

RESOURCE 3: IDEATION ACTIVITY

Students will now transition from their team's problem definition (Confirm IT!) to creating and exploring solutions for the benefit of their customers/users. Before teams jump in and commence with creative thinking and ideation activities, it is important to start with the focus on empathic design principles.

Due to limited time in this course, students will not practically engage with their users in the deep and human-centric manner which is Step 1 of design thinking. However, in order to continue our hands-on simulation activities, students will

need to access their **Module 3: Resource 2 Worksheet: Building Customer Archetypes – parts a, b & c prior to this activity.**

The Customer Archetype worksheets contain: (a) demographic, psychographic, behavioural, and geographical information; (b) mindset descriptors: thoughts, feelings, actions, worldview, and overall profile narrative; and, (c) archetype profile. These worksheets will substitute in the place of empathic user observations and interviews.

Process to follow:

1. Empathise with users (10 minutes)	Students to use the Building Customer Archetype worksheets to refresh their memory and imagine what it would actually be like being the person described in the archetype, and how that person will think, feel, and respond about the way we go about solving the problem. Are they likely to support us, or feel that we designed a product without full consideration (empathy) of their unique needs? Suggest using one sheet of butcher's paper per team to bullet their archetype's key features in order to not lose sight of always being user-centric in their design.
2. Ideation scene setter (10 minutes)	Next, request teams to write down the problem/opportunity that they defined and confirmed (in modules 2 and 3) and which they would like to solve. Writing this down is important to ensure that they are problem specific and focused on the objective before they commence ideation. Suggest using one sheet of butcher's paper and write down the problem to be solved at the top of sheet.
3. Commence ideation (15-20 minutes)	Teams use separate Post-It notes. In brainstorming fashion, write down each idea offered by a team member on a Post-It and haphazardly stick these to the butcher's paper, right below the problem statement (or wall, window or board they are using). Speed is important. It is only the fluency and volume of ideas produced at this stage. No detail! Collective perspectives and strengths of each team are leveraged to move past obvious solutions to discover novel unexpected areas of exploration. Team members are reminded of the "Yes, AND!" approach to ideation. The rules of engagement are to encourage wild ideas, defer judgement, and build on ideas of others. Any attempt at evaluation of ideas is quickly forbidden/restricted by the teacher as she wanders amongst the teams. It is often the weird or wacky ideas that derive innovative concepts. No idea filtering during divergent thinking activities!
4. Dial it up! (10 minutes)	Add an extended threshold to the mix to push students to the next level of idea and concept. Potential thresholds can be high or low challenges. Add these Post-Its to the others as they are generated. Examples are listed below, but teachers can use any constraints that will lift the energy level and turbo-charge ideation capacity of the students. Challenge 1: Students must come up with ideas that cost \$1 Million (5 minutes) Challenge 2: Ideas must include an outlandish element of fantasy (5 minutes) It is wise to photograph the wall of Post-Its as it shows the evolution of your project and keeps all ideas intact in once place.
5. Synthesis Phase (10 minutes)	Students analyse the ideas by synthesising the numbers of Post-Its/ideas by initially moving them into similar themes or groupings, without discarding any weird outliers. Evaluation and selection must then take place. One way to approach this is to use a framework of: 1. Most likely to succeed. 2. Most likely to delight. 3. Most breakthrough. Team to select top three ideas from all of the Post-It notes stuck to the wall. This initial first cut on the synthesis of ideas helps the team to select the most appropriate one that is likely to be developed into a 'problem-solution fit'.