



Change by Design

CHANGE BY DESIGN



The Queen's Young Leaders programme discovered, celebrated and supported inspiring young people from across the Commonwealth between 2014 and 2018. It was created by The Queen Elizabeth Diamond Jubilee Trust, and delivered in partnership with Comic Relief, The Royal Commonwealth Society and The Institute of Continuing Education at The University of Cambridge.

Leading Change was created by Frances Brown at The Institute of Continuing Education, The University of Cambridge for The Queen's Young Leaders Programme.

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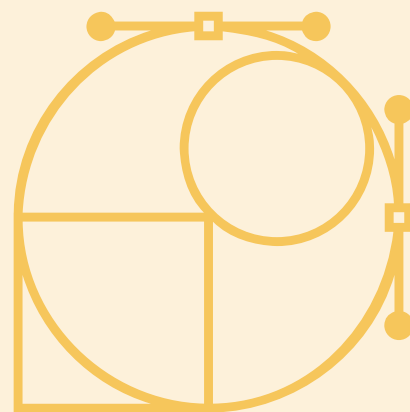
For queries on adapting the materials or running the course, please contact the course creator Frances Brown at hello@fbrownwork.com



INTRODUCTION

Change by Design is dedicated to understanding people's problems by using design thinking.

How can you better engage your communities to create robust, sustainable solutions with them, not just for them?



ABOUT THIS WORKBOOK

This module has been created by designers Hazel White and Andy Young who will help you see your organisation and the people you work with from a new perspective. You can then apply the tools and resources according to your own needs.

This module is formatted as a workbook that gives you more space to draw and learn visually. It is recommended that you print it if you are able but you can easily copy down the templates if not.

As human beings, we are great at solving problems - but we often see problems from our point of view, rather than the people we are trying to support.

The first tasks will help you see the big picture and understand the people you work with and for. Once we understand what problems need to be solved we will use creative techniques to develop and gather feedback on potential solutions.

There's a helpful activities checklist on page 9, which outlines the tasks.



MEET THE
AUTHORS...



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HELLO!

Leading change takes time, and creating solutions that really work can be difficult. Too often, ideas that seemed promising at the start pose unexpected challenges, or don't work out as hoped. Looking back, the path we should have taken seems clear in hindsight. If only we had known how to draw out and act upon important insights earlier in the process.

As a leader we should be dedicated to understanding and overcoming the barriers people face, using design thinking. How can you better engage your communities to create robust, sustainable solutions with them, not just for them?

CHANGE BY DESIGN LOOKS AT:

- How to employ design thinking to understand what your community needs
 - Defining co-design – and why it's the best way to create sustainable solutions
 - An introduction to some key design thinking exercises
 - How to run an effective workshop to get the best ideas from all involved

USING THESE TOOLS FOR DESIGN THINKING, YOU WILL:

- Choose from several design thinking exercises to engage your team and community
 - Using visual thinking and fast idea generation for making unexpected connections
 - Assessing the strengths, weaknesses, and effectiveness of your work
 - Getting effective feedback on your ideas, and which improvements to start on first
 - Envisioning the future with your community at the heart of your project

The tools in this workbook are very adaptable and you may want to keep them in mind during other modules of the Leading Change course.



OUTCOMES

When you have completed this workbook you will be able to:

- **Run effective workshops for brainstorming ideas**
- **Practice co-designing solutions with your community**
- **Conduct important assessments about your project through team and community feedback, and implement the right changes accordingly**



RELATED LEADING CHANGE CONTENT

DIY Toolkit >>>

Or work through it in an online course for free with **Open Learn Create >>>**

TESTIMONIAL

DEAN BENJAMIN, SOUTH AFRICA (2016)

“

Change by Design changed my view of things, especially programming or programme designing. For new projects designed before, it was always about me and what I wanted to be out there. I expected the clients to take it up and flow with it.

Unfortunately that would not be the case, the projects would get to a standstill and later give up on them. Giving excuses of the community not knowing what is good for them, I was missing the fact that I at several occasions had not explored the opportunity of understanding the context, generally understanding the priorities and needs of the community, and why things may appear the way they are.

From the learnings from the module, I designed the model village project that is growing, fully supported by the community.

”



HOW HAS CHANGE BY DESIGN HELPED MY PROJECT

“I applied the exercises to my current project and identified new problem areas to focus on, and lots of new ideas. As someone working in User Research full time, I learned new skills that will help me a lot in my career long term. I recently used a technique in an Onsite user research job interview!”

“I have changed a bit of the structural aspect of my youth organization. I have now introduced some interesting activities to prevent my members from dropping out.”

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Welcome

WELCOME!

Welcome to Change by Design, a workbook for **Leading Change**.

Bringing people along with you on your journey is key to being an effective leader. In this module you will:

Use a human-centred 'design thinking' approach, based on designing with people, not for them.

Empathise with how other people relate to your project, and discover how you can further encourage engagement.

Learn tools that put these people at the heart of the decisions you make, the actions you take and the outcomes you achieve.

Design thinking is an approach and methodology used across a wide range of organisations to ensure that people's needs are the driving force of innovation.

Design thinking as a subject is offered by forward-looking universities such as Stanford and Harvard in the US and Saïd Business School at Oxford in the UK. It is used to help people create sustainable change in organisations. Often we sit at our desks and try to figure out what the next challenges and opportunities are. However, by engaging our communities, we gain great insights that help us create change that will 'stick'.

The tools and methods in this workbook are co-design methods, using the experience and knowledge of the people who support and benefit from your project to design approaches that work for them. Co-design increases participation and engagement – people support the things they create.

Hazel White and Andy Young use design thinking with many different kinds of people and organisations.

In Kuwait City, Hazel helped healthcare professionals better understand their patients' experiences of diabetes. In Glasgow, Andy helped young people share the impact of alcohol on their lives, they supported government agencies to go out into the field and talk to the police,

ACTIVITIES CHECKLIST

PHASE 1: DISCOVER

Task 1. Project Drawing	p21	<input type="checkbox"/>
Task 2. SWOT Analysis	p22	<input type="checkbox"/>
Task 3. Personas Worksheet	p26	<input type="checkbox"/>
Task 4. Journey Map	p30	<input type="checkbox"/>
Task 5. Stakeholder Map	p33	<input type="checkbox"/>

PHASE 2: DEFINE

Task 6. Problem Definition	p37	<input type="checkbox"/>
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PHASE 3: DEVELOP

Task 7. Fast Idea Generator	p41	<input type="checkbox"/>
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PHASE 4: DELIVER

Task 8. Future Journey Map	p46	<input type="checkbox"/>
Task 9. Feedback	p48	<input type="checkbox"/>

PHASE 5: REFLECTION

Task 10. Reflection	p51	<input type="checkbox"/>
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ICONS



Activity



Reflection



Video



Key info



Example



Summary

fire services and other agencies to understand their needs.

You can find out more about them in the biographies at the end of this workbook.

One of the key things Hazel and Andy have learned is that as leaders, it's important to understand and try different ways to engage with people to understand their needs and desires.

Traditional methods such as surveys, committees and focus groups gather some useful information – but they tend to engage people who are already interested and people who are confident in expressing their views. Using other creative methods, we can reach out to others – and also gather rich and unexpected insights – rather than just the answers to the questions we ask.

This helps develop projects and organisations that meet the needs of real people, rather than doing things to meet our own needs.

Change by Design introduces a set of tools to help you engage with people. However, setting up these exchanges with people effectively is critical to their success.

PEOPLE SUPPORT THE THINGS THEY CREATE

Airlines, banks and mobile phone operators gather insights to better understand their customers using design thinking and service design, then use this feedback to develop and deliver new products and services.

By engaging people right at the start of the design process they stay competitive, offering the most enjoyable experiences and best services, because they understand their customers.

Design thinking and service design are increasingly used by not-for-profit, healthcare, education and government organisations to put the people they serve at the heart of designing better services.

Think about what 'service' your project offers to the people you support.

With Change by Design we're going to use design thinking to help you create a service that people need, want and enjoy.



KEY CONCEPTS

CO-DESIGN

CAN-DO

CREATIVE MESS

1. Co-design is designing with people, not 'for' them. It puts the people we work with at the centre of everything we do. We work together, harnessing their insights, knowledge and behaviour to design a better future.

2. Design thinking is a 'can-do' problem-solving alternative to analytical and deductive tools normally used by business. Traditionally we think the answer is there to be found, but design thinking assumes the solution hasn't been invented yet, challenging us to further explore and test our assumptions.

3. Creative processes can seem illogical or messy at first, but have huge advantages in helping us observe how things are at present, imagine how they can be in the future, plan a pathway to get there and communicate this plan to others.



EXAMPLE

DESIGN THINKING AND HEALTHCARE

Chatterbox is an initiative in Scotland to improve children's dental health.

Although tooth decay is entirely preventable, it's one of the most common chronic diseases in childhood affecting 10% of children worldwide. Until recently, Scottish children's oral health was the worst in Europe. The Scottish Government launched a campaign to increase people's awareness and change behaviour, instructing parents to make sure their children brushed their teeth and visited the dentist regularly. It didn't work because it didn't uncover the real challenges families had in attending dental appointments.

A team from the University of Dundee's School of Dentistry used design thinking to **discover the issues, define the problem, develop ideas and deliver a solution**. To discover the issues they designed a simple visual toolkit – Chatterbox, which contained a timeline, cards and pens – to help people create a 'user journey' to uncover where the barriers were to families taking their children to the dentist. The support workers visited people's homes and used the visual tools to enable the parents to tell the story of a typical day, or a visit to the dentist.

The main problems defined were:

1. Parents struggling to get several children to the dental surgery for appointments.
2. Inconvenient appointment times.
3. Mothers having to leave children alone – either with the dentist or in the waiting room.

The families developed simple and inexpensive solutions:

1. Parents choosing appointment times
2. Support workers looking after siblings while the mother takes one child into the dentist's surgery.

These interventions were successful because the families had identified the problems and developed the solutions themselves. This increased the likelihood that they would participate in the dental health programme.

One of the biggest stumbling blocks on the project was not the families, but the dental support workers who were nervous about visiting families in their homes – and had to be persuaded that this was a good idea. Going to where people are, rather than expecting them to come to you, is an effective way to build trust and increase participation.

Bear this in mind: try to connect with people in their comfort zone, not yours.





Before You Begin



I believe that leadership is:

“

Leadership is the ability to inspire, motivate, coordinate and organise others to achieve a shared objective.

”

Angelique Poupponneu,
Seychelles

BEFORE YOU BEGIN

TAKE SOME TIME TO LEARN ABOUT EFFECTIVE WORKSHOPS

Leading Change contributor Alison Coward, founder of Bracket Creative, is an expert in delivering workshops and facilitation.

Take a look at her '5 Tips for Effective Workshops' **Video** and '10 Tips for Effective Workshops' **Blog**.

WATCH

5 Tips for Effective Workshops Video

By Alison Coward



GOOD ADVICE TO GET STARTED!

Just get started!

Don't overthink things.

Communicate in a way that suits YOU.

Design thinking should be renamed Design DOING!



READ

She also has an ebook, *Effective Workshops* that can be purchased **online** but it's not necessary for this course – just a bonus if you want to know more.

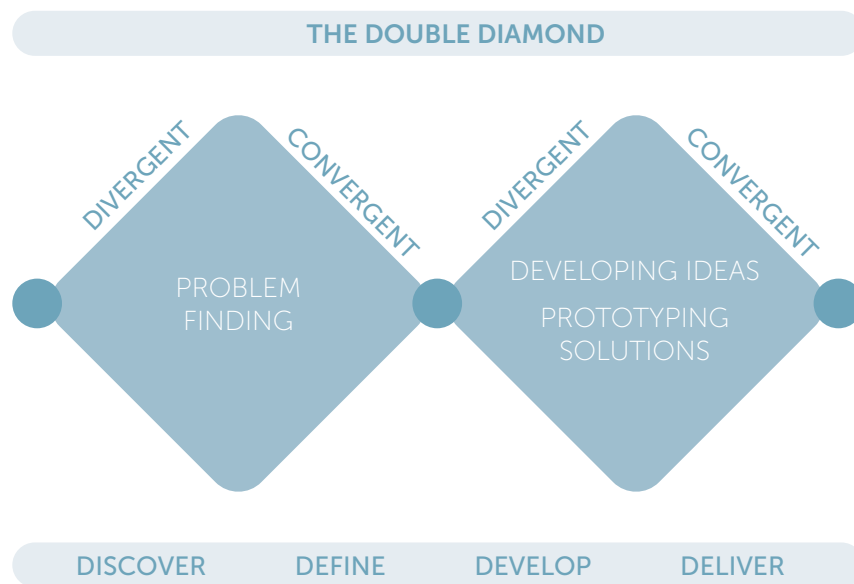


THE DESIGN PROCESS

The design thinking process has been described by the UK Design Council as a double diamond of four phases: discover, define, develop and deliver.

You will go through this process: discovering what people's experiences are, defining a problem that you can tackle, developing ideas and delivering those ideas to people to gather feedback.

This requires you to flip back and forth between two types of thinking: convergent and divergent.



In practice, this is an iterative process, with parts of the process being repeated, especially in the delivery phase. An idea is tested, refined to reflect feedback people have given, then tested again. Once it is 'good enough to go' the idea is rolled out on a small scale to iron out issues before being fully put into practice.

DISCOVER:
Thinking broadly, observing activities and talking to a wide range of people.

DEFINE:
Thinking critically and analytically, narrowing down options and focusing on a particular area or issue.

DEVELOP:
Broadening thinking to generate a number of possible solutions.

DELIVER:
Narrowing down to focus on one solution to refine and gather feedback.





YOUR PORTFOLIO

Change by Design comprises of short tasks designed to support you in exploring new tools, thinking and methodologies for successful co-design, community engagement and to help you develop a human-centred mindset.

The ten tasks follow the discover, define, develop and deliver design model. Each task relates to the next. We've put them together in themes, and we suggest you undertake five. They are relatively short and will help you look at your current activities from multiple angles, spot challenges and find opportunities to develop for the future.

Designers present their work in a portfolio which visually demonstrates their thinking and outcomes. Unlike a journal, it is edited and polished – it doesn't show every drawing or reflect every thought, but demonstrates how the work has been carried out through photographs of activities, scans of worksheets and a brief text commentary to explain what is being shown.

Presentation software like PowerPoint is great for putting together a digital portfolio. This portfolio is 'still' images – it doesn't need a voice-over.

Software examples:

1. Apple Keynote or PowerPoint
2. Google Slides

The portfolio should be:

- **User-friendly** – quick to open and easy to view.
- **Self-explanatory** – the audience should understand what knowledge and expertise you have gained.
- **Useful to you in the future** – to remember what you have learned and also to share with others.



PORTFOLIO TASKS

1. Project drawing

Create your own worksheet

2. SWOT analysis

Worksheet A

3. Personas worksheet x 2

Worksheet B or C (choice of two styles).

4. Journey map

Worksheet D

5. Stakeholder map

Worksheet E

6. Problem definition

Worksheet F

7. Simplified fast idea

Worksheet G

8. Future journey map

Worksheet D again

9. Feedback

Create your own worksheet

10. Reflection

Create your own worksheet



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Phase 1

Discover



I believe that leadership is:

“

Good leaders know they cannot control how people will see them, and are willing to brave criticisms. They know the pedestal is high, detached, and lonely. They know the stomach-turning grip of shame. And yet they still strive valiantly toward the future, knowing full well that they can do something, anything, to make a positive difference to those they may never meet.

”

Jacob Thomas,
Australia

Phase 1

DISCOVER

The majority of your tasks should focus on the discovery phase of the design process.

Design is often described as a problem-solving activity – but much of the activity is problem finding, focusing time and energy on discovering problems that really need to be solved or finding real opportunities for development.

If we think back to Chatterbox, the problem was first identified as families and children not knowing enough about dental hygiene so time and money was spent on an awareness campaign.

However, the real problem was parents and children being unable to visit the dentist for regular check-ups. Once the team discovered this, the parents came up with their own solutions that were easy and inexpensive to implement.

Task 1

VISUAL THINKING

Visual thinking is a shorthand way of sharing ideas that enables a wide range of people to engage quickly with your ideas.

WHY DO IT?

Drawing uses a different part of our brain from verbal and written language, which enables us to make connections we might not otherwise make.

A visual also shows 'the big picture' of an idea, plan or project, in a way that a written document can't. When we communicate visually we edit and simplify ideas to communicate abstract concepts.

One of their most valuable aspects is their 'sharability' – we can put an image in front of a group and they can immediately understand it – which is impossible with a written report. Create a visual of your project to get a picture of what is happening now.

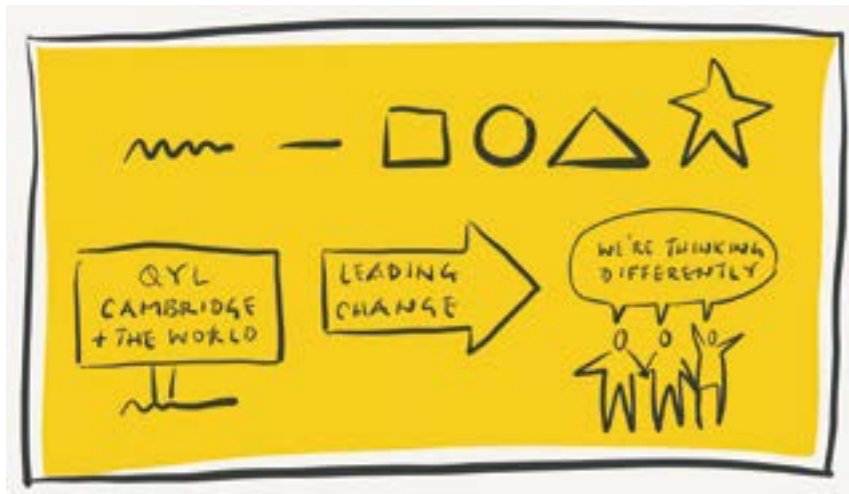


KEY INFO

In the discovery phase you could:

- Visualise your project to get a picture of what's happening now.
- Set up a SWOT analysis to capture insights as you go.
- Create empathy maps to put yourselves in other people's shoes.
- Build personas so you have believable, but anonymous, characters to design for.
- Make journey maps to understand people's experiences over time.
- Draw stakeholder maps to understand who is involved and where connections could be made.

This is a simple method to get started: copy the shapes in the top line – the star has to be five pointed!

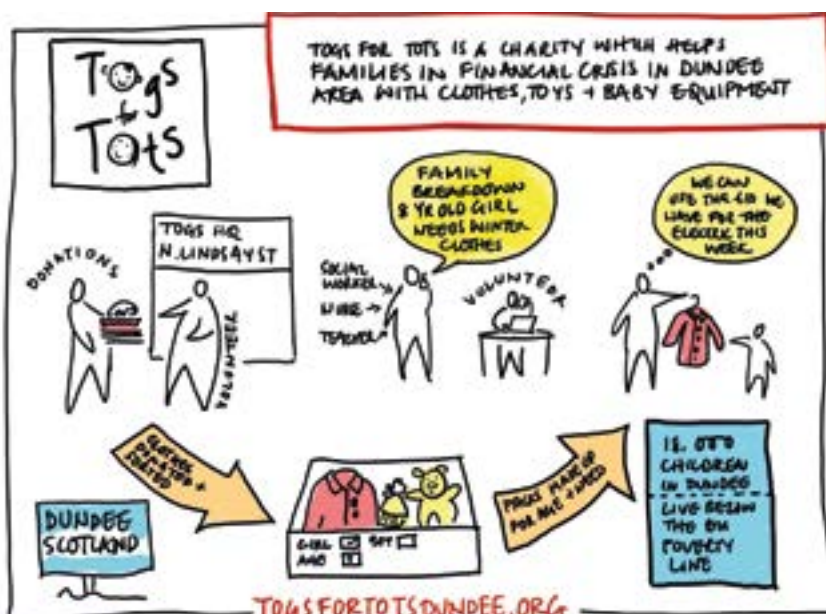


Put them together like the bottom row, creating a billboard to give a sense of location and the arrow to indicate direction. Draw a five-pointed star – but without the top point, to make a person, then draw a speech bubble to show what people are saying/feeling.

You're already communicating visually.

WHAT DOES IT LOOK LIKE?

The drawing below outlines the activities of Togs for Tots – an organisation Hazel is involved in which collects and distributes toys and clothes to families in hardship in Dundee, Scotland.



THINGS TO KEEP IN MIND

Don't feel self-conscious if your drawings don't look 'perfect' – it is a refreshing change for people to see ideas expressed visually. If you make a mistake, stick a piece of paper over it and draw on top rather than starting over; it won't show when you photograph or scan the drawing.



TASK 1: PROJECT DRAWING

Make a simple drawing that communicates your project or organisation's activities and aims. Do several versions.

Put the first and last one in your portfolio to demonstrate how you have improved with practice (even if it is only a little!).



This brief introduction to visual communication is based on the work of Oli Qvist-Sørensen.

You can watch a video of Oli speaking [*here*](#).

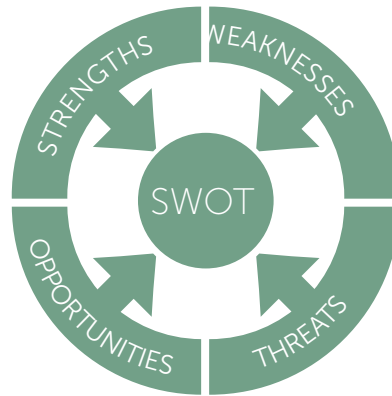
Task 2

SWOT ANALYSIS

As you are going through the discovery phase, keep a note of things that emerge as problems or opportunities.

Use a simple sheet like a SWOT analysis shown below to record these.

Note what the strengths and weaknesses are in your project or organisation and what opportunities or threats these present.



TASK 2: SWOT ANALYSIS

Set up a SWOT document to capture insights throughout the module, like the one below:

I want to develop a clear plan
by evaluating how I am doing and what my options are

SWOT ANALYSIS

<p>STRENGTHS</p> <ul style="list-style-type: none"> What do you do better than anyone else? What makes you unique? What unique or lowest-cost resources can you draw upon that others can't? What do people in your market see as your strengths? 	INTERNAL FACTORS	<p>WEAKNESS</p> <ul style="list-style-type: none"> What could you improve? What should you avoid? What are things that users might see as weaknesses?
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> Do people have a need? Do people prefer something else? Are there any changes in technology? Are there changes in government policy? 	EXTERNAL FACTORS	<p>THREATS</p> <ul style="list-style-type: none"> What challenges do you face? What are your competitors doing? Is changing technology making things difficult? Is there an issue with finances?

WORKSHEET A

GO TO WORKSHEET A

Task 3

PERSONAS

Personas are a series of fictitious characters created to represent different groups of people.

Each persona is based on interviewing real people and bringing together their characteristics, experiences and needs.



WHY DO IT?

A persona gives us a believable, but anonymous, character to design for.

One of the most important reasons to create personas is for everyone to share a common understanding of the range of people who you support. This helps your organisation meets everyone's needs, rather than a 'one size fits all' experience that suits the people running the organisation.

Personas provide a range of different perspectives on your project or organisation and the service you provide. It helps you and your team focus on others, rather than designing for yourself, the loudest person in the room or the most senior person in the room (often the loudest too).

Anonymity is important – sometimes people are in a dangerous or volatile situation or sometimes people simply don't want their friends, family or employers to know what they have spoken about.



“

A persona gives us a believable, but anonymous, character to design for.

”

WHAT DOES IT LOOK LIKE?

persona

team members: Volunteers -

DESKY + NAME
your person: kiki

PROFILE
age, location, job, health status, outlook, social circle etc.
60+
Dundee
Retired
good health
Rosey
Family + friends
volunteer
BHF..
Macmillan
SCBU N/wells

EXPERIENCES
Create a story about them trying to access a service. What works well, what are the frustrations, what are the barriers?
What is their experience, perception of the service, company or brand?
Facebook - contacted Togs and went for a visit instantly drawn to it to become a volunteer. Volunteers I met on the first day were extremely friendly + showed me their dedication. As I will be retiring soon to help + feel needed, maybe a selfish thing but to keep busy is my aim.

GOALS
What are they trying to achieve?
Help people in our community.

OPEN

This example shows a persona developed from talking to several older volunteers who work for Togs for Tots, mentioned earlier.

The charity distributes donated clothes and toys to families in need. The people interviewed to build this persona were approaching retirement age or had already retired. They had a common desire to be busy and feel needed. They mentioned how the existing volunteers in the organisation had been warm and welcoming and that this had been key in their decision to become involved themselves.

These characteristics have been brought together to create a persona called 'Kiki' – a typical older volunteer for this charity. When the Togs for Tots develop their service, they can refer back to 'Kiki' and their other personas and ask: "What would Kiki think of this?"

The personas helped the charity gain some insights into recruiting volunteers. People who are nearing retirement from paid work can gain a sense of purpose and belonging by volunteering, so targeting retirement seminars at local employers or putting information in cafés and clubs frequented by this age group could be a good strategy to increase volunteer participation.

MEET SUSAN

Queen's Young Leader, Mallah Tabot from Cameroon created 'Susan' a young woman who has a vision to set up an after school club.

Susan is engaged in her community but also has a lot of family responsibility as the eldest of seven children. When designing services for 'Susan', we could think of how we give her a role that helps her build skills towards her future vision. We should also be aware of her family responsibilities, and consider whether someone like Susan could bring some of their siblings to take part in our project.

“

The personas helped Togs for Tots gain insights into recruiting volunteers.

”



“

My family, friends and community... those are what get me going.

My dream is to set an after-school program for young women when I am older.

”

NAME: Susan Ako **AGE:** 17

LIKES:

Fetching water with friends, play hunting, reading, telling stories, participating at community events and hanging out with her boyfriend.

CHARACTERISTICS:

She is the eldest female sibling out of 7 and is in form 5. She is also currently preparing for her GCE examinations. Always smiling and ready to execute any given task given her, her friends think she is reliable. She often fights with her younger male siblings.

HOME LIFE:

As eldest female she is in charge of most household chores, supporting her mom in the kitchen and other duties. Before school she gets everyone ready and also makes sure everything is in order when she gets back.

THINGS TO KEEP IN MIND

1. Personas are fictional characters but should be based on real insight from existing user groups – go and talk to people.
2. People relate to people. Using personas helps people to relate to their character, their life, their emotions and their journey.
3. They are a great way of telling a story about your organisation through a human story whilst preserving people's anonymity.
4. This ensures that the user (existing or future) is always at the heart of what you design.



TASK 3: PERSONAS WORKSHEETS

Create at least two personas of people who your project supports.

One of them could be a member of staff or volunteer. You could also develop a future persona – someone who isn't currently engaged with your project but who you'd like to participate in the future.

Develop a persona based on each character's behaviours, habits, needs, desires, attitudes and cultural background. Go talk to real people. This might be face to face, at an event you're running or through a Skype interview.

We've given examples of low and high fidelity personas – one produced quickly by hand and one produced using a graphic design package. Use whichever method suits you best. Below are two sample Persona worksheets for you to choose from, or you could create your own.

I want to know the people I'm working with
by visualising their key characteristics

PERSONAS

DRAW A SKETCH OF THE PERSON HERE

WHAT IS SOMETHING THIS PERSON MIGHT SAY?

NAME _____
AGE _____
BACKGROUND _____
LIKES/DISLIKES _____
CHARACTERISTICS _____
HOME LIFE _____

WORKSHEET B

GO TO WORKSHEET B

I want to know the people I'm working with
by visualising their key characteristics

PERSONAS

PERSONA NAME: _____
AUDIENCE SEGMENT: _____

WHO AM I?

3 REASONS FOR ME TO ENGAGE WITH YOU

1. _____
2. _____
3. _____

3 REASONS FOR ME NOT TO ENGAGE WITH YOU

1. _____
2. _____
3. _____

MY INTERESTS

MY PERSONALITY

MY SKILLS

MY DREAMS

MY SOCIAL ENVIRONMENT

WORKSHEET C

GO TO WORKSHEET C

Task 4

JOURNEY MAPPING

A journey map is used to visualise the entire experience a person has with a service or organisation over a period of time.

WHY DO IT?

A journey map is a helpful tool to understand the steps a person takes when they engage with your project and how they feel at different points.

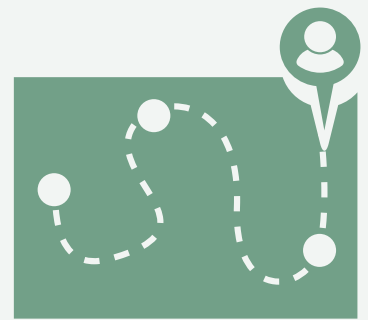
This can reveal insights and opportunities for improvement to your organisation, service or experience. It also allows you to build an engaging story based on their experience.

WHAT DOES IT LOOK LIKE?



Journey maps can vary in detail and complexity. As a rule, the steps a person takes can be broken down simply into five key stages: **aware, join, use, develop, leave**.

Under each key stage, there are a range of steps and a variety of routes that a user can take.



A journey map uses images and text to show:

- 1. Activity:** a sense of things happening over time – when a person becomes aware of, joins, uses and leaves the project or organisation.
- 2. Interactions with people over different channels:** on the phone, online, face-to-face.
- 3. Interactions with people and things:** posters, webpages, places, radio broadcasts, staff.
- 4. Emotions:** describes how people feel at particular points – nervous, happy, disappointed, disgusted, elated etc.

For example:

1

AWARE

How do people find out about your project? Do they see a poster or flyer, or hear about your project through word of mouth or a radio broadcast?

2

JOIN

How do people sign up? Do they come along to a meeting or send an email?

3

USE

What happens once they take part?

4

DEVELOP

Do they extend their activities? Maybe they join to learn how to market their goods, then learn how to run a selling event.

5

LEAVE

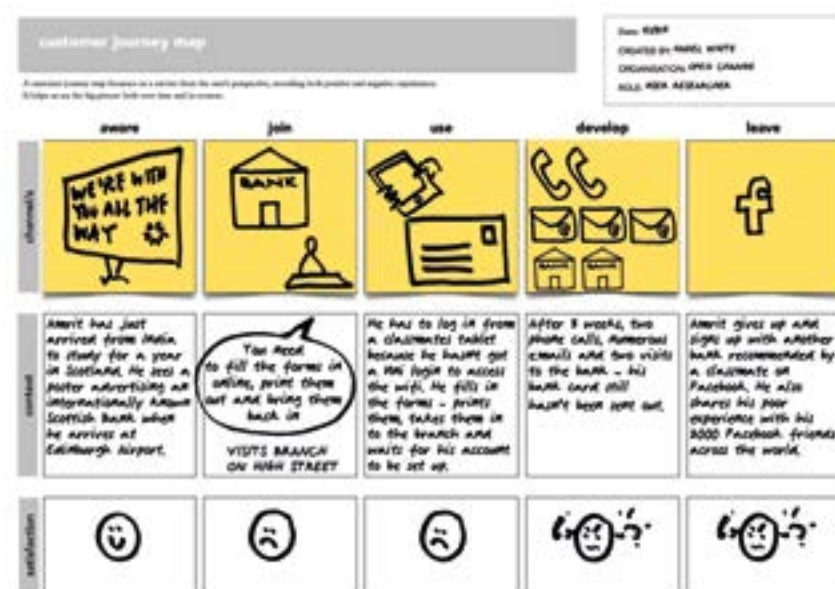
Do they leave when they have completed a task or when they reach a certain age, or can they stay on as mentors?

The following examples show a simple, low-fidelity map and a complex, high-fidelity map.



EXAMPLE

Bank Customer Journey Map

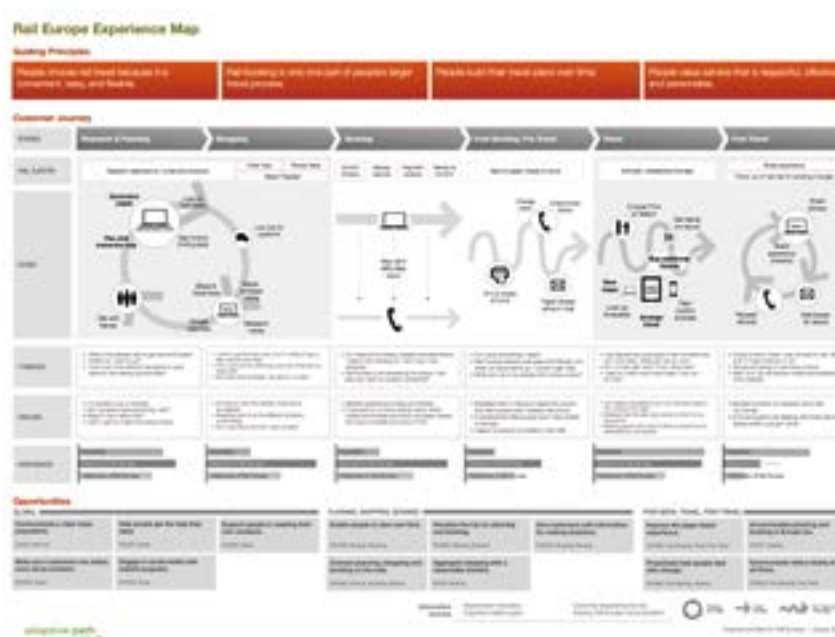


See Appendix 3 for a larger version of this Map



EXAMPLE

Rail Europe Customer Experience Map



See Appendix 4 for a larger version of this Map



Bank Customer Journey Map

The lo-fi example here shows the experience of Amrit, an Indian student studying in the UK, who is trying to open a UK bank account. We can track his feelings as he repeatedly tries to contact the bank through different channels. He becomes so frustrated that he gives up and opens an account with another bank, telling all his friends on Facebook what a bad experience he had. Not good publicity for the bank!



Rail Europe Customer Experience Map

The hi-fi example opposite shows the experience of planning and booking a cross-European train journey. It shows where things connect well together, but also where people find it difficult to get help when they need it.

THINGS TO KEEP IN MIND

You can choose the timeframe you want your journey map to cover: someone's experience of your project over several years, or finding out about and attending a half-day event.

Choose something useful for you to find out about. If you can, talk to someone you based your persona on to hear their real experiences. If this is not possible, imagine what their experience might be.



TASK 4: JOURNEY MAP

Take one of your personas and map their journey and experience of your project.

Consider everything that is going on around them and capture this. What are the steps your user takes in the journey, from hearing about your project, seeing a piece of information, engaging with the project, speaking to members of staff, taking part in activities and leaving? What do they hear, think, feel, say and touch?

Think about how you'll map and capture this journey. Can you map the journey visually by taking photographs and notes and add sketches later? Aim for creating a rough outline – it doesn't need to be polished.

Below is an image of a blank journey map worksheet for you to use, or you could create your own.

JOURNEY MAP FOR: _____ **JOURNEY MAP**

A journey map focuses on a service from the user's perspective, using text and visuals. It helps us see the big picture: both over time and in context. This worksheet is to record how things are now.

DATE: _____ CREATED BY: _____
ORGANISATION: _____
ROLE: _____

	AWARE How does someone find to about it?	JOIN What do they need to do to sign up?	USE What sort of things do they do?	DEVELOP Are there other things they could do?	LEAVE Can they continue to be involved?
CHANNELS					
CONTEXT					
SATISFACTION					

WORKSHEET D

GO TO WORKSHEET D

Task 5

STAKEHOLDER MAPPING

A stakeholder map (also known as a relationship map) is a visual representation of relationships and connections between different stakeholders.



WHY DO IT?

A stakeholder map creates a bird's-eye view of the people in your 'ecosystem'. Exploring and visualising all the individual relationships (staff, users, partner organisations and competitors) helps you understand the interplay between the various groups. Stakeholder maps enable you and your team to create a shared understanding of everyone who is involved or has influence on your activities.

WHAT DOES IT LOOK LIKE?

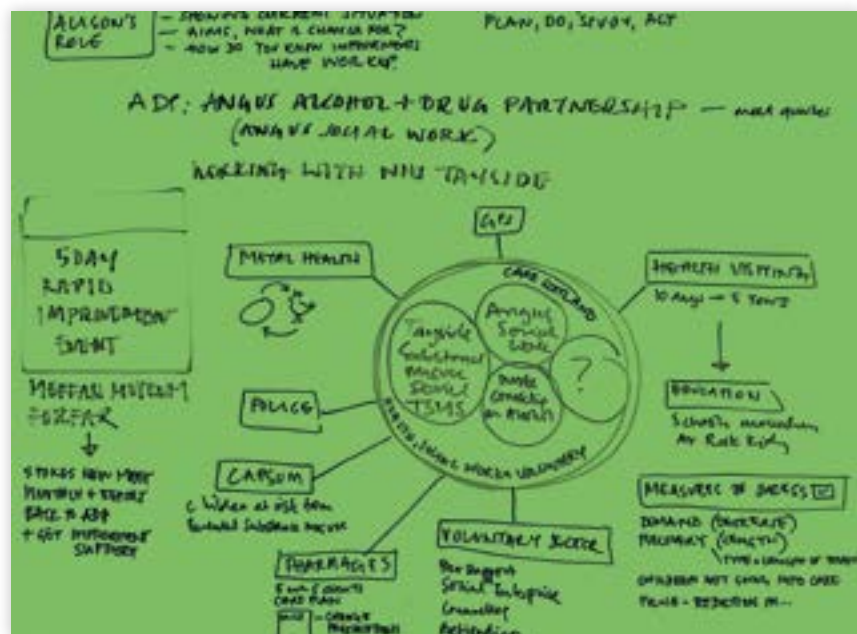
The most common method of creating a stakeholder map is using concentric circles with closer relationships mapped at the centre of the circle, and looser relationships toward the outside. Think of it as a room containing all the stakeholders, with key people at the centre, and concentric circles moving out towards the edge of the room.

THINGS TO KEEP IN MIND

Stakeholder maps have similarities with the Circle of Influence in All About Me and the Network Map in Networks for Change. Revisit these and see if you can simply update them as a stakeholder map.



Bank Customer Journey Map



Stakeholder maps are really useful when they are created by more than one person. This lo-fi map was created on an office whiteboard during a team conversation about a new drug and alcohol support programme, showing the connected organisations and initiatives.



Hi-fi Stakeholder Map



The image opposite is a hi-fi stakeholder map from QYL Akshay Jadhao showing the people and organisations with a vested interest in the running of a coffee shop business.



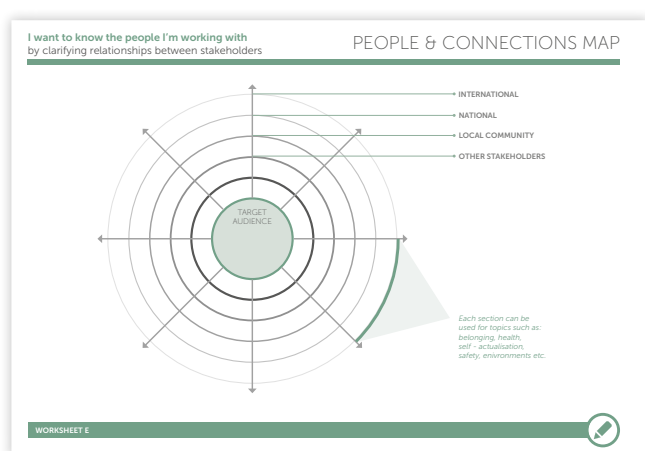
TASK 5: STAKEHOLDER MAP

1. Draw up a list of stakeholders.

You might have to do a bit of desk research to explore other organisations and activities related to your project. If you can, do this with your team to get a range of input and think about new stakeholders, competitors or individuals/companies.

2. Create a stakeholder map of all the connections you think are relevant to your project.

We've provided a stakeholder worksheet for you to use, or you could create your own.



GO TO WORKSHEET E



Phase 2

Define



I believe that leadership is:

“

Leadership is living on the edge and teaching others to be your successors.

”

Ricky Cunil,
Belize

Phase 2

DEFINE

In this phase we use convergent thinking: focusing on defining what problems or opportunities to select for development.



Task 6

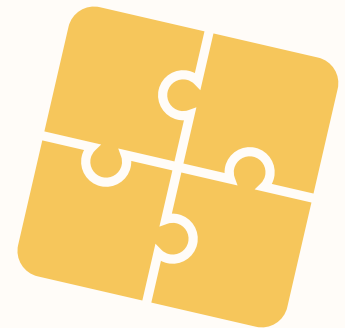
PROBLEM DEFINITION

In this task, you will examine the insights you have gathered in the discovery phase and reframe them so you can develop relevant ideas and solutions.

WHY DO IT?

It is an opportunity to check your assumptions, look at the evidence you have gathered, and decide what to focus on.

WHAT DOES IT LOOK LIKE?



To start defining a problem, collect the relevant evidence you have.

You could use post-its, flip charts or simply refer back to your SWOT analysis and see what you have gathered.

To prioritise which problem to tackle, consider whether it falls into one or more of these categories:

The problem is:

1. Relatively small and easy to tackle

You could make a 'quick win'. This can be good for team morale.

2. Recurrent

It has been brought up numerous times in different ways by a number of people.

3. Blocking progress

Something that is stopping the organisation or project from moving forward.

As a leader, you could consult with a colleague, go with your intuition or use a voting system to select what issue you choose.

THINGS TO KEEP IN MIND

There are other criteria you could consider such as cost, strategy or policy and how the issue fits with the organisation's vision or any number of variables. Try put these aside just now, though, as they will sap your creativity! You can go back to your list of problems and opportunities at a later date – you can't solve everything at once.



TASK 6: PROBLEM DEFINITION

Complete the Problem Definition Worksheet to describe:

- What is the key issue you are addressing? Why it is important
- Who is it a problem for?
- What social/cultural factors shape this problem?
- What evidence do you have that this is worth the investment?
- Can you think of this problem in a different way? Can you reframe it?

I want to clarify my priorities
by focusing on key critical issues

PROBLEM DEFINITION

What is the key issue you are trying to address and why is it important?	Who is it a problem for?	What social/cultural factors shape this problem?	What evidence do you have that this is worth the investment?	Can you think of this problem in a different way? Can you reframe it?

WORKSHEET F

GO TO WORKSHEET F

REMEMBER!

You are a leader, and you can't please all of the people all of the time!

Select what you sense is right to spend time on.



EXAMPLE

Reframing Example:

Original Issue:

We need a bigger building because we can't fit any more people in.

Reframed Issue:

We need to get our services out to more people – how can we do that?



Use this sheet to double check you have chosen a problem worth solving, and to reframe the issue.



Phase 3

Develop



I believe that leadership is:

“

An opportunity to inspire and empower people to develop themselves and their communities. It provides a unique platform that ensures that the voiceless and underprivileged in society are equally catered for.

”

Portia Dery,
Ghana

Phase 3 DEVELOP



Task 7 IDEA GENERATION

Idea generation is the process of creating new ideas using tools to take you out of your habitual thinking patterns.

WHY DO IT?

Our creativity often gets sucked out of us by the practicalities of problems: there's never enough money, people, or time; the boss wouldn't like it; it might not work; people don't like change...the list is endless.

Idea generation tools help you to set aside these constraints and go with the process – they take you out of your comfort zone in a guided way.

WHAT DOES IT LOOK LIKE?

The Fast Idea Generator from the DIY toolkit to help you challenge conventional thinking and come up with fresh ideas. This is one of many tools idea generation tools available, including brainstorming and Edward de Bono's *Six Thinking Hats*.

The approach			The normal rule	Bending, breaking and stretching the rule
A	Inversion	Turn common practice upside down	Doctors treat patients	What if patients became doctors?
f	Integration	Integrate the offer with other offers	People access a range of services in different locations	What if different local services had one point of access?
X	Extension	Extend the offer	Schools provide learning opportunities to children and young people during the day	What if schools also offered sport and recreation and community learning outside of school hours?
g	Differentiation	Segment the offer	There is a one size fits all approach	What if a service was personalised and differently segmented?
+	Addition	Add a new element	Supermarkets deliver groceries	What if supermarkets delivered groceries and also provided hot meals for older people in their homes?
=	Subtraction	Take something away	Prisons are critical to an effective criminal justice system	What if you had to close three prisons?
t	Translation	Translate a practice associated with another field	Hospitals and airports are different kinds of operations	What if airport management practices were applied to hospitals?
B	Grafting	Graft on an element of practice from another field	Teaching and coaching are separate practices	What if coaching were introduced as part of secondary school education?
∞	Exaggeration	Push something to its (or) extreme expression	Schools support children and young people to learn, but only within designated times and in a designated space	What if students could access learning, anytime and anywhere they chose?

See Appendix 5 for a larger version of the Fast Idea Generator

NESTA have a lovely video with an example of the Fast Idea Generator being used to explore development opportunities in education in a rural community in India.



VIDEO
AVAILABLE

NESTA video of the
Fast Idea Generator
<https://tinyurl.com/fignesta>

The video transcript
is in Appendix 2.

THINGS TO KEEP IN MIND

You will come up with a surprising number of ideas in a short period of time. Some will be wildly impractical. Some will have the germ of a great idea. Some will be things you could start tomorrow.



TASK 7: FAST IDEA GENERATOR

Start with the problem or opportunity you defined in the last task.

Use the Fast Idea Generator to stretch your thinking in different directions.

We have simplified a version of the Fast Idea Generator worksheet for you to use below.

FAST IDEA GENERATOR

FAST IDEA GENERATOR TEMPLATE ADAPTED FROM DIY TOOLKIT

THE NORMAL RULE Describe the way your project or organisation operates now.	THE APPROACH	ENDING, BREAKING AND STRETCHING THE RULE How you could do things in the future?
	INVERSION Turn common practice upside down	
	INTEGRATION Integrate what we do with what others do	
	EXTENSION Expand our services	
	DIFFERENTIATION Break up what we do into smaller parts	
	ADDITION Add a new element	
	SUBTRACTION Take something away	
	TRANSLATION Translate a practice used in another field	
	GRAFTING Graft on an element of a practice from another field	
	EXAGGERATION Push something to an extreme	

WORKSHEET G

GO TO WORKSHEET G



EXAMPLE: BRIGHT SPOTS

In 1991 Jerry Sternin was appointed director of Save the Children in Vietnam. Traditional supplemental feeding programs were rarely maintained after the programs ended, leaving 65% of children malnourished.

When Jerry arrived in Vietnam, he found that the funding and support for the project had disappeared due to changes in government policy, leaving him with very little budget to make an impact.

However, he realised there were bright spots – parts of the country where children were well-nourished.

He and his team talked to the mothers of well-nourished children and discovered they fed their young children differently: they added the greens from the top of vegetables and shrimps from the rice paddies to the traditional plain rice meal normally fed to young children. These mothers also spooned the food directly into young toddlers' mouths rather than letting them feed themselves. The result of this was that the children were eating more and getting vitamins and minerals from the shrimps and greens.

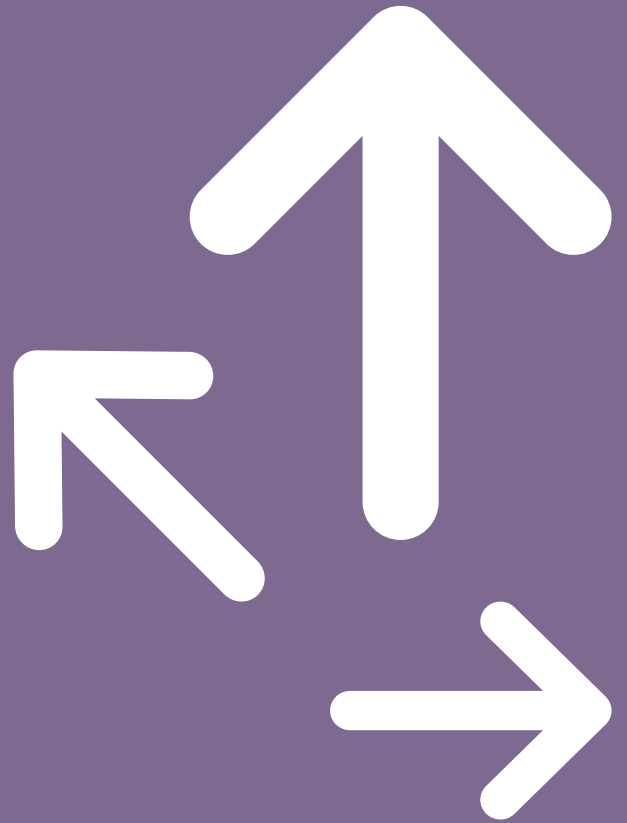
Normally, Save the Children workers would share this nutrition advice but the lack of funds made Jerry turn things creatively on their head. The mothers of well-nourished children became nutritional advisors, travelling around villages, showing other mothers how they cooked and fed their healthy children. The result was a rapid improvement in nutrition, which stuck as it was delivered not by outsiders, but by the community.

Great leaders empower others to use their skills and knowledge to help others.

“

Great leaders empower others to use their skills and knowledge to help others.

”



TASK 8: Future Journey map	45
TASK 9: Gathering Feedback	47

Phase 4

Deliver



I believe that leadership is:

“

Whom we see on the stage are spokespersons, not leaders, but the word leadership truly means collective idea, which may not be seen in eyes, but felt in hearts and works on the front to keep the hopes forever.

”

Rakibul Hasan
Pakistan

Phase 4

DELIVER

In the delivery phase you will turn your idea into a prototype journey map that can be taken into the 'field' for testing.



This process would be done several times: testing, refining according to feedback, testing, refining and testing again.

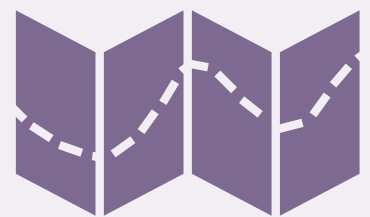
We might even go back and check that we had selected the right issue to try and solve – this is “going back to the drawing board”.

Once we think we have got enough responses, we will start to build our idea or put it into practice, but we should always continue to be open to further feedback. Even once an idea is implemented we should be willing to change, develop and refine details.

Task 8

FUTURE JOURNEY MAP

Like the journey map you created to explain how things work just now, a Future Journey Map visualises the experience a person has with a service, organisation or experience over a period of time, but this time you are planning how it would work in the future.



WHY DO IT?

It helps explain how your idea will work at all the different points – aware, join, use, develop, leave – and also highlights any areas which need further development..

WHAT DOES IT LOOK LIKE?

It looks similar to the journey map you did earlier. The difference is that this time you are imagining something that doesn't exist yet. Make the journey map lo-fi – this will make it easier to respond to feedback in your next task.

THINGS TO KEEP IN MIND

This journey map is telling the story of the future – hand drawn visuals are a very good way of showing something which you can't yet photograph.



TASK 8: JOURNEY MAP

Select one of your new ideas, or a combination of ideas from the Fast Idea Generator, and develop a 'future state' journey map to explain how it will work.

Imagine how different aspects of the new idea could work. The journey map will show what the new service would look like and enables you to describe a new way of doing things.

This journey map is a 'prototype' - a way of making ideas physical - so that people can understand and interact with it. Prototypes should be lo-fi; hours spent lovingly crafting one idea makes it hard for you move on when it's not right.

Show the prototype future journey map to the people who will use the service - they'll add to it, tear it apart, turn it upside down and challenge your assumptions.

There are three stages to creating the future state journey map:

1. Identify the Persona you will create a journey map for.
2. Highlight the key insights you gathered and opportunities to focus on.
3. Develop a journey map that shows your new idea/service up and running.

As with the first customer journey map, be creative in how you visualise it and bring it to life.

FUTURE JOURNEY MAP FOR: _____ **FUTURE JOURNEY MAP**

A journey map focuses on a service from the user's perspective, using text and visuals. It helps us see the big picture: both over time and in context. This worksheet is to think through how things could work in the future.

DATE: _____ CREATED BY: _____
ORGANISATION: _____
ROLE: _____

	AWARE <small>How does someone find to about it?</small>	JOIN <small>What do they need to do to sign up?</small>	USE <small>What sort of things do they do?</small>	DEVELOP <small>Are there other things they could do?</small>	LEAVE <small>Can they continue to be involved?</small>
CHANNELS					
CONTEXT					
SATISFACTION					

WORKSHEET H

“

Show the prototype future journey map to the people who will use the service – they'll add to it, tear it apart, turn it upside down and challenge your assumptions.

”

GO TO WORKSHEET H

Task 9

GATHERING FEEDBACK

A way of gathering responses to your idea in a way that helps you test your thinking.

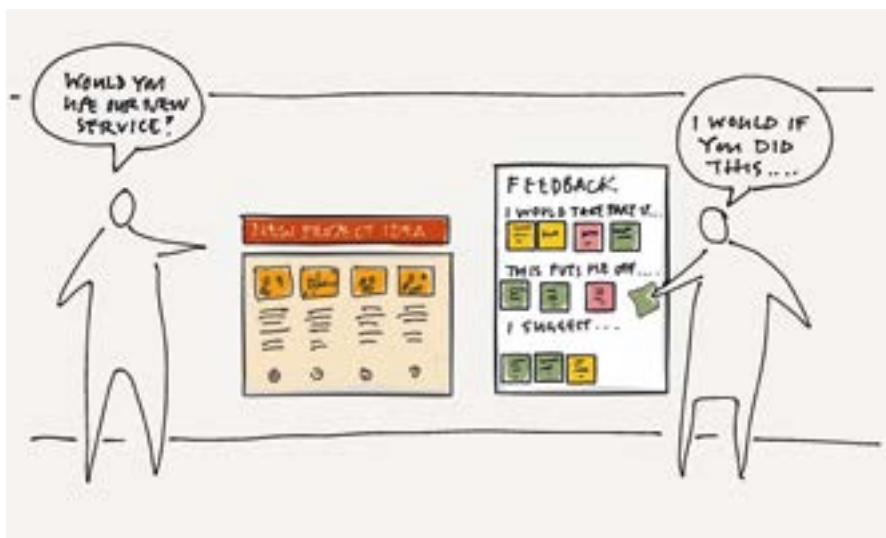
WHY DO IT?

Feedback gives further insights which will make your idea stronger and meet people's needs even better.

Creative methods for gathering feedback enable you to reach out to people who may not normally comment on your projects, and can encourage people to contribute positive suggestions. In this task, you will gather feedback about what people think about your new idea. It can be difficult to get people to give feedback, and it can often be difficult to listen to what people tell us.

There are any number of out-of-the-box tools you can use to help inform and gather research and insights on your projects. But as leaders you should also be able to provide other, creative ways for people to express themselves.

WHAT DOES IT LOOK LIKE?



THINGS TO KEEP IN MIND

As the journey map is a low-fidelity prototype, it should be easier for you to listen to feedback – you haven't invested a huge amount of time and money in your idea, so you are open to suggestions.

You'll also get some negative feedback. People might want to moan, make a complaint or talk about a problem they've experienced. This is much more useful than the complimentary 'I think everything you do is great' type of feedback. Think about how you will frame these



In the drawing here, a future journey map is explained and the audience leave comments under questions and suggestion headings.

comments as opportunities to develop or improve your project.

Often, people are in a rush and won't be willing to stop and talk. Simple questions or prompts that can be answered in a sentence or whilst you talk will still allow you to gather information from those with less time on their hands. You can use things like post it notes, or hand made cut out 'speech bubbles' to capture people's thoughts.



TASK 9: FEEDBACK

Develop your own tools to gather insights from people who currently interact with your project or organisation (or those who you would like to interact with it).

What do they like about your idea? What don't they? What would they change if they could?

What do they like about your idea?

What don't they like?

What would they change if they could?

Develop a range of questions you'd like answers to and a tool to help you achieve this. Think outside the box! You could:

1. Explain your idea to a small group and ask them to put comments on cards or sticky notes under headings like: "I like this," "I didn't like this," and "I suggest this."
2. Go out on the street with simple chalkboards or whiteboards displaying a key question on which people can write an answer and hold up in a photograph. Be considerate: sometimes people don't like having their photo taken. If so, a good trick is to ask them to hold their feedback up in front of their face.



FINALLY:

Take some photos of whatever you do, and summarise what you found out in a few sentences.

“

You'll also get some negative feedback... This is much more useful than praise. Think about how you take these comments and frame them into opportunities to develop or improve your project.

”



Reflection



I believe that leadership is:

“

Being strong for others to stand on your shoulders to reach higher or see further. The lesson: be glad when others go far or reach high not when you're the “tallest” in the room.

”

Emma Dicks
South Africa

Phase 5

REFLECTION

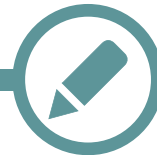
To complete the module, reflect on the tasks you have undertaken on one slide. You can write or draw – whatever communicates for you.

What worked, what didn't work, and what have you learned?



Task 10

REFLECTION



TASK 10: REFLECTION

Put all your tasks with short descriptions in your slide deck. Upload your deck to your learning space.

The tools we have introduced in this workbook can be harnessed for different situations, from engaging with people in a fleeting moment to a much more involved co-design process. They are designed to enable people to communicate, engage with decision-making and use their creativity to create a future that they want to be part of.

As leaders we can empower people to be part of the decisions we make and the actions we take.

People will support the things which they help to create. That's what makes creative ideas stick.

What worked?

What didn't work?

What have you learned?

“

People will support the things which they help to create. That's what makes creative ideas stick.

”





Notes

GLOSSARY

CO-DESIGN

Designing with (not for) the people who use and deliver services and experiences.

CHANNELS

Ways in which people interact with a project, organisation or service e.g. face-to-face, online, by telephone, at an event.

HIGH FIDELITY (hi-fi)

Produced using specialist tools e.g. a graphics package. Advantage: results look professional. Disadvantage: people see the idea as finished and will be reluctant to give honest feedback.

INSIGHT

An understanding of cause and effect in a particular situation.

LOW FIDELITY (lo-fi)

Produced quickly using simple tools e.g. hand drawings or sticky notes. Advantage: fast and people will give you honest feedback because it's easy to change and adapt.

DIGITAL PORTFOLIO

A collection of creative work demonstrating a range of knowledge, understanding and ideas. This is saved as a digital file of text and images designed to be shared e.g. PowerPoint, Keynote, PDF etc. conveying ideas simply and clearly at a scale designed to be viewed and read quickly.

PROTOTYPE

A physical version of an idea (drawing, model etc.) which helps people see how it will work.

SERVICES AND EXPERIENCES

What your project offers to people – can cover a wide range of things from safe spaces to education, to advice to clean water.

STAKEHOLDERS

All the people – individuals, groups or organisations – who have an interest in or involvement with your project or organisation.

TOUCHPOINT

Part of your service or organisation that people 'touch' or interact with – e.g. a poster, leaflet, webpage, office, staff etc.

USERS

People who use and interact with your project and organisation – this can include both staff and the people the organisation is designed to support.

FURTHER READING

TOOKITS

These introduce other creative methods:

DIY toolkit Find the toolkit and translations in Fresh and Mandarin in the *DIY Library* >>>

Service Design Tools servicedesigntools.org >>>

REPORT

Valuing Design: mapping design impact in six public and 3rd sector projects. *Joyce Yee, Hazel White and Lindsey Lennon.*

Available at: <https://tinyurl.com/valuingdesign>

VIDEOS

Draw more, together

Ole Qvist-Sørensen at TEDxCopenhagen 2012

Available at <https://tinyurl.com/oliqs>

Fast Idea Generator

Nesta DIY Toolkit

Available at <https://tinyurl.com/fignesta>

BOOKS

A Pocket Guide to Effective Workshops

Alison Coward

Available at <https://tinyurl.com/pocketguideEW>

Change by Design

Tim Brown

Available at <https://tinyurl.com/introDT>

Made to Stick

Dan and Chip Heath

Great examples of why some projects work and others don't:

<https://tinyurl.com/made2stickheath>

This is Service Design Thinking

Marcus Stickdorn and Jakob Schneider

A very good introductory book to Service Design:

<https://tinyurl.com/servicedesignthinking>

Universal Methods of Design

Bella Martin and Bruce Hanington

100 Ways to Research Complex Problems, Develop Innovative Ideas, and Design Effective Solutions: <https://tinyurl.com/umodBandB>



Appendices



APPENDIX 1

OLE QUIST SORENSON VIDEO TRANSCRIPT

Thank you, good morning. I'd like to start out by asking you to join me in doing a couple of things. First, I'd like you to all imagine your childhood home or the room you grew up in.

Second, imagine you won the lottery, and that made you rich enough to buy a vacation in the Maldives. You had to plan that with your family. Try to imagine that planning session. Imagine you're going to the Maldives. Can you do that? That should be pretty easy.

So, we have this fantastic ability to recall the past, we're all visual thinkers. But, we can also imagine the future. We can do something that pictures can't do. We can take photos of the past. We can draw the future. So, I'd like you to help me a bit.

How many of you would consider that you are good at drawing? Now, how many of you would consider that you are not so good at drawing? Ok. So, we might have established that in this room we have around, I think I was right to do it this way, maybe around 20% who consider [they are good at drawing] and then the rest of us consider [we are not]. There might be a room somewhere for something in between, but let's just stick to this. So, that seems to be a problem.

We're all visual thinkers and we have this lock, maybe. Now, this is a drawing by Meldev. He is 10 years old. He drew this drawing especially for today and, as you can see, it's a battle between dinosaurs and humans on Planet Earth. Humans are coming on the left side. So, my question would be why might a creative drawing be worth doing as adults?

And the point of this talk, or these three, we are all visual thinkers, and we can all draw. And drawing together is a very important practice if we want to create movement. So, I'll tell a story about Chris, Grace, and Ben, and you might have had similar experiences.

They meet very regularly at a cafe after work. This particular Friday afternoon, they meet up, have some coffee, and sit and talk, and Chris, he has this great idea, he just wants to share. So, he asks Grace and Ben. Well, if we were to gather people who would do great presentations: short, crisp, about ideas that are worth spreading, what would attract you? Who should be the presenters? He clears the table, the paper tablecloth is there. He pulls up some pens, and then Grace and Ben immediately jump in. They start adding, clever people, diverse, and they draw up, and in a short time this collage emerges.

Now, the night continues, and they get a cup of coffee or maybe a beer, and then the topic changes. They then, Chris, he folds the paper tablecloth in his pocket and, well, they forget about it. The following Monday morning, Chris, he unfortunately has the same pair of trousers on, so he reaches to his back pocket, and then he looks at what's there and he remembers, that's the paper tablecloth. He pulls it out and he sees all the drawing and the sketches that they did, and immediately he is transformed back to that Friday afternoon. He can not only remember the conversation they had, he can actually also

VIDEO



You can watch a video of Oli speaking, by clicking on the image above or at this [link](#).

recall the smell, and the music, and maybe even the atmosphere of the cafe. So, that's some amazing stuff that the brain does to us, or we are able to do with our brain. But, the story doesn't end there.

They, the following Monday, or that Monday, Chris, he decides to call Grace and Ben again, and said this was a great idea, let's meet up, let's put it together in a different way and then send it out and gather more inputs. So, during the week, they send out a drawing, a little bit distilled, to loads of friends, and they, within the week, come back with a lot of requests, responses, more ideas, and then two weeks later they send out a great invitation to something they call a TED talk, because it's about Technology, Education, and Design. And loads of people come, and they have a great event.

So, this is not the true story about how TED started, but it might be similar to an experience that we've all had in some way. We draw stuff on paper and ideas emerge, and they spread and potentially they become a movement.

So, why does it work to draw together? Well, there are a couple of reasons that I like. Well, seeing. We have this sense, which is the most dominant of our senses. It's how we navigate in the world, we take in a lot of information. Then we have this ability of doing visual thinking. We can imagine something, we can imagine futures, we can imagine future possibilities. Now, this should be a man on the moon. We can do this, we can imagine future possibilities, and drawing together counts the same.

Now, having this ability of seeing, listening, and thinking can channel that into a drawing, and it clarifies, which means that other people basically get and see what we mean. We can do that alone and we can do that together. Now, we need to have the screen there, constantly. Thank you. Because we need to see what we mean.

Another good reason why it works is that when we draw together, we bring in multiple perspectives. Have you ever tried that? You sit, and you draw and then you can see, it fits here, and you can relate and then, suddenly, you're part of creating something together. And when you create something together, you invest. And that investment makes you own what you created together, and you can then cascade, everybody wants to tell that story, and pictures are great because everybody can interpret it in a little bit of a different way until they own part [of it].

So, you might be thinking this: I still can't draw. That's why I'm so happy that you have a notepad and a black marker. So, I'd like you to pull out that notepad and black marker. And the black marker is because then it can be seen. And I'll just go do a couple of things on the screen. And, are you ready? So, if you can draw a line, we're well off. And then you continue with a circle. A square. If it's going too fast, I'll continue. A triangle. And a wave. Something like that. See, that's pretty simple. That's drawing. Now, a little bit tricky is a five-pointed star, but you start in the beginning and you make a five-pointed star sort of like this. Remember, it doesn't need to be pretty. It just needs to be symbolized. Are you good with this? So, we'll draw to the next page. Now, you combine some of this. Make a small circle, and then you make a four-pointed star. So, you just add, four and then you have a person. It's a world famous star figure. Now, the second thing is, if you draw a square and two lines down and a little bit of blurb in the bottom then you have a signpost. You don't need to draw a house to show where things are going on, you just need to write it in a post-it, then you can write TedEx. Now, another square starts like this,

but then you add a line on a line, and then you make a perfect arrow. Good thing about arrows is you can write inside them, but this is an easy way to make an arrow. Then you can show process, how things happen. Now, then you make a circle, and a little tip down and then continue the circle. Then you have a speech bubble, and now you are able to put story into whatever you draw. What are people thinking or saying? A little bit tricky one comes now. Are you ready?

So, you make a couple of M's, or a blurb like this and a blurb like this. And then you make a circle in a little bit different way, but sort of like that. And a line on the bottom and two lines here. And you draw a line up and then a lot of stuff like this and then down. Then you make a very sustainable light bulb. Now, here's an element that maybe provides a little bit content that is relevant for today. You don't need to do the next, but I think we can see that putting these things together can make a drawing about some people wanting to move somewhere, overcoming an obstacle by getting a great idea. And this drawing could actually help maybe 100 teams or 1,000 teams have a dialogue of where are we, where do we want to go, and how do we overcome the obstacles?

So, the drawing helps having a conversation, and you can spread that dialogue. So, why is this worth doing? If you haven't been convinced yet, at least, I hope, that you can go home and impress your partner, or friends, by doing some great new drawings. You might also be the one who's remembered at work in the meetings, because there's something personal and authentic about drawing stuff. And, in a PowerPoint technological age, this might be just another way to include presentations in a different style.

But imagine if we also, at home and families, drew together when we wanted to plan a vacation. That could avoid misunderstandings, and it could help everybody be part of that journey. Or even schools.

How about making historic timelines together in class, or drawing up the entire year calendar what we learned in our class, and tell that to others so they could learn, too. Maybe even you could have a neighbourhood or country or a big organization or a global network draw their shared change journey together. Wouldn't that be great?

What it does, when you draw together, it's a little bit different. You start thinking differently, you start listening differently, to what's going on, when you have to co-create. And you start collaborating differently. And you might consider practicing drawing together, but you're actually practicing very important leadership skills, in today's world. We're very complex and we don't hold the answers alone. It takes a little bit of courage, and we need to jump over that block of, I can't draw.

Now this is a drawing made by Guya, he is 49 years old. It's not about dinosaurs. He's head of investment in the Norwegian Broadcasting Corporation, NRK. He created this in mind to talk about their media player, the second version. The new version was actually launched yesterday. And the team is now updating this drawing, and it helps them focus direction within the team but also in the rest of the organization.

Now, the good news about this is that technology cannot do this for you, because it requires imagination. And, the other good news is, we are all visual thinkers and we can all draw. So, I'm hopeful that'll prove the point and then we can together create movements.

Thank you very much.

APPENDIX 2

DIY TOOLKIT FAST IDEA GENERATOR VIDEO TRANSCRIPT

Sometimes, it can be difficult to generate new ways of seeing or changing existing services.

Every working environment has its set rules that we often follow without even realizing it. Although rules are important, better ideas come from freer and more creative thinking. Look at issues from different angles, pull them apart and then put them back together again. It is helpful to bounce ideas off of friends and colleagues. But another really useful way to come up with more creative ideas is to use the fast idea generator. It's a framework designed to help you think differently by bending and breaking the conventional rules to generate new possibilities.

Meet Rikta. An Indian schoolteacher working in a rural area. Rikta is very passionate about education and wishes she could teach more children. Her newer school is very far from many of the local communities making it difficult for children to attend it. Many local children are also unprepared for school, as they never had pre-school teaching. Rikta sees this as a big problem. She knows that the existing system could be improved and bring better outcomes but she doesn't know how to make the change happen.

To help her generate lots of ideas, Rikta uses Nesta's fast idea generator. Hopefully, this will help her get a step closer to teaching more preschool children. She challenges how the system works now by applying the nine different approaches and prompts. She uses the inversion tactic to turn the system upside down. She tries to combine some services through the integration approach. Rikta wonders how to extend teaching to include other services as well.

She uses the differentiation tactic to look at ways of separating elements of the system. Are there any new features Rikta could add to children's schooling? She maps out a few opportunities. Through the subtraction approach, she takes away unnecessary elements of what happens now. Rikta uses the translation tactic to apply a new practice from another field. Through grafting, she inserts something that works from another field and combines it with teaching.

Finally, Rikta uses exaggeration and tries to push teaching to the extreme. Rikta now has a number of options to choose from to develop a really compelling idea. The individual exercises made her view aspects of the local teaching system from entirely new perspectives. Although some of the new ideas were a bit unlikely, Rikta feels that at least a few of them can help her bring a strong pitch and give her the confidence to take the next step in making her dream a reality.

With the help of the fast idea generator, Rikta sees an opportunity to bring the classroom closer to the home of local children. She decides to set up a preschool in a community where children get the chance to learn from a young age.

The fast idea generator will help you stretch your thinking to find better ideas. And it will make brilliant discussions amongst your team. Challenge your ideas and make them really stand out.



CUSTOMER JOURNEY MAP 1

APPENDIX 4

CUSTOMER JOURNEY MAP 2

Rail Europe Experience Map

Guiding Principles

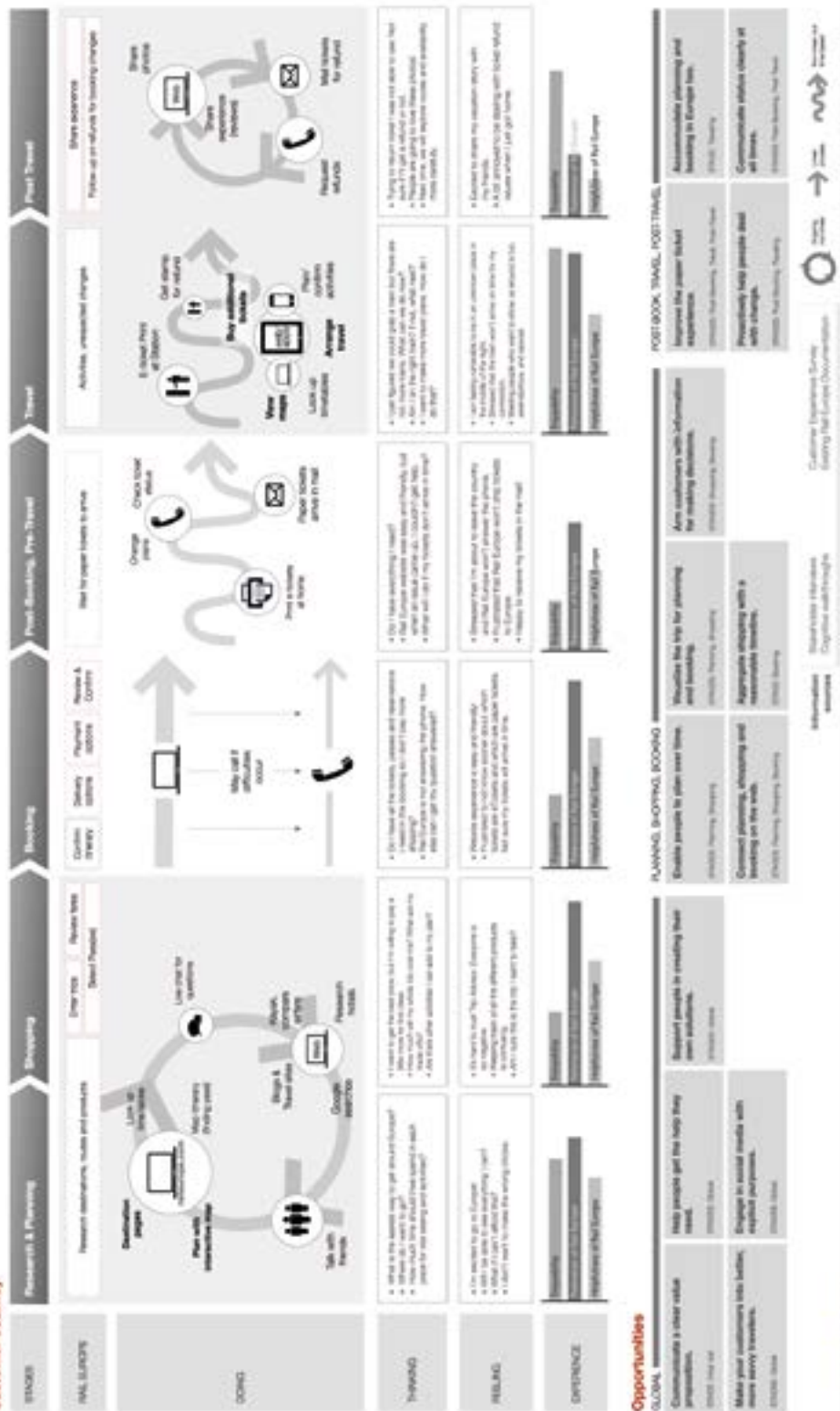
People choose rail travel because it is convenient, easy, and flexible.

Rail booking is only one part of people's larger travel process.

People build their travel plans over time.

People value service that is respectful, effective and personable.

Customer Journey



APPENDIX 5

FAST IDEA GENERATOR

The approach		The normal rule		Bending, breaking and stretching the rule
\wedge	Inversion	Turn common practice upside down	Doctors treat patients	What if patients became doctors?
\int	Integration	Integrate the offer with other offers	People access a range of services in different locations	What if different local services had one point of access?
\times	Extension	Extend the offer	Schools provide learning opportunities to children and young people during the day	What if schools also offered sport and recreation and community learning provision out of hours?
∂	Differentiation	Segment the offer	There is a 'one size fits all' approach	What if a service was personalised and differently segmented?
$+$	Addition	Add a new element	Supermarkets deliver groceries	What if supermarkets delivered groceries and also provided hot meals to older people in their homes?
$-$	Subtraction	Take something away	Prisons are critical to an effective criminal justice system	What if you had to close three prisons?
t	Translation	Translate a practice associated with another field	Hospitals and airports are different kinds of operations	What if airport management practices were applied to hospitals?
g	Grafting	Graft on an element of practice from another field	Teaching and coaching are separate practices.	What if coaching were introduced as part of secondary school education?
∞	Exaggeration	Push something to its most extreme expression	Schools support children and young people to learn, but only within designated times and in a designated space	What if students could access learning, anytime and anywhere they chose?

Worksheets

I want to develop a clear plan

by evaluating how I am doing and what my options are

SWOT ANALYSIS

STRENGTHS

- What do you do better than anyone else?
- What makes you unique?
- What unique or lowest-cost resources can you draw upon that others can't?
- What do people in your market see as your strengths?

INTERNAL

FACTORS

WEAKNESS

- What could you improve?
- What should you avoid?
- What are things that users might see as weaknesses?

OPPORTUNITIES

- Do people have a need?
- Do people prefer something else?
- Are there any changes in technology?
- Are there changes in government policy?

EXTERNAL

FACTORS

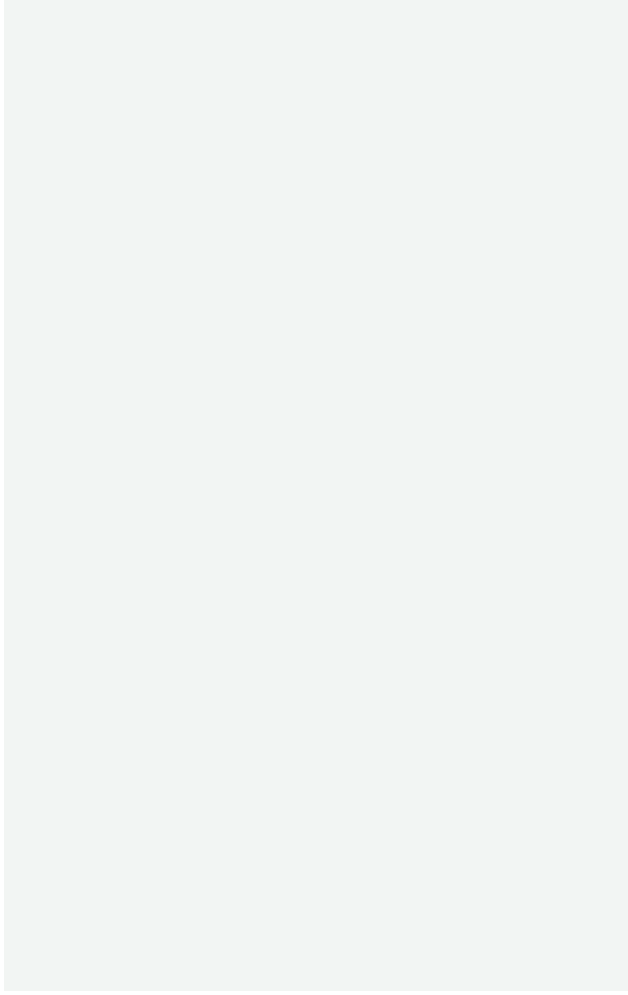
THREATS

- What challenges do you face?
- What are your competitors doing?
- Is changing technology making things difficult
- Is there an issue with finances?



I want to know the people I'm working with
by visualising their key characteristics

PERSONAS



DRAW A PICTURE OF THAT PERSON HERE

“

”

WHAT IS SOMETHING THIS PERSON MIGHT SAY?

NAME

AGE

BACKGROUND

LIKES/ DISLIKES

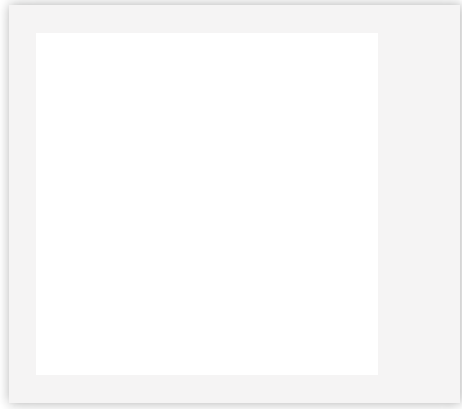
CHARACTERISTICS

HOME LIFE



I want to know the people I'm working with
by visualising their key characteristics

PERSONAS



WHO AM I?

3 REASONS FOR ME TO
ENGAGE WITH YOU

1.
2.
3.

3 REASONS FOR ME NOT TO
ENGAGE WITH YOU

1.
2.
3.

PERSONA NAME:

AUDIENCE SEGMENT:

MY INTERESTS

MY PERSONALITY

MY SKILLS

MY DREAMS

MY SOCIAL ENVIRONMENT



JOURNEY MAP FOR:

JOURNEY MAP

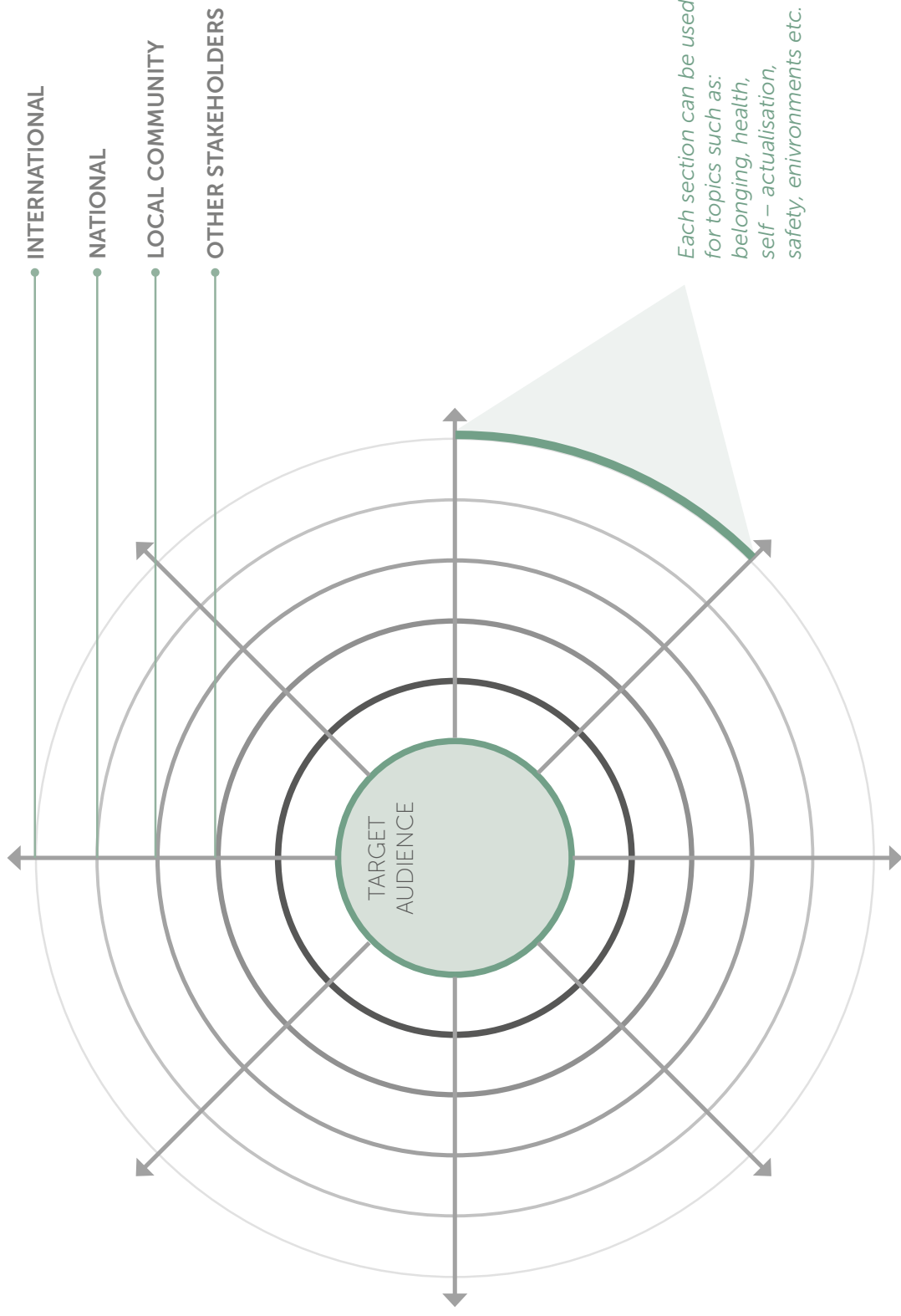
A journey map focuses on a service from the user's perspective, using text and visuals.
It helps us see the big picture: both over time and in context. This worksheet is to record how things are now.

DATE: CREATED BY:
ORGANISATION:
ROLE:

CHANNEL/S	AWARE How does someone find to about it?	JOIN What do they need to do to sign up?	USE What sort of things do they do?	DEVELOP Are there other things they could do?	LEAVE Can they continue to be involved?
CONTEXT					
SATISFACTION					

I want to know the people I'm working with
by clarifying relationships between stakeholders

PEOPLE & CONNECTIONS MAP



I want to clarify my priorities
by focusing on key critical issues

PROBLEM DEFINITION

What is the key issue you are trying to address and why is it important?

Who is it a problem for?

What social/cultural factors shape this problem?

What evidence do you have that this is worth the investment?

Can you think of this problem in a different way? Can you reframe it?



FAST IDEA GENERATOR

FAST IDEA GENERATOR TEMPLATE ADAPTED FROM DIY TOOLKIT

THE NORMAL RULE Describe the way your project or organisation operates now.	THE APPROACH	ENDING, BREAKING AND STRETCHING THE RULE How you could do things in the future?
	INVERSION Turn common practice upside down	
	INTEGRATION Integrate what we do with what others do	
	EXTENSION Expand our services	
	DIFFERENTIATION Break up what we do into smaller parts	
	ADDITION Add a new element	
	SUBTRACTION Take something away	
	TRANSLATION Translate a practice used in another field	
	GRAFTING Graft on an element of a practice from another field	
	EXAGGERATION Push something to an extreme	



FUTURE JOURNEY MAP FOR: _____

FUTURE JOURNEY MAP

A journey map focuses on a service from the user's perspective, using text and visuals. It helps us see the big picture: both over time and in context. This worksheet is to think through how things could work in the future.

DATE: _____

CREATED BY: _____

ORGANISATION: _____

ROLE: _____

	AWARE How does someone find to about it?	JOIN What do they need to do to sign up?	USE What sort of things do they do?	DEVELOP Are there other things they could do?	LEAVE Can they continue to be involved?
CHANNEL/S					
CONTEXT					
SATISFACTION					

WHO'S WHO

AUTHORS

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Hazel is Director of Open Change, an innovation consultancy based in the UK. She has twenty years of experience as a designer, researcher and lecturer in universities in Scotland, Sheffield and South Korea. She works with people and organisations helping them see the world from a client perspective and helps them navigate change and create more 'human-centred' experiences. Hazel has worked with government departments, schools, student associations, hospital consultants and the legal profession, helping them put people first and think creatively and optimistically about the future.

Hazel White @hazelonewhite



Hazel White

ANDY YOUNG

Andy has set many of the practical challenges in this workbook. Andy is a design and innovation consultant. He believes in asking difficult questions and challenging why things are the way they are. Andy listens to people with great sensitivity and skill and makes it simple for them to tell stories about the challenges and issues they are facing in their life and work.

Andy Young @_AndyYoung



Andy Young

IMAGE CREDITS

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- p5 Digging in, *Stuart Akua*
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- p11 Chatterbox, *Rebecca Lindsay*
- p13 Youth action against litter and plastic bags, *Angelique Pouponneau*
- p14 Hope for Children Founders visit, *Joannes Paulus*
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