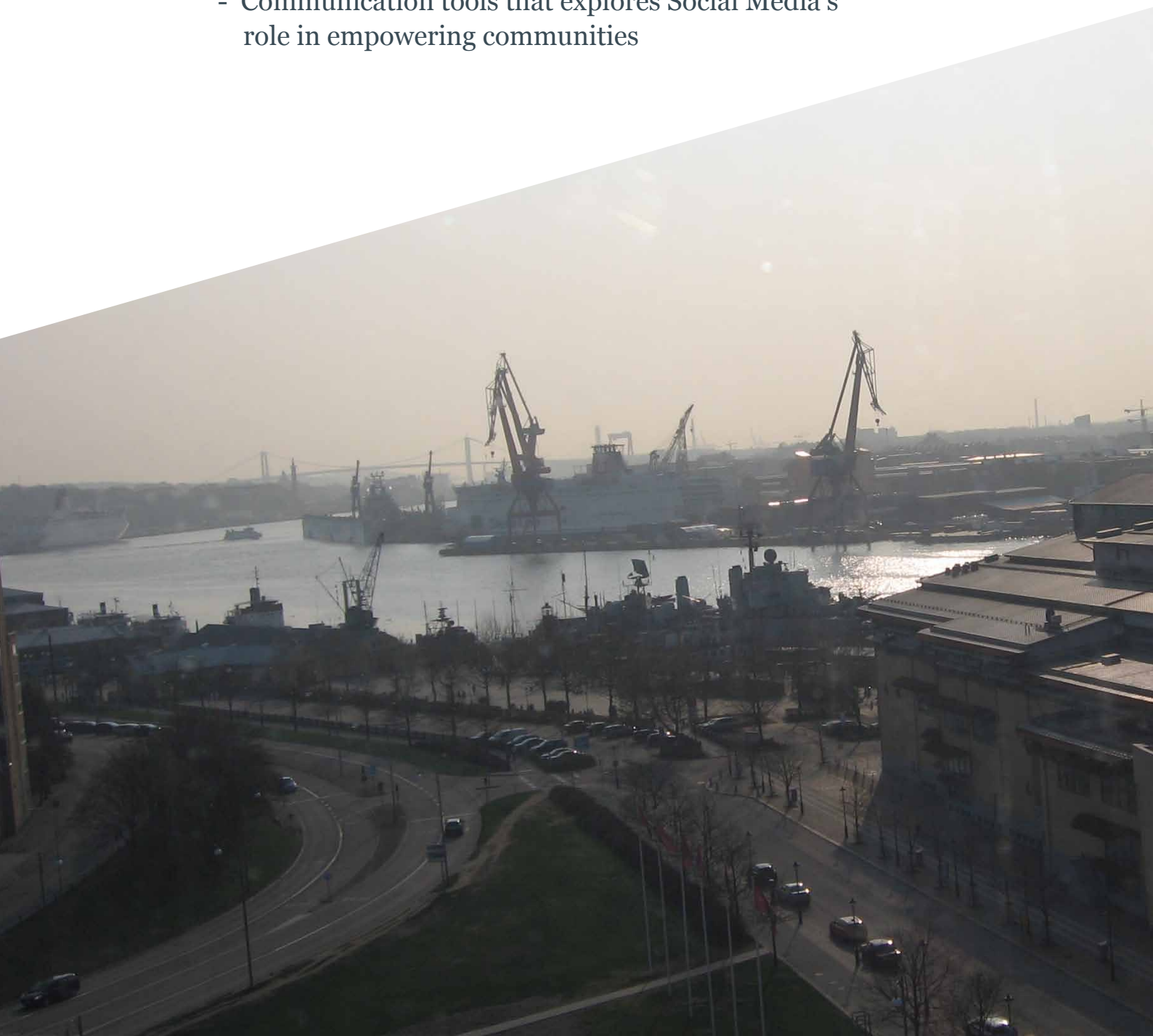


Master Thesis - Business & Design Master level  
Manilla Shillingford VT 2011

# *RiverCity* *vision dialogue*

- Communication tools that explores Social Media's  
role in empowering communities



# ACKNOWLEDGEMENTS

I thank the RiverCity unit for letting me use the dialogue phase as a case in this study. A special thanks to Camilla Näslund, Gerd Cruse Sondén and Carin Malmberg for all the support and input.

I also would like to thank my tutor Martin Farran Lee for keeping me focused and Emma Rex and Lena Hansson for great feedback. My fellow class mates from Business & Design are always a great source of knowledge and reflections and thanks to all who have given their time to participate in the test workshops.

And of course thanks to my dearest family for all the support and inspiration.



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# Introduction

I approached the RiverCity (Centrala Älvstaden) project unit with an interest in citizen empowerment and city planning. The meeting led to this study and the case study is done in collaboration with the RiverCity project unit. The project unit has been appointed by the municipal executive board to create a vision for the new area. The RiverCity is located in the heart of Gothenburg city and citizen dialogue will be an important part of the planning process. The citizen consultation period will invite all Gothenburg inhabitants to participate in the end of 2011. The case in this study is focusing on how citizens can get involved and engage in the dialogue.

To explore these subjects in this study, a design process will be used to think differently about how designers can apply their tools of practice to tackle social issues and empower the democratic process. To employ a design process with the aim to improve people's lives is something that is done within the field of Social Design. This type of design addresses the needs and issues of an ever-changing society and often uses the tools of Service Design to achieve its goals.<sup>1</sup> Therefore, Service Design tools will be used in the applied design process.

## My own background

Previous to my studies in Business and Design, I worked within the fields of advertising and regeneration. I have therefore previously been involved in campaigns that aim to develop and engage communities. During my Master studies I have worked on two projects with the municipality of Tjörn. The aims of those projects have been to explore how they can use their cultural resources and involve their citizens more in the development process.<sup>2</sup> Within this study, my past knowledge and experience will be used to further explore these aspects.

# Background

A democratic society thrives when all involved are active participants. The lack of information and knowledge not only creates a disability for some citizens to participate fully in the community but also consequently harms the entire community. All participants need civic information to be empowered to fully participate and see the opportunities for themselves and their families.<sup>3</sup>

*"Unless people, armed with information, engage with their communities to produce a positive effect, information by itself is powerless".<sup>4</sup>*

The democratic aspect of the access of information requires a clear communication outlet, something that is not present in a lot of councils today. The differing and often competing interests of many different constituent groups are often a great challenge in a democratic society.<sup>5</sup> The public sector and its organisations are the ones who are appointed to gather these interests and information. They are under pressure to improve results and public involvement and to do this with shrinking budgets.<sup>6</sup> To be able to

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1 M. Stickdon, J. Schneider (2010) This is Service Design Thinking  
2 [http://culturalplanninglaboratory.se/sites/default/files/intervjuer/intervju\\_tjorn\\_hdk.pdf](http://culturalplanninglaboratory.se/sites/default/files/intervjuer/intervju_tjorn_hdk.pdf)  
3 Informing communities- Sustaining Democracy in the Digital Age.(2009)  
4 Ibid., p.12  
5 E. D. Kelly. (2010) Community planning: an introduction to the comprehensive plan.  
6 M. Hartmann, F. Nolte. (2002) Morgondagens demokrati.

modernise the public sectors practices and improve productivity are new solutions and resources needed. Social networks are developing a more prominent role, affecting our involvement and the way we collect information. It therefore seems relevant to investigate how social media can be used to inform and engage the society. Today are several revolutions taking place in the Arab world all in the name of democracy and citizen empowerment. Social Media defined through different applications has become a source of native information reporting news from these regions. This information has revealed an insight and views of civilians, which have been presented as interpretations reported by journalists.

*“This ability to connect people around shared values makes social media important in times of war and peace...When people align around shared political, social, economic or environmental values, and take collective action, thinking and behaviour that compromises the lives of millions of people around the world can truly change”.<sup>7</sup>*

This study have a case which is focusing on a developing area in Sweden, a democratic country. It is however important to stress that a democratic society is only achieved if it allows its citizens to be active participants.<sup>8</sup> The Swedish election last year resulted in that a nationalist party was elected into the parliament. This may show many peoples frustration and desperation for a need of change. Political activities and engagement are vital as they contribute to the establishment of a democratic culture. Sweden has lost the general publics interest in politics and civic engagement, especially the interest of the younger generations.<sup>9</sup> This is why this study will explore how the citizens themselves can engage more and find their own voice and role in today's society.

## Aim

This master thesis will explore Social Media's possibilities and limitations for being used as dialogue/consultation tools, which aims to create a democratic civic engagement in a visioning planning process. It will also explore the use of design as a strategic process to identify potential tools for a citizen dialogue.

## Research Question

How can Service Design and Social Media be used to empower democratic aspects of citizen engagement in an areas visioning process?

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7 S. Mainwaring, (2011), <http://www.fastcompany.com/1743530/is-social-media-the-web-s-weapon-against-war>

8 M. Behrouzi, (2006) Democracy as the political empowerment of the citizen: direct-deliberative e-democracy.

9 P. Dalhgren, (red.), (2002) Internet, medier och kommunikation.

# Methodology

This is primarily a qualitative study, where my own interpretations and experiences will colour the results. The empirical study is based around a design project with the purpose to develop tools, which aims to aid a citizen dialogue. A large part of the gathering of data is based on users silent knowledge by using and testing people's experiences and thoughts.<sup>1</sup>

A design process will set the framework of this study and a process of design can be managed in different ways. The British Design Council have developed a way of describing a design process and called it the 'double diamond' diagram. The diagram is divided into four distinct phases, Discover, Define, Develop and Deliver. These different phases should represent the different modes of thinking that the designers use in a creative process.<sup>2</sup>

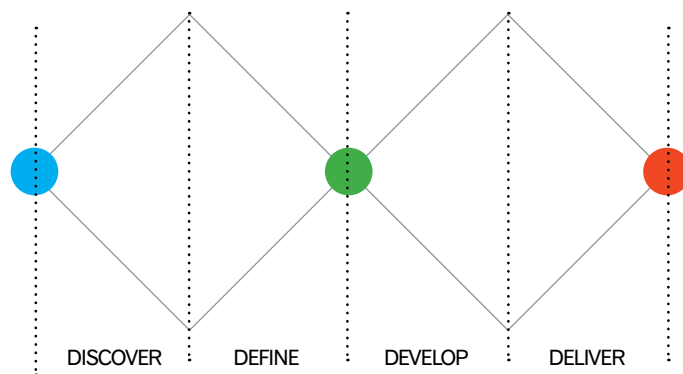


Fig 1 The 'double diamond' (The Design Council)

The design process defined by the Stanford University is sectioned into six stages.<sup>3</sup> There are similarities between the 'double diamond' and Stanford's design process but the latter is more in suite for this type of study. Below are the relationships between the different stages illustrated.

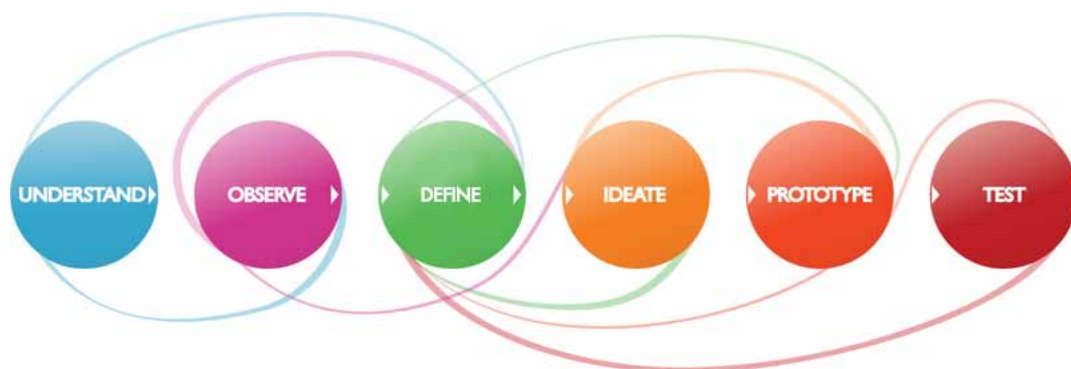


Fig 2 The Stanford University Design Process (source: dschool k12)

The one stage that will be of importance in this study is the evaluation of my own result and process, something lacking in both of these design processes. This is why I have modified the process by adding a last stage 'Evaluate'. This study will not observe any user until the 'Test' section. It felt more appropriate to call the 'Observe' stage 'Reflect' as this

1 B.Molander (1996) Kunskap i handling.

2 <http://www.designcouncil.org.uk/about-design/How-designers-work/The-design-process/>

3 [https://dschool.stanford.edu/groups/k12/wiki/606dd/Process\\_.html](https://dschool.stanford.edu/groups/k12/wiki/606dd/Process_.html)

section is mainly reflecting on the use of the theory and the RiverCity's mission. I have therefore also modified the 'Observe' stage to 'Reflect'.

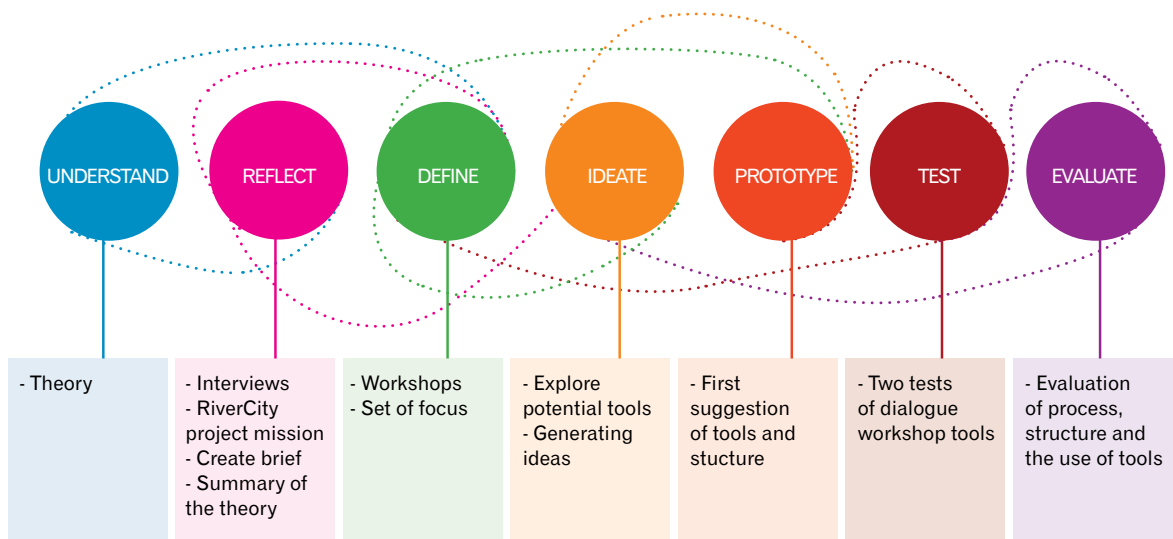


Fig 3, Modified Design Process based on the Stanford University Design Process

As demonstrated above is the theoretical framework presented in the first section. In the following sections are tools/methods used not to describe but to explore the design process and will create a result which will both be tested and evaluated.

I have also mapped out my own process and plan to connect to my definition of a design process. The plan that also presents milestones and a time line that also shows my own involvement in the development of dialogue tools used in the case.

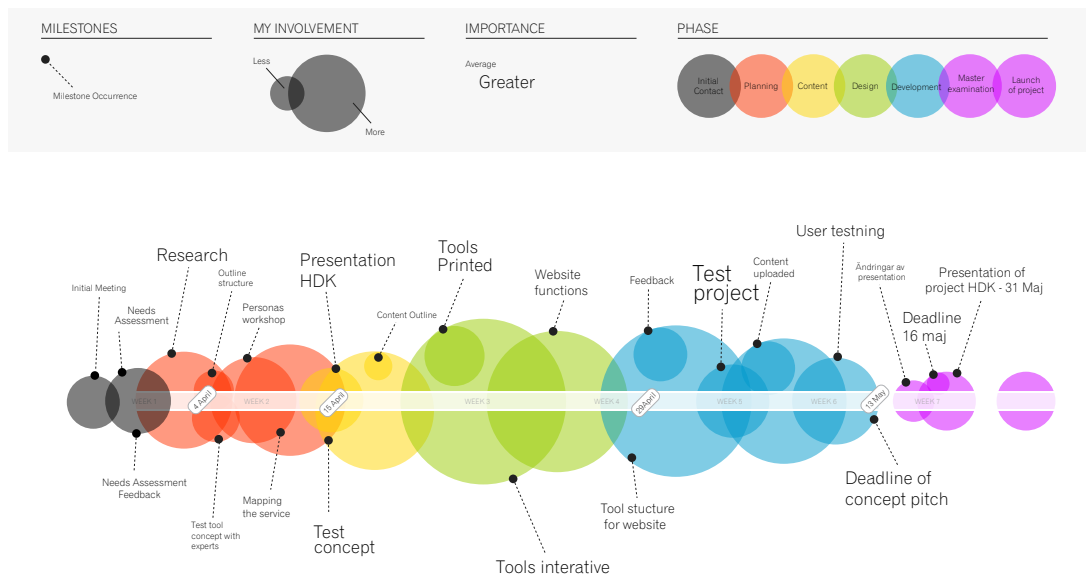


Fig. 4, Case plan, (see appendix 9 for larger version)

The tools that I'm using in the design process are based on Service Design methodologies as I find them most appropriate to plan and organize the communication and components used in a dialogue tool.



## Service design methods

I have used following service design methods/tools in my design process:

Issue cards / Personas	Collective Wisdom of Crowds	Evidencing
<p>Personas are a series of descriptions of users and are based on the insight of users. Issue cards are used in the 'Define' stage to support the development by changing the dynamics inside the dialogue team. Each card presented a persona and will give suggestions of new interpretations of the problem and present a different point of view.</p>	<p>Rather than just engaging experts in receiving expertise or information can communities of interest also be included. This concept will be used to suggest how a co-creating vision can be implemented.</p>	<p>Evidencing are used in the 'Prototype' stage and means to create objects and images that explore the way a proposed design will be presented in the service. The images should also create a feel for different user touchpoints.</p>
Context panorama	Relationship map	Prototyping
<p>Image collage and words are used to visualise a concept. This is a visualisation tool that is used to present the first service ideas that are produced in order to feed the creative process and adapt the designing process. This is used as a tool in the prototype workshop.</p>	<p>Maps the relationships between user and providers of a service, which allows designers to understand and evaluate important relationships. This type of mapping was used in the 'Ideate' section.</p>	<p>An approach that can be used to managing risk and 'learn by doing'. The needs of the users can be complex and services need to be able to respond to that complexity. The prototype tool is not aiming to get it right first time. This approach is used in the 'Prototype' stage.</p>
Blueprint	Offering map	Proof of concept testing
<p>A blueprint maps the interaction between users and providers. The blueprint in this study will be used to demonstrate the line of interaction in a dialogue workshop. It used to present the workshop structure and the resources needed for the implementation.</p>	<p>To visualise the new opportunities for were change can emerge is an offering map used, which maps user touchpoints. This tool is used to map the relationship between the dialogue tools and what it will offer its users. This aims to show how it can be used to influence the wider social context. A offering map is used in the 'Evaluate' section.</p>	<p>Rather than to test a product or service is an idea tested. It usually involves asking users from he target audience to assess, rate or refine a concept. This is used in the 'Test' section.</p>

(All methods are adapted to the needs of the case study. Source for methods<sup>4</sup>)

Other methods used are; interviews, workshops and to do research based upon observations and literature studies. The results of these methods are used as a part of the design process and will therefore shape the end product.

<sup>4</sup> M. Stickdon, J. Schneider (2010) This is Service Design Thinking.  
<http://www.servicedesigntools.org/>

J.Caulier-Grice, G.Mulgan, R.Murray (2010) The open book of social innovation.

Following chapters will be categorised to follow my own design process.

# *Understand*

## **Theoretical framework**

I have chosen to present my theoretical framework in my design process, as the 'Understand' phase is also my understanding of theory and will act as a first research section for the study. This chapter is presenting literature and theories from emerging fields that will create a foundation and understanding of how to meet my aim. As the visioning process is a part of a Planning process will methods in this field that are involving the citizens be investigated. Secondly are Social media and the online environment presented to explored and identify potential tools of interaction that can be use in a dialogue process. The democratic process and political power that states the citizens' role in the society are then being explored to get an understanding of the conditions of public participation. Lastly are Service Design being explored to get a better understand how Social Design and co-creation methods can be used to develop engaging tools and innovative approaches. The 'Observe' section are presenting reflections and a summary of the theoretical framework.

## **How to involve the citizen in the planning process**

In order to describe the potential uses of Social Media in public participation will this section present a short summary of planning methods that include the citizen in the planning process. Planning processes are not only covering places and buildings but also include the development of neighbourhoods. When referring to the term neighbourhoods and communities to describe a certain urban place we need to have a consensus that everybody knows and agrees what it references to. The ancient Greeks in the seventh century (B.C.) had a form of planning known as '*Milesian*' where neighbourhoods were blocks that created and divided the city. We have today embodied the notion of more social and cultural elements when referring to neighbourhoods.<sup>5</sup> There are several forms of planning and the terms city, regional and community planning are used to define different fields within planning.<sup>6</sup> Most forms of planning have the elements of; monitor, gather and analyse data, create policies and make implementations.<sup>7</sup>

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5 W Peterman, (2000) Neighborhood planning and community-based development: the potential and Limits of Grassroots Action.

6 S. B. Kelly, (2004). Community Planning: How to Solve Urban and Environmental. Problems.

7 E. D. Kelly. (2010) Community planning: an introduction to the comprehensive plan

## ***Planning and the role of the citizen***

**Community planning** are typically used to describe the local planning process, which holds a great emphasis on public participation.<sup>8</sup> This form of planning is different from others mainly because the first step in the process is to identify a collective set of goals or common vision. There are several approaches and the appropriate approach should depend on the needs of the community and their preferences. These are then used to shape the basis of a comprehensive plan for the area.<sup>9</sup> Most plans are developed by using a combination of approaches driven by; issues, goals, trends, opportunities, and vision. The use of related disciplines in an effective 'action plan' should be answered by the areas needs. It could be problems and needs based upon environmental issues relating to natural resources or the lack of economic resources that create worklessness and desertion of an area.<sup>10</sup>

Another type of planning is **Cultural Planning** that I was introduced to in my projects with the municipality of Tjörn previously mentioned in the introduction section. Cultural Planning is a method that advocates a local engagement and stresses the importance of citizen dialogue. Part of the method's process is to identify the area's cultural values. These values are then used as assets, which will allow the development to shape a direction and clarify the priorities and initiatives in a plan of action. This is done by 'mapping' these types of information and the citizens become a valued source and main contributor in this process. It is a democratic approach that aims to include the citizens of the area in the planning process. These assets are transferred into strategic projects in various fields, such as master plans, comprehensive plans and visions.<sup>11</sup> The goal is to increase local cooperation and bridge the gap between culture and community. The method provides an overall picture of a society with cultural resources as important elements.<sup>12</sup> **Community Cohesion** is a term that refers to social cohesion and the process of working to develop and strengthen the cohesion of an area. When renewal or development occurs in an area, it may create a feeling of uncertainty and concern among residents, which often results in a disturbance in the area's cohesion. Community Cohesion is in favour of dialogue that will shape common values. These values can then be used in the development work to create a greater cohesion and integration in an area. Just as in Cultural Planning, is a dialogue with the residents and get them involved vital for the creation and implementation of the development.<sup>13</sup>

Both Community Cohesion and Cultural Planning stresses the identification of the developing area's values and assets. The elements or the glue that holds it together creates the community identity. The different elements that shapes and represents the area is the citizens of the community which provides one perspective. People from the 'outside looking in' may see the area in a different way. These two perspectives can be used to detect and enable hidden resources. The two perspectives is similar to the structure of human group identity. George Herbet Meads' theory on social self connects the importance of social context with the creation of self-identity. Mead describes in his theory how the person's identity is created, maintained or transformed through the discussion between the 'me' and 'I'. He bases his theory on the statement "I can see me, because I can take the role of the other."<sup>14</sup> This definition of the concept of identity has since then been developed and applied to business and organisational identities. M. Hatch and M. Schultz summarise Mead's theory with the statement, 'because people say things about me, I must exist and I can therefore respond to what others think'. In an organisational/business context, it means that 'I' is defined as the identity that the organisation claims to have and the 'me' is the corporate identity that is perceived from others outside the organisation.<sup>15</sup>

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8 S. B. Kelly, (2004). Community Planning: How to Solve Urban and Environmental. Problems.

9 E. D. Kelly. (2010) Community planning: an introduction to the comprehensive plan.

10 S. B. Kelly, (2004). Community Planning: How to Solve Urban and Environmental. Problems.

11 L. Lindkvist, E. Månsson. (2008) Cultural planning – om att se på en plats med nya glasögon

12 B. Johansson, E. Månsson (2003), Cultural planning en samhällförändringsmetod

13 <http://vimeo.com/2981426>

14 G. H. Mead. (1934) On social psychology.

15 M.J. Hatch, M. Schultz (2002)The Dynamics of Organizational Identity - Human Relations

The inventory of cultural resources in a mapping process can use the 'Me and I' perspective presented in the Hatch and Schultz take on Meads' Theory. The cultural resources identified by residents, local politicians and municipal officials is the 'I'. The resources mapped by those who do not have a direct link to the area and are able to give a more bias view and form the 'Me'. This give you an idea about the importance to include the 'outsiders' views and opinions to explore hidden potential or explore the identity of an area.

## Social Media

This section explores the different applications/tools that can be used to engage and enable a high degree of involvement. It also investigates how the current digital climate of Social Media is affecting our social cohesion and feel of being involved in this type of environment.

### ***What is Social Media***

Social Media can be described as a technology and a way of approaching our environment where the analog meeting are complimented with the digital. It is made up of many applications and ways of interaction online.<sup>16</sup> The most common use of Social Media can be categorised into five sections:

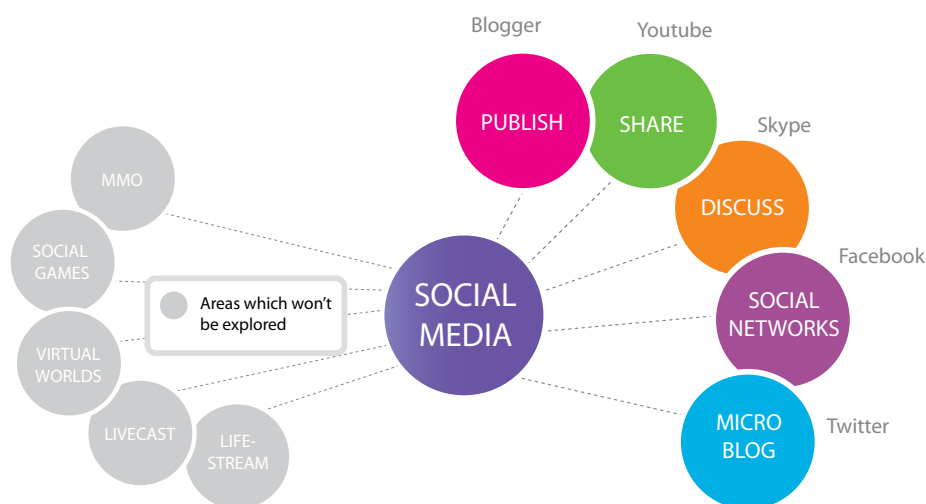


Fig 5, Application landscape of Social Media.

#### ***Publish***

*Blogs* - is one of the best known form of Social Media, blogs are online journals, with entries appearing with the most recent first.<sup>17</sup>

*Wikis* - these websites allow all users to add or edit the content.<sup>18</sup>

*Podcasts* - audio and video files that are available by subscription, through services like Apple iTunes or online radio stations.<sup>19</sup>

*Forums* - areas for online discussion, often around specific topics and interests.

Forums came about before the term 'Social Media' and is a popular element of online communities.<sup>20</sup>

16 B. Stakston (2010) Politik 2.0 - konsten att använda sociala medier bok & blogg.

17 Ibid.,

18 Ibid.,

19 Ibid.,

20 B. Stakston (2010) Politik 2.0 - konsten att använda sociala medier bok & blogg.

## Share

*Content/Media sharing* - communities which organise and share particular kinds of content. The most popular communities are sharing; photos (Flickr), bookmarked links (del.icio.us) and videos (YouTube).<sup>21</sup>

## Discuss

Applications where people can chat by using 'instant messaging' and talk online.<sup>22</sup> Most popular applications are Skype and MSN.<sup>23</sup>

## Social networks

These sites allow people to build personal web pages and then connect with friends to share content and communication.<sup>24</sup> The most used social network in Sweden today is Facebook.<sup>25</sup>

## Microblogging

Twitter is the leader in this field and can be described as social networking combined with bite-sized blogging, where small amounts of content (posts) are distributed online and through the mobile phone network.<sup>26</sup>

In a statistical investigation was done by 'Stiftelsen för Internetinfrastruktur' to investigate the Swedes use of Internet and is it described that 1,5 million Swedes 'comment' regularly on others written 'posts' on the Internet. There is also an equal amount of users that make status updates regularly and a half of million Swedes are every week publishing photos on the Internet.<sup>27</sup> Based on these indications of use will the categories Social Networks and Web Communities be explored further.

## Social Networking Tools

Social networking is a space that enables social collaboration. Rather than to be passive onlookers, users become an integral part of the network as they contribute to discussions as peers rather than outsiders. Social networking can provide governments with new tools but also a Social networking can provide governments with new tools but also a new model, as the knowledge is released rather than controlled.<sup>28</sup>

The content in Social Networks are generated by its users, who themselves create the network by adding their own photos, profiles, commenting on what others write and by updating their status of what they are doing. Many also write own texts that are then called posts. Examples of Social Networks are Facebook, LinkedIn and MySpace. These types of activities are becoming increasingly common over the last few years and more and more are getting involved. These types of user-generated networks are used by millions of Swedes.<sup>29</sup>

## Web Communities

Web communities or communities have been a part of the Internet from the beginning. People relate to those who share a common interest and their interaction with each other is mainly to raise questions by commenting on each other's posts. The difference between online communities and social networks are mainly the purpose of interaction. Online communities emerge from a built common interest, social networks focus more on the possibility to meet friends and friends of friends but also to meet new people. It

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21 <http://www.alex.com/topsites/countries/SE>

22 B. Stakston (2010) Politik 2.0 - konsten att använda sociala medier bok & blogg.

23 Ibid.,

24 Ibid.,

25 <http://www.alex.com/topsites/countries/SE>

26 B. Stakston (2010) Politik 2.0 - konsten att använda sociala medier bok & blogg.

27 O.Findahl, (2010) Svenskarna och Internet 2010

28 M. Batorski, D. Hadden (2010) Embracing Government 2.0:Leading transformative change in the public sector

29 O.Findahl, (2010) Svenskarna och Internet 2010

was mostly teenagers who took an interest in these social networks in the beginning, today has the interest been spread to all ages.<sup>30</sup>

## ***How are we affected by Social Media today?***

Social Media relies on information published online. This results in that a subject or people with many 'mentions' on the web are easier to find. It is importance to realise this and make a conscious decision to publish personal information the on web, as it will consequently mean that others will use this published information to find out more about an organisation or person.<sup>31</sup> Internet was initially seen as a media, where professionals produced content to a passive audience. Today's users are actively seeking out and publishing information, the Internet allows you as a user to upload and download content. The users can therefore take an active roll and produce original content, not only by publishing text but also to share pictures and videos. The main content created by the users themselves are e-mails. Almost everyone in Sweden is engaged in emailing. One of the other top uses is immediate short text messages via MSN or 'instant messaging' which are mainly used by the younger generations.<sup>32</sup>

Social media has long been recognised to be a good place to reach targeted audiences and are vigorously used within advertising. This has become a highly successful business due to the enormous reach these ads presents. G Vossen and S Hagemann predicted that a new business model would be shaped where the users will become co-creators of ads.<sup>33</sup> Their prediction of more user-generated campaigns, seems to be already happening. One recent example of this type of campaign is the Hyundai campaign.



Fig6, How the RFID card get connected to a Facebook account.  
(Screenshot from YouTube clip that summarises the project)

Hyundai used Facebook "Likes" via RFID (Radio-frequency identification) at the 2011 AutoRAI Motorshow in Amsterdam 2011, their social engagement strategy was to link Facebook accounts to RFID 'Like' cards for visitors of their stand. The visitors could then 'like' a car and have their 'likes' automated posted on their Facebook wall. The result was that over 10.000 'likes' posted on Facebook and around 1000 new added friends on the Hyundai Facebook page.<sup>34</sup> It offers an opportunity to get the user more involved in the experience. This campaign is one example of how a organisation can use their (in this case) 'visitors' as a part of creating a hype and using their network of friends to spread the information to create an interest.

30 O.Findahl, (2010) Svenskarna och Internet 2010

31 B. Stakston (2010) Politik 2.0 - konsten att använda sociala medier bok & blogg

32 O.Findahl, (2010) Svenskarna och Internet 2010

33 G. Vossen S. Hagemann (2007), Unleashing Web 2.0: From Concepts to Creativity

34 [http://www.youtube.com/watch?v=bkQJHjUD6rE&feature=player\\_embedded#at=19](http://www.youtube.com/watch?v=bkQJHjUD6rE&feature=player_embedded#at=19)

### **How are the local authorities using Social Media today?**

The Swedish Association of Local Authorities and Regions (Sveriges Kommuner och Landsting) did a survey in November 2010 that aimed to investigate the use of Social Media within municipalities and county councils. The survey showed that over 60 % used Social Media as a part of their work. Most of those municipalities, who are not using these tools today, are planning to start using them as a part of their communication. Only 10% of the municipalities stated that they would not be using Social Media as a form of communication.<sup>35</sup>

Accordingly to the Swedish Association of Local Authorities and Regions are Social Media mainly used within two areas; to create a dialog with the citizens and to communicate and publish news. The main use of Social Media are within the service providing sections within the municipalities, such as education, leisure and culture. The most commonly used tool is Facebook, which are followed by YouTube, Twitter and Blogs.<sup>36</sup>

### ***Open innovation/ Crowdsourcing***

Both terms open innovation and crowdsourcing are exploring the possibility to receive generated and selected ideas from a wide group. It is the process of harnessing the distributed and collective intelligence of crowds. It is based on a number of principles; collaboration, sharing, self-organisation, decentralisation, transparency of process, and plurality of participants. It has taken on a wider meaning and application thanks to the Internet, which has enabled large numbers of people to interact and participate at a relatively low cost. Over the last ten years have there been an increase of methods designed to receive the public's ideas. Many of these methods have been greatly helped by the use of Internet to draw in a far wider range of people and ideas in the engagement.<sup>37</sup>

### ***Possibilities and advantages with Social Media***

#### **Digital participation**

Around half of the Swedish population have the feeling of being involved and able to participate in today's information society. The difference between how different generations feel involved differ. The age group 16 to 45 years are the ones who feel the greatest participation online. The main identified factors for those who feel that they are not fully involved in the information society are accordingly to a World Internet Institute studies two components. The distinguishing factors are the attitude towards technology and the second component is how they use the Internet. The technology component showed strong correlations between the experiences of participation.<sup>38</sup>

The hesitation to implement e-democracy initiatives can be based upon the lack of appropriately designed tools and concerns that the digital medium stems too far from more traditional methods. Web services are often not adapted to a broad target audience and the challenge is how to develop services that are not too complicated or slow. The navigation should be adapted to catch the attention of all age groups.<sup>39</sup>

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35 [www.skl.se](http://www.skl.se)

36 Ibid.,

37 J.Caulier-Grice, G.Mulgan, R.Murray (2010) The open book of social innovation

38 Olle Findahl Svenskarna och Internet, 2010, p 52

39 M. Hartmann, F. Nolte. (2002) Morgondagens demokrati.

An investigation is therefore needed to identify how much access the citizens will have to computers and the Internet. A plan that is not solely dependent on Social Media will be devised to work alongside the tools to ensure maximum input from all citizens.<sup>40</sup> The notion that the Internet is a tool enabling a broader communication with vast nodes of information strengthens the possibilities of shaping a more engaging political web based forum. Tobias Olsson in his article 'Political participation in the digital era' expresses the need for knowledge on how to use this type of Information Technology. Something he describes the importance to enable an equitable public use of computers and Internet. An uneven access to the Internet is often reflected by the inequalities of the society. This can be linked to social class, living in a rural area with poor infrastructure or poor Internet connection which establishes reasons for being excluded from this type of technology.<sup>41</sup>

There are also other groups in the society that can be excluded and can therefore create an imbalance in the democratic society. The first factor is the elderly population, who have different reasons for not using or having access to a computer and Internet connection. To include these groups are paper and telephone based systems needed to compliment the online communication and participation. A likely development is that all social functions will be online within the near future. The virtual society and digital aspect of Social Media does not only present new possibilities it also demand a rapid need of development and support. This is to ensure that all groups of our society can be included.<sup>42</sup>

The Swedish director of IT and telecom companies, and member of the Government's Broadband Forum and the IT Council, Anne-Marie Fransson writes on the Skl.se blog how Sweden is going through a phase where the country is leaving the traditional industrial society, and becoming more focused on services. The main reason for this development is explained by the growth of IT. Enabling the ability to manage information, to digitize, and provide more access to government functions in a simple manner. The government has set a target that 90% of the Swedish households should be able to receive 100 Megabits per second by year 2020. She also recognises that this requires and demands development in most parts of Sweden. Local initiatives in the IT field that are not made with a strong understanding of the need for integration with others can lead to expensive services, and ultimately unsuccessful efforts.<sup>43</sup>

### **Digital society**

Accordingly to B. Stakston is the participating issue with Internet not based on age, instead is it based on how familiar the users are with digital tools. She is referring to terms such as 'digital immigrants' and 'natives' when describing the users relationship with the Internet. The use of this forum to communicate, socialise, collect knowledge and work more efficient will consequently influence our values. The analog interactions that build our values are the physical surroundings and people, which often offer a limited access to influences. The analog interaction can therefore feel inefficient as it offers a limited the sources to information. The online sources that the Internet offers also demands that the user can filter information. This aspect can make the user feel that uncertain about the information source in comparison with traditional media, which has already built up trust with the user.<sup>44</sup> In a research study by Heinonen & Halonen is the participation in digital life explored. The digital society that social media have created is being described as something that will affect and empower its participants. The core themes that shapes social media are presented as a digital hand where each finger represents a core theme and the palm of the hand represents the result from the five themes;<sup>45</sup>

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40 P. Dalhgren, (red.), (2002) Internet, medier och kommunikation.

41 Ibid.,

42 B. Wahlström (2007) Guide till det virtuella samhället.

43 [http://www.skl.se/vi\\_arbetar\\_med/tillvaxt\\_och\\_samhallsbyggnad/e-forvaltning/blogg\\_om\\_esamhallet](http://www.skl.se/vi_arbetar_med/tillvaxt_och_samhallsbyggnad/e-forvaltning/blogg_om_esamhallet)

44 B. Stakston (2010) Politik 2.0 - konsten att använda sociala medier bok & blogg

45 M. Halonen, S. Heinonen. (2007) Making Sense of Social Media- Interviews and Narratives,



**Identity:** Social media is used to express one's identity to the world.

**Recognition:** Can be built on the positive feedback that an individual receives from being connected to a community. Recognition that can build a greater personal esteem is an important incentive to participate and generate content.

**Trust:** Not always something that is offered in the physical life or in the digital sphere but it is a factor for feeling safe enough to enter a new network or for remaining loyal to an existing one.

**Belonging:** This is created by factors such as, access, motivation and skills to be able to connect to various networks and communities. Continuity and the consequences of being connected will determine the sense of belonging. Digital life enables connectivity to various networks simultaneously and this is also connected to the feeling of belonging.

**Creativity:** Is all about getting the individual voice heard and how creativity can be expressed through social media. It is also about how collective creativity through social media can boost an individual. Creativity in this context is described as something that can be evoked by random playfulness in a combination of ideas, people, things and networks.<sup>46</sup>

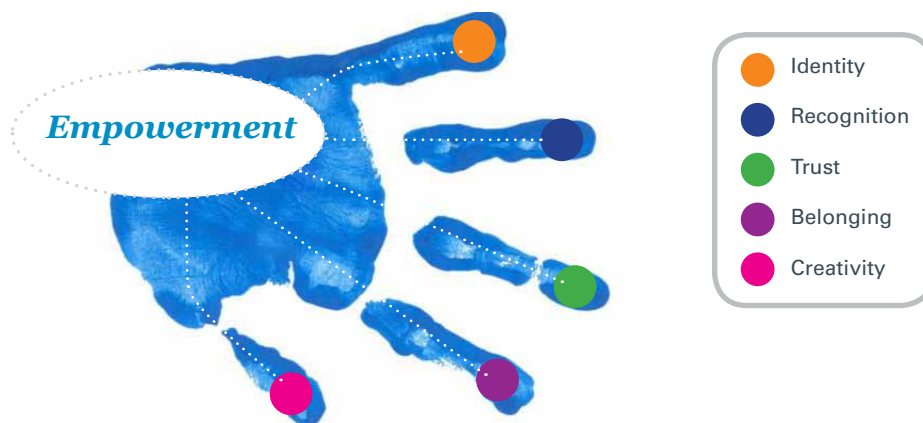


Fig7, Model of digital society empowerment (Heinonen & Halonen, 2007)

Together form all five fingers a basis of an emerging empowerment of the individual. Of course are not everyone's use of social media the same. All 'fingers' might not have a equal input, which can be explained by the individual's background, priorities, contexts and life situations.

## The online society

This section is exploring how the public use the Internet and how the use of e-services can be seen as vital democratic functions such as being allowed to vote online.

World Internet Institute (WII) are continuously analysing the use of Internet in Sweden and their studies show that both how often and how long users spend on the Internet. The studies showed that the most frequent users are young people between the ages of 16 and 25.<sup>47</sup>

46 M. Halonen, S. Heinonen. (2007) Making Sense of Social Media- Interviews and Narratives,

47 O.Findahl,(2009) Unga svenskar och Internet 2009.

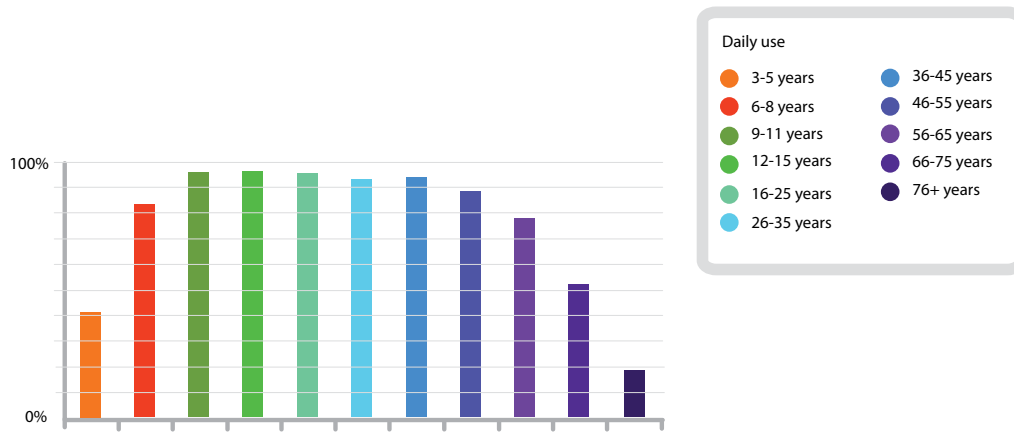


Fig 8, Daily Internet users compared with occasional users. (source...)

The younger generation today are starting to use the Internet very early. The age which half of the age group have become acquainted with the Internet is referred to as the 'beginner's age' and has today crept down to age of four. It might be seen as young but there is a limited use for the younger users until they start school. The main explanation for this is that they observe their parents, how they use and interact with objects. This interaction entice the children's interest, to objects such as the television, DVD and computer. It is by the help of the parents or siblings, they learn their first keystrokes and how to touch and press the computer mouse. The Internet's beginner's age has been monitored since 1996 and the age, which half of the age group have become acquainted with the Internet, has fallen by each year passed.<sup>48</sup>

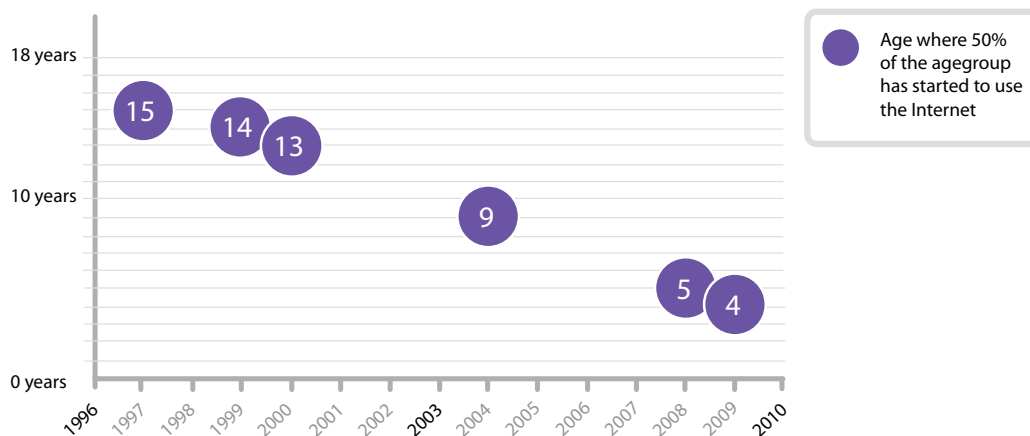


Fig 9, Diagram of beginner's age 1996-2010. (Source: The World Internet Institute)

## ***E-Politics***

A reoccurring problem is that the citizens feel that their suggestions and problems are falling on deaf ears and that the public services are not relating results and information sufficiently enough. The politicians on the other hand are under the impression that the average citizen is showing a poor engagement and interest in politics and for these reasons don't see the real potential in citizen involvement. Web-based tools offer a new channel of communication and holds potential in mending the relationship. M. Hartmann and F. Nolte point out e-democracy as the answer for this type of communication as it ticks a lot of boxes. It offers a new, direct and unfiltered channel between the citizens and politicians where time and geographical circumstances have no relevance. It also offers tools that are available to everyone and are fast, simple and cost efficient.<sup>49</sup>

What we define as democracy today is not necessarily how it will be classified tomorrow. We have new ways of communicating and socialising and use the Internet as a source to find information. This can also lead to direct democratic implications and shifts in the prevailing power relations between citizens, politicians and the public sector. As we change our ways of living so will our ways of interacting. This is why Internet and Web technique will play a big part in how public information will be shaped and communicated. These techniques are only tools and it should be a joint understanding and decision on how they should be used as well as the definition and meaning of democracy.<sup>50</sup>

### **E-democracy**

Several European countries, including Finland and Estonia, have already implemented the municipal elections on the web. In Norway are several municipalities using online voting in the 2011 municipal elections.<sup>51</sup> Estonia is the leading country in e-democracy and has invested in a digital society both by using e-political media and developing digital accessibility. Internet had its first wave during the same time as the country developed and structured its own independency. This was presumably why the Internet could be used to introduce many of the new social functions. Estonia was the first country to use 'e-voting' in a municipal election in 2005. They were also first to use it in their parliamentary election in 2007. To be able to vote online was an e-identification needed, 80% of the Estonian population have an e-identification and it seems like the citizens are getting used to the e-voting system. It was 9 317 e-voters in 2005's local election and 30 275 e-voters in the parliamentary election 2007. When it was time again for the local election in 2009 was there 104 413 e-voters.<sup>52</sup> The main worry with online voting is the voter integrity and if this method would make it easier for citizens to sell their votes.<sup>53</sup>

An article the magazine Computer Sweden was it argued that more laws are needed before e-voting can become common practice in Sweden. This is to prevent people from finding it compelling to sell their votes or be forced to vote a certain way. Sweden's current law on voting is a practical description of how an election should be conducted. It is described that the person who votes should; stand behind a screen, the ballot shall be placed in an envelope and sealed. For e-voting to become a reality in Sweden is therefore an amendment in the election law needed.

The technical safety is also important aspect that requires a secure system that people trust and that hacking is unable to affect the voting process. Accordingly to the e-democracy expert Tomas Ohlin, are today's encryption technology, accessibility and the network structure well developed and should be enough to support e-voting and

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49 M. Hartmann, F. Nolte. (2002) Morgondagens demokrati

50 *ibid.*,

51 M. Hellström (2010) <http://www.idg.se/2.1085/1.340529/darfor-drojer-e-rostningen>

52 <http://www.vk.ee/voting-methods-in-estonia/engindex/statistics>

53 B. Wahlström (2007) Guide till det virtuella samhället.

thinks that it should be tested at local elections. Something that is reoccurring also in his article is the human aspect of influence, what ensures that the voter have the privacy and freedom of choice when voting online. Another aspect discussed is how well it will be adapted to people who are; disabled, elderly or partially sighted.<sup>54</sup>

The Internet offers new possibilities with different types of interactions between citizens and government. Despite the interest of the webs potential to improve democracy, is the main use to simply digitise existing processes. Citizens can send emails instead of corresponding with government officials through mail and instead of requesting booklets or reports can they download digital copies online. The discussion above demonstrates a gap between the current theory regarding public participation and the state of government view on online accessibility.

## Empowering the democratic process

Political organization in which all people, through consensus and voting or when elected representatives exercise equal control over matters that affect their interests is a form of democracy. Direct democracy is when all citizens together are active in making policy decisions. Indirect also called representative democracy is when citizens are able to choose their representatives how are responsible for making policy decisions. The first example of democracy as a form of government that arose around 500 BC in Greece. The term democracy originates from the Greek words for 'the rule of the people'.<sup>55</sup> There is no universal definition but the most important and common characteristics of democracy are equality and freedom.<sup>56</sup> In this thesis will the definition of democracy be base upon that all citizens are being equal before the law and have equal access to power and that every vote has an equal value. The democratic process is the development and shaping of the terms and consensus, which defines democracy.

### ***Political activity and participation***

The vision that was created in 2005 for the West Region of Sweden (Västra Götaland), which the RiverCity area is a part of states that all should have the same opportunities regardless of gender, ethnicity or residential region.<sup>57</sup> This demands the possibility to be able to effect and participate in the civic society. One way to participate and get involved in the civic society is through an active role in the development and change of the society. This can be done in many ways and the SOM Institute did a survey in the western parts of Sweden, which asked the respondents if they have tried to affect a decision in a municipality or region. They were given several options to pick from and the majority of the population had not tried to affect a political decision. Those who had tried, had mainly tried to affect a decision on a municipal decision level.<sup>58</sup>

The most common way of trying to effect a decision both on a municipal and council (region) level was through name collections. The second most common way was to directly contact politicians or civil servants. This demonstrates citizens a lack of involvement in questions that build and shape the West regions future.<sup>59</sup>

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54 M. Hellström (2010) <http://www.idg.se/2.1085/1.340529/darfor-drojer-e-rostningen>

55 <http://www.ne.se/demokrati>

56 <http://dictionary.cambridge.org/dictionary/british/democracy>

57 Vision Västra Götaland- det goda livet (2005)

58 T. Elmkvist (2011) Vision Västra Götaland, Den regionala dimensionen – en gemensam region?.

59 bid.,

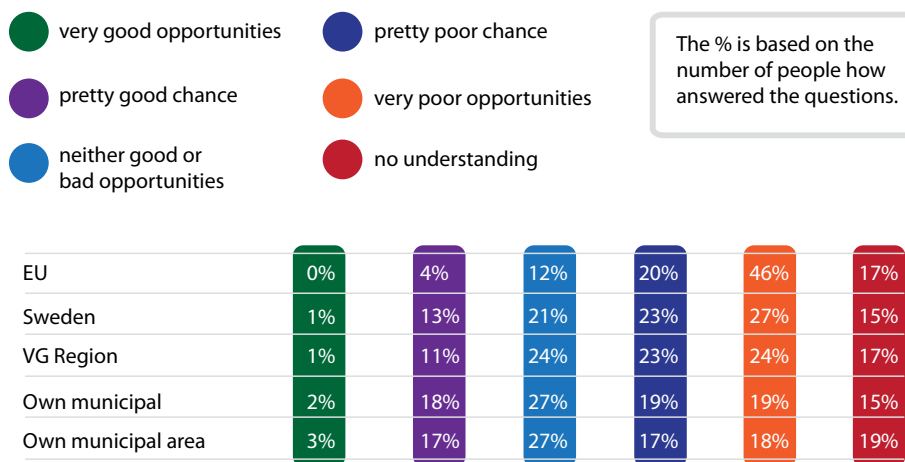


Fig. 10, The perception of the possibility to affect political decisions on different levels. (Väst-SOM 2009)

One conclusion based on the statistics in the diagram above, could be that citizens are not willing to devote much time or effort. This can be linked to the lack of trust they have in their own capability to affect political decisions.<sup>60</sup> One reason for that more attempts have been made to influence at the local level could be that it is experienced to have more ability to influence the policy decisions made on a municipal level.<sup>61</sup>

The perception of what is required of the individual who chooses to get involved within politics can be off-putting for some and be the reason why so many do not choose to involve themselves in politics.<sup>62</sup>

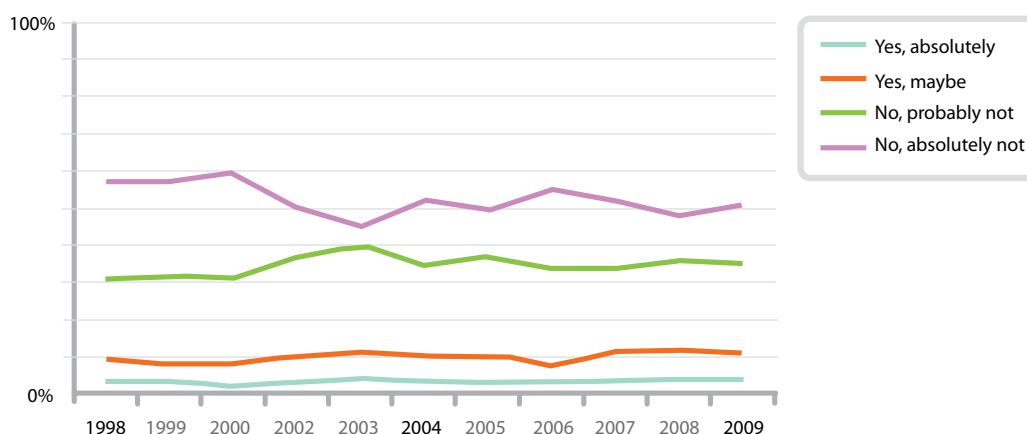


Fig. 3 The indication of how many that could imagine themselves to be involved in a political party they sympathize with. (Väst-SOM 2009)

### The Swedish three role structure

To understand the lack of citizens involvement is the political power structure relevant. In the Swedish traditional structure of civic society are there three roles that affect the democratic process. They are between the citizens, politicians and the public servants. Accordingly to M. Hartmann and F. Nolte will these roles and their relationship to each other always be in development and this results in a different and developing definition of democracy. They also describe the role of the citizen in three dimensions, which presents them with special rights; political, social and juridical. The juridical presents the protection against abuse, the political presents the possibility to be involved in the governance of society and the social creates a social protecting net to fall back into. The role as politician is described to be the most complex and undefined as they

60 T. Elmkvist (2011) Vision Västra Götaland, Den regionala dimensionen – en gemensam region?.

61 Ibid.,

62 Ibid.,

handle many different aspects. They should be the ones to see to the citizens wishes and demands and the ones that instruct and make the orders for the public sector. The civil or public servant should as the title suggest serve the public. This means in today's structure what the politicians instruct the public servants and sets their priorities. The given criteria on how they should conduct their work is that it is done democratically, legally secure and with efficiency and low costs.<sup>63</sup>

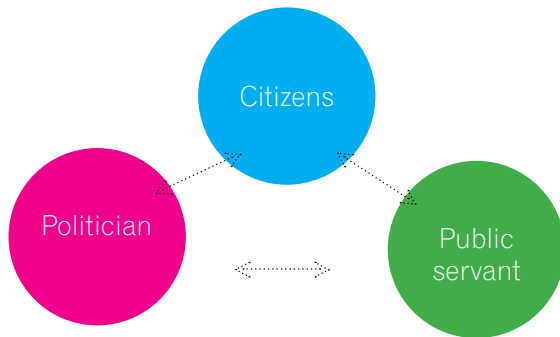


Fig 11, Model of roles in a democratic society. (M. Hartmann and F. Nolte,2002)

The relationship between these roles is not without frictions and issues. The public sector and its organisations are under pressure to improve results and to do this with shrinking budgets. To be able to modernise management practices and improve productivity are new solutions and resources demanded.<sup>64</sup> One solution could be a shift of structure and become what M. Hartmann and F. Nolte refers to as a 'direct democratic model'. In this structure are the public servants and the citizens a direct relation, whilst the relationship to the politicians is the same as in the current structure. The citizens will have some kind of power to be able to effect the implementation and evaluate the political decisions. If the citizens' views and experiences of these solutions could be collected through an e-service that could evaluate and measure these could it become cost efficient and reduce the workload for the public servants.

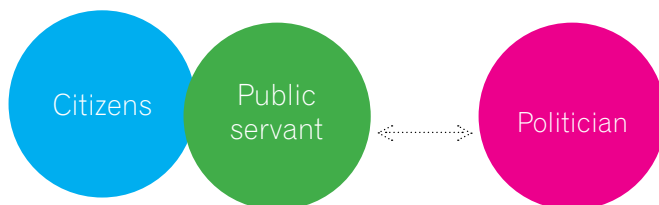


Fig 12, (Model of roles in a direct democratic society. M. Hartmann and F. Nolte,2002)

S. Heinonen and M. Halonen have investigated Social Media and have put emphasis on the city and the citizen's interaction between the physical and the virtual world. They point out that the relationship and interaction between people and spaces is linked to democracy and empowerment. The reasoning behind this statement would be that democracy is dependent on the availability of spaces for political discourse. The future empowering space is explained to be in the intersections between physical, digital and virtual spaces, as well as between public and private spaces.<sup>65</sup>

63 M. Hartmann, F. Nolte. (2002) Morgondagens demokrati

64 Ibid.,

65 M. Halonen, S. Heinonen. (2007) Making Sense of Social Media- Interviews and Narratives

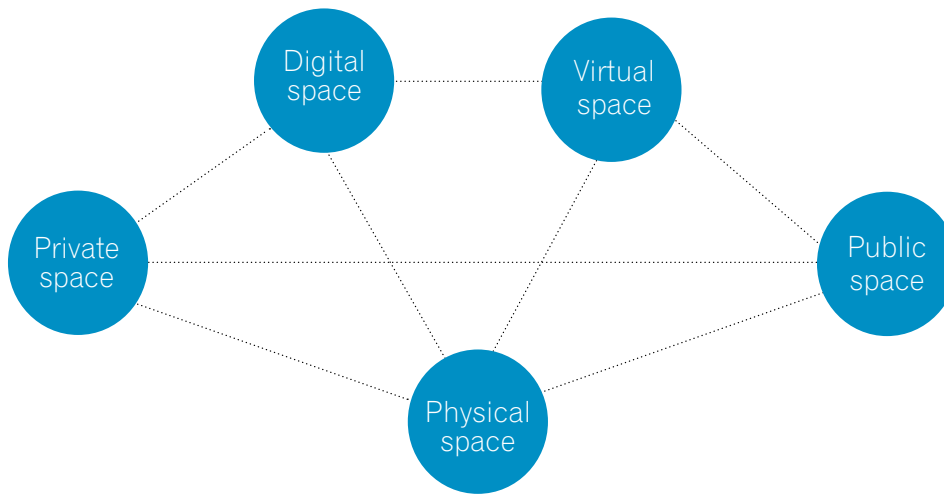


Fig.13, How Social Media can provide tools for citizens to cope with the intersections between the different spaces. (S. Heinonen, M. Halonen, 2007)

This indicates that the future empowerment tools for democracy will need to consider all of these spaces to be publicly available to all.

## A co-creating society

To explore different ways of building a co-creating society that utilize the online environment of e-services and Social Media, will this section present projects that have been initiated by the government in different countries.

### Petition

A trial project initiated by the European Union called EuroPetition, is a network that would be testing the coordination and submission of e-petitions, that would later be submitted to the European Parliament. Proposals and votes were collected during 2010 from five countries and involved 17 European Local Authorities. The participating countries were; Sweden, United Kingdom, the Netherlands, Spain and Italy.<sup>66</sup> The project was called 'Europaförslag' in Sweden and had local authority cooperation between Stockholm, Gothenburg, Malmö, Linköping and Piteå. It is described on their Swedish website that 60% of all decisions affecting a Swedes daily life are taken by the European Union.

By citizens giving proposals and supporting others by voting is showing their involvement and participation and the strengthening of democracy. The collected contributions by this method therefore are used to improve legislations. The thought was that the proposals were collected from different EU countries websites. All citizens of the European Union should be able to make a proposal. All submissions if they concern the EU and are not defamatory or offensive should be approved and put forward for petition.<sup>67</sup> The uniqueness of this network is that they could potentially be involving over 8 million citizens across the EU in questions they themselves had put forward and voted for directly. The trail is now over and it can be read in their evaluation report that the trail have met its objectives and the technology used proven successful.<sup>68</sup>

The municipal of Södertälje writes in their newsletter that the municipality is part of a co-operation with the Swedish Association of Local Authorities and Regions (SkI), where the possibilities of using e-petitions in local authorities are being investigated. The purpose is to investigate and test how e-petitions can be used to create public opinion. When the test is completed are there a possibility to use e-petitions to evaluate current citizens' suggestions.<sup>69</sup>

66 <http://europetition.eu/>

67 [http://europaforslag.se/epetition\\_core/](http://europaforslag.se/epetition_core/)

68 <http://europetition.eu/news/europetition-evaluation-report-published>

69 <http://www.sodertalje.se/Kommun-demokrati/Politik-och-paverkan/Kommunstyrelsen/>

One of the inspirations to the Södertälje e-petitions is the Malmö Initiative (Malmöinitiativet) a platform where all Malmö residents can make suggestions and make comments that relates to the city of Malmö. The forum is available from Malmö City's website and serves the function to discuss, make suggestions or just follow the debate. The Malmö initiative, allows also citizens to support the initiatives of others, which shows that many share the same view on a particular issue. An elected representative can also use and be a part of the Malmö initiative. If 100 people or more sign/support a proposal then it will be sent to the authority that are responsible for the subject of the proposal. It will then be filed and later become a case for the authority.

This forum provides a tool for citizens to create a proposal online, instead of collecting signatures on a paper. This means that proposals can quickly reach out to many and gather more signatures. Each proposal can also have links to social media, or other online links where everyone can discuss the proposal and related matters.<sup>70</sup>

### Citizen dialogue and active participation

The Swedish governments' project with the title 'Citizen influence' (Projekt medborgarinflytande) was a project where five municipalities Huddinge, Botkyrka, Hudiksvall, Sigtuna and Vara participated and collaborated with the support from the Swedish Association of Local Authorities and Regions (SkI). As a result of this collaboration published both Huddinge and Botkyrka Municipality guides on how their citizens can participate in processes. The guides are mainly informing their citizens on how they can become more involved in issues that concern the area. In the Huddinge Municipality's guide is their categorization of involvement presented. The openness the municipality is presenting by communicating the conditions of citizen dialogue is establishing clear roles. It also demonstrates the expectation if the citizens decides to get involved.<sup>71</sup>

Types of involment	Defined by	Your part/role	Example
INFORMATION	Questions & answers	Know	News Paper, Website, meetings
CONSULTATION	Collection of opinons	Think	Citerzen suggestion, survey, walk within the community
DIALOGUE	Exchange of thoughts	Reason	Democratic forum, Dialouge seminar, dialogue on the web
COOPERATION	Activites planned & implemented	Do (implement)	Future workshop
CO-DECISION	Joint decicionmaking	Decide	Consultation

Fig14, Huddinge Municipality's spectrum of involment

Another tool used to demonstrate the different levels of involvement and power is 'the ladder of citizen participation' developed by Sherry Arnstein. It shows different steps between 'citizen control' and 'manipulation' and what they result in.<sup>72</sup>

70 Snabbnytt\_fran\_KS/Snabbnytt-101119/  
[http://initiativet.malmo.se/epetition\\_core/](http://initiativet.malmo.se/epetition_core/)  
 71 T.Lindholm, M. Moritz, (2007) Handbok i delaktighet - Från vision till verklighet  
 72 <http://lithgow-schmidt.dk/sherry-arnstein/ladder-of-citizen-participation.pdf>



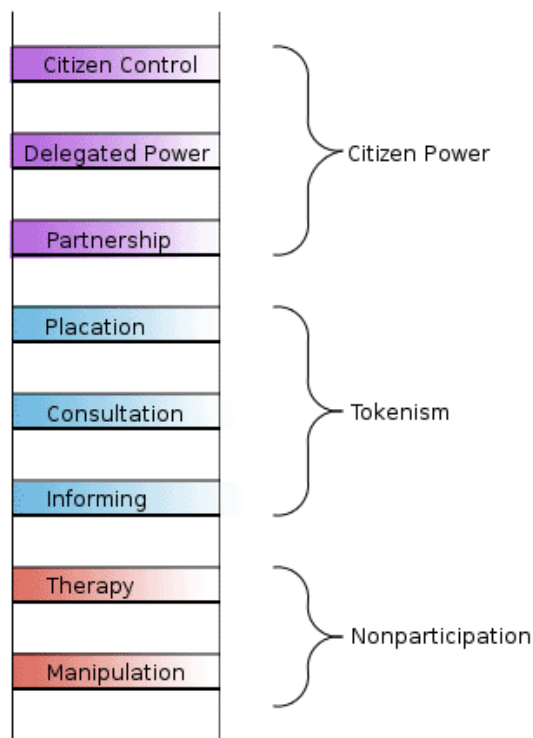


Fig 15, Based on Sherry Arnstein's ladder of citizen participation (1969)

The right to know about the level of participation and what the citizens involvement will lead to is an important for both parties to be able to establish appropriate roles.

The Swedish Association of Local Authorities and Regions (Ski) have adapted the ladder and called it 'the ladder of participation'. Their version is a toned down version that presents less steps and the most extreme steps, such as manipulation, therapy and citizen control have been removed.<sup>73</sup>



Fig 16, The Swedish Association of Local Authorities and Regions ladder of participation

## ***Co-creative a way of engaging***

To think differently about public engagement could be to let the stakeholder of a public service be involved in the development or improvement of a service. By involving and integrating the stakeholders in the design process by letting them be a part of creating, providing and consuming services can shape a new relationship. The more potential users are involved in the service provision the more likely are they to develop a feeling of co-ownership. This can result in long-term engagement but also an increased consumer loyalty.<sup>74</sup>

Many governments are now trying to find ways of engaging the public in shaping what they do and not only through election processes every few years. The methods are still being experimented with, and are focused on creating a culture of openness to ideas but also how to generate ideas. These could be processes for involving children in decision-making, planning, and the management of schools. One example of this when the **Social Exclusion Unit** in the UK commissioned children to interview other children living in housing estates to make presentations to ministers.<sup>75</sup>

**MindLab** in Denmark is a cross-ministerial innovation unit, who work with civil servants from three ministries: the Ministry of Economic and Business Affairs, the Ministry of Taxation and the Ministry of Employment. They aim to be a neutral zone where creativity, innovation and collaboration can be of focus. The main task with the organisation is to involve citizens and businesses in creating new solutions to shape the society. The work they do aids the key decision-makers in the ministry by presenting an outside-in perspective, which represents the view of the citizen.<sup>76</sup>

This organisation is an example on how a government have created a neutral zone where the civil servants can receive help and get a better understanding on how to develop services that suite the target audience needs. One of their projects has been 'Away with the Red Tape' which aimed to give young citizens a better way of encountering the Danish Government. The study was in collaboration with a range of government departments and agencies. Three studies were made where young citizens presented solutions that improve citizens' overall experience of the public sector.

The tool they used to conduct the study stem from a design-driven process, where they examined the citizens' subjective experiences with public sector. They look at regulations, communication channels and service. The process used tools such as a systematic idea development and prioritisation tool. They also develop concepts and description of what could accrue in dialogue with citizens.<sup>77</sup>

**The Australian Centre for Social Innovation (TACSI)** is a centre to identify and support innovative ideas, methods and people who can enable the change. They work directly with the people to test new responses to tackle difficult social issues.<sup>78</sup> A engagement tools they used was the Bold Ideas Better Lives Challenge, which asked citizens to suggest solutions that could address Australia's most pressing social needs. They offered \$1 million dollars of investment, to be shared between the winning projects. The winners would also receive the support of TACSI and their network to test the solutions and put into practice. They received 258 initial entries and selected eight winning solutions.<sup>79</sup>

One of the eight selected was AroundYou.com.au, a free and open access website developed to help individuals find localised events and activities. Their winning motivation was that this type of platform addresses the need for social cohesiveness and inclusion. By providing a bridge between people looking to engage with events and activities in their community and those who organise and facilitate them.<sup>80</sup>

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74 M. Stickdon, J. Schneider (2010) This is Service Design Thinking.

75 J.Caulier-Grice, G.Mulgan, R.Murray (2010) The open book of social innovation.

76 [http://www.mind-lab.dk/en/about\\_mindlab](http://www.mind-lab.dk/en/about_mindlab)

77 <http://www.mind-lab.dk/cases/vaek-med-boevlet-et-bedre-moede-med-den-offentlige-forvaltning>

78 <http://www.tacsi.org.au/our-projects/challenge/>

79 Ibid.,

80 <http://www.aroundyou.com.au>

The Bold Ideas Better Lives Challenge demonstrates the need for a new forum for citizens to get thinking about what they think is needed and what solutions would be suited for them. Even though it was only 258 entries at the first run it opened up for a new way of getting involved in the process of bettering public services. The citizen themselves becomes a driving force and public finances and support given to develop the solutions are suggesting a shift to a direct democracy approach.

United Kingdoms Prime Minister David Cameron launched in May 2010 a civil society programme, which aims to empower local people and communities, by giving them more power to influence and take action to create change in their local areas. The programme is called **The Big Society and The Big Society Network** is a part this programme.<sup>81</sup> The main purpose of this network is to decentralise and redistribute power to empower communities, neighbourhoods and individuals to be a part of the shared responsibility for the state. Social entrepreneurs and community activists are the ones that manage the network. They want to enable the state to help themselves and their communities to transform government actions to flexible, transparent solutions that supports social enterprises and cooperatives.

This presents a shift in power from 'formal' government organisations to 'informal' actors where changes are made to finance structures with new models of co-finance and/or individual investments. This also shapes a new culture which demands the society to become more democratic and socially responsible. One example of new structures that have become a part of the Big Society Network is time banks, where citizens can earn credits for the voluntary work they done and trade them in for other services. This demonstrates how services are taking an important role in this new shift. This have lead to a growth in service design projects run by organisations such as Participle, ThinkPublic and the NHS Institute for Innovation and Improvement.

**ThinkPublic** is as mentioned one of the organisations that work actively with the public sector, third sector and communities. They describe themselves as a social design agency that helps to tackle social challenges. Their aim is to radically re-design public services and how they are delivered to the society. To achieve this they have identified the importance for people to realise their potential to be active in the shaping of the society.<sup>82</sup>

In 2007, was thinkpublic invited by the NHS Institute for Innovation and Improvement (NHSi) to research and implement innovative methods to better engage children and young people in their local emergency health care services. Students were invited to a workshop to share their experiences and knowledge of their local emergency health care services. Suggested communication ideas, which were highlighted in these workshops, were the use of social networking websites and digital technologies such as podcasts. Thinkpublic used this feedback to design and develop a toolkit and a film. They were then used to help health care professionals to better understand how they could engage with children and young people, when communicating local emergency health services.<sup>83</sup>

NHSi project demonstrates how younger groups in the society need more interactive tools to feel engaged. The use of social networking and digital technologies are enabling young people to become active citizens by effecting their own terms of feeling informed. The Big Society aims to give the citizens more power but the implementation of such a major vision and shift in the society can cause confusion and frustration for many.

MindLabs' director Christian Bason has been a part of the discussion around the Big Society and he raises many interesting questions on his blog in regards to the major power shift the Big Society is presenting.

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81 <http://www.number10.gov.uk/news/latest-news/2010/05/big-society-50248>

82 <http://thinkpublic.com/aboutus/>

83 <http://thinkpublic.com/case-studies/case-study-emergency-services/>

*“Does central government really trust the local level to be able to step up to the challenge? Are central government departments prepared to let go, perhaps limiting themselves to demanding better outcomes, at less cost, in return? Are national politicians prepared to, in their own words, stop tinkering? If not, can the Big Society become a success?”<sup>84</sup>*

These questions could be asked to all governments that suggest more civic engagement, as this also means a shift of power and responsibility.

## Serving the Public

The Big Society demonstrates the use of services orientated organisations and a change of perspective where citizens are seen as service customers. This opens up for the use of service design and its tools in the public sector. Service design can be used to help the public servants to understand the needs of their customers as such as the Mindlab's 'Away with the Red Tape' study, which used a design-driven process. It also presents tools that can develop better services such as the NHSi project.

Service design is an interdisciplinary and evolving approach with tools and methods combines from various disciplines. A service designer should work user-centred and try to achieve co-creativity within a interdisciplinary team and provide evidences that considers the whole touchpoint sequence to create holistic concepts.<sup>85</sup> There is no common definition yet, but a suitable description for the use in this study is the one describe by the Service design company LiveWorks:

*“Service Design is the application of established design process and skills to the development of services. It is a creative and practical way to improve existing services and innovate new ones.”<sup>86</sup>*

The Young Foundation have been exploring social design and innovation and have found a range of different techniques for engaging participants in more effective and meaningful ways. Face to face meetings this described to be the most important method in generating commitment to innovations. Technologies of all kinds is increasingly used to help meetings to be transformed with the aim to enable people to better interact verbally, visually, and through simulations.<sup>87</sup>

Organisations today are changing slower than people and decades of expanding choice and growing wealth have left people looking for more. Public services do not need to be more like commercial service providers but all service organisations need to find new ways of connecting intimately with their users and customers. They need to listen and respond in ways that demonstrates that the users needs are included in the service. Service designers focus on how people/users experience services and do not see service as a commodity. The aim with service design is to understand how service organisations can better their relationships with their users and customers.<sup>88</sup>

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84 <http://mindblog.dk/en/category/news-from-the-world/>

85 M. Stickdon, J. Schneider (2010) This is Service Design Thinking.

86 Ibid., p 33

87 J.Caulier-Grice, G.Mulgan, R.Murray (2010) The open book of social innovation.

88 S. Parker and J. Heapy (2006) The Journey to the Interface: How Public Service Design Can Connect Users to Reform.

# Reflect

Interviews are the foundation in this stage and my own interpretations and reflections will determine the input of data/information. This section starts with the RiverCity's mission, which will set the focus of the case study. To do this will an interview with the dialogue team be used and a YouTube film were the project leader is describing the mission for the RiverCity vision. This information is then used to develop a case study brief. After the brief are my literature studies summarised to allowed me to explore and present different aspects of the relevant and related fields. A reflection of the use of the theoretical framework will therefore be presented and then used as research and inspiration in later sections.

## The RiverCity case

To find out more about the RiverCity project was an initial meeting arranged with the unit that is responsible for the citizen dialogue. The meeting resulted in a second meeting with the whole project group at their office located in the harbour of Gothenburg, which is also the area that will be developed. It was agreed that the dialogue phase could be used as a case in this study. (See appendix 1)



Fig17, the RiverCity area (source: Centrala Älvstaden)

### ***Their mission***

The executive municipality board have given the RiverCity unit the task to develop vision and strategy with the city's perspective, based on:

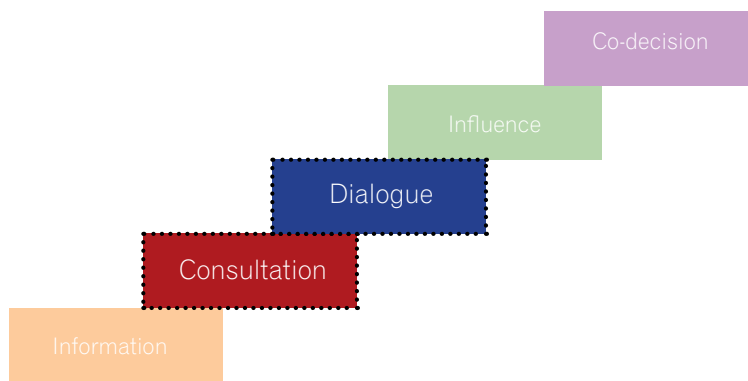
- the social, ecological and economic (sustainable) dimensions
- **the dialogue with the Gothenburg citizens to create openness**
- the inspiration from national and international experience in similar projects

They should also establish a RiverCity-center with experts from the Gothenburg City's departments and companies. The aim with the dialogue is to find out which type of city the citizens of Gothenburg want. What qualities of urban life, services should be prioritised and how can a more sustainable society be developed. The RiverCity is, without doubt the largest rebuilding development that Gothenburg faces. It will create about 30 000 new accommodations and 40 000 new jobs within the developed area.

They will use different phases to shape the vision such as, expert investigation, evaluations and workshops, but there is also a focus of involving the citizen in the developing process. This will be done mainly in a dialogue phase, which will be introduced to the citizens of Gothenburg between September and December 2011. The results from the dialogue and other workshops and events such as a international workshop, will shape the RiverCity vision. This vision will then be presented to the politicians in the summer of 2012.<sup>89</sup>

The citizen dialogue will involve as many Gothenburg citizens as possible, regardless of where in the city they live. The dialogue will be done in a collaboration with the ten municipalities that are a part of Gothenburg City. To explain the citizen involvement would I like to refer to the 'steps of involvement' where this project can be placed in between the consultation and dialogue section.

This level of involvement suggests that a clear and transparent communication around the project is needed. Another diagram also developed by the SKL shows the importance of an early involvement of the citizens. This is to avoid the possibility of citizens feeling less involved and undermined.<sup>90</sup>



In a report by the WSP group (a engineering and management consultancy) are the advantages and disadvantages of citizen dialogue discussed. Dialogues are described to offer a faster planning process and decision-making. It can create less friction and a greater understanding for the process of urban planning. By informing the citizens and getting then involved in the process can result in less appeals and time spent, which will in the long run save money. Dialogues can't prevent all conflicts of interest especially the strong and genuine believes that are often the conflicts within city planning. But it can create better conditions, understanding, acceptance and consensus and therefore is there a great advantage of using dialogues in a visioning process.<sup>91</sup>

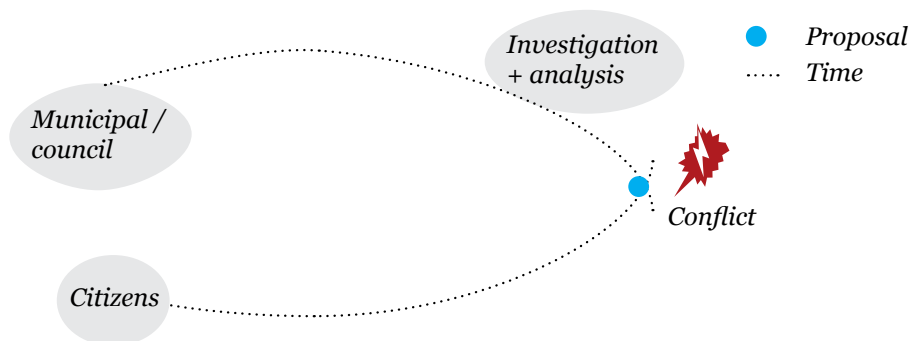


Fig 18, Time and interest. Citizens involvement at a late stage, which can lead to conflict (skl.se)

89 <http://www.youtube.com/watch?v=Uj0RapnDwl4>

90 Sveriges Kommuner och Landsting. (2009) 11 tankar om medborgardialog i styrning.

91 [http://www.wspgroup.com/upload/documents/PDF/Sweden/Effektivisering\\_planeringsprocessen\\_Slutversion.pdf](http://www.wspgroup.com/upload/documents/PDF/Sweden/Effektivisering_planeringsprocessen_Slutversion.pdf)

To read more about how to manage conflict read my interview with Gotenburg City's conflict management unit, see appendix 2.

With these conditions for the dialogue and the set mission was the case study aim discussed with the dialogue team. They recommended a focus on the development of a workshop, considering I also wanted to test the developed tools as a part of the study. With this in mind was a case study brief created.

### ***Case study brief***

Develop a workshop that can be used in the vision dialogue. Identify the concept of how different tools to be use in the process to connect the analog with the digital. The prototype of the (analog) workshop should be tested. The test group selected should be able to be critical but also genuinely represent the target audience. The prototype should therefore be tested and analysed by potential users.

## **Reflections and potential use of the theoretical framework**

I have categorised my theoretical framework into six sections to be able to use the theoretical framework as research within the case.

### **Shaping a vision**

The sustainable goals of RiverCity will need to shape a vision that use natural, economical and social resources. An effective action plan would need to be answered by the areas needs. It could be problems based upon environmental issues related to natural resources as the rising water levels of the river or the lack of economic resources in a highly industrial area that can create worklessness and desertion of the area. Mixed-use neighbourhoods and a denser city is also an aim with the development. The cohesion the glue of a neighbourhood is created by the community identity and these qualities could be included in the development. Cultural values such as the history of the river and the unexploited natural assets can be used in the development to shape a direction and clarify the priorities and initiatives that should be included in a plan of action. Cultural planning and its mapping process can be use to involve the community in the identification of these places' of cultural qualities. Considering that renewal or development an area, may create a feeling of uncertainty and concern among residents is it important to keep them involved in the whole process. The planning process of both Community Cohesion and Community planning are in favour of dialogue as it can shape a common value, which can be used as part of the development work to create a greater cohesion and integration in an area.

### **The City Fringe perspective**

The outside view offered by new eyes on the area will be an important aspect. The model of 'I' and 'Me' can be seen as an included aspect of the project considering that all 10 of Gothenburg's municipalities will be giving their vision for the area. 7 of 10 are not direct neighbours to the area.

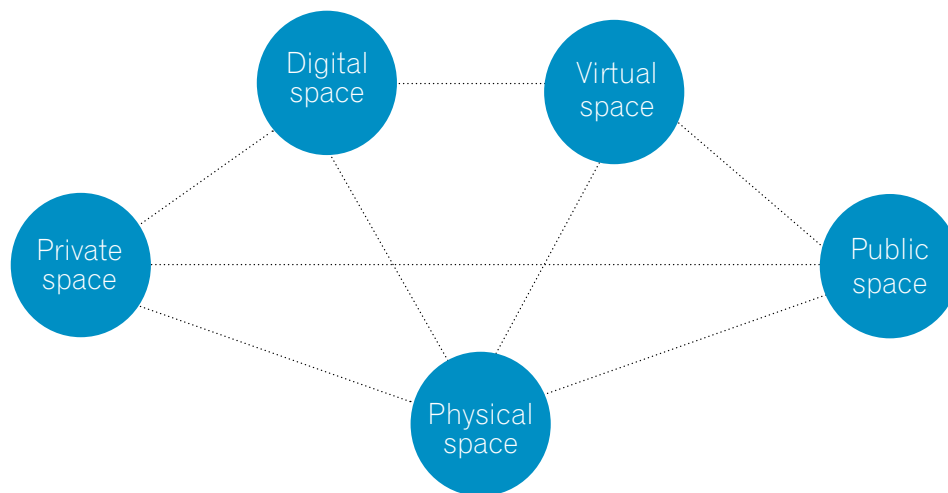


### Level of involvement

The level of involvement set in the River City mission indicates that the vision dialogue will be a process of exchange of thoughts and a collection of opinions. A guide can be created such as the one created by Huddinge municipality to inform their citizens on how they can become more involved in issues that concern the area. The openness the municipality is showing by communicating the conditions of citizen dialogue is establishing clear roles and what can be expected if they chose to get involved.

Ladder of citizen participation developed by Sherry Arnstein indicated that the dialogue vision could be seen as 'Tokenism'. This reinforces the need for clear information and definition of level of involvement to prevent misunderstandings.

Around half of the Swedish population have the feeling of being involved and able to participate in today's information society. The difference between how different generations feel involved differ. The greatest participation, is felt by the age group 16 to 45 years. There is also other groups in the society which can be excluded in the online development and therefore create an imbalance in the democratic process. The first factor is the population of elderly, who have different reasons for not using or having access to a computer and Internet connection. This indicates the need of other off-line participation to enable all ages to engage in the dialogue phase.



The dialogue phase could therefore offer engagement in various spaces of engagement. This indicates the need to use both online communication and participation and the off-line accessibility of paper versions and telephone-based systems.

### Power structure

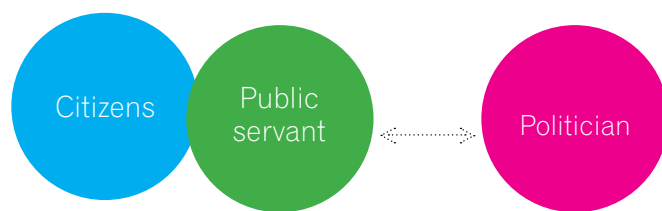
The most common way of trying to effect a decision both on a municipal and regional level was through name collections. Web-based tools could offer a new channel of communication and holds potential in strengthening the relationship between citizens and politicians. Those how had tried had mainly tried to affect a decision on a municipal decision-level. Regardless the intention had 14% answered that they had contact a politicians or civil servants. One conclusion based on this information could be that citizens are not willing to devote much time or effort. This can probably be explained in the lack of trust they have in their own capability to affect political decisions. This indicates that an increase of citizen engagement can be reached if they feel and can see proof of that they can affect political decisions.

The RiverCity vision will be present the citizen's vision but politicians will make all final decisions. The vision of the citizens of Gothenburg could be used to indicate the needs of the area and the expectations of its potential users. The development as a whole can also take inspiration of The Big Society Network were the UK government have started to decentralising and redistributing power to empower communities, neighbourhoods and individuals. Social entrepreneurs and community activists are the ones who manage the network. The network wants to enable the state to help themselves and their communities



to transform government actions to flexible, transparent solutions that supports social enterprises and cooperatives.

This approach presents a shift in power from 'formal' government organisations to 'informal' actors where changes are made to finance structures with new models of co-finance and/or individual investments. This also shapes a new culture, which demands the society to become more democratic and socially responsible. Bold Ideas Better Lives Challenge asked the citizen for solutions that address Australia's most pressing social needs and offered \$1 million dollars of investment, to be shared between the winning projects. The winners would also receive support and be able to use their network to test the solutions and put into practice. This presents a forum for citizens to get thinking about what they think is needed and what solution would be best suited for them. The citizens themselves become a driving force and public finances and support given to develop the solutions are suggesting a shift to a direct democracy approach.



The direct-democratic model presents a shift in power where citizens will have some kind of power to be able to effect the implementation and evaluating of political decisions. As previously mentioned is the most common way of trying to effect a decision through an arranged name collection. To use e-petitions can create a forum for public opinion. The platform Malmö initiative is an example of an online space where all residents can make suggestions and comments that relates to the area. The forum serves the function to discuss, make suggestions or just follow the debate and each proposal can have links to social media. The front march of e-services will make Internet access a vital factor for access and involvement in the development of the future society. Internet connection will then establish the basic condition for those who will be excluded from this type of technology. The Swedish government has set a target that 90% of the Swedish households should be able to receive 100 Megabits per second by year 2020, but will this be affordable for all. Access can be linked social class, rural area with poor infrastructure and elderly people that find it difficult to use this type of technology.

### **Why use Social Media**

Social Media can be described as a technology and a way of approaching our environment where the analog meeting are complimented with the digital. The analog interactions that build our values are the physical surroundings and people in it that often offer a limited access to influences. The analog interaction can therefore feel inefficient as it offers limited sources of information. The online sources that the web offers more sources but it also demands that the user can filter information. Social networking is a space that enables social collaboration. Rather than to be passive onlookers, are users becoming an integral part of the network as they contribute to discussions as peers rather than outsiders. Social networking can provide governments with new tools but also a new paradigm, as the knowledge is released rather than controlled. Today's users of the Internet are actively seeking out and publishing information, the Internet allows you as a user to upload and download content. This interaction is also empowering citizens to participate in the digital society shaped by the use of Social Media.

The users take an active roll as they can produce original content, not only by publishing texts but also to share pictures and videos. There are millions of Swedes that engage to produce this user-generated content and presents a fantastic opportunity for the RiverCity vision to be co-created by using this type of technology.

At the beginning was it mostly teenagers who took an interest in these social networks. Today has the interest been spread to all ages and the majority of users are up to 45 years-old. The Internet's beginner's age, have been monitored since 1996 and the age, which half of the age group have become acquainted with the Internet has fallen by each year passed. The 'beginner's age' has crept down to the age of four. It might be young but there is a limited use for the younger users until they start school. In the NHSi project done by ThinkPublic were students asked to suggest changes to the emergency services that would make them communicate better to their age group. Suggested ideas ranged from using social networking websites to digital technologies such as podcasts. Which suggests that younger users a favouring this type of engagement. Online communities emerge from a built common interest and social networks focus more on the possibility to meet friends and friends of friends but also to meet new people. Communities that are interested in city planning and democratic process can be used to encourage others to engage in the vision.

The virtual society and digital aspect of Social Media does not only presents new possibilities it also demand a rapid need of development and support to ensure that all groups of our society can be included in this change. The most likely development is that all social functions will be online within a near future. A survey by SLR showed that over 60 % of municipalities use Social Media as a part of their work. User-generated information can also be used in campaigns. The use of Facebook can produce 'likes' and 'friends ' that can be measured and give an indication of opinions and engagement. A project like the RiverCity can integrate and engage citizens to inform and take help of their network of friends to spread the information and create an interest in the dialogue.

### **Creative and innovating processes**

Organisations today are changing slower than people and decades of expanding choice and growing wealth have left people looking for more. Public services do not need to be more like commercial service providers but all service organisations need to find new ways of connecting intimately with their users and customers. They need to listen and respond in ways that demonstrates that the users needs are included in the service. To employ the design process to improve people lives is something that is done within the field of Social Design to shape products or services, which addresses the needs and issues of an ever-changing society.

The RiverCity dialogue will be a type of service considering it will ask its users to use its tools and give a vision, therefore can also service design methods be of use in the development of dialogue tools. Service designers focus on how users experience services, with the aim to understand how service organisations can better their relationships with their users and customers. The Big Society demonstrates the use of services orientated organisations and a change of perspective were citizens are seen as service customers. This opens up for the use of service design and its tools in the public sector. A service designer should work user-centred and try to achieve co-creativity within an interdisciplinary team and provide evidences that considers the whole touchpoint sequence to create holistic concepts. An example of interdisciplinary collaboration is the Danish government use of their supporting unit MindLab. They investigate the user experience and possible improvements to public services to help the public servants to understand the needs of their customers. Mindlab's "Away with the Red Tape" a study, which aimed to give young citizens a better way of encountering the Danish Government used a design-driven process. Young citizen was asked to present solutions that improve citizens' overall experience of the public sector. The tools they used to conduct the study were to examine the citizens' subjective experiences with public sector regulations, communication channels and service. The process used tools such as a systematic idea development and prioritisation, which developed concepts and description of specific prototypes that could accrue in a direct dialogue with citizens.

To think differently about public engagement could be to let the stakeholder of a public service be involved in the development or improvement of a specific service. Many governments are now trying to find ways of engaging the public in shaping what they

should do. The methods are still being experimented with, and are focused on creating a culture of openness to ideas but also how to generate ideas. The Young Foundation in the UK have also been exploring social design and innovation and have found a range of different techniques for engaging participants in more effective and meaningful ways. The main aim is to transform meetings to enable people to better interact verbally, visually, and through simulations and technologies of all kinds are increasingly used. Face-to-face meetings are described to be the most important method in generating commitment to innovations. The RiverCity vision is aspiring to include all ages in the citizen engagement process, which means that the child perspective will need to be explored. The Social Exclusion Unit in the UK have used processes for involving children in decision-making, planning, and the management of schools. One example of this when they commissioned children to interview other children living in housing estates to make presentations to ministers.

By involving and integrating the stakeholders in the design process by letting them be a part of creating, providing and consuming services can shape a new relationship. The more potential users are involved in the service provision the more likely are they to develop a feeling of co-ownership of the service or in this case the vision.

# Define

A focus group will in this section be used to identify the needs and use of the tools.

## Target audience and focus

To be able to set a focus I found it necessary to set up a plan of all the tools and home in one section of the process. The first stage of this process was to identify the requirements and target audiences. This was done in a focus group with the RiverCity dialogue team. The focus was on how we could identify the different key citizen groups for the dialogue phase. There are ten different municipalities in Gothenburg City and all ten should have a citizen group to engage in the project.



Fig19, Brainstorm tools used

### Issue cards

To explore the different ways of engaging with the vision dialogue were personas developed. These personas are descriptions of stereotypes, will work as issue cards. These cards will help the project group to think about the different needs and preferences of different groups within the target audience when developing the dialogue process. (See appendix 4 for the personas developed to create issue cards)

The citizen of Gothenburg represent many different types of users. To be able to develop workshops are target audiences needed to establish a focus and suitable tools. I have chosen to divide the citizen into five groups that represents age and an indication of suitable interaction method. These groups are based on the research on public Internet use and the need to face-to-face interaction, which was identified by the Young Foundation.

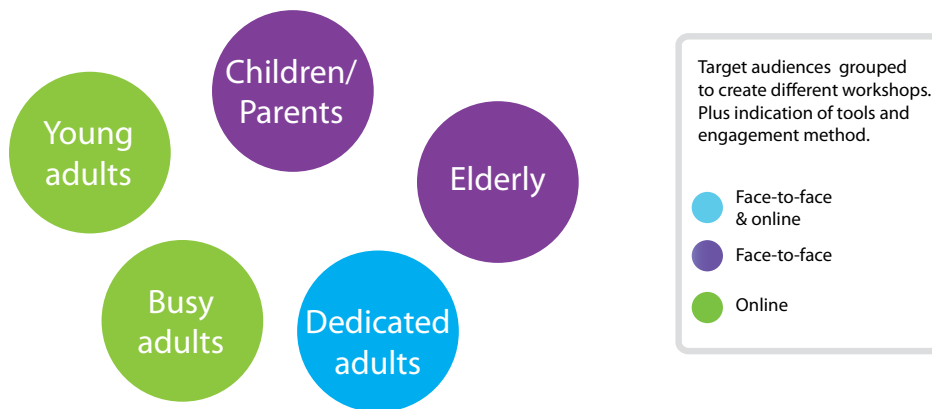


Fig 20. Target groups and interaction environment (offering map)

## *Ideate*

One of the aspects, which my literature study concluded was that the dialogue, will need to offer both analog and digital engagement tools. This is why I will be looking at tools that can be used face-to-face and online. I will also establish their relationship and connection in the dialogue process.

## Potential tools and activities for engagement

A brainstorm session after a meeting with the RiverCity dialogue team resulted in the need to investigate tools used in other similar projects. My own past experience and the dialogue teams resulted in suggestions on how to engage citizen in the dialogue and the tools that could be useful in this process. The Some of the suggestions are as follows:

**Public Comment** - surveying and polling of large groups could be one way of receiving generated and selected ideas from a wide group. Can be done both online and by using printed forms, which can be transferred into the online application at a later collecting stage.

**Video booths** to capture the views and ideas of the public, can be used at conferences, and in public spaces, to collect participants. Views of the event and issues can be covered and YouTube can be used to show these clips to presents the citizens suggestions and views of the area.

**Suggestion boxes or e-petions** can be used both as an analog and online tool. This type of engagement is the most common way of getting involved in a decision making process and can therefore offer a familiar method to the citizens.

**Competitions and challenges** can be to uncovering new sources of public engagement. Suitable to all ages and offers a fun and exiting way of interacting. It can also be structured in such a way that participants have the opportunity to collaborate, share and learn with each other. Facebook and YouTube can be used to show and submit entries.

**History film** is a way of citizens to share their personal experiences by looking at the use of the area in the past. A short film about the area and the project could be used a trigger for citizens to connect their own relationship to the river.

**Mapping** can be done to identify resources. The use of a map can be applied to **home** in on an area. Mapping can also show the formation of clusters, which makes it easy to summaries the collected data.

**Image collage** can be used to visualise ideas that is produced in order to feed the creative process and act as fuel in discussion. Each idea is visualized through images and then presented together with keywords that support the idea or message.

**Postcards** can be sent in and the citizens can be handed these on town or at events. An online version of this can also be linked to the website. This type of tool could collect information such as their current relationship and movement in the area

**Events/festival** can be used to kick start the dialogue and consultation phase. This can be an opportunity for people to be introduced to the project and quick ways of leaving a vision and comments could be available in the face-to-face interaction. iPads can be used by project members as a tool to collect votes on a suggestion or a quick survey can be done by presenting easy tick options.

**Street interviews** people how would not normal participate can be asked to give their vision on the spot. This can also be a way of informing people about the dialogue and be visible to the public which could spark an interest.

**Treasure hunt** a great way of getting know the area, which can also be a family event or a day out with friends. Facebook and YouTube can be used to give clues or to submit. A mobilephone application can be developed to act as a map and information point. Gogglemap can also be explored as an option. A printed version could also be available.

**Suggestion wall** people can write on a 3D object but can also be linked to a wiki or blog. The suggestions can also be linked to another tool called a **Word Cloud**. This could is shaped and based on the use of words. The word that are used the most is the one that will become the largest in the visual presentation of the cloud.

**Facebook tagging** people can tag themselves to locations on different maps of the area. One map can show locations which have qualities that are worth keeping and strengthen and on another could the tag locations with a lot of potential which have not yet been explored. The motivations for the tags can be done as a comments on the pictures. Citizen could also add their suggestions on another's comment if they have picked the same location.

**Ambassador network** organisations or groups that want to be more involved and support the dialogue process could be identified to start a network. Ideally should they have

a strong online presence and have a strong following both on line and in face-to-face meetings. The network can use a LinkedIn group to discuss and get support for each other. This will also aid the collective thought and development of citizen initiatives that can act as a bridge and support for citizens in democratic processes.

**Exhibition of live citizen engagement** the shopping centre 'Nordstan' which is located in the developing area can have an interactive space for the RiverCity vision. Many people from different part of Gothenburg use this space and this location can offer access to many different target audiences. The RiverCity exhibition could show the online and live interaction between citizens. This could encourage people to leave their suggestion on the spot. Therefore should both online suggestions and face-to-face collection be available. The 'check in' function on Facebook could spread the exhibition location through the users networks.

## Tools and structure

As mentioned before is access to both the online and off-line environment important to ensure that all citizens have the opportunity to involve themselves in the RiverCity vision. This is also a way to accommodate both young and old and citizens who have more or less time to engage in the vision. The dialogue tools should offer a chose to make the dialogue interaction more democratic. The researched showed that Swedish citizens did not spend much time in order to affect political decisions. It is therefore important to include time as a factor of involvement. Something that was also explored in the research was the use of space. The private meets the public space by the use of both the virtual/digital and physical space. The location/space will therefore also a factor of engagement, age and use of method are also important factors and have also been used to establish user groups in the 'Define' section. To build on this concept are these four factors used as parameters which will affect the users choice of engagement tool.

**Age group:** the ages were people feel the strongest online participation are between the ages of 16-45 years-old. This identifies the need to have a more personal and face-to-face interaction to accommodate all ages in the dialogue.

**Method:** we all have different ways of expressing and communicating our thoughts and to offer a range of tools will give the citizens the chose a method that suites them. Either being a picture collage, online comment or a two-paged description of suggestions for the future vision.

**Space/location:** the location of where the dialogue takes place. This is also linked to time, as a citizen is probably more willing to dedicate a long time when sitting at home or in an arranged workshop then they're on their way in to work. Linking the private and public space by applying interaction in both virtual/digital and physical spaces.

**Time/duration:** the time a user can or wants to engage in dialogue The flexibility of being able to dedicate 2 minutes or 2 days should therefore be offered.

## Crowdsourcing a vision

Online and off-line implementing platforms and principles used for co-creation and evaluation. These are tools that can be explored to engaged the users to determine, build and refine the vision.

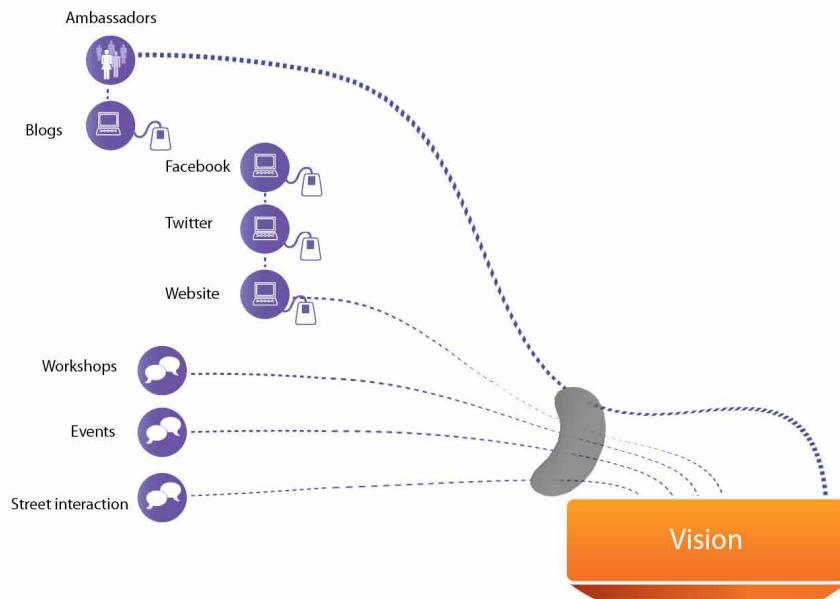


Fig 21. Crowdsourcing approach

The method or tools that the different target audiences chose can differ. This is why I have also chosen to show how the different tools with the parameters duration/time and methods can contribute to the vision.

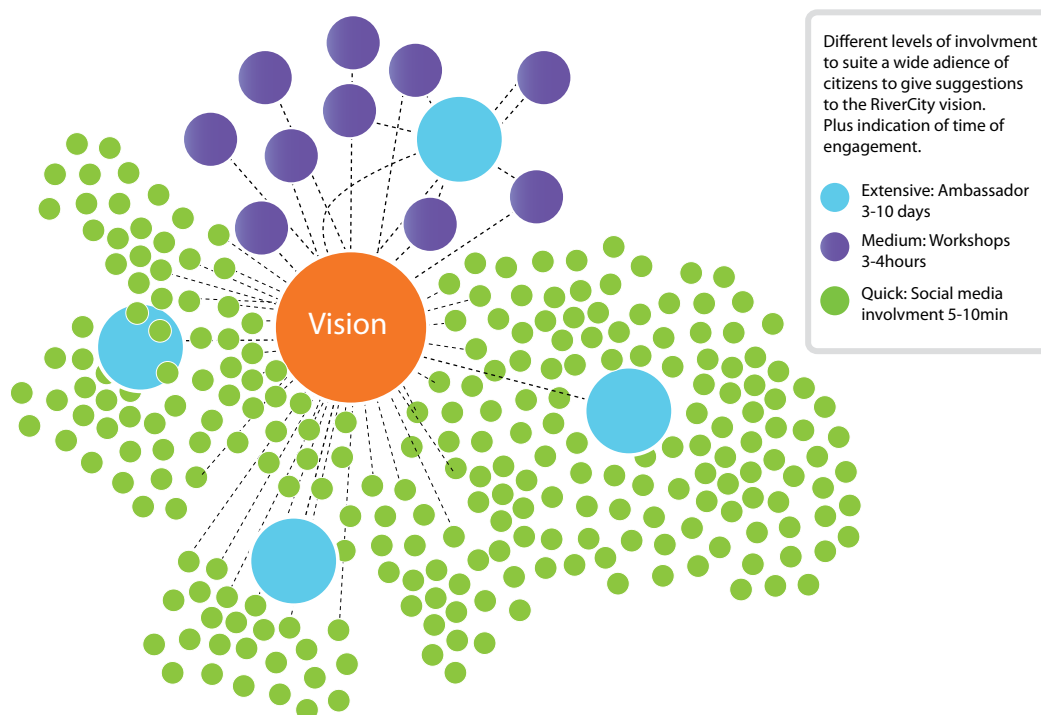


Fig 22. Levels of engagement and duration (relationship mapping)

## Website and Social Media

Allowing citizens to impact decisions requires not only means to provide with information, it also requires regular communication over the long term as the vision evolve. Websites can accomplish this by allowing citizens to find information, or even to directly get involved by commenting or rating. Furthermore, timely information empowers citizens to know about the how and what to be able to decide whether they would like to get more involved.

To connect the private and public space is a online platform for the vision dialogue needed. The website will therefore be developed not only to be a source of information but will also be a space for interaction and engagement. The link between the social space is also an important factor and social media such as Facebook, Twitter and Youtube will be linked to generate content.

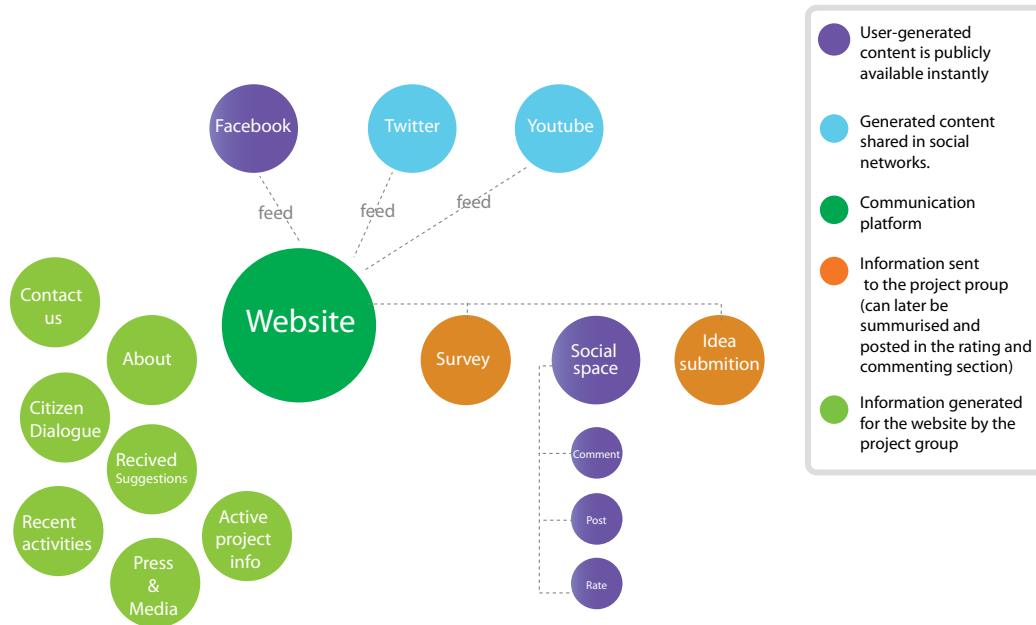


Fig 23. Structure and function of website

The website should allow its users to post on the 'social space' section and submit ideas to the dialogue unit. Comments can be done on others posts and rating could be used to assess public opinion on publish material. To structure the website were wireframing and a site map used, which are tools commonly used in web design. The wireframe exercise was used in a briefing meeting with the web developers that had been assigned to develop the site.

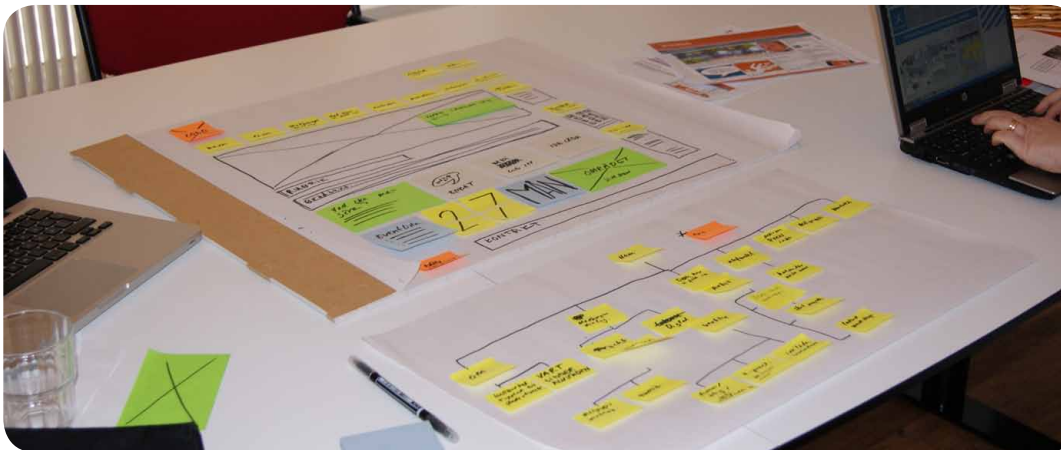


Fig 24, Workshop for website development

(See appendix 3 for the produced wireframe and sitemap)

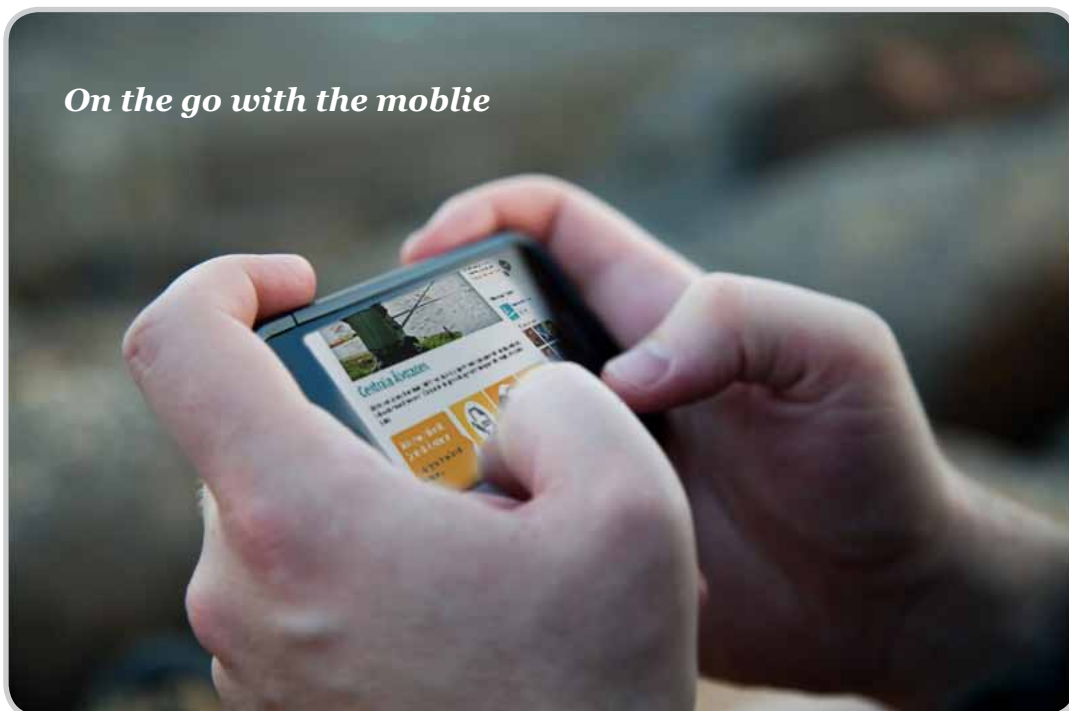


## Face-to-face interaction

This type of engagement will be done mainly through ten workshops in collaboration with the ten municipality areas. These workshops will need a facilitator kit to guide the workshop participant. A kit will also be needed to instruct ambassadors, street interactions and events. These kits could have triggers and tools to aid the users to get started and to think about the RiverCity areas use and potential that could be used in the vision.

To show the link between interaction and location was a service design tool called 'Evidencing' used to present the idea as a tangible evidence of the future use. This also allows me to show the relationship between the analog and online tools.

Evidence of the access to the website:



Evidence of the access to analog tools:



# Prototype

This section will home in on one section in the dialogue process as this study aims to test the use of tools and evaluate both the use and process. As described in the case study brief will my focus be on the development of a workshop. Considering that all ten municipal areas in Gothenburg City should be able to participate in the RiverCity dialogue, will the development of the workshop include this perspective.

## Selected tools for the workshop



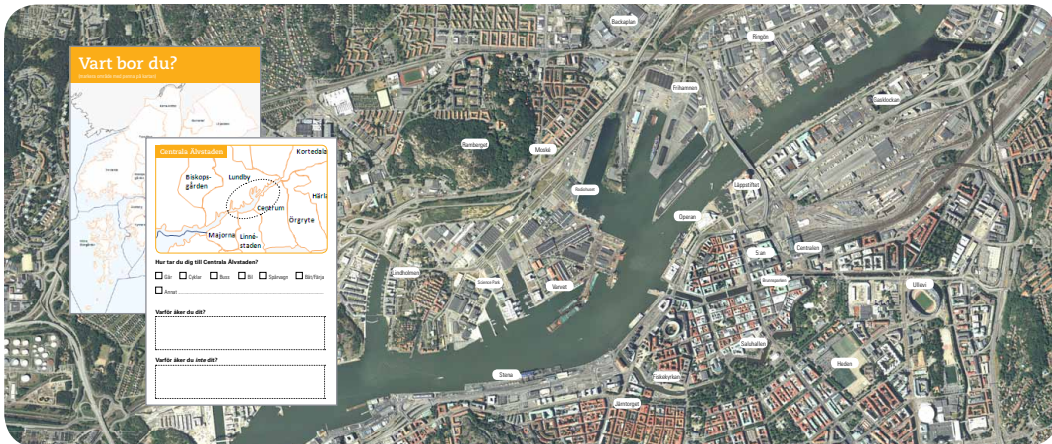
The workshop was co-created with the dialogue team as a result of two workshops, which used the developed issue cards as a context framework. The workshop consists of seven different section that links past, present and future. The participants will use their own experiences and values to create the vision and asset/resource mapping will be used as a strategic approach. I used this approach as I think that all participants already have an idea of what they want to include in the vision. The mapping approach is used to connect personal interactions to the area, but is also used to identify the pattern the group is creating. These patterns can lead to discussion and be the basis of the groups vision. Different sections will use different tools to aid the user to answer and discuss different questions that will result in a presentation of the groups future vision.

**Past** – main tool is a film that presents the project aims and area. Next stage in the film is to show the river's history; use, transformations. Then is information about the dialogue phase presented.



(Source: Filmarkivet.se)

**Present** – starts with a survey 'your relationship to the area'. After the survey will the mapping exercises begin. Suggestions and preferences are pin-pointed with stickers on a map of the area. The motivations are written on post-its and placed on different A3 boards with five different questions written on them. Each question has a colour coded sticker and set of post-its.



**Future** – are using a vision collage, created by the topics of the other sections. Pictures and supporting words and text are used to present the groups vision.



For the structure and content of the whole workshop, see appendix 5.

# Test

To test the developed workshop and its tools would I need to find a suitable user group. This was done by meeting with several groups and organisations that are already involved in democratic processes. My selection was based around two main criteria; they should have an understanding of democratic processes and citizens' initiatives. They should preferably also have a trained eye and opinion to be able to evaluate but also share their experience and suggestions on how the tools can be improved.

Proof of concept testing was used to test the workshop concept. This method use potential users to assess and refine a concept or idea. Two workshops was tested first a shorter version which needed to be adapted as the participants could only spend two hours in the workshop a the prototype of the workshop is set to three hours. The three hour workshop was then tested on a test group that was picked to evaluate and refine the concept.

(See appendix 6 for more information about the potential test groups).

## Test Workshops

### ***Bite-sized workshop***

The dialogue team was contacted by a teacher at Angered's gymnasiet (a Upper secondary School in Gothenburg) who wanted her students to learn more about the project. This was an opportunity to test the tools for the workshop concept and the students became the first test group. The students was given a bite-sized test that presented the last section of the workshop - the 'Future' section. The reason for not letting them test the whole workshop was the lack of time.

The workshop was held near the river at 'Älvrummet' a building/showroom for the river development. The first hour was used to create a 'Word cloud' with words that represented their expectations and wishes for the future RiverCity area. The area was introduced in more detail to explain the project, this was done in a presentation of a small scale model of the RiverCity area.



It was 42 students participating and they were divided into 9 groups and then presented with the task to think about their own vision for the area, 10 years from now. They were first asked to discuss in group and then to write down their views and suggestion on post-its. Next task was to view the selection of images which could be used to visualise an discussed idea. The post-its and picked images were then put on an A2 sized poster with the heading 'Images that represent our vision for 2021'. The poster was later used in a short presentation were every group talked about their group discussion and priorities that shaped their vision for RiverCity 2021.



### Tools presented

- Word Cloud
- Image collage cards
- Presentation board

## ***Test of workshop***

An invitation was sent to both Idéverkstan Majorna and Yimby. They were selected to participate in the test workshop because they are both a citizens' initiative. Getting them involved could also get them to be interested in becoming potential ambassadors of the dialogue. These two organisations was therefore chosen to test the whole workshop.

The workshop tested was the developed tools in the prototype section. (See appendix 5).



The workshop was held the 10th of May 2011 at the RiverCity office and had eleven participants, which were divided into two teams. The first part of the workshop was to get a better understanding of the area and the purpose of the vision dialogue. This was done in a presentation by the RiverCity dialogue team. The middle section in the presentation was information that represented the content of the film tool, which started the 'Past' section in the workshop. After the 'Past' section was information about the RiverCity's involvement level and power indication presented. The teams were after this section split up. Each team had a secretary how took notes during the workshop and instructed the participants how to use of the different tools. The first task was to fill in the form 'Your relationship to the area'. The information we receive from those forms showed the participants relationship

and current use of the RiverCity area.

When the forms were collected, the 'Present' section of the workshop started. To be able to observe but also to instruct the workshop was I the facilitator which presented the different section to each group and could therefore observe and compare the two groups during the whole workshop. The first section was using three stickers to map the answers to three questions regarding the personal relationship and use of the RiverCity area. The answers were verbally presented and then mapped on a map of the area. The motivation of the picked spot was written on a post-it and placed on a paper with the question and the same colour code as the sticker and post-it that indicated the answer. The next set of questions in the 'Present' section was resources the participants and two stickers were given to map out spots with potential and those who have a value worth keeping. With that mind-set was a coffee break in order and then was the 'Future' section presented. They were first asked to think about how they imagined the RiverCity in the year 2021. The next step was to write down on post-its and discuss with the others in the group. After that was themes of the topics categorised to create a common vision. Now was the image collage pictures used to support the words that presented the groups vision. These were then put on an A2 board with the title 'Images that represent our vision for 2021'. A five to ten minute presentation was made by the groups and this was the first time the groups could hear what the other group had discussed.

A short end speech was made to summarise the workshop and the request of feedback was asked.



### Tools presented

- Survey
- Film/presentation of the past
- Mapping with stickers
- Image collage cards
- Presentation boards
- Summary boards for post-its

The use of the image collage, which indicates what pictures were used the most and can be seen in appendix 7.

# Evaluate

## Workshop

The participants of the test workshop was asked to give feedback on questions and tools used in the workshop. An email went out to all participants the day after the workshop.

**They were asked to answer the following questions:**

- How well did the method examine your thoughts, feelings and future visions for the RlverCity?
- Was there any steps that were less important and should therefore be scraped?
- Was there anything that you would like to add?
- It there anything the workshop leaders could improve on?
- Was there anything about the practical arrangements that you would liked to have changed?

**Some of the responses:**

"The workshop leaders worked well and succeed in an excellent way to remove the "us and them" attitude. Showed that we all must pull together with the planning."

"The method felt fun almost playful. It was very good that it began with the presentation, which explained where in the process the dialogue meeting was, what purpose and what expectations we, as participants may have of what will happen from the meeting. I think this is really important"

"Allow the observer to assess options." vs. "To choose between the final proposals would be superficial. One is then reduced to a customer role whose sole mission will be to pay."

"I am particularly sceptical about the selection of a few places that should be so significant. Very much time and focus was spent on selecting a few locations. Why is a place better than two?...Give more time for participants to state why they chose that particular site. "

"The team leader could also have been harder on the timetable and how much time we got to each step."

"A question raised during the evening is the need to formulate a common vision. The whole idea is based on that we must get along on a common vision, which I think is a bit strange...We never had to justify the choice of the place from different perspectives. It was very much from my own perspective."

(See appendix 8 for more feedback)

### **Summary and suggested changes**

The overall feedback was the lack of time in the last section that aimed to present their vision. They also wanted ways of leaving their own personal vision rather than the consensus result which was presented by using a group presentation at the end. They also wanted to use more perspectives then just their own. Others wanted to assess concepts or options while others felt that would reduce them to consumers that should only pay for the vision and not shape it.

The mapping section needs more direction to explain why they are only allowed one sticker. The use of two sticker when mapping 'resources' felt incoherent. They also wanted



more time to analyse why they picked the spot. Even though some liked the everyday life focus was it evident that more time was needed for the future section and this section could therefore be reduced. The question of resources can add another question that include the social life and the practical life in the city. To have one sticker is a good way of forcing the participants to priorities and will allow more time for reflection and discussion. Regarding chance to give a personal vision will the website serve as a forum for individuals ideas, reflections and suggestions. The wish to use another perspective rather than their own is maybe something that can be used in another workshop. The various ways of engaging in the dialogue, will hopefully attract a more wider audience and therefore provide inputs for different perspectives.

### **Bite-sized workshop**

This test showed that it was possible to mix the use of tools. Both groups found the introduction presentation about the area and project as important factors to be able to shape a vision.

## **The dialogue process**

As a result from the workshop tests, was a tool for individual engagement identified. By developing a crowdsourcing idea for the vision will hopefully allow different user groups to be linked to the vision. This is to make it clearer that there are other ways of engaging in the vision then just to participate in a workshop. Feedback from the test workshop suggests that more ideas were developed after the workshop, when some more time had been pent to reflect on the desired vision. This indicates that the workshops can start an engagement by planting a seed with its participants, which can then develop a stronger engagement in the dialogue process. This can be done by asking them to become ambassadors for the vision and spread the vision either by doing their own workshops or by being active on the dialogue website.

## **Use of Service Design and a design process**

The usefulness of using Service Design tools in this type of study was something that has surprised me. Many of these tools are approaches that I have used before but the mix of perspectives and the holistic view they offered was very useful. The only problem I experienced by using these tools was that they work best when used in a group or workshop. This made me more dependent on others availability to receive useful results and insights. The design process I used have allowed my to stay focused and also allowed me to revisit stages, which felt necessary to achieve a creative and open process.

# Conclusion

In my study have I found theory to support that Service Design and Social Media can be used to empower democratic aspects and citizen engagement in an visioning process for an area. But it is also presented other aspects that suggested that a combination of tools would offer a more strengthened democratic visioning process. To conclude my study I'm presenting a concept of the use of Social media in a dialogue/consultation phase. The tools of Social Media are described in the theory as a way to offer empowerment and chose, which can engage a wider range of users. Social Media and websites can be useful tools when communication to the age group 16-45 but face-to-face and printed communication is need to reach and involve all aged groups that are represented in a society. The theory is also describing the need for to linking the private and public space of interaction. Liking the virtual/digital space with the physical space can do this. My findings have therefore stressed the importance to offering engagement tools for both online interaction, such as Social Media and the physical meeting, such as in workshops and events. My concept is based on a crowdsourcing process that will shape the vision and allow several ways of interacting to include as many citizens as possible. I'm using an offering map to demonstrate how the dialogue tools are connected and aims to describe the way what the service will be offered to its users.

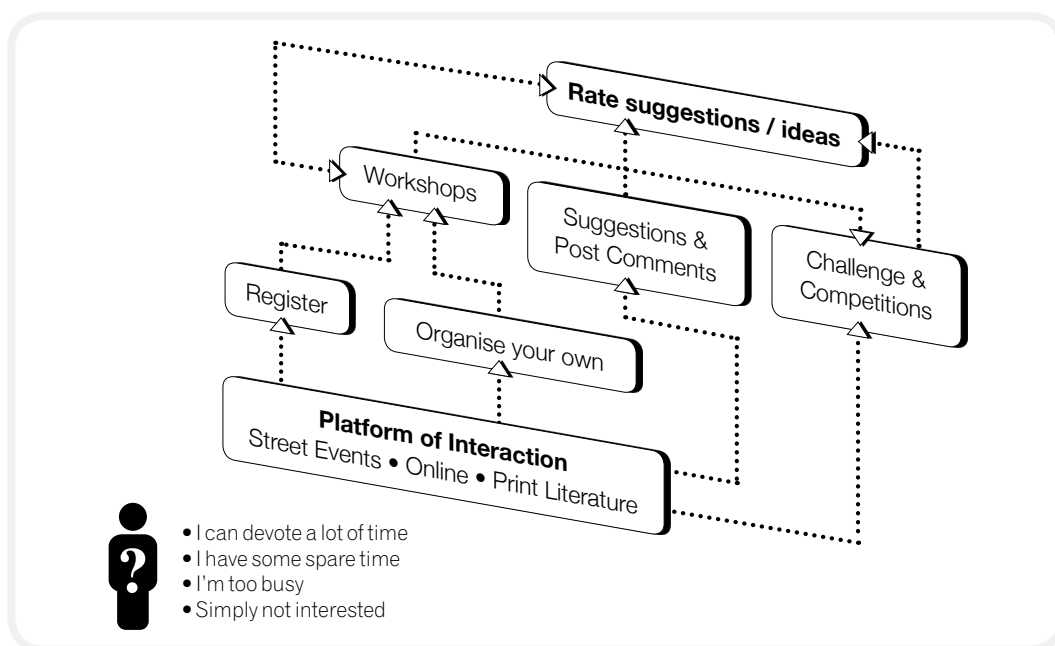


Fig 25, Offering map to indicate the range of tools and user interaction of these tools

To build on this concept are four factors used as parameters, which I believe based on the theory, will affect the users choice of engagement tool.

**Age group:** the ages were people feel the strongest online participation are between the ages of 16-45 years-old. Other age groups need to have a more personal and face-to-face interaction to participate in the visioning dialogue.

**Method:** we all have different ways of expressing and communicating our thoughts and to offer a range of tools will give the citizens the chose a method that suites them. Either being a picture collage, online comment or a two-paged description of suggestions for the future vision.

**Space/location:** the location of where the dialogue takes place. This is also linked to time, as a citizen is probably more willing to dedicate a long time when sitting at home or in an

arranged workshop then on they're way in to work. Linking the private and public space by applying interaction in both virtual/digital and physical spaces.

**Time/duration:** the time a user can or wants to engage in dialogue. The flexibility of being able to dedicate 2 minutes or 2 days should therefore be offered.

To engage in something that will never happen it not an incentive. A clear indication of how and when suggestions will become a reality and the level of involvement and power is needed to establish clear roles in the dialogue process. This is also something I experienced after the test workshops. The participants thought it was vital to know more about the visions mission and what role and power they had in shaping of the vision. Accordingly to the theory is a dialogue phase a way of making the planning process quicker and smoother as the citizens are informed and active in the process.

Organisations today are changing slower than people and decades of expanding choice and growing wealth have left people looking for more. Theory and the I have interest level I have meet by doing this study shows that public services need to find new ways of connecting with the citizens, which are their customers. They need to listen and respond in ways that demonstrates that the users needs and wants are included in the service. To think differently about public engagement and services can be to let the stakeholders of a public service be involved in the development. The theory stressed the importance of involving and integrating the stakeholders in the design process by letting them be a part of the development, so that they can shape a new relationship and ownership of the developed service. My concept for the dialogue phase is using a crowdsourcing process which demands co-creation. One of the limitations but also strengths of using the service design tools in my study was that I was depending on others availability and input. I experienced that those tools work best when used to co-create in a group or workshop. The design process I used have allowed my to explore the use of tools within Service Design to investigate the use of Social Media but these tools have also demonstrated that they can be used to empower the citizens within the public sector. This shows that designers can use social and service design to better communicate their value and potential when applying their creativity and solution in the public sectors.

Considering that my study have only tested the physical meeting in a workshops can future studies be made to test the virtual/digital space of engagement. The concept presented in the offering map can work as a guideline for other studies and visioning process which aim to engage and involve citizens in their process.

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# Appendixes

## **Appendix 1**

Meeting with the head of marketing and one of the two who will be conducting the citizen dialogue.

Date 18.03.2011, 14:00, Älvrummet Gothenburg

My questions - RiverCity initial meeting:

How are you shaping the vision?

By workshops, surveys, a international workshop and citizen dialogue.

How will the project group use the suggestions from the public?

Some suggestions will be presented in a written report that will be handed over to the politicians summer 2012.

What is the projects mission?

A political decision have set the task to:

- Develop vision and strategy with the city's perspective
- Based on the social, ecological and economic dimensions (sustainable)
- **In the dialogue with the Gothenburg citizens to create openness**
- Take inspiration from national and international experience
- Establish a RiverCity-center with experts from the municipal departments and companies (this will become a symbol for transboundary cooperation and collaboration)

What is the dialogue about?

It's about which type by a city we want. The quality of urban life, services and feelings, and what priorities we should keep in mind when creating a sustainable society.

The RiverCity is, without doubt the largest rebuilding development that Gothenburg faces.

It will create about 30 000 new accommodations and 40 000 new jobs!

What stage are the project in now?

We have had 2 expert workshops and planing surveys have been made and some are ongoing.

Are the tools for the dialogue done?

No

Would it be possible to use the RiverCity as a case for my thesis?

We will check.

How long will the time period be for the collection?

September -December

## ***Appendix 2***

Meeting with the Gothenburg City conflict unit  
Date 02.05.2011, 09:00, Kajskjul 107, Gothenburg

My questions -

### **How should public servant respond when aggression accrues?**

Explain your role clearly. Be honest, if you don't know then say so. Or say that you don't know now but can if out or direct to someone that can answer.

### **What support should be in place?**

Often when confronted with an angry citizen they will feel a relief when you have heard them out. This can result in that you will feel down afterwards. The issues can be transferred to you as receiver this why a experienced support net is needed.

Have a trained person to deal with citizens which need extra care so it will not interrupt the conversation with other citizens. Difficult people are often the most engaged and can control a meeting and opinion of many. It is important to present facts and information when handling a complaint. Follow up with the citizens that have expressed a complaint as they can be a valued force and show a strong engagement.

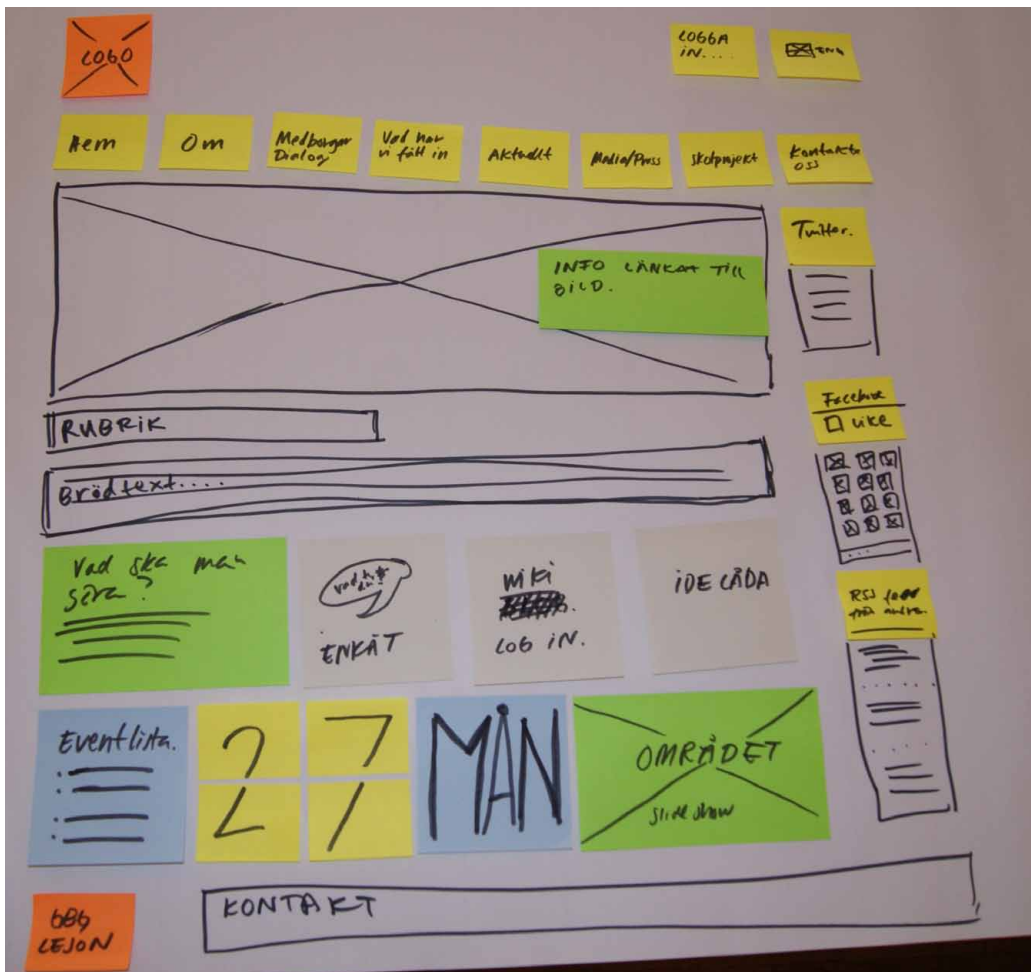
### **What happens when the dialogue is over, people want their opinion and suggestion to matter?**

Conflict can accrue if they felt uncertain how they will be dealt with and how their suggestions will be transferred to the end result.

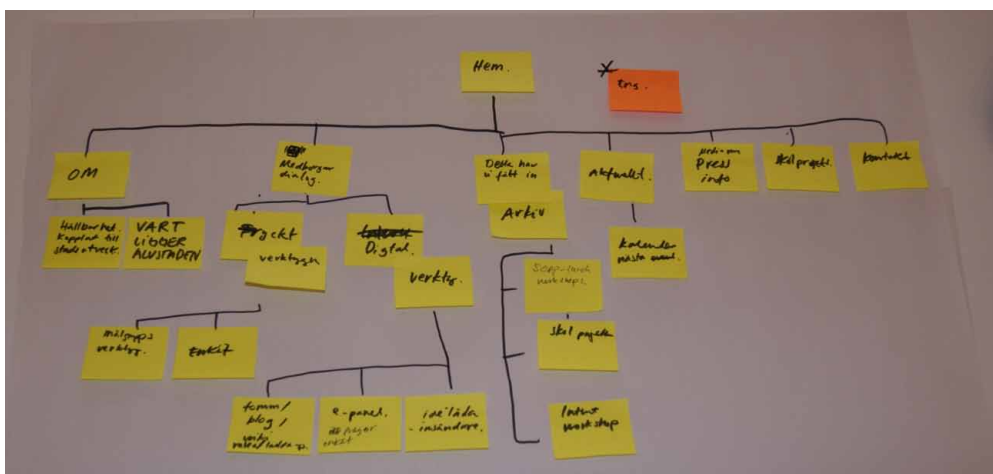
As the dialogue welcomes all citizens of Gothenburg to partipate can it only be assumed that some conflict of opinion will accrue.

This is why this aspect should be included in the dialogue plan to be able to handle strong negative opinions and at the same time make sure that every voice is being heard. The suggestions from the unit was to create a support group or unit that could deal with problems and dedicate the time that is needed to solve them. This will help the dialogue process and make sure that it stays positive. Often when dealing with a upset citizen can their feeling and anger be transferred and this will drain the public servant that is dealing with the case. This is why it is important to an experienced a separate team to deal with this aspect.

## Appendix 3



The wireframe produced in the first workshop.



The sitemap produced in the first workshop.



## Appendix 4

<p><b>STINA</b></p> <p><b>Alder:</b> 40 år <b>Familj:</b> 2 barn i tonåren och är gift. <b>Relation till Älvstaden:</b> Bor inte så nära</p> <p>Har intresse för Älvstaden eftersom hon vill expandera sitt företag och ser utvecklingen av platsen som intressant. Hon har stort fokus på hållbarhet och tycker att hennes företags profil skulle styrkas med ett huvudkontor som är nära vatten och citypuls.</p> <p><i>Företagare</i></p>	<p><b>DAVID</b></p> <p><b>Alder:</b> 13 år <b>Familj:</b> Föräldrar skilda <b>Relation till Älvstaden:</b> Bor i närområdet</p> <p>Gillar sport att cykla och att åka skateboard. Hans föräldrar är skilda och bor med sin mamma på Hisingen och bor varannan helg hos sin pappa som bor i Härlanda.</p> <p><i>Fritidsaktiviteter</i></p>
<p><b>JOSUE</b></p> <p><b>Alder:</b> 33 år <b>Familj:</b> Barn 2 &amp; 8 år och är gift. <b>Relation till Älvstaden:</b> Bor nära</p> <p>Är mitt upp i karriären snart klar med sin utbildning på universitetet. Är ambitiös, har även studerat i USA har en fru som tar hand om barnen och jobbar även halvtid.</p> <p><i>Småbarn/studerande</i></p>	<p><b>KIM</b></p> <p><b>Alder:</b> 20 år <b>Familj:</b> Bror, föräldrar <b>Relation till Älvstaden:</b> Bor granne</p> <p>Är musikintresserad och är bandmedlem. Bor själv och har inget fast jobb. Har inga direkta framtidsplaner. Tar det som det kommer.</p> <p><i>Bostadsproblem</i></p>
<p><b>MARIA</b></p> <p><b>Alder:</b> 70 år <b>Familj:</b> 3 vuxna barn och barnbarn <b>Relation till Älvstaden:</b> Bor granne</p> <p>Har arbetat som bibliotekarie på Stadsbiblioteket. Hon njuter av stadslivet och det kulturutbud det erbjuder och att ha nära till allt. Har en dålig höft och kan inte gå så långt och behöver sin bil för att kunna orka handla mat och kläder.</p> <p><i>För Kultur</i></p>	<p><b>ÅKE</b></p> <p><b>Alder:</b> 59 år <b>Familj:</b> 1 vuxet barn och sambo <b>Relation till Älvstaden:</b> Bor nära</p> <p>Lever med sin livspartner och är chef inom individ och omsorg. Tycker att det är viktigt att alla ska få samma villkor oavsett kön, sexuell läggning eller ursprung. Är miljöintresserad och köper nästan bara ekologiska produkter.</p> <p><i>Miljö</i></p>

## Appendix 5


The structure of the workshop;

### 1. Introduction (30min)

Task	Engagment	Tools	Section	Time
Introduction of project	Get to know the project	Facilitator instructions		10 min
Presentation of area	Get to know the area	Film	Past	15 min
Grouping	Introduction	Name tags	Past	5 min



Group of six participants and sits in a circle

### 2. Identify yourself with the area ain connection to your own area (30min)



Question	Engagment	Tools	Dots	Section	Time
Where do you live?	Mark with pen	Postcard with map Pens		Present	5 min
How do you get to the RiverCity?	Tick options	Postcard Pens		Present	5 min
Why do you go there?	Text field	Postcard Pens		Present	10 min
Why do you not go there?	Text field	Postcard Pens		Present	10 min

Postcards get handed in and placed in a collection box



### 3. Present- Urban Life and Everyday Life (35min)

Question	Engagment	Tools	Dot/ Post-it	Section	Time
Select locations and routes which you like.	Think and select	Map		Present	5 min
When selected	Mark the map with stickers	Sticker Like		Present	2 min
Why?	Write reasons and put on board	Post-it A3 board Pens		Present	4 min

All post-its are placed on the sections A3 board.

Question	Engagment	Tools	Dot/ Post-it	Section	Time
Select locations and routes with problems	Think and select	Map		Present	5 min
When selected	Mark the map with stickers	Sticker Unike		Present	2 min
Why?	Write reasons and put on board	Post-it A3 board Pens		Present	4 min



All post-its are placed on the sections A3 board

Question	Engagment	Tools	Dot/ Post-it	Section	Time
View locations and routes where you want to point out something regarding of your everyday life.	lthink and select	Map		Present	5 min
When selected	Mark the map with stickers	Sticker		Present	5 min
Why?	Write reasons and put on board	Post-it A3 board Pens		Present	14 min

All post-its are placed on the sections A3 board.




The secretary of the group will summarise the section by categorising the content of the post-its. The group can then add or take a way post-its.

#### 4. Resources (20min)

Question	Engagment	Tools	Dot/ Post-it	Section	Time
What are the qualities that exist today should take advantage of the elaboration of the area?	lthink and select	Map		Present	5 min
Discuss in the group and when selected	Mark the map with stickers	Stickers: Asset to keep + Potential		Present	5 min
Why?	Write reasons and put on board	Post-it A3 board Pens		Present	14 min

All post-its are placed on the sections A3 board

## 5. The picture of the future 40min

Question	Engagement	Tools	Dot/ Post-it	Section	Time
How do you imagine the life in RiverCity year 2021?	Discuss in group, write individually	Post-its Pens		Future	15 min
Give reasons for your choices and how they affect the sustainability aspect. Categories the post-its into groups.	Discuss and review, place on A2 vision board	Post-its Pens		Future	15 min
Consolidate your proposals from all parts before presentation, the map will show you step 3-4 and images from the image bank displayed on A2 vision board	Discuss and review the picture gallery, select pictures for the presentation.	Image collage Post-its Blue-tack Pens		Future	10 min



Selected images and post-its are placed on the sections A2 board

## 6. Presentation of proposal (50min)

Each group have 5min = 30min

Discussion = 20min

## 7. End Presentation/information (10min)

- How will your proposal be a part of the vision
- Project submissions and activities - can be viewed on the website
- Get more involved and tell others about the dialogue and invite them to give suggestions on the website. If you want to become an ambassador and hold your own workshop, then you can find a workshop toolkit on the website. Your suggestion and ideas can be sent electronically or by post.

## **Appendix 6**

### **Centre Urban Studies - Hammarkullen**

The Centre for Urban Studies in Hammarkullen is a joint collaboration between University of Gothenburg and Chalmers University of Technology and has the ambition to focus on social sustainability. They are looking for ways to build bridges between the centre and the city fringe in an attempt to enrich the universities and the city as a whole with the knowledge from the suburb.

The dialogue project group and I went to meet Urban Studies located in Hammarkullen. We meet with representatives from a school project that could be a potential test group for the dialogue tool. The result of this meeting was that they would investigate if the dialogue team could use a group in a test pilot they have already started. It was also a possibility to test the tool on a school class that are already applying democratic processes in their learning process.

### **Idéverkstan Majorna**

The dialogue project group at RiverCity was contacted by a citizen group called Idéverkstan Majorna. They are an organisation that works to increase citizen participation in decision-making and change processes for a more democratic, equitable and ecological district. They also aim to work as a bridge between the citizens and the council to aid citizens to become more involved in decision-making processes. We arranged a meeting with two representatives from the group where we informed about the dialogue project and asked if they would be interested in being a test group for the first tool and potential ambassadors for the project.

### **Yimby**

When I was in the first stages of picking subject I contacted Yimby Gothenburg, which is a politically independent network. They work to be a positive and constructive voice in the city planning debate, not only discussing the issues but also to discuss the possibilities.

Yimby is an abbreviation for "Yes in my backyard", thus hits on a fundamentally positive view of a densification of the urban space. Yimby Gothenburg is purely a citizens' initiative, this is why I identify them as possible testers/evaluators of the dialogue tools.

Appendix 7



## ***Appendix 8***

### **Some of the responses:**

- How well did the method examine your thoughts, feelings and future visions for the RiverCity?

It was very good that you began with the presentation where you explain where in the process of dialogue meeting was, what purposes it was and what expectations we, as participants may have of what will happen from the meeting. I think this is really important.

The method felt fun almost playful. I found the method works well to get ideas. To think about what areas I value and what I do not like.

The initial presentation is necessary to have to get a holistic view. The large map was very effective. It made us concentrated on just to consider the RiverCity area. All were given the opportunity to both have their own thoughts as to embrace others and develop them. Building upon the existing and investigate what is good and what can be developed is exemplary. For planning inexperienced citizens, this is a great way to get started thinking.

The method in general worked well for fast, easy and educational to create an overview of the group's views. There were good questions, to think in terms of my own everyday. The three questions were I could point out something about my everyday life. I can imagine that this will present something new as most urban questions have had a focus on trying to get something special, new and flashy that puts the city on the map, so I appreciated that you focused on everyday life.

- Was there any steps that were less important and should therefore be changed or scraped?

I am particularly sceptical about the selection of a few places that should be so significant. Very much time and focus was spent on selecting a few locations. Why is a place better than two? I had a feeling to me afterwards that I must have missed lot of places I had opinions on. How was it that you got one sticker on certain issues and two on the others? Orange pegs are also very great importance if you only have one, there are chances of putting out maybe 2-3 stickers on each instead? I do not think that the precise choice of location is important, but rather precisely the motive behind the choice. Give more time for participants to state why they chose that particular site. What are the feelings associated with the site? What exactly do you do there? When? How?

- It there anything the workshop leaders could improve on?

The workshop leaders worked well. We were well welcomed with a set table with food. You succeed in an excellent way to remove the "us and them" attitude. You showed that we all must pull together with the planning.

Overall, great! Clear instructions for each step. The team leader could also have been harder on the timetable and how much time we got to each step.

The reason why we had no time for everything was probably among other things, that many had a difficulty of selecting a single place that would represent good / bad / potential, etc. If it had been clearer about why we would do just one, and why a choice at all, then I think we could have chosen faster.

- Was there anything that you would like to add?

The last step, where we wrote our vision and put pictures to would even appear that we had jointly created a vision, which is not the case when we discussed the various proposals amongst ourselves. (Nor do I think we would at this meeting try to come to a common vision, but the important thing is to make various conflicts and highlights the priorities visible.) It's extremely important that there is room for different views, and that these are collected in some way.

A question raised during the evening is the need to formulate a common vision. The whole idea is based on that we must get along on a common vision, which I think is a bit strange. It is also important that the purpose of the workshop is very clear from the beginning, is to develop a common vision or that everyone should be able to present their views?

I would like a method that rather addressed the political issues surrounding RiverCity that are important to citizens. For example, the expansion of public transport or more roads?

There are other ways to get an idea of how RiverCity can be developed sustainable. One is to allow the observer to assess options.

To choose between the final proposal will be easy superficial. One is then reduced to a customer whose sole mission will be to pay. The use of urban construction as a passive market can make many to believe that they must be experts to express their ideas. Therefore, it is very good to be able to give all kinds of views as a 'normal person'.

We never had to justify the choice of the place from different perspectives. It was very much from my own perspective. One option would be to step out from their own perspective and then trying to think from a couple different, for example:  
- Child perspective, economic, social, environmental sustainability, etc.

- Was there anything about the practical arrangements that you would liked to have changed?

I liked all the parts were good although they need to be developed. Perhaps more time is needed for each exercise or tighter control from the leader of the times that we would keep. Important that all members of the group may be heard and present their idea / opinion. Is there a large group maybe you can have two beehives and two, who then presents so that all may say something during the workshop. There was not enough time to go from their own visions / orange pegs to come to a common picture. Faster time to present their own ideas, more time for reflection, discussion and feedback on each other. Encourage participants to ask questions of each other to deepen and broaden the ideas!

The photographs in the last exercise confused some. They reinforced the meaning of the text is not enough. In assembling the results of several workshops, it is good if you yourselves enhances text with images. The method provides a basic information about planning.



# Appendix 9

