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David Yost + ICSC : : Observing Everything Interactions : A Personal Journey

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David Yost + ICSC
Observing Everything Interactions: A Personal Journey
by

David Yost

An Abstract of a Project
in
Creative Studies

Submitted in Partial Fulfillment
of the Requirements
for the Degree of

Master of Science

May 2009

Buffalo State College
State University of New York
Department of Creative Studies

ABSTRACT OF PROJECT

David Yost + ICSC
Observing Everything Interactions: A Personal Journey

This project is about taking a personal journey to photograph thoughtless acts (human behaviors) or observations of how and why people use products and services in their natural settings. This project contains photographs and personal narrative interpretations of each photo provided by the author. The observations and personalized interpretations of them are intended to get people to inform, inspire, become more curious, aware, and observant of how we as a society design products and services and solve problems efficiently and effectively. These observations and interpretations are also intended to illustrate patterns that point to more a universal need. The final product developed is a draft photo book.

_____
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Dates of Approval:

_____   _____

                                         Dr. Mary Murdock
                                         Professor

_____   _____

                                         David Yost
                                         Student

Acknowledgments

Most importantly, I would like to thank my professors' at the International Center for Studies in Creativity. Without the guidance and support from Susan Keller-Mathers, Mary Murdock and John Cabra, I may have never gotten to this to this point in the program. Thank you for believing in me, especially at the beginning!

I would also like to thank my parents, who have been there for me no matter what situation I put myself in. You have always been there for me every step of the way.

Section One: Background to the Project

Purpose

The purpose of this project was to challenge my observational and writing skills while developing photography skills. This project was also intended to get the audience to think divergently and converge while deferring judgment. In doing so, he or she was presented with a concept of collaborating ideas, insights, and perceptions. The purpose of this collaborating concept was to present viewers with unique and novel ideas, insights, and perceptions to design better products and services.

To execute this challenge, I took a personal journey to photograph thoughtless acts (human behaviors) or observations of how and why people use products and services in their natural settings. In addition, I provided personal interpretations of the photos taken. The photos (observations) and personalized interpretations of the photos were intended to get the audience to be informed, inspired, become more curious, aware, and observant of how we as a society design products and services and solve problems efficiently and effectively. These observations and interpretations are also intended to illustrate patterns that point to more a universal need. The tangible outcome of this project was a draft photo book. Executing these observational, writing, and photography skills through the medium of a draft photo book gave me the chance to practice a potential career opportunity.

Someday as a potential career, I would like to work for a design thinking firm that uses the Creative Problem Solving (CPS) process to design better products and services for organizations. Therefore, practicing the CPS process that they use to design products and services would be beneficial.

Design thinking is defined by IDEO's CEO Tim Brown as a "unique human-centered approach that focuses on solving problems through a person's perspective by using a variety of tools, processes, roles, and environments**"** (*http://www.lukew.com/ff/entry.asp?451*, So what is Design Thinking? section, para.3). IDEO's human factors and research leader Jane Fulton Suri (2005) reveals in her book, *Thoughtless Acts*, that IDEO is one of the most successful design thinking consultancy firm in the world." (Back Cover, para. 2**.)**

Design thinking firms start their process of design with the exploration of a challenge phase in the CPS process. This phase is known as the inspiration phase of the design thinking process. The inspiration phase of the design thinking process is similar to the exploring the problem phase of the Creative Problem Solving (CPS) process in Miller, Vehar, & Firestien (2001) *Creativity Unbound*. Both focus on identifying problems, gathering data around them, and then clarifying the problems. Design thinking firms use other phases in the CPS process to help design products and services; however, to fulfill the purpose of this project, I only developed and honed skills pertaining to the inspiration phase of the design thinking process.

Implementing the inspiration phase of the design thinking process may help organizations design new products and services that can give them a competitive advantage. When designing a product or service that one wants to be something creative and innovative, it is valuable to be a good observer by using a person's senses to gather information and to observe people in a natural setting. The valuable inspiration phase focuses on photographing and writing about how people interact with products and

services in their natural settings to give designers new inspirations that may lead to better design.

With this in mind, the observations and interpretations in the draft photo book were intended to get the reader to want to be informed, inspired, more curious, aware, and observant on how we as a society design products and services. Influencing people to want to recognize poor product/service designs that go ignored or unrecognized by the mass of society was the main purpose of this project.

Description

To execute the purpose of this project, I created a three section draft photo book similar IDEO's human factors and research leader Jane Fulton Suri's (2005) book *Thoughtless Acts*.

The first section of the photo book explained design thinking and its uses. It also provided a description of the inspiration phase of the design thinking process and explained how design thinking related to creativity. This section gave the reader a better understanding of design thinking, and how the design thinking process can be used in real life situations. An organization implementing the design thinking process to give them a competitive advantage as their strategy is a real life example of how it can be used.

The second section of the photo book allowed me to work on my observational and photography skills. In doing so, I took a personal journey to photograph thoughtless acts of observations of how and why people use products and services in their natural settings. The photos revealed how people interacted with products and services they used in the following ways:

- **React-** how we interact automatically with objects and spaces that we encounter.

- **Respond-** qualities and features that prompt us to behave in particular ways.

- **Co-opt-** making use of opportunities present in our immediate surroundings.

- **Exploit –**taking advantage of physical and mechanical qualities we understand.

- **Adapt-** altering the purpose or context of things to meet our objectives.

- **Conform-**learning patterns of behavior from others in our social and cultural group (p.7, 37, 61, 79, 103, 125, 141).

This draft photo book, however, may not have included photos pertaining to each term described above. Some of the pages in this section had multiple photos in them while others had just one. Pages with multiple photos reveal photos that connect with each other. There are no definitive interpretations of these photos; instead, the value is the insights and perspectives viewers get from the photos. The number of photos included in this photo book contained 21 photographs.

The second section also included my personal interpretations of the 14-21 photos. There was only one interpretation per photo. These personal interpretations I provided revealed my own insights, perspectives, and probing questions pertaining to each photo. The photos and personal interpretations of these photos were intended to influence the audience to generate their own insights, perspectives, and questions around each photo. These new insights, perspectives, and questions generated by viewers may also have

provided leads to designing better products and services. There were no definitive interpretations of the observations in this photo book; instead, the value was looking in.

The third section of this photo book contained suggested opportunities and additional references for readers to implement and extend what they had learned about design thinking and the importance of observation. To implement their learned skills I suggested that they take a look around their present environment. I then asked them if there were any intuitive observations they saw in the present environment that they found inspirational that might provide them with new insights and perspectives to aid in designing better products and services. If they did have any I told them to write their thoughts in a space I provided. If the reader did not have any intuitive observations I then suggested in the future that they might want to try carrying a video camera, digital camera, or using a cellular phone camera to document intuitive observations of people subconsciously interacting with products and services. Then I suggested that they write their thoughts on the observations they documented. Finally, I included additional references if the reader wanted to learn more about design thinking and how or why your insights and perspectives can lead to intuitive inspiration to design new products and services. References included IDEO's website at (www.IDEO.com) and a to link Suri's (2005) *Thoughtless Acts* website (http://www.thoughtlessacts.com/) elaborating on where you can add your own photos and interpretations of ways people interact with products and services.

 These three outcomes describe the products that I created for this Master's project. Each one became a part of the larger product. This draft photo book was based design thinking and the power of observation that can lead to intuitive insights and

perspectives to aid in designing new products and services. The final draft can be found in Appendix: B

Rationale for Selection

Identifying my skills and talents and how to implement them had been a struggle. Having a bachelor's degree in business presented many career opportunities. Business is a very broad field with many areas of interest. I have always been intrigued with wanting to work others to improve products and services as a potential career, but never had been able to identify a career opportunity within that niche. My search to identify that career opportunity was presented to me as second semester graduate student in the Creative Studies program taking CRS 625. In CRS 625, I was required to write a paper on a current hot topic related to creativity. The topic I chose was design thinking. After researching and writing about design thinking, I learned about design thinking firms. The research I was required to do revealed information about design thinking firms, hiring a diversity of team members. Each team member is important to the design process because of the collaboration of different learning style preferences that is needed in the CPS process to design products and services. If a team member's learning style preference correlates well with the phase of the design process he or she is in, then that member leads the team. Therefore, leaders are constantly changing throughout the process.

This was intriguing to me because I was informed in CRS 625 that my learning style preference was a high clarifier and ideator. This learning style preference focused on finding problems and opportunities to tackle. I viewed this implication as a way to practice skills (observation, interpretation, and photography) involved in the inspiration

phase of the design process that might lead to a potential career opportunity. Suri (2005) pointed out that observation and interpretation of observations were the most important components or starting points for IDEO to solve problems and design new products and services (p.165, 178). With this statement in mind and the recognition of my good observational and interpretive skills, I had all the motivation I needed to do this project.

I also choose to do this project because providing new insights and perspectives as an aid to helping others design better products and services create a better quality of life for everyone. People need to begin paying attention to the world around them rather than taking it for granted. Society needs to start understanding and recognizing better designed products and services that reduce wasting the world's resources. Facing life's constant struggles and survival challenges need to be addressed as part of our daily agenda. This concept is critical to our growth and survival as human beings. People need to look at finding and solving problems as positive challenges that need to be dealt with properly.

What This Project Adds Creatively to Myself and Others

This project enforced the idea to myself and others that divergent and convergent thinking and deferring judgment was important and needed when designing or solving problems. For example this was when taking many pictures of how people use products and services without judging if the pictures would provide new insights or perspectives to aid in designing products or services. However, in order to turn these insights and perspectives into possible solutions, it was important for the audience to collaborate these insights and perspectives.

Understanding and recognizing how people subconsciously use products or services that can lead to detailed insights and perspectives for designers added creativity to myself and others. Recognizing and understanding how people subconsciously behave on a daily basis also gave people the opportunity to use their creative and critical thinking skills when using the CPS to solve problems. The audience of this photo book and I developed analysis and interpretation skills as a result of being aware and curious.

This project improved the quality of life for others by getting them to recognize that every person's different perspectives and insights have the potential to contribute to solutions to solve problems. This potential leaves room for open discussion and debate of how diverse insights and perspectives can lead to novel and unique solutions.

Section Two: Pertinent Literature

<u>*Introduction*</u>

The following literature guided me extensively throughout the process of creating the draft photo book. Creating the first section of the photo book required digging through three books, a design thinking website, and an online journal article. This section contains annotations of each of those sources and a bibliography of general sources that others might find useful.

<u>*Section 1 of Photo Book*</u>

- IDEO, & Suri, J. (2005). *Thoughtless acts?: Observations on intuitive design*. San Francisco, California: Chronicle Books.

This book truly was the inspiration and guide to my Master's project because it gave me the chance to demonstrate my observational and interpretive skills that could potentially lead to a career opportunity. Dr. Cabra, a professor in the Creative Studies department, suggested that as a Master's project idea, I might create a photo book similar to Jane Suri's (2005) *Thoughtless Acts*. After discussing this idea with Dr. Cabra, I decided it was what I wanted to do for my project

Suri's book focused on and revealed the significant importance of the inspiration phase of the design process. Suri's book provided detailed explanations of how and why inspiration was important, how to record people unconsciously, how products and services interact, and then about how writing about them was important to designing and solving problems at IDEO. This paved a path to highlight the essence of observation and

its implications. She also noted how insights and perspectives from the photos can lead to solutions for better designed products and services.

Suri's images in *Thoughtless Acts* gave me a sense of what types of photos I should have taken, and how to organize them in my own photo book. The interpretations of Suri's photos in her book also guided me on how to develop my own interpretations of the photos I had taken. For example, how to include probing questions in my interpretations in the photo book that would make the reader curious about recognizing poor designs and problems that are ignored or unnoticed.

- Wroblewski, L. (2007, January 19). Functioning form - Tim Brown: Innovation through design thinking. *Functioning Form* , Retrieved February 23, 2009, from *http://www.lukew.com/ff/entry.asp?451*

This design thinking website displayed information defining what design thinking was, its uses, and the inspiration phase of the design thinking process. The information provided by the website was referenced from an interview with IDEO's CEO Tim Brown. I used this information from Tim Brown to explain the first section of the photo book because IDEO is noted to be one of the best design thinking firms in the world. I also used this website because it provided a simple explanation of design thinking, the inspiration phase of the design process, and design thinking uses so viewers of the photo book could understand the concepts more easily. Tim Brown, in this website also revealed that the design thinking process used non-linear phases similar to the phases in the CPS process. This simple connection explained by Tim Brown provided an introduction of how design thinking related to creativity.

- Puccio, G., Murdock, M., & Mance, M. (2007). *Creative leadership: Skills that drive change* .Thousand Oaks, California: Sage Publications, Inc.

This book was effective in describing the correlation between creativity and design thinking. To demonstrate the similar non linear phase used in the first phase of CPS process and the design thinking process, I cited the <u>Creative Problem Solving: Thinking Skills Model</u>. Describing and correlating the sub phases of the clarification phase (exploring the vision, formulating challenges) in the "Thinking Skills Model" with the inspiration phase of the design thinking process was important. It gives viewers of the photo book the idea that creativity and design rely on each other. The correlating phases I identified also gave me a chance to describe why the first phase in both processes is the most important one.

- Kelley, T., & Littman, J. (2005). *The ten faces of innovation: Ideo's strategies for defeating the devil's advocate and driving creativity throughout your organization*. New York, New York: Doubleday.

Abstract:

Tom Kelley is the author of "The Ten Faces of Innovation" and the general manger of IDEO. His book is a guide to promoting and supporting a culture of continuous innovation and renewal. The book is about people and teams in organizations that ignite innovation within. Being flexible is an important ability that is recognized in this book. Kelley's book emphasized the importance of everyone working in organizations to adopt 10 personas or roles and implement them in our daily lives as a part of the problem solving process. Kelley believed in allowing individuals with roles or personas that fit the phase of the problem solving process they are in to make the decisions for the team. This book allowed people to successfully identify their preferred learning persona and how adopting other roles or personas helped individuals to solve problems creatively.

Kelley's ten roles or personas also demonstrated a strong correlation with Puccio's FourSight (2002) learning style preferences. Both emphasized individuals adopting different roles or preferences to solve problems creatively. They do so because adopting different roles or preferences can give a person diverse perspectives and insights. As team members in organizations strengthen their roles, their ability to solve problems increases. In return, team members become less dependent on each other, begin to work with others in new areas, providing new perspectives and insights, and increase the diversity of the team. The role identified with the inspiration phase of the design process was titled *the Anthropologist*. People who have preference to solve problems by observing and recognized problems in unusual places are great observers of life. They seek for clarification and data around the problem.

- Beckman, S., & Barry, M. (2007, Fall2007). Innovation as a learning process: Embedding design thinking. *California Management Review*, *50*(1), 25 56. Retrieved May 12, 2009, from Business Source Premier database.

This online journal article provided me with a design thinking process image reference. The design thinking process this article cited is the innovation process. The innovation process was a collaboration of Charles Owen's model from the Illinois Institute of Design and American Educational theorist David Kolb's model.

Information from this article allowed me to make the link between the observation (inspiration) phase of the innovation process and the clarification phase of the <u>CPS: Thinking Skills Model</u> in the first section of my photo book. The article also helped me to explain why it is so important to record and write about how people interact with products and services to design better products and services.

This correlating information provided by Beckman & Barry helped to reinforce the idea that the problem solving process used to design products and services relies on the studies of creativity.

Bibliography

Key books to read:

IDEO, & Suri, J. (2005). *Thoughtless acts: Observations on intuitive design*. San Francisco, California: Chronicle Books.

Kelley, T., & Littman, J. (2005). *The ten faces of innovation: Ideo's strategies for defeating the devil's advocate and driving creativity throughout your organization*. New York, New York: Doubleday.

Kelley, T., Peters, T., & Peters, T. (2001). *The art of innovation: Lessons in creativity from Ideo, America's leading design firm*. New York: Currency.

Puccio, G., Murdock, M., & Mance, M. (2007). *Creative leadership: Skills that drive change* .Thousand Oaks, California: Sage Publications, Inc.

Puccio, G. J. (2002). *Your Thinking profile a tool for innovation*. Evanston, Illinois: THinc Communications.

Online Journal Articles:

Beckman, S., & Barry, M. (2007, Fall2007). Innovation as a learning process: Embedding design thinking. *California Management Review*, *50*(1), 25-56 . Retrieved May 12, 2009, from Business Source Premier database.

Wroblewski, L. (2007, January 19). Functioning form - Tim brown: Innovation through design thinking. *Functioning Form* , Retrieved February 23, 2009, from *http://www.lukew.com/ff/entry.asp?451*

Unpublished document:

Yost, D. (2008). *Design thinking*. Unpublished manuscript

Weblog:

Brown, T. (2008, September 07). What does design thinking feel like? Message posted to http://designthinking.ideo.com/?p=51

Website:

IDEO., & Suri, J. F. (n.d.). *thoughtlessacts | jane fulton suri | IDEO | design thinking*. Retrieved May 12, 2009, from http://www.thoughtlessacts.com

IDEO. (n.d.). *IDEO*. Retrieved March 26, 2009, from http://www.ideo.com

These sources were key in my learning and when developing a strategy to execute a

process plan for the photo book.

Section Three: Process Plan

Introduction

For this project, it was imperative to read Suri's (2005) book *Thoughtless Acts* before starting any of the three sections in the photo book. This helped me understand how and why recording people interacting with products and services, and then writing about these interactions were so important to design thinking. This piece of literature also framed how I would set up sections for the photo book. I knew it would be important to explain what design thinking was, what its uses were, how it related to creativity, and what the inspiration phases of design thinking were as the first section of the photo book. Without explaining why it was important to observe and be aware of recognizing problems or poor design on a daily basis, readers would have seen little meaning in the photos and interpretations, I provided in the photo book. However, I decided to work on the first section of the photo book, explaining the components of design thinking after generating a collection of photos.

After educating myself on the inspiration phase and how observation played a major in designing products and services, I began to look at the images Suri provided in her book. I knew that collecting photos would be the most important aspect of the project, because without good observations there would be no interpretations providing viewers with insights and perspectives.

With this in mind, I decided I had to start taking pictures as the second step in forming the photo book. This was the second section of the photo book. To execute this

second step, I decided on what observations I should be photographing. When thinking

about what types of observations I should have been looking for, I began to look at Suri's

book. Suri categorized her images into ways humans behave with products and services

subconsciously. Those categories were:

- **Reacting-** how we interact automatically with objects and spaces that we
  encounter.

- **Responding-** qualities and features that prompt us to behave in particular
  ways.

- **Co-opting-** making use of opportunities present in our immediate
  surroundings.

- **Exploiting –**taking advantage of physical and mechanical qualities we
  understand.

- **Adapting-** altering the purpose or context of things to meet our
  objectives.

- **Conforming-**learning patterns of behavior from others in our social and
  cultural group (p.7, 37, 61, 79, 103, 125, 141).

Therefore, reviewing Suri's images was the first step. Next, I thought about where

and when I could photograph people interacting with products and services. Placing

myself outside and in environments where lots of people were interacting with products

and services was critical to photographing good observations. Areas like the Elmwood

Village, Buffalo State College, various organizations in Buffalo, and the homes of

individuals were good places to start photographing. To make sure I didn't miss a good

observation that communicated people altering products or services that were poorly

designed or were missing something in the design, I began to bring my digital camera

with me everywhere at all times.

Once I felt I had a quality collection of photos, I started the first section of the

photo book explaining the components of design thinking. After completing this section,

I began to select the best photographs I had taken by going through them on my

computer. I choose photos to include in the photo book that presented quality images

with clarity, were unusual, and were intriguing to me as the criteria to select all photos.

Once I selected the photos, I wanted in the book I began to organize them by similarity.

Some of the photos were placed on the same page because they connected with each

other. Other pages had one photo on each page in section two of the photo book.

After organizing and selecting the best photos, I started writing my interpretations

of the photos located in the second section of the photo book. Reading Suri's

interpretations of her photos gave me an idea of how to write these interpretations and

what I should include in my own interpretations. Once I wrote my interpretations I then

provided an opportunity for the reader to implement the importance of seeing how

photographing and writing about how and why people interact with products and services

can aid in giving new insights and perspectives to design better products and services.

This opportunity gave the reader directions to first look at the photo, and then

read the author's interpretation under the photo. Next I told them to write their

interpretations from the photos and the author's personal interpretations in the lines

provided. The reader continued to do so throughout the remainder of section two.

The third section was the final section in the photo book. To extend the readers

learning in section three I used the Torrance Incubation Model (TIM) (Torrance,

1979;Torrance & Safter, 1990) by giving them suggested opportunities and additional

references related to design thinking for readers to implement. To implement their

learned skills I suggested that they take a look around their present environment. I then

asked them if there were any intuitive observations they saw in the present environment

that they found inspirational that might provide them with new insights and perspectives

to aid in designing better products and services. If they did have any I told them to write

their thoughts in a space I provided. If the reader did not have any intuitive observations I

then suggested in the future that they might want to try carrying a video camera, digital

camera, or using a cellular phone camera to document intuitive observations of people

subconsciously interacting with products and services. Then I suggested that they write

their thoughts on the observations they documented. Finally, I included additional

references if the reader wanted to learn more about design thinking and how or why your

insights and perspectives can lead to intuitive inspiration to design new products and

services. References included IDEO's website at (www.IDEO.com) and a to link Suri's

(2005) *Thoughtless Acts* website (http://www.thoughtlessacts.com/) elaborating on where

you can add your own photos and interpretations of ways people interact with products

and services.

Once I had all sections completed, I took them to Kinko's to create a photo book.

I brought a flash drive with sections one and three and my digital camera with the photos

I took. Employees at Kinko's then helped me organize and design the photo book so that

it would look aesthetically pleasing.

Timeline (Estimated)

February

- Submit Concept Paper draft # 1 by **Monday, February 9, 2009**
- Final version of Concept Paper posted by **Monday, February 23, 2009**
- **February3rd**- Discussion of Master's project topic with Dr. Mary Murdock **(2 hours).**
- **February10th**- Submission of 2nd draft of concept paper **(6 hours).**
- **February 16th**-Feedback of 2nd draft of concept paper from Dr. Murdock.
- **February 19th**- Discussion of Master's project topic with Dr. Murdock and Dr. Cabra via Skype **(1 hour).**
- **February 21st**- Submission of 3rd draft of concept paper **(5 hours).**
- February 21st-Feedback and discussion of 3rd drafted concept from Dr. Murdock **(1 ½ hours.)**
- **February 22nd** – Submission of 4th draft of concept paper **(5 hours).**
- **February 23rd**- Submission of 5th draft of concept paper **(5 hours).**
- **February 25th**-Submission of final draft of concept paper **(2 hours).**
- **(End of February) -** taking pictures of observations each day of the week. **(18 hours) (1 ½ days)**

March

- **Beginning of March to mid March** – continue takings pictures of observations each day of the week. **(15 days) (21 hours)**
- **(mid March)-** filtering through literature to include in first section of photo book. **(2 hours)**
- **(mid to end of March)-** finish writing section one of picture book (explaining what design thinking is, how it relates to creativity, and the inspiration phase of the design thinking process that the book focuses on). **(10 hours)**
- Finish drafting sections 1,2,3 to be ready for submission **Thursday, March 26 (11 hours)**

- **(End of March)**- begin to select the pictures (section 2) I want in draft photo book. **(2 hours)**
- **(End of March into April)**- begin to write personal narrative interpretations of photographs (section 3) selected to put in draft book. **(5 hours)**
- **(End of March)**- begin drafting sections 4,5,6 **(5 hours)**

April

- **(Beginning of April)**- continue drafting sections 4,5,6 **(5 hours)**

- (**By mid April)** – take draft photo book to Kinko's to turn into professional aesthetically looking photo book with all three sections completed **(1-3 days) (4-8 hours)**
- **(By April 12th**) – have draft photo book complete **(59 hours)**
- **(Sunday, April 12th**)- submit sections 4,5,6 **(11 hours)**
- **(End of April)**- finalize editing, binding final project and touching up on any last minute details. **(4 hours)**
- **(End of April)**- prepare project presentation **(4 hours)**

May

- Submit hard copy of project presentations in class in two pocket folder by **Thursday, May 7th**
- Present project in class **Thursday, May 7th (15 minutes)**
- Edit final work as necessary; Bound project due in hard copy and CD (Five separate files containing the following: (1) total project; (2) abstract; (3) bibliography; (4) concept paper; and (5) presentation (Microsoft Word 5-2004 saved as PDF)) on **May 8**. **(5 hours)**
- Bound, signed final project write-up by **May 12th**.

Total Amount of Time: 129 hours

<u>Section Four: Outcomes</u>

<u>Introduction</u>

The final product that was derived from this semester of work was a thirty-four-page draft photo book. *David Yost + ICSC "Observing Everything Interactions: A Personal Journey"* was the complete title for this work. (See appendix B for full draft of photo book). It was directed towards students, adults, teachers, and any other person who feels the need to get more of an understanding of how and why photographing and writing about humans interacting with products and services in their natural settings was important to design thinking.

<u>The Final Product</u>

The cover of my draft photo book came from a picture my mother had taken over the winter while she was visiting my brother and niece at their home. I decided to incorporate a picture of my niece as the cover of my draft photo book (see Figure 1.Photo#1). I felt this was appropriate because adapting a childlike mentality is important when taking a personal journey to identify inspiration that may lead to new designs for products or services. Figure 1 Cover of Photo Book.

Figure 1.Photo #1

When the reader opens the draft photo book, he/she will find a Table of Contents. It contains:

- A Preface

- An Introduction

- Section 1: Background of Design Thinking

- Section 2: Collection of the Author's Photos and Interpretations and Reader Interpretations

- Section 3: Implementing and Extending your Learning

Section One: Background of Design Thinking

The first section of the draft photo book explained design thinking and its uses. It also provided a description of the inspiration phase of the design thinking process and explained how design thinking related to creativity. This section gave the reader a better understanding of design thinking, and how the design thinking process can be used in real life situations. Below are two samples from the first section of the photo book, "Background to Design Thinking".

Sample 1

 What is Design Thinking?

As organizations enter a new generation filled with complex problems, innovation

through design thinking has become a competitive strategy (Wroblewski, 2007).

Organizations that implement design thinking practices have the potential to stay ahead

of their competitors by visualizing the future.

To identify what design thinking is IDEO's CEO, Tim Brown, (in Wroblewski,

2007) defined design thinking as a "unique human-centered approach that focuses on

solving problems through a person's perspective by using a variety of tools, processes,

roles, and environments**"** (*http://www.lukew.com/ff/entry.asp?451***,** So what is Design

Thinking section, para.3). IDEO's human factors and research leader, Jane Fulton Suri,

revealed in her book *Thoughtless Acts* (2005), that IDEO was one of the most successful

design thinking consultancy firms in the world (Back Cover, para. 2**.).** Brown reveals in

the next section how organizations can use design thinking to create a competitive

strategy.

Sample 2

 Implementing the Observational (inspiration) Phase of the Design Thinking Process

Implementing the observational (inspiration) phase of the design thinking process to

help organizations design new products and services through analysis and interpretation

is important. Tom Kelley (2005) IDEO's co-founder wrote that great observers "have the

ability to "see" what's always been there but has gone unnoticed – what others have

failed to see or comprehend because they stopped looking" (p. 18). He added that great

observers "look beyond the obvious and seek inspiration where it is least expected

(unusual places)" (p. 19). These new inspirational insights and perspectives from analysis and interpretation can lead to intuitive design opportunities or threats. Explanations and questions from these interpretations also give design thinkers and other viewers an "understanding of why people use their creativity to improvise solutions to make up for a missing element in the product/service or because they are poorly designed" (Suri, 2005, p. 167). Understanding why people use products and services allows design thinkers to get a positive emotional connection with the end user.

The positive emotional connection is important because when potential users express their behaviors (emotions) with a product or service they reveal hidden patterns of behavior that may lead design thinkers to new opportunities or consequences. Suri used six human behavior categories to capture these observations of how people interact with products and services. These six categories show how people:

1. **React-** how we interact automatically with objects and spaces that we encounter.

2. **Respond-** qualities and features that prompt us to behave in particular ways.

3. **Co-opt-** making use of opportunities present in our immediate surroundings.

4. **Exploit –**taking advantage of physical and mechanical qualities we understand.

5. **Adapt-** altering the purpose or context of things to meet our objectives.

6. **Conform-**learning patterns of behavior from others in our social and cultural group (p.7, 37, 61, 79, 103, 125, 141).

This draft photo book however, may not include photos pertaining to each term described above.

The next section of this draft photo book displays the author's photos and interpretations capturing how people subconsciously implement some of Suri's six human subliminal behaviors with products and services that may provide inspiration for the reader. Space is provided in this section under each photo and interpretation for the reader to offer and write their own insights and perspectives from the photos and interpretations. There are no definitive interpretations of the following observations and interpretations in this photo book, instead the "value is in looking" (front cover, para.4).What insights and perspectives do you get from these photos and interpretations?

Section Two: Collection of the Author's Photos and Interpretations and Reader Interpretations

The outcome of the second section was a collection of 21 photos I took and my personal interpretations from the photos of people interacting with products and services in their natural setting. The photos were intended to get the audience to be informed, inspired, become more curious, aware, and observant of how we as a society design products and services and solve problems efficiently and effectively. There were no definitive interpretations of these photos; instead, the value was the insights and perspectives viewers got from the photos.

The personal interpretations in this section revealed my own insights, perspectives, and probing questions pertaining to each photo. The personal interpretations of these photos were intended to influence the audience to generate its own insights,

perspectives, and questions around each photo. I left space below each photo and interpretation so the audience could write their own insights and perspectives from the photos and the author's personal interpretations. The photos in this section were not in any particular sequence. Some pages in this section only had one picture while other pages had multiple. Pages with multiple pictures meant that the photos connected with each other and had significant meaning. On the next page are two samples of the photos and personal interpretations included in the photo book. (See appendix B for full interpretations).

Photos #4 and #5 relate to each other; look at them and then read the author's interpretation under the photo.

Figure4.Photo #4: **Orange Drive Way Entrance**

Figure 5.Photo #5: **House Address on Tree**

Author's Interpretation of Photos: Have a hard time finding your drive way when the side streets are full of cars or at night when it is dark? We signal to ourselves where we left from and how to get back. How to improve identification of house addresses in highly condensed populations?

What intuitive insights or perspectives do you get to design a better product or service?

Write your Thoughts Here:_____

First look at photo #33, then read the author's interpretation under the photo.

Figure 33.Photo #33: **Spray Bottle in Pocket**

Author's Interpretation of Photo: When my hands are full and I need to somehow carry something that is vital to my job where do I put it?   More jobs these days call for clothing tailored toward specific duties.

What intuitive insights or perspectives do you get to design a better product or service?

Write your Thoughts Here:_____

_____

_____

Section Three: Implementing and Extending your Learning

The outcome of the third section in this photo book contained suggested opportunities and additional references for readers to implement and extend what they had learned about design thinking and the importance of observation. A sample of this section is provided below.

Sample

Section Three: Implementing and Extending your Learning

"To him that watches, everything is revealed" (Observation quotes, n.d.)

After observing, reading, and writing about all of the author's photos and interpretations did you find yourself becoming aware, curious, and/or recognizing how observations of people subconsciously interacting with products and services in their natural setting can produce new insights and perspectives?

Now that you've had a chance to identify your skills, use your imagination, and have some fun with design thinking, here is an opportunity to try out what you have learned in other ways. Take a look around your present environment. Are there are intuitive observations you see that you find inspirational that might provide you with new insights and perspectives to aid in designing better products and services ? If so, write your thoughts below.

Write your Thoughts Here: _____

_____

If you have not been able to identify any inspirational observations in your current environment, then perhaps in the future you might want to try carrying a video camera, digital camera, or using your cellular phone camera to document intuitive observations of people subconsciously interacting with products and services. Then try writing your thoughts on the observations you documented. A world of opportunities waits for you to have fun with, challenge and implement your observational skills and imagination.

Section Five: Key Learning's

Introduction

Observations and interpretations are key components of the CPS process and the design thinking process when they are used to solve problems or design new products and services. Implementing my observation and interpretation skills to create section two (Collection of the Author's Photos and Interpretations and Reader Interpretations) of my photo book required lots of patience and incubation time in order for them to have significant meaning to myself and to the viewers of the photo book. All three sections of the draft photo book relied heavily on use creativity skills to form a product that was easy to follow, informative, and aesthetically pleasing. The majority of my learnings were extracted from reading and comprehending Suri's (2005) book *Thoughtless Acts* and other sources based on design thinking. Below is a summation of the key learning's that I had established from creating this project.

Content- Key Learning's

My creative inspiration for this project came from ideating with Dr. John Cabra, a professor in the Creative Studies department at Buffalo State College. He suggested that as a Master's project idea, I might create a photo book similar to Jane Suri's (2005) *Thoughtless Acts*. After discussing this idea with Dr. Cabra, I decided it was what I wanted to do for my project. After reviewing Suri's book I came across a quote that provided supplementary inspiration and motivation to do this project. Suri wrote "Recently at IDEO we have been exploring ways to involve our clients, end users, and other people in observing, explaining, and questioning their own and other people's day-

to-day behavior. By encouraging them to notice and document their habits, workarounds, unspoken rules, and cryptic signaling systems, we can work together to uncover the opportunities for improvement" (p. 175-176). This quote provided me with an insight and an opportunity to execute an interest and skill I thought I was good at. This skill was being able to identify unusual behaviors of people interacting in their natural environment that had significant meaning to me.

My overall product stemmed from following the *Incubation Model of Creative Learning and Teaching* originally developed by Torrance (1979) and Safter (1990), the three basic stages of this model, later revised and renamed the *Torrance Incubation Model of Creative Learning and Teaching* (TIM) by Murdock and Keller-Mathers (2001; 2007 a & b) were incorporated in this draft photo book. The preface acted as the first stage for the model. The text within the preface and the picture of the plastic cup over the handle hot water tap on the coffee machine heightened readers' anticipation for what they would possibly be reading in the draft photo book.

The introduction of the draft photo book deepened readers' expectations, which was Torrance's second stage. In the introduction I explained what the draft photo book was about and what was included in the three sections. I also mentioned there would be space provided in the third section for readers to offer their own insights and perspectives from the author's photos and interpretations. This meant that readers could anticipate an area where they could write about their own insights and perspectives from the photos and interpretations.

The third step of the TIM was Extending the Learning. To extend the learning for the readers of this draft photo book, I included links to IDEO's website and Suri's book

website so viewers could learn more about design thinking and how or why people's insights and perspectives can lead to intuitive inspiration to design new products and services. The TIM model also has a set of skills associated with the three steps that should be integrated. The following four creativity or domain relevant skill sets (Torrance, 1979; Amabile, 1983) were incorporated in this draft photo book: Be Original, Put Ideas into Context, Combine and Synthesize, and Visualize It Richly and Colorfully.

The various photos of people interacting with products and services in unusual ways and the personal interpretations in the draft photo book used the creativity relevant skill "Original" because they were my personal observations and interpretations (Torrance, 1979; Amabile, 1983). Grouping the connected photos together in the draft photo book and writing my interpretations of them not only required me to be original, but to use the creativity relevant skills of **"**Putting my Ideas in Context" and then "Combining and Synthesizing" them. In addition to using these creativity skills to create groups of photos that connected in the photo book, I also had to rely using on a domain relevant skill "Visualizing" in design thinking (although also a creativity skill as well). Visualizing how the photo book would be organized and looked from a distance was a design thinking domain skill that helped me to put the content of this project together. I used both types of skills to form the content of the draft photo book by looking for observations that steered away from the obvious. Observing people interacting with products and services in unusual locations and in unusual ways was an effective method to organize the content of the photo book. To implement this method, I was attentive to my surroundings, and I deferred judgment. Paying attention to and deferring judgment toward my observations helped with the content of the photo because I ended up with a

collection of photos that were interesting and had value to me. Reviewing Suri's book of photos and interpretations and the books website (www.thoughtlessacts.com) was also helpful when developing and organizing the content of my photo book.

If could of done anything differently to change the content of the photo book I would have had a more photos and organized the photos properly into Suri's six human behavior categories. I would have done this so the reader could have identified what category the photo belonged to. This would have given readers a chance to see the importance of why recognizing how and why human's different behaviors with products and services was critical to design thinking.

After reading Suri's book I learned that humans varied behaviors could provide inspirations to design new products and services. This was intriguing to me because I then started to recognize myself looking for different behaviors on a daily basis, and questioning my own behaviors and others became a tool to assess various forms of human behavior. I also learned from Suri's literature that observing people interacting with products and services in their natural setting is a good starting point for understanding customer's needs and wants.

Process-Key Learning's

The process of creating a draft photo book also required me to use domain skills and Torrance's creativity skills. Evaluating what steps to take first were important when organizing the layout of the photo book. Thinking logically and "Keeping open" to organize the sections of the photo book in proper sequence were domain and creativity skills I implemented into my process (Torrance, 1979; Amabile, 1983). For example, I

began taking photos first because the photos provided interpretations, those interpretations then provided the reader with insights and perspectives. Taking photographs first as a part of my process of creating the draft photo book also gave me the chance to develop my photography skills and work on my observational skills. Using my intrapersonal and interpersonal domain skills while implementing the creativity skill of "Being Aware of Human Emotions" was also important to the process of developing the draft photo book (Torrance, 1979; Amabile, 1983). This was true because I began to recognize that my emotions affected what types of behaviors I was looking for and influenced what I photographed. Connecting my emotions with the ways humans subconsciously behaved with products and services opened new insights and perspectives for me. Suri noted that design thinking is not just about function but also connecting with customers feelings to promote a positive relationship with them. Carrying out these domain and creativity skills helped with how I would process and mange the project.

Suri's book not only contributed to the process of this photo book but doing things like carrying a camera with me at all times to photograph people interacting with products and services worked out well. Sometimes I was not able to record certain observations because the camera's power was off or because the observation disappeared. Carrying a camera around all the time was still a big part of the process because if a good observation came along I was always prepared to record it. The quality of the photos I took also was a success. The camera I used was easy to operate and had features that allowed me to take different photos in various situations.

Although the process I used was successful, I think I could have expanded on the number and diverse of locations I went to photo people interacting with products and

services. Instead of worrying about going somewhere where I thought there would be limited observations of people interacting with products and services I should have just gone. This key learning was identifiable because I found out that the best observations came from locations I least expected to get them from. I suppose I was judging where inspiration would and would not be. This was my preference to clarify the situation instead of implementing it. If had simply gone out and taken pictures where ever I was, I probably would have captured more intriguing images. For the most part the process I ended up using was what I had originally thought was going to happen. Thinking through the process before hand was important; however, actually implementing it was difficult because implementation is a weakness of mine. Even though implementation of the process was difficult, going with my instincts was still a significant part of the process I used.

Section Six: Conclusion

Introduction

My overall experience with developing my project was enjoyable. I was a little overwhelmed at first with the amount of work that would go into developing the draft photo book. I am however, happy that I decided to stay with the project idea. I proved to myself that with hard work and the proper motivation I could create something that was positively influential to people even though the concept was challenging and somewhat confusing.

Because there was a lot of creative freedom to decide how I was going to create a product and what it was going to be about, I had a hard time choosing what I wanted to do. I was so used to being told how to do an assignment, what it was going to be about, and what it should included. This freedom was intimidating at first but with the help of my classmates, and the creative studies faculty, converging on idea suddenly became easier to grasp. I now know that creativity is really about identifying what you are intrinsically motivated to do. Even if the tasks are challenging, the creative process will guide you through the uncertainty. I also discovered that what one thinks is creative may not be to another. Therefore, we be must sensitive when designing products or services. Researching what a culture values and believes to be creative is important when designing a product or service for that culture. Cultures that do things differently than others are not right or wrong but instead just have a different preference of doing things.

Creativity and change leadership give people the chance to learn from each other. Collaborating cultures and new ways of thinking can produce novel and unique insights

and perspectives. These insights and perspectives can lead to new opportunities or reveal threats. Influencing people to go in the right direction is big part of change leadership. Giving good direction comes from going with your instincts.

What I see myself doing now is continuing to observe how humans interact with products and services. I would like to get a video camera to record my observations so the interactions revealed more details. Expanding the number of images and interpretations in my photo book will most likely come next. Traveling to new locations and recording more observations is also my next step.

Another thing I see myself doing is capturing photos that give insights to design a cigarette disposal machine that makes smokers want to dispose their cigarettes. A potential insight for creating a product that makes people want to dispose of their waste is giving them a reward for doing so. This world is littered with so many cigarettes. I feel it is time to create something that takes care of this problem.

I am also going to continue to inform people how recognizing and looking at problems as a positive challenge is important to our survival as a society. Continuing to influence people to think creatively is a goal of mine. Spreading creativity to my friends and family is important to me. Disbursing this knowledge to people will be essential as we continue to rely on creativity to fulfill our basic human needs and wants. If I can get other people to see how and why creativity is so important when solving problems or when designing something then I feel I have been successful. Sharing various literatures about creativity that I think is interesting with people will be an effective way of

spreading the importance of creativity. This will not be the only method I will use to spread creativity, but it is good starting point.

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Appendices

Appendix: A

Concept Paper

Appendix A: Concept Paper.

"Observing Everything Interactions: A Personal Journey"

Name: David Yost   **Submitted: 2/25/09**

(Developing a Skill/Talent and Working on a New Skill or Talent)

_____

What Is This Project About?

This project is about taking a personal journey to photograph thoughtless acts (human behaviors) or observations of how and why people use products and services in their natural settings. The project will contain photographs and personal narrative interpretations of each photo provided by the author. The observations and personalized interpretations of them are intended to get people to inform, inspire, become more curious, aware, and observant of how we as a society design products and services and solve problems efficiently and effectively. These observations and interpretations are also intended to illustrate patterns that point to more a universal need.

This project will serve as a smaller, but similar version of IDEO's human factors and research leader Jane Fulton Suri's (2005) book titled "Thoughtless Acts". Suri (2005) revealed in her book that "IDEO is one of the most successful design thinking consultancy firms in the world." (Back Cover, para. 2). IDEO's CEO Tim Brown in Wroblewski's (2007) online article titled "Tim Brown: Innovation Through Design Thinking" defined design thinking as a "unique human-centered approach that focuses on solving problems through a person's perspective by using a variety of tools, processes, roles, and environments"(*http://www.lukew.com/ff/entry.asp?451*, So what is Design Thinking section, para.3). Brown also revealed that there are 3 basic phases in the design

thinking process. Those phases are inspiration, ideation, and implementation. This project will focus on the inspiration (observational) phase of the design thinking process which includes observation.

The inspiration phase of the design thinking process uses the world as an inspirational tool to help formulate a design for a product or service. When designing a product or service that one wants to be something creative and innovative, it is important to be a good observer by using your senses to gather information and to observe people in a natural setting to determine how and why they use a product or service. To understand people's needs and wants, Wroblewski (2007) quoted Brown as saying that he believes "designers must look from a people's perspective at social, cultural, cognitive, emotional, and physical levels" (*http://www.lukew.com/ff/entry.asp?451*, Inspiration section, para. 4). This allows them to create a product or service from a perceived customer experience. People these days are not always looking for an accumulation of materials; instead they are looking for a unique experience that encompasses a product or service tailored to their preference.

My photo book similar to Suri's (2005) will include my own photos and personal interpretations of them. Each photo will be organized into the same seven different human behavior categories that Suri's used in her book. Those categories are: how people adapt, react, exploit, respond, co-opt, conform, and signal with different products, services, and the environment. However, the number of photos and personal interpretations that I will use will be reduced to 2-3 pictures and 14-21 interpretations per category.

Ramos (2006) Torrance's Incubation Model creativity skills from (Torrance, 1998) in an online article titled "Designing Creative Geography Lessons Using the Torrance Incubation Model". I will use these skills in completing my project:

- **Find the Problem** - recognition or awareness of a situation
- **Produce and Consider Many Alternatives** - generating many and varied ideas
- **Be Flexible** - perceiving a problem in different perspectives
- **Be Original** - moving away from the obvious
- **Elaborate – but not Excessively** - adding details or ideas and developing them
- **Keep Open** - resisting premature closure
- **Be Aware of Emotions** - recognizing verbal and non-verbal cues
- **Put Your Ideas in Context** - putting experiences together in a meaningful way and making connections
- **Combine and Synthesize** - combining relatively unrelated elements
- **Visualize It – Richly and Colorfully** - using vivid and exciting imagery

- **Enjoy and Use Fantasy** - imagine, play and consider things that are not concrete or do not exist
- **Make it Swing – Make it Ring!** - responding to sound and movement
- **Look at it Another Way** - being able to see things from a different visual or psychological perspective
- **Visualize the Inside** - paying attention to the internal dynamic of things
- **Breakthrough – Extend the Boundaries** - thinking outside prescribed requirements
- **Let Humor Flow and Use It** - perceiving incongruity and responding to a surprise
- **Get Glimpses of the Future** – wonder and dream about possibilities
- **Highlight the Essence** - identifying what is most important and absolutely essential (http://www.gta.org.sg/geonews/GeoNews_Sep06.htm, Skills Involved in the Model section, para. 5).

Rationale for Choice:

I choose this as my Master's Project because I enjoy observing how and why people operate and interact with their surroundings. I would someday like to work for a design thinking firm and be a part of design team that is always looking for new challenges and ways to improve how people, products, and services function. Therefore increasing my observation and interpretation skills as well as developing basic photography skills will be necessary. Developing a new skill like basic photography is important because when I do observe something, I can capture and record information effectively.

According to Suri (2005) observation and interpretation of observations are the most important components or starting points for IDEO to solve problems and design new products, and services (p.165, 178).

I also believe that society needs to start paying attention to the world around it rather than taking it for granted. People need to understand and recognize that although our resources are depleting, we are still faced with life's constant struggles and survival challenges that need to be addressed as part of our daily agenda. Ideally my goal is to get people to want to search for problems to solve and select the most important ones to work on. This concept is critical to our growth and survival as human beings. People need to look at finding and solving problems as positive challenges that need to be dealt with properly.

Dealing with problems and recognizing them in a proactive manner will add to the quality of life for myself and others.

I am motivated to do this project because I have always wanted to be known for doing or creating something that will positively change or lead the world in a new direction. If I can display the ability to record and interpret insightful observations and help people recognize and become more aware of the problems that exist then my interpretations may lead others to new insights and perspectives to help design new products and services and solve problems. If my efforts are recognized, then a career opportunity may come to light in which I can incorporate different roles, learning styles, CPS tools, and processes to design products and services by solving complex or simple problems.

What Will be the Tangible Product(s) or Outcomes?

The tangible product or outcome will be a draft of a book with three sections.

The first section will explain what design thinking is, how it relates to creativity, and the inspiration phase of the design thinking process that the book focuses on.

The second section will contain 2-3 photographs of people's thoughtless acts (human behaviors) or observations of how and why people use products and services in their natural settings. These 2-3 photographs will be organized into seven different human behavior categories of how people interact with products and services within their natural settings to:

1. **Adapt**- the way we alter the purpose or context of things to meet our objectives
2. **React**- the way we interact automatically with objects and spaces that we encounter
3. **Exploit**- the way we take advantage of physical and mechanical qualities we understand
4. **Respond**-the way we use some qualities and features to prompt us to behave in particular ways
5. **Co-opt**- the way we make use of opportunities present in our immediate surroundings

6. **Conform-** the way we learn patterns of behaviors from others in our social and cultural group
7. **Signal-** the way we convey messages and prompts to ourselves and other people (Suri, 2005).

The third section will include my own personal narrative interpretations of the 2-3 pictures in each category.

The ideal outcome after the draft is complete is to get people to want to search for problems to solve and then to select the most important ones to work on.

What Criteria Will You Use To Measure The Effectiveness Of Your Achievement?

I will know I am successful when I have made effective observations and interpretive connections from the observations. I will also know I am successful when I can effectively identify and select key details in the photos that inspire me, make me become more curious, and provide me with new insights and perspectives on how to design new products and services and solve problems efficiently and effectively.

I will know when to stop when I feel I have a high quality collection of pictures and interpretive stories in each category that have important meaning to me.

Who Will Be Involved or Influenced; What Will Your Role Be?

My role in this project will be to draft a book by taking pictures, organizing them into categories, and developing narrative interpretive stories around them to get others to understand and observe how important human behavior is when solving problems and designing products, services.

Dr. Mary Murdock, my advisor and instructor of my Master's Project, will guide and give me advice on the process and content of the drafted book.

Dr. John Cabra, a Creative Studies Professor, will also provide me with ideas and advice on the draft of the book.

When Will This Project Take Place?

This project will take place during the Spring semester of 09'. This draft book will only require the Spring semester, however, I may want to expand the number of pictures and stories after the project is complete.

Where Will This Project Occur?

This project will occur in various areas of Buffalo, NY. This might include internal and external environments. Locations might include multiple areas and streets including Downtown Buffalo, South Buffalo, North Buffalo, Buffalo State College area, suburbs of Buffalo, various organizations and businesses in Buffalo, and homes of local individuals.

Why Is It Important to Do This?

This project is important to do because it will help individual's see the importance of observing day to day human behavior in order to inform and inspire how and why we design products, services and solve problems efficiently and effectively. People in Buffalo and the rest of the world need to understand how important it is to recognize problems and react to them in a proactive way. Those people will also see the importance of finding many ways to look at and use alternative solutions to solve problems. In addition it is important to get people to realize that problems are not just the way they are or have to go unsolved because all problems can be potentially solved, improved or looked at differently. Getting people to pay attention to their observations and analyze them also allows them to use critical thinking skills which are necessary to solve problems efficiently and effectively. If individuals can learn to use analogies and narrative stories from observations to explain problems then new insights and perspectives will be provided as a means to a solution as well as enhancing a person's creativity and critical thinking skills.

Personal Learning Goals:

- Learning how to identify what photos to take and display in my photo book that really show how and why human behavior is important when solving problems and designing a product or service.
- Learning how to take quality photos which capture observations that have impact on viewers.
- Learning how to write effective narrative stories (interpretations) about each photo that will have an impact on the reader.
- Learning how to piece all of the photos together in the appropriate categories to display images that really inform, inspire, and provide new insights, perspectives, curiosity and meaningful interpretations for the viewer in the observations.

How Do You Plan to Achieve Your Goals and Outcomes?

To achieve my goal of drafting a book of three sections I plan on simply doing the necessary work.

To achieve the outcome of the first section in which I explain what design thinking is, how it relates to creativity, and the inspiration phase of the design thinking process that the draft book focuses on, I will cite and provide information from various design thinking information sources.

To achieve the outcome of the second section of the draft book (taking 2-3 photographs of people's thoughtless acts (human behaviors) or observations organized into seven different human behavior categories, I will do the following throughout the weeks of February and March:

- Monday- Take pictures of how and why people use products and services relating to the human behavior category reacting.

- Tuesday- Take pictures of how and why people use products and services relating to the human behavior category responding.

- Wednesday- Take pictures of how and why people use products and services relating to the human behavior category co-opting.

- Thursday- Take pictures of how and why people use products and services relating to the human behavior category exploiting.

- Friday- Take pictures of how and why people use products and services relating to the human behavior category adapting.

- Saturday- Take pictures of how and why people use products and services relating to the human behavior category conforming.

- Sunday- Take pictures of how and why people use products and services relating to the human behavior category signaling.

In addition to achieving the outcome of the second section, I will select the best photographs for each category to organize into my draft book. I will also have a camera with me all the time and take pictures of any observations relating to any category on any day.

To achieve the outcome of the third section (including my own personal narrative interpretations of the 2-3 pictures I organize in each category), I will use my own judgment and observation, interpretive, and creativity skills to provide my own narrative interpretations of the observations. These narrative interpretations may include informing, inspirational, and probing questions to the reader to give them new insights and perspectives.

Evaluation:

I plan on evaluating my results by having Creative Studies graduate students in my CRS 690 Master's Project class, and Dr. Mary Murdock my advisor and instructor, as well as Dr. John Cabra a Creative Studies professor to look through my draft photo book and to read my stories to see if the observations bring curiosity and meaningful interpretations

that could help them to solve problems, design new products and services or to create new opportunities/challenges that exist in Buffalo and the rest of the world.

I also plan on evaluating my own work by viewing my pictures and interpretations in the book to see if they do in fact give me new insights and perspectives. I will then review Suri's (2005) book and compare her photos and interpretations with my own.

Prepare Project Timeline:

February

- Submit Concept Paper draft # 1 by Monday, February 9, 2009
- Final version of Concept Paper posted by Monday, February 23, 2009
- February 3rd- Discussion of Master's project topic with Dr. Mary Murdock (2 hours).
- February 10th- Submission of 2nd draft of concept paper (6 hours).
- February 16th-Feedback of 2nd draft of concept paper from Dr. Murdock.
- February 19th- Discussion of Master's project topic with Dr. Murdock and Dr. Cabra via Skype (1 hour).
- February 21st- Submission of 3rd draft of concept paper (5 hours).
- February 21st-Feedback and discussion of 3rd drafted concept from Dr. Murdock (1 ½ hours.)
- February 22nd – Submission of 4th draft of concept paper (5 hours).
- February 23rd- Submission of 5th draft of concept paper (5 hours).
- February 25th-Submission of final draft of concept paper (2 hours).
- (End of February) taking pictures of observations each day of the week.

March

- Begin drafting sections 1,2,3 to be ready for submission Thursday, March 26
- (Beginning to mid March)- begin writing section one of picture book (explaining what design thinking is, how it relates to creativity, and the inspiration phase of the design thinking process that the book focuses on).
- (Beginning to mid March)- continue taking pictures of observations each day of the week during March.
- (Mid March) – finish writing section one of picture book (explaining what design thinking is, how it relates to creativity, and the inspiration phase of the design thinking process that the book focuses on).
- (Mid to end March)- begin to select the pictures (section 2) I want in draft photo book.

- (Mid to end of March)- begin to write personal narrative interpretations of photographs (section 3) selected to put in draft book.
- (By March 26th)- finish selecting the photos (section 2) I want in draft photo book.
- (End of March)- begin drafting sections 4,5,6

April

- (Beginning of April)- continue drafting sections 4,5,6
- (By April 12th – have draft photo book complete
- (Sunday, April 12)- submit sections 4,5,6
- (Mid to end of April) – take draft photo book to Kinko's to turn into professional aesthetically looking photo book with all three sections completed
- (End of April)- finalize editing, binding final project and touching up on any last minute details.
- (End of April)- prepare project presentation

May

- Submit hard copy of project presentations in class in two pocket folder by Thursday, May 7th
- Present project in class Thursday, May 7th (15 minutes)
- Edit final work as necessary; Bound project due in hard copy and CD (Five separate files containing the following: (1) total project; (2) abstract; (3) bibliography; (4) concept paper; and (5) presentation (Microsoft Word 5-2004 saved as PDF)) on May 8.
- Bound, signed final project write-up by May 12th.

Identify Pertinent Literature or Resources:

Key books to read:

- IDEO, & Suri, J. (2005). *Thoughtless acts?: Observations on intuitive design*. San Francisco, California: Chronicle Books.

- Kelley, T., & Littman, J. (2005). *The ten faces of innovation: Ideo's strategies for defeating the devil's advocate and driving creativity throughout your organization*. New York, New York: Doubleday.

- Mance, M., Murdock, M., & Puccio, G. (2006). *Creative leadership: Skills that drive change* .Thousand Oaks, California: Sage Publications, Inc.

- Puccio, G. (2002). *Your Thinking profile a tool for innovation*. Evanston, Illinois: THinc Communications.

Online Journal Articles:

- Beckman, S., & Barry, M. (2007, Fall2007). Innovation as a learning process: Embedding design thinking. *California Management Review*, *50*(1), 25-56.Retrieved May 12, 2009, from Business Source Premier database.

- Wroblewski, L. (2007, January 19). Functioning form - Tim brown: Innovation through design thinking. *Functioning Form* , Retrieved February 23, 2009, from   *http://www.lukew.com/ff/entry.asp?451*

Unpublished document:

- Yost, D. (2008). *Design thinking*. Unpublished manuscript

Weblog:

- Brown, T. (2008, September 07). What does design thinking feel like? Message posted to http://designthinking.ideo.com/?p=51

Appendix: B

Draft Photo Book

Appendix: B Draft Photo Book

David Yost + ICSC

Figure 1.Photo #1

"Observing Everything Interactions: A Personal Journey"

Table of Contents

Preface

Have you ever consciously caught yourself thinking about how or why a product or service was not designed better to fit your needs or wants at that exact moment? Have you ever thought about photographing and writing about those products or services that could potentially be designed differently to fulfill your needs and wants? Well you are in luck. This draft photo book gives you a glimpse of how photographing and writing about how and why people interact with products and services can aid in giving new insights and perspectives to design better products and services.

You will be given the opportunity in this photo book to write your own thoughts and interpretations about the author's photos and his interpretations of the photos as well. The photo of the baby on the front cover of this photo book is designed to remind readers that it is important to project themselves into a child-like mentality when viewing and writing their own thoughts about the author's photos and interpretations in this photo book.

First look at the photo, then read the author's interpretation under the photo. These are designed to and may reveal new insights and perspectives to you on how to design better products and services. Next write your interpretations in the lines provided. The following sample photo is displayed below for you to observe and interpret. The author's interpretation comes first. Space is then provided under it for you to write your own thoughts. This process will allow you to see how photographing and writing about how people subconsciously interact with products and services in their natural setting can aid in designing products and services.

Figure 2.Sample Photo: **Cup used to Signal Hot Water Lever is Out of Order**

Author's interpretation of photo: Don't use this hot water lever. Systems often need status/progress indicators to let other people know what's happening.

What intuitive insights or perspectives do you get to design a better product or service?

Write your Thoughts Here:_____

_____

The example above is just one sample of what the reader should expect to see and do in the remainder of the photo book. Being aware, recognizing, and becoming curious about how humans behave and interact with products and services in their natural setting is important when designing something. So feel free to be curious and let your imagination run wild when viewing, reading, and writing about the author's photos and interpretations throughout the remainder of this photo book.

Introduction

The content of this draft photo book features three sections. The first section of the draft photo book explains design thinking and its uses in real life situations. It also provides an explanation of how the design thinking process relates to the creative problem solving process. A description of the inspiration phase of the design thinking process ends this section. This section gives the reader a better understanding of design thinking, the design thinking and creative process involved, and the inspiration phase used in the design thinking process.

The second section of this draft photo book also contains photos with a collection of personal interpretations (stories and probing questions) of the photos provided by the author. The interpretations provoke curiosity in the viewers, allowing them to produce and write their own thoughts and interpretations from their observations. These photos are intended to help the reader to become informed, inspired, curious, aware, and observant. This process will enable society to design products and services and solve problems more efficiently and effectively. Space is provided in this section with each of the author's photos and interpretations for the readers. The reader then writes his/her own thoughts and interpretations revealed from the author's photos and interpretations. This section is also intended to get people to want to be more attentive and willing to recognize problems by photographing and writing about them. Influencing people to become more aware of recognizing (observing) problems, and design opportunities or threats in products and services and then writing about them is the ideal purpose of this draft photo book.

The third section of this photo book contains suggested opportunities and additional references for readers to implement and extend what they have learned about design thinking and the importance of observation.

Section 1: Background of Design Thinking and the Inspiration Phase of the Design Thinking Process.

What is Design Thinking?

As organizations enter a new generation filled with complex problems, innovation through design thinking has become a competitive strategy (Wroblewski, 2007). Organizations that implement design thinking practices have the potential to stay ahead of their competitors by visualizing the future.

To identify what design thinking is, IDEO's CEO, Tim Brown, (in Wroblewski's, 2007) online article defines design thinking as a "unique human-centered approach that focuses on solving problems through a person's perspective by using a variety of tools, processes, roles, and environments" (*http://www.lukew.com/ff/entry.asp?451*, So what is Design Thinking section, para.3). IDEO's human factors and research leader, Jane Fulton Suri, revealed in her book *Thoughtless Acts* (2005), that IDEO was one of the most successful design thinking consultancy firms in the world. (Back Cover, para. 2**.**).Brown reveals in the next section how organizations can use design thinking to create a competitive strategy.

Uses of Design Thinking

In order to see the value of implementing design thinking, it is important to understand how it is used. To demonstrate the value of using design thinking, Brown (in Wroblewski, 2007) described how implementing design thinking may help organizations to:

- Develop new markets, creating new value for the organization. For example, an automotive group that used design thinking to create a new way of

driving, or an automobile that gave birth to a new way of driving. Therefore, design thinking is important for organizations to implement because it can supply them with unique products or services that no other organizations can offer giving them a competitive advantage.

- Create new offerings. For example, improving the reliability and safety of an automobile that Toyota manufactures. This is important because design thinking can improve the value of an automobile and attract new customers and retain loyal customers.

- Create new business models that might have a significant impact on the organization's transfer from products to services. An organization's development of new business models and their transfer from products to services, rather than selling products, can help build relationships with customers. Customers that have good relationships with the organizations they do business with are more likely to be loyal, satisfied, and willing to refer others to their business.

- Help with new applications of technology. For example, improving the layout of a new phone that is user friendly for potential buyers. A product or service that is easy to use will increase the chance of customers wanting to purchase it. If customers have difficulty using a company's product or service they might go elsewhere or complain to potential customers.

- Help with new methods of connecting to customers. For example, design thinking can create better communication between the customer and the manufacturer. Customers that have a positive emotional relationship with the

organizations they buy from will be more likely to illustrate what they want and need from an organization. These insights from customers can give an organization direction of what or how they should design next.

- Develop new partner relationships. Collaboration is a big part of design thinking. Therefore, organizations collaborating to manufacture a new product or service can learn from each other. This collaboration can give those organizations a competitive edge.   (Design Thinking can be used to section, para.2).

Collaboration in design thinking is important when creating products or services. Organizations need to be creative when deciding to collaborate with other companies or concepts. Therefore, it is essential to understand how the design process relates to the Creative Problem Solving process (CPS), because creativity is needed when designing products or services.

Correlating the Design Thinking Process and CPS Process

IDEO executes design thinking's usefulness in implementing a problem solving process similar to the CPS process (Puccio, Murdock, & Mance, 2007). There is a conceptual relationship between the CPS process and the design thinking process in the phases they use. There are three phases of the natural thinking process in the CPS model: clarification, transformation, and implementation" (Figure 2.2, p. 36). However, the focus in this draft photo book is on clarification phase in the CPS process.

Brown also revealed there were 3 non-linear phases in the design thinking process, including "inspiration, ideation, and implementation" (*http://www.lukew.com/ff/entry.asp?451*, So what is Design Thinking section, para.3.). A

flexible non-linear process allows problem solvers and designer thinkers to move back and forth during the process if needed. This non-sequential process allows room for adjustments and modifications.

All phases in both models correlate, however this draft photo book will only focus on the connection between the inspiration (observational) phase in the design thinking process and the clarification (exploration of a challenge) phase in the CPS process.

Beckman & Barry (2007) refer to the design problem solving process as the 'innovation process.' The innovation process is the result of collaboration between Charles Owen's model from the Illinois Institute of Design and American Educational theorist David Kolb's model (Figure 3, p. 30).

Puccio, Murdock, & Mance's, (2007) clarification phase of the CPS process and Beckman & Barry's observational (inspirational) phase of the design thinking process are identified as the first phase of both processes. Both initially attempt to analyze a problem by exploring a vision (observation). Both processes also recognize that it is important to decide what problems are worth solving. Both processes try to understand data around the customer's (client's) problem through "gaining empathy by looking at the world through other people's eyes in order to understand things at social, cultural, cognitive, emotional, and physical levels" (*http://www.lukew.com/ff/entry.asp?451*, Wroblewski, 2007, Inspiration section, para. 4). When a customer (client) makes an emotional connection by feeling comfortable, trusting, and willing to share his or her experiences around the problem, new insights and perspectives are revealed. These once hidden insights and perspectives refer to subconscious human behaviors that may lead to solving the problem

or designing better products/services. These insights and perspectives (human behaviors) give design thinkers inspiration to design better products and services.

These similarities illustrate the logical connections between the two processes. Connecting them has potential to give an understanding and reasoning why creativity is important to design thinking. Therefore, creative design thinking relies on implementing the inspiration phase of the design thinking process because observations of customers using products and services provide new insights and perspectives (inspiration) to design thinkers.

Implementing the Observational (inspiration) Phase of the Design Thinking Process

Implementing the observational (inspiration) phase of the design thinking process to help organizations design new products and services through analysis and interpretation is important. Tom Kelley (2005), IDEO's co-founder, wrote that great observers "have the ability to 'see' what's always been there but has gone unnoticed – what others have failed to see or comprehend because they stopped looking" (p. 18). He added that great observers "look beyond the obvious and seek inspiration where it is least expected (unusual places)" (p. 19). These new inspirational insights and perspectives from analysis and interpretation can lead to intuitive design opportunities or threats. Explanations and questions from these interpretations also give design thinkers and other viewers an "understanding of why people use their creativity to improvise solutions to make up for a missing element in the product/service or because they are poorly designed" (Suri, 2005, p. 167). Understanding why people use products and services allows design thinkers to get a positive emotional connection with the end user.

The positive emotional connection is important because when potential users express their behaviors (emotions) with a product or service they reveal hidden patterns of behavior that may lead design thinkers to new opportunities or consequences. Suri used six human behavior categories to capture these observations of how people interact with products and services. These six categories show how people:

1.) **React-** how we interact automatically with objects and spaces that we encounter.

2.) **Respond-** qualities and features that prompt us to behave in particular ways.

3.) **Co-opt-** making use of opportunities present in our immediate surroundings.

4.) **Exploit –**taking advantage of physical and mechanical qualities we understand.

5.) **Adapt-** altering the purpose or context of things to meet our objectives.

6.) **Conform-**learning patterns of behavior from others in our social and cultural group (p.7, 37, 61, 79, 103, 125, 141).

This draft photo book however, may not include photos pertaining to each term described above.

The next section of this draft photo book displays the author's photos and interpretations capturing how people subconsciously implement some of Suri's six human subliminal behaviors with products and services that may provide inspiration for the reader. Space is provided in this section under each photo and interpretation for the

reader to offer and write their own insights and perspectives from the photos and

interpretations. There are no definitive interpretations of the following observations and

interpretations in this photo book, instead the "value is in looking" (front cover,

para.4).What insights and perspectives do you get from these photos and interpretations?

Section Two: Collection of the Author's Photos and Interpretations

and Reader Interpretations

First look at photo #3, then read the author's interpretation under the photo.

Figure 3.Photo #3: **Orange Parking Cones**

Author's Interpretation of Photo: Oops I ran my front bumper of my car into the curb again. How do I know how close or far away I am from damaging my car where parking is congested? Visible symbols with bright colors keep our awareness of space present.

What intuitive insights or perspectives do you get to design a better product or service?

Write your Thoughts Here:_____

_____

Photos #4 and #5 relate to each other; look at them and then read the author's interpretation under the photo.

 Figure4.Photo #4: **Orange Drive way Entrance**

 Figure 5.Photo #5: **House Address on Tree**

Author's Interpretation of Photos: Have a hard time finding your drive way when the side streets are full of cars or at night when it is dark? We signal to ourselves where we left from and how to get back. How to improve identification of house addresses in highly condensed populations?

What intuitive insights or perspectives do you get to design a better product or service?

Write your Thoughts Here:_____

First look at photo #6, then read the author's interpretation under the photo.

Figure 6.Photo #6: **Dragging Wet Floor Signs**

Author's Interpretation of Photo: Dodging people with unsecure wet floor signs on a slippery surface. How safe or cautious do you actually feel as an employee or customer when surface areas are full of people moving around subconsciously? Is there another way to get people to be more aware or cautious when floor surfaces change?

What intuitive insights or perspectives do you get to design a better product or service?

Write your Thoughts Here:_____

Photos #7 and #8 relate to each other; look at them and then read the author's interpretation under the photo.

Figure 7.Photo #7: **Cigarette Pack on Top of Disposal**

Figure 8.Photo #8: **Full Cigarette Disposal**

Author's Interpretation of Photos: Society continues to liter our ground with cigarette butts even when there is a disposal compartment available. Is there away to get people to want to dispense their cigarettes or trash properly? Can we turn this problem into a way we can reward people to do so?

What intuitive insights or perspectives do you get to design a better product or service?

Write your Thoughts Here:_____

Photos #9, #10 and #11 relate to each other; look at them and then read the author's interpretation under the photo.

Figure 9.Photo #9: **Iphone in Steering Wheel**   Figure 10.Photo #10: **Phone in Bra**

Figure 11.Photo #11: **Earphones Wrapped around Iphone**

Author's Interpretation of Photos: A fitting form. We attach accessories to our electronics to store them and keep them secure. Are we ruining our electronics or sacrificing our safety because music and communication is so important to us? Where else might we match shapes with existing products or services?

What intuitive insights or perspectives do you get to design a better product or service?

Write your Thoughts Here:_____

First look at photo #12, then read the author's interpretation under the photo.

Figure 12.Photo #12: **Notebook with Highlighter and Pen Attached**

Author's Interpretation of Photo: Ugh I'm sick of carrying around a backpack and writing instruments in it that I'll probably lose anyway. How can we create products that efficiently take advantage of convenience and space? How we place and position objects a certain way may reduce waste and give us more freedom to move about.

What intuitive insights or perspectives do you get to design a better product or service?

Write your Thoughts Here:_____

First look at photo #13, then read the author's interpretation under the photo.

Figure 13.Photo #13: **Exterior Painting Flyer**

Author's Interpretation of Photo: We grab the attention of residents by putting objects in places that are unavoidable. Is this a potential approach to get people to do things that go ignored, are important, or need immediate attention? They do say "Out of sight, out of mind"

What intuitive insights or perspectives do you get to design a better product or service?

Write your Thoughts Here:_____

_____

First look at photo #14, then read the author's interpretation under the photo.

Figure 14.Photo #14: **Utility Van with Cluttered Dashboard**

Author's Interpretation of Photo: Insufficient storage space requires people to place things in certain spots and in a certain way. Insufficient storage space decreases our organization and keeps our mind occupied with frustration, potentially affecting our safety.

What intuitive insights or perspectives do you get to design a better product or service?

Write your Thoughts Here:_____

Photos #15 and #16 relate to each other; look at them and then read the author's

interpretation   under the photo.

Figure 15.Photo# 15; Figure 16. Photo #16: **Spray Painted Sewer Opening**

Author's Interpretation of Photos: We should be aware of ground surfaces that have

openings that could either jeopardize our safety or have the potential to be a lost and

found compartment. Bright colors can keep us aware.

What intuitive insights or perspectives do you get to design a better product or service?

Write your Thoughts Here:_____

First look at photo #17, then read the author's interpretation under the photo.

Figure 17.Photo #17: **Woman Walking Dog and Baby in Stroller Simultaneously**

Author's Interpretation of Photo: If some uncontrollable event were to occur forcing this woman to chose saving her child or her dog how would she react? Safety issues with multitasking are a big concern when trying to do something efficiently and effectively. Are we as a society trying to do too much at once all the time?

What intuitive insights or perspectives do you get to design a better product or service?

Write your Thoughts Here:_____

_____

First look at photo #18, then read the author's interpretation under the photo.

Figure 18.Photo #18: **Sign in Window Questioning the World**

Author's Interpretation of Photo: Instead of us always looking for answers from people, should we look for questions that people propose? Questions keep us curious and observant. Seriously, what are you looking at? What did you say? I want to know.

What intuitive insights or perspectives do you get to design a better product or service?

Write your Thoughts Here:_____

_____

Photos #19 and #20 relate to each other; look at them and then read the author's interpretation under the photo.

Figure 19.Photo #19; Figure 20.Photo #20: **Writings in the Stalls of Public Bathrooms**

Author's Interpretation of Photos: We all like to convey messages to people and can learn from these messages. Are there high traffic areas in which messages can be viewed by others? Can we encourage people to speak their minds without damaging property or offending anyone?

What intuitive insights or perspectives do you get to design a better product or service?

Write your Thoughts Here:_____

Photos #21 and #22 relate to each other; look at them and then read the author's interpretation under the photo.

Figure 21.Photo #21; Figure 22.Photo #22: **Water Bottle Attached to Bag**

Author's Interpretation of Photos: Health is a concern for many. The amount of water we should consume on a daily basis is important. If carrying devices do not support the size of objects people bring, then how do you expect them to bring anything? Should we design objects that allow us to tailor the amount of space we use?

What intuitive insights or perspectives do you get to design a better product or service?

Write your Thoughts Here:_____

_____

Photos #23 and #24 relate to each other; look at them and then read the author's interpretation under the photo.

Figure 23.Photo #23; Figure 24.Photo #24: **Grabbing a Toothpick from its Container**

Author's Interpretation of Photos: We all are careful when opening or grabbing something from its package, either to not damage the product or hurt ourselves. Are there materials a part of packaging a product that we should be careful about using or putting in the wrong spot? Should we keep track of packaging materials shelf life before they become a threat to our safety?

What intuitive insights or perspectives do you get to design a better product or service?

Write your Thoughts Here:_____

_____

First look at photo #25, then read the author's interpretation under the photo.

Figure 25.Photo#25: **Teabag in Upside Down Glass Bottle**

Author's Interpretation of Photo: Getting just the right amount of flavor. Should we be analyzing how gravity affects the disbursement of particles to give us the right balance of taste and texture in our drinking beverages? Is there another method of blending ingredients rather than shaking or stirring?

What intuitive insights or perspectives do you get to design a better product or service?

Write your Thoughts Here:_____

_____

First look at photo #26, then read the author's interpretation under the photo.

Figure 26.Photo #26: **Big Envelope Door Stop**

Author's Interpretation of Photo: Should there be a backup when objects that are meant to prevent movement suddenly stop working? Some things do not always go according to plan. Recognizing threatening consequences is important when dealing with society's safety.

What intuitive insights or perspectives do you get to design a better product or service?

Write your Thoughts Here:_____

_____

First look at photo #27, then read the author's interpretation under the photo.

Figure 27.Photo#27: **White Rag on Car Mirror**

Author's Interpretation of Photo: When we have no control over moving something large that is immovable, potentially jeopardizing safety, are there enhanced ways to signal this caution? Sometimes objects that signal caution are not always conveniently available at the right moment.

What intuitive insights or perspectives do you get to design a better product or service?

Write your Thoughts Here:_____

Photos #28, #29 and #30 relate to each other; look at them and then read the author's interpretation under the photo.

Figure 28.Photo #28: **Seatbelt Stuck in Car Door**

Figure 29.Photo #29: **Seatbelt Falls in Car Door Opening**

Figure 30.Photo #30: **Seatbelt Stuck in Car Door**

Author's Interpretation of Photos: Ugh, someone broke into my car and my car battery is dead because I didn't realize the seatbelt got stuck in the door. Paying attention to how we enter and exit can provide us with security measurements. How do you measure your own security?

What intuitive insights or perspectives do you get to design a better product or service?

Write your Thoughts Here:_____

First look at photo #31, then read the author's interpretation under the photo.

Figure 31.Photo #31: **Bending Over Sink to Wash Mouth out after Brushing Teeth**

Author's Interpretation of Photo: If I could only channel the water directly into my mouth without bending over and getting water everywhere. Sometimes I don't want to brush my teeth or wash my face in the sink because it is uncomfortable, not to mention I really think it is gross to put my mouth up to a dirty faucet.

What intuitive insights or perspectives do you get to design a better product or service?

Write your Thoughts Here:_____

_____

First look at photo #32, then read the author's interpretation under the photo.
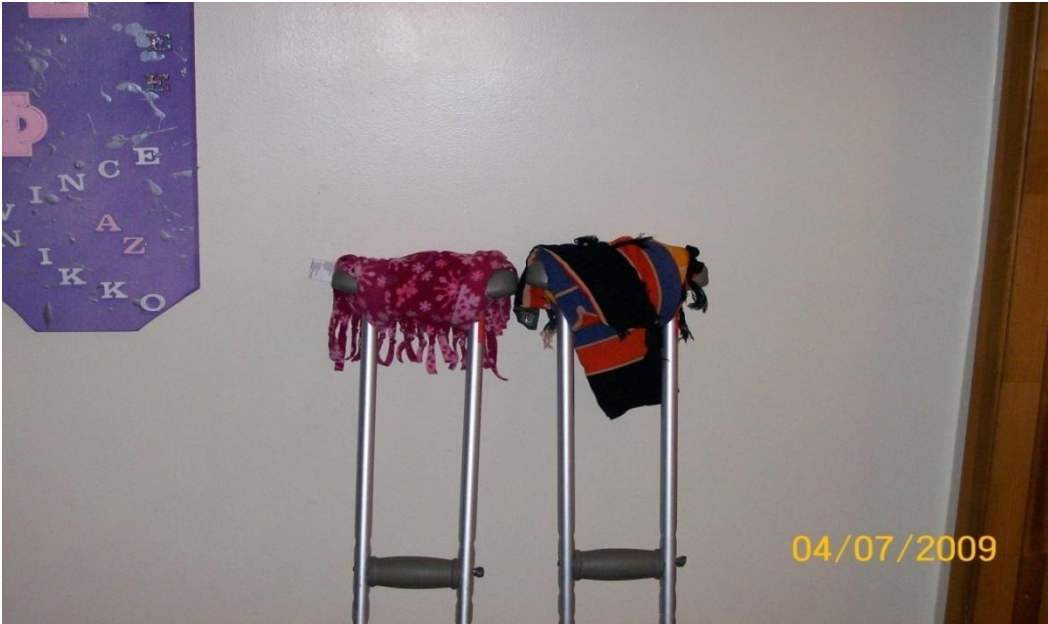

Figure 32.Photo #32: **Crutches with Patient's Modified Underarm Padding**

Author's Interpretation of Photo: Ok, I'm not supposed to lean on my crutches or use additional padding for certain reasons but the padding is so uncomfortable, how am I not going to do both? When body position is a significant part of healing, how do we not sacrifice comfort at the same time?

What intuitive insights or perspectives do you get to design a better product or service?

Write your Thoughts Here:_____

_____

First look at photo #33, then read the author's interpretation under the photo.

Figure 33.Photo #33: **Spray Bottle in Pocket**

Author's Interpretation of Photo: When my hands are full and I need to somehow carry something that is vital to my job where do I put it? More jobs these days call for clothing tailored toward specific duties.

What intuitive insights or perspectives do you get to design a better product or service?

Write your Thoughts Here:_____

_____

Section Three: Implementing and Extending your Learning

"To him that watches, everything is revealed" (Observation quotes, n.d.)

After observing, reading, and writing about all of the author's photos and interpretations did you find yourself becoming aware, curious, and/or recognizing how observations of people subconsciously interacting with products and services in their natural setting can produce new insights and perspectives?

Now that you've had a chance to identify your skills, use your imagination, and have some fun with design thinking, here is an opportunity to try out what you have learned in other ways. Take a look around your present environment. Are there are intuitive observations you see that you find inspirational that might provide you with new insights and perspectives to aid in designing better products and services ? If so, write your thoughts below.

Write your Thoughts Here: _____

_____

If you have not been able to identify any inspirational observations in your current environment, then perhaps in the future you might want to try carrying a video camera, digital camera, or using your cellular phone camera to document intuitive observations of people subconsciously interacting with products and services. Then try writing your thoughts on the observations you documented. A world of opportunities waits for you to have fun with, challenge and implement your observational skills and imagination.

If you would like to learn more about design thinking and how or why your insights and perspectives can lead to intuitive inspiration to design new products and services feel free to visit IDEO's website at www.IDEO.com. Within IDEO's website there is also a link (http://www.thoughtlessacts.com/) elaborating on Suri's book *Thoughtless Acts* where you can add your own photos and interpretations of ways people interact with products and services.

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_____
Name

_____
Date