DIGITAL SOCIAL IMPACT

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www.digitalsocialimpact.eu

Five Whys

Description

Five Whys

The five whys method can be used to either locate the basic grounds for a problem or to find the different reasons for the same problem.

Course Configurator > Step 1: Design

Best used for

Problem solving/brainstorming. Root Cause Analysis. Idea/solution validation.

Time to introduce this activity in lecture / Time to run this activity

15-15 min / 30 min

In the context of Digital Social Impact courses and learning activities

The initial challenge proposed by the partner or seen by the users can be a symptom to a deeper issue. It helps to try to get really to the root cause. For this, the Five Whys are a proven method.

Main Target Group

Students with partner / users

Potential tools for digitising this activity

Could be down via an online call/breakout rooms

Additional Resources

Five Whys Activity approach as profiled by the University of Copenhagen

Learn more about Five Whys Activity approach from

Step by Step – Two ways to use the five whys

1 In the first version, the intention behind the Five Whys is to find underlying reasons. Ask: "Why did this problem occur?" When you have an answer, then ask: "Why is this the case" and repeat the procedure until you have asked 'Why' five times. The answer to the fifth 'why' is probably the underlying reason. The following example is commonly given to discover the root cause of a car that will not start. So, "The Car Will Not Start" is the initial problem, which is written at the top. From there, the person using the 5 whys would ask these types of questions:

Why Won't the Car Start? – Answer: The battery is dead
Why is the Battery Dead? – Answer: The alternator is not working properly
Why isn't the alternator working? – Answer: The serpentine belt has broken
Why did the serpentine belt break? – Answer: It was not replaced when worn
Why wasn't it replaced? – Answer: The owner did not follow the recommended service schedule

2 In the second version, one also asks the question 'Why' five times, but this time, you are looking for varying reasons to a problem.

Problem: We have a loss in profits – why?
Because too few customers visit our shop – why?
Because a competitor has opened a shop down the road – why?
Because we have stopped advertising – why?
Because we don't have enough staff to provide good service – why?
Because our selection is too narrow.

Culture Mapping

Description

Culture Mapping Tool

Culture Mapping gives lectures and students the intelligent information they require to make a business case for the interventions, executive support, and even budgets they need for change initiatives. This tool/activity helps minimise the risk and maximise the chances of change success.

Course Configurator > Step 1: Design

Best used for

Planning new learning activities. Creating organisational changes

Time to introduce this activity in lecture / Time to run this activity

15 min / 45 min

In the context of Digital Social Impact courses and learning activities

According to a Deloitte Study, 60–70 % of change initiatives fail to meet their stated objectives, and the primary source of that failure is resistance to change. Culture mapping can help reduce this risk and increase your chances of success when it comes to creating digital social impact.

Main Target Group

Lecturers and Students

Potential tools for digitising this activity

It is recommended to do this exercise in person

Additional Resources

The Culture Map: A Systematic & Intentional Tool For Designing Great Company Culture

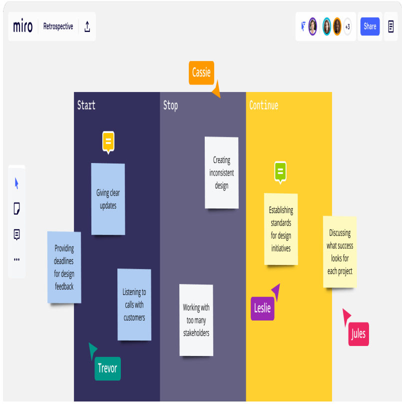
Download: The XPLANE Culture Map Exercise Template

Step by Step

1 First, map your outcomes**:** What are the concrete positive or negative consequences because of the behavior you've mapped out? A garden plays a useful analogy: The outcomes in your culture are the fruits. These are the things you want your culture to achieve, or what you want to "harvest" from your garden.

2 Next you need to map your behaviors: In this box you have to map out how your team acts or conducts itself. What do you do or say? How do you interact? What patterns do you notice. The behaviors are the heart of your culture. They're the positive or negative actions people perform everyday that will result in a good or bad harvest.

3 Finish by mapping your enablers & blockers:This is where The Culture Map gets really interesting. In enablers and blockers you have to map out all of the things that lead to the positive or negative behaviors inside your company. The enablers and blockers are the elements that allow your garden to flourish or fail.



Miro

Description

Miro

Tool Details

Course Configurator > Step 1: Design

Tool Name

Miro

URL

www.miro.com

Tool Description

Miro is a tool that blends aspects of several different categories of software into one. It's part diagramming and flowchart software and part presentation app. It's also part mind mapping and video conferencing too! It's benefit as a Digital Social Impact course planning tool is that everything about it is collaborative, making it a great tool for co-creating your Digital Social Impact Course. You can use it to draw an idea or create a slideshow, either by yourself or with others editing simultaneously.

Like the sounds of this tool? Click to add it to your personal Digital Social Impact Course Configurator.

Business Model Canvas

Description

Business Model Canvas

The Business Model Canvas is used to describe and develop business models for businesses or projects. While the method is designed for business development, it is also well suited for project development or social entrepreneurship. The template includes ‘building blocks’ that influence one another. The dynamic nature of the building blocks makes the method useful for business and project development.

Course Configurator > Step 2: Deliver

Best used for

Ideation

In the context of Digital Social Impact courses and learning activities

The students can use the business model canvas to not only think about their key activities to create social impact but also think further on what is required, what their resources are and so on. It might also show them potential ways to create sustainable models for their solution.

Main Target Group

Lecturers and Students

Potential tools for digitising this activity

Whiteboard / Powerpoint / Word in a joint call or separately.

Additional Resources

Business Model Canvas Template

Business Model Canvas Workshop – University of Copenhagen

Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers by Osterwalder, Alexander and Pigneur, Yves. Hoboken,

Step by Step – The Business Model Canvas Explained

1 Activities The key activities are the "most important things a company must do to make its business model work" (Osterwalder & Pigneur, 2010). Students should ask these types of questions as they build the canvas:

What are the key activities that we are going to need to engage in to create our intended social impact?
Are there new activities or opportunities that we should consider?

2 The key resources are the "most important assets required to make a business model work" (Osterwalder & Pigneur, 2010). Resources can be both tangible and intangible; human and technological; internal and external. Students should consider:

What are the key resources that are involved in creating value?
Do we need to seek new resources?

3 The key partnerships are "the network of suppliers and partners that make the business model work" (Osterwalder & Pigneur, 2010). Consider partnerships that may be internal as well as external, ask:

What are the key partnerships involved in solving this social problem at the moment?
What new partnerships might we consider to expand or improve?

4 The Customer Segment "defines the different groups of people or organizations an enterprise aims to reach and serve" (Osterwalder & Pigneur, 2010). Consider:

Who will directly benefit from our social impact project/efforts?
Who else might we consider?

5 The customer relationship “describes the types of relationships a company establishes with specific customer segments” (Osterwalder & Pigneur, 2010). As you think about relationships, also consider whether or not these relationships are personal, automated, or could be fostered in different ways.

What type of relationship do we have with each of our users?
How can we create sustainable relationships?
How can we build trust?

6 Channels are “how a company communicates with and reaches its customer segments to deliver a value proposition” (Osterwalder & Pigneur, 2010).

What channels are used to deliver the value?
Are there new ways to reach our users?

7 “The cost structure describes all costs incurred to operate a business model” (Osterwalder & Pigneur, 2010).

What are the cost structures?
How can we reduce cost?

8 A revenue stream “represents the cash a company generates from each customer segment” (Osterwalder & Pigneur, 2010).

What are the revenue streams?
Do we need to build new revenue streams?

9 The value propositions are “the bundle of products and services that create value for a specific customer segment” (Osterwalder & Pigneur, 2010).

What is it about our project/solution that sets it apart from other initiatives?
Where might we expand?

Pitch Presentation

Description

Pitch Presentation

Pitching is a structured and effective way to communicate ideas, concepts and projects. It is well suited to student presentations.

Course Configurator > Step 2: Deliver

Best used for

Presentation of proposed ideas/solutions. Can work well when made into a competition.

Time to introduce this activity in lecture / Time to run this activity

15 min / 1 h

In the context of Digital Social Impact courses and learning activities

Pitching an idea is important in every field, but maybe even more so in social impact where the target groups can be very different from the audiences students are usually confronted with.

Main Target Group

Students, if used in competition setting, panel of judges will be required.

Potential tools for digitising this activity

Powerpoint can be a useful visual aid for pitch presentations. Pitches can also be recorded in video format.

Additional Resources

NABC Pitch approach as profiled by the University of Copenhagen

Tips to improve Student Pitches

Step by Step

1 The pitch might begin with a short introduction that catches the audience's interest. This could for example be a short story, a description of a situation in which the product is used, a user quote or something else. The purpose of the introduction is to capture and hold the audience's attention.

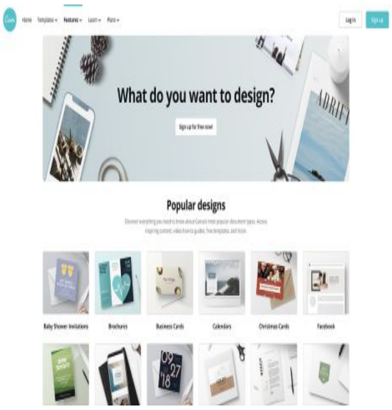
2 After the intro, students should present their research and findings on NABC which stands for Need, Approach, Benefit and Competition.

N: Who needs the solution? Do they know their own needs? How do they describe their needs? How do I understand their needs? How big are their needs?
A: What is my solution based on? What is specific about my solution? In what way does it meet the users' needs? Why are you the right one to provide the solution?
B: What concrete advantages does your solution provide? In answering this, the students need to be as concrete and quantitative as possible. What impact will the solution have on the user?
C: Who are your competitors? Do the users know your competitors? What are the alternatives to your solution (what the user normally does)? Why is your solution better than the alternatives?

3

It is important that the pitch focuses on the need and value for the users rather than the description of the actual solution.

The pitch ends with the students telling about what results implementing their solution would provide, or describing what needs to be done in order to implement the solution.



Canva

Description

Canva

Tool Details

Course Configurator > Step 2: Deliver

Tool Name

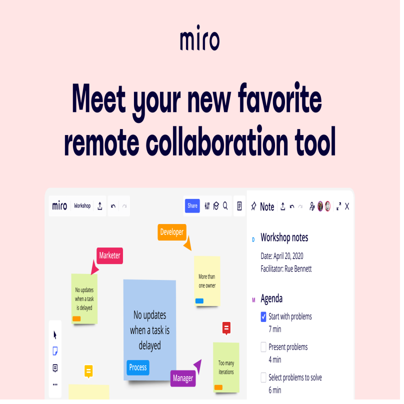
Canva

URL

www.canva.com

Tool Description

Canva is an easy to use graphic design platform for creating visual content e.g. posters, presentations and images for use social media etc. Canva has thousands of free, high-quality templates on any subject or topic imaginable which students can use for their digital social impact projects.



Miro

Description

Miro

Tool Details

Course Configurator > Step 2: Deliver

Tool Name

Miro

URL

www.miro.com

Tool Description

Miro is the online collaborative whiteboard that enables teams to work effectively together, from brainstorming with digital sticky notes to planning and managing agile workflows.

With Miro, you can use video chat, presentation, sharing, and many other features. Students can use it in their projects to create concepts, map user stories or customer journeys, conduct roadmap planning easily etc.

Lessons Learned

Description

LESSONS LEARNED

This lessons learned activity is useful to establish and sustain a culture of consistent project management improvement.

Course Configurator > Step 3: Reflect

Best used for

Reflecting on Impact and project implementation

In the context of Digital Social Impact courses and learning activities

A lessons learned session focuses on identifying project successes and failures, and includes recommendations to improve future performance on projects. It is an important activity when it comes to digital social impact projects

Main Target Group

Students with facilitator

Potential tools for digitising this activity

To obtain optimum results, the lessons learned sessions should be facilitated by someone other than the project manager. The facilitator could be an external partner and the session could be done virtually using a video call and collaborative jamboard.

Additional Resources

Lessons Learned approach as profiled by the Project Management Institute

Step by Step

1 Applying lessons learned contains three processes: analyze, store, and retrieve

2 Students should conduct a A Root Cause Analysis which is a technique used to identify the underlying reason or condition that causes the occurrence of an undesired activity or state. The objective is to identify reoccurring problems in late or failed projects. Once the root causes are identified, steps to eliminate them can be determined. The analysis should provide true causes, not symptoms. In addition to root causes, the analysis should also identify best practices so they can be incorporated into existing methodologies, processes, procedures in the future. The analysis should also look at risks. Risks should be reviewed to determine if there is something that can be done to actively address risk mitigation in future projects or scenarios.

3 Storage allows for more consistent data collection as well as provides a means for easier retrieval. This is typically done via a lessons learned template which includes fields such as: category, lesson learned, action taken, how did you arrive at the action taken, root cause and keywords. Keywords are ultimately one of the determinants of success in utilizing lessons learned (Prichard, 1997, p. 94), and are essential for easy retrieval.

4 The last but certainly not least activity is to retrieve lessons learned. By having a lessons learned repository with keyword search capability, the project manager can retrieve lessons learned and review them prior to starting a new project. The review lessons learned from various digital social impact projects can provide an opportunity for peer learning for students. Two things can occur with these lessons. The students can meet with previous project leaders and discuss the project approach, which includes lessons learned from previous projects. And the students can make discussing lessons learned from previous projects an agenda item during the kick-off meeting.

Theory of Change

Description

Theory of Change

Theory of change is the **continuous process of reflection** to explore change, how it happens, and the importance of changes in a particular environment, sector, and group of people.

Course Configurator > Step 3: Reflect

Best used for

Change/Impact planning, also Change/Impact Reflection

In the context of Digital Social Impact courses and learning activities

A theory of change is often developed during the planning stage but can also be useful for monitoring and evaluation. A good theory of change can help to: develop better Key Evaluation Questions, identify key indicators for monitoring, identify gaps in available data, prioritize additional data collection, and provide a structure for data analysis and reporting.

Depending on the timing, a theory of change can be used to anticipate what will happen, and establish data collection processes to track changes going forward, or used to make sense of what has happened and the data that have already been collected.

A theory of change can provide a framework for a "performance story" – a coherent narrative abouthow the intervention makes particular contributions. This can be useful for communicating about the intervention to potential partners, participants and policymakers, and for also providing a consistent point of reference for those involved in implementing and managing it.

Main Target Group

Educators/Digital Social Impact Course or Project Facilitators

Potential tools for digitising this activity

Can be done online via tools like Miro

Additional Resources

Theory of Change as profiled by the Evaluation Hub NZ

Theory of Change as profiled by the Better Evaluations

Miro Template for Theory of Change

Prezi Results Chain Theory of Change Template

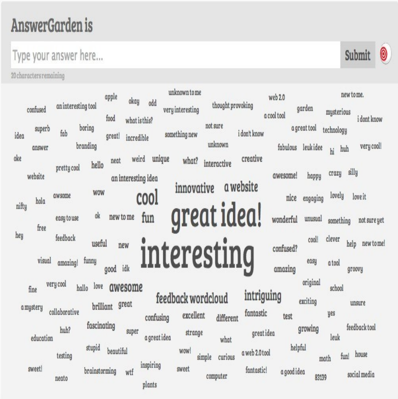
Step by Step

1 There is no single way to create a Theory of Change. A simple way to complete a theory of change involves the following: First, focus on the **Need/Assumptions** – what is the problem we as educators are trying to address? What are the assumptions sitting behind the programme, project or initiative we are planning or have implemented?

2 Next you need to focus on **Inputs** – if you are at the Design stage, what resources are you/your organisation investing? If you are at the Reflection stage, what resources did you invest? Were more required than anticipated?

3 **Outputs/Activities** – what are we going to do with the resources or what did we do?

4 Finally, you must consider the **Outcomes** – what difference we are hoping to make/have made in the short, medium and long term?



Answer Garden

Description

Answer Garden

Tool Details

Course Configurator > Step 3: Reflect

Tool Name

Answer Garden

URL

www.answergarden.ch

Tool Description

Answer Garden is a tool for quick reflection which uses words or expressions to create word walls for specific topics or purposes. It can be used at end of the class to help students reflect on how they feel. For the lesson itself, Answer garden can be used as a collective reflective practice tool on the information received in class that provides a broader perspective on a given topic.(Source)