

# SOCIAL INNOVATION

UNIT ONE: Building Effective Social Innovation Ideas

## Social Innovation Module

### Unit One: Building Effective Social Innovation Ideas

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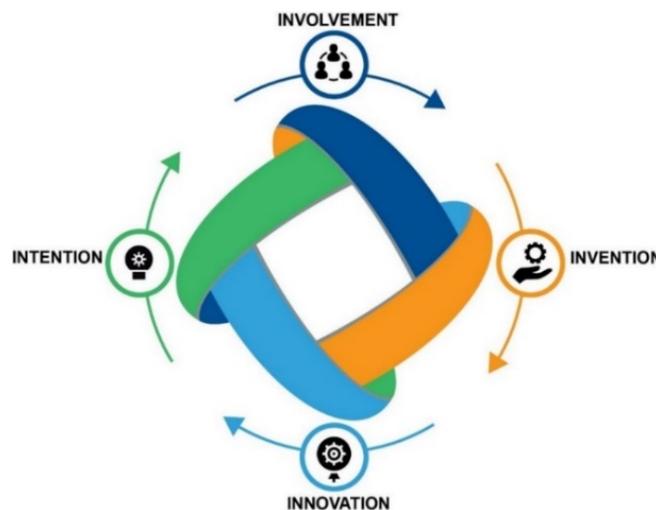
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# Introduction to the Social Innovation Module

We are all aware of problems that affect individuals and communities. Some of these problems strike a chord with us, and there is a strong motivation for creating changes that will alleviate this problem, which sets our *intention* to solve it. How does this happen? Often bringing together the perspectives of others, and working collectively with their strengths is often needed to affect change. The *involvement* of others, then can then lead to *invention* and creative solutions to a social problem. The resulting impact of these solutions creates social *innovation*.

The cycle of innovation can look like this:



\*Cycle of Innovation Image adapted from: <http://www.sigeneration.ca/nesting-social-innovation/> by Cheryl Rose.

Retrieved on October 26, 2017.

Keep in mind that these stages can appear many times throughout a social project.

This module is designed for beginners - You do not necessarily have to have experience leading initiatives to get the most out of the material. It was created based on the belief that there can be tremendous value in small initiatives taken by individuals. Some of these initiatives may grow into much larger ones – while others may remain small, yet highly significant to the people that are affected by them. Each unit features effective techniques to maximize the potential to bring about the desired changes, and tell if you were successful in bringing about the changes you want to see.

## Social Innovators on the Ground Say

"When you are looking at social innovation, the whole idea behind it is, 'you can do it' Not, 'no, this won't work'. We didn't spend a lot of time talking about the no's."

The module consists of:

**UNIT ONE** Building Effective Social Innovation Ideas

**UNIT TWO** Project Planning

**UNIT THREE** Successfully Communicating and Building Relationships

In each unit you will be given an opportunity to work through learning activities so that you can engage in critical thinking and come away with practical skills. The hope is this module will help you start with an intention to solve a social problem and uncover a social innovation along the way whether you are learning about social innovation, or working in an area that could benefit from this process.

## Learning Outcomes

*Here is what you will be able to do at the end of this module:*

- Define what social innovation means to you and its importance in addressing social issues
- Be able to apply innovative thinking during a social project cycle using key techniques

## Unit One: Building Effective Social Innovation Ideas

### Introduction

The topics covered in this unit will introduce you to social innovation, and the initial steps in developing an idea. This unit is designed to provide ways to understand the problem you are tackling, generate the most creative solution, and make informed decisions before you are asked to commit resources, and collaborate with others on social projects.

In this unit you will be covering the following topics:

Topic One: What is Social Innovation?

Topic Two: Understanding the Problem

Topic Three: Gathering Input and Ideas from Others

Topic Four: Before Jumping In: Can your Idea be Done?

### Learning Objectives

*Here is what you will be able to do at the end of this unit to support the module learning outcomes:*

- Identify the key characteristics of social innovation and provide examples
- Use a variety of questions to assess a social problem and provide rationales for why it needs to be addressed
- Use group facilitation, and perspective taking to develop innovative ideas with others
- Use risk assessment techniques to judge the likelihood of success of potential solutions to social problems

## Key Concepts

### Topic One

- Social Innovation
- Social Impact

### Topic Two

- Problem Definition
- Problem Symptoms
- Problem Causes

### Topic Three

- Peer Input Process
- Stakeholder
- Group Facilitator
- Perspective Taking

### Topic Four

- Feasibility
- Readiness
- Risks
- SWOT

## Learning Activities

*Complete the following practical learning activities:*

1. Complete Learning Activity 1.1: Examples of Social Innovation
2. Complete Learning Activity 1.2: Problem Definition Technique
3. Complete Learning Activity 1.3: Idea Generation Techniques
4. Complete Learning Activity 1.4: Feasibility Techniques

## Recommended Performance Evaluations

*To show you have learned the material, here is what you may be asked to complete:*

1. Unit Reflection
2. Discussion

## Topic One: What is Social Innovation?

You may be familiar with the term, innovation referring to technology. In a social context, **social innovation** can be seen as a term to describe a process that:

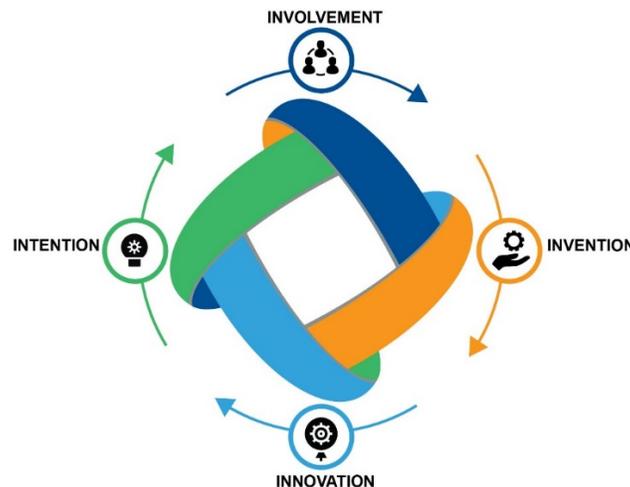
“Refers to the development of new ideas or the use of existing ideas to find solutions to social challenges. Social innovation entails an initiative, product, process or program that creates positive social outcomes for societies” (Social Science and Humanities Research Council of Canada).

Issues addressed through social innovation “can be as large-scale as fighting global climate change and reducing poverty or as small-scale as creating a community garden” (Goldenberg, Kamoji, Orton, & Williamson, 2009, p. 5)

Although, there can be many interpretations of social innovation, these two definitions focus on several core elements:

- There is an opportunity to address a social issue with an approach that is new, which can be adapted or inspired by different sectors
- Engaging collaboration with new people (e.g., communities, organizations) with new perspectives
- The key impact is performing a type of social good

Recall that in the introduction to this module, the idea of social innovation was at the end of the continuum that started with the intention to solve a social problem:



Let's start exploring some examples of social problems addressed by social innovation. The learning activity will help to engage with the material and concepts.

## Learning Activity 1.1: Examples of Social Innovation

### Directions

1. Read the two short examples of Social Innovation provided below.

Work through the consideration questions presented at the end of the examples. Ion, involvement invention and innovation of EXAMPLE ONE

A parent was telling an educator about how her 13 year old son who has autism was having difficulty doing his homework because when he works on the computer he is very easily distracted by noises lights and messages that pop up. While all children face these distractions, this child had more difficulty refocusing and it was causing him get behind in his school work. By coincidence, this educator had friends who were engineering students, and she asked them if there was a technological solution to this problem. She brought the parent and the engineering students together - and a solution was found. This one idea has now grown into a large project, where a university sponsors a marathon every year, where parents of children with special needs give examples of problems they think might be solved by technology, and the university sponsors a three day "lab" where engineering students work on selected problems to produce customized solutions. - A small idea - and a huge **social impact**, which is overall effect your idea has at the end of the project.

### EXAMPLE TWO

In a city in Europe, design students got together to discuss their concern about food wastage to combat the growing concern that many people in the community were hungry. They got together with local artists and held a one day workshop – with entertainment, discussions, and “how to” reduce food wastage. As a result of their efforts several hotels and restaurants changed their practice, which resulted in less wastage and more food available for food banks and other providers.

### Questions for Consideration:

What do these two scenarios have in common? Try to identify the following characteristics of social innovation from the examples:

1. What social problem or challenge are they addressing with a new approach?

2. What was the new approach?

3. How were others engaged in the project?

4. What was their desired positive social impact? Was it accomplished?

5. Are these projects big or small?

6. Can you identify any similarities between the two examples?

7. Given the above examples can you think of one other social innovation?

As you can see from the learning activity, identifying a problem is an essential first step, though recognizing the problem is not enough. What steps can you take to understand the problem and come up with solutions? How can you build upon the work of others to develop a unique idea?

For further inspiration, and exploration of the concept of social innovation:



[Social Innovation Photograph] Retrieved from <http://www.sigeneration.ca/home/linnovation-sociale/> November 09, 2017

Watch the supplementary video "*What is Social Innovation*" presented by Social Innovation Generation (SIG) a Canadian hub for social innovation.

See How Social Innovation has a positive impact on Canada? This video will help your understanding and provide more material for reflection.



OpenIDEO Featured Story



[Open IDEO Photograph] Retrieved from <https://openideo.com/> November 09, 2017

Go to *Open Ideo Stories* found in the supplementary resources section. These stories can provide more examples big and small of projects being conducted around the world

## Topic Learning Checklist

Can you identify?

- Unique approaches to social problems?
- The key problem that needs to be addressed
- How did they improve on it to meet a need?
- What can you say about the approach's effectiveness?
- The social impact?

## Topic Two: Understanding the Problem

Review your own work on Learning Activity 1.1 and reflect on the following questions:

1. Can you think about another way to address the same problems introduced in the examples?

2. Can you find any evidence of your solution being implemented by others by searching the internet? If so, what do you think this tell you about your idea? If no, what does this tell you?

Problem solving is the spark, or inspiration for social innovation. Albert Einstein is quoted as saying: "If I had an hour to solve a problem I'd spend 55 minutes thinking about the problem and 5 minutes thinking about solutions."

That is, to solve a problem – 95 percent of the time needs to be spent on understanding or defining the problem, and 5% on the solution. While the exact percentage may be debatable – the main message is certainly true. Much time, effort and resources are wasted when we rush for solutions before we understand the problem. Understanding the cause of a larger issue is crucial and can often lead to innovative problem solving approaches while saving you valuable resources.

Social  
Innovators  
on the  
Ground Say

" It took a couple of meetings for us to get really, really clear on what are we actually trying to fix. From there we had to ask: Okay, who else has done this?"

Useful questions to uncover whether a problem is worth tackling are:

- Is the problem something that you are passionate about, and why?
- What are social factors have created, or **caused** the problem?
- What negative social effects, or **symptoms** are created by the problem?
- Who is affected by the problem?
- What stands in the way of solving the problem?
- Are there examples of "solutions" to the problem that have worked?
- Who else sees this as a problem? Do others see the problem in the same way as you do? If not, how do they see the problem?

Let's apply these questions in the following activity:

## Learning Activity 1.2: Problem Definition Technique

### Directions

1. Read the example
2. Work through the technique using the example or substituting a social problem that you see every day or in your current or future work.
3. You can think about a problem individually, but there can be value in exploring a problem as a group to get everyone's shared vision of a project. Through the process below you can develop a reasoning behind pursuing a problem and show case your passion for the project by sharing it with others.

### EXAMPLE ONE

A social work student was doing a practicum at a parent support center. She noticed that very few parents were attending, even though in her estimation the resources offered at the center were very good. The center was in danger of losing its funding due to insufficient users. She thought that she would like to see if she could solve the problem, but first talked to different people about this. One person she spoke to said that the reason parents don't come is because in some cultures there is a stigma associated with reaching out and asking for help. Another said she thought that the main reason that parents don't come is that it isn't child-friendly enough, so that parents who are home with their children don't want to bring them. Another opinion concentrated on the quality of service provided. The student considered all these perspectives, and decided that she would focus on the third one... partly because this was something she could address within her role as a practicum student, and partly because she thought that by making the center more child friendly, with toys and books and activities for children, it would be more inviting to parents, and would help them become more comfortable in using the center.

PROBLEM DEFINITION TECHNIQUE		
#	Steps	Key Question for the Stage
1	Identify the core problem	Why is the problem important to you? Understanding why you are passionate about the question will motivate you to find a workable, creative solution.
Response:		
2	Who is it a problem for?	What group of people are you trying to help?
Response:		
3	What are the social or cultural factors at the root of this problem?	What is the core problem? What are the symptoms of this problem? What are the causes?
Response:		
4	What is the evidence that the problem needs to be addressed?	What are the pros and cons of pursuing this problem?
Response:		
5	Discuss the problem with others	What are others perspectives on the problem? If the problem is something that you are passionate about, likely others will be too.
Response:		

Problem Definition Technique adapted from NESTA DIY Toolkit: Problem Definition Worksheet <http://diytoolkit.org/tools/problem-definition-2/> Retrieved on: October 26, 2017 and NESTA DIY Toolkit: Causes Diagram worksheet <http://diytoolkit.org/tools/causes-diagram/> Retrieved on: October 26, 2017

## Questions for Consideration:

1. Summarize what you've learned throughout this process.

2. Did you find it helpful to engage with others around this problem? Did it help you in identifying unique ways to address the problem and help clarify your approach?

At this point you should have a sense of the work involved in identifying a problem, and supporting potential solutions with rationales. In our examples and in your own work you should see that there are benefits to engaging with others in coming up with solutions.

## Topic Learning Checklist

### Can you identify?

- The core problem being tackled?
- What are some potential causes of the problem?
- What are some potential symptoms of the problem?
- What group of people are being helped?
- Is the new approach effective?
- What are potential other ways to see the problem?

## Topic Three: Gathering Input and Ideas from Others

**H**ow are new ideas for solving problems developed? Like our definition of social innovation, sometimes it will involve taking an old idea, but looking at it differently, thus adjusting the wheel, rather than reinventing it and, sometimes, it will involve taking a completely new approach. But whatever approach you will take, it is vital to get input from a variety of other people in this part of the problem solving process.

It is also important to try to get input from people who may have different perspectives, but have an interest in the outcomes of the project. These are called **stakeholders**. For example, if you were thinking about a problem that arose in your practicum in a mental health agency, you would try to involve someone who has been a client if this agency, people who work as front line staff in the agency, and someone in a leadership or decision making position. This is because the more diverse is the group for idea generation, the more likelihood of rich discussion and input.

Social  
Innovators  
on the  
Ground  
Say

" It wasn't just a gathering of people where there was a free-flowing conversation. We were at the table groups. There was table discussion. There were focused questions. There was time for feedback and responses were being written down in order to give us some sense of here is what we are hearing. Here is what we are noticing. This is giving us kind of a sense of where we need to go."

" It is about challenging ourselves to think outside the box. I think that we tend to do our work in silos and get so focused on how we do our work and the mandate that sometimes we don't look up and look around and see the power of doing some of those things together. "

An approach used by The United Way of Calgary and Area suggests that it is extremely important to have a good question to start any idea generation process. Basically, the question asks "how can we, or what can we do, to address a problem or accomplish what we want to achieve?"

Group discussions are generally used for idea generation – but if it is not possible to bring a group together, you can still use some of the tips for group discussions in conversations with people individually. Group discussion can be very informal, or more structured. To try it out follow the instructions below.

## Learning Activity 1.3: Idea Generation Techniques

### Directions

1. Building upon the problem you explored in Learning Activity 1.2.  
Note: Be sure to keep an open mind to the perspectives of others.
2. Use the tables and follow the steps in the process.
3. Your goal is to use this time to create a shared understanding between different people. Gather together a group of 3-4 people to discuss the problem you are looking to understand further.
4. Notice that you will be a **group facilitator** of the discussion. This means you guide the process, but do not overly involve your opinion. You are a listener, and provide space for discussion. You may want to ask permission to record the session.
5. Alternatively, complete the Perspective Taking Technique.

PEER INPUT PROCESS TECHNIQUE		
#	Steps	Key Question for the Stage
1	Clearly state the problem or idea you want feedback on.	Why are you exploring this problem and what difficulties are you facing?
Facilitator Notes		
2	Let the group clarify the question	If the group is having a hard time explaining, allow time to clarify the question.
Facilitator Notes		
3	Allow the group time to ask probing questions	The group can now ask how, or why questions about the idea being explored to get an idea of the vision, and add their feedback
Facilitator Notes		

4	Allow time for the group to discuss the question or idea amongst themselves now that they understand the vision.	What are the pros and cons of pursuing this problem?
Facilitator Notes		
5	Discuss the problem with others	What are others perspectives on the problem?  If the problem is something that you are passionate about, likely others will be too.
Facilitator Notes		
6	The group facilitator can now provide feedback	What parts of the discussion really resonated with you?  What decision can you reach based on the feedback of the group?  Do you have any clear actions or direction from the group discussion?
Facilitator Notes		

Peer Input Process Technique adapted from United Way Calgary and Area Leading Boldly Peer Input Process  
<http://www.calgaryunitedway.org/images/uwca/our-work/social-innovation/leading-boldly/6%20toolkit%20peer%20input%20process.pdf> Retrieved on: October 26, 2017.

While facilitating a process like the one above helps guide others through ideas. An idea to help think differently is **perspective taking**. Essentially, putting yourself in a mindset of others. Taking time to understand how they might feel about a situation, or problem.

## Directions:

1. Follow the steps in order.
2. If you are learning on your own, without access to others like a trusted colleague or friend, try thinking about a problem from varying perspectives, and note all the observations that occur at each stage.

PERSPECTIVE TAKING TECHNIQUE		
Steps	Perspective	Observations
1	Factual	
2	Emotional	
3	Logical	
4	Cautious	
5	Out-of-the-Box	
6	Managerial	

Perspective Taking Technique adapted from NESTA DIY Toolkit Thinking Hats Worksheet:

<http://diytoolkit.org/tools/thinking-hats/> Retrieved on: October 26, 2017

## Questions for Consideration:

1. Summarize the key points discussed at each stage of either the idea generation process, or perspective taking process. What are some key insights you uncovered?

2. What did you find rewarding and challenging about this process?

For more ways to gain feedback from others and generate ideas, see these supplementary resources:



NESTA DIY Fast Idea Generator Photograph]  
Retrieved from <http://diytoolkit.org/tools/fast-idea-generator/November 09, 2017>

A more advanced idea generation technique is the *NESTA DIY Fast Idea Generator*, it provides a more advanced framework and techniques to approach your social problem in multiple ways.

This is a good resource if you are asked to develop ideas at work, and have more familiarity with the field, or problem you are addressing.



The Centre for Disease Control and Prevention  
Photograph] Retrieved from  
<https://www.cdc.gov/November 09, 2017>

For a well-structured focus group approach the *Nominal Group Technique Guide* provided by The Centre for Disease Control and Prevention is an approachable explanation and breakdown of the steps involved in setting up a group discussion. Though slightly more advanced, it has shown to be highly effective in conceptualizing complex ideas.

## Topic Learning Checklist

Can you identify?

- Can you identify the different stages of the peer input process?
- What are you trying to accomplish by gathering a group together?
- What is the purpose of perspective taking?
- How does the peer input process help you further refine your idea and understand the problem?
- What are the potential pros and cons of each approach?
- What are the potential pros and cons of each approach?
- Are you looking for similarity or diversity in opinion?

## Topic Four: Before Jumping In: Can your Idea be Done?

By this time, you will have understood much about the problem you want to address, and have tested out your ideas for a solution with a number of different people. There is one more step that is very important to do before you jump in with a project. All projects entail some challenges, and there are few ideas that are guaranteed to be successful. However, there are some tried and true ways of assessing the degree of risk associated with a project. A simple way of doing this is brainstorming and making a list of potential challenges, for example:

1. People won't attend meetings
2. The costs will be too high
3. Neighbors may oppose the project because of noise level

Social  
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on the  
Ground Say

" I understand that many of agencies can be risk averse. The question is: How do I get them from being a very siloed risk averse group bound by rules and how do I get them to combine their services and work together? "

Now let's think about how these risks might impact your project.

It is important to think about these so you are prepared to encounter them, and decide if these risks can be overcome, or that the potential outcome of the project is worth the risk, or in other words the readiness of the project.

Let's try it in the following activity:

### Learning Activity 1.4: Feasibility Techniques

#### Directions

1. To get you thinking about the **feasibility** which is the readiness of your project to move forward successfully and be able to complete its goal given your resources fill out the risk table to see where there are challenges or barriers to your project.
  - Write what would be the impact should this occur
  - Write what (if anything) can be done to minimize the risk
  - Write what would be the impact should the "the risk occurrence" actually occur.
2. Insert the content into the template below.

RISK ASSESSMENT AND READINESS TECHNIQUE			
Risk	Possible Impact of Risk	How to Minimize (if anything)	Actual Impact of Risk

Having placed all the information on a page, and looking at it together, helps arrive at an informed decision about the degree of risk you are willing to take. It is often helpful to set a degree of risk that you are willing to take.

It is interesting that what some people see as a risk, others see as a challenge - and in fact the boundary between these two concepts is often not clear. The very nature of innovation necessarily involves some risk, because it involves trying things that have not been done before. Being too afraid of risks can hamper your creativity and prevent you from actually making your good idea happen. **Deciding how much risk you can or want to take will be an important step.**

Social  
Innovators  
on the  
Ground  
Say

" In social innovation you are re-thinking how to work something, to do that you need a different type of thinker. So surround yourself with those kinds of people. You need those kinds of people. You need people that think like that. You might not like them. They might not be who you would normally go to for something but resist falling back on what is comfortable... "

Now that you've thought of some risks and strategies to address them, the next step you can take is to further assess the project's feasibility by thinking about other key factors.

The **SWOT** is a balanced approach for well-reasoned decision making. This technique can help you come to a better understanding of what makes your project unique and where the project may need help to succeed.

S	<p><b>Strengths:</b></p> <p>What characteristics, talents or abilities can I or others capitalize on that will help me to achieve my goal(s)?</p>
W	<p><b>Weaknesses:</b></p> <p>What weaknesses do I have that I can improve upon to increase my chances of success?</p>
O	<p><b>Opportunities:</b></p> <p>What types of opportunities exist that can help me to eliminate or address my weaknesses or threats in a positive way?</p>
T	<p><b>Threats:</b></p> <p>What types of threats or risks exist that may interfere with my goal?</p>

SWOT image adapted from TOWES Sharpening Goals Module p. 5.

<http://www.towes.com/media/43734/bvc%20mod%201%20unit%202%20july.16.p.doc> Retrieved on: October 26, 2017

## Directions

1. Expanding on the Risk Assessment Technique work through the SWOT Analysis Technique.
2. Ask yourself the following questions remember to include as much detail as you can and ask for feedback to ensure you are being realistic in your critique of the project and your capabilities.
3. Insert the content into the template below.
  - Strengths: What do you do better than anyone else that can help you propel your idea? What skills do you possess?
  - Weaknesses: What weakness can you improve upon that will help your idea succeed? Be truthful.
  - Opportunities. What resources do I have that can help me address my weaknesses and improve my idea?
  - Threats: What are the risks to my idea, and can these risks be overcome with my strengths and opportunities?

SWOT ANALYSIS TECHNIQUE	
Problem or Idea:	
<b>Strengths</b>	<b>Weaknesses</b>
<b>Opportunities</b>	<b>Threats</b>

\*SWOT Technique Template Adapted from TOWES Sharpening Your Goals Module p. 9.

<http://www.towes.com/media/43734/bvc%20mod%201%20unit%202%20july.16.p.doc> Retrieved on: October 26, 2017

Threats and weaknesses can be seen as the risks to the project. But, if you believe in the opportunities and strengths the project can have its rewards. Taking a measured approach to the factors you've identified, rather than being too focused on risk will help you make the best decision possible.

## Questions for Consideration:

1. From the SWOT Technique areas can you come up with a list of steps you can take to minimize your threats and weaknesses?

2. How can you refine your idea after going through this process? Are you more swayed to go forward with your project or stop?

For more ways to assess the readiness of your project see the following supplementary resource:



A natural extension of *Risk Assessment and Readiness* is a *logic model*. *Dr. Gail Barrington* provides an activity that can be adapted to assess the feasibility of a project. Just insert your idea/problem into the Reason box and work from there. This activity will be explored further in Unit Two.

Throughout Unit One you have been given practical steps to guide the initial idea and development stage of a social innovation project, and learned to balance the excitement of a good idea by carefully considering the problem, get input and perspectives of others on the problem, and assessing the wider needs of a social project by balancing the opportunities with the risks and realities of going forward with the project.

## Topic Learning Checklist

Can you identify?

- Potential risks/barriers that might slow your project down
- Potential risks and barriers to a project
- Can you identify strategies to overcome these barriers and risks
- Strengths of your idea and project
- Weaknesses of your project
- Opportunities and resources to strengthen your project
- Threats for completing your project
- Whether to go ahead with the project.
- Why it is important to accept a degree of risk in social innovation projects?

## Recommended Performance Evaluation 1: Unit Reflection

### Background Information

The unit reflection questions give you an opportunity to reflect on key learnings and takeaways from the material. The primary purpose of this activity is to ensure you have a platform to record key insights that can be applied to subsequent units and ultimately projects to which you are involved.

Consider the following questions using your experiences and key takeaways from Unit One. Your focus should be on capturing the key learnings from the unit, plus reflection and application.

### Directions

1. Revisit the learning checklists for each topic and complete the following questions:

- a. Topic One: What is Social Innovation?

Can you define what social innovation means to you? Does your definition include completely new ideas, or adapting approaches in a new way?

- b. Topic Two: Understanding the Problem

What types of social problems were you drawn to? How was your understanding of social problems improved by thinking deeper about the problem? What steps in defining the problem were the most difficult, and why? Which steps provided you with the most useful information, and why?

- c. Topic Three: Gathering Ideas from Others

What did you find rewarding and challenging about engaging others in your idea generation processes? What do you see as the pros and cons of gathering feedback from others? Was it more helpful to engage in perspective taking? What pros and cons exist from each type of idea generation?

- d. Topic Four: Before Jumping In: Can your Idea be Done?

How did assessing your strengths and weaknesses help your idea? Did anything surprise you about where your idea started and where it ended up at the end of this unit? Which activity did you find the most helpful in developing ideas?

2. Thinking Broadly
  - a. As you have gone through the topics, which topics fit under the different parts of the social innovation cycle:

- b. How has your understanding of *Innovation* changed after completing this unit? Think about how you defined innovation prior to this unit and note what, if anything, changed?

- c. Has your introduction to Social Innovation ideas changed the way you see your course, or your current or future profession?

## Recommended Performance Evaluation 2: Discussion

### Background Information

Now is the opportunity to discuss the things that you learned and found interesting from the unit. Please discuss with your classmates in the discussion forum. If you are learning elsewhere you can discuss what you have thought about with a friend, mentor, or colleague.

### Example Discussion Question

1. Make a post in the *week 1* discussion forum that includes:
  - a. an example of social innovation
  - b. what you found as the interesting approach to a problem
  - c. what impact you see for these initiatives, or ones like them
2. In addition respond to your peers with value added responses i.e., responses that build upon the insights or examples presented, pose a question etc.

# CONGRATULATIONS!

You have finished Unit One. Please proceed to Unit Two.

## Supplementary Resources

Social Innovation on the Ground: Accessible and Evidence-based Tools for Social Innovators. Final Study Report.

Topic One: What is Social Innovation?

IDEO: OpenIdeo Stories. Retrieved from: <https://stories.openideo.com> Retrieved on: October 26, 2017.

*Social Innovation Generation (SIG) "What is social innovation?" Video*: Retrieved from: <https://www.youtube.com/watch?v=1j7L6nOkQFo> Retrieved on October 26, 2017.

Topic Three: Gathering Input and Ideas from Others

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