Design Inquiry and Research

Week 3
How are you?

Welcome to DAY 3
INTERVIEWS

Pick up assignments.

A-level examples on blog
An excellent description:

Mil is a thin light-skinned African-American man with closely trimmed silver white hair, but only in his late forties. He is dressed in layers- thermal shirt, flannel over shirt, Dickies pants with holes in them, subdued Puma sneakers, slim silver watch. His cologne is strong. When he sits down, he pulls three cell phones with cracked screens out and lays them face-down on his lap. He slumps back in the chair, cocks his head, props his elbow and place his index finger on his lips as he pauses before responding to my question. Instead of answering, he only repeats back, “Do I sell counterfeit designer handbags?” Normally, he speaks quickly but quietly and so full of slang words and trailed off sentences, it’s often difficult to follow his exact meaning-even to a direct question. My own question repeated back to me is said deliberate and slow. He leans forward and chuckles, “No, I don’t sell ‘knocks’- not anymore- I’m going straight.”
Last class:

- **Shared** information collected and developed a framework for assessment.
- **Analyzed** information from observations and fieldwork and
- **Synthesized** key insights
- **Developed an understanding** of people and stories
- **Created** personas
- **Discovered** unmet needs
- **Strategized** a research plan for advancing your project:
  - *What do you have? What do you need? What is missing?*
- Introduced Experience Mapping and visualizing complex systems
This Week:

+ Sharing visual representations and creating a consolidated system representation.
+ Identifying opportunities
+ Bringing it all together
+ Building on key insights and brainstorming business plans
+ Documenting and communicating your research, insights and proposals in a report.
Assignment: **THIS WEEK IS ABOUT VISUALIZING A SYSTEM**

**INDIVIDUALLY** prepare a visual representation of your project as a system. **SHOW HOW THIS MARKET WORKS.**

Use Powerpoint (or other graphic software that enables you to generate a jpeg or pdf file) to create your representation. You may use any graphic tools, animations or effects to communicate your idea – but they must enhance communicating your ideas.

**You may only use 1 slide.**

**THIS IS A VISUAL REPRESENTATION, NOT A PRESENTATION.**

Conduct any additional research to understand you persona’s unmet needs and fill any gaps in the general research identified by the team.

Review the samples on the course blog.
This is the CONTEXT in which your persona OPERATES
READING:
“Using Customer Journey Maps to Improve Customer Experience”
“7 Tips on Better Brainstorming”
“This Advice From IDEO’s Nicole Kahn Will Transform the Way You Give Presentations”

1. What is 1 key point you took from each assigned reading?
2. What 3 challenges did you face in mapping your project?
3. What are 3 insights you discovered by mapping your project?
Let’s look at mapping more.
maps show where you have been.
maps show where you are.
maps show where you are going.
Mapping an experience.
Mapping a strategy.
Mapping a system.
As it was.
As it is.
As it will be.
retrospective.
reflective.
visionary.
Maps document a journey.
journey

noun

1
: an act or instance of traveling from one place to another : trip

2
chiefly dialect : a day's travel

3
: something suggesting travel or passage from one place to another <the journey from youth to maturity> <a journey through time>

**Origin of JOURNEY**

Middle English, from Anglo-French *jurnee* day, day's journey, from *jur* day, from Late Latin *diurnum*, from Latin, neuter of *diurnus*First Known Use: 13th century

From http://www.merriam-webster.com/dictionary/journey
Maps document a day.
** SHELA'S SCHEDULE :) **

- Wake Up: 8:00 AM
  - Start walk to bathroom
  - 30 min.
  - Normal bathroom routine
  - (Brush teeth, makeup, get dressed)

- Wait for train: 9:35 AM
  - Nice cool ride, quiet in the morning
  - Roughly 9 min. train ride

- Drive to train station: 9:04 AM
  - Calmer due to music

- Get into car: 9:00 AM avg.
  - Usually in a rush
  - Be ready to go

- Ft. Washington
- Temple U.

- Check to make sure everything is ready to go (Phone charged, bring book)

- Drive in good traffic

- Normally I'm not sure of traffic + I always forget something (wallet, phone, etc.)
Maps help to explore.
explore

transitive verb

1a: to investigate, study, or analyze: look into <explore the relationship between social class and learning ability> —sometimes used with indirect questions <to explore where ethical issues arise — R. T. Blackburn> b: to become familiar with by testing or experimenting <explore new cuisines>

2: to travel over (new territory) for adventure or discovery

3: to examine especially for diagnostic purposes <explore the wound>

intransitive verb
: to make or conduct a systematic search <explore for oil>

Origin of EXPLORE
Latin explorare, from ex- + plorare to cry out
First Known Use: 1585

From http://www.merriam-webster.com/dictionary/explore
Explore

etymology:

1580s, "to investigate, examine," a back formation from exploration, or else from M.Fr. explorer (16c.), from L. explorare "investigate, search out, examine, explore," said to be originally a hunters' term meaning "set up a loud cry," from ex- "out" (see ex-) + plorare "to cry." But second element also explained as "to make to flow," from pluere "to flow." Meaning "to go to a country or place in quest of discoveries" is first attested 1610s.

Maps examine.
Maps “cry out”. 
Maps “make flow”.
This is an exploration
We see an experience differently depending on our point of view.
Tableaux Graphiques et Cartes Figuratives de M. Minard, 1845-69

From *The Visual Display of Quantitative Information*
Edward Tufte
Enter title *(Name of your selected experience)*

**Constituent:** Define customer, student, employee segment or type.

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**Research phase**
*(Current state)*

In summary of research findings enter these for each touchpoint:

a. Overall impression: In a word or short phrase, how constituents feel (e.g. Assured, Confused).

b. Caption: What constituents would say is the strength or weakness (gap) in the experience. Written like a quote.

Copy and paste one emotive face to rate each touchpoint; overall, are constituents delighted, neutral, or disappointed?

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**Co-creation phase**
*(Aspirational state)*

Enter the impression you aspire for constituents to have at this touchpoint. How should they feel?

**Actions:** List ideas and actions to close gaps and achieve new future state.

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**Discovery phase**
*(Current state)*

Audit the current state experience.
List channels, artifacts and/or activities in use today for each touchpoint.

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**Become aware**
- (Channels, artifacts and/or activities)

**Research/Educate**
- Entry

**Evaluate**
- Entry

**Decide**
- Entry

**Join/Purchase**
- Entry

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**Interest**

**Commit**

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**Attract**

**Persuade**

**Persuade**

**Persuade**

**Enable**

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A team WORK session
Developing mapping content + dimensions
Process review
TOOLS
Present your mappings to your team. Use them to tell a story. Share any new research you have done
[3 min per person. SELF-REGULATE YOUR PROCESS. USE ALL THE TIME YOU ARE GIVEN]

Dissect your maps for content:

What maps/components are clear and effective?
structure / sequence / dimensions / actors / artifacts / interactions / emotions / inputs / outputs / other?
Cluster your notes to **DEVELOP A MAPPING STRATEGY.**

**WHAT DOES YOUR TEAM REPRESENTATION NEED TO INCLUDE?**

Document the dimensions / content criteria

**What are the components of an effective map?**
structure / sequence / dimensions / actors / artifacts / interactions / emotions / inputs / outputs / other?
As a team:

**DRAW a consolidated team mapping to convey complex systems/relationships to your client.**

Represent the entire market system from production to the end consumer.

Where are the gaps?
Where are the business opportunities?
What insights does your map reveal?
Now add a 3\textsuperscript{rd} DIMENSION
60 min

BUILD A MODEL of your service system.
WHAT DOES IT LOOK LIKE IN 3D?

Consider:
actors, actions, artifacts
spatial relationships
inputs/outputs
resources
the flow of information, goods, money
Capture the CONTENT and DETAILS
Brainstorming an Opportunity Plan
An Opportunity Plan

What do they need to connect?

Has:

Wants:

NEEDS

:Wants

Has:
Where are these needs/opportunities located in your market system?

How do they impact the system?
Capture the **CONTENT** and **DETAILS**
Your final deliverable
Final Report: Due June 20th

-Format: PPT document.

-Teams will submit a final document of their project. (See brief on course blog). Use Powerpoint to create a report document that combines graphic and written summaries. THIS A REPORT – NOT A PRESENTATION

-You will be graded on the quality of your research (both qualitative and quantitative) and the insights you develop and your ability to translate these insights into evidence-based recommendations. You will also be graded on your ability to effectively communicate your insights and proposals VISUALLY in your document.
Final Report: FORMAT

Slide 1: Title Page, Team #, Team members, Specific Market

Slide 2: Executive Summary
- Brief description of the market
- Key insights
- Assessment of the Opportunity

Slide 3: Research methodology
- Quantification of research [quantify your FIELDWORK]
- Description of methods [photos / video / interviews]
- Samples

Slide 4: A detailed overview of the market forces affecting the underground market of your choosing
- Market forces on a global and hyper-local scale
- systems of operation
- stakeholders
- the role of technology

Slide 5: The Market
- size of markets
- biggest players (global/ local)
- competition (global/ local)
- risks
- an assessment of the potential OPPORTUNITY
Final Report: FORMAT

Slide 6: Profiles of sellers and buyers [use your personas]
   Who they are
   Their needs, motivators, drivers

Slide 7: Market Systems and Operation [use your systems map]
   Provide visual and text-based representations of the market and how it operates.
   include supply chain sourcing products to sell, marketing, sales process, purchase

Slide 8: Financial data historical and current
   Quantify historical and current pricing (for 1 year or more) and provide an
   explanation of your methodology, sources, accuracy, limitations
   dynamic pricing if it is prone to fluctuations
   Financial data about the opportunity

Slide 9: Conclusion
   Summation of your assessment of the market and opportunity.
   What is your recommendation?

Slide 10
   sources
An effective business plan tells a story of opportunity and a strategy to realize it.
Everyone LOVES stories
It only takes three essential elements to make a great story:

Your **through-line** that connects everything together — the point of you telling the story in the first place.

“**Put me in the room**” anecdotes that provide a tactile sense of experience, take your audience on a journey, and create drama.

**Moments of reflection** — telling your audience how you feel in order to cue them to feel a certain way.

From:  http://firstround.com/article/This-Advice-From-IDEOs-Nicole-Kahn-Will-Transform-the-Way-You-Give-Presentations
Don’t just TELL us. SHOW US
90 Interviews
If SEPTA offered an app for a smartphone that allowed you to pay electronically, map your trip and receive coupons and package deals would you be interested?
[The conductor] made me get off at the next stop because I forgot my wallet. It was raining and I was wandering around looking for an ATM.

- Samantha
I never know when to get off. Its so confusing.
- Janice
I've had enough of my days ruined because of SEPTA's inaccurate information
- Mitch
I take SEPTA every single day to work.
- Carlos
I don't feel safe after work pulling cash out for tokens, people are always watching.
- Kim
I use the train to go to games, the airport and sometimes shows.

- Katie
As a team:

DEVELOP A REPORT STRATEGY.

How can you best tell the story of your RESEARCH, INSIGHTS and OPPORTUNITIES to your client?

I WILL MEET WITH EACH TEAM.
Good luck!
Quickly clean up:

**PUT YOUR TOYS AWAY!**

place all your tools away in an ORGANIZED AND NEAT MANNER

return the bins to the stack.

return all other materials to supply tables