A·P·U
ASIA PACIFIC UNIVERSITY
OF TECHNOLOGY & INNOVATION

DM505-3-M-DT
Design Thinking

Topic 5

Define

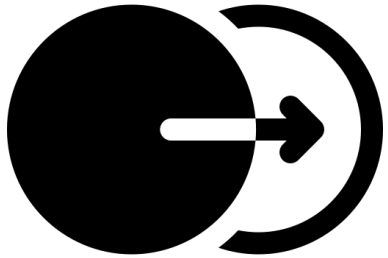
Learning Outcomes

At the end of this lesson, students will be able to:

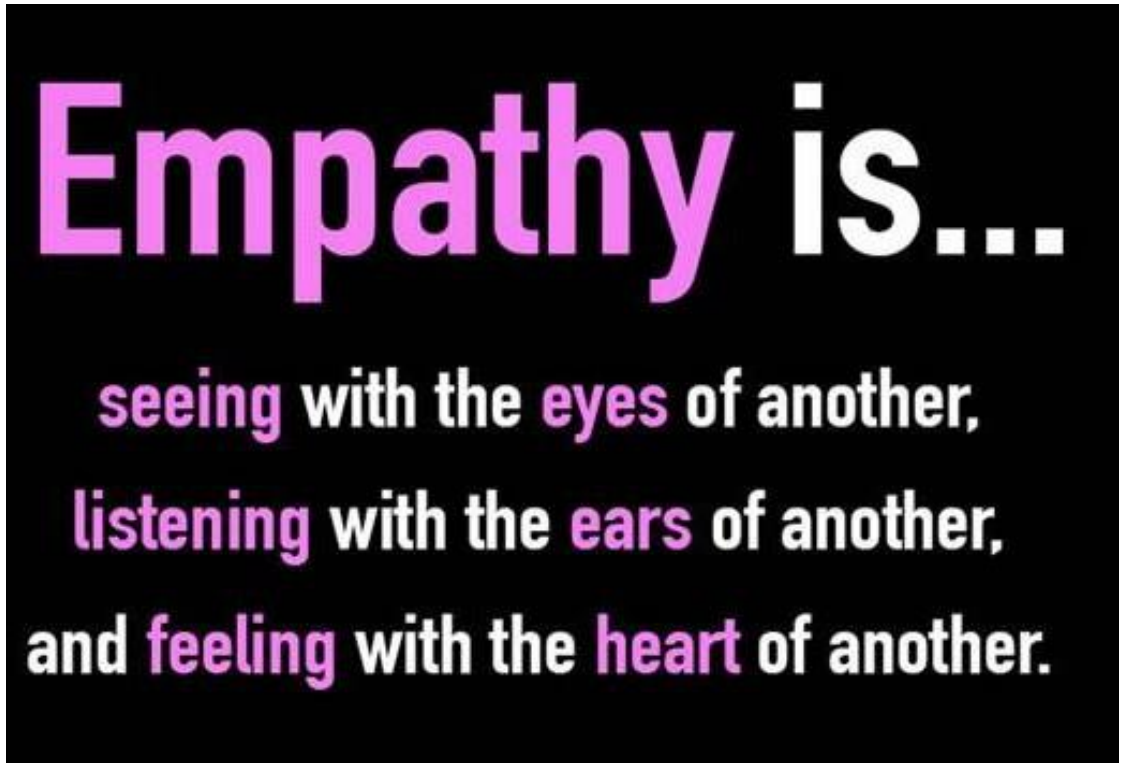
- Define key terms and concepts relating to a specific field or subject.
- Demonstrate the ability to analyse information gathered.
- Synthesize information from various sources to create a well-rounded definition.
- Interpret information to be delivered.

DEFINE

Empathise

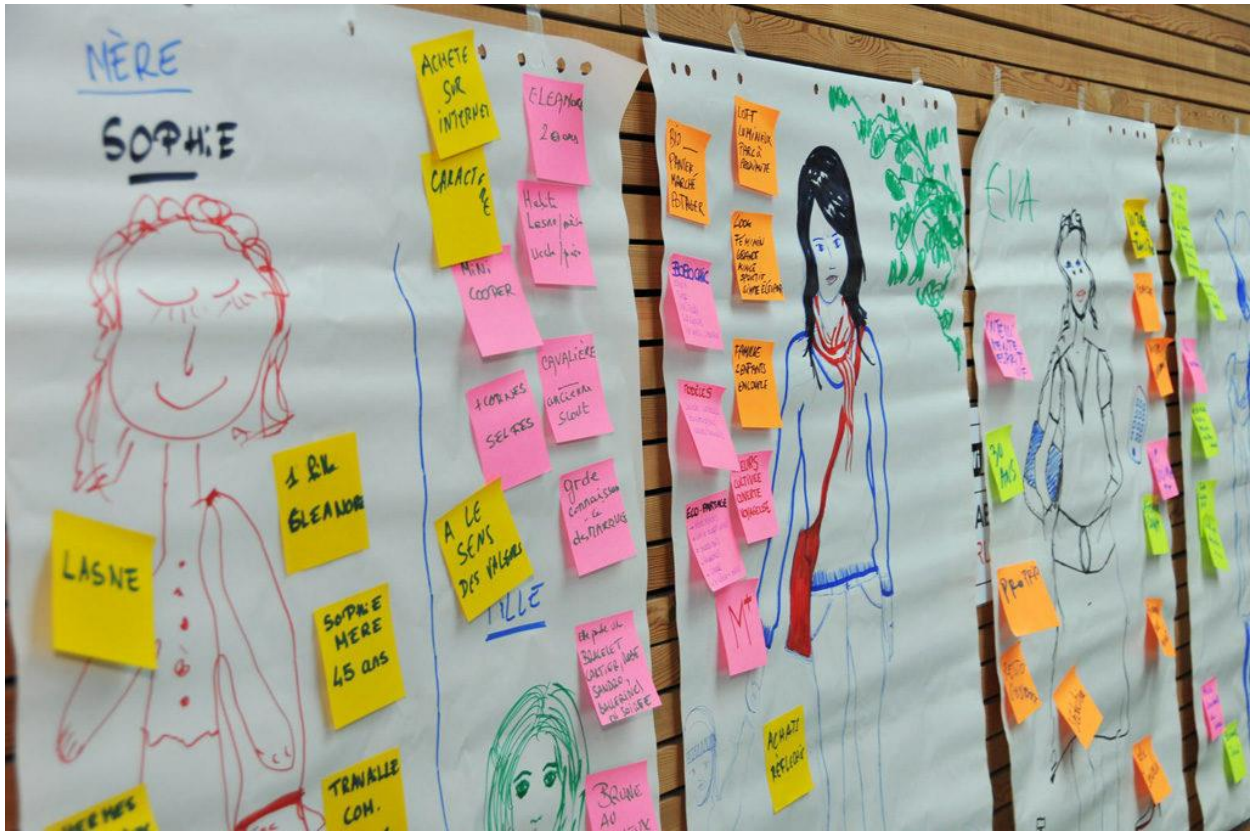


Define

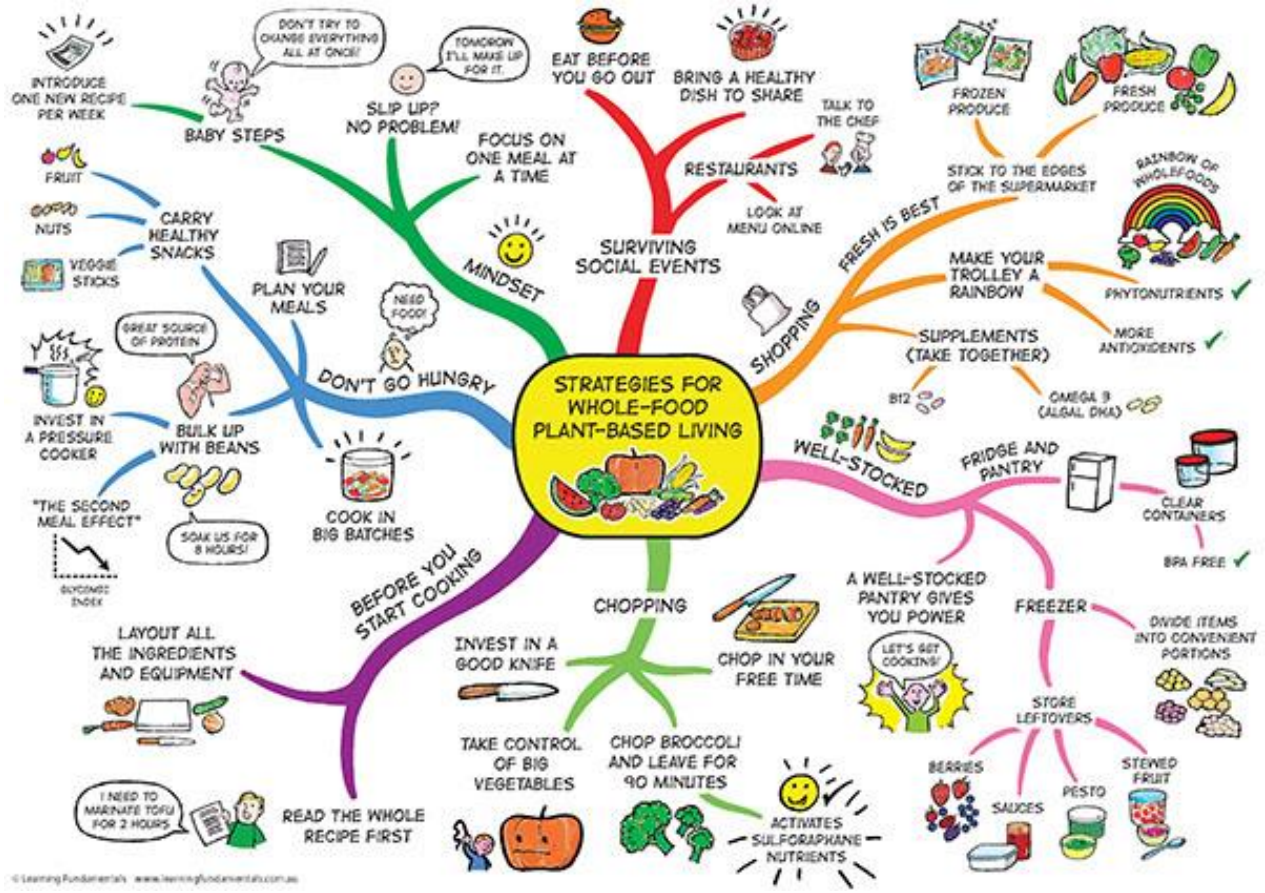

Empathy is...
seeing with the eyes of another,
listening with the ears of another,
and feeling with the heart of another.

When you move from empathy work to drawing conclusions from that work, you need to process all the things you heard and saw in order to understand the big picture and grasp the takeaways of it all.

Unpacking is a chance to start that process — sharing what you found with fellow designers and capturing the important parts in a visual form.



Get all the information out of your head and onto a wall where you can start to make connections — post pictures of your user, post-it with quotes, maps of journeys or experiences - anything that captures impressions and information about your user.



This is the beginning of the synthesis process, which leads into a **‘Define’** mode.

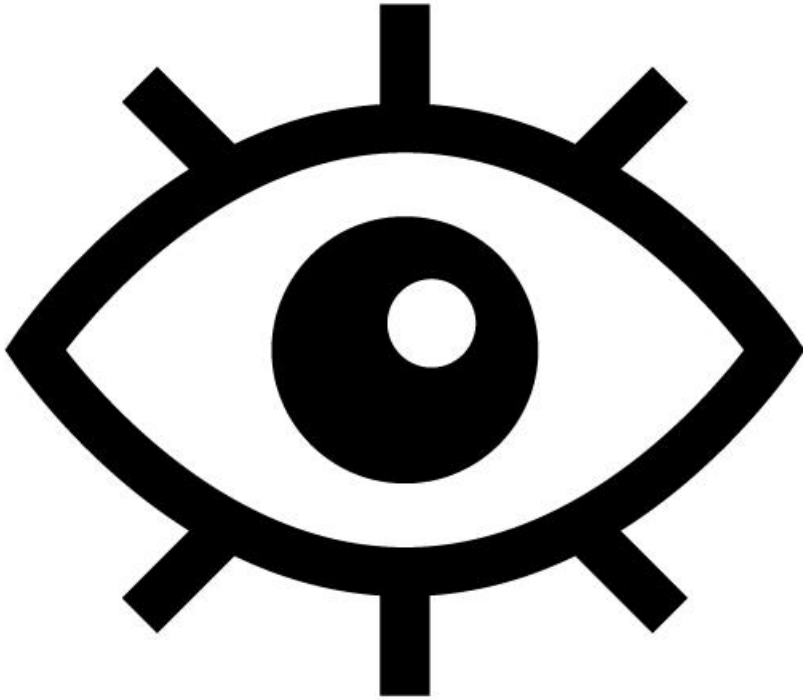
What Is The Define Mode?

The **Define** mode of the design process is all about bringing clarity and focus to the design space.

It is your chance, and responsibility, as a design thinker to define the challenge you are taking on, based on what you have learned about your user and about the context.

After becoming an instant-expert on the subject and gaining invaluable empathy for the person you are designing for, this stage is about making sense of the widespread information you have gathered.

The goal of the **Define** mode is to craft a meaningful and actionable problem statement – this is what we call a point-of-view.



This should be a guiding statement that focuses on insights and needs of a particular user, or composite character.

Insights don’t often just jump in your lap; rather they emerge from a process of synthesising information to discover connections and patterns.

In a word, the **Define** mode is sense-making.

Why Define?

The **Define** mode is critical to the design process because it results in your *point-of-view* (POV): the explicit expression of the problem you are striving to address.

More importantly, your POV defines the RIGHT challenge to address, based on your new understanding of people and the problem space.

It may seem counterintuitive but crafting a more narrowly focused problem statement tends to yield both greater quantity and higher quality solutions when you are generating ideas.

The Define mode is also an endeavour to synthesise your scattered findings into powerful insights.

It is this synthesis of your empathy work that gives you the advantage that no one else has: discoveries that you can leverage to tackle the design challenge; that is, INSIGHT.

How To Define?

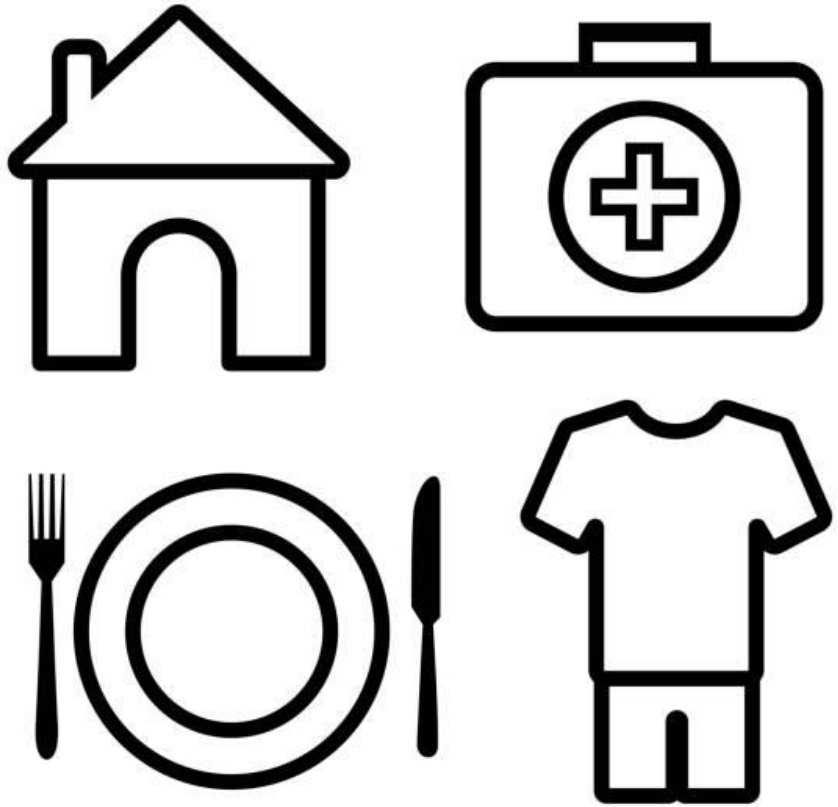
Bring the ***Consider*** what stood out to you when talking and observing people.

What patterns emerge when you look at the set? If you noticed something interesting ask yourself *(and your team)* why that might be.

In asking why someone had a certain behaviour or feeling you are making connections from that person to the larger context.

Develop an understanding of the type of person you are designing
for – your **USER**.

Synthesise and select a limited set of **NEEDS** that you think are important to fulfil; you may in fact express a just one single salient need to address.
Work to express **INSIGHTS** you developed through the synthesis of information your have gathered through empathy and research work.



Then articulate a point-of-view by combining these three elements – **user, need, and insight** – as an actionable problem statement that will drive the rest of your design work.

A Good Point of View

- Provides focus and frames the problem.
- Inspires your team.
- Informs criteria for evaluating competing ideas.
- Empowers your team to make decisions independently in parallel.
- Captures the hearts and minds of people you meet.
- Saves you from the impossible task of developing concepts that are all things to all people *(i.e. your problem statement should be discrete, not broad).*

CLASS ACTIVITY


DEFINE


MARIO
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WORLD
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TIME
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Yes, But vs. Yes, And

This activity shows the power of building others' ideas versus shooting them down. Taken from one of the principles of improv comedy, in this activity, you pair people and have them do the following:

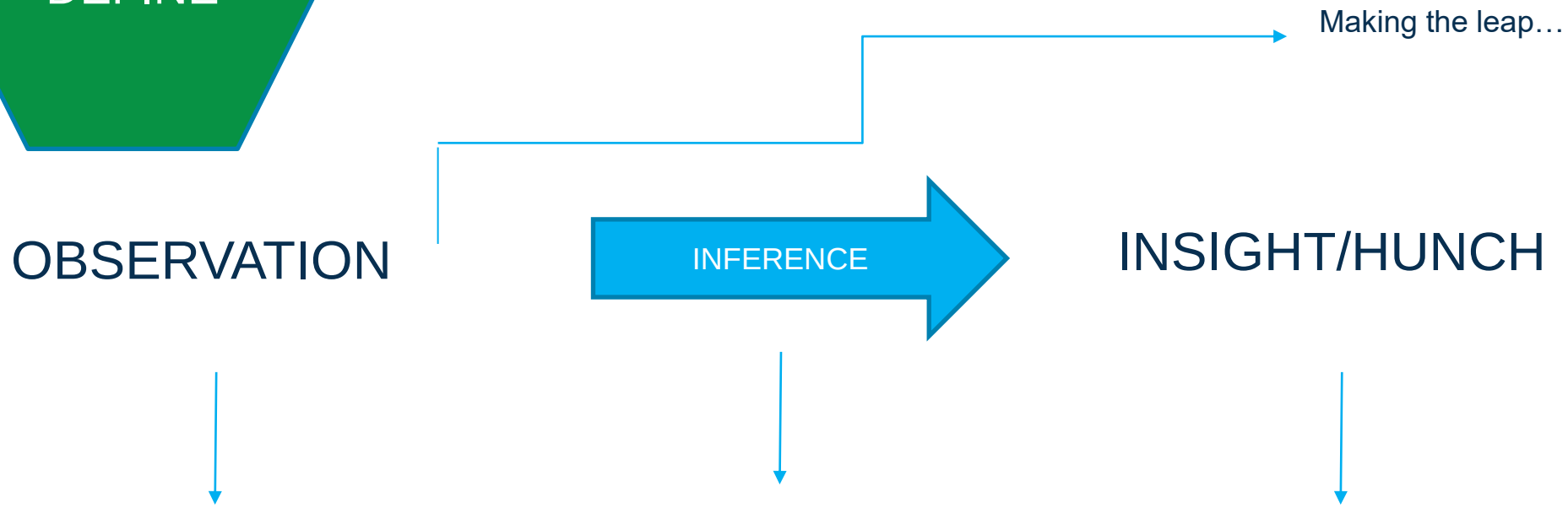
- **Part One:** Person A suggests doing something with Person B, who has to answer with a reason not to do it, starting with "Yes, but…" Person A responds with a counter-suggestion also using "Yes, but…"

(Example: *Person A: "Let's go to the grocery store." Person B: "Yes, but our refrigerator is broken." Person A: "Yes, but, we still need to eat."*)

•**Part Two:** Person A makes a suggestion, but now Person B answers with “Yes, and…” And so on… (Example: Person A: *“Let’s go to the grocery store.” Person B: “Yes, and let’s get avocados.” Person A: Yes, and let’s make guacamole.”)*

•Each pair or group will need to do at least 2 different topics for Part 1 and Part 2

DEFINE


Making the leap…
OBSERVATION
INFERENCE
INSIGHT/HUNCH
From the empathy interviews, look out for particular tensions, contradictions, interesting points…
We wonder if this means..
Actionable learning about people

Doug Dietz
A designer at GE healthcare.
Proud at his beautifully designed MRI machine at a hospital, but his emotion changed when he saw a fearful little girl who had to be sedated so she could be scanned.

Can you imagine putting a child in there……?

Introducing GE's Adventure park…

- Design thinkers were asked to conduct empathy visits to hospitals and clinics to study how kids were going through MRIs

- Empathy interviews were carried out with two groups
  - Medical staff managing the MRI
  - Children going for treatment

DEFINE

Making the leap…

OBSERVATION

- Generally loved their jobs as they felt that they were helping kids get well.
- Surprisingly, hated their jobs when they see children crying, venting frustrations, depressed…

INFERENCE

DT Team wondered if this meant their jobs would be more meaningful if children enjoyed the MRI experience

INSIGHT/HUNCH

DT Team learned that the MRI experience needs to be made more pleasurable overall

DEFINE

Making the leap…

OBSERVATION

- Children realised the importance of going through the MRI
- Surprisingly, what bothered them was the fact that they were missing out on the fun things regular kids do…

INFERENCE

DT Team wondered if this meant that the entire MRI episode could be made more fun….

INSIGHT/HUNCH

DT Team learned that the MRI experience needs to be made more pleasurable overall – and that a redesign of the experience was necessary

Empathy→Define→ Point of View (POV)

*WE MET….*Jessy, a 9 year old child with leukaemia
(person you were inspired by)

WE WERE SURPRISED TO NOTICE THAT….she was more worried that her brother was having fun in the park and not in the hospital
(tensions, surprises or contradictions)

WE WONDER IF THIS MEANS…. Jessy would be happy if she was at the park with her brother instead of being inside the MRI
(state your team's inference)

IT WOULD BE GAME CHANGING TO….simulate being in park experience inside and during the MRI procedure
(frame an inspirational statement)

Point of View (POV)

WE MET….
(person you were inspired by)

WE WERE SURPRISED TO NOTICE THAT…..
(tensions, surprises or contradictions)

WE WONDER IF THIS MEANS….
(state your inference)

IT WOULD BE GAME CHANGING TO….
(frame an inspirational statement)

https://www.youtube.com/watch?v=4AHO42Aq5fM

- If you have any questions, you can email me at:
  - idzuan.othman@apu.edu.my.
- You can also book a consultation with me or send me a message through Microsoft Teams