DESIGN THINKING WORK KIT

1/Plan 2/Prepare 3/Discover 4/Define 5/Develop 6/Deliver 7/Build community

How to Use this Toolkit

Who should read this:

This Design Thinking Toolkit is aimed at helping social workers or organisations who wish to design youth-friendly spaces and services, using the "LevelMind@JC" project as the case study. Whether you are a fellow worker in the social sector who is interested in Design Thinking or the manager of a youth-related project, we believe this toolkit will serve as a useful reference and a great source of inspiration.

The Content for Each Part of the Toolkit:

There are seven parts to this toolkit. Each part sets out several key practical skills and the applicable Design Thinking tools. The practical skills cover such areas as the mindset required for Design Thinking, issues that should be given attention when conceiving a project, and analysis of the methods. They provide project managers with tangible mindset guidance and psychological preparation. The Design Thinking tools introduced in each part are consolidated from the actual experiences of the LevelMind@JC team, condensed into clear instructions and precautions.

The Seven Parts of the Toolkit:

Parts 1 & 2 (Plan and Team Building) outline the early-stage preparation needed for designing youth-friendly spaces and services. Organisations and social workers may refer to these two parts when planning a Design Thinking project. Parts 3-6 illustrate the major steps of the Design Thinking innovation journey which enables social workers and young people to co-create youth-friendly spaces and services. Part 7, Community Building, explains how we can constantly improve youth spaces and services by utilising the power of communities.

DESIGN THINKING WORK KIT

1/ Plan

Major Tasks:
- Draft project goals
- Assess team ability
- Review existing services and stakeholders

Tools:
- Scoping for Proposal
- Team Assessment
- Stakeholder Map I

Outputs:
- Compile key information about the project
- Provide reference for the proposal
- Systematically illustrate the stakeholder relationships

2/ Prepare

Major Tasks:
- Discuss the goals with your team
- Discuss the workload and time allocation
- Share case studies that the team has researched

Tools:
- Project Alignment Form
- Execution Plan
- Lightning Talks

Outputs:
- Secure team consensus over the project
- Gain clear understanding of the workload of the project
- Establish a sharing culture within the team

3/ Discover

Major Tasks:
- Understand the real situations of users
- Understand the previous experiences of users
- Validate your assumptions of the users

Tools:
- Empathetic Interview
- User Journey Map

Outputs:
- Discover the underlying motivations, needs, feelings, pain points and opinions
- Discover the blind spots of the existing services

4/ Define

Major Tasks:
- Visualise the target users
- Analyse interview results and understand underlying needs of users
- Discuss and define the user problem(s) the team wishes to solve

Tools:
- Persona
- Empathy Map

Outputs:
- Establish a clear definition of target users of the project
- Continue with the project adopting a user-centric mindset
- Define the users' problems precisely

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5/ Develop

Major Tasks:
- Review the findings and redefine the problem(s)
- Ideate solutions with the users
- Discuss feasible elements of the solution(s)

Tools:
- Brainstorming
- Choice Matrix

Outputs:
- Summarise a few feasible solutions
- Seek users' opinions on the space
- Secure active participation of target users

6/ Deliver

Major Tasks:
- Gain in-depth understanding of users' views towards the solutions
- Collect further user feedback by surveying
- Establish the positioning of the project

Tools:
- Feedback Grid
- Survey for Initial Concept

Outputs:
- Reach alignment over the solution
- Secure abundant target users' participation
- Gather sufficient information to allow the design team to start work

7/ Build Community

Major Tasks:
- Establish a "user community" and a "social worker community"
- Understand different modes of user participation
- Analyse the pattern required for users' continuous participation

Tools:
- User Engagement Ladder
- Stakeholder Map II

Outputs:
- Enhance the approach and quality of service delivery through community engagement
- Improve the approach for user participation
- Explore possibilities for new services and activities

DESIGN THINKING WORK KIT

“A good beginning is half the battle won!”

To launch a youth-friendly project, you always have to know “how” to plan for it. Although the Design Thinking process often involves reiterative changes and evolutions, it’ s always good to decide on a sensible project scope, understand your team and assess the resources available right at the beginning of the project. You will be able to achieve a lot more if you leave room for trial and error at the early stages.

Practical Skill 1:

“What is a ‘youth-friendly’ space and service?”

Youth Friendliness refers to a youth-centric methodology that can respond to young peoples’ actual needs. A youth-friendly setting – whether in terms of hardware or software – encourages young users to devote themselves fully to the space and activities without worries.

Let’s take LevelMind@JC as an example. Initiated and funded by The Hong Kong Jockey Club Charities Trust in 2019, this cross-disciplinary project connects six non-governmental organisations and The University of Hong Kong (HKU). By establishing eight LevelMind@JC hubs across different districts of Hong Kong, the project is aimed at building a new mental wellness service model for 12-24-year-olds.

With Youth Engagement, Youth Friendliness and Youth Participation as its project missions, LevelMind@JC aims to establish spaces where young people’s mental health can truly be taken care of, while encouraging them to better express themselves by participating and developing closer relations with other sectors of society. By engaging in the LevelMind@JC services, the young people are also expected to be able to improve their cognitive resources, personal strengths and overall mental wellness. In addition, the project provides early intervention and assistance services for its young users by identifying early distress signals, using innovative means to transform their health-seeking habits.

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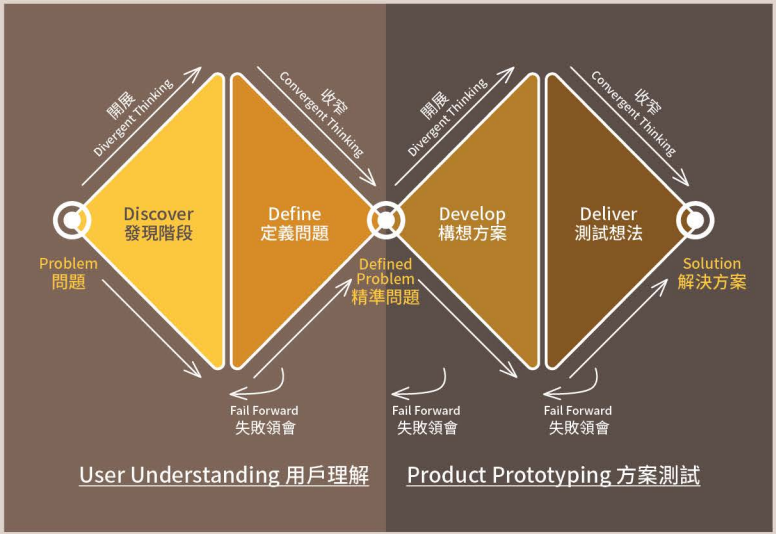
Practical Skill 2:

“ What is Design Thinking? ”

In a nutshell, Design Thinking is a human-centric approach to solving problems creatively.

Design Thinking helps us solve daily problems and address underlying needs. It consists of a set of frameworks and toolkits that are backed by theories and are easy to follow.

Design Thinking Framework: The Double Diamond Model



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There are several Design Thinking models. Despite their differences, they share similar concepts. We follow the Double Diamond Model introduced by the Design Council in the United Kingdom, one of the most popular models in the world. There are four stages in this Design Thinking journey.

The four stages are displayed in two diamond shapes, each symbolising a separate process of exploration and consolidation. The first process defines the problem statement accurately, while the second generates the different ideasto solve the problem.

This is also known as the "4D Model", as suggested by the initials of the four stages, namely, Discover, Define, Develop and Deliver.

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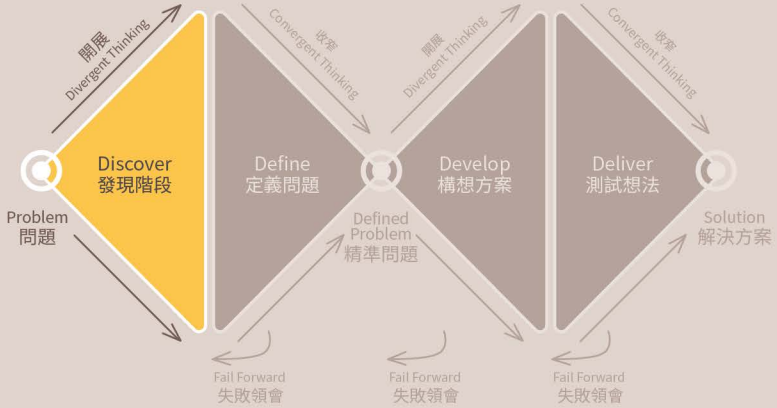
Step 1: Discover the Problem (diverge)

When we notice a problem or an unsatisfied need, we are always seeing just the tip of the iceberg. We should first explore and understand more about the problem in an empathetic way. Putting aside assumptions while collecting necessary information enables us to put ourselves in the user's shoes. As we identify the issue, then the deeper we dig, the more accurately we can define the problem.

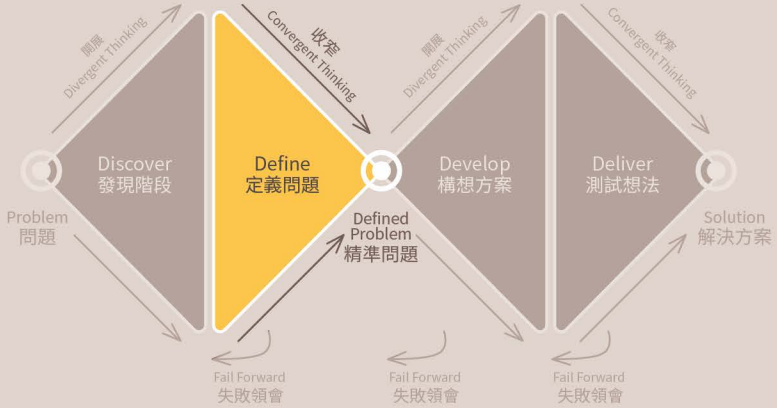


User Understanding 用戶理解 Product Prototyping 方案測試

Step 2: Define the problem (converge)

After gathering the relevant information, it' s essential to process and consolidate the materials to come up with a "Defined Problem".

A well-defined problem allows us to ideate a wide variety of possible solutions. It also ensures that the solution effectively addresses users' needs.



User Understanding 用戶理解 Product Prototyping 方案測試

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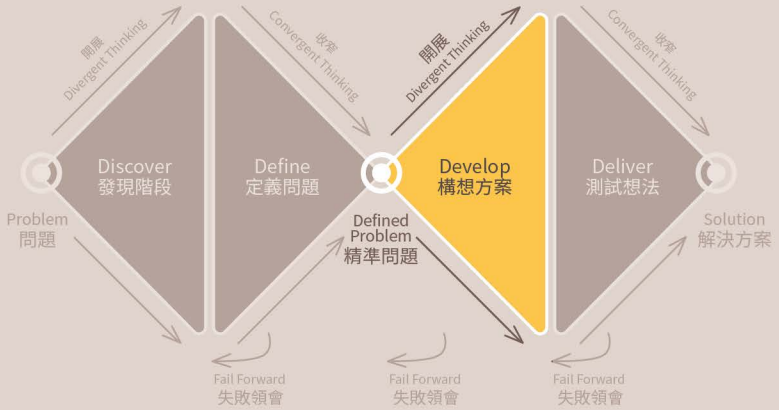
Step 3: Develop the Idea(s) (diverge)

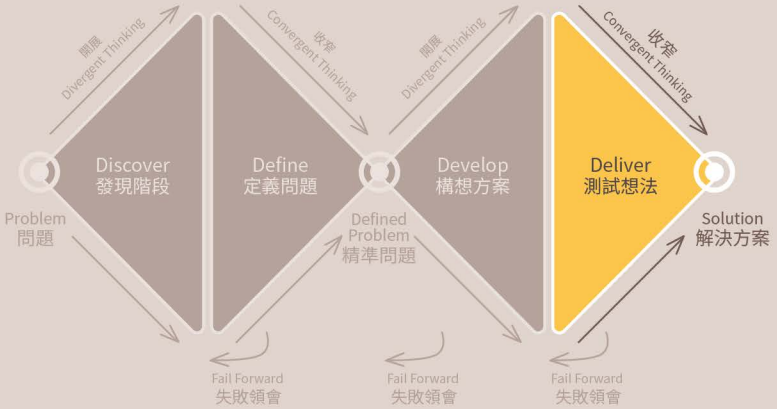
Now it's time to brainstorm ideas wildly. Be open-minded about exploring different possibilities, and set aside any concerns about feasibility at this stage. We need a handful of creative ideas to proceed to the next stage of idea selection and testing.



Step 4: Deliver the Service(s) (converge)

This step is another convergent stage – we screen the ideas and narrow them down to a few suitable ones. We need to identify what the ideas share in common and integrate them into a modified solution. We can then conduct testing to validate the effectiveness of the solution, and go on to continuously fix and improve it.

However, Design Thinking is not a linear process. It is iterative. We will encounter obstacles and failures, but we can continuously improve and “Fail Forward”. Going back and forth between different steps refines the solutions even better.



Design Thinking is not :

- **"Designers Only"**
  Everyone can be a Design Thinker, as it' s a set of problem-solving skills. We do not need to be artistic or good at drawing to use it. Design Thinking allows individuals, project teams and users to utilise their creativity and turn good ideas into reality.

- **For making a flashy design**
  We "design" in order to solve problems and address unmet demands. So be sure to stick to the problem and keep empathising to derive an effective solution. Design Thinking is about visualising good ideas.

- **Don't just "listen" to opinions**
  Design Thinking is an excellent way to understand our users, but it is more than just a tool for collecting opinions.
  By responding to our users' needs, we can create powerful designs to solve their problems. The project team needs to have in-depth understanding of the end users.

- **It is not for correcting mistakes**
  If you wish to apply Design Thinking to amending an existing design, you may not get very far. It' s an experiential journey that requires you to reconsider your design and users' experiences from the top. After all, Design Thinking focuses on handling the key user problem(s).

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Practical Skill 3:

“ Why should we use Design Thinking? ”

1. Identify the real needs of users (young people): Discover user Pain Points and Gain Points to identify their real needs by applying Design Thinking tools on the journey. Adopt a user-centric mindset and approach.

2. Identify the blind spots of the space/services: By understanding different stakeholders’ core values and analysing their points of view, discover and break through previous blind spots and explore the potential for future development.

3. Empower the young users effectively: By encouraging them to express their opinions and co-create the space, empower the young people to become self-confident and capable of making changes in a space that they can feel belongs to themselves.

4. Enhance the young users’ sense of belonging: Since they will be able to participate in the design process and discuss how to renovate the space, the new hub will become a more meaningful place for them and they will feel a greater sense of belonging to it.

5. Align expectations: These renovation projects involve the interests of various stakeholders. Through the co-creation process, different stakeholders will be better able to understand other parties’ needs and concerns, and design a space that meets everyone’s expectations.

Practical Skill 4:

" What goals should I have in the preparation period? "

During the preparation phase, it' s of utmost importance to define the overall direction of the project. You should first define the project scope before you look for solutions to the problems. As the project manager, you should try to understand all aspects of it, including the resources available, the budget and the limitations.

Mindset:

1. **Be flexible and prepared for changes:**
   Design Thinking is a reiterative process in which the project team has to make changes based on project needs and user feedback. Therefore, the team should have a flexible mindset and be prepared for ad-hoc changes.

2. **Get out of the box:**
   You will never have unlimited resources and be omniscient of all situations, so always try to get out of the box and explore different possibilities to solve the user problems innovatively.

3. **Believe in your team:**
   Every team has its own characteristics and may vary in capabilities. You should understand your team' s strengths and weaknesses at an early stage and seek external assistance if necessary.

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Practical Skill 5:

" I wish to establish a youth-friendly space and service. How should I prepare for it? "

Once you acknowledge the above questions and confirm that you want to set up a youth-friendly space and service, you should consider the following:

1. Understand the expectations of your organisation, as well as the KPIs (Key Performance Indicators) that you need to achieve.

2. Envision the expected outcomes and goals of the project.

3. Build a project team with adequate understanding and experience in Design Thinking. Understand your team's strengths and weaknesses.

4. Understand your project' s financial budget, including:
   a. Coverage of the funding
   b. Time cost and human resources needed throughout the Design Thinking process
   c. The fee for preparing a detailed design of the space
   d. The construction fee

A reasonable quotation ensures that the users' ideas can be properly executed. You should take reference from quotations for similar projects in the past or discuss it with experts from that field.

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Observations from the Project Manager of the Design Thinking Project:

Terrence, the Project Manager and the Senior Innovation Consultant of Education for Good, is an experienced practitioner in Design Thinking. Upon completion of the project, he expressed his delight at seeing the social workers in the project change their perspectives towards service. “Many of the social workers did not understand what Design Thinking was at the beginning, but they became increasingly user-centric as the project progressed,” recalls Terrence. “They started getting used to asking for the young people’ s feedback and even inviting them to co-create.” This has assured him of the power of Design Thinking in enabling the project teams to create innovative services.

What especially sticks in Terrence’ s mind is discovering the severe shortage of youth-specific spaces for stress relief in different neighbourhoods, as he reviewed the existing community spaces and facilities with the project team. In view of this, he sees the LevelMind@JC hubs as a very suitable innovation for filling the service gap. His team realised there was a genuine need for youth relaxation spaces and that their project goal should be to create such spaces. For Terrence, this illustrates the power of Design Thinking – helping the innovation team find a clear direction when there are different user needs and possibilities.

Reviewing the project, he emphasises the importance of reserving sufficient time for the user understanding part, as it takes time for social workers to appreciate young people’ s underlying needs. It is through the Design Thinking process that social workers can walk into their world and truly understand them. “Design Thinking allows us to identify the blind spots of the current services and encourage innovation in future youth services,” Terrence notes.

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Observations from the Facilitator:

Yuen, the Innovation Consultant at Education For Good, is facilitator for the LevelMind@JC-Caritas (Tsuen Wan) project. Despite being an experienced Design Thinking consultant, he still found that interviewing the young participants at the user understanding stage required relatively advanced skills. Design Thinking interviews are different from regular interviews in that their main goal is to understand the users' experience and stories, and through that, discover their needs and pain points. The interview stage left a deep impression on Yuen. Not only did he have to interview many young people within a short period of time, he also had to pay attention to the interviewees' mental health status. This meant he had to co-ordinate with social workers to make use of their professional backgrounds and become more conscious of the interviewees' mental states, so that they could talk about their memorable experiences without triggering too many emotions.

Although the interviews required a certain amount of preparation work beforehand, Yuen says the satisfaction outweighed everything. "Seeing the eureka moment for social workers after they earnestly analyse the interview results and discover the deep needs of the young users was really satisfying for me," he recalls, adding that through the process of analysing the findings, the social workers learned the significance of prior preparation and realised the power of Design Thinking– which alone made it a worthwhile exercise. That said, Yuen encourages social workers or users who may wish to adopt Design Thinking for service innovation to learn simple principles and seek out relevant case studies before starting. That way, they can save a lot of effort and double the effect of their subsequent service innovations.

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Tips:

1. **Reserve sufficient time for the project:**
   Coincidentally, Yuen and Terrence both mention the importance of "sufficient time", whether in the early stages of preparation to help you understand what exactly Design Thinking is, or in drafting a budget and timeline, or in exploring in depth the young users' needs and preparing for the Design Thinking journey. Being in a hurry always limits the effectiveness of the outcomes. Before everything starts, remember to reserve ample time for the project!

2. **Keep good records:**
   The process of Design Thinking involves enormous amounts of data collection and compilation. Keeping good documentation for the whole journey is therefore very important. In the process, the team will develop a deep understanding of the users, which will be very helpful for implementing services in the future. Go through the documents and records periodically, and you may get new inspirations (but of course, be cognisant of privacy issues).

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Observations from the Design Execution Team:

As a seasoned designer, Ginny, the founder of In-visible Creative, has professional design knowledge and rich design experience. For Ginny, the LevelMind@JC project represents a breakthrough opportunity as it involves cross-disciplinary collaboration, co-creation and Design Thinking, so she was both excited and slightly nervous about getting involved.

Ginny was impressed as soon as she started meeting the social workers. “Every time I went to the youth centre, the first thing they asked was always ’ how are we doing?’ . They would even say to us, ‘We’ ve got sweet soup. Let’ s have some sweet soup before we start.’ This kind of human touch is very rare in commercial projects.”

The social workers were very friendly and more than happy to accept different opinions. They had a great time working together, so Ginny felt confident about the project. She believes that the designers are well suited to playing a third party role in helping social workers learn about the young users’ needs through another perspective. For example, during co-creation workshops with the young people, they would say they “want a TV”, “want video games” and “want Netflix”. Yet in fact, the centre already had those facilities - they must have been aware of that. This led the team to realise that sometimes what the young users care about is not whether they have certain things as such, but “in what environment or vibe they have it”, or even whether they “have it in an environment that belongs to them”.

Ginny says with a smile that the project has benefited her and the other designers immensely, as they have also learned more about young people’ s mentality.

Observations from the Design Execution Team:

Sarah, another experienced designer taking part in the project, is the co-founder of One Bite Design Studio. She recalls that she also felt a little nervous taking part in the innovative LevelMind@JC project. Being aware that social workers are usually quite busy with their daily work, she was concerned whether they were ready to take charge of the project. As the it began, however, she noticed that they were strongly committed to the project. In addition, Design Thinking allowed them to get rid of existing assumptions and rediscover the young people' s needs. Sarah looks forward to seeing more newly-renovated LevelMind@JC hubs. "When the renovation of the space is completed, that' s when the service can truly begin."

Sarah was responsible for a number of the LevelMind@JC hubs. To commemorate the official opening of the hubs after the renovation works, she deliberately planned a few signature activities with the young users, such as building a wall out of wooden boxes and spraying graffiti on the walls. She recalls that when the users first saw the outcomes of their co-creation, they became very excited. "That' s because they realise that the space truly belongs to them. I share their excitement."

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Tips:

1. Communicate with the professionals and seek their advice before starting the project. Interior designers will be one of your key partners in a space design project. If your team has never collaborated with any interior designers before, or has no prior knowledge of interior design, sit down and chat with your designers before the project starts. This will give you a better understanding of their mode of work, the information and time they need, and the budget. If no-one in your team is familiar with renovation works, you may also need to consult architects or construction companies. It's important to get to know the professionals and their work before you start planning your project, as this can prevent over-budgeting or underestimating the timeline.

Tool 1:
Scoping for Proposal

The project manager should take time to document the various details of the proposal, define the parameters for the project, and clearly think through the goals that the project is expected to reach, in order to compile crucial information about the project.

Duration	45-60 minutes
Environment & materials required	A workspace where you can concentrate, A3 paper with this tool printed on it, pen, post-it notes, documents related to the project/funder, meeting minutes related to the project, a list of the centre' s collaborators
Attitude and skills	Detailed review of previous meetings, honest documentation, careful consideration of wording
Participants	Project manager
Expected outcome	The project manager should be empowered to compile all important information related to the project effectively, including the project timetable, role of stakeholders, allocable resources, required assistance and project limitations.

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Tool 1:
Scoping for Proposal

Tool Sample

Scoping for Proposal	Project Name:	Person in Charge:	Version:

Expectations of Funder

Team Expectations

Target Users

Key Metrics of the Project

Expectations of Organisation

Budget

Limitation of the Space

Resources Available

Partners

Project Milestones

Beginning — End

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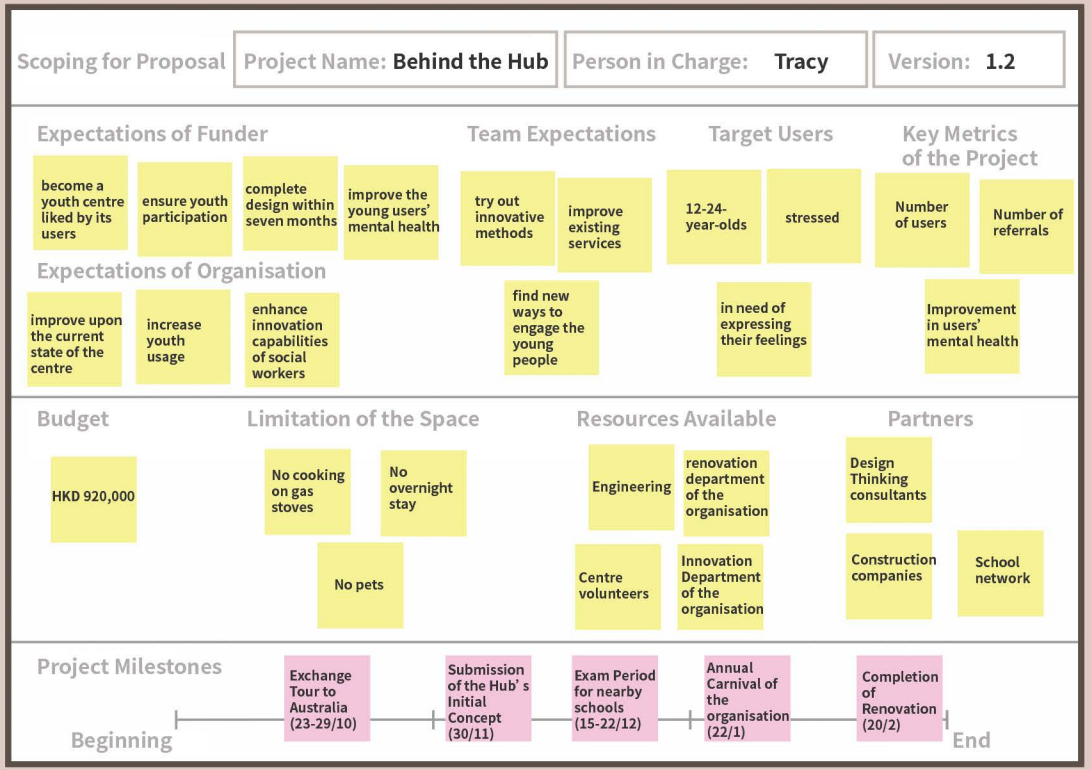
Tool 1:
Scoping for Proposal

Example



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Tool 1:
Scoping for Proposal

Why:

- Quickly review the expectations of different stakeholders
- Document crucial information about the project
- Make timely updates to the content and facilitate proposal writing

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Tool 1:
Scoping for Proposal

How:

Step 1: Review discussions about the project and each relevant meeting in the past, fill in the key information

- Write down the expectations of the funder, the organisation to which the centre belongs and the team in charge. If there are parts you are uncertain about, discuss them with the relevant parties to get more information.
- List the tentative target users of the project with a few key descriptions. It can be revised or narrowed later.
- List the project' s key metrics and budget.

Step 2: Point out the limitations of the space

- List the existing constraints and rules of the centre, such as "no cooking on gas stoves", "no overnight stay".
- Discuss with the hub' s manager to see which constraints can be changed and which must stay.
- These constraints will determine the feasibility of the various proposals in the future.

Step 3: List the resources available

- List the resources that this project can use. This can be the "organisation' s innovation department", or perhaps "centre volunteers". This is to facilitate their mobilisation in the future.
- You may request extra resources and manpower from your organisation and recruit new participants or volunteers if necessary.

Step 4: List the project partners

- List the potential partners of this project, such as "Design Thinking consultants" and "construction companies", who will provide the necessary support for carrying out the project and contribute to a
- synergistic effect.
  Depending on the nature of the project, you may consider seeking additional partners.

Step 5: Plan the project timeline

- List the project milestones.
- Add events that may influence the project, such as "exam period of the nearby schools".
- Review the parts of the tool you are the most uncertain about and try to think of the reason and solutions.

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Tool 1:

Scoping for Proposal

Tips:

1 When filling in the “Scoping for Proposal”, try your best to use simple and concise wording so as to clearly define the framework and direction of the project.

2 The manager can revisit the tool from time to time and update it according to the project’s development or changes, so that the information will be more precise.

3 The tool helps to offer a useful reference for the launch of relevant projects.

Tool 2:
Team Assessment

The project manager will assess the team' s innovation capabilities, thereby reviewing human resources and the amount of training needed.

Duration	30 minutes
Environment & materials required	A workspace where you can concentrate, Team Evaluation printed on A3 paper, pens, a list of all activities at the centre in recent years
Attitude and skills	In-depth reflection, authentic answers
Participants	Project manager, organisation or centre manager (if applicable)
Expected outcome	A clear summary of the team' s innovation capabilities and preliminary ideas about training or human resources allocation

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Tool 2:
Team Assessment

Tool Sample

Team Assessment

A. Team Capabilities and Mindset ☐

Simple solutions

User Understanding
- ☐ 1. Still not clear who the target users are
- ☐ 2. Often has simple interactions with the users
- ☐ 3. Says "I think" when describing user needs
- ☐ 4. Points out actual needs using user's words or concrete actions

Try to put yourself in the user's shoes Through role play, describe the problems the user faces from a first-person perspective

Creativity
- ☐ 1. Proposes one or two ideas at meetings
- ☐ 2. Proposes multiple effective ideas at meetings
- ☐ 3. Keeps learning about innovation case studies in order to increase the breadth and depth of ideas
- ☐ 4. Can integrate, analyse and organise different ideas into feasible solutions

Make a habit of using creativity tools to propose ideas

Team Communication
- ☐ 1. Misunderstandings are frequent among members and are not corrected in a timely manner
- ☐ 2. Can start a discussion but cannot effectively respond to others
- ☐ 3. Can smoothly start a discussion and reach consensus
- ☐ 4. Reach consensus quickly under tough circumstances

Display the team's consensus at accessible places

Team Co-operation
- ☐ 1. Team members prefer to complete tasks alone
- ☐ 2. Team members can have simple interactions and collaborations
- ☐ 3. The team can rapidly find a suitable and efficient way to collaborate
- ☐ 4. Team members' abilities are boosted while completing individual tasks

Understand each person's abilities and mode of working before assigning tasks

Ability to Keep a Critical Mind on Information
- ☐ 1. Seldom analyses or critically assesses the information received
- ☐ 2. Holds a skeptical attitude towards information and will verify it
- ☐ 3. Knows how to discern crucial information
- ☐ 4. Can compile verified crucial information as the basis of discussion

Verify uncertain information from various channels

B. Must-have Skills for Innovation (0-3, 3 is the highest)

☐ Good use of technologies ☐ Image processing ☐ Aesthetics ☐ Creativity (interdisciplinary)

☐ Data analysis ☐ Local networks ☐ Event organisation ☐ Interview skills

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Tool 2:
Team Assessment

Example

Team Assessment

A. Team Capabilities and Mindset ☑

	Simple solutions
User Understanding	
☐ 1. Still not clear who the target users are ☑ 2. Often has simple interactions with the users ☐ 3. Says "I think" when describing user needs ☐ 4. Points out actual needs using user' s words or concrete actions	Try to put yourself in the user' s shoes Through role play, describe the problems the user faces from a first-person perspective
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Ability to Keep a Critical Mind on Information	
☐ 1. Seldom analyses or critically assesses the information received ☑ 2. Holds a skeptical attitude towards information and will verify it ☐ 3. Knows how to discern crucial information ☐ 4. Can compile verified crucial information as the basis of discussion	Verify uncertain information from various channels

B. Must-have Skills for Innovation (0-3, 3 is the highest)

1 Good use of technologies	1 Image processing	1 Aesthetics	1 Creativity (interdisciplinary)
2 Data analysis	3 Local networks	3 Event organisation	2 Interview skills

Tool 2:

Team Assessment

Why:

- Understand the capabilities and skills that the team already has or does not have; reflect on the composition of the innovation team
- Look for suitable talent in preparation of the journey of innovating on the space and services
- Depending on the required capabilities, offer additional training for the team or seek support from partners

Tool 2:
Team Assessment

A. Team Capabilities and Mindset

Innovation requires various capabilities. Below are the must-have capabilities and mindset for a highly efficient innovation team:

- **Understanding of the users** - understand the service users and the actual picture of the service, can think of blind spots in the service
- **Creativity** - have a habit of opening up their imagination, tap into the team' s imagination powers, and are able to appreciate everyone' s ideas
- **Team communication** - there is a clear common goal and the team can reach consensus; they enjoy a friendly atmosphere when communicating and tend to minimise arguments
- **Team co-operation** - able to utilise everyone' s strengths, understand the team' s limitations and set reasonable expectations
- **Ability to keep a critical mind on information** - able to analyse, verify and compile crucial information so that every decision is more grounded

Let' s see if the team you have or are about to build is ready to become an innovation "Dream Team"!

Tool 2:
Team Assessment

B. Must-have Skills for Innovation (0-3, 3 is the highest)

The project may involve areas like user participation, spatial design and data compilation, which could be different from the centre's day-to-day tasks. Based on the experience of different LevelMind@JC teams from the past, we summarise below the crucial skills that can save some effort during innovation while bolstering the results.

The manager can determine the skills in which the team needs to be strengthened or supported based on the project's nature:

- Data compilation or information processing: Good use of technologies, Data analysis
- Conveying information to users/participants: Image processing, Aesthetics, Creativity (cross-disciplinary)
- Attracting users to participate: Local networks, event organisation, interview skills

DESIGN THINKING WORK KIT

Tool 2:
Team Assessment

How:

Step 1: List the project team members and review previous experiences of working together
- List the members who will or may become part of the core team.
- Reflect on the experience of working with these members in previous activities or work.

Step 2: Fill in Part A to analyse the team' s capabilities and mindset
- Conduct a simple assessment of the team' s capabilities in various areas.
- Review performance in previous projects.
- Select the descriptions that fit best.
- Refer to the "simple solutions" corresponding to each ability in order to improve the team' s abilities.

Step 3: Fill in Part B to evaluate whether the team possesses crucial skills for innovation
- Reflect on the strengths of each person on the team, giving a mark for the current state of each skill.
- Based on each member' s skill set, devise a preliminary plan for the division of labour on the team.

Step 4: List the capabilities where the project needs support and consider preparing the team through the methods below:
- Provide internal training - offer appropriate training for the team beforehand.
- Add appropriate talent - assign additional hands internally or recruit appropriate talent externally.
- Look for partners - actively search for external professional assistance.

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Tool 2:
Team Assessment

Tips:

1 If you do not know a certain team member well, you can learn more directly about him/her - you may discover his/her unexpected “hidden skills”.

2 You may realise that the team does not have sufficient relevant capabilities, which is quite normal. This tool is designed to help you understand the current state of the team and the human resources that the project needs, which in turn helps you prepare accordingly.

3 If you are considering providing internal training to help colleagues improve their capabilities, remember to reserve time for it during the project, otherwise it will affect the progress.

Tool 3:
Stakeholder Map

With the user at the centre, analyse the connecting relationships between stakeholders within existing services, identify the strengths of those relationships, and rethink the current state of the services.

Duration	45-60 minutes
Environment & materials required	A workspace where you can concentrate, Stakeholder Map printed on A3 paper, post-it notes, pens, white paper, a list of all activities at the centre
Attitude and skills	Meticulous review, critical thinking, comprehensive consideration of the possibilities
Participants	Project manager, core members of the organisation or most relevant colleagues
Expected outcome	A clear picture of the connections between stakeholders, relationships that can be strengthened or weakened, and potential collaborators

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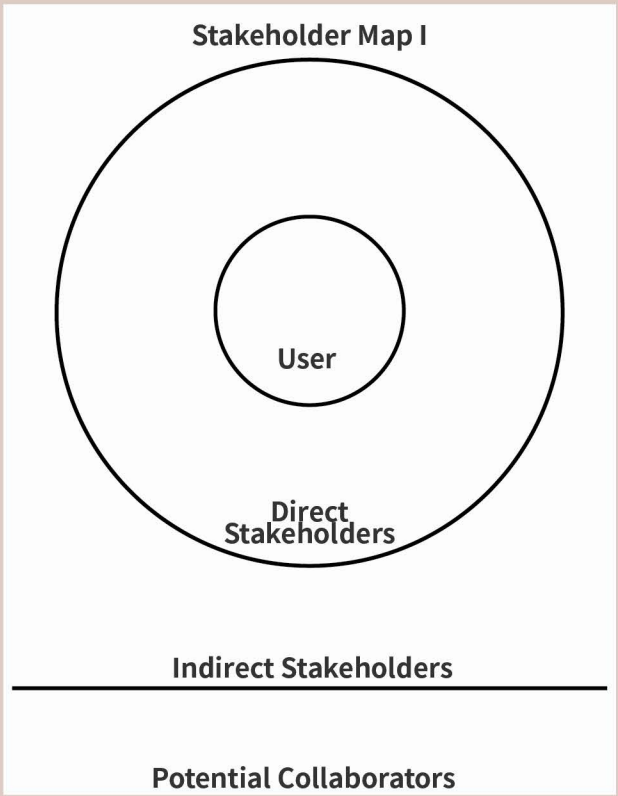
Tool 3:
Stakeholder Map

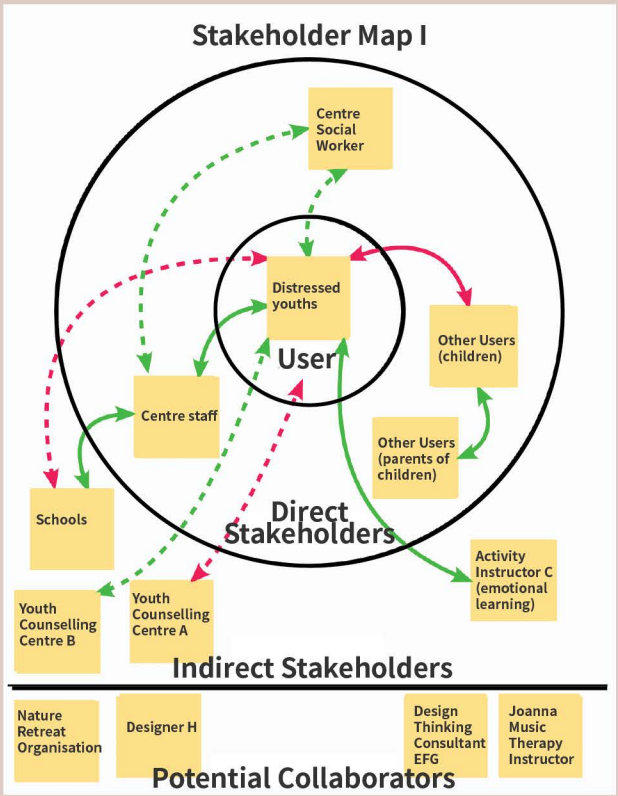
Tool Sample



DESIGN THINKING WORK KIT

Tool 3:
Stakeholder Map

Example



Tool 3:

Stakeholder Map

Why:

- Systematically illustrate the relationships between stakeholders and spot the missing linkages
- Review current services and identify potential service issues
- Discuss the key relationships between stakeholders that may potentially improve the experience

DESIGN THINKING WORK KIT

Tool 3:
Stakeholder Map

How:

Step 1: Review the goal(s) of the project, the target users and their relevant activities
- Place the target users in the centre of the map.
- List all activities relevant to the users on a piece of paper to facilitate the discussion.

Step 2: List all relevant stakeholders
- Use post-it notes to list all relevant stakeholders.
- Place the stakeholders at the centre inside “direct stakeholders”.
- Place the centre’ s partners and network inside “indirect stakeholders”.

Step 3: Indicate the strength of this relationship with various types of lines
- A green solid line indicates an excellent relationship; a green dotted line indicates a good relationship.
- A red solid line indicates a terrible relationship; a red dotted line indicates a suboptimal relationship.

Step 4: Review and record your findings
- With the help of the list of centre activities, think about the reasons for the respective strengths of these relationships.
- Jot down your questions on post-it notes.
  e.g. Why do stressed young people have a relatively poor relationship with children at the centre?
  Are young people who are unhappy in their school lives more likely to visit youth centres?

Step 5: Propose possibilities
- Try to propose the stakeholder relationships you wish to change. Consider removing unnecessary stakeholders.
- Brainstorm potential collaborators.

Tool 3:

Stakeholder Map

Tips:

1 Think again about the most negative relationship(s), as those may be the areas most worth addressing within the existing services.

2 The best relationships indicate stronger needs. Speculating on the reason for that can also help you better define your target users.

3 Once you complete the tool, you can point out some of the fixed practices at the centre that you are sceptical about, such as “whether we can serve children and young adults separately”.

4 You can validate the status of these relationships with relevant colleagues as you might not know the users as well as they do.