Sparkle-ize It!

Prepared for BC² 2015

Presented on Tuesday, June 9 2015

DESIGNMAP
@DesignMap
Hi, my name is Audrey and I’m a Partner at DesignMap.
Designers
Designers
Marketers
Designers
Marketers
Product Managers
Designers
Marketers
Product Managers
Teachers
<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
<td><strong>Standard</strong></td>
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<tr>
<td>1.2.b.g: We will solve (App) subtraction problems. QC</td>
<td>*Within 100 (SEPTEMBER)</td>
<td>1.1.b.i: We will solve (App) subtraction problems. QC</td>
<td>*Within 100 (SEPTEMBER)</td>
<td>*Continue with subtraction if needed in small groups with rotations 1.1.b.i We will use (App) the inverse property to solve problems. QC</td>
<td>1.2.b.g: We will write (Syn) fact families. QC</td>
</tr>
<tr>
<td><strong>Launching Activity</strong></td>
<td>Bell Math on back chalkboard</td>
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<td>Bell Math on back chalkboard</td>
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<tr>
<td>- Bell Ringer</td>
<td>1.2.c Flash Cards</td>
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<tr>
<td><strong>Part I</strong></td>
<td>Subtracting using units; Students will need a basket of units (or cubes) to use. (FOCUS ON TAKING AWAY AND ONLY BUILDING THE NUMBER WITH THE GREATEST VALUE) To practice, give the students (in pairs) a number and have them build the number using units or rods. <strong>reteach that a rod is only ten units put together To practice, give the students (in pairs) a number and have them build the number using units or rods. Then give them another number and have them use the inverse operation to solve the problem.</strong></td>
<td>(Similar to Monday, include rods) Students will need a basket of units and rods to use. <strong>reteach that a rod is only ten units put together To practice, give the students (in pairs) a number and have them build the number using units or rods. Then give them another number and have them use the inverse operation to solve the problem.</strong></td>
<td>(Similar to Tuesday, include flats) Students will need a basket of units, rods, and flats to use. <strong>reteach that a flat is only ten rods put together To practice, give the students (in pairs) a number and have them build the number using units, rods, and flats. Then give them another number and have them use the inverse operation to solve the problem.</strong></td>
<td>Write problems on the board that represents the inverse property. Ask the kids what they notice about the problem. (Same numbers, etc.) Explain that another way to solve addition and subtraction problems is to use the opposite operation. This is called the INVERSE PROPERTY.</td>
<td>*Review addition part families and commutative property. *<em>Bring back in inverse property and show how to complete the fact family. Reteach the addition part of the fact family (commutative property) What are the 2 parts for?</em></td>
</tr>
</tbody>
</table>
Designers
Marketers
Product Managers
Teachers
Developers
Dear Santa,

How are you? I'm good.

Here is what I want for Christmas:

http://www.amazon.com/gp/product/B003ZHF50

MV.ref=s9_hps_bw_g21

ir03?pf_rd_m=ATVP

DK11<XMLER&pf_rd

G=content-38&pf_rd_f=5K

42FFH1<03Y78MWQNM

2S&lt;pf_rd_s=101&pf_rd_r=13299

2C&lt;pf_rd_r=165797
Designers
Marketers
Product Managers
Teachers
Developers
Parents
Aestheticians, Airplane Pilots, Boyfriends, Packaging Designers, Authors, Chefs, Baristas, anyone who receives a contract written by someone else, etc.
“Just...
“...jazz it up a bit.”
“...make it look good.”
“...add some lipstick.”
“...be creative with it.”
“...make it sexy.”
“We need more eye candy.”
“Fill in the details.”
“...do your...”
Sparkle-ize It!
So, what’s a napkin, really?
“Design Thinking”

- Empathize
- Define
- Ideate
- Prototype
- Test
= Design

- Empathize
- Define
- Ideate
- Prototype
- Test
= Design

- Empathize
- Define
- Ideate
- Prototype
- Test
The outline of a solution that kills the chance for others to make meaningful contributions.
Consider 4\textsuperscript{th} Order Design

1\textsuperscript{st} - 2\textsuperscript{nd} order: product (immediate challenge)
Consider 4th Order Design

4th order: system / relationship

1st - 2nd order: product
Consider 4\textsuperscript{th} Order Design

4\textsuperscript{th} order: system / relationship

1\textsuperscript{st} - 2\textsuperscript{nd} order: product
Empathize
Empathize

• they’re trying to teach you
Empathize

- they’re trying to teach you
- it’s not optional
Empathize

- they’re trying to teach you
- it’s not optional
- out of time
Empathize

- they’re trying to teach you
- it’s not optional
- out of time
- this is best
Empathize

- they’re trying to teach you
- it’s not optional
- out of time
- this is best

(Dunning–Kruger effect)
Dunning-Krüger Effect

confidence

100%

0%

know nothing

expert

competence
Dunning-Kruger Effect

confidence

0%

know nothing

100%

expert

competence
Dunning-Kruger: Illusory superiority. When you’re bad you think you’re good. When good, you underestimate your competence.
Empathize

• they’re trying to teach you
• it’s not optional
• out of time
• this is best
• this is all your job is
Empathize

- they’re trying to teach you
- it’s not optional
- out of time
- this is best
- this is all your job is
- it’s hard!
Reasons of Opportunity

- they’re trying to teach you
- it’s not optional
- out of time
- this is best
- this is all your job entails
- it’s hard!
Consider 4th Order Design

4th order:
- system / relationship

1st - 2nd order:
- product
Consider 4th Order Design

4th order:
- system / relationship

1st - 2nd order:
- product
4 Techniques
“I saw you draw.”
Technique 1: “I Saw You Draw”
Technique 1: “I Saw You Draw”
“What are the three most important things this does?”
Technique 2: 3 Things
Technique 2: 3 Things

• ask:
  • most important thing this does
Technique 2: 3 Things

• ask:
  • most important thing this does
  • things you want to be better
Technique 2: 3 Things

- ask:
  - most important thing this does
  - things you want to be better
  - words you’d use to describe this
Technique 2: 3 Things

• ask:
  • most important thing this does
  • things you want to be better
  • words you’d use to describe this

• then: make three new versions, each focused on one of the three answers
“Why? How?”
Technique 3: Why-How Ladder

- To be healthy
  - To have confidence that something will not harm health by understanding where it came from
  - To see a link between the product and the natural process that created it
  - To see imperfections in a product that tells its story

- To nurture good organisms that help keep one healthy
  - To avoid contamination
    - To control the amount of product used
      - To physically add a natural substance to a product
      - To inspect product to verify safety
    - To eliminate only harmful organisms
      - To attack specific organisms
Car Details

Food Item

Compare

Quote

Like

Share
Technique 3: Why-How Ladder

GET QUOTE

COMPARE

CAR DETAILS
Technique 3: Why-How Ladder
Technique 3: Why-How Ladder

- Be happy with process
- Feel confident in choice
- Get quote
- Compare
- Car details
Technique 3: Why-How Ladder

- Be happy with process
- Feel confident in choice
- Site acts as partner in buying process

Steps:
- Get quote
- Compare
- Car details
Technique 3: Why-How Ladder

- Be Happy with Process
- Feel Confident in Choice
- Site acts as partner in buying process
- Read reviews
- Compare
- Get quote
- Car details
Technique 3: Why-How Ladder

- Be happy with process
- Feel confident in choice
- Dealer provides 90-day no question warranty
- Car details
- Compare
- Read reviews
- Get quote
- Site acts as partner in buying process
The 4Cs
Technique 4: 4Cs

• variation using 4C’s:
  • components
  • characteristics
  • challenges
  • characters
## Technique 4: 4Cs

<table>
<thead>
<tr>
<th></th>
<th>Brad</th>
<th>Mike</th>
<th>Molly</th>
<th>Kristen</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>drive to dealer</strong></td>
<td>dealer-generated content?</td>
<td>show reviews / ratings of dealers, any dealer perks (gas cards, coffee, etc.)</td>
<td>show reviews / ratings of dealers</td>
<td>schedule test drive</td>
</tr>
<tr>
<td><strong>compare cars (more page views)</strong></td>
<td>collaborative comparison selection</td>
<td>price focus</td>
<td>let select comparison criteria</td>
<td>let select comparison criteria</td>
</tr>
<tr>
<td><strong>read more details</strong></td>
<td>magazine-style format, integrated content</td>
<td>larger type!</td>
<td>let select details of interest, make content easy to find and parse</td>
<td>let select details of interest</td>
</tr>
</tbody>
</table>
Play Ball!
Technique 5: Play Ball (Best Practices)

- don’t "push back"
Technique 5: Play Ball (Best Practices)

- don’t “push back”
- mine the napkin
Technique 5: Play Ball (Best Practices)

- don’t “push back”
- mine the napkin
- be thoughtful, but...
Technique 5: Play Ball (Best Practices)

- don’t “push back”
- mine the napkin
- be thoughtful, but...
- ...ask questions quickly
Technique 5: Play Ball (Best Practices)

- don’t “push back”
- mine the napkin
- be thoughtful, but...
- ...ask questions quickly
- prioritize to a few key questions
Technique 5: Play Ball (Best Practices)

- don’t “push back”
- mine the napkin
- be thoughtful, but...
- ...ask questions quickly
- prioritize to a few key questions
- make answering easy
NB
What if you draw napkins?

- the first step is to realize you have a problem
What if you draw napkins?

- the first step is to realize you have a problem
- consider:
  - be introspective
Introspection: Your Goal

Manager | Designer
---|---
Goals | Goals
Means | Means

Controlling: Manager tells designer what to do + how to do it; designer executes.

Mentoring: Manager sets goals but discusses means with designer.

Delegating: Manager sets goal but leaves means to the designer.

Collaborating: Manager and designer set goals together.

http://www.dubberly.com/articles/
What if you draw napkins?

• the first step is to realize you have a problem

• consider:
  • be introspective
  • be inquisitive
What if you draw napkins?

- the first step is to realize you have a problem

- consider:
  - be introspective
  - be inquisitive
  - don’t take it personally
What if you draw napkins?

• the first step is to realize you have a problem

• consider:
  • be introspective
  • be inquisitive
  • don’t take it personally

• when is it ok?
Yeah, I draw napkins, so what?

• You are gambling that your idea, well executed, is the best that’s possible.
Yeah, I draw napkins, so what?

• You are gambling that your idea, well executed, is the best that’s possible.
• You’re also gambling that a napkin-receiver will execute your idea well!
Yeah, I draw napkins, so what?

- You are gambling that your idea, well executed, is the best that’s possible.
- You’re also gambling that a napkin-receiver will execute your idea well!
- Over time, you risk either a pattern of napkin-sparkelizers, or a vacancy.
The Long Game
The Anti-Napkin
The Anti-Napkin

“Just...

• make it fun
• you’re the expert, have fun with it
• do what you think is best
• do your thing

...!”
Giants

- Richard Buchanan
- Toby Golsby-Smith
- *Gamestorming*, by Dave Gray, Sunni Brown, James Macanufo
- *Design Thinking*, edited by Thomas Lockwood
- Hugh Dubberly, Dubberly Design Office
- Edward Tauber, Heuristic Ideation Technique
Future Giants

- Emily Brower Auchard
- Ryan Reposar, Dubberly Design Office
- Chris Hoover, Perforce
- Shane Wasley
- DesignMap:
  - Nathan Kendrick, Greg Baker, Chuck Moore,
  - Chad Schroeder, Eddie Shieh, Eric Wittke, Henry Freel, Jane
  - Waterbury, Jason Frasier, Josh Rautenberg, Kana Knaak,
  - Michael Aurelio, Nick Smith, Patrick Leahy, Priyanka Patel,
  - Rachel Hallock, Rob Gardziel, Rona Asuncion, Ryan Cornwell,
  - Sophia Yang, Sunny Yang, Tiffany Chen, Tin Phatanapirom, Wei
  - Chen
Good Luck!

Audrey Crane
audrey@designmap.com

@audcrane
@designmap
http://www.thenapkinsite.com