



SUPPORTING MATERIAL FOR THE TEACHING FORMAT “ENGAGING FOR SUSTAINABILITY”

Silke Bustamante, Hochschule für Wirtschaft und Recht Berlin, 2022



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Module Description

Study Program Business Administration – Service Management (Bachelor of Arts)

Engaging for Sustainability

Type	Frequency	Semester
Mandatory	Every year	3
Length	Examination Format(s)	Group Size
12 weeks	30 % Reflection tasks 70 % Project documentation	30
ECTS-Credits	Hours per week	Workload (presence hours and self-study hours)
6 (2 combined modules with 5 and 1 ECTS respectively)	6	presence: 66 self-study: 144 total: 210
Language	Responsible of Module	Lecturer(s)
German/ English	Prof. Dr. Silke Bustamante	Prof. Dr. Silke Bustamante/ Prof. Dr. Thomas Afflerbach

Requirements	
Learning Objectives <ul style="list-style-type: none"> • Cognitive* • Socio-emotional (including social skills as well as self-reflection skills, values, attitudes & motivation)* • Behavioral (action competencies)* 	<p>Cognitive (<i>"comprises knowledge and thinking skills"</i>*) ; <i>problem and solution based knowledge</i>)</p> <p>Students increase their awareness for sustainability challenges and understand the role of individual, NGO and corporate engagement.</p> <p>Students know about creativity and innovation methods, and are familiar with the methodology and procedure of service design / design thinking.</p>
	<p>Socio-emotional (<i>"includes social skills that enable learners to collaborate, negotiate and communicate ... as well as self-reflection skills, values, attitudes and motivations that enable learners to develop themselves"</i>*)</p> <p>Students learn to critically assess the role of different actors (companies, politics, the third sector, and individual citizens) for sustainable development (--> critical thinking / complex systems).</p> <p>They develop their competency to understand viewpoints and needs of others.</p> <p>Students critically reflect their responsibility for the achievement of sustainability goals set in the Agenda 2030 as individual person and as employee of a company.</p> <p>They define and reassess their attitudes, beliefs and individual core values and question and change the ways they see and think about the world.</p> <p>They develop communication, presentation and teambuilding skills.</p>



	<p>Behavioral (<i>"describes action competencies"</i>)</p> <p>Students apply their knowledge of sustainability and the service design method to solve a specific sustainability challenge.</p> <p>They are able to take decisions in a participatory and collaborative way.</p> <p>Students are activated to contribute to achieving the sustainability goals set in the Agenda 2030.</p>
<p>Content (Which are the main topics covered in the course?)</p>	<ul style="list-style-type: none"> • Overview over sustainability challenges and Sustainable Development Goals (SDGs) • Individual and corporate responsibility • Creativity and innovation methods, service design methodology • Project work on specific sustainability challenge
<p>Which SDGs does the course address?</p>	<p>All goals in short, in particular</p> <p>Goal 12: Responsible consumption and production</p> <p>Goal 17: Partnerships for the goals</p> <p>Further Goals depending on the challenges brought in by external partners (non-profit organisations and companies)</p>
<p>Brief Course Structure/Outline</p>	<p>The course is a combination between a key competency class (responsibility, ethics and sustainability) and a class on service design. Within the key competency class students learn, discuss and reflect about sustainability and their role in enabling sustainable development. In the service design part students learn about the service design methodology and are guided through project work targeted at contributing to society from a methodological viewpoint. Reflection tasks of the first part also deal with the contribution of their project work to sustainability.</p>
<p>Pedagogical approaches (<i>"guiding principles of designing learning processes"</i>) e.g.:</p> <ul style="list-style-type: none"> • Lecture-based learning • Experiential learning (experience via projects, internships, community work, field trips) • Collaborative learning • Active learning (passive role of teacher) • Self-directed learning • Inter-/transdisciplinary learning • Creative learning • Other 	<ol style="list-style-type: none"> 1. Lecture-based learning: Short inputs to provide knowledge about sustainability, ethical conceptions, parties involved, service design methodology 2. Experiential learning: Students are involved in a project (brought in by an NGO or company), reflect on the process and outcome and try to drive general concepts from this experience, which they are able to apply in other situations. 3. Collaborative learning: Students work in teams, supported by project partners 4. Active learning: Teacher as facilitator within the service design as well as the self-reflection process
<p>Teaching methods (<i>"specific methods in line with" teaching approaches"</i>), e.g.:</p> <ul style="list-style-type: none"> • Lecture • Group discussion • Debate • In-class role play 	<ul style="list-style-type: none"> • Lecture (see "pedagogical approaches") • Group discussion: Discussions are motivated throughout the class and a means to identify user-centered solutions for the service design project • Role-Play: Use of role play in order to empathize with persona in service design project



<ul style="list-style-type: none"> • Virtual reality simulation • Case study • Service-learning project (for community) • Sustainability-related consulting project (e.g. for NGOs) • Sustainability-related research project • Self-reflection task/exercise • Interdisciplinary team teaching • Vision-building exercise (e.g. future workshop, scenario analysis, forecasting and backcasting) • Field trip • Outdoor, nature-related experience • Gamification (e.g. LEGO game) • Arts-based teaching and learning method (e.g. theatre, drawing exercise, music-based exercise) • Peer-teaching (e.g. student-led lecture) • Flipped classroom • Other 	<ul style="list-style-type: none"> • Service design project integrating the following teaching methods: <ul style="list-style-type: none"> a. Service learning project: the project solves a community need; students observe and interact with stakeholders and users b. Sustainability-related consulting: the solution should help the NGO/company to improve its service/products and/or processes c. Field trip: students are asked to work in the field to better understand the problem and stakeholder needs • Interdisciplinary team teaching: Involvement of a teacher for sustainability and ethics as well as a teacher for service design • Gamification: an SDG game is used to get an awareness for the sustainability challenges
<p>Teaching Characteristics (none, low, medium, high)</p>	
<ul style="list-style-type: none"> • Degree of student participation / activeness 	High
<ul style="list-style-type: none"> • Degree of student collaboration / group work 	High
<ul style="list-style-type: none"> • Degree of student emotional involvement 	Medium
<ul style="list-style-type: none"> • Degree of inter-/transdisciplinarity 	Medium
<ul style="list-style-type: none"> • Degree of student (self-) reflection 	Medium to high
<ul style="list-style-type: none"> • Degree of experience of real-life situations 	Medium to high
<ul style="list-style-type: none"> • Degree of nature-related experiences 	Low
<ul style="list-style-type: none"> • Degree of stakeholder integration 	Medium
<ul style="list-style-type: none"> • Degree of integration between theory and practice 	High

How does the course foster the following (if applicable for each, otherwise put n/a):	
Systems Thinking Competency**	Students understand the role of different actors for sustainability challenges.
Anticipatory Competency**	Students are able to assess the consequences of their actions on selected SDGs.
Normative Competency**	Students understand and reflect on normative principles that ask for engagement for social and environmental issues.
Strategic Competency**	Students are able to apply innovation methods and to sketch a path from problem definition to the implementation of potential solutions that contribute to sustainable development.
Collaboration Competency**	Students are able to collaborate in a team setting, listening to others and being sensitive for the needs of third parties.
Critical Thinking Competency**	Students learn to critically assess corporate CSR measures as well as the outcomes of their own work.
Self-Awareness Competency**	Students are reflecting their role in the local community and (global) society, and reflecting about their engagement and the feelings they have related to it.
Integrated Problem Solving Competency**	Student know how to apply user-centered design techniques to contribute to the solution of sustainability related challenges.
Literature & Resources (selection)	<p>Literature</p> <ul style="list-style-type: none"> • Calabrese, A., Costa, R., Levaldi Ghiron, N., & Menichini, T. (2019). Materiality analysis in sustainability reporting: a tool for directing corporate sustainability towards emerging economic, environmental and social opportunities. <i>Technological and Economic Development of Economy</i>, 25(5), 1016-1038. https://doi.org/10.3846/tede.2019.10550 • Crane & Matten, D. (2019). <i>Business ethics: Managing corporate citizenship and sustainability in the age of globalization</i>. Oxford University Press, New York. • Ferragina, E. (2012). <i>Social Capital in Europe</i>. Edward Elgar, Cheltenham/ Northampton. • International Council For Science. (2017). A guide to SDG interactions: from science to implementation. https://doi.org/10.24948/2017.01 • Leal Filho, W., Tripathi, S. K., Andrade Guerra, J. B. S. O. D., Giné-Garriga, R., Orlovic Lovren, V., & Willats, J. (2019). Using the sustainable development goals towards a better understanding of sustainability challenges. <i>International Journal of Sustainable Development & World Ecology</i>, 26(2), 179-190. https://doi.org/10.1080/13504509.2018.1505674 • Mulgan G., Tucker S., Rushanara A., & Sanders B. (2007). <i>Social innovation. What it is, why it matters and how it can be accelerated</i>. The Young Foundation, London. • Kibert, C. J., Thiele, L., Peterson, A., & Monroe, M. (2012). <i>The ethics of sustainability</i>. Retrieved on September, 26, 2017. • Rasche, A., Morsing, M., & Moon, J. (2017). <i>Corporate social responsibility: Strategy, communication, governance</i>. Oxford University Press, New York. • United Nations (2021). <i>The 17 goals</i>. https://sdgs.un.org/goals/, accessed 17.03.2021. <p>Videos</p> <ul style="list-style-type: none"> • Follow the frog: https://www.youtube.com/watch?v=3ilkOi3srLo • The Sustainable Development Goals (SDGs) explained:

	<p>https://www.youtube.com/watch?v=NkAv9L1_r1M&t=190s</p> <ul style="list-style-type: none"> Have we really lost our minds: https://better-future.com/ <p>Other</p> <ul style="list-style-type: none"> UN Global Compact Dilemma Game
<p>*UNESCO (2017). Education for Sustainable Development Goals. Learning Objectives. https://www.unesco.de/sites/default/files/2018-08/unesco_education_for_sustainable_development_goals.pdf</p> <p>** Rieckmann, M. (2018). Learning to transform the world: Key competencies in Education for Sustainable Development. Issues and Trends in Education for Sustainable Development, 39, 39-59.</p>	

Course Outline

(combination of core competency and service design class)

Semester Outline		Session Focus <i>(Specific exercises of the sessions can be found below)</i>	Homework to next Session
Week 1	Session 1 (2 h)	Sustainability challenges and SDGs, Reflection 1 (personal situation related to sustainability issue)	Get acquainted with one of the SDGs (Description and indicators Germany) Reflection 1: Own experience with sustainability issue
	Session 2 (5 h)	Intro User-Centered Innovation Management, Project Kick-Off, Teaming	Get acquainted with the project challenge
Week 2	Session 3 (2 h)	SDG Game / Discussion about SDGs	
	Session 4 (5 h)	1st phase Service Design: "Discover" - Understand, Preparation Observe	Plan observation phase
Week 3	Session 5 (2 h)	Responsible parties for sustainable development, idea of responsibility	Reflection 2: Own responsibility and motivations for contributing to sustainability issue described in first session; Individual sustainability challenge
	Session 6 (5 h)	1. Phase Service Design: "Discover": Observe	Plan observation phase
Week 4	Session 7 (2 h)	Ethical theories - overview	Individual sustainability challenge
	Session 8 (5 h)	2nd phase Service Design: "Define"	



Week 5	Session 9 (2 h)	Responsibility as individual (e.g. consumer) - CO2 challenge	Individual sustainability challenge
	Session 10 (5 h)	3rd phase Service Design: "Develop"	--
Week 6	Session 11 (2 h)	The role of NGOs for sustainable development	
	Session 12 (5 h)	4th phase of Service Design: "Deliver" ; Interim Presentations	Reflection 3: How could Service Design solution contribute to SDGs; Impact of solution on other stakeholders
Week 7	Session 13 (2 h)	Sustainable innovation/social business	
	Session 14 (5 h)	4th phase of Service Design: Iteration based upon testing	Preparation of final presentation
Week 8	Session 15 (2 h)	Corporate Social Responsibility: Issue analysis and implementation	Reflection 4: Corporate responsibility for sustainability issue described in first session
	Session 16 (2h)	Corporate Social Responsibility (II): Greenwashing vs. CSR	Individual sustainability challenge
Week 9	Session 17 (5 h)	Pitching of project results	--
	Session 18 (2 h)	Discussion: Sustainability impact, trade-offs, risks of solution	--



Core competency course

Service Design Course



Description of Underlying Approaches, Methods and Applied Exercises¹

Underlying Teaching Approaches

Experiential learning
The dominant teaching approach of the module is experiential learning. Students work on a project brought in by an external partner, connect project work with theoretical contents and reflect on the process and the impact of project work on stakeholders, sustainability issues and SDGs.
Collaborative learning
Students work in teams on the project and supported by lecturers and project partners.
Active learning
Throughout the project work and the self-reflection process, teacher act as facilitators and motivate students to organize their work by themselves, hence making them co-responsible for learning outcomes.
Lecture-based learning
Short inputs to provide knowledge about sustainability, responsibility, ethical conceptions, parties involved, social entrepreneurship and service design methodology.

Applied Teaching Methods

Project work with elements of sustainability-related consulting and service learning
Project task about a sustainability related challenge faced by an NGO / a company, which is designed to contribute to community. The task is thematically linked to the curriculum; reflection tasks emphasize those links.
Service design method
Double-diamond process followed in order to find a solution for the challenge brought in by the external partner.
Group discussion
Discussions are motivated throughout the class and a means to identify user-centered solutions for the service design project.
Role-Play
Use of role play within the project work (service design process) in order to empathize with persona in service design project.
Field trip
Students are asked to work in the field to better understand the problem and stakeholder needs.

¹ Definitions for teaching approaches and methods can be found here: Bustamante, S., Martinovic, M. & Shaman, K. (2022). Fundamental Insights about Teaching Formats in the Area of Sustainability and Responsibility. In S. Bustamante, E. Saltevo, M. Schmitz, & M. Martinovic, Shaping a Sustainable Future. Innovative Teaching Practices for Educating Responsible Leader (pp. 31-49). Nomos.

Interdisciplinary team-teaching
Involvement of a teacher for sustainability and ethics and a teacher for service design.
Gamification
Use of an SDG game to get an awareness for the sustainability challenges.

Exercises used in the Course

Exercise:	Reflections about a sustainability-related experience
Used in which part/ session of the course:	First and other sessions
Main goal of the exercise:	Get emotionally involved, activate values and norms and motivate to engage personally
Best used with:	For all class sizes; in groups of 2-3
<p>A series of reflections based on a sustainability-related experience, which personally touched them. This reflection will be the basis for other reflections later in the course, e.g. possibilities to individually contribute to sustainability issues touched by the experience (see below).</p> <p>Reflection 1: Students are asked to reflect about a sustainability-related experience, which personally touched them and identify the sustainability issues / SDGs that are involved. The results should be written down, recorded in a video/ podcast or documented in a picture (first session).</p> <p>Reflection 2: Students are asked to reflect about own responsibility and motivations for contributing to sustainability issues related to experience described in first session. They should document their ideas and present them to a peer/peers. (session 5 about concept of responsibility/ethical grounding)</p> <p>Reflection 4: Students are asked to reflect in groups how companies can contribute to sustainability issues related to experience described in first session. They should document their ideas and comment on ideas of one other group. (session 9 - CSR)</p>	
Exercise:	Reflections about project challenges
Used in which part/ session of the course:	In parallel to development of solution for the project challenge
Main goal of the exercise:	Understand relevance of the project challenges, reflect stakeholder expectations, potential trade-offs and sustainability-related impact of own solution
Best used with:	In groups of 4-6
<p>Reflection 3: Students should reflect about the impact of their idea on sustainability and different SDGs (which SDGs are touched, how?) as well as about the impact of solution on the user <u>and</u> other stakeholders (parallel to "develop" or "deliver" phase of service design process)</p>	



Exercise:	SDG card play
Used in which part/ session of the course:	First or second session
Main goal of the exercise:	Create awareness for sustainability issues, viewpoints, SDGs
Best used with:	5-50 participants; in groups of 5-10
Cards with statements related about SDGs are taken, players can either agree or reject the statement and should discuss about their viewpoints.	
Exercise:	Individual sustainability challenges
Used in which part/ session of the course:	Throughout the class
Main goal of the exercise:	Engage students to actively contribute to sustainability related issues
Best used with:	Works for all group sizes
Different sustainability challenges could be given to students (depending on the topic of the session) to work on for the next week, e.g. replace at least 50 % of motorized transport by biking / walking, eat 1 week vegan, find an NGO they would like to work with etc. Students should be asked about their experiences in the next session.	
Exercise:	Semantic Analysis
Used in which part/ session of the course:	1st Phase of Service Design: Discover
Main goal of the exercise:	Familiarize with the Design Challenge as a team
Best used with:	In groups of 4-6
Helps to download all the associations, ideas, thoughts, experiences etc. regarding the different (semantic) elements of the Service Design challenge by capturing them for each of the elements.	

Exercise:	Interviews with (potential) users
Used in which part/ session of the course:	1st Phase of Service Design: Discover
Main goal of the exercise:	Gain empathy for the users
Best used with:	In groups of 2-3
<p>Do field research to gain a better understanding for (potential) users and explore their respective problems and needs related to the design challenge. Methods: interviews, observation and immersion.</p>	
Exercise:	Define Point of View
Used in which part/ session of the course:	2nd Phase of Service Design: Define
Main goal of the exercise:	Synthesizing the findings from user research
Best used with:	In groups of 4-6
<p>Creating a common understanding within the team about the most inspiring insight from user research. Point of View (POV) Statement: We met ... We were inspired ... We would like to help... This is an actionable statement as a springboard from the problem into the solution space.</p>	
Exercise:	Persona
Used in which part/ session of the course:	2nd Phase of Service Design: Define
Main goal of the exercise:	expanding empathy for the users which a solution is designed for
Best used with:	In groups of 4-6
<p>A persona is a tool for representing, summarizing, and communicating about a (potential) user that has been researched. By distilling the knowledge about a specific user, one can create a model for the person to design a solution for. By creating and using personas to represent selected users, one can gain a richer understanding of the audience. Clearly defining personas gives the team the fuller understanding of the potential users that then helps to make better product / service and marketing decisions.</p>	

Exercise:	Brainstorming
Used in which part/ session of the course:	3rd Phase of Service Design: Develop
Main goal of the exercise:	unleash creative ideas
Best used with:	In groups of 4-6
<p>Populate the solution space with numerous ideas on how to solve the specific problem identified in the POV-Statement.</p> <p>Round 1: Silent Brainstorming - Classic.</p> <p>Round 2: Silent Brainstorming - Change of Perspectives.</p> <p>Round 3: Brain Writing - Build on the ideas of others.</p>	
Exercise:	Idea Napkin
Used in which part/ session of the course:	3rd Phase of Service Design: Develop
Main goal of the exercise:	idea selection + specification
Best used with:	In groups of 4-6
<p>Specifying selected idea(s) and reaching a common understanding within the team by filling out the different section of the napkin, e.g. when and how does idea work? For whom is the idea?</p>	
Exercise:	Prototyping
Used in which part/ session of the course:	4th Phase of Service Design: Deliver
Main goal of the exercise:	Make the idea "tangible" and "experientable" for subsequent testing
Best used with:	In groups of 4-6
<p>Creating a prototype as a team is "ideating with your hands", fosters a common understanding within the team what the key features of the selected idea are. Examples for (digital) prototypes: video, storyboards, paper or digital wireframing.</p>	
Exercise:	Testing
Used in which part/ session of the course:	4th Phase of Service Design: Deliver
Main goal of the exercise:	Collecting feedback from users to verify/falsify assumptions.
Best used with:	In groups of 2-3
<p>Testing the created prototype with (potential) users helps collecting insights about "what works already", "what could be improved", "open questions" and "new ideas".</p>	



Resource Overview

Literature	
Sustainability challenges and SDGs	<ul style="list-style-type: none"> • Barbier, E. B., & Burgess, J. C. (2017). The Sustainable Development Goals and the systems approach to sustainability. <i>Economics: The Open-Access, Open-Assessment E-Journal</i>. Advance online publication. https://doi.org/10.5018/economics-ejournal.ja.2017-28 • Hickel, J. (2020). The world's Sustainable Development Goals aren't sustainable. <i>Foreign Policy</i>, September 30th. https://foreignpolicy.com/2020/09/30/the-worlds-sustainable-development-goals-arent-sustainable/ • International Council For Science. (2017). A guide to SDG interactions: from science to implementation. https://doi.org/10.24948/2017.01 • Leal Filho, W., Tripathi, S. K., Andrade Guerra, J. B. S. O. D., Giné-Garriga, R., Orlovic Lovren, V., & Willats, J. (2019). Using the sustainable development goals towards a better understanding of sustainability challenges. <i>International Journal of Sustainable Development & World Ecology</i>, 26(2), 179–190. https://doi.org/10.1080/13504509.2018.1505674 • Naidoo, R., & Fisher, B. (2020). Reset Sustainable Development Goals for a pandemic world. Nature Publishing Group. https://www.nature.com/articles/d41586-020-01999-x • van Tulder, R. (2018). Business & the Sustainable Development Goals: A framework for effective corporate involvement. Rotterdam School of Management, Erasmus University.
Responsibility and ethics	<ul style="list-style-type: none"> • Becker, C. (2011). Sustainability ethics and sustainability research. Springer Science & Business Media. • Crane & Matten, D. (2019). Business ethics: Managing corporate citizenship and sustainability in the age of globalization. Oxford University Press, New York. • Kibert, C. J., Thiele, L., Peterson, A., & Monroe, M. (2012). The ethics of sustainability. https://www.cce.ufl.edu/wp-content/uploads/2012/08/Ethics%20of%20Sustainability%20Textbook.pdf. Retrieved on May 5th, 2021. • Schwartz, M. S. (2017). Business ethics: An ethical decision-making approach. Wiley-Blackwell.
Role of NGOs	<ul style="list-style-type: none"> • Chen, S., Zhang, Q., & Zhou, Y. P. (2019). Impact of supply chain transparency on sustainability under NGO scrutiny. <i>Production and Operations Management</i>, 28(12), 3002-3022 • Ferragina, E. (2012). Social Capital in Europe. Edward Elgar, Cheltenham/ Northampton • Linton, A. (2005). Partnering for sustainability: business–NGO alliances in the coffee industry. <i>Development in Practice</i>, 15(3-4), 600-614.



<p>Social innovation and social business</p>	<ul style="list-style-type: none"> • Mulgan G., Tucker S., Rushanara A., & Sanders B. (2007). Social innovation. What it is, why it matters and how it can be accelerated. The Young Foundation, London. • Bruder, I. (2020). A social mission is not enough: Reflecting the normative foundations of social entrepreneurship. <i>Journal of Business Ethics</i>, 1–19. https://doi.org/10.1007/s10551-020-04602-5
<p>Corporate Social Responsibility</p>	<ul style="list-style-type: none"> • Auld, G., Bernstein, S., & Cashore, B. (2008). The new Corporate Social Responsibility. <i>Annual Review of Environment and Resources</i>, 33(1), 413–435. https://doi.org/10.1146 • Calabrese, A., Costa, R., Levaldi Ghiron, N., & Menichini, T. (2019). Materiality analysis in sustainability reporting: a tool for directing corporate sustainability towards emerging economic, environmental and social opportunities. <i>Technological and Economic Development of Economy</i>, 25(5), 1016-1038. https://doi.org/10.3846/tede.2019.10550 • Latapí Agudelo, M.A., Jóhannsdóttir, L. & Davídsdóttir, B. A (2019). Literature review of the history and evolution of corporate social responsibility. <i>International Journal of Corporate Social Responsibility</i>, 4(1). https://doi.org/10.1186/s40991-018-0039-y • Rasche, A., Morsing, M., & Moon, J. (2017). <i>Corporate social responsibility: Strategy, communication, governance</i>. Oxford University Press, New York. • Sitaloppi, J., Rajala, R., & Hietala, H. (2020). Integrating CSR with business strategy: A tension management perspective. <i>Journal of Business Ethics</i>, 1–21. https://doi.org/10.1007/s10551-020-04569-3 • Visser, W., & Kymal, C. (2014). <i>Creating integrated value: beyond CSR and CSV to CIV</i>. Available at SSRN 2522987. • Weltzien Hoivik, H., & Melé, D. (2009). Can an SME become a global corporate citizen? Evidence from a case study. <i>Journal of Business Ethics</i>, 88, 551–563. https://doi.org/10.1007/s10551-009-0123-z
<p>Service Design</p>	<ul style="list-style-type: none"> • Banerjee, B. (2014). Innovating large-scale transformations. In Bason, C. (ed). <i>Design for Policy</i>. Routledge, New York, 71-86. • Buchanan, R. (1992). Wicked problems in design thinking. <i>Design Issues</i>, 8(2), 5-21. • Bullinger, H.-J., & Scheer, A.-W. (2006). <i>Service engineering</i>, 2. Edition, Springer, Heidelberg. • Lewrick, M., Link, P., & Leifer, L. (2018). <i>The Design Thinking playbook: Mindful digital transformation of teams, products, services, businesses and ecosystems</i>. John Wiley & Sons. • Morelli, N., de Götzen, A. & Simeone, L. (2021). <i>Service Design capabilities</i>. Springer, Cham. • Penin, L. (2018). <i>An introduction to service design: designing the invisible</i>. Bloomsbury Publishing.



	<ul style="list-style-type: none"> • Rittel, H. & Webber, M. (1973). Dilemmas in general theory of planning. <i>Policy Science</i>, 4, 155-169. • Stickdorn, M., Schneider, J., Andrews, K., & Lawrence, A. (2011). <i>This is service design thinking: Basics, tools, cases</i>. Vol. 1. Hoboken, NJ: Wiley. • Stickdorn, M. (2018). <i>This is service design doing: Using research and customer journey maps to create successful services</i>. O'Reilly Media Incorporated.
Online Resources / Relevant Webpages	
Sustainability challenges and SDGs	<ul style="list-style-type: none"> • https://www.un.org/sustainabledevelopment/sustainable-development-goals/
(Online) Tools / Videos used	
SDGs	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=HW76iOQ7qVQ • SDG card play/ UN Global Compact Dilemma Game/ other SDG Game
Responsibility and ethics	<ul style="list-style-type: none"> • Follow the frog: https://www.youtube.com/watch?v=3ilkOi3srLo • Have we really lost our minds: https://better-future.com/
Service Design	<ul style="list-style-type: none"> • Miro.com (an online collaborative whiteboard platform that enables distributed teams to work effectively together)

