

# SK

SKEMA BUSINESS SCHOOL

Thinking in, out and about the box  
ou La créativité dans tous ses états

Peter SPIER

**skema**  
BUSINESS SCHOOL

EFMD  
**EQUIS**  
ACCREDITED

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# THE MUSEUM OF FAILURE



# GROWTH



# CHANGE



# UNCERTAINTY

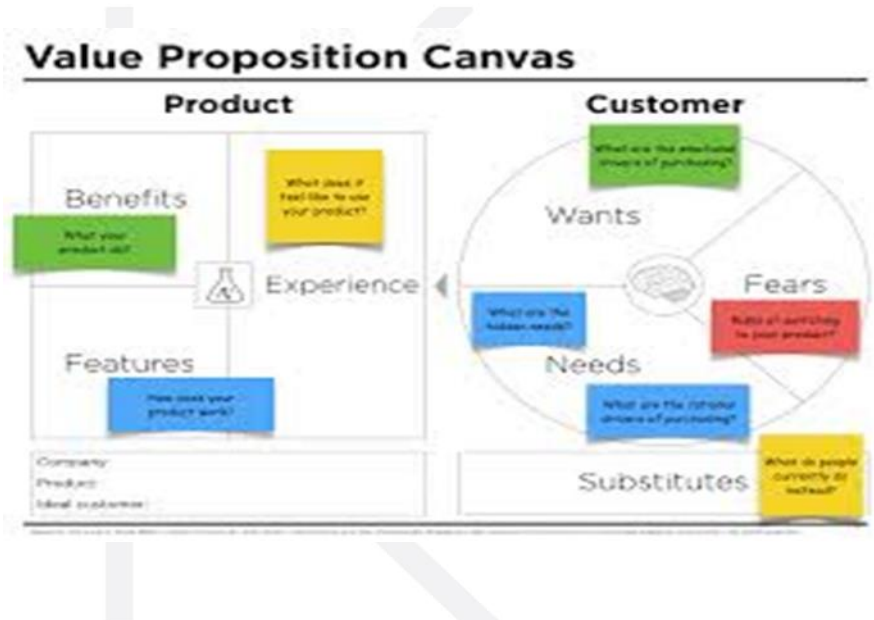
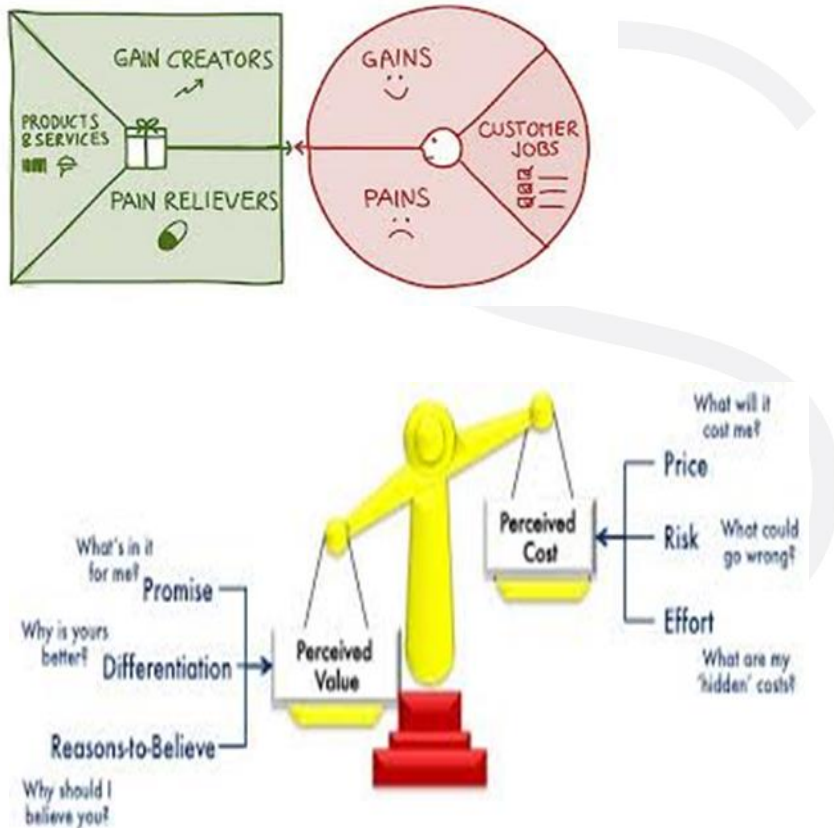


# INNOVATION



# CREATE VALUE THAT CUSTOMERS WANT

The fit between the client's perspective and your offering



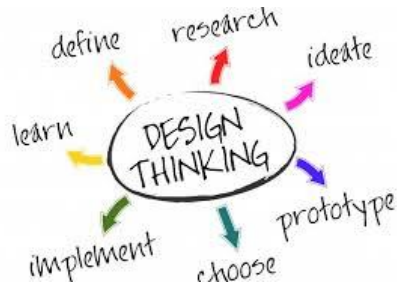


# THIS NEEDS CREATIVE THINKING





# And we need methods to promote this



# THINKING OUT OF THE BOX



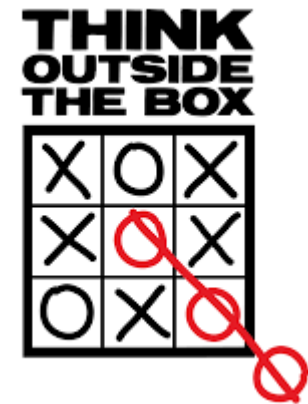
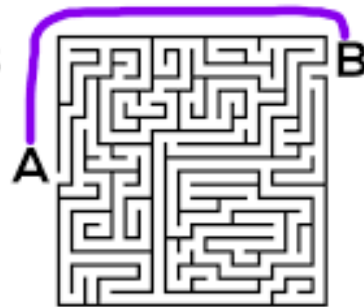
## Traditional Logic

Making assumptions  
of what the rules are



## Lateral Thinking

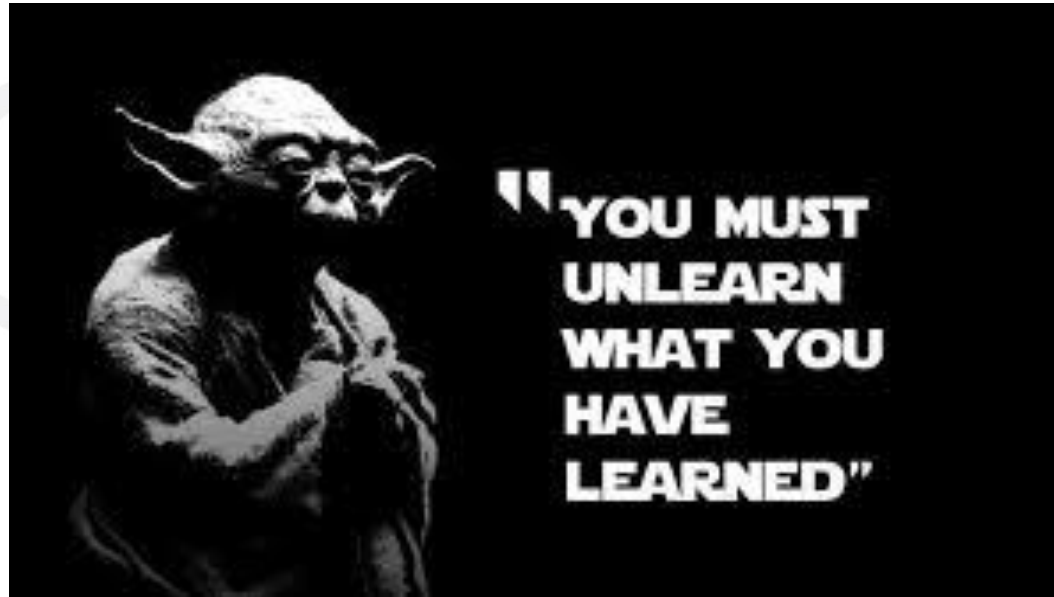
Disregarding  
'implied' rules



# FIGHTING FUNCTIONAL FIXEDNESS



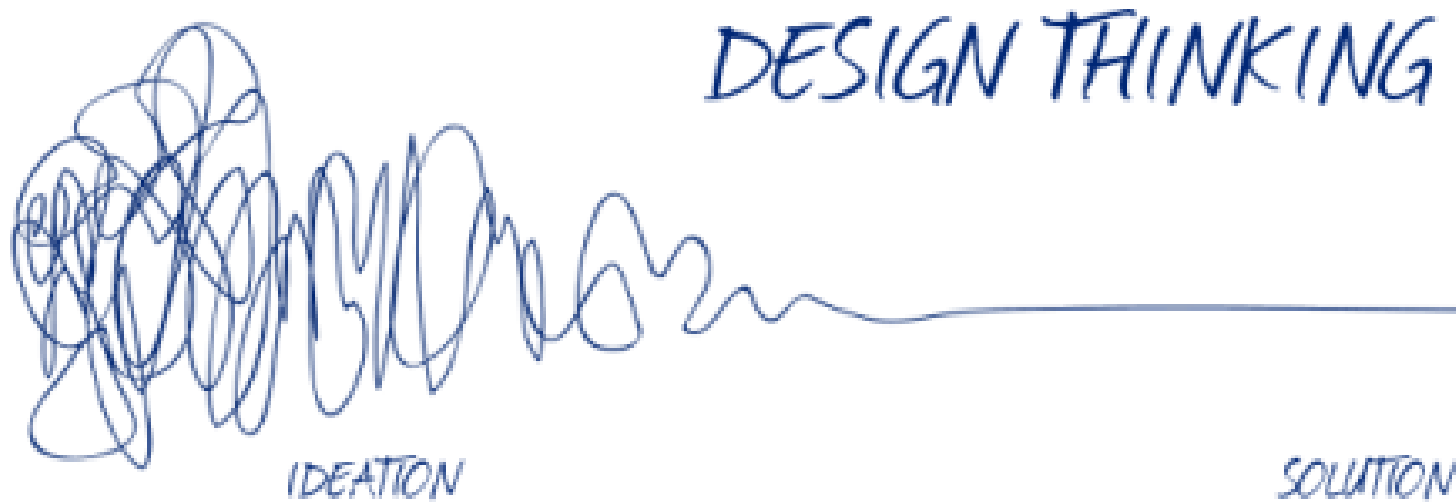
# SEEING AFRESH



# WE ALL KNOW



SO LET'S DISCOVER





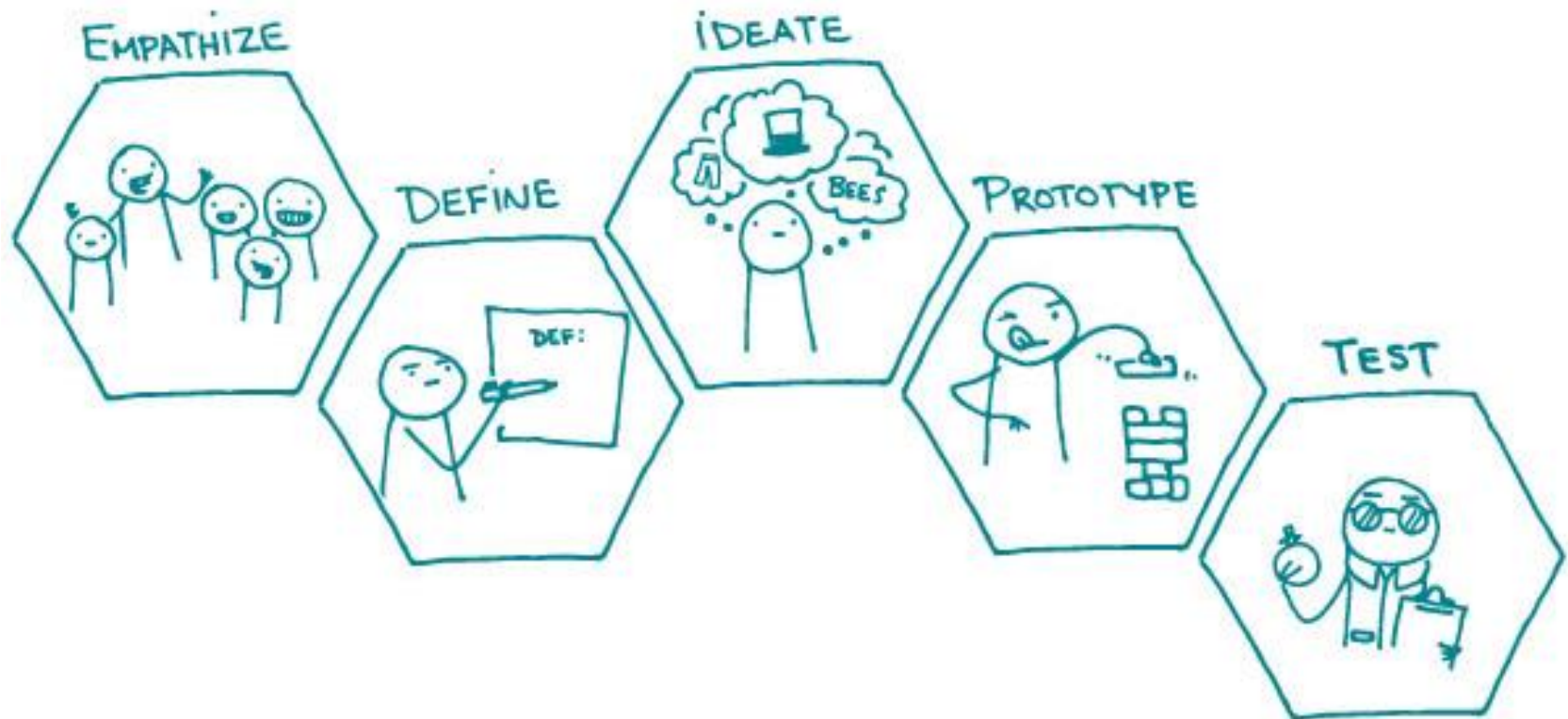
# HANDS ON AND FUN





# DESIGN THINKING STRUCTURES OUR APPROACH

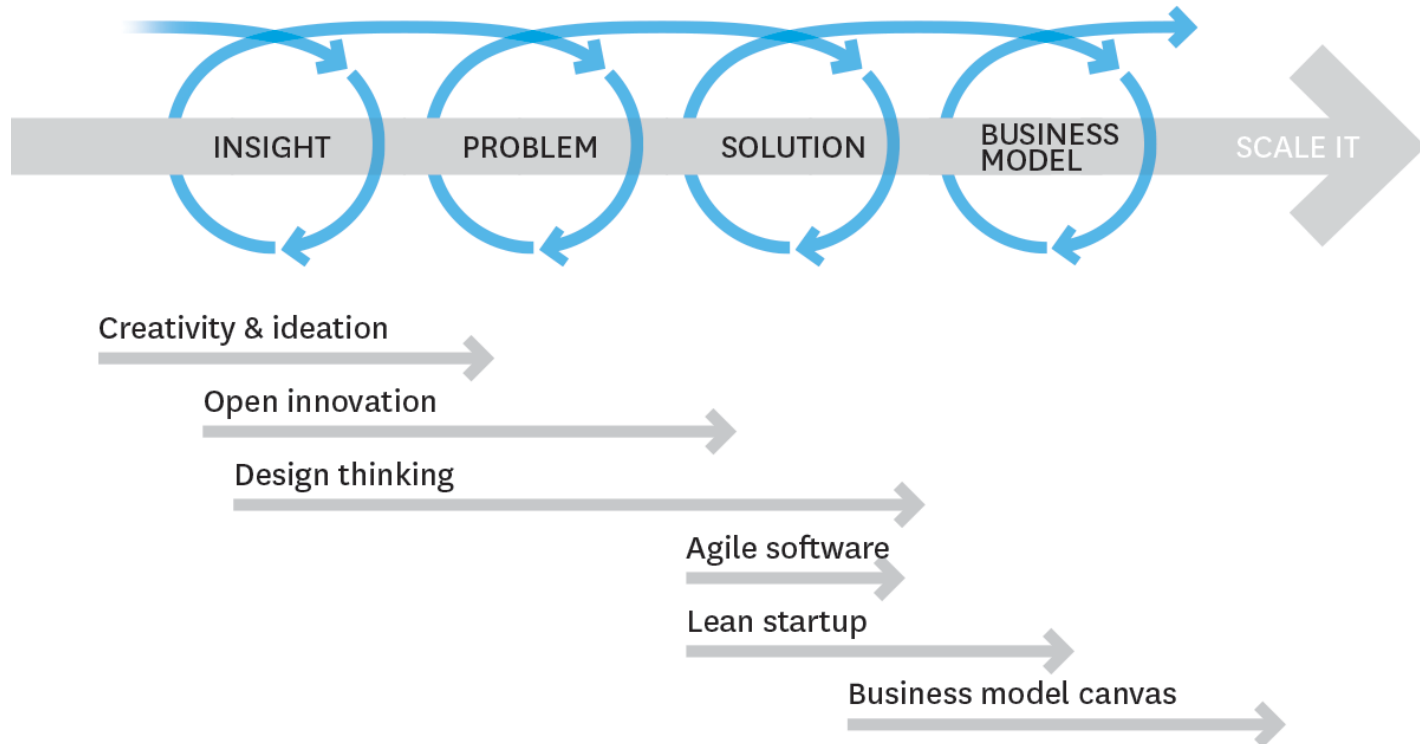
## DESIGN THINKING!



# DESIGN THINKING AND ASSOCIATED METHODS

## AN END-TO-END INNOVATION PROCESS

Adapting the tools honed by start-ups.



SOURCE NATHAN FURR AND JEFF DYER

HBR.ORG

# DESIGN SHOULD NOT BE 'SKIN DEEP'



# DESIGN CAN ADDRESS MORE THAN JUST PRODUCTS

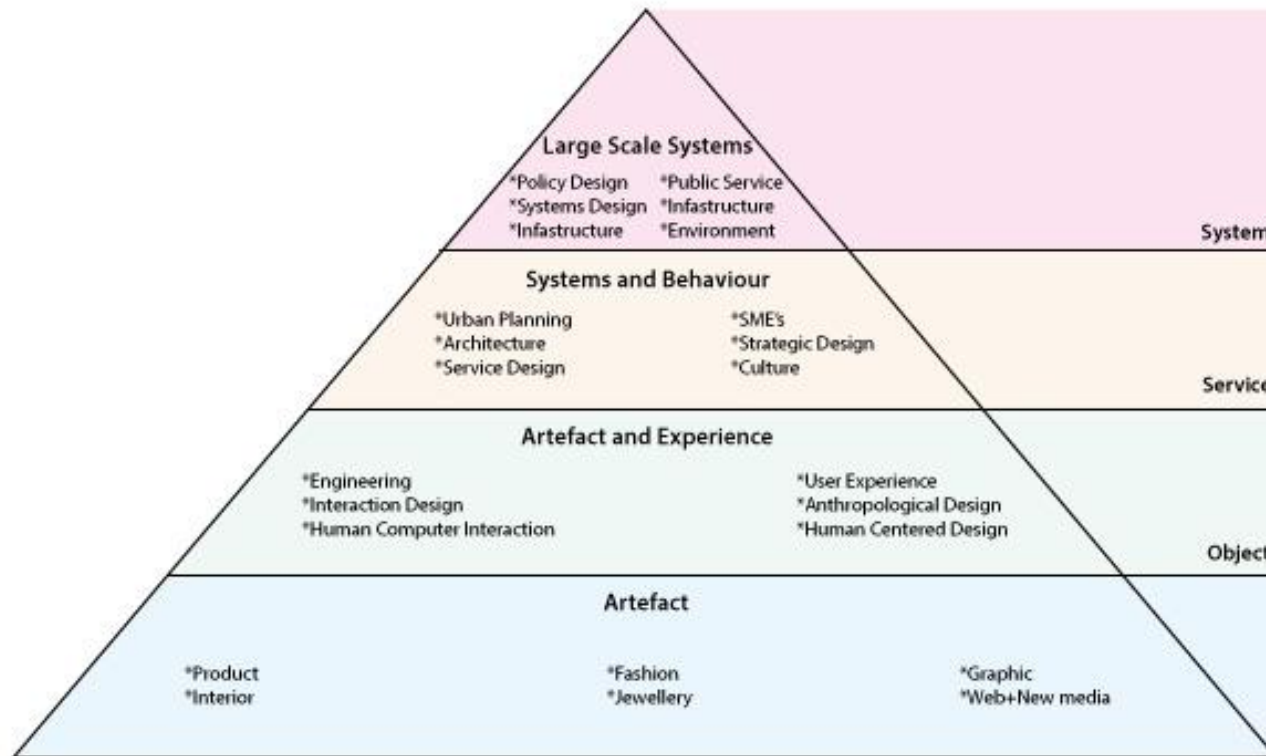
Level of Complexity

STRATIFICATION OF DESIGN THINKING

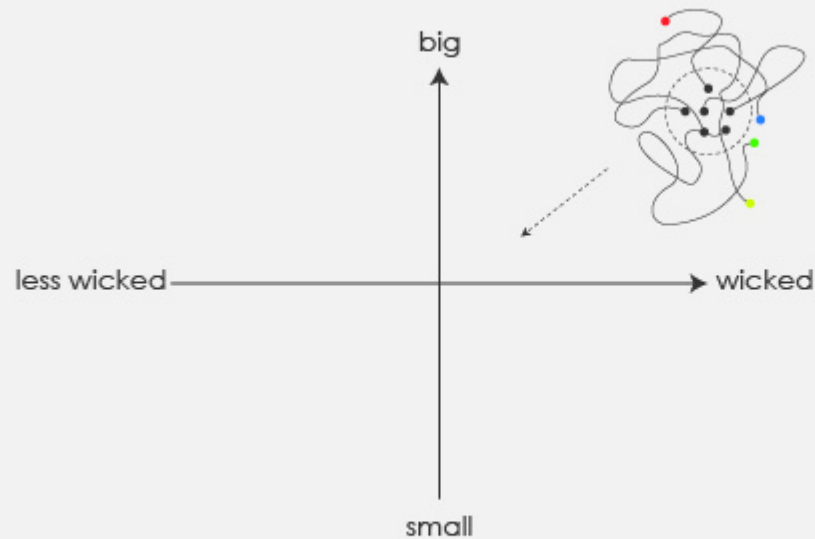
HIGH



LOW



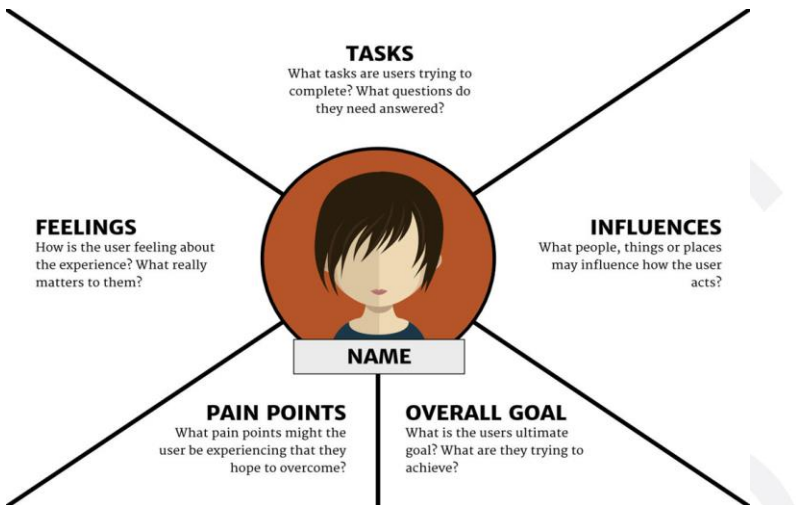
# IT CAN DEAL WITH 'BIG WICKED PROBLEMS'



*Wicked Problem - (Horst Rittel and Melvin Webber, 1973)*

*Wicked Problem in Design Thinking - (Richard Buchanan, 1992)*

# IT IS CUSTOMER-CENTRIC



## Zen: Multiple Courses Storyboard

**Sit & Order**  
First time customers Ann and Andy are taken to their table where they browse the menu on the iPad and place an order for drinks and appetizers.

**Beverages Delivered**  
The waiter brings over their drinks promptly.

**Apps Delivered**  
The appetizers are brought to their table.

**Second**  
Next up entrees.

**Dinner is Served**  
The waiter brings out the entrees.

**Swipe & Done**  
Andy swipes his card to pay and opts for an email receipt.

## Example of a Customer Profile

**Ann**

**Who they are:**

- 61
- Widow, (Grand) Mother.
- Income: \$ 72.320
- 25 year fulltime teacher High School, History
- Bachelor degree History, UCLA.
- Suburban area in SoCal, USA
- Has a lot of beader friends; virtual as well as IRL.
- Bling is her 6 year old Yorkshire Terrier.

**What they think:**

- 20+ year beader who prefers mixed media projects.
- Online reading Beading Daily, bead blogs, bead instructor Facebook pages.
- Subscribes to beading magazines.
- Wants to learn new techniques.
- Fan of: Kieu Pham Gray, Kim St. Jean, and Lorelei Eurtio.

**What they do:**

- Spends \$ 200 per month on beading supplies
- Buys at workshops and at Etsy.
- Attends Bead & Burton every year to meet with friends
- Takes online beading classes at Beaducation.
- Is a member of the San Diego Beading Society.
- She sells her jewelry on Etsy and some local/church events.

**Where they operate:**

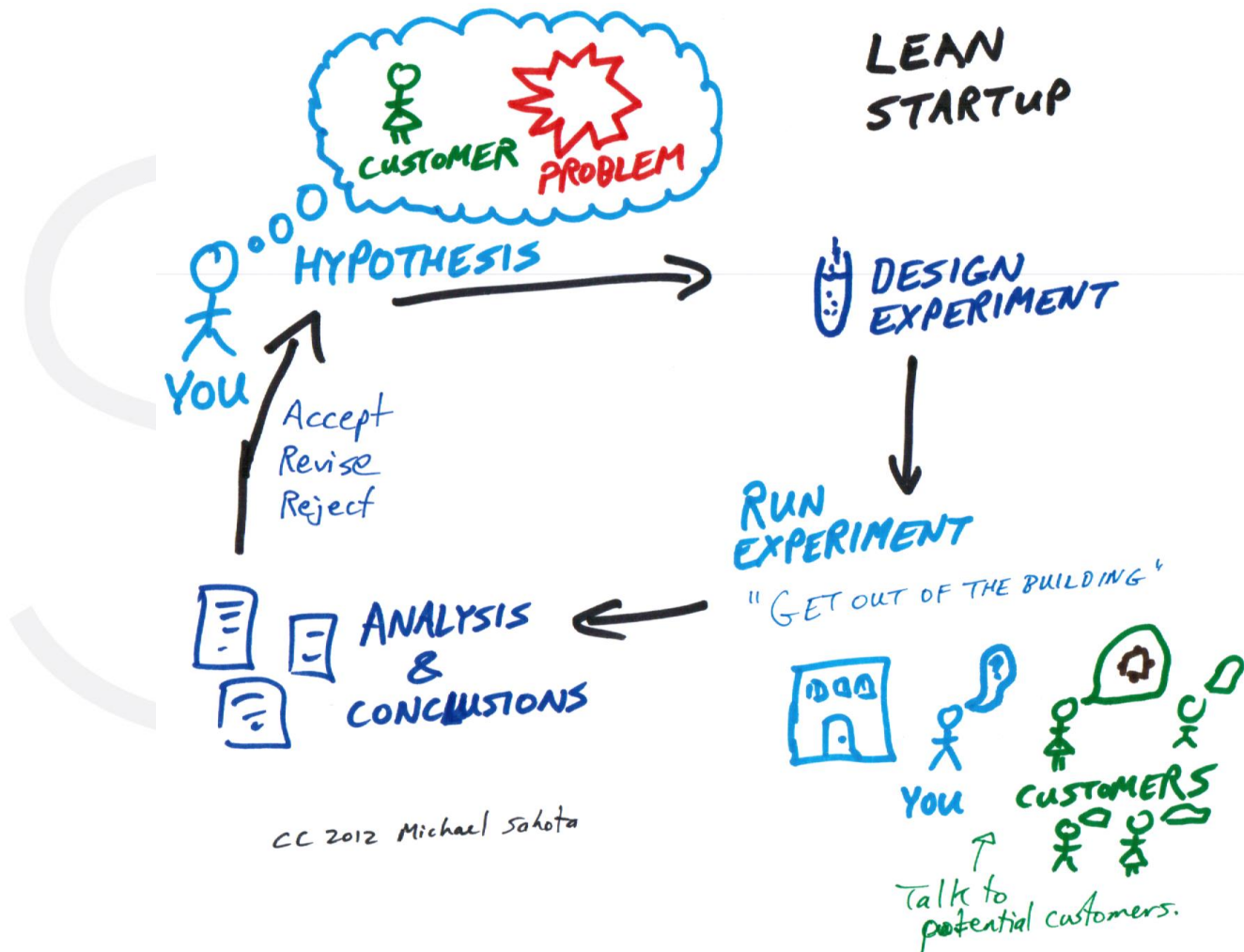
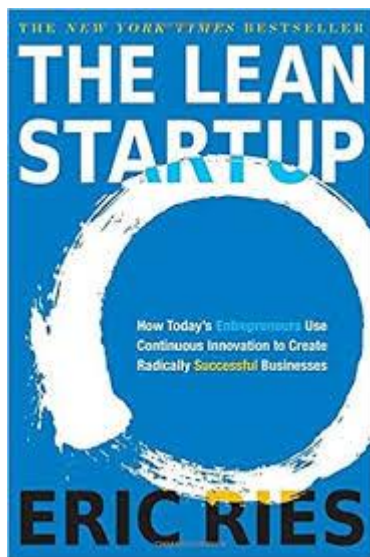
- Shops mainly in USA although is venturing internationally through Etsy.

*Ann's life revolves around teaching, learning, beading, her dog, and grandkids. She converted one of the spare bedrooms into a beading studio where she spends most of her evenings making jewelry. She has an enormous online circle of beader friends. When she retires she plans to bead full time and will start to teach beading locally and maybe even write a beading book.*

© Pepita Box



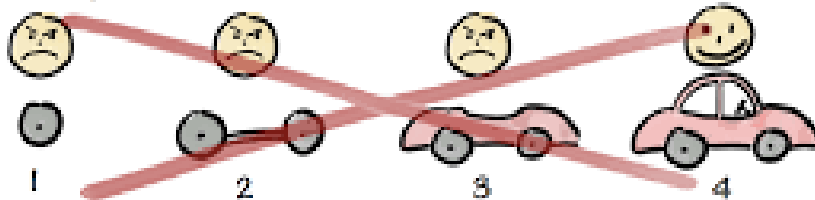
# IT MESHES NICELY WITH THE 'LEAN' APPROACH



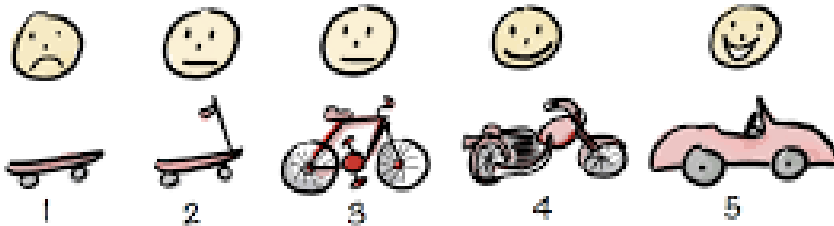


# WHICH USES RAPID PROTOTYPING AND 'MINIMUM VIABLE PRODUCTS'

Not like this....



Like this!



by Henrik Kniberg

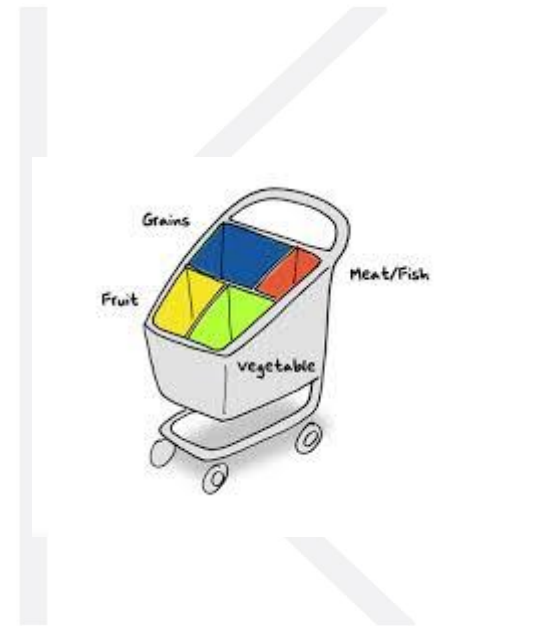


(minimum viable product)



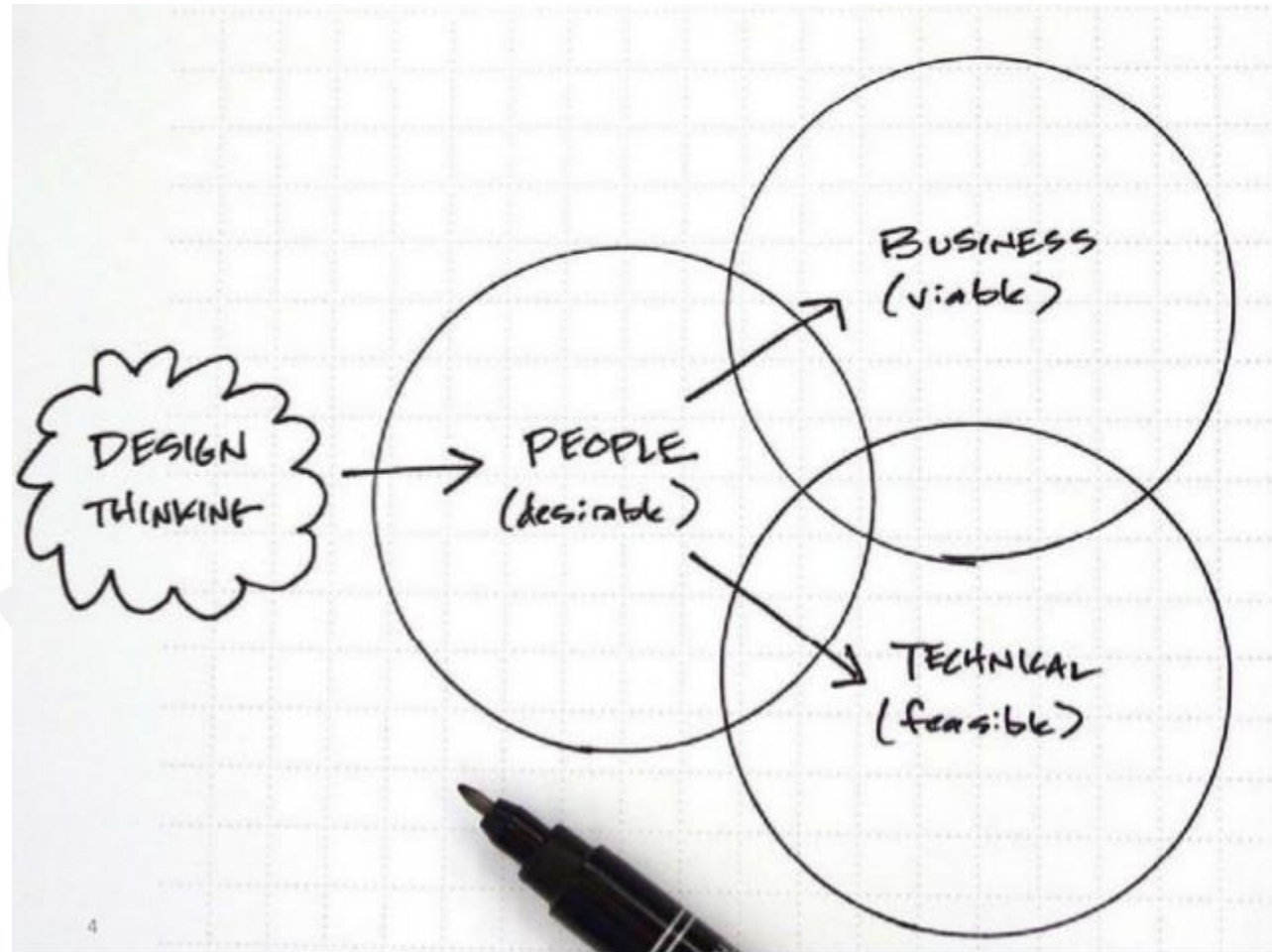
(product)

# HERE IS AN EXAMPLE OF IDEO'S CUSTOMER-CENTRIC APPROACH



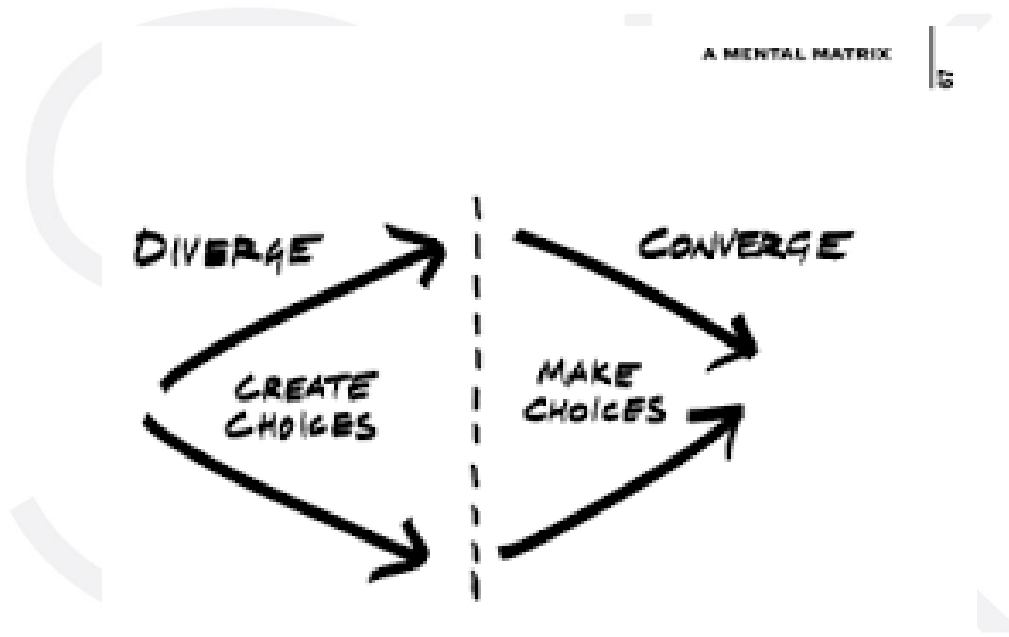
- <https://www.youtube.com/watch?v=68dBCu5ZTHI>

# BUT IT BALANCES THIS WITH OTHER CONCERNS

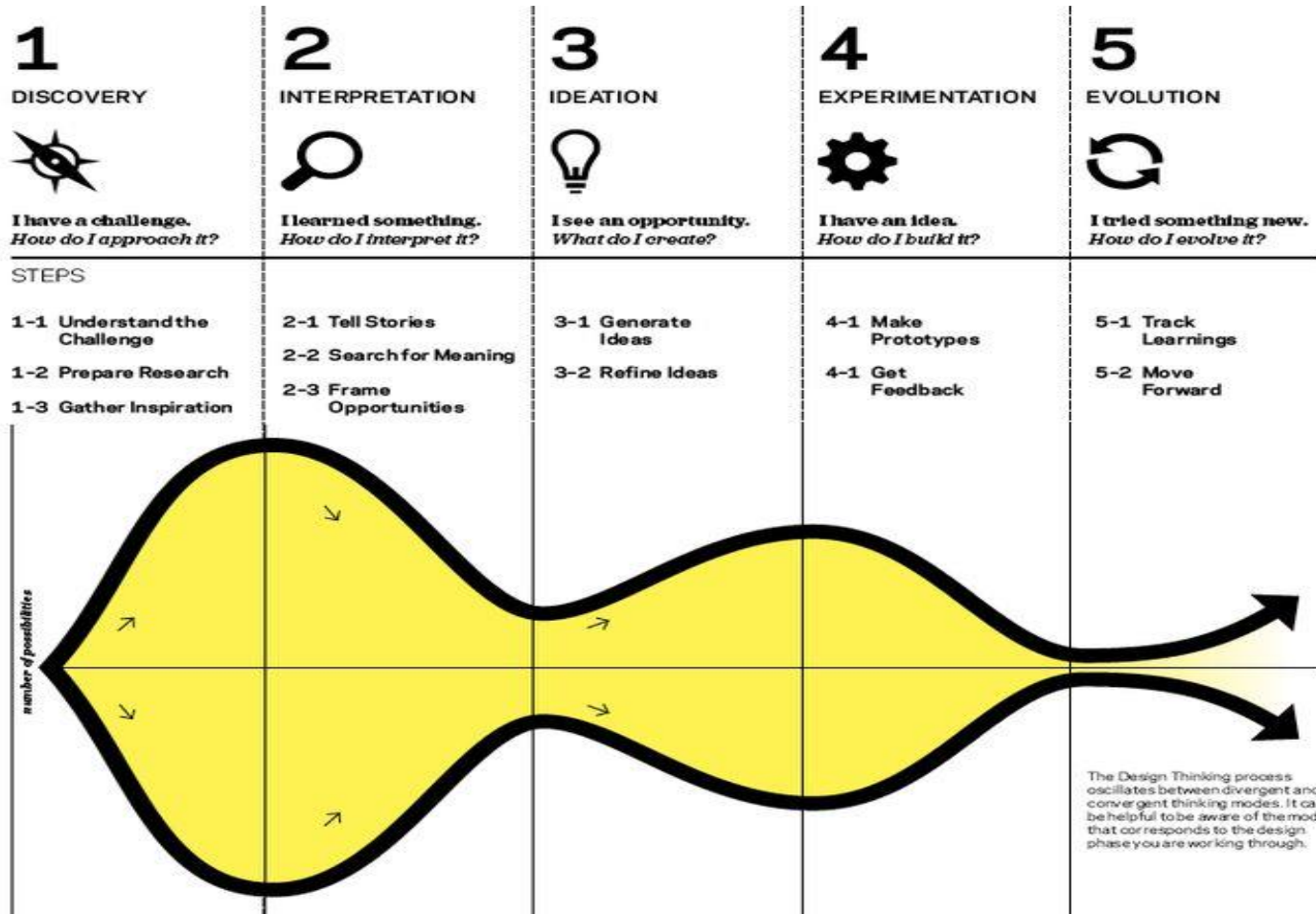


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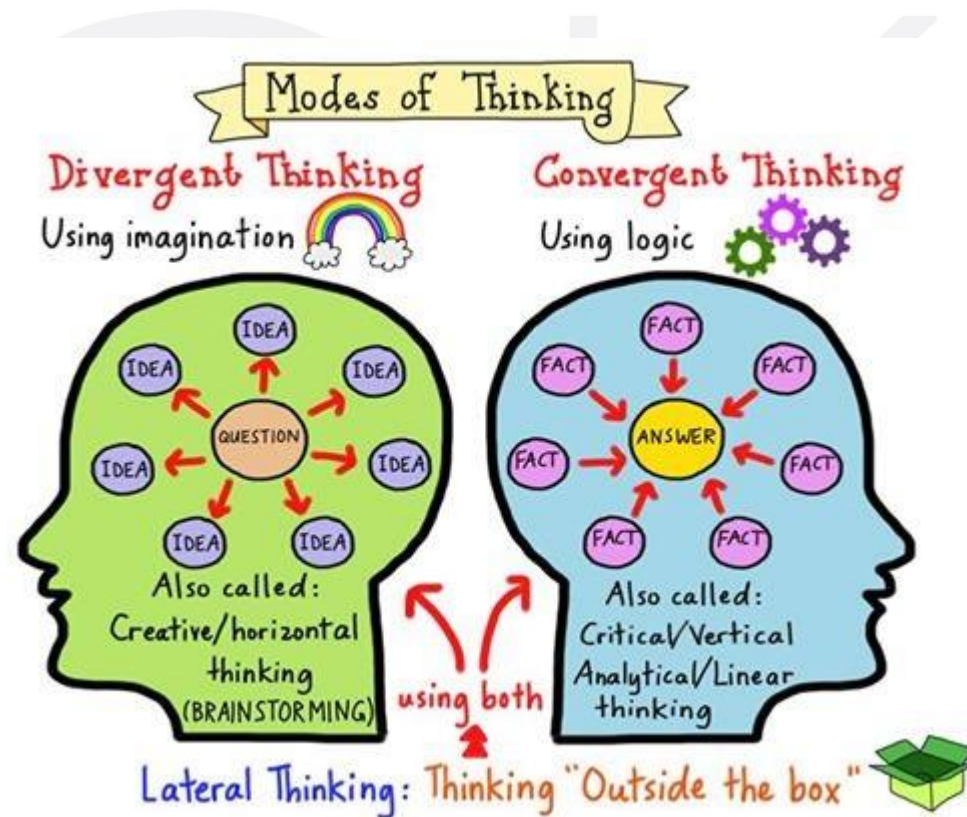
# WE SPEAK OF 'DIVERGENT' AND 'CONVERGENT' THINKING



# IN FACT WE ALTERNATE DIVERGENT AND CONVERGENT THINKING



# IN A SENSE THIS IS 'RIGHT-' AND 'LEFT-BRAIN' THINKING

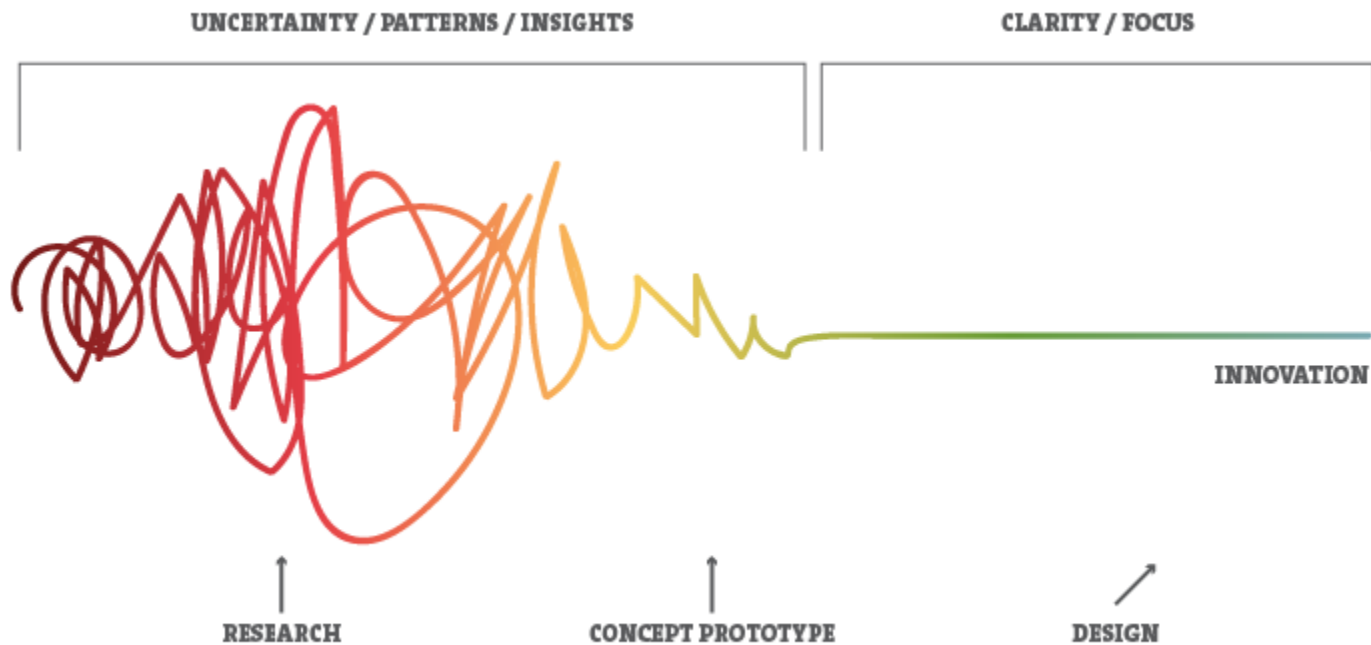


# CREATIVITY & CONSTRAINT



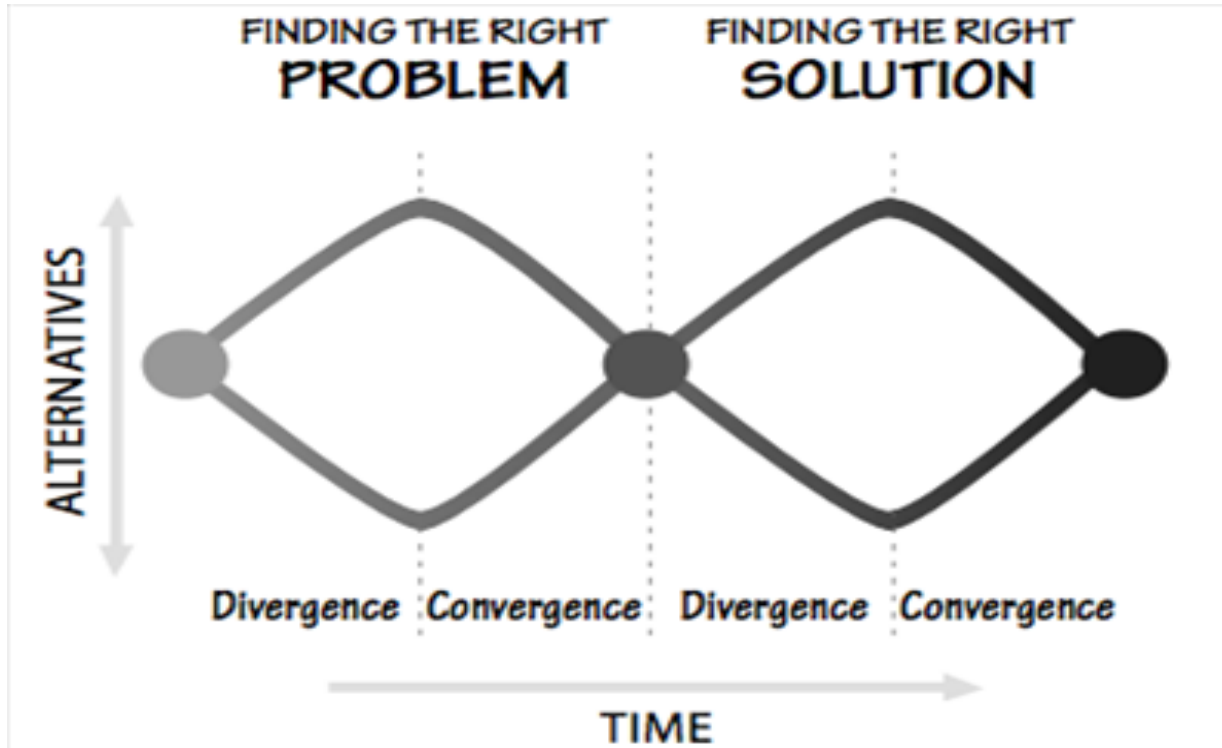


# DESIGN THINKING IS AT EASE WITH UNCERTAINTY



Adapted from Central Office of Design

# IT AIMS FIRST TO DEFINE THE PROBLEM



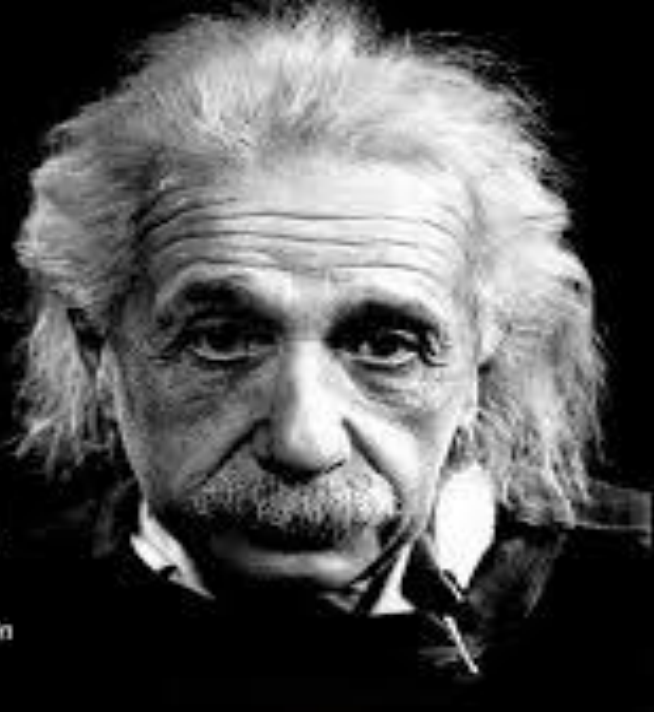
# WE TALK ABOUT 'FRAMING' PROBLEMS



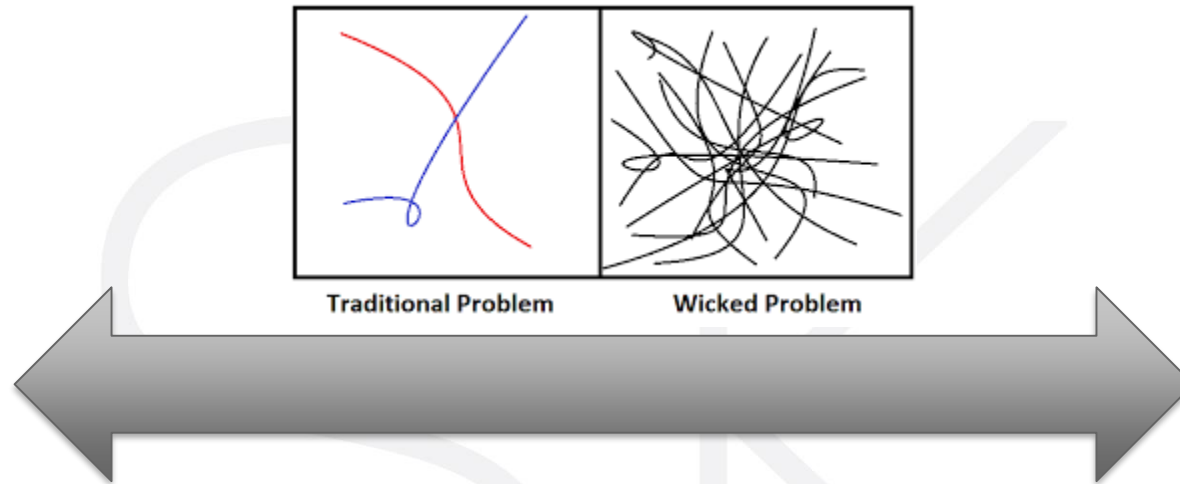
# TO QUOTE EINSTEIN:

"If I had an hour to solve a problem and my life depended on the solution, I would spend the first 55 minutes determining the proper question to ask, for once I know the proper question, I could solve the problem in less than 5 minutes."

- Albert Einstein



# BEHIND A 'SIMPLE PROBLEM WE OFTEN FIND A MORE COMPLEX ONE



Which film shall we watch tonight?

How do we find a babysitter?

What shall we do to have a great evening?

How do we get a life of our own and still be good parents?

# OR WE REFRAME THE PROBLEM



The lift is too slow? Add some mirrors!

# THE TRAIN JOURNEY IS TOO LONG?



Give everyone champagne and on-board entertainment (Rory Sutherland)







# THE LENS OF PRACTICE PROVIDES INSIGHT

Stories / meanings

Skills / know-how / habits

Stuff / things we use



# WE CAN EXPLORE THE TOPIC FURTHER

- Archeology
- Context
- Ecosystem
- Themes
- Futures



# ARCHEOLOGY SHOWS WHERE THINGS CAME FROM

- List things that have happened in this field in the past
- Where are we now?
- Why are we there?
- Choices made
- Choices not made
- Paradoxes and trade-offs



# CONTEXT AND ECOSYSTEM SHOWS WHERE THINGS STAND IN THE PRESENT

- Step back and view the broader context
- Sketch the ecosystem
- Who are the different players?

- Actors
- Resources
- Combinations

*Customer value constellation for buying a car*



Lia Parice© 2009

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# TRENDS ALLOW US TO SEE WHERE THINGS MIGHT BE GOING

- What are the main drivers of change?

SPEED MEETS: WHAT ARE THE **KEY DRIVERS?**

CLIMATE CHANGE ADAPTATION

FOOD and NUTRITION SECURITY

FOOD SYSTEM ACTIVITIES

ENVIRONMENT



# 'FUTURES' ENCOURAGES US TO ASK WHAT THINGS MIGHT BECOME

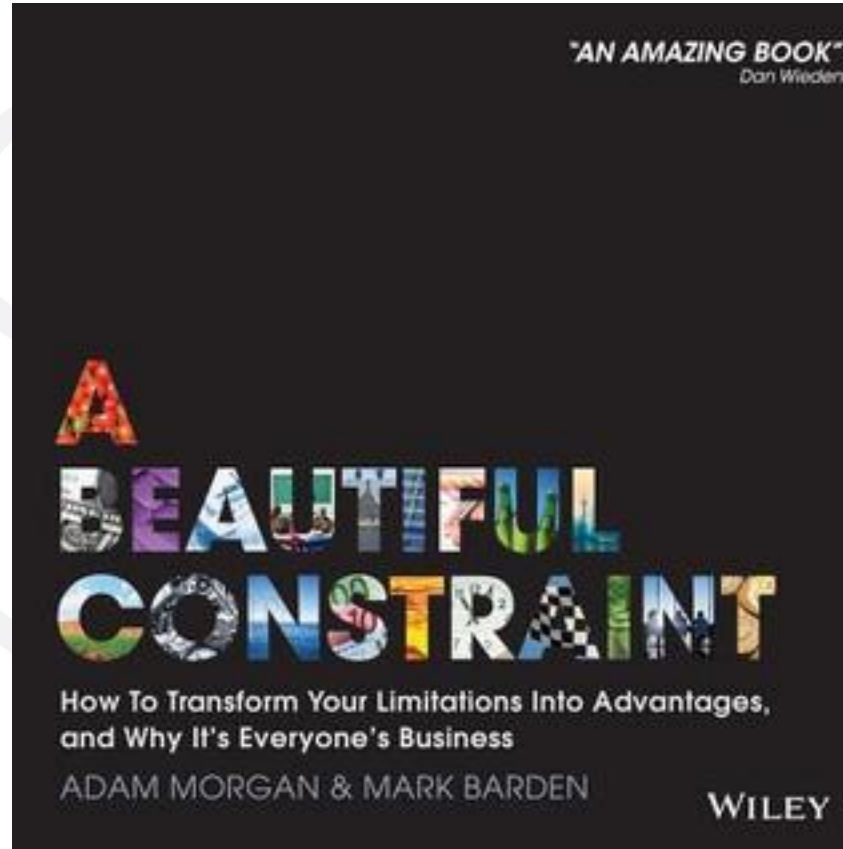
- Imagine this field in five years time
- Imagine this field in 10 years time



What if?  
Possible if...



# THE BEAUTY OF CONSTRAINT



# Book: A Beautiful Constraint

Adam Morgan  
& Mark Barden

2015-05-11a

## We can if...

- We resource it by...
- We substitute... for...
- We remove ... to allow us to...
- We introduce a...
- We fund it by...
- We think of it as...
- We use other people to...
- We mix together...
- We access the knowledge of...

- 
- Drama & surprise
  - Being interesting on the inside
  - Secondary media
  - Alliance to scale
  - Using other people's resources
  - Commercial innovation

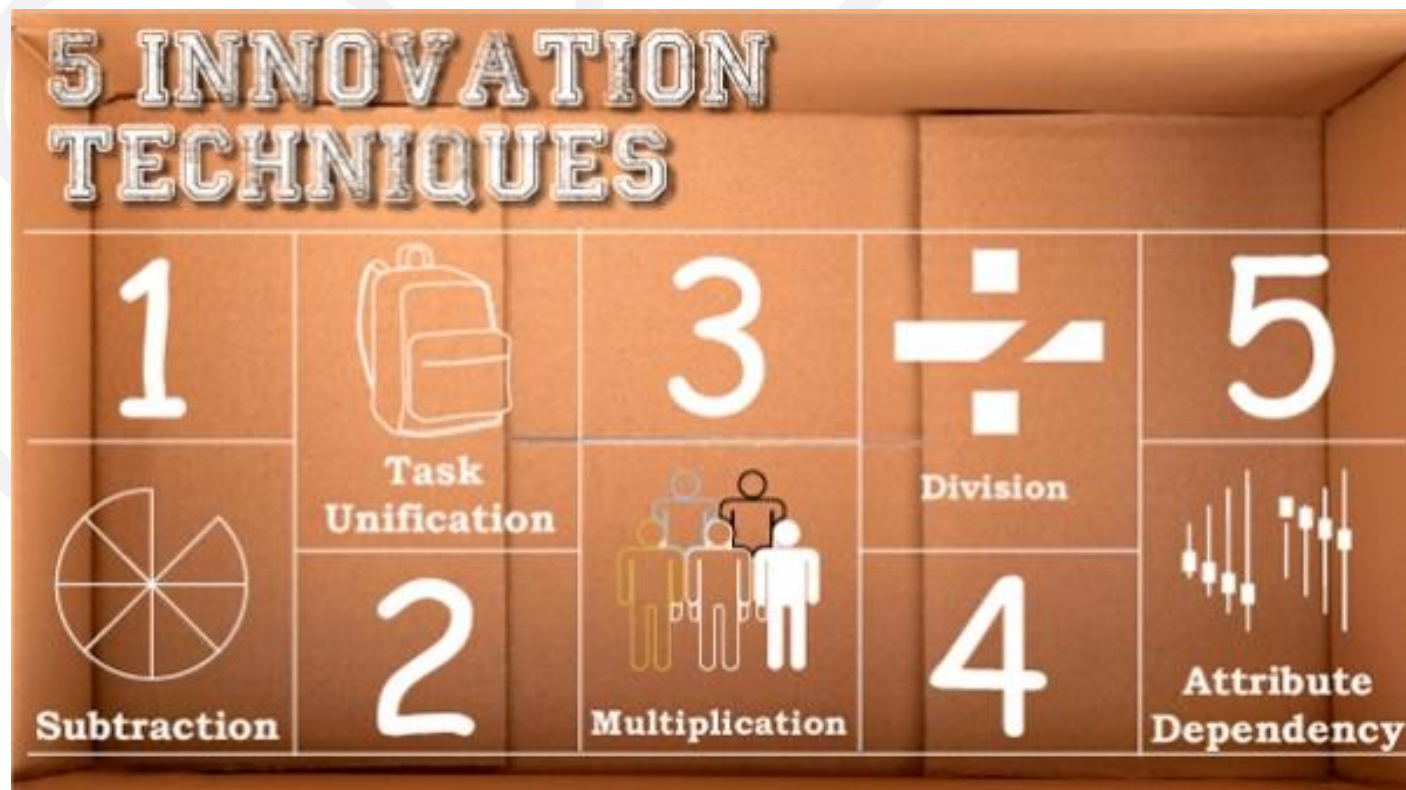
## Constraints stimulate us to...

- Productively question
  - what's holding us back?
  - what really matters today?
  - whether entirely new possibilities exist
- Rethink or reframe
  - challenge
  - what we have
  - success
- Find the benefit in subtraction by
  - efficiency
  - eliminating the unnecessary
  - making simple > complex
- Find new ways to augment by...
  - amplifying
  - adding
  - partnering
- Find or create new solutions
  - within what we already have
  - by elevating the overlooked
  - in entirely new/unexpected places/ways
- Build entirely new systems or biz models in the form of
  - new virtuous cycles
  - new ecosystems

# THE BEAUTY OF CONSTRAINT



# SIT: THINKING INSIDE THE BOX








# SYSTEMATIC INVENTIVE THINKING

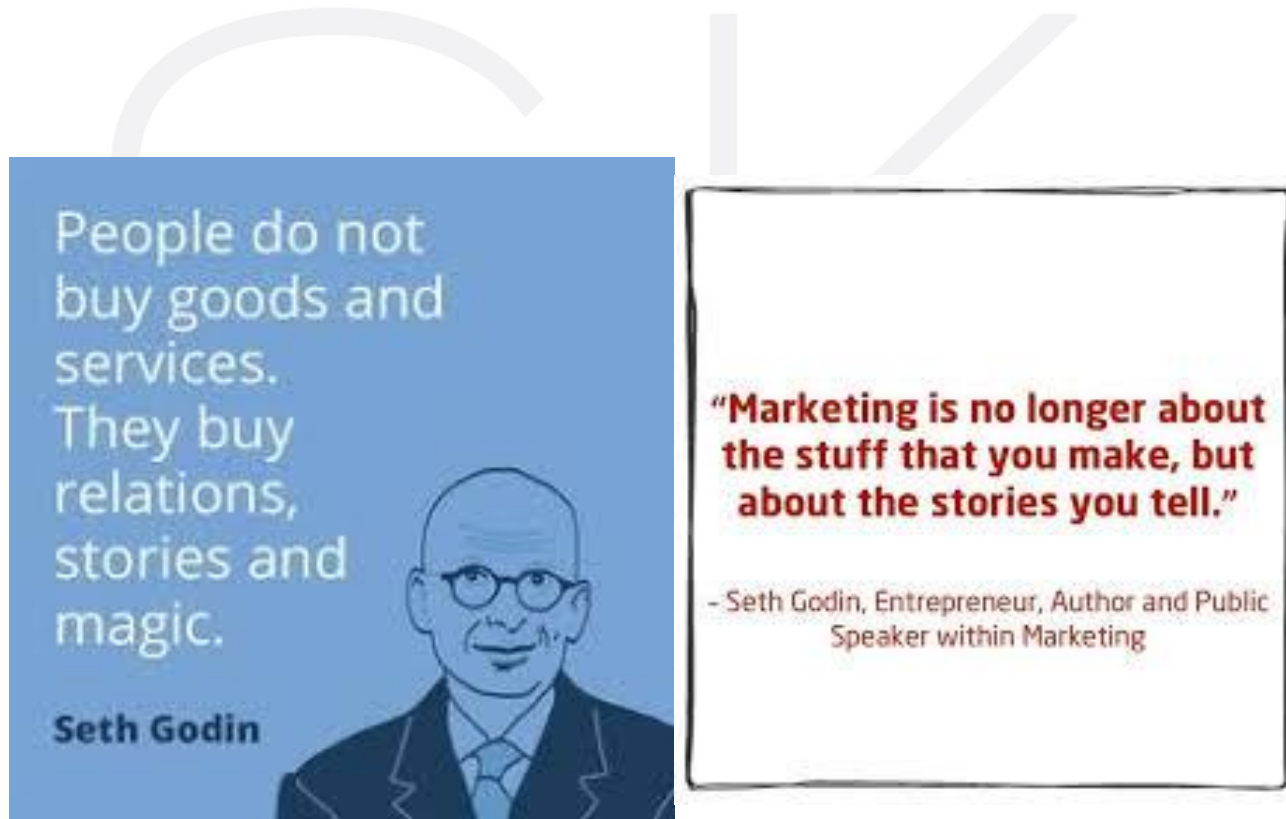
## Systematic Inventive Thinking®

### 1. Thinking Tools

Your first encounter will be **SIT's five unique Thinking Tools**, i.e. structured thinking procedures. These tools are the core of the SIT method, and were developed through rigorous research, studying thousands of patents and inventive solutions. Our practical innovation tool box enables you to follow successful thinking patterns that lead to inventive ideas. You'll acquire hands-on tools that can be used independently and sustainably.


 <b>Subtraction</b>	The <b>elimination of core components</b> rather than an addition of new systems and functions - "The Path of Most Resistance".
 <b>Task Unification</b>	The assignment of <b>new tasks to an existing resource</b> (i.e. any element of the product or its vicinity within the manufacturer's control).
 <b>Multiplication</b>	Introducing a slightly <b>modified copy</b> of an existing object into the current system
 <b>Division</b>	The <b>division of a product</b> and/or its components and rearranging them in time or space, thus adding degrees of freedom.
 <b>Attribute Dependency</b>	The <b>creation/removal of symmetries or dependencies</b> between existing product and environmental variables (e.g. colour changes with temperature, etc.).

# AND WE FOCUS ON MEANING AS WELL AS FUNCTION



People do not buy goods and services. They buy relations, stories and magic.

**Seth Godin**



**“Marketing is no longer about the stuff that you make, but about the stories you tell.”**

- Seth Godin, Entrepreneur, Author and Public Speaker within Marketing



# L'UNIVERS IMAGINAIRE D'ALESSI



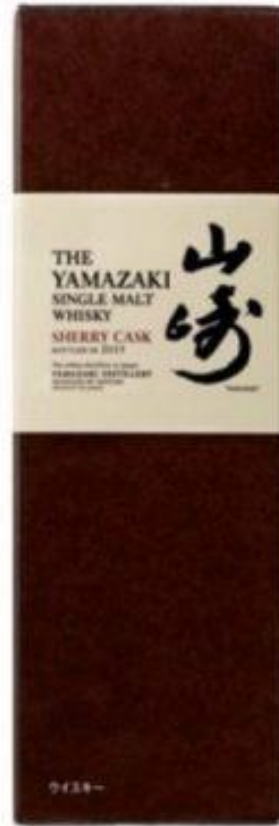


# Rum stories: The Kraken wakes



[https://www.youtube.com/watch?v=4eLdG\\_Ob-Fw](https://www.youtube.com/watch?v=4eLdG_Ob-Fw)





Whisky of the Year 2015  
Award in Jim Murray's  
Whisky Bible





# Thinking with bricks: using Lego Serious Play to enhance creativity (and lots of other things...)



**LEGO® SERIOUS PLAY®**  
**CERTIFIED FACILITATOR**



- <https://www.youtube.com/watch?v=rwQqkX3qZak>

team

**Bridge the unbridgeable**

imagination

Share resources

Pool talent

Each brings something  
different to the table

When we are in the zone

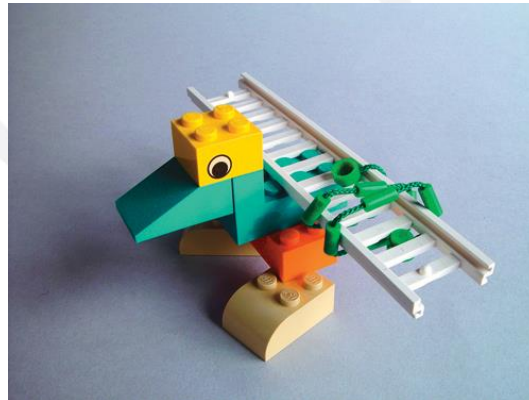
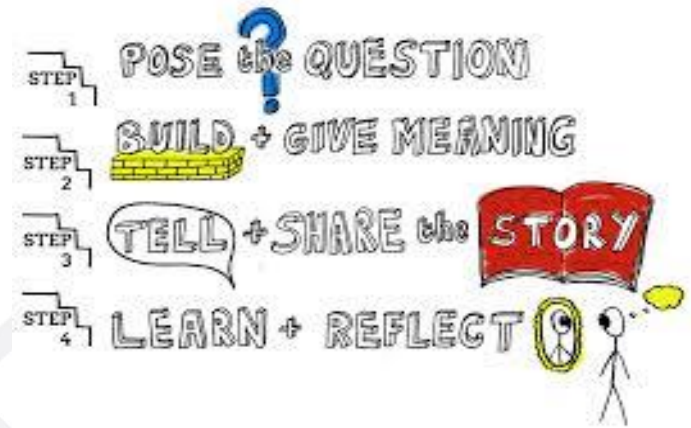
The things we build  
together last forever



**Conceive the unconceivable**

**Go that extra  
brick**

When we've built as far as we can imagine



*Instead of thinking first, people will have to create first by building their model and then, during the round table, they will have to explain their models so they will speak instead of think. There is a French expression for that which state that you will find an answer only when you will stop to look for it!*

*Tiphaine*

# ME



*Participants will develop their creativity and will show off their personality during LEGO serious play, but they will also know each other. In fact, during the creation of the model and the explanations during the round table, each participant will do some storytelling and show what he is made of. I was quite surprised during the class to say few things on myself that even some good friends do not know about me. I found out that having a model in front of me is a way to stimulate communication and sharing among the participants.*

*When it came to the exercise “build a model which represents yourself now and in ten years”, I was really flabbergasted to see that after just one round table I could understand and speak with people who I really did not know before.*

*Tiphaine*



# US

In my opinion, for individual, the aim of Lego Serious Play is to integrate education and entertainment together and to learn new thing and develop ourselves in the game. For me, I have learnt how to dig the complex internal requirements that are concealed under the simple needs on the surface and add more content to the work(project/product/service...). I also learnt how to dig out different aspects of things and use the model to explain myself. At the same time, I learnt to listen to others and absorb their advantages.



# THINGS



At the first time, it was hard to give a new function to my models, to think outside of the box, even when I knew what does it mean and how to do that. When I created the plane, I was supposed to redevelop it into the useful tool for the kitchen, that was quite complicated, because in front of my eyes was still a plane and I could not think that it could be as knife, blender and ect. Through LSP you are really can come up with new functions for your model, because you hold it in your hands and you can change it as you want.

Arsen



# Storytelling

The other but less obvious elements is the use of metaphors. It helps to convey ideas that are difficult to express and communicate with words. For example, one question asked by facilitator was to build something that represents our situation in the present and what it may look like in the future.

One participant builds a character that faces an army of animals, and behind them, there was a king. What the builder said is that implicitly, it means that the animals represents obstacles he will face during his whole life but no matter how hard it is he will get through to reach his goal, which is represented by the king.

Kevin



# metaphor



