



FLIGHT

GUIDE

to your

DESIGN THINKING PRACTICE



Hasso Plattner Institute of Design at Stanford

Today

You've been cleared for take-off

- Prepare your empathy work
- What project are you working on?
- Who will you talk to? Arrange to visit them.
- What probe will you use?

Remember your team calls:

- Tuesday 9am PST
- Wednesday, 9am PST

**Confirm exact timing with your coach*

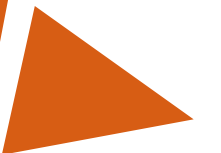
Mon.–Wed. next week

Complete a full design cycle

1. Use an Empathy probe to start deep conversations with customers or others
2. Synthesize and frame a new opportunity
3. Brainstorm
4. Prototype
5. Go back out in the world to test your prototype

**After each step, stop and reflect on your behavior*

The following pages will guide you through your first flight.





0.

Scope your design challenge

Plot potential projects on these spectra to assess your options. Projects that fall closest to the left of the spectra are better fits for a design thinking approach.



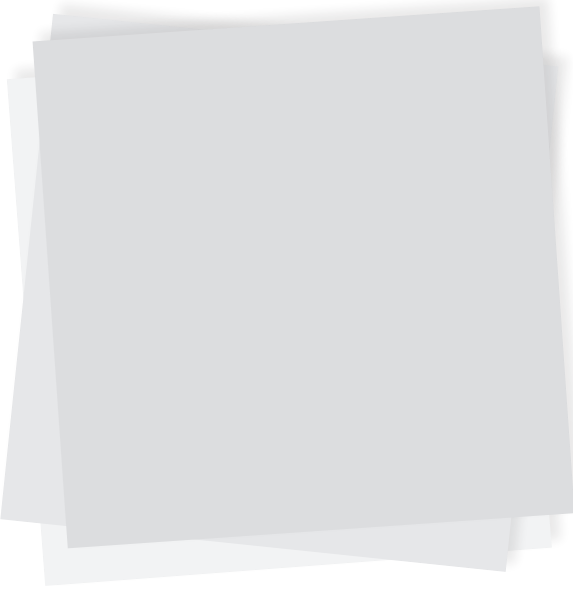



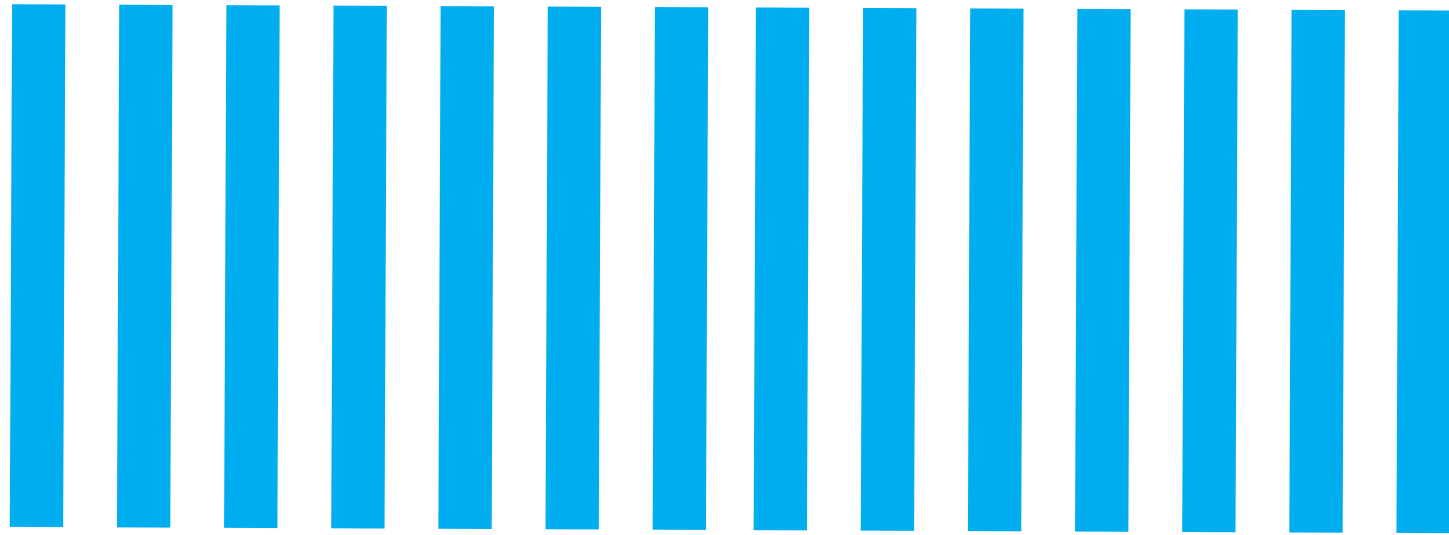
1.A

Make your empathy probe

Use an empathy probe as a starting point to deeply understand a person's thinking and feelings. Your goal isn't just to find out what she/he likes or doesn't; it is to understand what matters to this person, gain insight into how she/he/they think, and gain rapport so you can go into deeper topics.

Make Your Probes

	EMOTION	ACTION
Customer Touch Point		
Specific User		
Brainstorm	<p>Brainstorm 5 obvious emotions your user could have felt after</p> <p>_____</p> <p>(customer touchpoint)</p>  <p>Brainstorm 5 provocative and 5 unexpected emotions</p>	<p>Brainstorm 5 obvious actions your user could have felt after</p> <p>_____</p> <p>(customer touchpoint)</p>  <p>Brainstorm 5 provocative and 5 unexpected actions</p>
Sorting Prompt for your Deck of Cards	<p>Consider the last time you</p> <p>_____</p> <p>(customer touchpoint)</p> <p>Sort these cards according to what you felt most strongly</p>	<p>Consider the last time you</p> <p>_____</p> <p>(customer touchpoint)</p> <p>Sort these cards according to what was most important for you to do immediately after</p>



1.B

Conduct an empathy interview

DO THIS (FIND A PARTNER TO WORK WITH IF YOU CAN):

0. Prepare

- Get out to real people.
- Go to a place where you can view people engaging in an existing experience.

1. Engage

- Have someone do/use the probe.
- Ask one person (or intact group) to engage the probe.

2. Notice

- Notice surprising decisions, awkward pauses, facial expressions...
- Watch for what's interesting and/or unexpected. You might ask them to "think out loud"
- Share in real-time what they're doing and what they're thinking about.

3. Follow-up

- Ask why about the things you notice
- Use the things you notice as entry points into deeper conversation. Ask about what.

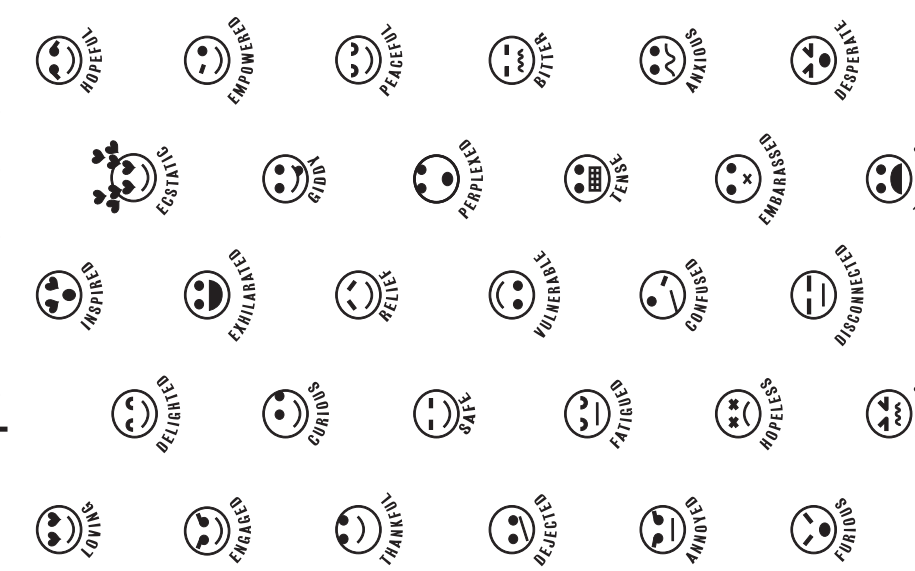
4. Seek Stories

- Ask about another specific time in their life when they felt or behaved this way.
- Build on initial answers to dig deeper and get to stories. Ask open-ended questions. Move the conversation away from the probe to the person's life and emotions.

EMPATHY NOTES

Teaching Team Tip: Spend 15-20 minutes talking to your user. Try asking “tell me about the best/worst time you had...”

instead of “tell me about the last time...” for even more emotionally charged stories.

Interview Notes Probe, Notice and Follow-up	Pinpoint an emotion 	Seek Stories “Tell me about a time when...”
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INTERVIEW TIPS

Don't suggest answers to your questions
Even if they pause before answering, don't help them by suggesting an answer. This can unintentionally get people to say things that agree with your expectations. Ask questions neutrally.

Don't be afraid of silence
Often if you allow there to be silence, a person will reflect on what they've just said and say something deeper.

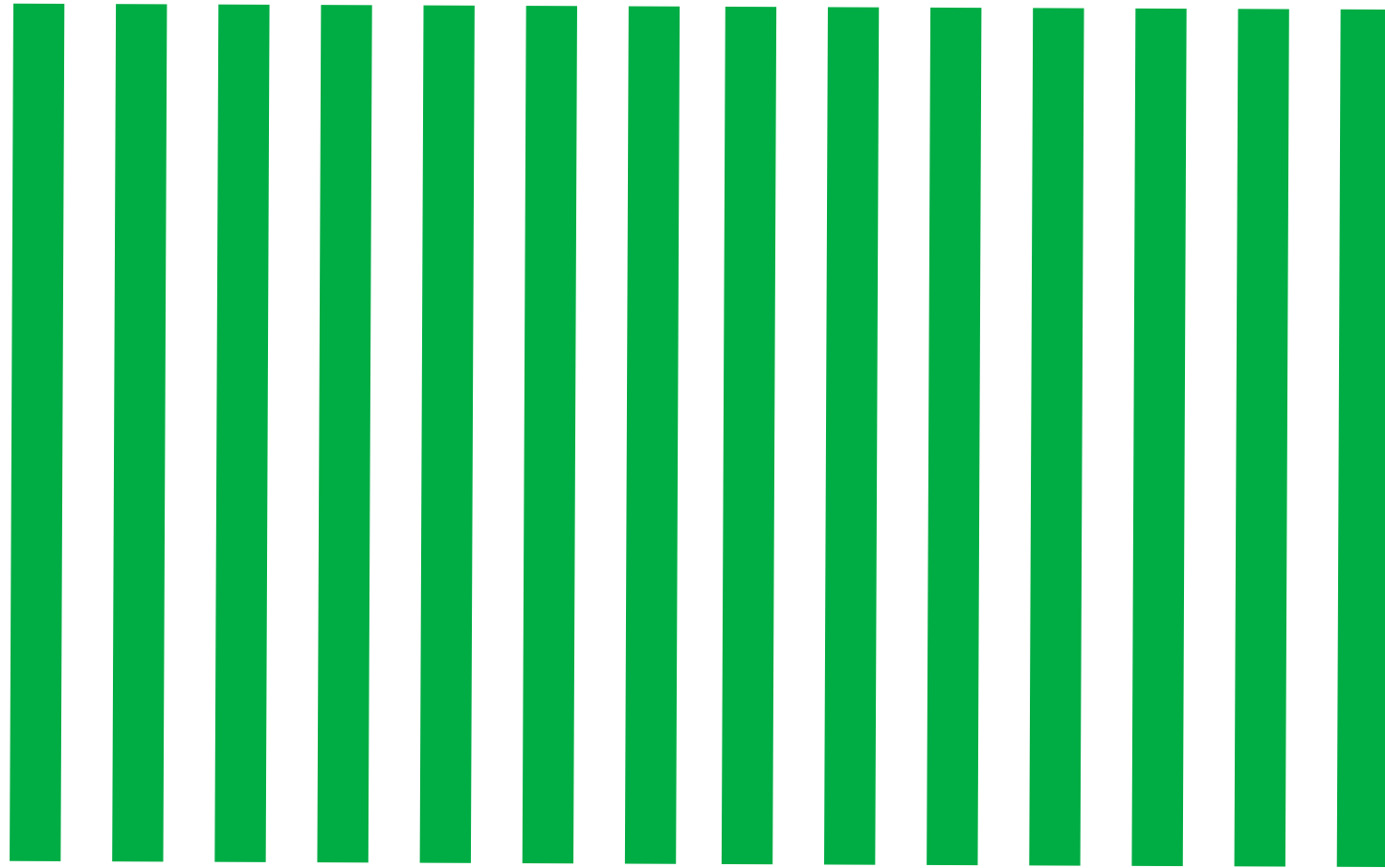
Look for inconsistencies
Sometimes what people say and what they do (or say later) are different. Gracefully probe these contradictions.

Be aware of nonverbal cues
Consider body language and emotions

Stay on the same path of a question
Respond to what your interviewee offers and follow up to go deeper. Use simple queries to get them to say more.
“Oh why do you say that?”
“What were you feeling at that point?”

Ask “WHY?”
“What is the reason for that?”

***And remember to take thorough notes!



Teaching Team Tip: Spend 20 minutes generating 2 very different points of view, then take 10 minutes to select and reframe 1 to share with your team.

2.

Frame the opportunity

Now that you have talked with customers, make sense of what you heard. Use new findings to inform your thinking on the project. The goal is to frame a new opportunity as a starting point for brainstorming.

DO THIS:

1. Unpack and Notice

What struck you from the interview? Go back through your notes and notice tensions, contradictions, and surprises. Write them down. Use a full sentence to capture each thought.

2. Infer Insights and a Point of View

Remember the phrase “I wonder if this means...” as a way to play with possible insights. Try different ones out, then focus on one you think has innovation potential. Capture your point of view in the handout on the following page.

Point of View



Send a picture of your
Point of View to your team
by **8:00am PST, Tuesday**

We Met . . .

(user you are inspired by)

We Were Surprised to Notice . . .

(tension, contradiction or surprise)

We Wonder if This Means . . .

(what did you infer?)

It Would be Game Changing To . . .

(frame up an inspired challenge for yourself)
(don't dictate the solution)

Help Your Teammates Ideate

Before your team call, review each of your teammates points of view, and take no more than 3 minutes to generate 1 idea for each.

Teammate 1

Name

Teammate 2

Name

Teammate 3

Name

Teammate 4

Name

Teammate 5

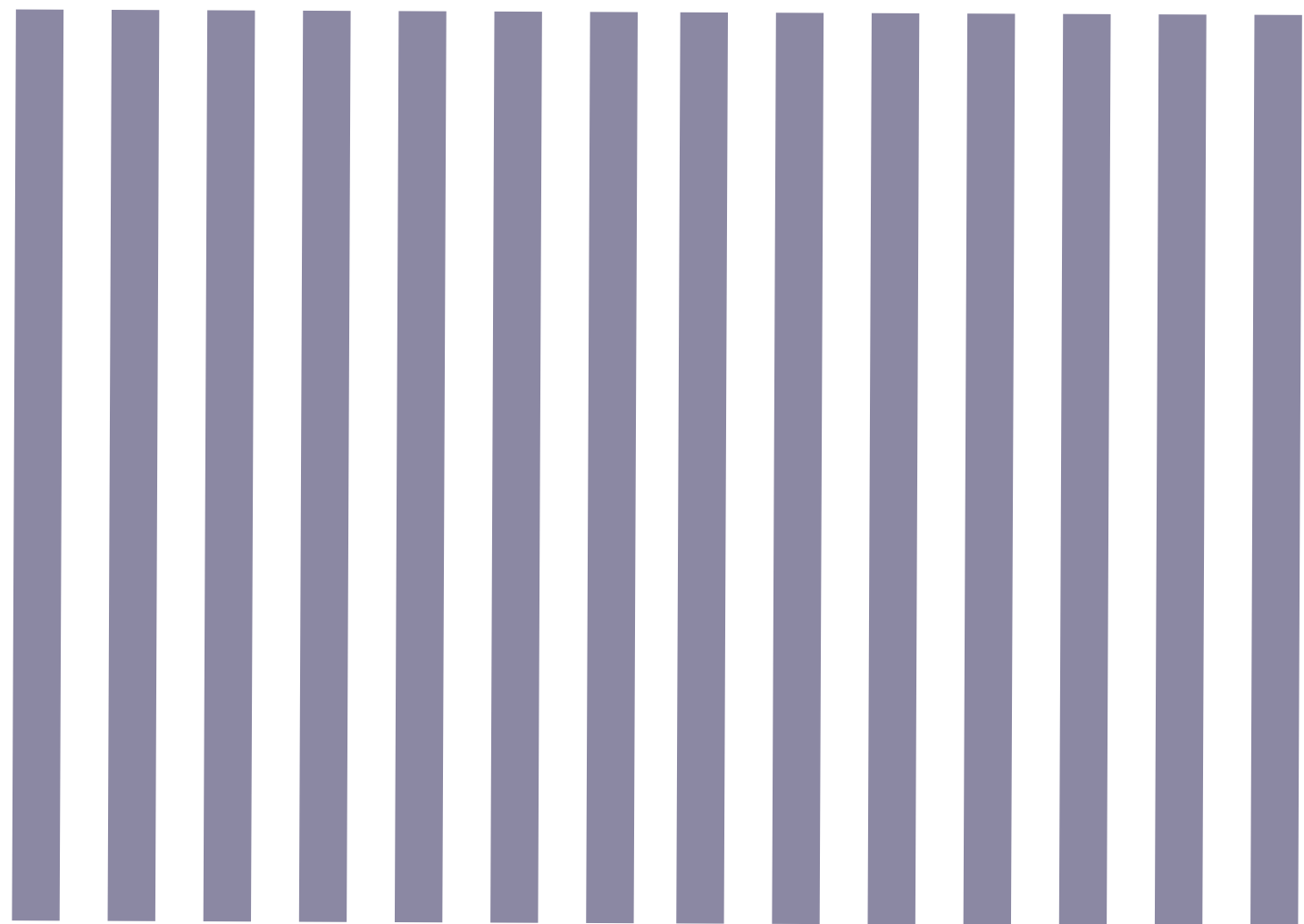
Name

Teammate 6

Name



Send a picture of your Teammate Ideation Help to your team by **8:00am PST, Tuesday**



TEAM CALL 1 NOTES

Teaching Team Tip: *Reflect on your behavior change and adjust.*



3.

Ideate

Turn your opportunity into new ideas. Brainstorm to generate ideas, and use constraints to imagine more ideas.

Use the Lead-a-Team sequence as a guide for your work. The tools are shown on the following pages.

We strongly suggest to grab a partner or small team for this work (the time commitment is only around an hour), but you can also do it on your own if needed.

Yes, And! Brainstorm

How could we...

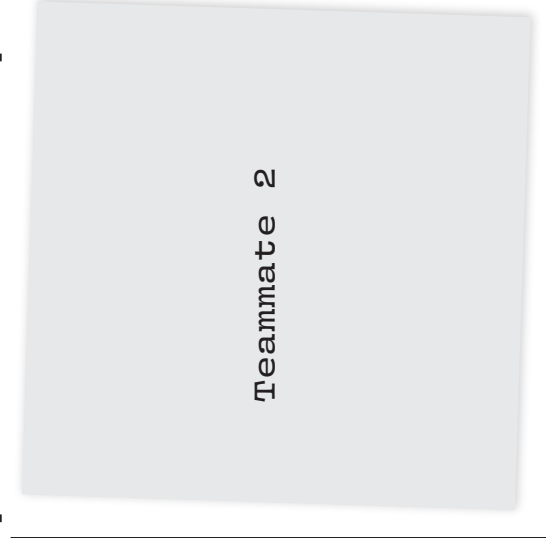
write your game-changer here

STEP 1

Each teammate put one idea up:



Teammate 1



Teammate 2



Teammate 3

Yes, And! brainstorm on each teammate's idea

STEP 2



STEP 3



STEP 4



Teaching Team Tip: Use a constraint in your team “yes, and...” brainstorm when you feel the ideas are in mediocre territory or the team energy is low.

4. Prototype

Select one concept from your ideation work, then improvise
and build a prototype of that concept.

Remember to focus your prototype on what would be game-changing
for your user.

Teaching Team Tip: Stand up, get away from your usual work space. Try out at least 2 different scenes before refining one.

Improvise to Life

How to improvise to bring an experience to life:

Set the scene

Imagine yourselves in a specific location.

(“Okay, we are at the _____.”)

Define roles and start playing them

Just jump into what makes sense.

(“I’m the _____ person and you are _____.”)

Improvise to discover

Build on each other’s ideas and keep the scene alive.

Try out ideas by playing them through.

Improv Capture Sheet

How do you make where you are feel like the real setting/context?

SCENE
of the experience

What are the rough versions of the physical things?

PROPS
in the experience

What are the roles of those “creating” the experience?
Who is “receiving” the experience?

ROLES
involved in the
experience

Describe Your Prototype



Send a picture of Describe Your Prototype to your team by **8:00am PST, Wednesday**

Product/Service
Name

Target user

Intended Impact
(upon user)

One key function

5.

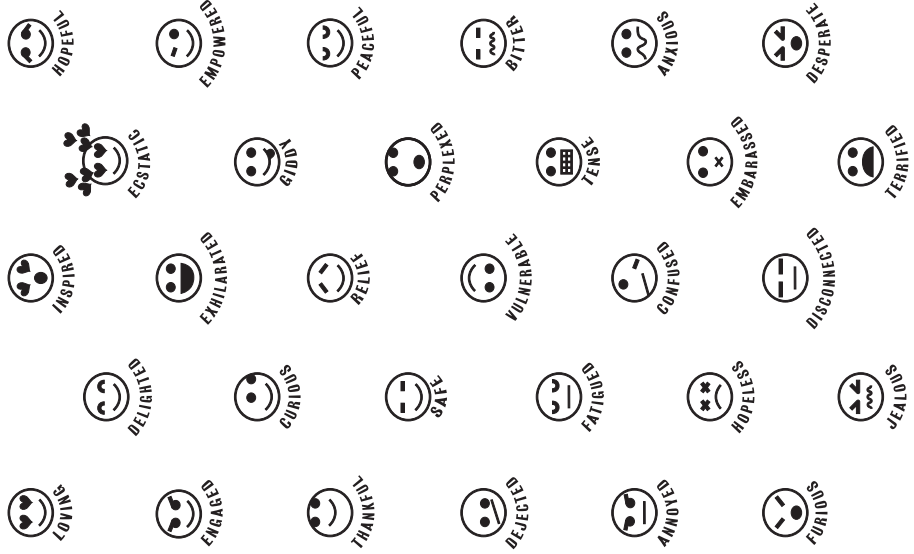
Test with real people

Now that you have a rough prototype, go out into the field and test your idea with relevant people. Get feedback from real users of the offering. Test in the present tense: i.e. “use this to…” not “What would you do?”

Remember to stay in the learning posture. It’s about more than the thing you created in the last hour.

Teaching Team Tip: Spend about 5 minutes letting your user experience the prototype and then 5 minutes talking about the experience. Save 5 minutes at the end to get to know your user beyond the prototype. What can you learn about your current point of view?

TESTING NOTES

Interview Notes Probe, Notice and Follow-up	Pinpoint an emotion 	Seek Stories "Tell me about a time when..."
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Test Debrief

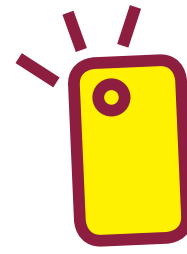
Biggest learning about Prototype



Biggest learning about P.O.V.



Send a picture of your Test Debriefs and Alignment Assessments to your team by **8:00am PST, Wednesday**



d.school at Stanford University Design Thinking Bootcamp PROTOTYPE V_25

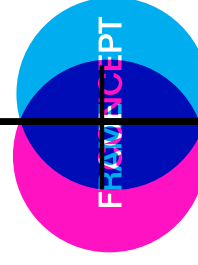
Alignment Assessment

If you hear:

“So is the already out? Can I use this?”

You might conclude:

“We’re close to knocking it out of the park”

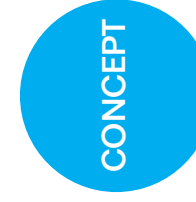
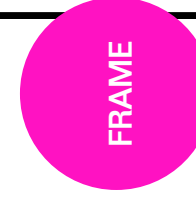


If you hear:

“You know what you guys could do that’s REALLY a good idea?”

You might conclude:

“We’ve found a great problem, but haven’t solved it... yet.”

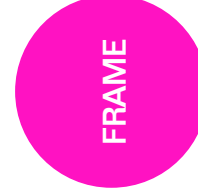


If you hear:

“Thanks! Is that all y’all need from me?”

You might conclude:

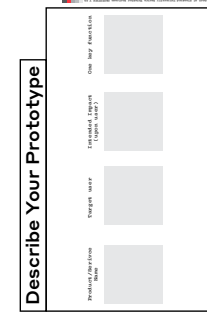
“We’re not convinced this is a problem worth solving.”



REMEMBER:
your *Point of View* handout is your tool for framing



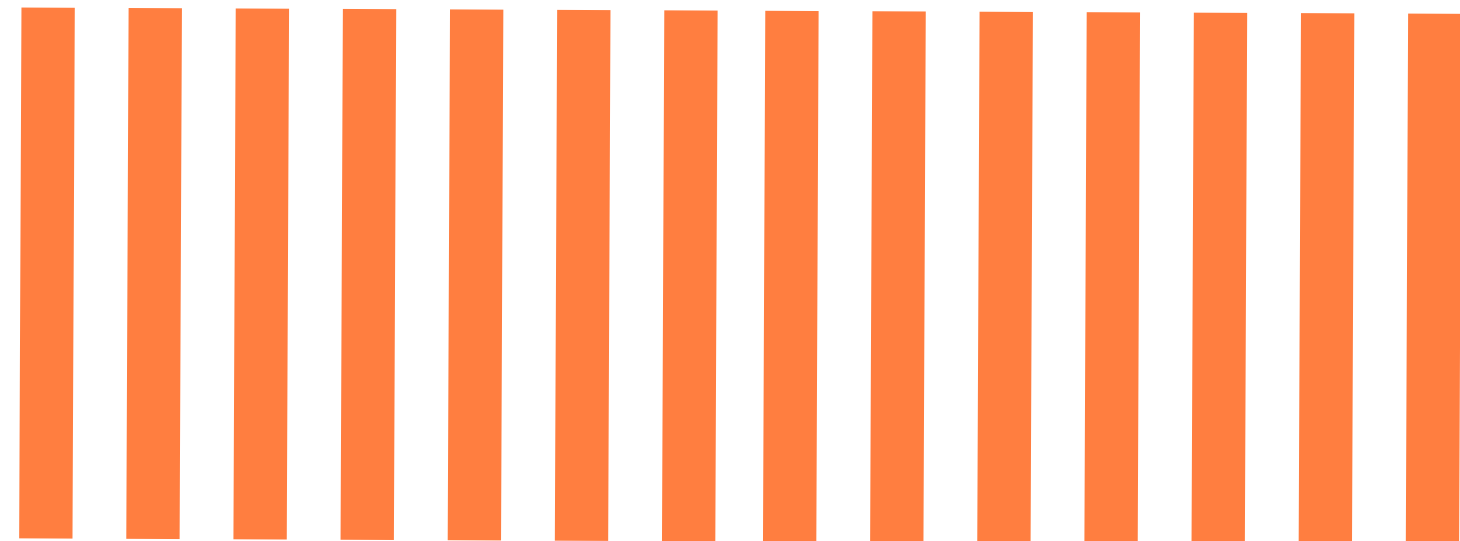
and the *Describe Your Prototype* handout is your tool for concepting



Send a picture of your Test Briefs and Alignment Assessments to your team by 8:00am PST, Wednesday

TEAM CALL 2 NOTES

Teaching Team Tip: *Reflect on your behavior change and adjust.*



ADDITIONAL NOTES



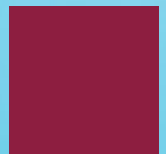
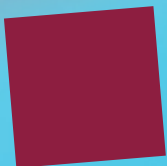


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Flight Guide V2.1



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