POLITECNICO DI MILANO

FACOLTÀ DEL DESIGN
Master Degree in Product Service System Design

UUS! - a PSS to uplift the social experiences around sport in Chinese Universities

MASTER DEGREE THESIS

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Academic Year
2016/2017

To the first times.

ABSTRACT

I benefici e le virtù che l'attività e la pratica sportiva in generale sono in grado di garantire ad un essere umano sono indubbiamente molteplici. L'attività sportiva è di fatti universalmente riconosciuta come promotrice di stili di vita sani, per il miglioramento delle proprie condizioni fisiche, servendo da motore educativo e ricreativo per la personale crescita del corpo e della mente. Tuttavia, insieme a queste indiscutibili qualità, il contributo che la pratica sportiva garantisce a livello sociale è estremamente d'impatto. Non è una novità di fatti che lo sport rappresenta una reale e concreta Istituzione Sociale.

Lo sport è considerato come una delle attività sociali attraverso le quali costruire e tramandare cultura e che è in grado, nelle sue forme, di insegnare i valori basilari di una comunità, piuttosto che di un'intera società, sostenendo e rinforzando senso di appartenenza e allo stesso tempo garantendo la crescita e affermazione personale dei singoli all'interno di determinati gruppi o comunità. L'attività sportiva, dunque, celebra la diversità culturale, promuovendo integrazione sociale su più livelli. Queste considerazioni sono in grado di raggiungere significati ancora più concreti quando ovviamente contestualizzati in ambienti che di crescita sociale si occupano già, come i centri di educazione e le scuole, in grado di ottenere, attraverso lo sport stesso, modelli di istruzione utili allo sviluppo societario proiettato verso la costruzione delle generazioni future. Questo argomento ha interessato la stesura dell'ultimo National Fitness Plan elaborato dal governo Cinese lo scorso 23 Giugno 2016, con l'obiettivo di promuovere la partecipazione sportiva a livelli più ampi tra la popolazione nei prossimi quattro anni, concentrandosi in maniera attenta proprio sullo sviluppo di strutture e servizi adeguati in quei contesti che si occupano di educazione, dalle scuole alle università. Questo genere di programmi fondati sull'attività e l'educazione sportiva sono di fatti strutturati per il raggiungimento di obiettivi sociali più grandi, per garantire un sano sviluppo comunitario e personale, espandendo le opportunità di inclusione sociale attraverso la partecipazione sportiva stessa.

Le Università hanno rappresentato sin da subito un contesto valido all'interno del quale strutturare la mia ricerca, poiché vero contenitore sociale, dove una moltitudine di attori e di complesse strutture sociali, sono in grado di coesistere all'interno di ambienti

definiti quali sono i Campus. La Tongji University è stato dunque il principale campo di ricerca attiva di questo elaborato di Tesi, quale fertile contesto sociale all'interno del quale la cultura sportiva è già riconosciuta come un'istituzione, dove culture e conoscenze diverse si incontrano e vivono assieme.

Utilizzerò i metodi e gli strumenti di ricerca appartenenti al Product Service System Design (PSSD) per definire e comprendere i bisogni dei miei utenti, immaginando e strutturando per e con loro nuove ed efficaci soluzioni nei propri contesti di utilizzo. Il PSSD può essere considerato come la materializzazione fisica di concetti astratti: il design delle esperienze, di soluzioni e strategie che attraverso output fisici e non, permettono a questi concetti di manifestarsi con impatto nella realtà. Prodotti, strategie di comunicazione, servizi, spazi sono progettati ed integrati in modo da offrire soluzioni comprensibili ed etiche a necessità complesse. Il contesto delle esperienze sportive sociali nelle Università Cinesi garantisce la possibilità di sviluppare nuove soluzioni, incrementando la qualità delle strategie comunicative e progettando servizi e interazioni in grado di coinvolgere attivamente tutti gli stakeholders, così come tutti i prodotti e gli spazi dove questo incontro si manifesta. E sfruttando uno dei principi fondamentali del PSSD nel costruire possibilità e progetti in grado di generare modelli economici e sociali sostenibili, valorizzando concetti di collaborazione attiva da parte di tutti gli stakeholders e gli attori coinvolti, ho deciso di esplorare l'idea di inserire questo lavoro di ricerca e progettazione in una strategia di Corporate Social Responsibility per una compagnia Multinazionale.

Ho avuto la possibilità di lavorare per un discreto periodo di tempo come membro del Design Team di una grande Corporate a Shanghai durante il mio periodo di internship e proprio durante questo periodo mi sono chiesto, come posso sfruttare le risorse e i valori provenienti dal Settore Privato per permettere la costruzione di legami e collaborazioni strutturate di questo con il Settore Pubblico, le Università in questo caso, con l'obiettivo di progettare esperienze più immersive e di valore, promuovendo un cambiamento sociale volto all'integrazione e all'affermazione di un più stretto senso di appartenenza? Il progetto finale, prototipato e testato localmente presso la Tongji University di Shanghai, vuole essere un nuovo punto di partenza per la creazione di modelli volti alla generazione di nuove esperienze sportive sociali su una scala più ampia. Il mio progetto di Tesi è un modello di PSS in grado di essere adattato e applicato in altri e diversi contesti Universitari a Shanghai e in Cina, con il potenziale obiettivo di di essere scalato

a livello globale. In più vuole stimolare la collaborazione aperta di più stakeholders nella progettazione di servizi per un'innovazione che sia sociale ed economica. Questo di fatti rappresenta uno dei punti di forza del mio progetto: l'incontro tra la teoria e la pratica, di metodi sviluppati sul campo, studiati e implementati attraverso esperienze, concentrandosi sulle persone e sul livello e la qualità delle loro interazioni.

L'obiettivo finale è di incrementare le esperienze sociali durante le attività sportive per e con le persone, incoraggiandole e integrandole attivamente nella creazione di comunità più forti e legate, condividendo insieme virtuosi obietti sociali.

Parole Chiave: Social Sport, Università in Cina, Product Service System Design, Community-centered Design, Experience Design, Design per lo Sport, Corporate Social Responsibility

ABSTRACT

The benefits and the values that sport activities and the practice of certain sports in general can bring to a human being are multiples. It provides well-being promoting healthier lifestyles, improves fitness and weight objectives, serves as educational engine and in general is a great contributor for the growth of the body and the spirit. But together with these fundamental qualities, the role that sport activities can bring on a social level can be considered much more impactful. Its' not a news in fact that sports represent a real and concrete Social Institution.

Sport is considered as one of the major social activities by which culture is created and reinforced, that is able to teach the basic values of a society, empowering sense of belonging and meanwhile providing self-identification with others in certain group of entities or communities. Sport activity manifests the celebration of cultural diversity, able to promote social integration and social inclusion. These considerations can reach even higher meanings in terms of social impact whenever we fit them into social context that provides educational model and that can serve to the development of the future generations. Applying and using sport and sport programs for youths and young people can affect the generation of the communities of the future. This is topic of interest of new 2016-2020 National Fitness Plan that the Chinese President Xi, approved last 2016 June 23rd. China have always have a great tradition in sport practice. In China, sport as a social phenomenon and cultural practice has been extensively and intensely affected by the evolution of urban areas, especially if we consider that since the 1990s, the sports participation in cities has increased dramatically. The new National Fitness Plan has ambitious targets for national fitness levels and increased sports participation aiming to develop sport's role and facilities starting from the schools, where students can train at sports and also receive a proper education. Sports-based programs in fact are intended to achieve positive changes in the communities in which they are working to increase participation, contribute to the quality of life, or assist in individual and community development, expanding opportunities for participation in sport and addressing broad issues of social inclusion.

Universities represented since the beginning a valid environment where to build my research, as they host a variety of actors

and complex social structures able to coexist in places like the Campuses, real social containers. Tongji University has been used as major research site in this Thesis work, as a fertile social environment where sport culture is already set as an institution, where cultures and knowledge collide and live together.

I will apply the Product Service System Design (PSSD) approach and its constantly evolving methods and tools to understand users' needs, build courage to envision new solutions and facilitate co-operation to make it happen. PSSD can be considered as the physical evidence of abstract concepts: the design of experiences, solutions and strategies means to design several different material or immaterial elements through which these concepts come into reality. Products, communication strategies, services, spaces are designed in an integrated way to offer comprehensive, ethical solutions to complex demands. The center of the PSSD is the people, who interact with all these multiple design components. The context of social sport experiences in Chinese Universities offers the possibility of developing a holistic, integrated process to design the system, through interdisciplinary methods and tools, developing new integrated solutions, implementing the communication strategy, designing the services and the interactions between the various stakeholders involved, as well as the products and the spaces where the encounters will take place. And leveraging one of the main principle of PSSD in building possibilities and projects able to generate sustainable business and social model through the power of collaboration, valuable partnerships and stakeholder inclusions, I decided to explore the idea of insert this work and practical project into a Corporate Social Responsibility (CSR) strategy for a Multinational Corporate. I'm a designer, and by default I design for people.

I had the chance to work for a while into the Design Team of a big Corporate in Shanghai during my internship period, so I asked myself, how can I leverage the resources and the values coming form the Private Sector to enable strong relationships with and within the Public ones, the Universities in this case, in order to design more immersive and powerful sport experiences and drive behavioral changes and sense of togetherness?
The final project, prototyped and tested locally at Tongji university, aiming to be a new starting point for the creation of models aimed to generate new social sport experiences and environment on a larger scale. My thesis aims to be a model of service system that can be adapted and applied in other universities of Shanghai and in all China, with the potential of going then global. Furthermore, wants to stimulate the collaboration from multi-stakeholders in

designing services for social and business innovations. Here is where the project of my thesis takes its strength: the encounter between theory and praxis, methods developed on field, studied and implemented through experiences, focusing on people and their interactions.

The final aim is to improve social experiences around sport activities, for and with people, encouraging and empowering them in the creation of stronger and powerful communities, sharing together valuable social goals.

Keywords: Social Sport, Universities in China,
Product Service System Design,
Community-Centered Design, Experience Design,
Design for Sport, Corporate Social Responsibility

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1. INTRODUCTION

1.1 NOT A GREAT ATHLETE

I have always been an enthusiast sports fan, but honestly never a great athlete. It was 2000 and I was 8 years old when I first joined the Football Association of my hometown, Cisternino, a small village in the South of Italy. I've always loved football and I love it even more now, 17 years later the first time I moved my first step into a football pitch. At that time in Cisternino we didn't even had the grass playground and we were playing football directly on soil. The entire team counted around 40 players, divided in divisions according to their age. We used to train altogether twice a week. I played for the team for about 3 years and I rarely joined an official match: surely I wasn't a great athlete. I knew that and I know even now, but I didn't stop playing anyway. The reason was simple: I was having fun. And that was enough for me. I had the possibility to spend free time playing football with dozens of my peers, we loved sharing that moment, we felt a team, dreaming about our future, imaging to stay together forever in that pitch. The power that let us feel united was extremely powerful and 17 years later lots of them are still great friends of mine. In the following years of my childhood and during the whole adolescence period I played several sports, from swimming to karate, running, then basketball and football again. I've never had important results either on an athletic or physical standpoint of view. The only engines that moved myself in playing sport activities were passion and friendship. Years later I discovered, thanks to this thesis work, that the passion that drives me in joining sport activities (which mostly come from the fact that I love supporting and watching sport events, like football matches or the whole Olympic Games) takes the name of "symbolic interaction". The symbolic interaction is that psychological feeling that moves human being in doing some kind of choices according to stimuli that comes from the outside. Watching the Olympic Games or a football match let us feel part of an environment, of a community and most of all motivate us in joining and support it. In other words, I was literally moved by the power of those sport manifestations and from the contribution of their athletes that even though I wasn't able to play I needed to try. I still remember when I asked to my parents to enroll me to a fencing club just because the Italian fencing team was winning every single gold medal in that discipline during the 2012 Olympic Games in London. The second reason was, and is, the power

of social connections coming from friendship. Sport practice is able to create strong communities of players that join a certain discipline just for the simple pleasure of spending time with the people they know and, as a consequence, sports themselves are social connectors among people that don't know each other as well. It's a fun way to gather experiences and knowledges, where feelings have strong manifestations and where the level of interaction is extremely high, both in and out of the playground. The pizza after the football match together with my football mates was actually part of the sport experience itself and it made us unite, under the same passion. Sport supporters are part of the same big community, they believe, they struggle, they almost live for that glorious moment, where to celebrate their champions. Connections, sense of belonging, shared emotions are key driver of the sport world in and outside the pitch and on these values I decided to build my thesis work and my design project, because I believe on the power of relationships and on the power of people and because, after all, I wasn't a great athlete.

1.2 SPORT AS A SOCIAL CATALYST

The idea of Sport as a social catalyst is something that has always interested the sport community. Sociology of Sport is a branch of sociology that deals with this topic, so around the social implications around the sport practice and the role that sports themselves can bring into the constitution of valuable communities for the social and the personal growth. At the same level it studies the social mechanism that drives people in practicing sport and how those mechanism influences them in different context. On a global scale several brands and organizations have been promoting sport under a social lens, striving for the intrinsic values that hides behind a simple sport game and fighting for the principles of being united and stressing the honest competition with the goal of leverage sport as a cultural asset to celebrate diversity and shared knowledge.
In 2008 The European Football Association (UEFA) started the "Respect" program promoting the crucial idea of respect across the game. Respect for opposing players, coaches and officials, referees, opposing supporters and the essential values of football, including the promotion of diversity, peace and reconciliation, football for all, health, against discrimination, racism and violence. The program is still supported during all the UEFA events and it's constantly supported by campaigns that leverage the most influential personalities in football to drive the message of respect in and outside the pitch.

Fig. 1.2.1 UEFA "Respect" Campaign billboard.

On the similar level Nike launched in February 2017 the "Equality has no boundaries" campaign, celebrating the power of diversity into the playground as a value to maintain in everyday life. The campaign, that features stars belonging to the sport world has been spread through billboards and videos stating that "the ball should bounce the same for everyone. If we can be equals here, we can be equals everywhere." The campaign is a bold, brilliant call for equality, using the power of sport to stand up for a better world. Furthermore, the brand used the initiative to announce partnerships with organizations that advance equality in communities across the US.

Fig. 1.2.2 Nike "Equality" Campaign billboards

IS THIS THE LAND HISTORY PROMISED?

THIS FIELD OF PLAY.

WHERE THE DREAM OF FAIRNESS AND MUTUAL RESPECT LIVES ON.

WHERE YOU ARE DEFINED BY ACTIONS, NOT YOUR LOOKS AND BELIEFS.

FOR TOO LONG THESE IDEALS HAVE TAKEN REFUGE INSIDE THESE LINES.

EQUALITY SHOULD HAVE NO BOUNDARIES.

THE BOND BETWEEN PLAYERS SHOULD EXIST BETWEEN PEOPLE.

OPPORTUNITY SHOULD BE INDISCRIMINATE.

WORTH SHOULD OUTSHINE COLOR.

THE BALL SHOULD BOUNCE THE SAME FOR EVERYONE.

IF WE CAN BE EQUALS HERE, WE CAN BE EQUALS EVERYWHERE.

EQUALITY.

The issues around the social level of sport in the educational system in celebrating the virtues circle and the principles of fair and respect into the sport practice where field of activation in the "Let Kids be Kids" campaign launched in the the State of Victoria, in Australia in March 2017. "Let Kids be Kids" highlights the negative impact of verbally and physically abusive behavior through the eyes of children and the importance of positive sporting environments that encourage having fun with friends, fostering participation and not just winning. The campaign also features a range of resources and a series of communication toolkit (including videos, posters, banners and a policy template) to help sports, clubs and communities tackle poor sideline behavior among the youths' sports communities.

As in the examples provided, my research moved to understand the dynamics of sport practice in the University communities, applying the values of respect, sense of belonging and fair play into sport experiences tailored on students able to generate common languages of togetherness in and out of the field.

Fig. 1.2.3 "Let Kids be Kids" Campaign banner, Government of Victoria, Australia

1.3 DESIGN FOR COMMUNITIES' NETWORKS

Since I've started approaching, studying and evolving my relation to the Product Service System Design (PSSD) academics and structural methods, I have always been fascinated by the capacity of the aims of this subject in bringing, with its tools and its methods, values that could merge the social growth together with the economic development. In the moment we design, by default in fact, we are designing for people, imagining and structuring potential solutions that could bring changes and improve the life of certain entities in certain defined social frameworks. Leveraging the extreme potential of PSSD in generating connections through various stakeholders I structured my thesis work with the main idea of designing for Social Innovation with a strategy that could take in consideration even the Business Innovation, allowing the creation of networks of stakeholders belonging to different field of action and let them collaborate for a common social goal. The concept of "designing network" in fact has been defined by Ezio Manzini as "a complex system of interwoven design processes that involves individuals, enterprises, non-profit organizations, local and global institutions who imagine and put into practice solutions to a variety of individual and social problems". [1]

With the big idea of generating sustainable business and social model through the power of collaboration, valuable partnerships and stakeholder inclusion, I applied to my research a layer of theoretical complexity, studying the idea of insert this work and practical project into a Corporate Social Responsibility (CSR) strategy. This involving the communities, the Nonprofit, Public and Private sectors, seeking win–win outcomes through synergistic value creation and underlining how cross-sector fertilization is a key mechanism of this process and how PSSD is a truly enabler subject by which creating systems of interaction and networking among stakeholders for common goals and development to provide Social Innovation on an higher level, in terms of quality and outcomes. And this, leveraging the extreme power of PSSD, means involving in this complete strategy even the communities themselves as key partners, as part of the design process as well as final users, empowering them in all the phases of the development, to provide tailored and structured services based on specific needs and most of all to generate solid connections on a social level among the communities, to spread culture, sense of belonging and social integration, especially when we deal with so fertile and vivid context as the Universities, where cultures meets constantly and social interactions have a potential crucial role.

[1] Jègou F. , Manzini E. (2008) *Collaborative services. Social innovation and design for sustainability.* Edizioni Polidesign, Milano, p.36

With this background I approached my thesis project with the following Research questions:

How can I uplift the sport experience in the Universities, leveraging sport as the enabler of more strong social connections?

How can I empower the communities living the Universities in designing more engaging and social sport experiences to drive behavioral changes, respect and a much tight sense of togetherness?

How can I leverage the resources and the values coming form the Private Sector to enable strong relationships with and within the Public ones, the Universities in this case, in order to design more immersive and powerful sport experiences?

Fig. 1.3.1 Research pillars.

1.4 PSSD FOR THE COMMUNITY OF CHINESE UNIVERSITIES

UUS! (University Urban Sports) Is a PSS that aims to promote social inclusion and social interaction through sport. To accomplish its aims UUS! has been designed to uplift the sport experience of the youth generations in the Universities, celebrating diversity, creativity and sense of togetherness. UUS! wants to extend the current sport proposition present in the Chinese Universities, not a social sport experience, but a social environment around a sport experience, not only focusing on the level of social interactions during the sport activity itself inside the pitches but extending it outside of them, generating parallel and intrinsic networks of people and communities.
UUS! wants to celebrate sport on a wider level, as a real social catalyst, enabler of values of cooperation, friendship and respect. It does so acting into the Universities, for the students and with the students, with the big objective of creating spread and strong communities around sport events.

UUS! stands for University Urban Sport.
On a design level I chose the street language, to be able to communicate a message that could go beyond a pitch, beyond a court, beyond a ball, embracing sport, art and music, creating environments designed to improve social experiences, sharing cultures and spreading collaborations. A space to feel, to enjoy, where meeting people, have fun, play and create connections, together, altogether.
The project takes its strength from the encounter between theory and practice, methods developed on field, studied and implemented through experiences, described and illustrated for anyone who wants to use them for designing and redesigning services and related interactions. The approach and the tools taken from real cases are applied to the real context of sport experiences in the universities of China, with the proper adjustments and differences. The development of the process, methods and tools is important as much as the final result of its application. Surely has been learnt more from the path followed to reach the goal and the eventual failures happened on the way, than from the success itself.

UUS! was prototyped and tested in Tongji University hosting and partnering with students from three other Universities in Shanghai: Fudan University, Sufe and Jiaotong University, with the objective of foster connections and relationships, believing in creativity, honest competition and sense of belonging.
UUS! was designed to plant the seed of fellowship among the active and excited student community, driving sports on a next level.
My thesis wants to be not just a description of the project done, but a tool to promote the implementation of sport experiences for social interaction and cooperation, throughout other Chinese universities. The main contents will be a research and an analysis of the context, highlighting the opportunities and describing inspirational case studies. The PSSD approach will be described with the details of the methods and tools used during the process, focusing in particular on the community-centered design approach and the relatively structure of the Corporate Social Responsibility strategy built and designed as a sustainable business model. The results will be explained to evaluate positive and negative results. The final aim in fact is not to provide a device that can be used everywhere but a process that can be adapted to different context with different results, hopefully better and better.

2. LITERATURE REVIEW

2.1 SOCIOLOGY OF SPORT

If the effects of Sport practice are clearly evident and recognized on the wellness of the body side, in this chapter we will analyze Sport under a Social level, to see how Human Sciences like Sociology discussed in the years the topic, manifesting and studying the positive Social effects that Sport activities can bring to singulars and to group, and how Sport participation is able to influence Sport involvement and practice.

Already in the end of the 19th century sociologist like Pierre Bourdieu or Jean-Marie Brohm, started considering the "Sociology of Sport" [2] , as a study subject, sub-discipline of sociology which focuses on sports as a social phenomena, and how people interface sport, as a physical activity but most of all as a cultural and social moment. Besides sport has an incredible power not only as a physical, proactive activity but even on his fundamental role of creating communities around it, like supporters and fans, increasing the sense of belonging and the sense of unity within each discipline or, on a bigger scale, within entire societies. This raise the level of consciousness and social relevance that sports have once they relate to the communities they live in, creating excitement, enthusiasm, struggle and shared moments. Socialization into sport does not happen in isolation from the rest of the society. "Sport is a social representation of historical, social and cultural forces, and at the same time affirms, legitimates and reproduces those very same conditions. In other words, sports reproduces social reality and transmits those aspects of culture that convey meanings about the social, political and the economic order of the society; about gender, race, and class relations; about the body and physical activity." [3] The purpose of this chapter is to describe how individuals are socialized into and continue to practice sport, so to validate, through a coherent literature review that sport is a social institution, that can drive values of mutual interaction among individuals to uplift their social condition in a defined social context, as sport being an activity able to stimulate not only the physics and the individuals' health, but also to trig and inspire them toward social acceptance and social interaction, bringing fundaments of mutual respect, inclusion and sense of togetherness. When examining socialization and sport, there are two related aspects of the socialization process to take in consideration, according to Sociologist of Sport Anthony

[2] Pierre Bourdien. *Program for a Sociology of sport,* Sociology of Sport journal, 1988, 5, 153

[3] Anthony Laker (2002). *The Sociology of Sport and Physical Education: An Introductory Reader,* Routledge/Falmer, p. 129

Laker "one is Socialization Into sport, which studies the factors that influence the ways people become involved in sport, the other instead is the Socialization Via sport, which examines how involvement in sport has influenced others, including sport participants." [4] Socialization Into Sport models were first developed by Bandura referring to social learning theories under the functionalist approach, emphasizing the importance of observing and modeling others. "According to social learning theory, modeling influences produce learning principally through their informative function. During exposure observers acquire mainly symbolic representation of the modeled activities which serve as guides for appropriate performances". [5] In the socialization of sport domain, studies about the social system approach based on social learning theory were amplified by Kenyon and McPherson: "The social system approach contains three main elements which contribute to socialization into sport: significant others, socializing agencies and personal attributes. Significant others are important entities who influence the attitude and behavior of the individual, socialization situations are the socializing agencies or cultures, and personal attributes are the relevant personal characteristics of each individual. Within this model, learning appropriate sport roles results form all three aspects: modeling and behaviors of significant others who influence choice, socialization situations or agencies, and from the personal abilities of the participant." (fig. 2.1.1) [6]

[4] Anthony Laker (2002). *The Sociology of Sport and Physical Education: An Introductory Reader*, Routledge/Falmer, p. 130

[5] Bandura A. (1977). *Self-efficacy: Toward a Unifying Theory of Behavioral Change*, Psychological Review, Vol 84, No. 2, pp. 191-215

[6] Kenyon, G.S., and McPherson, B.D. (1973). *Becoming Involved in Physical Activity and Sport. pp. 303-333 in Rarick G. Lowrence (ed.): Physical Activity: Human Growth and Development*. New York: Academic Press.

[7] Keim M. , de Coning C. (2014). *Sport and Development Policy in Africa. Results of a collaborative study of selected country cases*, ICESSD Editors

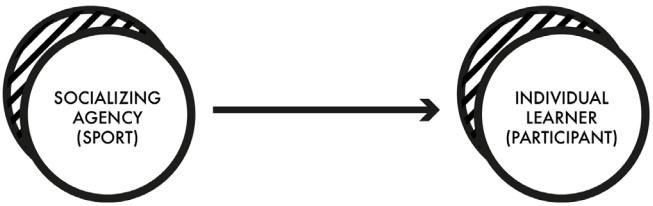

Fig. 2.1.1 One-way Social learning theory in Sport. Source: Anthony Laker (2002). ***The Sociology of Sport and Physical Education: An Introductory Reader***, Routledge/Falmer, p. 137

"Sport and games enhance health and fitness of all citizens. They are crucial for physical, social, emotional growth and development of individual. They bring out important virtues such as honesty, tolerance, courage, confidence and enhance physical and spiritual well-being of people. They are part and parcel of the tradition way of life, games enhance skills to adult life, and youth acquires warfare tactics. […] Sports foster social cohesion, communal, responsibility and group survival. They are symbols or heritage and cultural diversity. They are means by which the young and old unite, show solidarity, and convey messages". [7]
This statement, by a Kenyan respondent in the ICESSD Study of a Sport Policy Index highlights the values of sport for the

community on a social level, stressing the importance of such activity on the individual growth as entity. This way of understanding sport in its whole perception has been studied to define the 4 areas of affection that sport activities have on humans (fig.2.1.2):

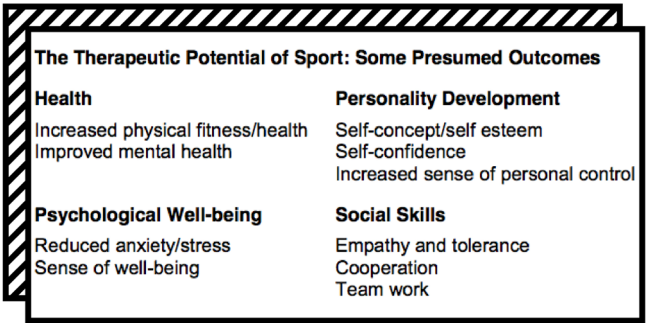

Fig. 2.1.2 The Therapeutic Potential of Spor: some presumed outcomes. Source: Coalter. F. (2002) *Sport and Community development: a Manual*, Centre for Leisure Research University of Edinburgh, Research Report no.86, p.25

Considering the previous analyzed studies from Anthony Laker the second form of Social Interaction among humans take place "Via Sport", and refers to the "Continued participation in sport". This theory, "rather than considering socialization as a one-way process, as in social learning theory, a two-way interaction offers an opportunity to understand the meaning of sport from the perspective of the participant. Supporting this concept is a widely-recognized theory in sport socialization, the theory of symbolic interaction. Through social interaction, an individual gathers information about the interactions and symbols used to communicate the important aspects of a culture (or group). [...] Using the social interaction theory, the experiences and perceptions of the participants are given a greater importance as we try to understand how participants are socialized." [8]
Coackley describes socialization as "the active process of learning and social development, which occurs as we interact with one another and become acquainted with the social world in which we live" [9] (fig. 2.1.3).

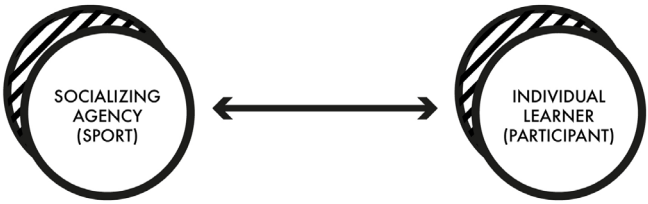

Fig 2.1.3 Both-way Social learning theory in Sport. Source: Anthony Laker (2002). ***The Sociology of Sport and Physical Education: An Introductory Reader***, Routledge/Falmer, p. 139 .

[8] A Anthony Laker (2002). *The Sociology of Sport and Physical Education: An Introductory Reader,* Routledge/Falmer, p. 135

[9] Anthony Laker (2002). *The Sociology of Sport and Physical Education: An Introductory Reader,* Routledge/Falmer, p. 137

But we can't talk about sport participation without including the passive aspects that brings people in following or practicing sport, considering the stimulation that sport events effect on sport.
This to say that sport events foster sport participation and are based on the notion of the so-called "trickle-down, which suggest that the success of athletes will inspire others to become more active and get involved, resulting in increased levels of sport participation and physical activity." [10]
Even though this kind of activation trigger was found successful acting on people thanks to the exposition to large-scale events, such as the Olympic Games, studies have found that this kind of attraction doesn't have long-term effects, "thus, large-scale events' effect are limited at best and are more likely to retain existing participants than to recruit new participants into sports." [11]
On the other hand, opportunities for personal growth and skill development related to sport participation and development of local residents are expected to be higher than larger-scale events, since the chances that locals will take part in the planning and management of them is far greater. This human attitude suggest us that while we get involved and motivated thanks to the exposition of bigger sport events, following the success of our favorite athletes or supporting our Club and Country Team, enthusiasm and participation can have a smaller and less-lasting effect than when those events are organized in community-scale size, because thanks to the active involvement of locals, neighbors or members of the same social-circle since the initial stages of the organization, people active interest in sport practice remains high and has more possibilities to potential future growing.

[10, 11] Auweele Y. V. , Cook E. ,Parry J. (2016), *Ethics and Governance in Sport: The future of sport imagined*, Routledge, p. 89

2.2 SPORTS IN CHIHA: A SOCIAL BACKGROUND

Historical Background.

As soon as the People's Republic of China (PRC) was founded, China began a full socialist transformation and the reconstruction of a new social order. "As a social institution, sport played a complex role in this process and was mediated through the new state, which locked in all structures of society as a whole". [12]
In order to re-integrate its members into the socialist order and at the same time re-build its international status, Chinese sport was closely associated with its political objectives: Communism and Nationalism. Years later in the late 1979, People's Republic of China regained her membership of the IOC and many international

[12] Xiong, H. (2007). *The Evolution of Urban Society and Social Change in Sports Participation at the Grassroots in China.* International Review for the Sociology of Sport, Vol. 42, No. 4, pp. 441-741

competitions were open to the Chinese. Sport was the most efficient political instrument, which determined winning Olympic Games would dominate the concerns of the government when she came back to Olympic family. The 1984 Olympic Games formed a great divide in China's Olympic history. On the other hand the significant achievement of China's elite sport did not bring development in sport at the grassroots. On the contrary mass sport was no more a concern of the government, and therefore they withdrew from making efforts to promote sport at the grassroots. Without governmental support and organization, sports participation at the grassroots dropped very quickly.

Many amateur sports teams were dismissed; morning exercises were canceled; and individuals rarely took part in physical exercises themselves because of their poor living conditions and also because of their being fully engaged in political movement since the Cultural Revolution in 1966. This situation did not change until the start of the urbanization along with the economic reformation in the 1980s. Sport as a social phenomenon and cultural practice has been extensively and intensely affected by the evolution of urban areas. Especially, since the 1990s, the sports participation in cities has increased dramatically. In 1996, 15.5% urban people regularly took part in sport or exercises (at least three times per week), in 2000, the number increased to 18.3%. In addition, according to the Investigation and Research on Chinese Mass Sport (IRCMS), "35% Chinese people over 16 years old participated in sport at least once a week in 2000, which is 0.65% higher than 1996. Male's sports participants accounted for 20.2%, female accounted for 14.8%. Nevertheless, 55.11% (about 77,000,000) of these sports participants were from urban areas, 44.89% of them (about 63,000,000) are rural residents". [13]

The current sports participation rate in the urban areas is 34%. a marked increase from the 28.2% registered seven years earlier. Considering a multitude of bottom-up factors brought about by China's economic momentum and the top-down effects of supportive government policies, those percentages will probably rise further in the coming years.

Not only had the rapid growth of sports participants, the motivations and forms of participation has become diversified. Instead of political goals, people participate in sport and physical exercises for keeping fitness; for entertainment; for communication with friends; for mental health and for increasing individual physical capability. "They exercise with family members, with friends or individually. Some of them attend sport clubs; some of them exercise in their neighborhood compound. Some of them hire personal fitness coaches; some of them attend courses that offered by their community.

[13] Xiong, H. (2007). *The Evolution of Urban Society and Social Change in Sports Participation at the Grassroots in China.* International Review for the Sociology of Sport, Vol. 42, No. 4, pp. 441–741.

All these evidence mirrors perfectly the social evolution that sports had as a concept in people's mind during the last 60 years, and the shift that, together with the economic and social revolution, this brought to their lifestyle". [14]

[14] Sun B, Sun B and Li C (2000) *New development of the Olympic movement in China's science since the 1980s.* Journal of Beijing University of Physical Education 23(3): 289–292.

Lifestyle.

On the basis of the provinces and major metropolitan areas reporting, the rate of physical activity implies that 434m people in China were physically active according to the government's latest survey. In the wake of extensive upgrades to its public spaces and sports and fitness facilities leading up to and following the 2008 Summer Olympics, Beijing stands out as home to the largest percentage of people who regularly exercise. One-half of all Beijingers over the age of six manage to exercise at least once per week. Remote and relatively poor provinces—Ningxia, Xinjiang, Tibet, Qinghai— record the lowest percentages of frequent exercisers, registering participation rates of between 25% and 29%. To the extent that Chinese regions continue to develop economically, their residents are likely increasingly to participate in sports and fitness activities. The rising consumer power that accompanies such development will further stimulate related sectors, such as health and leisure, as well. (fig. 2.2.1)
It has been also noted that the Olympic Games remain a central research topic in China and inquiry is becoming increasingly sophisticated. 33 When one compares research on the Olympics before and after the 2008 Beijing Olympics, it is clear that research has moved beyond historical perspectives to more innovative interdisciplinary research methods in recognition that that Olympics studies are no longer just about the "Olympics" per se, but about larger social, cultural, and economic issues.

According to Sociologist of the Sport Ruotao Huang (2015), based on current trajectories, future Olympic research in China will likely demonstrate the following characteristics:

1. Modern Olympic studies will increasingly focus on practical applications. Olympic researchers will pay greater attention to questions of sport education, elite sport, and mass sport and translate their research on Olympic education, competition, and entertainment into guidance on professional practice.

2. Economic and business studies of the Olympics will gain greater momentum. The Chinese sports industry will need more successful business models in order to understand how to make a profit

organizing sporting events. Sporting events used to be organized and funded by the government but increasingly commercial sporting events will need to operate independently and face financial challenges.
The Olympics provide a good case study for this. [15]

In summary, recent trends in Olympic studies in China reflect a turn from historical treatments to include a broader set of lenses from social and cultural inquiry to the more scientific concerns of biology, psychology, and physiology. A study by Wang and Zhou has described that "since sports science, especially the Olympic science and technology program, has been closely linked with the Chinese government's Olympic Gold Medal Plan, Olympic-related scientific research will likely have continued prominence. Still, Olympic research has been notable for engaging scholars from outside the field of sport and fueling interdisciplinary research." [16]

Sociology of sport can play an important role here as it can provide a link to understanding applications in the sport marketplace.

Future plans for sport in China.

More recent background analysis about the sport in China and the role that it's playing now and for the future generation are set on last 2016 June 23rd when China's State Council approved the new 2016-2020 National Fitness Plan, which has ambitious targets for national fitness levels and increased sports participation. It also sets out to introduce a new national consciousness of health and fitness, incorporating regular physical exercise and sports activities into the weekly routine of over one billion citizens by 2020. (2016, China.org.cn). Better the program aims to develop sport's role and facilities starting from the schools "where students can train at sports and also receive a proper education, in a similar mode to the US college sport system." [17] President Xi is extremely conscious about the power that sport can have in people's life, able to combine the essence of having an healthy life and create social connection, true relationships, powered by the values that sports can bring with them, with its real nature of being a real social institution. It's not a chance in fact that the government has decided to invest deeply in team sports, like volleyball (starting from the latest Rio Olympic Games) or Soccer for which "the Chinese government has unveiled an ambitious blueprint to get 50 million children and adults playing soccer by the end of this decade, with the broader objective of becoming a World football superpower by 2050". [18] On the other hand this means

[15] Huang, R. (2015). *International Review for the Sociology of Sport*. Vol. 50(4-5), pp. 477–482

[16] Wang J and Zhou S (2007) *The past and present of Olympic studies and the current characteristics in China.* Journal of Capital Institute of Physical Education 19(6): 32–35.

[17] China, Government, http://www.china.com.cn/ (June 2016)

[18] Times, China, Charlie Campbell, http://www.times.com/ (Apr. 2016)

	Population (m)	Percentage
Beijing	11.1	50%
Chongqing	12.4	44%
Liaoning	17.9	41%
Shanghai	10.5	41%
Tianjin	5.7	40%
Sichuan	30.5	39%
Inner Mongolia	9.6	39%
Guangdong	41.4	37%
Jiangsu	28.2	35%
Zhejiang	16.0	35%
Guangxi	16.3	35%
Fujian	13.1	35%
Shaanxi	13.2	35%
Hebei	25.3	34%
Shanxi	12.4	34%
Hubei	18.3	33%
Hainan	3.0	33%
Jiangxi	15.1	33%
Heilongjiang	12.7	33%
Hunan	21.2	32%
Anhui	19.0	32%
Gansu	8.2	32%
Jilin	8.7	32%
Yunnan	15.0	32%
Henan	29.3	31%
Guizhou	10.2	30%
Qinghai	1.7	29%
Tibet	0.9	27%
Xinjiang	5.8	25%
Ningxia	1.6	25%
Total/Average	434.4	34%

□ Indicates provinces and major metros that are more physically active than the national average.

Fig. 2.2.1 Sport Participation in China. Source The Economist, (2016). *China Gets its Game on: The emerging power of China's sports and fitness industry*, p. 8

also the opening to a huge market that is already starting China, creating new business opportunities and most of all new business innovations. As part of this concrete investment the Chinese government is managing, in fact, China will host (for the first time in the history) the 2022 Winter Olympic Games.

Education.

As we analyzed in the historical background and evolution, sport into Chinese society always played an important role, promoted by the institutions for the constitution of communities and most of all as activities able to improve physical and spiritual attitudes. The promotional approach toward sports is something that institutions and Public Sector tend to drive starting to the active involvement of people since their youths. In the past one hundred years, China's physical education experienced such a process of development as imitating Japanese teaching systems, referring American teaching systems and implanting the Soviet Union's model, showing strong foreign culture orientation and the exogenous characteristic. After the Reform and Open up, China faced a new situation of stable

[19] Wu, J. (2013). *The Study on the Development of Physical Education in China*, 2nd International Conference on Science and Social Research (ICSSR 2013), pp. 321-324

politics, booming economics and diversified culture, offering an unprecedented great environment to the development of the physical education in China. From the several changes of the purposes of the physical education, we can see that the role of the physical education was rising and gradually developed into a dispensable part to cultivate students of sound development. Series of government's provisions concerning the physical education standardize and guarantee its development and also reflected that the government attached importance to the physical education. As a matter of fact, it's the government attention that facilitated the development of the physical education.
"we are aimed to strengthen the physical and healthy education and enhance the students' physique and promote the students' development on both physique and mentality and cultivate the socialist builders with high comprehensive quality on moral, mentality and physique". [19] We can see that the aim of the physical education changed and adhered that the students are the center.

Sport activities in educational environment such as schools, had provided in the time the creation of tailored sport events in order to activate school life, promote students' enthusiasm in participating physical exercises, cultivate their awareness of competition and favorable inter personal relationship and find out sports talents. Educational institutions organize a variety of sports competitions on regular base, with diversified form of limited-scale and single-event competitions, regularly or seasonally, between classes, grades or even schools. Educational institutions of different types and at different levels usually hold sports games both in spring and autumn. Comprehensive sports games for primary school students are held at county level and those for secondary school students at provincial level. The National School Games is held every three years and the National University Games every four years. In addition, some nationwide single-event competitions are also organized irregularly, and school or university sports teams are sent to participate in international or regional competitions. Although sport in schools as educational and social tools seems to be pretty relevant in all the educational level, Universities and Colleges around China look to be the concrete enabler towards sports, in terms of programs, educational resources and most of all facilities. As we analyzed before, Governments and Public Institutions in China tried over the years to emulate the American Sport Model in relation to the constitution of more efficient educational model based on sports, not only on a physical performance level, but clearly with the aim of creating a structured system that can provide the generation of defined programs leveraging sport and sport talents.

Apart of Sport Colleges, which are a reality in China, spread all over the country providing educational and physical sport-based programs on theoretical and physical level, the number of internal institutions and organizations that deal with sports is incredibly high inside Universities in China. The role of those organizations is to provide sports activities and events for all the students, involving them in University life, leveraging the power of physical education and social attitude of sports in student-community-based environment, such as the Universities Campuses. The Campus-approach (clear evidence of the modern concept of University in China (but as well as in the major part of the World) is a clear driver of social activations and social interactions as it's able to merge and join around activities the active participation of the student community, generating micro-communities around a certain kind of topic. The discreet number of sport facilities present in University Campuses gives the possibility to organizations and associations to create hype and interest around sport activities and sport events inside the University itself, gathering students and giving them the opportunity to experiment their talent, improve their physical condition and furthermore to meet new people and students leveraging the power of sport under a sincere and honest social level. Structural-wise Universities in China provide sport to students in three levels:

_As a performance and professional based activity: Universities have their own official sports teams, divided into sports categories. Those teams participate to official competition, that are regional or national based, facing the official teams belonging to other Universities or Institute all over the Country. Those official sports organizations are 'closed communities', where members of the official teams mostly come from the Colleges of Sport of each University. The social level of interaction is strictly related to the team itself and to the 'match-moment' while, on a wider level, it involves a few number of participant as supporters, that mostly belong already to the sport-community.

_ As a recreational activity: As said, Associations and Sport Organizations are a concrete reality into Universities in China. They play an important role in gather students in sport activities and events, which are basically hosted in the extra-class hours. Those organizations are divided as well into categories belonging to the different sports, providing amateur and semi-professional sport moments and activations organizing single events and internal championships. All those event are, even in this case, extremely sport-oriented, keeping the level of social interactions on the surface of the sport matches themselves.

_As a leisure moment: The large number of facilities present in the Campuses gives the possibility to the students to play and freely organize themselves in daily sport activities, including teams and solo-games. The sport consumption as a leisure moment is a big reality into the Campuses, giving the possibility to the student-community to leverage the facilities on Campus and enjoy recreational sports pretty much every day and all day long (facilities usually close at 10pm). The micro-communities coming from those kind of activities are casual and random, but we can assume that they are most-likely sport-love or friends-based. Under this category can be included another form of sport participation that instead consider non-students communities. University Campuses are in fact meant to exist as Public Spaces for the citizens and the community who lives the city. The number of facilities and the open environment allows people belonging to the community coming from outside to take part and join the University spaces and use them. On a social level this attitude it's very interesting, because let the Campus be a concrete and impactful social container, generating a wider community, diversified on different levels, under a common interest, the sport.

With this phenomenological background, coming from on-sight observations and desk researches I set and distribute towards online channels a survey addressed to University students in Shanghai, in order to investigate and understand the framework and the organization of the University life in relation to sport participation. My main goal was to understand how they consume sport in the Universities and if they are generally satisfied with the current architectural organization of the facilities and the organizations that are in charge of providing sport experiences and events. The results were extremely interesting: 200 people responded to the survey giving feedbacks about their sport life in Universities.

(The complete analysis and structure of this survey please consult the "Investigation Phase" chapter at page 95 of this Thesis work while for the complete questions list please consult the APPENDIX)
If we look to the past this is actually a consequence based on the simple and chronological evolution of the role of sport in China. In the country's history sport has actually had always an important social role, and governments had sponsored it to the society with enthusiasm and motivation. By the way, what changed in the time is, again, the approach that stimulates people to practice sport and the way they interpret it, fitting in daily lifestyle.
The big opportunity is so to focus on the powers that sport as

being a cultural, mental, physical and social catalyst. Not also working on sport as an educational activity, but besides, having the possibility to improve Chinese youngsters' approach to sport, dealing with lifestyle, entertainment, social connections and social involvements, offline, in real life.

2.3 SOCIAL ISSUE BACKGROUND AMONG CHINESE YOUTHS

During the last three decades China has know a massive and extraordinary economic growth that, Forbes states, 'will led the country to become the most influent power in the World, overtaking the US, by 2018'. [20] This dramatic and fast development has been leading to a consequential evolution of the Chinese society, which lifestyle has radically changed during the last 30 years. Actually, better, the society was able to adapt his nature, with its strong and extremely identity-established culture evolving in relation to the development that was surrounding it. Of course, the impact of technologies, led by the internet Era and the internet revolution had a significant impact in societies all over the world, amplifying the level of connections, creating new opportunities, and so changing the way people face everyday life. China, above all, is an extraordinary example of a massive internet-consumption society. Companies like Tencent or Alibaba were able to unify and develop within the country successful services and systems that have been having the power to articulate new business models and, on the other hand, consequently delivering to users new ways of consuming life. "At the end of 2015, China had 688 million Internet users, more than double the population of the United States." [21] Forbes states, setting China as the top of the worldwide chart of Internet usage among the population. This data is even more impactful if we consider that in 2010". [22]
"At least 33 million Internet users were classified as addicted" according to the Chinese academy of social science "which means they spend more than 6 hours a day online outside of work or school". [23]
Among this data what is really hitting the Chinese society is the impact that Internet is having in youngsters' life. The latest *China Youth Internet Addiction Report* by *China Youth Association for Network Development* states that "approximately 14.1% of netizens between the age of 6 to 29 are addicted to the Internet" [24] and that means more than 24 million people. The manifestation of this attitude is easily visible out there where we start considering

[20] W Forbes, Foreign Affairs, Mike Patton, http://www.forbes.com/ (Apr. 2016)

[21] Forbes, Asia, Melanie Lee, http://www.forbes.com/ (Jan. 2016)

[22] China Youth Association for Network Development, *China Youth Internet Addiction Report*, 2010

[23] China Youth Association for Network, *Youth Internet addiction Survey*, 2009

[24] China Youth Association for Network Development, *China Youth Internet Addiction Report*, 2010

data belonging to the Internet areas that more influences the sociological aspect of everyday (offline) life. Chinese e-commerce is a first evident example. China as is the World's largest online retail market, nearly 80 percent bigger than the United States and this evidence is concretely confirmed once we consider data related to 2015's 11.11, the biggest online shopping day in China, when by the close of the trade "the site had seen sales worth 91.2b yuan, so fourteen times bigger than USA's Cyber Monday" according to BBC. [25] Social networking together with online gaming is another concrete issue has been hitting Chinese youngsters in the last decade. "The youth of China are the most plugged-in, an alarming statistics shows that 42% report feeling addicted to the online gaming" [26] according to Dr. Tao, who set up China's first Internet addiction clinic at the Military General Hospital in Beijing. The Chinese government is the first to classify internet addiction as a clinical disorder. 2013's documentary, *'Web Junkie'* [27] by Hilla Medalia and Shosh Shlam identifies internet addiction and focuses on the treatment used in Chinese rehabilitation centers. The film delves into Beijing treatment center and explores the cases of three adolescents from the day they arrive at the treatment center through the three-month period of being held at the center, and then their return to their homes. The documentary follows both the underlying issues related to the disorders, as well as the manner and treatment the patients receive. 'Web Junkie' provides a microcosm of modern Chinese life, examines intergenerational pressures, and takes a hard look at one of the symptoms of the internet age. The sociological and emotional assets of the film is extremely powerful in describing not only the condition of the rehab process but most of all the struggle and the impact Internet addiction has in youngsters life. Sentences like "Reality is too fake" or "I have friends online, they are real and need my concern too." are incredible evidence on how internet is affecting Chinese youngsters' lifestyle. Loneliness and lack of purpose is driving them to a virtual world that he can't get out of by themselves. A fake world is giving them the happiness reality never did.

A study done by Xiangya Hospital of Central South University that "suggests that adolescents with Internet addiction [28] exhibit more impulsivity than controls and have various co-morbid psychiatric disorders, which could be associated with the psychopathology of Internet addiction." In addition a study done at the Xidian University in China concluded that "long-term Internet addiction would result in brain structural alterations, which probably contributed to chronic dysfunction in subjects with IAD." [29] Another study done on cooperation with University Notre Dame Australia and Sun Yat-Sun University China found

[25] BBC, Business, http://www.bbc.com/news/business (Nov. 2015)

[26] Chen Yu, Fang Wei, Liqing Li, Paul Morrisey, Nie Chen (2016). *Social Attitudes in contemporary China*, pp 13-40

[27] Medalia,H., Shalam, S, (2013). ***Web Junkies***

[28] Cao, F. (2007), *The relationship between impulsivity and Internet addiction in a sample of Chinese adolescents.* European Psychiatry, Vol. 22, Issue 7, pp. 466-471

[29] Nilanjan R, , Dillip D, , Somnath C. , Arindam G. (2015). *Strategic Infrastructure Development for Economic Growth and Social Change,* IGI Global, p.338

that college students who were addicted to the Internet were five times more likely to harm themselves. There is a clear sedentary lifestyle that comes with being online for over six hours a day. In a study published by the Journal of Internet Medical Research, it was discovered that those who spent the most time on a computer were 1.5 times more likely to be overweight and 2.5 more likely to be obese than those who did not use a computer at all. Even those adult computer users who had high levels of physical activity were 1.86 times more likely to be overweight or obese than people who spent no time on computers. The mixed gender study from the University of Hong Kong that found that heavy Internet users were least likely to eat healthy, exercise, or even have adequate hygiene. Even though they were most likely to develop health risks, heavier set people were the least likely to seek out medical attention. Overweight and obese Internet users also had less romantic relationships and even friendships. Along with these problems heavier people were are more likely to develop diabetes and heart conditions.

It's easy to understand that the origin of this attitude has to be addressed somehow to the educational models Chinese youngsters had experienced during their life, at school and for sure at home. The China Youth Internet Addiction Report points out the "underachievers in school are more likely to get addicted to the Internet and because their parents are often too busy to monitor them. As a typical Chinese student it's easy for bad habits to form. In China there is basically no life outside of school and family in which young people can establish social connections. School is demanding and family life focuses on academic achievement. Underachievers escaping to the internet and gaming is simply natural. It's not necessarily a child's fault that they hate schooling and by extension resent their parents." [30]

[30] Kimberly S. Young,C. N. de Abreu, (2010). *Internet Addiction: A Handbook and Guide to Evaluation and Treatment,* Kimberly S. Young,C. N. de Abreu, p. 116

Fig. 2.3.1 A screenshot from the documentary *Web Junkies*.

3. METHODOLOGY

3.1 SERVICE DESIGN THINKING FOR SOCIAL INNOVATION

[31, 32] Murray R. , Caulier-Grice, J. , Mulgan, G. (2010). *The Open Book of Social Innovation*, Nesta

Since the beginning of the twenty-first century there has been a global awakening regarding the complexity of the social, economic and ecological challenges we have to face. It has also been clear that old models do not meet these challenges in an adequate way. Therefore, both politicians and business leaders are now looking to social innovation as a way to develop new solutions.
According to the Young Foundation existing structures and policies lack solutions to some of today's most pressing issues, such as climate change and chronic diseases. Therefore, more and more actors (non-profit organizations, politicians and business leaders) and turning to social innovation for new solutions. The Young Foundation defines social innovation as: "new ideas (products, services and models) that simultaneously meet social needs and create new social relationships or collaborations. In other words, they are innovations that are both good for society and enhance society's capacity to act" [31]
Service Design Thinking have increasingly started to be engaged in this field.
The design approach, based on a human-centered perspective, involvement of stakeholders through co-design and rapid prototyping, has proven to be useful in social innovation. The Director of the Young Foundation, Geoff Mulgan, has listed, starting from experiences in the field, strengths and weaknesses in applying design in social innovation. "Some of the strengths are: visualization techniques that support the involvement of diverse stakeholders in the process, a human-centered approach to complement top–down methods, fast prototyping to rapidly test models in practice, and systemic approaches to the different fields of the human sciences dealing with the way people live their lives."[32]
According to Design Researchers, the Service Design Thinking is possible to visualize and define the Design Thinking process is four different consequential phases:

Intuition.
The Intuition is the opportunity that motivates the search for solutions and the set-up of the conditions that will make the process possible. That means framing time and space, identifying a challenge and recognize existing knowledge.

Investigation.
The Investigation phase regards the in-depth examination of the context starting from people. In this phase is crucial collecting stories and experiences from people, understanding their behaviors and situations, seek for inspirations, so identifying the patterns and creating opportunities.

Ideation.
Is the process of generating, imagining and developing ideas, translating what heard from people into frameworks, opportunities and solutions.
Main tools for this step are, Offering Maps, System Maps and User Journey Maps.

Implementation.
The fourth space of the service design thinking process is implementation, when the ideas generated during ideation are turned into a concrete, fully conceived action plan. At the core of the implementation process is prototyping, turning ideas into actual products and services that are then tested, iterated, and refined.

The prototype itself brings to feedback that need to be collected in order to reshape the idea and to generate revenue and business models through them.
The discipline of Service Design is evolving in several directions and exploring new territories. One of this directions is the design for services that enable new patterns of relation among actors, creating not only economic value, but also social benefits in terms of better solutions to face social challenges. This Thesis want to explore a possible interface between the discipline of Service Design and the approach of Design for social innovation under the lenses of a Corporate Social Responsibility Strategy, where services are designed with the aim to enable new interactions and possible relations among actors, using their social capital as a resource, in order to create solutions to face social demands and/or societal challenges, to improve the quality of the possible outcomes, leveraging the idea of co-working and collaboration through the involvement of different stakeholders.

As already mentioned in previous parts of this research this design approach is developed through participatory and/or collaborative processes, and focus on enabling solutions to address social demands and/or to create new social structures and communities. Under a Service design for social innovation perspective, services

can be designed from existing social innovation initiatives, where designers identify the operational model of social innovation initiatives, exposing new ways to produce and deliver services already being prototyped in real life. The second possibility is that services can be designed with the view of generating social innovation processes, where new connections among actors are enabled, in order to generate social and/or economic benefits to meet social needs or create alternative production and consumption systems.

Service design requires methods and tools to control new elements of the design process, such as the time and the interaction between actors. An overview of the methodologies for designing services is proposed by Morelli who proposes three main directions:

1. Identification of the actors involved in the definition of the service by means of appropriate analytical tools.

2. Definition of possible service scenarios, verifying use cases, and sequences of actions and actors' roles in order to define the requirements for the service and its logical and organizational structure.

3. Representation of the service by means of techniques that illustrate all the components of the service, including physical elements, interactions, logical links and temporal sequences.

Analytical tools refer to anthropology, social studies, ethnography and social construction of technology. Methods, such as cultural probes, have been developed in the design discipline, which aim to capture information on customers in their context of use. Adopting a community-centered approach in terms of service design means re-defining services focus, the role of designers and the way to generate the solutions.

Designing services for communities entails a deep analysis and knowledge acquisition about the territorial context and its resources in terms of tangible and intangible elements. At this level, services are related to a wider community of stakeholders with different interests and roles. For designers means being part of a wider learning process in which tools, languages, knowledge are shared among participants. In this perspective, people-centered design can be described as a process that enables citizens to play a crucial role in every phase of the service development. For these reasons, providing feedback throughout the research and design process is crucial, in order to allow stakeholders

and designers promoting social innovation initiatives that are negotiated and co-created by a wider community. This concerns cultural, social, environmental, and cognitive issues. As a consequence, it must be considered that outputs of the design process cannot be measured only in terms of physical and tangible artifacts, but also in terms of awareness and newly-created knowledge created. Moreover, the adoption of a service design perspective, allows people perceiving the design process as a synergic system of products, interactions, strategies, plans, tools. As mentioned before Service Design for Social Innovation into Community-based projects are mostly related with the idea of participation and sharing, where co-design approaches are fundamental design activities into the creation and the development of the research for the consequential project outcomes.

Social Design organizations like the DESIS Network or the Living Labs are vivid example of how co-designing on community-based scales projects, for territorial and Social development is a design methodology with no equals, able to generate enthusiasm and change leveraging the power of social connection and cooperation. The activities that are carried out are aimed at building long-term relationships with stakeholders in order to create networks from which design opportunities can emerge., leveraging the power of prototyping as a way to explore opportunities but we also highlight dilemmas and generate feedbacks for the continuous research. In particular, for the aims of this research, I would like to underline and analyze the role that the concept of the Living Lab is spreading all over the World with its design-driven activities and researches to promote social and business innovation in community-scale projects. The Living Labs (LL) are open innovation ecosystems based and created on systematic user and co-creation approach. The main goals of the LL is the foster open innovation by researches based on co-creation and cooperation, then tested and prototyped in real environment with and for real communities. The LL concept addresses social innovation strategies to defined thematic areas such as health and wellbeing, culture and creativity, energy, mobility, social inclusion or education, involving communities in the design of solutions and scenarios that can improve life condition on different scale, seeking partners and involvement both from the public and the private sector, bringing both top-down and bottom-up social innovation process in real context. In Shanghai, the Living Lab initiative have been developed into Tongji University leveraging the open environment of the Sino Finnish Center (CFS) and the Design & Innovation College (D&I). In 2014 a massive co-design action called

"Open your Space" involved the Siping Community where Tongji University, SFC and D&I are actually located, activating the entire citizen community in design-driven activities to improve the social condition and the social welfare of the area.

Partnering with Design researchers, students and professors from D&I and Tongji University and furthermore extending the collaboration and the network to local private entrepreneurs and together with the people belonging to the community the initiative consisted in a series of social activations that were applied to the overall area environment, including the citizens in the entire design process covering various aspects and thematic of the community life, including graphic design for 11 public spaces, 15 design installations and entrepreneurial initiatives, leaving a great impact both on a social and on an design side for the entire community wellbeing.

Fig. 3.1.1 Living Lab Shanghai. "Open your Space" initiative. Design Intervention in Siping Road

Co-design is critical to service design because different perspectives, and a productive combination of different perspectives, are needed in order to understand both a service's demand side, i.e. users' and customers' needs, and its supply side, i.e. technologies and processes, in order to develop successful services. Based on my personal experience in co-design activities as well as coming from most of the literature studied for the development of this Thesis I can speculate that the people involved in co-design in service design sometimes fail to articulate precisely and realistically which specific benefits they aim to achieve. If there is a mismatch between the benefits of co-design and the project goals, there is a risk that the co-design activities produce fewer benefits than they could have realized. Therefore, is fundamental before organizing co-design in a service design project to first identify the specific goals of the project as well as the possible benefits of one or more co-design activities, and then align these goals and these benefits according to the stakeholders involved and the general and final aims of the work.

3.2 SOCIAL INNOVATION IN COMMUNITY-BASED INITIATIVES

Communities are marked by deep, familiar and co-operative ties between people that often involve a high degree of personal intimacy, moral commitment, social cohesion, and continuity in time. Communities are also committed to some clearly defined set of values that guide their behaviors through allied social norms. That is, they are more than objectively structured geo-spatial configurations with certain demographic components.

A sense of community arises out of the fundamental human need to create and maintain social bonds, to develop a sense of belonging, and to further develop a self-identity. In other words, a social, affective (emotional), and/or a psychological need is met. Key to understanding community is the concept of identity. In social and psychological theory identity refers to the development of a sense of self. This sense of self develops as a result of social interaction. Identity is also formed in a variety of social forums so that individuals learn and take on particular patterns of normative behavior and senses of identity from those experiences. This need to belong to, and identify with, some broader collective association seems to get stronger in a world where everything else is changing and shifting. This identifies formation process is also a fundamental element of sport as well as of communities (Skinner, Zakus and Edwards, 2008).

Membership of a community is a sense that an individual has invested a piece of oneself to become a member and consequently has an entitlement to belong. It is a sense of belonging, of being a part of something. With membership comes boundaries; this signifies that there are individuals who belong and individuals who do not. These boundaries grant the members the emotional safety essential for needs and feelings to be bared for closeness to arise.

Community identity and community belonging is a non-tangible benefit of participation in sport. Sport supplies benefits such as improved self-esteem, community identity and unity, and can facilitate community development and social inclusion.

"Community development is the strengthening of the social resources and processes in a community by developing those contacts, relationships, networks, agreements and activities outside the household that residents themselves identify will make their locality and better place in which to live and work." [33]

Social inclusion requires the accomplishment of social participation and social integration in communities whereby participants might achieve power over their present and the future. The definitions of both community development and social inclusion place emphasis on people, social processes, and ways to enhance the capacities of communities which in turn can lead to the development of social capital.

"Social innovation analysis and practice have devoted particular attention to the local and regional territory. Several of these areas have been hosts for dynamic populations and creative migration flows which have been instrumental in re-valorizing social, institutional, artistic and professional assets from the past, discovering new assets and networking these into flights towards the future. In this sense, there is an artificial split within the local community-based development literature between the more traditional 'needs satisfaction', 'problem solving' approach, and the more diversity-based, future-oriented community development approach which looks in particular at the identification of aspirations, strengths and assets of communities to move into a future of hope." [34]

When referring to local changes, Innovation can be considered as a broad concept of transformation including economical, sociological, political and market aspects. "Innovation at local level is affected by different factors: decision-making and planning processes, local policies, strategies of the local agenda, the capacity of actively involving people and different actors, entrepreneurs, academics and organizations." [35]

[33] Thomas,D.N. (1995). *Community development at work: A case of obscurity in accomplishment.* London: CDF Publications

[34] MacCallum D., Moulaert, F., Hillier J., Vicari, H. S., (2009). *Social Innovation and Territorial Development,* Ashgate, p. 17

[35] Manzini, E., & Meroni, A. (2014). *Catalysing social resources for sustainable changes. Social innovation and community centred design in: Vezzoli C., Kohtala C. & Srinivasan Amrit, Product-Service System Design for Sustainability,* Green Leaf Publishing, Sheffield, pp. 362 – 379

The main purpose so is to enable cultural activities, small productions, the citizens' well-being, as well as non-economical aspects and natural environments.

Local empowerment is one of the main issues addressed by the European Commission that considers local innovation at the heart of European policy planning. From the formulation of Lisbon Agenda in 2000 to the current Horizon 2020 strategy, EU encourages territorial innovation through the empowerment of local communities and local network and the circulation of knowledge. In this framework collaborative and bottom-up approaches – such as the social innovation paradigm – are evidently becoming fundamental. Europe is investing a lot in social innovation as a driver for the growth of a new economy based on social issues and participation in local governance. [36] Considering the main goals of social innovation, an action-research approach merges design research and practice to enable the creation of a new service that becomes a vehicle for value creation for local areas.

The transition from an economy based on industrial production to a knowledge and service-based society has fostered the emerging of new forms of innovation not only based on technological, marketing or R&D issues. The concepts of non-technological innovation, people-centred innovation and social innovation put a large emphasis on the human scale. Initiatives are thus characterized by processes that actively involve individuals and/or communities in co-designing, co-creating and co-producing products and services. Their plus is that they imply the involvement of different stakeholders (designers, practitioners, public and private actors and citizens), taking part to participative processes, where they can play different roles such as decision makers, strategists, planners, facilitators, coaches, mentors.

Action-research is described (fig. 3.2.1) as a cyclical and iterative process consisting in a succession of hypotheses, experimentation and verification where observation, interpretation, and action are reiterated over time in order to add new knowledge step by step. When applied to local interventions, action-research allows acquiring knowledge about the context, local resources and the value of territorial capital and to propose solutions that are coherent to the real needs of the community analyzed.

The overall action-research process is structured in four main phases, including analyzing and interpreting phases (research and understand) and designing and implementing phases (action and knowledge sharing). [37]
The method used for data collection consists in structured and non-structured interviews mainly addressed to local communities,

[36] BEPA (2011). *Empowering people, driving change*. Social Innovation in the European Union, Publications Office of the European Union, Luxembourg.

[37] Villari, B., (2014). *Action Research Approach in Design Research, in P. Roger & J. Yee (eds), The Routledge Companion to Design Research*, Oxford, Uk: Routledge, Taylor & Francis

associations, and local enterprises. Interviews needs to be conducted on the field through questionnaires tailored to the different users involved. Each interview has to be documented with pictures and transcribed.

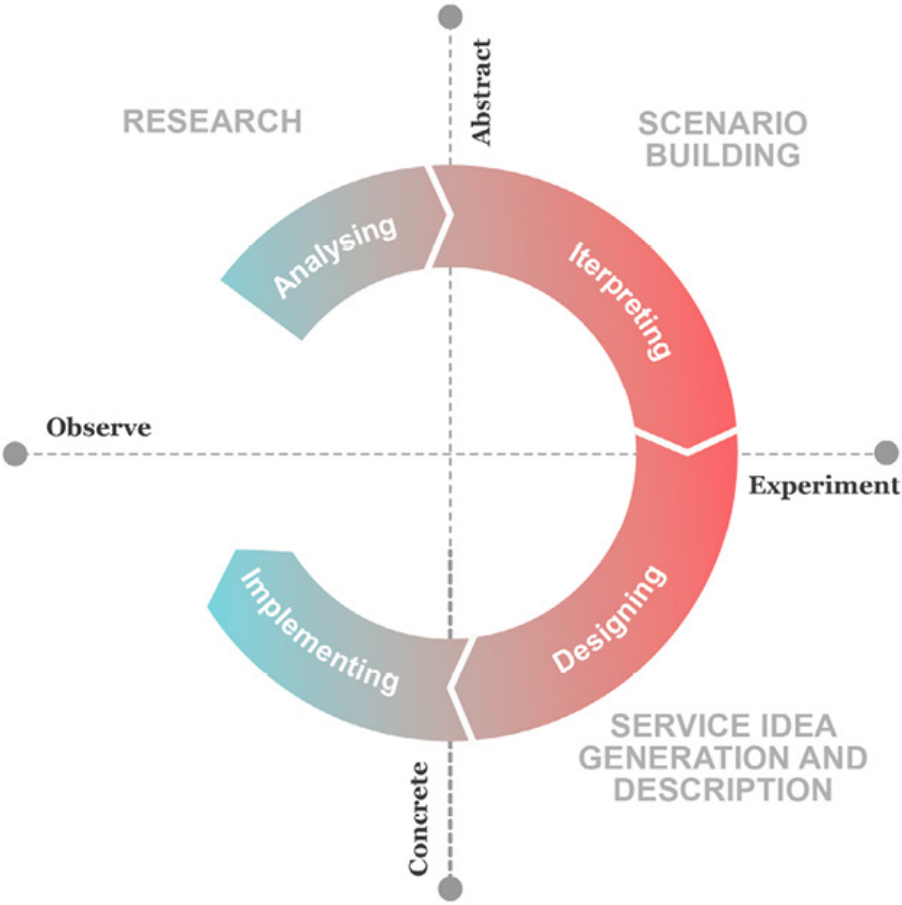

Fig. 3.2.1 Action Research Approach in *Design Research. Source: Villari, B., (2014). Action Research Approach in Design Research, in P. Roger & J. Yee (eds), The Routledge Companion to Design Research*, Oxford, Uk: Routledge, Taylor & Francis Group

3.3 PSSD FOR CORPORATE SOCIAL RESPONSIBILITY

What is Corporate Social Responsibility

The socio-economic evolution of the last century contributed to the development of a new typology of perspective in the design research at the collaborative edge of design and business science and the strong relationships that those two societal entities have, in particular in the way how they relate to people and society all over the World.
Rules have changed, and constantly continue to change. This radical change even led by the Internet era spread the level of relationships among people (in terms of quantity but mostly in terms of quality) to create stronger webs of social and economic interactions. People had the opportunity to be more informed, more connected and consequently more active. This changes affected clearly the way people interfaces markets, so the products they choose, the experiences they are starving for, messages and languages to believe in, people to be inspired by and on top of everything, values they want to express and share.

Business wise, due to these important societal shift, companies are embracing a new principle in the way they contribute and the way they interact and talk with their consumers, a principle that has been manifested in the idea of the 'Market for Virtues' [38] (Brammer & Millington, 2003) which generally states that a company's number one priority is to generate added value. The concept of 'Market for Virtues' comes from the highest level of the generic Corporate Social Responsibility (CSR) framework (fig. 3.3.1) where Corporates' strategy and actions are developed entirely for Value Creation into Social Environments for defined Social Innovation Objectives.

As we can see from the scheme in fact, CSR can be practiced passively, through refraining from committing socially harmful acts, or actively, through performing activities that directly advance social goals. Being a Design Thesis, this Research and the consequential Project development will focus on the Corporate Social Responsibility Strategy for Value Creation and Social Innovation, promoting the active and proactive involvement of Businesses into defined Social Framework aiming to societal changes and improvements, thinking and designing "actions that appear to further some social good, beyond the interests of the firm and that which is required by law". [39]

[38] Brammer, S. & Millington, A. (2003). *The Effect of Stakeholder Preferences, Organizational Structure and Industry Type on Corporate Community Involvement.* Journal of Business Ethics, 45(3): 213-26.

[39] McWilliams, Abagail; Siegel, Donald (2001). *Corporate social responsibility: A theory of the firm perspective.* Academy of Management Review. 26: 117–127.

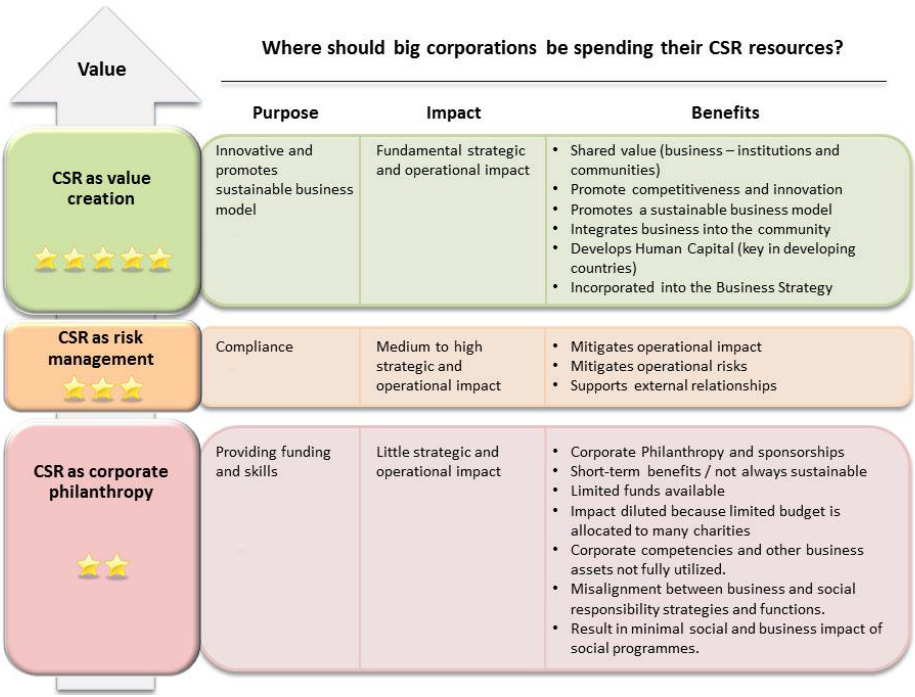

Fig. 3.3.1 CSR Approaches. Source: Wikipedia

[40] Carroll, A.B. (1991). *The pyramid of corporate social responsibility: toward the moral management of organizational stakeholders.* Business Horizons, July–August

Carroll (1991) defines CSRs into four categories of responsibilities: economic, legal, ethical and discretionary/philanthropic. These 'responsibilities' are the expectations placed on the corporation by corporate stakeholders and society as a whole. According to Carrol The economic and legal responsibilities are 'required', the ethical responsibilities are 'expected', and the discretionary/philanthropic responsibilities are 'desired'. The four categories of CSR economic, legal, ethical and philanthropic helps us to understand why those kind of initiatives have been taken in consideration by businesses and are also useful in identifying the specific kinds of benefits that can affect the companies, the stakeholders involved and the the society and how those actors are linked into relationships in the overall CSR process: [40]

1. Economic Responsibilities: The economic responsibility of business is to produce goods and services that society desires and to sell them at a profit to definite stakeholders.

2. Legal Responsibilities: The legal responsibilities of business refer to the positive and negative obligations put on businesses by the laws and regulations of the society where it operates.

3. Ethical responsibilities. The ethical responsibilities of business embody those standards, norms, or expectations that reflect a concern for what consumers, employees, shareholders, and the community regard as fair, just, or in keeping with the respect or protection of stakeholders' moral rights. In essence, ethical responsibilities refer to a corporation's voluntary actions to promote and pursue social goals.

4. Philanthropic responsibilities. The philanthropic responsibilities of business regards instead 'those corporate actions that are in response to society's expectation on a certain business activity. This includes actively engaging in acts or programs to promote human welfare or good will' Many businesses make donations directed at various causes such as education, community improvement, and arts and culture.

Kotler and Lee (2005) essentially see CSR in the same way. They define CSR as 'a commitment to improve community well-being through discretionary business practices and contributions of corporate resources'. [41] But why Companies and Corporates join CSR strategy within their business? Kurucz (2008) organized this argument in four sections. [42]

1. Cost and risk reduction.
Cost and risk reduction justifications constitute arguments that contend that engaging in certain CSR activities will reduce costs and risks to the firm. Cost and risk reduction may also be achieved through CSR activities directed at the natural environment. 'Being proactive on environmental issues can lower the costs of complying with present and future environmental regulations . . . [and] . . . enhance firm efficiencies and drive down operating costs'. Environmentally responsible commitments may also reduce the negative impact of social concern.'

2. Gaining competitive advantage.
Referring to 'competitive advantage' in this case we consider the idea of a differentiation strategies.
In other words, how firms may use CSR practices to set themselves apart from their competitors. Smith (2003, p. 67) [43] stated that 'a firm's social responsibility strategy, if genuinely and carefully conceived, should be unique.' This uniqueness may serve as a basis for setting the firm apart from its competitors and, accordingly, its competitive advantage. Furthermore, CSR initiatives enhance brand loyalty.

3. Developing reputation and legitimacy.
Reputation and legitimacy arguments maintain that firms may strengthen their legitimacy and enhance their reputation by engaging in CSR activities. Firms can do so meeting the expectations of the various stakeholders involved and furthermore focusing on value creation by

[41] Kotler, P. and Lee, N. (2005). *Corporate Social Responsibility: Doing the Most Good for Your Company and Your Cause.* Hoboken, NJ: Wiley.

[42] Kurucz, E., Colbert, B. and Wheeler, D. (2008). *The business case for corporate social responsibility. In Crane, A., McWilliams, A., Matten, D., Moon, J. and Siegel, D. (eds), The Oxford Handbook of Corporate Social Responsibility.* Oxford: Oxford University Press, pp. 83–112.

[43] Smith, N.C. (2003). *Corporate social responsibility: whether or how?*, California Management Review, 45, pp. 52–76.

leveraging gains in reputation and legitimacy made through aligning stakeholder interests.

4. Seeking win–win outcomes through synergistic value creation. Synergistic value creation arguments focus on exploiting opportunities that reconcile the differing stakeholder demands. Firms do this by connecting stakeholder interests, and creating pluralistic definitions of value for multiple stakeholders simultaneously. The win–win perspective to CSR practices provides a view in which CSR is perceived as a vehicle that allows both the firm to pursue its interest and stakeholders to satisfy their demands.

The benefits of CSR are not homogeneous, and effective CSR initiatives are not generic. Effective CSR rests on developing the appropriate CSR strategy "where CSR activities are those directed at improving stakeholder relations and, at the same time, improving social welfare" [44] (Barnett 2007). The right CSR strategy in fact is the one that pursues issues demonstrating a convergence between economic and social goals.

[44] Barnett, M.L. (2007). *Stakeholder influence capacity and the variability of financial returns to corporate social responsibility.* Academy of Management Review, 32, pp. 794– 816.

[45] B Davis, K. (1973). *The case for and against business assumption of social responsibilities.* Academy of Management Journal, June, pp. 312–322.

Design and Corporate Social Responsibility

While in the past CSR actions were even criticized for their nature to belong to the Business World, because "business is not equipped to handle social activities. […] Managers are oriented towards finance and operations and do not have the necessary expertise (social skills), to make socially oriented decisions" [45] now that Design has is social role which it's already well integrated into Businesses it's easy to understand how Design plays a fundamental role into this scenario, where driving Value generation for Social Innovation is the main principal objective that move the Design research and the Design activity itself. Designers are considered the responsible of the evolution of our societies so they handle the power to move them toward new scenarios, being so leaders of the future. They have the social skills required, they know how to face and interact with people and communities, because their human-centered approach led their work to think for the good of the present and future societies.

Designers in the contemporary society are painted as professional having a strong social responsibility, to merge, affect and nudge the actors involved in the Public and in the Business sector in order to notice, face and improve humans life conditions addressing them strong believes and values on which built a better future. In a recent interview Christian Guellerin, formal President of Cumulus states that "It is the designer who fuels this societal endeavor. Design takes

root from the desire to restore humanity and human input in industry".[46] Therefore, is crucial to investigate how Design can collaborate and partner with difference Sciences, creating relationships, improving networks and uplifting lives experiences. Considering Design as Human Subject this Research will leverage the concept of Socially Responsible Design (SRD) in relation to CSR activities and strategies. SRD it is generally characterized by attitudes that value justice, equality, participation, sharing, sustainability, and practices that intentionally engage social issues and recognize the consequences of decisions and actions, emphasizing the cultural value and meaning of places, idealizes democratic civic engagement, and welcomes utopian visions of alternative socio-spatial futures.

Amplifying the effects of a Corporate Social Responsibility Strategy through the principle of the Social Responsible Design will led to the Society Evolution we are willing to, empowering communities and guaranteeing synergies between the Public and the Private sector for the good of the present and future generations.

CSR Strategies under the lens of SRD are key game changers in this as they "mean making sense of the far-reaching changes to come. And in bringing companies on board, discerning their needs, and guiding them accordingly, the designer is pivotal. For innovation to fully embody all that is ethical, its purpose needs to surpass financial gain, an aspect that tends to overpower the real priorities, not to mention a more lucid thought process. CSR is a fabulous vehicle for generating added value."[47]

And this happens because, if the idea of society is changing so the idea of Business is changing too and addressing key values to communities and consumers is now vital for any kind of Business, that will bring hopefully to the so-called concept of the 'Mainstream Social Agenda', where aiming to the social progress is a objective belonging to any kind of Company, Corporate or General Business, allowing "the realization of the full potential of CSR initiatives. An affirmative corporate social agenda may therefore be created. This affirmative agenda looks beyond community expectations to opportunities to achieve social and economic benefits simultaneously. It moves from mitigating harm to finding ways to reinforce corporate strategy by advancing social conditions".[48]

"Businesses in the 20th century asked themselves the question of what is technologically possible and economically profitable; those of the 21st century need to ask themselves what makes sense,"[49] Kolding School of Design in Denmark's Head Elsebeth Gerneer Nielsen says. Sense-making and Value Proposition is crucial in CSR actions, and, as stated before, managing and involving different and focused

[46, 47, 49] Metropolis Magazine, Design Education, Christian Guellerin, http://www.metropolismag.com/ (July. 2014)

[48] Porter, M.E. and Kramer, M.R. (2006). *Strategy & society: the link between competitive advantage and corporate social responsibility.* Harvard Business Review, 84, pp. 78–92.

[50] Freeman R. E. (1984). *Strategic Management: A Stakeholder Approach.* Boston: Pitman.

[51] Jègou F. , Manzini E. (2008) *Collaborative services. Social innovation and design for sustainability.* Edizioni Polidesign, Milano, p.36

[52] J James A. Phills, Kriss Deiglmeier, Dale T. Miller, (2008). *Stanford Social Innovation Review*, Vol. 6, Issue 4

stakeholders is vital for strategies of this kind. Designers have the social capabilities to let the part cooperate together for the good of everybody, especially, when looking for Social Innovation and Community development. This Project wants to demonstrate how a systemic and strategic integration of Stakeholders is crucial in addressing Values and bringing to life societal changing.
The Research want to stress how synergies among the Public Sector, together with their communities, Design and the Private Businesses can rise the awareness through Social issue, proposing solution for the communities' evolution and wealth. The concept of stakeholders is central to that of CSR. Stakeholders may be defined as "groups and individuals who can affect, or are affected by, the achievement of an organization's mission". [50] Stakeholders thus form a link between the aims and ambitions of the organization and the expectations of society. Orchestrate necessities and needs both from the Private and the Public Sector can be challenging and has to be considered within the decision-making process. Acting like a social connector designers have so to manage actors' level of participation for the development of collaborative projects, especially when they need to work with several and different stakeholders, belonging to different social classes and with different social backgrounds.

Our goal in this Thesis research is to apply these and the following Design Methods to a CSR strategy for Social Innovation thought for a Multinational Corporate in the Youth Chinese context. Over the years the role of Design into the Social Innovation field, as said, has been extremely stressed and Service Design Thinking and Design Approaches has been tested and prototyped all over the World to validate and confirm the concrete support that Design can give to the Social Innovation research applied in any kind of Science or field. Entities like The Living Labs and the DESIS Network are having a crucial role into the Design Research for Social Innovation, working to promote and support Social Innovation development through Design. The DESIS network vision states that the professional design community has a major role to play in facing social innovation and the new emerging designing networks. The concept of "designing network" has been defined by Ezio Manzini as "a complex system of interwoven design processes that involves individuals, enterprises, non-profit organizations, local and global institutions who imagine and put into practice solutions to a variety of individual and social problems" [51]
Phills, Deiglmeier, and Miller (2008) defined the three Social Innovation Drivers that are defining contemporary Social Innovation: [52]

Exchange of ideas and values

Shifts in roles and relationships

Integration of private capital with public and philanthropic support

Ultimately, the most difficult and important problems cannot be understood, let alone solved, without involving the Nonprofit, Public, and Private sectors, seeking win–win outcomes through synergistic value creation, underlining how cross-sector fertilization is a key mechanism of this process. Creating systems of interaction and networking among stakeholders for common goals and development is so vital to provide Social Innovation on an higher level, in terms of quality and outcomes. At this stage of the research we can easily understand how to drive Design for Social Innovation on a larger and more wide scale into Corporate Social Responsibility Strategies, since the common ground and the common interest of both the field of research is to generate and share Values for Social porpoises, enhancing the role of collaboration among the stakeholders involved, coming from the Public, Nonprofit and Private sector, seeking this synergy for Social Innovation activities and activations into defined context of mutual interests.
A research done by MacGregor and Fontrodona (2008) [53] demonstrated that The most successful companies were proactive in their approach and also, interestingly, had the highest level of CSR implementation.CSR adoption can be a starting point for proactive innovation and also for companies that want to improve their position in their industry. (fig. 3.4)

[53] MacGregor P S and Fontrodona J. (2008). *Exporing the fit between CSR and Innovation. Barcelona: Center for Business in Society,* University of Navarra.

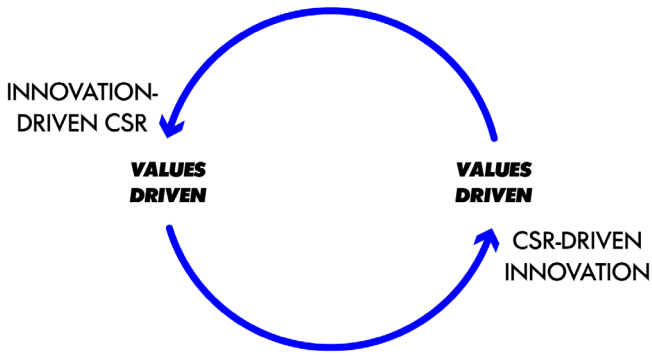

Fig. 3.3.2 Innovation-Drive CSR and CSR-Driven Innovation. Source: MacGregor P S and Fontrodona J. (2008). Exporing the fit between CSR and Innovation. Barcelona: Center for Business in Society, University of Navarra.

According to the authors MacGregor and Fontrodona (2008), CSR-driven innovation has as its end result products and services that have a social purpose. It is driven by values for the creation of social products and services. In the model they define these social products and services as being in the areas of Design against crime, eco-design, and Design for All. Innovation-driven CSR, on the other hand, may be more associated with creating social processes and is driven by value.
For the aims and the goals of this Research and Project we are going to consider the CSR-driven innovation approach, driven by social values of participation, social-inclusion and sense of togetherness into Sports, creating valuable outputs in specific contexts and leveraging specific relationships among stakeholders.

Stakeholder theory emphasizes the organization survival and success hinges on the organization's ability to generate sufficient wealth, value, or satisfaction. Post Frederick, Lawrence and Weber (1996) defines roles and benefits for the two categories of stakeholders involved in Social Innovation activities: "primary stakeholders as those who have direct relationships essential for the organization to realize its mission in producing goods or services for customers. Secondary stakeholders include social and political actors who support the mission by providing their tacit approval of the organization's activities, thereby making them acceptable and giving the business credibility. Such secondary stakeholders include local communities, governments, and NGOs." [54]

[54] Post, J. E., Frederick, W. C., Lawrence, A. T., & Weber, J. (1996) . *Business and Society. Corporate Strategy, Public Policy and Ethics*. New York: McGraw-Hill.

4. DESIGN RESEARCH

4.1 SOCIAL CAPITAL BUILDING THROUGH SPORT IN COMMUNITIES

Sociologist Bourdieu in 1986 described the meaning of Social Capital as "the aggregate of the actual or potential resource which is linked to the possession of a durable network of more of less institutionalized relationships of mutual acquaintance or recognition".[55]

This form of capital is based on the social connections that people have, have developed, or maintain. As a concept, social capital is central to a social inclusion agenda as social capital is seen as a way of expanding empowerment, well-being, and community development toward an improved civil society.

Of the various social elements within a community, sport is widely recognized as a way to build positive social capital. Moreover, some studies found that sporting activities at the grassroots level have the potential to motivate, inspire, and forge a community spirit in face of social ills. A report by the *Australian Sports Commission* (2004) on the impact of sport in the community noted that:

"social controls within the community contribute towards counterbalancing criminal activities. Social controls are found in traditional and modern social structures, and participatory activities, such as sport, give people a sense of community identity and purpose, and help prevent them from engaging in antisocial activities. Sport may provide a means of encouraging a sense of community identity and thereby help reduce antisocial behavior."[56]

Key success factors in servicing the needs of disadvantaged communities involve developing, engaging, and retaining multiple partners that can support the delivery of programs and outcomes through a range of different mechanisms including funding, delivery, expert advice, and referrals.

[55] Bourdieu, P. (1986). *The forms of capital. In J. G. Richardson (Ed.), Handbook of theory and research for the sociology of education* pp. 241 –253

[56] ASC (2004), *Problems and Issues in the Recruitment and Retention of Sports Officials*, Camberra,

The Homeless World Cup. Social re-integration for the homeless community through sports.

The Homeless World Cup is an annual football tournament organized by the Homeless World Cup organization, a social organization which advocates the end of homelessness through the sport of association football. The organization puts together an annual football tournament where teams of homeless people from each country compete. This tournament, that started in 2003, is organized every year and holds more than 30.000 homeless people from 70 countries. The participating homeless get the opportunity to represent their own country, which has an enormous impact on their lives. The organization of the event tries to reintegrate homeless people into society by improving their social skills. This strategy helps to improve the negative image of homeless people. However, participating into the Homeless Cup has consequences for the homeless athletes. By signing the contract the participant is committed to the social goals of the project. For instance, this means that homeless people should combat their drug problem, should reunite with family members or should actively look for housing. To achieve these goals there exists a strong collaboration between cities and social organizations. The Homeless World Cup organization operates through a network of more than 70 national partners around the world, supporting football programs and social enterprise development. From 2010 Nike has been partnering with the World Competition, providing support and founding through its internal division, the N7, or Nike Foundation.

Fig. 4.1.2 Homeless World Cup. Rio 2010

The Color Run. Using fun and creativity to drive communities in sport practice.

The Color Run is an event series and five kilometer paint race. It takes place in North America, South America, Europe, Asia, New Zealand, Australia, and the United Arab Emirates. The event is open to everybody and is usually organized in specific city-contexts. The untimed event has no winners or prizes, but runners are showered with colored powder, made of food-grade corn starch, at stations along the run. At The Color Run, participants start out in all-white, head-to-toe, and finish decked out in a spattering of bright, dazzling color. At each kilometer of the race, runners are blitzed by volunteers, sponsors, and staffers with a new color. Every runner gets a bag of color to put his or her own artistic skills to the test. Scaled globally the Color Run format has the incredible potential of driving the value of sport practise using fun and creativity as key drivers towards the physical activity itself, generating resonance on a social level with the ability of gathering communities that not necessarely are sport lovers, so driving behavioral changes using art and fun into a sport event.

Fig. 4.1.3 The Color Run

THE COLOR RUN
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THE COLOR RUN

Fubles. Building new sport communities and networks through open sport participation.

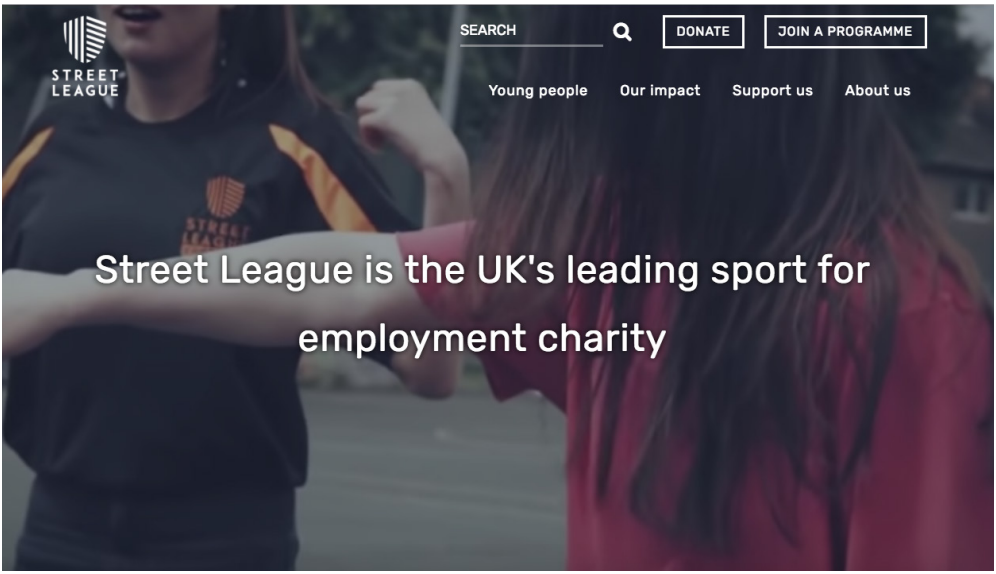
Fubles it's a platform that enables football players in organizing friendly-football matches with their friends. The idea, spread through its platform, available on the web or through the App, was able to answer to the question "what if I want to play football and none of my friends can join me?", opening the possibilities to empower sport activities around football not only to the sport practice itself but even on a social level, allowing people to play their favorite sport with players they didn't know in their areas, improving the social relationships and the overall network creation. In this Players can either organize matches using the platform to gather other players or at the contrary, simply join teams. The platform, that after 10 years is spread in more than 5 Countries in the World, was able to generate either social profit, leveraging the willing of players to join football matches, and economic ones, generating synergic relationships with external partners and with the sport structures providing facilities in the cities involved. Fubles is a great example of community creator for social goals and with a smart business model.
Business model that was able to find the active partnership of a Multinational Brand as Adidas.

On the left. Fig. 4.1.4 The Color Run
Fig. 4.1.5 Fubles Website

Street League. A charity program that leverages sport for social integration in disadvataged communities..

Street League is another example of a program that started as a six-week voluntary project in 2001 to grow into a charity that now can count more than 80 different partners. Street League is a charity with programs in London and Glasgow. It aims to support disadvantaged (excluded from mainstream) people over 16 years of age including the homeless, drug and alcohol dependent individuals in rehabilitation, ex-offenders, long-term unemployed, those with identified learning disabilities, refugees and asylum seekers, those with mental health issues, and individuals at risk. It provides a sports program including football, basketball, and multi-fitness sessions which are used as a tool for engaging people in organized sport and as a means for developing their social and other transferable skills in a fun environment. Goals also seek to build informal communities, trust, and networks amongst participants, at the local level with like persons. Partners not only provide financial support, but CSR activities such as volunteering to support program delivery and the provision of office space. In fact, big corporates like Hyundai are currently founding the Street League organization, leveraging their presence in the Football World, as main partners of the latest World Cups, generating so awareness around sport and the role that sport can play on building the future generations.

Fig. 4.1.6 Street League



From the literature and the case studies provided we can easily understand how sustainability and management in Social Activities cover a crucial role. Building networks and relationships able to support the whole organizational mechanism is fundamental, especially when the key goals of the initiatives aims to be socially relevant in terms of inclusion and engagement. And this is vital, no matter which is the social framework we are working in. The cases demonstrate how Social Capital is built in Sports activities through the continuous and strategic connection and synergy through the actors which are involves the entire chain of process. They support the power of volunteering, as the Social engine able to build trust and empower and motivate participants, believing in the involvement driven by the passion and the attitude. Founding anyway is either crucial and sustainability itself needs to be predicted and studied before engaging communities and people. The case studies showed how the involvement of Brands and External Organizations able to guarantee financial support or expertise is a way to build and consolidate events or entire activities. CSRs have become more and more important in this framework, able to address Shared Social Values to Social Goals. And while Brands rise their Brand Awareness and loyalty they are able to stand for something, supporting activities and (as in the previous cases) organizations to provide massive Social Impact for communities. Barclays Bank for example investing 30 million pounds in Spaces for Sports initiative. This initiative is a partnership with the environmental regeneration Charity Groundwork and Football Foundation to open sport facilities in disadvantaged communities. Corporate social responsibility has become an increasingly important priority for sports-related organizations in the past decade. In addition, many commercial organizations have partnered with sport teams to deliver social initiatives.

Sport, is a great source to provide Social Capital Building, because, as underlined by the literature and by the Social and Human Sciences is concretely able to address values of social cohesion and sense of belonging and togetherness, due to the multiple layers of social interaction involved in Sport activities. Interactions that can be built surely inside the frame of a soccer of basketball pitch, but that can stay alive and evolve even out of it. A broad array of positive community networks and relationships can be developed through engagement with sport.

This engagement can create opportunities that can foster social inclusion and community development, which in turn, can assist in building high levels of positive social capital.

Collecting all the case studies analyzed in the previous parts of this research I developed a Case Studies Matrix clustering the sport activities addressed to communities in two big categories: Sport per Communities and Sport in Communities then evaluating their impact considering three values, the Communication, the Social Interaction and the Behavioral Change as main missions of the activities studied. This to evaluate the role and the methods found in the case studies, so to consider their contribution for the development of my project.

4.2 SOCIAL CAPITAL BUILDING THROUGH SPORT IN UNIVERSITY COMMUNITIES

When we deal with Communities in University we refer to the social patterns that compose and organize the social and environmental structure inside the University as an institutions and the consequent connections that those patterns are able to generate in terms of Social Capital Building. As already mentioned and explained in the previous chapters, Universities represents real and concrete social institution among students. They are meant to exist to improve the social participation and the social interaction among them, leveraging different topics and different themes to congregate and improve the relationships with the students-community, celebrating education, respect, sense of togetherness and participation. Nowadays, with the consequences of the globalization, the role of those communities in places like the University is becoming strongly important, as a culture diversity driver.

University Campuses are populated by students coming from different parts of the World, and, besides the classes-hours, where to experience and celebrate the diversity is something relatively difficult, internal Universities Organization plays a fundamental role, being institutions able to join micro-communities under the same interests, and furthermore able to elevate the cultural meeting in less-formal environments. If we also consider, as described in the previous chapters, how Universities are generally becoming active parts of a city, we can even understand the power that Campuses have into connect not only students to students, but, on a wider level of interaction, students with communities of citizens. As we analyzed in the previous chapter, the role of Social Capital Building in different kind of Communities is crucial when building and developing shared social values around and for them,

especially when, being the main theme in this Thesis work, the Social Capital is built with sports.
The modern concept of University Campus is a social container of connections and experiences, and sport plays a vital role in this environment, providing facilities and opportunities where to play and improve social relationships, leveraging the power of sport as a social catalyst.

Sport activities into University are generally managed by internal organizations, that provides, on different levels, sport-based activities focusing on both the physical and the social growth. Generally, we can divide the sport activities hosted and organized into the University in to big categories:

The professional and performance-based ones and **the Amateur ones, more leisured-oriented.** Each of those category, can be differentiated again according to the level of social interaction and of social engagement into other two mini-cluster, the In-Campus driven and the out-Campus driven.

Professional and performance-based sport activities.

Universities, according to the researchers conducted and to the phenomenological observations related to my experiences, builds programs of sport development as educational driver toward professional development of the students into the spot practice. This means that Universities has official teams belonging to different categories and type of sport that represents the Institution University in official sport events, on regional or national level, according to the structures of the championships and the relevance of the teams themselves. Those Official University sport teams are not just leveraged into Institutional competitions, which are geographically-relevant but, as Red Bull did in 2016, even to build external professional sport events, always focused on the sport talents coming from the Universities. Red Bull UNI7 that saw seven universities from across the globe competing in a student rugby sevens competition. Each university proved themselves as the best in their country by winning a national competition, which in turn qualifies them for the final shoot-out at the Recreation Ground in Bath (UK). The final was hosted on September 17, 2016.The shoot-out saw the six qualified universities, plus reigning champions and hosts Bath University, battle through the group stages, with the top two teams who played in the final in front of a capacity 14,000 crowd as a warm up to a Bath Rugby Aviva Premiership clash.

Fig. 4.2.1 Red Bull Uni7 2016.

Those two example of professional and performance-based sport activities are to consider under the Out-Campus driven events, leveraging internal sport teams and resources to be relevant out of the Campus.

On a social level, those kind of institution can represent a valid contributor under social capital building aspects for the sense of belonging generated towards the audience, leveraging and shaping the supporter community around that, mostly on an aspirational level. In terms of active participation, those kind of Clubs are, for definition, elite, representing so the best players inside a defined student community. In-Campus driven professional sport activities are instead the so-called "College Championships".

In relation to the fact that each University has his own team for each sport, it's even true that in most of the University each College has representatives sport teams. Those teams, participate to regular sport in-campus based championships, aimed to elect the best College in a defined sport. Although, even in this case the active participation is strictly related to the best players in a College maintaining still the elite framework, the community around those kind of sport event is less formal and is able to create a closer relationship player-supporter, especially because College Championships events are hosted solely in-Campus. Social Capital

Building in this kind of sport activations is stronger and more evident and being able to generate closer communities around a certain sport at first and around a certain College-belonging level then.

Amateur sport activities.

Amateur-level sport participation in Universities is generally managed and structured by students organizations belonging to the Universities themselves. When referring to Amateur level sport we consider sport practice on a leisure level, where building performances are not necessarily important and where the sport activity is driven by the love of a certain discipline as well as by the social level of interaction involved in the sport practice itself. Universities sport associations and organizations are in charge to host in-Campus sport activities and challenges to promote sport on a social level. Social Sports are a consolidate reality into the sport field regarding the University life. The aim of Social Sport is to provide sport experiences to the students without taking in consideration the physical level or the practical skills of the students. They are meant to be social aggregation moments around a certain kind of physical activity. For this reason we tent to consider Social Sport not only the regular and most-played ones (like soccer, basketball or tennis) but belongs to this category even bizarre and fictional sport activities. The University of Leicester, for example, organizes "The Zombie Run" leveraging running during the Halloween days or the Fitness-in-Glow activities proposed by the University of Northern Ireland. To this category belongs even sports like Bowling, Dodgeball, Netball, Foosball, Ultimate Frisbee or Touch. Those kind of activities are so existing into the University context as social catalysts, to develop relationships among players, have fun together and get healthy within the framework of a sport event. On a Social Capital side it's easy to understand how much those kind of activities can give on a relationships and cooperation level, bringing values of interaction to the constitution of more solid communities.
In-Campus Sport facilities are enabler of sport practice by default so we must consider under this category of sport activity the free-players, so those students that freely join the sport areas and spaces to practice, alone or in company, certain kind of sports. But, as we defined previously, University Campuses are being more and more relevant into the Public Space asset, so that we need to consider even the non-students joining the sports spaces as part of the social pattern communities belonging to the University. The presence of normal citizens into the University Campuses spaces is particularly relevant in the Social Capital Building topic, because define a potential level of social interaction that can bring to higher levels of participation in terms of quality and in terms of shared value creation.
I would use this topic to introduce so the Out-Campus Amateur sport activities by presenting a case study belonging to Politecnico

di Milano, my own University in Italy. In the past years internal organizations set a series of event called “Il Sabato della Bovisa”. “Il Sabato della Bovisa” is a Politecnico di Milano social initiative that celebrate togetherness and social involvement leveraging the exchange of knowledge and social connections between the Universities students and the citizens living around the Campus Area (the Bovisa).
It’s currently a monthly event hosted into the Politecnico di Milano Bovisa Campus, presenting a series of initiatives to understand, observe and let people and communities belonging to the citizens’ cluster join the University Public Space. “Il Sabato della Bovisa” wants to exist to improve the social knowledge sharing between the students and the citizens, where the innovation and the research belonging to the University can meet the culture of the tradition and the know-how given by the local associations. Among the activities proposed, which include book sharing, co-gardening and public lectures, collaborative sports had a fundamental role to improve and extend the cooperation with the local external associations and entities, providing Qigong classes (an ancient Chinese martial and meditational art) held by local masters to students and other members of the citizens’ community. Activities like those have a strong Social influence, able to empower the neighborhoods, improving the level of connections and building social capital on a shared-knowledge base.

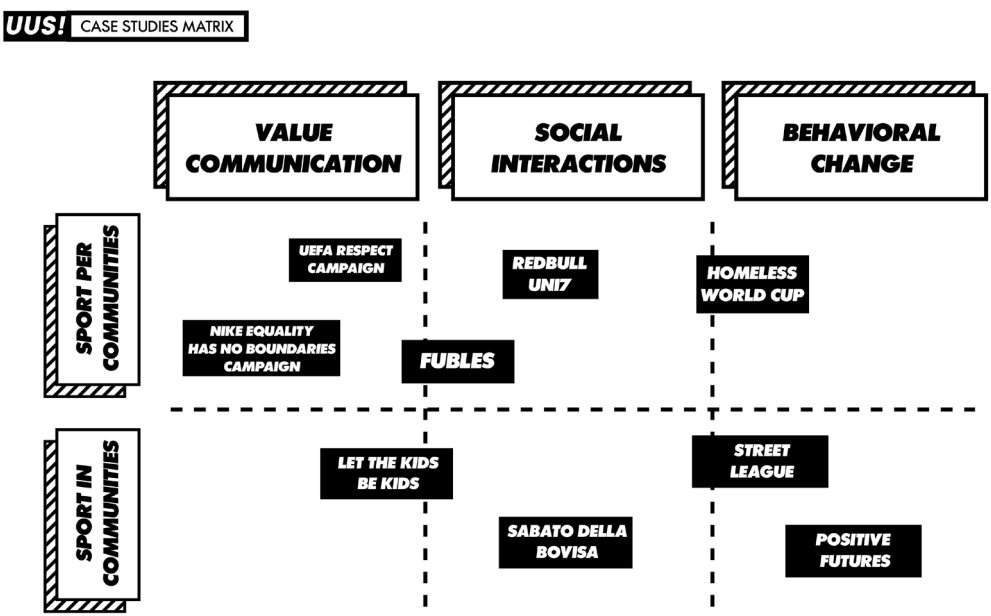
Fig. 4.2.2 Il Sabato della Bovisa in Politecnico di Milano Bovisa Campus.
Qigong collective activity.

In order to identify the influential and valuable key points for each of the case studies
presented, I developed a Case Studies Matrix (Fig. 4.2.3) dividing them in two big clusters:

_Sport for Communities. considering those sport activities and campaigns designed for the community development where the communities involved play the role of the final users and beneficiary of the services.

_Sport in Communities. referring to those case studies which operates directly into the contexts of the communities themselves, leveraging the power of co-creation and co-design, so involving the communities from the initial stages of structure and development until the final delivery.

Fig. 4.2.3 Case studies Matrix



4.3 DESIGN FOR SPORT AS A SOCIAL CATALYST: PEPSI, A CASE STUDY FOR CSR

PepsiCo, Inc. is an American multinational food, snack, and beverage corporation headquartered in Purchase, New York. PepsiCo has interests in the manufacturing, marketing, and distribution of grain-based snack foods, beverages, and other products. PepsiCo was formed in 1965 with the merger of the Pepsi-Cola Company and Frito-Lay, Inc. PepsiCo has since expanded from its namesake product Pepsi to a broader range of food and beverage brands.

As a Multinational Corporate PepsiCo is a relevant brand present even in the Chinese market with some of the brands and the products owned by the Company. As a Designer I've been working for almost one year inside the PepsiCo China Design Team, which has its headquarters in Shanghai, building my professional skills and understanding the Chinese consumers under a Corporate perspective. Merging this experience with my Service Design background I decide to take PepsiCo has my major Case Study to generate and build a Corporate Social Responsibility Strategy for the Company, approaching this Business activity with a Design Thinking mindset. Design, above all, cover a fundamental function into PepsiCo's strategical division to drive business value by creating experiences and brand engagements. Integrating different design disciplines—brand design, design execution, industrial design, design strategy, front-end innovation—into a single group, Design Teams in PepsiCo mostly drives Innovation through Business and R&D units, as an integrated core function. Although the role of Design results to be a fundamental part of the organization, Design Thinking is leveraged mostly in relation to product innovation and experience design and to R&D capabilities. For these reasons I found it challenging to develop a strategy that could be able to go beyond the products itself, leveraging the power of the Company and focusing on Design on a different perspective for their usual use, so that could be able to work in a CSR strategy for Social Innovation, working for the empowerment of local communities in the Chinese market framework. Being inside the Company I've been able to gather information about the current role of PepsiCo in the Social Innovation field and understand potential needs of the consumers in relation of what I was already researching, so to find in the Company a valuable stakeholder to be included in my Design strategy. For this reason, I tried to build on my research to see how

I could fit one of the Brands of the Company inside it, to being leveraged as a shared value partner in my context. As already explained in the previous parts of this research my project aims to uplift and improve the sport experience in community based environments, focusing on the Chinese youths as a main target audience, to build on them for the creation of more engaged and aware generations. With this research background I found in Pepsi the most suitable brand into PepsiCo's portfolio to be integrated in my project development.

Pepsi is a carbonated soft drink produced and manufactured by PepsiCo. But how to relate a soft drink brand like Pepsi in a Service Design thought to drive Social Innovation through sport? Which is the link that connects this brand to youths and their lifestyle related to social activities and social life? Can this brand be relevant in the creation of a CSR strategy in the "Sport per Social Innovation" field?
I found in Pepsi a perfect case study for the ideal development of my project, as one of the potential stakeholder to be included in the overall generation and architecture of the Service, a brand suitable in the for my project goal, a brand to which address and structure a CSR strategy to be integrated as a Shared Value stakeholder in the whole process. This mainly for three reasons:

1. Target Audience.
Due to his heritage and the overall Brand culture spread by the Brand in its 125 years, Pepsi results to be a relevant brand among young consumers mostly all over the World. On a marketing standpoint of view Pepsi has been addressing its focus on youths, promoting itself as a Young Brand.
According to the "Pepsi Brand Proposition Guidelines" the Brand is active, energetic and fun, courageous and unconventional, being in the moment, timely and fast-to-act. The Brand's payoff, which states "Live for Now", follows this mindset, encouraging youths in living the moment, being confident and believing in themselves. About the brand proposition toward the young generation I have interviewed PepsiCo Creative Director in Shanghai, Gianmauro Vella, to gather more information on how the Design follows the processes on the Brand building Values and how Design addresses them to the consumers:

"As a brand our major proposition is focused on youths and young generations. Through our products we express our values toward our main audience, to empower their minds, their creativity, their skills on multiple levels." [57]

[57] Gianmauro Vella, PepsiCo China Design Director, personal interview, December 2016

On the right. Fig. 4.3.1 Pepsi x Milano 2016 UEFA Champions Leauge Open Cerimony

2. The relevance in Sport.
Over the years the brand Pepsi has been related to sports on a global level. Partnerships and sponsorships moved the brand's business in the sport's World, providing and guaranteeing to the brand a certain level of relevance for sport-oriented consumers, as players and supporters. In the US, Pepsi's largest market, the brand is sponsoring and directing since 2012 the National Football League (NFL) Super Bowl Half-time show, recognized as the biggest sport event for US citizens. Hosting important celebrities (mostly coming from the pop-music World) Pepsi celebrates the sport event with concerts and parallel mini-events and activations around it during the Super Bowl day. Pepsi has been having the same marketing approach even in Europe, sponsoring the UEFA Champions League Final match, since 2015. Soccer is the most popular and followed sport in Europe and the brand, even not having a large market-share in the Old Continent, is supporting the event with the main porpoise to be relevant and present in this field to its consumers. From 2015, in order to be more consistent with the overall sport-oriented consumers and markets, the brand moved the attention in promoting his zero-sugar product proposition (called Pepsi-Max or Pepsi-Black) during his participation to sport events. Pepsi-Black proposition, out of the big-sport-event participations) is currently focusing its attention in a marketing perspective through the Street-Sport World. Advertising and activations have been considering the capabilities and the potentials of Street-Sports addressing to consumers who are willing to achieve an edgier lifestyle, celebrating the power of the urban environment as a driver to promote sport-activities and creativity.

For these reasons, on a marketing and business level, Pepsi is a brand extremely focused on Sports, which sponsoring and partnering with Sport Associations, players and supporters around the World is demonstrating its relevance in this field, standing for the Values and the opportunities that Sports are able to bring to its consumers and to people.

3. CSR per Sport.
Pepsi, as part of one of the biggest Multinational Corporate in the Food and Beverage World, PepsiCo, is extremely active in supporting Social Responsible actions around the globe, investing capitals and resources to improve the Social conditions in disadvantages communities and applying responsible policies to the environment and to its employees. PepsiCo has maintained a philanthropic program since 1962 called the PepsiCo Foundation, in which it primarily funds nutrition and activity, safe water

FINAL
MILANO 2016
UEFA
CHAMPIONS
LEAGUE
OPENING
CEREMONY
pepsi

On the right. Fig. 4.3.2 A screenshot from PepsiMax commercial featuring Street-Soccer activities.

On page 72. Fig. 4.3.3 Pepsi Football Academy in Nigeria. Winning ceremony. 2016

and water usage efficiencies, and education, according to the foundation's website. In 2009, $27.9 million was contributed through this foundation, including grants to the United Way and YMCA, among others. In 2009, PepsiCo launched an initiative called the "Pepsi Refresh Project" in which individuals submit and vote on charitable and nonprofit collaborations. The main recipients of grants as part of the refresh project are community organizations with a local focus and nonprofit organizations, such as a high school in Michigan that—as a result of being selected in 2010—received $250,000 towards construction of a fitness room.

Pepsi is also active in supporting youths through sport in disadvantages communities. A vivid example is the Pepsi Football Academy in Nigeria. For 23 years, the Pepsi Football Academy has taken in and mentored thousands of young Nigerian football talents, giving them the opportunity and the tools to live their dreams. Every year, the Academy, addresses through a competition, scholarships to young Nigerian athletes, giving them the opportunity to building a different and desired future. A similar approach has been given by the brand in activities in Zambia, sponsoring and partnering with "The Grassroots Soccer" NGO.

The program is composed by a three-part series of tournaments that combines competitive youth soccer with access to free HIV counseling and testing. The described scenarios and insights are manifestations of the reason why I decided to involve and consider the brand Pepsi as part of my research and my project.

Although Pepsi is strongly active in social activities and social innovation project, especially to support and found youths in disadvantaged communities, the opportunity for me, as a designer, is to build and develop a CSR strategy for a Multinational brand with a PSS approach, leveraging it as one of the primary stakeholders, able to bring resources and to support the whole project as a Value Sharer. And, applying this formula in a University context seems to me a tailored opportunity both on a social Innovation level to improve the level of social interaction around sport as a social activity into a defined community (to amplify its level of influence and connections) and on a business Innovation one, creating new market possibilities and opportunities under the CSR lens.

pepsi
PFA SCHOLARSHIP
WINNER

PFA SCHOLARSHIP TO THE UNITED KINGDOM
TO THE UNITED KINGDOM
13/06/2015
13/06/2016
JOSEPH

4.4 SPORT IN UNIVERSITY: TONGJI UNIVERSITY, THE RESEARCH SITE

On the right. Fig. 4.4.1 Tongji University Siping Road Campus Map. Space distribution.

As the whole Research and project structure is mainly focused on the activation and study of the social patterns exiting and spreading in the University environments around the sport practice and the sport involvement under an engagement perspective, I've decided to stress and apply my research on a specific case study, mainly for pure social reasons and for the generation of specific and tailored design opportunities, able to extend the design process through the typical phases of validation and prototyping. For the general application of the studies and the confidence in accessing the facilities and the spaces I've decided to conduct my on-field research into the Tongji University environment, with the big aim to understand and frame the organizational and environmental patterns that structure the overall Campus framework, and uses those acknowledgments to further improve the design analysis and the consequent design process.

Tongji University is located in the municipal city of Shanghai and is made up of five campuses namely, covering an area of 2,460,000 m2, consists of five campuses. The Siping Road Campus is situated on Siping Road; the West Campus on Zhennan Road; the North Campus on the Gonghexing Road; the East Campus on Wudong Road and the Jiading Campus located instead in the Shanghai International Automobile City in Anting. Due to the huge coverage of the University Campuses belonging to Tongji all over the city of Shanghai and to the consequent high amount of students currently part of these environments, I focused my research attentions to the Siping Road Campus, considered as the main one in the Tongji system, both in terms of sizes and overall students' coverage. Furthermore, the Siping Campus has been the one I've attended during the University semester I had in Tongji, so, generally, even considering the language barriers and overall difficulties in approaching services for international students, it was the one I felt more comfortable with, in terms of confidence in exploring the in-Campus spaces and get in contact with people and students.

As we can see from the official Map, Sport facilities in Tongji Siping Road Campus are well spread all over the University living spaces. Both Outdoor and Indoor areas are provided for students to practice sport of different kinds, for different aims and with different organizational approaches. The first phase of my research

in Tongji University was based on phenomenological observations, aimed to understand the sport areas in terms of usage, participation and social interactions, so the distribution of the spaces, the consequent target-cluster using them and, moreover the way they consume those spaces.

On a space-system-structural standpoint of view Tongji University sports environments mostly follows the hierarchies and the formal divisions already considered and mentioned in the previous chapter about the roles and the responsibilities regarding the sport activities and the facilities usage in the Universities Campuses on a general global scale, regarding the actors involved in sport activities and their role in the whole social/sport environment. We can recognize three main different groups or communities:

1. Agonistic/Professional Players.
Under this category we consider all the students belonging to the Official Tongji University Teams. They are not necessarily students of the College of Sport, but are considered the best players in a certain discipline in the whole University, representing it so on an Institutional level in Regional and National competitions. Those competitions, such as the CUFL (China University Football League) or the CUBA (Chinese University Basketball Association) are annually hosted among the University circuits. They are usually divided into categories of level and moreover in Divisions, that split the championships considering the geographical standpoint of view (Shanghai Universities, for example, belong to the Southeast Divisions). Those competitions see Universities Teams from all over China (or on a Division-based system), facing each other in the different disciplines and sports that each University can represent.

On page 78. Fig. 4.4.3 Basketball courts in Siping Campus

Fig. 4.4.2 2016's CUFL Finals in Tongji University.

Agonistic/Professional Players act in the sport facilities for training (mostly guided by teachers and coaches) and during the matches themselves. Under a Social perspective we can consider Agonistic/Professional Players as an elite into the whole students' community eco-system. Connections and interactions among the active participants can be considered surely strong among the members of the teams themselves, driven by values of competition and sense of belonging. On a wider community scale their influence is able to affect other micro-communities of supporters and audiences that teams can leverage and shape mostly on an aspirational level.
Under this category we can consider even the College Teams.
In Tongji University, each of the Colleges, shaping the students' community, has representatives' teams for the different and most-played disciplines. Those teams, according to participations and sports, face each other in regular year-based championships. Those teams can be considered a micro-elite: they still represent the best students playing a certain discipline but in a smaller scale. Championships and public sport activations in this scale are solely in-Campus-driven, this means that, apart of considering even in this case the strong level of relationships among the members of each team themselves, even the role of the supporters is surely amplified and tighter, moved by closer sense of belonging and fellowship.

2. Amateur Players.
This category represents surely the biggest slice of sport community belonging to the Siping Campus. Here we consider all those students that plays and practice sports in which building performances is not necessarily important and where the sport activity is driven by the love of a certain discipline as well as by the social level of interaction involved in the sport practice itself. This means that in this category we take in consideration not only the students members of the sport associations in Tongji University involved so in their Social Sport initiatives (which we will deep analyze later) but even those students that use regularly the sport facilities in Campus, practicing sports alone or organized in mini-teams. Although some of the groups of players are pre-set or pre-defined based on the level of friendship or sport skills, the most fascinating dynamic of this social agglomerates is that they usually set up spontaneously. During my shadowing-exploration of the sport environments usage in Tongji University, in which I tried to absorb as much as possible information about the group creation and the community setting in free sport practice, I've been asked more than once to join the game, even though I was there just to ask some questions or to gather silent notions.

I had the chance to meet and freely talk with a good amount of students, trying not to disturb their game. Most of them stated that they organize themselves in groups and they meet regularly at the courts to play after classes. Another consistent part of them instead said that they join the sport areas alone, usually carrying their tools (like balls or rackets) and then they join other groups of students, to play. They simply share a passion, leveraging the power of belonging to the same student community. I found that this random gathering and the consequent spontaneous level of social interaction is pretty relevant into the Campus and has the concrete role to unite students and create strong relationships among them. Then, if we even consider that the Campus itself is a cultural container, where students from different Countries and from different cultures can meet and join this frenetic social exchange driven from the simple sharing of the same passion, then we can assume that the Social Impact is truly remarkable and give us the possibility to understand how sport is able to generate social empowerment going actually far beyond the physical practice itself.

3. External Visitors/Citizens/University Management people.
A relevant community acting actively into the Campus, in relation to the sport facilities usage is covered by the external visitors joining the Campus areas to practice sports. This social pattern consists of people belonging to different target in terms of social class and ages. Kids, parents, elderly, families, mid-age group of friends, seeing them using and leveraging the great amount of sport facilities present in the Campus is extremely frequent. Due to cultural barriers, especially because this community is mostly represented by Chinese people, was quite often hard for me to interact with them to understand their origins and their feelings about the usage of those spaces, but in some case I was lucky, as when I met Nicolas, a Chinese architect owner of his own architecture firm in Siping Road. I met him during a Saturday afternoon in the Campus with his two children. He told me that he come to the Campus almost three times a week to let his kids play in some of the playground areas nearby the park in the Campus and furthermore that he and his colleagues come sometimes together to have a run using the athletic runaway during their lunch breaks. As I mentioned before, he is not an isolated case and the entire Campus is frequently populated by citizens enjoy teams and lonely sport activities. On a social perspective their role is extremely interesting, because, even though they represent an external community out of the University environment itself, they belong to it and they are active part of it, merging with the students' daily life, daily activities and silently underlining the

power of the Campus as social container. Sports is able to create this framework, a framework that can potentially guarantee a level of social interactions able to go beyond the set students' community, allowing connections not only among cultures but even among generations.

On top. Fig. 4.4.4 Soccer courts in Siping Campus

On bottom. Fig. 4.4.5 Running Runaway in Siping Campus

In order to get informed about the sport system in Tongji University under a service/activities providers standpoint of view, I got in contact with students and professors who are currently managing and organizing the initiatives around sport in University. Through the big help of the International Students Associations (ISA) in Tongji University I had the chance Dai Xuanao and his collaborators. He is the current "Minister of the sports department of the Post graduate students' association" in Tongji University. During my interview he explained me the current structures of the clubs and the associations existing into the University framework.

"Tongji University has 8 official sport associations in total: the fitness club, the basketball association, the football association, the tennis club that includes even table tennis and badminton members, the swimming association, the softball association, the baseball association and the running club. Those organizations are mainly managed by students that set up events and activations. They are supported by professors that most of the time belongs to the Sport College. In this way they are in charge of the facilities themselves so they are able to manage them for the initiatives they run. Usually students don't need to be active members of those associations to join the events. All of them are always welcome." When I asked him what kind of events those associations provide he stated that "depends on the sport, but usually the organize championships on a regular base that involves most of the time the College Teams and others sporadic sport activities that instead are more open to all of the students. For example, me, as Minister of the sports department of the Post graduate students association, I help the associations in setting the stages for the regular tournaments of the College Teams. I'm responsible in organizing the human resources, meaning not only contacting and agreeing with the teams playing itself but even providing volunteers for the event and managing the communication." Once he mentioned the communication, even though I was aware about the WeChat active channels of the University promoting those kind of activities I asked him more, especially on how they manage the overall call-to-action process.
Dai said that "the online channels are an extremely useful resource to inform the students about the activities as of course they give the possibility to spread the news as much as possible all over the campus, but even posters and offline communication materials are usually provided. When we organize the College Teams matches we just inform the students about the place and the time, asking for their participation as audience, instead for the open sport events we ask the students to set teams and subscribe to the

competitions. Usually we provide them contact of the person in charge of the event, that most likely is the President of the Student of a certain kind of sport that collects the list of the teams, books the areas and so organizes the matches. Me and my team are in charge of organizing those sport activities that can have a bigger scale, like the Sport Festivals or some Social Sport activity. Sport Festivals are big events that usually last one or two days. They are hosted in the Campus and have a main topic, which is the sport itself. We organize almost 3 Sport Festivals per year, related to most-loved sport in Campus: Basketball, Soccer and Running. Setting those events is complex, because we try to drive the attention of the students in playing that kind of sport as much as possible. So we organize tournaments that involves either the Tongji Official Teams, the College Teams and the amateur players, with the aim of celebrate completely a Sport practice. Social Sport are even harder, because requires an intense setting in advance, and an efficient call-to-action. We are currently organizing a sort of "Treasure Hunt" for the Campus, trying to involve the students in different games with a path to follow. This requires a big preparation in terms of resources, time and spaces-setting. A great example of Social Sport management activity is the actual annual Sport Meeting in Tongji University, during which the entire Campus is completely involved in Sport practices of any kind, engaging students, associations, Official Teams and even professors. It's a full-day dedicated to the celebration of Sport, with active practice, shows and games. (fig, 4.4.6; 7)

Fig. 4.4.6 Annual Sport Meeting in Siping Campus, 2015

Fig. 4.4.7 Annual Sport Meeting in Siping Campus, 2015

[58] Dai Xuanao, Minister of the sports department of the Post graduate students' association in Tongji University, personal interview, February 2017

At the same level I can mention you another activity that Tongji University supported to promote the sport participation among the Students. The "Tongji People Run Together" (fig. 4.4.8) is a WeChat-based initiative, hosted on the "Tongji Youth" WeChat platform meant to collect data in a chat-model about students and professors enjoying daily running activities. The whole main objective was to motivate them into the sport practice and it had a discrete success among participants Then I asked Dai how they manage the relationships around sport with the other Universities. He states that "it's too hard to get in contact and organize sport events including the other Universities in Shanghai. I would be amazing but, due to time issues and people management, with the exception of the Official Teams that hosts other Universities here, we never had any sport activity that could involve students from other Universities outside of Tongji." [58]

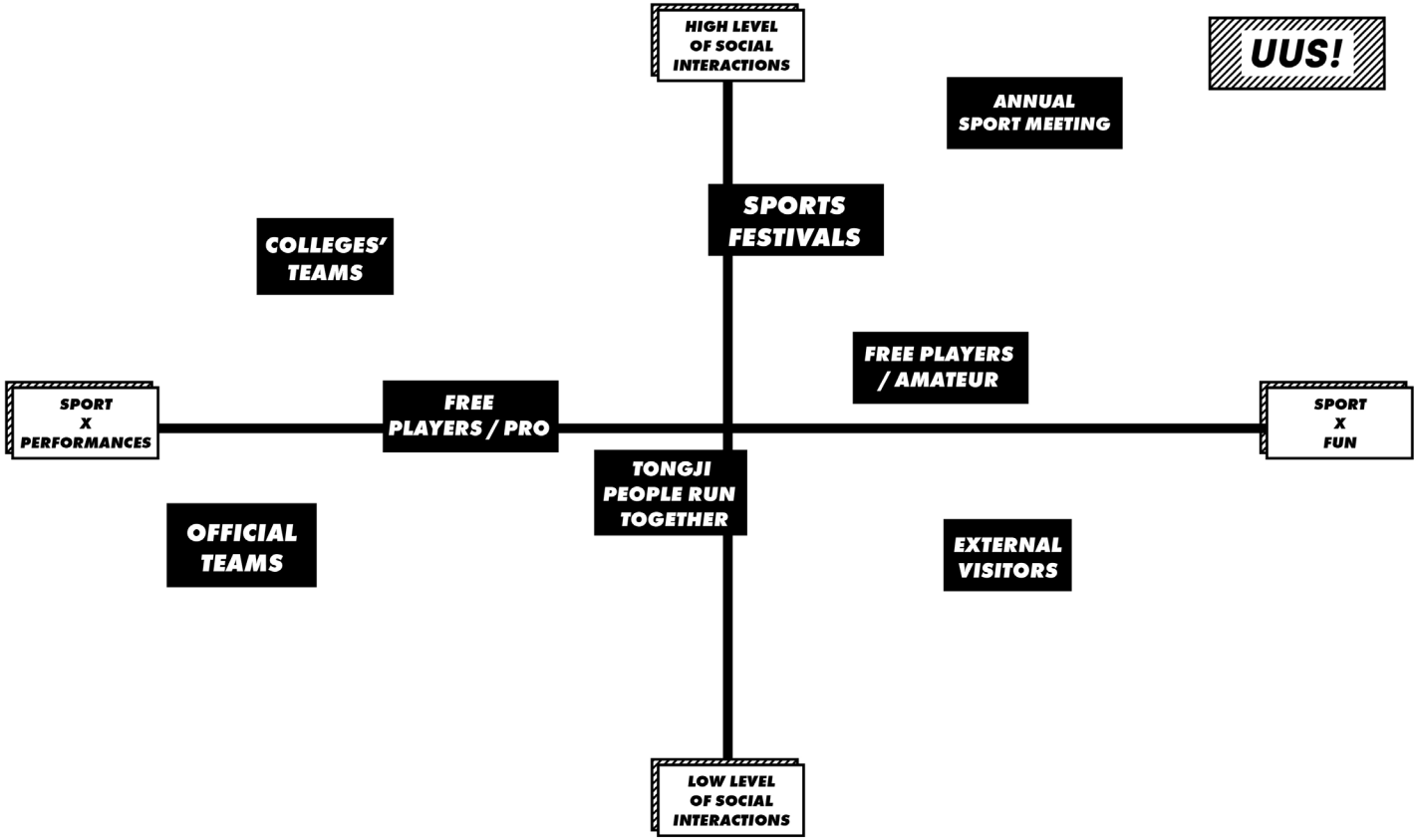
Fig. 4.4.8 Tongji People Run Together initiative. App screenshots.

On the right. Fig. 4.4.8 Positioning Map. Sport activities in Tongji Universities. Current offer and UUS! Proposition.

This last information was pretty impressive. Although the Campus is a so-Open Space, able to gather students form different cultures, Nations, disciplines, majors and furthermore able to merge them with the social pattern belonging to the citizens layers under the big umbrella of the sport practice, Tongji University is not leveraging this extremely strong power to involve in the social exchange the members of the student communities that belongs to the other University in the city. And according to Dai, none of the other Universities in Shanghai is currently trying to improve this social merging. In this sense appears that University Campuses are Open Spaces in relation to their closer environments, but while they are trying to extend its communities it's parallel closing them into it.

In order to cluster and to define concretely a design challenge into this incredible complex environment of social interactions that already exist in different levels and in different ways, into the Campus life, I used the design tool of the Positioning Map to understand the areas already covered and the one already managed by the associations and their activities to define in which area I could act, in order to improve the social level of interactions around sport events and practice.

UUS! POSITIONING MAP TONGJI UNIVERSITY



The Design Challenge

Design a PSS able to improve the level of social interactions around sport activities in University Campuses, leveraging open external collaborations to encourage and empower students in the creation of stronger and powerful communities, celebrating diversity and sense of togetherness.

5. THE PROJECT: UNIVERSITY URBAN SPORTS

5.1 THE WORKPLAN

On page 90. Fig. 5.1.1 UUS! Workplan.

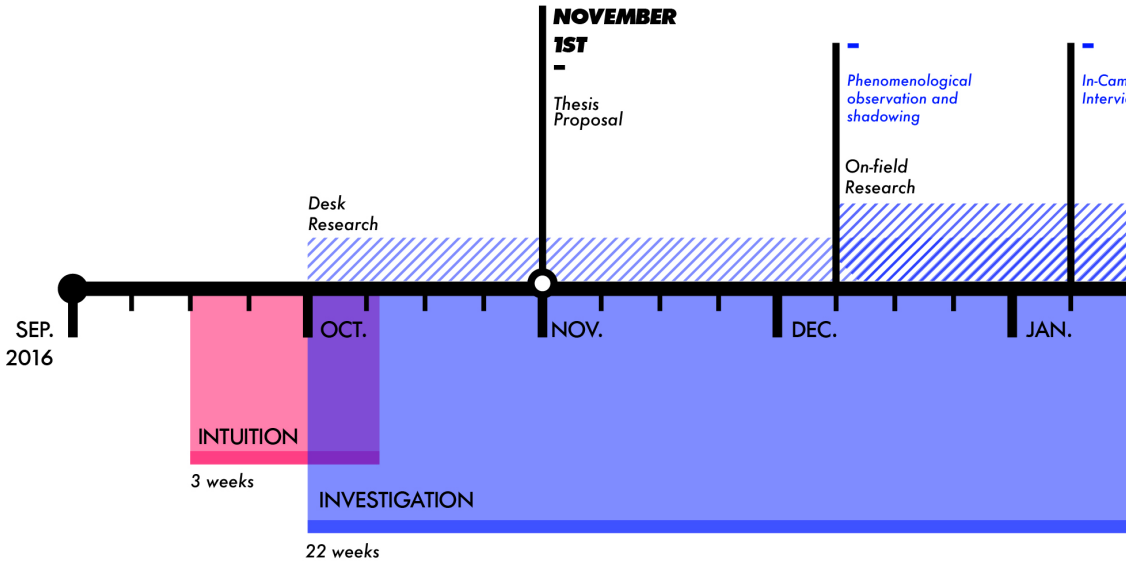
The theoretical research described and developed during the months and analyzed in the previous chapters was conducted together with the implementation of the practical projects. As we said, the general knowledge and information related to the topic of the sport experiences and the way those could influence and clearly affect the social life and the social behaviors where crucial at the early stage to better understand the field we were facing, while more specific research were essential during the other phases to get answers and inspirations to go deeper in the trajectory identified or to change completely direction.
Understanding the communities furthermore, that coexists into the University environments and their social tangible and untangible roles was a crucial step, for understanding their inner desires, needs and future expectations.

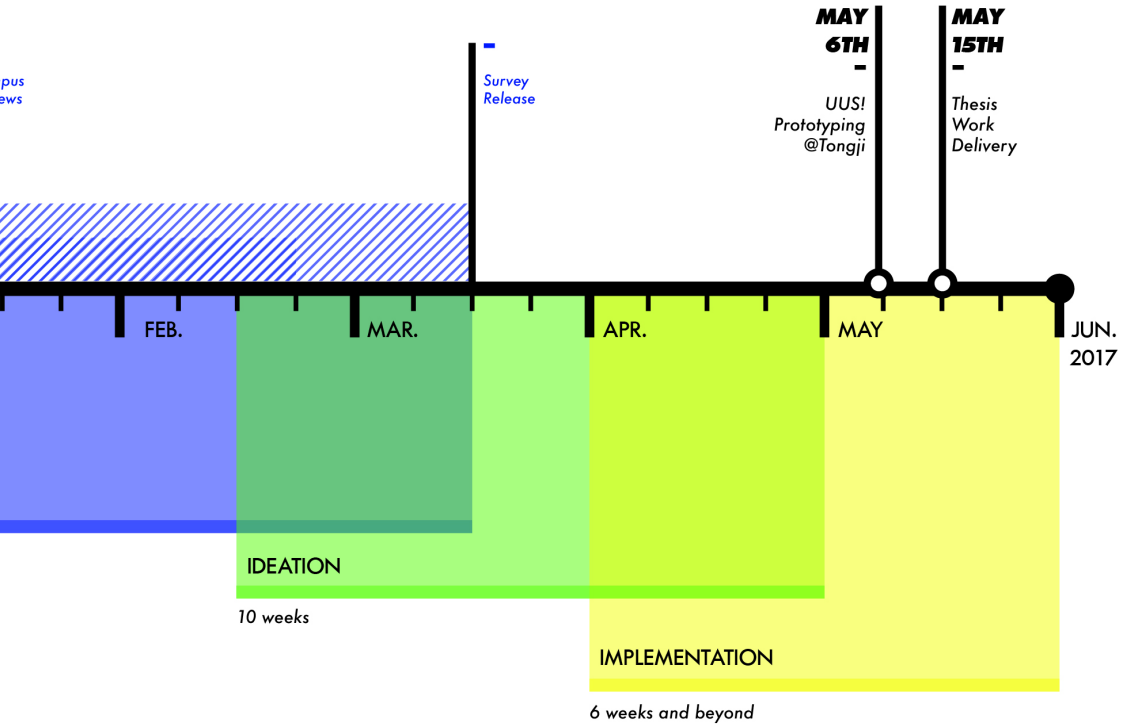
The deep analysis conducted in the theoretical stages about the business models and the CSR strategies were extremely essential to figure new ways to improve the market potential in a strategy focused on the community development in existing and dynamic environments such as the Universities.
In this chapter all the project steps reinforced by the research done are explained and illustrated in details, highlighting the results obtained and the obstacles found.

The project of promoting and spreading the idea of a new kind of sport experience able to manifest strategically the social role of sport into community environments, started in the September 2016. The long and intense phase of research, theoretical, on-field and then practical was extremely important to define challenges and face them, gathering feedbacks and starting to build a real, new, relevant community around sport practice. The strategical business plan, was developed together with the social research in order to find valuable partners and supporters able to empower the constitution of this idea.

In Fig. 5.1.1 The 4I process is illustrated on a time line where the most important moments are highlighted. The next paragraph will describe each phase in details.

UUS! WORKPLAN

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APR.
MAY
JUN.
2017
IDEATION
10 weeks
IMPLEMENTATION
6 weeks and beyond

5.1 INTUITION PHASE

Everything started when in June 2016 an article on China Daily got my attention, when China's State Council approved the new 2016-2020 National Fitness Plan, which has ambitious targets for national fitness levels and increased sports participation.
The article mentioned about the idea of introducing a new national consciousness of health and fitness, incorporating regular physical exercise and sports activities.
From that moment I decide to investigate how China was living its relationship with sports until that moment and why the Government decided to improve the role of sport into the society. Clearly the main reasons were economic: sport is a great business and China recognized the opportunity on building on that, but what sounded interesting to me the most was the concept of actually increase the "sport participation", because I felt behind this expression the idea of involving people, citizens, communities into the sport practice, and this had the impression to be the creation of models able to generate awareness for the present but mostly for the future generations.

The initial stage of desk research was so crucial in understanding issues and opportunity framed in the Chinese market, the role that sports had in the history of this Country and furthermore the possibilities that a topic like this could give to the socio-economic development in established communities with the aim of generating new, stronger once. During the research I found particularly interesting the insights coming from the sociological World, related to the problems that the young Chinese are currently living with the Internet Addiction. The intuition itself, so, was the idea to try to structure a PSS that could generate awareness toward sports using a different angle, not simply focusing on the benefits that sport practice could give on a physical level (because I felt that that viewpoint was given by default), but most of all, how the sport itself could influence and concretely affect the level of social interactions, the level of cooperation to promote values like social inclusion and sense of togetherness.

Framing time and space.
The consolidation of a general topic gave me so the possibility to start understanding which could have been the possible and most effective social framework to work in and with. For the social goals of the project I knew since the beginning I needed a community, a group of people united under a same or a different social environment that I could build with. I knew that the overall project

goals should have been addressed to those people who were in some kind of way responsible for the development of the future generations and the idea of structuring a service strategy able to grow and change behaviors was triggering me since the beginning. These considerations brought me to the point of focusing on the University environments and mostly, as we analyzed before in the previous chapters, to the incredible social opportunities that the University Campuses themselves, as real social containers, are able to bring into the generation of systems able to connect and develop human beings and their behaviors. Furthermore, Universities host the youth of the today in a border life-frame where they start to become the adults, the parents, the generational engine of the tomorrow. Students, by default, are part of the same social community while being at the same time also members of hundreds of micro-inner-communities, based on their own interests, passions and lifestyles. If to these considerations we add that the Campuses are concrete Public Spaces, where the student communities can meet and merge with the social patterns belonging to the public environment, such as families, kids, elderly and more in general, citizens, we understand how crucial and concretely impactful can be structuring services and facilities activating socially the Campus itself. I felt that sports could be able to gather the social pattern co-living the University space.

With this background so, I decided to start in structuring and developing my research and the actual practical project within the framework of Tongji University. After a first phase of phenomenological observations I got to understand that on a sport-facilities level the Siping Campus was extremely equipped and that those facilities were concretely used for sport practice form the students and from a good part of the external citizens visiting the Campus. On the other hand I wasn't really aware about all the sport activities and organizations managing the spaces and so, the students, in delivering events and opportunities on a wider level, and I knew I needed to go more in deep about this during the following investigation phase.

Meanwhile I was continuing my Internship period in PepsiCo Design Team when I briefly explained my research and project intention to my Creative Director, during an informal chat. He seemed to be interested in the project and gave me the suggestion to further explore it even considering the possibility to include the company. I've been studying PSSD since 3 years already and of course the definition of a sustainable business model for the

project is something surely fundamental for the development of it. I found it extremely interesting even considering that the usual PSS business models are truly based on the concept of leveraging the partnership and the co-ownership of different stakeholders united under the same value proposition. With the current scenario the idea of allowing the cooperation between the University as a Public Organization and a Corporate belonging to the Private Sector appeared to me as something incredibly fascinating.

So I tried to fit the proposition of both the Institutions under the umbrella of the one I was building, in particularly considering the PSS socio-economic usual dynamics. In this moment I started to considering the idea of structuring my project a CSR strategy, focusing on a business level on how to leverage the value and the resources of a big Corporate to improve and develop the social conditions in the University communities throughout the power of sport. In order to structure my work clearly since the beginning I decided to follow four rules to be used for the development of the project from the initial stages on:

1. Design through action: with the fundamental idea to do something real, putting what I plan into practice.

2. Design with not for: understanding my audience and let them understand my to get them involved in the whole process

3. Design behaviors not objects: I want to design new experiences, new ways and new gesture through the design of physical objects, graphics or spaces.

4. Start locally, scale globally: starting from a small reality of the sport community in Tongji university to build on this and trying to expand and involve other Universities in the process, creating bigger and valuable communities, expanding in Shanghai, then to the Country and why not, globally. Creating scalable systems is a key point in designing services and experiences, that are so able to tailor their effects to local communities and local markets and generate then awareness to bigger environments.

5.3 INVESTIGATION PHASE

The overall investigation phase started in right at the beginning of the setting of this research project. Understanding the market capabilities and the social background of the context I was about to develop my project was something I explored during my initial desk research. Focusing on what already discussed in the previous chapters of this Thesis work, so on the role of the CSR strategy in the whole global framework first and then in the current situation of China, then represented the two bricks of business knowledge on which I started developing my research. Being a designer I used that general background information to create a strategy able to fit into defined (and at that moment relatively known for me) social context. Investigate on the social patterns and the environments regarding the humans' sciences and the human interactions into the big framework of sport activity was the big real challenge.
I used the theoretical framework given by the Sociology of Sport to understand the human nature and the human behavior when involved in sport activities on a social level and then, with this acknowledgment, I focused my attention on the study of the communities I decided to build in. China represented of course the first layer for filtering the notions: I needed to have a background coverage of how the Chinese people leverage and use sport in their daily life, in the past and nowadays, seeking information of the future National Steps. Then, to extrapolate real information in real contexts which were more easy to manage for me, I generate a survey about the role of Sport in Chinese Universities. The survey was distributed online through the Baidu survey service to University students in Shanghai on 2016, March 13th being available for 15 days, and represented the first step in understanding the contexts of work and the opinions of my target audience regarding their relationship with sport in the University, the usage of the facilities, their dreams, needs and potential future expectations in relation with the sport as a social activity. The results were extremely interesting: 200 people responded to the survey giving feedbacks about their sport life in Universities.
(for the complete questions list please consult the APPENDIX)
95% of the students reached were Chinese, while the other 5% stated to come from Europe (3%), America (1%) and Africa (1%). In order to understand their habits as students I asked them the usual time the finish classes: 36% of them answered to finish from 3 to 5 pm while the 40% instead stated to finish in the timeframe form 5 to 7 pm.
The 80% of the students interviewed lived inside their University Campus' dorm, while the other 20% has a rent-house outside of it. Then, to stress my intention in understanding their in-Campus

life I asked them which were their most-common actions after finishing class, giving them options, and the possibility to choose a maximum of three:
46% of the students generally just come back home or to dorm after class, while the 61% prefers to spend times with friends right after school. 46% of the students interviewed practice sports, while the 30% of them prefers video gaming activities. Continuing studying after class-hours instead is an habit of the 35% of the students. Sport and social shared moments are the two most valuable activities that students in Campus join after classes and this was a great insight to build on. I asked them so to evaluate the level of social activities and the facilities provided by the Universities: the 67% of the students stated that they "can be better managed", while the 22.5% is completely satisfied by them. For the 10% they don't work at all while a 0.5% doesn't care about them.
Anyway the 60% of the students doesn't belong to any University Organizations (here I specified "even not official" because the main goal of this question was to understand the influence and the presence of micro-community patter inside the University in relation to Organization's participation and membership), while the 40% stated "yes". I asked them to specify which kind of organization they belonged to and the results were variegated, from cultural to sports, even to some kind of traditions-preservation associations or political ones.

After this I started analyzing their behaviors and attitudes towards sports, starting from their interests. 47% of the students reached "practice or follow" sports regularly, the 30.5% marked "sometimes" while the 22.5% was not interested in sports at all. This question was focused on discovering the general attitude toward sports on a interest-level, not only as a physical practice but even on a supporter-based viewpoint. This was able to validate the general understanding analyzed by the desk research about the general relationship among youths to sport. So, to the "no" and the "sometimes" answerers, I proposed another question: "What would motivate you to practice of follow sports?". 45% of the students marked the "motivator (friends, personal trainer, a team" answer, while the 25.5% stated "Sport events", instead the 22.5% relates its motivations to "more suitable facilities". The latest 7% answered "some kind of reward".

Even in this question my goal was to mark down the relationship between sport as a physical activity to the generation of social interactions.

The following question then was related to their preference in sports, giving them a list of 11 sports (listed by trends and personal observations) from which they could choose: Badminton is the most favorite sport among the students reached with the 26% of preferences, followed by Running (17.5%), Table Tennis (11.5%), Swimming (11.5%), Soccer and Basketball (both 10%) Gym activities (7.5%), Tennis (3%), Volley (2.5%), Athletics (0.5%) and Rugby (0%). Playing itself in-Campus, anyway, seems not to be an easy assumption in relation to the availability of the facilities in-Campus: 50% of the students states that "facilities don't give a lot of possibilities to practice sport whenever I want to, so I usually do out of the Campus", while 42.5% of them looks satisfied from the facilities organization. A 7.5% is instead stated that there's "no possibilities to play the sport I like". At this point, trying to leverage my initial ideas, coming from a first desk research and the "Design Intuition Phase", I asked students whether they would have been interested in being involved in "more social gathering events around sport involving students from other Universities".
48% of the students marked "yes", while the other 52% is divided into "no" (21%) and "I don't mind (31%). The last question of the survey was instead a visual input. Trying to see whether the environment itself could influence the way students approach sports and which environment they are seeking to receive within sport activities. I asked them "Imagine to be the audience during a sport event. In which of these situations you'd like to be? giving them the possibility to mark one of the following pictures, showing (1) a sold-out Stadium during a sport event, (2) a urban street soccer 3vs3 cage, (3) a group of friend watching a football match in TV, seated on a couch, (4) a virtual reality sport experience. Students preferred the "Stadium", marked for 40% of the interviewed, followed by "the street soccer cage" (28%), the TV (21%) and the VR experience (11%). This showed anyway, a tendency of the students in preferring offline and real-tangible events, being physically participants to manifestations around sports.
The survey gave me a great overview about how students are generally living the University life into the Campus in relation to their social (and non-social) moments into the framework of the sport consumption. Students look generally conscious about the great opportunities they have in creating gathering occasions to amplify their social relationships and social attitudes, recognizing that sport is a social vehicle.
The 45% of students asking for a "Motivator in practicing or following sport" is a symptom of students that are potentially starving for sport experiences but need the right push. Moreover,

Fig. 5.3.1 Screenshots from the survey.

the 48% divided into the "more suitable facilities" and the "sport events" options could be an evidence of how the current organization of the facilities and their way to "sell" them to the students is not answering to the request of the community, because there's probably a lack of attentions toward their minds, they are not stimulated enough, they can't see the possibilities open to them in such a vivid environment.

Another stimuli towards this is the seeking for new kind of interactions. The idea of meeting in their campus students form other universities, seemed to intrigue them. This because the Campus itself, even if appears to be socially open, doesn't join (throughout its organizations and institutions) any crossover activity with students coming from other Universities (excluding the official events and tournaments, related to the official teams). The survey, united with the desk research I did related to the youths' relations with sport and social activities, gave me the possibility to explore and understand more about behaviors and attitudes, increasing the level of insights and information able to help my research on a social and on design standpoint of view. While the desk research gave me impressions and background information about the general situation around sport community in the whole China and the survey provided me feedbacks and opinions around the sport life in University Campuses all over Shanghai, the following step of the Investigation phase focused its attention in scaling down the research into the "smaller" but more concrete and tangible context of Tongji University. A first step was defined by activities of shadowing and monitoring the sport facilities usage in the Campus, both on weekdays and weekends either to understand the general trends around the sport practice and to leverage the presence of the students to gain opinions and to understand their needs.

A series of informal conversations were held by me during the month of March and April with the students involved in the activities and thanks to those I've been able to get in contact with relevant students and professors in University, the ones in charge of the management and the organization of the sport life in Campus. With them I set some more formal conversations/ interviews useful to better understand the current organizational frameworks inside the University around the sport activities and furthermore to gather feedbacks on my ideas for further development and potential support.

Interviewing experts:

Dai Xuanao [59] - Minister of the sports department of the Post graduate students association in Tongji University.
During our meetings Dai gave me notions about the structural framework of the sport organizations in the University and how the activities are managed and which are the most relevant and active associations that deal with sport events in Tongji, so the kind of activities they usually organize and the channels they leverage to promote them. According to Dai, the sport practice in Tongji is truly relevant among students either in teams that in solo activities. When I first introduced him my intention on working on sport moments focusing on the most social part of them he immediately noticed the value around the proposition.
"The current sport activations and events are extremely sport oriented. They are only focused on seeking the attention of people who already practice sport". Another well accepted point on his side was the idea of involving students from other Universities.
"It's hard for us to gather people in so-big events that can involve even other students. This especially because of the time and the resources, but the idea sounds amazing to me!" Dai said.

Zhou Quan [60] - Minister of the sports department of the Post graduate students association in Fudan University.
Right after the first meeting with Dai he apparently got excited about the idea of involving other Universities in the creation of sport events. So after few days he put me in contact with Zhou Quan, his counterpart in Fudan University. Dai gave him all the background information about my brief idea and during the meeting I had with Michael he showed all his gratitude in the possibility to design events able to gather students from different schools around sport.
"Apart during the official team tournaments and matches we've never had the chance to host students from other University."
When I asked him about the organization and the management of the sport events in his University, he gave me the same answers of his "colleague".
"There are students' organizations who set and provide to the arrangement of the sport activities and events involving the students around different disciplines". The students' organizations are self-supported and partially financed by the University itself, using the facilities and the materials already available in Campus.

[59] Dai Xuanao, Minister of the sports department of the Post graduate students' association in Tongji University, personal interview, February 2017

[60] Zhou Quan, Minister of the sports department of the Post graduate students' association in Fudan University, personal interview, February 2017

[61] Mr. Ye Yu, Dean of the College of Sport in Tongji University, personal interview, April 2017

[62] Qian Yiqing, President of the Students of Tongji Basketball Association, personal

Professor Ye Yu [61] - Dean of the College of Sport in Tongji University.
I met the Professor Yu right before the organization of the prototyping activity together with my tutor, Professor Gao Bo. When I explain him my idea of gathering students around sport activities for social goals he was extremely enthusiast. "Tongji University currently lack of sport moments that are a bit far from the physical activity itself. As we are willing to celebrate diversity in terms of cultures and knowledge sharing, we truly believe that sport has the common ground to gather these values together with the practice itself, acting on the wellness of the body and of the mind". He suggested me to see the sport moment more under a leisure angle, not focusing too much on the competition but giving importance to the values of sharing and togetherness. I talked to the professor even about my idea of involving a private partner in the future conversation for the organization of such events in University. He agreed saying that "Universities need this kind of partnerships with external entities to guarantee better experiences for the students. Furthermore, generating relationships outside of the school is always a strong resource, either they are NGOs or Companies from the private sector".

Qian Yiqing [62] - President of the Students of Tongji Basketball Association.
I met Qian when I was in need of booking the area for my test activity. She is the current responsible for the organization of all the Basketball events and tournaments in Tongji University, on every level except the Official Team ones. "Every time we as Basketball organization arrange an event or a tournament we prepare a call-to-action using our WeChat channel and the offline communication." she stated "and whenever another organization or a single person wants to organize an event using the basketball courts need to arrange it with us, preparing a complete plan of the activity and asking for an area where to set it". I asked her what kind of activities they usually run and she stated that "most of our events are competitions, tournaments. "We simply release a date in advance and then we wait until we have enough teams. They are always pretty successful but our events are totally sport-oriented. People stop by to watch the matches and we inform them about it anyway, but for sure they are not our priority."

Summarizing the data and the issue founded and discovered during the investigation phase I used the design tool of the Issue mapping to understand the field of the research to improve and

generate valuable solutions together with the definition of a clear concept to structure my practical project work. The issue mapping brought to the definition of three areas of shifting:
1_From sport events to Sport Experiences
2_Form Open Campus to Co-Open Campus
3_From Facilities to Environments

And those three areas of shifting generated three main concept pillars where to build:

1. INTERACTION. Driving the attention on the creation of sport experiences that are more socially relevant than physical oriented, leveraging the idea of leisure and fun as drivers for social interactions during the sport activities themselves.
HOW. Maximizing the concept of Social Sport and Sport for Fun more than the role of competition and diluting the experiences into a series of occasions/moments/events able to leverage different sports in different situations.

2. NETWORK. Enabling the collaborations and the active involvement among Universities and University students through in-Campus sport activations. This, leveraging and improving the role of the students' organizations that operates inside the Universities, empowering them in the creation of better experiences, implementing their internal and external role.
HOW. Allowing the communication and the cooperation of the different Universities through their students and their students' organizations, as they represent the main actors in providing services and to enable this, focusing on a CSR strategy that is able to guarantee the partnerships and to involve other external valuable actors, from the public or private sector.

3. COMMUNITY. Creating stronger and wider communities in University to uplift the whole sport experience toward parallel activities to improve engagement and sense of togetherness. This in order to transform the facilities into multi-functional sport environments, empowering the cooperation and the shared knowledge among the students.

HOW.
Leveraging the power of the student communities and their different roles into the University as knowledge and skills sharers to develop the meaning of the sport spaces themselves. Not only to drive towards sport participation who already has a sport

mindset, but trying to involve in the sports' areas even the ones that don't have it. This to create a bigger community, to improve social sharing and with the potential long-term effect of driving those students to more sport practice leveraging the "symbolic Interaction" power. Creativity can be a formidable option to improve feelings and emotions in the overall environment to uplift the experience besides being able to allow active participation and cooperation, either from student to student and from student to external community/citizens.

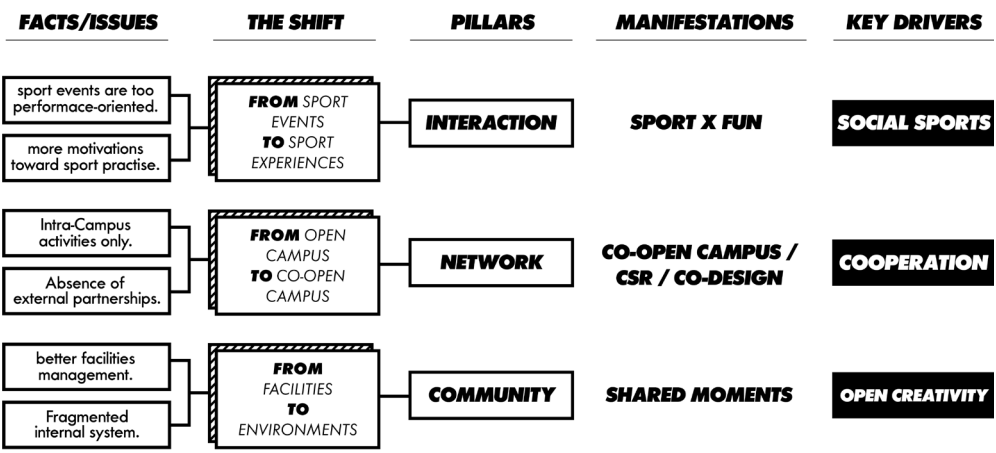


Fig. 5.3.2 UUS! Issue Mapping and Shifting.

On pages 104/107. Fig. 5.3.2 Street Sports Inspirations. Environment and style.

At this point I was looking for a common language able to manage on a meaning standpoint of view all the propositions underlined during the overall concept definition. A sport experience that was able to gather not only the social sport practice itself, but that could coexist with a series of parallel activities and touch-points capable to maintain a clear and defined proposition, leveraging creativity and collaboration, celebrating diversity and sense of togetherness. A fundamental insight for this was given by Chris, a Civil Engineer student from Tongji University.

It was during one of my last round of interviews when I met him and his "crew". They had a little speaker next to them that was playing some hip-hop music. In the moment I saw them Christ was showing to his friends some new tricks with a soccer ball: it was a fascinating moment. I decided to get to know them. Chris told me they are the "Streetkings", a small community of students

that play street-soccer in Tongji University. “We play on our own, and none of the activities promoted by the University really fit in how we interpret soccer.” he said. But when I explained to him my idea he appeared extremely excited: “The urban sport environment celebrates respect and diversity as fundamental roles and furthermore is always combined with music and street art. A lot of sports have their urban counterpart”.

The insight given by Chris was extremely helpful so I deep dived in to the research to re-structure the whole proposition defined to see whether it could work in the Urban Sports cluster.
Analyzing all the parts considered before the concept matched perfectly:

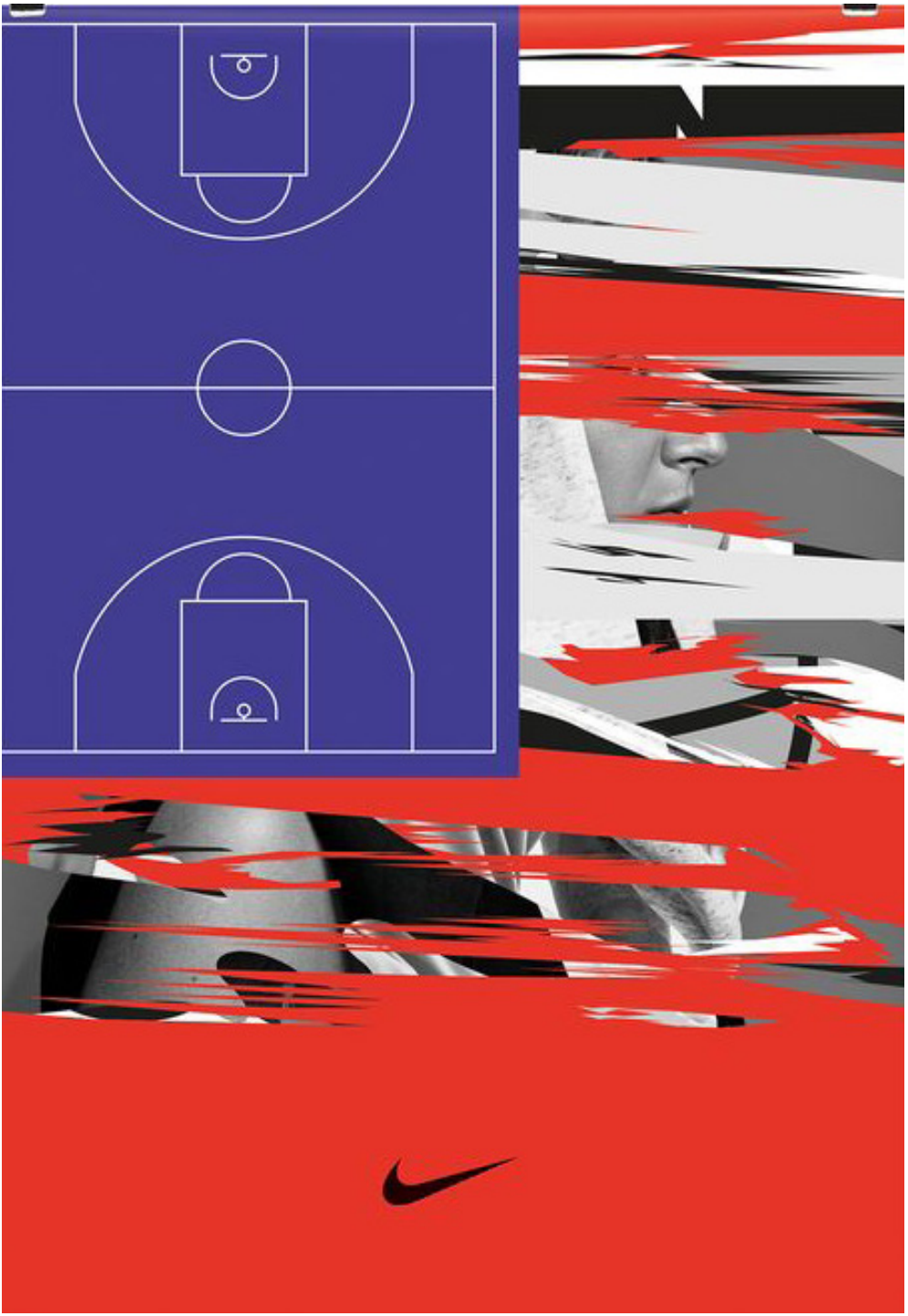
1. Urban Sports are driver of social values by definitions. They base their existence on celebrating cultural diversity and sense of mutual respect and even for these reasons they are considered as Social Sports.

2. They are extremely engaging. They exist in their own specific environments and are played by smaller number of players, usually in smaller courts and they are faster, intense and spectacular. In addiction they are unique, having a strong identity, so specific and defined rules.

3. Urban sports bring with them an entire ecosystem in which build in, leveraging not only the sport, but using creativity as catalyst of their essence. Music and street art can coexist as parallel and meaningful activities during the sport matches themselves.

4. Their proposition is still not present and supported in the University contexts and this gave me the opportunity to create original experiences for the students, with the students.
So I started gathering case studies and inspirations able to help me in imaging environments and scenarios that could exist and be manifested in a University Campus and that could be replicate in a potential prototyping phase. Inspirations came where collected to understand the overall mood of the street/urban environments, in terms of communication and graphic design as well as from a spatial and architectural perspective, analyzing even style and vibes of the music.

EASY
MONEY
BRING YOUR GAME
BASKETBALL
«Basketball is everything to me, my game, my friends, my community. The music, the style, the attitude all come along with the game. It's a lifestyle that welcomes anyone who loves the game»
Pierre
Paris, France
IT'S A WAY OF LIF
WE HELPED CREAT
BUT IF WE ARE T
CONTINUE TO LEA
WE MUST EV LV
BYG
OUR CONSUMER
YOUNG AND FRESH



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5.4 IDEATION PHASE

On the right. Fig. 5.4.1 UUS! PSS Drivers.

The Investigation phase brought so to the conceptual and practical development of UUS!

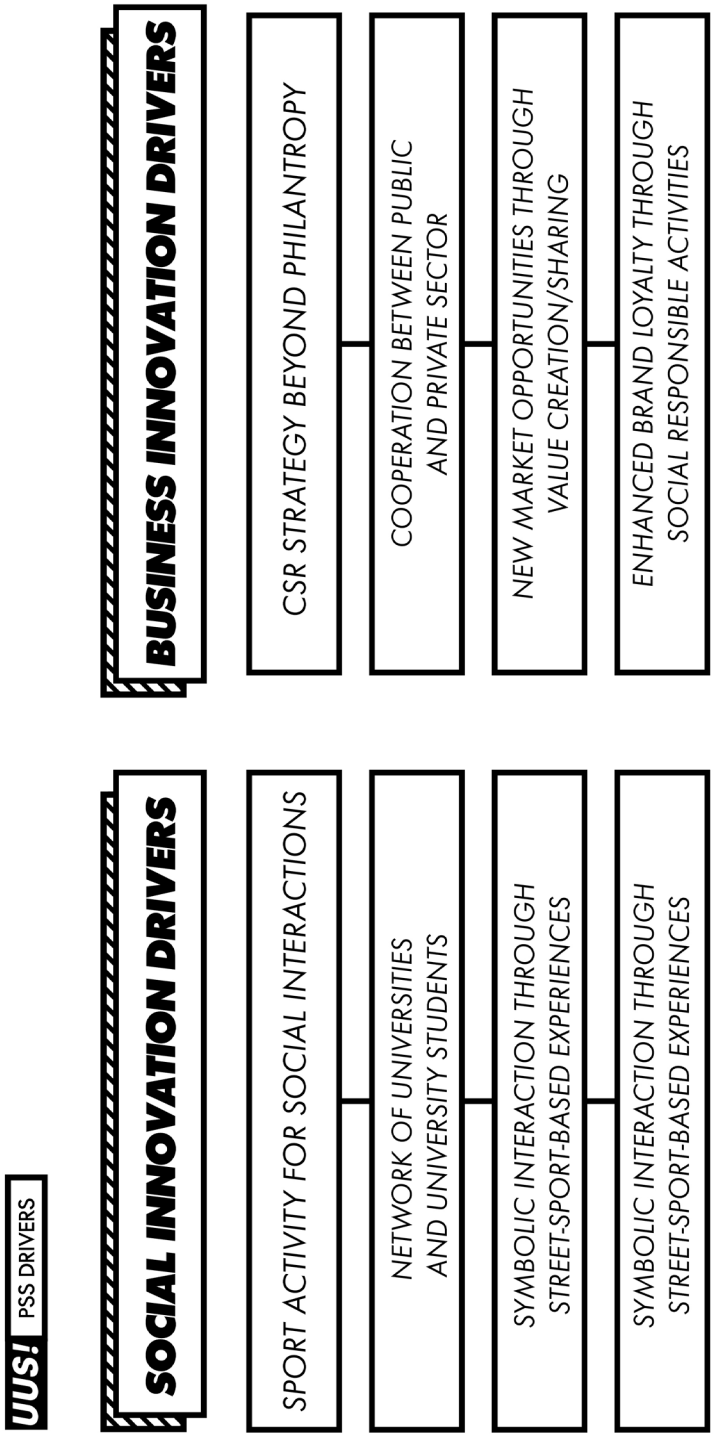
As mentioned and discussed in the previous phase of this work UUS! wants to stress the power of service design thinking and its practical relevance on two levels: for Social Innovation and for Business Innovation.

UUS! Concept Definition

What.
UUS! is a PSS designed to provide fulfilled social sport experiences for University Students in University Campuses, fostering open collaborations among Universities and private organizations to celebrate diversity, cooperation and social interaction. UUS! empowers the students in the creation of stronger communities around sport activities, promoting values of participation and sense of togetherness. The urban environment in which UUS! meant to exist, enforces its authenticity, bringing sheer values of respect and collectiveness, able to extend sport's boundaries to creativity and lifestyle, providing a multilateral, unique, shared experience.

UUS! is a Network.
The service is empowered thanks to the involvement and the collaborations of different stakeholders. This is surely one of the UUS!'s strength, that is able to allow the active interaction of actors coming for the Public and the Private sector. Using the concept of sport as a social connector, UUS! at first wants to promote the generation of a network among the University in Shanghai, leveraging their Campuses and their students and to connect them one to each other thanks to the involvement of those associations and organizations led by the students, that in the Universities already design and provide Sport activations and events to all. This collaboration have it's incredible manifestation because allows the stakeholders involved into the Co-Design of the experience itself, in order to be always tailored with the spaces involved and to be able to encounter the needs and the desires of the community in which it will be manifested, to respond then to the necessities and dreams of the stakeholders involved.

Furthermore, UUS! is designed as a CSR strategy for a Multinational Corporate that wants to exist beyond the usual philanthropic approaches promoting the active engagement of this as value and resources sharer. This complex synergy of actors aims


UUS! PSS DRIVERS
SOCIAL INNOVATION DRIVERS
SPORT ACTIVITY FOR SOCIAL INTERACTIONS
NETWORK OF UNIVERSITIES AND UNIVERSITY STUDENTS
SYMBOLIC INTERACTION THROUGH STREET-SPORT-BASED EXPERIENCES
SYMBOLIC INTERACTION THROUGH STREET-SPORT-BASED EXPERIENCES
BUSINESS INNOVATION DRIVERS
CSR STRATEGY BEYOND PHILANTROPY
COOPERATION BETWEEN PUBLIC AND PRIVATE SECTOR
NEW MARKET OPPORTUNITIES THROUGH VALUE CREATION/SHARING
ENHANCED BRAND LOYALTY THROUGH SOCIAL RESPONSIBLE ACTIVITIES

Concept Definition

UUS! is a PSS designed to provide fulfilled social sport experiences for University Students in University Campuses, fostering open collaborations among Universities and private organizations to celebrate diversity, cooperation and social interaction.
UUS! empowers the students in the creation of stronger communities around sport activities, promoting values of participation and sense of togetherness. The urban environment in which UUS! meant to exist, enforces its authenticity, bringing sheer values of respect and collectiveness, able to extend sport's boundaries to creativity and lifestyle, providing a multilateral, unique, shared experience.

to elevate the whole experience and wants to improve and develop the relationships among entities operating in different sector but moved by the same social goals.

UUS! is an Experience.
The real manifestation of UUS! is its experience. Leveraging the potential of urban sports and their values, UUS! transforms the University sports' facilities into environments where sport practice and art meets to celebrate collaboration, cooperation and fun. Students are at the center of the UUS! experience and are the key drivers of the values of respect, diversity and sense of togetherness that UUS! wants to promote.
An experience that, for these reasons, goes beyond the sport activity and aims to gather the active participation of all the people involved in it, as participant audiences and co-designers. The aim is to reach an high level of social interaction and social engagement among all the users, extending sport's boundaries to multilateral shared moments, generating enthusiasm and sense of belonging leveraging the power of the social virtue of the symbolic interaction, typical of the sports' manifestations, that can drive motivations toward the sport practice as a social act.

UUS! is a Community.
But the big and real goal of UUS! is to generate a strong community of students that can recognize themselves as part of the UUS! family, sharing its values and its propositions. Using touchpoints familiar to the students and the youth generations, UUS! wants to build an active community of students that can contribute and co-design the UUS! experience constantly and animatedly.

The first UUS! WeChat Community group is the testimony of this concept, made out of people that are willing to build and create this, together. Tangible outcomes, furthermore, like the artworks generate through the social live painting activities represents clearly another level of manifestation of the UUS! Community, as they are meant to live and exist in the spaces in which they were created, the Universities, potentially forever, keeping the memory of those moments, keeping alive the memory of the people that created it.

Who. Roles and Benefits.
The system map is a design tool that allows to understand and evaluate the roles and the contributions of all the stakeholders involved in a PSS. The following system map explains how the

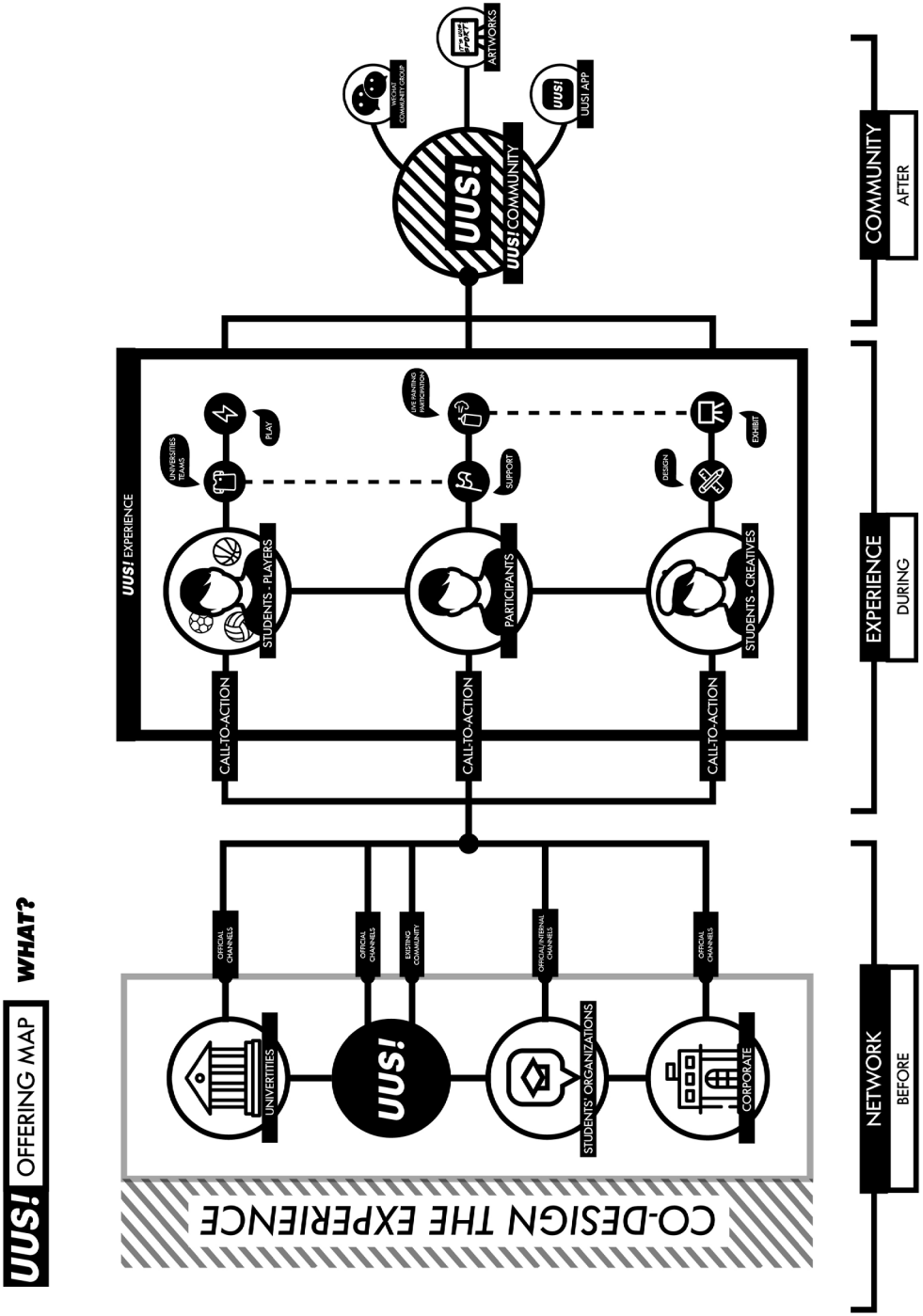
On the right. Fig. 5.4.2 UUS! Offering Map.

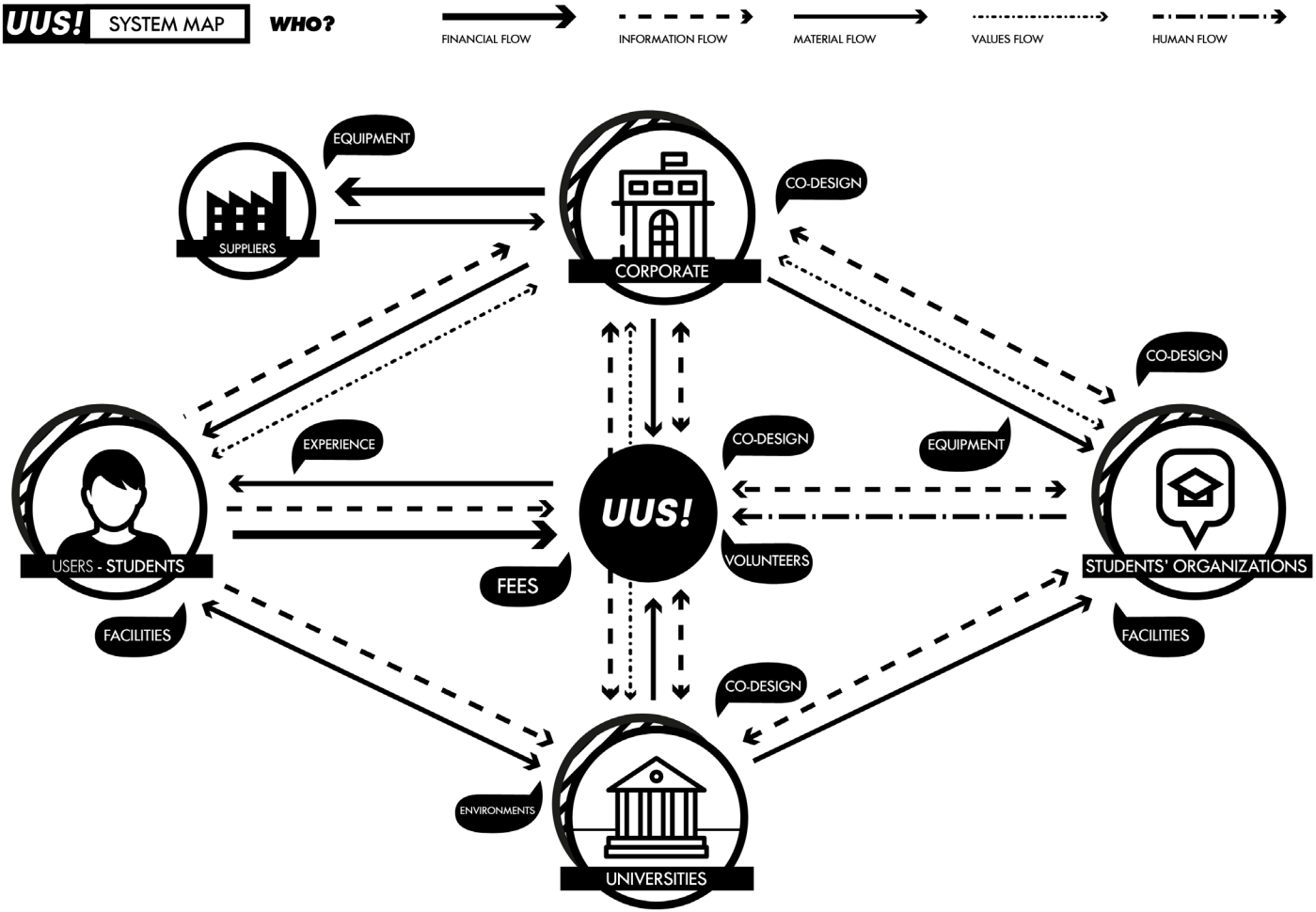
actors involved in UUS! are related each other and how they work to sustain the service itself. For the complexity and for a clearer understanding I decided to add two more layers of interactions to the usual three (financial, material and information flows) considering even the value sharing and the human flow.

Users. University Students.
Students represents the key users of UUS!, the more active part and the final enabler of the all service and experience proposition. As analyzed in the previous Offering Map, we can divide students in three main categories according to their contribution to the service process: the Players, the Creatives and the Participants:

The Players. The players are those students involved into the urban sport activity. Responding to the UUS! call-to-actions, provided in advance, players can enroll their teams through the UUS! App, joining so the competitions provided and promoted by the UUS! staff and by the Universities involved. The enrolling phase will be followed by a small fee payment requested to the players: this function will be provided through the app. The payment is necessary for the maintenance of the UUS! platforms and network. The number of participants per team will be defined according to the kind of completion/tournament that will be hosted. Each team, will represent not only a group of participants but even the University of provenience. This to provide the team to be promoter both of its own identity and of the one of the University it comes from. This means that, according to the current UUS! policies, teams can just be composed by students coming from the same University. The teams involved will face each other during the duration of the competition, with systems and measure that will be considered by the UUS! staff in advance according to the total number of participants and to the typology of sport, as well as to the space provided by the host Campus. At the end of the competition one (or more) team will be declared winner of that UUS! event. The whole "Prizes and honors" phase will be further analyzed in the following steps of development of this project.

The Creatives. The creatives are those students involved into the Social live Painting activity as creators of the artworks subject of the participatory painting activity. They role is fundamental for the concept of transforming the sports facilities in sports environments. Responding to the UUS!'s call-to-actions, provided in advance, artists can enroll through the UUS! App. Enrolling, creatives will receive information and details according the size of


UUS! OFFERING MAP
WHAT?
CO-DESIGN THE EXPERIENCE
UNIVERSITIES
UUS!
STUDENTS' ORGANIZATIONS
CORPORATE
OFFICIAL CHANNELS
OFFICIAL CHANNELS
EXISTING COMMUNITY
OFFICIAL/INTERNAL CHANNELS
OFFICIAL CHANNELS
UUS! EXPERIENCE
UNIVERSITIES TEAMS
PLAY
STUDENTS - PLAYERS
AFTER PARENTS PARTICIPATION
SUPPORT
PARTICIPANTS
DESIGN
EXHIBIT
STUDENTS - CREATIVES
CALL-TO-ACTION
CALL-TO-ACTION
CALL-TO-ACTION
UUS! COMMUNITY
WHOLE COMMUNITY GROUP
ARTWORKS
UUS! APP
NETWORK
BEFORE
EXPERIENCE
DURING
COMMUNITY
AFTER


UUS! SYSTEM MAP
WHO?
FINANCIAL FLOW
INFORMATION FLOW
MATERIAL FLOW
VALUES FLOW
HUMAN FLOW
SUPPLIERS
EQUIPMENT
CORPORATE
CO-DESIGN
USERS - STUDENTS
EXPERIENCE
FEES
FACILITIES
UUS!
CO-DESIGN
EQUIPMENT
VOLUNTEERS
STUDENTS' ORGANIZATIONS
CO-DESIGN
FACILITIES
CO-DESIGN
ENVIRONMENTS
UNIVERSITIES

the canvas/wall to be provided during the UUS! event and to the modality regarding the management of the Social Live Painting activity. This will be defined according to the availability and the overall dimensions of the experience space provided by the host University. At the current stage, in order to be consistent with the Urban proposition, the artwork to be provided by the artists will be most-likely in the form of a stencil, as tested in the prototyping phase, involving participants in co-designing using spray paintings. New possibilities and social painting methodology will be further analyzed in the following steps of development of this project. All the artworks generated during the events will be donated to the host University as manifestation of the UUS!'s spirit and the goals, with the idea of being used as permanent installations in the Campuses' sport facilities areas.

On the left. Fig. 5.4.3 UUS! System Map.

The Participants. When referring to the Participants' cluster we don't necessarily consider just the students, but we tent to include in this category even citizens, external visitors or people belonging to the University management. Participants represent key actors in the development of the UUS! experience as active contributors of the Social Live Painting Activity and as supporters and watchers of the Urban Sport one. Participants will be reached through the different Online and offline channels that will promote the UUS! experience. Once in the experience area, Participants can freely join the activities provided. As they will be called to contribute to the Live Painting Activities we can consider their participation a sort of passive call-to-action, as specified in the previous Offering Map. Referring to their participation of the Social Live Painting activity each of the Participant will be asked to sign or tag him/herself on the artwork, as a testimony of their contribution.

Users' Benefits.
On a social level Students are the ones that will be more affected by the benefits related to the UUS! experience. Through the activities designed and provided to them, students will at first increase the level of their personal and interpersonal social interaction, maturate a stronger sense of belonging toward their University and toward themselves. This through the possibility of reaching a wider and fervent community. UUS! is this case is enabler of the social encounter of people and students belonging to different University, to different Colleges, to different context, giving them the possibility to meet and share together knowledges and fun, increasing the level of active participation and promoting cooperation. In this way they can all benefit concretely of the

idea of having a more active social life and indeed a more active lifestyle.

Universities.
University represents the space provider of the UUS! experience. Their role is so crucial for the aim and the development of the project both on a practical and on a conceptual standpoint of view. UUS! wants to enable a more active collaboration among the University under its format, so with the porpoise of enhancing their relationships around the manifestation of social experiences around sport activities that want to involve their students. The Co-design of the space and the experience is a concrete turning-point of this, where the Universities can be pro-active part of the conversation regarding the design of the space and of the experience. UUS! wants to be a new proposition to be added to the current Universities' portfolio of activities, as the occasion where to celebrate the shared values for which UUS! stands for. Agreement and regulation strategies will be necessarily done and studied in the following steps of development of this project, as in terms of responsibility of the overall space management and then to guarantee a clear and consistent relation among the Universities involved at first and among the other actors engaged, then.

Universities' Benefits.
As mentioned one of the most direct benefit for the Universities will be the possibility of incrementing the current offer around the in-Campus sport participation, promoting and supporting so the concept of sport practice as a vehicle for social interaction. Furthermore, UUS! will definitely be an influencing activity able to celebrate cultural diversity in spaces like the Universities' Campus that are extremely fertile social containers, opening to mutual collaborations and generating pride in its internal spaces. The UUS! experience will give the possibility to leverage the student work and passion to redefine the idea of sport facility and transforming them in potential sport's environments. Besides, then, the UUS! network will enhance the collaboration among the Universities involved and to external partners, all under the same proposition of generating new engaging activities for Social Innovation through sport.

Students' Organizations.
In the current Universities' background framework, Students' Organizations are the responsible and the provider for the major part of the in-Campus activities for students. UUS! wants to

leverage their know-how and their connections for the creation of its experiences, improving the level of their current offer as service-provider for students. Using the current segmentation UUS! will involve defined sports' organizations according to the typology of the sport experience proposed (i.e for street-soccer will be involved the soccer associations, for street-basketball the basketball association, and so on…), furthermore, the multidisciplinary concept of UUS! is able to join in this conversation even all the others Organizations that can improve the UUS! experience, through the creative proposition (involving designers, artists, musicians, art lovers and so on). They are the direct real partner of UUS!. Their role will be crucial in all the three phases of the service. The Co-design of the space and the experience is a concrete turning-point of this, where the students thought their organizations, can be pro-active part of the conversation regarding the design of the space and of the experience. The organizations' role is then extended to the open promotion and call-to-action through their channels into their Universities, to support the UUS! experience providing volunteers to manage and direct the initiative in their University and finally to drive the students involved into the creation of the UUS! community, being concretely at the center of it.

Students' Organizations' Benefits.
First of all, the great improvement provided by UUS! will expand the Students' Organizations network, not only in-Campus but most of all, toward the Students' Organizations belonging to other Universities. Joining the community these organizations will increment their offers as events/activities providers, being active responsible of the generation of real sports' environments into their Campuses. But on top of everything, surely their bigger benefit will be given by the collaboration with external organizations and corporates: all the material, the settings and the outputs provided by the Corporate involved into the service, will be donated to the Students' organizations of the host University, that can utilize them for future events and internal manifestations.

Corporate.
As we can understand by the System Map previously provided, the Corporate, using external sources and suppliers will found the UUS! Initiative. The Co-design of the space and the experience is a concrete turning-point of this, where the Corporate, together with the Universities and their students can be pro-active part of the conversation regarding the design of the space and of the

experience. On its side the Corporate will be provider of all the facilities and materials necessary for its manifestation. These materials can include: equipment for the street-sport activity, tools and setting required according to the typology of sport involved (i.e. street-soccer requires an adequate and safe space structure, borders, cages, apposite mini-goals and balls), canvases/ walls for the Social Live Painting Activity and so all the materials required to let that happen, its online and offline channels, for the promotion and communication of the UUS! experience and proposition, and when necessary, volunteers and people to be involved in the space and event management.

Corporate's Benefits.
As this project want to propose throughout the Service Design Thinking a successful CSR strategy involving a multinational corporate I want to explain the benefits coming from the UUS! proposition, on the Corporate side, using the model discussed and analyzed at the beginning of this research that defines the 4 key points of a valuable CSR for corporates, considering so the aspect and the benefits that UUS! can provide to the society, the community and the corporate itself through its manifestation:

1. *Cost and risk reduction.* Working and happening the real and valuable environment of the University, the Corporate can benefit of the exposition as value sharer and real enabler of the UUS! proposition, driving its attention on the necessity and the desires of its target audience, acting directly in their environments. Activities like this have no relevant risks on a business level, as they are meant to exist as social innovation driver settling its goals in a common good cause.

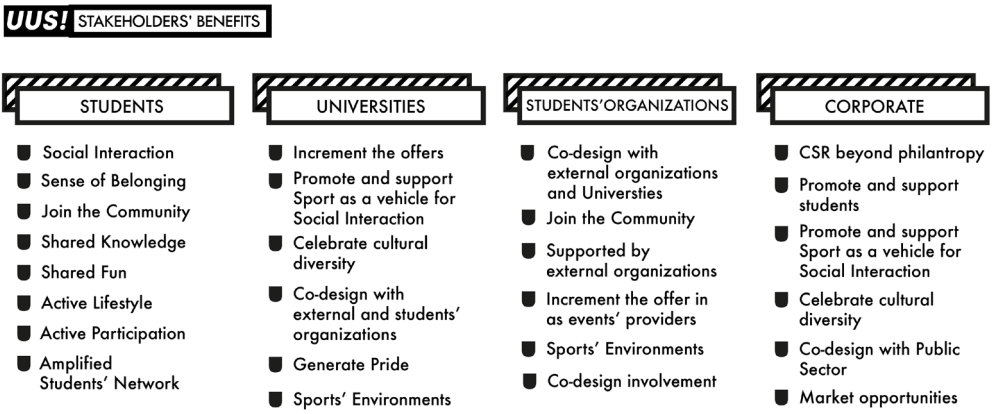
2. *Gaining competitive advantage.* UUS! proposition in unique in its context of manifestation and for the level of network among stakeholders that is able to generate. The Corporate can benefit from the authenticity of the service, active as value sharer and practical enabler of that. Furthermore, CSR initiatives can enhance brand loyalty, directing its social message and the overall social proposition directly to its target audience.

3. *Developing reputation and legitimacy.* UUS! is thought to be a social responsibility strategy, genuinely and carefully conceived. The Corporate involved is able to meet the expectations of the various stakeholders engaged and furthermore focusing on value creation can leverage gains in reputation and legitimacy in the

environments and the contexts belonging to the Public Sector, for the people that actively live them.

4. *Seeking win–win outcomes through synergistic value creation.* UUS! is able to connect all the stakeholder interests, and create pluralistic definitions of value for multiple stakeholders. Co-designing the experience will bring to win–win action able to provide a view in which CSR is perceived as a vehicle that allows both the firm to pursue its interest and stakeholders, so the Universities and the students, to satisfy their demands.

Fig. 5.4.4 UUS! Stakeholders' Benefits



UUS! team and stuff will be so the center of this complex system of interactions and collaborations. The strength of UUS! stays in its network that can blend and join different stakeholders under the same common proposition, sharing the same social values.

UUS! is the provider of the experience and it's so responsible its setting and design. According to the space and the areas available UUS! will organize Co-design session involving the actors and the stakeholders needed to improve the level of collaboration among them and to uplift and generate valuable experiences, leveraging the skills and the know-how of actors belonging to different social patterns and balancing their requests and needs.

UUS! staff will be in control of the UUS! platforms, online and offline. External donations and the fee payment requested to the players involved will be crucial for the maintenance of those platforms and, as a consequence of its community.

On the right. Fig. 5.4.5 UUS! Business Model Canvas.

On page 122. Fig. 5.4.6 Users Journey Map

How.

Co-Design.

Co-Design represents a crucial phase on a strategic level for the UUS! Experience. As mentioned in the previous chapters Co-Design sessions will be organized to let the stakeholders' cooperation be tangible and concrete, so effective for the realization and the manifestation of the service.
Roles and responsibilities of the actors in the Co-Design have been explained in the previous part of the Ideation Phase and will be further tested and developed in the following steps of this project.

Users Journey Map.

Main users of UUS! are the students. The following Users Journey Map explains the steps in which the Users are involved for the consumption of the service, analyzing the three different phase of its manifestation: Before (fig. 5.4.5), During (fig. 5.4.6) and After (fig. 5.4.7), furthermore focusing on the kind of experience of the three typologies of Users: The Players, The Creatives, The Participants.

UUS! BUSINESS MODEL CANVAS

KEY ACTIVITIES

Marketing network
Service maintenance
Stakeholders network
Experience co-design management

VALUE PROPOSITION

Improve social experiences around sport activities in the University Campuses, leveraging open collaborations to encourage and empower students in the creation of stronger and powerful communities, celebrating diversity and sense of togetherness.

COST STRUCTURE

App servers
Online/Offline Ads
App developers
Equipment (CSR)

KEY RESOURCES

App developers
Sport Equipment (CSR)
Stakeholders network
University's spaces

CUSTOMER SEGMENTATION

Mostly University students (18-27 y.o)
Sports Lovers/practicing
Arts Lovers/practicing
External visitors/citizens

CHANNELS

UUS! App - WeChat featured
Online/Offline Ads
Universities' Channels
Corporate's Channles

PARTNERS

Corporate (Pepsi)
Universities
Students' Organizations

CUSTOMER RELATIONSHIP

Experience-based
Community-based

REVENUE STREAM

CSR Strategy
Players' enrolling fees
Donations

UUS! USERS JOURNEY MAP

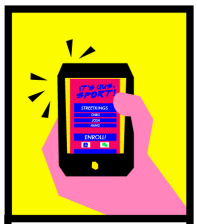
HOW?

BEFORE

PLAYERS

CHRIS IS A STUDENT FROM TONGJI UNIVERSITY AND A SOCCER-PLAYER. HE FINDS UUS! POSTERS IN HIS UNIVERSITY AND SCAN THE QRCODE TO KNOW MORE ABOUT IT.

HE DECIDES TO JOIN THE UUS! EXPERIENCE AND ENROLL HIS FRIENDS AND HIM TO IT, AS A TEAM

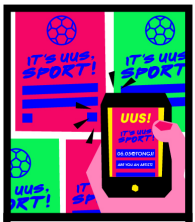


FOLLOWING THE INSTRUCTIONS HE ENROLL HIS TEAM AND PAY THROUGH THE UUS! APP

CHRIS ARRIVES TO TONGJI UNIVERSITY WITH HIS TEAM

THEY JOIN THE UUS EXPERIENCE AREA WHERE CAN MEET OTHER STUD

ARTISTS



GEENA IS A STUDENT FROM CAA AND AN ARTIST. SHE FINDS UUS! POSTERS IN HIS UNIVERSITY AND SCAN THE QRCODE TO KNOW MORE ABOUT IT.

SHE DECIDES TO JOIN THE UUS! EXPERIENCE AS AN ARTIST. ON THE APP SHE CONFIRMS HER PARTICIPATION GETTING ALL THE INFORMATION ABOUT THE TYPOLOGY OF ARTWORK NEEDED

GEENA PREPARES HER STENCIL TO PARTICIPATE TO THE UUS! EXPERIENCE

SHE ARRIVES IN TONGJI UNIVERSITY WITH HER STENCIL READY TO BE USED

GEENA JOIN THE UUS EXPERIENCE AREA WHER CAN MEET OTHER STUD

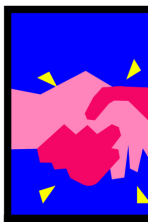
PARTICIPANTS

CHEN IS A STUDENT FROM FUDAN AND SOCCER-LOVER. HE FINDS UUS! POSTERS IN HIS UNIVERSITY AND SCAN THE QRCODE TO KNOW MORE ABOUT IT.

HE DECIDES TO JOIN THE UUS! EXPERIENCE AS A PARTICIPANT. ON THE APP HE GETS ALL THE INFORMATION ABOUT THE EVENT AND THE EXPERIENCES PROVIDED

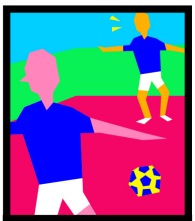
CHEN SHARES THE UUS! EVENT INFORMATION ON HIS WECHAT MOMENTS TO INFORM HIS FRIENDS

CHEN ARRIVES TO TONGJI UNIVERSITY WITH HIS GROUP OF FRIENDS



CHEN JOINS THE UUS EXPERIENCE AREA WHER CAN MEET OTHER STUDI

DURING



THEY JOIN THE STREET-SOCCER'S MATCHES FACING TEAMS FROM TONGJI AND FROM OTHER UNIVERSITIES

DURING THE BREAKS CHRIS JOIN THE LIVE PAINTING ACTIVITY PROVIDED BY THE UUS! EXPERIENCE AND BY THE ARTISTS JOINED

GEENA SETS HER STENCIL ACCORDINGLY IN THE SPACE PROVIDED FOR HER

SHE INVITES THE PARTICIPANTS TO JOIN THE SOCIAL LIVE PAINTING ACTIVITY USING HER STENCIL

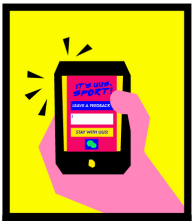
HE ENJOYS THE STREET-SOCCER'S MATCHES SUPPORTING THE TEAMS AND THE SKILLS OF THE PLAYERS

CHEN JOINS THE LIVE PAINTING ACTIVITY PROVIDED BY THEUUS! EXPERIENCE AND BY THE ARTISTS JOINED

AFTER

CHRIS AND HIS TEAM WIN THE UUS! STREET-SOCCER COMPETITION AND CELEBRATE TOGETHER

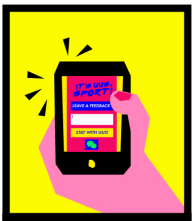
CHRIS JOINS THE UUS! COMMUNITY THROUGH THE UUS! APP



CHRIS LEAVES A FEEDBACK ABOUT THE UUS! EXPERIENCE AND JOIN THE UUS! COMMUNITY WECHAT GROUP

AT THE END OF THE DAY, GEENA DONATES HER ARTWORK COMPLETE TO THE UNIVERSITY

GEENA JOINS THE UUS! COMMUNITY THROUGH THE UUS! APP



SHE LEAVES A FEEDBACK ABOUT THE UUS! EXPERIENCE AND JOIN THE UUS! COMMUNITY WECHAT GROUP

CHEN JOINS THE UUS! COMMUNITY THROUGH THE UUS! APP

HE LEAVES A FEEDBACK ABOUT THE UUS! EXPERIENCE AND JOIN THE UUS! COMMUNITY WECHAT GROUP

5.5 IMPLEMENTATION PHASE

The Prototyping.

UUS! was prototyped and tested in Tongji University the 6th of May 2017.
I developed the whole UUS! experience according to the time and the overall expected outcomes I had in mind to gather, giving me the great occasion to make the concept of UUS! tangible.
I decided to prototype the first event of UUS! around a street-soccer activity, a sport that was easier to manage for me, thanks to my personal experiences and to the partnerships with the students I met in the overall process of research conducted in Tongji University.

The aspects prototyped were:

1. The Environment
2. The Campaign
3. The Sport Experience
4. The Social Live Painting Activity
5. The Visual Communication
6. The Community Building

The Environment. Pre-setting.
As mentioned before, UUS! was tested in Tongji University. Thanks to the help of the students involved in the project how supported me in the development of my idea, I got the chance to host the experience using the pre-existing facilities of the University, as it was planned to be. Anyway, accessing and booking them was not an easy task. Thanks to the help of the Professor Ye Yu, Dean of the College of Sport, I got in contact with Qian Yiqing - President of the Students of Tongji Basketball Association, who is responsible for the basketball courts usage.

Even though I decided to build the experience around street-soccer the idea of hosting it into a firm court in concrete, that was more interesting and suitable to my future expectations. Furthermore, since I was in need of gathering feedbacks and hear the opinion of as many students as possible, the position of the basketball courts themselves seemed to be more suitable for gathering the attention of people and so to let them join the activities and the experiences. In order to book the court I needed to apply to Qian Yiqing with a complete plan of my activities in terms of time, spaces and facilities required:

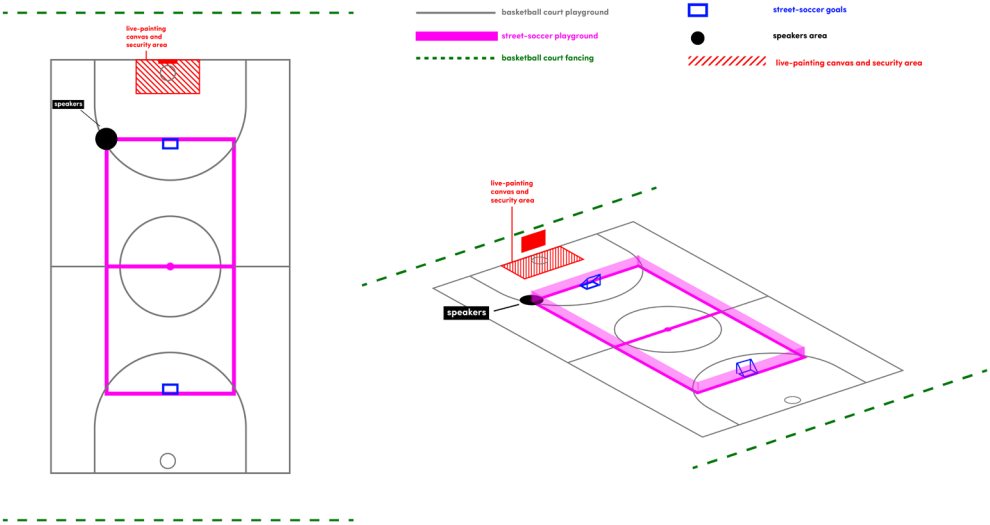


Fig. 5.5.1 Prototyping Pre-setting plan.

On pages 126/129. Fig. 5.5.2; 3 Street-Soccer pitch during the UUS! prototyping in Tongji University.

The Playground.
Street soccer is a sport that is played by teams composed by 3 players. For this reasons the pitch size is smaller than a normal one. Street-soccer pitches are 16x8 meters. A total area of 128 square meters.
The current size of the basketball court is 26x15 meters.
In order to provide the correct size of the pitch marked the current basketball court to let it be suitable for street-soccer creating borders to delimit the playground area: borders meant to cover the desired area to let the game be more engaging, providing a safer playground area.
Small Street-soccer goals were placed at the edges of the marked playground area.

The Music.
Music is a typical form of entertainment during this kind of Sport activity and I would like to replicate the same environment.
Music speakers were placed on the corner of the marked playground area.

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SPORTS

LEAGUE
MY POWER
MY DREAM

CU-LEAGUE.COM

Fig. 5.5.4 The board and the stencil designed for the Social Live Painting Activity.

On the right. Fig. 5.5.5 Posters spread online for promoting the UUS! experience prototype.

The Social Live Painting.
Street-culture has a great focus on street-art. A social live pairing activity run in parallel with the sport activity. Audience and people joining the space were asked to join the painting activity, leaving their contribution to the creation of a social artwork that could manifest the UUS! spirit and be a tangible outcome of the whole day. The idea was to recreate the environment to let it be as closer as possible to the ideal scenarios studied.

The canvas was realized with a multi-layered structure in foam and paper with a total size of 100x65cm and set right under the basket pile at the edge of the court. The printed area was designed to simulate a concrete wall, in order to let be perceived as street-art painting. The artwork was designed using one of the UUS! headline "IT'S UUS, SPORT". A stencil in cardboard replicating the headline was used to cover the artwork and being so used for the spray-painting activity.

Spray painting was provided in different and suitable colors, according to the UUS! Visual Identity. The Social Live Painting area was then accordingly covered to avoid any damage to the actual court. The Social Live Painting activity lasted for two hours, following the flow of the street-soccer game.

The Campaign.
Due to time limitation I didn't set a real and spread call-to-action for the street-soccer activity. My intentions were to involve in the matches students that could represent different Universities from Shanghai and let them be part of the street-soccer experience. At the end, thanks to the connections built in the months in the Shanghai Universities' environments

I was able to gather four teams from four different Universities: Tongji, Fudan, Sufe and Jiaotong. The number was set in order to provide a suitable flow to the activity according to the timeframe of my booking, which was limited on three hours.

I also managed to have as many countries involved as possible, in order to focus on the proposition of celebrating cultural diversity in sport activities.

UUS! UNIVERSITY URBAN SPORTS
SAT. 06 MAY
IT'S UUS, SOCCER!
4pm - 7pm
TONGJI UNIVERSITY - BASKETBALL COURT
STREET SOCCER
MUSIC / LIVE PAINTING
LET'S MAKE IT TOGETHER!
INTERESTED IN THE EVENT?
WANT TO BE A VOLUTEER?
SCAN THE QRCODE
AND CONTACT UUS!
让它成为
一起！
感兴趣的事件？
想要成为一名音乐人？
扫描QRCODE 并联系UUS！

UUS! UNIVERSITY URBAN SPORTS

SAT.
06
MAY

TONGJI UNIVERSITY - BASKETBALL COURT

STREET SOCCER

3 VS 3 TOURNAMENT TONGJI VS JIAOTONG VS FUDAN VS SUFE

MUSIC / LIVE PAINTING

4pm
-
7pm

UUS! WECHAT GROUP

IT'S UUS, SOCCER!

UUS! APP

Thanks to help of the ISATJ (International Student Association) and to the support of the students involved into the activity I spread throughout the online platforms of WeChat and Facebook a poster inviting the students to join the overall experience. The poster generate buzz and, even if I had already set the teams, dozens of students (mostly from Tongji) contacted me in order to play. This was a clear sign of the fact the sport practice itself under the format of a more structured event is something that triggers the students.
Lot of the people who contacted me, even though I was forced to deny their participation, thanked me for the initiative, inviting to contact them for future occasions.

The Sport Experience.
The activity involved 4 teams. Each team was composed by 3 players. Before the start the four teams and me gather together to set the roles and explaining the overall plan of the matches. We started following a random order but we let the teams play each other at least one time. In this way the street-soccer activity lasted 120 minutes, divided in six matches of 15 minutes each organized in a tournament way:

Winning Team - 3 points

Drawing - 1 point

Losing Team - 0 point

Plus, a final match of the best two teams hosted at the end of all the other six matches that lasted 20 minutes. The street-soccer rules are simple:

1. Since there is a border limitation for the pitch, there is no out so the ball can bounce on the boarder and the game can continue

2. A team scores whenever the ball reaches the other team goal and whenever a "panna" happens. A "panna" is playing the ball through your opponent's legs.

A referee, set outside of the playground area, was in charge of checking the time and counting the scores of each team during each match. At the end of the tournament Sufe team won the street-soccer activity, playing the final versus Fudan University. Music accompanied the whole sport experience through the matches, being a suitable background to the whole environment.

Fig. 5.5.7 Some moments from the prototyping. The Sport Experience.

On the left. Fig. 5.5.6 Posters spread online for promoting the UUS! experience prototype.

The sport experience was extremely successful, all the players and the teams involved were happy about the initiative and expressed their motivation toward doing it again. They found amazing playing versus teams from other Universities, an opportunity that could generate pride in terms of sense of belonging; while on the other hand the street environment was able to guarantee a strong idea of community, bringing values of respect, celebrating fun and cultural diversity in and out of the pitch. Music, however, represented a weak point of the experience.

Although it was set right on the corner of the playground area it wasn't loud enough, due to the weak speakers' power. This was something I took in consideration for further explorations and future prototyping of the experience.

On pages 136/141. Fig. 5.5.10; 11; 12 Some moments from the prototyping. The Sport Experience.

On the right. Fig. 5.5.9 Some moments from the prototyping. The Sport Experience.

Fig. 5.5.9 Some moments from the prototyping. The Sport Experience.

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Tongji Unive

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胜道体育
SPORTS
LEAGUE

我的力量 我的梦
MY POWER MY DREA
2017

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10

The Social Live Painting Activity.
Even though gathering people to the participatory activity wasn't an easy task, the overall Live Painting activity was pretty successful. I had the support of a volunteer who was helping me in explaining the concept of the overall activity and the meaning of the Live Painting itself.

Students and external visitors joined the activity, attracted by the artwork and the overall area setting. People were asked to contribute to the design of the artwork spray-painting all over the stencil and then leaving their signature on the free spaces around it.

This double gesture was thought to let the Live Painting activity be the real visual manifestation of the experience, able to be a first tangible output of the community built around the UUS! experience. Furthermore, the final result on a graphic/visual standpoint of view was pretty impactful and I personally consider it as a first step of the storytelling of this project.
The Live Painting area was used during the prototyping as a touchpoint to distribute, to the audience and to the people joining, the promotional material related to UUS! and to its proposition

On pages 144/147. Fig. 5.5.16;17 Some moments from the prototyping. Live Painting Activity.

On the right. Fig. 5.5.15 Some moments from the prototyping. Live Painting Activity.

Fig. 5.5.14 Some moments from the prototyping. Live Painting Activity.

UUS!
SAT.

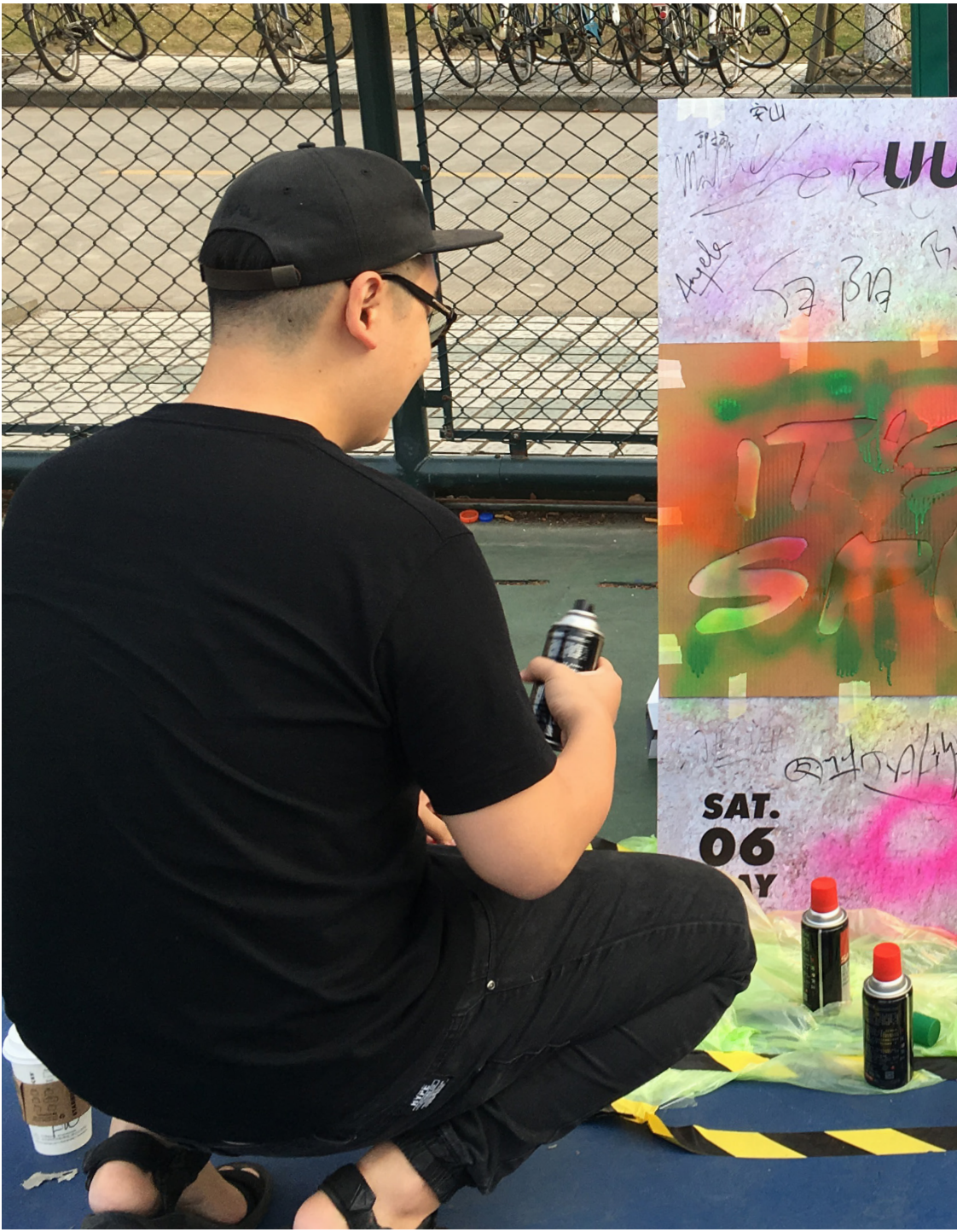
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Fig. 5.5.18. Back side of the postcards designed for the UUS! prototyping.

On the right. Fig. 5.5.19. Postcard/Poster designed for the UUS! prototyping.

On pages 150/151. Fig. 5.5.20; 21. Postcard/Poster designed for the UUS! prototyping.

On page 152. Fig. 5.5.22. Posters hanged in Tongji University to promote the UUS! experience.

On page 154. Fig. 5.5.23. UUS! Stickers.

On page 155. Fig. 5.5.24. UUS! Teams' Stickers.

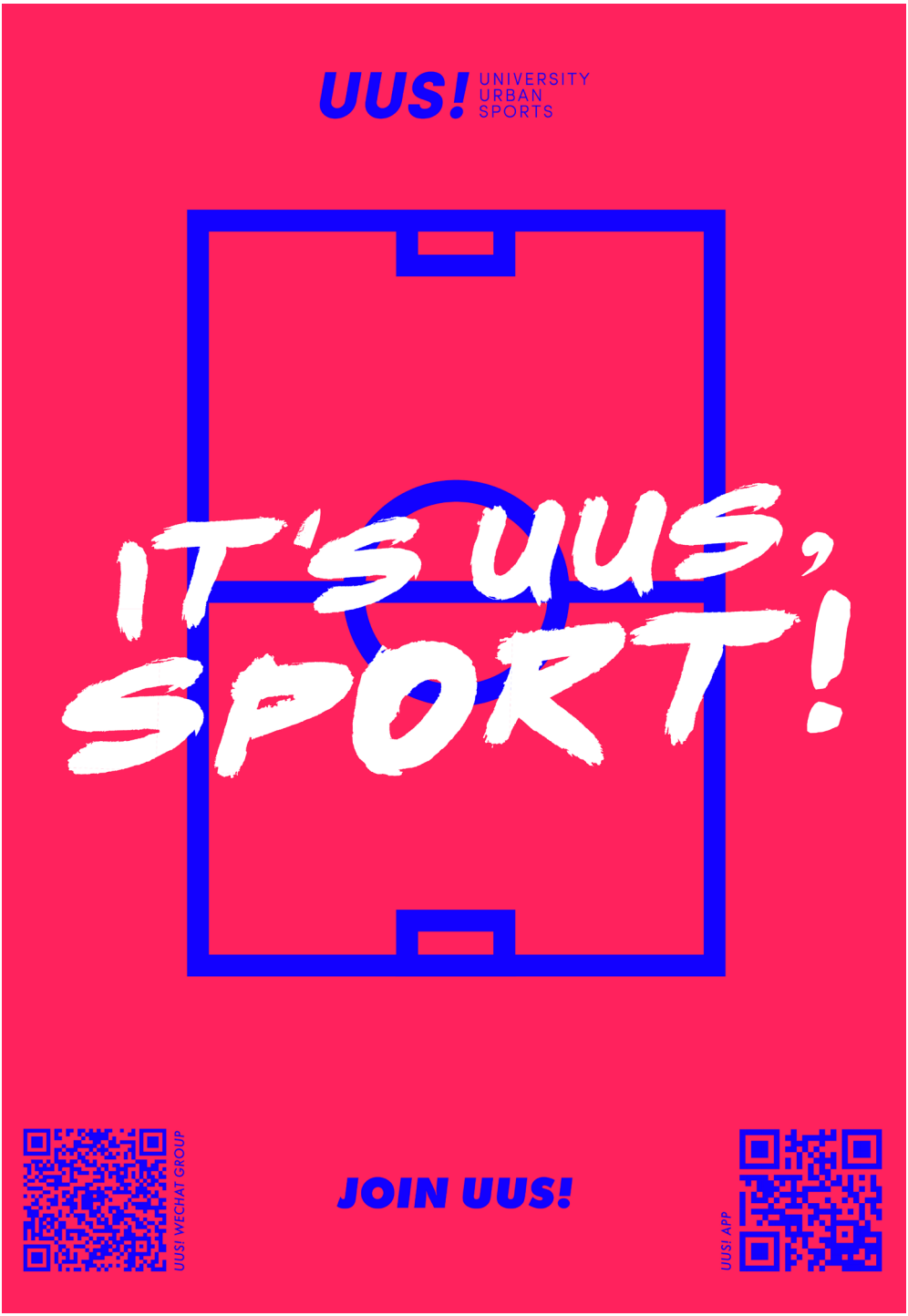
The Visual Communication.
A visual Communication toolkit was designed to promote the UUS! proposition, to provide information about the service and the experience and furthermore to facilitate and initiate the community building activity, gathering feedbacks and creating awareness around UUS!. The visual communication toolkit was composed by:

1. Posters. 8 different designs with 7 different tag lines printed on A2 canvases were created under the same common proposition to promote the UUS! experience. All the tag lines were designed to stress the concept of the UUS! Community and each of the poster had a particular and specific communication aim. QR Codes were provided on the bottom of each of them, conducting to my WeChat account (for further information and explanations about the idea), to the UUS! WeChat Group (to join the community) and to the Survey Monkey platform, redirecting people to a survey I developed in order to gain fast and efficient feedbacks about the experience. As mentioned before, the posters, according to the time and the porpoise, were released both online (through WeChat and Facebook) and offline, placed inside and outside the experience area.

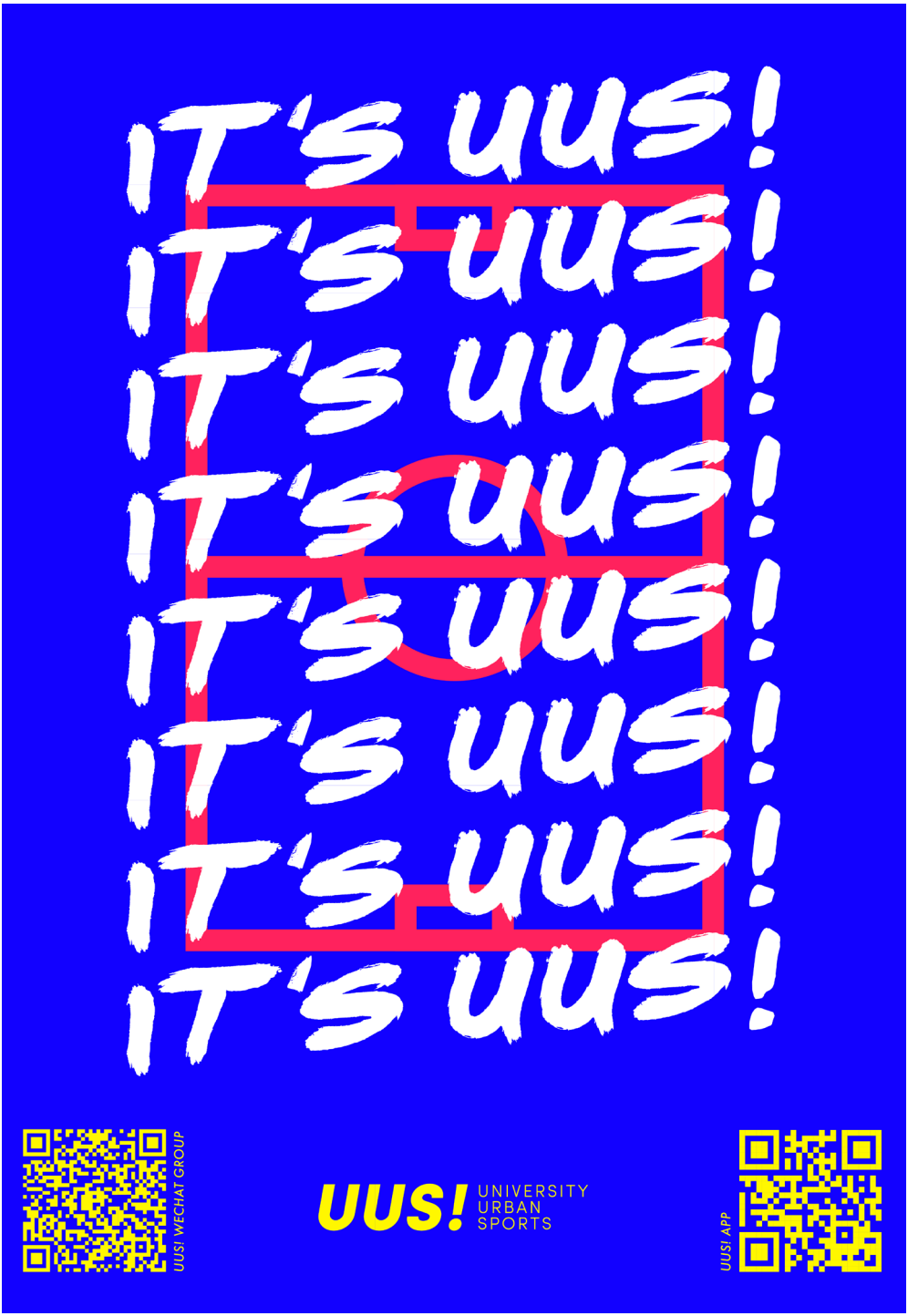
2. Postcards. The designs used for the posters were replicated on A6 flyers. The flyers were distributed to the audience and to the people joining the activities proposed during the event. The flyers were designed as touchpoint to redirect people to the UUS! WeChat group (to join the community) and to the Survey Monkey platform, redirecting people to a survey I developed in order to gain fast and efficient feedbacks about the experience

3. Stickers. A set of A7 stickers was designed using the UUS! logo and some of the tag lines designed for the overall communication. Stickers were used as freebies to distribute to participants, as they have a strong linkage to the street-style movement.

4. Teams' Stickers. Considering the time and the resources I wasn't able to provide different jersey to the teams playing. But, in order to create differentiation for the audience and to stress the overall sense of belonging of the teams, I designed a series of four A4 stickers in four different colors (belonging to the UUS! visual identity) that each team member stick on his jersey. The stickers were featuring the common tag line "IT'S UUS," followed by the name of the University each player belonged to.


UUS! UNIVERSITY URBAN SPORTS
IT'S UUS, SPORT!
UUS! WECHAT GROUP
JOIN UUS!
UUS! APP

UUS! UNIVERSITY URBAN SPORTS
TOGETHER IT'S UUS!
LET'S MAKE IT TOGETHER!
WE NEED YOUR OPINION! SCAN THE QRCODE AND HELP UUS! TO GROW!
让它成为一起！
我们需要您的意见！扫描QRCODE和帮助UUS！要成长！


IT'S UUS!
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IT'S UUS!
IT'S UUS!
UUS! WECHAT GROUP
UUS! UNIVERSITY URBAN SPORTS
UUS! APP

TOGETHER
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MUSIC / LIVE PAINTING
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MUSIC / LIVE PAINTING
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TONGJI UNIVERSITY - BASKETBALL COURT
STREET SOCCER
3 VS 3 TOURNAMENT TONGJI VS JIAOTONG VS FUDAN VS SUFE
MUSIC / LIVE PAINTING
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UUS!

UUS!

IT'S UUS, SPORT!

IT'S UUS!

UUS!

UUS!

TOGETHER IT'S UUS!

U + US = UUS!

IT'S UUS,
JIAOTONG
LEAGUE
skullcandy

Fig. 5.5.25 Screenshots from the post-prototyping survey.

The Community Building.
The Community building was another strong point I focused on, being actually another semi-tangible manifestation of the prototyping itself and furthermore, the actual starting point from where redesigning, reshaping and reimagining new UUS! prototyping and experiences. As mentioned before the community was gathered into a WeChat group, largely promoted from the communication toolkit. That WeChat group represents the first UUS! Community.

Feedbacks.
Survey Monkey was the selected channel where to upload a survey I designed in order to gather feedbacks from the people involved in the UUS! experience. Using the offline communication materials, I spread the survey through the participants providing them a QRCode that could redirect toward the survey. They survey was designed to understand the level of enthusiasm and of participation in relation to the expected outcomes of the overall UUS! proposition. According to my evaluations a total number of an average of 50 people, including students and external visitors, joined the experience in different moments of its manifestation, with irregular flows. Although the participation to the event was satisfying (even though not extremely high) the number of people that completed the survey corresponded to about half of the entire number of participants.

The results gathered anyway were extremely positive: 30 people answered to the survey. 70% of them stated to be students, while the other 30% belonged to the external visitors' cluster. The major part of the students (35%) came from Tongji, while the 25% belonged to Fudan. The other 40% was dived in half, considering the students coming from Jiaotong (20%) and the students from Sufe (20%). The 80% of the participants joined the event toward the "word of mouth", another 15% was reached through the online channels while the other 5% stated that joined the event while was passing by the basketball court area in Tongji. The following two questions were thought to understand the level of enjoyment of the experience, so I asked the participants to rate it. On a scale of 5 stars (1 star - Bad, 2 stars - Decent, 3 stars - Good, 4 stars Great, 5 stars Amazing), people were simply ask to judge. The average of the answers gave as "Great" the overall event experience rating. With the same logic I asked them in the following question to rate the single parts of the experience, considering: The event area (setting space and management) with an average rating of "Good", The

Street-Soccer match (visibility and entertainment) with an average rating of "Great", The Live Painting Activity, with an average rating of "Great", The music (level of sound and entertainment), with an average rating of "Decent", The Level of Social Interaction (possibility to meet people, talk and being socially active), with an average rating of "Good", The Communication Toolkit, with an average rating of "Great".
Then I asked to the participants whether they had the chance to meet people/students they didn't know before, during the event. 72% of them stated "yes", while the other 28% "no". Then I asked them whether they thought that events like UUS! are able to generate new connections and relationships among people/ students, giving them three options: "Definitely Yes", which was marked by the 36% of the participants, "Potentially yes, but the level of interactions should be improved" that was instead the answer of the 64% and "No", that nobody marked. The 100% of the people interviewed, furthermore, stated that they would like to be involved in future UUS! activations.
Asking them, in the following question "How would they like to contribute", the 64% stated "As a player", the following 28% "as an artist", while the other 10% marked the "as a volunteer" option. Together with the survey I had the chance to gather information and feedbacks with informal and casual interviews and chat with the participants involved, so the players, the audience and the people who joined the Live Painting Activity. Generally, they were all extremely excited by the initiative, players recognized the fun and the entertainment of the Street-Soccer matches, underlining the uniqueness of the experience itself as a whole. Participants to the Painting activity were enthusiast of being involved into an artistic experience that was engaging and fun. Even the audience who assisted to the matches was extremely active, supporting the teams and exulting the players' skills. The major part of the people and the students met, asked me to be informed and be involved again for the future activations of UUS!

In order to have a wider and more exhaustive understanding of the UUS! proposition and experience in terms of feedbacks I had the possibility to invite Gianmauro Vella, PepsiCo Design Director, to the prototyping event, to gather his opinion of the experience and to evaluate the possibility of involving the company for real in the future activations as part of a CSR strategy, as mentioned before:

"UUS! is indeed an interesting experience able to blend sport ,

music and art in a compulsive and yet entertaining way.
In a world, in a country, where people, especially young , tend to close themselves inside of computer or mobile phone screens , by living a “social” life made of “Like & share” , the idea to leverage sport, music , art as connector is without any doubt a successful way to bring people together and bring back the real meaning of “social”. In order to bring this idea to a next level I would evaluate the opportunity to partner with Brands able to share the same values as well as able to amplify the whole proposition. Pepsi is indeed , based on its history, rooted on music , sport and most of all on the “live for now” spirit, is without any doubt of these potential partners.”

Considerations and improvements.
In order to give a comprehensible and clear understanding of the post-prototyping considerations even considering the survey results, I will list them according to the time frame and on a chronological level, underlining the three faces of the experience process, the Communication, the Interaction and the Community:

Before the Experience / Communication.
Even though as explained before I hadn’t the chance to generate a real call-to-action for the players and most of all for the Live-Painting the overall communication plan was extremely successful, both in terms of outputs and in terms of participation. On a first level because I received dozens of request from students belonging to different University in joining the experience, and that was possible even thanks to the support of the ISA, who spread the message through its channels, and the collaborations of the students already involved in the event, who proudly shared the invite through their online platforms and through the world-of-mouth, allowing their friends and acquaintance to join the experience, as even confirmed by the survey results. That in fact, represented an extremely successful point of the prototyping, having the possibility to meet and listen the opinions not only of students coming from other Universities, but even of external visitors and citizens who joined the event in Tongji. The offline communication toolkit was then important even on this level, able to attract the attention of the participants to let me gather their thoughts through the survey and inviting them to join the UUS! Community WeChat group.
Improvements on the time of release and the amount of communication should be done in the future to increase the

number of participants, spreading information and details about the event. This, even to drive people accordingly to the actual place of the activity, considering the big dimensions of the overall Campuses' areas. Furthermore, I realized how important is the presence and the support of volunteers, to mange the area and to inviting people in joining the activities. Most efficient call-to-action and stronger collaborations with students organizations and external partners, need to be considered for future events.

During the Experience / Interaction.
The level of human Interaction provided during the experience was actually the priority of the prototyping activity itself. In terms of interactions The Street-Soccer activity was a success: players involved had the opportunity to share moments together, not only in-field but even out of it, leveraging the game breaks and the phases in which they were not involved. Was great seeing the students coming from the different Universities, that didn't know each other before, sharing each other's experiences and thoughts during the event. These moments represented a truly cultural exchange, celebrating the diversity and the knowledges sharing, allowing the encounter of people leveraging a common passion, the common belonging to the same sport community. And UUS! was the enabler of that. Same results were analyzed for the Live Painting activity, where group of friends and singles, belonging to different communities and different social cluster were meeting around the board to share that moment of creativity together. Music and area management were definitely the weakest point of the prototyping and need to be further improved for future activations.

Music, in the plans, represented the real glue touchpoint that could be able to integrate the activities, generating and designing, on a perception level, the whole environment. Due to time limitations and to the fact that I haven't had the possibility to test my speakers, the music level happened to be really low and that was confirmed by the survey and even by the people interviewed. The speakers, set on the corner of the Street-Soccer playground were able to entertain the Soccer players and audience but weren't powerful enough to cover the entire area of the activity, from side to side. This influenced another point that need further explorations: the area management. Even though I booked the entire basketball court the playground area was set in the in the middle of it while the Live Painting covered one edge of the court, so one of the baskets area. Since the court booked was actually

surrounded by other two open courts, some students occupied the basket set on the other edge of the court, the one that was completely free. This caused some confusing moments during the activity and in some cases disturbed the players during the Street-Soccer match.

After the Experience / Community.
The communication toolkit provided to the participants helped to the generation of the first UUS! Community. Scanning the QR Code, people and students were able to join the UUS! WeChat group, where they are currently sharing their contents (photos and videos) shot during the prototyping activity expressing opinions about the event itself.
The idea of having a WeChat group was extremely powerful: it represents an open platform where everybody belonging to the community can actively share their feeling, ideas and potential improvement to be used for the next steps of development of this project. On this side potential improvement can be done, setting an official UUS! App as a WeChat feature, were to manage the call-to-actions and where to spread information about the events. Even though it doesn't represent an actual open platform it will be useful to gather the attention and even the feedbacks of more audience, creating larger communities.

6. DESIGN: UUS!

During the project process, since the investigation phase, it was clear I had to give an image to what I was designing, to make our concept tangible, helping the team to communicate it and people to understand it. For this reason, I tried soon to translate our values and core points into style guidelines, developing a visual identity by choosing colors, fonts and graphic elements which could express our topic and project.

This helped me since the beginning to give a strongest impact to the concept, by keeping and reinforcing every time the same visual language to all the materials created to communicate with people. Associating an image to our project made it concrete and recognizable among students and stakeholder, and then able to be used into all the communication toolkit, from posters to flyers as well as for the online posts to be spread through the WeChat channels.

6.1 VISUAL IDENTITY

First I had to give to my concept a clear name, message and logo to express the essential points of our concept.

Name.
I wanted to give our project a catching name, easy to remember, communicating at the same time the topic and the main values. I focused on combining words related to the sport and words related to university, with the necessity to be able to express even the concept of the street-style proposition. Furthermore, I had the intention of underlining starting from the name, the idea of the sport experience with social aims, a name that could be able to stress the idea of community and the sense of togetherness. With this key points I tried to match all the propositions that the project had and to translate them into a name that could be powerful and meaningful enough. Leveraging some inspirations, I thought then that using an acronym, could have been a nice idea, creating something nice to be pronounced and most of all to be remembered. In this way, UUS! was born. UUS! states for University Urban Sports and his reading refers to the English word “us”, that wanted to stress the idea of a community, a group

of people, of entities that together stand for an idea, a value. The exclamation point at the end was selected to reinforce this meaning, almost with the idea of allowing the name of being a motto.

Logo.
The logo introduces the "UUS!" name presented with Sofia Pro Bold Italic font. The italic typeface guarantees dynamism to the logo, strengthening the active sport proposition. A joint logo was designed where the acronym "UUS!" is followed by its meaning "University Urban Sports", in three lines, presented in Sofia Pro Extra Light.

Another graphic device was then designed using the "U" as graphic element able to differentiate the sport activities involved during the events.

On top. Fig. 6.1.1 Logo design structure and declination.

On bottom. Fig. 6.1.2 Adaptation of the "U" graphic device to four potential street-sports.

Color palette.
I wanted a color palette which could reinforced, once again, the topic of the urban/street style, and which could be catching and recognizable. At the same time, was necessary to have a modern and fashionable appearance, carefully selecting colors which match in most harmonious way, and easy adaptable to the different uses I planned, from digital presentations to printed material, from on line platforms to merchandising.

Fig. 6.1.3 UUS! Color Palette.

6.2 COMMUNICATION

Once made clear the overall look and feel of the UUS! image, with a name and a graphic style with logo, color palette and style guidelines, I focused on how to express with the same simplicity and strength our message among our target audience, Chinese and international university students.

Campaign.
To design a communication campaign address to the aimed target audience, we started from all the information collected during the Investigation phase. I focused mainly on motivations, attitudes, desires and needs expressed by students. The main idea was to leverage the project name "UUS!" to design different and multiple tag lines able to affect different kind of students and on the same level being strong enough to reinforce the proposition, being motivational and communicate always the concept of the community building. Starting from the simple slogan "IT'S UUS!" I generate multiple options of communication claims, focusing to the sport itself ("IT'S UUS, SPORT" or "IT'S UUS, SOCCER), moving to more additional messages that instead were more togetherness-driven ("TOGETHER, IT'S UUS", "MY GOAL IT'S UUS!", "PLAY WITH UUS!" or "U+US=UUS!").

Graphically wise, I decided to combine the usual and common style of the brush (dynamic and semantically linked to the Urban environment) to the more modern juxtaposition of layers, playing with opacity and color contrast and mixing those two (apparently far) graphic style into a collapse of colors, simple shapes and complex expressions that was perfectly fitting my proposition, impactful, strong and dynamic. The brushed copy is presented in Gode Regular, while the rest of the copy instead in Futura, using its different styles and weight. All the graphics designed are so used to generate the entire communication toolkit, spread online and offline.

On pages 166/167. Fig. 6.1.3;4 UUS! posters.

On the right. Fig. 6.1.2 UUS! prototyping postcard invitation.

Fig. 6.2.1 IT'S UUS, SPORT! - UUS! Main tagline.

Posters, postcards and stickers are the offline touchpoints designed to promote and to inform participant and future collaborators about the UUS! experience. QRCodes to reach the "UUS!" digital platforms are provided on all the described touchpoints.

Postcards.
Postcards have a crucial role into spreading the UUS! proposition. They are designed to provide information about the UUS! community, the meaning of the UUS! experience and furthermore to promote the events and the possibility for people to join the Community and to participate to the following call-to-actions, redirecting them to the UUS! digital platforms.

The following text was provided on the postcards' back, designed for the prototyping event hosted in Tongji University on 2017, May 6th:

"THANK YOU FOR JOINING UUS!
UUS! is a new platform of events that aims to celebrate sport on a wider level, as a real social catalyst, enabler of values of cooperation, friendship, respect and sense of togetherness. It does so acting into the Universities, for the students and with

UUS! UNIVERSITY URBAN SPORTS

THANK YOU FOR JOINING UUS!

UUS! is a new platform of events that aims to celebrate sport on a wider level, as a real social catalyst, enabler of values of cooperation, friendship, respect and sense of togetherness. It does so acting into the Universities, for the students and with the students, with the big objective of creating spread and strong communities around sport events.
That's why today, in Tongji, for our lauching event, we host students from Fudan and Jiaotong as well, because we believe in connections and relationships, in creativity, honest competition and sense of belonging.
We are here to plant the seed of fellowship among the active and excited student community, driving sports on a next level.

UUS! Stands for University Urban Sport.
We chose the street languange, to be able to communicate a message that could go beyond a pitch, beyond a court, beyond a ball, embraching sport, art and music, creating an environment designed to improve social experiences, sharing cultures and spreading collaborations.
A space to feel, to enjoy, where meeting people, have fun, play and create connections, together, altogether.

We are welcome to hear your opinion about UUS! and furthermore, to see you helping UUS! in building this, together, as we like.
Scan the QRcode on the left to leave a feedback and then, if you want, join our wechat group, for suggestions, news and future collaborations.

IT'S UUS, SPORT!

PLAY WITH UUS!

JOIN THE NEXT URBAN SPORT EVENT!

加入下一个 城市运动会!

DID YOU ENJOY UUS?
WANT TO PLAY IN THE NEXT URBAN SPORT EVENT?
WANT TO PROPOSE NEW ACTIVITIES OR NEW URBAN SPORTS TO PLAY?

你喜欢UUS吗？
想在下一届城市运动会上玩吗？
想要推荐新的活动还是新的城市体育运动？

GREAT! LET'S BUILD THIS TOGETHER! SCAN THE QRCODE AND CONTACT UUS!

棒！让我们一起行动起来！ 扫描QRCODE并联系UUS！

UUS! UNIVERSITY URBAN SPORTS

UUS! UNIVERSITY URBAN SPORTS
U+US
=
UUS!
UUS! WECHAT GROUP
IT'S UUS, SPORT!
LEAVE A FEEDBACK

the students, with the big objective of creating spread and strong communities around sport events. That's why today, in Tongji, for our lauching event, we host students from Fudan, Sufe and Jiaotong as well, because we believe in connections and relationships, in creativity, honest competition and sense of belonging. We are here to plant the seed of fellowship among the active and excited student community, driving sports on a next level.

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6.3 TOUCHPOINTS

A side from the promotional materials, the style guidelines were used to design the physical objects and touch-points of UUS! project. I mainly focus on three tools of a wider family of materials that we planned to create in the future steps. Two of these are digital tools, the UUS! Community WeChat group and the UUS! App, while the artworks generated during the Social Live Paintings activities represent the third and analogic one.

Community WeChat group.
The idea of having a common open and free space where to share experiences, information and suggestion not only about the UUS! activities but even from the sport world in general is something that can be extremely powerful especially when we design for communities. For this reason, starting from the first UUS! experience hosted during the prototyping activity I open an UUS! Community WeChat group with the goal of having a long-lasting social container that can enable all the UUS! Community to be

active part of it. A multicultural, multi-disciplinary, multi-social space, composed by all those people who believe in UUS! and in its principles, where be ambassadors of a mindset and constant co-designer of the UUS! experiences.

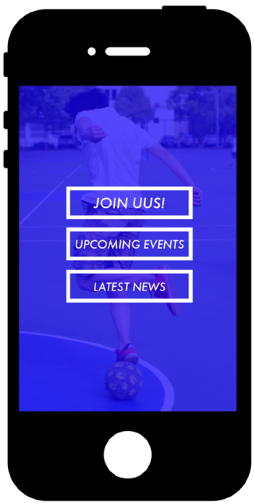
As today, after the first prototyping activity, the group counts 22 members with the future goal of being extended as much as possible to all those students and people that will get in touch, in a way or another, with UUS!

UUS! App.
As we perfectly know, In China, WeChat is an extremely powerful platform able to spread and promote initiatives and events in defined contexts. I decide to use the WeChat platform mostly because is the most-used digital space among youths and students and is so able to address the correct and the direct message in the way the audience is used to. Furthermore, it can exist in a digital environment already completely familiar to them, easy to access and to use.

The idea of having an UUS! App, as an additional feature on WeChat, looks concretely impactful in order to generate interest around the overall UUS! proposition and moreover as an easier bridge to drive the attention, not only to the initiative and the experience itself but even more to spread the call-to-action and, where participants can enroll and register for the upcoming events according to their interests, receiving all the information and the materials necessary.

The Artworks.
As they are meant to be donated to the host Universities, the Artworks generated during the Social Live Painting Activities into the UUS! experiences, represent a memorial and analogic touchpoint of the proposition.

Signatures and contributions are the vivid sign of something and the living manifestation of the cooperation among the students and the actors involved in the activity itself. Being donated they will live forever in the Universities" sports areas, now, thanks to them, more human, more environments.



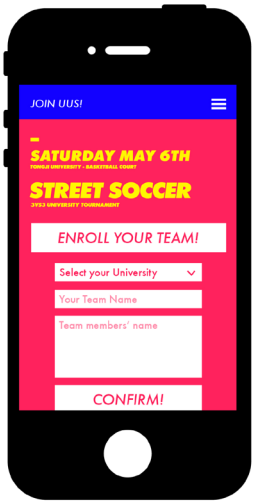


Fig. 6.3.1 UUS! App.

On the right. Fig. 6.3.2 UUS! first artwork.

On page 173. Fig. 6.3.3 UUS! first artwork.

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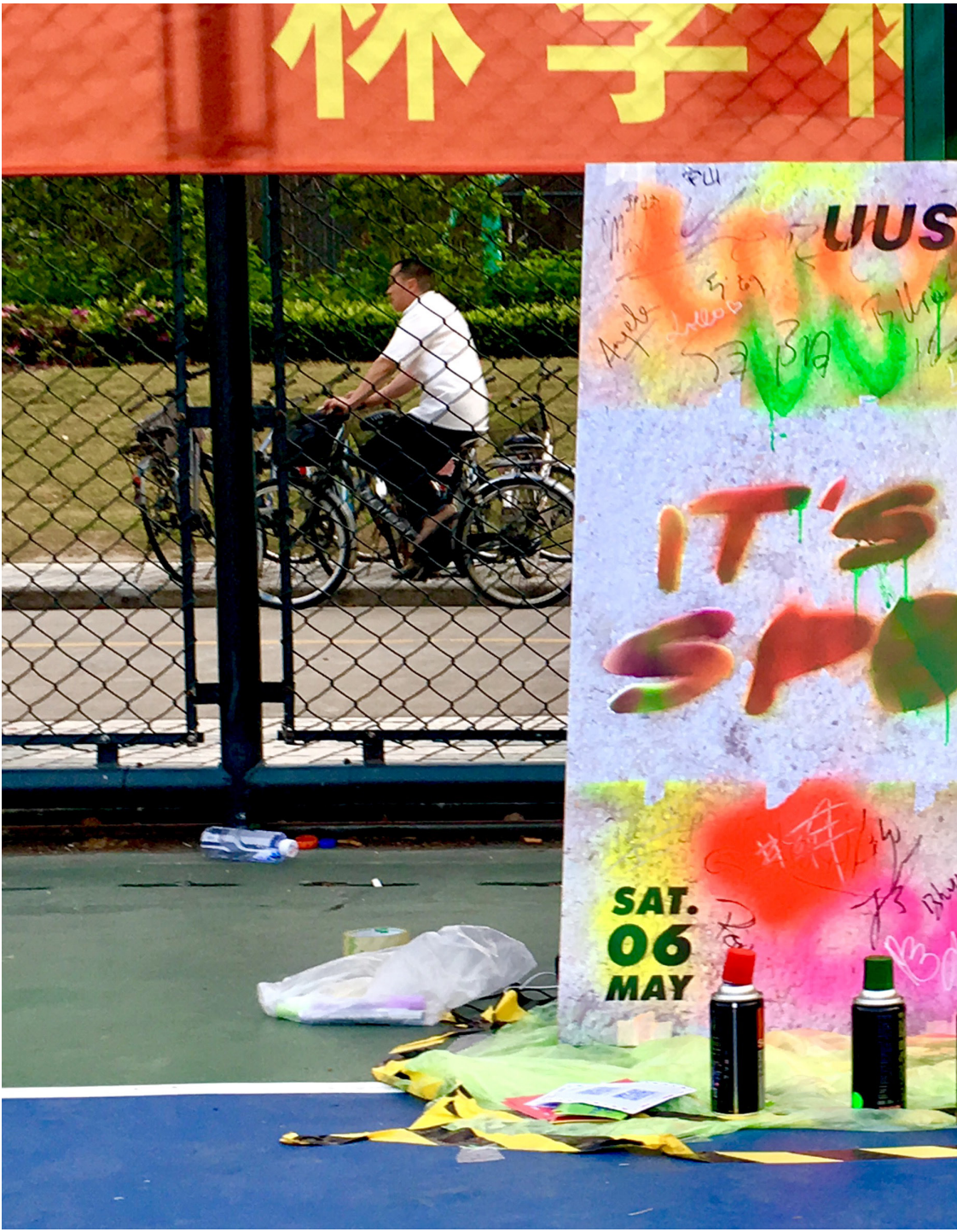
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7. CONCLUSIONS

UUS!, however, is way far for its real conclusion. The research, the current development and the fruitful prototyping surely gave great and solid bases for this project to be a reality, to impact its social frameworks and happen in all its forms
and phases of design process, pursuing its principles, its values and its objectives.

On page 180. Fig 7.3 UUS! Community.

On page 178. Fig. 7.2 UUS! community.

Fig. 7.1 UUS! SWOT Analysis.

The following SWOT analysis (Fig. 7.1) define in its parts the actual stage of the project development, and open the actual ways to the last and 5th 'I' of the design process: the Iteration.

STRENGHTS

WIDE AND DIFFERENTIATED NETWORK
SOCIALLY RELEVANT
COMMUNITY
CO-DESIGN

WEAKNESSES

SPACE AVAILABILITY/USAGE
SUITABLE SPORTS
SECURITY AND RESPONSIBILITIES

UUS! IN-CAMPUS PERMANENT AREAS
WIDER COMMUNITIES
SCALABLE PROPOSITION

OPPORTUNITIES

CONFLICT OF INTERESTS
UUS! AS A AGONISTIC COMPETITION
BAD NETWOKR MANAGEMENT

THREATS

UUS! Will leverage its strengths looking forward to always imagine and structure itself on the potential future opportunities, further working in improving the level and the impact of its proposition among its stakeholders and in the places in which UUS! want to exist, believing in the power of people and in the endless possibilities that people themselves can bring to societal and behavioral change.

UUS! Starts from its Community.
A community generated and moved by common values, by

As a strategy, I wanted to generate valuable partnerships able to satisfy the needs and the dreams of the students acting in the places they belong to, for their social and personal growth, the Universities, and let those places be even more open (co-open, as we said) to accept the attention of the Private Sector, to co-work, co-imagine, co-structure possibilities following common social goals, common social dreams.
Design is a real enabler of this, and UUS! wants to be its tangible proof.

So what's now?
At the current stage the project has caught the attention of numerous people, from students, to citizens, to sponsors. Here the direction to follow.

Make it real.
My closer aim is to have the possibility to pitch UUS! to all the stakeholders that the project wants to involve, to set, test, prototype and validate valuable co-design sessions for real, able to generate new ideas and further developments of the project, working on its weakness and understanding together scenarios and potential new collaborations, satisfying common needs and uplift the overall experience and value generation.

The Living Labs.
The research structured for this work, in all its phases demonstrate how much University Campuses are real social containers, able to gather people belonging to different social pattern, citizens, kids, elderly, together with the students. And this is even more real in contexts like China.

The idea of involving actively and in a better-structured way those external people in the design process is something that I would consider as a next step. The Living Lab Shanghai case, active in the Siping Community are a vivid example of how students, Universities and citizens can collaborate for social improvements. It worked bringing the students to the the people's community, why couldn't work on the opposite way? How can we involve even the citizens in the UUS! process, to let them feel active part of the Campus and so to let the Campus be constantly seen as an open

laboratory of exploration, of growth?
A place that foster ideas leveraging knowledges and skills from the outside, creating wider communities around and into it.

UUS! app.
The app represents a tangible touchpoint I would like to further explore, test and improved. Conversation with expert developers and promoters are planned to happen soon. The main questions are related to the contents and the process. to understand whether the functions designed and thought are complete and well communicated, if there are changes to be done, and if it can be build. Then for each of these questions there are much more, starting with how, what, why, when. Finding the right answers won't be easy but it will bring us to the real app.

Apart from the outcome, dealing with Sports in university gave me chance to get in contact with real people and a real system. Real not only because existing, but also because tangible, in a way that I could personally experience the effects and the results of the design. The biggest reflection which emerged from this project and which concludes this chapter, focuses on the role of the designer in the context of the social innovation. Designers' tasks for innovations that can affect the social patterns they work with and for are extremely wide and fertile.

Designers, ethnographers, and design researchers face a challenge in positioning their new roles in this to make the most difference for social and business outcomes. New roles within established cultures will take time to fully socialize across departments and service lines. For public and private organizations, discovering the best allocation for design-driven initiatives will require trial and error, and experimentation across projects. This is a shifting era, to me. Although the tools and the methods used in this project represents and demonstrate the ability in the effectiveness of the PSSD approach on a research level, I felt sometimes that these tools themselves don't allow the designer to explore the processes in a creative way, for creative interpretation, tighing the research and the researcher to a series of technical and scientific analysis without a real creative mindset. Complex practices and institutions may require us to develop a different methodology for service

design, methodology that could be less tool-centred and maybe more empathic oriented, which can, in my opinion, valorize even more the real, new, modern role of the designer as a contributor for the development of the contemporary and future societies. And of course this is even more relevant when, as this thesis work, we design for social innovation in complex systems/environments.

The new role of design will be co-created. On this beliefs I thought at UUS!, on the great power that Design and Designers have in re-structuring the sometimes outdated and skeptical social frameworks of our society. This project taught me a lot, but more than the new knowledge, it did in the experience. I worked on something that interests me, and that was meaningful to me at the same time. I worked with people from different culture and discipline. We take the risk of making things real, accepting the challenges of a complex context. We started from what we had, transforming the obstacles in opportunities.

I think that We, as Designers, are people having strong social responsibilities, to merge, affect and nudge the actors involved in the public life in order to notice, face and improve humans' life conditions addressing them strong believes and values on which built a better future. And that's what I want to do. That's how I see myself, pursuing the design values, striving in trying to educate people to believe together, to work together, to feel together, to imagine together.

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APPENDIX: SURVEYS

Investigation Survey.

Date of release: 2017.03.13
Channel: Baidu Survey
Target: University Students in Shanghai

Hello! I'm Giuliano, Italian Design Student. I'm working on my Master Degree Thesis in China and I need your help for the developing of my project. Don't worry, It will take a couple of minutes of your time. What I'm asking you is to Answer to the following simple questions.

Express what you have in mind and Don't be ashamed, this survey is anyway anonymous. My project aims to improve the activities and the social initiatives we currently live in University Campuses with a particular attention to the sport events, to improve the sport experiences on a social level. Thank you for your time, and Enjoy!

1. Are you male or female student?

[ ] male
[ ] female

2. How old are you?

[ ] write/select

3. Where are you from?

[ ] China
[ ]Asia
[ ]Europe
[ ]America
[ ]Australia
[ ]Africa

4. What time do you usually finish your daily classes (average) ?

[ ] 1-3pm
[ ] 3-5pm
[ ] 5-7pm
[ ] +7pm

5. Among those options, which is your usual activity right after class? (choose max 3 options)

[ ] I directly go back home/dorm.
[ ] I like spend time with friends.
[ ] I practice some sport.
[ ] I play video games.
[ ] I usually continue studying.
[ ] other stuff. (If you feel to, specify, please)

6. Do you live outside or inside your University Campus?

[ ] inside
[ ] outside

7. Excluding the classes, are you generally satisfied about Tongji's IN-Campus activities and facilities? (sports courts, theater, labs, tournaments, social gathering events...)

[ ] yes, there's everything I need!
[ ] they can be better managed.
[ ] no, there's nothing that really works.
[ ] I personally don't care.

Do you practice some kind of sport?

[ ] yes
[ ] no
[ ] sometimes

8. Among these, which one is your favorite? (not necessary to be played)

[ ] soccer
[ ] basket
[ ] badminton
[ ] table tennis
[ ] rugby
[ ] tennis
[ ] volleyball
[ ] running
[ ] gym

[ ] athletics
[ ] swimming

9. Are you able to practice the sport you like, whenever you want, IN-Campus?

[ ] yes, facilities are always available to be used.
[ ] no, I don't feel they give me a lot of possibilities to play, so I usually do it OUT of it, in external spaces.

10. Would you like to be involved in more social gathering events around sport which would involve Students from other Universities?

[ ] yes
[ ] no
[ ] I don't mind

Imagine to be the audience during a sport event. In which of these situations you'd like to be?

[ ]

[ ]

[ ]

[ ]

Would you know more about this project?
Would you be interested in joining sports events tailored for University students?

Add me on WeChat here and text me.
THANKS FOR YOUR TIME.

Post-Prototyping survey.

Date of release: 2017.05.06
Channel: Survey Monkey
Target: UUS! Prototyping participants/ mainly students

Thank you for joining UUS!
We are welcome to hear your opinion about UUS! and furthermore to see you helping UUS! in building this, together, as we like

1. Are you a student or a visitor?

[ ] student
[ ] visitor

2. If you are a student from which university you come from?

[ ] Tongji university
[ ] Fudan university
[ ] Sufe university
[ ] Jiaotong university
[ ] Not a student
[ ] Other (specify)

3. How did you get informed about the event?

[ ] a friend told me
[ ] through online channels (WeChat/Facebook)
[ ] i was passing by and I joined

4. How would you rate the overall event experience?

[ ] bad
[ ] decent
[ ] good
[ ] great
[ ] amazing

5. Let's go deep. How would you rate:

[ ] the event area (setting and space management)
[ ] the street-soccer match (visibility and entertainment)
[ ] the live painting activity

[ ] the music (level of sound and entertainment)
[ ] the level of social interaction (possibility to meet people, talk, be socially active)
[ ] the communication (posters, flyers, stickers)

6.did you have the chance to meet people/students you didn't know before, during the event?

[ ] yes
[ ] no

7. Do you think that events like this one are able to generate new connections and relationships among people/students?

[ ] definitely yes
[ ] potentially yes, but the level of interactions should be improved
[ ] no

8. Would you like to be involved in future events like this one?

[ ] yes
[ ] no

9. If so, how would you like to contribute?

[ ] as a player
[ ] as an artist
[ ] as a volunteer
[ ] as a musician
[ ] other (specify)

10. Would you suggest some modification/implementation to the overall event format? (For example: a different sport to be played / different activities to be done)

[ ] open question

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AKNOWLDEGMENTS

This Thesis work represents the real tangible manifestation of the end of an important and crucial chapter of my life while being at the same time the prologue of a new, intriguing and exciting one. This project collects in its fibers all the achievements and the knowledges I gathered and experienced in the last 6 years, both on a professional and on a personal level. But most of all taught me once again to never stop, to pursue the pleasure of the constant discovery, to welcome evermore the challenges, to always enjoy that incomparable feeling of doing the things for the first time.

For these reasons I would sincerely thank my academic tutor Francesco Zurlo for the support on the development of this work, even when the time-zones were not helpful at all. A big thank also to all the teaching staff of Politecnico di Milano for the teaching, the advices and the opportunities given during these six years. Thanks to all the fellows designers I had the lucky chance to work with, for the sleepless nights, the results, the success and the failures shared together.

Thanks to all the PepsiCo China Design Team for believing in me, for the stunning and incredible experiences lived together, for the enormous satisfactions gained and for the constant support in and out the office. And thanks to Gimmy, a mentor, a boss, a friend.

Huge thanks to all my family, for always being there, for always supporting my choices, for always standing by me. To my heroes, my mama and papa, who sustained me during all the moments of this long path, with love and devotion.
Thanks to my sister Benedicta, for all those times she taught me the power of freedom and bravery. Thanks to Cosimo, Lorenzo e Simone, for the precious time spent growing up together, for sharing with me this golden slice of life, everyday. Thanks to all of my fellow friends, for being always the engine of my dreams. Thanks to Bea, my rock, my inspiration, my guide.