Identifying Capabilities to Enhance Co-creation and Participation in Service Development

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By now both co-creation and participation are well known concepts in organisations. The increasing complexity of services has made organisations aware of the necessity to apply co-creation in their service development processes. Still many organisations grapple with the implementation of co-creation and participation in practice.

The purpose of this thesis was to study the challenges experienced with co-creation and participation in an expert organisation. The aim was to identify capabilities and practises needed to enhance and support co-creation and participation in the service development processes of the case organisation, Folkhälsan Federation.

The theoretical foundation of this thesis examines different concepts and approaches to co-creation and participation. The selected theoretical framework focuses on service innovation capabilities and explores design as a capability to enhance co-creation and participation. Design practices, models, tools, and methods are examined on how these can be applied to support a systematic approach to co-creation in the case organisation's service development processes.

The empirical part of the thesis followed a service design process with co-creation methods. The focus of the qualitative research was on the experiences of the case organisation's experts. Qualitative benchmarking was also conducted by interviewing experts from other organisations within the same field. The research analysis was validated and further developed in co-creation workshops with experts from the case organisation.

The result of the thesis identifies capabilities needed to tackle the challenges recognised in the study and makes a considerable case for the development of a service innovation capability to enhance co-creation and participation in service development processes. Furthermore, the results propose the inclusion of a design capability in the service innovation capability framework. Also, a design capability framework to be utilised in the development of the needed design capability is presented in the results.

Keywords: co-creation, service innovation capability, design capability, service design

Yrkeshögskolan Laurea   **Abstrakt**

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Identifiering av kompetenser för ökad delaktighet och samskapande i tjänsteutveckling

År   2021   Antal sidor   123

Numera är både samskapande och deltagande välkända begrepp inom organisationer. Den alltjämt ökande komplexiteten av tjänster har lett till att organisationer är väl medvetna om nödvändigheten av dessa i deras tjänste- och verksamhetsutvecklingsprocesser. Ändå tampas organisationer med implementeringen av samskapande och delaktighet i praktiken.

Ändamålet med denna avhandling är att studera de upplevda utmaningarna med samskapande och delaktighet i en specialistorganisation, Folkhälsan förbund. Syftet med avhandlingen är att identifiera kompetenser, praxis som behövs för att öka och stödja delaktighet och samskapande.

Den teoretiska delen undersöker olika uppfattningar och koncept av samskapande och delaktighet. Det valda teoretiska ramverket fokuserar på tjänsteinnovationskompetenser och utforskar design som en kompetens för att öka samskapande och delaktighet i tjänsteutvecklingsprocesser. Design praxis, modeller, verktyg och metoder granskas utöver hur dessa kan appliceras för att stödja ett systematiskt tillvägagångssätt till samskapande och delaktighet i tjänste- och verksamhetsutvecklingsprocesser.

Den empiriska delen följde en tjänstedesignprocess med inslag av samskapande metoder. Den kvalitativa efterforskningen fokuserade på den studerade organisationens specialisters upplevelser. En kvalitativ jämförelse genomfördes genom att intervjua specialister från andra organisationer verksamma inom samma område. Forskningsanalysen bekräftades och vidareutvecklades med organisationens specialister i samskapande workshops.

Avhandlingens resultat identifierar kompetenser som behövs för att tackla de i studien upptäckta utmaningarna med samskapande och delaktighet. Avhandlingen för fram ett starkt argument för utvecklingen av en tjänsteinnovationskompetens för att öka graden av gemensamt värdeskapande. Avhandlingens resultat föreslår att en designkompetens bör inkluderas som en egen del i tjänsteinnovation kompetensens ramverk. I avhandlingen presenteras även ett ramverk för utvecklandet av den behövda designkompetensen.

Nyckelord: samskapande, tjänsteinnovation kompetens, design kompetens, tjänstedesign

Contents

1   Introduction

1.1   Introduction to the topic of the thesis and case organisation

Both co-creation and participation are widely known concepts with multiple definitions and applied in various service and product development processes (Oertzen, Odekerken-Schröder, Brax & Mager 2018, 641–651). The increasing complexity of services has made organisations highly aware of the benefits and necessity to apply degrees of participation and co-creation in their development processes. Yet, many organisations still grapple with using co-creation and participation in practice. (Gino 2019).

This thesis explores the challenges experienced with co-creation and participation in an organisation and what capabilities and procedures are needed to enhance co-creation and participation in their service development processes.

The case organisation for this thesis is Folkhälsan Federation, a third sector organisation and NGO, working for preventative solutions for better health and wellbeing in Finland. The Federation provides health promotion and wellbeing services across various user segment groups. Participation has an essential role in the field the case organisation operates in, as one expert from the organisation stated:

> A crucial part of health-promotion is participation, its bread and butter; otherwise, it is paternalistic.

Further anchoring the participatory approach and co-creation in the organisation's operation and service development processes had a vital role in the federation's strategy for the year 2020. One expert from the organisation summed up the challenge:

> Participation is like health promotion; everyone knows it is important, but it easily becomes an empty word because it is so fuzzy. There is a lack of consensus on what we mean by it, in the organisation and beyond.

In 2020, Folkhälsan Federation formed an internal development team of experts to develop solutions to increase participation and co-creation for implementation across the organisation's service development processes. This thesis is part of supporting the organisation's internal development group efforts. The thesis explores the intertwined concepts of participation, participatory approach, and co-creation. While participation and participatory approach can be viewed as relatively self-explanatory, although consisting of various level definitions, there is a broader conceptual pluralism to the definition of co-

creation. Since this thesis acknowledges the intertwined nature of these concepts, the terms are used simultaneously throughout this thesis.

1.2   Research and development objectives

I outlined my thesis's research and development objectives to support the internal development team's work, strengthen an organisational culture that enables broader participation in the service development process, and find practical solutions to support this work.

This study strives to identify the capabilities and practices needed to enable and support further co-creation and participatory approaches in the organisation's service development. The research also identifies and explores concrete practices- models, methods, and tools supporting this development work.

The areas of research and questions of this thesis where:

1. How are participation and co-creation viewed and understood within the organisation, and how does this reflect into practice?
2. What capabilities are needed to strengthen co-creation and participatory mindset and practices in the organisation?
3. What theoretical framework is needed to frame the challenge of the development task to enhance co-creation in the case organisation?

All questions answer the research objective of the thesis, with the first question focusing on a user-centric viewpoint to find the most critical gaps to address. The aim was to map the main challenges the experts within the organisation were experiencing with co-creation and a participatory approach in service development.

The second research question focuses on identifying capabilities and structural challenges experienced with co-creation in the organisation. The aim was to identify and prioritise capabilities and practises that can strengthen the culture of co-creation in the organisation's service development and its processes.

The third question explores theoretical approaches, disciplines, frameworks, methods, and tools needed to support the development work of the thesis and the enhancement and implementation of co-creation in the organisation's service development.

1.3   Introduction to the case organisation: Folkhälsan's Federation

Folkhälsan Federation is a third sector organisation and NGO that provides health and wellbeing services, working for preventative solutions for better health and wellbeing in Finland. The Federation offers health and wellbeing services across various user segment groups. The Folkhälsan Federation consists of a health-promoting voluntary organisation with 99 independent local associations under four regional associations located in Uusimaa, Åboland, Åland and Ostrobothnia, the main population of Swedish speaking Finns living in Finland. The voluntary part of the Folkhälsan Foundation has a total of around 19,000 members. Folkhälsan Foundation also consists of an expert institution consisting of approximately 100 experts working on various health and wellbeing service projects. The Folkhälsan Foundations' primary areas of expertise are coordinating diverse voluntary activities, health-promoting activities, lifestyle issues focusing on physical exercise, diet and recovery, and family work and social relations. (Folkhälsan 2021).

Folkhälsan Foundation Health promotion takes place at various levels. On a general level, the foundation aims to positively influence people's lifestyles and contribute to local living environments that support health and quality of life, e.g., at care centres, schools, and housing for the elderly. The foundation also seeks to influence legislation and social planning to improve the opportunities for healthy living on a societal level. (Folkhälsan 2021).

The Folkhälsan Federation is part of the Folkhälsan Organisation that consists of the Folkhälsan Foundation, responsible for coordinating the entire Folkhälsan organisation which also includes, Folkhälsan Research Centre, non-profit business companies that produce social, healthcare, and educational services. Folkhälsan Foundation has overall responsibility to ensure that the organisation functions following rules, approved policies, regulations, and legislation. The foundation's regular activities consist of financial, asset and property management, business development, building projects, IT, communications, and HR. (Folkhälsan 2021).

1.4   Report structure

The introduction chapter presents the larger theme of the thesis and the main challenges faced by the organisation regarding the theme. In the introduction, I open why the topic is so important to the case organisation. I also cover the delimitations of the thesis, presenting the aspects that would need further research to support the implementation of the results of this thesis. The second chapter presents the theoretical base for approaching the topic of the thesis. In this chapter, I discuss the theoretical concepts that are key in answering the research objectives of the thesis. The second chapter aims to bring together different

viewpoints and theories to create a theoretical framework for framing and analysing the topic and designing and conducting the development part of the thesis.

The third chapter outlines the general approach of the design process of the thesis. It presents the development process, the methods and tools used to gather the empirical data, and why I chose these. I also explain the methods I used for the analysis of the data. The chapter also presents how parts of the theoretical framework described in the second chapter are utilised in this thesis's development process. The fourth chapter presents the empirical research results, synthesises the practical material with the chosen theoretical framework and offers the solution for the development task. The fifth chapter summarises the development work, assesses the process and results. The final chapter also discusses the feasibility and created value for the case organisation and presents possibilities for further development.

1.5   Delimitations of the thesis

In this chapter, I acknowledge the identified delimitations of the thesis. The implication of the delimitations is taken into consideration and addressed in the conclusion chapter. The first delimitation regards the relation of hierarchy within the case organisation. In the scope of my thesis, the research focuses mainly on the experts working with service development projects, not the organisation's management. The hierarchy structure of the organisation does materialise in the study and would need further research. Since this thesis focuses on supporting internal development, the study excludes deepened research among other stakeholders and networks. The development part of the thesis focuses on the organisations' experts; they are the customers and users. Regarding how the end-users and stakeholders experience their involvement, participation and co-creation in the organisations service development, the thesis is limited to the viewpoints provided by the organisations' experts.

2   Capabilities and practices for co-creation in service innovation and development

2.1   Introduction to co-creation

This chapter compares key concepts and definitions used to describe co-creation, what it means in practice and theory. Co-creation is a term that is by now used in everyday language in the design field, marketing to service and product development (Crul, De Koning & Wever 2016). The comparison in this chapter aims to gain insight and clarification as to what is behind this large increase in the use of the term co-creation in various contexts (Jansen & Pieters 2017, 14). This chapter also aims to map how the vast case of conceptual pluralism in

service co-creation literature hinders the development of co-creation and that this pluralism and theorisation leads to practitioners of co-creation feeling confused (Oertzen, Odekerken-Schröder, Brax, & Mager 2018). A conclusion drawn by many researchers is that consensus on how co-creation is defined is missing (Crul et al. 2016).

As stated above, there are various definitions of the term co-creation, so specific sorting was necessary. In my thesis, the focus is on understanding how the term is defined in the service development and design context.

The word-for-word meaning of co-creation is to, together with others, 'co', take action that leads to something new to exist, from the verb 'create' (Crul et al. 2016). The same authors state that it is generally recognised that collaboration increases the number of new ideas in innovation and that co-creation makes it possible to generate these new ideas by combining shared knowledge and experiences that also enables a better understanding of the user.

Many authors, organisations, designers, and researchers have developed and coined definitions of what co-creation means (Crul et al. 2016). Jansen & Pieters (2017) define their concept 'complete co-creation' as: *"the transparent process of value creation in ongoing, productive collaboration with and supported by all relevant parties, with end-users playing a central role"* (Jansen & Pieters 2017, 15).

According to Crul et al. (2016) since co-creation is described in so many practical applications, there is no anchored framework to follow. The authors conducted a study where they analysed 50 models or frameworks of co-creation. As a finding in their research, they state a lack of consensus regarding whether co-creation is a method or an approach. In their study, Crul et al. (2016) found that in design, co-creation is mainly seen as a design method, whether in other fields as an innovative approach. A method is defined as a set of tools that helps in achieving a defined aim, and an approach is seen as a mindset that is necessary to adapt to conduct a particular process.

The differences aside, Crul et al. (2016) define co-creation as the mutual process of value creation between a company (organisation) and the customer (end-user). Co-creation is a facilitated creative process that initiates an active interaction and sharing between these two entities. This approach and process results in the interaction between the organisation and end-user becoming an experience instead of being purely transactional. (Crul et al. 2016).

In their study, Oertzen et al. (2017) conclude that involvement, engagement, and participation are fundamental parts of the co-creation of services. Yet, these activities alone do not guarantee that co-creation occurs. According to the author's emphasis should be placed on the nature of involvement, the involvement of engagement and participation taking place; it should be constructive in its relation to the whole process and active in its nature.

Oertzen et al. (2017) define in their research the co-creation of services as a process where service providers (organisations) and customers collaboratively integrate their resources with involvement, engagement, and participation. This participation leads to the co-creation of services that occur in specific phases of the development process. These phases are named co-ideation, co-valuation, co-design, co-testing, co-launching, co-production, and co-consumption (Crul et al. 2016; Oertzen et al. 2017). Both Crul et al. (2016) and Oertzen et al. (2017) conclude that involvement, engagement, and participation are fundamental approaches that enable co-creation while co-design is a specific form of co-creation taking place in the process of co-creating services. The authors name the forms of co-creation taking place in the early phases of the process of co-creation of services as co-ideation, co-validation, co-design, co-test, and co-launch. These phases, ideation, validation, design, test, and implementation are key phases in a service design process (British Design Council 2019). The co-creation aspect of these phases in a service design process are explored later in this thesis.

The study by Oertzen et al. (2017) also identified a multi-actor theme. The theme of multi-actor networks, their influence and meaning for the co-creation process of services, and other implications from the Oertzen et al. (2017) model (figure 1), will be further explored through the network service innovation capability in chapter 2.6.
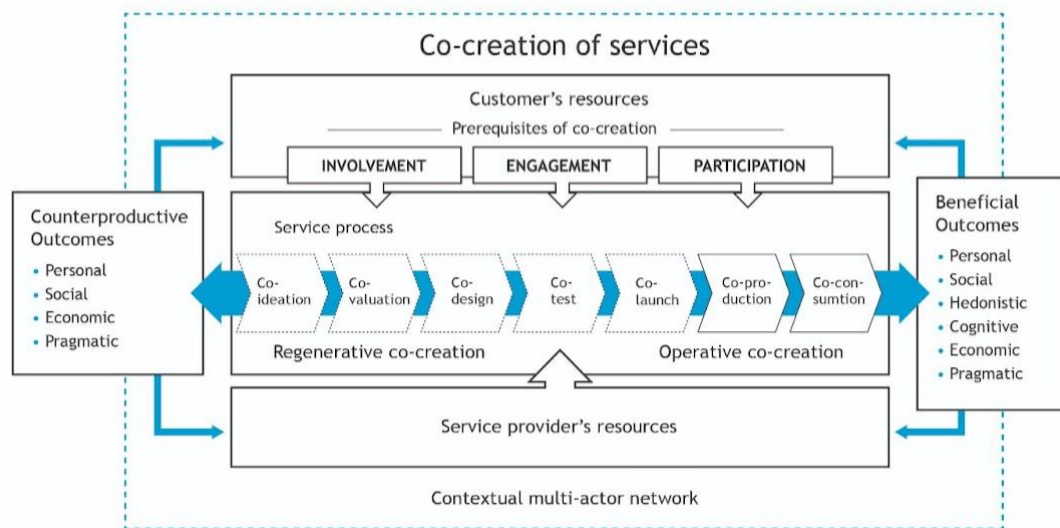

Figure 1: Co-creation of services framework. (Oertzen et al. 2017, 667).

2.2   Co-creation in a design context

As described in the previous chapter, Crul et al. (2016) conclude that the main difference in the view on co-creation is that some view it as an approach and different ways of creating together with the customer (or end-user), while others see it as steps in a design process that involves the customers (end-users). They further state that in the field of design, co-creation is mostly used as a method, yet in service design literature, co-creation is also described as a core principle of the doctrine (Stickdorn & Schneider, 2010). Since the practice of service design is very hands-on, and literature often includes a description of concrete methods and tools, it could be concluded that co-creation in service design is very practise oriented in nature. Co-creation in service design refers to that stakeholders, those who are affected or relevant for the service being created, are to be included in the service design process (Stickdorn & Schneider 2010, 38). The principle of co-creation can be combined with most of the tools and methods used in service design practises throughout the whole design process (Stickdorn & Schneider, 2010).
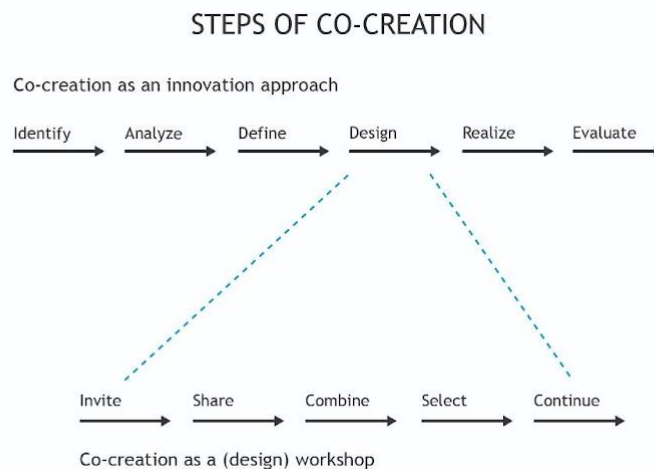
Figure 2: The steps in a co-creation process meta-model. (Crul et al. 2016, 273).

Apart from co-creation being a core principle of service design, reviewing service design literature, as also Crul et al. (2016) concludes in their study (figure 2), co-creation in service design literature figures mainly in the description of co-creation sessions or workshops. The concept of co-creation often refers to different styles of collaboration and contribution between participants, stakeholders, or users in design events, e.g., co-creation workshops (Stickdorn & Schneider 2010, 59). This view on co-creation is repeated in other design fields, where co-creation is often referred to as activities during the design process that involve user engagement. The aim of these activities is to evoke discussion and creative thinking and raise empathy between designers and users. The ability to gain empathy is a key skill for designers

and is the foundation for all user-centred design (Lupton 2017). A common definition of empathy is the experience of recognising other individuals' frames of mind and sympathising with these feelings. Empathy differentiates from sympathy since it does not direct one's own feelings towards the individual. (Aaltola & Keto 2017).

Kouprie & Sleeswijk Visser (2009) outline in their 'Empathic Design' framework (figure 3) that empathy can be approached by designers as a process part of the design practice. The empathic design process consists of four steps; (1) Discovery, the designer's curiosity is raised by making the first contact with the user's world and experiences. This can be done by either direct contact or by research and studying previously conducted user studies. (2) In the immersion phase, the designer actively and open-mindedly explores the user's world and conducts qualitative research that leads to new insights into the user's experience. (3) In the connection phase the designer forms an emotional connection to the user to be able to resonate with the user's experience, understand feelings and the meanings forming the user's experience. In the final detachment phase, the designer attaches from the formed emotional connection. The designer is now able to use the gained understanding of the user's experience to form new insights to be deployed in sensemaking and ideation in the design process. (Kouprie & Sleeswijk Visser 2009, 455).
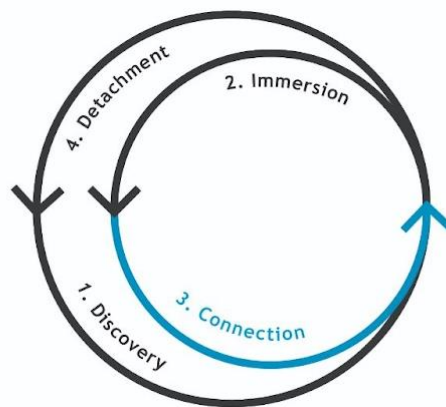
Figure 3: The empathic design process. (Kouprie & Sleeswijk Visser 2009; Pagán 2021).

The successful practice of empathy in design is defined by three key elements. (1) the motivation of the designer, understanding the value and advantages of empathy in the design process. (2) Designers' ability to, in a pliable way, apply a combination of affective resonance and cognitive reasoning in relation to the user's experiences to gain empathy during the whole design process. (3) Allocating the time needed for the process, not having a structured investment of time for the empathic process will diminish the intended value. (Kouprie & Sleeswijk Visser 2009).

Empathy = (Ability x Proximity)

Figure 4: Eindhoven Empathy Model. (Pagán 2014).

Pagán (2021) presents the notion in the 'creative empathy' concept (figure 4) that empathy is a skill like any other, and like a muscle, it can be trained. In the Eindhoven Empathy Model (Pagán 2014), empathy is defined as a person resonance with someone's else's experience, which is consists of the person's ability, the strength of the persons 'empathic muscle' and proximity, how closely someone else's experience resembles the person's own experience. According to Pagán (2021), there are several practical and approachable ways to strengthen one's 'empathic muscle', activities relating to developing self-awareness and stepping out of comfort zones. Proximity can be achieved by, e.g., observation, conducting interviews and immersing oneself in other people's worlds through rituals. Gino (2019) describes training people to practise empathy as a key method to achieve a more collaborative culture in an organisation.

Lupton (2017) also highlights the importance of the role of the designer as a facilitator of co-creation. This relates to Crul et al. (2016) description of co-creation as being a facilitated creative process. Designers are needed to address and facilitate different barriers for participation that needs to be overcome, such as, e.g., reluctance to disagree with peers or superiors (Stickdorn & Schneider 2010, 198). Another highlighted factor of co-creation practises in a service design context is that the practice is also viewed to create the feeling of shared ownership, a necessity for further collaboration on successful service concepts and innovations under development (Stickdorn & Schneider 2010, 38).

In Stickdorn & Schneider's (2010) description of co-creation, the designers or design team are viewed as the owners of the design process, the designers being the ones to coordinate and facilitate the user's role and involvement in co-creation in the design process. The user's role can vary from proactive participation, where users actively participate in solving or framing design challenges, to more passive roles, where designers interpret user data without direct engagement with the user (Stickdorn & Schnider 2010, 59). Jansen & Pieters (2017) describe the owner of the co-creation process as a person that often goes under the title of project manager, product owner, innovation manager or project coordinator. They regard that appointing someone to the role of co-creator, owner of the process on a project basis or on an organisational level, is key to successful co-creation (Jansen & Pieters 2017, 38).

Another term associated with co-creation in a design context is co-design. According to Crul et al. (2016), co-creation does not necessarily have the same meaning as co-design, as co-design is often used as the description of the collaborative process in which co-creation takes place and hence co-creation is regarded as a subordinate to co-design. Furthermore, the authors refer to Ehn's paper, Participation in Design Things (2008), where again the term co-design is utilised as a part of the participatory design process. Ehn (2008) describes the participatory design as a design practice where people participate in the design process as co-designers. This viewpoint differs from Stickdorn & Schneider's (2010), described earlier in this chapter, which highlights the involvement of all relevant stakeholders in the design process but facilitated by the designer or design team. Kimbell (2014) describes participatory design as involving people in co-designing new products and services as active participants, not only in study or consulting roles. The principles of participatory design, which support impartialness with co-creation practises, are like that of inclusive design (Luck 2003).

In recent years the rise of awareness of accessibility issues, driven in digital services by the implementation of the European Union's accessibility directive of 2020 (EUR-Lex - 32016L2102) has also seen the increase in articles written about inclusive design. While accessibility refers to developing products and services that are usable by everyone, inclusive design is referred to as the design process of which accessibility is a given part of the outcome (Miller 2018). The key principle in inclusive design is the understanding and application of diversity, what it means and who is referred to when talking about 'co-design with users and stakeholders' (Yokota 2019). The inclusive design mindset requires an understanding of user diversity to consciously strive for a wide range of perspectives (Miller 2018).

Often addressed in inclusive design context are the practical challenges with co-creation, e.g., how to make a co-design process inclusive for people with language barriers, which is a prevailing issue to consider when developing services in today's increasingly culturally diverse environments (Yokota 2019). Questions to consider when engaging with users and stakeholders such as customers, end-users, frontline staff, key decision-makers (Yokota 2019) in inclusive service development processes are who is represented, who participates and who has power. In her talk, inclusive service design, given at Funka's accessibility days, Linn Vizard (2020) talked about the importance of considering how users are engaged in the service design process by evaluating the participation through the ladder of engagement model (figure 5). Vizard (2020) refers to the need to shift from talking about access to inclusion in the design process. Inclusion is about eliminating mismatched needs and interaction, e.g., design features of a product or service, built environment, system, or service. While considering the engagement, involvement, and participation of people in the design process through the steps of the ladder of engagement, Vizard (2020) encourages to do this by reflecting on each step through three key questions, who is represented, who

participates and who has the power. The core actions to improve the inclusion of a design process is according to Vizard (2020) to do research with people, invite people to co-design solutions and test the services, outcomes with people.

ENGAGEMENT LADDER

PARTNER
People are equals

COLLABORATE
People are actively involved

CONSULT
People are given some influence

INFORM
People are told

TOKENIZED
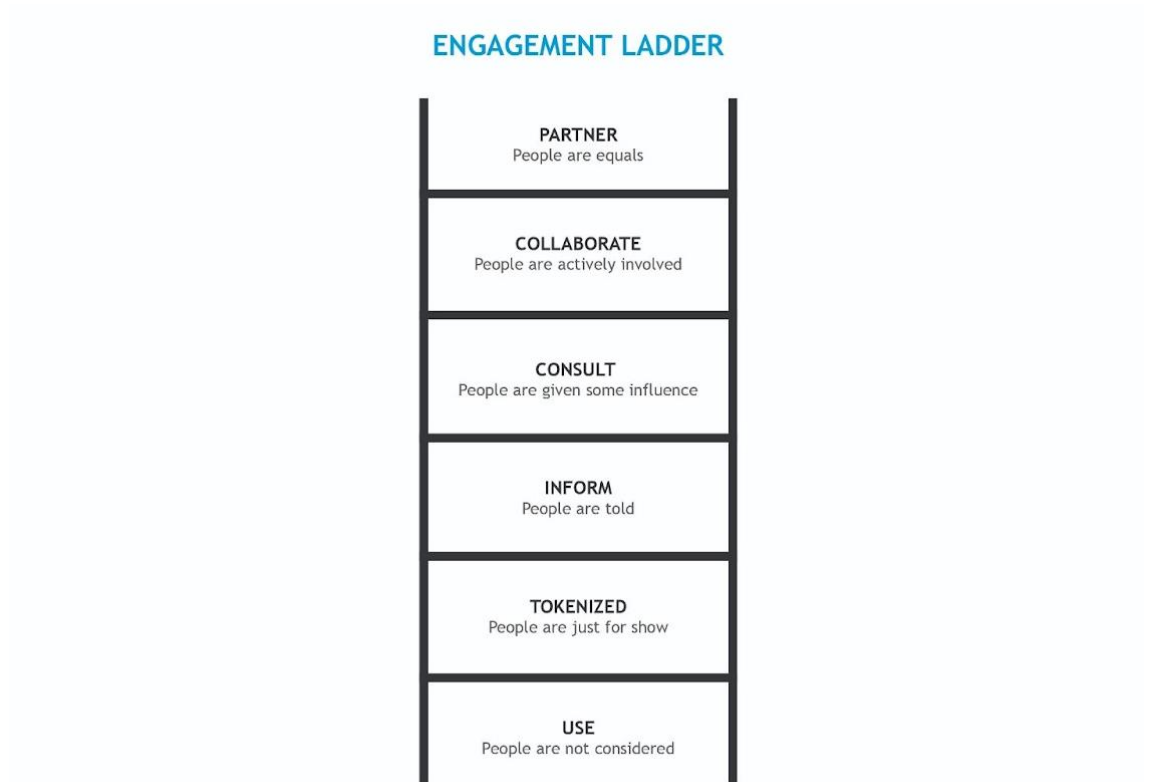People are just for show

USE
People are not considered

Figure 5: Ladder of engagement. (Vizard 2020).

Different versions of the ladder of engagement model are widely in use in different contexts, both in and out of the field of design, such as education, civic participation and democratic decision making (Organizing Engagement 2019). These models are based on Sherry Arnstein's conceptual framework from 1969, 'the ladder of citizen participation, that is the most influential model of democratic (inclusive) participation. The model has also influenced Robert Hart's model 'Ladder of children's participation and Elizabeth Rocha's 'Ladder of empowerment'. (Organizing Engagement 2019). Elements of all three models can be seen in the various 'Ladders of engagement' in use. The case organisation Folkhälsan Federation also has its own version of the model, called 'The spectrum of participation. A description of this model, its usage and how it is perceived and used by the experts in the organization is described in the results chapter of the thesis.

2.3   Co-creation and open innovation

Crul et al. (2016) conclude in their paper that the current view on co-creation differs most in that it is seen as either part of an open innovation movement or as a participatory design method. The view of co-creation as a participatory design method was discussed in the previous chapter. To understand co-creation as part of the open innovation process and movement, I will discuss some key concepts involving open innovation. The reason for the divide in views seems to originate from the notion that open innovation is defined by the active collaboration between organisations and the mutual sharing of intellectual property, while co-creation associates more to the relationship between an organisation and its stakeholders, mainly its customers (Leone 2017).

According to Kimbell (2014), the definition of what innovation means can be approached by the C-K theory. The 'C' stands for new concepts being created, opening new possibilities while simultaneously generating new knowledge, the 'K'. The result is valuable propositions that can be harnessed as opportunities. Kimbell describes the practice of open innovation as focusing on innovation that furthers collaboration with people and organisations outside the organisation in question and turning to fields such as design ethnography and participatory design to enable this. Design ethnography generates social and cultural research that generates knowledge about people and the impact and experience certain products, or services can have on them (Kimbell 2014, 15). Stickdorn & Schneider (2010) refer to design ethnography as qualitative research set in a service design context or process (Stickdorn & Schneider 2010, 108). Chesbrough, the author who developed the concept of open innovation, define the term as an innovation process that is disruptive in its nature, consist of managed knowledge flows going beyond the boundaries of organisations that allows a wider environment, such as other organisations and society at large to benefit from leftover innovation results and new knowledge outside the organisation internal knowledge (Chesbrough & Bogers 2013). As is often the case in innovation in public organisations, open innovation is also referred to as an innovation model that emphasises the development and production of public, commonly used goods and services. This concept is by Chesbrough & Bogers (2013) defined as 'open, collaborative innovation'.

Reflecting on the previous definition of co-creation as an approach to involve, engage, and participate (Oertzen et al. 2017), this approach applies to both open innovation and participatory design processes such as service design.

2.4   Co-creation and value creation

Previous chapters described the differing definition and approaches of and involving co-creation. This chapter aims to explore the origins of the term co-creation and how its value is defined.

Crul et al. (2016) describes that the idea of co-creation between an organisation and its customers originates from cost minimisation, like in the example of Ikea, where the customer builds their own furniture, gaining a reduced price and allowing the company to reduce manufacturing time and costs. In later research, co-creation was seen to increase customer satisfaction and later also as an opportunity to increase competitive advantage by differentiation. In the service-dominant logic framework (S-D logic) that was introduced in 2004 by authors Lusch & Vargo, the value was defined as always being determined by the customer. S-D logic declares that the customer is always a co-creator of value together with the organisation; hence customers have an active role in service creation, yet the organisation can only offer a value proposition, not be part of the creation of the value the customer perceives (Lusch & Vargo 2014). In the S-D logic, framework service refers to the process of; mutual use of resources for the benefit of others (Akaka & Vargo 2009, 34).

In their paper Co-creation experiences: the next practise in value creation, Prahalad & Ramaswamy (2004) take the view on co-creation one step further by minting the term value co-creating which refers to interactions between users and the organisation being at the centre of value creation (Prahalad & Ramaswamy 2004). These interactions can be described as different activities of communication and consumption a user or other stakeholder has with an organisation or an organisations engagement platform. An engagement platform is a group of persons, processes, interfaces, or artefacts whose engagement with one another provides environments of interactions that enable actions of value creation (Ramaswamy & Ozcan 2014, 34). This view of value co-creation involving multiple stakeholders also makes the processes of leading up to value co-creation dependant on many factors, not solely the interactions between user and organisation (Stenius 2015).

Oertzen et al. (2017), in their definition of co-creation of services, see the outcome of co-creation as benefits that can be categorised into personal, social, hedonic, cognitive, and concrete experiences. Value co-creation is a collaborative practice where users and stakeholders contribute to the development of an offering or outcome (Stenius 2015). In the context of this thesis, the focus is on the mutual creation of services during service processes and service innovation activities.

As Crul et al. (2016) describes, a result of co-creation is that the interaction between organisation and customer becomes an experience. This view of value co-creation is like

Prahalad and Ramaswamys' (2004) holistic perspective on value co-creation that draws on consumer experiences that stretches throughout the whole value chain. Customer value-creating processes are dynamic, interactive, and non-linear (Kimbell 2014).

2.5   Acknowledged challenges associated with co-creation

Challenges with co-creation are pointed out in various literature. For example, achieving consensus on socially complex problems, such as the case organisation Folkhälsan Foundation is trying to solve, requires reaching an understanding before attempting to design solutions.

For multi-organisational and multistakeholder situations, that understanding should be co-constructed. Stakeholder management should be regarded as a design problem, not an expert issue. (Jones 2013, 271). This which further highlights the role of a facilitator, designer or design team leading the co-creation process (Stickdorn & Schneider 2010). This means that designers, facilitators, or design teams should act as coordinators and enablers of interactional processes such as cooperation and coordination to reach a co-constructed understanding of the problem space.

Jones (2013) argues in the book 'Design for Care' that, using what the author refers to as 'generative design with a co-creation approach, such as co-creation workshops may not agree with the seriousness of the problem, e.g., in a complex medical environment. The author highlights that a range of appropriate design methods may be needed (Jones 2013, 271). This view fortifies the need for a structured design process to be adopted for the process of co-creation in service development that enables co-creation to be combined with various methods and tools, as described by Stickdorn & Schneider (2010). Co-creation should not be seen as a sole method applied somewhere in the development process, such as e.g., a co-creation workshop. The challenge in co-creation leading to generative design solutions is also addressed by Stickdorn & Schneider (2010), where they underline the importance of collaboration between and involvement of, in service design practises, so-called T-shaped people (Stickdorn & Schneider 2010, 111). The concept of a T-shaped person refers to a person who, on a vertical axis, has an in-depth skill or expertise in a certain area that allows them to make tangible contributions to the outcome. On the horizontal axis, the T-shaped person has cross-discipline knowledge and hence a disposition for collaboration across disciplines (Brown 2009, 27). Brown (2009) states in 'Change by Design' that the involvement of t-shaped persons is crucial for co-creation to be able to solve today's complex problems, and it is this t-shape ability that separates a multidisciplinary team from an interdisciplinary one. Brown (2009) further states that design thinkers cross both axes of the 'T'. A conclusion of this could be that it places some expectations on the skills and expertise of a successful

service designer, or an expert in the organisation, that they have knowledge of or possess some design capabilities for successful co-creation in a service development process.

On the other hand, as described earlier, participatory design, that is also overlapping with the definition of co-creation as it is often described today (Crul et al. 2016), gained its popularity among organisations by being a way to ensure that all the existing skills available were made a resource in the design process (Ehn 2008). It could also be argued that challenges associated with co-creation, such as Jones (2013), is referring to with generative design, could also be due to the lack of depth or isolation of the design ethnography as part of the whole design process. According to Stickdorn & Schneider (2010), the design ethnographers, the people doing qualitative research, should have a firm understanding of the design process (Stickdorn & Schneider 2010).

Oerten et al. (2017) imply that while successful co-creation improves service outcomes, unsuccessful co-creation can lead to value wrecking. The authors emphasise the assessment of potential outcomes as a critical factor in the successful management of co-creation processes to avoid pernicious results (Oerten et al. 2017). Parallels can be seen in the practice of forming design hypotheses. Design hypotheses are assumptions that someone, e.g., a service development team, believes to be accurate and are either shown to be true or false with research and experiments, e.g., prototyping. (Johnson 2020). Jansen & Pieters (2017) mention the fear of change as a barrier for organisations since co-creation requires a shift in thinking and doing. A co-creation development process is a new reality for risk perception, both in the destination and the journey; the development process requires a change in mindset (Jansen & Pieters 2017, 30).

Culture consists of values, factors, and artefacts that people shape their life with and are not easily changeable (Hoholm 2021). Culture is defined differently in every organisation, and it is a development process all organisations must go through. As an example, ICT consultant company Gofore describe their culture in four steps; culture is made by the people (of the organisation), culture is actions (that the people of the organisation take or influence), culture is always evolving and when culture is aligned with the strategy of the organisation it drives business success (Gofore 2021). Kegan & Lahey (2016) write in their book 'An everyone culture' that organisations should strive towards designing a culture that values the development of people's capabilities to enable a change in the mindsets of the employees. They encourage organisations to view culture as a business strategy (Keegan & Lahey 2016). Gino (2019) states that leaders of organisations trying to create a culture of collaboration often focus mainly on instilling values but overlook that collaboration requires certain skills. Same applies to establishing a culture of participation and co-creation; it requires a change in mindset but also training in practical oriented methods and tools.

2.6   Dynamic capabilities and service innovation capabilities

Organisations, industries, and nations face challenges with meeting their customers, markets, and citizens ever-evolving needs by improving their service offerings (Similä 2011). Meeting their users' needs in today's ever more complex service environment requires service innovation (Ojasalo, Koskelo, & Nousiainen 2015). As quoted by Blommerde & Lynch (2014), Ojasalo (2009) defines service innovation as the ability *"to anticipate changes in customers'* behaviour, needs and expectations, and the consequent competence to design better services and create new service concepts" (Blommerde & Lynch 2014, 219). The ability to innovate determines if the organisation can answer to their users' needs, sustain economic growth, and improve the quality of their service offering (Deksnys, Kazlauskienė & Žitkienė 2018).

This chapter explores models and concepts of dynamic capabilities and service innovation capabilities to identify the capabilities needed by an organisation for service innovation, potential design drives. This chapter also inspects how design fits into an organisation's service innovation capabilities and if this addition could be beneficial in enhancing participatory practises in their service development.

While the study of service innovation capability (SIC) derives from dynamic capabilities, where most researchers seem to view SIC as a dynamic capability (Blommerde & Lynch 2014), according to Ojasalo et al. (2017) and Blommerde & Lynch (2014), dynamic capabilities offer a useful framework for identifying the capabilities needed for service innovation. With dynamic capabilities, an organisation can implement new know-how that can boost innovation (Deksnys et al. 2015). One definition of dynamic service innovation capabilities is: dynamic service innovation capabilities refer to specific capabilities, i.e., organizational competencies, routines and processes organizations already have or newly develop to manage the process of service innovation (Hertog, Wietze & Jong 2010, 498; Järvinen 2020). According to Järvinen (2020), this means that an organisation can combine already existing knowledge to create new resources and capabilities to update the organisation's service offering.

Organizations use dynamic capabilities to identify new business opportunities and user needs, determine future courses of action by gathering the needed resources and make use of new organisational competencies. Dynamic capabilities can offer an alternative to more traditional (and costly) research and development activities to evaluate an organisation's capacity to design, develop and implement new service innovations (Janssen, Castaldi, & Alexiev 2016).

Model comparisons

This chapter compares three models; Dynamic service innovation capability (DSIC) dimensions model (Deksnys et al. 2015), The Service Innovation Capability Model (Blommerde & Lynch 2014) and the Systemic innovation capability model (Skarzynski & Gibson 2008; Similä 2011).

In academic research, there are different approaches to the application of the dynamic capability view in relation to service innovation. This can be due to the abstract nature of the concept of capability, allowing for differing interpretations among researchers (Janssen et al. 2016). There are two main divisions among researchers in their analysis of dynamic capabilities in service innovation. Some researchers group the capabilities into categories of activities; sensing, seizing, and reconfiguring, while others provide more elaborate models detailing specific capabilities for service innovation. Blommerde & Lynch (2014) suggests in their paper that this confusion surrounding the terminology hinder the research from being adapted into practice. The aim of the comparison is to clarify the different key terminologies and what approach should be applied in the development phase of the thesis.

Deksnys et al. (2015) have, in their research, identified five dimensions that affect dynamic service innovation capabilities: strategy, client, knowledge, network, and technology-focused measurements (figure 6). The authors aim with the conceptual model was to create an understanding of the field to enable organisations to focus their attention on the most important of dynamic capabilities to achieve continuous service innovation.
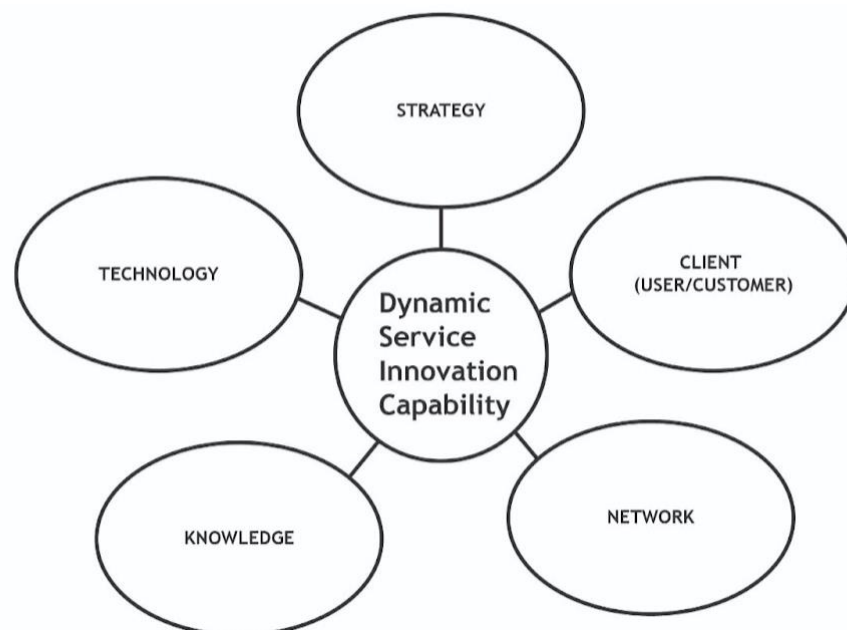

Figure 6: Dynamic service innovation capability (DSIC) dimensions model. (Deksnys et al. 2015, 274).

The five dimensions and perspectives they have included are client focus, strategy focus, knowledge focus, network focus and technology focus. The client focus can be both internal and external, with the internal focuses on employee's know-how and, e.g., employees that interact with customers. The authors point out that managers should gain abilities to utilise this internal knowledge. With the external focus, the authors are referring to the organisations' ability to identify user needs and innovation opportunities. The strategy focus reflects on the abilities the managers and leaders of the organisation must implement and try out strategies that enable innovation, e.g., get funding for different innovative initiatives. The knowledge focus refers to the organisations' ability to increase its knowledge, both from external and internal sources. Network focus describes the ability to collaborate and cooperate with networks and other organisations to expand innovation capabilities. Finally, the technological focus lays focus on the organisations' capability to make use of internal or adapt external technology. (Deksnys et al. 2015, 274).

Authors Blommerde & Lynch (2014) identify service innovation capability in their conceptual model (figure 7) as a many-sided occurrence that can be interpreted through four interrelated areas: strategizing, knowledge management, networking, and customer involvement. Apart from the areas themselves, the relationships and involvement between these four dimensions form the comprehensive service innovation capability of the organisation (Blommerde & Lynch 2014).
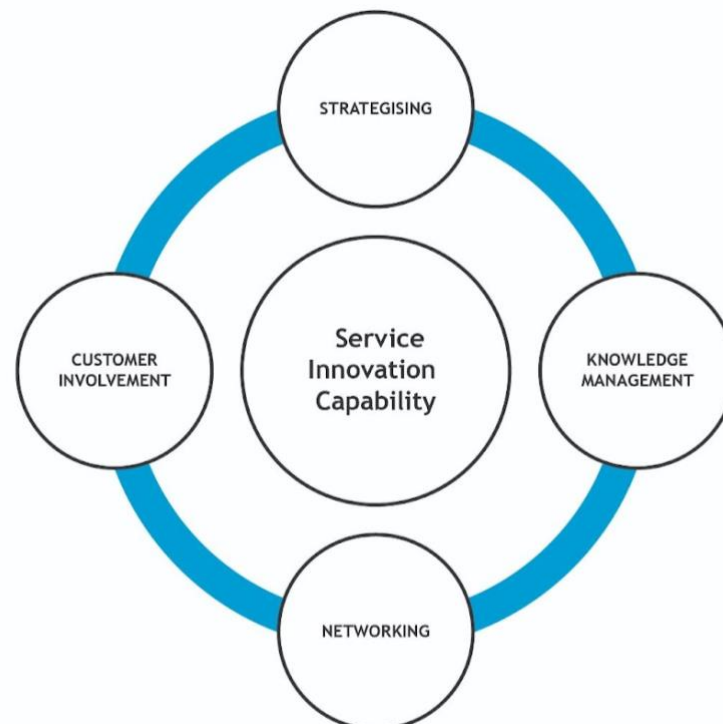

Figure 7: The service Innovation Capability Model. (Blommerde & Lynch 2014)

With the customer involvement dimension, Blommerde & Lynch (2014) refer to the organization's ability to create value with the customer through innovation, understanding customer needs and an ability to engage customers in joint value creation e.g., with co-creation. Strategizing refers to the organisation's commitment to work on long term objectives for innovation. The organisation's strategic intent for innovation is crucial, and without it, innovation might not happen or, at best, be aimless. Blommerde & Lynch (2014) state that the fundamentals of knowledge management lie in the design of processes, structures, and practices, i.e., a framework that supports the spreading, creation and use of knowledge. Knowledge management also captures the organisations' ability to design, implement and manage these frameworks that are specific to the service innovation of their regime of operation. Networking capability is defined by the authors as "the process of innovating services through combining the ideas, knowledge, capabilities, and technologies of more than two interconnected actors" Blommerde & Lynch (2014) define, (Blommerde & Lynch 2014; Mustak 2014, 152). It in other words refers to the ability of the organisation to effectively orchestrate and manage a network of external stakeholders and actors for the purpose of joint value creation.

The systemic innovation capability model (figure 8) by Skarzynski & Gibson (2008), as discussed by Similä (2011), divides innovation capability into four areas. A systemic innovation capability refers to the capability impacting the whole culture of the organisation including skill sets, tools, processes, metrics, and values in contrast to being a stand-alone specific context related capability (Similä 2011, 74).
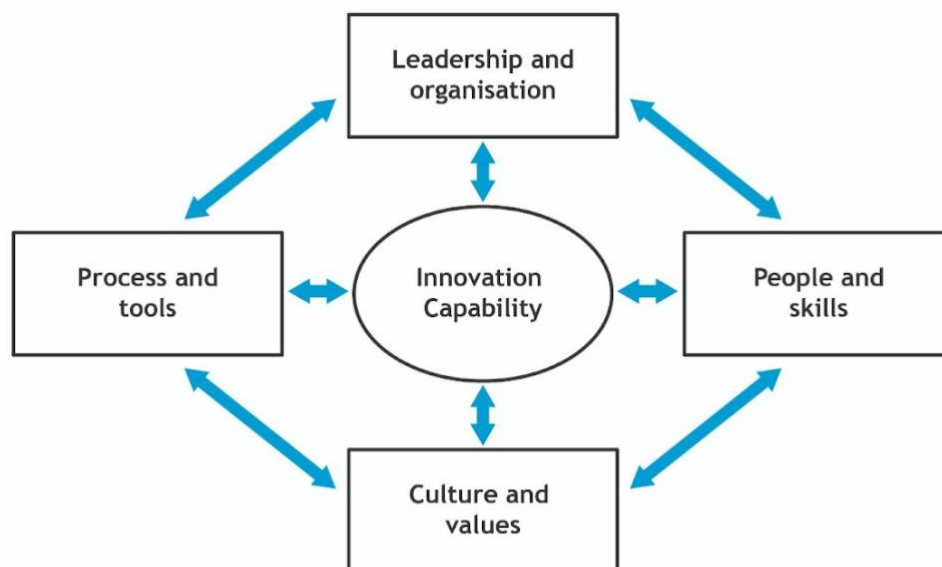

Figure 8: The systemic innovation capability model. (Skarzynski & Gibson 2008; Similä 2011, 75).

'Leadership and organisation' emphasise the importance of a unified view in the organisation and its management towards innovation. Similä (2011) highlights that cross-boundary interactions and the even distribution of responsibility are an important part of making a common vision of innovation a reality in the organisation. To enable the possibility for innovation and for new combinations of knowledge to form within an organisation, it is crucial to get diverse sources of input, both from beyond and within the organisation. 'People and skills' underline the importance that the organisation approaches the knowledge and skills of the organisation's employees in a structured way to support the use of innovation capability in the whole organisation. 'Culture and values' of the organisation support innovation by providing motivation and a springboard for collaboration. The organisation needs to adopt tools and processes that support innovation. Similä references research that supports the use of systematic evaluation and reward criteria for innovation as a tool to achieve this. (Similä 2011, 74-75)

From the comparison, it can be concluded that all three conceptual models are fundamentally very similar. One important differing factor being that the systemic innovation capability model does not as strongly emphasize user collaboration and co-creation unlike the two other models. It can be concluded from the overlapping in definitions and frameworks that some conceptual pluralism occurs in the conceptualisation and definition of SIC. What both Blommerde & Lynch (2014) and Similä (2011) underline is that innovation to be successful should be approached as a value that is submerged in the organisations' culture.

2.7   Defining and utilising design as a service innovation capability

Design is a basic human venture and skill (Leur & Robers 2017). In the context of innovation, design is referred to as the practice of designing solutions in a co-creation manner together with others to achieve a desirable, feasible and viable outcome while considering how the solutions fit the various elements and factors considered during the undertaking of the task (Leur & Robers 2017). As a conclusion, an internal design capability is needed by service organisations to further enforce innovation of services (Jenkins 2008).

Beltagui (2018) defines a design capability as a collective capability detained by the organisation which enables the organisation to utilise a specific form of design in the development of services or products. By anchoring the design capability to a specific framework of design, the capability can, over time, develop from problem-solving activities that rely on expert knowledge into systemised methods and tools used in an organisation. (Beltagui 2018).

Cormican, Dobrigkeit, & de Paula (2018) defines design capability as the organisation's capability to utilise design practice for innovation both on a strategic and functional level. Ojanen et al. (2015) argue that complementing design disciplines can help facilitate service innovation. Kimbell (2014) underlines that design should not only be seen as problem-solving but as the expansion of new possibilities that happen when new concepts are created. For design to generate the most value for an organisation, it needs to be integrated and supported on a strategic level (Cormican et al. 2018). Developing and integrating a design capability has challenges, especially if they are unfamiliar to or are irrelevant to the values or conventions the organization has. A way to tackle these challenges can be to develop design capabilities to parallel or be interlaced with already existing and identified capabilities in the organisation. (Beltagui 2018).

Jenkins (2008) points out that adopting a design capability requires management level commitment and is a lot more than introducing design thinking and practices to the organisation. Jenkins (2008) has recognised nine cultural mindsets that can be major hindrances to adopting a design capability to an organisation and likewise nine cultural mindsets that enable implementing a design capability (Table 1). Jenkins (2008) highlights that adopting a design capability often means it is necessary for an organization to tackle its invisible infrastructure, the management systems and processes that enable it to operate. Jenkins (2008) further describes that an organisation working towards incorporating a design capability needs to undertake an entire cultural transformation since a design capability, to be successful, needs to build on existing attitudes and behaviours established within the organisation. This means seeing the organization as an object of design and actively working to reshape the underlying cultural values on which the organization is based and willingness to challenge and rebuild some of the foundational organisational systems and corporate processes. The result of this transformation is to create a workplace that is intended to support creativity and encourage collaboration. (Jenkins, 2008).

Cultural Mindset hindrances of design	Cultural mindsets are enablers of design
Culture of control and hierarchy	Culture of empowerment and authorisation
Focus on performance and short-term success	Culture of learning from failure and looking for long-term outcomes
Efficiency and cost-cutting as a focal point	Culture of effectiveness and value creation
Giving a guise of productivity and busyness	Culture of reflection and focused action
Competitiveness and 'building of air castles'	Culture of collaboration and shared

	purpose
Compliance and assurance	Culture of judgment and trust
Risk avoidance and fear of failing	Culture of experimentation and iteration
Blame-shifting and individual risk management, avoiding personal responsibility	Culture of feedback
Offering a rigorous process as a method for salvation	Culture of heuristics and agility

Table 1: Design capability cultural mindset hindrances and enablers. (Jenkins 2008, 18).

Design capabilities are in research linked to several design frameworks, e.g., Ojanen et al. (2015) link design thinking, service design and futures thinking to the dynamic capabilities of sensing and seizing. Other researchers connect the design capability directly with the design framework, such as Cormican et al. (2018) with design thinking capability. To gain clarity on the design disciplines referred to in the context of service innovation capabilities, the next section in this chapter examines design disciplines and explores some limitations associated with these disciplines.

2.7.1   Design thinking

According to Ideo, a leading consultancy in the field of design, it is hard to give a single definition of design thinking. It is a doctrine that represents an idea, an attitude, a way to view one's surroundings as much as a strategy and collection of methods (Ideo 2021). Design thinking offers a way to balance and find a solution to various challenges within the framework of certain constraints. These constraints are what is functionally reasonable, feasible in a future scenario, sustainable and viable from a business model perspective and what is desirable, what makes sense for users, evaluating their context as well as latent and expressed needs (Brown 2009, 18). The doctrine can be used for development ranging from products to services and business strategies (Curedale 2018). Although design thinking can be utilised in all sorts of problem settings, a so-called wicked problem is often mentioned in design thinking contexts (Dunne 2018). Wicked problems are utterly complex, multifaceted problems where the iterative and reflective approach of design thinking can be applied to frame the problem space (Dunne 2018, 29).

Design thinking is user-centred or human-centred at its core; it is the opposite of putting the practitioners or the company at the centre (Dunne 2018), meaning the process should always start from the disability constraint perspective. From this concept of user-centricity, the doctrine of design thinking includes multiple contextual factors into an overarching innovation process (Dunne 2018). Design Thinking integrates users and other stakeholders in

the innovation process (Ojasalo et al. 2015) and thus supports the innovation and proves a competitive advantage for an organisation (Brown 2009; Cormican et al. 2018). Design Thinking is a systematic, holistic, creative, and user-centred process, meaning a collection of steps and exercises done to innovate (Ojasalo et al. 2015; Dunne 2018). An example of the design thinking process widely in use is the one developed by the d. school, the Hasso Plattner Institute of Design at Stanford, Stanford University's design thinking institute (figure 9).
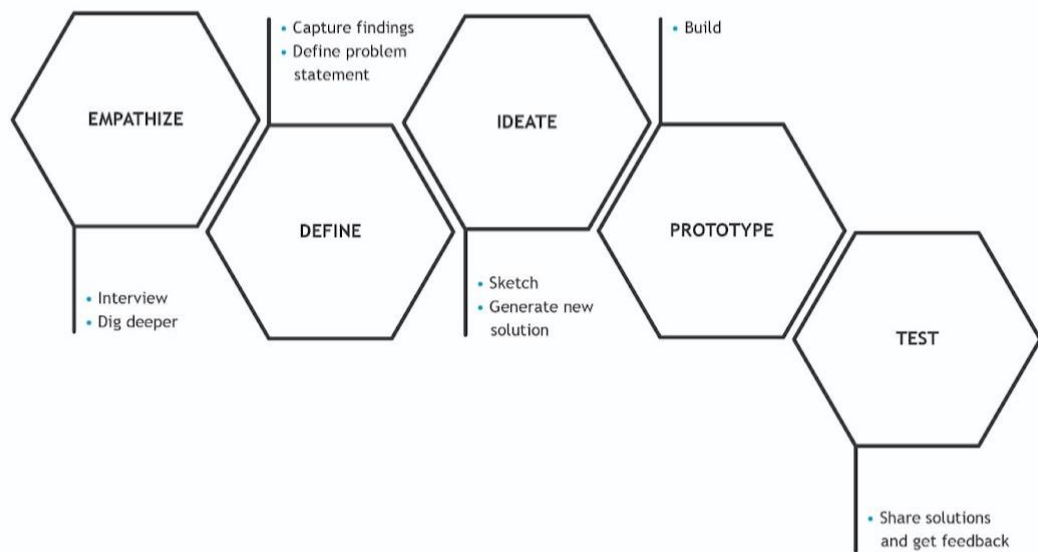
Figure 9: Steps in a design thinking process. (d.school Stanford University 2021).

This process is not necessarily linear; the different steps can be utilised at any stage in the process (2021, d. school), as is shown in figure 10. The steps visualise the stages in an innovation process and are in the model articulated as a linear progression for clarity.
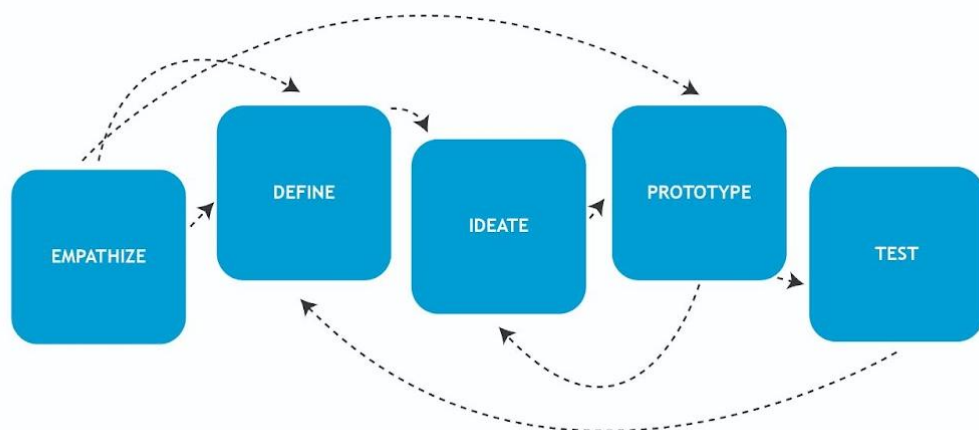
Figure 10: Illustrating the iterative nature of the design thinking process. (Dam & Siang 2021).

The five steps of the process are narrated from the d. school description of the steps in their guide 'An Introduction to design thinking process guide'. Empathise is the first and starting stage of the process, with the goal of gaining an empathic understanding of the problem by emerging in the context of users and stakeholders with, e.g., interviews and observation.

In the define phase, the information and knowledge gained are synthesised into a statement that is defined in a user-centric way. Solutions are then ideated using ideation techniques. In the prototyping step, potential solutions are tested and further analysed, either improved with iterations or disregarded. In the testing phase, the iterated prototypes are further tested, and the knowledge is used for further development of the solution or reframing of the problem (d.school Stanford University 2021).

2.7.2   Service design

Service design has evolved as a discipline during the past four decades since it was first mentioned in Lynn Shostack service marketing paper 'How to Design a Service' in 1982. In the study, the author concludes that experimentation and management are requirements for service innovation and development and modelling and service blueprints can be used as methods and tools to achieve this (Shostack 1982).

A commonly seen description of service design is to describe it as a process as well as an approach that is systematically and methodologically supported (Mager 2020). Donia describes service design as the specific application of a design process, with the aim to create solutions that incorporate the whole service experience, both the front end (customer side) and back end (organisation) while considering the available organisational resources (Donia 2017). The next section in this chapter takes a closer look at the processes of service design.

Service design is a research-oriented approach, with design research as a central part of all service design projects. Deep customer understanding is at the core of all service design practise. (Stickdorn, Hormess, Lawrence & Schneider 2018). The various methods used in service design practice supports the feeling of empathy to support a deep understanding of users and stakeholders' perspectives and experiences (Ojasalo et al. 2015).

Mager (2020) points out that it is important that service designers, the practitioners of design thinking, regard the organisations that they work with as users. This means to respect and understand the way organisations are structured and organized and what tools and methods the organization are already utilising in their service innovation (Silva 2021).

The six principles of service design practise according to Stickdorn et al. (2018,27), are:

1. **Human-centred**

   Designers considered the experiences of all people (users, stakeholders, the organisation) affected by the service.

2. **Collaborative**

   They are actively engaging stakeholders and users in the service design process and taking diversity into account.

3. **Iterative**

   The practice should have both an experimental and iterative approach along the whole design process and in the implementation phase.

4. **Sequential**

   Visualising and orchestrating the service so that it is a succession of correlating actions.

5. **Real**

   Avoiding assumptions and ready-made propositions, researching, value propositions and prototyping are always made and linked with reality.

6. **Holistic**

   They are evaluating the sustainability of the services considering all stakeholders through all interactions across the whole business.

The doctrines of design thinking and service design overlap both in academic research and by practitioners in the field. Some practitioners refer to service design as the practical application of design thinking and design methodologies into the development of services with tangible outcomes, new or improved services. (Rebelo 2015; van Oeveren 2021). In conclusion, if design thinking is a mindset (Brown 2009), then service design is an attitude (Mager 2020) that its practitioners enforce to bring about change through innovation and design by using a combination of interdisciplinary methods and tools.

2.7.3   Service design process

There are numerous different models that visualise the innovation and service design process. Models are highly useful for process visualisation by forming understanding and outline connections and reliance effectively (Crul et al. 2016). Although models are a way to easily communicate key steps and the iterative nature of a design process, there are also concerns raised that they can lead to misinterpretations, oversimplification of the design process as a linear process (Dunne 2018).

To visualise a framework for a service design process that I could also use for the
development part of my thesis, I chose the Double Diamond model (figure 11), and its
updated version Framework for Innovation (figure 12) developed by the British Design Council
first launched in 2004. The aim of using the Double Diamond model, or any other design
process framework model, is to visualise the design and innovation process, to narrate the
different steps that a design and innovation project consist of, regardless of the specific tools
and methods used (British Design Council 2019). The Double Diamond model is one of the first
and best-known service design framework models. According to its creators, it is also a
universally accepted description of the design process (British Design Council 2019). The
model has been essential in guiding the development of how designers are able to describe
the iterative design process. The Double Diamond, like other design framework models, helps
to present the holistically of the design process, which also consists of recurrent leaps
between designing in detail to jumping to a wider viewpoint. (Stickdorn & Schneider 2010).
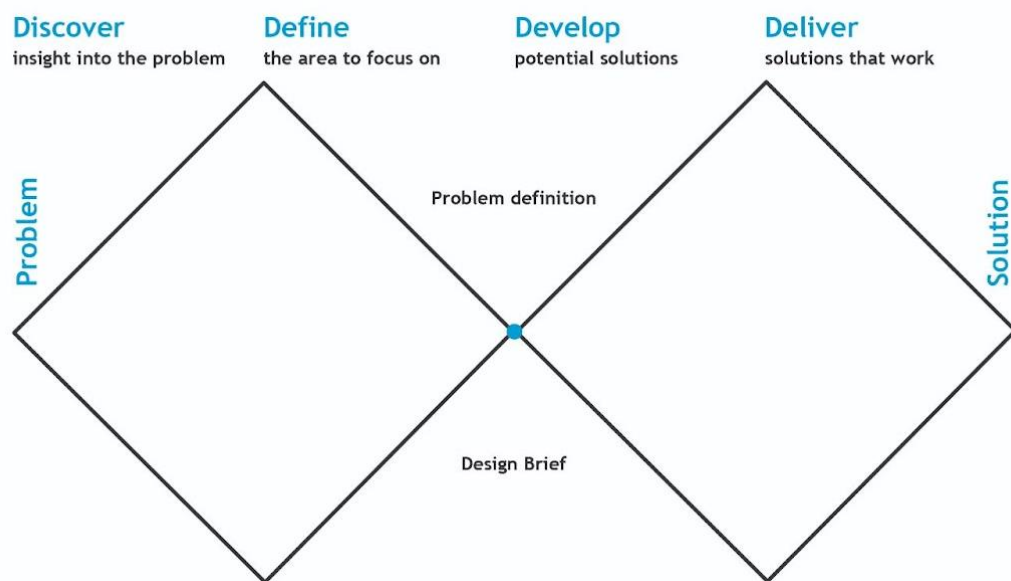

Figure 11: The Double Diamond model. (British Design Council 2004; Stickdorn et al. 2018,
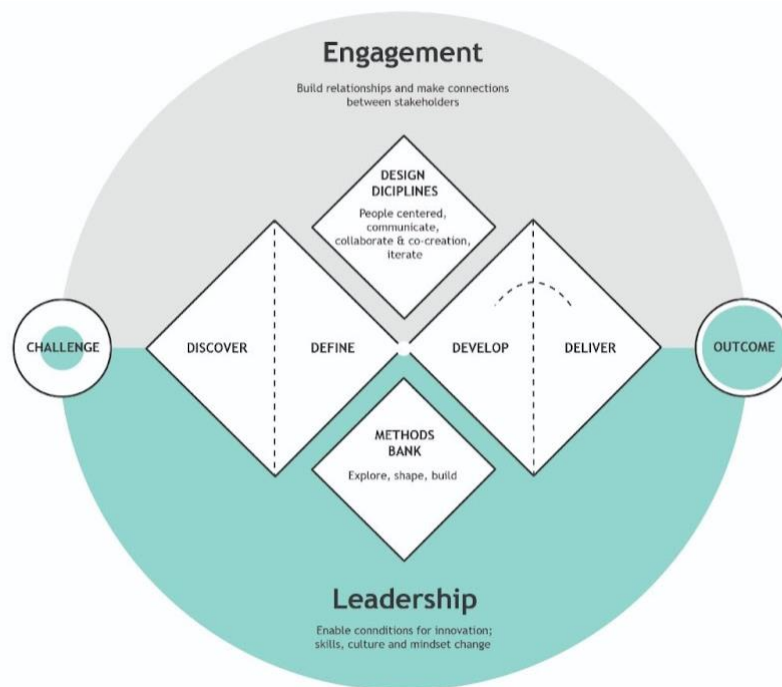89).

Figure 12: Framework for innovation. (British Design Council 2019).

The Double Diamond has been the inspiration for multiple organisations' own customised design and innovation framework models (Stickdorn et al. 2018). This is another reason it felt like a good pick to describe the design process of this thesis; it lays the ground for further development by the case organisation to find their own way of visualising their design process in a clear and easily adaptable manner. What further supports the choice is the Double Diamonds' simplicity which makes it more accessible to someone new to design than more elaborate and advanced models. In more elaborate models like the e.g. 'Four core activities of the service design process (figure 13) model, as described by Stickdorn et al. (2018, 92–93), shows more clearly how the phases of the iterative process of diverging and converging thinking can be multiple and overlapping in each step of the process. Yet, as Stickdorn et al. also point out, that regardless of the description, number of different phases, activities or steps that are visualised by different framework models, all design processes are essentially based on the same way of thinking and the same principles of design (Stickdorn et al. 2018, 88). They further elaborate that there are hardly any differences in the core design process between service design and other design disciplines, the difference rather being in the tools and methods used in the different disciplines of design. The Double Diamond model's easy accessibility is a useful base to further elaborate on, visualise an organisations' specific design and innovation process needs in descriptions, steps, or phases.
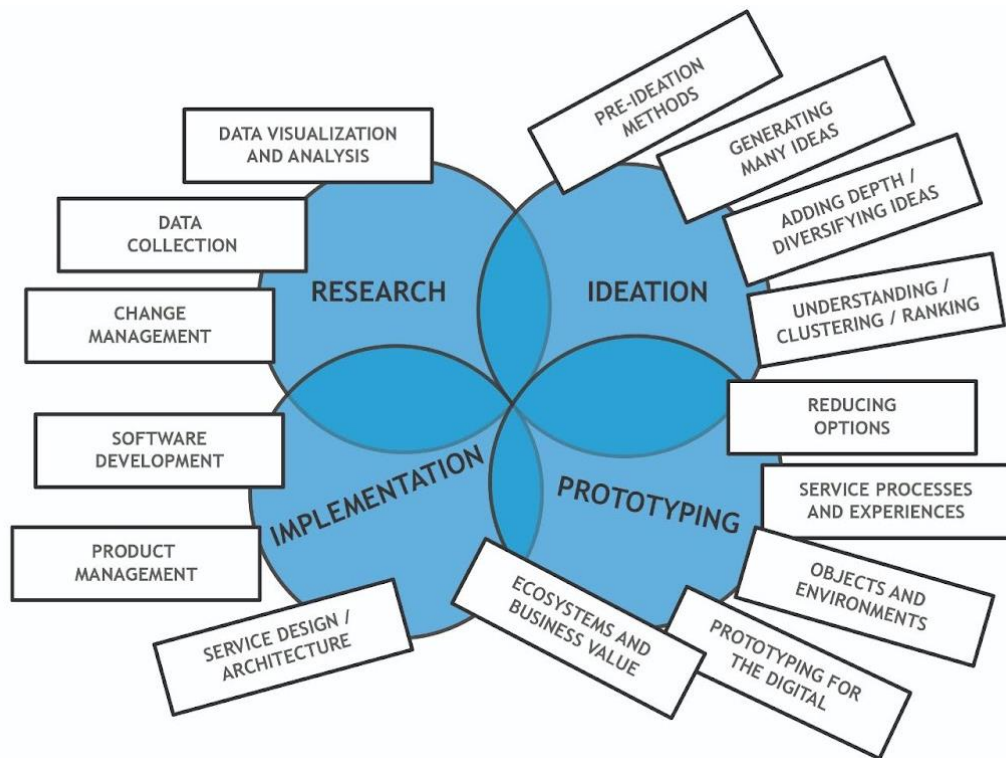
Figure 13: Four core activities of the service design process. (Stickdorn et al. 2018, 92-93).

The two stages as visualised in the Double Diamond represent divergent thinking, viewing, and exploring something from a wide-angle to create choices and convergent thinking, zooming in and finding the focus to be able to make choices. The phases in the Double Diamond process are described as Discover, Define, Develop or Deliver (2019, British Design Council). As previously established, the same phases could be described in other wording and still represent the same design principles. A more practise-oriented way to describe the different phases could be, e.g., 'understand and validate', 'imagine and focus', 'design and test' and 'create and learn' as the consultancy Livework Studio uses in their design work process description (Livework Studio 2020). The steps of the design process are further detailed in the development chapter of the thesis.

I have, in my process, used the updated Double Diamond framework (2019) that the British Design Council has named the 'The framework for innovation'. In the model, as can be seen in figure 12, the British Design Council has placed the double diamond within the framework for innovation. The council has added further clarifications on the design and innovation process and these additions to the framework further help the clear communication of the intent of a design process. The adding of engagement and leadership underlines the necessity of network engagement and the leadership that is essential in implementing cultural change. Both principles relate back to the service innovation capabilities as described previously in the theoretical framework chapter.

2.7.4   Limits of service design in service innovation

Many design disciplines, such as service design, are interdisciplinary in nature, as many methods used and practised originate from other fields of study (Ojasalo et al. 2015). The disciplines of design are also constantly evolving and becoming more mature. Mager states that service design today is already moving away from toolboxes towards becoming more of an overall attitude, logic and way of reasoning that involves always putting research and people first (Mager 2020). Forethought to this, there is also a movement towards a more planet centric view instead of solely human, user-centric in design disciplines. The rise of sustainability and circular economies' rise to mainstream business operations influences the practice of design increasing fast. These influences are addressed in the British Design Councils Systemic Design Model discussed in the next section of this chapter.

Both the role of a designer and those who practise design is changing rapidly. While some, as discussed in a previous section in this chapter, regard service design as a discipline mainly as practised by designers (van Oeveren 2021) the role of a designer is becoming increasingly more about training people within organisations to enable the logic and methods of the discipline to become part of the organisation's operation (Mager 2020). Also, Mattar (2020) outlines that practitioners of service design should adopt the role of 'change agents'. Today service designers, overall, create or facilitate and enable an organisation to create new insights at an organisational level. This leads to changes that the employees of an organisation need to adapt to and can lead to employees experiencing challenges. Here Mattar (2020) argues that service design practitioners could work as coaches through the change process, ensuring the design vision handover and empower the internal stakeholders with tools and skills to feel secure with the changes. This approach takes the service design discipline closer to change management, as shown in the image below (figure 14).
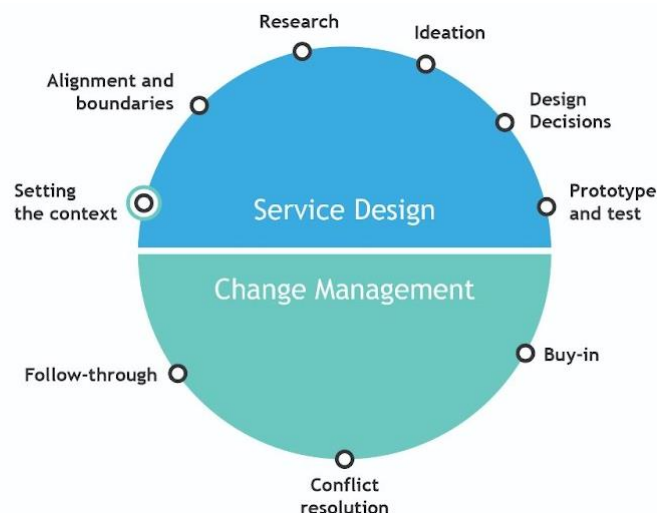
Figure 14: Combining the key moments in a project cycle of service design and change management. (Mattar 2020, 15).

Service design strives to create tangible artefacts for new possibilities by mapping out current situations (Mattar 2020), and the aim of service design always practises on creating a not yet existing, new reality (Mager 2020). Design thinking focuses on discovering and tackling changes and opportunities in users' untapped and experienced needs, trends, new technologies and other matters affecting the business ecosystem. Since design thinking is about sensing and seizing, it can also be described as a future-oriented discipline. (Ojasalo et al. 2015). A challenge that Ojasalo et al. (2015) point out is that most of the methods used in a service design process rely on: empirical data that deliver insights that are valid only for the past or the present (Ojasalo et al. 2015, 195). To bridge this gap in service design practice, Ojanen et al. (2015) suggest applying the integration of future forecasting and futures thinking. This integration of the interdisciplinary doctrines of service design and futures thinking into a conceptual framework for service innovation processes is discussed in the next section (Mager 2020).

2.7.5   Foresight and service design innovation process

The previous section introduced several service innovation capability models that focused on detailed, specific capabilities. This section examines the other research direction of grouping dynamic capabilities for service innovation into categories of activity; sensing, seizing, and reconfiguring (sometimes also referred to as 'transforming'). Ojasalo et al. (2015) introduce a conceptual model for the service innovation process operationalising the dynamic capabilities in service context by combining the disciplines of service design and futures thinking (figure 15). The authors use the term 'foresight' in the conceptual model to describe the tangible development work of mapping and influencing change.

The discipline of futures thinking is like service design interdisciplinary and uses tools and methods to create scenarios that represent the development and exploration of alternative futures. These scenarios can be used to, e.g., help organisations in preparing for alternative future outcomes by aligning their strategy considering services or products. Design can then be used to test and prototype the scenarios. (Bühring & Liedtka 2018).

The sensing stage consists of search and exploration processes that identify opportunities in the external environment. In the seizing, the exploration process is directed towards realising opportunities and the final stage, reconfiguring, is about supporting the continual processes of the organisations business models. The three stages are described as iterative and ongoing. (Bader 2014).

The Ojasalo et al. (2015) conceptual model focuses on the dynamic capabilities of sensing and seizing. The conceptual model combines the methods used in foresight (futures thinking) and service design, complementing the innovation process. Foresight methods enable the creation of alternative futures that, combined with service design's ability to map and pinpoint users and stakeholder needs, create a joint space for creating desired futures through ideation and visualisation. (Ojasalo et al. 2015).
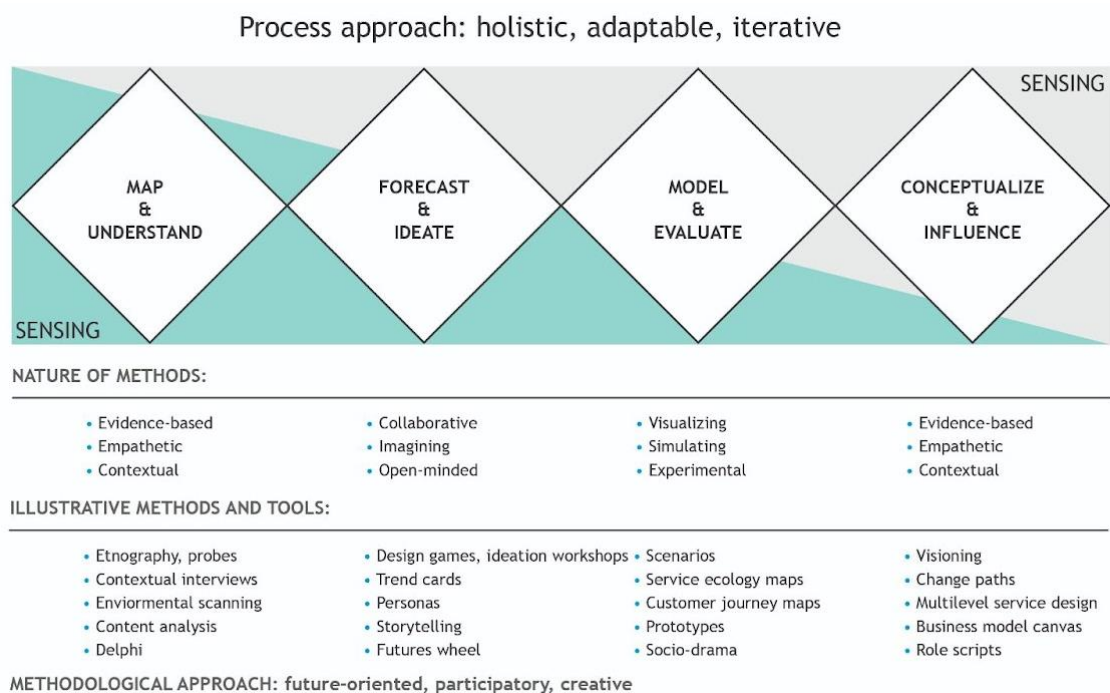

Figure 15: Service innovation process grounded on foresight and service design. (Ojasalo et al. 2015, 202).

The process is divided into four phases mixing the nature of methods with both futures thinking and design approaches. Each phase has a combination of illustrative methods and tools picked from forecasting and service design practises. The first phase, map and understand, is in its nature evidence-based, empathic, and contextual. The methods and tools focus on mapping changes potential future changes in the business context and lays further focus on understanding user needs and contexts. The second phase, forecast and ideate, use collaboration, imagination, and an open-minded approach to forecast alternative futures, ideate new concepts on the insights gathered in the previous phase. The third phase, model and evaluate, use various prototyping methods to concretise and test the ideas from the previous phase. The last phase, conceptualize and influence, focus on the conceptualisation of the concept tested in the previous phase with the aim to transform and influence the future with the developed concept. (Ojasalo et al. 2015).

To enable continuous service innovation boost for the organisation. Ojasalo et al. (2015) highlight that the innovation process with its methods and tools should, through the dynamic capabilities of sensing and seizing, be built into the organisational strategy and processes.

2.7.6 Systems thinking and design

The meaning of 'systems' is hard to define since it has multiple meanings depending on the context in which it is used. A way to describe it is that it is the vital, ever-changing connections based and between relationships and elements; in conclusion, pretty much everything is connected (Drew 2021).

Systems thinking is an approach that takes into consideration not only the individual elements but how they all interrelate, how the system evolves over time and how it links to its wider surroundings. Elements to consider are, e.g., people, ecosystem, organisations, and governments (British Design Council 2021; La 2019). System thinking applies expansionism and synthesis instead of reductionism and analysis. A system thinker approaches a system always as a sub-system of a larger system instead of trying to reduce a system to individual parts and aims to understand why a system works the way it does instead of focusing on the knowledge on how the various parts that a system consists of works (Pourdehnad, Wexler & Wilson 2011).

Pourdehnad et al. (2011) describe a key difference in systems thinking to design practice; the methodologies used in systems thinking arise from social systems, a network of relationships between individuals, groups, and institutions that makes up an organised entity, making the stakeholders the designers. In, e.g., the discipline of service design, as described in previous sections in this chapter, the designer, design team, facilitator, coordinators, or other enablers of change research engage the stakeholders/users and co-create together with the users/stakeholders. Drew (2021) points out, similarly to what Mager (2020) does, on service design practice, that systemic designers don't overrun everything about the current reality but work with it to create something new with iterative improvements that in due time can replace the existing. This sentiment is backed up by Pourdehnad et al. (2011), stating that systems thinkers strive to act now to improve the systems of tomorrow.

Viewing design from a 'systems thinking lens' means that several things need to change within the design process to enable designers to work more systemically. Working in a more systemic and sustainable way also places responsibility on designers to look beyond their project and reflect further on how the outcomes define the context of their environment over time. (British Design Council 2021). In the design field today, designers are tackling bigger and more complex challenges than ever before (Drew 2021). In systems thinking, design is a go-to approach for problem-solving, stemming from the idea of the future as a subject for creation (design) and design being the enabling process for this. Both practitioners of systems thinking,

and design thinking agree that there is a need for closer integration of systems thinking and design thinking. (Pourdehnad et al. 2011; British Design Council 2021).

According to the British Design Council (2021), designers have limited notions of tools and approaches to design for complex issues, such as sustainability. One framework that aims to combine systems thinking approach with design thinking is the Symbiosis in Development (SiD); it is a "practical framework for integrated sustainable development" that has co-creation as one of its six key pillars, with emphasis on working with multidisciplinary teams from different layers of society (Bosschaert 2017). Another widely used is the Circular Design Toolkit by the Ellen McArthur Foundation aimed at designers working towards a Circular Economy (British Design Council 2021; Ellen McArthur Foundation 2017).

To further support the practice of systemic design and its practitioners, the British Design Council developed a framework (figure 16) that designers from different disciplines as well as non-design professionals and communities could align to (British Design Council 2021).
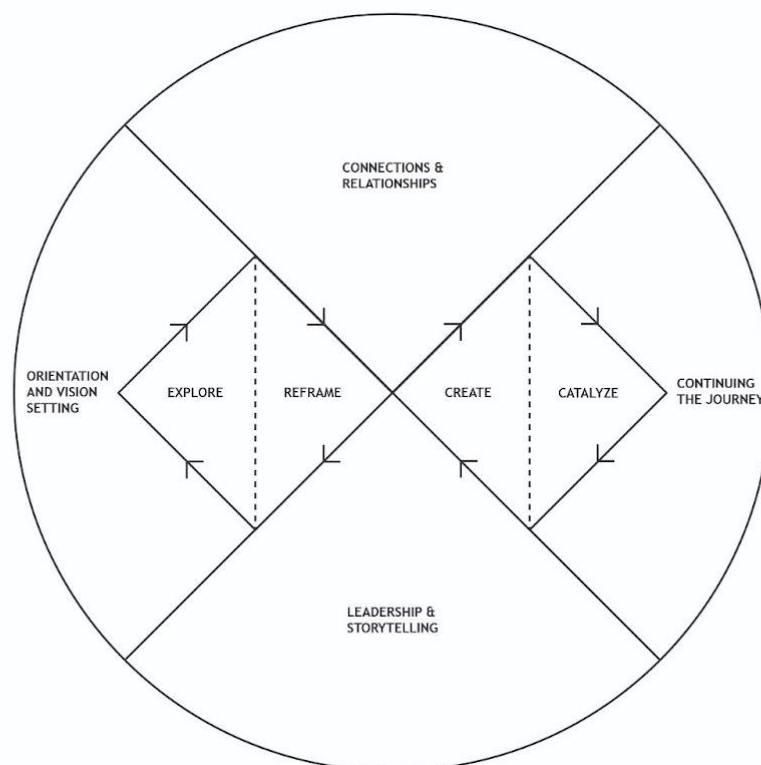
Figure 16: The systemic design framework. (British Design Council 2021).

The systemic design model is the next step from the council's previous model, the framework for innovation launched in 2019. The framework acknowledges that the challenges require the involvement of more than one organisation. (Drew 2021).

The Double Diamond, which represents divergent and convergent thinking and the non-linear way of working, is at the core of the model. The new model has highlighted the importance of the less visible activities that happen around the actual design process itself yet are fundamental to the process when tackling complex problems. Because these activities are not visible and recognised, they rarely get the needed resourcing. (Drew 2021).

The six main principles for a systemic design that the framework proposes encourages practitioners to reflect upon how they can complement and be further developed or adapted to their own fields/disciplines of practice. These principles are people and planet centred, zooming in and out, testing, and growing ideas, inclusive and welcoming difference, collaborating, and connecting, circular and regenerative. (British Design Council 2021). Reflecting on these principles compared to the principles of service design (Stickdorn et al. 2018), the most significant difference is the focus on the shared benefits of all living things (British Design Council 2021).
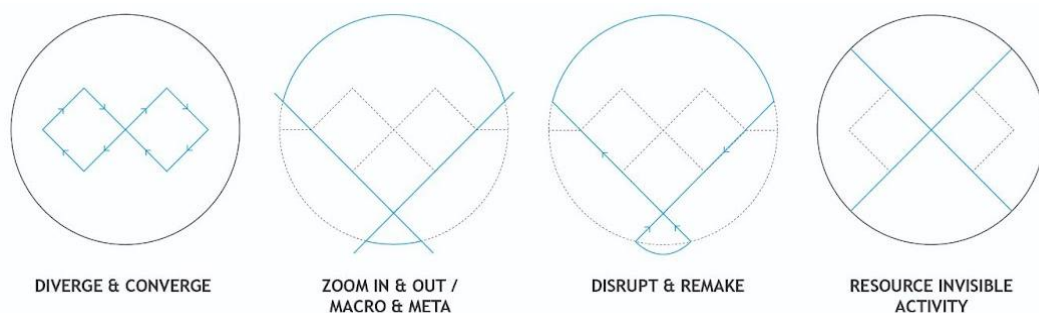
Figure 17: New ways of working in the design process. (British Design Council 2021).

The framework introduces ways of working in the design process (figure 17) that are beyond the divergent and convergent thinking that was touched upon in the 'service design process' chapter. Switching focus between the micro and macro level in a project in the context of the present to the future, the wider context of the project and its environment, as well as from an individual's role to, e.g., community of people. This requires the practitioner to be able to view and grasp their work in the project context as one element among multiple different activities, e.g., 'from design to policy to cultural change', that all together strive towards a constructive future. The framework also makes visible activities such as leadership and storytelling, orientation and vision setting, connection and relationships and the continuing of the journey by, e.g., communicating and making outcomes visible. These enabling activities are essential to the success of a design process but often under-resourced or downplayed. (British Design Council 2021).

British Design Council (2021) identifies four key roles needed in a systemic design process; system thinker that interconnects between micro and macro levels as well as across various silos, Leader and storyteller, a skilled communicator and motivator that enables the needed buy-in from various instances, connector and converter, a networker able to join people from diverse backgrounds and create movements, and a designer, a maker and doer with knowhow in design innovation methods and tools as well as supporting technical and creative skills. Besides these roles also external people are needed for inside and outside perspectives throughout the whole design process too, and it is the designer's task to bring them along. Many of these skills and traits overlap with the skillsets service designers and design thinking practitioners need to possess.

2.8   Theoretical framework summary and concept

With the theoretical framework concept, I strived to answer my research question: 'What theoretical framework is needed to frame the challenge of the development task, to enhance co-creation in the case organisation?', to bring clarity on how to approach the definition of co-creation in a service development context. I created a visualisation for how the development of the framework concept branched out from the starting point of co-creation (figure 18). The main themes are visualised and represented by the circles, and the emerging theories that form the base for the theoretical framework concept are represented by hexagons.
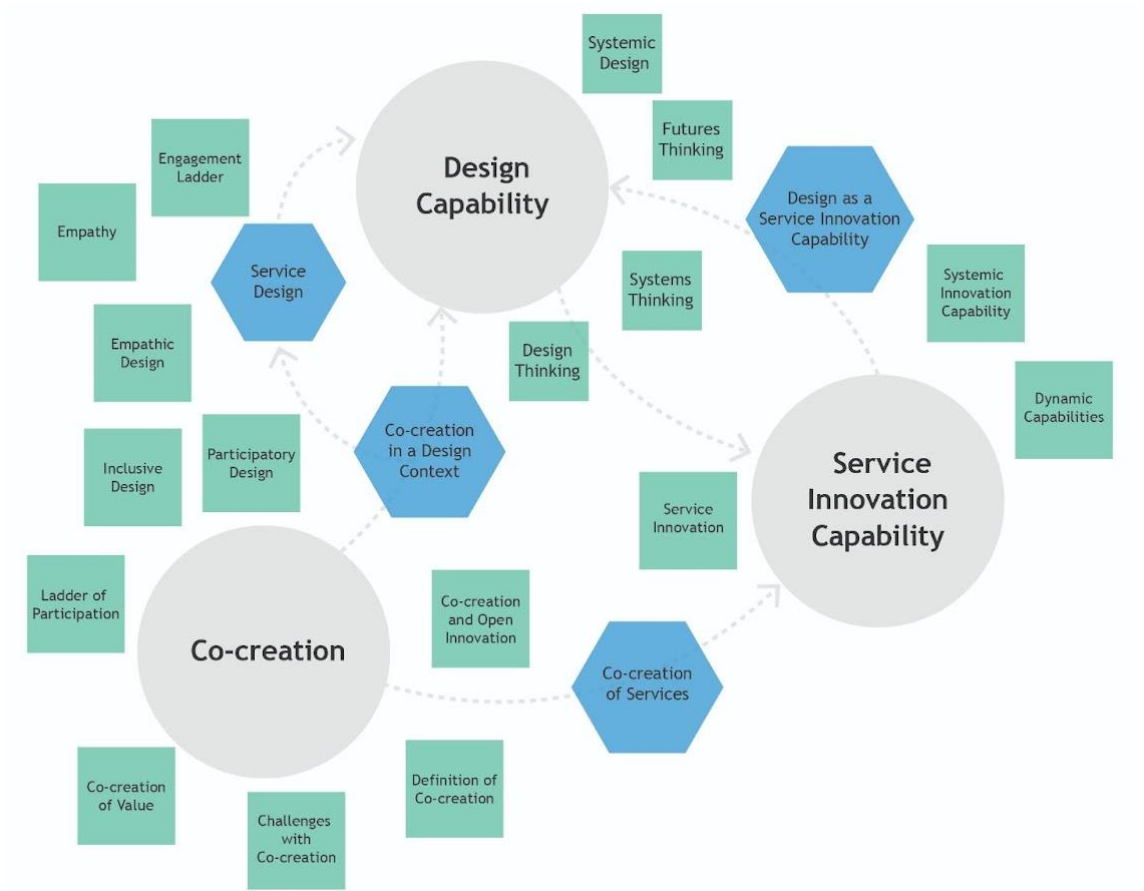
Figure 18: Visualising how the different themes of the theoretical framework interconnect.
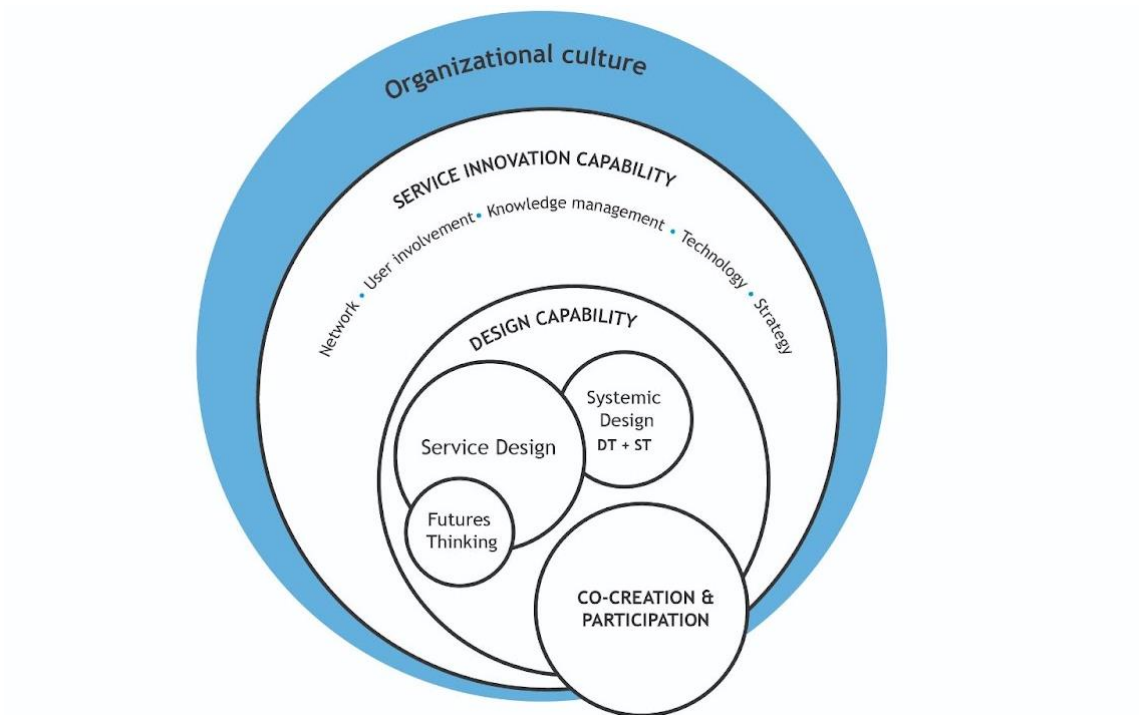Source: developed by the author.

Figure 19: Visualisation of the theoretical framework. Source: developed by the author.

As seen in the visualisation of the theoretical framework concept (figure 19), co-creation is the starting point, connecting all the themes of the theoretical framework concept. Co-creation in the framework is approved as an action, acting together with others leading to something new to exist (Crul et al. 2016). Co-creation is in the concept defined as a design activity, a step in the design process, different styles of collaboration and contribution between participants, stakeholders, or users in design events (Crul et al. 2016; Kimbell 2014; Stickdorn & Schneider 2010). The service design doctrine is well suited to anchor co-creative design activities in a systematic and methodological supported way (Mager 2020) to the service development process. The service design process is participatory with approachable practical methods and tools and strives to create tangible artefacts for new possibilities (Mattar 2020). The interdisciplinary nature of service design (Ojasalo et al. 2015) enables the organisation to combine approaches, methods, and tools from other, e.g., other fields of design, to fulfil the organisation or service project development needs. By anchoring the design capability to a specific framework of design, the capability can, over time, develop from problem-solving activities that rely on expert knowledge into systemised methods and tools used in an organisation (Beltagui 2018).

In the context of innovation, design is referred to as the practice of designing solutions with a co-creation approach to achieve a desirable, feasible and viable outcome (Leur & Robers 2017). Cormican et al. (2018) defines design capability as the organisation's capability to utilise design practice for innovation both on a strategic and functional level. Meeting the users' needs in today's ever more complex service environment requires service innovation, the capability to design better services, and the ability to answer future user needs with new service concepts (Ojasalo et al. 2015; Blommerde & Lynch 2014).

For innovation and design to be successful in generating value to the organisation, it needs to be immersed in the organisation's culture and supported on a strategic level in the organisation (Blommerde & Lynch 2014; Cormican et al. 2018; Similä 2011).

3   Design and Development process

I conducted the development part of my thesis from May to September 2020 and in May 2021. In this third chapter of my thesis, I will describe each phase in the development process, the applied design principles, methods, and tools used.

3.1   Service design process and design research

I selected service design as an approach for the development part of my thesis. Selecting service design as a development process for this thesis was both an opportunity and a challenge since the discipline was not used in the case organisation. Its practices were unfamiliar to most of the participants in the development process. On the other hand, this offered an opportunity to introduce and try new ways of working in the organisation, using design principles and methods. Introducing co-workers in the case organisation to service design methods in the development process helped to spread knowledge about these practices within the organisation. It also enabled the gathering of feedback on how the co-workers experienced these methods.

To visualise my design process, I chose the Double Diamond framework (British Design Council 2019). The framework is described in the second chapter of this thesis. Selecting a well-established and structured design process framework enabled a straightforward way to reflect and combine the disciplines and methods already in use in the organisation.

My thesis covers the discovery and definition phase of the design process. For the development phase of the design process, my aim was to, in the role of design researcher, lay the ground for further development to be designed by the case organisation lead by the internal development team. A practical objective of the thesis development process was to introduce tools and methods that the organisation could add to their method bank.

The visualisation (figure 20) below shows my design process. In this third chapter of my thesis, I'll describe and open each step and activity related to the design phases and the design principles applied.
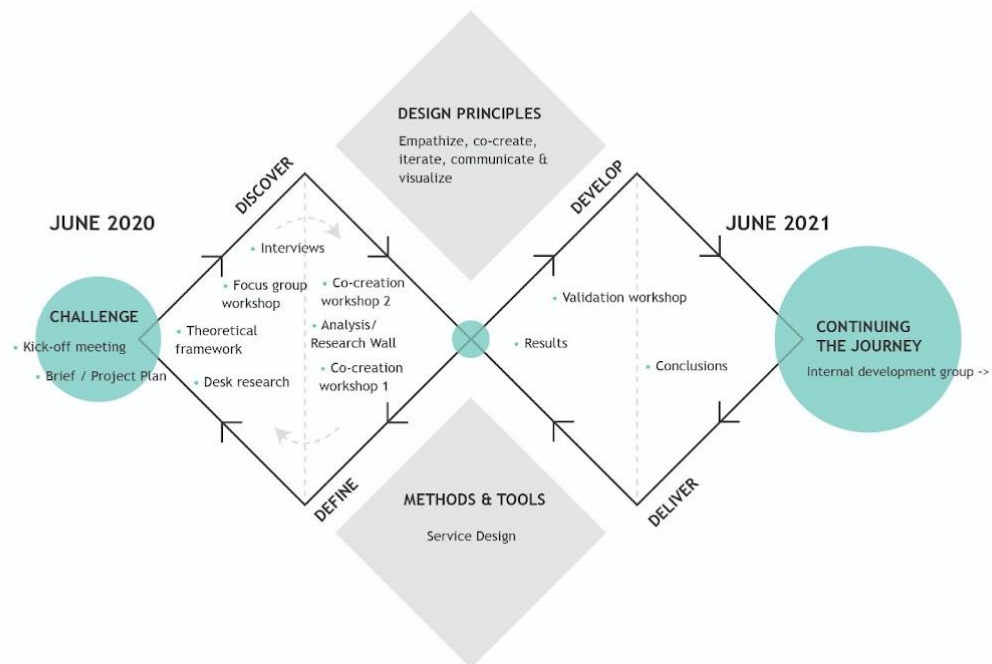
Figure 20: Visualisation of the thesis design process. Based on the British Design Council updated Double Diamond process (2019).

3.2   Discover phase

The British Design council (2019) describes this phase as helping people to understand rather than assume where the problem lies, using research to identify user needs and be able to challenge preconceived sentiments.

The discovery phase of my thesis started with an online kick-off meeting with members of the organisation's internal development team. The team had preliminary discussed efforts on their objective, 'how to increase participation in their operations' and had formed an initial draft of a plan that had not yet been executed or further validated by a larger audience. Based on this initial plan and other background material, I had developed a preliminary concept of the research objectives and a project plan for the development work that would form my thesis. In the meeting, the initial thesis concept was discussed and validated.

3.2.1   Planning the research

Qualitative research was selected as the main research method since it was crucial for creating an understanding of the different perspectives and experiences of the people involved in the case organisations service development process towards the research objectives.

Recapping from the introduction part of my thesis, my research questions were:

1. How are participation and co-creation viewed and understood within the organisation, and how does this reflect into practice?
2. What capabilities are needed to strengthen co-creation and participatory mindset and practices in the organisation?
3. What theoretical framework is needed to frame the challenge of the development task to enhance co-creation in the case organisation?

The first question outlines the base for the qualitative research phase to answer the second research question and the main objective of the thesis. The third research question focuses on answering what kind of framework is needed to analyse and develop the main objective. The theoretical framework concept presented in the previous chapter answers the third research question.

A restriction when selecting a design research method was also the covid19 pandemic, which during the time of the thesis development process restricted face-to-face social connections, effectively excluding some participant approach research methods, such as, e.g., participant observation. Method triangulation in design research refers to the practice of choosing multiple methods to gather the data (Stickdorn et al. 2018). The aim of triangulation, using various sources of data and different approaches to analyse data, is to strengthen the reliability of the research being conducted (Whitenton 2021). Influenced by the pandemic situation, I settled for three approaches to the research method as described in Stickdorn et al. (2018), desk research, contextual interviews, and co-creative workshops. While planning my research, I also considered how to approach researcher triangulation since I was conducting the research for my thesis as a sole designer, not part of a larger design team. Researcher triangulation is described by Stickdorn et al. (2018) as a method to tackle possible researcher biases by involving multiple researchers, both during the research collecting and the analysis phase (Stickdorn et al. 2018, 109). I tried to tackle this by involving the organisation's internal development team in the process to the extent possible, e.g., in the second co-creation workshop and the validation workshop.

3.2.2   Ethical issues and researcher status

Considering ethical issues is key in a service design process. Mager (2020) highlights that service designers mediate in people's lives and experiences in the design process, in the explorative research, co-creation practises and with the impact of the outcomes. When planning the qualitative research, I carefully considered the ethical issues in the seven research stages as described by Brinkmann & Kvale (2015). One key issue is to obtain the subjects' informed consent of participation in the study, secure confidentiality and consider the possible consequences of participation of the subject (Brinkmann & Kvale 2015, 85–86). For my interviews, I obtained a 'form of consent' (attachment 1), which I went through with

each interviewee before starting the interview. I also sent out the form of consent while recruiting the interviews to increase the feeling of trust and engagement to partake in the study. Ethical issues involving the transcription and analysis of the interview data is described in chapter 'Handling of the data'.

As the qualitative research is part of a service design process where the key design principles are collaborativeness and co-creation (British Design Council 2019), I applied an overt research approach. Overt research describes a research situation where the person conducting the research has made sure the subject of the research is aware of the intent, context, and content of the research (Stickdorn et al. 2018). I approached this by sending out my thesis concept description describing the intent of the thesis to all the potential interviewees. In the actual interview situation, I also asked if the subject had taken the time to read it and had questions, and if not, I quickly narrated the thesis concept before starting the interview. A disadvantage with overt research is the potential for the "Hawthorne effect" (Stickdorn et al. 2018, 106), when the research subject alters their behaviour to the way they believe is expected by the researcher, or in this case, their employer, the case organisation. A way to tackle this effect is, in my opinion, to ensure total anonymity of the interview data along with the whole design process and ensure that another data privacy is communicated to the research subject. In internal development projects where the research objective can be seen as being connected to a capability of the research subject, I think it is essential as a design researcher to interview enough subjects to ensure data saturation and ensure the anonymity of the subject data. By anonymising, the data can later be utilised by using, e.g., direct quotes further along the design process to build empathy and understanding, without the fear of singling out and causing potential harm to the research subject.

3.2.3 Desk research – preparatory, secondary research for the qualitative interviews

Secondary research, where the researcher doesn't gather new data but instead reviews already existing knowledge, is often referred to as desk research (Travis 2016). Desk research helps prepare a more detailed research question (Stickdorn et al. 2018); in my thesis, it enabled me to prepare the interview field guide for my qualitative research.

The purpose of the desk research I conducted was to deepen my knowledge of the organisation, its key values, and the background of the methodologies and methods currently in use or referred to in their strategy regarding their service development projects. I also strived to gain an understanding of the models mentioned by the internal development team in our kick-off meeting. I wanted to understand what might influence the organisation's experts in their views and practises in co-creation and participation. My plan was also to benchmark how other organisations in similar fields were including co-creation and participatory practices in their service development processes and projects. I soon realised

that any deeper knowledge about other organisations and the experts working in these would not be able to be obtained with desk research. Also, the usability and compatibility for a comparison to the data I would collect in my qualitative research with the case organisations internal experts seemed doubtful. It was during my desk research I decided to expand my qualitative research to include experts from other organisations to be able to benchmark the findings.

To find a focus for my secondary research and preparation from my primary research, I started out by conducting internal interviews with the organisation's development manager and the regional director for Uusimaa. After this, it was clear what I should read up on in preparation for the primary research.

3.2.4   Conducting interviews

For this study, I conducted 11 in-depth contextual interviews. Contextual interviews aim to discover knowledge the interviewees possess from their own experiences and circumstances (Curedale 2018, 259). Of the interviews, eight were conducted via video call and three were done face to face. All the interviews took place in June 2020. Each interview lasted approximately one hour. Interviewees consisted of eight experts from the case organisation and three experts from three different external third sector organisations working within the promotion of health and- or wellbeing. These organisations were HelsinkiMissio, Luckan integration and Plan Finland.

The interviews were semi-structured around an interview field guide (appendix 1), loosely based on the preliminary interview plan developed by the organisation's internal development team in April 2020. In the interview field guide, I used the figure of the modified model of the 'Ladder of participation', 'spectrum of participation' as a visual aid. The model is further explained in the results chapter.

3.2.5   Selection of participants

Research subjects for the study were selected for their expert role within their respective organisation. A common nominator for the subjects in this study was that each expert was working with service planning and development tasks in the promotion of health and wellbeing context in third sector organisations. I chose to broaden the qualitative research to other organisations and get a broader perspective on how the research objectives are viewed upon in the health and wellbeing field of third sector organisations.

Within the case organisation, research subjects that took part in the qualitative research were recommended by the organisation's internal development team and by using snowball sampling. Snowball sampling is also referred to as the 'chain method'. The method relies on

guidance from existing study subjects, asking them to refer to their acquaintances for future studies (Ghaljaie, Goli & Naderifar 2017). In most cases, I had some background knowledge of the interviewee's project from the referrals. This knowledge enabled me to adjust the focus on certain areas within the interview field guide.

3.2.6 Co-creation workshop with focus group elements

While talking to a member of the internal development team, they mentioned an upcoming event for the federation's experts working with health and wellbeing support services aimed at children. We both thought this would be a great opportunity to start the project. In the context of my thesis, this event served two goals. Firstly, it gave me an opportunity to introduce the federation's experts, both the experts responsible for organising the event as well as the participants of the event, to service design tools, a co-creation workshop. Secondly, I discussed with the organisers of the event if it would be possible to use part of the event to gather data for the discovery part of the thesis development. This would be a combination of a co-creation workshop with focus group elements. In service, design practice a focus group is referred to as a way for the researcher to gather the opinions, thoughts, and knowledge of a group of people on a defined topic (Stickdorn et al. 2018, 122). Although each co-creative workshop differs from one another, the core aim is the same. A co-creation workshop strives to encourage participants to share their views and engage with others, allowing everything from rapid ideation to creating shared understanding among stakeholders, end-users, teams, and collaborators (Rowan 2020).

For all the workshops I conducted during the development process, I prepared a facilitator field guide manuscript that was the outcome of the workshop planning process. In the planning I used the root cause analysis (Kantojärvi 2017), also referred to as the five whys method created by Sakichi Toyoda and is in short, a method of asking why multiple times and mapping out the answers to get to the root cause (Kantojärvi 2017, 75), or in my case the root purposes. This helped me to clarify the purpose and the workshops, for the development process but also so that I could clearly communicate it to the organisation to gain needed participants to the workshops. Being able to clearly communicate the purpose of a workshop to the gained participants is also the most important factor for successful engagement and hence the outcomes of the workshop (Kantojärvi 2017, 42).

In the field guide, I set the purpose, feasible duration, and main outlines. This helped me forward in selecting tools and methods to be used in the workshops. My checklist for the planning and practicalities for the workshops were: booking dates, recruiting participants, defining the purpose, selecting tools and methods, and preparing canvases. The covid-19 pandemic situation influenced the planning since all workshops were to be held virtually, so software tools to enable this had to be evaluated and selected. The organisation was at the

time rather new to using digital meeting solutions, and training and preparation for the participants in the workshops also had to be addressed and planned. The video connection tool used in the meeting was the online software Zoom that the organisation had taken into use just months before at the start of the pandemic.

The planning for this workshop was done together with the project team. In the first meeting, we went through their aims and goals for the event, and in the second meeting, we went through and iterated on the canvases (figure 22) and facilitator field guide that I had prepared beforehand. We agreed that they would facilitate the first part of the event. To support this, I developed the facilitator field guide into a script to be shared with the team that they could further develop and iterate on. I also prepared a training canvas for the selected whiteboard software Mural (figure 21), to be sent out to the participants of the workshop beforehand as well as detailed instruction on how to first log in to the software. The software was new to the whole organisation. This proved highly appreciated later and helped in lessening possible anxieties for the participants of the workshop as well as making the facilitating team feel more secure.
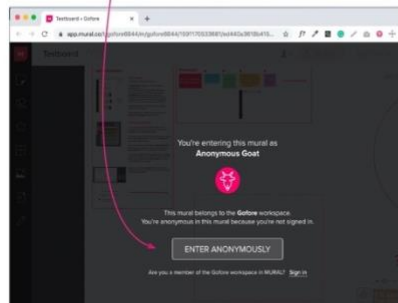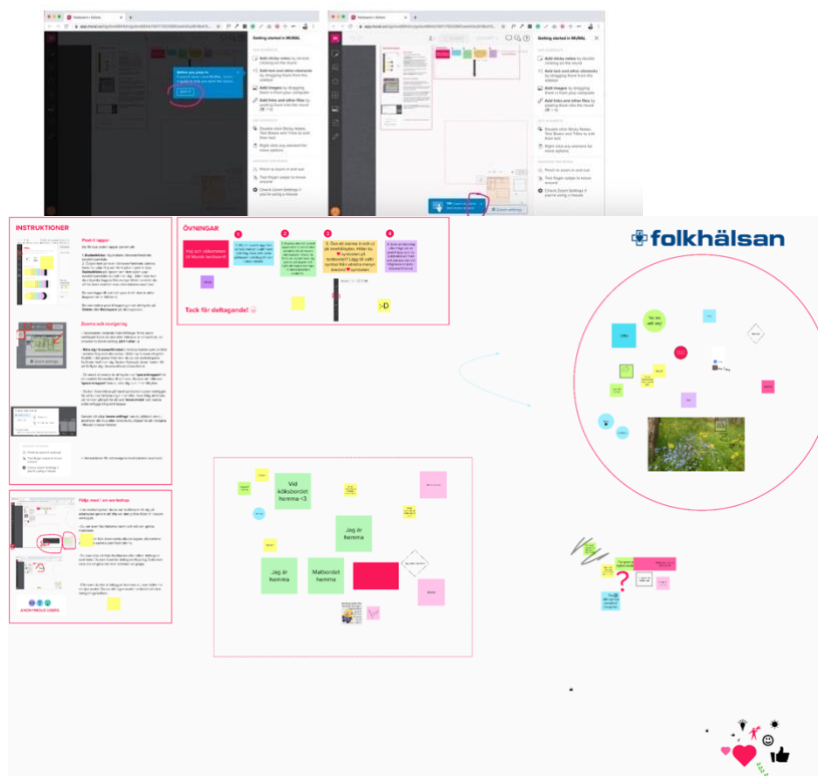
Figure 21: Instructions and test board for whiteboard software Mural.

The 15 participants taking part in the workshop were experts from Folkhälsan working with service planning and development for health and well-being support services aimed at children. The total time for the workshop was three hours. The content for the first part of the workshop is not part of this thesis but supported the research by providing insights on how the organisation's experts felt about using service design methods and tools.
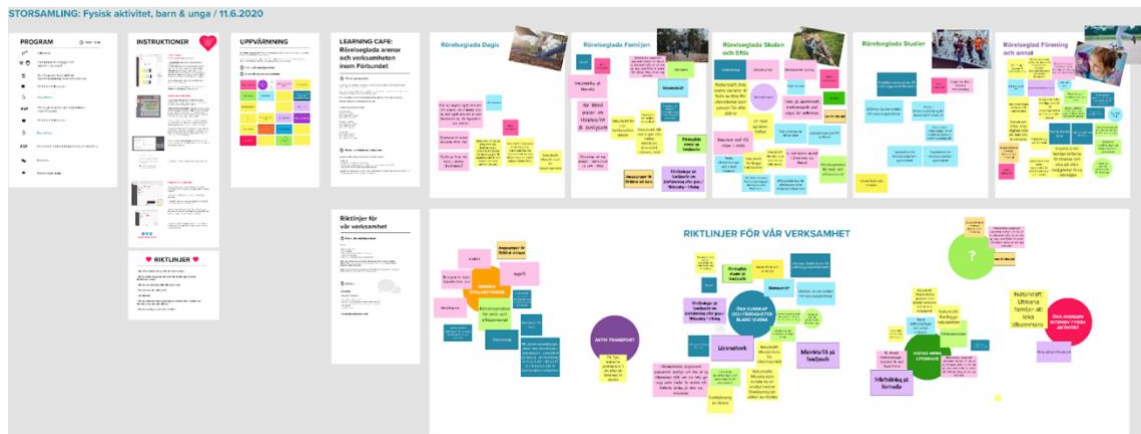
Figure 22: Canvas view of the first part of the workshop.

I facilitated the second part of the workshop (figure 23), participation and co-creation in service planning and development. An expert from the internal development team first gave a short introduction to the topic and purpose of the development project to the participants.
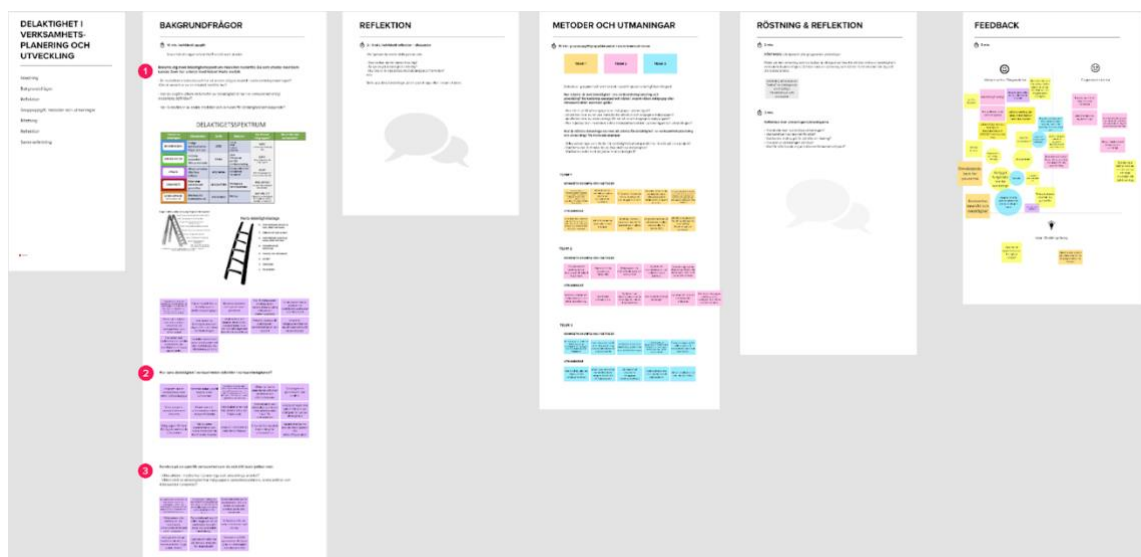
Figure 23: Canvas for the second part of the workshop.

The purpose of the first task was to align the focus of the team on the topic. I had three questions that I asked the participants to answer individually. I also introduced three figures of frameworks I had encountered in my background research of the organisation. I wanted to find out to what extent these models were familiar to the participants and if so, how they were using them in their service planning and development processes.

In the next phase, I instructed the participants to read through the other participant's answers. I asked them to reflect on the answers. Did they regard the view on participation as unitary among the participants? We had a short discussion and reflection on this before

moving on to the next task. For the next task, the participants were divided into three teams. In this task, my aim was to map the different methods, tools used for participation and engagement with the users in the expert's respective service planning and development projects. After the teams had focused on the methods, tools and approaches and given concrete examples of this, I asked them to discuss the biggest challenges they were experiencing with a participatory approach in their planning and development projects. This generated a total of 16 challenges. In the next task, I asked the participants to read through all the challenges the three teams had uncovered, and we had a voting session. I instructed them to give their vote to the challenge they find most important to solve. The challenge that got the most votes was 'Challenging to establish a 'culture' of participation with clear expectations and processes'. We had a short reflection on the voting result, discussing the main challenge at hand. The last exercise for the participants was to give feedback on the whole three-hour workshop experience. I am glad I had reserved time for the feedback part since gathering their experiences on working in this way was one of my two outcomes aims for the workshop.

In retrospect, analysing the feedback from both participants and organisers, I should have arranged a collaborative co-creation/focus group session separate from the main co-creation workshop. This would have allowed for more co-creation by having more time for reflection and facilitated collaborative conversations. However, it is doubtful I would have been able to reach out to the same amount of people in the time frame I had available for the development part of my thesis. Summarising the feedback from both participants, organisers, and facilitators of the workshop, they all felt empowered and excited to try out new methods and tools of collaboration. Many participants commented on wanting more time for reflection and feeling tired due to new ways of working and new technology, and the fast-paced timetable of the workshop.

I regard that my purpose and aims with the workshop were met. I was able to introduce service design tools and gather feedback and the synopsis that I wrote of the 'focus group' part of the workshop provided many valuable additions to the discovery phase of the thesis. The synopsis was also shared with all the participants of the workshop. I added the workshop participants' answers to the research wall further along in the development process.

3.3   Define phase

The define phase is where the information, research from the discovery phase, is synthesised into problem definitions (Hambuerkers 2019). This part of the design process is about making sense of the research findings, forming insights based on which the challenges that need to be solved are defined (British Design Council 2019).

3.3.1   Method of analysis

I chose thematic analysis as a method partly because the method does not necessarily have to be linked with a pre-existing theoretical framework (Braun & Clarke 2006). Since the knowledge base for my thesis consists of several theoretical approaches, this option appealed to me while I started out the process of deciding on how to approach data analysis.

I analysed the data from the research using a thematic inductive approach, reflecting on the theoretical framework models of service innovation capabilities as well as co-creation, design thinking and service design. An inductive approach is when the researcher allows the collected data to determine the themes and emerging patterns (Caulfield 2019). In service, design practises qualitative research often follows this approach too, where the researcher saturates themselves in the data and hence can generate categories and insights from it (Stickdorn et al. 2018, 112).

For my analysis, I considered the six steps of thematic analysis (Braun et al. 2006). I started with transcribing the interviews and going through the initial notes I made right after the interview. The analysed data was in audio format. Although the interviews I conducted with Microsoft teams were video recordings I decided against analysing the video material since I did not have the same material from the three interviews, I conducted face to face, hence the data would not be compatible. While reading through the transcripts again, I started indexing the data by copying segments, sentences and words that caught my interest to digital post -its notes in the online software whiteboard tool Mural. I chose to approach this part of the analysis with open coding, which is described as the: process of breaking down, examining, comparing, conceptualising, and categorising data (Strauss & Corbin 1990; Kvale & Brinkmann 2015, 61). I then coded the data; the codes were, in total, closer to 200.

After I did the preliminary coding of the data, I started to look for overarching themes and categorise the data on the whiteboard into categories, 20 in total. Some of these categories also had several subcategories. I then started searching for patterns and overarching themes. Working visually with the data on a whiteboard helped me greatly in finding patterns and connections while reworking and writing the codes, categories, and subcategories in several iterations.

Reflecting on my theoretical framework, I outlined four main fundamental themes in the data from which my research questions could be answered. As seen in Table 2, these main themes were competencies and prerequisites, networks, users and user groups and service planning and development process. In addition to these themes, another umbrella theme was the organisation's values, mission, and way of working definitions. All these themes are essential

in answering my research questions, but due to the delimitations of my study, competencies and prerequisites and service planning and development process are the focus themes for the development part of the thesis. The themes and the results of the further development process are described in the results chapter of this thesis. In the results chapter of my thesis, I also discuss and reflect on these themes through the theoretical framework of the thesis.

Competences and prerequisites	Networks	Users and user groups	Service planning and development process
Attitudes towards co-creation and participatory methods	Collaborators, key stakeholders, facilitators, and team dynamics	Experts' experiences and definitions of user interaction	Influencing factors
Common frameworks and approaches		Definition of users and user groups	Tools, methods, and frameworks
Knowledge sharing		Factors impacting user engagement	
Organisation culture		Methods of engagement	
		Recognised challenges	
Organisation values and mission	Organisation values and mission	Organisation values and mission	Organisation values and mission

Table 2: Themes and categories of the research analysis.

3.3.2 Handling of the data

The data from the interviews were handled and analysed anonymously (consent form, appendix 2). Considering the arguments made in the research ethics chapter, in my role as a researcher, I regarded this as a necessity since part of the defined phase was to be conducted in a co-creational manner with a digital research wall used as a method (the method is explained further in the next chapter). The research wall would contain raw data from the interviews and would be shared with co-workers in the organisation for further analysis. The raw data used in the analysis from the transcribed interviews are hence not tagged on the research wall. Additionally, so that I was a researcher would be able to ensure the confidentiality of the research subjects; specific information and details in the data were neutralised before being added to the research wall. The data required from the co-creation focus group workshop was already anonymous. As an outsider researcher, I felt that ensuring

that the data would be handled anonymously helped not only in building trust towards the research subjects but also lowered the threshold for participants to take part in the study.

GDPR regulations were also considered in the handling of the data. The recordings and interview transcripts were to be deleted at the end of the thesis project.

3.3.3 Research wall

I combined the data from the desktop research, the transcribed interviews and the data gathered in the focus group workshop on a research wall (figure 24) using an online whiteboard software service provider called Mural.

The purpose of a research wall is to be able to synthesise and analyse the research data collaboratively and visually (Stickdorn et al. 2018). The data is presented on the research wall according to the themes and codes from the thematic analysis as described in the 'method of analysis' chapter. The data on the research wall also included descriptions of tools, methods already in use in the organisation's development work or mentioned in the interviews as well as visualisations of the organisation's key values. The data from the interviews were colour-coded to help set apart the data from internal (presented on blue post-it') and external (presented on green post it's) organisations as well as the researcher's insights (presented on pink post-it's). The data from interviews were presented in the language the interview was conducted in, Finnish and Swedish.

My aim with creating a digital research wall was to be able to use it as an easily shareable resource throughout the project where any of the involved parties from the case organisation could go back to the original analysis containing the raw data if needed. Having the data visualised digitally also enables that the key primary data for this study can be used as secondary data for other development projects in the case organisation. It was also my intention to lessen possible researcher biases by having the raw data and analysis easily accessible and visualised, aiming to lower the threshold for peer review of the formed themes in the analysis and further on conclusions presented in the results chapter of this thesis.

Figure 24: Digital research wall in the whiteboard software Mural.

3.3.4   First co-creation workshop

From the data analysis, I had gained valuable key insights. The goal of the co-creation workshop was to broaden further and validate these initial themes and insights that had emerged from the data analysis.

The invitation to the workshop was open to all co-workers from the organisation but especially aimed at the members of the internal development team already familiar with the development topic. Since I was not able to administer the invitations to the workshop, I relied on the case organisation to find and invite the participants. I had prepared an online meeting scheduling tool survey with several date options along with a description of the purpose of the workshop in the context of the organisation's internal development aims that the thesis was part of.

As it turned out, the workshop had three participants, all members of the internal development team, one of them being the development manager of the organisation. Knowing who the participants would be, I wanted to use this workshop as an opportunity to deepen further the empathy and understanding of the team with the subjects of the study, other co-workers in the organisation. The duration of the workshop was two hours. My other objective for the workshop was to visualise the organisation's development process and ideate around the different phases. Visualisation and different visualisation techniques are cornerstones of practising service design (Holmlid & Segelström 2009) since it enables fast iterations (Stickdorn et al. 2018, 408). With these two objectives in mind, I planned the agenda for the workshop. While planning the agenda and my facilitation, I considered the Facilitation Field Guide model (Slessor 2015). It is a model where three facilitation goals are considered, spark initial interest, sustaining participation by following the participant's directions and deepening understanding by supporting participants in making connections.

As in the first workshop that was part of the discovery phase, this workshop was also conducted virtually. I also used the online whiteboard tool Mural together with Microsoft teams for video connection. Also, in this case, I asked the participants to orient themselves with the whiteboard tool beforehand with practices I had prepared beforehand. Since the participants were low in numbers, I did not need to consider dividing them into groups; all the activities and discussions were done together in the same video call without 'break-out rooms'.

The workshop session was recorded so that I was able to complement the whiteboard with discussion and insights that the participants didn't have time to write down when the discussion took off. Since the participants were all familiar with each other, I decided to skip

having an icebreaker exercise. In the introduction, after recapping the agenda (figure 25) and purpose of the workshop, I introduced the Research wall and how the data presented was collected and handled. The participants did not have previous experience with this type of research method beforehand.
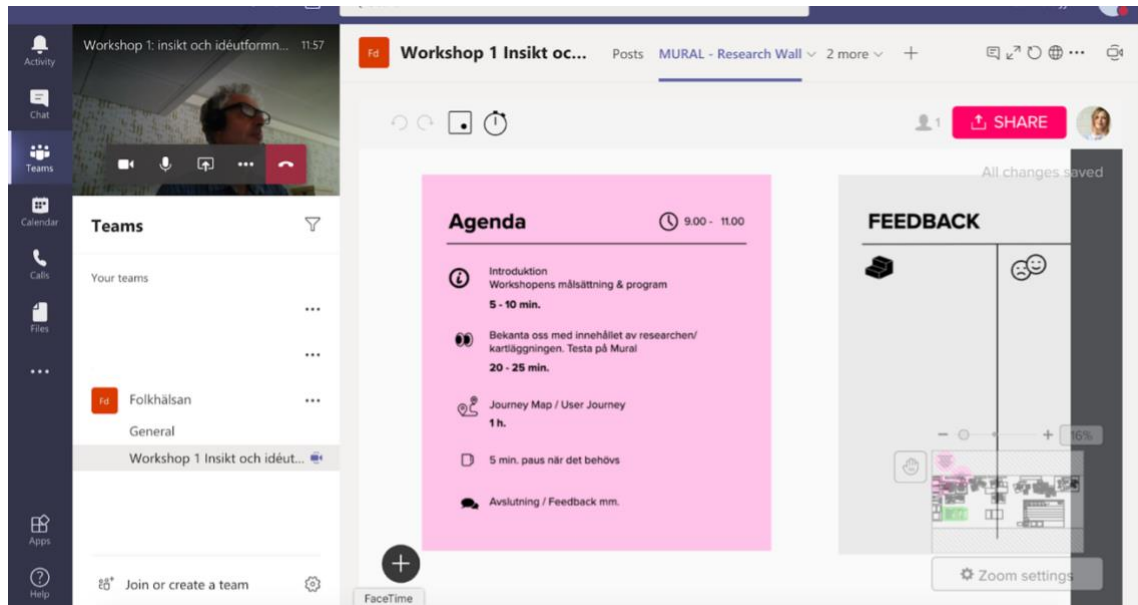

Figure 25: Agenda of the workshop

After the introduction, each participant had time to go through the research. Since the research wall is quite extensive and time was limited, I encouraged them to focus on the 'competencies and prerequisites' theme, to immerse in by first glancing through the themes by topic and picking one that spoke to them. I encouraged the participants to write down their thoughts on post-its, underline, draw connections etc. After the individual task, we went through the themes and insights that had drawn their attention and had a group discussion (figure 26).

Figure 26: Research wall with additions from workshop participants.

The second task I planned was a journey or user map. In this task, the focus was on the three other main themes defined in the research, networks, users and service planning and development process. A journey map, or customer journey map, is in service design described as a visualisation of a service user's experience. It combines the different touchpoints the users must describe a story, a journey, of the user experience. The method gives an overview of what influences the user experience and should be constructed from the user's experience. With the overview, it is possible to identify the challenges as well as opportunities for innovation (Stickdorn et al. 2018, 158–159).

The exercise was divided into three parts. In the first part, I asked the participants to go back to the research wall that they just reviewed in the previous task. I asked them to evaluate the basic indicators and factors that influence the experts planning and service development. These were factors such as the form of employment, financing and funding of the project, the expert's previous experience, wherein Finland the expert is operating, who the end-users are, what the team is like and how long they have been working within the organisation etc.

Next, I asked the participants to discuss and add their own insights and thoughts. I asked them to consider which influences the service development process the most and create two user profiles. The participants picked experts working with project-based development and continuous development projects as the most defining user profiles.

The next task was to conduct a journey map (figure 27) of the development process from the viewpoint of these two user profiles, based on the research insights and adding their own experiences and views. Since a corresponding visualisation of a development process had not been made in the organisation before, I instructed the participants to keep an open mind and not limit their thinking to the current situation. This was not a challenge for them since they were all experts working with development tasks and had extensive experience from various projects involving participatory approaches.

I had added fields to the canvas I wanted them to address, the steps and activities in a service development process and goals, participants and collaborators, frameworks, tools, and methods, as well as challenges in the areas of the development process. I instructed the participants to first reflect on the findings of the development process in the research that was presented on the research wall. Could they identify the key areas, and were there crucial parts not represented or prominent in the research? When the participants had mapped out the main steps, they started to dive deeper into the reflections and analysis of the activities, collaborators, methods, and challenges involved.
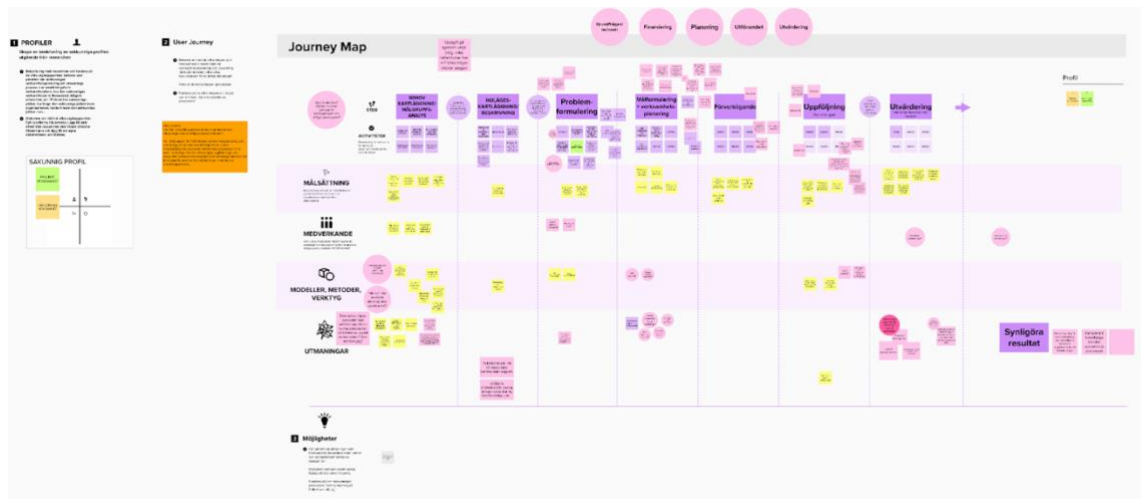
Figure 27: Completed Journey map task.

The third part I had planned for the workshop was to dive deeper to examine and ideate on the challenges that the exercise unearthed. Unfortunately, at this point in the workshop time was running out and I decided to not interrupt an engaging discussion the participants were having and leave time for feedback. This was again learning for me as a facilitator; timing in virtual workshops is trickier than in-person. Liquid timing, a concept where the facilitator doesn't give exact times to the participants and hides the clocks in space so that the time management is solely reliant on the facilitator (Stickdorn et al. 2018, 408), is, in my opinion, harder to get right in a digital context.

Judging by the feedback from the participants, the workshop experience was rewarding for them. One participant stated that this was a new way of doing things that felt exciting and working with Mural (the software tool) was interesting. Another participant enjoyed the instant documentation that working in this visual way provides. Reflecting on the outcomes, I wish I had been able to extend the time of the workshop to have more time to work through and reflect on the key insights of the research that was presented on the research wall. Sensing the participants were quite overwhelmed by the research wall, an alternative could have been to present a condensed version only with the broad outlines of the key insights. The workshop still met the objectives I had set out; I was able to add more depth and angles to the insights from the research. I also now had the base of a journey map that could be further developed in the next co-creation workshop.

3.3.5 Second co-creation workshop

A theme that was most commented on and discussed in the first workshop was the need for making structures, frameworks, and clear expectations of participatory approaches in service development visible. After evaluating the results from the first co-creation workshop, I decided to continue with the journey map task in the second, already scheduled workshop.

This workshop (figure 28) had 8 participants, all experts in the organisation working with service development projects. The duration of the workshop was the same as the previous workshop, two hours.
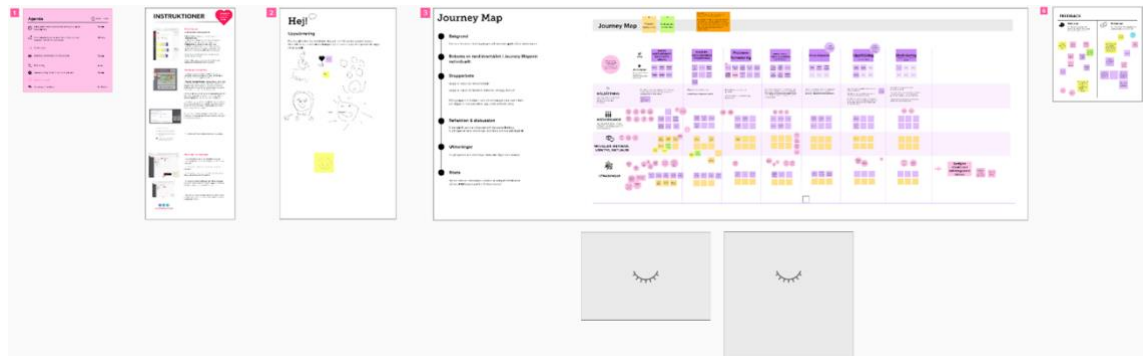
Figure 28: Overview of the workshop canvas.

I presented the results of the previous workshop where the participants had worked on visualising the development process with the journey map exercise, laying the ground for further development, and giving an overview on where the challenges and opportunities regarding participation could be pinpointed.

The participants first got accounted for with the journey map individually, after which I divided them into two groups and assigned them to separate Microsoft teams channels. I asked the participants first to reflect and discuss their individual observations of the journey map with the group. After this, the participants each tackled and further developed parts of the journey map. Group A focused on participants and collaborators in the different steps and activities in the service development process. Group B worked on the models, methods and tools used in the same steps and activities. In the next phase, the groups jointly discussed and reflected on the challenges they experienced and associated with the phases in the user journey visualisation.

Learning from my previous workshops with the organisation, I considered the timing more carefully. However, my hunch was that there would not be enough time for this, and I hid these parts from the participants. There were two more steps planned for the workshop, group voting, a prioritisation exercise to find the most important challenges to tackle followed by converting these challenges into trigger questions with the 'how might we' (HMW) method (figure 29). The outcome of these exercises would have been to define further and clarify the future development needs already palpable in the research results and align the organisation's experts around tangible needs.
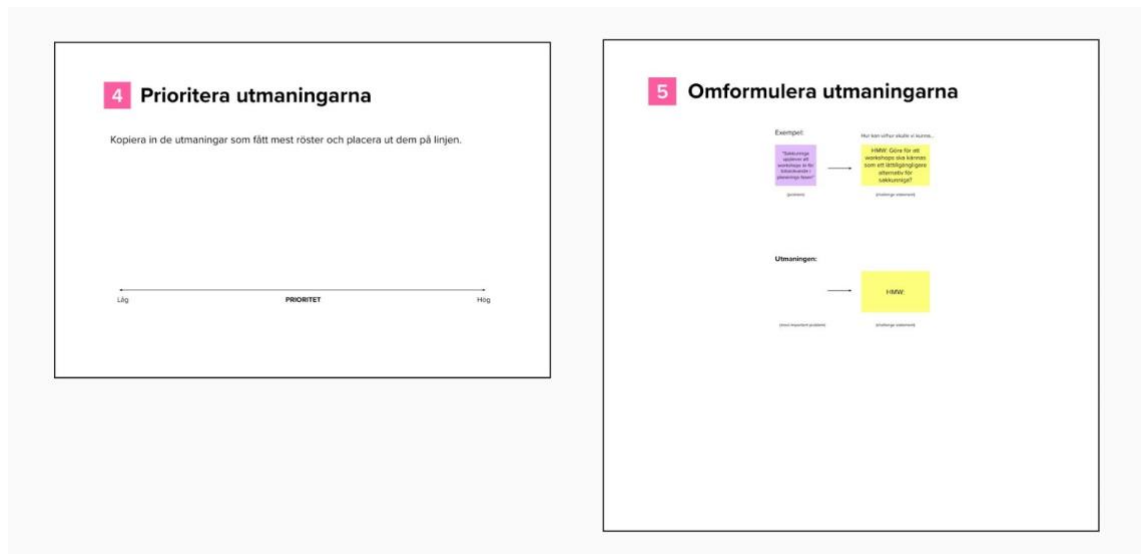
Figure 29: Prioritisation and reformulation of the challenging tasks (HMW – 'How might we').

We finished the workshop by summarizing the journey map exercise and reflections and thought the participants had regarding the most pressing challenges with participation. At the end of the workshop, we also had an enriching feedback discussion. I asked the participants to summarise their thoughts on the next steps they would take in the development work and what their main insights were from the workshop. Their feedback supports and complements the main findings in the research and will be further discussed in the results chapter. My other feedback question was regarding their thoughts and feelings about the workshop itself. Overall, the participants felt it was exciting to try new ways of working that also incorporated new technology and expressed wishes to continue working in this way in the future. Others mentioned the need for more time for discussion and reflection. Many participants commented on how satisfying they felt about working over the project borders, which they think is not done often or enough in the organisation. Using new tools and methods takes time to adjust to, and some participants felt overwhelmed. Also, working and discussing different perspectives with participants over project borders they feel requires more time than they now had.

3.4   The development phase

This part of the design process consists of developing, testing, and refining multiple potential solutions for the challenges defined in the previous phases of the design process (British Design Council 2019).

3.4.1 Final analysis and validation

In the development phase of my thesis design process, I conducted the final analysis by reflecting the results of the co-creation workshops and research findings with the theoretical framework concepts of my thesis. The results of this analysis are discussed in the 4th chapter of this thesis. I presented a summary of the results in a workshop for the case organisation. Based on the analysis of the results and the received feedback from the case organisation, suggestions for possible next steps of development are also discussed in chapter 5.

3.4.2 Validation workshop

A virtual validation 1,5-hour long workshop was held in June 2021 with three participants from the case organisation, all key members of the internal development group. The participants included the development manager and two regional operations managers. The aim of the workshop was to present the thesis briefly, its development process with a summary of key findings and the results, the identified capabilities. The session also served as a handover to the internal development group for their future efforts to continue the work to increase co-creation and participation in the organisation's service development process. The interactive and open discussion part of the workshop consisted of gathering feedback on the presented results and strived to identify and discuss the feasibility of the presented results for further development. During the open discussion, topics discussed were also what had been done in the organisation so far and the brief outlining of the direction and next development steps.
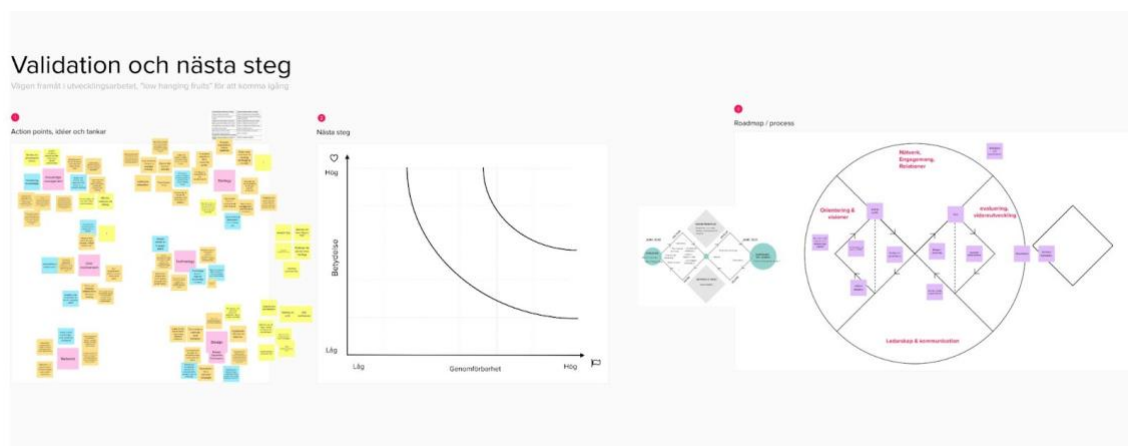
Figure 30: Validation workshop canvas

For the interactive discussion part of the workshop, I created a workshop canvas (figure 30). The workshop canvas also consists of a prioritisation exercise and outlines of a roadmap

framework that can be utilised in further workshop sessions the internal development group might have.

4   Results

4.1   Introduction

This chapter presents the results from the design research and addresses the second research question; how participation and co-creation are viewed and understood within the organisation. Combined with the insights from the define phase of the design process, together with the theoretical framework concept, the presented results answer the main objective of the thesis; identifying capabilities and practises needed to enhance co-creation and participation in the organisation.

4.2   Values, frameworks, and models in use in the organisation

4.2.1   Values of the organisation

The core mission of the Folkhälsan Federation (now onwards referred to as FF) is the promotion of health and well-being. In 2017, to clarify the mission and framework the organisation is operating within, FF organised an internal education involving all the different operational regions. This development work includes activities such as workshops. The result was the definition of their purpose and mission, vision statement and five key behavioural drivers.

Another outcome was their key mission statement, 'promoting health, well-being and community with 'competence, engagement and care'. The mission statement is summed up by a framework identifying seven ways of working and modes of operation to support these. These seven key concepts synthesise what it means to work in a health-promoting way in FF. I've summarised each concept by combining background interview findings with desk research.

1. **The salutogenesis approach and catching the resources**
   An FF expert describes the central role of the salutogenesis approach to FF: The salutogenesis view on promoting well-being and health is the basis of all FF's health promotion. Salutogenesis is about seeing and recognising the available resources instead of seeing the hindrances. We take care of the available resources and see the opportunities there, both on an individual level but also on a broader spectrum (citation from FF expert background interview). FF describes in their framework description booklet that the focus on resources and opportunities, the 'health factors'

instead of 'risk factors', have an impact on goals, choices of methods and outcomes. The salutogenesis concept was developed by Aaron Antonovsky and first presented in his book in 1979. A way to grasp what salutogenesis means is to compare it to its opposite, pathogenesis that involves focusing on factors that cause disease (Bauer & Mittelmark 2017).

2. **User participation in the development process**

   A crucial part of health promotion is participation, its bread and butter; otherwise, it can become paternalistic (citation from FF expert interview). The following is a description of how FF describes user participation in their framework description booklet 'Listen, discuss and find out'. To be able to originate and answer people's needs requires curiosity and responsiveness. A participatory approach is included in the planning, implementation, and evaluation. With a dialogue approach, it is possible to discover new perspectives and work towards achieving goals.

3. **Doing with, not for**

   FF describes it as follows: Believable, available, and accessible communication increases knowledge and directs towards acting (Folkhälsan 2021). Working on empowerment, helping people to find their strength, and increasing people's perception of autonomy is also an important aspect of health promotion (Citation from FF expert interview).

4. **Enabling connections**

   An FF expert described enabling connections as following: central to our work is also to create spaces for people to meet, where they can meet and connect. It can be our (Folkhälsan) houses but also other spaces such as association contexts or schools. We work a lot towards schools, enabling the schools to become a health-promoting arena. Another expert added that it is also about cooperation and collaboration, to have a multidisciplinary approach to ensure the best results in health promotion (FF expert interview). FF describes meetings between human beings that give strength and are the basis for social health and well-being.

5. **Impact on many levels**

   Ways of working was described by an FF expert in the following way: The work we do needs to happen on many levels, on an individual level where we connect with individuals, but it is also about influencing, we need to be seen in the public debate to be able to effect on the societal level (FF expert interview). An understanding of the overall view is needed as well as efforts on an individual, group, organisation, and

societal levels (Folkhälsan 2021).

6. **Reducing differences and promoting equality**

    An FF expert description of reducing differences and promoting equality: This is about reducing the gap between those who are unwell and those who are not in our society. We need to be able to direct our efforts to those who need it the most to be able to do this.

7. **Harbour sustainability**

    Sustainable development is a prerequisite for health now and in the future. Sustainable development includes three dimensions: the social, the environment and the economy. The UN Agenda, 2030 outlines goals to work towards so that we don't endanger the needs of future generations. It is the early initiatives that are the strongest possibilities to make a long-term impact. (Folkhälsan 2021).

The framework described in this chapter is used and promoted throughout the whole organisation according to the expert interviews: We use it as a framework, to create understanding, meaning, motivation, participation, and community around the activities in our project (FF expert interview). The framework is known by the experts and used in practice: It is a frame of reference that we have used since FF has underlined that it is the value framework to use. We have examined how we can use them as tools to create the operation we are working on (FF expert interview). Experts also commented on how they combine the framework with other frameworks to take theory into practice: We have used the seven steps and the 'spectrum of participation' to identify the different levels of measures and choices we need to work towards to achieve our sub-goals which are also anchored in these frameworks (FF expert interview).

4.2.2   Spectrum of Participation

The spectrum of participation (figure 31) was introduced to the organisation in 2017 during the internal framework development project. In this chapter I describe the spectrum, how it is regarded and used within the organisation. I'll also elaborate on where the models frame of thought originates from. When FF was looking for models to adapt across the organisation also other models were considered. Still, this model felt like an 'efficient oriented model' (FF expert background interview), and the organisation adopted it as a tool to guide the experts working with development in the organisation together with the mission statement framework. Effort has been made to root the model in the organisation.

Forms of participation	Characteristics	You get (to)	Methods	How to engage the users?	How is it in your project/ operation?
Information	One-way communication / Questions and answers	Know	Newspaper Internet Printout Large meeting/ gathering	**Where?** Attractive and accessible place **When?**	Considering the steps of participation
Consultation	Obtain viewpoints, selective measure	Think	Questionnaire Focus group Observation	Does the time suit the users? **How?** Information and communication channels **Include!** How do we make it possible for everyone to participate? **What do we want?** What form of participation can we offer and how do we use the results?	1. Information 2. Consultation 3. Dialogue 4. Influencing 5. Common decision making
Dialogue	Exchange of thoughts, often on several occasions	Reason	Seminar Reference group		
Collaboration	Activities are planned and implemented	Implement	Working group Future workshop		
Co-creation Co-determination	Common decision making	Decide	Counsel		

Figure 31: The Folkhälsan 'Spectrum of Participation'. (Translated by the thesis author from Swedish. Folkhälsan Federation 2020).

The model used by FF is similar and modelled after the visual representation developed by the Swedish Association of Local Authorities and Regions (Castell 2013). This model, 'The steps of participation', is widely spread in Sweden and has taken inspiration from Arnstein's 'ladder of participation' that was discussed in the theoretical framework chapter. The original model that FF has adapted and customised is based on a model developed (figure 32) in a project where the municipalities of Huddinge, Botkyrka, Hudiksvall, Sigtuna and Vara in Sweden participated (Lindholm & Moritz 2012). The steps in 'the spectrum of participation' are inform, consult, dialogue, collaborate and co-create.

Huddinge spectrum of participation			
Forms of participation	**Characteristics**	**You get (to)**	**Examples of methods**
Information	One-way communication Questions and answers	Know	Newspaper Internet Large gathering/meeting Open house
Consultation	Exchange of thoughts, often on several occasions	Think	Questionnaire Focus Group Observation Citizen panel
Dialogue	Exchange of thought on several occasions	Resonate	Open space Counseling meetings Dialogue seminars

Collaboration	Activities are planned and implemented	Implement	Work group Future scenario workshop
Co-determination	Joint decision making	Decide	Council

Figure 32: The Huddinge municipality spectrum of participation. (Translated by the thesis author from Swedish. Lindholm & Moritz 2012).

The connections of these original models or the differing concepts did not surface from the interviews I conducted but from my desk research.

The model is not a 'top of mind' tool for the experts, and it was not clear how it could be utilised in their development work:

> I just got a reminder about the model from a meeting I participated in. Otherwise, I would not have thought about it. I'm not sure how it relates to the application I'm about to write. I think I'll wait until the funding is secured and then consider it again when I'll plan a more detailed project plan.

> Familiar model but it is forgotten in practice.

> I've seen this before; it is based on LFA? I haven't used this, but I clearly see our operation in this, in the methods.

> This is not familiar from before, but one can imagine that this is the way it works. There are so many ways to define participation; there are different contexts and situations.

The model is mainly used in the planning phase of the project:

> We used this model and laid out our development goals so that we had phases (operation) that went under each part in the model.

> We've used this model as the basis for our planning and added action points according to the model.

It is also used as a tool to evaluate the level of participation of specific activities during or after the development work is already conducted. It works as a practical probe in that the

experts start to reflect on their projects and development processes and evaluate their activities instantly when seeing the model:

> We've looked at it but haven't used it in the planning process. We've used it a couple of times to see where we're at.

> In the dialogue part, we used focus- and steering groups. Collaboration was when we collaborated with other stakeholders outside of Folkhälsan but also when we engaged our internal group leaders in collaboration. Co-creation was when we sat down with the users and realised that we only need to do this and this (to reach a solution).

> At first, it feels like one wants to avoid information and consultation, but we realised soon that all the different levels are needed, but the motivation on why these methods are chosen needs to be there (documented).

The experts say that having a model has helped to drive a participatory approach forward:

> I used to think only co-creation was participation, but then I read more about it and got this model. It 'lowered the bar' and made taking a participatory approach more realistic. We have mainly just used this model (in our projects).

> There must also be reasoning attached to why we choose this level of participation and why it suits (the context). I also think the financiers liked how we structured and thought around participation. It became more systematic for us when we had words to describe it (the approach to participation).
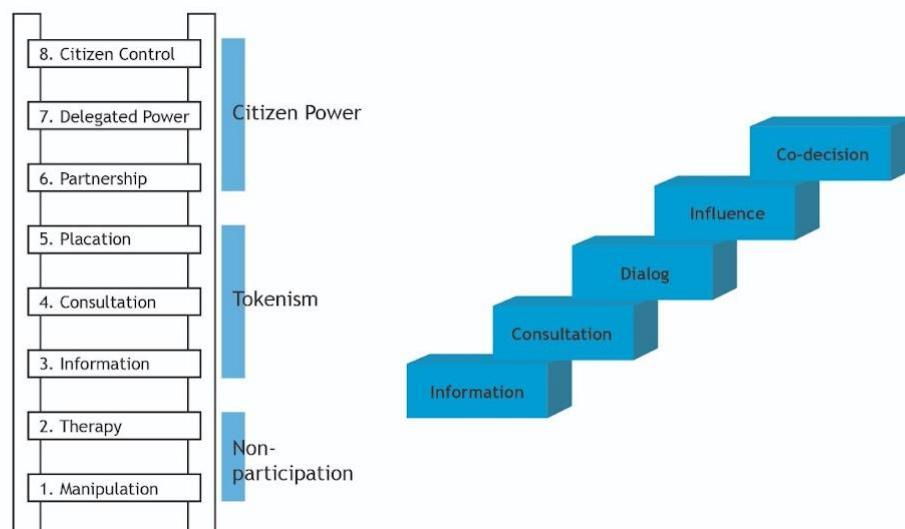
Figure 33: Ladder of Citizen Participation and 'Steps of Participation' (Arnstein 1969; Swedish Association for Local Authorities 2009; Castell 2013).

Castell (2013) outlines some important differences between the key concepts in the model 'steps of participation' and its original influence 'the ladder of participation (figure 33)'. There have been various reproductions of the 'steps of participation' which have led to variations in the wording of the fourth step influence as both participation and collaboration. According to the model's original source, Swedish Association for Local Authorities and Regions, it is about letting or enabling and engaging the citizen (or user) under an extended period to take part or follow the planning process from idea to ready suggestion (solution). Contrary to Arnstein's model, it does not mean formal or official influence on the decisions; the power structure is not the same. It is in the decision-makers power to regard or disregard the citizen developed solutions, although it does give citizens influence on putting forward suggestions to be decided on. The final step in 'the 'steps of participation' is co-decision making and refers to citizens outside the part system having the mandate to take decisions in certain municipal activities through birds or councils. It differs from Arnstein's ladders power structure, where this type of activity more correlates to the model's concept of partnership. (Castell 2013). In the FF model, 'co-create' has been added and highlighted instead of 'co-decision making'; otherwise, the description is the same: identified by mutual decision making, you get to decide, and the method is council. This differs widely from the definition of co-creation that Crul et al. (2016) presents, together with others take action to create something new to exist.

The origin of the model and its concepts of use are important to consider and comprehend when the model is used in practice, as a tool, as they determine the approach and definition of co-creation:

> There is such a focus on the decision taking in co-creation when I think co-creation more includes the whole process, that it is a group that takes part of all the steps; decide, plan, and implement. The co-creation in 'the spectrum of participation' can imply that it is only about decision making when it first and foremost is about being able to take part in the whole process, as equals.

> I think there is a step missing (in the spectrum of participation), one can define what level the participation is on but what then? Where are the methods? There are general methods outlined, but the tool bank is missing.

The model clearly resonates with its practical approach and visualisation, although there is confusion about how the model defines co-creation, which makes its application into practice challenging for the experts. From the research, it can also be concluded that without being

attached to a larger framework, the model drives experts to view and analyse participation and co-creation activities as single units instead of parts of the whole development process.

4.2.3   Other participatory models

Also other models, apart from 'the spectrum of participation' was mentioned in the interviews, these were; the Bikva model that had not been used, but the expert was very curious about, Problem tree model that was used to help visualise the problem from the roots causes to the effects, youth academy (Nuorten akatemia) participation model for ideation with youth, Harts 'Ladder of Children's Participation' in projects aimed at childhood education and educators and Harry Shier's Pathway to participation model that describes the five stages of child and youth participation and decision-making in organisations and communities.

Design process and social design were mentioned as approaches to the development work. Benchmarking what other organisations are doing (to solve an issue) was mentioned as a method. The benchmarked organisation could not name any specific tools or models that they were using in their development projects. One expert mentioned they use the RACI, the responsibility assignment matrix, in their projects and contemplated if it could also be used to evaluate whom to engage to participate in the project.

Experts experience the lack of given frames can affect participation and co-creation but at the same time express having ready given and defined frameworks, methods, or tools that the experts have not had influence can lead to negative effects in an expert organisation:

> We have rather free hands. We have talked about the importance of participation, everyone gets that, but it is up to each team to put it into practice. Personalities, the courage to try (something new), apparently plays a big role. When nobody says that this is how you do it, it can lead to anxiety, and fear can prevent you from doing anything, to step out of your comfort zone. This is a flaw in our free work description.

> Probably a lot of participation moments fall away because people are afraid to try when they don't know what to do.

> The units (in the organisation) independently decide what methods they use. What we are struggling with is what the frames are that we can and should operate within and when we cross the line, it is very untransparent who is accountable for which areas of responsibility.

> We have a strategy that we operate from, but I don't think we have a similar model as a tool (referring to the spectrum of participation). I'm pondering if it

is a bad thing that we haven't thought so much about the practicalities? (Benchmark organisation expert interview).

Overall, when you lead experts, it is my experience that they really have enormous expertise and if there is a demand 'from upstairs' that you must use this (model), it can lead to more negative than positive effects.

Because we are an expert organisation, we are given a lot of space to move and operate, to do work that looks like us. (Benchmark organisation expert)

4.2.4   Logical Framework Approach

The Folkhälsan federation uses the logical framework approach for project planning. The decision to adapt to the framework has happened in recent years, and in 2020, training the staff to use the framework was still in process. The LFA is a systematic and analytical planning process that is used as a result-based project or programme planning tool where the result is referred to as a 'log frame' or Logical Framework Matrix (LFM) (Zewo 2021; Larsson 2017). It is also used for monitoring and evaluating the project or programme (Zewo 2021). Since it is so well established in the third sector, many donors can even require a log frame as part of the funding application (Larsson 2017). The LFA was first developed by the US military, then taken over by USAID in the 1960s and has since been adopted by many third-sector organisations (Larsson 2017; Zewo 2021).

The framework (figure 34) can be summarised as an approach that enables the planned project process to be slimmed down to a straightforward linear logic model that uses a documented situation and problem analysis as a starting point. This then forms the base layer for the planning, monitoring and evaluation system of the project by means of the outputs and results are documented by quantitative or qualitative indicators. This means the LFA is not really a method to measure the overall impact of the project but evaluates the project's set goals and results (Zewo 2021).

The planning process for LFA includes five steps: stakeholder analysis, problem analysis, objective analysis, strategy analysis and developing the logical framework matrix (EuropeAid 2004). The models of analysis are usually referred to as 'trees' (figure 34) (Zewo, 2021).

With the stakeholder analysis, the aim is to shed light on who the, e.g., partners, target groups (users) and beneficiaries are in the context of the project and define how they would be affected by the project (Zewo 2021). In the problem analysis phase, the negative aspects of an already existing solution are identified. The aim is to find a comprehensive cause and effect narrative (Larsson 2017). The objective analysis phase applies the logic of means and

ends. Solutions are formed from the problems identified in the problem tree by changing the wording of the problems into desirable, positive future scenarios (Zewo 2021). With the strategy analysis, the aim is to find a path or paths in the objective tree that is the most feasible and viable. This is done by considering many factors, overall costs, resources available, effectiveness, probability of success etc. (Larsson 2017; Zewo 2021).

The version of LFA that FF uses highlights the importance of getting everyone together for a preferably two-day workshop to gather, ideate on and document as many different perspectives as possible relating to the topic at hand. This is the starting point that also Larsson (2017) underlines that is of utter importance: *"Greater inclusivity leads to better and more nuanced project planning. It can be a good opportunity to bring different actors around the table – within a single organisation, and with external partners and stakeholders – to communicate and develop shared objectives"*. Everyone who might also be involved in the project should also take part in formulating the log frame (Larsson 2017).
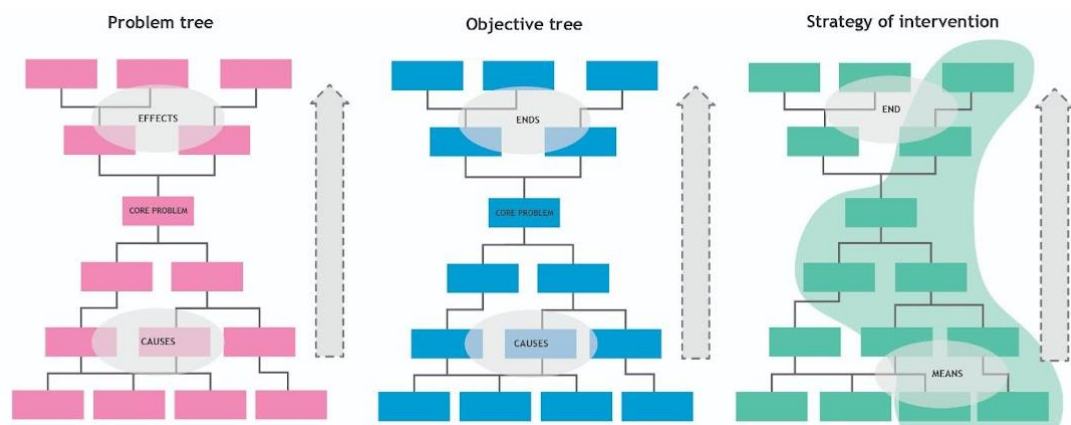
Figure 34: Models of analysis in the LFA planning process. (Zewo 2021).

The project planning is summarised in a standardised table, the logical framework Matrix (LFM) (figure 35), or commonly referred to as the 'log frame'. The LFM visualises the order in which actions and tasks lead to the final goal of the project (Larsson 2017).

The LFM is usually divided into four rows and consists of long- and short-term objectives; goals (the overall aim), outcome or purpose (what is to be achieved, whom will it benefit and in what timeframe will this be done), outputs (concrete results the project will generate and activities (steps that will need to do to achieve the outcome). These objectives are achieved and measured by project summary (further describing the objectives), verifiable indicators (how the achievements will be measured), means of verification (how the data for the indicators will be collected) and risks and assumptions (acknowledgement of the external circumstances needed to reach the results), (Larsson 2017). The LFM visualises the order in which actions and tasks lead to the final goal of the project. Larsson (2017) highlights that it

is important to see the log frame plan as a flexible tool that can be iterated and adapted according to the project's needs and the people involved, reflecting the changes 'on the ground'.

Project Description	Indicators	Source of Verification	Assumptions
OVERALL OBJECTIVE The project's contribution to policy or programme objectives (impact)	How the OO is to be measured including Quantity, Quality, Time	How will the information be collected, when and by whom?	
PURPOSE Direct benefits to the target group(s)	How the Purpose is to be measured including Quantity, Quality, Time	As above	If the Purpose is achieved, what assumptionsmust hold true to achieve the OO?
RESULTS Tangible products or services delivered by the project	How the results are to be measured including Quantity, Quality, Time	As above	If Results are achieved, what assumptions must hold true to achieve the Purpose?
ACTIVITIES Tasks that have to be under-taken to deliver the desired results			If Activities are complicated, what assumptions must hold true to deliver the results?

Figure 35: The basic structure of the Log Frame Matrix. (EuropeAid 2004).

One expert expressed that there is some confusion in the organisation on what LFA is and what it should be used for:

> It is a framework/tool for project management, there is a lot of conceptual confusion.

Many commented that LFA has been great for providing structure to the development work:

> LFA gave a read thread to the project and helped to structure it. We were able to work with our goals better when we had a clear structure.

The LFA framework also helped with reporting:

> I see it as a framework that enables us to report in the right way in the phase that we need to do the reporting (for the project).

The participation in the LFA framework happens in the planning phase:

> Participation in LFA is visible first and foremost when one builds the goals and sees the needs, they are based on the target group. I've always believed to really get to the root cause of the problem, what the underlying needs of the users are, one must get participation in the foregoing research phase.

The LFA workshop, as described previously in this chapter, is the stage where participation is part of the process. The experts expressed practical challenges and concerns regarding this phrase:

> It is difficult to conduct real LFA workshops because they are so long, it is not practical, and I don't think we'll be able to arrange them that often. Using this idea; taking in and gathering different opinions and perspectives, by hopefully meeting at the same table, would be great but not always a realistic option.

> The recommendation according to the LFA (trainer) is that a workshop should last for two days. That feels overwhelming as we don't yet have a culture that would support this.

Apart from the challenges with the workshop format, the main challenge the experts experienced that LFA has regarding participation and co-creation is that LFA uses a documented situation as a starting point; the analysis is of an already existing problem:

> It is very hard to define goals without knowing the user group the programme will be aimed at. I think LFA proceeds from the notion that you already have a very good insight into the background of what the challenge is, the initial problem setting. To be able to define goals that are based on the reality that can enable measurable effects, there needs to be a strong evidence-based background as well as a deep insight into the underlying phenomenon.

> LFA proceeds from the notion that one already knows the user/user group well.

> LFA is great when you have one project with a clear user group, e.g., young addicts. When you know your target group and the purpose, aims, and goals are clear.

Challenges were also noted in the way the framework is used regarding the vast range of services and user groups the organisation serves but also within teams:

> Our operation plan involves five different areas, when mine and my colleagues' plans are all put into the same project plan the level is way too general. Detailed descriptions fall away" and "All the experts in our team are working on different areas and it is difficult to get the project plans to be fitted in the same form.

The need to work in this way was also recognised:

> I understand that when there are 100 experts in the Federation and 70
> different project plans, it becomes a challenge for the board to go through
> them. Of course, we need to slim down and combine.

The benchmark organisation experts did not use the LFA framework or any other project management framework.

4.3 Service development process background

4.3.1 Stages of the development process

A total of nine main themes, consisting of both factors and phases that influence the participation and co-creation in the project development process, were identified. Several sub-categories also emerged (table 3, 4 and 5). The themes identified were the expert, financing, and type of project, funding application, securing funding, the initial need (problem setting), planning, implementation, evaluation, and metrics, reporting and documentation. In the tables below, the sub-categories for the themes are presented. In the co-creation workshops, the themes and sub-themes were further developed and visualised as a Journey Map. The Journey Map visualises the outlines of the service development process with key touchpoints, both opportunities and pain points for participation and co-creation are defined. A synopsis version of the Journey Map end results from both co-creation workshops is shown in figure 39.

The expert	Financing and type of project	Funding application
- Definition of the role of an expert - Traits and characteristics - Influences of key persons, e.g., team or other leaders - The time when the expert joined the project - Type of employment - Experience of needed and received support (from peers, leaders) - Organisational hierarchies	Continuous development Projects	- Participation part of the application - The need for the application - Co-creation of the application

• Frameworks the expert knows and uses • Previous professional experience • How long the expert has been working in the organisation		

Table 3: Theme sub-categories: the expert's influence, financing and type of project and funding application.

In the interviews, many themes involving the expert's influence on participation and co-creation emerged. The role of the expert, the type of project and the user group together determines how participation is approached. An expert working with many types of projects with different user groups pointed out how different user groups experience participation. Some users experience a higher level of participation than what the expert themselves would define it as on, e.g. 'The spectrum of participation scale, concluding that:

> Everything doesn't need to be co-creation, sometimes having a dialogue is enough.

These three sub-categories impact on co-creation and participation is further examined in section 4.3.2.

Securing funding	Defining the initial development need	Planning
• Enables more research to map the underlying needs • The possibility to do a larger (LFA method) workshop	• Should be done together with the user group • The need to get a broader view • Hard to know who to involve/engage and when • Should be able to react fast to needs snatched up in current operations	• Statistic and evidence-based • Prioritising participation • Validate with the user group of focus groups • Teamwork • Involving across team borders • What phase of the project the users are involved in • Levels of participation

Table 4: Theme sub-categories: securing funding, defining the initial development needs and planning.

Experts commented that there are more opportunities to include participation and co-creation after the funding is secured when the project has outside funding. A cause-effect of this is that many felt that usually, the defining of the initial need is not participatory enough. The need to include more users in this phase was clearly expressed. A benchmark organisation's expert commented that in many cases, the need is sometimes defined too broadly, on a meta-level, not on a concrete user need. Another benchmark organisation expert expressed that real user needs are snatched up from the field in their current operations, making the users indirectly involved in the defining phase.

Focus groups and user groups are involved in the planning phase. Planning was in some cases only conducted internally, involving team members, experts in the organisation across team borders and sometimes other outside stakeholders and partners but not the end-users. Many experts expressed the importance of involving the user groups in an early phase of the development. In some cases, how the participation of the users in the development process was discussed in the planning phase, and the planned participatory activities and action points were evaluated using the 'spectrum of participation' model. The planning phase was seen as a phase of the development process where it would be feasible to involve the users more:

> I see that the carers are too busy to want to implement something with us, but in the planning phase.

Implementing	Evaluation and metrics	Reporting and documentation
Constant iteration	• Methods and tools • GDPR • Challenges: effort for the user group, how to evaluate participation • Quantitative vs qualitative • Source of funding influences	Project diary

Table 5: Theme sub-categories: implementing, evaluating and metrics, reporting and documentation.

In the implementation phase of the development many experts underlined the importance of constant iteration with the feedback received from users:

> We ask for evaluation after every lecture or event and adjust accordingly.

> There should be a possibility to give feedback directly, not just in a form a couple of times a year.

In the evaluation, the experts expressed the need to do more qualitative evaluation. The evaluation was experienced as mainly quantitative, regarding, e.g., how many participants took part. Even though qualitative data in the shape of forms are often collected, more time should be devoted to analysing the data. Many experts are already using qualitative methods such as interviewing, group evaluations and participatory meetups with various focus groups and stakeholders in the evaluation phase. An expert expressed the concern for burdening a vulnerable user group by involving them in the evaluation (and further development) of the operations. Another expert had used the Innokylä 'Evaluating the participation and co-creation in customer work' evaluation model that they found very useful as a complement to the quantitative evaluation and hoped it would be adopted on a larger scale in the organisation. The same expert also expressed that adopting this type of evaluation tool in all development evaluations would support the overall anchoring of a participatory approach to the development work. The benchmark organisation experts also expressed the need for a more systemic evaluation of user participation and co-creation. More weight in analysing and especially in taking advantage of the insights from the evaluation in future operation planning and development was called upon by the experts.

Some experts expressed that it would be very valuable to keep a diary during the project; that would have made it easier to also evaluate participation and insights beyond the number of participants. Another expert mentioned they find it valuable to also collect spontaneous reactions, that more value and emphasis should be placed on unstructured views and response.

Figure 36: Summary of Journey map for the service development process developed during the co-creation workshops. The Journey Map shows the main key insights from each bracket.

The Journey map was co-created together with ten experts from the organisation. Two key findings were recognised. One was the need to visualise results to enhance peer learning, so the results could also be better utilised in future development projects. Another key insight was that more resources are needed in the research prior to the problem definition phase, which in the Journey map is described as the 'need survey and user group' phase in the development process. This relates back to the comments on the limitations and challenges the experts experienced with the LFA framework, working with established pre assumptions. With the Journey Map exercise, it was recognised that more tools and methods are needed in each of the recognised phases of development. One concrete example of this was the idea to develop a set of questions to help the experts to reflect and self-evaluate in each phase of development before moving on to the next phase. The Journey Map services as a base in the further development of the design capability, described in the design capability framework section.

4.3.2   Types of development projects and measure of impact

Folkhälsan Federation development work can be divided into two categories: continuous development and projects. The type of development work influences how participation and co-creation are experienced:

> In projects, it is a must to consider a participatory approach as part of the development process, in continuous development projects it is a lot of the same year in year out.

Both experts in FF and the benchmark organisation consider it easier to involve users and other stakeholders in new projects:

> When we start a new project or activity, we gather input with questionnaires and gather ideas, e.g., in a learning cafe setting (type of workshop method) …it would be important to have these type of 'development days' also in continuous projects. (Benchmark organisation expert).

> Everyone does it their way: it is a huge difference if you work in a project where the steps, phases are standardised, it often determines how participation and co-creation are approached and evaluated, e.g., starting with mapping out the user group. It is already written into the process.

Often projects are meant to turn into continuous development projects, this needs to be considered from the beginning:

> We have it in mind all the time, how do we build this into a continuous operation, participation is so important, connecting others, it is the backbone when building a continuous activity, culture.

A third of the funding for the development work that the Folkhälsan Federation conducts comes from STEA (Funding Centre for Social Welfare and Health Organisations), around 60 per cent from the Folkhälsan Foundation. The Federation also has development projects that have direct funding from different ministries. This funding accounts for about ten per cent of the remaining budget. Also, other specific Finnish foundations fund Folkhälsan Federation development projects.

The measure of impact is very precise on STEA projects ('STEA, avustus toiminnan tulosten seuranta ja arviointi -rapport). The planning and development work under STEA funding is usually also already structured in a specific way before the financing is granted since the application also needs to meet standards set by STEA. The measure of impact for development projects funded by the Folkhälsan Foundation is not centrally coordinated.

The different funding influences participation and co-creation in the projects:

> What is problematic in projects with external funding is that the financier often expects instant results, if you don't get started straight away with the operation it is seen as you're idling about, there is not enough value placed on taking the time to listen to the users and building a strong foundation. It is different when you have internal (Folkhälsan Foundation) funding; then there is more time and opportunity to create a foundation for the development that is built on participation principles.

A benchmark expert continues:

> Everyone should co-create and collaborate, but there is also a reality behind it all, we're all competing for the same resources (funding), and they are becoming ever scantier.

Also, the expert form of employment influences how they can frame or select the approach or methods of participation for the project they are working with. Some experts are permanently employed by the federation and work on both internal projects and that have external funding; other experts have project-based employment and are hired when the funding for a project is secured:

> We were not part of the project funding process; the application was already done by the time we started (on the project). The people who had written the project plan had a quite utopic perception of what type of engagement of the users would be possible in the given timeframe.

> I came to the project from outside the organisation, and that means that you have to find a balance, a middle way, you can't go in the opposite direction from the organisation that pays your salary.

> There should not have to be such a big difference from a participatory perspective between projects and continuous operations, but as is apparent in the research (research wall), it is due to the application process. With projects you are 'forced' to do a project/development plan, you need to stop and consider all aspects, also participation. (From the co-creation workshop 1 discussion)

> Maybe the experts experience that there is more time to co-create and have a participatory approach in continuous development projects since these (the project phases) are more difficult to standardise. Continuous development is also harder to evaluate. (From the co-creation workshop 1 discussion)

The type of project, funding and term of employment all influence the participatory approach chosen in the service development. Hindrances in externally funded projects are lack of time and pressure to get results fast which narrows the time being able to spend on user or stakeholder engagement. Enablers of participation in externally funded projects are the standardised phases the development process follows where participation is already considered. In internal funding development projects, the experts experience there is more time for participation but a lack of structure to support and guide the process.

4.4 Competences and prerequisites

4.4.1 Attitudes towards co-creation

A factor that influences the experts view and attitude on co-creation is their previous work experience but also their experience from other affiliations such as voluntary work, e.g., scout activities:

> It (co-creation) is strongly rooted in my background. For me, it is important that we don't make operations for but together the youths.

The expert mentioned that it was hard to adjust to a new culture (of the case organisation) when they were used to working in more small-scale volunteer operations where the aim in all activities was co-creation. One benchmark expert felt co-creation is too decentralised responsibility, not to have to do everything by oneself:

> I don't think that I know everything, I am the one who starts to find things out, gathers different perspectives together. It would be horrifying if I would have to come up with solutions in isolation by myself. I see myself more as a facilitator than an expert.

An expert described their role in relation to co-creation as 'enabler' and another as 'responsive listener'. The consensus on a general level was that co-creation is the way to get better results and effects and should be at the core of all operation development. Many expressed that co-creation is important to keep the operations and offered services relevant, up to date with the changes in society:

> Co-creation and participation are conditions for the operation/service to stay relevant and not stagnate.

Hindrances for participation on a general level that the expert experienced were lack of time, lack of allocated time for co-creation, lack of resources and conscious choice making:

> One needs to make conscious choices for co-creation, it easy to fall into old habits when experiencing time or resource pressure. All organisations have their baggage in doing things as they have always done, thinking they know the problem, the customers, and potential customers, but things change as society changes.

Many experts expressed the struggle they experience between knowing how valuable co-creation is but not having the time and resources for it. Some experts also expressed feeling stressed out by the expectations that 'everything should be co-created' when they were feeling swamped for time and resources as it is:

> I know how valuable this (co-creation) is...but it does take a lot of me as an expert when working with these processes, it takes so much time. Sometimes it would just be easier to say, 'we're doing it like this' and do it by myself.

Co-creation and participation were seen as 'requiring a change of mindset', many felt that they were not there yet:

> We talk a lot about co-creation and participation, but I don't feel we're there yet, since we're still offering ready-made solutions.

4.4.2   Common frameworks and approaches

The lack of common structures for participation and co-creation in the organisation was recognised. It was selected in the focus group workshop as the most important challenge to tackle: 'To establish a 'culture' of participation with clear expectations and processes'. Within the theme, the following subcategories emerged: (1) The need for clarity of definitions, common language, defined expectations, and structures to suppose co-creation and participation (2) The need for more methods and tools (3) Lack in visualising and communicating results. Clarity of definitions is needed, supporting a common language that everyone in the organisation understands and can make themselves understood when talking about co-creation and participation. The experts expressed that having a clearly defined language for the activities will remove unnecessary uncertainty and enable concentrating on the right things:

> There is an underlying wish or expectation that one somehow should understand what kind of participation one should choose and work with. It is now just up to the opinion of each expert.

> Clarity would provide peace of mind (to work). This takes up so much energy. Peace of mind would enable the needed time to co-create.

> Clarity to what participation and co-creation mean, that it is an opportunity, not a chore.

> Often co-creation and participation become sort of buzzwords that are added to applications or tossed around in a project context. It can become so strained and artificial.

Clearly defined expectations and structures are needed to enhance co-creation, lowering the threshold to try new ways of working. Defined expectations and structures bring a systemic approach to participation and co-creation. This makes the process and activities more visible and transparent to enable the allocation of the needed resources to make them happen:

> A clear structure of 'this is the way we work', then it would be easier to allocate the time for it (participation/co-creation). Now it is just up to me, and sometimes it just doesn't happen. Clarity of the expectations is needed.

> I wish it (participation/co-creation) would be more organised and systematic, we don't have any models. (Benchmark organisation expert)

> If we think too broadly, it can be easy to fall back into one's comfort zone. Therefore, I feel I need support in this. Even though I know about this (participation/co-creation), I'm not that good at prioritising and planning for it.

A demystification of co-creation and participation with concrete methods and tools is needed. By supporting and visualising a wider process framework that the tools and methods are part of, visualises that even actions that feel small can have a big impact on the whole process and improves the overall level of participation and co-creation in the development process:

> People can feel it is rather abstract. Someone can think it is enough to ask 'do you like this'? And that is participation. I think many would need support in understanding what type of participation would be useful or when we would benefit the most from co-creation. And knowledge of why it is needed, do we have to go this far (to co-creation)?

> More clear methods and models on how we should work. That everyone feels that this is meaningful. Sometimes it feels that we just meet for the sake of the meeting. When you have a lot on your plate already, it doesn't feel it always fulfils a purpose.

> On a micro, practical level to get started. When working on our development plans, it is about the big figure, and participation is a part of this. In this context, participation feels so big it is hard to grasp. It can feel overwhelming.

> If we don't get enough funding, we must cut large expenses, such as LFA workshops lasting several days. How to make visible and concretise that participating can also be a smaller thing, but they are also valuable and

> fruitful. They wouldn't have to be so time consuming for you or other stakeholders, users involved but still be a win-win for all.

A gap between the work that is done, results and effects relating to co-creation and participation and in their visualisation and internal communication was recognised both from the interview results and the co-creation workshops. One expert commented that they did not regard that much of the development work is conducted in a co-creative when many of the case studies that emerged in the research suggest the opposite.

Visualising concrete case examples can inspire and influence experts to try new ways of working:

> I think many have 'participation' as part of the way they do things and how they work, but I feel it might not be visible enough.

> I think we do more (participation) in our development work than we're able to communicate, we don't know how to define it, put it into words.

4.4.3   Knowledge sharing

The experts mentioned that there is a lot of tacit knowledge that is hard to get hold of in the organisation. The experts also expressed that they would like to connect more across team borders and that the expert role can be rather solitary if the operation does not have resources for more than one expert:

> I would really like to have someone present in the everyday operations to give opinions and get new perspectives.

> It is problematic to arrange co-creation as a sole expert working with a user group. It can so easily go in the wrong direction", "working in pairs should be prioritised, not only for the professional support but for your own and the user groups safety and well-being, being alone in a project makes you more vulnerable.

Also, mentoring as a practice was something the experts mentioned would have an impact on the quality of the operations:

> We should get better at visiting each other's projects to give response and input to each other.

Making knowledge internally more accessible was considered a priority.

Although the threshold to contact colleagues was estimated to be low, experts expressed it was hard when you are new in the organisation and don't know what other people are working with:

>   It is just now after six years that I feel I'm on track on what my colleagues' operations and projects are about. Our work has such a wide scope there is always the risk that we are working on the same things without knowing it.

The expert's knowledge was very person specific. Also, in this theme, the importance of sharing and making visible case examples of operation development and projects with participatory and co-creation elements would be important for peer support and learning. A benchmark organisation expert mentioned the power of visualisation:

>   I drew an image, and it was instantly easier for people to grasp the meaning and context.

Visualisation can lead to better knowledge transfer and further on to different parts of the organisation working more closely together. An expert pointed out that it is important for the work motivation to share results and successes:

>   The results can be small if it is related to constant development so from a work motivation angle this is very important.

Making visible can also have an impact on the financing of the operations:

>   Also making visible results relating to participation and co-creation indicates a transparent process which is an important part to gain funding for operations and projects.

4.4.4   Organisation culture

An organisation culture that supports participation and co-creation is flexible, experimental, tolerant, and understanding. A benchmark organisation expert also mentioned encouraging as an important factor. With the flexibility, one expert referred to the need for a flexible development process:

>   If you need to see the process of the project very clearly beforehand and have control over it is very difficult to work with a participatory approach.

Both the case organisation and benchmark experts expressed the importance of being able and allowed to experiment:

> We've had quite an 'attitude' approach, we have tested, what works we continue with and what doesn't we drop (from the operation).

> They wanted us to ask and book a meeting first etc. Instead, we just tried it out to see if it works, it is a totally different approach of doing things.

Still, the experts don't experience that there yet is a culture of experimentation.

> There is a tradition of knowing what is needed, especially if you've been working in the organisation a long time. This easily leads to not including and finding out, just organising, and implementing. We need to get away from this type of tradition and behaviour.

A benchmark expert expressed the need for general understanding from the organisation:

> Especially if it is a new project being developed there needs to be a true understanding that professional guidance (for co-creation) takes time and resources needs to be allocated accordingly.

Also understanding for the nature of co-creation, not being a linear and predictable process, was called for by the experts:

> We need to have tolerance, understand that co-creation takes time and can at times be frustrating and not always feeling reassured that it is worth it, yet in the end it always pays off, enriching the results. This uncertainty needs tolerance, it is part of the work description/process.

> We need to shoot wide and do 'needlework' on a grassroot level to build up the participation and co-creation in small steps right from the start, planting seeds that we hope will grow and bloom along the way.

A benchmark organisation expert pointed out that the organisation culture brings added value to the stakeholders and partners the organisation works with, and this reflects on the organisation:

> It is our competitive advantage that we are easily approachable and flexible. Our way of working is through collaboration and co-creation. It is a value that is included in our operative strategy.

4.5   User and user groups

In the user and user group's theme, five sub-categories impacting co-creation were recognised; How the experts regard the user interactions, how the users and user groups are defined, factors impacting on engagement, methods of engaging users and challenges recognised in user engagement. The experts described their interactions with the users as listening:

> We listen responsively to the user's needs directly or through (their) teachers and through discussion and involving them in a certain part of the process.

> We consciously discuss with the user group and involve them in the evaluation.

> Some of the operations are co-planned together with the students.

> They are the experts in their field. I can't know what it is like to be a caretaker or pensioner since I'm not one. I bring the frames of the operation and the expertise in certain areas, the professional side of things.

In some cases where experts don't have direct contact with the users, they rely on the expertise and experiences gathered from other experts, information of users from other experts:

> There are many that work with concrete operation and have more contact with the users than we have.

A benchmark organization expert commented that knowledge of the user group is shared in internal meetings where the confidentiality restrictions to an extend limits the information that can be shared. Sometimes the target group is so niched, vulnerable, or a user group that hasn't been paid attention to previously that it is especially difficult for the experts to engage with them:

> It is hard to work with participation since I don't have direct contact with the user group, but I've used research from other countries and organisations and validated that with various people who work in the field (with or close to the user group).

The experts also lean and give a lot of value to other experts' perceptions of the target group.

Both the case organisation and benchmark organisation were struggling with situations and context when the users were not involved in the process:

> It is quite common to gather some colleagues, and they get to have a say and give their opinion; we really need to be careful; the organisation is a little bubble.

> Most discussions I still have with my colleagues in Finland, and the difference in context from where the development is taking place is huge; we have no way of knowing what works best there. If we don't pay enough attention to this during the development phase of the operation, it can lead to something being developed that is not relevant or hard to implement, which means it might not be used at all.

How the user group is defined varies; sometimes, it is more flexible and develops around an initial concept and in other contexts, especially in outside funding projects where the user group is thoroughly defined from the start. One expert commented that it is crucial to know how to prioritise to achieve the goals set in the development plan:

> It is easy to end up doing a little something for everyone in an organisation where everyone is passionate about other people's wellbeing.

The experts list four key factors that impact the engagement of users: meaningfulness, empathy, providing space, and communicating the meaningfulness in a clear way:

> We need to be clear when we communicate what the task is, that it really is very valuable.

> We presented it in a way that 'we can't make this (project) this without you, your input, thoughts, and opinions'.

> Sometimes it can be as easy as asking can you please help us, 'can you help Folkhälsan?' Helping motivates people.

> They thought it was wonderful that we felt that their opinions and thoughts were valuable.

Also, the importance of providing space and time for participation was raised by the experts:

> If we just say that everything is ready planned, you just need to tell us how to do it there is no space for participation.

> You, as the expert, must take a step back but still be present.

Empathy is also recognised as a key to engaging users:

> We wanted to give the right impression, that we really want to hear what they have to say. With children and youths, you can't fake it, to do it out of a sense of duty, 'my employer told me to go and hear what the target group has to say', if you go there with that attitude, you don't get anything out of it.

It was also recognised that the widely known brand of Folkhälsan helps in motivating users to engage. The experts also pondered on the other side of this is how to get the people engaged that are not familiar with Folkhälsan from before or feel that the organisation isn't for them, consider it pompous etc. Another engagement factor that was mentioned was easily accessible information:

> We have put a lot of effort into making the material easily accessible through search. I think that is to create participation, to make information and material easily accessible.

Social and digital media plays a big role in how users are reached and engaged. A large variety of digital platforms and tools were used and strategies for spreading the information on social media. One project involves using volunteer's social media influencers that were recruited to spread a topic the organization wanted to reach out with, but this is not a standardised practise in the organisation. The method of using 'lead users' was recognised to engage the users:

> Finding local people first, get them engaged and inspired to share in their own circles.

Reaching out through the organisation's own platforms, like family cafes and Folkhälsan houses, are also important channels for engagement. Yet this way, only the people who are already engaged with the organisation are reached; a clear pain point and need the experts expressed is how to reach new user groups to be able to make a bigger impact and change. Different physical platforms, like, e.g., family planning centres were also mentioned as important when striving to reach out to new users. Also, working together with other partners such as cities and municipalities should be done more, according to some of the experts. Here also the importance of networking with e.g., municipality employees was highlighted.

Collaboration with ready user groups from other organisations is seen as a good way to reach a wider range of users. The importance of physical meetups and contact with the user groups were highlighted both by the case organisation and benchmark organisations. Meeting users both through the organisation's own platforms but also in the user's own environment or partner stakeholders' contexts were considered very important by the experts. Places mentioned were, e.g., schools, youth centres, congregations, outdoors and volunteer association meetings. The experts also mentioned that they travel to meet stakeholders, partner affiliations, as well as other experts and team members from the organisation.

Challenges recognised with user engagement can be divided into five sub-categories; the challenge to reach a wider audience, concerns of burdening users, the value of engagement and incentives, practical challenges and lack of networks and collaborators. One of the main challenges were not reaching out enough:

> When we engage user groups to participate, how do we reach the ones that have the biggest needs (for help).

Also, when the participants are the same year after year it is easy for the development of the operation to stagnate since there is not enough new input from a more varied user group.

Concerns were also expressed regarding the burdening of users:

> It is two-sided...on the one side we want their engagement and opinions to improve (our offering). On the other hand, they are very tired. We work with people who are over tired, sad and in a very tough life situation.

> We don't use all the channels that we could (to recruit participants), since these people (potential users) are in a very turmoil life stage.

> At time the social threshold can be very high, if you are in this life situation you don't have the mental or physical capacity to take part or contribute in anything additional, and this (participating) being the additional thing that the person doesn't have capacity for.

It can also be hard to get people to participate because of social barriers they may have:

> My experiences aren't that important; they are not valuable enough to share.

Another challenge that emerged from the research was on how to impact the experienced value for the users from participation:

There is a saturation in society, the user group doesn't want to participate.

There is such an information overload with everything today.

This one expert felt, impacted the engagement and recruitment of users, making it even more of a 'handicraft'. Experts had experienced the same phenomenon, when asking for response and feedback they just got the answer 'keep everything as it is' or low response rate on questions such as 'did you feel you could participate and influence in the development of the service'. In these cases, the response they got from the users was that they don't want to co-create or participate; their life situation is tough, they are tired and just want to join in on something someone else has planned and not having to play an active role.

Practical challenges such as geographical distances were also experienced as hindrances to participation. Also, uncertainties regarding rules and regulations such as GDPR were seen as obstacles:

Even if I have xx number of potential users, I'm not sure I have a right to approach them.

Lack of resources and networks was mentioned:

Especially on a national level it (participation) takes a lot of time and resources and requires that there are already some ready networks in place.

Incentives were seen as something that could be tried out and could enable reaching out to a wider user group, not only the people already familiar with the organisation. One expert suggested that a wider user group could be reached by, e.g., offering coffee and sandwiches to the people really in need of them. Also, incentives were seen as something that would enable an increased level of feedback on information material the organisation produces. Regarding incentives, there was also discussion if the use of incentives impacts the nature and quality of participation:

We questioned if they really want to participate (in the project) or are they just there because they get movie tickets, it can become a challenge for the nature of participation if one always offers incentives.

I've always thought that voluntary participation leads to closer forms of participation. Especially in the higher levels of participation, collaboration, and co-creation the participation needs to be voluntary.

Also informing the users of the nature of participation was highlighted:

> The voluntary aspect of participation needs to be clearly communicated from the beginning; nobody can be forced to participate.

4.6   Networks

Three key groups of stakeholders were recognised in the research: volunteers (board members, volunteer members, local associations), partners and other stakeholders, internal collaborators. Participation and co-creation with all groups have special characteristics.

In co-creation workshop one, it was recognised that building a network should be part of the development process. The network could be utilised in the ideation, implementation, and validation phases. Also, the recruiting of a reference group could be viewed as network building. The participants of the workshop identified networks as a necessity to make further connections and enable tackling systemic problems through co-creation. In internal collaboration, working with other entities and teams in other regions and across the organisation was highlighted as important, and that should be done more. One expert described a co-creation team that formed during the project:

> From the organisation's side, it was just me, but it felt like we formed a team together with the employees (stakeholders in the project) and the users.

Facilitators, internal and external, were mentioned as having an important role. An expert from the benchmark organisation outlined that knowing participatory and co-creative methods are important skills to all experts and expressed that it would be of value to educate staff in these methods, not just handing over a list with guidelines but to understand, e.g., in what circumstances a method, e.g., discussion and dialogue works best. Also utilising outside facilitators when the budget allows was found of value:

> I see it as a mutual exchange of value, the organization we used (for facilitation) in our project was finish speaking so they learned about us and our operations at the same time and can spread the word of our work forward. (Benchmark organisation expert)

The case organisation has trained some experts to become LFA facilitators with the plan for them to work internally, jumping in various teams where there is a need for it. This has not yet been utilised on a wider scale in the organisation. The need for facilitation and coordination in internal collaboration is expressed:

> There is a need for someone to oversee the gathering, the people needed, the agenda of the meetings and that follows up on the results; otherwise, the internal meetings are useless.

Most projects have a focus and reference group where the members are hand-picked by the experts. The reference groups are considered a 'must' and are often demanded by the financier of the project. Focus groups are considered nice to have. An example of a large reference group consists of people responsible for the caregivers in the municipality, experts working with caregivers from the case organisation, politicians who are invested in the caregivers causes, volunteers working with caregiving care, the research organisation of Folkhälsan, caregivers, and persons working with the education of social workers and nurses. The experts evaluated that they utilise the reference group for validation and exchange of ideas. The need for building new resource/reference groups of users that could be utilised for ideation on a regular basis was also mentioned. Regarding these types of reference and focus groups, challenges were also raised:

> The ones handpicked to these focus groups are people already involved with the organisation from before. The participation easily becomes very artificial.

> There is a lack of diversity, everyone is of the same socioeconomic background. An expert opposed to 'hand picking' expressed that it would be more effective to interview ten of the *'common people on the street'*.

A benchmark organisation expert also describes the handcrafted nature and how the experts' opinions and connections influence and enable the building of reference groups:

> We thought a lot on what type of profiles we want to have and went through our pool of people, people we've met. One was my son's friend's parents and someone's brother's wife. This way, it was quite effortless to find people who wanted to participate.

Monetary compensation for participation in reference groups was mentioned by a benchmark organisation expert:

> In the project, we had a monetarily compensated reference group consisting of five persons whose task was to validate the results.

> They got compensation for, e.g., participating in the workshops. We also had other participants, but by compensating the reference group, we could guarantee their participation. I believe it was called for to compensate these experienced experts.

The reference group is usually involved in many phases of the development; at a minimum, the project plan is discussed with them, and they can comment on it. Time is considered a hindrance for further participation and co-creation with the stakeholders:

> They rarely want to invest time in co-creation and express that they are satisfied with having a dialogue.

When reaching out and involving other professionals in LFA workshops, the message has also often been that they feel it takes too much time for them to be able to participate. The user group is often indirectly through partners and key stakeholders for the user groups such as guardians, school staff etc. Having good contacts on various networks help in reaching out to the end-users. This means that the experts also have networks and preferences, contacts influence who they reach out to or plan on reaching out to, e.g., board members and local affiliations. Network building and collaboration are built in some experts' cases over many years, both with domestic partner organisations and affiliations as well as European level network collaboration. Experts are involved in various network affiliations, e.g., in workgroups or as board members. In these networks, there is mutual information sharing, discussions, and collaboration on ideas.

The board members of Folkhälsan Federation are key in reaching out and engaging the volunteers on a grass root level but also for reaching out to the end-users:

> It is a good way to spread the information since our volunteers are 'peer supporters', if they are not part of the user group, they have close contact to them.

4.7   Identified capabilities to enhance co-creation

By comparing the results from the design research with the theoretical framework concept, I recognised capabilities to support and enhance co-creation. Applying a service innovation capability framework structures the development needs and enables tackling the challenge in

a systematic way with the largest possible impact. The approach to develop an innovation capability of an organisation should be systemic and includes considering all interrelated capabilities, not as stand-alone specific context related capabilities (Similä 2011). Design capability is recognised in having a central, binding role on a practical level in processes, methods, and tools but also in change-making on an organisational culture level (Mattar 2020) by influencing mindsets and attitudes. A design capability can be seen as having a facilitative role for an organisation's service innovation (Ojanen et al. 2015). Although the result of this thesis recognises that adopting a design capability to the organisation answers the main purpose, to enhance co-creation in the service development process, the results also identify the necessity of addressing other capabilities as all service innovation capabilities are interrelated and mutually supported by one another (Similä 2011).
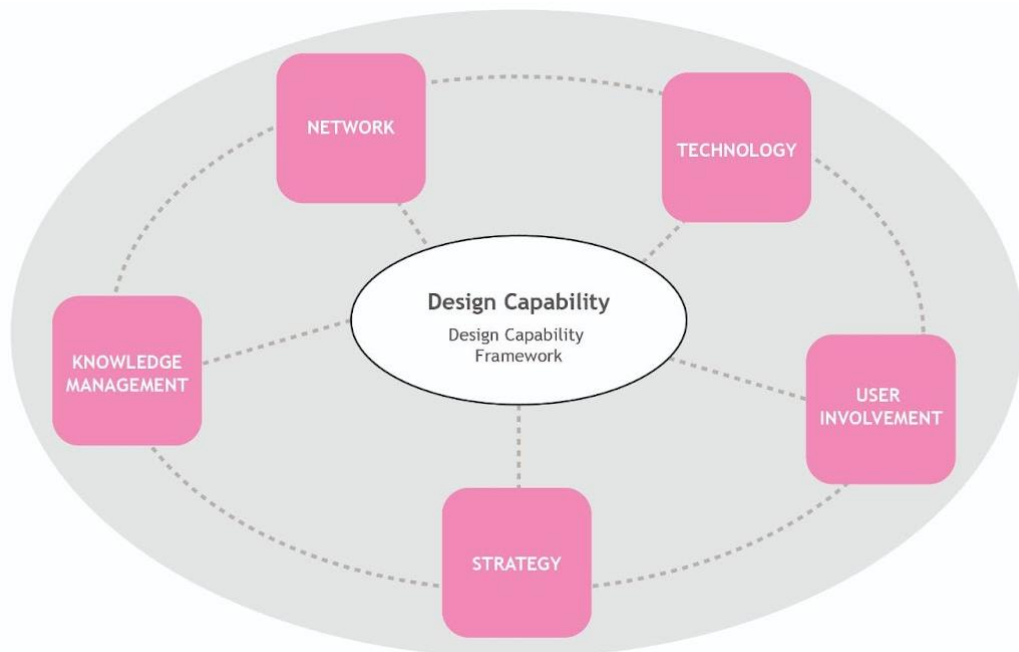

Figure 37: Service innovation capability with added design capability. Design capability has a central, binding role. Source: developed by the author.

4.7.1   Knowledge management

Knowledge management capability is about an organisation's systemic approach to support the employee's knowledge and skills (Similä 2011) both from external and internal sources (Deksnys et al. 2015) with processes and structures to enable the use of a service innovation capability specific to their operation (Blommerde & Lynch 2014). The research results recognise that internal knowledge sharing could be improved. Another recognised challenge related to knowledge management was the need for organisations wide practices and structures for visualising and sharing the results and development process's learning.

Visualising and communicating the consequences when things didn't go as planned is essential in lowering the threshold for encouraging experts to try new methods and ways of working with participation and co-creation.

As is evident from the research, the case organisation has vast internal competence and engagement regarding participation and co-creation among its experts. In conclusion, developing the knowledge management capability in the organisation by supporting internal knowledge sharing is both feasible and crucial for experts to be able to grow in the role of practitioners of participation and co-creation. Two main action points to support this is recognised:

1. **Breaking silos**

   The need to work across project borders to support increased peer learning is recognised from the research. In vast expert organisations where the field of operation is wide, working in silos hinders peer learning. Mentoring and internal facilitators have a key role in starting to tackle this challenge. Establishing and supporting facilitator roles for experts with knowledge of participation and co-creation that could jump into various stages of the development process and projects could be highly beneficial to breaking down silos between teams and regions. Plans for this kind of activity emerged in the research regarding the implementation of LFA methodology but had at the time of this study not yet been utilised broadly. As emerged in the research, allocating time to practices of internal mentoring and sparring sessions can have a positive long-term impact on diminishing silo-mentality.

2. **Visualising knowledge**

   From analysing the results, the visualisation of results and learnings from the development processes plays a vital role in developing internal knowledge sharing. As it tends to be in expert organisations, knowledge is often very people specific. How to spread the tacit knowledge the organisation has regarding participation and co-creation needs to be considered. A concrete example of this was brought up by an expert of the organisation. Building an internal expert knowledge bank to lower the threshold to reach out for support in a specific area or problem. This very example also tackles the challenge of silos and increasing peer learning: *"It would be a good idea if each expert working in the federation would create a short sharable and searchable video where they present themselves and their area of expertise"*. Another idea put forward by an expert was regarding expert onboarding and the role it plays in promoting participation and co-creation: *"A web-based course offered to all new employees, and old as well, that would lay the ground, ensure everyone in the organization knows about this and the way we work. We don't currently have this routine"*.

In conclusion, several concrete ideas to develop the main challenge of the knowledge management capability regarding participation and co-creation, internal knowledge sharing, can be deduced in the results. These ideas are worth further exploration and validation to see which ones are feasible for further development and prototyping within the organisation.

4.7.2 Technology

Technological capability describes an organisations' ability to make use of internal or adapt external technology (Deksnys et al. 2015, 274). Developing the technology capability plays a role both for internal knowledge sharing that was recognised as the main challenge in knowledge management as well as a potential enabler of increasing user engagement in the development process. The research recognises that developing the experts' social media skills and other communication technology competencies can support user engagement and internal knowledge sharing.

Even though the development of technological capability is important in increasing participation and co-creation, organisations also need to advance with caution. Recognising the impact technology has on inclusion to be able to minimise possible negative side effects. The post-pandemic period gives an excellent opportunity for organisations to evaluate the impact and explore what role digital exclusion has in their development processes regarding participation and co-creation. This reflection can give way to new innovative solutions on how to approach participation and co-creation as a combination of both digital and non-digital practises in the service development process.

Key in the development of the technology capability is also internal knowledge sharing. It has the potential to both drive it forward and lessens the threshold to try out new ways of doing things involving technology. A concrete example was brought up by an expert of the organisation: *"When I give a presentation, I record the audio and later edit it if needed and load it up on YouTube. This way everyone has access to it. It is not a difficult or time-consuming process"*. Apart from increasing knowledge sharing, this can also improve the transparency and trust between experts. During the design process of this thesis, the whiteboard software tool mural was used in the organisation and got positive feedback from the experts. However, its use has not been significant in the case organisation, according to the development manager. Trying out a new software tool during a development process is one example of how the organisation can test and prototype different solutions to be able to evaluate which tools support participation and co-creation the best for organisation-wide adaptation.

4.7.3 User Involvement

With the customer involvement dimension, Blommerde & Lynch (2014) refer to the organisation's ability to create value with the customer through innovation, understanding customer needs, and engaging customers in joint value creation, e.g., with co-creation.

Five key development areas regarding developing the user involvement capability were recognised in the analysis.

1. The further development of the organisation's physical and digital platforms to increase user engagement and involvement.

2. Lack of organisational guidelines for engagement regarding ethics, data collection, GDPR and incentives. The purpose of having established guidelines is for the experts to feel more secure in engaging users in the development process.

3. A key pain point in user involvement was finding and reaching out to the relevant users. Other capabilities play a role in tackling this challenge, such as internal knowledge sharing and networks. A factor that could be concluded from the research in addressing this challenge was the importance of recognition of lead users as key persons for user engagement, a practise that could be developed as a method to be used throughout the organisation.

4. Empathy was recognised by the experts as key in engaging users. This practise could be further supported by sharing case stories and adopting tools such as the empathic design process described in the theoretical framework. The experts have a big empathy muscle, and to further encourage them to utilise it the service development process can impact the increase the overall level of participation and co-creation in the process.

5. The need for more methods and tools was evident in the results. The development of a practical tool bank, prototyped by the experts working with service development, could be a feasible way to approach this challenge. As is evident in the research results, the most widely known and used model, 'the spectrum of participation', has several challenges as experienced by the experts. Exploration and possible alteration of the definitions of, e.g., co-creation in the model should be considered. Comparison to other models related to service design will be beneficial, e.g., the 'ladder of engagement' as presented in the theoretical framework.

4.7.4 Network

The Network capability focuses on the ability to collaborate and cooperate with networks and other organisations to expand innovation capabilities (Deksnys et al. 2015). The networking capability is also defined by the authors as *"the process of innovating services through combining the ideas, knowledge, capabilities, and technologies of more than two interconnected actors"* (Mustak 2014; Blommerde & Lynch 2014, 152). In other words, it refers to the organisation's ability to effectively orchestrate and manage a network of external stakeholders and actors for the purpose of joint value creation.

The experts of the organisation have vast networks that they engage and utilise in their development processes. Experts also engage with various networks across national borders. Networks are also an important way to reach out and be able to engage with end-users. Managing networks was also highlighted as a key task during the service development process that more time should be allocated to. Adequate visualisation of these networks could broaden the reach even further and provide new combinations to increase possibilities for co-creation. Visualisation of networks also increases sharing of tacit knowledge on an organisational level and could support experts struggling in reaching out to potential end-users. Potential tools for visualising networks for creating new connections and opportunities for innovation and influence is, e.g., systems mapping.

4.7.5 Strategy

The strategy capability reflects on the organisation's commitment to work on long term objectives for innovation (Blommerde & Lynch 2014). Strategic capability also refers to the commitment of the organisation to adopt the needed tools and processes that support innovation. Also, the organisation management's ability to form and execute a unified view towards innovation should be considered (Similä 2011). For innovation and design to be successful in generating value to the organisation, it needs to be immersed in the organisation's culture and supported on a strategic level in the organisation (Blommerde & Lynch 2014; Similä 2011; Cormican et al. 2018). The strategic capability of the organisation is fundamental to adopting a design capability as well as developing other capabilities needed to increase co-creation and participation requires commitment on a strategic level in the organisation to be able to evaluate the direction, design maturity and allocate the needed resources.

From the research it can be conducted that experts feel obliged to conduct co-creation and participatory approaches without always feeling that the culture supports this. This can lead to experiences of, e.g., anxiety and stress, which lessens the motivation to innovate. Translating the organisational values into practise is challenging and can lead to gaps between values and practise. Hoholm (2021) points out that a core challenge is a

contradiction between culture and the nature of innovation. Culture consists of values, factors, and artifacts that people shape their life with and are not easily changeable (Hoholm 2021) while innovation is all about change, to find new ways of doing things. This leads Hoholm (2021) to conclude that creating a culture that is innovative all the time is not a very realistic aim. Yet, the organisation culture can incorporate values that support new ways of thinking and doing. Therefore, committing on a strategic level to the development of a design capability can offer concrete tools and methods to accomplish change. The culture and values of the organisation should support innovation by providing motivation and a springboard for collaboration (Similä 2011) and as Hoholm (2021) also points out the way to systemic change starts with better collaboration.

A way to start developing the strategic capability could be to start with low risk and low investment steps. A more innovation-oriented culture is shaped by action. By trying out new ways of doing things and learning from them culture will follow (Hoholm 2021). A suggestion is to find low hanging fruits to prototype throughout the organisation. One example of this is to support bootlegging, which also emerged in the research. Bootlegging refers to what extent people are allowed to do things without asking for permission and how this relates to innovation performance of innovation in an organisation, as it is good for innovation not to have full control all the time (Hoholm 2021). The same applies to co-creation and participation as one of the organisations' experts expresses it*: "uncertainty needs tolerance, it is part of the work description and process"*.

Another example of supporting a culture of experimentation that emerged from the research was the benchmark organisations 'fail-fests' where the employees shared learning from situations that were evaluated as failures, e.g., set results were not met. On this topic, Hoholm (2021) asks how people in the organisation could be held accountable for learning something new, trying something new instead of, e.g., holding the budget or keeping to the plan in a project instead of changing the plan when needed.

4.8   Design Capability Framework

Essential building blocks and principles needed for developing the design capability are recognised in the design capability framework.
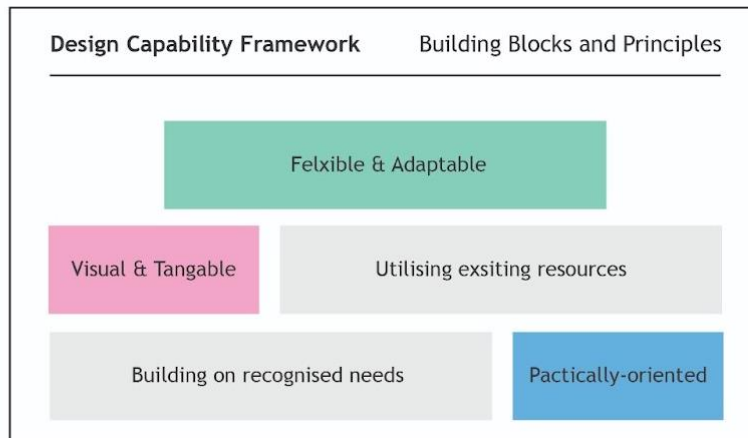
Figure 38: The Design Capability framework. Source: developed by the author

The capability is built on recognised needs resulting from a design process. The case organisations' needs were recognised in the design research and further developed in the co-creation workshops. The Journey map developed in the co-creation workshops recognises key touchpoints and pain points for participation and co-creation in the service development process and services as a starting point for further development.

The design capability is practically oriented, consisting of approachable, concrete methods and a tool bank of design activities to enable participation and co-creation throughout the whole service development process. As established in the theoretical framework concept, the discipline of service design is methodologically supported (Mager 2020). A high-level example of a way to map methods and tools to a development process framework can be seen in figure 13. Service innovation process grounded on foresight and service design. The selection of methods and tools, when applied to a design process, are evaluated based on the estimated return and wanted gains.

Utilising existing resources supports the design capability's feasibility and viability with the organisation and makes the implementation and buy-in of the capability in the organisation smoother. In practise, this means incorporating, combining, and improving existing frameworks, methods, and tools to be comparable in a design process context. In the case organisation, examples of these are, e.g. The Logical Framework Approach and the Spectrum of Participation. This might, e.g., involve rethinking 'the spectrum of participation' definition of co-creation with taking insights from the empathic design framework and re-evaluating in what phase of the development process The Logical Framework Matrix and other LFA methods should be applied to avoid preconceived notions recognised in the research as a challenge. In the research findings, some experienced 'the spectrum of participation' model as somewhat counterproductive since the perception of the experts was that it breaks down the activities into single units to be evaluated separately where the most desirable achievement is what is

defined as co-creation on the scale. A lot of thought and energy is placed in individual activity evaluation instead of assessing the participatory level of the whole planning and development process. In the research, it emerged that many of the case organisation experts used the value framework of the organisation as a tool for their operation development. This value framework is a resource that is already 'run in' at an operational level in the organisation and could form a valuable base for communicating and creating shared ownership for the further development of a design capability. A design hypothesis of this is that the organisation's value framework could be combined with design principles, e.g., the seven principles of service design, to make it more instructional when used as a tool for operational planning and development.

The design capability framework is both visual and tangible, adding transparency, structure, and a common language to support both internal and external knowledge sharing. Visualising the development framework in a model increases the comprehensiveness for, e.g., incorporating the existing resources in the right phase of the design process.

The framework is flexible and adaptable. The interdisciplinary nature of service design enables combining methods and tools from various fields of design. As Drew (2021) points out, it is important to always question strong mental frames that guide our thinking when striving to create something new, also when it comes to well-established design frameworks like the double diamond that works in the business innovation context (Drew 2021). In other contexts, like e.g., in the case organisation, when projects can have an aim to create an impact on a societal level, a systemic design approach can be required. This approach can help to make it easier to also connect a smaller project with a defined user group with its defined need to a broader societal context. Complementing the design capability framework with influences from other design disciplines ensures that the design framework works for the wide scope range of the case organisations development needs. In summary, when a design mindset is incorporated in the core of the organisation culture, the combination of methods and tools to put it into practise offer new opportunities for further innovation.

Applying the design capability framework and developing a design capability in the organisation is not enough. The design capability is, as is apparent from the thesis results, interconnected to all service innovation capabilities and all capabilities require mutual support from one another. A service innovation capability requires the support of the entire organisation to lead to real added value for the organisation, the end-users and have an impact on the organisational culture in the long run. Hence, it is a strategic decision that requires an operational level of commitment.

4.9   Validation workshop results

In the open discussion and interactive part of the workshop, the identified capabilities to increase co-creation and participation were discussed. Since the time for the workshop was limited, I had created a condensed visualisation (figure 39) of the capabilities that I presented shortly. After this each participant had time to individually go through the whiteboard, add comments and ask clarifying questions before the open discussion evaluating the results.

Figure 39: Visualisation overview of the identified capabilities.

Key points from the discussion
Some of the development needs related to specific capabilities have been addressed by the organisation. Regarding the identified need for guidelines on co-creation and participation, the work is already in motion. The guidelines focus on working with volunteers but also includes standards for incentives and confidentiality.

Bootlegging as a concept raised interest and led the discussion to a previous framework that had been tried out in the organisation called 'kokeilemalla kehittäminen' in Finnish, developing by testing. The mutual understanding of the discussion was to proceed in small steps, both in strategy and participation/co-creation in development processes. The concrete next step discussed was the reintroduction of facilitators (the organisations experts specialised in facilitating the lean framework approach) that could offer support to teams. The design capability resonated with the participants in that it could provide tools and methods for engagement for the whole development process and lessen the focus on many days long, time-consuming LFA concept workshops. Also, the recognition of empathy to engage with users resonated with the participants and interests were shown on how this could be further utilised and developed.

4.9.1   Scalability of the results

By including three experts from other organisations, some conclusions of the scalability of the results can be considered. Although each expert experienced and expressed context and organisation specific views regarding co-creation and participation in their development processes, as is seen in the results, some of the main, overarching challenges were the same. More research would be needed to further support this conclusion of similarities. Yet, based on the knowledge gathered and the synthesis of this thesis, a hypothesis can be made that developing a service innovation capability and design capability would be beneficial to the benchmark organisations as well. To evaluate where the emphasis of development for each capability lies in the benchmark organisation a similar design process that was conducted in the thesis for the case organisation would need to be conducted in these organisations too. Regarding the developed design capability framework, it would be interesting to conduct more research in other organisations outside the research scope of this thesis to see how the framework's implications are applicable to any organisation wanting to adapt a design capability. Further research would provide an opportunity to prototype and further develop the framework.

5   Conclusions and discussion

This chapter summarises and evaluates the study. In this chapter topics for further research around the theme are also discussed. Suggestions of next steps for further development, to utilise the results of this study to enhance participation and co-creation, are also proposed. I also reflect on the thesis process and key learnings.

5.1 Summary and evaluation of the study

The purpose of this thesis was to explore how participation and co-creation can be enhanced in the service development processes of the case organisation. The research part of the thesis unearthed the main pain points of the organisation regarding co-creation and participation. The thesis explores how identifying capabilities and practices could enable this objective. The thesis makes a considerable case for developing a service innovation capability. Furthermore, the results imply that an internal design capability is needed to achieve results in practise. The thesis presents a design capability framework to be utilised in the development of the needed design capability. The theoretical part of the thesis built a comprehensive theoretical framework that was applied and tested in practise in the thesis. The thesis process was realised using a service design process with co-creational methods.

Next I'll address the viability and reliability of the study. The literature review consisted of multiple current and established sources with the aim to form both a comprehensive and contemporary theoretical framework to be able to address the research objectives of the thesis with confidence. For the research and development phase of the thesis I consistently followed customary research and analysis methods. Also the service design methods and tools used in the process are explained with established design theory. The results of the study are reliable when taking into consideration the scope of the thesis. The delimitations of the thesis are discussed and are also considered in the further research recommendations.

5.2 Recommended further research

Two identified delimitations of the thesis were presented in the first chapter. Addressing these delimitations with more research could further strengthen some of the implications of this study and make the case for implementing an innovation and design capability to the organisation even stronger. Involving the management as well as other parts of the Folkhälsan organisation with further research and co-creation would benefit the implementation of the results by creating buy-in and investment in the development of a service innovation capability and design capability throughout the whole organisation. Another delimitation to be addressed is getting the perspective of the end-users and stakeholders involved in the organisation's service development processes; further insights regarding the development needs of the user and network capabilities could then be established.

Regarding the design capability framework, further areas of design could be explored to develop the most suitable combination of frameworks, the methods and tools needed. The case organisation has in their mission statement to enable impact on both individual and societal level. Related to this, some interesting areas of design for further research are two

fields lightly touched upon in this thesis: systemic design and futures design. Another area for further exploration that wasn't part of this thesis theoretical framework but could be interesting to the case organisation is speculative design, an emerging field of design used, e.g., by policymakers in the public sector (Carnet, Cutler & Miller 2021). Speculative design is also referred to as design fiction, it is a discipline of design that aims to further widen the extent and address large societal issues with design processes. The broader viewpoint of speculative design goes beyond user centricity and focuses on possibilities, not probabilities. The distinguishing factor from futures thinking is the focus on a taxonomy of futures. The design speculations strive to initiate a redefinition of the collective relationship to the understanding of reality (Tran 2019; Peace 2019). Speculative design could have an impact on the organisation's service development process, where one main pain point identified was the need to deepen the discovery phase in the process. Carnet et al. (2021) state that they encounter into their work that policymakers often start with second diamond and miss out on the discovery phase. To little emphasis on the discovery phase can lead to the planned solution already coming a long way in the development when noticing shortcomings in the understanding, e.g., lacking in different perspectives. While speculative design does not offer implementable solutions it aims at provoking critical debate and reflection to help us make a better decision, making information visible that might otherwise be out of scope (Carnet et al. 2021). Considering what speculative design has to offer it can be concluded that it could promote a highly useful way of thinking in the case organisation.

5.3   Next steps propositions

In this chapter I'll present thoughts on the next steps to support the development work based on the gathered knowledge and the synthesis of this thesis. The propositions regard the development of an innovation and design capability to achieve the organisation's strategic goal; to increase co-creation and participation in the service development process. These suggestions are broad, guiding propositions to be evaluated by the organisation's core development team.

Evaluation, recognition, and prioritisation
Evaluate the results of this thesis and the recognised action and pain points in the service development process. Can the team concede and prioritise the low hanging fruits, concepts that could already be tested in the organisation with low fidelity prototypes? The identified action points should be evaluated collectively by the feasibility, desirability, and viability for the organisation to achieve the set goal. A practical suggestion is to outline a more concrete conceptual level road map of action points to be shared with the whole organisation to gather input and feedback.

Evaluation of existing and needed resources

Each capability needs its own development process to be started. There are pieces of the building blocks already existing in the organisation, these should be identified. Next course of action would be to build concepts around the capabilities to test in the organisation; developing and ideating around the identified capabilities, establishing further concrete action points and suggestions on how to test/prototype concepts. Getting buy-in not only on a managerial level, but also through the whole organisation is crucial. A suggestion is to identify key persons in the organisation who would be interested in developing specific capabilities and e.g., prototype certain methods or tools. Also, the suitability of capability ownership models could be evaluated. Here the development suggestions outlined in the knowledge management capability chapter should be considered as the transparency sharing of knowledge is fundamental to getting people involved.

Before going forward, e.g., introducing new tools and methods, the overarching challenges need to be recognised and evaluated. Cultural transformation is the goal to achieve lasting change, and this requires commitment on a strategic level (Jensen 2009). Establishing intent around the design of the development project requires, according to Jensen (2009), that the organisation can tackle the cult of creativity and business. Jensen further underlines that cultural transformation, e.g., developing a design capability in an organisation requires assigning the needed resources.

5.4   Reflection on the thesis process

The design process for this thesis was conducted, apart from two in-person interviews, entirely virtually, from the initial kick-off meeting to the final workshop. This is not necessarily the way I as a researcher and designer would have preferred to go through this whole process, but it was a necessity due to the COVID-19 pandemic situation. When conducting my initial research in the summer of 2020, working entirely remotely still felt like a novelty. Now, in the autumn of 2021, it is an everyday reality for many. Many of my initial reflections on the thesis process, how working virtually affects co-creation and participation, don't seem as relevant anymore since we all have adapted to new ways of doing things. The way organisations conduct the work has changed dramatically during this last year. Travelling and meeting people physically was mentioned as a key pillar in promoting co-creation and participation practises both in the case organisation and in the benchmark organisations, internally as well as with users and other stakeholders. Now that organisations are starting to migrate towards a hybrid model regarding physical presence and remote work; this offers good opportunities for organisations to develop new ways of approaching co-creation and participation in their service development. It is an opportunity to go through and analyse

engagement, participation, and co-creation during this last year. Undoubtedly some things are just harder to do without having an in-person interaction while other things went well and were probably more efficient and less time consuming. Reflecting on my own thesis process I experienced that getting buy in and building initial connection was more challenging done virtually than in a face-to-face situation. However, doing interviews was more efficient and easier to schedule virtually. I also felt it was quite easy to establish trust using video connection. One of the pain points experts experienced with the co-creation in the service development process was that they felt it was very time consuming. For this digitalisation can offer many opportunities for timewise efficient co-creation solutions. As was the view of many of the case organisations experts, adding some co-creation moments to the development process is better than none. It can be concluded from the feedback received from the co-creation workshops during the thesis process that the organisation has a good ground for further utilisation of digital tools to enhance co-creation. Most experts and employees taking part in the workshops were happy to try out the visualisation digital tool Mural as well as the co-creational way of working during the workshops. Mastering the use of these types of online visualisation tools is an advantage when working in a participatory way as well as in adopting a service design approach, to be able to visualise for shared experience and deeper understanding. The feedback from the workshops conducted during the thesis development process could also be taken into consideration in the analysis mentioned above.

I would like to thank the experts working at the case organisation for so generously giving their time and enabling this research as well as the core team for their engagement and passion for the subject, participation, and co-creation, it was truly inspiring! Also, I'd like to say a big thank you to some dear fellow service and innovation design students for their wise words and encouragement. Finally, many thanks to my several thesis counsellors for all the patience you and Laurea have shown towards the process of this thesis.

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Figures

Tables

Appendices

Appendix 1: Interview Field Guide

Expert intervju 1h

Introduktion och tillstånd (5 min)

- Samtyckesformulär / Inspelning av intervjun - gå igenom reglerna för GDPR

- Har du hunnit ögna igenom Avhandlingens beskrivning / projektplan dokumentet? (om inte, berätta kort om temat och målen för avhandlingen)

Bakgrund (5 min)

- Vill du berätta lite om dig själv och ditt jobb på Folkhälsans Förbund (din organisation)? Vad betyder delaktighet och samskapande för dig?

- Vad har delaktighet och samskapande för roll i sammanband med verksamhetsplaneringen och utvecklingen inom Folkhälsans Förbund (din organisation)?

Verksamhetsplanering- och utvecklingsprocessen (15 min)

- Kan du berätta om planerings- och utvecklingsprocessen för din verksamhet, ge ett exempel?

- Hur tog ni med delaktigheten i planeringsskedet?

- Hur skulle du beskriva nivån av delaktighet i planeringen?

- Vem (målgruppen, andra aktörer, intressenter och samarbetspartners) var involverade i planeringen?

- Vilka ramverk använder ni er av?

- Hur syns delaktigheten i själva verksamhetsplanen?

Målgruppen och intressenter (10 min)

- Hur definierade ni målgruppen för utvecklingsarbetet? Hur specifik var definieringen?

- Hur nådde ni ut till er målgrupp i planerings eller utvecklingsskedet av projektet?

- Har ni en viss metodik för att få med, involvera och nå ut till målgruppen i planeringen?

- I vilket skede av projektet involverade ni målgruppen eller andra intressenter?

- Vilka nätverk når ni ut till i ert arbete och hur involverar ni dem?

- Finns det projekt där ni involverar era medlemmar? Eller tar hjälp av dem för att engagera målgruppen via dem?

- Hur har målgruppen / brukarna upplevt sitt medverkande i verksamhetsplaneringen och utvecklingen? Vad har ni fått för respons och hur har ni samlat in den?

Delaktighetsspektrumet (5 min)

Dela skärm med bilden på spektrumet. Folkhälsan använder sig av denna modell.

- Är den här bekant för dig?

- Vad är dina tankar, vad anser du om den?

- Använder ni er av den i verksamhetsplanerings och utvecklingsarbetet?

- Om du reflekterar över dina senaste projekt, vilken nivå av delaktighet har de enligt

delaktighetsspektrum skalan? Vilken nivå ligger delaktigheten i projektet på?

- Hur avgör ni vilken nivå av delaktighet behövs i ett projekt för att skapa (mer)värde?

- Vilka andra ramverk använder ni er av? Kan du beskriva dem?

LFA (5 min)

- Använder ni er av Logical Framework Approach?

- Tycker du LFA uppmuntrar till delaktighet? På vilket sätt och vilken nivå?

- Vad anser du om graden av delaktighet, hur LFA definierar delaktigheten?

För benchmarkexperterna (i stället för LFA & delaktighetsspektrumet)

- Millaisia yhteiskehittämisen malleja teillä on käytössä organisaatiossanne?

- Millaisia työkaluja hyödynnätte osallistamiseen ja yhteiskehittämiseen?

- Missä vaiheessa palvelun/toiminnan kehitysprosessia hyödynnätte työkaluja?

- Miten organisaation laajempi arvo/viitekehys vaikuttaa yhteiskehittämiseen?

- Käytättekö Logical Framework Approach mallia? Jos ei, mitä vastaavia projektihallintatyökaluja teillä on käytössä? Miten yhteiskehittäminen ja osallistaminen on mielestäsi huomioitu niissä?

Resultat och utvärdering (5 min)

- Hur mäter och utvärderar ni delaktigheten, graden av delaktighet i ett projekt? Hur mäts resultaten av delaktighet?

- Påverkar det hur verksamheten är finansierad?

- Hur gynnas verksamheten av delaktighet? Kan du ge ett exempel?

- Vad hade delaktigheten för verkan på slutresultatet?

- Hur delar ni med er av era erfarenheter av delaktighet och samskapande inom förbundet?

Utmaningar och möjligheter (10 min)

- Vilka upplever du är de största utmaningarna/fallgroparna med delaktighet och medskapande i verksamhetsplaneringen och utvecklingen?

- Vad tycker du det kräver av målgruppen andra intressenter att medverka i verksamhetsplaneringen och utvecklingen? Hur upplever du deras behov i detta sammanhang?

- Hur skulle du vela jobba med delaktighet och samskapande i framtiden?

- Vad skulle du behöva frö att kunna arbeta med delaktighet och samskapande på det sätt som du just beskrivit?

- Hur tycker du Folkhälsan Förbund (din organisation) som organisation borde arbeta med delaktighet i framtiden?

Avslutning

- Andra kommentarer tankar? / Många tack att du deltog!

Appendix 2: Consent Form

Agreement of research data use / CONSENT FORM

Master Thesis: Participation & co-creation in the service planning and development process

Kristina Stening – MBA student at Laurea University of Applied Sciences

Service Innovation and Design Degree Program.

1. I understand what the study is about and I have had the opportunity to ask questions.

2. I understand that my participation is voluntary and that I can withdraw from the interview at any time without any reasons.

3. I agree to take part in this study.

4. I agree that my interview will be recorded.

5. I agree that the interview responses I have

   provided can be used as **anonymized**

   statements in the **public publication** and project report (translated by the interviewer in English.) The thesis report is public. Names of interviewees will not be published **and all data will be handled anonymously.**

6. Following GDPR regulations I understand that the interview material will be destroyed by December 2020.

Respondent's name   Researcher's name

Signature and date   Signature and date