepts and hypotheses that are relevant for a certain area of research. (Glaser and Strauss 1999, 1-2) In this thesis, the research concerned co-development as a practice in the post-launching phase of a new mobile application.

The purpose of a theory in general is having a strategy for handling data collected during a research, and also providing suggestions for how to describe and explain the research findings. (Glaser and Strauss 1999, 3) Grounded theory was chosen as a data handling strategy of this thesis since this approach is suitable for the constantly changing scope and the goal of the project. A second reason for choosing grounded theory as an approach was that there could be a need for good practice suggestions among other digital service developers struggling with related issues.

The findings of this thesis will be presented in a theoretical framework in the Conclusions chapter. The generated theoretical considerations consist of a set of propositions, based on research data from the case example service design project of NeighbourFood Ltd. These ideas can later provide a starting point for further verification of hypotheses and can in that way help to develop the theory further. (Glaser and Strauss 1999, 32-33.)

Theory as process

Theory is not an enduring form of information. In order to be up to date, it is rather an ever-developing entity than a ready product. This is why it could be described as a process (Glaser and Strauss 1999, 32) – iterative and flexible. That is also why in this thesis the aim of the research has been defined to *manage to create a deeper understanding of best practice.* The theoretical findings, which are the final outcome of this thesis, are grounded on data collected for this research. Glaser and Strauss (1999, 28) refer to Thomas Kuhn's publication The Structure of Scientific Revolutions (1962) saying that theory can be replaced only with a better theory, but when based on data and made grounded on the data, not assumptions, it is always true.

In order to create a valid grounded theory from a certain piece of research, one must carry out the data collection and analysis in a systematic and sequential way. Every relevant aspect should be noticed right away after they appear and reacted to if needed. Data collection and analysis is an interrelated process that changes and develops itself in the hands of the researcher all the time. (Corbin and Strauss 1990.)

This thesis applies two important principles drawn from sociological and philosophical traditions, as stated by Corbin and Strauss (1990). According to them, the core idea in making a grounded theory is causing change in practice in the course of the process. Learning from previous experiences and combining the learnings from different situations together might lead to understanding why to do things in a certain way, and why to avoid something else. Another issue that Corbin and Strauss emphasise is that the researcher is the one whose responsibility it is to detect the changes caused by certain actions or effects in a community or the phenomenon she makes the research about.

Comparative analysis

Comparative analysis is a data analysis method used to compare different, identified and known factors and their impact on each other. The purpose of using this approach in this thesis is to have a strategic method for theory generation. (Glaser and Strauss 1999, 21.)

Glaser and Strauss (1999, 39) suggest that ethnographic research and direct data gathering are highly suitable data collecting tools for comparative analysis. In this thesis, observation and active participation as a facilitator have been widely used in the data collection phase. Ethnographic research would not have been possible to execute in terms of this thesis, although it could have brought deeper understanding on the unspoken reasons and hidden motivations of the participants.

The outcome of comparative analysis in generating a grounded theory is an ability to point out conceptual categories and their conceptual properties out of the data. They will provide a basis for hypotheses or generalised relations among the categories and properties of certain phenomena. Together, these will enable formulating the theory. (Glaser and Strauss 1999, 35.)

3.3. Data collection and analysis

The sources of data were various in this research. This is typical and even recommended when using grounded theory as an approach, and more generally in qualitative research overall. Corbin and Strauss (1990) even say, that anything which can help to see things better can be valid data for a research grounding a theory generation process.

3.3.1. Data sources

The NeighbourFood case study has been the main source of data for this thesis. In the case study, workshop planning, facilitating and observation were intended to be in a central role in data production and collection. Other procedures in the data collection were similarly significant, and they were used in order to create a good process and achieve reliable and well grounded results. Other data collection methods were desk research, informal and formal conversations with both governmental and utterly non-governmental parties, watching videos and reading books and articles related to the case study and grounded theory. Also mindmapping was executed iteratively during the process in order to clarify the process and the scope of the research.

Corbin and Strauss (1990) state that the researcher may truly benefit from collaboration with colleagues in the course of the research process. Discussing the findings and interpretations with other people who have experience in the field can lead to finding new insights and helps to avoid bias in the interpretation of the material.

3.3.2. Analysis: coding the data

The empirical data of this study is qualitative and it is referred and transcribed from the authentic recordings into written form. The citations from the transcriptions of those workshops that used the Finnish language are translated into English by the Author. The analysis is executed by reading and processing the texts. None of the collected and analysed information has been converted into statistical form due to the nature of the research.

Memos

The first phase of the analysis is writing the memos, which are directly related to the data. Writing memos begins right after the first pieces of the material have been collected. (Böhm 2004) In this research, the data were collected from the series of seven workshops organised in the case study project of NeighbourFood.

The memoing does not end before the whole research process ends. The memos are sorted and resorted to when the writing process proceeds. The memos develop all the time when the theory formulation proceeds.

The memos are made in this phase about the phenomena detected from the data on a general level. Subsequently, they will provide the basis for the theoretical categories. (Böhm 2004.)

In the case study of NeighbourFood presented in this thesis, the practice was implemented by analysing each workshop right after they had been held. Similarly, this was done for the other data collecting activities right after their implementation. The emerging themes, such as group dynamics, and notes around them were put down after each session in order to use them as a basis when planning the further actions of the research.

Theoretical memos

The next phase is to use the "codes", the phenomena identified in the previous phase, as a basis of theoretical memos. In theoretical memos, the concepts that the researcher has investigated in the course of data collection, will be related to the identified categories. (Böhm 2004.)

Right after the first workshop, the Author wrote theoretical memos both about the course of the session and about the phenomena observed during the session. This was repeated after each session until the end of the round of seven workshops. Theoretical memos are based on coding notes, which are the identified concepts of actions, events and happenings, related directly to data (Böhm 2004; Figure 7).

Open coding

Open coding is an interpretive way to analyse the detected actions. Similarities and differences between the items are compared against the features of other items. Constant comparison decreases the danger of bias, which could otherwise be caused by subjectivity. (Corbin and Strauss 1990.)

Axial coding

In the phase of axial coding, the intention is to consider everything that has emerged in the course of the research and to identify what was important, what was changed due to it and what were the consequences. If this has not been done, there will be gaps in data as the practice is not developed according to analysis of previous actions and conditions. (Corbin and Strauss 1990.)

The intention of axial coding is to point out the variations of the original hypothesis and in that way to generate conditional relationships. The major intention of the grounded theory strategy is to be able to discover and present all variations of the phenomena. (Corbin and Strauss 1990.)

In this thesis, the identified and described concepts were the first building blocks of the theoretical conclusions. Corbin (1990) called the underlying event as "coding paradigm". The concepts and categories are compared, and their different features (why, how and when something occurs) are analysed. Similarities and differences across categories are detected in order to identify possible patterns and solutions. (Strauss and Corbin 1998, 101-103) Analysis and comparison are worked on throughout the whole process, reacting to occurring phenomena as they seem to require.

Some of the most significant events and phenomena are presented in the *Case Study analysis with Grounded Theory* chapter using Glaser's (1978, 74) "6 C's" figures for theoretical coding (Figure 7). 6 C's means having

the Category (phenomenon) in the middle, the Consequence on the right, the Context and conditions up, Causal conditions on the left, and Covariance and Contingency (action strategies) down in Figure 7 below. There is also a simple example about utilising 6 C's in Figure 8 (Böhm 2004; Glaser 1978, 74).

Figure 7. A "6 C's" model for theoretical and axial coding. (Glaser 1978, 74)
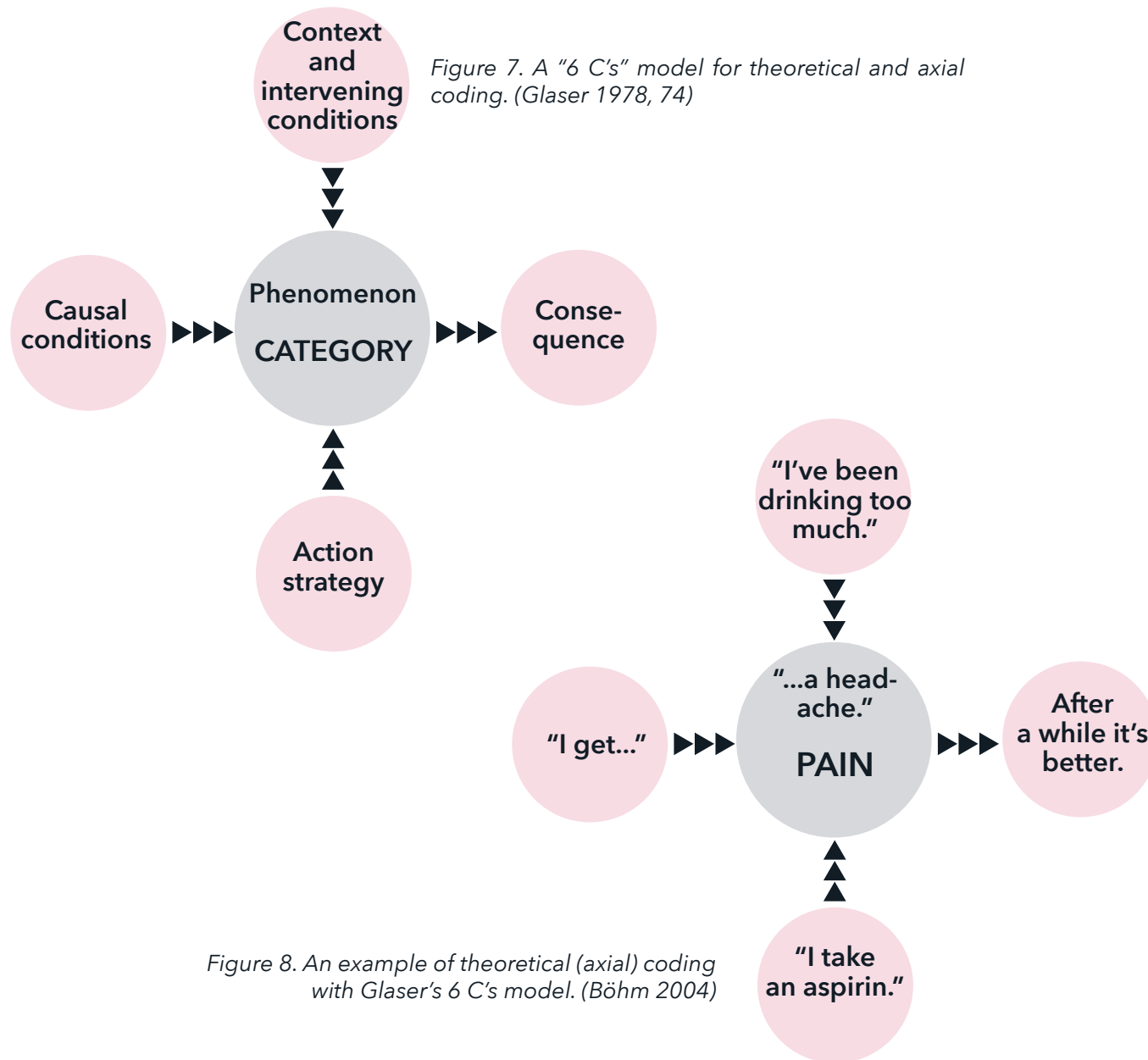
Figure 8. An example of theoretical (axial) coding with Glaser's 6 C's model. (Böhm 2004)
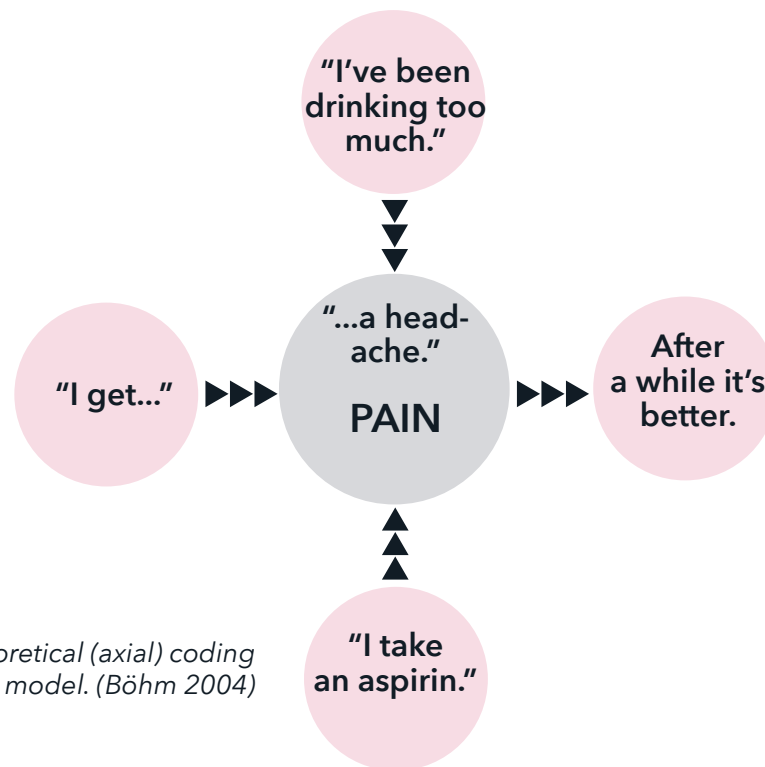
Selective coding

In the final phase of analysis, all the material, including everything earlier described, will help in formulating the data grounded theory. The findings, which are recognised to be the most significant for the research are collected and organised around the core category. Different phases of coding can be executed simultaneously (Image 1).

Selective coding is in fact executed also during the earlier phases of coding, when the findings that are assessed to be irrelevant for the research are omitted from further scrutiny. What remains after the final selective coding phase, defines what exactly is included in the outcome of the research and what are the core findings, which eventually formulate the grounded theory. (Glaser 2004) The outcome of this study is strictly speak-ing not a new "grounded theory", but rather a set of theoretical considerations drawn from the data with the grounded theory approach.

Image 1. Coding wall.
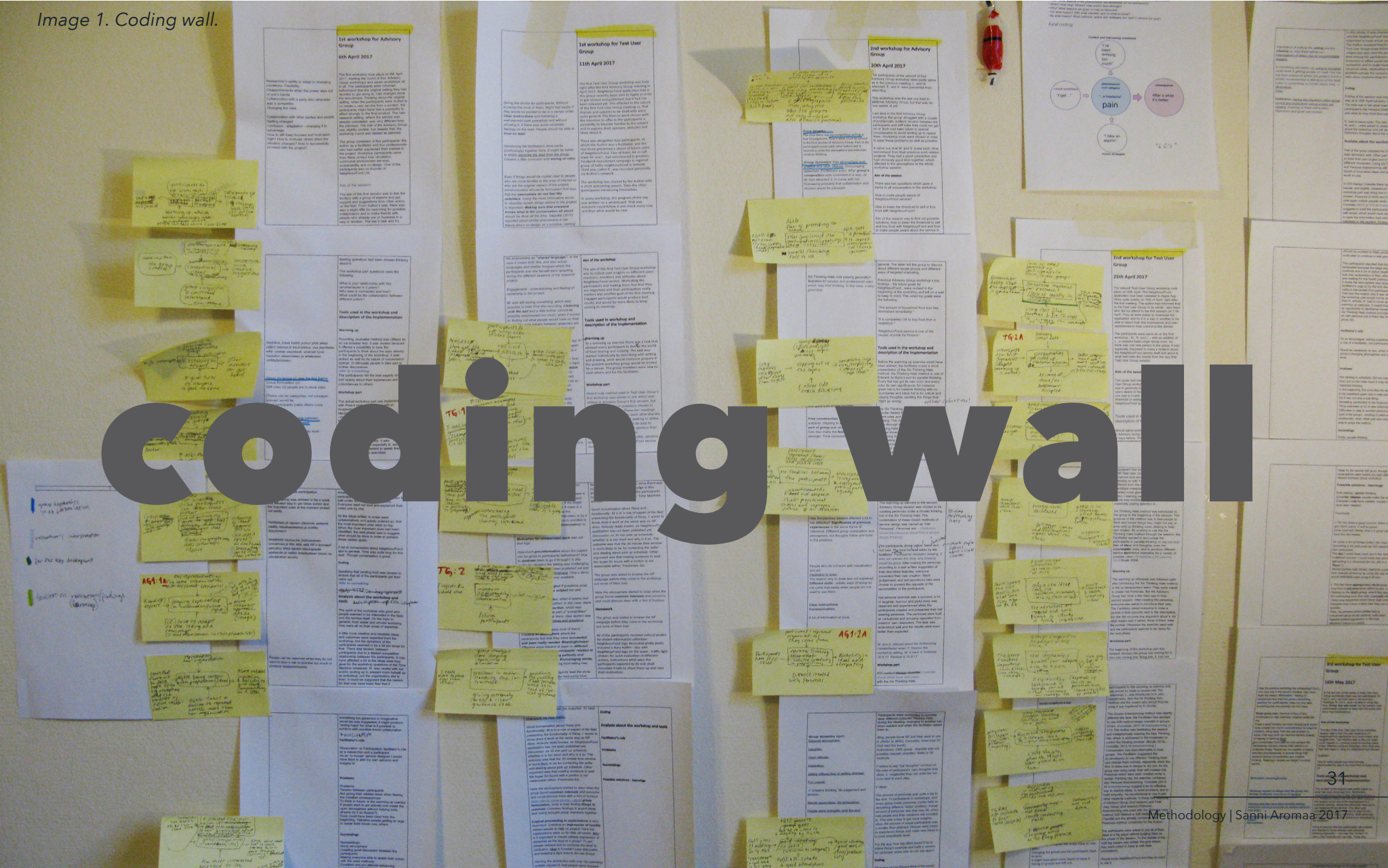
3.4. Case study: NeighbourFood

The case study example of this research is the actual service development project for NeighbourFood Ltd. Co-development workshops and other service design methods used on the side are the main source of material that will be analysed later in this thesis in the Discussion and Conclusions chapters.

Case Study as a source of data

In case study research, one or more "cases" are examined in order to determine, analyse and eventually to suggest possible solutions. The research question determines the direction of the examination. A case can be for instance an individual, a group, a process or a phenomenon. It is common to utilise simultaneously various different sources of data in a case study research. (Eriksson and Koistinen 2005) In the present study, the process of using participatory groups as a service development tool within the case NeighbourFood is especially under the scope.

Case study research as an approach allows the researcher to dive deep into the world of the case he/she is trying to understand. The purpose of the research can be to create deep understanding of the case, to produce an in-depth description about it, explaining complicated phenomena or events, or to create new theoretical ideas or hypotheses, which emerge from the data derived from the case study. (Eriksson and Koistinen 2005.)

Case study research allows the researcher to develop a good picture of what kind of things might have an impact on certain phenomena in the context in which the case study is situated. (Baxter and Jack 2008) In this study, the Author is in an active role, in which she is able to influence the course of the research by planning the workshops and other data collection actions according to the insights and experiences that have been gained during the research. The constant development of the practice and learning from the experiences has a major influence on the process. Several realisations are tested already during the research by changing ways of work-ing according to the observed and predicted needs of each group.

3.4.1. Tools used in the workshops

Participatory workshops supported by facilitation were chosen as the main method of data collection of this case study. A large number of tools were used in the workshops. They were intended to support the creativity and productivity of the workshops.

The tools used in each workshop are tabled here with page numbers (Figure 9). The page numbers refer to pages where the principles, utilisation and suitability of each tool in certain contexts have been described and analysed in the course of the process description.

METHODS	SESSIONS WHEN USED
Street Reporter	Advisory Group I, session 1
Three in Common	Advisory Group II, s. 1
Show and Tell	Test User Group, s. 3
What would we eat when dining in my place?	Test User Group, s. 2
Ideating with sticky notes and Trigger method	Advisory Group I, s. 1
635 Method	Advisory Group I, s. 2
635 Method Design Charette	Test User Group, s. 2
Personas	Advisory Group II, s. 2
Six Thinking Hats	Test User Group, s.2
	Advisory Group I, s. 2
Hat Personas	Test User Group, s. 2 and 3
	Advisory Group I, s. 2
Dot Voting	Advisory Group II, s. 2
Customer Journey	Test User Group, s. 3
	Advisory Group II, s. 1
Service Blueprint	Advisory Group II, s. 2
Roadmap	Advisory Group I, s. 2; Advisory Group II, s. 2
	Test User Group, s. 2
Speaking ball	Test User Group, s. 1, and 3
	Advisory Group I, s. 1 and 2
Pick a Card	Advisory Group II, s. 1

Figure 9. Tools used in each workshop.

Workshop evaluation and feedback from the groups

A Workshop evaluation form (Appendix 1) was prepared in order to get feedback from the participants about the sessions and the whole project. The Test User Group and Advisory Group II were asked to give feedback after their sessions – the Test User Group about their last session and Advisory Group II about both of their two sessions. The form was generated to receive both descriptive and measurable feedback from the participants of the workshops. The evaluated factors were partially borrowed from Seppälä's (2017) conceptual map of co-design (see Figure 6). "Motivation" was added by the Author to the selection of the evaluated factors.

A project feedback questionnaire (Appendix 3) was sent to the original groups, the Test User Group and Advisory Group I, after the originally planned round of the workshops ended in the end of May 2017. Advisory Group II received only the Workshop evaluation forms after both sessions.

Cultural probes

Cultural probes are used when there is a need to get accurate information reported from situations that happen somewhere "in the wild" and that the researcher therefore cannot observe by herself. (Stickdorn and Schneider 2011, 168-171.)

When doing this research, the Test User Group received probe kits for collecting experiences about their first usages of the NeighbourFood application. The kit consisted of a leaflet diary to make notes, an encouraging instruction letter and a traffic light sticker kit for giving a rough evaluation of each reported action.

3.4.1. Workshop sessions as a source of data

Group workshops were chosen to be used as the main data collection method for several reasons. Using a number of different groups allowed variations in group composition. This made it possible to extract different insights from people in variable roles. The idea was that the group is more effective and productive in terms of creativity. The verbal idea sharing, which was one of the applied tactics with the participatory groups, is generally experienced to be stimulating, when the intention is to produce a large number of ideas (Nijstad and Stroebe 2006).

Nijstad and Lodewijkx (2006) suggest, that brainstorming with other people can make the group members feel higher satisfaction than they might achieve when doing the ideation tasks individually. When the group makes progress as a whole, the members may not notice the periods, when there is a gap in someone's productivity. That creates an illusion that the group as a whole is doing better than any of its participants would do alone. With an increasing group size, there is an increased risk of productivity loss, but in dyads, the risk decreases rapidly. In large groups it is easier to remain silent and let the more active participants do the talking. In this research, the groups are in general relatively small. When the co-development groups in this study were larger, the ideating was mostly done individually or in dyads in order to avoid both imbalance in contribution and

loss in productivity. In this research, it was important to keep the group members motivated to continue in the project. This was thought to be more likely to happen, if the volunteers feel that they have been successful in achieving the goals.

Accordind to Nijstad and Stroebe (2006), it is advisable to split the larger groups to smaller units, when the intention is to stimulate the group to produce a lot of ideas. Paying attention to one another's ideas is easier in smaller groups.

However, groups may also not be superior to individuals in certain respects. For instance, the group process may be hampered by misbehaving members, or a too dominant member may confuse or prevent the group from expressing their ideas to the full. (Seppälä 2017, 94,142, 310) The effectiveness of a group as a working unit is often questioned. Brown (2000, 168) states that in several studies related to group psychology, one find-ing comes out repeatedly: when working in groups, people tend to not give usually their best, if compared to their individual performance. The reasons may be various, but group work in general may often not offer the best circumstances for one's best performance. The outcome of the project can be compromised. The optimal scenario would be that a group and its capability is more than the sum of its parts. Lamm and Trommsdorff (1973) even note, that brainstorming in groups tends to be less productive in terms of the amount of propositions, and the ideas may not be equally good than when ideating individually.

In this particular case, the co-development groups are not only used for producing ideas, but they also serve as an instrument that reflects the variety of attitudes and opinions among the potential users. In this way, the groups serve as a source for gathering customer understanding from a large number of perspectives related to the NeighbourFood case study project. This was thought be achieved more effectively in groups in which each member can be made to assume many different roles.

Despite that in several studies, groups have not become known for their outstanding performance as a working unit, there is something that may cause a drastic change to this perception: good facilitation. Oxley, Dzindolet and Paulus (1996) compared the performance of brainstorming groups, which worked under facilitation of three different facilitation training levels. They found out that the more trained the facilitator is, the better the results of the session tend to be. Under highly trained facilitation, interactive brainstorming groups managed to come up with an almost equal number of ideas as nominal groups. Nominal groups, in which the participants ideate individually and the results are the combined afterwards, have in previous studies usually clearly outperformed interactive groups. In those studies, the facilitation has not been examined. The performance of the interactive brainstorming groups, which were conducted by a highly trained facilitator did not decrease towards the end of a 20 minute session, while it did decrease with all the other groups. In the present study, all of the group sessions were clearly longer than that. In the light of these findings, it was presumed that the performance of the groups would be possible to keep on a satisfactory level, as the sessions were executed under proper facilitation.

It is difficult to assess reliably the equivalence of the training level of the facilitation in this case, but at least it can be stated, that it developed a lot during the experiment.

CASE STUDY DESCRIPTION AND GROUNDED THEORY GENERATION

4. Case Study description: Case NeighbourFood under the scope

- and Case Study analysis with Grounded Theory

The following chapter describes the process of the Case NeighbourFood service design project and its development from phase to phase. It consists of notes, learnings and conclusions from seven participatory workshops. There will also be a description of the usage of cultural probes. This chapter comprises a description of the empirical part of the thesis research, starting in February 2017, lasting until September 2017. It describes the service design process and its cumulating analysis step by step. Case study descriptions are intended to bring the narrative to life.

Co-development as a tool in the post-launching phase of a new mobile application was the subject of the research. The research was carried out by running a service design project for NeighbourFood Ltd.

The participants were asked to evaluate the workshops and working process after the sessions. This was one way to find out and to affirm how each session was experienced by different participants. In the first four sessions this was discussed in the end of the session. After the last three sessions the participants were asked to fill and to give feedback with an evaluation form.

The research was planned to be conducted primarily as a series of workshops, carried out with two parallel co-development groups: a Test User Group and an Advisory Group. In first phase, both groups consisted solely of external participants, meaning that none of the participants were in this phase intended to be from NeighbourFood Ltd. Later, the setting was going to change and the Advisory Group was re-established in order to make it possible to continue the research.

Every workshop was planned to last for two hours. Each session consisted of three parts: warming up, the actual workshop part and ending. Themes, questions and suitable tools were chosen according to best available

37

knowledge, leaning on the Author's previous experience in the field, professional consultation and other available information about the subjects that emerged during the process.

Six of the workshops were held in the Mothership of Work workspace in Helsinki. The final workshop was held in NewCo Helsinki, the City of Helsinki's center of entrepreneurship, where NeighbourFood Ltd had their office.

4.1. Workshops with parallel groups

The series of altogether seven workshop sessions consists of three Test User Group workshops, two Advisory Group I (external) workshops and two Advisory Group II (internal, NeighbourFood) workshops. The different groups and their composition processes are described in greater detail later in this chapter.

The significance of using three different groups was to enable gathering as wide a variety of insights as possible. The Test User Group represents clearly the laymen, who can possibly become the users of the service. The two Advisory Groups provide different professionally informed insights into the project – the first one from the field of circular economy in general and the latter from the inner circle of the product owner. The diversity of insights is extremely important, when there is a need to create a holistic understanding of the subject and its diverse stakeholders.

The participants were asked to evaluate the workshops and the working process after the sessions. Continuous comparison, creating new themes, and combining them with the old ones, modifies the entity of new ideas according to findings obtained from the analysis. The objective of using workshops was to find solutions for effective collaboration with different co-development groups. These groups worked to draw a picture of the needs of potential customers. The findings were intended to provide guidelines for planning the further development of the marketing and development strategy of NeighbourFood.

The sessions and the tools are briefly presented on the timeline in Figure 10.

ADVISORY GROUP meetings
Co-design workshops

6.4.2017
AG I MEETING 1/4:
What is going to happen
Project and participants
1st workshop: Future and collaboration
Rounding Journalist
Time Machine
Ideating with sticky notes
Voting

20.4.2017
AG I MEETING 2/4:
Hat Personas
Six Thinking Hats
635 Method
Feedback: me and my Hat Persona

4.5.2017
AG I MEETING 1 3/4:
CANCELLED

23.5.2017
AG II MEETING 1 (3/4):
Three Things in Common
Design Scenarios/Customer Journeys
built on Test User Groups
2nd session's outcomes
Pick a Card
Internal workshop with NF

29.6.2017
AG II MEETING 2 (4/4):
Seller Personas
Service Blueprint built on a previously
created Customer Journey
/Roadmap
Internal workshop with NF

APRIL   MAY   JUNE   JULY

TG 1/3:   **PROBES IN USE**
What is going to happen
Project and participants
Dinner at my place
Time Machine
Ideating with sticky notes
Voting
11.4.2017

TG 2/3:   **PROBES IN USE**
Hat Personas
Six Thinking Hats
635 Method Design Charette
Feedback: me and my Hat Persona
25.4.2017

T1 3/3:   **WORKSHOP ANALYSIS TOOL IN USE**
Show and Tell
Design Scenarios: Customer Journeys completed
together for a Persona (created last time)
Ideas and experiences from the Test Night and
other contexts related to testing the app
16.5.2017

10.5.2017
Test Night

TG = Test User Group/Co-development group, consisting of a group of volunteers
AG I = External Advisory Group
AG II = Advisory Group consisting of NeighbourFood team

TEST USER GROUP/CO-DEVELOPMENT TEAM meetings
Co-design workshops, probes

Figure 10. Workshop timeline.

4.1.2. Advisory Groups I and II

The Advisory Group, eventually to be renamed as Advisory Group I, was collected by contacting people in different companies and organisations related to circular economy and sustainability by email and by telephone calls. Partner candidates were chosen according to the best knowledge of the author in this phase of the project. The setting changed significantly in the middle of the recruitment process. The original setting was a separate development project, intended to develop a new food sharing service, in which the Advisory Group I members had expressed their interest to participate. The research setting had to be reconsidered and reformulated after the project become attached to NeighbourFood Ltd.

The new situation was communicated to Advisory Group I by email before the first meeting. The drastic change had a negative impact on the motivation of some negotiation partners. Some of them opted out, some little by little, others only stopped replying and in that way faded out from the operating circle. The phenomenon is described in Figure 12. Nevertheless, a good group of people still remained who wanted to participate in the project.

The Advisory Group I was invited to altogether four workshops, which were to be held in April and May 2017. Two of them were held as planned. Then, Advisory Group II came into the picture to replace Advisory Group I that was lost. Advisory Group II consisted of the NeighbourFood team. The change will be described in greater detail later in this chapter.

4.1.2. Test User Group

The participants to the Test User Group were recruited with a Facebook campaign. Altogether eleven people enrolled to participate in the study and three of them actually took part in the research. One participant joined from outside the Facebook recruitment campaign.

The Test Users were invited to three workshops which were held in April and May 2017. The participants of the Test User Group were also given homework to complete outside the workshops: they received cultural probes for distant observation of their experiences of the service.

39

Reading instructions

Different parts of the case study report, accompanied with the grounded theory analysis, are written in different colours in order to make it easier to follow the course of the project. The case study descriptions are written in pink. The key findings and the most important milestones of the case study project will be presented as a separate entity in chapters Discussion and Conclusions. They will also be highlighted on the way in order to make the most significant phases of the progress in case study project easier to recognise.
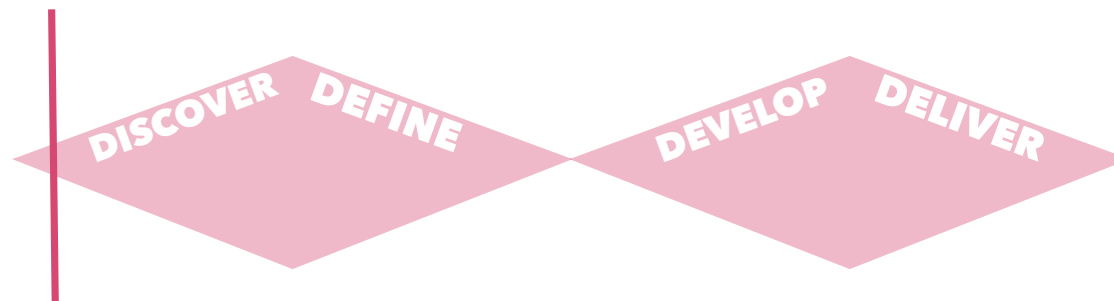

Figure 11. Example of Double Diamond symbol with a phase indicating line.

In the beginning of each workshop description and analysis there is a Double Diamond model (see Theory chapter) symbol with a place changing vertical line. The placing of the line indicates the phase of the design process, to which a certain session belongs. An example of the symbol is presented in Figure 11.

For the analysis and for the theory building parts, the signal colour will be dark blue. These parts will provide the building blocks of the grounded theory, which will also be presented in its whole in the last chapters of this report.

1

DISCOVER DEFINE DEVELOP DELIVER
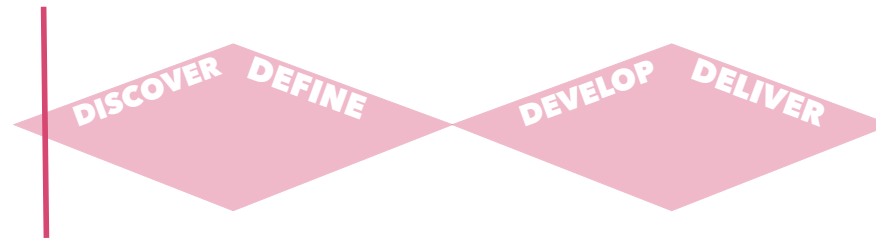
4.2. First workshop for Advisory Group I

The first workshop took place on 6th April 2017, starting the round of four Advisory Group workshops and seven workshops altogether. The participants were informed beforehand that the original setting they had decided to join, had changed since the recruitment. Thinking about the original setting, when the participants were invited to co-create a new service from scratch, the participants would have been able to have a strong impact on the final product. The new research setting, where the service was already completed, was very different from the original one. The role of the Advisory Group was slightly unclear, but despite that, the workshop round was started as planned.

The group consisted of five participants: the Author as the Facilitator and four professionals who had earlier expressed their interest in the project. The workshop participants came from fields of food loss circulation services (E.), communal environment services (M.), sustainability and co-design (L.). One of the participants was representing NeighbourFood Ltd (K.).

Aim of the session

The aim of this first session was to test the territory with a group of experts and get support and suggestions from other actors in the field. From the Author's side, there was also an expectation of identifying possible collaborators and to affiliate with people who already are involved in relevant businesses in one way or another. The day's task and its introductory questions had been chosen accordingly.

42

Workshop description

Warming up

The Street reporter method was utilised as an ice-breaker tool. It was chosen because it offered a possibility to tune the participants to think about the topic already in the beginning of the workshop. It was picked as well for its nature of conversation opener, to stimulate people to take part in further discussions. Every group member had a paper with one question (such as *"what is that delicious smell in the staircase that makes you want to taste too?"*) and a pen to write down other participants' answers to the question. (Kantojärvi 2013, 64) The anwers were presented for all after every "reporter" had completed their round of interviews.

The participants did the task eagerly and told openly about their experiences to others.

Actual workshop

The actual workshop part was implemented with **individual ideating with sticky notes**, combined with a future scenario tool **Time machine**, originally created by Alex Faickney Osborn in 1953. (Curedale 2013b, 154) The Time machine was chosen to encourage the participants to think more imaginatively, without current reality based practical or other limitations disturbing the ideating too much. The metaphorical time machine was told to have thrown the group not further than two years from now. The goal of ideating was to get varying answers and ideas for the following introductory questions:

What is your relationship with this service/cause in 2 years?

Who else is connected and how?

What could be the collaboration between different actors?

The participants were advised to answer the questions independently, writing one idea to one sticky note. They were asked to ideate and write in silence. It was obviously quite hard, as especially K. and E. were very active and wanted to speak their minds freely during the exercises.

43

When the notes had been written, the participants were asked to put all of them on the wall under the questions attached to the wall. Everyone read out loud and explained their notes one by one. All the ideas written on the notes were arranged collaboratively and in silence so, that the most important ones were on the top.

When the most important ideas had been identified, the next phase was to suggest, what should be done in order to achieve these certain goals. Silent ordering was chosen for its potential of being a quick and efficient way of idea sorting. The ideas felt to be most important were picked out easily. It is arguable, how far the method supports equal participation, since dominating can occur also in other forms than verbal.

During the whole exercise there was a lot of conversation about the NeighbourFood app in general.

Ending of the session

The Speaking ball tool was chosen for ending of the session to ensure that all participants get their voice heard. In Speaking ball, every participant who wants to say something speaks on his/her turn. The turn shifts from one participant to another by giving a named object (here a bath duck) to the next person who indicates that he/she wants to say something. Everyone does not have to talk but they have the possibility to do so. (Kantojärvi, 2012, 226) Every participant gave feedback about the workshop and wished good luck both to the interesting project and to the launching of the new service.

Workshop analysis

The spirit of the workshop was excited. The participants seemed to be interested in the topic and the NeighbourFood app itself. The participants showed good will and great interest in the subject. On the topic in general, food waste and circular economy, all group members were in their areas of expertise and were therefore able to provide many enlightened insights for the project.

MOTIVATION AND RELATIONSHIPS

In the new setting in the project with NeighbourFood, there was a need for major adaptation to the new situation from the angle of the research. The researcher's ability to adapt to changing conditions was essential for the success of the project. The change - moving from square one to chasing the finish line in terms of the service itself - was a bonus for the cause and the project itself, but it was also a challenge for the research project.

The new situation caused three major concerns. The first one concerned of the participants' motivation to stay in the project. As the new reasons for participation could not be reinvented in the new circumstances, the consequence was that some of the participants were dropping out. (Figure 12)
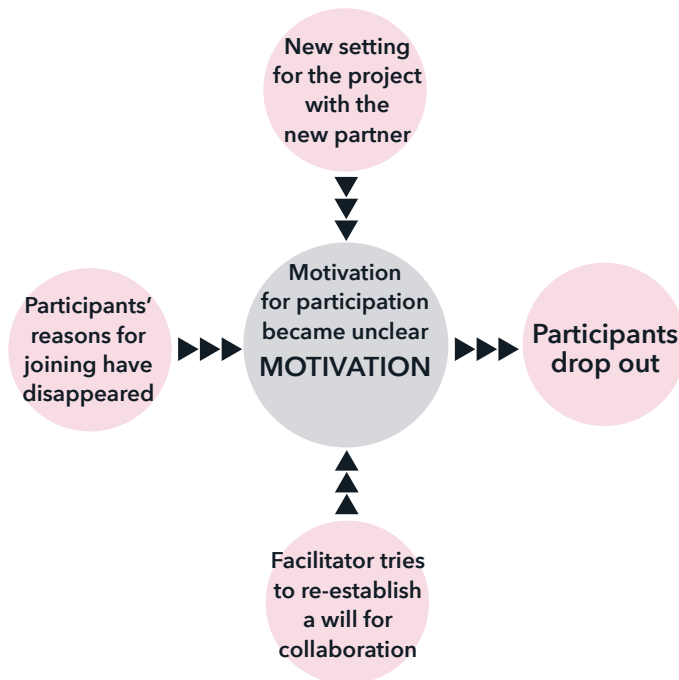
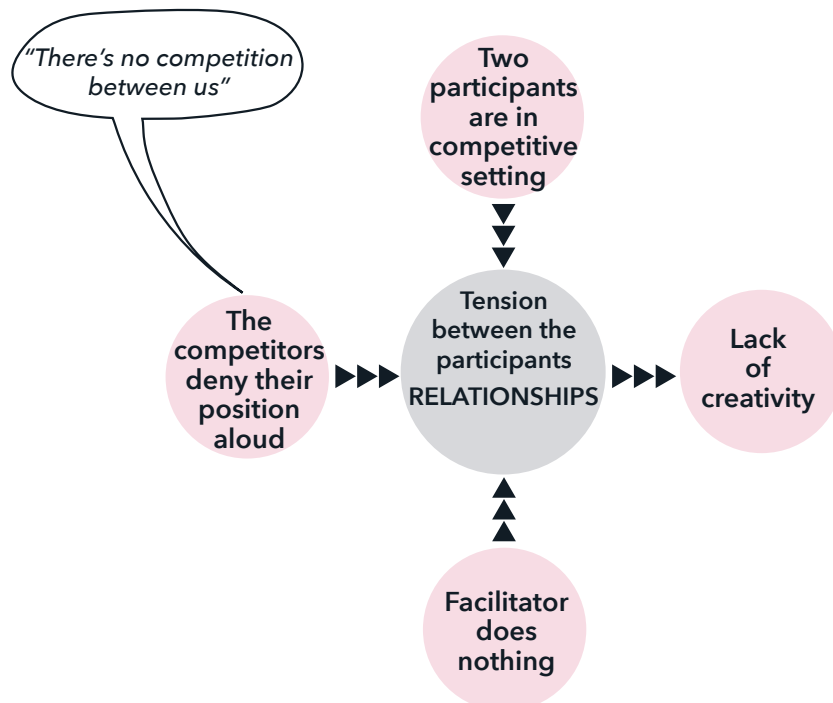*Figure 12. Motivation for participation became unclear.*

Figure 13. Tension between the participants.

Secondly, a tension was found to exist between the participants, which led to lack of creativity in the whole group (Figure 13). Also different strategy preferences, related to combining two projects and teams into one, caused challenges. This required flexibility and adaptation.

Böhm (2004) advises the researcher to ask theory generating questions from the text during the open coding phase. Open coding was implemented by analysing the detected phenomena - such as those in the Figures 12 and 13 - and searching for possible solutions for the noticed problems. The transcribed and recorded material and already made memos were read and listened carefully through and the following questions were asked:

How to still keep the participants focused and their motivation high?

How to motivate others when the situation changes?

How to successfully proceed with the project?

What does it require from the tools and the approach?

What actions will be needed?

What can be done?

Who is responsible of what?

The purpose of using the questions was to stimulate thinking and to enable the Facilitator to point out the matters, where the actual problems were. The intents of this were to make the facilitation flow better in such circumstances in the future sessions, and to find out possible ways to raise the motivation of the Advisory Group I members.

Adaptation to changing circumstances had to be done when the setup of the project had changed. Collaboration with other parties and people was not possible to develop according to the original plan. The new goal was to benefit from the external experts' participation and to turn the current setting into an advantage for the research project. The new challenge was in figuring out a new purpose for their participation that would keep them motivated to continue in the project.

PARTICIPATION, FACILITATION AND CREATIVITY

During the warming up exercise everyone *participated equally*. The exercise was intended to bring the participants closer to each other as individuals, but with this particular group composition the effect did not last long after the exercise had ended. It is likely, that the effect would have been more permanent with other kinds of groups.

It seems to be advisable to choose the subject of an ice-breaker exercise so that it tunes the participants to the topic. The first task should be inspirational and likely to create experiences of success.

DOMINATION AND ROLES

Side track conversations around the subject revealed the underlying attitudes and made the group quickly return to a more or less tense atmosphere. The reason for this phenomenon was in *competitive relationships* between the participants. This enforced *dominating* (Figure 14). Dominating was interpreted as being the cause of the detected *inequal participation*. The participants who were not involved in the social struggle reacted by *becoming passive*.
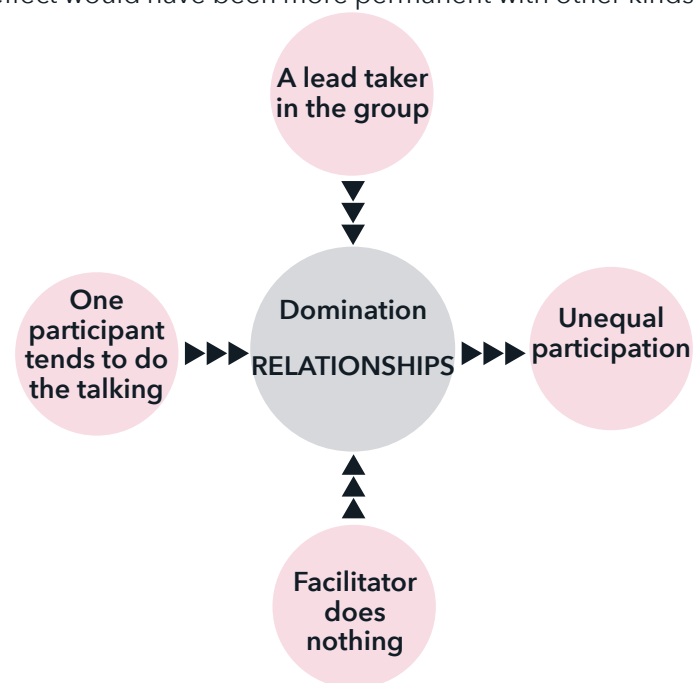

Figure 14. Domination.

The group members were probably *not delivering their wildest ideas* for fear of the possible consequences of doing that. A little more creative and idealistic ideas and outcomes were expected from the workshop, but the dynamics of the participants seemed to be a bit too tense for that. A lot of the problems in the workshop

derived from the *tension between the participants,* which occurred due to a denied competitive relationship. This may have had a lot of impact on the ideas they contributed to the workshop questions, despite use of the Time machine tool, which was intended to ease such situations. Another significant problem that would need further planning and actions was that *talkative and dominant people* tend to speak their minds over others.

Despite the relatively high level of tension, the overall *atmosphere was positive.* There was a lot of *good discussion* between the participants. The methods applied allowed *everyone to contribute* to the tasks, although the group work might also have been conducted more efficiently. One significant feature in the whole series of workshops was the possibility to organise the sessions in the Mothership of Work office in Helsinki. The *excellent and pro-attitude enhancing premises* raised everything to a higher level in professionality and comfort.

M. was careful with her words, eventually presenting herself rather as an individual than the organisation she was from. *Narrow thinking* may have been caused by the professional roles of the participants and the *burden of responsibility* they carry related to these roles. The reason may have been fear that if something too generous or imaginative would be suggested, it might produce "unfounded hope" with regard to what can be achieved with possible future collaboration. Rigid roles may cause lack of creativity in ideating, also without the additional phenomenon of competitive relationships, the occurrence of which was described earlier. Representing an organisation may cause one to act and ideate with limited capacity, although it also brings *realism* and an *advantage of hard knowledge* about practices and for instance legislation.

FACILITATION AND ROLES

   In some instances, the Facilitator fell into the *trap of participation* instead of remaining strictly in the role of moderator and observer. As a newbie in-house service designer of NeighbourFood Ltd the Facilitator could not resist adding her own opinions and insights regarding the subject.

Ostenwalder, Pigneur, Bernarda, Smith and Papadokos (2014, 106-107) note that being a co-creator and working with a group as one of them in order to develop and explore the ideas together, is a very demanding method of operation. Ostenwalder et al. propose to consider, that this approach is evidently not possible to utilise with all customers and segments. This led to a slight confusion in roles and responsibilities.The consequence was that the Facilitator's already challenging double representation - as a researcher but on the other hand a NeighbourFood team member - made her partly lose her status as the project lead and increased the difficulty level of moderation. (Figure 15)
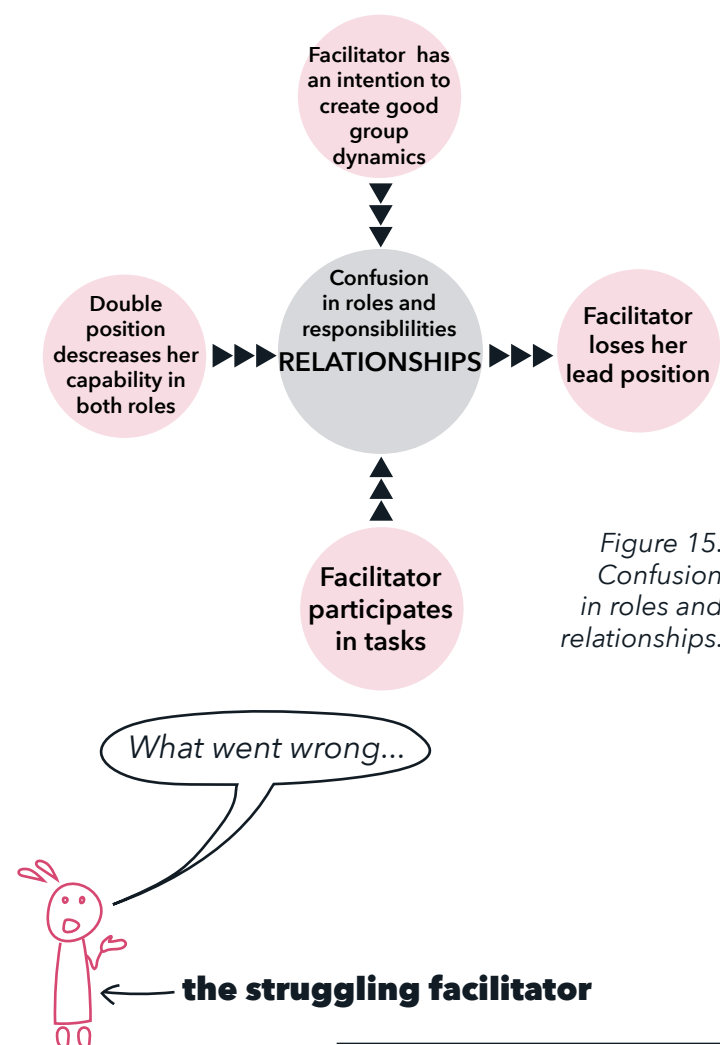

Figure 15. Confusion in roles and relationships.

CASE STUDY MILESTONE

A greater **understanding on other actors** on the area was achieved. That was the most significant outcome of the first session. Also **possible collaboration opportunities** were established by external team members, but the time was not yet ripe for serious discussions concerning such issues.

Conclusions

Invitation tactics. Different parties were invited to participate in the workshop simultaneously. Part of them received a group email, the rest were invited with individual approaches by telephone calls and emails. One way to avoid surprises in group composition would be to invite people from organisations one by one or in classified groups in a pre-planned order. The advantage of this suggestion would be an improved control of the roles and other qualities of the participants. On the other hand, it might decrease the interest to participate, if people cannot see who else has also been invited.

It is important to ensure that **everyone can participate equally.** Using tools that ensure this is particularly significant if there is a doubt that some members may be more dominant than others. For instance, the Speaking ball tool could have been used as a speech distributor from the very beginning. It would have decreased the amount of side track discussions, which however might have made a positive impact in regards of the participation possibilities of the whole group.

There would have been use for techniques which help to **distance** the group members from their own, learned roles and **customary ways of thinking.** For the next sessions, this aspect was given particular consideration when choosing the suitable tools.

The workshop findings for the project are presented in Appendix 2: Workshop Findings in Tables 1 (Advisory Group I, session 1)

ARISEN QUESTIONS:

Does the competitive setup and the much-feared slipping from one's own business territory prevent free ideating and development?

Does the concept of Neighbourfood ground on exessively ideological thinking?

Does the idea of a specific kind of customer base narrow the range of possible users too much in too many ways?

DISCOVER DEFINE   DEVELOP DELIVER
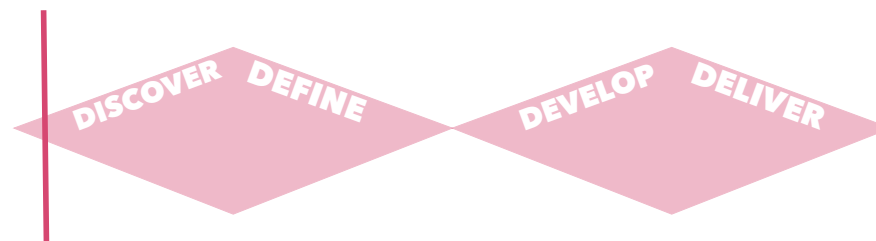
4.3. First workshop for Test User Group

The first Test User Group workshop was held right after the first Advisory Group meeting in April 2017. The NeighbourFood application had recently been sent to Apple in order to get it revised and published. However, the app had not been released yet. This affected the nature of the first Test User Group meeting: without the concrete app, the themes and the subjects that the group was so far dealing with had to be of a rather general nature. The themes were chosen with the intention of offering the participants an opportunity to become familiar with the subject and to express their opinions, attitudes and ideas about it.

There were altogether four participants, of whom the Author was the facilitator. The remaining three persons represented a choice of future users of NeighbourFood. Two of them, let us call them M. and I., had volunteered in the previous Facebook recruitment campaign in a regional group of the Kallio neighbourhood in Helsinki. The third participant, R., was recruited via the Author's personal network.

The workshop was opened by the Author with a short welcoming speech. Then the other participants introduced themselves.

In every workshop, the program of the day was written on a whiteboard. In this way, everyone was able to follow the course of each session.

50

Aim of the workshop

The aim of this first Test User Group workshop was to

1. Collect user insights on different users' reactions, emotions and attitudes regarding the NeighbourFood service.

2. Motivate the participants

and make them feel that they are important and that their participation really matters. Engaged participants would produce best results and would be more likely to keep coming to meetings.

Warming up

Workshop description

The warming up exercise allowed every participant to dive into the world of food sharing and cooking. The exercise was named by the Facilitator by its subject: **What would we eat when dining in my place?**

The task was started individually: each participant described, in writing and by drawing, what he/she would prepare if the present workshop group would be invited for dinner. The individual part was followed by informal and short presentations of the written and drawn contributions.

The only participant who drew anything was R. She was the only participant with an artistic background. Otherwise, the exercise was inspiring and the participants seemed to be delighted when they explained their imagined dinner menus to others.

Actual workshop

The workshop tool which was used in the Test User Group's first workshop was similar to the one that was utilised in the Advisory Group's first session **(Individual ideating with sticky notes),** but with some variation in questions. The **Time machine** tool was also utilised. These two meetings were temporally so close to each other that the scope of the project was still seeking for its final form. It was decided to be best to continue by collecting different opinions from different sources in order to create a broader understanding regarding people's attitudes, opinions and ideas about the NeighbourFood service concept.

There was good conversation about a similar, existing food rescuing application and its functionality. M. took the role of an expert in the field as a frequent user of the other service. I. wanted to know if it works in the same way as NeighbourFood does. Nobody really knew, as the NeighbourFood application had not been published yet.

The group was asked to browse the NeighbourFood webpage before they come to the workshop, but none of them had done so.
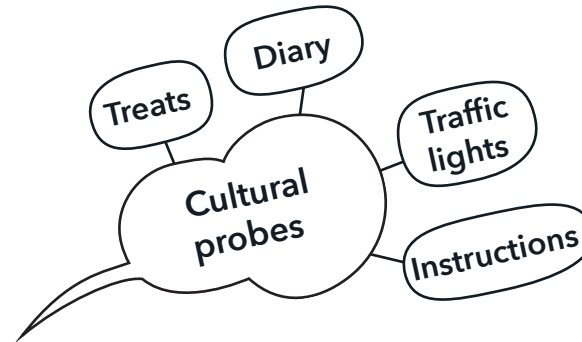
All participants were given **Cultural probes** for distant information collection. The NeighbourFood logo decorated probe packs included a diary leaflet - also with the NeighbourFood logo on the cover -, Traffic light stickers for quick evaluation of different actions, instructions on what the participants were expected to do, and small chocolate treats to cheer them up and to improve their motivation.

In the ending everyone was asked about their first impressions and feelings about the session and the project. There was not much feedback, as the group members were only in the beginning of their participation.

Workshop analysis

The overall experience was calmer and more organised in this second workshop in the series of seven. The Facilitator complied with the group's wish to have a separate idea section in the workshop part of the session. This was added to the wall, as several proposals and questions arose during the exercise. Flexibility in methods was necessary in order to enable the group to work effectively.

FACILITATION, ROLES AND RELATIONSHIPS

The Facilitator was, to a degree, in a double role in the group, as moderator and project lead on one hand, but as a co-developer on the other. This created confusion in roles and responsibilities. The same phenomenon which was described in Figure 10 was detected again. The Facilitator's understanding regarding the best practice had not yet grown.

Nevertheless, the Facilitator was clearly the group lead in this group composition. The Facilitator wanted to *make the group to think broader by participating in discussions*. Her action strategy was to *tell about her own examples in order to encourage the others* to join the discussion. The unexpected consequence was that the participants reacted by *being less active and leaving their own ideas hidden.* This phenomenon is presented in Figure 16.
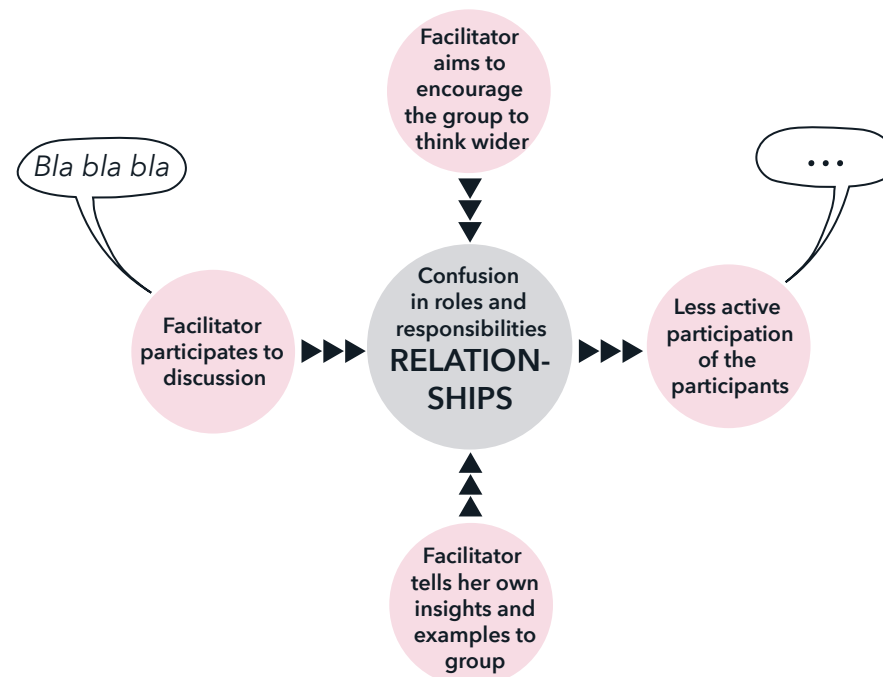
Figure 16. Confusion in roles and responsibilities 2.

GROUP COMPOSITION

The *different characters of the participants* caused surprises and challenges to the Facilitator. A possible solution for having different personalities and surprises caused by this could be *interviewing each participant before the first session*. This could help to handle their variable needs as members of a co-development group. Knowing in advance what could possibly be coming would make it possible to prepare a better session.

COMMUNICATION AND GROUP FORMULATION

Clear instructions and following a well-planned path calmly and without showing possible feelings of uncertainty on the side of the lead help the group to trust the lead. Even if things would be crystal clear to people who are more familiar with the topic or who are the original owners of the project, communication should be formulated in a fashion that prevents the newcomers from feeling like outsiders.

Using the most informative words to describe certain issues related to the project is important. Making sure that everyone knows what the conversation is all about should be done repeatedly in order to make sure that everybody knows what is going on. Seppälä (2017, 161-164) reported about a similar phenomenon in her theory about co-design as a practice, naming the phenomenon as "shared language".

MOTIVATION AND HOMEWORK

The *motivation to work outside of the session* was in the end not very high. This depends on the case and the possible reward system, and also on how much pre-information about the subject can be provided to the participants in advance, and how to motivate them to study the pre-information. In this particular situation, the setting was challenging since the service had not been published yet and thus could not be studied in practice in advance. Only a demo on the company webpage was available. Furthermore, the group members were not concretely rewarded for their participation.

The participants were brought into a positive mood by giving them "party packs" with treats and probe equipment. According to the Author's interpretation, this connected the participants more tightly to the project as they received something tangible to proceed with. Overall understanding and a feeling of project ownership raises the levels of motivation and engagement.

RELAXED ATMOSPHERE AND CREATIVITY

Working on a hypothetical level, since there was no application yet to try and assess at this point, may have encouraged the participants to be more *creative and open*. The Time Machine tool worked relatively well with the Test User Group. The *atmosphere started to relax* when the group found *common interests* and concerns and could discuss them with even some humour. This created cohesion, bringing the group members closer to each other.

GROUP COMPOSITION AND UNDERSTANDING

For app development, it is beneficial if there is a variety of people giving their opinions and sharing experiences, especially if the target group is not very strictly limited. If there is a possibility to control and choose the participants for instance with interviews or by a short motivation letter, the group can be constructed so that it best serves the project. In this case, the group members did represent a good variety of potential users.

Figure 17 shows a phenomenon caused by lack of proper communication: *insufficient understanding*. The Facilitator had a *false illusion about the absolute requirements of participation to the research groups*. The current situation was understood so, that the Test User Group would be actually testing the application actively and reporting about their experiences to the Facilitator in the meetings and via the cultural probes. The significance of Android users from the perspective of the research was not clear at all. An Android version had not been decided to be developed in this phase of the project. Therefore they were not considered being any kind of a target group from NeighbourFood's point of view.
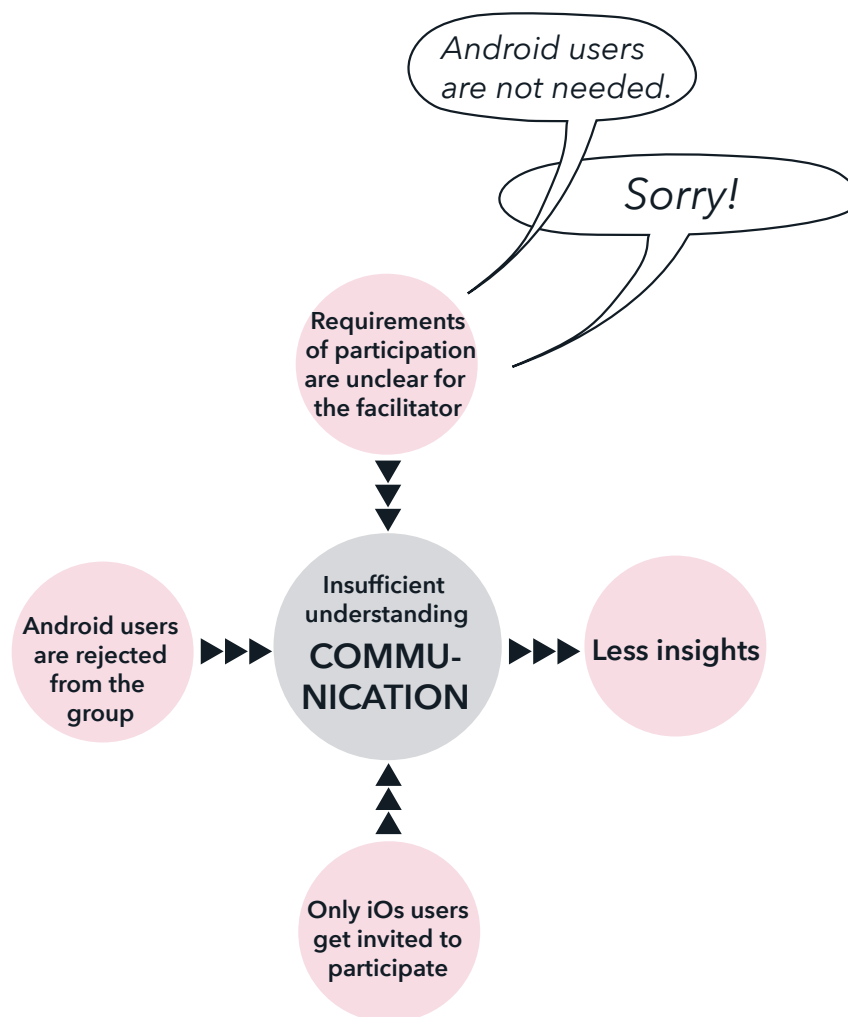

Figure 17. Insufficient understanding.

CASE STUDY MILESTONE

The consequence of starting the distribution of the service with the iOs operating system only was that people were discarded from the original Test User volunteer group, because they were using some other operating system at the time. Afterwards, it could be concluded that Android users would have been a good addition to the group, since the *actual functionality and application testing experiences were in the end in a minor role in the Test User Group's series of workshops. **Android users could have been classified as future users.***

Including the first wave of users - iOs users in this particular case - and the second wave of users - Android operating system users - in the Test User Group would have given valuable information for further Android development, and also possible tips for evaluation of the new versions of both applications. ***Variety in peer group participants is important.***

Conclusions

What comes to *facilitation* and *participation in the discussion as a co-developer*, one of the key learnings was that it is in many cases best to keep a sufficient distance and **let the group be the creative force** of the session. The facilitator can always add his/her own ideas later.

Overall **experience** concerning the field, keen *understanding of human nature* and *advanced observation and facilitation skills* are evidently all very helpful in order to successfully work with people and to conduct them to work happily as a group.

Creating an **atmosphere** in which the **participants feel that they have been successful** and have been really needed is important. Effective ways depend at least on *different personalities* and *participants' relationship to the subject*. An *improved atmosphere* can be provided by *listening* patiently and carefully until the end and by *being generous with praise* and encouraging words. According to Seppälä (2017, 164), *careful listening* is a key element of successful communication, and only this makes it possible to achieve the *shared language*.

The workshop findings for the project are presented in Appendix 2: Workshop Findings in Tables (Test User Group, session 1)
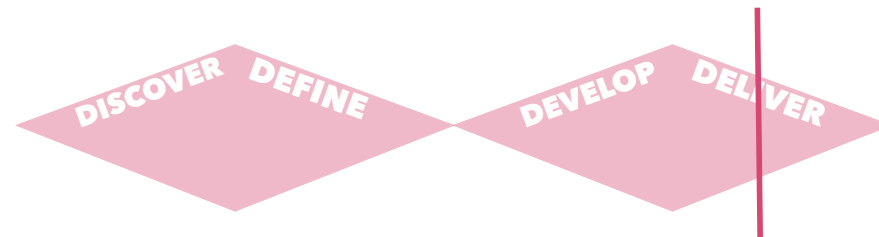
4.4. Second workshop for Advisory Group I

The participants of the second Advisory Group I workshop were partially the same as in the previous meeting. L. and M. attended. E. and K. were prevented from attending. In this session, there was also a newcomer: S. S. came from an organisation, which offers consultation about sustainable business solutions. It turned out that M. and S. knew each other from their former work related projects. They had a good connection and they were obviously happy to work together. This had a positive effect on the atmosphere of the whole workshop session.

The workshop was the last one to be held for Advisory Group I, but in this phase, this was not yet known.

Last time, in the first Advisory Group I session, the group was struggling with two problematic matters: first, the *tension between the participants*, and second, the *rigid roles* that the participants were not able to get rid of completely. Both of these issues had been given special consideration in order to prevent the same problem from being repeated later. The workshop tools were chosen in order to alleviate these problems as well as possible.

58

Aim of the session

The Author had formulated two questions, that provided a frame to the conversation in the workshop:

How to make people aware of NeighbourFood service?

How to lower the threshold to sell or buy food with NeighbourFood?

The aim of the session was to find possible solutions, like how to lower the threshold to sell and buy food with NeighbourFood and how to make people aware about the service in general. The latter point led the group to discuss different target groups and various ways of targeted marketing.

The key findings from the previous Advisory Group I workshop were revised in the beginning of the workshop and left on the wall to keep them in mind. They were considered to be future goals of NeighbourFood. The group voted the following three as the top goals:

"The amount of household food loss has diminished remarkably."

"It is completely OK to buy food from a neighbour."

"NeighbourFood service is one of the causes of pride for Finland."

Workshop description

Before the warming up exercise was started, the Facilitator introduced the group to the **Six Thinking Hats** method. The Six Thinking Hats method is one of Edward de Bono's tools for parallel thinking. Each hat has got its own colour which signifies a certain manner of thinking. The green hat is for creativity and ideas with no boundaries. The black hat is for critical and judging thoughts. It can help to notice the potential dangers of failure in the subject under scrutiny. The white hat is used when there is a need for neutral and objective thinking. The red hat covers emotional thinking. The yellow hat is for hope and positivity. The blue hat is for group moderation. It is usually worn by a group moderator, whose responsibility is to guide the group in the usage of the tool. The members of the group change their perspective by mentally wearing the thinking hats with different qualities. (Burgh 2016.)

The Six Thinking Hats method was chosen in order distance the participants from their learnt roles and to enhance and deliberate their creative thinking. The method was used in various ways through the whole workshop. The intention of using it is to make people to consider parallel possibilities, instead of placing claims to opposite against each other. (Burgh 2016.)

Warming up

The warming up element in the second Advisory Group I session was creating **Personas** under a chosen thinking hat of the Six Thinking Hats. The Author named the combination of these classic methods of service design as **Hat Personas.** Personas are fictional characters, which are often developed to represent a particular group of users, who have significant shared interests. They are used to help the design teams in the process by providing a character to engage to. (Stickdorn and Schneider 2011, 178-179.)

The purpose of using the Hat Personas as a tool was to make the participants browse the variety of possible users. The Six Thinking Hat method's hat colours were added to the Persona creating task in order to guarantee a variety of different user profiles in the next phases of the series of workshop.

The participants chose yellow, black and red hats for their Hat Personas. The blue hat was taken by the facilitator. The participants hesitated to draw. This time, they were not explained why drawing the portraits of the personas was asked. The purpose was to activate their creativity by making the group to leave their assumed comfort zone. After making the Hat Personas according to a wall written suggestion of their described features, every participant presented their own creations (Image 2.) The black (criticism) and red (emotions) hats were articulated to represent the opposites of the actual personalities of the participants.

The Hat Persona exercise was a success: a lot of laughter, humour and joyful irony was observed and experienced throughout the task. The personas were built as caricatures. That way, they were different from the usual data collection based user personas, which are not advised to be caricatures, but rather pictures of the true users. The personas were amusing opposites to their creators' own characters. The task was understood well and the results were even better than expected.

Actual workshop

The workshop part was implemented with **Method 635** (Curedale 2013a, 65), which was slightly remodelled for the session. The group was conducted to ideate collaboratively writing all their ideas on a big sheet of paper. The questions, "How to make people aware of the NeighbourFood service?" and "How to lower the threshold to sell or buy food with NeighbourFood?" were written on the top of the paper. The ideating was asked to

be done by using different perspective providing tools: the Hat Personas and the Six Thinking Hats method. The participants were conducted to mentally wear different coloured Thinking Hats during the ideating, changing to another hat when they wanted to and when the Facilitator asked them to do so. The ideas were put down and marked with the colour of the hat in question. The Hat Personas made the ideating fun. Great results were achieved with the described combination of tools with this particular group.

The group voted the top idea out of all ideas. The top voted idea was recruiting workplaces to share their surplus meeting and event catering via the NeighbourFood app. That was thought to be an effective way to both broaden the regular basis of portions in the app, and to lower the threshold of trying to use the app for buying food, since the workplace surplus food is cooked by professionals. This was estimated to create trust regarding the service. This was thought to make it easier to become a first-time user and to encourage people to join the community first as buyers, and later possibly as sellers. The participating companies would gain good reputation as responsible actors, who take an active role in diminishing food waste. The group was asked to build a quick roadmap to propose how to make this happen in practice.

Ending of the session

The ending of the session was implemented by answering the question: **"what does my Hat Persona think of the results - and what do I myself?"** The participants gave their own opinions and feelings about the developed solution suggestions and about the workshop session. The top voted idea and other possibilities were evaluated from the perspectives of the Hat Personas.

Image 2. Hat personas.

Case Study description and Grounded Theory generation | Sanni Aromaa 2017

Workshop analysis

RELATIONSHIPS

This time, there was no competitive setting, neither was there the fear of criticism among the participants. This is opposite to what was sensed in the first session of Advisory Group I. Now, two of the participants knew each other from before. This was observed to relax the atmosphere and to stimulate creative thinking. This phenomenon is described in Figure 18.
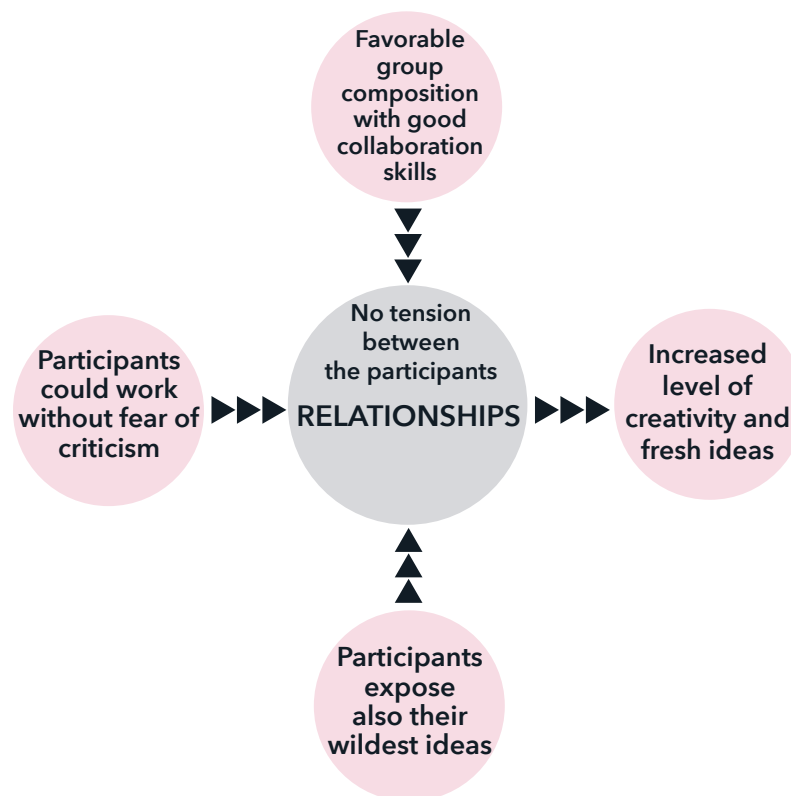

Figure 18. No tension between the participants.

FACILITATION AND CREATIVITY

Parallel thinking, using different angles of thinking, aided by the Six Thinking Hat wearing Personas, was fun and gave a lot of new insights. It was a solution for previously observed tension and professional roles which may limit thinking. The phenomenon is described in Figure19.
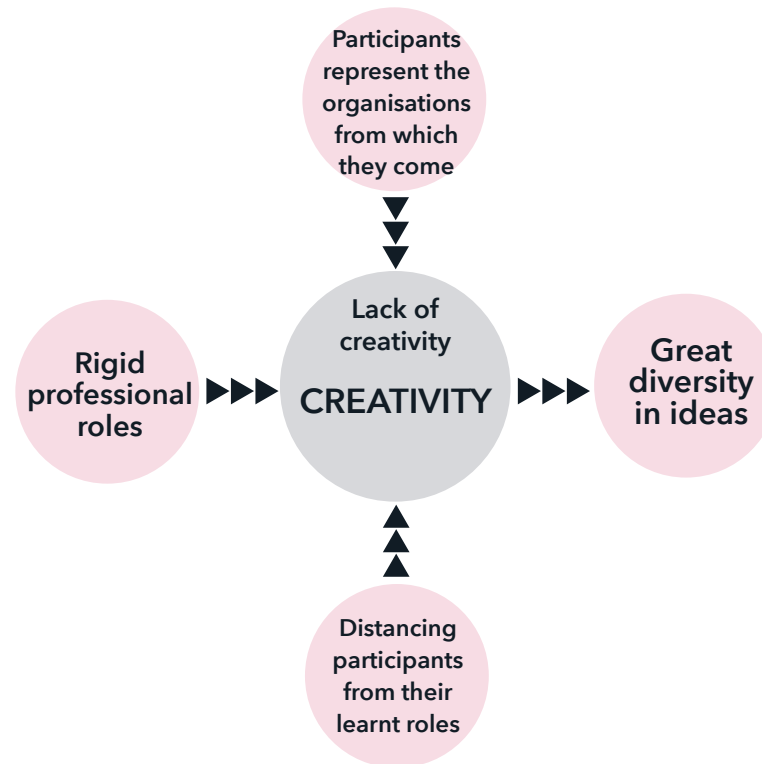

Figure 19. Lack of creativity.

The Six Thinking Hats method was used in order to help people to think and say things they might not say or even end up thinking when sticking to their own angles. The method was also chosen to diminish the impact of the different stiff roles of people. Six Thinking Hats was an effective tool to increase creative thinking and to relax the atmosphere. Changing the roles gave distance and allowed people to let go of their initial positions and attitudes that narrowed their thinking.

The Six Thinking Hat method inspired Hat Personas were relatively easy to perceive quickly. They represented caricatures of types of potential users. Real users are hardly caricatures. Being able to produce variable behavioural models even for caricatures still worked quite well, stimulating people to think creatively.

People who are not used to work with visualisation seem to suffer from being reluctant to draw. It this session, the reason why to draw was not explained to the participants. People have different skills - artistic ways of doing do not come that easily when people are not familiar with using them. In the 2nd session of Advisory Group II the issue was solved by explaining the purpose of the task.

FACILITATION AND RELATIONSHIPS

There occurred hardly any considerable problems in the session. However, slipping from the pre-planned schedule was one. The Facilitator did not use a timer this time, but on the other hand a timer might have restricted thinking. The Facilitator took a role of a moderator and did not participate in the ideating at all.

In the beginning of the session, the core idea of the service had to be explained again due to the new participant, S. This was not only a bad thing, since the subject was still relatively unfamiliar to everyone. Repeating the key principles was probably beneficial for the outcomes of the session.

Diverting from the actual subject was occurring particularly in the beginning, but it was cut out naturally when the group dived deeper into the topic.

CREATIVITY AND ATMOSPHERE

The succeedings of the session were brilliant conversation, a good and joyful workflow and ending up in developing advanced and creative ideas. The chosen tools were a success. The session resulted in numerous realistic and specific ideas. The collaboration, conversation and the group working ability of this particular group composition were advanced. There evidently were talkative participants, but none of them was dominating.

Amazing!

the fascinated facilitator

CASE STUDY MILESTONE

S. invited NeighbourFood to participate in the surplus food festival *Hävikkiruo-kafestarit* in September 2017. The invitation was accepted.

Profiling the different sellers and buyers and figuring out the relationships between them was one of the key achievements of this workshop. The discussion concluded that **understanding and knowing the food selling and the food buying target groups would be a huge advantage**, when the marketing channels and strategies of the NeighbourFood service are defined.

A significant invention regarding to *possible growth strategy* for the service came up. **Recruiting companies to share their surplus catering food** from conferences and meetings was suggested as a *threshold lowering* and *regular portion basis guaranteeing* feature for the app.

Conclusions

As a conclusion from this workshop, it can be stated that the applied parallel thinking and empathy building tools work very well, if the aims of using them are to decrease tension and to promote wider thinking.

In this particular group, the favourable group dynamics between people was the key ingredient in achieving the good results.

The workshop findings for the project are presented in Appendix 2: Workshop Findings in Tables 1 (Advisory Group I, session 2)
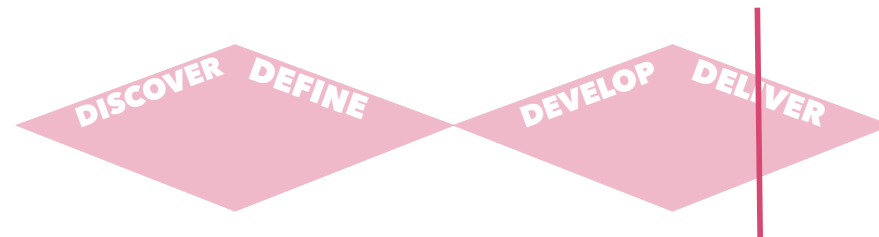
4.5. Second workshop for Test User Group

The second Test User Group workshop took place on 25th April. The NeighbourFood application had been released on the Apple App Store relatively quietly on 13th of April, right after the first meeting with the Test User Group. The author had informed the entire Test User Group about the release - also those volunteers who did not attend the first session on 11th April. All of them were asked to download the application and to try to use it in one way or another to be able to report on their first impressions and user experiences. Those members of the Test User Group who attended the first session, were asked to report on their experiences by using their cultural probe diaries.

The participants were the same as those of the first workshop - M., R. and I. -, with an addition of L., a cheerful family mom from the Kallio area. As there was one new person in the group, it was especially important to explain what the NeighbourFood service was all about, and also to describe the outcomes from the very first Test User Group session.

Two goals had been set for the 2nd Test User Group workshop session:

How to make potential users aware of NeighbourFood?

How to lower the threshold of selling and buying portions with the NeighbourFood app?

The questions intended to inspire the ideating in the group were similar to the questions presented to the second Advisory Group I workshop.

Workshop description

Almost the same working methods were used in this session as in the 2nd meeting of Advisory Group I a couple of days before. The methods were so successful that it was decided to utilise them also with the Test User Group. However, the issues that had been observed and chosen to be paid special attention to with the Test User Group were different from those in the case of Advisory Group I. According to the Facilitator's interpretation, the Test User Group needed more guidance and support in their work. Listening particularly carefully to what they had on their minds was another matter to which the Facilitator was paying special attention.

The **Six Thinking Hats** method was introduced to the group in the beginning of the session. By pushing the group to use the Six Thinking Hats method through the entire session, the Facilitator wanted to encourage the participants to parallel thinking: to speak out loud all their ideas and thoughts, even the provisional and experimental ones, and to produce different service experience scenarios for a variety of possible users. (Curedale 2013a, 59; Burgh 2016) The Six Thinking Hats method is introduced in more detail in the description of the second session of Advisory Group I.

Warming up

The warming up rehearsal was followed right after introducing the Six Thinking Hats method to the co-development team. They were asked to create **Hat Personas,** similarly as was done in the second session of the

Advisory Group a few days earlier. After creating the personas, everyone was asked to present their creations (Image 3). The Facilitator asked everyone to draw a portrait of their persona next to the description, but she did not ex-plain why they were asked to do this. None of the group members drew the portrait. Otherwise, the exercise went well, and the participants seemed to be ready for the next phase. The same phenomenon had occurred before with Advisory Group I, but the cure for the problem was not identified yet.
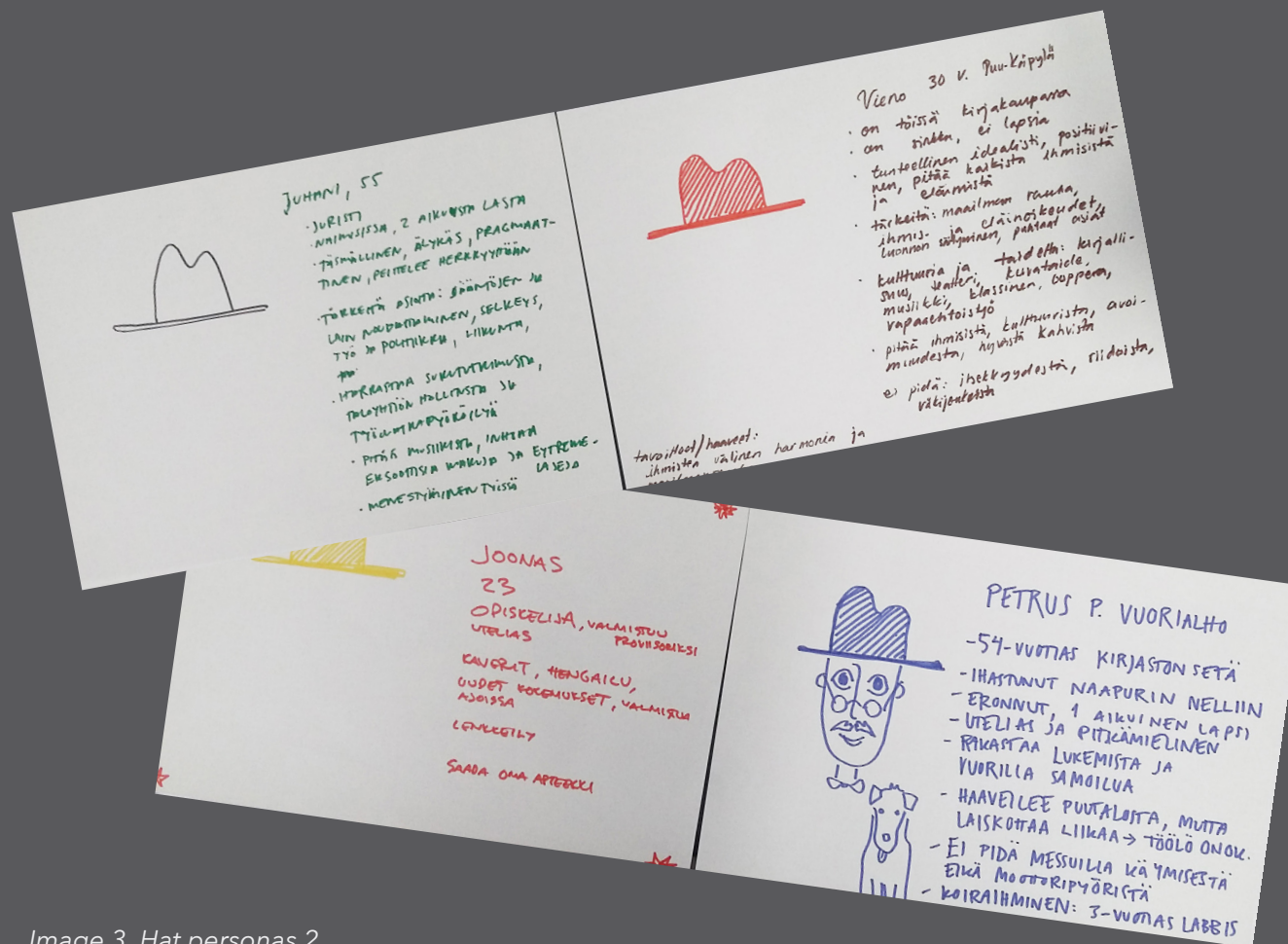

Image 3. Hat personas 2.

The beginning of the workshop part was delayed, because the group was waiting for R. who was coming late. Being late, R. had not participated in the warming up exercise and was forced to climb on board cold. This is described in Figure 20. The newcomer, L., was introduced to R., and R. was introduced to L. Also, the Six Thinking Hats method and the reason why they were to be using it were explained to R. briefly.

Actual workshop

The chosen brainstorming method was slightly different this time: the Facilitator had decided to use the **635 Method Design Charette** in groups of two. The purpose of the chosen tool is to generate and evaluate ideas in changing group compositions in order to develop and define the best ones further. (Curedale 2013a, 173) The Author was facilitating the ses-sion and metaphorically wearing the blue Thinking Hat, which is assigned to the moderator to control the think-ing process. (Burgh 2016; Curedale 2013a, 144) The Facilitator moderated the conversation alternately in both groups of two. As an encourager, the Facilitator was asking specifying questions when there was a doubt that something had not been understood in the same way. The Facilitator acted purely in the role of a facilitator, not of a co-developer.

The Facilitator suggested that the co-developers use different Thinking Hats and change them actively, es-pecially when the flow of ideas was at risk of drying out. Since the group members were using (partly) their self-created Hat Personas, each of them operated under a particular Thinking Hat, and thus the exercise con-tained also Personas brainstorming, similar to what was done by Advisory Group I in their second session. Curedale (2013a, 127) suggests Personas Brainstorming as an effective way to explore ideas, to solve problems and to build empathy. He recommends using it with other creativity methods.

There was a vote on what idea was the best of all. The group was asked to build together a roadmap to figure out what concrete actions should be taken to reach the goal. Marking was done without weighting of the votes.

The idea that received the top vote was the following:

*Collaboration with food or lifestyle bloggers and youtubers (video bloggers).
Result: Visibility and reputation. Inspiring others.*

The roadmap was built on this idea. The Facilitator drafted the roadmap according to the co-development team's ideation as it accrued. There was good conversation about the subject, but the team was already very tired.

70

Homework: probes

M. had browsed the app and registered to the service. Others had not. L. reported that she had not tried the app or checked the website beforehand. L. was handed the same probe kit that the others received last time.

To activate the group, the Facilitator suggested a **Test Night** for 10th of May. The idea of the Test Night was to make the Test User Group to use the service simultaneously within a timeframe agreed upon in advance. The group agreed about the time: it would be held 10th of May from 5pm to 9pm. All the participants were instructed to provide something to sell and to be ready to purchase and pick up portions from each other with the app. Everything was planned to happen within the agreed timeframe. The group was asked to record their experiences in the probe diary. A reminder with detailed instructions were sent to everyone one day before the agreed date and time.

The Test Night was introduced because there were mostly no portions for sale in the application, except when someone from the NeighbourFood team offered them. This made it difficult to test and to browse the app. At least one reason for the lack of offered meals in the app was that the potential users were not aware of the service.

In this phase, the Author and the NeighbourFood team thought that it would be very important to collect actual user experiences from the Test User Group regarding the app. The Author assumed that this would make the Test User Group better informed of the subject. It was also thought to raise the project ownership level among the participants. Improved project ownership was expected to have a positive effect on motivation and to help them to produce more advanced ideas. Motivating them outside of the sessions still remained a problem, which came out later during the Test Night.

Ending of the session

The ending of the session was implemented in the same way as in the Advisory Group I workshop. The idea was to explain first, **what each participant's Hat Persona thinks** of the results and their effectivity, and second, **what the participants themselves are thinking.**

R. had to leave early. The rest of the group, I., M. and L., were asked to share their thoughts about the workshop and explain their Hat Persona's thoughts about the outcomes.

Feedback

I: *"This has been a good session. When the app gets more users, it will be great. **Vieno** (red hat) thinks that it is great when food loss decreases."*

71

M: "Quite a lot of things today! We have been absorbing a lot and used our full capacity. I feel exhausted. I could have used the app, but it has however remained unused. I could easily buy portions, but selling is hard for me. (M. is a "buyer".)
Joonas *(yellow hat) thinks, that if he could earn masses of money by using the app, he would definitely start using it at full capacity."*

L: "This has been appropriately challenging. We have had to put even some effort to this. I feel I belong to the target group, which has made this interesting from that side. Especially when I have now heard that others have had ideas that are like mine. It makes me feel that they can be realistic.
*Then, my persona **Juhani** (white hat) is concerned about juridical matters, rules and hygiene related regulations. Is this too idealistic? Juhani is a realist."*

Workshop analysis

The large amount of new information to be assimilated was challenging to the group. Exhausting exercises, as well as problems in team building, had a negative effect on the general energy levels among the participants. The outcomes of the session were good and usable. The expectations regarding the tools applied were possibly unrealistically high after the very productive second Advisory Group I workshop, in which the similar method - but its simpler version - had been used with great success.

FACILITATION AND COMPLICATED TASKS

Using parallel thinking tools to broaden the participants' perspectives in ideating worked often relatively well. Part of the group adopted the Six Thinking Hats technique, but some group members seemed to experience difficulties in stepping into another person's shoes. Working in pairs was problematic, when one of the group members was not fully capable of adapting to the working method. Using the Six Thinking Hats method and Persona Brainstorming still produced a bunch of innovative ideas. In this sense, the use of the chosen methods proved to be worthwhile.

It was necessary to remind the members of using the different Thinking Hats. This time the Six Thinking Hats seemed to be a source of more stress than ideas. The reason remained slightly unclear, but the Facilitator in-terpreted that the changes in group dynamics and team building, together with complicated tasks might have been the reasons for the low energy level among the team.

In the 635 Method Design Charette there was too much hassle, and the working pairs were slightly unbalanced. The workshop part was tiring due to its many phases and methods. It was time-consuming to explain the already produced ideas to the new pairs. It might have given more depth to the ideas if this switching of groups was omitted.

The consequence of splitting the team into two groups when there was only one facilitator was, that both groups received less support. Things will be lost and excluded from the results, because the recording is very challenging to transcribe when many people are talking at the same time. Also, reluctance to write down also the "bad" ideas was observed, with the same consequence: remarkable ideas may be left out if they are censored before they have been written down.

The pressure to think and invent repeatedly makes people easily exhausted. The participants reported that they were exhausted because of the large amount of new methods and much active ideating. Curedale (2013a, 173) suggests briefing the participants in advance with e-mail. This might have helped to decrease the informa-tion burden piled on the group members in the session. Excess complexity should be avoided to keep people happy and motivated to continue.

OTHER IMPROVEMENT CONSIDERATIONS FOR THE USED TOOLS

Since the voting was implemented without weighting of votes, it was difficult to see, which ones of the votes were more significant than the others. It might have been a good choice to have the participants use weighting with numbers 1, 2 and 3, or to be asked to give a certain amount of points to "invest" in different ideas (Curedale 2013a, 85).

A timeline in the roadmap would be a good feature for building a more lucid image of when certain actions should be taken to achieve the named goal. This was not realised yet in this phase of the series of workshops, but only after the second session of Advisory Group II. Using a timeline would make the planning more tangible, having the events added inside a certain timeframe.

FACILITATION AND COMMUNICATION

Kantojärvi (2012, 247, 250) proposes to encourage a group to trying unfamiliar and possibly uncomfortable ways of working. Doing things otherwise than usually can lead to unconventional and successful solutions. In this case, the ice-breaker exercise was meant to stimulate thinking in the ideating session by proposing different ways of doing already in the beginning of the workshop.

LATECOMERS AND MOTIVATION

There was a suspension in the flow, as one participant arrived late to the session and the rest of the group had to wait for her. This made the atmosphere less dynamic. The facilitator's plan to try the 635 Method Design

Charette method required a minimum of four participants. The latecomer had not had an opportunity to familiarise herself with the Six Thinking Hats method principles or to build an own persona out of them, like the rest of the group did. The consequences of waiting for the latecomer were numerous: frustration, workflow problems and need to explain things for a second time. Also, the team building inside the group fell back to the starting point. The phenomenon is shown in Figure 20.
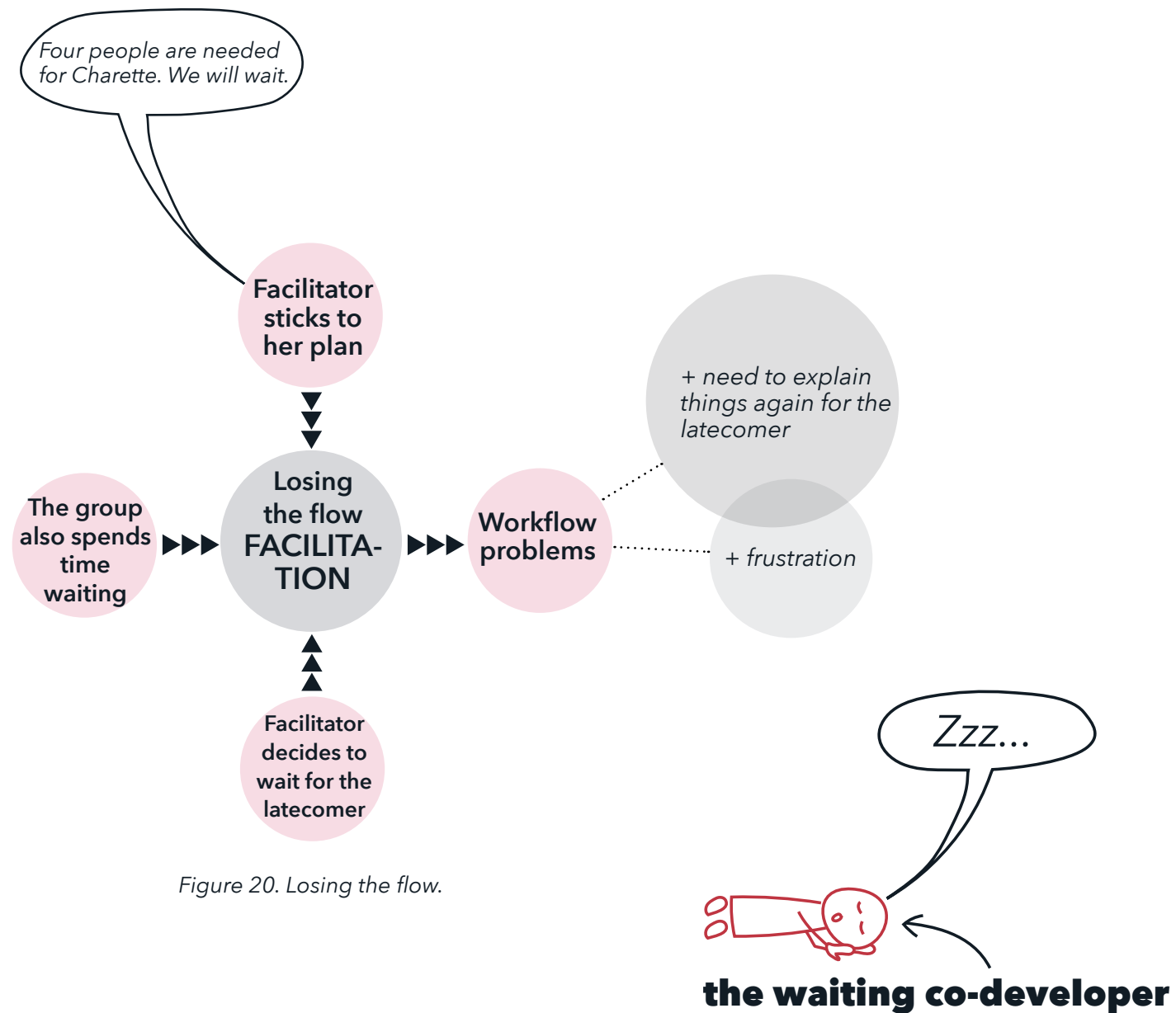

Figure 20. Losing the flow.

MOTIVATION AND TESTING THE APP

The group suffered from the lack of motivation outside of the meetings. People tend to have good intentions, but then time flies and things disappear into oblivion. The consequence might be ending up to experience insufficiency or shame when the homework is not done. Also, having less insights than expected is an important consequence of this phenomenon. The solution, the Test Night, and its desired outcome is shown in Figure 21.
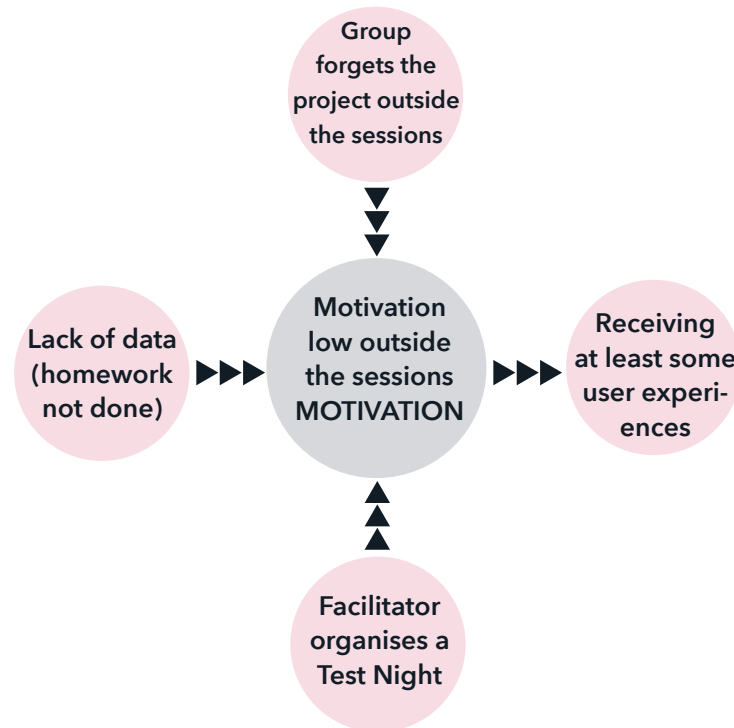
Group forgets the project outside the sessions

Lack of data (homework not done)

Motivation low outside the sessions MOTIVATION

Receiving at least some user experiences

Facilitator organises a Test Night

Figure 21. Motivation low outside the sessions.

TARGET GROUP AND MARKETING

The potential users were not aware of the app, which was caused by the action strategy of releasing the app without much publicity. The context of this was that no market research had been done, but the strategy was only based on assumptions about iOs users being the principal target group. They were presumed to be the "early adopters", who were thought to soon become the ambassadors of the new service. However, since the market and its requirements had not been studied, there was no plan for marketing. The consequence was that there was a lack of users. Because of this, the Test User Group was not able to test the app properly within the experiment. (Figure 22)
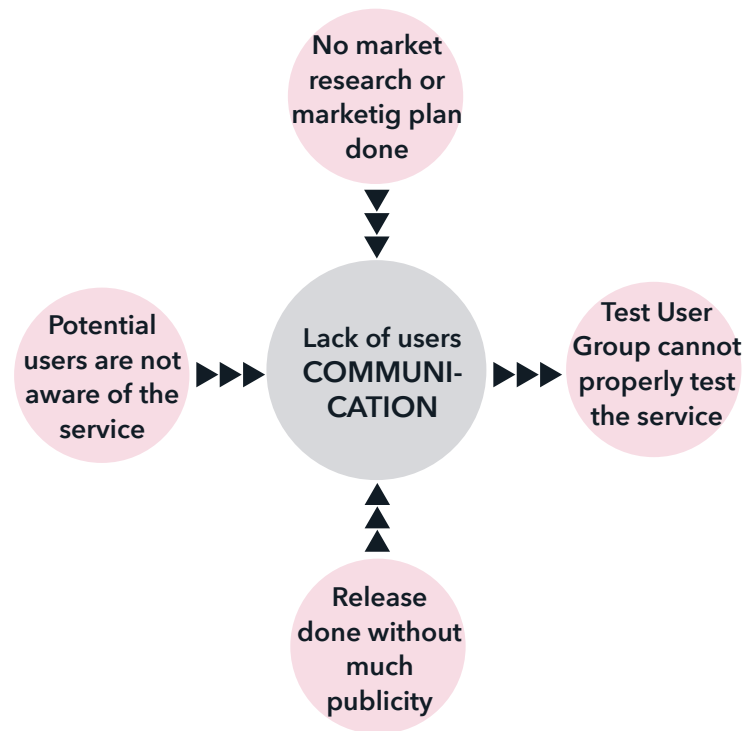
Figure 22. Lack of users.

A decent marketing plan is based on research and topical knowledge regarding the market and potential customers, not on wishful thinking. It must not be taken for granted, that one's vision about the market is reliable. Anecdotal evidence suggests that this is not at all unusual in the world of start-up enterprises. It was remarkable to see that the issue had not been realised earlier within the NeighbourFood team.

FACILITATION: PROBLEMS WITH ENERGY LEVELS AND MOTIVATION

The facilitator should be keen to notice the situations in which group control and motivation-raising actions are needed. The observed issues would be best to react to adequately. Experience and acute observation skills are highly necessary to successfully handle the difficult situations.

If the team members suffer from fatigue or if some of them feel insecure, or are timid in a social setting, they might be less likely to object to the team lead or to other co-developers. Consequently, brilliant ideas may be lost. A couple of tools to ease the situation are (1) making the setting as relaxed and comfortable as possible and (2) not indicating to anyone that their practice is worse or better than the one of others. Such techniques can help people to deliver their best and to remain in a positive mood.

Seppälä (2017, 314) presents team building as one of the five sub-themes of the theme of collaboration. Seppälä (2017, 299) states, that "team building is a skill, and teams do not become good teams accidentally". In this particular case, it might have been worthwhile to consider adapting to the situation in which the original charette tool could not be utilised and to skip the switching of pairs. A suitable tool option for a group of three would have been Method 635 in the way it was utilised in the second session of Advisory Group I. After the latecomer arrived, a quick energiser exercise might have been worth trying, in order for the group to have a new start.

Losing the flow may have in this case occurred simply because the participants were tired. The sessions were held in the evening after the workday. Complex tasks, multiple methods, the short time available, and a lot of questions may be too much of a challenge if the energy levels are not high. A lot of energy is wasted if the group feels that they are not sure what they are expected to create, and are uncertain as to whether they can meet the expectations. The overall mood of the participants should be kept as relaxed as possible to achieve the best outcome and to keep the participants motivated.

CASE STUDY MILESTONE

It was realised, that **the actual primary target group was not the one that it had been believed to be.** It began to be better understood, who would be most likely to use the app: **people, who may often have surplus food** and who do not want to waste it. If there were sellers and portions for sale, buyers would be easier to engage.

A marketing plan had practically not been done at all when the app was released. The release had been done without much publicity, which retrospectively may have been a good choice, since the **Android version of the app was to be released in September 2017.** This step would be a *good opportunity to reach the market with a research based marketing and action plan.* Two marketing specialists were recruited later to the NeighbourFood team, which was a big advantage for future planning of the marketing

Conclusions

Dynamics between people make the result. An *energiser* exercise could have helped to defeat the exhaustion. It might also have enhanced the sense of community within the group. It would be important to see when to react to the group's changing atmosphere and energy level. A couple of suitable tools would be good to have in reserve. Also breaks would be necessary when a lot of new information is given. Exercises with multiple phases provide natural periods for adding *breaks*.

It is important to plan the setting and the schedule in a way that ***minimises***, as far as possible, ***interruptions or delays***.

Having a ***new participant*** in the group can obviously provide ***more and new insights***. It also influences the dynamics between people.

As a facilitator, it is better to ask questions from the team when checking if they, or the facilitator, have understood a certain idea correctly. Explanations suggested by the Facilitator may override other opinions and ideas if they are different from the ones that were spoken out by the facilitator.

The workshop findings for the project are presented in Appendix 2: Workshop Findings in Tables (Test User Group, session 2)

DISCOVER DEFINE DEVELOP DELIVER
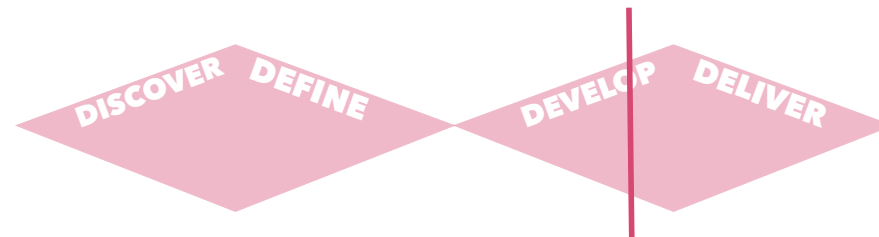
4.6. Third workshop for Test User Group

The last one of the series of three Test User Group workshops had two participants, M. and I., both of whom had participated in the two previous meetings. R. and L. were not able to attend this third meeting of the workshop. The size of the group was small, but the session was nevertheless possible to have with this group, with only minor tool modifications.

Aim of the session

The aim of the third Test User Group workshop session was to turn the user experience of the Neighbour-Food application into a more holistic and tangible form. The intention was to find out what happens when the customer journey paths of two different customer personas cross, in a situation in which they take their first steps in using the NeighbourFood service.

The question which guided thinking in the session was the following:

How to make people who have already downloaded the NeighbourFood app to try to use it and then to keep using it?

Workshop description

The contents of the session was partly based on what had been done last time. One of their Hat Persona (see chapter 4.5) creations (Vieno, red hat) was taken along to this session to be one of the experiencers on a customer journey, on which two personas were made to use the NeighbourFood service. The other user persona (Cosmo, black hat) had its origin in the second workshop of Advisory Group I. Both personas had been cultivated a bit further and visualised by the facilitator (Image 4). These two characters were chosen to stimulate parallel thinking about different roles and relationships.

Image 4. Hat personas Vieno and Cosmo
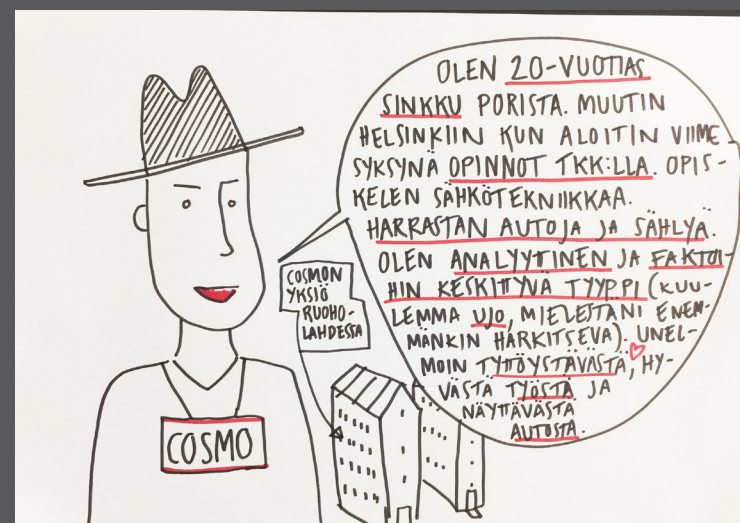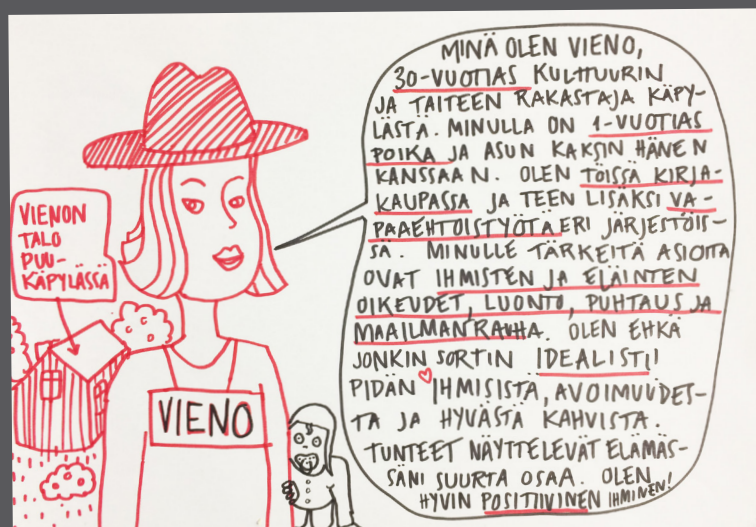
The warming up was executed with the **Show and tell** method. Each participant was asked to select three items from their pocket or bags and tell the others, what makes these items important for them. (Curedale 2013a, 48) The chosen method was reported to be a pleasant one for the participants. It exposes a bit of what the participants do and are and what happens in their lives outside the sessions. The purpose of the method is to make the participants feel comfortable and productive. In this session, it worked precisely in that way.

81

The workshop section was implemented as a pair of **Co-created Customer Journeys,** which were built on *seven stages of customer engagement: expectations* ("start"), *first experiences* ("first value"), *more experience* ("grow value"), *engagement/habit* ("ongoing value"), *loyalty* ("passive/active usage"), *verified user* and *ambassador* (Image 5). The stages were slightly modified in order to correspond with the purposes of the project. (Totango 2017.)

Building a customer journey is an efficient way of visualising a service experience and to point out the touch-points where the customer is in interaction with the service. The interactions can happen in various environ-ments, both physical and virtual. (Schneider and Stickdorn 2011, 158-159.)

In the second Test User Group's ideating session using the 635 Method Design Charette, there was a problem regarding the participants to write down all of their ideas without inhibitions. As a solution to this, the Facilitator suggested that she can write down anything the co-developers may invent, so that they do not have to use time for that. This was experienced to be an effective solution to the problem.

The Facilitator encouraged the participants to use their own experiences as a knowledge base for creating the customer journeys. The red (Vieno) and black (Cosmo) Hat Personas were the ones who would this time experience the customer journeys.

M. had difficulties in relating to I's comments.

The conversation did not flow in consensus all the time, which made it necessary to try to build mutual under-standing when writing things down. The Facilitator had to check continuously from the co-development team what to write down. Going through the thoughts that the group had proposed during the recent steps of the journey was a good way to clearly hop on to the following phase. The co-developer's own experiences were nicely brought along to the task as advised. M. reported that he related to Cosmo (black hat) as a former tech student and a Buyer customer type. I. told that she related to Vieno (red hat), who represented a certain type of a Seller. Relating to the personas may comfort the participants, but it could provide more insights if the persona characters would differ more from the co-designers' own personalities.

Homework: probes

All participants were asked to bring their probe diaries to this last session of the Test User Group. M. and I. brought their diaries and they were gone through together. I. gained only little experience about the service, but she had diligently reported them in the diary. M. was the only one from the group who had actively used the probe. R. and L. did not use the diary at all.

There is no doubt that the situation for effective probing was difficult due to the small number of users.

Ending of the session

The **Talking Duck,** a modification of the Speaking Ball, was again chosen as the ending tool. The group reported that the bath duck was experienced as being sympathetic. The tool was already familiar to them from the first session.

According to the group's feedback about this session, it was not too exhausting this time. The previous session was reported to be tiring.

Feedback

In the end of the session, the group was asked for feedback. I. said she enjoyed participating and coming to the meetings. Although she was sorry that she had had difficulties in assimilating the logics of the service and its payment methods, she was planning to cook again and to try also to buy food via the NeighbourFood app.

> *M. reported the following: "There has been a lot of things and sessions within the project. I can see that within 2 hours' time one can do a lot of things! We have been pushed out from our comfort zones, which is good to do every now and then. A lot of new things have been discovered, for instance the Thinking Hats, which I had never heard of before. And these food and food loss related matters hit the core. Will I use the NeighbourFood app in the future? I would not be a seller. Hard to know. Communication must be perfectly functional. Positive!"*
>
> *I: "I would like to add: You, M., are the buyer, I am the seller." I. articulated here one of the key findings, which would play a very important role in the planning of future actions of NeighbourFood. Understanding different customer segments was later created by taking the customers' behaviour as sellers or buyers into the center.*

Feedback form: first try

As the final task, M. and I. were asked to fill feedback forms concerning this particular workshop session. This was the first time when the forms were in use. The form brought up questions. Many of the items dealt with in the form had to be explained.

The feedback form was put together using a selection of themes from Seppälä's (2017) conceptual map for co-design (Figure 5) for identifying the features of the workshop session and the applied tools that the respondents were to evaluate. The participants reported that the themes were difficult to understand without being familiar with the context. For the form to be possible to be filled independently, the evaluated issues would need to be explained in greater detail, so that misunderstandings and biases in the answers are avoided.

83

M. and I. gave permission to ask for feedback about the whole project in an online feedback questionnaire (Appendix 3). The questionnaire was sent to them and the other members of the Test User Group and the original Advisory Group in the beginning of June 2017.

Test Night: implementation

A Test Night for the Test User Group, including R., M., I. and L., was organised on 10th May 2017 in order to get actual real life user experience of the NeighbourFood app from the participants. Each member of the group was advised to cook something and put a portion for sale to the app between 5pm and 9pm. The idea was that they would then do the test use by buying the offered meals from each other. Experiences would then be reported in the probe diaries.

M. picked up a portion from R. on the next day. The Author picked up a portion from L., as the actual group seemed to be finished after completing one action - either selling, trying to sell or buying.

One of the participants, I., missed the Test Night partly, as she had misunderstood the payment logics of the application. She reported later that she had cooked food and packed an extra portion into a NeighbourFood box she had received in the first session. She had not realised that the payment would be operated with card via the app instead of cash. There were also problems with having only one sample box, which was wasted on a portion that she did not eventually sell forward with the app.

Each Test User Group member should have been given more than one package set to lower the threshold to retry the app. The Test User Group, although it was relatively small, formed the *first customer base for the NeighbourFood service.* Ordering more boxes via the application - which would have been completely possible - appeared to be something that did not happen within the research period. There was a misunderstanding on the Author's side in this case, as the first, limited batch of the boxes hardly made it to the first Test User Group session. The assumption internally in the NeighbourFood team was that the boxes would sell like hot cakes and therefore they were eventually shared too sparsely at this point.

Image 5. Building parallel customer journeys

Workshop analysis

The co-created parallel customer journeys were an effective tool for the purposes of this session. The path followed steps of customer engagement (Totango 2017) which had been built to answer needs of the NeighbourFood prototype. The group seemed to be delighted to use their previously created persona characters as the experiencers of the journey. This was expected to raise the motivation for full contribution, as it finally did. The parallel customer journeys were to be used later on as a basis of the workshop sessions of Advisory Group II.

FACILITATION: SIMPLE TOOLS ARE BETTER

The small group size required a modification of the main exercise, and the originally planned Creative toolkit was left out in order to simplify the used tools. This proved to be a good solution, as more moving parts would have created too much concentration on tool related matters, leaving less space for solving the real problem. People are not capable of focusing simultaneously on several things that require serious concentration and creative thinking. In that way, tools can themselves become barriers instead of helping to lower them. The phenomenon is shown in Figure 23.
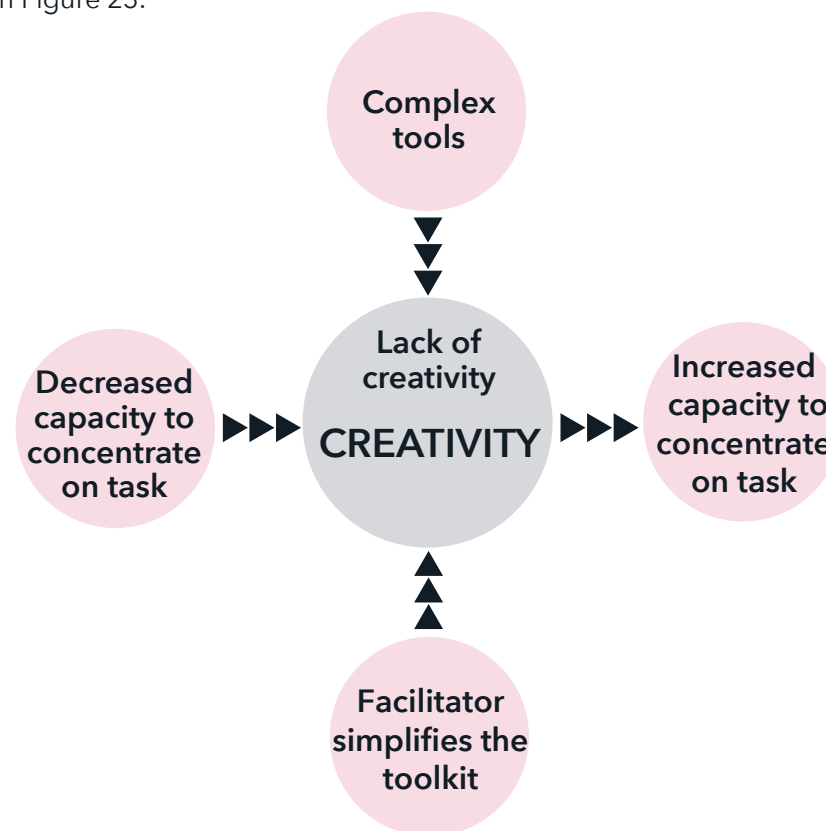

Figure 23. Lack of creativity 2.

MOTIVATION AND MEANINGFULNESS

The previous workshop of this same group was reported to have been exhausting for the participants. This is probably why the group seemed to be a little on their toes in the beginning of this next session. For L., who only participated in the second meeting, this may have been the reason for her absence. R. forgot to come to the workshop. The motivation of the participants, a feeling of being entertained, and feeling that their contribution to the project also gives something positive for themselves should always be considered. The participants should feel that they are not only being used, but that they are also receiving something significant themselves. Volunteers who participate in co-development must always be handled with great respect. They sacrifice their time and energy to the benefit of the research.

In order to enhance motivation, it is essential to express respect to things that the group has already achieved. When the group has a good level of motivation, and when their successfulness is being emphasised, the group is likely to achieve a better outcome. This is described in Figure 24.
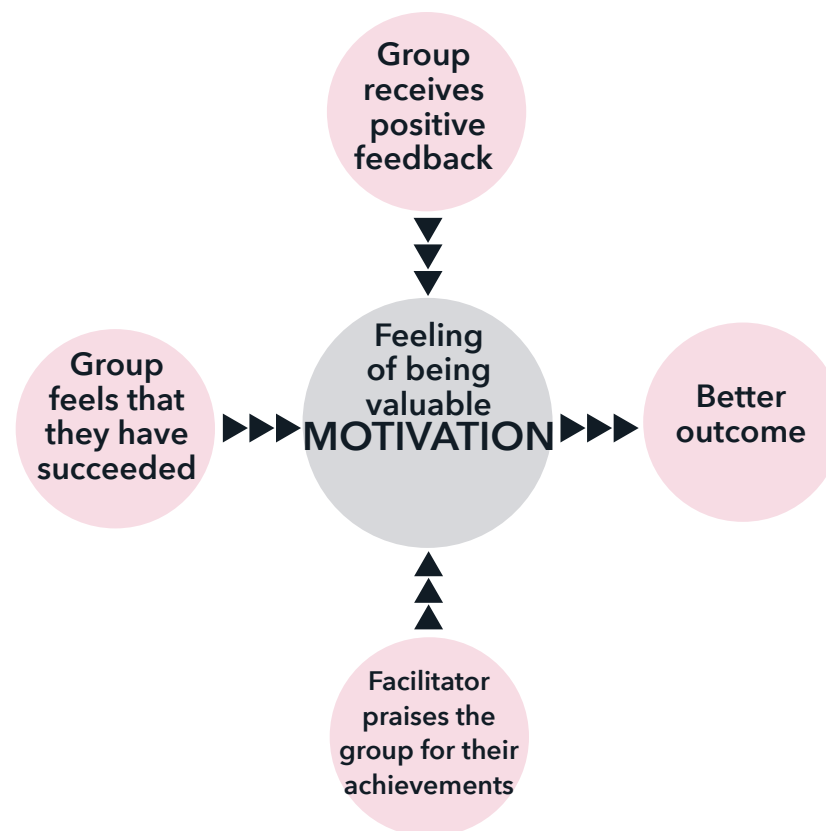

Figure 24. Feeling of being valuable.

MOTIVATION AND OWN STORIES

The Show & Tell ice-breaker was reported to be a good starting tool. It made people to expose something about themselves without becoming too personal. It has proven useful to involve the own experiences of the participants. Reflecting and telling stories is inspiring and energising. This is why for instance "Three things in common" (see Advisory Group II, session 1) and "Show and tell" work well as conversation opening icebreakers.

FACILITATION AND COMMUNICATION: SHARED UNDERSTANDING

When conducting such a multi-staged and therefore quite a complex exercise, it cannot be emphasised too much how important it is to be clear with the instructions. Since time is limited, the challenge is how to efficiently and understandably introduce many new terms and tools. The participants could be given pre-tasks that help them to become familiar with the terms and tools. It is however hard to know how well people are likely to do these pre-tasks. If such an approach is chosen, a way must be found to motivate the participants to work outside of the sessions.

Different capabilities among the group members should be considered when they are recognised. Some people may need very accurate instructions, while others are more able to fill the missing parts. Missing parts should obviously be avoided, also because they may be filled in ways that do not correspond to what was intended.

Assumptions, for instance in terms of everybody having understood the instructions in the same way, would be best to be grounded on reality based previsions instead of intuition, wishful thinking and imagination. Pointing out in one way or another when is the time to move to the next phase is important in order to keep people on track and to make them feel that they are proceeding and successfully completing the tasks. Crystallising and repeating the findings that the group has reached during a particular section can be a good way to finish one stage and to move to the next one within one multi-phase task. Giving a sound signal could work in more independent group work, in which the facilitator is not present with the group all the time.

FACILITATION AND ROLES

The Facilitator should be careful about expressing her own thoughts. An important finding in this respect is that this is not a regular conversation in which the Facilitator should even participate as an equal member. Rather, giving space and asking questions such as why, how, etc. works better. In order to gain new insights, the Facilitator should not be feeding her own ideas to the participants. The point is to get new information and ideas, not to spread the "truth". Making questions like "what happens here in the next phase?" produces discussion and understanding.

The Facilitator's own attitudes would be preferable to conceal in order to guarantee an *atmosphere in which all opinions are accepted*. For the Facilitator, participation as an equal member of the group is difficult and should in general be avoided.

FACILITATION AND fear of criticism

It was detected that there was a certain hesitation to write things down without inhibitions or censorship. This phenomenon was observed several times during the project, also with the other groups. The reason for this can be interpreted to be *fear of criticism*, or thinking that there are right and wrong answers. Many people may feel unfamiliar or uneasy about writing down also unconventional or even crazy ideas without censuring them, but remarkable ideas may arise from these.

A possible solution for this problem is to give *encouraging feedback* and to avoid to comment whether some ideas feel better than others. (Figure 24) Praising certain ideas expressly rather than others may cause similar reactions as an open criticism of somebody's ideas in front of others. *The problem is how to conduct the group into the preferred direction* when it looks like they are getting remarkable ideas. Anyhow, in ideating, the impression should be avoided that some ideas are less valuable than others. The facilitator must be aware of these issues, and have a strong understanding of her role, in order to be able to refrain from any kind of biased participation.

ATMOSPHERE AND IMPRESSIONS (+facilitation is MAKING IT FACILE)

Small things matter: it is advisable to pay attention to clear articulation and to use whole sentences. Voice tones make a difference. All this together creates an overall impression of professionality. Professionality means also making people feel like professionals themselves. This makes them feel important and inventive. A challenge is to create a situation in which the *participants feel that their expertise is valuable*. When this is achieved, the group is going to have a better conversation. The Facilitator needs to know how to do that. Group dynamics may do it on their own, but if not, the task falls a lot on the facilitator's shoulders.

Irony sounds easily bad. Joking is dangerous. Therefore, it is advisable to cut the irony, and be as *neutral* (positive) as possible, while not being too casual either. When building the role of a facilitator, of "Facilitator-me", it happens as in a play, in which the Facilitator has a certain role as an *inspirer* and *asker,* or the one who makes things possible to achieve; this is what the word "facilitator" stands for.

COMMUNICATION: INTERFACE OF CULTURAL PROBE

The user interface of the probe could have been reconsidered. As the issue was the development of a digital service, a simple WhatsApp or Slack group conversation could have been a natural option. With this option, it would not be necessary to carry extra items around. Also, one could write down his/her thoughts immediately, probably with less trouble and more intuitively on the road than when using a separate diary leaflet afterwards.

When considering a cultural probe as a tool, it is advisable to choose the probe equipment according to the context in question.

FACILITATION: PROTOTYPING as a group work tool

In the case of NeighbourFood, an important step forward was the realisation that the customer's experience of using the service was made more tangible: it helped to see things that should be given particular attention when trying to engage the users. The peer-to-peer platform of the NeighbourFood app is operated only if there are at least two simultaneous users. This was the main reason for making the participants to build two parallel customer journey paths simultaneously. The service itself is present in every phase of the path, but to enable a whole service experience to happen, the service must have at least two users at the time.

The questions the facilitator asked when the group was building the parallel customer journeys were experienced to have a significant role in the task. The questions were asked with the purpose of helping the group to keep focused on the subject and to identify the hidden reasons and explanations behind the chosen actions.

Seeing the whole journey prevented the group from skipping phases that felt obvious and helped to point out, what issues should receive more attention. The group came up with *new realisations in regards of marketing channels and the cultural environments of the potential users:*

> *"Vauva.fi would be an effective marketing channel - all the search engine searches lead there, and there would be possible portion providers."*

> *"Puu-Käpylä and similar areas as fertile ground to this kind of activity, as there is a lot of moms and dads by the sandboxes and in village community soirées."*

> *"An ecological packaging for NF food could be for instance re-using take-away boxes from ethnic restaurants, or butter containers or other washed food containers one gets with grocery store items."*

CASE STUDY MILESTONE

The internal group began to understand the value of realistic assumptions: assumptions about what would possibly happen next should be grounded on reality and research. In this Case Study of NeighbourFood, many things were considered well in advance. However, the initial approach was perhaps too much focused on technical details and the functionality of the application. It was understood that it would be good to consider **how the marketing could be most efficient** and whom it should target. A related observation is that the primary target group was initially presumed to be different from what it eventually turned out to be. One of the key

realisations was that *different customer types and their behaviour were identified and understood* by classifying them roughly into **Sellers** and **Buyers**. Sellers were identified to be the active, food producing users, whereas Buyers were defined to be the ones, who could use NeighbourFood app as an option among the other available services.

Prototyping helped to make different phases of using a digital service much more tangible. Also different **potential marketing channels** were understood to exist, as **different potential user segments were identified.**

Conclusions

The group of two produced a good amount of ideas. Since the Facilitator was able to be available all the time, the collaboration was quite easy and fruitful. In the case of several simultaneous groups, it would be extremely beneficial to have as many supervisors as there are groups. The use of **personas** helped the co-developers to utilise *lateral thinking.* Relating to the personas may comfort the participants, but more insights could be gained if the persona characters would differ more from the co-designers' own personalities.

Making the group becoming involved and feeling important by **making them to become the content providers** produced confidence among the participants. In this way, *their achievements were validated.* The increased confidence resulted in more ideas and a better outcome.

Repeating aloud the ideas that the group had proposed during the recent steps of the journey proved to be a good way to clearly **hop on to the following phase** in a multi-phased task.

For a facilitator, it seems to be a good solution to head on building a **"Facilitator-me",** whose responsibility is not to act as a co-creator, but rather as an enabler or an interpreter. The word "facilitator" stands for making things *facile;* easy. A facilitator is the one who makes the group work easier and helps them to achieve better outcome.

The workshop findings for the project are presented in Appendix 2: Workshop Findings in Tables (Test User Group, session 3)

DISCOVER DEFINE DEVELOP DELIVER
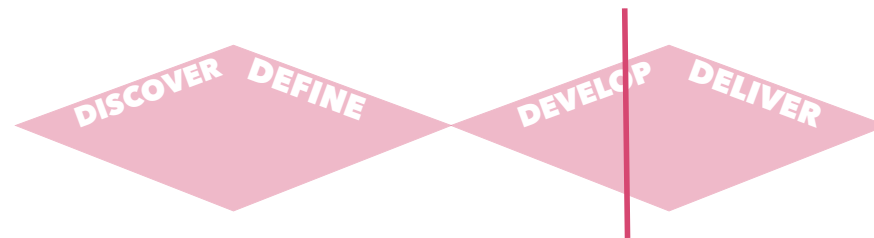
4.7. First workshop for Advisory Group II:

Internal session with the NeighbourFood team

There had been challenges in motivating the original Advisory Group to stay along in the project. The 3rd Advisory Group I workshop on 16th May 2017 was cancelled for the lack of participants. This problem obviously needed quick and effective solutions in order to make the research and data collection process running. On May 16th, instead of holding a workshop since there were not enough participants, the Author had a meeting with her mentoring advisor, co-design specialist Laura Seppälä (PhD). Seppälä suggested to think over the actual experts in this specific area of co-developing the NeighbourFood service. Expertise in the area and good motivation to collaborate were the principal criteria when the original Advisory Group I was established. Realising this led the Author to change her way of thinking and to search more carefully for experts regarding the field.

Since NeighbourFood Ltd came along and became the case study subject of this thesis, the most motivated and project-owning co-development group was identified to be the entire NeighbourFood crew. The two last Advisory Group workshop sessions were to be held with a brand new team, Advisory Group II, which consisted of members of the NeighbourFood team. In the 1st session of Advisory Group II, the participants were K., MC.,

Hu., Ha. and A.. K. had also participated in the 1st session of the original Advisory Group. MC. was new to the whole project. This was the first time she participated in meetings of the NeighbourFood team.

Aim of the session

The aim of the session was to make different user experiences tangible and understandable, and to find out *what issues should be especially considered when trying to reach different customer segments.* The tool, ob-serving pre-built customer journeys and building together a new, parallel one, was chosen to make the whole journey visible both from the side of the customers and the one of the product owners.

Workshop description

The session was built on the outcomes from the third Test User Group workshop, the two parallel customer journeys of **Hat Personas** *Vieno* (red hat) and *Cosmo* (black hat). One more persona was added to the game: *Juhani* **(Image 6).** Juhani was wearing a white hat and was definitely not one of the "early adopters". Juhani had been created by the original Advisory Group in their second workshop session.
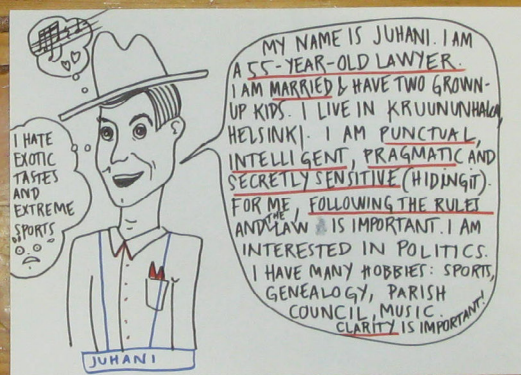
Image 6. Hat persona Juhani

The warming up exercise for this session was called **Three in common.** The participants were divided into pairs and conducted to work separately in different rooms. MC. and Hu. formed one pair, and K. and A. anoth-er. The task was to have a discussion in each pair in order to name three interesting things that the two had in common. The objective of using the tool was to create a comfortable and productive environment and to en-courage the members to contribute to the following tasks effectively and in a good spirit. (Curedale 2013a, 51.)

94

The recorder was left with A. and K. while the Facilitator joined MC. and Hu. to listen to their conversation about what they had in common. In this way, both discussions could be monitored later when analysing the sessions.

MC. and Hu. produced funny and surprising common things and they seemed to feel comfortable while doing the exercise. K. and A. were more business-like and super icial, not revealing very personal details to each other.

Actual workshop

As a workshop task, the co-development group of the NeighbourFood team was asked to construct one more **parallel Customer Journey** on the table, on which there was already a pre-built setting ready to be continued. (Image 7.)

The Facilitator introduced the two personas and the pre-built customer journeys, both of which originated from the third and last workshop session of the Test User Group. The new persona, Juhani wearing a white hat, was introduced to the group. The group was asked to start thinking about his journey on the side of the two already existing ones.

The pre-built setting displayed the same seven stages of engagement that were adopted in the third Test User Group workshop. The stages of customer engagement (Totango 2017) had been added to give a skeleton to events on the path. The other purpose of the stages was to make it visible, where the customers should end up in order to become active users of NeighbourFood, and what kind of actions this might require from the team.

The map described all the events, touchpoints, thoughts, and information channels of the two already prepared customer journeys and showed how they cross each other on the way when the transaction and the pick up happens.

The **Six Thinking Hats** method was introduced to the group in the beginning of the session. The Facilitator encouraged the group to use parallel thinking with a selection of Thinking Hats of red, black and white.

During the session, a ***loyal user*** was added to the path The loyal user was thought to *inspire others* to use the service. Also the ***ambassador*** was added to the path.

> *K. seems to lead the conversation. He is mostly supporting the moderator, but also competing a little at the same time. K. often attempts to function as the chairman.*
>
> *K. speaks out his thoughts, others would probably need more time. MC. contributes and challenges K. K. speaks on top of her. They compete in trying to get opportunities to speak. This may make others feel frustrated and make them tired.*
>
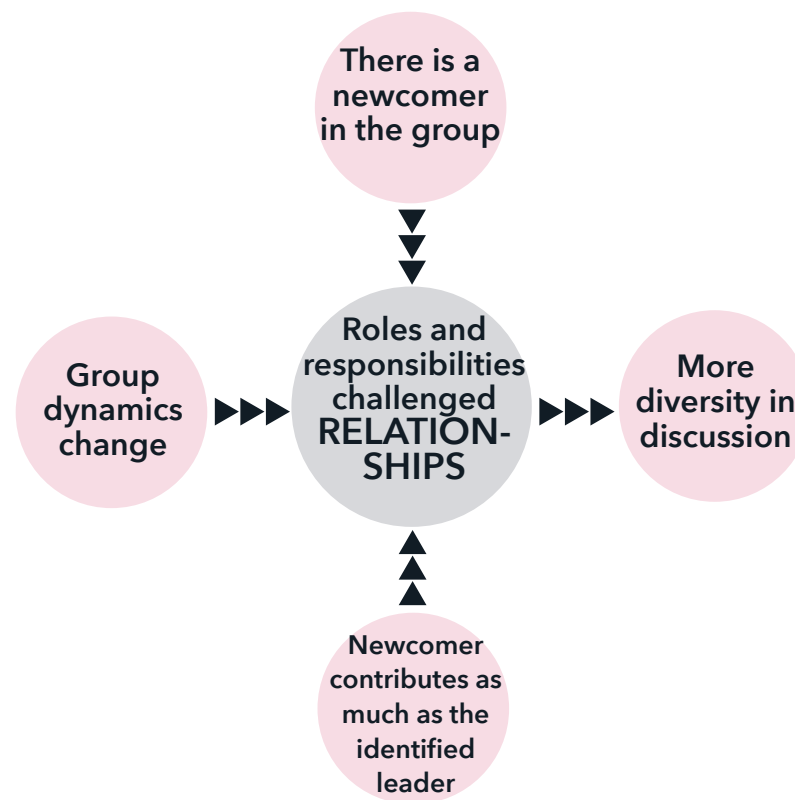> *(K. tends to dominate the general opinion. MC. challenges this.) (Figure 25.)*

Figure 25. Roles and responsibilities challenged.

The group made an important realisation: different user types are likely to trust different sources or influencers. Juhani for example needs someone who can make a reliable recommendation about the service. He might have trust in such as a political character or an authority. Trust is created in another way than in the case of Vieno. Juhani comes later but is able to draw a lot of people with him.

A. speaks his thoughts every now and then. Hu has not said a word after the warming up.

An important observation was that "tech people slip easily to tech details". More generally speaking, experts in a certain topic have a tendency to slip to their particular area of competence. The Facilitator needs to be aware of this and be prepared to prevent this from disturbing the process too much. Technical details are of course also relevant, but reaching the potential users and making them to try the app is even more crucial.

A core problem was verbalised in "How can we make sure that there are portions for sale all the time?" One suggestion was that restaurants might create a base of portions. It is interesting to note that in an earlier discussion, this idea was rejected for ideological reasons. This shows that in a co-development exercise, it is valuable to be flexible and able to adapt to real-life circumstances.

Only K. and A. are actively developing the journey. MC. and Hu. stay back and talk about other things. Something should have been done to ensure equal participation.

The Facilitator asked MC. and Hu. to comment.
MC. gets back to the conversation.
Hu. remains silent.

The Facilitator felt that it was good to see how different groups work and to learn how to handle them. Working with the NeighbourFood team that became Advisory Group II was very different from working with the Test User Group and the original Advisory Group. The knowledge base regarding the service was naturally on a much higher level, but having a newcomer in the group still made the group face things that people who are new to the service will face when using it.

Ending of the session

This session was ended by the exercise of picking a **Picture Card**. A random selection of old postcards were used as the material. The participants were instructed to pick a card that somehow reflected how they felt about the task at the moment. Curedale (2013b, 221) suggests, that picture cards would be used to help people discussing topics related to the task.

This approach did not work too well. Probably, the purpose and the meaning of picking a picture did not become too clear to all participants. A. even questioned the use of doing such a trivial thing as choosing a card.

97

Feedback

MC. suggested that it would be good to have *more personas*, as this would help to come up with a *larger number of possible experiences and insights*. Actually, this was planned to be done anyway in the beginning of the next session.

Commentary discussion with picture cards is cited here below:

Facilitator: "How was today?"
Hu.: "It was the first time I attend such a workshop. It had similarities to scenarios we have made at school. This was a way to see how our application works."
A: "Both from user and technical sides."
Hu.: "As MC. is new, she has fresh thinking."
A.: "User acquisition and user engagement were possible to see better."
MC: "I am a cat lady! (Picking a card with a cat) This represents myself now. I need to listen more (the cat has its ears up) since I'm new to everything. There has been a lot of things that have been discussed before, and I had to ask again and again. I asked stupid and overlapping questions."
All: "No, no! Not at all. They were important to hear."
Hu.: "It is good to have you to see things from the customer's side, the way people see them when they get first in touch with the app. We cannot see things in that way from our angle."
MC: "That's true."
Ha.: (chooses a space hologram card)
MC.: "Are you lost in time and space in software development?"
Ha.: "I am lost, yes, hum, hah. Overall I think this (outcome of the session) draws a good picture of our service. We can see what the problem is and what we should improve and focus on."
A.: "We can see now that we are not yet in the phase where the user engagement happens. But, that phase needs to be thought and well prepared beforehand. Disappointments cannot be accepted."
Ha.: "Overall, this is a good cross section about the service. About the technical side and the business side."
MC.: "Yes, the business side. I think this has been a good workshop, in terms of making everything more tangible. To realise in detail, what is it gonna be in real life. If I'm the user, what is going to happen. This way of making everything so visual that we can touch it makes it easy to point out things and to talk about problem solving."

Feedback form

A *feedback form* was sent to every participant in Slack or by email after the session. The whole group provided extremely good feedback - even so positive that it made it sound slightly unreal. This occurred especially among the international part of the group.
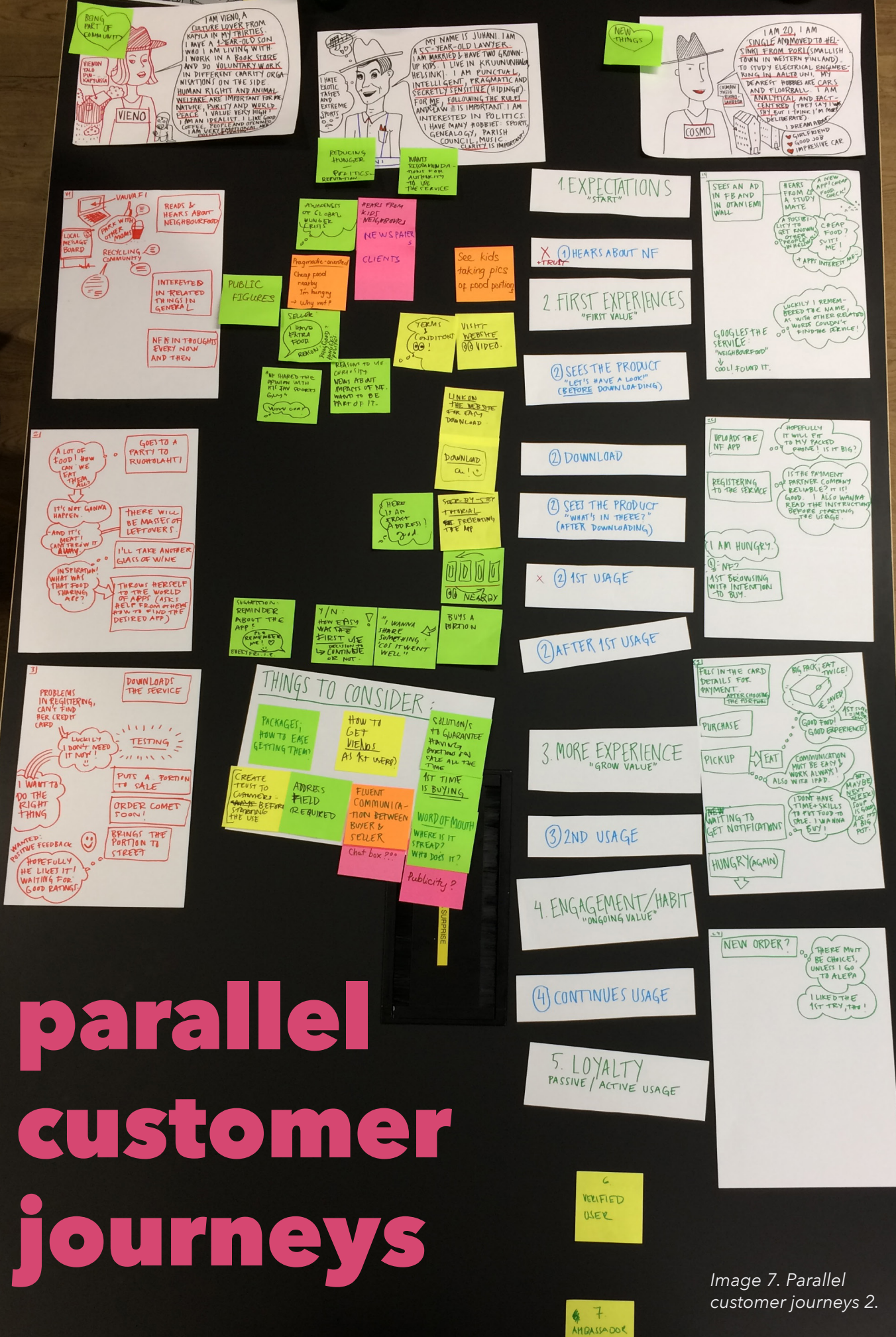
parallel customer journeys

Image 7. Parallel customer journeys 2.

Workshop analysis

From the already executed workshop sessions with other groups, certain issues had emerged that were considered when planning the first session of the newborn Advisory Group II. The key issues are summarised in Figure 26 below.

Encouraging people who do not talk easily over others to contribute equally to ensure, that also their thoughts will be heard.

*The **group dynamics need to be controlled** with suitable tools in order to make the atmosphere relaxed and inspired. That way the group can build understanding towards each other and succeed in fruitful ideating.*

*It was known beforehand that there would be a **new person** in the project and in the group. It was considered to be something that could bring advantage if handled right. Particular attention was paid to **ensure that all questions and ideas are valuable** and to prevent the newcomer from feeling lost.*

*The new group of experts consisted of people who had already made the product development according to their own best knowledge and practices. The issue here was **communicat-ing the customer related insights** and making the experts to realise that what other people experience is real for them. When doing this, it was however import-ant to **avoid hurting their "baby"** by being too critical of their thoughts.*

*Special attention was given to the **simplicity of tasks,** in order to help to concentrate on the sub-ject, not only on the tools.*

*People who come **late** to a session can **break the flow.***

*The opinions and visions of people may vary for many reasons,** including cultural differences and vari-able backgrounds. It may be difficult to prepare for these.*
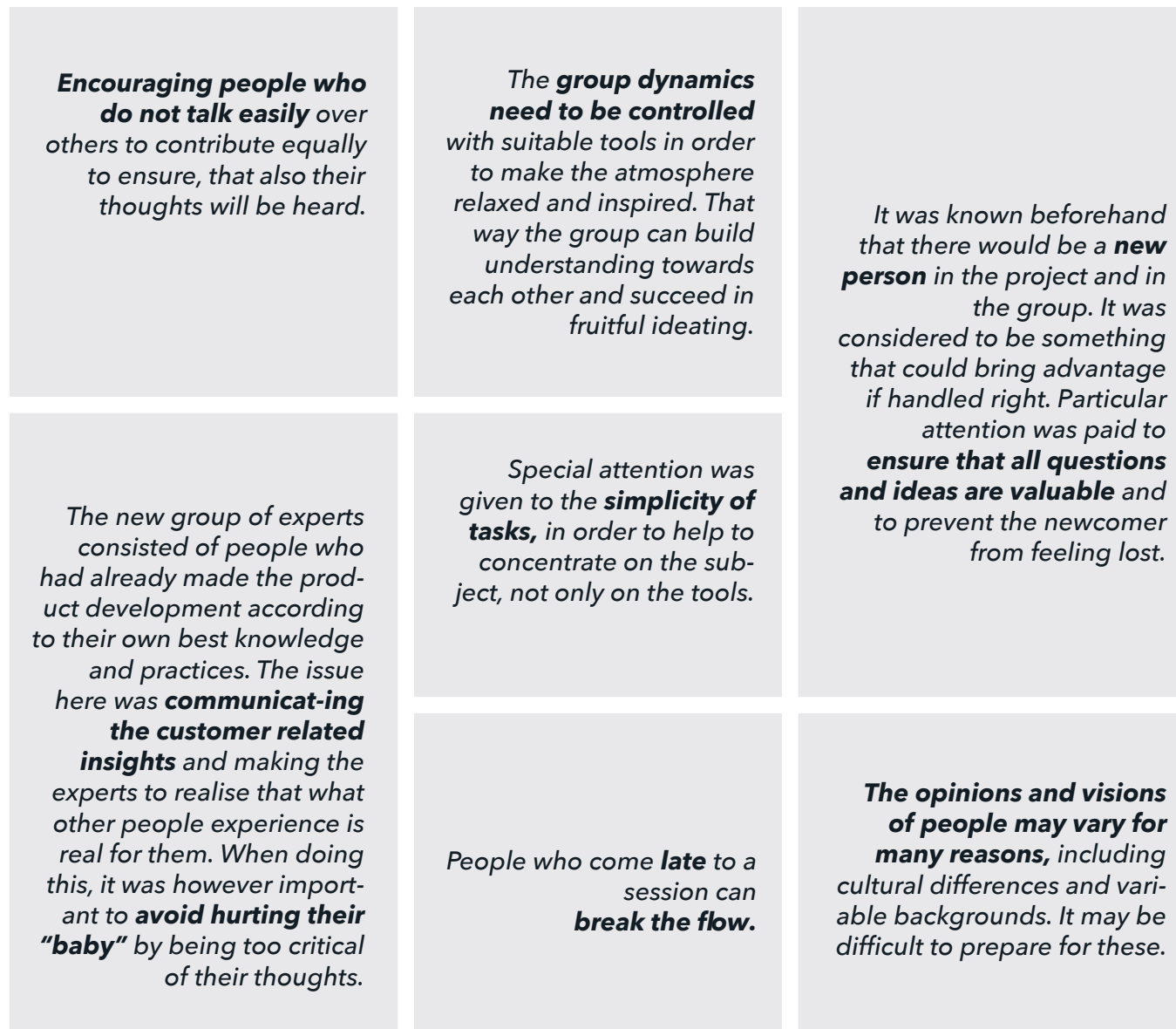
Figure 26. A selection of key learnings.

The new group composition of Advisory Group II included also a newcomer. The group was larger than any of the previous ones. This group came up with many of the same conclusions as before. It also confirmed, that the introduction of a newcomer may have positive consequences in terms of the team spirit and the outcome.

Working with a group of experts who are already dedicated to the topic differs from working with a peer group (here the Test User Group or the original Advisory Group I in their second session). Their already existing professional roles had a significant impact on the session.

Regarding app development versus other service development, persons who do not have accurate knowledge about the developed platform may have great difficulty to follow detailed discussions about technical solutions. Talking about things to which all cannot relate makes others fall behind, and is detrimental to the productivity of the group. The task in this case was not technical development of the app. For that purpose, a different group composition would be more suitable.

A newcomer to the group made others to remember what else people can think about matters that they have been used to and tend to look at from too close a distance. The newcomer, MC., did not know much about the app and the basic logics of its functionality, and therefore she questioned certain features of the app. This inspired the others to look at their initial policies and assumptions from new angles.

The workshop pointed out and produced things that should be considered in order to make the potential users become aware of the app and to start and keep using it. This helped to see and understand the phases on the user engagement path that would require special attention. White hat wearing Juhani was chosen to introduce variation in personas and to create a little challenge for the co-developing NeighbourFood team. A Yellow Thinking Hat wearing persona could also have been a good choice, as it would have presented more of a potential type of a seller. Sellers were realised to be a more fruitful target of study, as they would be more likely to try the service among the first ones.

RELATIONSHIPS: SELF-CONFIDENT MEMBERS DOMINATE THE DISCUSSION

Having a quick-witted and self-confident personality in the group may cause bias in the group dynamics and the outcome. Such a group member gets easily excited and enthusiastic but can forget to listen to others. On the other hand, it is also a positive matter that there are people who are not afraid to speak their minds. This improves the possibility of getting ideas. Simultaneously, this may however make others to remain silent. Should this happen, the result may be a kind of "group thinking" that is actually reflecting the ideas of the dominant member. The phenomenon is shown in Figure 27.
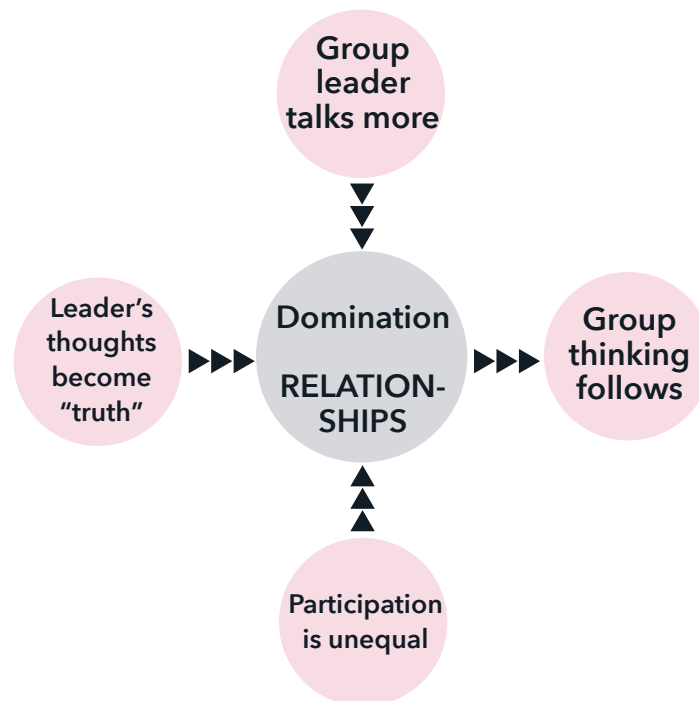
Figure 27. Domination 2.

The dilemma is how to deal with unequal participation and domination. It might help to give everyone a turn when they can put their own ideas on the table. One way is to split the group again into micro groups, but then the problem may recur with a smaller group of people, and this solution only protects the others. Combining another strong personality with another loudspeaker could work. Here, introducing MC. could have worked. The dynamics could however not be predicted.

RELATIONSHIPS: DOMINATOR AS A STORYTELLER

K. is a *storyteller*. This was already observed in the first workshop of the original Advisory Group. That time, the setting was competitive and it was interpreted to cause a tense atmosphere. Now there was no business related competition between the participants, but still the same manners started to be repeated. It was necessary to ask what the reason is in this case. This could depend on that *there is a certain type of participant* - a storyteller - who wants to make the others to follow his/her line. Such a situation tends to create a "competitive" atmosphere, the storyteller taking the lead in the group.

There must be a way to *handle different personality types* in a group in which others tend to express themselves stronger than the rest. If this is not dealt with, the others keep staying back and may develop negative feelings and lack of motivation. However, it is simultaneously important to keep the storyteller in a good mood too, as his/her frustration may easily contaminate the rest of the group.

102

FACILITATION, COMMUNICATION AND PARTICIPATION

The Facilitator needs to be able to point out distinctly, when everyone should stop with other things and start listening. When the group is a little larger, this is even more important. Yelling on top of other people talking is awkward.

The same thing already occurred in the third workshop of the Test User Group. This was however not really observed before the detailed analysis that was made after all workshops were completed. The problem occurred within both groups, despite their different composition, different language and different number of members.

For such situations, a little formality and "show", for instance a sounding bell to point out when to listen to instructions, would be helpful.

It is important to activate the passive ones, to *ensure equal participation.* This includes taking everyone along, and bringing back those who have dropped out of the discussion. A usual way for this is asking for comments, and asking directly for their opinions and contribution.

The relevance of *leaving space* was found to require attention. Controlling others is more tricky, but can be observed and influenced more consciously, such as by introducing suitable tools if a certain setting can be predicted.

COMMUNICATION AND SHARED LANGUAGE

Language barriers might prevent people from participating. Also their willingness or reluctance to interrupt and to speak on top of others, and their personality, has a strong impact. These issues are to be handled skilfully.

A particular observation concerning *cultural differences* was made. Some participants were giving almost *only positive feedback.* This was interpreted as being a cultural pattern, such participants having a cultural background in which open criticism was not "good manners" as it might make the person concerned to "lose face". Overall, one must be careful to avoid to hurt anybody's dignity or feelings.

The group performance suffers if there is no explanation as to why a certain tool is used. A consequence of *unclear reasoning* can be that *motivation and purpose of the task are lost.* People who do not know for sure what they are expected to say are likely to say less than what they probably have on their mind. This also happens if the *unclear instructions* make them feel that there is a danger of *speaking off-topic and getting embarrassed*.

The Facilitator could have asked something less "feeling" based in order to better convince the tech crew. *Asking something more measurable* could have been a way out. One way to deal with this could be that everyone is asked to *draw a diagram* that describes how they felt during the session and point out the peak and the bottom moments.

PARTICIPATION AND FACILITATION

Could it then be advisable to consult also people who do not know too much about the service, even when having internal development sessions? This can generate fresh thinking and help to avoid falling into the trap of blindness regarding one's own decisions. (Figure 28) When people who are new to the service were consulted, more insights emerged. The developers (well informed about the functionality and ideology of the app) expressed their resistance, but as soon as the reasons for parallel interpretations and opinions were explained, they accepted that these can also help to get on the right track.
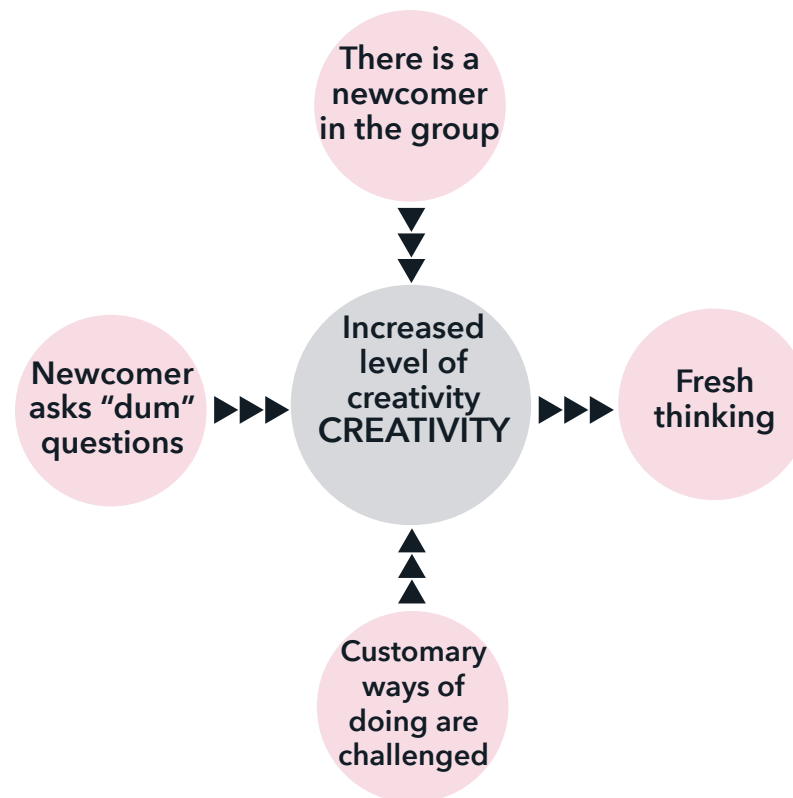

Figure 28. Increased level of creativity.

Earlier, when the Facilitator chose to participate in ice-breaker exercises as an equal member of the group, the intention was to relate better with the group and create a more relaxed and peer to peer orientated atmosphere. According to the current observations, it would be more advisable to refrain from participating too much in the group's actions. As Kantojärvi (2012, 38) points out, intimate participation can have consequences that are contrary to what it is intended to do.

Dividing a big group or a group with dominating participants into subgroups is helpful. Another option is to give everyone an own turn, like when playing a board game. Such "gamification" (giving the members turns

one by one) could be a good way to make all group members to contribute. For commentary, they could be given a couple of special "commentary cards" that they can use to speak outside their own turns.

CASE STUDY MILESTONE

The **newcomer brought fresh thinking.** The old members had an opportunity to explain and clarify their earlier ideas. This helped the newcomer to contribute to the work with her own expertise on marketing.

The whole development team realised that **there are more possible customer types than anticipated.**

The group made an important realisation in terms of recruiting new users: **different user types are likely to trust different sources or influencers.**

The group found out a new dilemma: *"How can we make sure that there are portions for sale all the time?".* This was important for the project, as **the group began to understand what the actual primary target group might look like.** Initially, it was believed to be the "early adopters", but now the focus was turning to "Vienos", or "sellers" more generally.

K: "To be honest, our first users should be Vienos."

Conclusions

Co-development exercises can offer a way to make unconventional suggestions, which may, in the best case, *enhance new kinds of thinking and lead to successful outcomes.*

It was noticed again that **explanations why something is done** may be helpful, if the participants are not familiar with using creative tools.

The introduction of a *new member* to the group has the potential of **changing already developed rigid roles**, including a previously identified leader. **Consulting an outsider** even in team's internal development sessions could bring an advantage of **wider vision** for all.

The workshop findings for the project are presented in Appendix 2: Workshop Findings in Tables (Test User Group, session 3)

105

7

DISCOVER DEFINE DEVELOP DELIVER
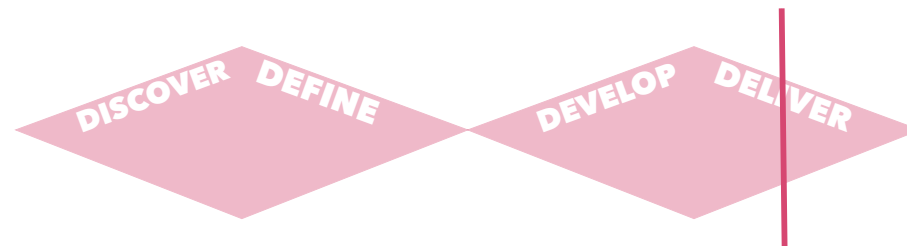
4.8. Second workshop for Advisory Group II:

Internal session with the NeighbourFood team

This session was the second one for Advisory Group II within the framework of this research. It was to be the last one in the series of seven workshops and tasks related to these. These elements together comprised the empirical research material for this thesis.

The session took 2 hours 15 minutes, including a 15 minute break between the tasks. The break was introduced as a new feature. This was done in order to make the group's energy level stay higher. Refreshments and snacks were served to ensure that the physical energy level stays high enough.

The workshop was held in NewCo Helsinki. This group and space were not tied to a tight time frame. This group, or the NeighbourFood team, was highly motivated and had natural ownership of the project. It gave a good starting point for the workshop. The participants were Hu., Ha., MC., A., J., P. and Y., of whom J., P. and Y. participated now for the first time.

Aim of the session

The aim of the final session for Advisory Group II was to *create understanding on the variety of the possible customers*, who would profile as *"Sellers":* users, who are likely to put portions for sale in the NeighbourFood app. A second goal was to *ideate future actions* based on the possible motivations of Sellers.

A third aim of the session was to *make the voice of every participant heard*. The group would work mainly in pairs and small groups.

Workshop description

Homework/pre-task

The group had been sent a summary of the top findings of every workshop. The summaries were also brought to the session on paper. The group had been asked to read the papers before the workshop as a pre-task. This was intended to help in improving the understanding related to customers. Reading about issues that were found in different groups was thought to stimulate thinking, creating a stronger basis for further planning. It was hard to tell if the homework was done or how was it experienced. The feedback was neutral and the Author did not get reportable commentary on this issue.

Warming up

All participants were instructed to create a **Seller Persona.** As was realised before, the portion sellers are explicitly the people who should be reached first in order to make the service running. This kind of persona creation rehearsal was tested in the previous workshops. It was new for this particular group. This time the Six Thinking Hats tool was not included in the exercise.

Instructions for possible features of a persona were attached on the wall. Everyone could read them again when needed. Every participant was asked not only to write about their persona, but also to draw a portrait of him/her. Everyone finally did this, when the reason for doing so was explained to them rationally. They were told that doing something creative in a manner which they are not familiar with enhances their creative thinking and tunes their brain to think wider. This kind of enhancing thinking ability was revealed to be needed in the following work section of the session. A higher level of empathy and "out of the box" thinking was expected to be reached after an exercise like this.

All the Sellers created by the group were put to the wall as an exhibition. Everyone was asked to introduce the Seller who was presented to them by their neighbour.

108

The group was asked to keep the freshly introduced Seller Personas in mind when continuing to the next section. The Facilitator explained the principles of building a **Service Blueprint.** The Service Blueprint is an efficient way to describe the functionality of a certain service event. All the actors involved in the business, including the heart of the tool, the *customer line,* are visually presented as individual *action lines,* which are connected to each other in *touchpoints.* The customer line is in fact a *Customer Journey* (see third session of Test User Group and first session of Advisory Group II). *A touchpoint* is a particular moment, when there is an encounter between different actors on the map. The most significant moments for the customer happen when he/she is in interaction with the service or a representative of the service. (Curedale 2013b, 96-97, 242-243; Stickdorn and Schneider 2011, 134-135, 204-207.)

The tool was new for everyone in the group. J., P. and Y. did not participate in the previous internal workshop, the others (Hu., Ha., MC. and A.) did. The customer journey, where the user was the earlier introduced Vieno, was already added to the pre-built Service Blueprint's customer line.

The seven participants were asked to form three groups (2+2+3). Each group was asked to start putting their ideas to the Service blueprint map independently (20 min), then present their contributions to all. The presentation phase was planned to last for 10 minutes, but it stretched altogether to half an hour. The participants were instructed to work on different spots and lines of the service blueprint map, adding ideas and events to their "own" lines or to the lines of others. The participants did not start to create the paths to the map instantly. They had to be pushed a little and encouraged to just write things down, reminding that the notes can always be moved to another place on the map, or even removed.

A lot of encouragement was required to make people to put their notes to the map. There was a handful of example notes on the map, such as "(NeighbourFood team) distributing flyers" and "(customer) sells apples in the app".

The facilitator visited every group during the ideating phase, offering to answer possibly arising questions. Only one of the three groups - J., A. and P. - was accepting her help. The ideas started to flow when the given 20 minutes began to be over.

After the ideating session, every group was asked to *present* the suggestions they had put to the service blue-print map on the wall (Image 9). When all of the ideas on the map were introduced, each participant was given five stickers. They were told to use them freely to metaphorically "invest" in the best ideas with their budget of five stickers.

The *top voted actions* were the following:

> *Web content management system ready. (need for more*
> *contents on web channels)*
>
> *Nälkäpäivä. (P. put all her sticky dots there)*
>
> *Likes for and comments about NF app.*
> *Goal: NF is one of the top 10 food apps*
>
> *Registration by other accounts - inviting others as a peer marketing strategy*
>
> *Monthly theme campaigns and competitions, such as photo contest*
> *in various festivals or other events with a NeighbourFood cup*

The voted actions would be the *topics for NeighbourFood's future workshop sessions*. Voting the top ideas and grounding the future actions for them is named the **Trigger method** (Curedale 2013b, 327). **Dot voting,** which was implemented here with sticky dots, was a way to ensure that everyone can participate in collectively picking out the most important ideas at the moment (Curedale 2013b, 279).

Image 8. Workshop planning.

blueprinting

Image 9. Blueprinting.

Ending of the session

The ending was implemented by asking **how the top voted activities would work for your Seller Personas.** The intention was to take the customer's point of view to consideration all the way and check now, how it would possibly work for them.

It was not easy to build connections between the created Service blueprint/roadmap and the Seller types. When Advisory Group I and the Test User Group were creating personas with the Six Thinking Hats method, the personas were used in the workshop in the first place to create different insights. The personas created this time were saved for further actions to be taken with the NeighbourFood team.

Feedback about the workshop

MC. pointed out, that a timeline would have been good to have also in the exercise of the previous session of the same group. This would have helped to concretise how the events happened within the given time frame.

> *P.: "Very good and visual way of working. It is great that someone facilitates it and helps me to see the big picture."*
>
> *MC: "I actually like the timeline. In the previous workshop, there was no timeline and it caused running from one event to another without really figuring out the timeframe. For example, the monthly based competitions, having a timeline helps a lot in understanding when things should get done and what should be happening when."*
>
> *J.: "Thank you all for the meeting. I would advise you all to keep this in mind, for your other works and projects too, not only for NeighbourFood. You might want to use this or parts of it later with your other works. What I learned from this - big companies are not very agile - the new things take time. Things like this will be probably introduced to big companies in a year or two. That takes time. It might be an advantage if you know something like this before."*
>
> *MC: "I was wondering that, as you said, Sanni, that this is the last workshop for your thesis. Can we still continue having something similar, or of some other kind, also in the future?"*
>
> *MC: "It would be good to have something like this in the beginning or in the end of a month to prepare for what is coming. What is going to be done, who is doing what, et-cetera. It would be very good for strategy planning. And, we need someone who knows how to visualise and facilitate it like this."*
>
> *A.: "This kind of workshop would be good to have regularly. It is not too serious a way to work but it is more efficient than any other meeting type."*

113

Workshop analysis

It was already known what issues might be encountered in the last workshop. Based on the previous experience gained during this series of workshops with three different groups (Test User Group, Advisory Group I and Advisory Group II), certain potentially occurring challenges could be named and taken into account in advance. The emerging themes to which particular attention was paid, were dominating, activating outsiders, keeping energy levels high, avoiding too complicated tasks, clarity of language, terminology and instructions, and managing the schedule.

Getting familiar with the findings of other groups, as well as empathising to different user personas in the first workshop session of Advisory Group II was utterly significant for making successful plans regarding Neighbourfood's future. Realising that the principal target group was different from what was thought initially was a very important finding for the app. The purpose of this last workshop, diving deeper into the community of different Sellers, created good understanding and realisations concerning the diversity of the primary target group.

The connection between personas and the workshop task of a collaboratively built service blueprint was not very clear. Still, imagining and describing the possible Sellers was a powerful way for tuning the participants to think and hear others when different motivations for usage are concerned.

The Facilitator managed to run the workshop acting purely in the role of a moderator. She refrained from participating in any parts of the workshop as a group member or a co-developer. This clarified the roles and made the facilitation easier.

One of the challenges in this session was time. Every group had many ideas and it took altogether much more time to process them than expected.

PARTICIPATION AND FACILITATION: A LARGE GROUP SIZE

This group was the largest one within this series of sessions. Splitting up the group into pairs and small groups worked well in the sense that it allowed everyone to participate quite equally.

Another problem occurred as there was only one facilitator but three smaller groups working simultaneously. Two of the groups were speaking a language the Facilitator could not speak. The presentations of the ideas each group had produced were necessary also for this reason. Guidance of the groups was difficult both be-cause of language and because of having multiple groups and only one facilitator.

It was known before that the number of participants would be relatively large in the last workshop. Already this circumstance indicated the need for moderation, in order to avoid the situation where the loudest ones are the only ones whose commentary gets heard. (Figure 29)
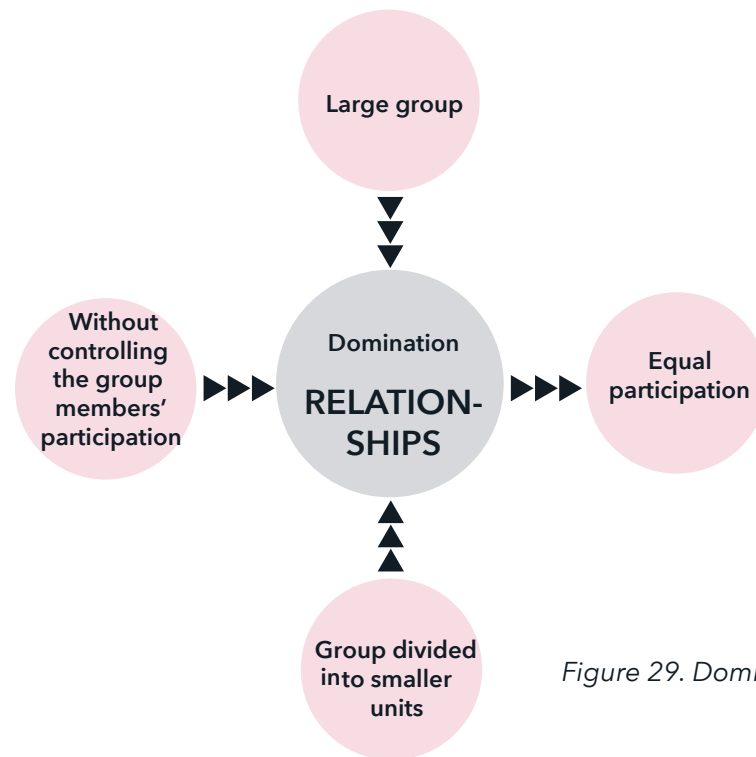
Figure 29. Domination 3.

FACILITATION – COMPLEX TASKS

Too complicated tasks are often utilised at the cost of the quality of the results. This was experienced also in the Test User Group's second workshop. Much energy is spent on figuring out the working manner itself, and this is lost from ideating and producing prominent suggestions.

Clarity of language, terminology and instructions have been present as a significant theme in every session and every group. This aspect cannot be emphasised too much: the simpler the instructions are, the better is the understanding and therefore the results.

CHANGED PURPOSE OF A SERVICE BLUEPRINT

The original purpose and plan was to fill the service blueprint on Vieno's (a Seller type of user persona) customer journey. However, this purpose was lost on the way. This did not cause actual harm in the end, as the pre-built service blueprint wall was transformed into a roadmap of the activities for the next four months. In a way, this turned out to be a natural change. The timeline on a map was praised to be a good addition to the task. It was experienced to give a more complete and realistic image for putting things and actions into a certain timeframe.

FACILITATION

Convincing the team as a facilitator was a facilitation related success of the session. The team asked if some kind of a workshop session could be organised monthly in the future to keep things and people updated and motivated.

There was no double leader driven setting this time. The previously experienced tension was not present.

MOTIVATION, PARTICIPATION AND HOMEWORK: PREPARING FOR THE SESSION

Giving the material in advance to everyone without a good introduction was definitely not the most efficient way to expose the findings. They would be better for instance to introduce showing the best bits first and then giving the rest of the material to browse later. When the readers are already familiar with the nature of the contents of the material, they know what they can expect and why they should bother to read it.

In this particular case, the material could have been introduced in a separate session, but in the business world in general, things should have been often completed already yesterday. One suggested solution for this problem would be presenting only a selected handful of the results or materials in a more inspiring way and giving the rest as attachments, so that those who feel to do so, can dive deeper into the findings.

EQUAL PARTICIPATION

The Facilitator had difficulties to make people talk. Giving a turn to everyone in the end, instead of asking for volunteers, could have been tactically better. Now, when the less loud speakers did not contribute to the outcome, the Facilitator might have asked them directly to say a few words. Being quiet does not necessarily imply that one has nothing to say.

Ending (giving instant feedback) could be also made by writing things down and mixing the notes, then everyone could pick one and read it out loud.

When asking for ideas or experiences, giving a turn to everyone would be advisable in future workshops. Dominating had been an issue that had been worked on from the very beginning of the series of workshops.

FACILITATION AND COMMUNICATION: WHY DO WE HAVE TO DO SILLY THINGS?

People may be afraid to for instance make drawings, showing their weakness, if they are not used to do that. In this case it was a good choice to explain beforehand why they are asked to do something unusual (drawing). The explanation made the potentially suspicious participants to understand how they can benefit from following the instructions. Here, explaining the reasons more or less scientifically encouraged the hesitant or timid participants to take part by drawing as well. In earlier sessions with the Test User Group and Advisory Group I, a pattern related to this issue was identified: only people who had artistic backgrounds took

part to the drawing task. Others quietly skipped this part, doing diligently everything else as asked. In this phenomenon, the consequence of exiting one's comfort zone by doing as asked is that the level ofcreativity increases. (Figure 30)
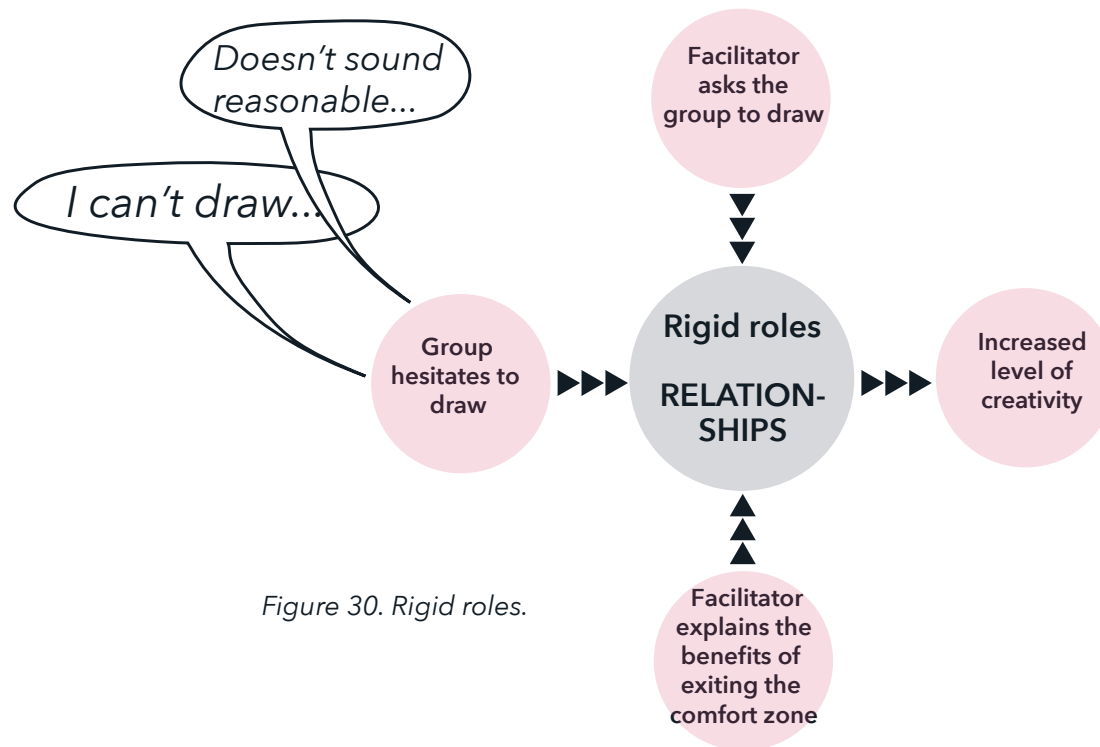

Figure 30. Rigid roles.

KEEPING UP THE GOOD SPIRIT

An exhibition of the contributions of the group was done in order to activate the participants by asking them to stand up and move. The purpose was to prepare and gain energy for the next task. Listening and then telling others what one has heard makes people to remember and also to relate better to the work of others. One's own creations are easy to remember and relate anyway.

Thanking and praising everyone in the course of the session was given special attention to in this session. It was recognised from the recordings, that there would be use for more encouragement - especially when keeping the workshops in English instead of Finnish. The conventions in these two languages are very different in cultivating compliments. The native Finnish Facilitator had to pay particular attention to praising the participants' achievements generously. The intention of giving good feedback and thanking everyone for their contribution was to make people to feel appreciated and successful. This was hoped to produce more and better results, as it finally did.

People can adopt a small amount of information at once. It would be good to divide the whole into smaller segments. This helps to diminish the feeling of becoming overwhelmed with the large amount of information.

The consequences of having an overwhelming amount of information to adopt at once were identified to be various and plenty. They were, among others, missing parts of instructions, getting an unsure feeling about what should be done, hesitation, frustration, fear of making mistakes and fear of insulting the person who has given the instructions by admitting not listening carefully (even though the latter cannot be required when the amount of information is too large or too unstructured).

COMMUNICATION AND ROLES

The Scientist approach (Ostenwalder et al. 2014, 106-107, 216-217) of facilitation was challenging in regards of the parts of conducting and encouraging people without influencing their actions too much. People tend to want to do things right and to avoid mistakes. Showing too much what is "right" may easily mislead the group to do things that do not come from their actual motivations, but from an external influencer, who the facilitator should not be.

Refraining totally from participation in any double role produced less confusion in roles and enhanced the facilitator's appearance of professionality. There was experienced to be more time to consider the next phases of the tasks, when the contribution to multiple tasks in various roles was taken out. (Figure 31)

Otherwise problematic rigid roles are not necessarily a bad thing in every case. This phenomenon, with the facilitator keeping strictly in her relatively rigid role, was realised to be an exception, which is affected by the non-participatory role of a facilitator, and the actual need of keeping within certain limits that successful moderation requires. Ostenwalder et al. (2014, 106-107, 216) present a variety of methods for gaining customer insight, of which "The Scientist" is very close to the current implementation of facilitation. They recommend to use the approach when the customers - here Advisory Group II and their Seller personas - among other things build scenarios and prototypes about the service that is being developed.
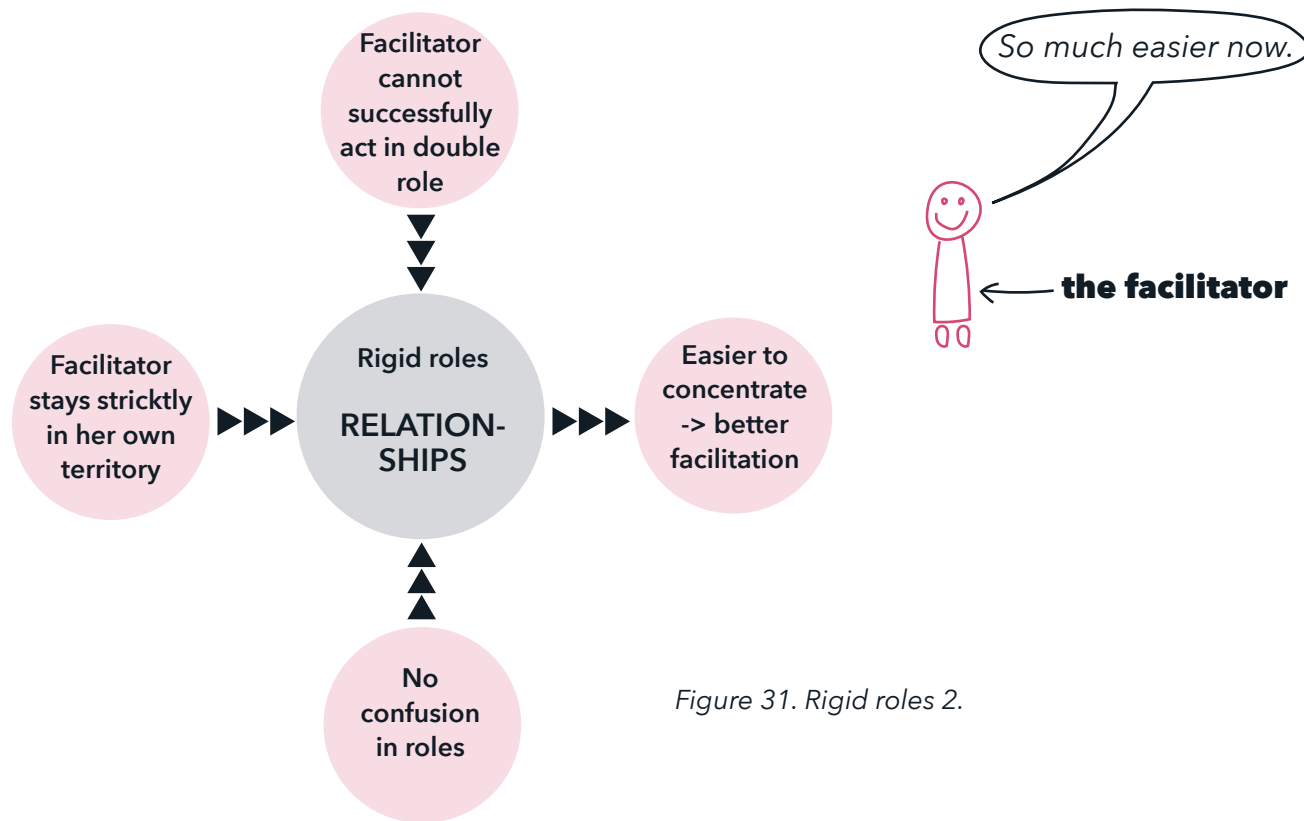
Figure 31. Rigid roles 2.

CASE STUDY MILESTONE

A. *suggested* that the team should have an **internal workshop every month**. He experienced that this was an *effective way to run a meeting*. The team has more previous experience on traditional meetings and non-scheduled ones. In these, they said the problem had sometimes been that certain things do not come out at all. As experienced in general and also during the sessions described in this report, the conversation tends to be led and dominated by those who are the quickest thinkers and the loudest speakers.

Building a Service Blueprint based Roadmap full of possibilities and good ideas was a *source of inspiration* for the whole team. It produced a big bunch of **concrete activities to implement in the near future.** The group also gained *improved understanding* of the *diversity of the potential customers.*

Conclusions

Dividing a big group to smaller units is an effective way to *avoid unbalanced contribution* among the participants.

The **previous findings** would be good to present by showing the best parts before a collaborative session, which is planned to based on them. That way each group member would be able to start the collaboration from the same starting point.

Different personalities, languages and different cultural backgrounds may present challenges, which are sometimes not easy to beat. The diversity can be turned into a benefit, but it requires a lot of **careful listening and openness from all participants.**

An internal group of experts has an advantage of **natural project ownership** and **high interest in the topic** in general. This makes that kind of group often **more motivated** than other possible groups. The challenge is, **how to begin to implement real changes** in behaviour and attitudes after the sessions. A roadmap or some similar tool may help, if the action plan really is executed as planned.

The workshop findings for the project are presented in Appendix 2: Workshop Findings in Tables (Advisory Group II, session 2)

120

4.9. Central findings from the case study: Case Study discussion

In this part, the central findings and the highlights of the case study project are collected together and discussed briefly. The achievements and realisations were detected under different themes and activities. The highlights are shown in a visual form on the timeline below. (Figure 32)

Figure 32. Case study milestones on timeline.

One of the achievements of the case study project was that *new working methods and a new approach to work were adapted by the NeighbourFood team.* This would not have happened, at least not in this scale, if Advisory Group I would not have dissolved, but could have continued until the end. This negative event turned out to have positive consequences. When Advisory Group II was created and asked to join the project, several new and highly motivated members came along. This resulted in new insights and new ideas. The new members were already familiar with the app. Part of Advisory Group II were new to the project and were therefore able to bring fresh points of view on several issues.

This is a good example of how the research process changes over time in a creative and valuable fashion.

Initially, the working habits were expressly unorganised. The attitudes of the group members were opposed to formal organisation.

After two workshop sessions with Advisory Group II, one of the group members suggested that similar workshops should be organised regularly in the future. This suggestion was supported by several other group members. The suggestion was approved. This indicated that the work was given recognition and also indicated that there was improved insight among the participants.

121

A significant realisation was made regarding to the *target group,* when it *was redefined to meet the reality*. Initially, the NeighbourFood team believed that the early adopters who use devices that are supported by the iOs operating system would be the main target group of the app. During the research project it was found that this belief was not well founded. Instead, the target group should be defined in a realistic fashion. There must be a regular supply of portions in order to establish the service. It means, that the primary target group must consist of persons who for instance cook at home, or organise events from which surplus food is left over, or for instance workplaces that use a catering service for meetings or other events from which food is likely to be left over. Persons who meet these criteria may not be abundant among the early adopters. Indeed, the likely target group can hardly be sensibly identified through the operating systems they happen to be using.

Only if the market place becomes established, are the potential buyers able to use the service. The NeighbourFood team concluded that for the majority of the potential users, the first contact with the service would be becoming a buyer. However, to become a buyer, meals must be available.

A further suggestion for creating a regular supply of portions that can be bought is recruiting a local "citizens committee" to volunteer to support the market place.

The brightest highlight of app development related achievements of was that an *Android app was decided to be developed.* As observed, in the discussion concerning the potential target groups, the initial idea of concentrating on iOs users turned out to be unrealistic. Instead, it was found to be necessary to extend the service to Android users. Consequently, the team recruited an Android developer.

Details regarding the app development were produced through the cultural probe approach. The Test User Group was conducted to utilise a probe diary. This was not very successful: only one participant used the tool. However, this participant made a number of valuable suggestions for improvements regarding the app. Therefore, we may conclude that also this tool is useful, but only if it is in the hands of a motivated and capable co-developer.

122

DISCUSSION

5. Discussion

This chapter comprises a discussion and reflections about the process, the chosen methodology and some of the most fruitful data collection methods which were utilised in the course of this study. The achievements and highlights of the case study project are also presented in this chapter.

5.1. Grounded theory

Choosing grounded theory as the principal methodology for data analysis turned out to be a suitable choice. This is true despite that the disciplined nature of grounded theory as an approach caused a large amount of work for the researcher with only limited experience. Executing numerous different phases of the grounded theory approach had a strong impact on the whole process. It gave a welcomed distance to the collected material and made it easier to examine the findings with increasing objectivity during the different phases of the analysis. This decreased the danger of arbitrary interpretations and increased the reliability of the analysis (Räsänen 2006).

It might have be a good choice to consider double coding already during the first phases of the analysis, when the theoretical memos were written. It certainly would have alleviated the workload in the next phase of the analysis, when axial coding was put into practice through the whole material. Image 10 below is a detail from Image 1, which shows the "coding wall" in section 3.3.2.
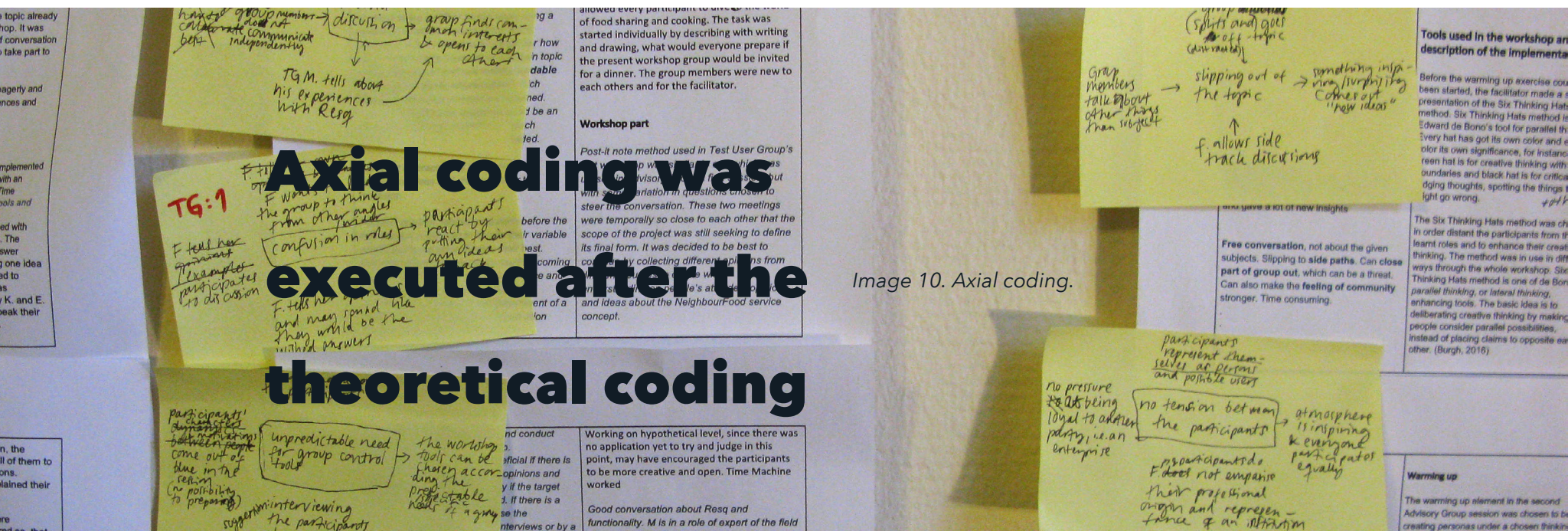

Image 10. Axial coding.

Axial coding was executed after the theoretical coding

In this thesis, the outcome of the research is an entity of data grounded theoretical observations, which alone may not be an entire theory, but rather a case study research founded proposition of a best practice for the fields of co-design and co-development. It can work as a guideline for future studies and practical projects, where other researchers or designers are involved in similar situations or projects.

5.2. Data sources

5.2.1. Case study research

The NeighbourFood case study provided a large amount of potentially useful data for the research. The findings related to the case study research were communicated to the commissioner. Some findings were taken directly into consideration and even adopted into practice. However, many suggestions still remained, for the time being, to wait for future testing, in case the currently chosen actions would not accelerate the growth in the number of users.

The case study proved to be an efficient way to learn to know the subject and the phenomena around it on a relatively deep level. It allowed the researcher to examine the subject from various angles and with a variety of methods. It also gave the privilege to modify the practice and the sampling of the participants in the course of the research. The opportunity to reappraise and correct the plan made it possible to gain more valuable and usable data.

5.2.2. Workshop sessions as a source of data

Using three differently profiled groups provided the desired variety of insights for the research. The decision to draw the data principally from facilitated group workshops appeared to be a relatively efficient way to gain rich and multi-dimensional information on what the users felt and thought about the subject. The approach also provided a variety of enlightened professional perspectives from the people who participated in the project as representatives of their organisations.

Facilitation

Finding: Facilitation is easier to do successfully, when the roles and the responsibilities of the participants are clear for everyone. Being in a double role – either as a facilitator and a researcher, or as a facilitator and a co-developer – raises significantly the level of challenge and may cause problems in implementation (of the workshops and/or the research).

One key finding concerning the role of the facilitator is that he/she must remain neutral, refraining from participation as a co-developer. If this is not the case, so that the facilitator acts in a double role of facilitator and co-developer, the possible consequences are confusion in roles and responsibilities, and the risk of losing the lead position. The facilitator must not end up in a power conflict with any other group member. It could be better if the facilitator was an outsider, and would therefore have no other responsibilities to the team.

The problematic situation of acting in a double role, in this case as a facilitator and on the other hand as a researcher, is recognised also in other relative contexts. To mention an example, Saukko (2008) raises the same dilemma in her study concerning music therapy. The challenges are similar: Saukko is at the same time the therapist and the researcher, and the material and examples come from her own past cases. The researcher needs to have a sufficient distance to the subject of the research, while she at the same time knows the subject very closely due to the nature of her role as therapist. Using a specific data analysis methodology in order to build distance to the material can help to maintain the researcher's ability to critical scrutiny. This was one of the reasons why grounded theory methodology was chosen as an approach in this study. The researcher should stay objective in terms or his/her subject and data, but subjectivity cannot be totally avoided in qualitative research, when the researcher is the instrument and the drawn interpretations are the actual findings.

Co-development

Finding: Using parallel thinking enhancing tools is an efficient way to "multiply" the number of members contributing to the tasks.

In the beginning of the research, there was concern about whether the number of participants in the groups would be large enough to create a valid foundation for conclusions in terms of business development.

Among the various techniques which were applied in the group work, the most significant in terms of this problem were the empathy enhancing instruments that invited parallel thinking, such as the Six Thinking Hats method and the user personas (as explained in chapter 4). These techniques "multiplied" the number of members contributing to the tasks.

The number of personas increased in the course of the project. There were a total of 15 participants in the workshops, and every group created personas (under hats or describing different Seller profiles). This way, the actual number of experimenters was 30, when both real people and created personas are counted in.

Furthermore, when multiplying the number of hats by the number of participants, insights were multiplied many times over. This was a powerful way for getting more ideas and insights in a situation in which the number of actual participants was smaller than planned. Groups were tuned to experience things and to create new ideas on a more empathetic level.

The idea of creating multiple participants by making the group members to assume a number of different roles is compatible with the insights of cultural research (e.g. Berger and Luckmann 1966, or Peräkylä 1997) suggesting that the members of a given culture share - knowingly or unknowingly - a large number of latent features of that culture. This makes it possible to make them to produce a number of ideas that are not just their "own" but are part of their culture. When they assume the given roles, they may empathise with these roles, and then be able to express new ideas that they might not have come to think about as long as they remained "within" their own person.

Process feedback web questionnaire

A process feedback questionnaire was sent to nine original participants and was answered by five. (Appendix 3) Often, a survey can be a useful way to collect feedback and development propositions (Räsänen 2006). How-ever, in this case the answers tended to be very short and very general without much concrete depth. A better approach for feedback collection was found to be face to face interaction.

Workshop evaluation form

The workshop evaluation form was given to the Test User Group in their last session and to Advisory Group II in both of their sessions. (Appendix 1)

The evaluation form was not a complete success. Cultural differences between the Author and the participants of Advisory Group II seemed to cause a major bias in the results that were collected with the form. This did not seem to be equally problematic with the Test User Group. Both groups had difficulties to understand the meanings of the factors that they were asked to evaluate with the form. Both groups needed explanations and guidance in their interpretation. The form should be developed further to make it possible to fill it independently.

The feedback from the Advisory Group II members was extremely positive – so positive, that it could hardly be believed to be sincere. The Test User group gave more realistic feedback, but the number of the received answers was small.

The bias that was assumed to occur because of cultural features cannot be avoided just by making minor changes in the questionnaire. With a group that is reluctant to give criticism of any kind, the evaluation should be executed in some completely different manner. In a situation in which the group also has another relationship with the facilitator (such as a perceived colleague), honest feedback may be very difficult, or even impossible, to receive.

Co-design

Seppälä's (2017) recommendations concerning to running successful co-design projects inspired the Author in her entire implementation of the empirical part of this study. The key findings are in close connection with the middle section, "Co-design", and themes of "Collaboration" (Figure 33), of Seppälä's conceptual map (the original map is shown in Figure 5). The primary theoretical discussion takes place on this area, highlighted with grey in Figure 33. Other parts of Seppälä's figure formulate a tangible framework for everything that happens in terms of organising co-design workshops. They were utilised where applicable when the workshop sessions and the whole process were planned and executed.
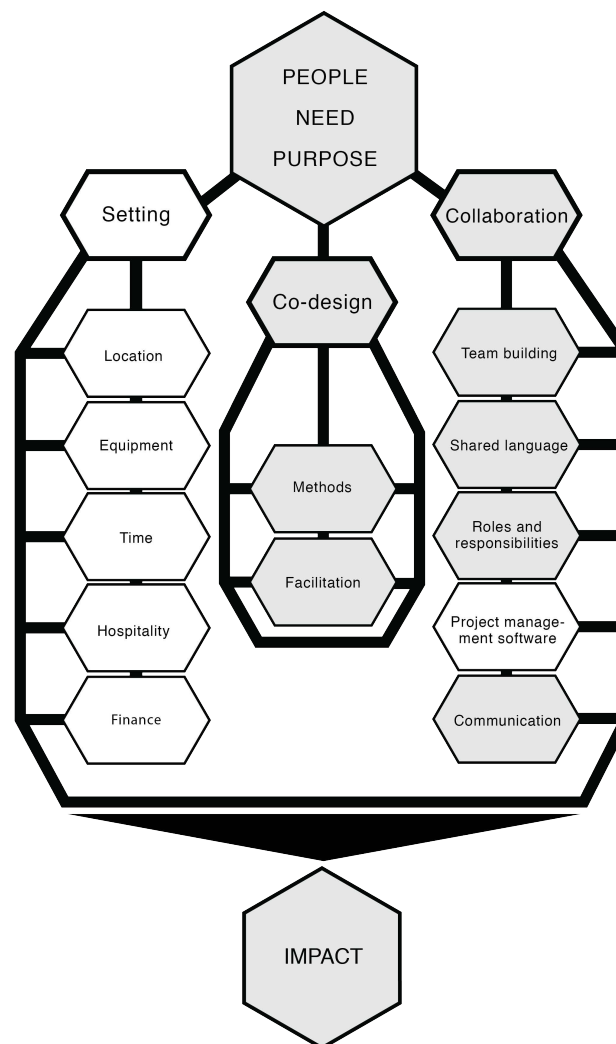

*Figure 33. The areas of theoretical discussion in the light of
"Co-design: Methods and Facilitation". (adapted from Seppälä 2017)*

128

The process

The intention to design the whole process and to follow the initial plan until the end of the process turned out to be impossible. The changes and the additions to the process - recruiting the Advisory Group II, establishing a Test Night distance session for the Test User Group, establishing and testing the Workshop evaluation form - were introduced in order to improve the research process, and to end up with a sufficient coverage of the results. All of the taken actions did not bear fruit as much as expected. Nevertheless, testing different methods in order to find answers and finally the best solutions follows the philosophy of design thinking and service design. Sometimes taking the wrong path can create distance and may in this way help to identify a better approach.

For the Author, the process was all about constant learning and processing the immense information flow which was derived mainly from the workshop groups and the case study project commissioner. Realisations about facilitation, group activity and the subject of the case study were made continuously during the process. It enabled the Facilitator to plan the sessions with a more informed touch, which led to better awareness about the special requirements of each group.

Considerations for future studies

Certain thoughts have arisen based on this study, what comes to the future studies on the field. The future studies about the subject could include discourse about involving larger groups to a such service development project. In this study, the groups were relatively small, although it was solved by using parallel thinking tools and personas in order to add insight. Larger groups would demand partly different tools to operate successfully, but their power in producing a wide variety of different ideas under good facilitation cannot be denied.

Developing more suitable evaluation systems for the process could be a subject of research, as it was detected to be extremely important, that the group experience is pleasant and rewarding for the participants. With more feedback better insights would be possible to gain. This would lead to brighter awareness and understanding on the side of the facilitator. The facilitator has the power and the tools to build a satisfactory and productivity enhancing group experience for the participants.

CONCLUSIONS

6. Conclusions

Theoretical conclusions of the research are presented in the following chapter. The classification of the findings will be executed according to the key categories (e.g. Facilitation) and the key findings will be presented.

The emerged categories were identified and named according to the grounded theory strategy. All categories have their roots in data collected from the workshop sessions and other parts of the research, presented in the previous chapter "Process description".

The detected main themes (categories), subthemes (subcategories) and data driven examples describing when they occurred are presented in a table in Figure 34.

THEMES	SUBTHEMES	EXAMPLES _(of when did they occur)_
	Unclear motivation (changed conditions)	**New setting for the project (new partner)**
	Sharing the interest in the subject	**Cheap food**
	Feeling of being valuable	**Group receives positive feedback**
	Feeling of not being up to the task	**Complex instructions**
	Motivation low outside the sessions	**Group is busy and forgets the project**
	Feeling of being overburdened	**Many tasks withis short session**
MOTIVATION		
	Equal participation	**A functioning group can work independently**
	Inequal participation	**Facilitator lets domination happen**
PARTICIPATION	_Domination (loud speakers)_	**Identified leader in the group**
	Passive participation	**Unclear purpose of a task**
CREATIVITY	_Increased level of creativity_	**Group gets praised for their contribution**
	Lack of creativity	**Unclear instructions**
FACILITATION	_Roles and responsibilities_	**Facilitator participates too much (confusion)**
	Too complex tasks	**Motivation decreases**
	Amount of information provided	**Productive and happy group (not too loaded)**
COMMUNICATION		
	Shared language	**Facilitator listens carefully the group**
	Clarity of instructions	**Homework failed (unclear instructions)**
RELATIONSHIPS		
	Tension between the participants	**Competitive relationships**
	No tension between the participants	**Equality of partipants**
	Established group dynamics are disturbed	**Someone comes late**
	Different personalities	**Need for moderation**
	Different aims/strategy preferences	**Too little understanding on whole situation**
	Domination	**Others become passive**

Figure 34. A table of key findings.

Figure 34 shows the most significant observations of this study. These findings lead to the simplified Figure 35, where the core themes divide the categories under them into two separate groups.

GROUP EXPERIENCE → MOTIVATION, PARTICIPATION, CREATIVITY

PRODUCTIVITY → FACILITATION, COMMUNICATION, RELATIONSHIPS
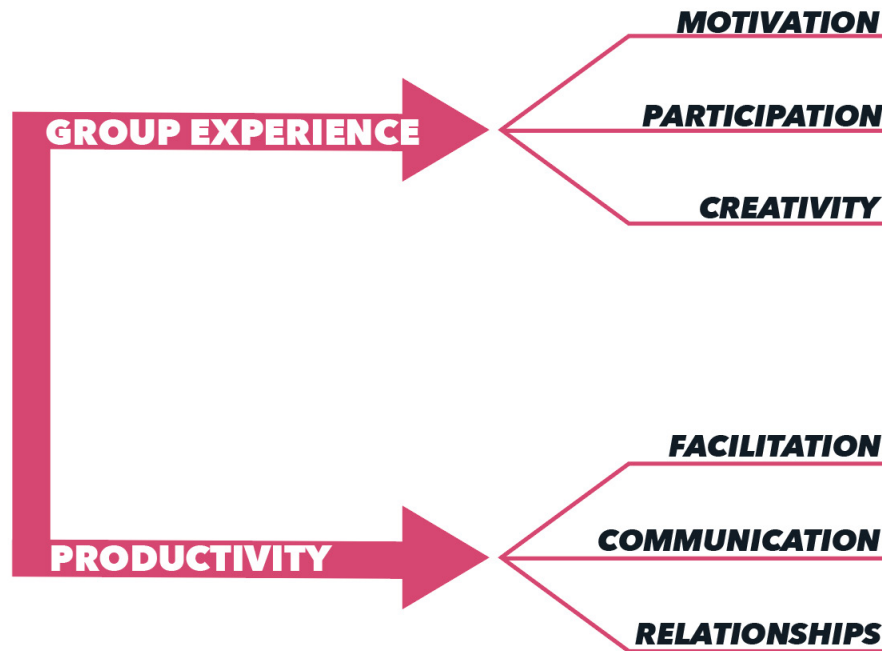
Figure 35. Core themes (core categories) and the themes (categories) under them.

The emerged core categories were defined to cover the two main areas, under which the detected themes - Motivation, Participation, Creativity, Facilitation, Communication and Relationships - occur. The first one of the core categories is called Group Experience. The second one is Productivity.

Group Experience

Findings: Motivation

A motivated group is found to be performing better than a group, which lacks motivation. The motivation can decrease by changes in conditions, such as an unexpected shift in the reason of becoming a group member. Sharing the interest in the subject in one way or another can have a strong impact on one's motivation. The reasons to participate can vary, but all members need to be interested in the core subject of the project for the motivation to remain on a sufficient level. The feeling of being valuable increases the motivation level. The feeling of not being up to the task, as well as the feeling of being overburdened are detrimental to the motivation level. Also the feeling of being used is likely to have similar consequences, but in this study such a phenomenon was not detected. A further problem was related to the motivation to complete homework given to the participants. This problem might be possible to solve by immediately rewarding the completion of tasks.

Findings: Participation

A good group experience improves the level of participation. Similarly, the creativity depends on the group experience. With equal participation the ideas of all group members become heard. Another possible consequence is that a group may be able to work independently. This is valuable in terms of decreasing the risk of the facilitator becoming too dominating. Dominating group members are another particular problem. Their presence can easily lead to unequal participation due to the withdrawal of the less dominating participants. This problem can be alleviated by particular tools used by the facilitator, such as dividing a large group into pairs. The same approach is also useful for activating passive group members.

Findings: Creativity

The whole point of the group exercise is the creativity of the group. Creativity is the outcome of all the elements discussed above. The increased level of creativity produces a broader selection of ideas, which is the final purpose of the exercise. Achieving of an atmosphere of being creative enhances the feeling of success. This in turn has a positive impact on the whole process. A lack of creativity may be caused by failures regarding several elements of the group work and the backgrounds of the participants. Several parallel thinking tools designed to counter such problems were successfully applied in this study.

Productivity

Findings: Facilitation

The facilitator's task is to create optimal circumstances for the group work. According to the findings of this study, this can be very demanding. The facilitator needs to understand and support the roles and the responsibilities of each group member, including herself. This must be done coherently and incessantly. The complexity

of the tasks must be kept on a reasonable level. With too complex tasks, the energy of the participants is spent on understanding the method rather than solving the problem. The facilitator must provide an optimal amount of information. This may be hard in practice, but failure in this respect may have serious consequences. The facilitation should rather make the work easier than cause unnecessary stress.

Findings: Communication

The facilitator may sometimes need to act as an interpreter between the group members. The higher aim of finding the shared language is to achieve a trustful atmosphere, in which the group is able to operate productively. Shared language can be understood not only as a spoken language, but also as a tool to understand each other on the unspoken level. It is essential that all members share the understanding on a common goal. This common goal must be communicated to the group members in an honest and realistic way. The instructions must be expressed clearly and concretely to avoid confusion and misunderstandings, since these may have a negative impact on the motivation of the group members. Unclear instructions of course may also hamper the entire process and its outcome.

Findings: Relationships

The relationships between the group members, including the facilitator, is a very important issue. Tensions between the participants may cause major problems for the whole group and its performance. A typical example of a problem situation is if one group member tends to dominate too much. After recognising such tensions, it is possible to try to alleviate them by applying specific tools designed for this purpose. Such tools may for instance provide the participants a possibility to distance themselves from their initial roles. If there is no clear tension between the participants, there are good chances of achieving a relaxed and productive atmosphere. For different reasons, the established group dynamics may unexpectedly be disturbed. For instance, the group is having a new member, or somebody just arrives or leaves during the course of the session. A new group member can bring fresh thinking to the group, while a latecomer inevitably disturbs the process. In both cases, the impact of the change may eventually turn out to be positive or negative.

Group members have different personalities. If it is possible to screen the potential members beforehand, it could be useful to select the most promising group composition, according to the best knowledge of the project lead. This can of course be done only to a limited extent, since it is hardly possible to know the full potential of the available candidates. The group members may have different interests, attitudes and expectations regarding their own participation in the group. This may have unexpected consequences. It would be valuable to know such things in advance. In practice, this can hardly be the case. If the project lead and the facilitator are aware of this issue, there is a chance to be prepared when problems appear.

Elements of successful workshop activity

The elements of successful co-development activity are presented in Figure y. The major impacts and their dominating directions of impact are shown with big, solid arrows in the figure. Here, the core themes, Group Experience and Productivity, play the most significant roles. Group experience has a strong impact on productivity. The better the group experience, the higher the productivity level of the group is possible to become. This determines the quality of the outcome, since a high performance is the overall goal of a co-development project.
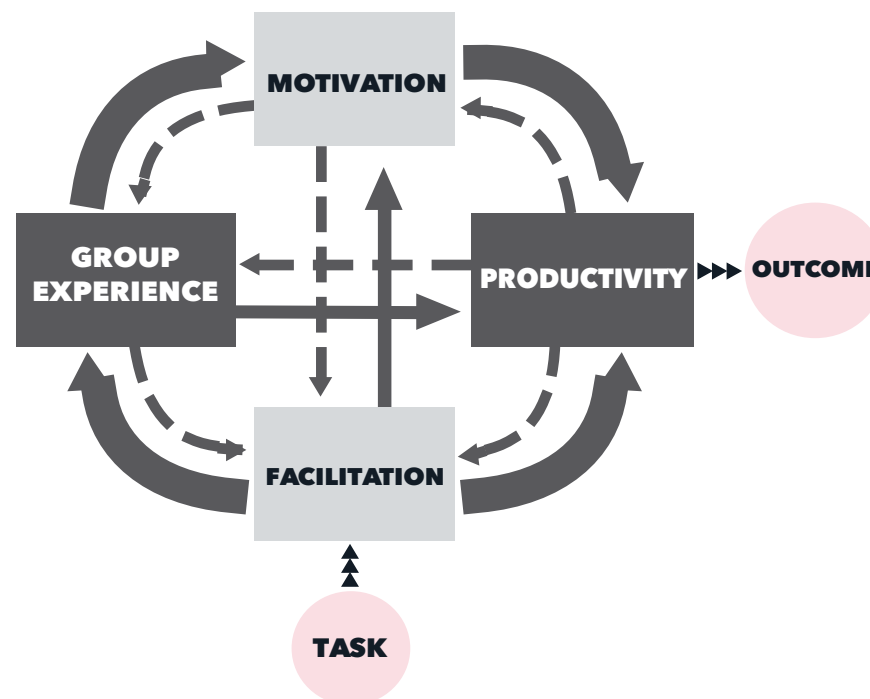

Figure 36. Elements of successful workshop activity in a co-development project.

Facilitation is identified to be the most powerful independent factor of them all, in terms of its areas of primary impact. Facilitation, either good or bad, influences the motivation of the group, the group experience and the productivity level of the group. The facilitation also interprets and filters the task for the co-development group. If the facilitation is implemented with a thorough understanding of the features of the group, as well as of the aim of the project, the possibility to achieve a good outcome will increase drastically. With skilful facilitation, it is possible to stimulate the motivation level of the group and to encourage the group members to a favourable performance. The performance of the group is here denoted Productivity. Group experience and facilitation have both a strong impact on the motivation of the group. All the factors shown in the figure affect each other in a less powerful way also in a reverse direction. This is represented in the figure with lighter, dotted arrow lines.

The final theoretical considerations of this study can be concluded by saying, that all of the mentioned elements have an impact on each other. None of them can reach their full potential on their own or without each of the others.

REFERENCES

Baxter, P. and Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. The Qualitative Report, 13(4), 544-559. Available at: http://nsuworks.nova.edu/tqr/vol13/iss4/2 [Accessed 3.10.2017]

Berger, P. and Luckmann, D. (1991) The Social Construction of Reality. Penguin, UK.

British Design Council. Eleven lessons: managing design in eleven global brands. A study of the design process. Available at: http://www.designcouncil.org.uk/sites/default/files/asset/document/ElevenLessons_Design_Council%20(2).pdf. [Accessed 15.8.2017]

Brown, R. (2000). Group Processes. Dynamics within and between groups. 2nd ed. Malden, Oxford, Victoria: Blackwell Pub.

Burgh, G. (2016). Encyclopedia of Educational Theory and Philosophy. Chapter: Creative and Lateral Thinking: Edward de Bono, p 187-188. Thousand Oaks: SAGE Publications, Inc. Available at: http://dx.doi.org/10.4135/9781483346229.n86 [Accessed 14.7.2017]

Böhm, A. (2004). Theoretical Coding: Text Analysis in Grounded Theory. In U.Flick, E. Kardoff and I. Steinke (Eds.), A Companion to Qualitative Research (pp. 270-275). London: SAGE Publications. Available at: http://www.sxf.uevora.pt/wp-content/uploads/2013/03/Böhm_2004.pdf [Accessed 5.8.2017]

Chambers, R. (2012). Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities. Routledge.

Corbin, J. and Strauss, A. (1990). Grounded Theory Research: Procedures, Canons and Evaluative Criteria. Zeitschrift für Soziologie, Jg. 19, Heft 6, December 1990, p 418-427. Stuttgart: F. Enke Verklag Stuttgart.

Curedale, R. (2013a). 50 Brainstorming Methods - For team and individual ideation. Topanga: Design Community College Inc.

Curedale, R. (2013b). Service Design – 250 essential methods. Topanga: Design Community College Inc.

Eriksson, P. and Koistinen K. (2005). Monenlainen tapaustutkimus. Helsinki: Kuluttajatutkimuskeskus. Available at: https://helda.helsinki.fi/bitstream/handle/10138/152279/Monenlainen_tapaustutkimus.pdf [Accessed 5.10.2017]

Glaser, B. (1978). Theoretical Sensitivity: Advances in the Methodology of Grounded Theory. Mill Valley, Ca.: Sociology Press.

Glaser, Barney G. with the assistance of Judith Holton (2004). Remodeling Grounded Theory [80 paragraphs]. Forum Qualitative Sozialforschung / Forum: Qualitative Social Research, 5(2), Art. 4. Available at: http://nbn-resolving.de/urn:nbn:de:0114-fqs040245. [Accessed 5.9.2017]

Glaser, B. and Strauss, A. (1967). The Discovery of Grounded Theory: Strategies for Qualitative Research. New York: Aldine de Gruyter, 1999.

Grönfors, M. (1982). Kvalitatiiviset kenttätyömenetelmät. 2nd ed. Juva: WSOY.

Kantojärvi, P. (2012). Fasilitointi luo uutta – menesty ryhmän vetäjänä. 3rd ed. Helsinki: Alma talent.

Kerr, N. and Park, E. (2001) in Hogg, M. and Tindale, R. (2001). Blackwell Handbook of Social Psychology: Group Processes: Chapter five. Group Performance in Collaborative and Social Dilemma Tasks: Progress and Prospects. Malden: Blackwell Publishers Inc. Oxford: Blackwell Publishers Ltd.

Lamm, H. and Trommsdorff, G. (1973). Group versus individual performance on tasks requiring ideational proficience (brainstorming) : A review. First publ. in: European Journal of Social Psychology 3 (1973), 4, pp.361-388. Universität Mannheim. Available at: http://kops.uni-konstanz.de/bitstream/handle/123456789/10925/Group_versus_individual_performance_on_tasks_1973_KOPS8835.pdf?sequence=1 [Accessed 19.9.2017]

Lewis, R. (2006). When Cultures Collide. Leading across cultures. 3rd ed. Boston, London: Nicholas Brealey International.

Mattelmäki, T. (2006). Design Probes. Vaajakoski: Gummerus.

Metsämuuronen, J. (2012). Tutkimuksen tekemisen perusteet ihmistieteissä. Ebook of Tutkijalaitos: International Methelp Oy. Available at: http://www.methelp.com/pdf/TTP4demo.pdf Accessed 3.10.2017.

Naiman, L. (2017). Design Thinking as a Strategy for Innovation. Available at: https://www.creativityatwork.com/design-thinking-strategy-for-innovation/ [Accessed 10.10.2017]

Nijstad, B. and Stroebe, W. (2006). Personality and Social Psychology Review 2006; 10; 186. How the Group Affects the Mind: A Cognitive Model of Idea Generation in Groups. SAGE Publications. Available from: https://zenstorming.files.wordpress.com/2008/09/cognitive-problems-with-brainstorming.pdf [Accessed: 20.9. 2017]

Nijstad, B. and Lodewijkx, H. (2006). European Journal of Social Psychology, 36, 31–48 (2006). Published online 1 December 2005 in Wiley InterScience (www.interscience.wiley.com). DOI: 10.1002/ejsp.295. The illusion of group productivity: A reduction of failures explanation. Available from: https://www.researchgate.net/publication/227746836_The_illusion_of_group_productivity_A_reduction_of_failures_explanation [Accessed: 20.9. 2017]

Ostenwalder, A., Pigneur, Y., Bernarda, G., Smith, A. and Papadokos, T. (2014). Value Proposition Design. Hoboken, New Jersey: John Wiley & Sons, Inc.

Oxley, N., Dzindolet, M., and Paulus, P. (1996). The effects of facilitators on the performance of brainstorming groups. Journal of Social Behavior and Personality, 11(4), 633-646.

Peräkylä, A. (1997). Vartijan näkökulma: tutkimus vanginvartijan työhön liittyvästä tulkintakehyksestä. 2nd ed. Vantaa: Tietosanoma Oy.

Rantanen, M. (2016). Tunnelmamuotoilu. Helsinki: Talentum Pro.

Räsänen, P. (2006). Tulkintaan liittyvän mielivallan ratkaisuyrityksiä kvalitatiivisessa analyysissa. Janus vol. 14 (2) 2006, 167-173. Available at: https://journal.fi/janus/article/view/50372/15222 [Accessed: 7.10. 2017]

Saukko, P. (2008). Musiikkiterapian tavoitteet lapsen kuntoutusprosessissa. Jyväskylä Studies in Humanities 112. Jyväskylä: Jyväskylän yliopisto. Available at: https://jyx.jyu.fi/dspace/bitstream/handle/123456789/19398/9789513934453.pdf?sequ [Accessed: 9.10. 2017]

Stickdorn, M. and Schneider, J. (2011). This is Service Design Thinking. Amsterdam: BIS Publishers.

Seppälä, L. (2017). Exploration of User Involvement and Collaboration in a Co-design Project: Case Study. Salford: University of Salford.

Strauss, A. and Corbin, J. (1998). Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory. 2nd ed. Thousand Oaks, California: Sage Publications, Inc.

Totango (2017). White Paper: How to Map the Customer Journey. Available at: http://customer-success-resources.totango.com/h/i/98387061-white-paper-how-to-map-the-customer-journey [Accessed: 9.5. 2017]

APPENDICES

1. Workshop Evaluation Form

workshop evaluation
CASE **NEIGHBOURFOOD**

AG1/4

Sanni Aromaa April 2017

group	**amount of participants**	**date and place**
advisory group, meeting 1/4	👤👤👤👤	6.4.2107 *Mothership of Work,* *Helsinki*

tools/methods in use	**workshop goals/subject**
method 1, warming up: rounding journalist *method 2, workshop:* *method 3, ending*	*How to make people aware of the service?* *How to lower threshold to sell/buy food with the service?*

METRICS	METHOD 1	METHOD 2	METHOD 3
TIME	/10	/10	/10
LOCATION	/10	/10	/10
EQUIPMENT	/10	/10	/10
TEAM BUILDING	/10	/10	/10
COMMUNICATION	/10	/10	/10
MOTIVATION	/10	/10	/10
FACILITATION	/10	/10	/10
METHODS	/10	/10	/10

(left margin, vertical: SETTING · COLLABORATION · CO-DESIGN)

COMMENTS

2. Workshop Findings in Tables

workshop findings
CASE **NEIGHBOURFOO D**
Sanni Aromaa May-June 2017

GROUP+DATE	PARTICIPANTS	SUBJECT	VOTED TOP IDEAS	OTHER IDEAS
Advisory Group 1/4 Apr 06 17	Klaus Hannus (NeighbourFood) Eero Myller (Resq-club) Laura Seppälä (co-design) Mia Tarvainen (HSY)	What is **your relationship with NF** in 2 years? Who else is **connected** and how? What could be the **collaboration** between different actors?	**What's your relationship with NF in 2 years?** *"It is totally **ok** to buy **food from a neighbour**."* *"Household **food loss** has remarkably decreased."* *"NeighbourFood service concept is one of the things that **Finland** is known and proud of."*	*"I buy **clothes and other things** for my family via NeighbourFood app."* *"I buy **workday lunch** via NeighbourFood app."* *"**Forgot to buy** milk, I'll get it via NeighbourFood."* *"Greater **community life and social participation** increased in society"* *"**Circular economy has spread** to many other fields of business"*
Advisory Group 2/4 Apr 20 17	Suvi Salmela (Motiva) Laura Seppälä (co-design) Mia Tarvainen (HSY)	How to make people **aware** of the service? How to **lower threshold to sell/buy** food with the service?		
Advisory Group 2 3/4 May 23 17	**NF internal workshop**	Creating **customer understanding**. Picking the most **critical phases** out from the created and observed customer journeys.	**Who else is connected and how?** *"Hospitals, schools and daycares take part too"* *"Other charity organisations"*	*"Also restaurants are connected to the service: the **nearby eatery**"* *"**Grocery stores** are involved"* *"**delivery service** available - food for **grannies**"* *"**Clothing stores** are involved - better than throwing away!"*
Advisory Group 2 4/4 June x 17	**NF internal workshop**	Deepening the understanding. Making a service blueprint and **developing possible solutions** to critical points of the service experience/concept.		
Test User/Peer Group 1/3 Apr 11 17	Mikko Kari Inka Koskivirta Riikka Laurén	"**Who** do you think would be using this service now/in a year/ in two years?" "**Threats/Possibilities**" "Questions + Suggestions"	**COLLABORATION WITH OTHER ACTORS ON THE FIELDS OF SUSTAINABILITY AND FOOD** **What could the collaboration be between different actors on the field?** "constantly learning" *"open"* "knowledge sharing"	**"FOOD RESQUE AS A SERVICE"** Reflect to sea resque service - the service is tailored according to customer's need *"I invite people living nearby for **dinner in my place**"* *"After achieving a certain level of fame and credibility, the **plaform could be used for sharing also other things than food**."* *"**All actors** in food loss decreasing business could act **under one roof**."*
Test User/Peer Group 2/3 Apr 25 17	Mikko Kari Inka Koskivirta Linda Vapalahti Riikka Laurén	How to make people **aware** of the service? How to **lower threshold to sell/buy** food with the service?		
Test User/Peer Group 1/3 May 16 17	Mikko Kari Inka Koskivirta Linda Vapalahti	How to make people to **keep using** the service? Impressions about **own** user experiences (probes). What could possibly be done in order to **increase people's loyalty**?		

workshop findings
CASE **NEIGHBOURFOOD**
Sanni Aromaa May-June 2017

GROUP+DATE	PARTICIPANTS	SUBJECT	VOTED TOP IDEAS	OTHER IDEAS
Advisory Group 1/4 Apr 06 17	Klaus Hannus (NeighbourFood) Eero Myller (Resq-club) Laura Seppälä (co-design) Mia Tarvainen (HSY)	What is **your relationship with NF** in 2 years? Who else is **connected** and how? What could be the **collaboration** between different actors?	The FUTURE USERS according to Test User Group: **SINGLES **** **THE BUSY PEOPLE******	**THE OPEN-MINDED** **SENIORS, IF TECH IS NOT A PROBLEM** **FAMILIES** **YOUNG PEOPLE**
Advisory Group 2/4 Apr 20 17	Suvi Salmela (Motiva) Laura Seppälä (co-design) Mia Tarvainen (HSY)	How to make people **aware** of the service? How to **lower threshold to sell/buy** food with the service?		
Advisory Group 2 3/4 May 23 17	**NF internal workshop**	Creating **customer understanding**. Picking the most **critical phases** out from the created and observed customer journeys.	POSSIBILITIES + THREATS **SAFETY*** **FOOD LOSS REDUCED*** **PICKUP WITHIN 30 MINUTES?** **COMMUNITY**	**ALLERGIES? INGREDIENTS MUST BE PRECISE*** **PRIVACY** **MEETING NEW PEOPLE** **PREJUDICES** **PRECISE CONTACT INFORMATION CAN CAUSE ABUSE**
Advisory Group 2 4/4 June x 17	**NF internal workshop**	Deepening the understanding. Making a service blueprint and **developing possible solutions** to critical points of the service experience/concept.		
Test User/Peer Group 1/3 Apr 11 17	Mikko Kari Inka Koskivirta Riikka Laurén	"**Who** do you think would be using this service now/in a year/ in two years?" "**Threats/Possibilities**" "Questions + Suggestions"	**CHARITY (TARGET?)** **IF MOST OF THE USERS JUST WAIT FOR PORTIONS TO BUY, THE SERVICE CAN DIE**	
Test User/Peer Group 2/3 Apr 25 17	Mikko Kari Inka Koskivirta Linda Vapalahti Riikka Laurén	How to make people **aware** of the service? How to **lower threshold to sell/buy** food with the service?	QUESTIONS and Development IDEAS **IT WOULD BE GOOD IF YOU COULD CHOOSE THE CHARITY TARGET/PROJECT** **IS THERE AN EASY WAY TO SEE IF A PORTION CONTAINS MEAT ETC.?**	**CHAT? PHONE NUMBER?**
Test User/Peer Group 1/3 May 16 17	Mikko Kari Inka Koskivirta Linda Vapalahti	How to make people to **keep using** the service? Impressions about **own** user experiences (probes). What could possibly be done in order to **increase people's loyalty**?	**POSSIBILITY TO EARN COULD MEAN THAT PEOPLE WOULD BE MORE MOTIVATED TO USE THE SERVICE**	

Sanni Aromaa 2017

workshop findings
CASE NEIGHBOURFOOD
Sanni Aromaa May-June 2017

GROUP+DATE	PARTICIPANTS	SUBJECT	VOTED TOP IDEAS	OTHER IDEAS
Advisory Group 1/4 Apr 06 17	Klaus Hannus (NeighbourFood) Eero Myller (Resq-club) Laura Seppälä (co-design) Mia Tarvainen (HSY)	What is **your relationship with NF** in 2 years? Who else is **connected** and how? What could be the **collaboration** between different actors?		
Advisory Group 2/4 Apr 20 17	Suvi Salmela (Motiva) Laura Seppälä (co-design) Mia Tarvainen (HSY)	How to make people **aware** of the service? How to **lower threshold to sell/buy** food with the service?		
Advisory Group 2 3/4 May 23 17	*NF internal workshop*	Creating **customer understanding**. Picking the most **critical phases** out from the created and observed customer journeys.		
Advisory Group 2 4/4 June x 17	*NF internal workshop*	Deepening the understanding. Making a service blueprint and **developing possible solutions** to critical points of the service experience/concept.		
Test User/Peer Group 1/3 Apr 11 17	Mikko Kari Inka Koskivirta Riikka Laurén	"**Who** do you think would be using this service now/in a year/in two years?" "**Threats/Possibilities**" "Questions + Suggestions"		
Test User/Peer Group 2/3 Apr 25 17	Mikko Kari Inka Koskivirta Linda Vapalahti Riikka Laurén	How to make people **aware** of the service? How to **lower threshold to sell/buy** food with the service?		
Test User/Peer Group 1/3 May 16 17	Mikko Kari Inka Koskivirta Linda Vapalahti	How to make people to **keep using** the service? Impressions about **own user experiences** (probes). What could possibly be done in order to **increase people's loyalty**?		

VOTED TOP IDEAS

Leftovers from workplace caterings to circulation

What?
Meetings and various business events.
Marketing in the workplace: the reputation of a benefactor as a lure
Larger boxes as an option
Also for those who need more than one portion; families
Double branded logo boxes: NF and customer company's
Website badge for participating companies
Clearly this suggestion is the one that most supports the reduction of food loss.
+ **Low bureaucracy** (important for companies): when donating, one does not have to worry about taxation.
+ **Catering food is "safer"** for a suspicious customer than privately prepared. Baby steps. Increases trust and security of supply.
Who is involved?
Office buildings eg. in Ruoholahti (note the firms' security levels)
Companies big enough + Conference organisers + conference services.
Not the top secret ones!
How?
Marketing to workplaces
Cooperation with the Consumer Union? Motiva? NF = non-profit?
P2P marketing: Saa syödä share, FB marketing, other related some channels
Price recommendations as a guideline for business owners.

Possibility to earn - an alternative?

Would expand the user community.
Ambitious home cooks, celebrity cook daydreamers.
Restaurant Day participants.
Penny pinchers and online fleamarket experts.
Immigrants' exotic delicacies available through the service.
(party catering?) (Is the rating system more important here?)

The Service for Singles

It is difficult and uninspiring to prepare food for only one.
Lure: The opportunity to meet people, even join forces and eat together with someone.
OR a normal pickup - no pressure.
"DIY Friend Service"

OTHER IDEAS

The seller is getting joy of giving only. Would it be possible to **share own activity** in social media? "I'm involved in this, I've done this kind of things" etc. This also provides a wider visibility for the service through the appearance of the seller's friends.

Would **subscribing with Facebook create trust** to other users?

Target group thinking: Southern Helsinki and Kallio

Moms and dads of little children: babies' purees
Parent-child communities
Busy family people

Home service customers; the elderly do not use mobile phone applications, but they may go to nearby schools to eat or pick up lunch leftover food in many towns.

Seniors 60+ may well use applications!

Experienced **online fleamarket experts**

Restaurant Day customers: "food made for this particular purpose" is appreciated

Siivouspäivä/Cleaning Day customers

Encouraging and rewarding the first-timer with something nice

---

workshop findings
CASE NEIGHBOURFOOD
Sanni Aromaa May-June 2017

VOTED TOP IDEAS

Food and Lifestyle Blogs

Identifying potential partners:
Blog browsing.
How many partners min / max?

Budget:
What do we have to offer them?

Contents:
Do bloggers get free hands / can we ask for certain contents?
Commercial co-operation / compensation?
Could a reader benefit from a campaign? Promotional code?

Publication intermediaries:
Several posts -> blogger gives his or her face to the service

Different contexts - different audiences
Whose readers are the target audience?
Reader / viewer of a blog = intended service user

Charity godparent/sponsor

Charity collaboration campaign, eg. theme "Hunger vs. Food Loss" - visibility!

Concerts, events, festivals
Could be combined to an event where eg. Red Cross first aid team is already present?

Festival people and food loss as a theme
A character who stands for the service and promotes it with his or her face

A Friend of Neighbourfood in godparent manner

Personal marketing

Live spot campaign face to face. In grocery shops, workplaces, service centres...

Eg. sharing the containers during a rush hour in a flagship grocery store of a foodchain X.
Timing is important!

OTHER IDEAS

Graduation party campaign: share your cakes!
Food for those who really need it:
homeless
disadvantaged
food there where it is already distributed
(could work as a **campaign**?)

"Free flight to Berlin for all customers"
How else can the Berlin atmosphere be created?
A start image in the app to create the right feeling
A competition - a flight for two as a price
Event piloting/ trial for users: a dinner gathering
Friends of NeighbourFood club: discounts, other things, nice to belong to a community

Student communities as a pioneer user group:
"mini-catering" "pop-up-catering" of a student party in Botta. (could be a campaign)
OR other way round:
After a student party the organisation promises that they will put the leftovers to circulation with NF app. Information channels: faculty message boards, student associations

CAMPAIGNS!

Lure to start usage
"Everything is free for a week" campaign

Restaurants as donors
"We sell/donate the rest of the lunch by NF app" (Resq ja Lunchie to be paid attention to!)
It is handy for a restaurant to do only one bigger package, eg. for an association supporting the disadvantaged people. "Double charity"
Where else there is food loss? Non-commercial and semi-commercial parties (elderly homes etc.).
Events, associations, private parties, schools: campangs! In schools the food loss (bio waste?) is weighed every day. Also in some lunch restaurants: Blancco, Unicafe.

Sanni Aromaa 2017

workshop findings
CASE NEIGHBOURFOOD
Sanni Aromaa May-June 2017

GROUP+DATE	PARTICIPANTS	SUBJECT	CUSTOMER JOURNEY FINDINGS		
Advisory Group 1/4 Apr 06 17	Klaus Hannus (NeighbourFood) Eero Myller (Resq-club) Laura Seppälä (co-design) Mia Tarvainen (HSY)	What is **your relationship with NF** in 2 years? Who else is **connected** and how? What could be the **collaboration** between different actors?	**1. EXPECTATIONS - START** *Different marketing channels for different user segments.* *Social aspect in marketing: word of mouth but from different sources for different user groups:* **moms around sandboxes for Vienos, school mates and student associations for Cosmo** *Possibility to learn to know other people in the area Cosmo: cheap food quickly!*		Division to **Seller** *(Vieno)* and **Buyer** *(Cosmo)* archetypes *What is the basis of the assumption about the* **primary user group** *"early adapters on Kallio area"? Could it be rethinked and redefined?* *Easy way to eat. Cheap food and tech :)*
Advisory Group 2/4 Apr 20 17	Suvi Salmela (Motiva) Laura Seppälä (co-design) Mia Tarvainen (HSY)	How to make people **aware** of the service? How to **lower threshold to sell/buy** food with the service?	*"SELLERS" AS A PRIMARY GROUP FOR MARKETING.* **2. FIRST EXPERIENCES - FIRST VALUE** *"Vieno throws herself to the world of apps and asks help from everyone in registration"*		*"I don't remember the name of the app! With* **related search terms** *it cannot be found. Oh, here is Resq-club, I'll try it instead!"* *GOOGLE VISIBILITY IN SEARCH WITH RELATED WORDS*
Advisory Group 2 3/4 May 23 17	**NF internal workshop**	Creating **customer understanding**. Picking the most **critical phases** out from the created and observed customer journeys.	*"Cosmo is happy when the portion is big enough to provide him a proper meal **twice**"* **3. MORE EXPERIENCE - MORE VALUE**		*All must be **smooth** when starting the use, even with them who are not so tech-savvy.*
Advisory Group 2 4/4 June x 17	**NF internal workshop**	Deepening the understanding. Making a service blueprint and **developing possible solutions** to critical points of the service experience/concept.	*"Cosmo wants to have more food as the first experience was delicious (Vieno's party leftovers). He might need* **notifications** *as reminders about the existence of NF"* *Vieno: "I would love to have **good feedback**! It would be motivating. Anyway, I would try NF again as the first experience went ok.* **I want to do good!"**		*"Does the app **fit** to my phone for its **size**?"* *"There should be something to buy when I get hungry, otherwise I'll go to Alepa."*
Test User/Peer Group 1/3 Apr 11 17	Mikko Kari Inka Koskivirta Riikka Laurén	"**Who** do you think would be using this service now/in a year/ in two years?" "**Threats/Possibilities**" "Questions + Suggestions"	**4. ENGAGEMENT - ONGOING VALUE**		
Test User/Peer Group 2/3 Apr 25 17	Mikko Kari Inka Koskivirta Linda Vapalahti Riikka Laurén	How to make people **aware** of the service? How to **lower threshold to sell/buy** food with the service?	**5. LOYALTY - ACTIVE/PASSIVE USER**		
Test User/Peer Group 1/3 May 16 17	Mikko Kari Inka Koskivirta Linda Vapalahti	How to make people to **keep using** the service? Impressions about **own user experiences** (probes). What could possibly be done in order to **increase people's loyalty**?	**6. VERIFIED USER** **7. AMBASSADOR**		

---

workshop findings
CASE NEIGHBOURFOOD
Sanni Aromaa May-June 2017

GROUP+DATE	PARTICIPANTS	SUBJECT	PROBE NOTES
Advisory Group 1/4 Apr 06 17	Klaus Hannus (NeighbourFood) Eero Myller (Resq-club) Laura Seppälä (co-design) Mia Tarvainen (HSY)	What is **your relationship with NF** in 2 years? Who else is **connected** and how? What could be the **collaboration** between different actors?	**I DIDN'T FIND THE APP WITH SEARCH IN APP STORE. WITH FACEBOOK LINK I MANAGED TO ORIENTATE TO RIGHT PAGE. I USE IPAD FOR THE APP, AS I HAVE AN ANDROID PHONE. I WORK IN TECH INDUSTRY AS IT SPECIALIST.**
Advisory Group 2/4 Apr 20 17	Suvi Salmela (Motiva) Laura Seppälä (co-design) Mia Tarvainen (HSY)	How to make people **aware** of the service? How to **lower threshold to sell/buy** food with the service?	**AFTER DOWNLOAD, I COULDN'T PROCEED FROM "LOCATION" WITHOUT CLOSING THE APP. AFTER REOPENING IT, IT NOTICED THAT LOCATION IS ON .** **REGISTRATION WORKED WELL :) AUTHENTICATION SMS CAME IMMEDIATELY.**
Advisory Group 2 3/4 May 23 17	**NF internal workshop**	Creating **customer understanding**. Picking the most **critical phases** out from the created and observed customer journeys.	**ONLY IN ENGLISH** **NO INFORMATION ABOUT WITHIN WHAT DISTANCE DOES THE APP SEARCH FOR PORTIONS. I COULDN'T FIND WHERE TO SET IT BY MYSELF. I WOULD HAVE LIKED TO DO THAT.**
Advisory Group 2 4/4 June x 17	**NF internal workshop**	Deepening the understanding. Making a service blueprint and **developing possible solutions** to critical points of the service experience/concept.	**HMM! I RECEIVED AN EMAIL WITH A "CONFIRM" LINK, BUT IT LED TO A "404 PAGE NOT FOUND" PAGE. I GUESS EVERYTHING IS STILL OKAY AND MY ACCOUNT IS WORKING..?**
Test User/Peer Group 1/3 Apr 11 17	Mikko Kari Inka Koskivirta Riikka Laurén	"**Who** do you think would be using this service now/in a year/ in two years?" "**Threats/Possibilities**" "Questions + Suggestions"	**I BOUGHT A SALAD FROM ANOTHER USER (TEST NIGHT) BUT THE ONLY WAY TO COMMUNICATE IN THE APP WAS CALLING. I USE IPAD. LUCKILY I HAD THE OTHER USER'S EMAIL ADDRESS (WE BOTH ARE IN THE TEST USER GROUP), WHICH I THEN USED FOR COMMUNICATION.**
Test User/Peer Group 2/3 Apr 25 17	Mikko Kari Inka Koskivirta Linda Vapalahti Riikka Laurén	How to make people **aware** of the service? How to **lower threshold to sell/buy** food with the service?	**I COOKED, TOOK A PHOTO AND PUBLISHED MY COOKINGS, THEN I NOTICED I DIDN'T HAVE CHANGE MONEY. I TOOK THE PORTION AWAY.** **MISUNDERSTANDINGS ALL THE WAY...**
Test User/Peer Group 1/3 May 16 17	Mikko Kari Inka Koskivirta Linda Vapalahti	How to make people to **keep using** the service? Impressions about **own user experiences** (probes). What could possibly be done in order to **increase people's loyalty**?	**IN ADDITION, I THOUGHT THAT NEW PACKAGES WOULD BE ORDERED FROM SANNI. SHE ASKED ME TO TRY ORDERING FROM THE APP, BUT I DID NOT DO THAT.**

workshop findings
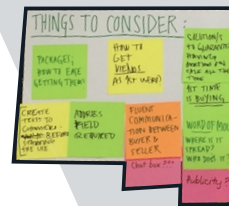## CASE **NEIGHBOURFOO D**

Sanni Aromaa May-June 2017

GROUP+DATE	PARTICIPANTS	SUBJECT
Advisory Group 1/4 Apr 06 17	Klaus Hannus (NeighbourFood) Eero Myller (Resq-club) Laura Seppälä (co-design) Mia Tarvainen (HSY)	What is **your relationship with NF** in 2 years? Who else is **connected** and how? What could be the **collaboration** between different actors?
Advisory Group 2/4 Apr 20 17	Suvi Salmela (Motiva) Laura Seppälä (co-design) Mia Tarvainen (HSY)	How to make people **aware** of the service? How to **lower threshold to sell/buy** food with the service?
Advisory Group 2 3/4 May 23 17	*NF internal workshop*	Creating **customer understanding**. Picking the most **critical phases** out from the created and observed customer journeys.
Advisory Group 2 4/4 June x 17	*NF internal workshop*	Deepening the understanding. Making a service blueprint and **developing possible solutions** to critical points of the service experience/concept.
Test User/Peer Group 1/3 Apr 11 17	Mikko Kari Inka Koskivirta Riikka Laurén	"**Who** do you think would be using this service now/in a year/ in two years?" "**Threats/Possibilities**" "Questions + Suggestions"
Test User/Peer Group 2/3 Apr 25 17	Mikko Kari Inka Koskivirta Linda Vapalahti Riikka Laurén	How to make people **aware** of the service? How to **lower threshold to sell/buy** food with the service?
Test User/Peer Group 1/3 May 16 17	Mikko Kari Inka Koskivirta Linda Vapalahti	How to make people to **keep using** the service? Impressions about **own user experiences** (probes). What could possibly be done in order to **increase people's loyalty**?

WORKSHOP OUTCOMES

Analysing and constructing **a new user persona**.

Motivations for Juhani the (dryish) Lawyer: Political, image centred.
"Doing this because I can get benefit for the reputation as a benefactor *and* motivate people to keeping up to date what comes to third world's problems, such as hunger"

Which user segments should be most motivated? "Vienos" for getting things to sale.

Things to consider especially in future concept development according to the NF workshop team:

- Creating trust to customers

- Address field required

- How to get "Vienos" as 1st users?

- Fluent communication between buyer and seller: chatbox?

- Packages - how to ease distribution?

- Solutions to guarantee having portions on sale all the time.

- 1st use is BUYING.

- Word of mouth: Where is it spread? Who spreads it?

- Publicity?

Website:
Step by step tutorial
for "Juhanis" and "Vienos",
who might prefer having proper instructions
before they start using the service.
Video or storyboard/"comic"

Link on the website for easy download

Public figures and authority origin recommendations encourage "Juhanis" to try the service

Always something to offer:
could restaurants or similar be involved to the service chain, i.e. for start?

Juhanis hear about NF from different sources than Vienos or Cosmos:
From own, adult children
Neighbours
Newspapers
Clients

Benefits for getting Juhanis along: greater awareness among people at large?

---

workshop findings
CASE **NEIGHBOURFOO D**

Sanni Aromaa May-June 2017

3. Project feedback questionnaire

Palautetta NeighbourFood-projektin työpajasarjasta

Hei!

Kiitos osallistumisestasi! Sain työtäni varten kokoon todella hyvän aineiston, ja tietenkin aivan upeita ideoita NeighbourFoodin jatkokehitystä ajatellen.

Pyytäisin nyt, että muistelisit kokonaisuutta vielä näin jälkikäteen ja vastaisit tässä alla oleviin kysymyksiin. Vastaukset toimivat osana tutkimusaineistoani. Kaikesta palautteesta on lisäksi suurta hyötyä minulle itselleni palvelumuotoilijana ja fasilitaattorina jatkoa ja tulevia hommia ajatellen.

Kiitos kun olet ollut mukana!

Ihanaa kesää!

Parhain terveisin,
Sanni

MA student, Leadership and Service Design
TUAS
sanni.aromaa@gmail.com
sanni.aromaa@neighbourfood.org
0415062073

Aloitetaan perustiedoilla. Kas näin:

Nimi

Oma vastauksesi

Ikä

Oma vastauksesi

Ammatti tai muu asema

Oma vastauksesi

Annan luvan käyttää vastauksiani opinnäytetyön tapausesimerkeissä nimettöminä:

◯ Kyllä

Hienoa! Sitten varsinaisiin kysymyksiin.

Valitse tästä ne osuudet, joissa olit mukana:

☐ 6.4.2017 asiantuntijaryhmän 1. tapaaminen

☐ 11.4.2017 testikäyttäjäryhmän 1. tapaaminen

☐ 20.4.2017 asiantuntijaryhmän 2. tapaaminen

☐ 25.4.2017 testikäyttäjäryhmän 2. tapaaminen

☐ 9.5.2017 NeighbourFood-testausilta (testikäyttäjäryhmä)

☐ 16.5.2017 testikäyttäjäryhmän 3. tapaaminen

☐ 11.4.-16.5.2017 luotaimet/päiväkirjat (testikäyttäjäryhmä)

Oletko osallistunut aiemmin samantapaisiin projekteihin?

◯ Kyllä

◯ En

Jos, niin mihin?

Oma vastauksesi

Olivatko käytetyt työskentelytekniikat sinulle joiltain osin ennestään tuttuja?

◯ Kyllä

◯ Ei

Jos jokin oli sinulle jo ennestään tuttua, mitä se oli? Millainen aiempi kokemuksesi oli? Voit halutessasi vertailla kokemuksia keskenään.

Oma vastauksesi

Miten toimivaksi työskentelytavaksi itse arvioisit työpajoissa käytetyn yhteissuunnittelun (co-design, co-development) a) tässä nimenomaisessa tapauksessa?

          0 1 2 3 4 5 6 7 8 9 10

Ei lainkaan toimiva. ◯◯◯◯◯◯◯◯◯◯◯ Ylivertainen!

b) työskentelymenetelmänä ylipäätään?

          0 1 2 3 4 5 6 7 8 9 10

Ei lainkaan toimiva. ◯◯◯◯◯◯◯◯◯◯◯ Ylivertainen!

Millaisissa yhteyksissä uskoisit siitä saatavan eniten hyötyä? Miksi? Voit mainita jotain mieleesi tulevia esimerkkejä.

Oma vastauksesi

Missä tapauksissa yhteissuunnittelu ei mielestäsi ole varteenotettava työskentelytapa? Miksi?

Oma vastauksesi

Millaiset ennakko-odotukset sinulla oli tätä projektia kohtaan?

Oma vastauksesi

Vastasiko toteutunut kokonaisuus odotuksiasi siltä osin kuin olit mukana? Mikä siinä oli erilaista kuin ajattelit?

Oma vastauksesi

Mikä kokonaisuudessa oli erityisen antoisaa?

Oma vastauksesi

Onko jotain, mitä muuttaisit?

Oma vastauksesi

Millaiseksi arvioisit kokemuksen asteikolla 1-10?

    1   2   3   4   5   6   7   8   9   10

◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯

Perustelut:

Oma vastauksesi

Tähän voit vielä halutessasi antaa muuta palautetta.

Oma vastauksesi

Tässä olivat kaikki kysymykset. Suurkiitos osallistumisesta ja vastauksistasi. Aurinkoista kesää!

4. Process Chart

PROCESS CHART

CASE **NEIGHBOURFOOD**

Preliminary research: literature, what has been done before

Write an analysis of each workshop (Advisory and Test User) right after keeping them: methods, their suitability, results

Creating the research schedule
Planning the prototype
Planning how to analyse the gathered information
Planning the contents of each workshop and meeting

RECRUITING THE ADVISORY GROUP

RECRUITING THE CO-DESIGN GROUP

Preparing the first Advisory group meeting

Preparing the 1st Test User Group meeting

NeighbourFood App launched at App Store

Members Co-Live Group
Maccas Advisory Group

Preparing for the 2nd Advisory group meeting

Group tutorial in Turku

Preparing the 2nd Test User group meeting

Preparing for the 3rd Test User Group

Terms of Reference

stakeholder meeting

Preparing the 3rd Advisory group meeting

Preparing for the Advisory Group

T1 testing the service

Preparing the 4th Advisory group meeting

2nd Seminar

Preparing the 3rd Test User group meeting

Summarising the findings

For thesis research AND
for NeighbourFood service

AG2: Internal workshop II

Completing the research, writing the theory, proceeding with the project itself. Analysing the research practices and the results

3rd seminar

MARCH	APRIL	MAY	JUNE	JULY	AUGUST

JOINED TO NEIGHBOURFOOD LTD

ADVISORY GROUP meetings
Co-design workshops

RESEARCH QUESTION:
How to successfully use co-development in the post-launching phase of a new, digital service?

WORKSHOPS

6.4.2017
AG I MEETING 1/4:
What is going to happen
Project and participants
1st workshop: Future and collaboration
Rounding Journalist
Time Machine
Ideating with sticky notes
Voting

20.4.2017
AG I MEETING 2/4:
Hat Personas
Six Thinking Hats
635 Method
Feedback: me and my Hat Persona

4.5.2017
AG I MEETING 1 3/4:
CANCELLED

23.5.2017
AG II MEETING 1 (3/4):
Three Things in Common
Design Scenarios/Customer Journeys
built on Test User Group's
2nd session's outcomes
Pick a Card
Internal workshop with NF

29.6.2017
AG II MEETING 2 (4/4):
Seller Personas
Service Blueprint built on a previously
created Customer Journey
/Roadmap
Internal workshop with NF

MARCH	APRIL	MAY	JUNE	JULY	AUGUST

PROBES IN USE

TG 1/3:
What is going to happen
Project and participants
Dinner at my place
Time Machine
Ideating with sticky notes
Voting

PROBES IN USE

TG 2/3:
Hat Personas
Six Thinking Hats
635 Method Design Charette
Feedback: me and my Hat Persona

WORKSHOP ANALYSIS TOOL IN USE

T1 3/3:
Show and Tell
Design Scenarios: Customer Journeys completed
together for a Persona (created last time)
Ideas and experiences from the Test Night and
other contexts related to testing the app

11.4.2017

25.4.2017

16.5.2017

TG = Test User Group/Co-development group, consisting of a group of volunteers
AG I = External Advisory Group
AG II = Advisory Group consisting of NeighbourFood team

TEST USER GROUP/CO-DEVELOPMENT TEAM meetings

10.5.2017