

## Workshop agenda 11.00-12.30pm

### May 11<sup>th</sup>

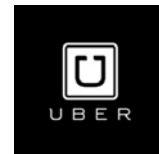
- Introduction
- Aim of workshop
- Definition of Design Thinking
- Audience & Stakeholders
- Communication strategies
- Group work: tasks & exercise
- Review & next steps



## HMW Problem Statement

How might we...**communicate** the core priorities of our position paper in more **innovative ways** to create real and lasting **impact** on our **stakeholders**?

**Design for  
Innovation**  
differentiation,  
distinguishing your  
offering from  
competitors so  
customers want it.



innovation v's disruption?



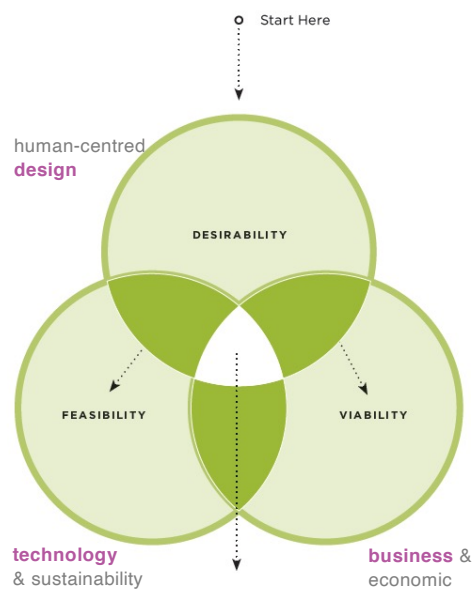
# 1. Design Thinking

why, who, where, what, when  
why again

## Design Thinking

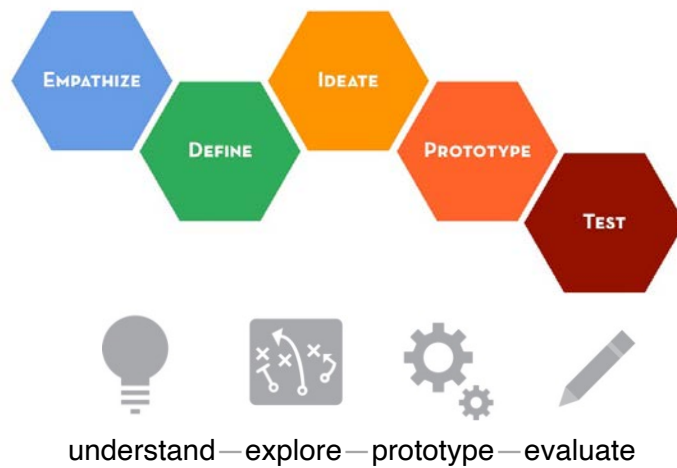
**Customer-centric experience** designed to meet their needs, desires capability & expectations

Three Lenses of HCD © Tim Brown, 2009.

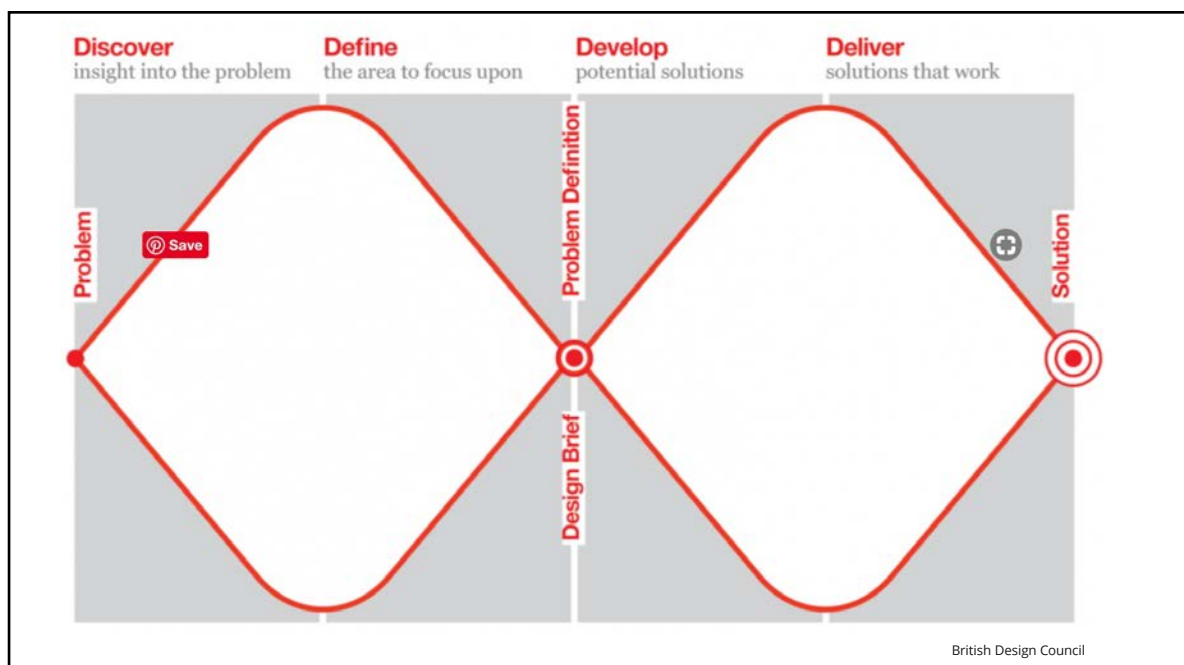




## Design Thinking D-School Stanford



David Kelly & Bill Moggridge, IDEO.



British Design Council



— *survive, purpose, let growth loose, step up, leap* —

The **Lego community**, like the basic interchangeable plastic brick, **is one of the company's core assets....**  
...we potentially have probably **120,000 volunteer designers**  
we can access outside the company to **help us invent**.

Jørgen Vig Knudstorp (2009)  
**Lego CEO**





## Design Thinking summary

### Key Principles

- **Customer-centred**  
humane & planet centred
- Solutions **grounded in research validation**
- **Empathetic**, emotional, experience-led
- **Iterative process** of rapid prototyping and testing
- Evaluation & **feedback**

## 2. Audience/Customer/User Stakeholders





Why Empathy Matters, IDEO film.





**Audience**  
**needs**  
**desires**  
**capabilities**  
**expectations**  
**values**

#### **Research methods**

- **Primary**  
indirect: survey, diary studies, online,  
direct: interviews, observation, focus  
groups, meet/visit
- **Secondary**  
desk research, segmentation,  
competitors...

#### **Who are they?**

- personas, empathy maps
- customer journey
- user stories & scenarios



## Audience

Who are they?

– typical audience segments



## Audience

Who are they?

– designing for extremes





**Siobhan O Connell**  
5<sup>th</sup> year student



**Age** 17

**Lives in** Waterford

**Hobbies** drawing, art, Gaelic

**Social** friends in school and GAA.

*"I draw all the time, its all I do, I'd love to be an animator, my dream would be to work for Disney. I'm afraid I won't get into art college, and my parents are a bit skeptical..."*

#### **Pain** (needs, problems)

**Parents** no knowledge of art college or career opportunities, prefer do a traditional academic course.

**Confidence** only 35 places, hundreds apply. afraid her portfolio won't be good enough.

**Pressure** aware of high points in Leaving Cert as well as the portfolio.

**Social** none of her friends are planning to go to art college.

**Financial** wondering about grants, accommodation part-time job in Dublin.

#### **Gains** (goal, success)

**Certainty** needs more information about what type of career options are at the end of a degree in art, design, animation...

**Support & Guidance** on what is required in a portfolio to get accepted

**Plan B** what other options are available if she doesn't get accepted?

**Making Friends** wants to know what is student life like at art college? campus like? societies to join? class siase ?

**Know the Costs** so can start budgeting and saving now.

## 3. Communication

impact, engagement, circulation



<b>Priorities</b>			
<b>1</b> <b>Resilience and excellence</b> through quality, inclusive and flexible VET	<b>2</b> <b>Establishing a new lifelong learning</b> culture – relevance of CVET and digitalisation	<b>3</b> <b>Sustainability – a green link</b> in VET	<b>4</b> <b>European Education and Training Area and international dimension</b> of VET
<b>Actions</b>			
<b>Actions:</b> Enhancing VET through: <ul style="list-style-type: none"> <li>Upskilling learning facilitators</li> <li>Digitalisation in VET</li> <li>Industry Engagement (e.g. CoVE's)</li> </ul>	<b>Actions:</b> Develop national skills strategies for quality and inclusive lifelong learning by: <ul style="list-style-type: none"> <li>Defining required Skills for a lifetime and the rapidly changing labour market</li> <li>Creating time and opportunities to participate in lifelong learning</li> <li>Promoting micro credentials and Individual learning accounts</li> </ul>	<b>Actions:</b> Promote the greening of VET programs by: <ul style="list-style-type: none"> <li>Defining and adopting sustainability at the core of all learning contexts</li> <li>Raising awareness at school and work</li> <li>Defining labour-market-relevant skills for the green transition</li> </ul>	<b>Actions:</b> Increase all efforts to come to general recognition of qualifications by: <ul style="list-style-type: none"> <li>Fostering Transnational Cooperation through Peer Learning activities and projects</li> <li>Defining a common set of quality criteria and values (see Praline)</li> <li>Increasing the rate of mobility in education and labour market</li> </ul>
<b>Objectives</b>			
<b>Objective:</b> Achieving an attractive and responsive VET system	<b>Objective:</b> Increase participation in Adult Learning with specific focus on the most vulnerable groups	<b>Objective:</b> Deliver a substantial contribution to a greener and sustainable environment and the climate targets.	<b>Objective:</b> tearing down barriers for an open European education- and labour market.

<h1>Make it stick ideas</h1> <p>Chip Heath &amp; Dan Heath, 2007</p>	<b>S</b>	<b>Simple</b>	Grasp the "core"	<ul style="list-style-type: none"> <li>- Prioritization</li> <li>- Schemas</li> <li>- Generative analogies</li> </ul>
	<b>U</b>	<b>UNEXPECTED!</b> "Wow!" "What!?"	Pay attention, remain interested	<ul style="list-style-type: none"> <li>- Break a pattern</li> <li>- Use uncommon sense</li> <li>- The gap theory</li> </ul>
	<b>C</b>	<b>CONCRETE</b>	Understand & remember	<ul style="list-style-type: none"> <li>- Images and objects</li> <li>- Experiences</li> <li>- Schemas</li> </ul>
	<b>C</b>	<b>Credible</b>	Believe	<ul style="list-style-type: none"> <li>- Authorities &amp; anti-authorities</li> <li>- Super detailed</li> <li>- Human scale principle</li> <li>- Testable credentials</li> </ul>
	<b>E</b>	<b>Emotional</b>	Care	<ul style="list-style-type: none"> <li>- Personal identity</li> <li>- Self-interest</li> <li>- Maslow's Penthouse</li> </ul>
	<b>S</b>	<b>Stories</b> "cases" "events:"	Act	<ul style="list-style-type: none"> <li>- Simulation exercises</li> <li>- Inspirational plots</li> <li>- Challenge plots</li> <li>- Connection plots</li> <li>- Creativity plots</li> </ul>



## Simple



What is the **Core**?

—  
Ruthless **prioritisation**

Don't bury **the lead**

**One** not three

Commander's **intent** –  
cascading meaning

**Proverbs**: profound longevity

## Unexpected



**Surprise** doesn't last

—  
Stimulate **curiosity**

Autonomy, agency, creativity

Break a pattern

Uncommon sense, irrationality

The gap theory



## Concrete



No jargon

The Curse of Knowledge.

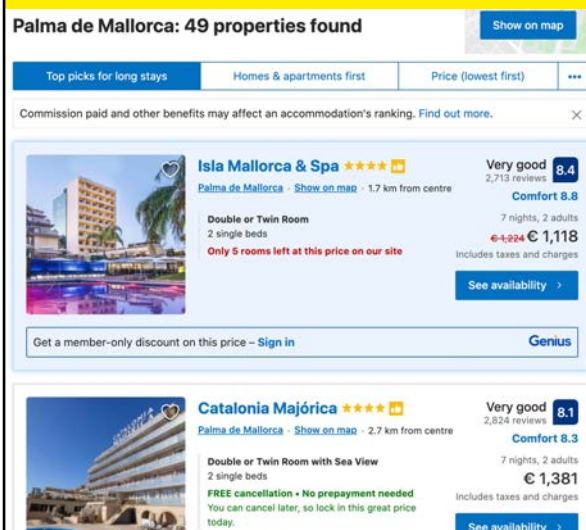
Not abstract

Schemas 'pomelo?'

Images and objects

Human actions and emotions

## Credible



Not **experts**, but **peers**,  
**anti-authorities**

Authentic

Transparent

Trust

Try before you buy



## Emotions



Make them **feel**

—  
Something strong...

Personal identity

Self-interest

Out of **Maslow's basement**  
to **Maslow's penthouse**

## Stories



How to get **action**

—  
Share & tell others...

Identify, empathise, learn

Challenge, connection, creativity  
plots



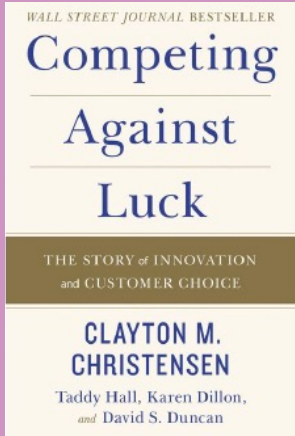
# Exercising Your Priorities

<b>Priorities</b> <b>1</b> <b>Resilience and excellence</b> through quality, inclusive and flexible VET	<b>2</b> <b>Establishing a new lifelong</b> <b>learning culture – relevance</b> of CVET and digitalisation	<b>3</b> <b>Sustainability – a green link</b> in VET	<b>4</b> <b>European Education and</b> <b>Training Area and international</b> <b>dimension of VET</b>
<b>Actions</b> <b>Actions:</b> Enhancing VET through: <ul style="list-style-type: none"> <li>• Upskilling learning facilitators</li> <li>• Digitalisation in VET</li> <li>• Industry Engagement (e.g. CoVE's)</li> </ul>	<b>Actions:</b> Develop national skills strategies for quality and inclusive lifelong learning by: <ul style="list-style-type: none"> <li>• Defining required Skills for a lifetime and the rapidly changing labour market</li> <li>• Creating time and opportunities to participate in lifelong learning</li> <li>• Promoting micro credentials and Individual learning accounts</li> </ul>	<b>Actions:</b> Promote the greening of VET programs by: <ul style="list-style-type: none"> <li>• Defining and adopting sustainability at the core of all learning contexts</li> <li>• Raising awareness at school and work</li> <li>• Defining labour-market- relevant skills for the green transition</li> </ul>	<b>Actions:</b> Increase all efforts to come to general recognition of qualifications by: <ul style="list-style-type: none"> <li>• Fostering Transnational Cooperation through Peer Learning activities and projects</li> <li>• Defining a common set of quality criteria and values (see Praline)</li> <li>• Increasing the rate of mobility in education and labour market</li> </ul>
<b>Objectives</b> <b>Objective:</b> Achieving an attractive and responsive VET system	<b>Objective:</b> Increase participation in Adult Learning with specific focus on the most vulnerable groups	<b>Objective:</b> Deliver a substantial contribution to a greener and sustainable environment and the climate targets.	<b>Objective:</b> tearing down barriers for an open European education- and labour market.



<b>Priorities</b>			
<b>1</b> Resilience + excellence quality, flexible	<b>2</b> Lifelong learning culture	<b>3</b> Sustainable / green VET	<b>4</b> international dimension of VET
<b>Actions</b>			
<ul style="list-style-type: none"> <li>• upskilling</li> <li>• digitalisation</li> <li>• industry engagement</li> </ul>	<ul style="list-style-type: none"> <li>• defining Skills</li> <li>• opportunities to participate</li> <li>• micro credentials</li> <li>• individual learning</li> </ul>	<ul style="list-style-type: none"> <li>• adopting sustainability</li> <li>• raising awareness</li> <li>• skills for the green transition</li> </ul>	<ul style="list-style-type: none"> <li>• transnational Cooperation</li> <li>• common set of quality criteria</li> <li>• increasing</li> </ul>
<b>Objectives</b>			
attractive and responsive VET system	increase participation	contribute to a greener environment	tear down barriers open Europe

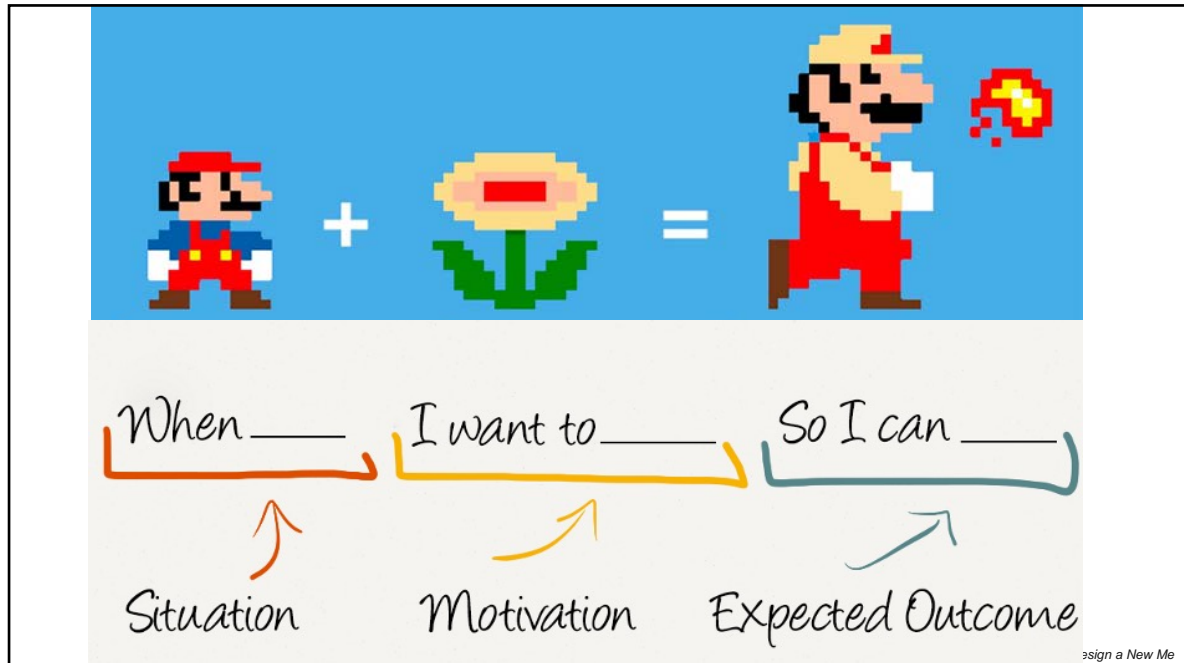
## Jobs-to-be-done



### Theory

– **Clayton Christensen**  
Understanding your customer's struggle for progress, to be a better version of themselves...





## User stories

**When** I graduate from art college  
**I want to...** be an animator  
**so I can** work on films for Disney  
 or TV shows on Nickelodeon



**When** I advise 5<sup>th</sup> & 6<sup>th</sup> year students  
 interested in art & design careers  
**I want to** be able to show them specific  
 creative courses that may interest them  
**so they can** fill out their CAO form...





# Design Thinking

## References

- Brown, T. (2009), *Change by Design – How Design Thinking Transforms Organisations and Inspires Innovation*, Harper Business, Harper Collins.
- Heath, C. & Heath D., (2007), *Make it Stick: Why Some Ideas Survive and Others Die*, Random House.
- IDEO and The Ellen Mc Arthur Foundation, (2016), *The Circular Design Guide*. Retrieved from: [www.circulardesignguide.com](http://www.circulardesignguide.com)
- Stanford D.school, (2016), *The Design Thinking Playbook*. Retrieved from: <https://dschool.stanford.edu/resources-collections/>
- Van Der Pijl, P., Lokitz, J., Kay Solomon, L.,(2016), *Design a Better Business: New Tools, Skills, and Mindset for Strategy and Innovation*, Wiley, and website: <http://designabetterbusiness.com/toolbox/#/search>

Thank you.

**Dr Hilary Kenna**  
hilary.kenna@iadt.ie

iadt.ie

@myIADT

myIADT