

Sustainable Innovation Practises Educational Toolkit



Impact

Sustainable Innovation Practises Educational Toolkit

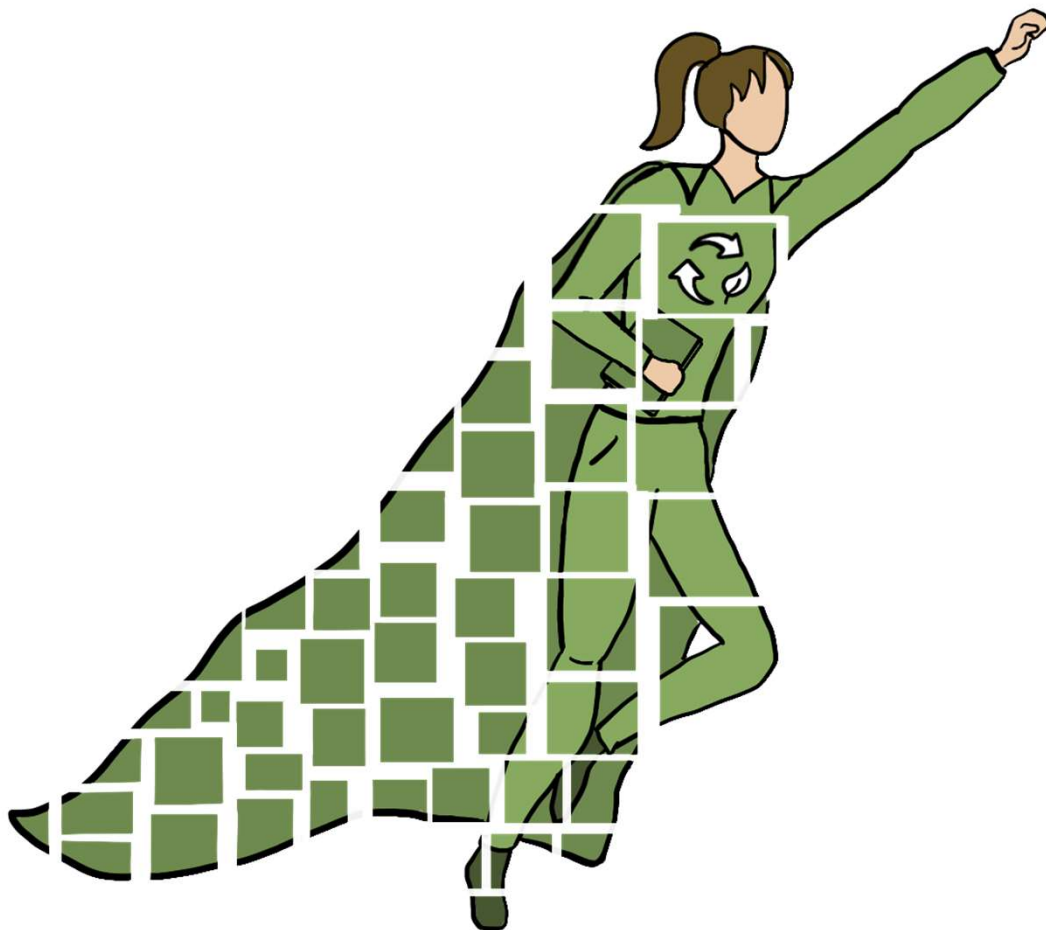
The Erasmus+ co-funded IMPACT* project investigated how values-based innovation cultures can support sustainable business impact. Throughout the project we conducted comprehensive literature analysis, expert interviews, a broad ethnographic study and co-creation initiatives with 11 sustainability-oriented firms in 4 European countries (Poland, Spain, Italy and Germany). We identified major challenges and conducive approaches for the translation of organizational values and sustainable innovation strategies into daily practice. Based on lessons learned from the project we developed four certified high education modules to teach good practices for sustainable innovation and sustainability-oriented cultural transformation. The present toolkit supports the four modules and other similar curricula by aggregating a compendium of educational materials and methods into four card sets:

1. Methods for Rapid Inquiry of Stakeholder Values
2. Introduction to Corporate Sustainability for Students
3. Sustainability-oriented Communication in Organizations
4. Social Impact Assessment of a Remanufacturing Project

*Views and opinions expressed are however those of the authors only and do not necessarily reflect those of the European Commission.

Rapid Inquiry of Stakeholder Values

Sustainable Innovation Practises Educational Toolkit



Impact

Teaching and Coaching Method Cards for Rapid Inquiry of Stakeholder Values

Created by Henning Breuer and Kiril Ivanov based on resources from UXBerlin, the module Business Anthropology at HMKW, previous publications and results from the IMPACT project (www.impact-project.site), edited by Kiril Ivanov & Henning Breuer illustrations by Milagros Villalta Begazo, UXBerlin, , Gabriele Heinzl, Isabelle Kling and Filip Koper.



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Thanks to our project partners

Methods for Rapid Inquiry of Stakeholder Values



Methods for Rapid Inquiry of Stakeholder Values

Many companies, start-ups and public organizations seeks to adjust their values and make substantial efforts in order to contribute to sustainable development, but only few succeed to establish a sustainable innovation culture. One essential barrier in bridging the values-action gap are insufficient skills and competencies in understanding and managing different stakeholder values and sometimes latent tensions and conflicts. Hermeneutic methods and ethnographic inquiry are well suited to elicit even implicit stakeholder values and to analyse values-based and sustainability-oriented practices and conflicts. However, they require substantial time, effort and advanced competencies, which constrains their wider adoption in organizational and educational settings.

How might we streamline and teach ethnographic approaches for rapid inquiry of stakeholder values and sustainability-oriented practices?



Methods for Rapid Inquiry of Stakeholder Values

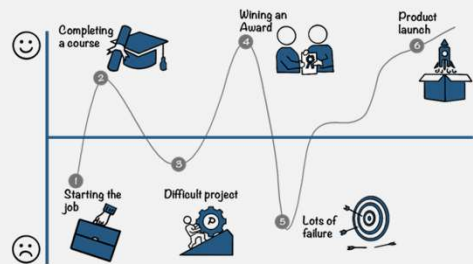
Field Research Techniques



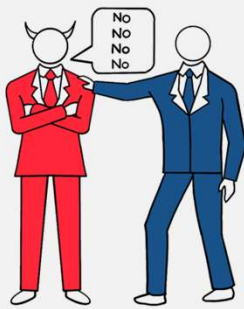
Generative Questions



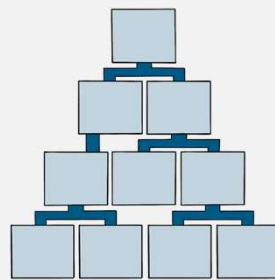
Laddering



Mapping Tools



Role Play



Cards Sorting



Heaven & Hell



Evocative Objects



"Star" Employees



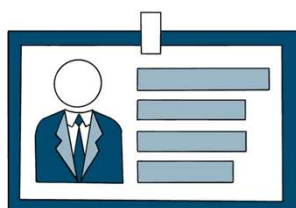
"Not-so-hot" Employees



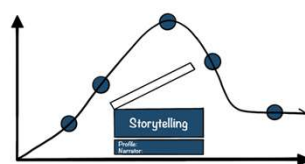
Leadership team

Competing Values Review

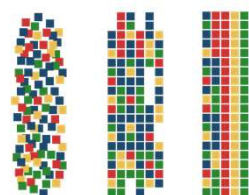
Qualitative Research Practices



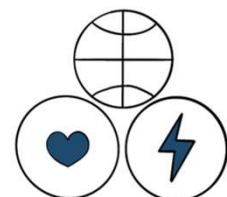
Profiling



Storytelling



Pattern Recognition



Insights Analysis



Methods for Rapid Inquiry of Stakeholder Values

Overview of methods and techniques

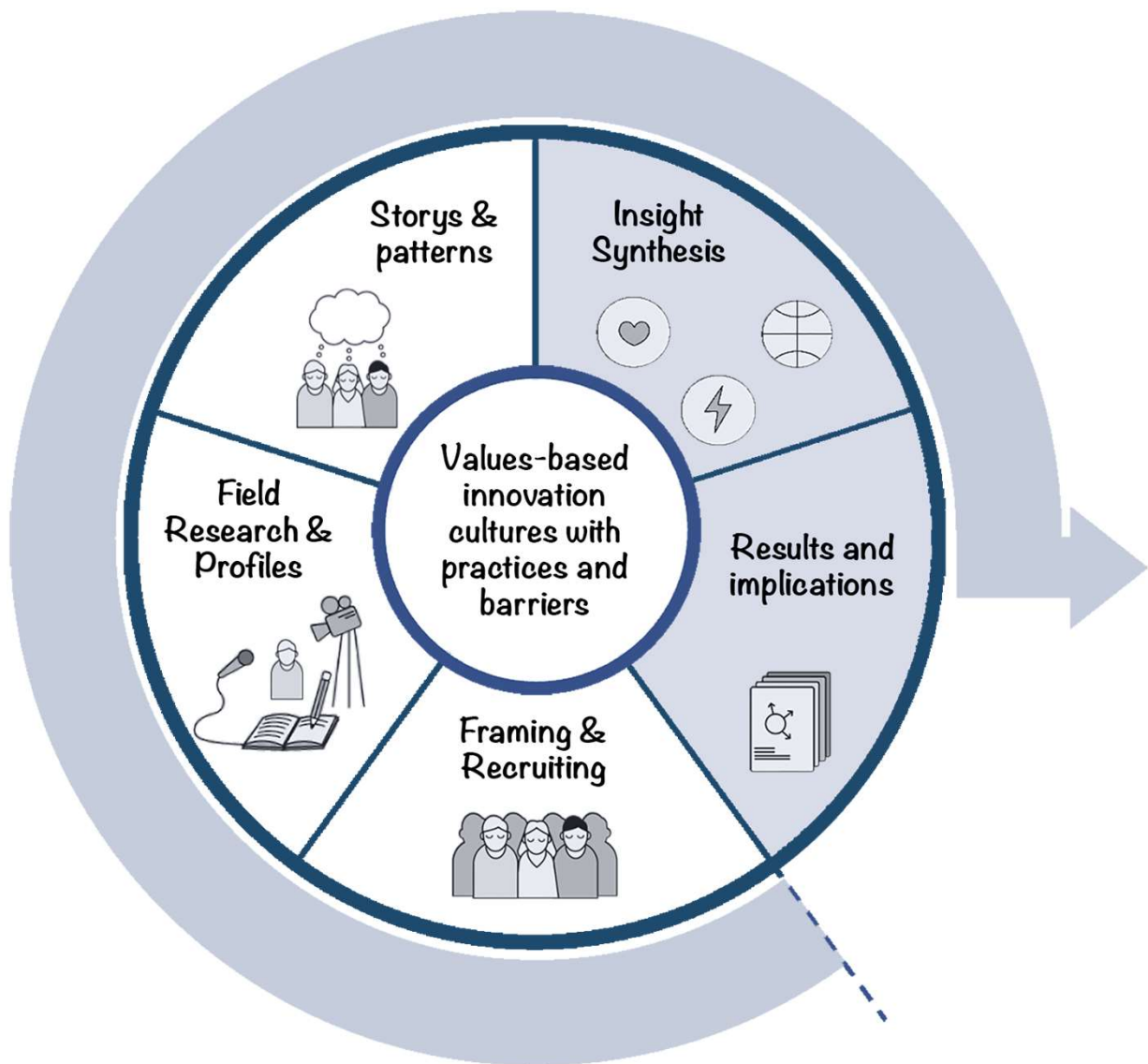
The ethnographic research approach is developed as an interpretative approach to understand people and meaning of cultural practices. It addresses questions like: “Why do people do what they do?” and “What are the full implications of doing so?” Its combination of field interviews and observation is adopted to study organizational innovation cultures, sustainability practices and values of different stakeholders.

Several **techniques** can help you to further streamline the basic approach and elicit stakeholder values in context of practice. These include: generative questions, laddering, mapping tools, competing values review, role play, card sorting, evocative objects, heaven & hell exercises, as well as the qualitative research **practices** of profiling, storytelling, pattern recognition and insight synthesis.

*For more details see Breuer, H. & Lüdeke-Freund, F. (2017). Values-Based Innovation Management. London: Macmillan Education, pp. 187ff.



Methods for Rapid Inquiry of Stakeholder Values



Methods for Rapid Inquiry of Stakeholder Values

Sequence of activities with key methods and techniques*

Frame an appropriate research question that addresses the holistic nature of values and associated management challenges. Select and recruit stakeholders relevant to the research question as **respondents**. Prepare a semi-structured interview and observation **guide** and enhance it through various interview techniques, interactive exercises and staged activities. Audio and video **recordings** and your field notes will help you to create individual or group **profiles**. Involve different researchers in collaborative **storytelling** and pattern recognition to understand and categorize the data and to identify recurring **patterns**. Interpret desires, values and tensions experienced by the respondents and formulate your 3-6 key **insights**. In a final step, translate insights into more actionable **results** and draw from related theories and insights to address the challenges you found.

*For more details see Breuer, H. & Lüdeke-Freund, F. (2017). Values-Based Innovation Management. London: Macmillan Education, pp. 187ff.

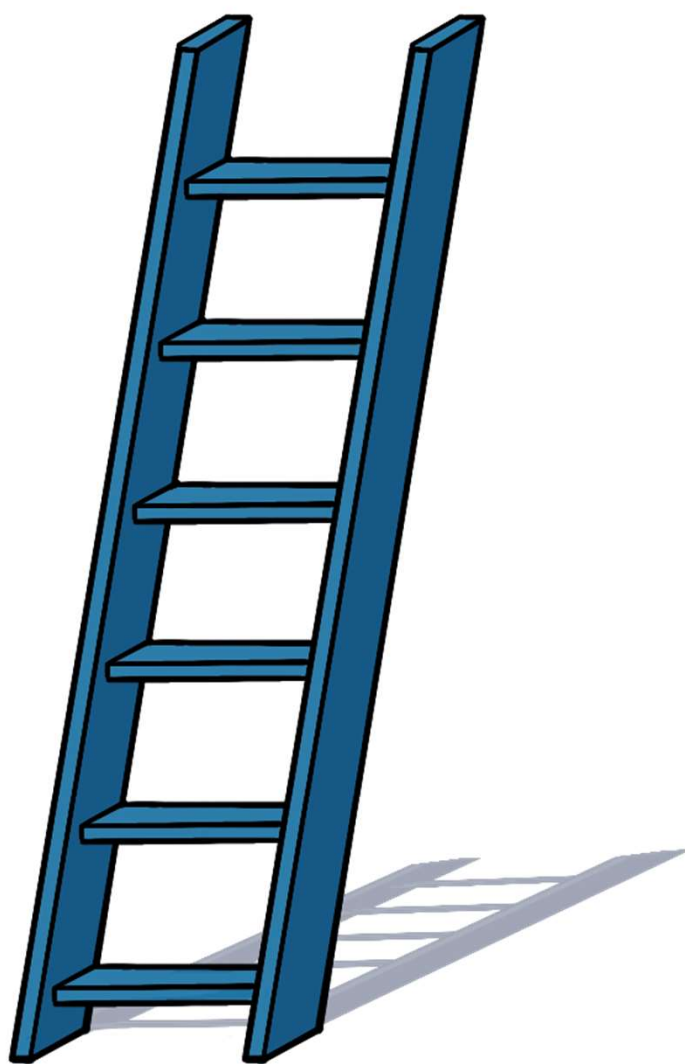


Generative Questions

- Clarify the goals and approach of your research and get the respondents' consent. Then, start your interview with very open questions, allowing respondents to articulate their unique point of view.
- Follow-up with questions to reflect upon values like: What is important to you in your vocational life? What else do you care about with respect to your work? How would others characterize you, and what matters to you?
- Proceed from general to specific questions like: What are typical sustainable innovation practices in your organization? Why do you think that is? Can you give me an example?
- Ask clear but lengthy questions (e.g. on the professional biography) as “narrative stimuli”. They prompt respondents to share personal stories and reveal their own system of values.
- Exploring values attend to violations of these values – that is often when they become evident.



Laddering



Laddering

- Laddering is a popular technique used to elicit values and decision-making structures in organizations.
- Start by asking about a specific work situation, e.g. “Please tell me about a sustainable innovation project you were involved in. What are, from your point of view, the main criteria that determined the project’s success or failure?”.
- After hearing the response, follow up and refer to key aspects of the narration to ask why the interviewee considers them important or relevant. Keep probing with “why” questions about the responses of your interviewee to elicit (a hierarchy of) implicit motives underlying values.
- Do not ask again for facts the respondent already mentioned. Instead, follow up on responses exploring the reasoning or potential tensions or problems behind the stated facts and viewpoints.

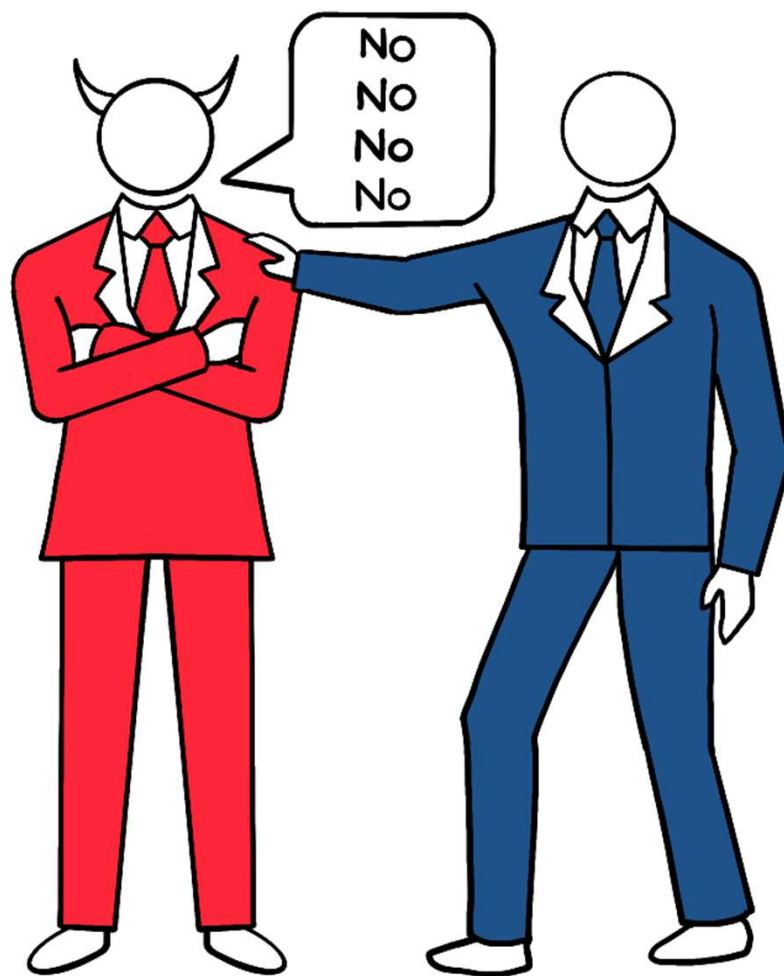


Mapping Tools

- Mapping tools like onion diagrams or mood curves help to prioritize areas of concern or elicit emotional highlights and lowlights and critical turning points at the job, respectively.
- For instance, mood curves provide indicators what mattered to the respondent in the past, e.g. with respect to sustainability. Depicting such emotional mood-curves can help tap the affect-laden nature of values and barriers to turn them into reality.
- Ask respondents for critical moments – highlights and lowlights – in the course of their work experience: From the settling-in period, periods of employment in different roles, up to their future expectations. Map these critical moments on a template and link them with a line.
- Then, ask respondent to explain the extremes of satisfaction and frustration and the turning points of the curve. If the respondent struggles to draw, help with an example from your own work experience.



Role Play

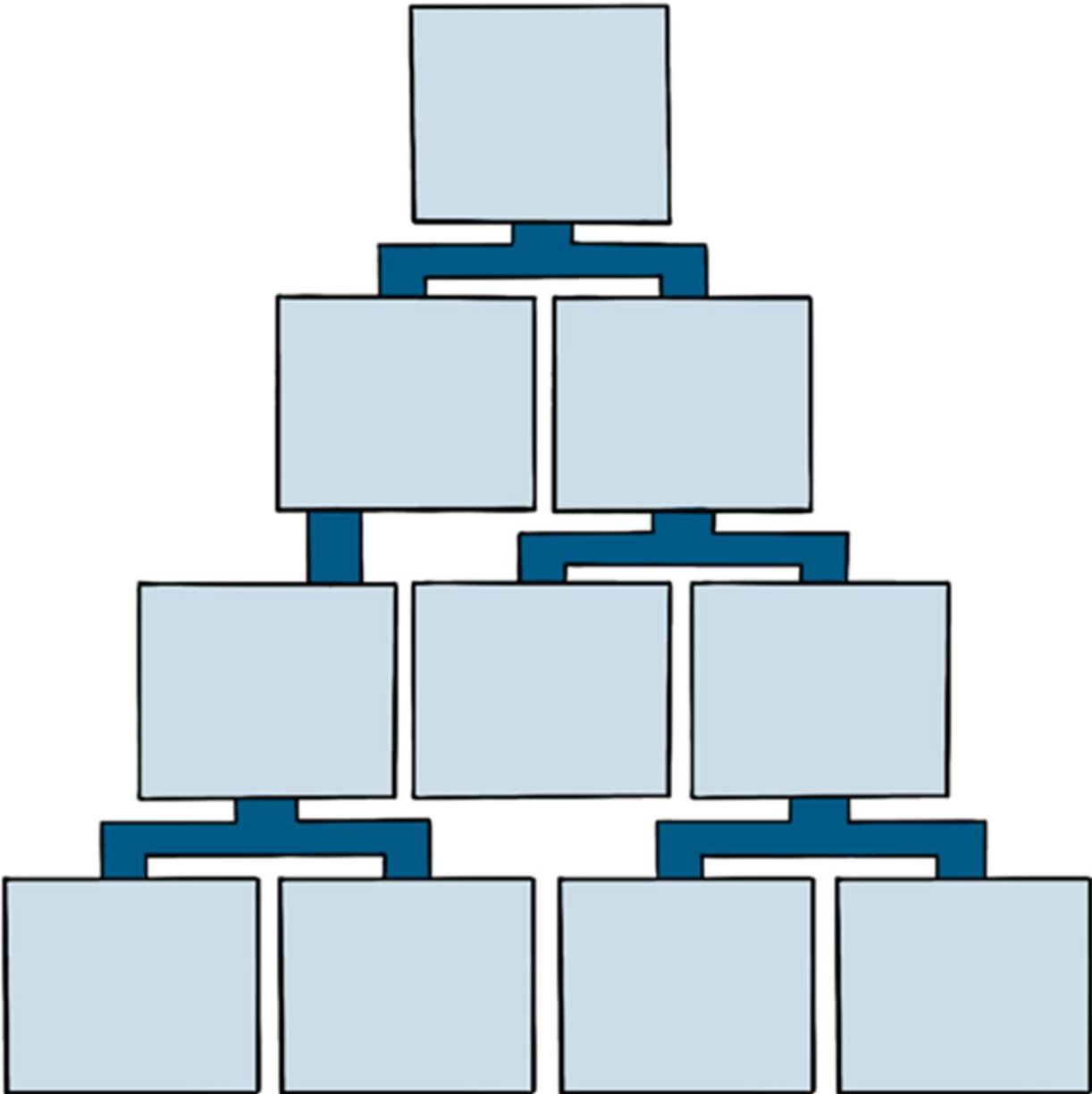


Role Play

- Role play engages respondents in enacting the behaviors and/or values of stakeholders in a playful manner.
- Provide respondents with cards or other cues that indicate typical characteristics of their roles, such as common behaviors, values, needs or other characteristics. It will facilitate their understanding and performance.
- The assumed roles can represent members of relevant stakeholder groups or roles within a team, stereotypes like a good and bad cop, or conceptual roles (like the dreamer, realist and spoiler in the Disney brainstorming method).
- Some role play could assign an advocate 'diabolus' role to the respondent and ask for a critical or even cynical response to the officially proclaimed values (e.g. "Which of our values can support greenwashing?").



Card Sorting

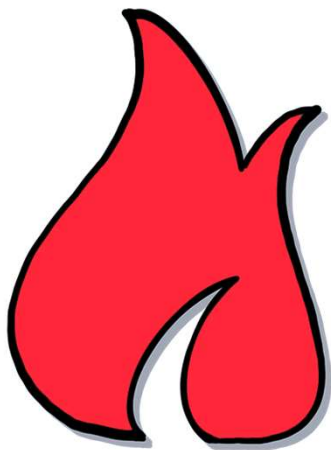


Card Sorting

- Card sorting builds on spatial perceptions of proximity, distance and direction to convey relations between different items (e.g. values). The tangible nature of cards allows participants to post them into different contexts, to interact with them and move them around. Thus, cards allow embodied cognitive processes and communication and help to make abstract statements more tangible.
- During the interview, draft cards based on values mentioned in the conversation. Then, ask the respondent to further explain each (e.g. in relation to sustainability) and to prioritize them by drawing connections and creating a hierarchical order.
- You can also add cards prepared before the interview with content from public sources (e.g. values or related statements from annual reports or websites of the company) and ask about their meaning and personal relevance for the respondent.



Heaven & Hell

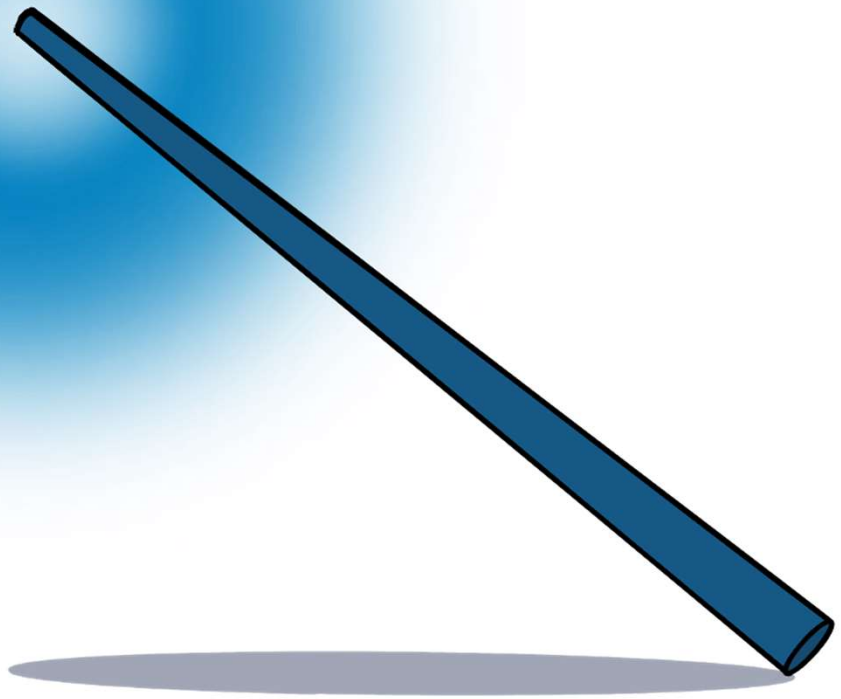


Heaven & Hell

- The exercise asks respondents to imagine extreme, exaggerated developments to elicit deep concerns, fear and far-reaching hopes. It allows to think through the consequences of potential developments, such as rebound effects of sustainability projects.
- Consider starting with a 'hell' scenario, asking respondents to share their thoughts about how the current situation (e.g. previously identified value-action gaps) could worsen and what could be the worst thing to happen?
- Then, ask respondents to imagine all barriers or constraints - in terms of power, time, budget, even gravity itself - are overcome. What might a radical or ideal development in line with their values look like?



Evocative Objects



Evocative Objects

- Evocative objects can be used to close the field interview session on a positive note, energizing the respondents and eliciting their future-oriented desires and underlying values.
- For instance, you can pass a magic glove or wand to the respondent saying: “It gives you magic power to change anything you like for the better. Think about it, and then please say your wish to change things in innovation or through innovation in the near future. If there is any object here nearby related to that wish, please hold the magic wand against it.” (Then, take a picture of the respondent holding the wand.)
- Follow-up conversation should again clarify the relation between the object and the respondent’s future-oriented desires or key research themes, e.g. sustainable innovation.



Competing Values Review

“Star” Employees



“Not-so-hot” Employees

Leadership team



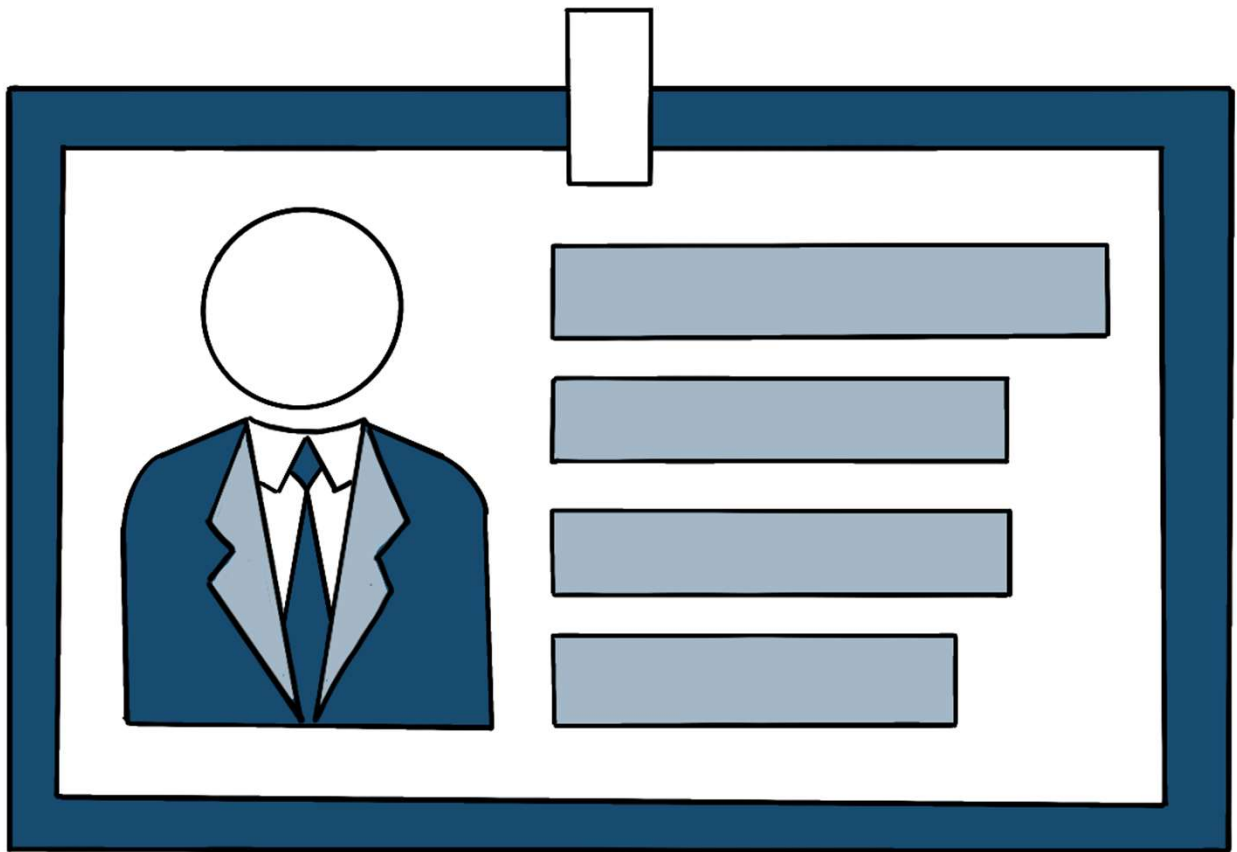
Competing Values Review

- Use this technique to elicit implicit values in a organization that shape the development of a sustainable innovation culture.
- Provide your respondent with a mapping sheet depicting three groups of employees. Ask them to describe typical values and behaviors for each group and add notes to the worksheet. Respondents can refer to their experiences without mentioning any names.
- First, ask for ‘star employees’ and their values or behaviors that fit well to the culture and represent the best of the organisation. Ask for ‘not-so-hot employees’ that do not fit well. Their qualities provide a contrast and greater context for understanding the culture and delineating conceptual distinctions between values. Asking for ‘leadership team’ typically reaffirms the ‘star employees’ values or behaviors and adds further characteristics shaping the culture.

* Santoriello, A. (2015). Assessing unique core values with the competing values framework: the CCVI technique for guiding organizational culture change. Portland State University.ca



Profiling

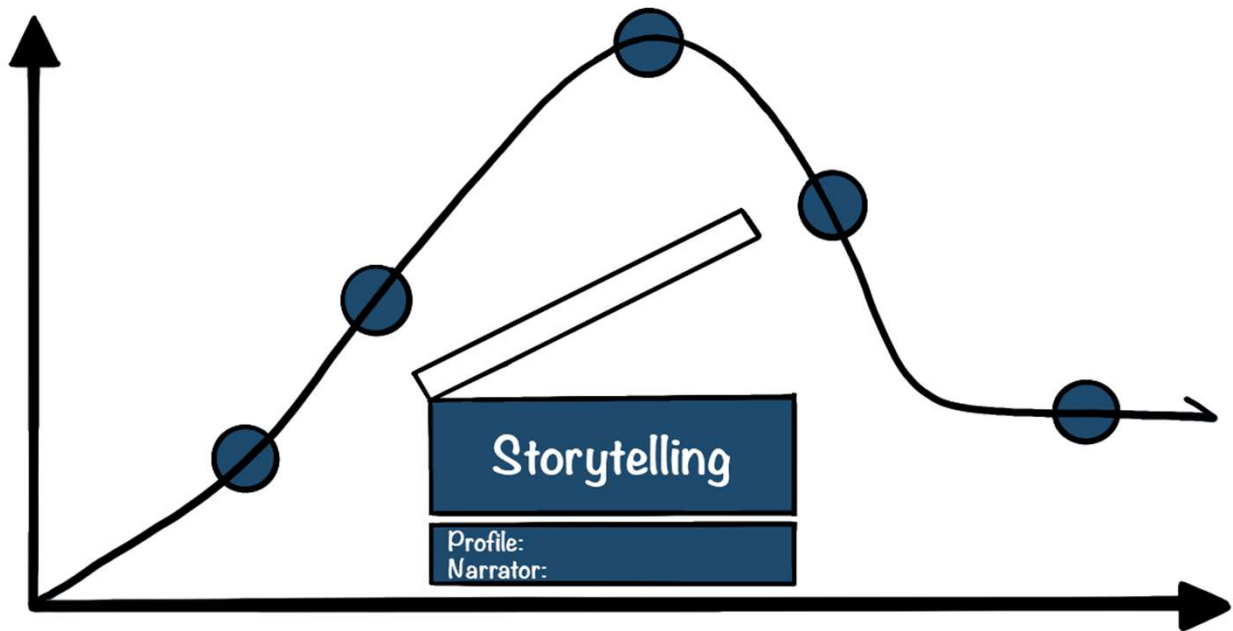


Profiling

- Documentation of profiles applies structured templates following the key topics of the interview guide to document the recorded data (e.g. quotes, pictures, field notes) and facilitate orientation and comparisons with it.
- Include details, examples, stories and quotes in each subtopic of the profile. Provide context for the respondent's statements. Use pseudonyms and anonymize sensitive data.
- Attend to the ways respondents categorize concepts, the use of metaphors, and potential contradictions between statements and observations.
- Describe respondent's reasoning about or meaning and relevance of topics; look for conflicts, tensions and issues respondents are struggling with.
- Highlight expressions of feelings (e.g. of remorse) and emotions.
- Include pictures from the field and everything (that is not off topic) from the audio recording.



Storytelling

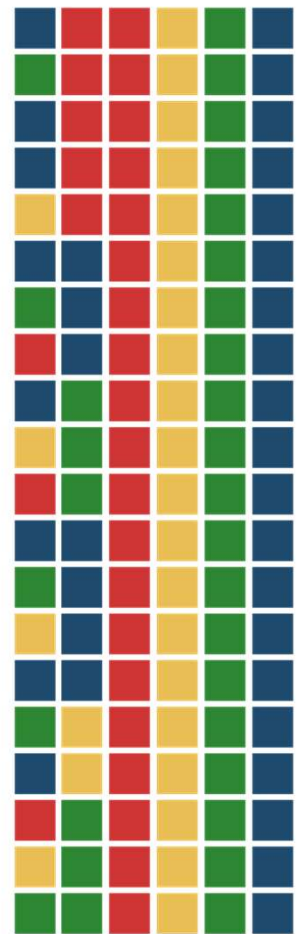
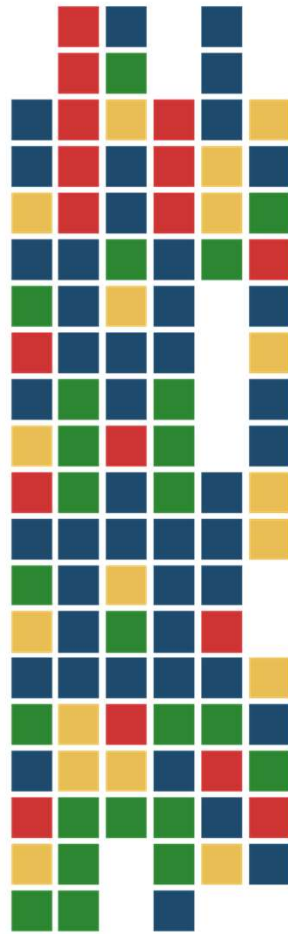
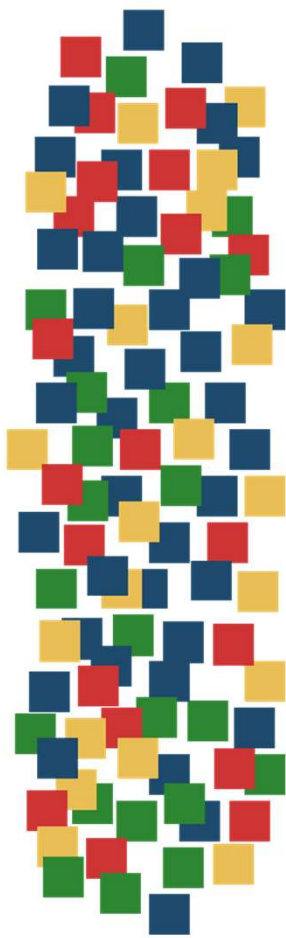


Storytelling

- Facilitation and timeboxing for storytelling involving field researchers and stakeholder representatives helps to break up and deeply understand the field data and profiles. It enables researcher triangulation and communicative validation of interpretations.
- Set up printouts of the profiles on the wall or in an online collaboration platform. Each researcher shares (15 min) the story of his or her respondent with reference to the profile.
- Participants note on post-its and explain what they find remarkable in each profile. What is interesting, new or surprising? What are needs and behaviors, challenges and pain points, motivations, needs and values ...?
- Encourage questions about the respondent and collect all written post-its around the profile. Allow similar formulations, as these can add new perspectives. However, restrict contributions to what can be found in the field data and profiles (no hearsay or opinions).



Pattern Recognition

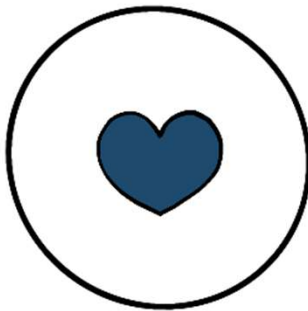


Pattern Recognition

- Pattern recognition reinforces recognition of recurring patterns and bigger themes that connect the data.
- Engage in creative and analytical conversation to interpret single findings and cluster them into overarching topics.
- Address questions like: What is interesting, new or surprising? What is recurring? What are the main differences, and what are the commonalities between the findings?
- Organize all post-its into clusters (patterns) and name each cluster.
- Analyse clusters to identify and prioritize initial seeds for overarching insights.

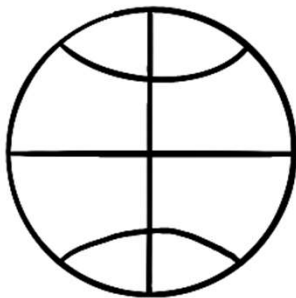


Insights Synthesis



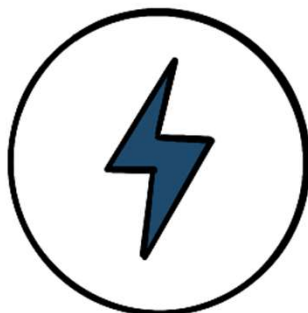
DESIRES

I want ...



VALUES

... so that ...



CONFLICTS

... but ...

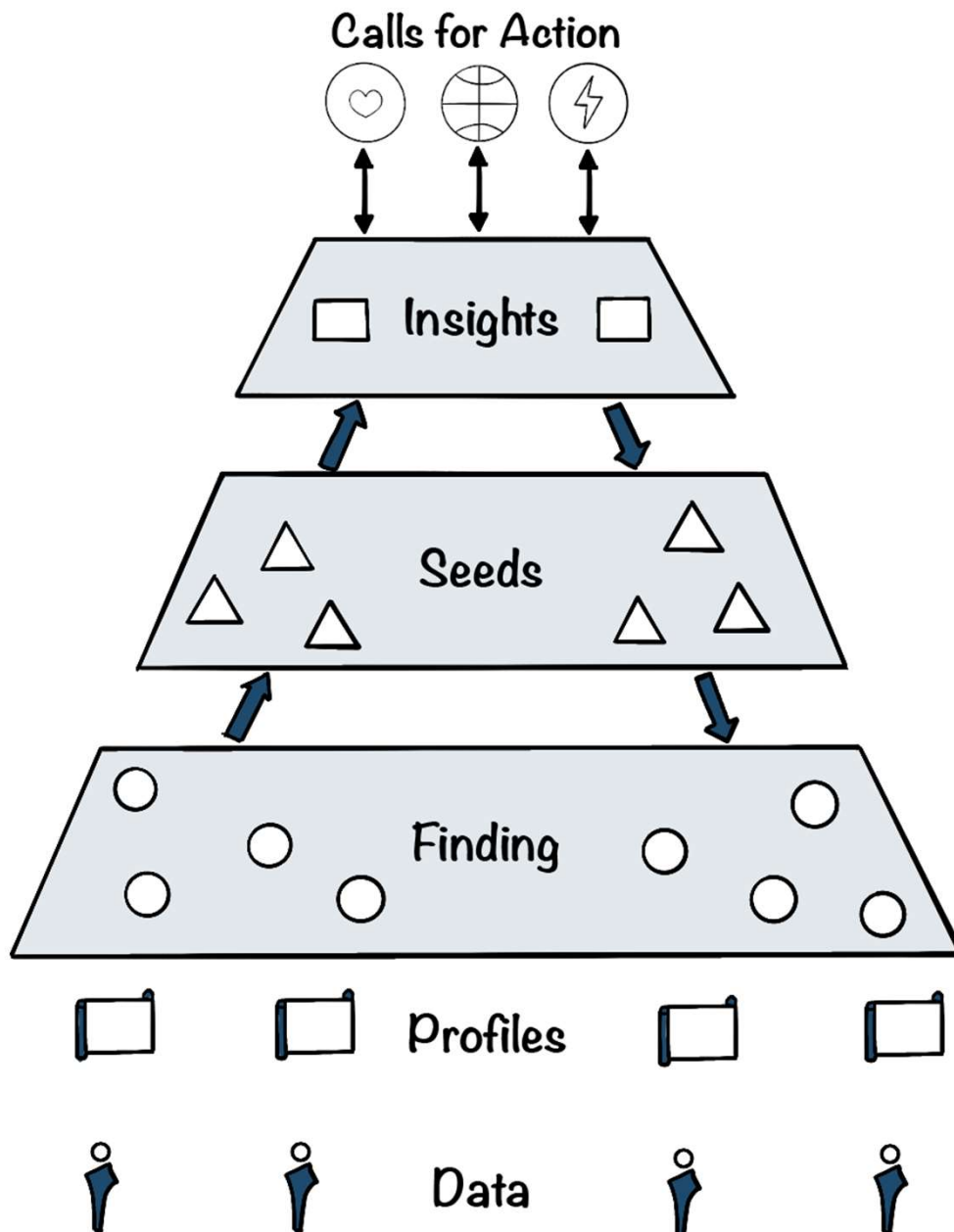


Insights Synthesis

- The documentation of observations and statements summarizes what respondents do and say. Insights explain why they act accordingly (explanatory power): What lies underneath each pattern? What is of overarching importance for the respondents? What answers our project questions? They articulate tensions between desires, values and opportunities of fulfilment.
- To generate insights, browse through the post-its and patterns. Look for the fundamental aspects and tensions. Try different formulations using the sentence structure: “I/We want/need...” (desire), “...so that...” (value) “...but...” (conflict or tension).
- Focus on 3-6 key insights. Illustrate each with descriptive quotes and stories from the data. Elaborate on them with further interpretations, visualisations and references.
- Lastly, turn insights into calls for action, e.g. innovation territories and design spaces with guidelines how to approach them.



Example: From Raw Data to Insights in an Inspection Company



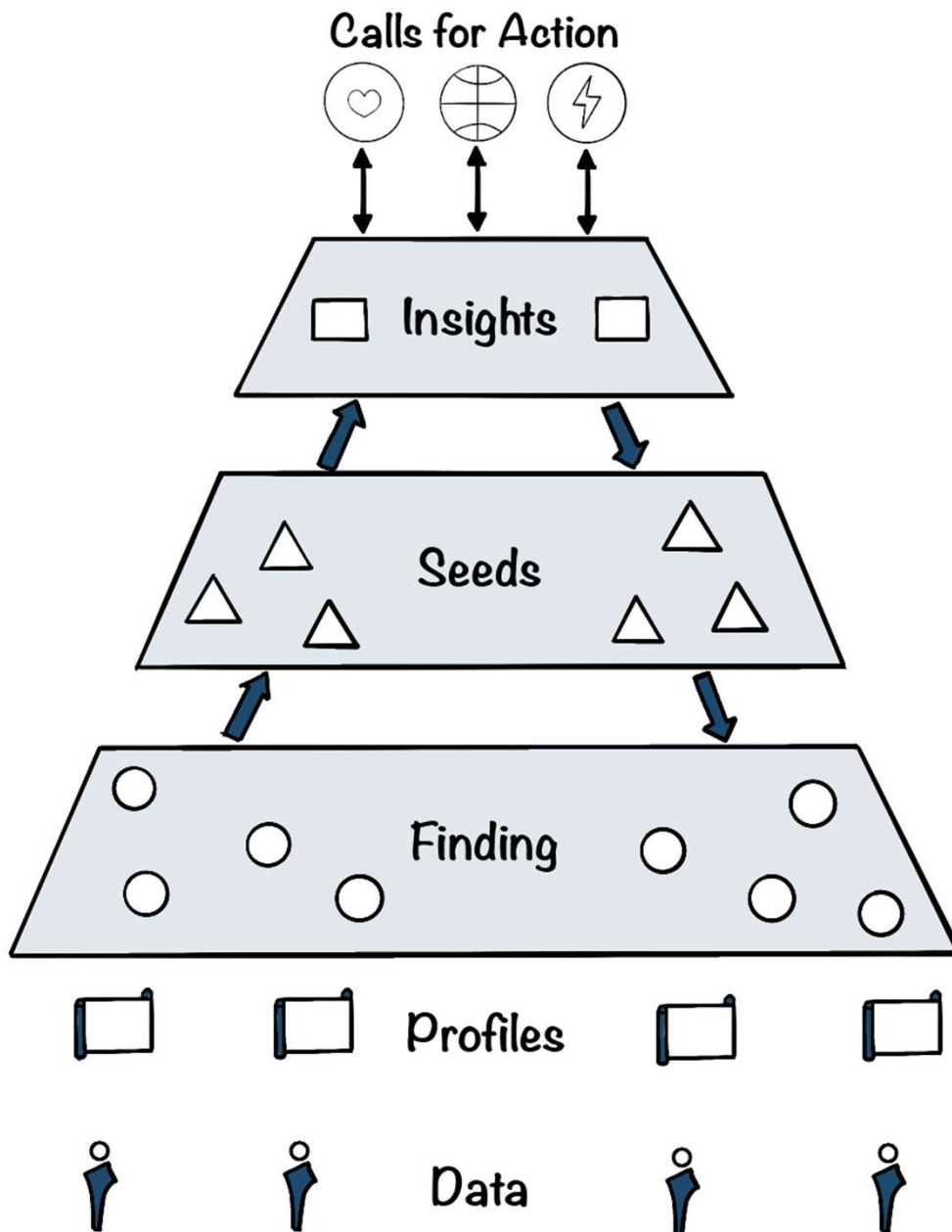
Example: From Raw Data to Insights in an Inspection Company*

- Research question: “What are organizational barriers and challenges to values-based and sustainable innovation?”
- Post-it based on a respondent quote/story: Christos values dialogue with other business units as it helps to identify better suppliers.
- Post-its summarizing findings from multiple respondents: 1) Substantial budget lost because of contracting an unqualified supplier but better supplier found thanks to colleagues from another unit. 2) Conflicts among business units about project responsibilities and gains.
- Patterns: 1) Sustainable innovation depends on the exchange knowledge among business units. 2) Conflicts between units about how to share responsibilities and gains halts the initiation of joint projects.
- Insight: I want to have more dialogue with colleagues from other units so that we can gain a diversity of perspectives on how to tackle sustainability challenges, but we have divergent interests and hesitate to cooperate.

*Ethnographic study on drivers, practices, and challenges in establishing values-based innovation cultures for sustainable business impact, conducted by H. Breuer & K. Ivanov in 2022 for the IMPACT project



Example: From Raw Data to Insights in an Energy Company*



Example: From Raw Data to Insights in an Energy Company*

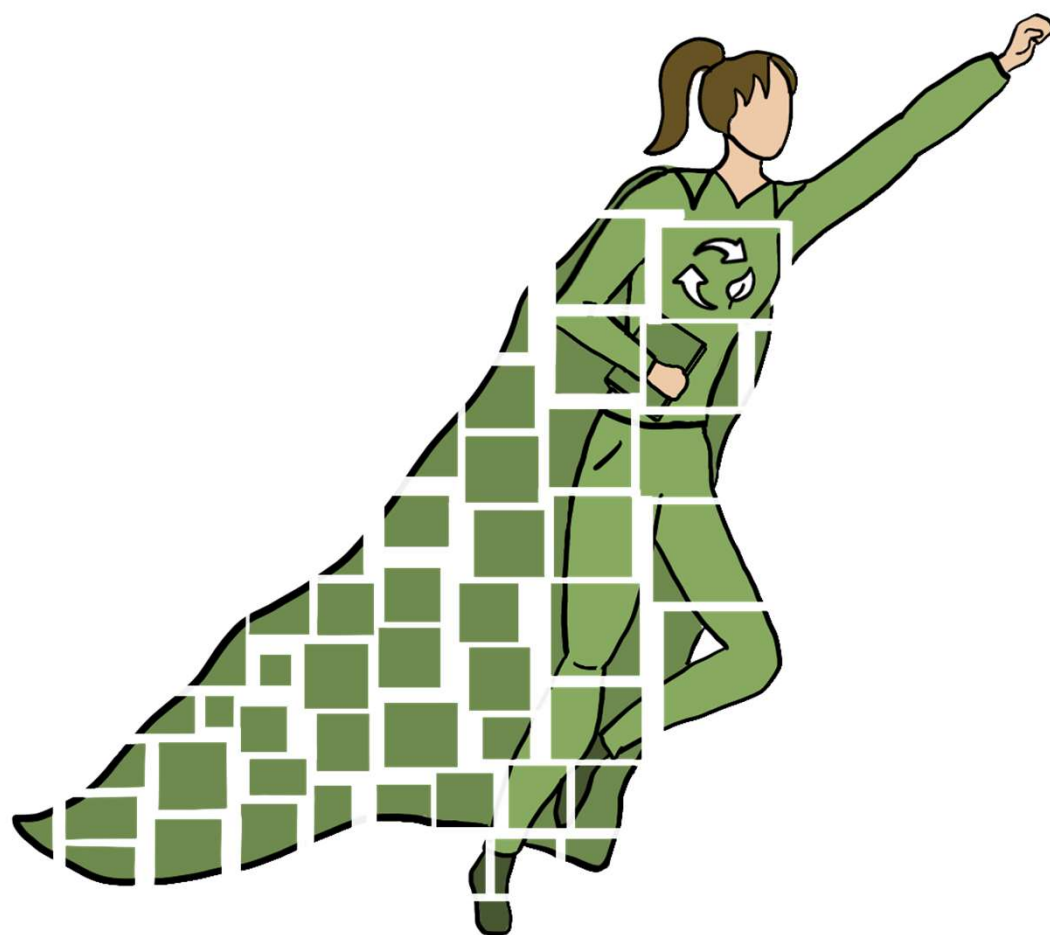
- Research question: “What are organizational barriers and challenges to values-based and sustainable innovation?”
- Post-it based on a respondent quote: “Sustainability tends to be a side effect that is assessed when the project has ended.”
- Post-its summarizing findings from multiple respondents: 1) Drivers for the investments in innovation projects are usually the reduction of lead time and cost. 2) Projects’ sustainability impact is assessed ex-post and arbitrary.
- Patterns: 1) Sustainability is a secondary aspect of the innovation strategy. 2) Sustainability is considered mainly in a post innovation phase, rather than driving the initiation of new projects.
- Insight: We want a more sustainability-oriented innovation strategy to support the company’s shift towards energy transition, but we continue to put more trust in the conventional market logic and place emphasis on economic concerns.

*Ethnographic study on drivers, practices, and challenges in establishing values-based innovation cultures for sustainable business impact, conducted by R. Montera, A. Monti, M. Rapaccini in 2022 for the IMPACT project



Introduction to Corporate Sustainability for Students

Sustainable Innovation Practises Educational Toolkit



Impact

Interactive learning cards

for Introduction to Corporate Sustainability for Students

Created by Piotr Benko, Malgorzata Ciesielska, Jacek Kasz, Katarzyna Matras-Postolek, Irena Sliwinska based on the results from the IMPACT project

(www.impact-project.site),

edited by Kiril Ivanov & Henning Breuer, illustrations by Milagros Villalta Begazo

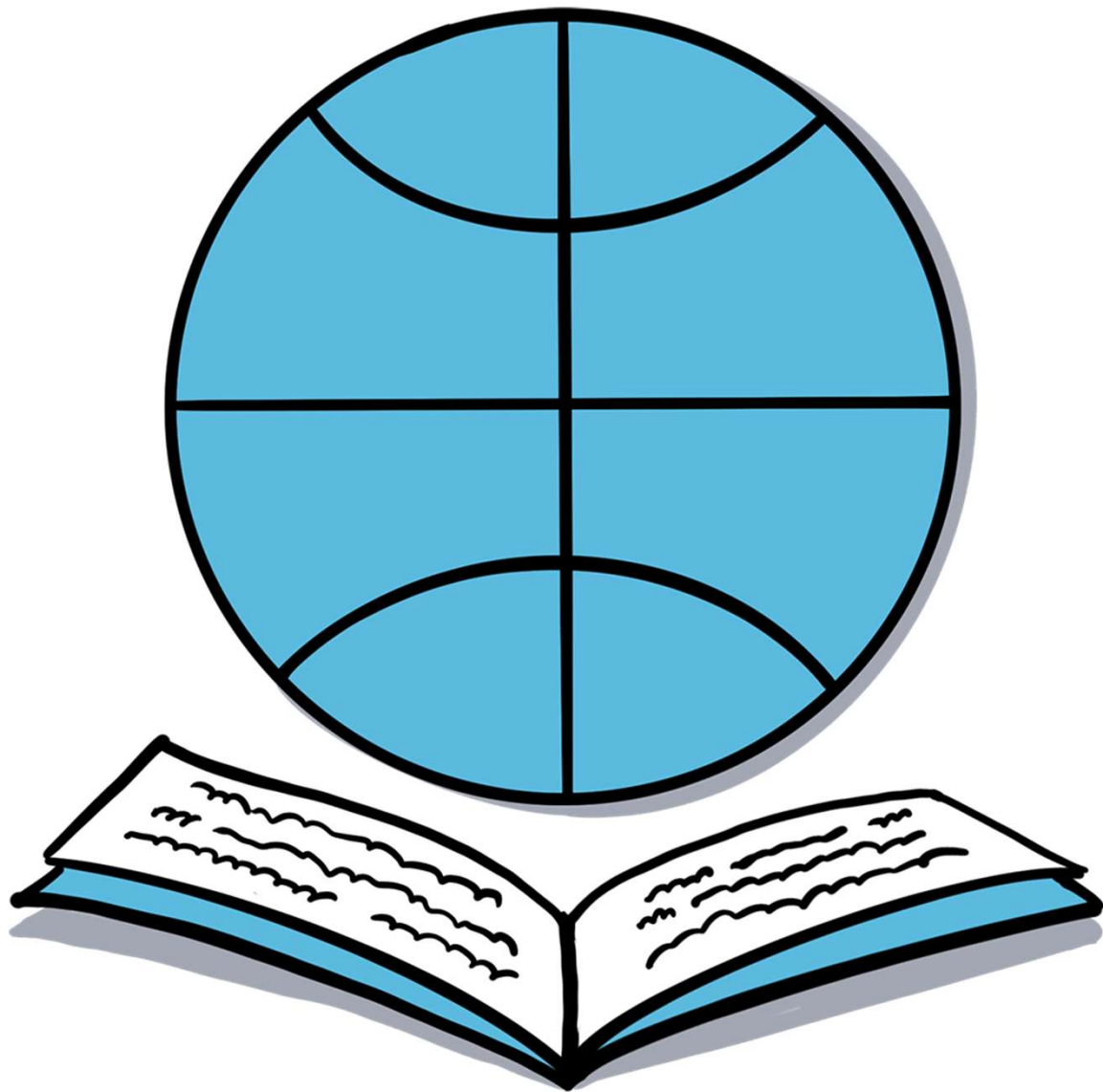


Co-funded by the Erasmus+ Programme of the European Union

Thanks to our project partners

Introduction to Corporate Sustainability for Students



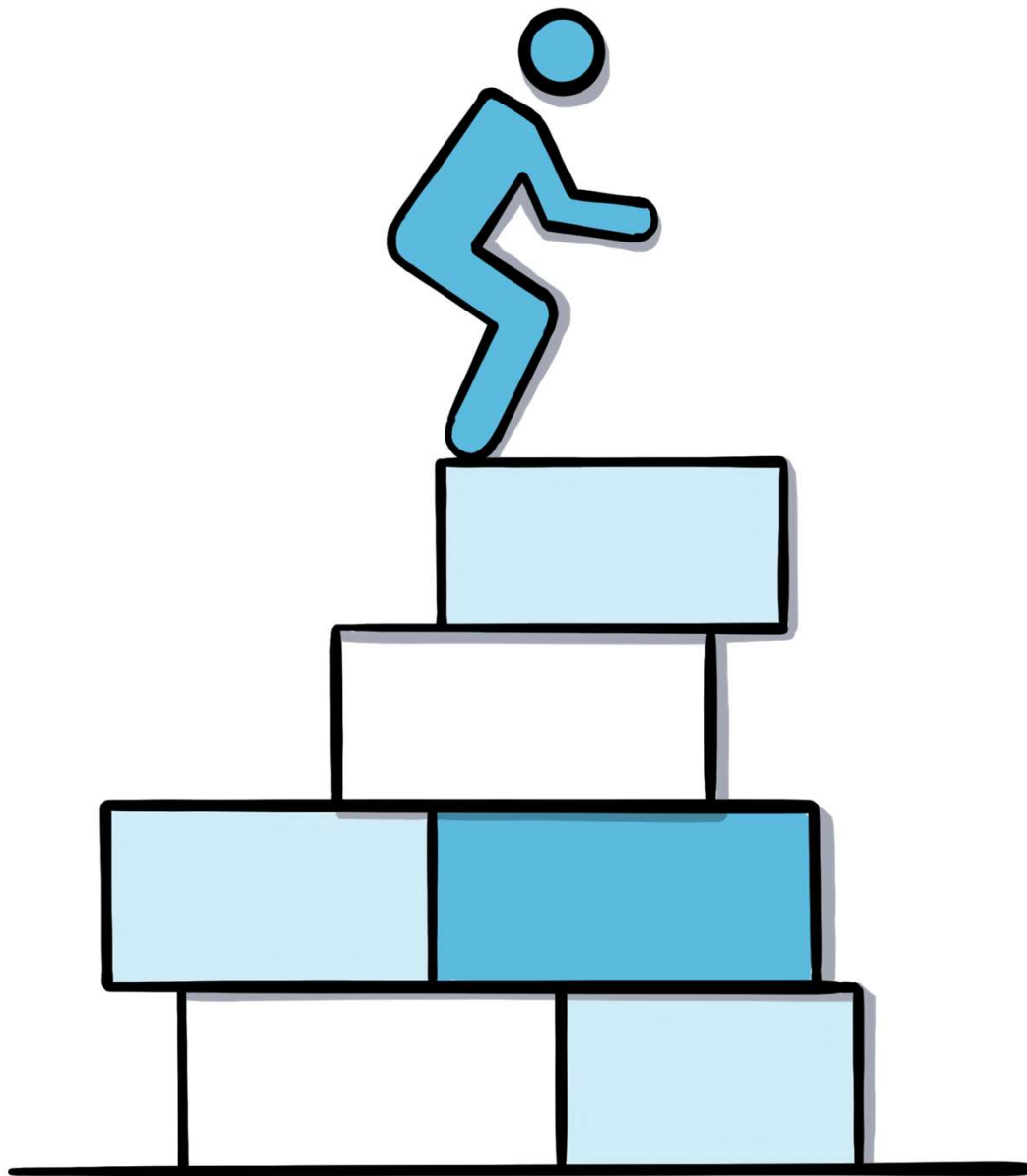
Introduction to Corporate Sustainability for Students

Sustainable development is the main challenge for all today's organizations and humanity at large. Tackling it requires the involvement of cross-disciplinary experts who can develop innovative solutions that address the intricacies of sustainability challenges on multiple levels. This creates an increasing need for enhancing and mainstreaming education for sustainable development across all educational institutions and spheres. However, effective integration of the topic of organizational sustainability into other educational curricula requires that theoretical knowledge is complemented with hands-on experiences, and learning becomes a transformative experience for students.

How might we ensure that students not only grasp the theoretical aspects of organizational sustainability but also reflect on how to contribute meaningfully to sustainable practices in their respective fields?



Values as the Basis of Organisational Culture



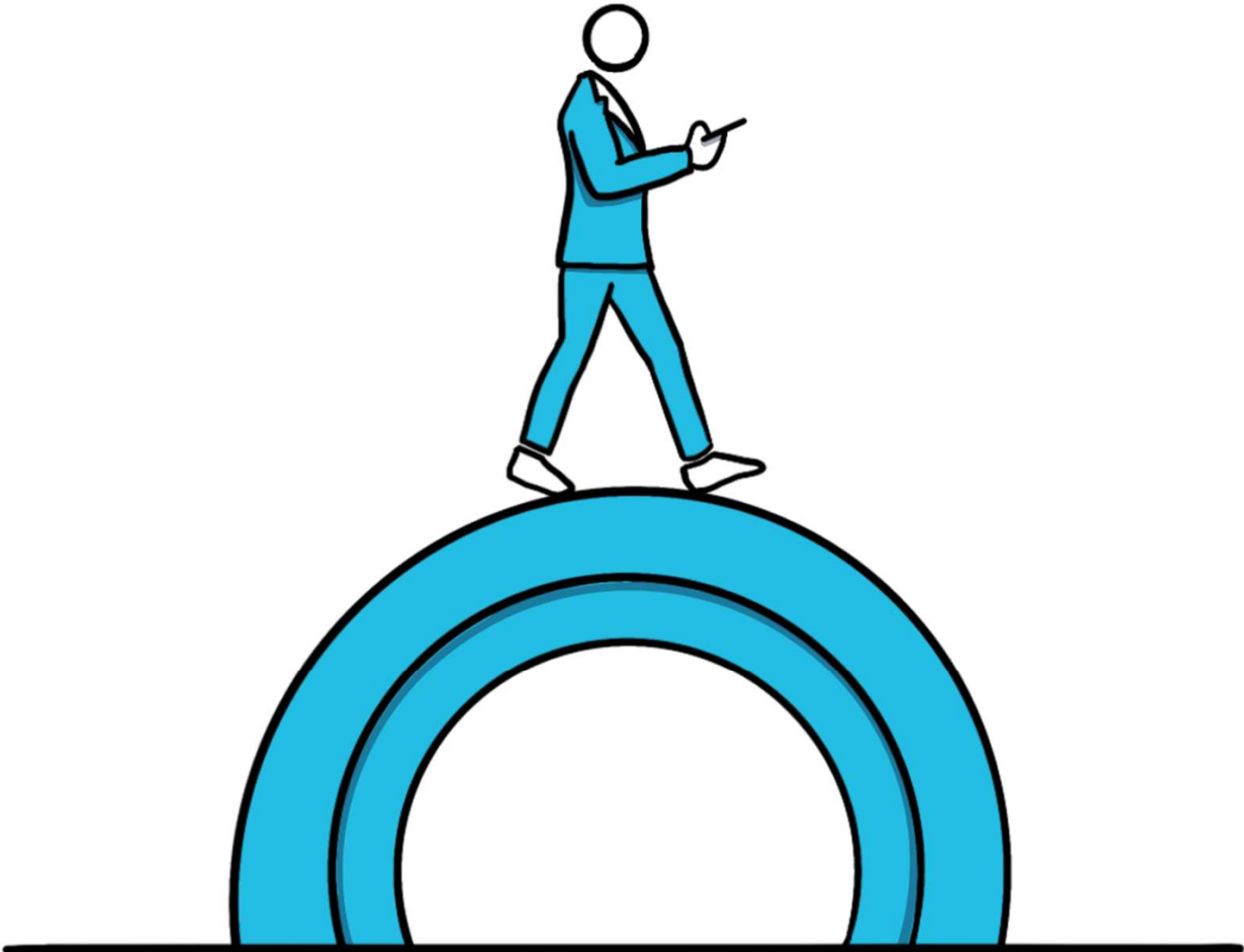
Values as the Basis of Organisational Culture

- **Organizational values** are a set of shared rules for desirable behaviours and attitudes that characterize the company and its employees, both in relations within the company as well as in relation to other entities cooperating with it at various levels.
- **Espoused values** are officially announced within the company and to external stakeholders; they make up the company's image and the expected conditions for cooperation with stakeholders.
- **Enacted values** are the operative values that manifest within organizational artifacts, behaviours, processes, structures or other tangible cultural elements, potentially aligned with the expectations of the company's leaders and strategic intent. Enacted values are well aligned with the espoused values in thriving cultures.

Does the university where you study formally communicate its values? Do you know the documents where these values are mentioned? How do you experience these values as enacted in your daily interactions at your institution?



Innovation as a Driver of Progress



Innovation as a Driver of Progress

- Innovations are drivers of human activities, both in the economic and social spheres.
- Five types of innovation are defined:
 - Product/service innovation
 - Process innovation
 - Marketing innovation
 - Organisational innovation
 - Social innovation

Note down one innovation of each type that you have observed in your close environment or that you would like to introduce. Then, discuss your notes with a fellow student.



Actions for Sustainable Development



Actions for Sustainable Development

- "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs"*
- Sustainable development is more than just caring about the environment or generating money through economic growth. It is the intersection of three pillars:
 - Environment
 - Economy
 - Social

Think about your everyday activities. Consider all three pillars of sustainability and take notes about which of them can be done more sustainably. Then, discuss your answers.

* United Nations General Assembly, 1987



Society as a Key Stakeholder for Corporate Sustainability



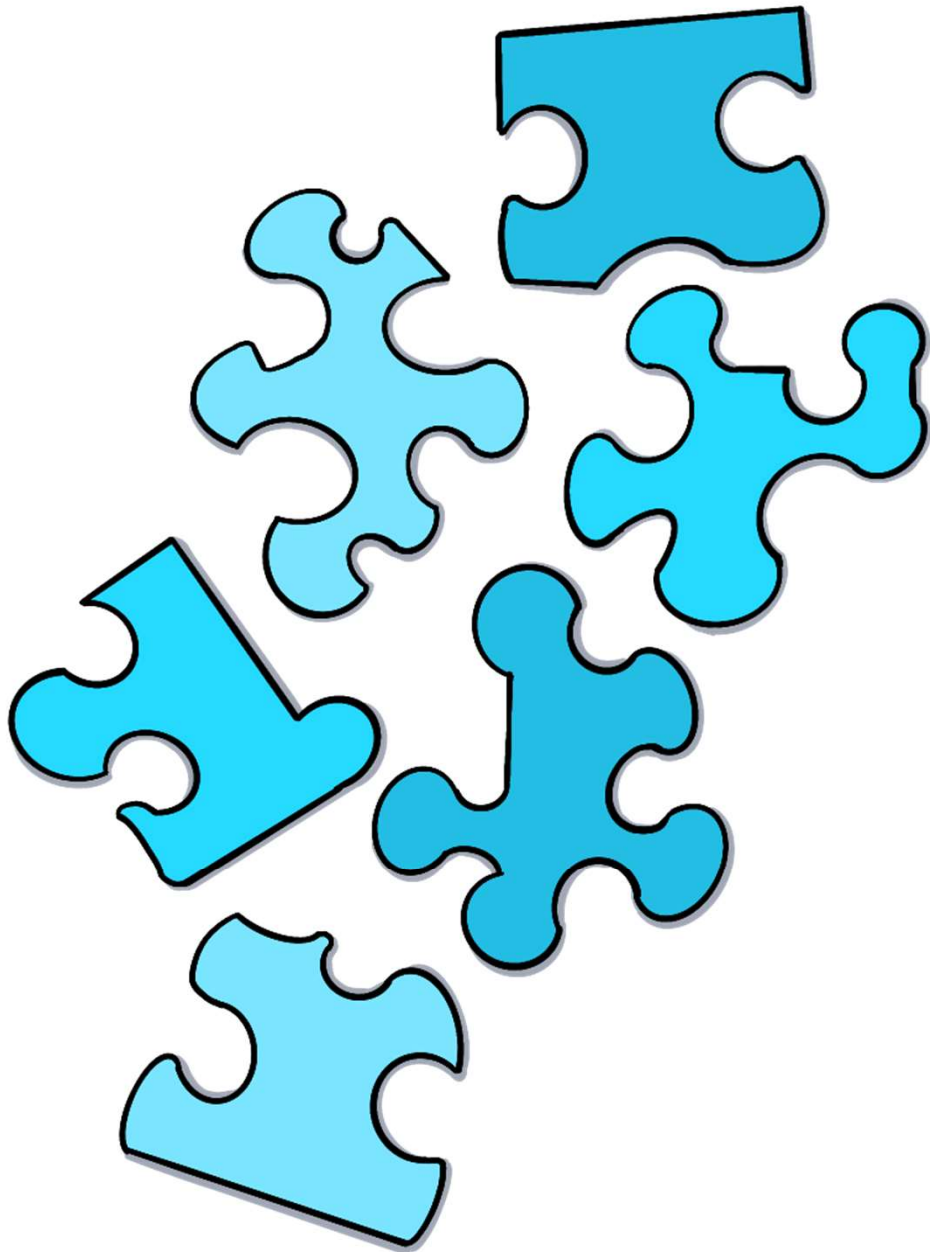
Society as a Key Stakeholder for Corporate Sustainability

- Society participates in making decisions about implementing projects that can have a significant impact on the environment.
- Sustainability-oriented organizations engage members of the society through public consultations, that is, through democratic and inclusive open discussions about issues related to sustainability.
- The principle of social participation applies especially to infrastructure investments, but not only. Public consultations are sometimes conducted in various areas, e.g. before planned legislative changes.

Have you ever participated in public consultations? What were they about? What was your opinion on the matter discussed? How did you communicate it to those around you?



Organisational Stakeholders



Organisational Stakeholders

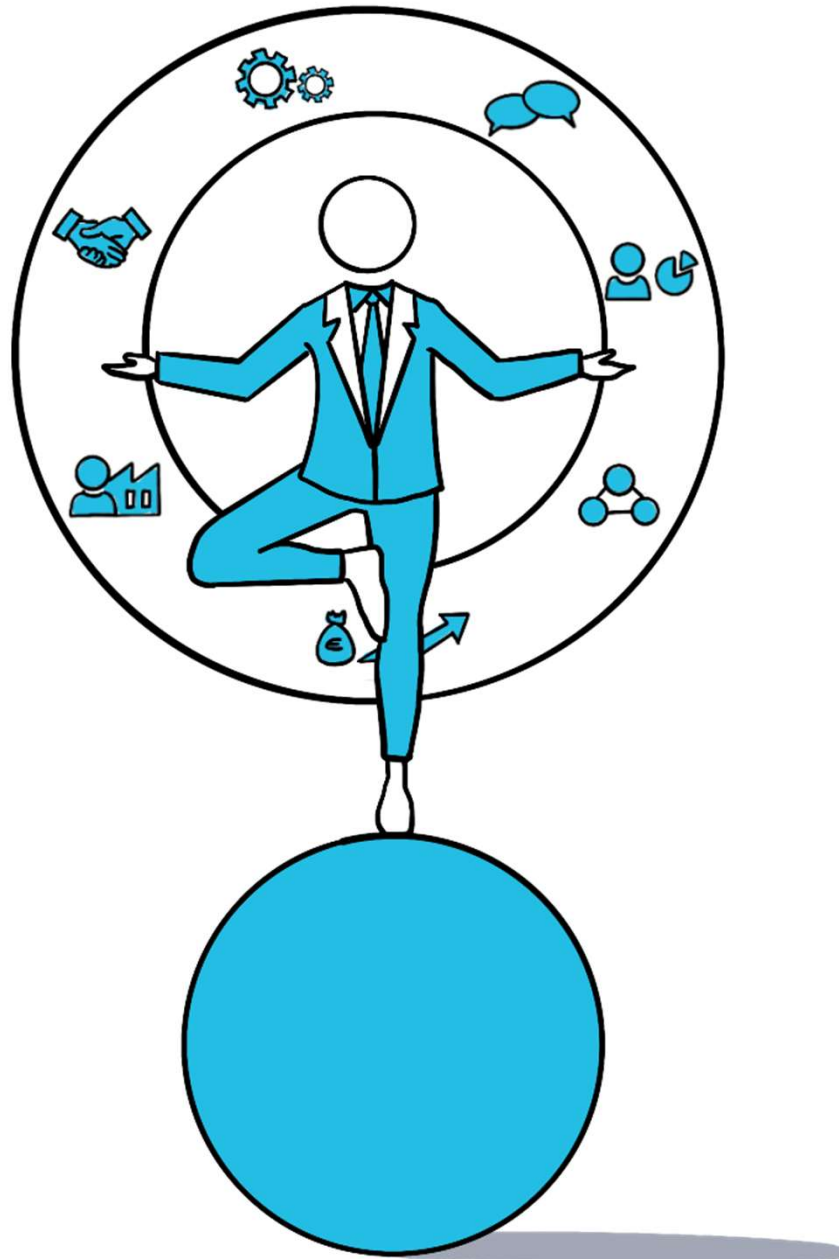
- **"A stakeholder is an individual or group who can affect the achievement of an organization's objectives or who is affected by the achievement of an organization's objectives."***
- Examples of **internal stakeholders** include, the company employees, management, experts, investors, etc.
- **External stakeholders** include, competing entities, cooperating entities, suppliers, customers, society (public opinion), governments, non-governmental organizations, etc.

Can you identify some internal and external stakeholders of the university you study at or the organisation you belong to? How much influence do these stakeholders have on your organisation?

* Freeman, R.E. & Reed, D.L. (1983). 'Stockholders and stakeholders: A new perspective on corporate governance', California Management Review, 25(3): 93-94.)



Business Ethics



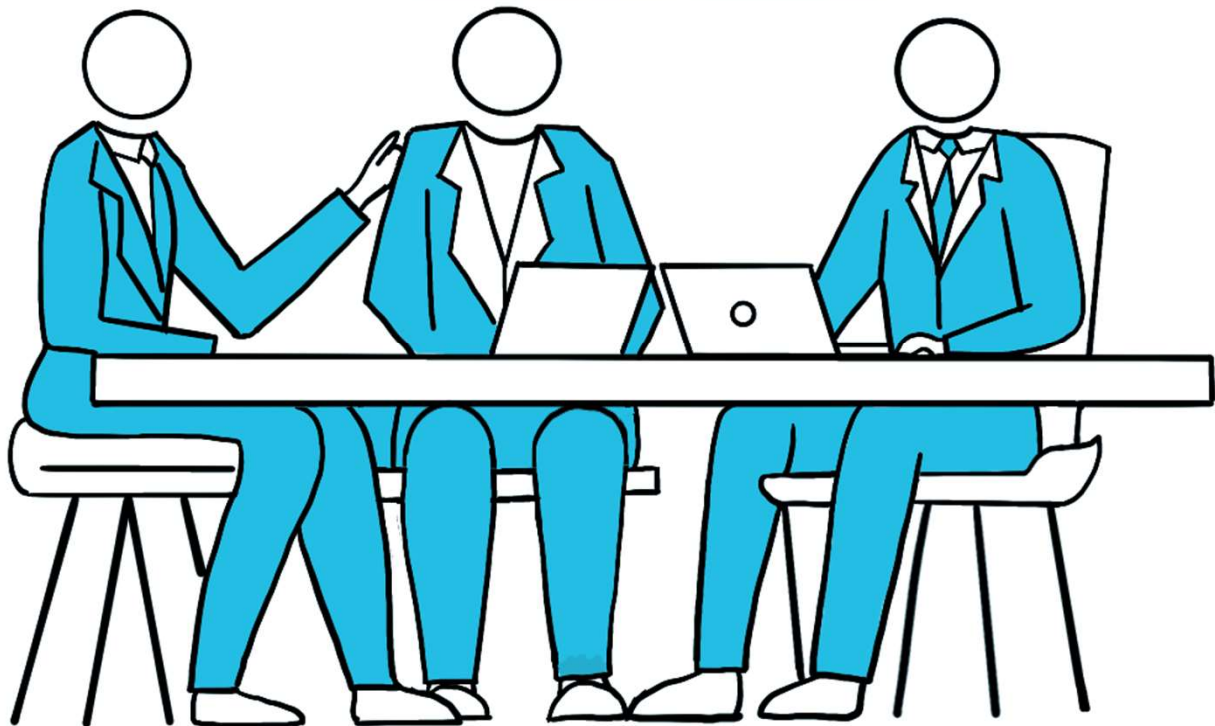
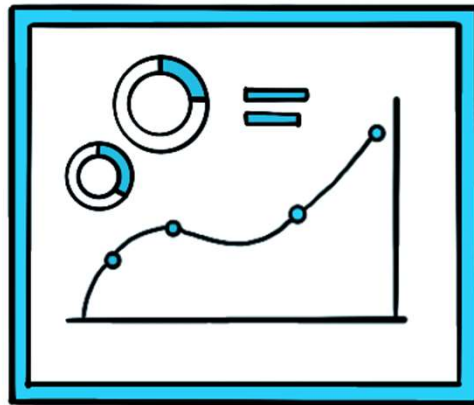
Business Ethics

- Business ethics are crucial for supporting organizational sustainability as they enforce the principles and values that guide business actors' conduct towards creating a positive impact on society and the environment.
- Compliance with business ethics is always necessary, regardless of who we work with.
- Organizations are obliged to operate:
 - In compliance with the law
 - Reliable in performing work
 - Honestly towards stakeholders

Have you ever encountered unfair/unethical behavior towards you or someone around you in a professional situation? What was that situation, and how did you feel? Has it changed your perception of a given person/organisation, and is further cooperation possible?



Impact of the Business Environment on the Company



Impact of the Business Environment on the Company

- Organizations need to understand and navigate the external factors that can affect their sustainability to make informed decisions, manage risks, identify opportunities, and align their sustainability strategies with the evolving external environment.
- When running a business, you cannot ignore the external environment shaped by*:
 - Political factors
 - Economic factors
 - Social factors
 - Technological factors
 - Environmental factors
 - Legal factors

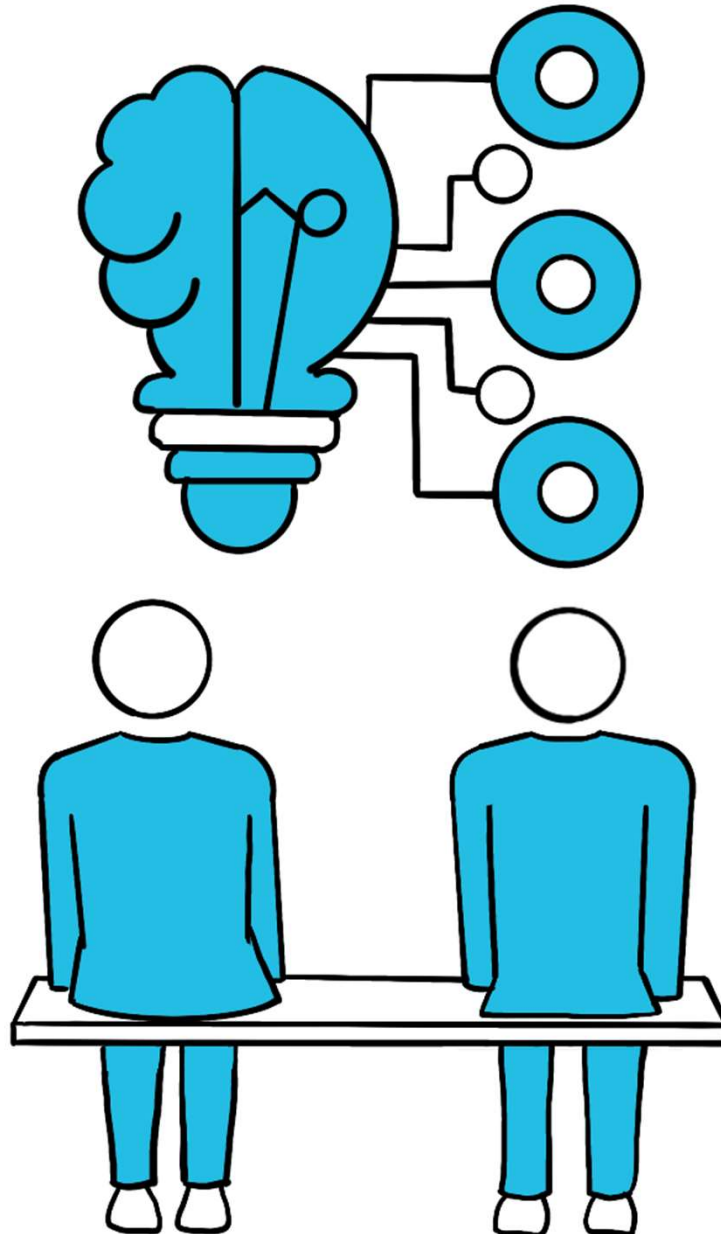
List some factors that you think have recently influenced the market in your country. Think about an industry that interests you. How do you think the market has changed due to external factors?

* Read more about PESTEL analysis:

<https://blog.oxfordcollegeofmarketing.com/2016/06/30/pestel-analysis/>



Market Analysis for Introducing Innovations



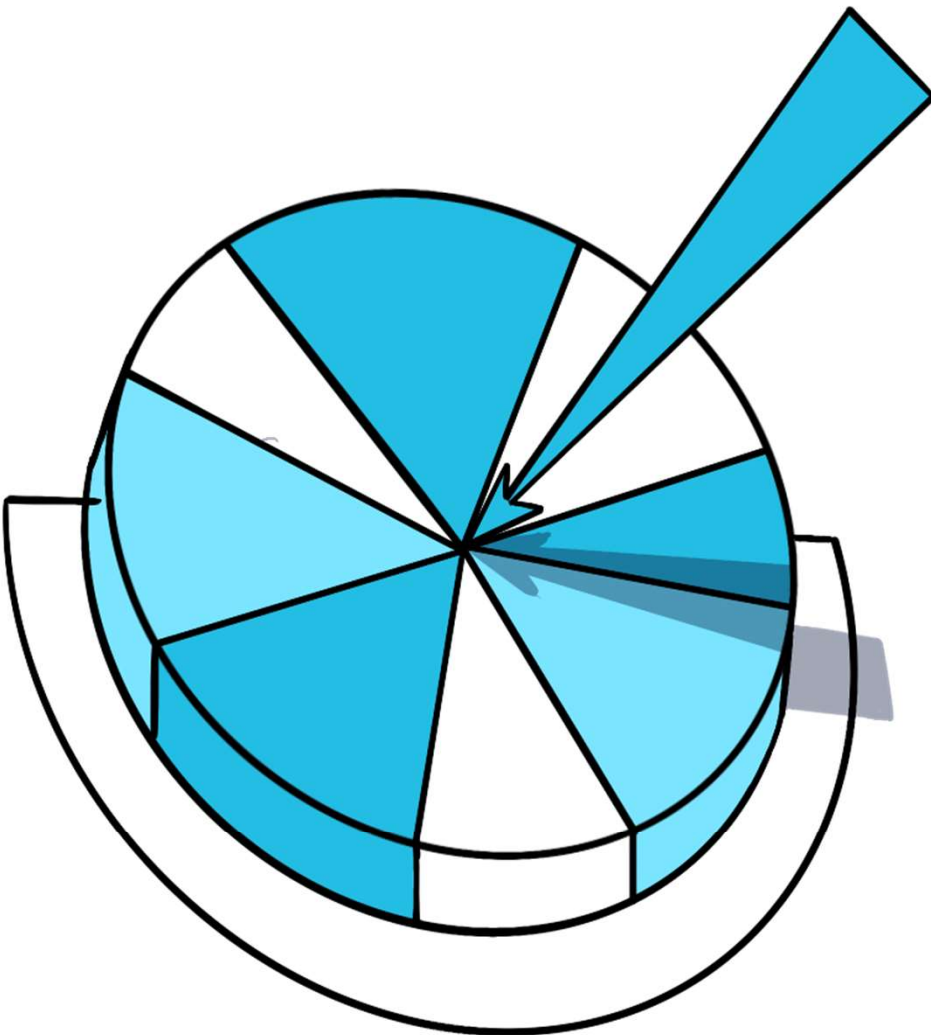
Market Analysis for Introducing Innovations

- The market includes the total exchange of relationships between entities representing buyers and entities representing sellers.
- Before introducing sustainable innovations to the market, we must check whether these innovations have a chance of success.
- It is important to clarify four key aspects:
 - Market size: total number of potential customers of our product
 - Market availability: the practical possibility of finding buyers for our product
 - Market attractiveness: profitability in a given market
 - Market potential: opportunities to develop

Consider the market that interests you. Do you see a need for sustainable innovation innovation there? If so, why?



Market Segmentation



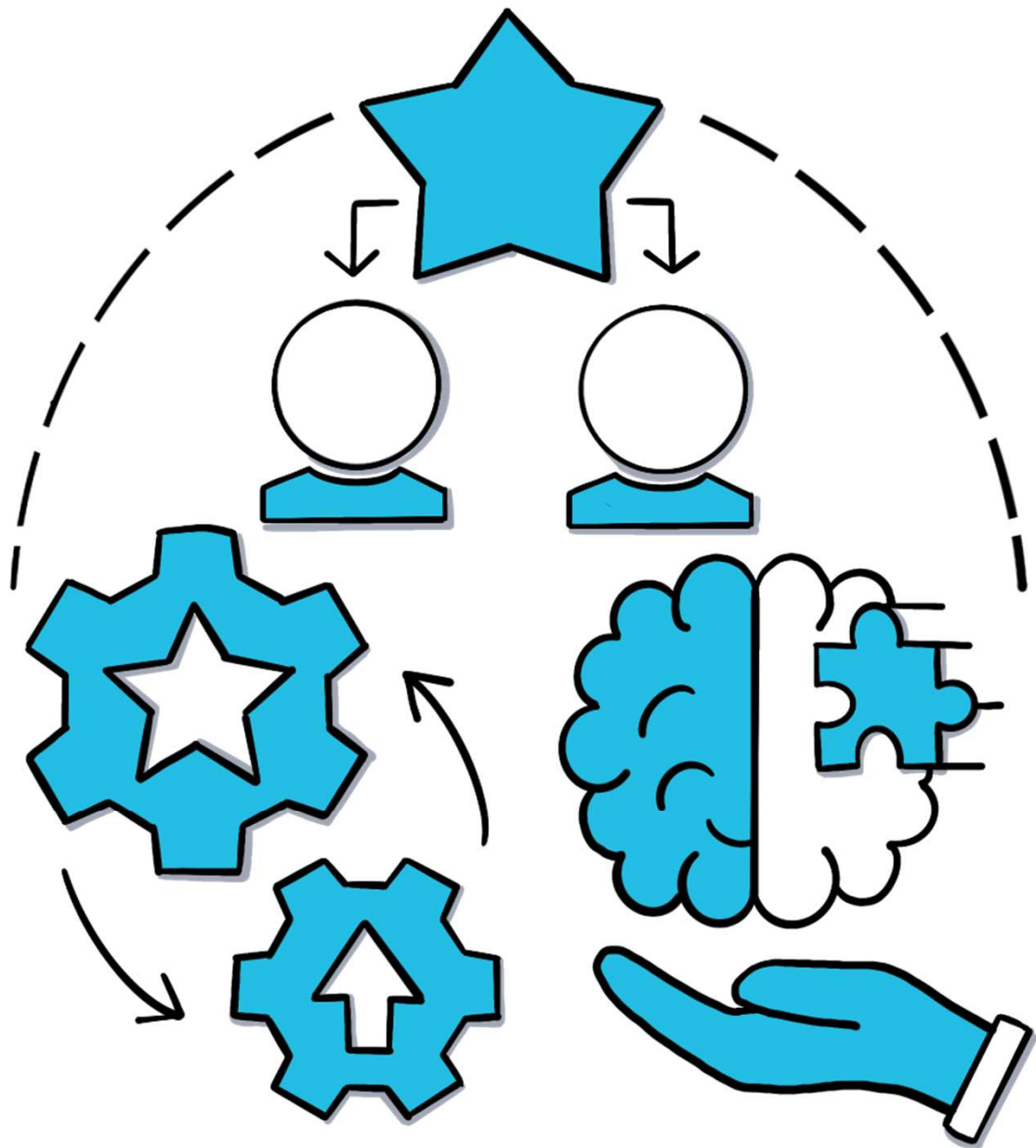
Market Segmentation

- Market segmentation is the practice of grouping customers based on shared characteristics.
- This helps companies to better identify and target attractive segments and customize marketing actions for each segment.
- When thinking about sustainable innovation, we must immediately think about the recipients of this innovation – the potential customers. We should identify:
 - The main target groups
 - The size and number of target groups
 - The customer needs and preferences

Imagine that you want to introduce a new product to the market or improve an existing one. Your innovation should be sustainability-oriented. Who do you think would be interested in purchasing this product and why?



Shaping a Sustainable Innovation Culture



Shaping a Sustainable Innovation Culture

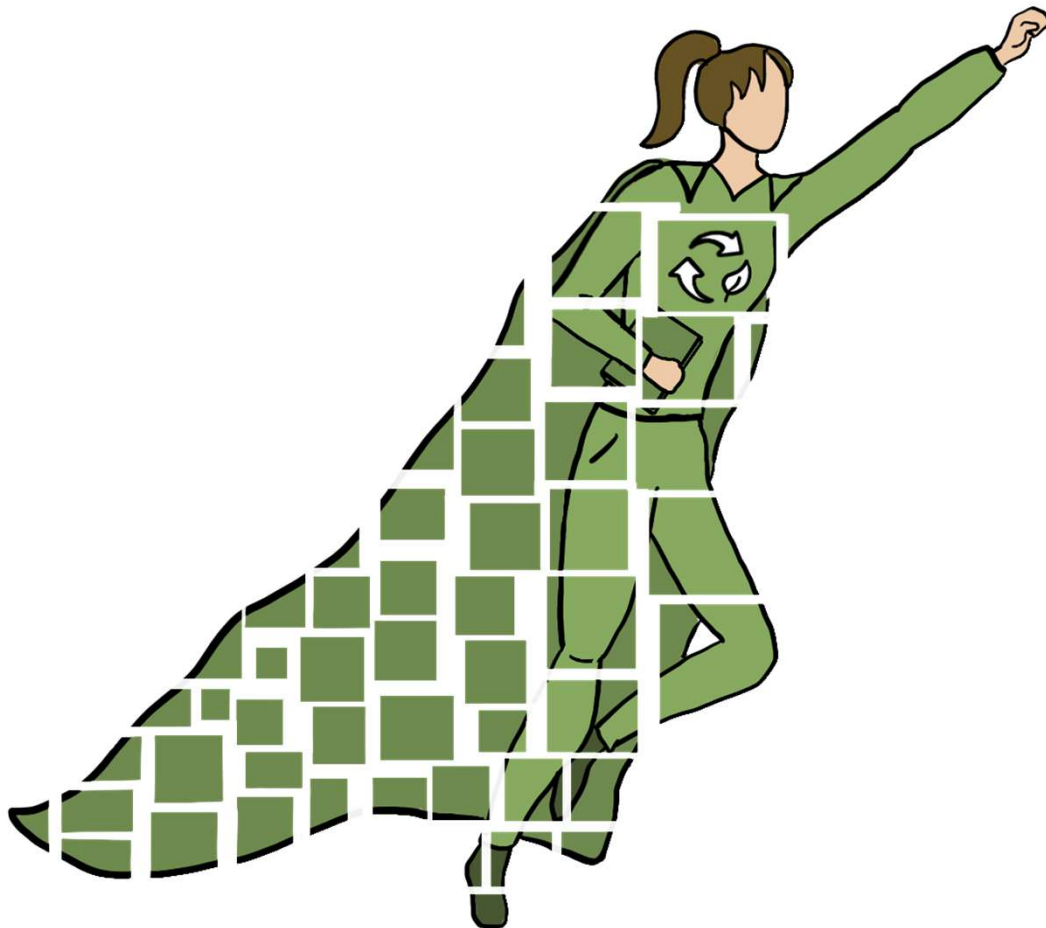
- Successful innovations are introduced by competent employees and teams where everyone understands and complies with their roles. Lack of employee involvement in innovative projects is a factor that can inhibit sustainable innovations in the company or even prevent them.
- To introduce sustainable innovations, organizations should focus on the following aspects:
 - Motivating employees' awareness about new methods, technologies, and products
 - Enabling and encouraging training and competence development
 - Defining a unified system of shared values as a basis for all company activities and applicable to all employees regardless of their position

Imagine that you start working in a new company. How can the organisation's culture enable you to discover and use your potential to contribute to sustainable development?



Sustainability-oriented Communication in Organizations

**Sustainable Innovation
Practises Educational Toolkit**



Impact

Teaching and Coaching Method Cards for Sustainability- oriented Communication in Organizations

Created by Carmen Abril from Complutense University of Madrid, based on resources from the «Social impact assessment of a service-based remanufacturing business model» module, WP5 SUIT Toolkit I, UXBerlin Templates, and results from the IMPACT project (www.impact-project.site),

edited by Kiril Ivanov & Henning Breuer,
illustrations by Milagros Villalta Begazo

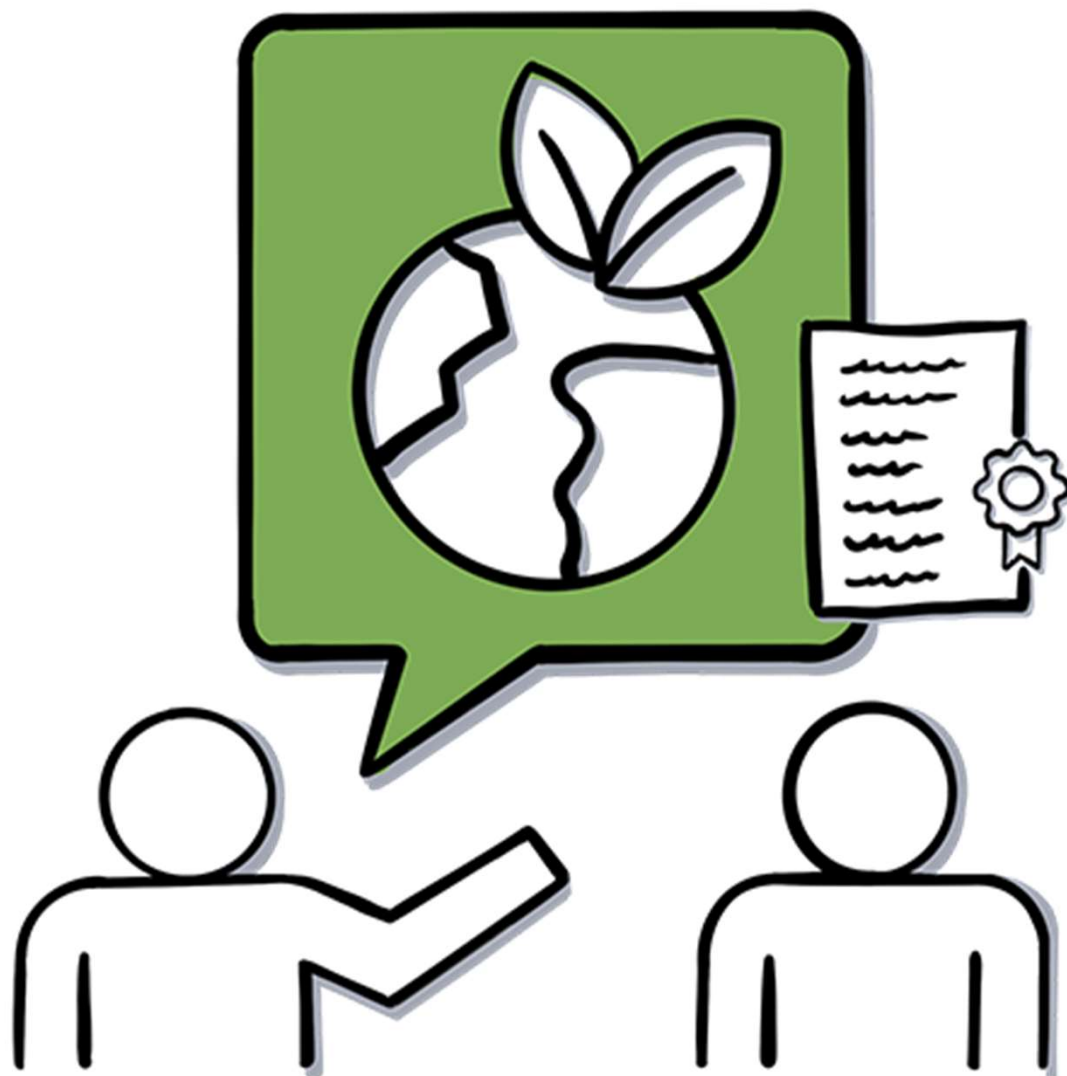


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Sustainability-oriented Communication in Organizations



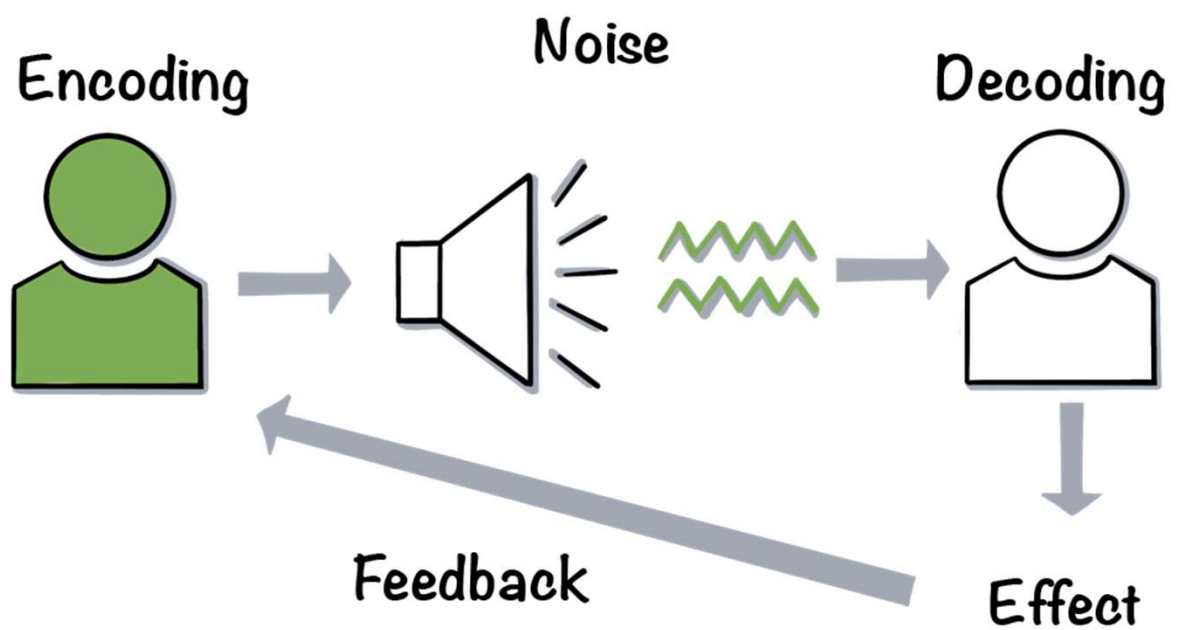
Sustainability-oriented Communication in Organizations

Communication is an important part of any sustainable innovation efforts as it ensures alignment and engagement of all stakeholders. Therefore, it is important to understand the process of delivering effective communication to different stakeholders and to learn how to set and develop a sustainability-oriented communication strategy in organizations. Moreover, a thorough understanding of sustainability-oriented communication is not just relevant for strategic management and academic knowledge but also for students and employees who want to be well prepared for the demands of the evolving professional landscape. It equips them to be responsible leaders who can contribute to building a more sustainable and ethical future.

How-might-we learn to develop an effective sustainability-oriented communication in organizations?



Understanding the Communication Process



Understanding the Communication Process

Overview of the process

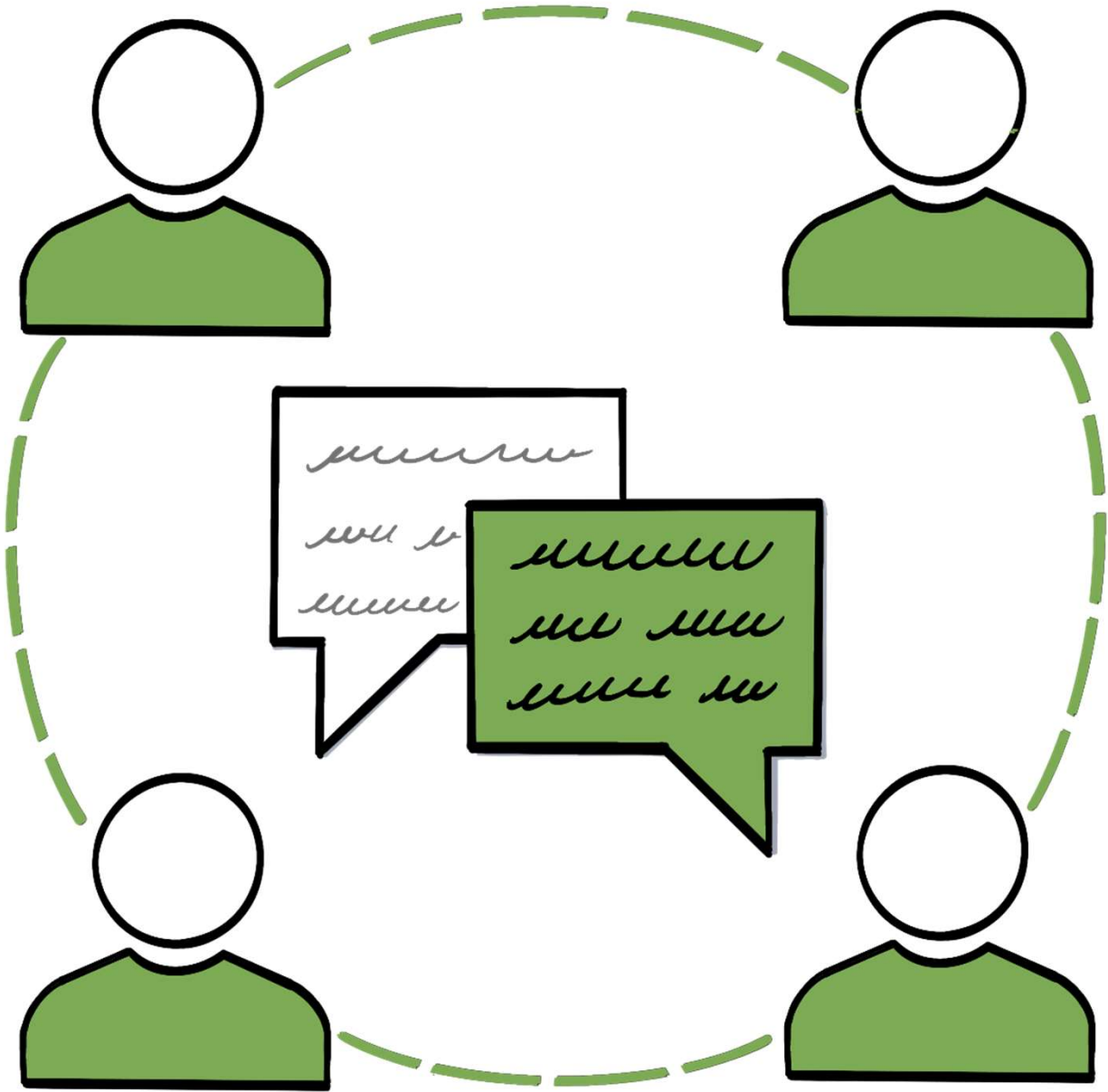
These cards review a 4-step communication process that includes the following aspects:

- Sender: person or organization/department that originates the message
- Receiver: Indented audience/target group
- Message: information, idea or meaning the sender aims to convey
- Encoding and decoding: encoding involves the sender translating ideas into a message, while decoding is the receiver's interpretation of that message. Effective communication requires alignment between the encoding and decoding.
- Noise: disturbances that disrupt the process (e.g. background sounds/personal biases)
- Effect: expected outcome
- Feedback from the receiver about the effect

Choose a company of interest. Map the process of a recent sustainability related communication message of a firm and discuss the encoding and decoding issues that could have happened.

Understanding the Audience

Internal and External Stakeholders



Understanding the Audience Internal and External Stakeholders

Audience analysis

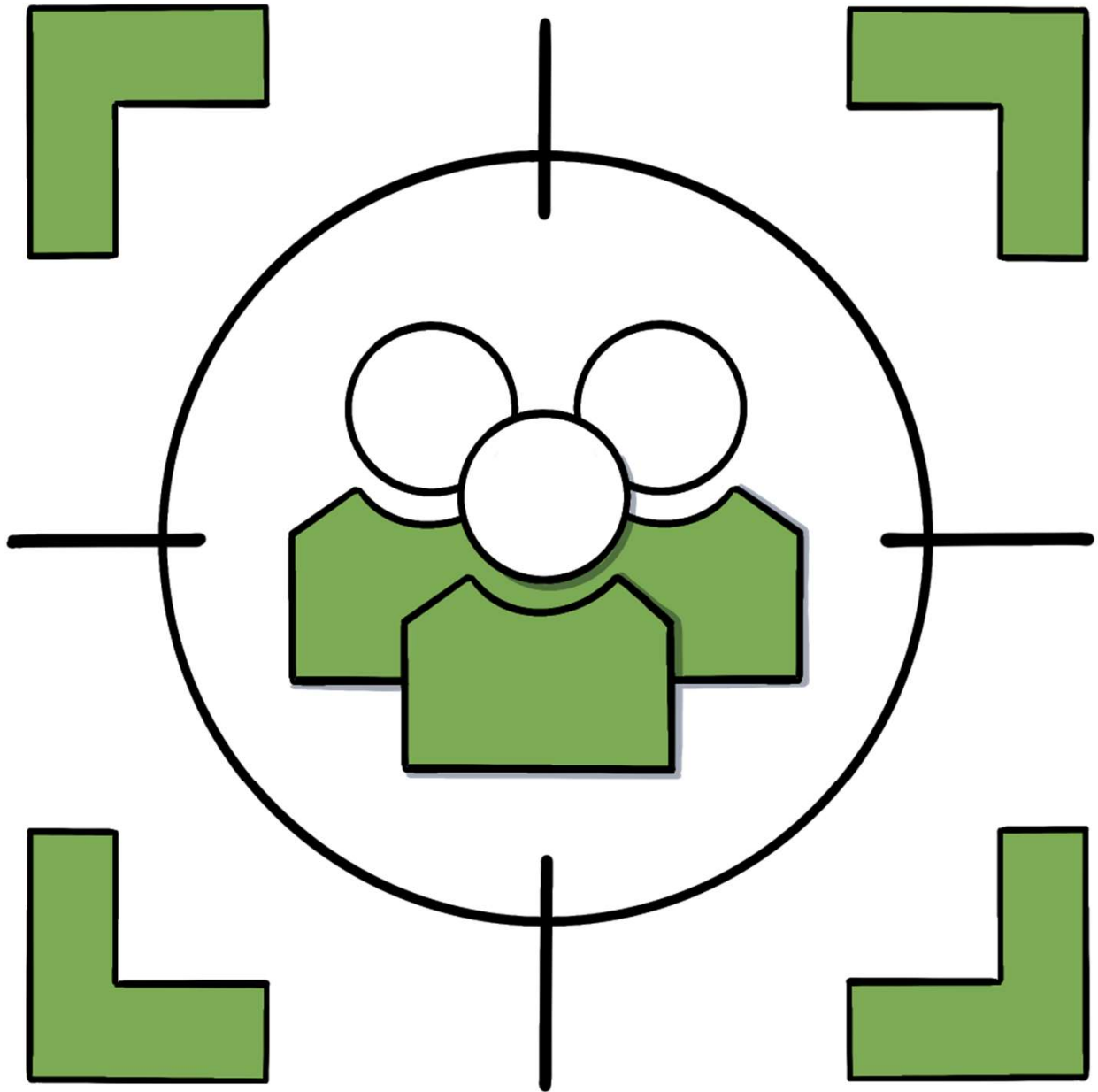
The starting point is choosing a company of interest and suggesting a communication strategy for it to follow.

The students could prepare their analysis in a group or individually and then share it with all participants and the professor. Discussion of different points of view and defence of the conclusions from the performed analysis supports understanding of a complex case while considering multiple aspects.

Exercise for the students:

- ***Under the chosen company, map which are the different audiences that the company may have concerning its sustainability messages***
- ***Describe for each audience what are the main areas of interest concerning the sustainability communication of the firm***

Materiality Analysis to Focus Communication Efforts



Materiality Analysis to Focus Communication Efforts

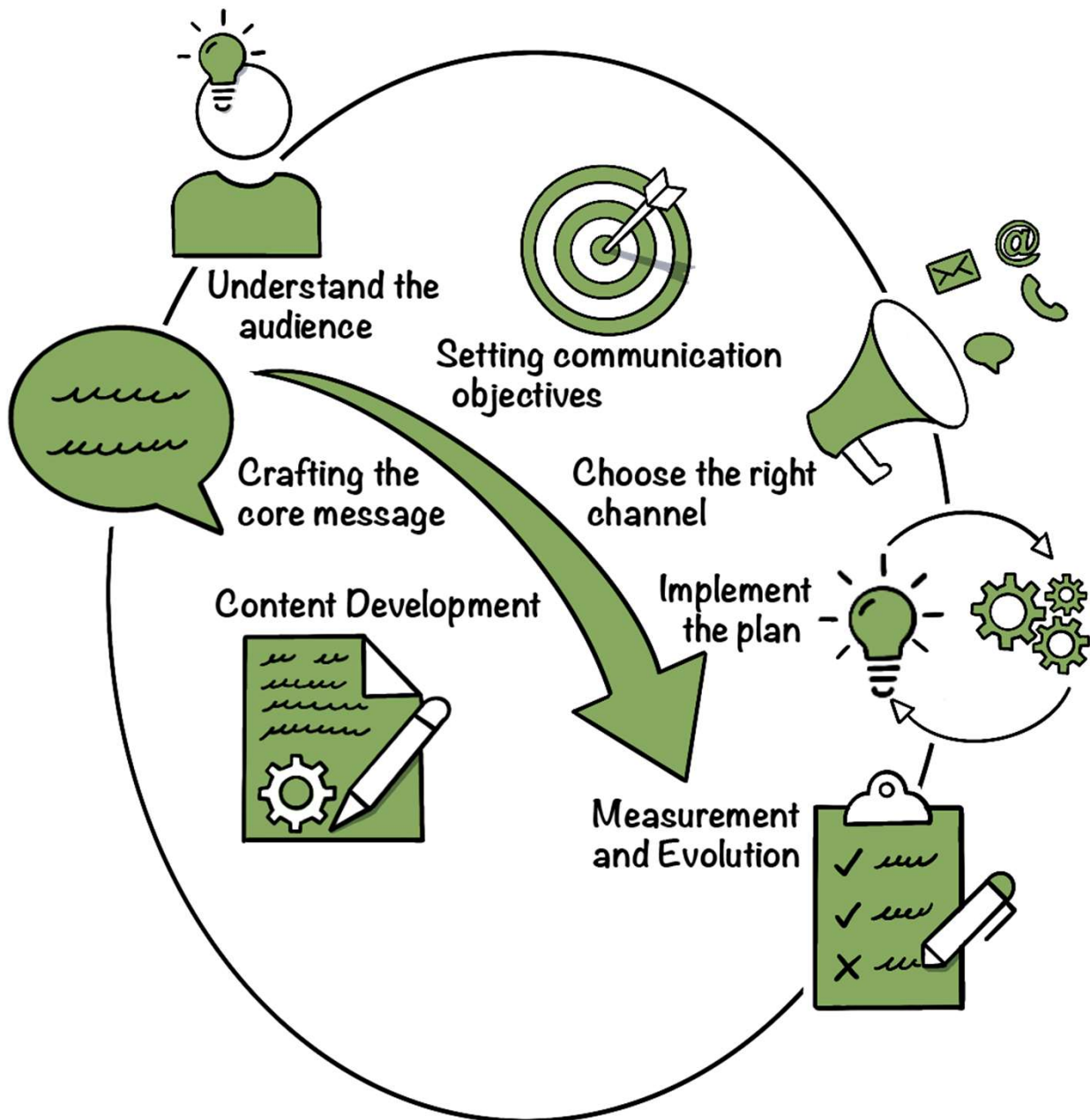
Different firms may have different focus

The second step in the sustainability communication before setting the message to the corresponding audience is to understand which sustainability initiatives are most important to the firm. Those areas are selected according to a materiality assessment that prioritize those activities where the firm does “more harm”.

Exercise for the students:

- ***Under the chosen company, perform a materiality analysis of the firm’s activities.***
- ***You can create a materiality matrix to visually represent the significance of activities for the organization. Plot the importance of activities in relation to key stakeholders and the impact on the institution. Issues in the high importance and high impact quadrant are considered the most material.***
- ***Prioritize and recommend those areas where the firm should focus its communication.***

Setting the Communication Strategy



Setting the Communication Strategy

Seven steps for setting a communication strategy

Once the audience and the core areas to communicate are decided, it is time to set a communication strategy for each group of stakeholders.

There are seven standard steps that need to be followed to set that strategy: 1) understanding the audience; 2) setting communication objectives; 3) crafting the message; 4) choosing the right channel; 5) developing content; 6) implementing the plan; 7) measuring and evaluating.

Exercise for the students:

Work in groups or individually and select a stakeholder to focus upon and the objective the firm wants to achieve with its communication effort. Decide what is your message and propose different creative routes to deliver it. Set KPIs that can be measured to track the success of the communication plan.

Implementing a Communication Plan



Implementing a Communication Plan

Articulating the diffusion of the message

The last step of the communication process is the diffusion of the message. Depending on the chosen stakeholder and content of the message, different media will be appropriate to diffuse the message. This is an important step as unsuccessful diffusion will result in no awareness of the message and, therefore, failure to achieve the desired objectives.

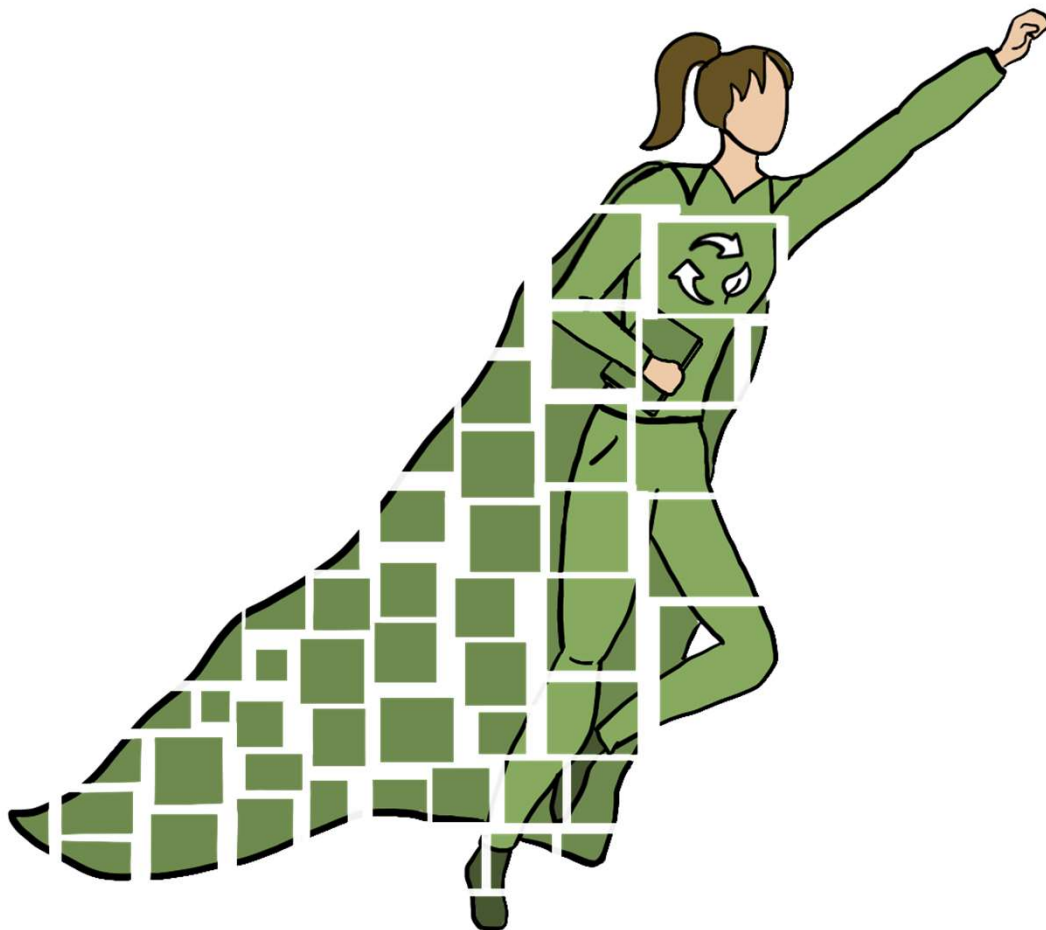
Exercise for the students:

- ***Select the adequate media outlet to place the creative message to the corresponding stakeholder.***
- ***In the case of any social media outlet is selected, students are required to explain how are they going to monitor social listening and manage the content creation.***
- ***Propose other complementary activities that will help to enhance and build the credibility of the message.***
- ***Define some measures that will inform about the adequate reach of the message to the audience.***



Social Impact Assessment of a Remanufacturing Project

**Sustainable Innovation
Practises Educational Toolkit**



Impact

Teaching and Coaching Method Cards for Social Impact Assessment of a Remanufacturing Project

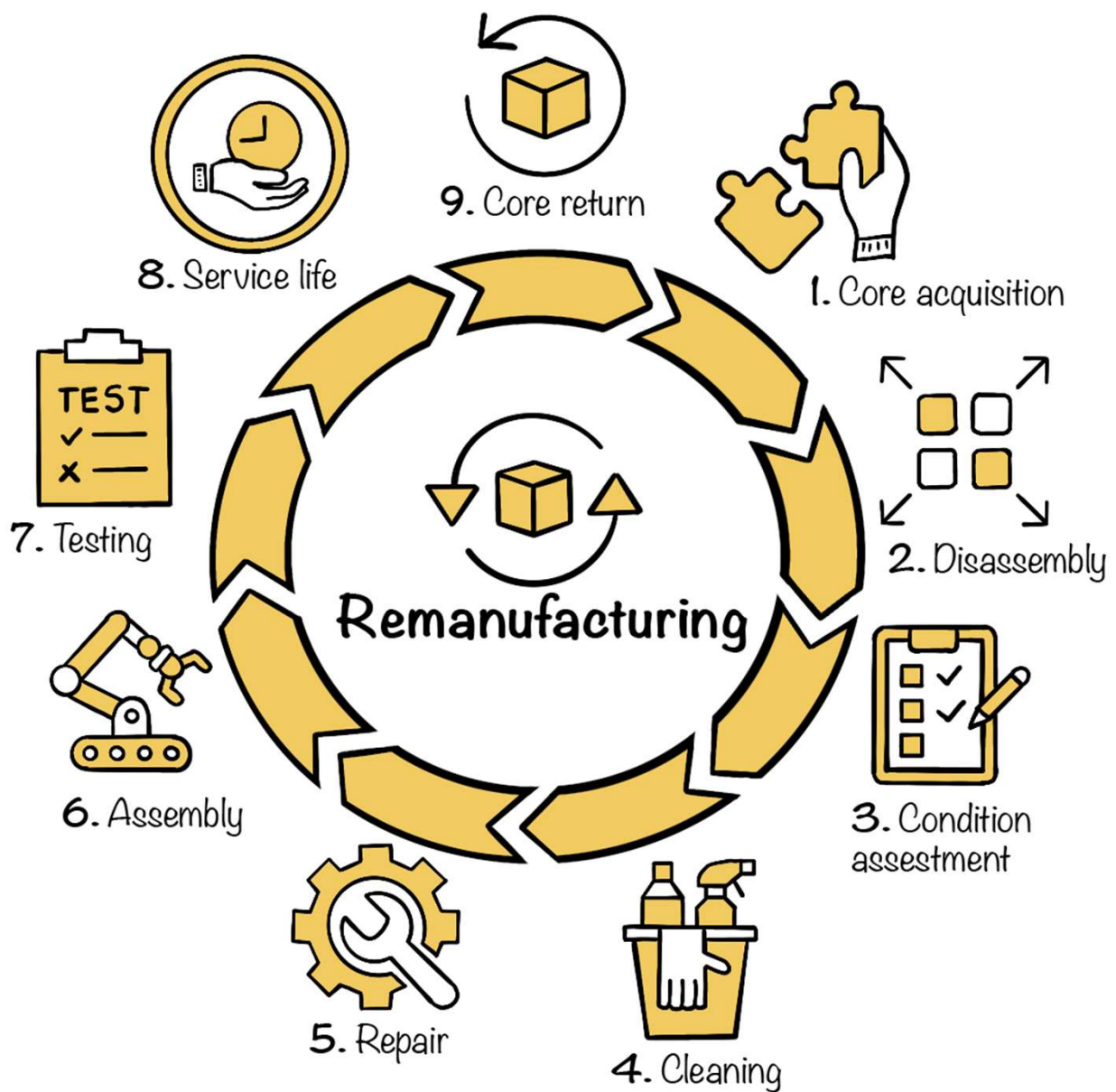
Created by Mirko Borsi, Chiara Guiggiani, Alessandro Monti, Mario Rapaccini based on resources from the «Social impact assessment of a service-based remanufacturing business model» module, WP5 SUIT Toolkit I, UXBerlin Templates, and results from the IMPACT project (www.impact-project.site), edited by Kiril Ivanov & Henning Breuer, illustrations by Milagros Villalta Begazo



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Social Impact Assessment of a Remanufacturing Project



Social Impact Assessment of a Remanufacturing Project

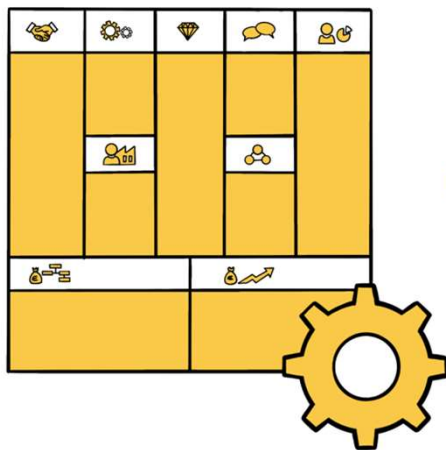
Sustainable innovation is purposed to develop innovations through a new philosophical and cultural approach that considers the three aspects of sustainability, namely economic, social and environmental. It is about rethinking the company's purpose and culture to create value through new, more sustainable products, processes, practices and strategies, such as remanufacturing or other circular business models. This requires the adoption of more human-centred participatory methods such as design thinking, co-creation, gamification, et al. Moreover, firms need to embrace a broader perspective on their stakeholders and analyse and evaluate the potential social impacts of a proposed project. Thus, social impact assessments play a crucial role for managing the risks factors and stakeholder concerns associated with sustainable innovation.

How-might-we use a social impact assessment in remanufacturing projects for advancing corporate sustainability and sustainable innovation?

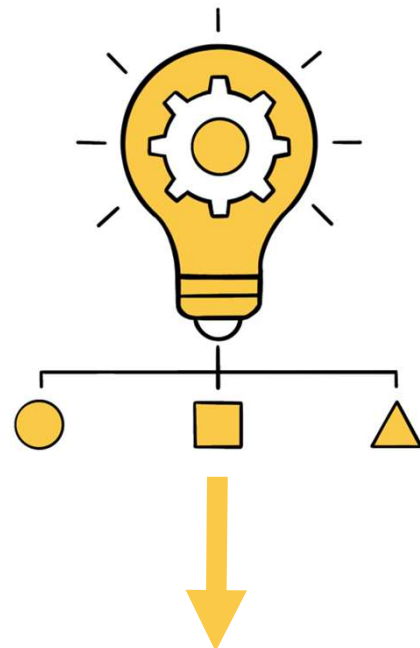


Social Impact Assessment of a Remanufacturing Project

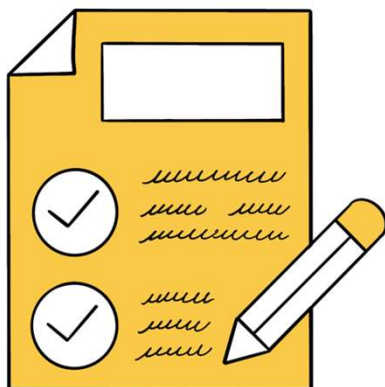
Business Model Analysis



New Remanufacturing Business Model Idea



Evidences And Result Gathered to Advance Corporate Sustainability



Development Of Social Impact Assessment



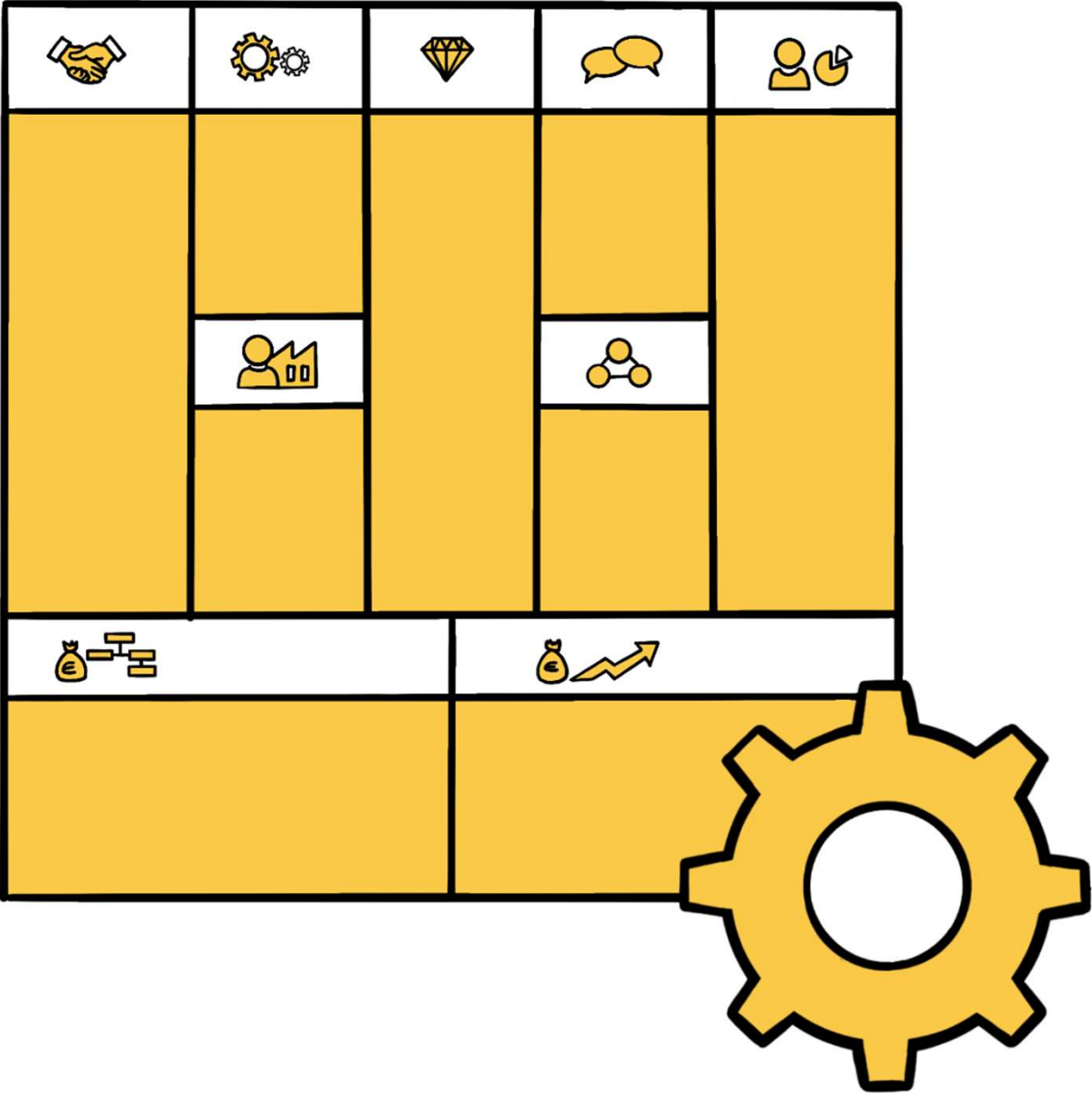
Social Impact Assessment of a Remanufacturing Project

Overview of the method

- By following the 4 steps described in these cards, students as future workers can contribute to a firm's analysis of its social and ecological impacts.
- A case study analysis of a company that wants to implement sustainable innovation creates several mutual benefits: generating and interpreting new data, testing a real project to be implemented and sharing common learning experiences. Throughout the study, opportunities to confront with other study groups and working teams in the field supports the analysis of a complex context, such as a company's environment.
- By addressing the targeted questions in the different sections of this card set, students can carry out the case study and develop a first analysis for advancing corporate sustainability through cultural development and a social impact assessment.
- Although these cards are modelled to address a remanufacturing business model, they can be easily adjusted and applied for any other circular business model of interest.



Business Model Analysis



Business Model Analysis

The starting point is choosing a manufacturing company of interest and, from there, performing a first analysis of their business model.

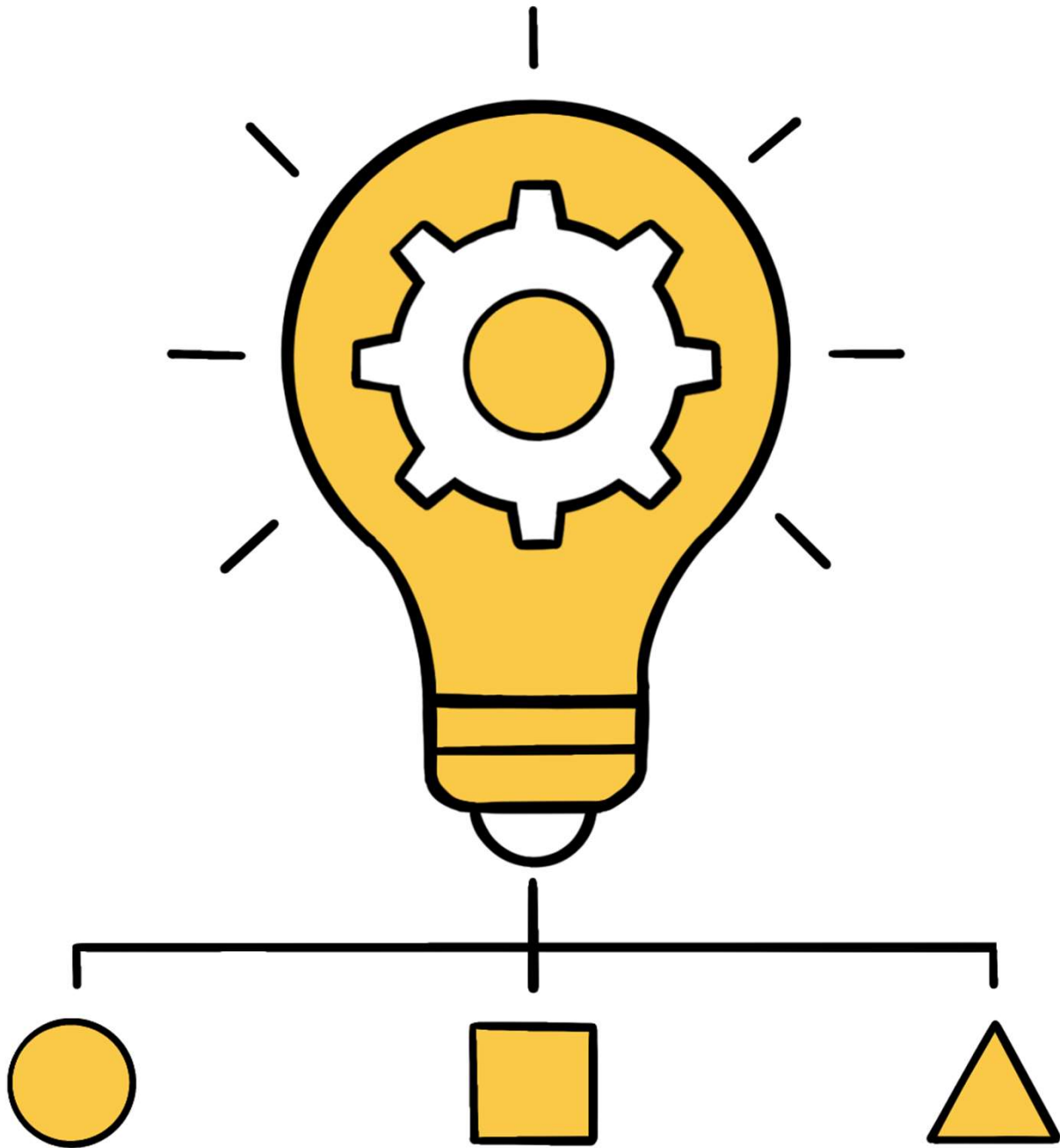
The students could prepare their analysis in a group or individually and then share it with all participants and the professor. Discussion of different points of view and defence of the conclusions from the performed analysis supports understanding of a complex case while considering multiple aspects.

Targeted questions:

- ***What is the core business of the company? Can you map this information on a business model canvas?***
- ***What are the values and ideals that the company stands for in relation to its customers?***
- ***Are you able to specify the company's revenues and costs, as possibly other related indicators?***
- ***Are there sustainability-oriented corporate choices undertaken by the company? If yes, please take them into account and reflect on how they can affect the company's business.***



New Remanufacturing Business Model Idea



New Remanufacturing Business Model Idea

In the second step, students introduce or advance a sustainable business model idea related to a remanufacturing process. This requires clear understanding of the remanufacturing cycle, as explained in Module 3, “Social impact assessment of a service-based remanufacturing business model” of the “Sustainable Innovation practices” course.

As in the previous step, students present their proposed new business model idea to all participants and the professor. Discussion of different points of view on the proposed idea supports understanding of a complex case while considering multiple aspects.

Targeted questions:

- ***Which is the aim of the initiative and of the remanufacturing business idea/product?***
- ***On which production site/s does it mainly focus?***
- ***Can you describe the context of the market and the needs upon which the idea is based?***
- ***Which are the partners/stakeholders that need to be involved in this remanufacturing project?***



Development of Social (Inextricably Environmental) Impact Assessment



Development of Social (Inextricably Environmental) Impact Assessment

The third step involves a deep verticalization of the analysis, which focuses on social and, facultatively/inextricably, environmental aspects of the customized remanufacturing business model. In this step, students support the development of a testing report and a practical learning process.

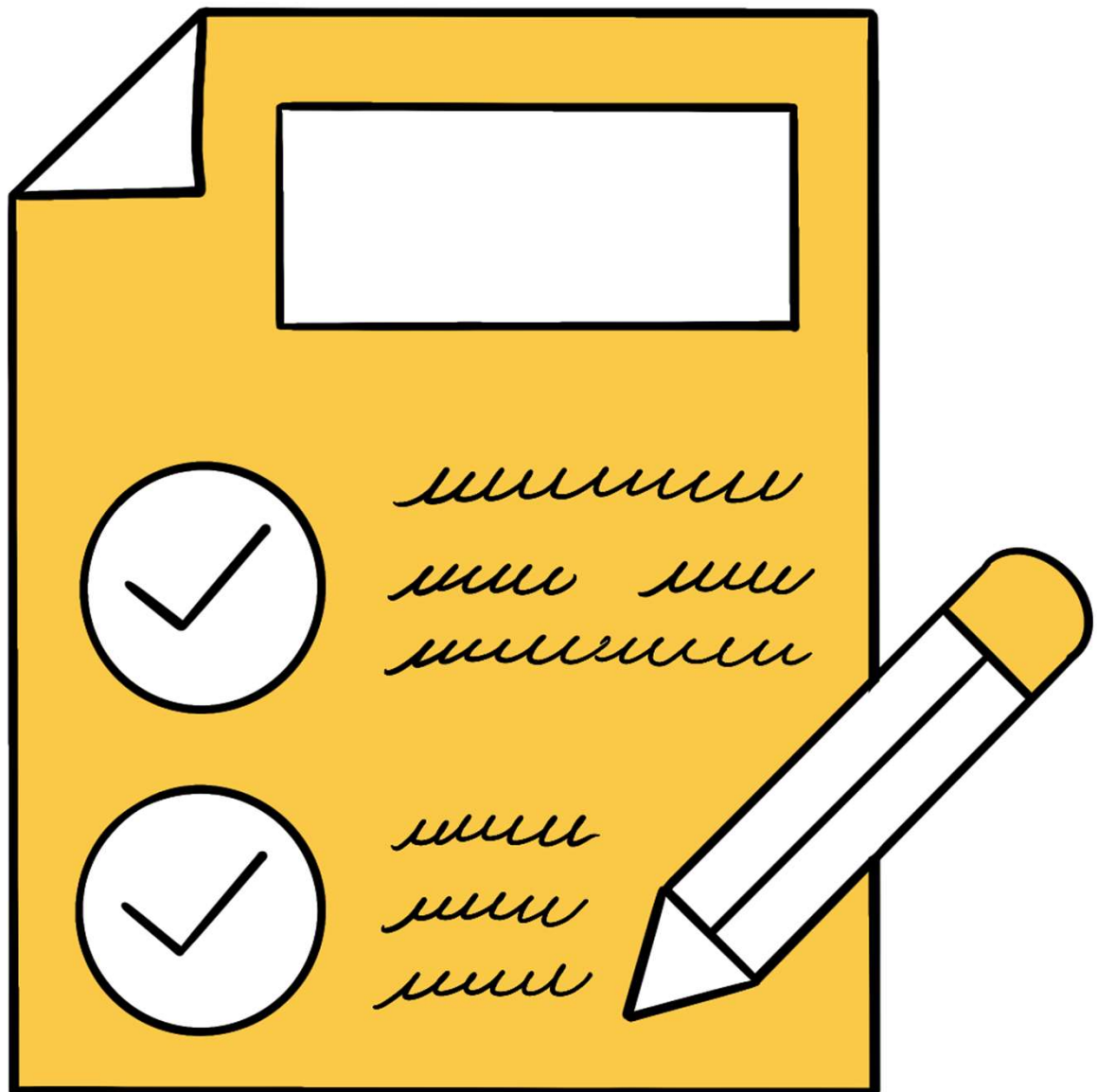
Confrontation and defence of the developed analysis structure supports understanding of a complex case while considering even more multiple aspects than in the beginning.

Targeted questions:

- ***Are there existing measures taken by the company to analyse the social or environmental impacts of sustainability initiatives, e.g. salary levels, managerial roles, groups/services for inclusivity, et al.?***
- ***Which social commitments can be created/acted upon/improved?***
- ***Are there indirect effects of economic/environmental decisions cascading/reflecting upon social issues?***



Evidences and Result Gathered to Advance Corporate Sustainability



Evidences and Result Gathered to Advance Corporate Sustainability

The last step of the case study process focusses on expressing and justifying the gathered results to support and advance corporate sustainability projects through remanufacturing business model innovation. Based on the confrontations/defences in the previous steps, the project and the testing report should consider multiple aspects that have emerged and synthesize the main results from the case study.

Targeted questions:

- ***Is the project providing a job/opportunity for disadvantaged/impaired/discriminated people?***
- ***Are local associations involved in the project and provided with resources to support their activities?***
- ***Are there any implemented actions to set gender equality?***
- ***Are the actions undertaken well developed to strengthen the trust in the brand or, in any case, avoid damages?***
- ***Are new social benefits implemented and made accessible to all employees?***

