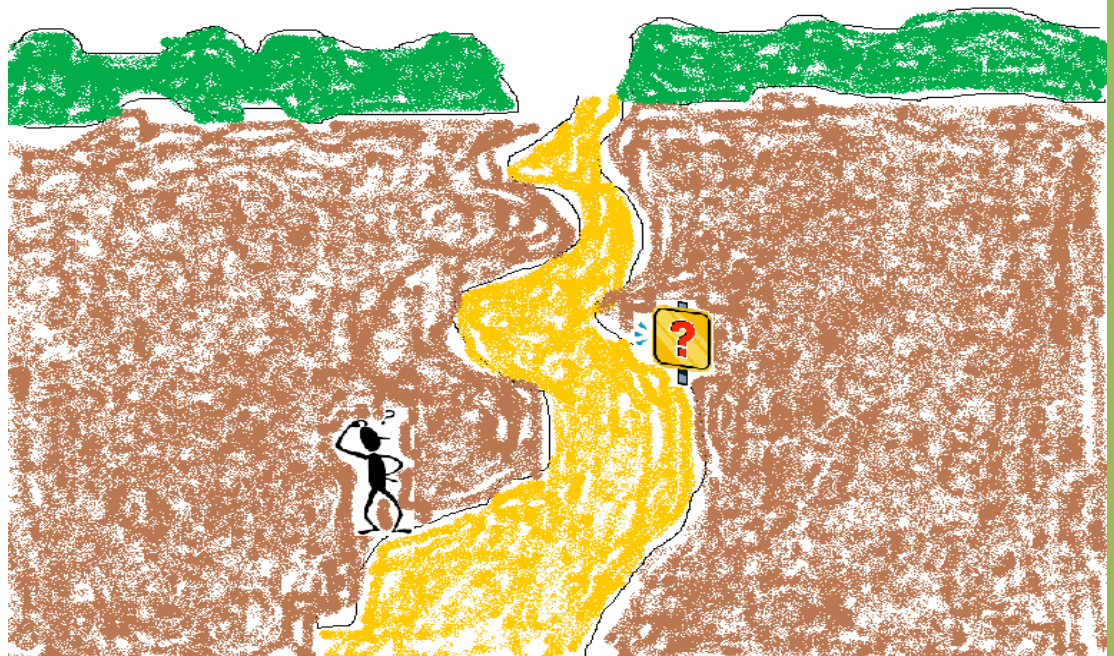


Summer 2014



Understanding Toolkit



Created by Mariela Nevárez
TA provided by Gobee Group
East Oakland Innovators
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Alameda County Public Health Dept.
Summer 2014

*To adapt or replicate, please contact
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Contents

Introduction:

- I. Background
- II. Why Understand?
- III. Descriptions of Tools for each Stage

Understanding Tools for Step 1:

- a) Walkabout¹
- b) Community Asset Map¹
- c) Photovoice
- d) SWOT Analysis (Strengths, Weaknesses, Opportunities & Threats)
- e) Brainstorm Map¹
- f) Behavioral Mapping
- g) Secondary Research

Understanding Tools for Step 2:

- a) Interview¹
- b) Survey
- c) Townhall Meeting
- d) Photovoice
- e) Focus Group

Understanding Tools for Step 3:

- a) Grid of Observations and Insights
- b) Force Field Analysis

Understanding Tools for Step 4:

- a) Brainstorm Insights¹

IV. Conclusion

¹ Tools used during the QuickWin

Understanding Toolkit

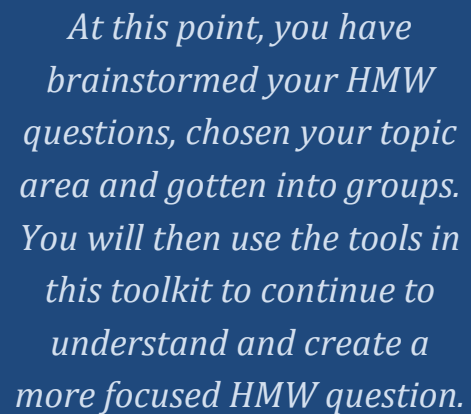
Introduction:

I. Background

The Understanding Phase is the first phase of the Design Thinking process. Design Thinking is a model that can be adapted for a community-driven process for future project development efforts. Essentially, it is a way to think about, plan and carry out projects. See page 4 for a visual of the Design Thinking process.

One of the objectives of the Understanding Phase is for the East Oakland Innovators to develop a deeper understanding of those affected by issues as well as some of the driving forces for these issues. Part of the understanding phase is identifying neighborhood assets, needs and priorities. The East Oakland Innovators project specifically seeks to identify and utilize assets already existing in the Castlemont neighborhood to build power and bring about change. The four focus areas to bring about change are **Education, Safety and Violence, Community Building and Local Economy.**

There are four steps that make up the Understanding Phase. (See below.) This toolkit includes activities to support you as you move through each step. **However, feel free to return to a previous step or shift from the order to best help your project.** For example, if you are working on the second step of researching a topic area and realize that it might be helpful to do another walkabout (which is part of step 1), go ahead and do this so that you have a solid understanding of the topic before moving on and narrowing and redefining your HMW question. As an EOI if you are reading this, at this point you have brainstormed your HMW questions, chosen your topic area and gotten into groups. You will then use the tools in this toolkit to continue to understand and possibly re-create a new HMW question.



At this point, you have brainstormed your HMW questions, chosen your topic area and gotten into groups. You will then use the tools in this toolkit to continue to understand and create a more focused HMW question.

4 Steps of the Understanding Phase

1. Identifying assets, resources, needs and priorities in the community (within your focus area) to generate an **initial HMW question** that expresses the issue you want to address
2. Research and ask to better understand the issue
3. Extract **insights** based on what you have observed and learned
4. Narrow/redefine the HMW question based on those insights

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What is a HMW (How Might We) question? A HMW question is a way of focusing on issues that are important.

Examples: HMW have more supermarkets and less liquor stores? HMW keep schools and police from targeting minorities? HMW offer free exercise for adults? HMW help parents stay involved in their child's education?

What makes a good HMW question? Below are some things you want to keep in mind.

- Communicates the needs and priorities of the community
- Inspires your team
- Is something you revisit and reword as you learn by doing
- Guides your work
- Provides focus and communicates the problem
- Can be answered by many possible solutions

(Cheat Sheet Created by Gobee Group)

Design Thinking Cheat Sheet



UNDERSTAND

Shadowing: Follow people to understand what they do

Data dive: Find and explore quantitative data to create insights

Behavioral mapping: Track movements over time and space

Secondary research: Use the Internet, go beyond journal articles

Contextual interviews: Ask people what they do, as they do it

IDEATE

Analogous models: Look to other industries for similar problems

Sticky brainstorming: Each team member generates ideas on sticky notes

Dot voting: Prioritize ideas by having your team vote on ideas with "dots"

Bottom-up clustering: Organize ideas into categories, to create more ideas

Study the competition: See how others tackle the same problem

EXPERIMENT

Drawing: Sketch out your solution on paper

Scenarios: Describe how your solution works to interviewees

Roleplaying: Assume the role of your users with your team

Prototype: Build an inexpensive mockup of your solution

Do it yourself: If feasible, try out your solution on your own

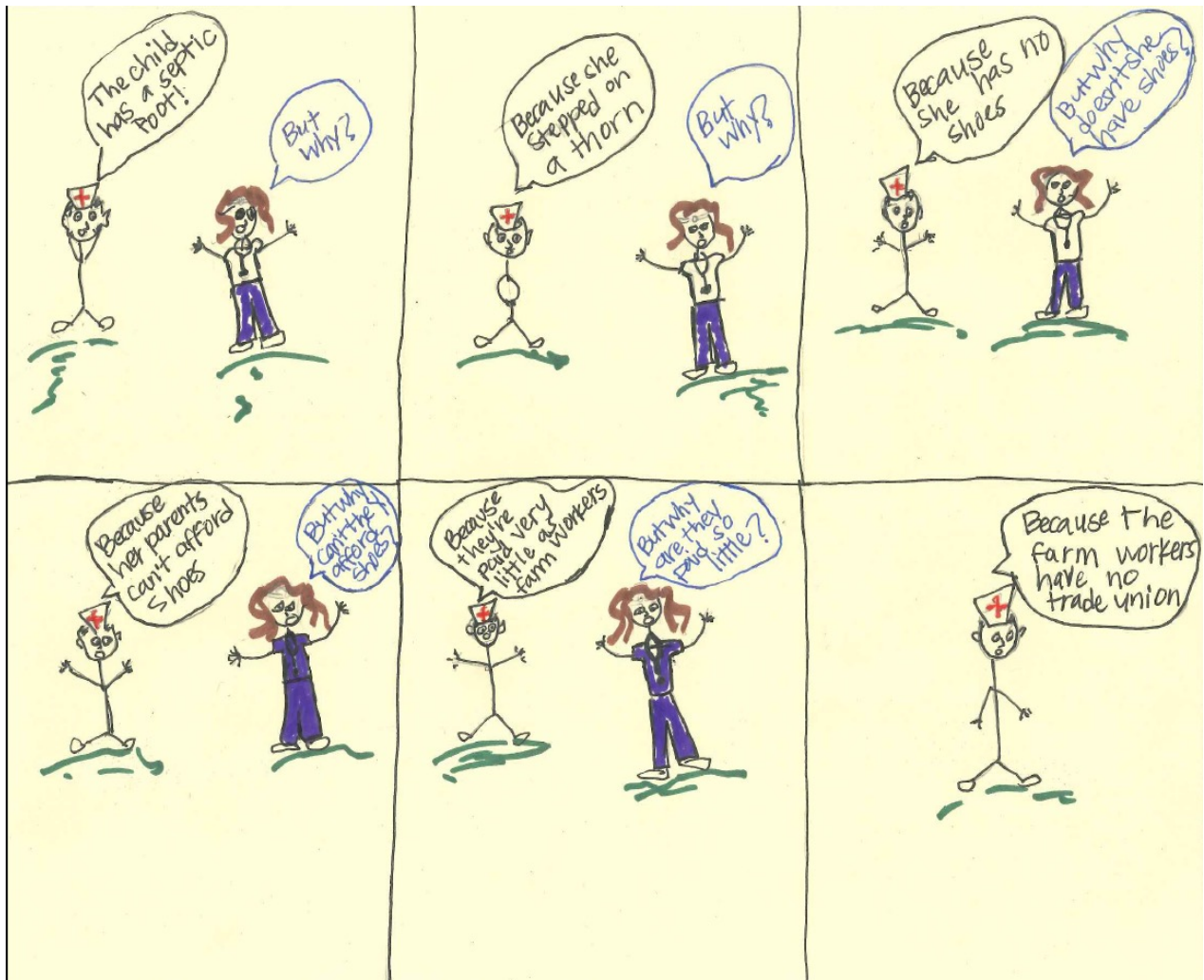
Health Equity by Design

Alameda County Public Health Department & Gobee

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II. Why Understand? When do we do this and why?

The Understanding Phase of Design Thinking is important to ensure that solutions come from community members who are experts versus outsiders. You try to understand to make sure the needs of the people are addressed. It is also central to getting input from other community members who will be affected by any changes made. Even though the EOIs are all residents or work within the Castlemont neighborhood, it is necessary to get a say from other community members to ensure that everyone's voice is heard and respected in the process. Some residents of the Castlemont neighborhood may have different perspectives on issues, based on their background and experiences. Furthermore, the Understanding Phase is critical to the design process because it clearly expresses the problem you are trying to address in your projects.



Understanding Toolkit

III. Descriptions of Tools for each Stage

Understanding Tools for Step 1: Identifying assets, resources, needs and priorities in the community (within your focus area) to generate an **initial HMW question** that expresses the issue you want to address

a) Walkabout

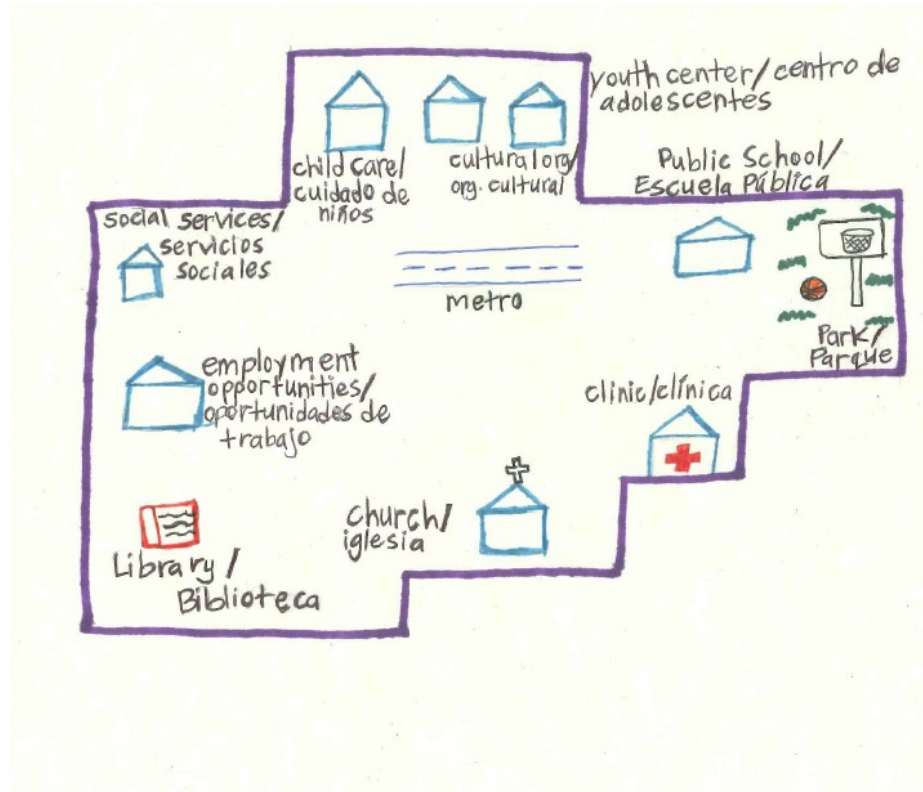
- **Purpose:** To identify issues in the neighborhood or to gain a better understanding of issues/themes already identified in the neighborhood (in which case this activity can also be beneficial for Step 2 of the Understanding Phase). This activity may highlight needs that you may or may not already be aware of.
- **Activity:** For this activity take a walk around the neighborhood, take pictures and notes on things that stand out, and talk to residents. Try to see familiar things in a new way, with a fresh set of eyes. What is surprising? You might notice something new. Look out for positive and negative things in the neighborhood, signs that send a positive or negative message, resources, assets, underutilized spaces, abandoned spaces, etc. In this activity you can also shadow/observe residents in the community to learn more about what other residents do.

b) Community Asset Map

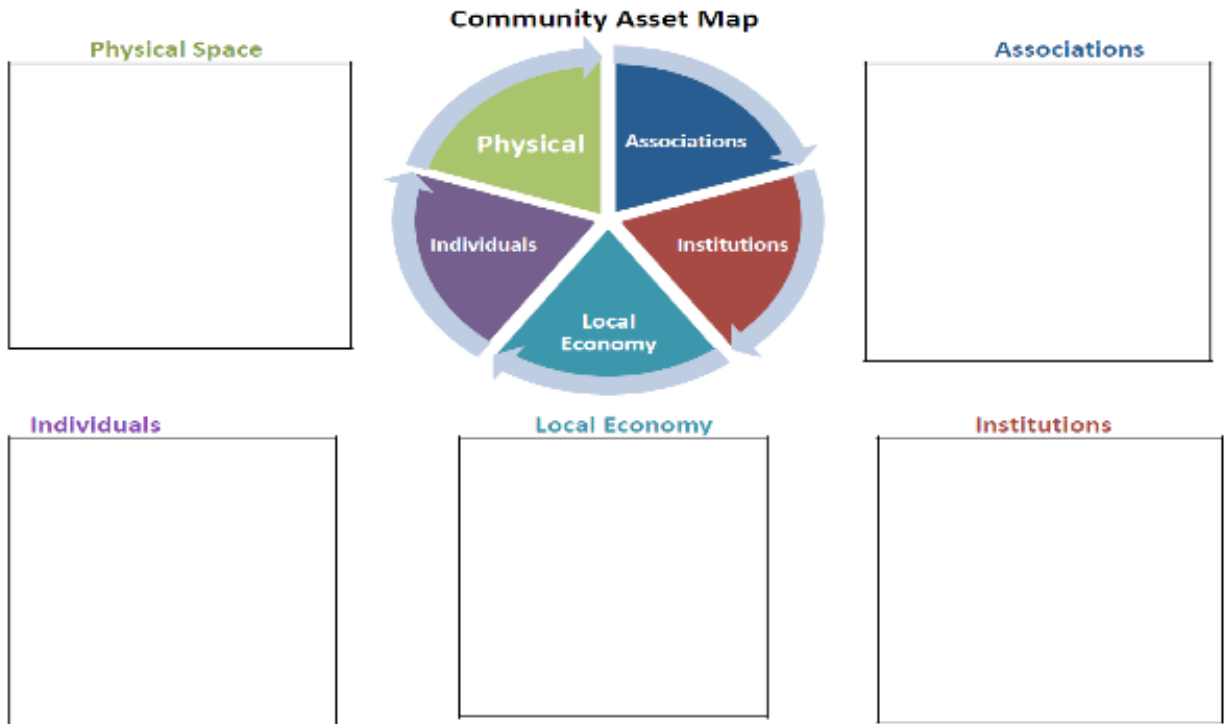
- **Purpose:** To map out assets and opportunities in the Castlemont neighborhood to ground ourselves in some positive things already taking place in the Castlemont area. This information can be used to analyze whether there are unrecognized assets from which the community can draw for particular strategic issues, and whether all segments of the community can access its resources. There are three tasks involved in the first activity. See the map below for an example of a fake neighborhood with its assets
- **Note:** We have 2 different activities you can use to create your community asset map. Activity 1 involves drawing a map yourself, while Activity #2 provides headings that you can use to think about and organize the assets in the neighborhood. Use one or both activities, depending on what makes the most sense for you!
- **Activity #1:**
 - Create an outline of the geographic region you are focusing on (in our case, the Castlemont neighborhood).
 - After drawing a map of the area, outline some of the landmarks, streets, and areas that are important to you in the neighborhood.
 - Map assets in the neighborhood. Assets can be places, events, can be experiences, people, etc. Feel free to draw around the map, include symbols, or add anything else to make sense of your map.

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Fake Neighborhood Asset Map



Activity #2: See example below



Photovoice



and

- **Purpose:** To highlight social and environmental factors that can affect health to advocate for improvement in health for communities. To gain a greater understanding of what is going on in a specific area through pictures.
- **Activity:** Photovoice is a research method that involves giving cameras to people to take photographs that illustrate issues that concern them. Grounded in the tradition of empowerment education, photovoice aims to give *voice* through *photos* to people who might not otherwise have the power, opportunity, or audience to have their perspective on issues heard by others (1).
 - In our case, you can use this tool to learn more about an issue through pictures; by asking yourself what message is being portrayed in the pictures, and what is meaningful about the photograph.
 - For example, if you want to learn more about child care services in the Castlemont neighborhood you might take pictures of opportunities, locations, and families who have children to understand how much a need there is for this service.
 - You can use a camera phone or a camera to take pictures.
 - When using photovoice as a tool, always make sure to ask permission before taking a picture, respecting the privacy of others. Additionally, be mindful of the ethics of photography and the purpose behind taking the picture. You also do not want to perpetuate a stereotype but rather be mindful of your goal to represent a community accurately—highlighting resources, needs and assets.



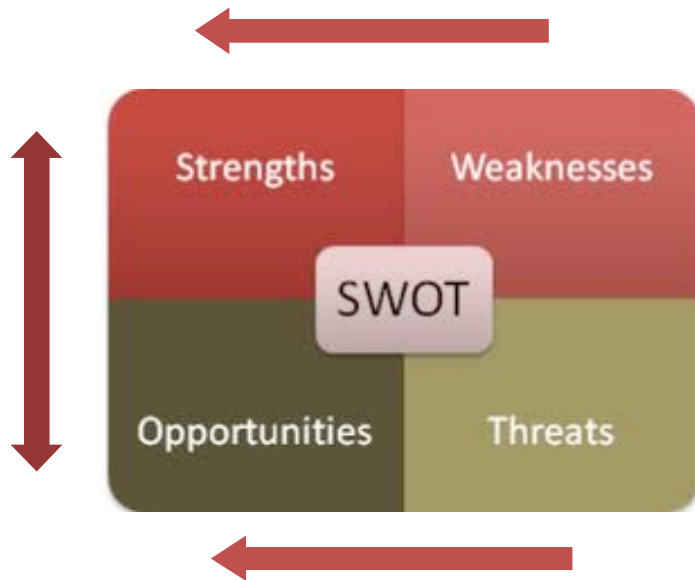
c) SWOT Analysis (Strengths, Weaknesses, Opportunities & Threats)

(Adapted from the *Problem Finding Problem Solving* Fall 2011 Handbook from the University of California Berkeley Haas School of Business with permission)

- **Purpose:** A simple planning tool that can be used to facilitate engagement in a planning process. It is basically a focused brainstorm. SWOT is easy to facilitate and easy for participants to understand, thus making it one of the most popular group planning tools. In the context of the Understanding Phase, this tool can be helpful in generating HMW questions based on insight gathered from other tools like the walkabout and community asset map.
- **Activity:** Below are the tasks
 - **Post a newsprint** divided into 4 quadrants with one of the letters S, W, O, T written in each quadrant OR post 4 different newsprints, each with one of the 4 letters on it.
 - **Introduce the topic** you will be discussing: How to use the insight from the walkabout and community asset map to generate an initial HMW question.
 - **Brief explanation of the SWOT process:** Discuss the strengths, weaknesses, opportunities, and threats related to the Castlemont neighborhood. Talk through each of these categories separately and at the end prioritize some areas to focus on in order to generate a question that reflects the needs and priorities of the Castlemont residents. Remember that this is a brainstorm; there are no right or wrong answers. There is room for everybody's thoughts and ideas in this brainstorm.
 - **Start with Strengths.** Strengths refer to internal strengths in the existing organization/program/situation/neighborhood. These are things that are within your control. What is going well? What works? What is good right now? You can include people, skills, accomplishments, systems, etc. Brainstorm and write down your ideas on the S paper. Potential questions to ask for this activity include:
 - i. What do you like about the Castlemont neighborhood?

- ii. What has been the easiest part of being a resident of the Castlemont neighborhood?
 - iii. How has the Castlemont neighborhood helped you so far?
 - iv. What do you think the community thinks is good about the Castlemont neighborhood?
 - v. If you compared the Castlemont neighborhood to other neighborhoods, in what ways is it better?
 - vi. What do you see as the most important strengths of the current Castlemont neighborhood
- **Weaknesses:** Weaknesses refer to internal weaknesses in the existing organization/program/situation/neighborhood. What is NOT working? What is missing? What is bad? Again, you can include people (respectfully), systems, information, outcomes, etc. Brainstorm and write down your ideas on the W paper. Potential questions to ask for this activity include:
 - vii. What do you not like about the Castlemont neighborhood?
 - viii. What has been the hardest part of being a resident of the Castlemont neighborhood?
 - ix. What is missing from the Castlemont neighborhood that would have made your experience easier or better?
 - x. If you compared this neighborhood to other neighborhoods, in what ways is it less good?
 - xi. What do you see as the biggest weaknesses of the Castlemont neighborhood?
 - **Opportunities:** Opportunities refer to external opportunities in the environment. For example, changes in the political, social or economic climates that might support some kind of new program or support some kind of change. What are the larger social/political/economic trends that might support innovation or improvement? For example, is there an external “champion” you might identify, a new funding opportunity, a (negative) change coming for competitors that might strengthen your position? Brainstorm and write down your ideas on the O paper. Potential questions to ask for this activity include:
 - xii. What good things are happening in Castlemont neighborhood in the field of education, safety and violence, community building, or the local economy that the Castlemont neighborhood can respond to and engage in?
 - xiii. What about within East Oakland or the SF Bay Area?
 - xiv. Are there powerful people (legislators, innovators, etc.) who support the Castlemont neighborhood?
 - xv. What social/economic/political trends might inspire/support improvements for the Castlemont neighborhood?
 - **Threats:** Threats refer to external threats in the environment. For example, potentially negative changes in the political, social or economic climates that might negatively impact the existing organization/program/situation or make it hard to innovate or change. What are the larger social/political/economic trends that might create negative impact? For example, are there potential funding cuts, new competitors, changes in technology, etc. that might weaken your position? Brainstorm and write down your ideas on the T paper. Potential questions to ask for this activity include:
 - xvi. What bad things are happening in the Castlemont neighborhood in the field of education, safety and violence, community building, or the local economy that might impact the Castlemont neighborhood?
 - xvii. What about within East Oakland or the SF Bay Area?
 - xviii. What social/economic/political trends might make it hard for the Castlemont neighborhood to grow or improve?
 - **Step back and look at the entire SWOT analysis.** Consider ways that elements in each of the sections connect to elements in other sections. Are there any clear themes? Any things that are more important

than other things? One strategy in using a SWOT analysis as a planning tool is to identify strategies/program changes that will *transform weaknesses into strengths, transform threats into opportunities, and/or to align strengths and opportunities.*



Potential questions to ask:

- How can we build on existing strengths?
 - How can we address or minimize existing weaknesses?
 - How can we use our strengths to respond to a new opportunity?
 - How can we use our strengths to minimize an upcoming threat?
- **Prioritize.** Generate HMW questions keeping the strengths, weaknesses, opportunities and threats within the Castlemont neighborhood in mind.

d) Brainstorm Map

- **Purpose:** To come up with an initial HMW questions that will drive the issues we want to address
- **Activity:** Based on the needs, priorities, and assets of the community, you already have some focus areas to work on (in our case they are: Education, Community Building, Safety and Violence, and Local Economy). At this point you have already developed some preliminary HMW questions, continue to develop more HMW questions to address these areas. You can do this by putting up 4 large construction papers each labeled as one of the focus areas. Then, write HMW questions on sticky notes and place them under the topic area you think it belongs.
 - For example, to address the issue of Local Economy, one EOI asked: **How Might We make positive use of vacant lots?**
 - However, this question could also be categorized in the Safety and Violence, Community Building, or Education focus area. This shows us how related all of these focus areas are. For instance, one project even if it was geared towards addressing one focus area may affect multiple focus areas and produce positive, unintended consequences.

e) Behavioral Mapping

- **Purpose:** To reveal how a place is being used or not used or to reveal an individual's behaviors
- **Activity:** Behavioral mapping is a type of observation research that tracks behavior over space and time. You can track a specific place or an individual. For example, you can map how many vacant lots, liquor stores or grocery stores there are in a particular space. If you are tracking an individual, you can map the shopping-related behaviors of individuals at liquor stores versus grocery stores or generally.

f) Secondary Research

- **Purpose:** To gain a general understanding about a topic area
- **Activity:** Go on the internet, use google to do a general search about something. This may reveal others working on similar projects in other places or perhaps others that are doing related work in the same location that you can cross collaborate with. You can also learn more about your focus area this way.

Understanding Tools for Step 2: Research, and ask to better understand the issue

a) Interview

- **Purpose:** To research and ask to better understand the issue. We want to make sure that the community voice is heard. Even though the EOs are all community members of the Castlemont neighborhood, they do not represent the entire community, which is why it is important to get input from other residents as well.
- **Activity**
 - Identify the key questions you want to understand from residents
 - Create a guide for yourself and others to use when conducting interviews
 - Make sure you have a script to clearly explain to people what the interview information will be used for
 - Go out in PAIRS so that one person can take notes while the other person asks the questions

- **Tips for an Interview:**

Ask why. Even when you think you know the answer, ask people why they do or say things. The answers may surprise you. A conversation started from one question should go on as long as it needs to.

Never say "usually" when asking a question. Instead, ask about a specific instance or occurrence, such as "tell me about the last time you___."

Encourage stories. Ask questions that get people telling stories.

Pay attention to nonverbal cues. Be aware of body language and emotions.

Don't be afraid of silence. If you allow for a silence, a person has the opportunity to reflect.

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

Ask questions neutrally. "What do you think about buying gifts for your spouse?" is a better question than "Don't you think shopping is great?" because the first question doesn't imply that there is a right answer.

Don't ask binary questions. Binary questions can be answered in a word; you want to host a conversation built upon stories.

Only ask one question at a time, one person at a time. Resist the urge to ambush your user.

Example of an open-ended interview question:

What are some positive things taking place in the Castlemont neighborhood?

Pros: allows for clarification; able to gather in-depth information and to pursue hunches; can tailor the discussion to the individual; more personalized approach; easier to ask open-ended questions; use probes and pick up on nonverbal cues; open ended questions gives residents the opportunity for them to truly express how they feel versus assuming how they feel

Cons: expensive, the interviewer's presence and characteristics may bias results; slow method; may reach a smaller sample

b) Survey

- **Purpose:** To research and ask to better understand the issue
- **Activity:** Brainstorm closed- ended questions to include in a survey. Closed-ended questions provide a specific answer. These questions are usually in a multiple choice format.
 - Identify questions you want an answer to and what the answer choices would be
 - Create a survey once you have developed the multiple choice questions and answer choices
 - Plan when you want to pass out the survey and who you want the survey takers to be

Example of a closed-ended question:

What do you think is the most important focus area to work on to improve the health of the Castlemont neighborhood?

- a. Community Building
- b. Education
- c. Safety and Violence
- d. Local Economy

Pros: easy to do with a large group; ease of administration; ability to tap the “unseen;” sensitivity to subgroup differences; sample can be used to provide much information about a population; can provide an opportunity for many people to be involved in the decision-making process; can be used to record behaviors as well as opinions, attitudes, beliefs and attributes

Cons: subject to misinterpretation depending on how questions are designed and asked; tendency for scope of data to be limited especially if it is a multiple choice survey

c) Townhall Meeting

- **Purpose:** To research and ask to better understand the issue
- **Activity:** Set up a time and place that is convenient for community members to meet to discuss issues surrounding the neighborhood. This is a great way to get input from a lot of community members so it has the potential for a high impact, but it requires many resources to achieve this. For example, outreaching for the event may be difficult as you might require flyers to spread the word within the community.

d) Photovoice

- **Purpose:** To include other community members in a conversation. To understand the experiences of other community members by seeing it through their eyes.
- **Activity:** Similar to the photovoice tool in step 1 of the understanding phase this time you are not the ones taking pictures. Identify and ask acquaintances, neighbors, friends, family and other residents or community members to take pictures about a certain topic—for example, child care services.
 - Ask participants to take pictures of their experiences with child care services. By having others take pictures, you are further researching your topic area and asking others to seek even more understanding.
 - Let participants know that they can use their phones or a camera to take pictures.
 - Ask them why they took the pictures they did and what each picture means to them. What is the significance of the photograph?
 - You can ask individuals to engage in this activity at an event or casually if you run into a friend at the grocery store, mall or library.
 - Then, have them send back their pictures and findings to an email or as a text message.



except

e) Focus Group

- **Purpose:** To research and ask to better understand the issue
- **Activity:** Invite community members to a focus group. A focus group is a group of people assembled to participate in a guided discussion about a particular thing or to provide feedback on something. Make sure the facilitator limits the number of close-ended questions and maximizes the number of open-ended questions to allow participants to share their points of view.
 - Think about who you would like to invite for a focus group. Who are you trying to target? In the case of the EOI project, you want to hear from other Castlemont neighborhood residents.
 - Recruit a trained facilitator to facilitate the focus group, making sure she/he can manage a group well to stay on track
 - Brainstorm open-ended questions to foster a conversation among the group. Keep in mind what you want to learn from the group.
 - Reserve a space to host the focus group
 - Remind focus group participants of the date of the event
 - Brainstorm ground rules with the participants for the focus group
 - Consider having snacks for the participants

Tips for a Focus Group:

- Make sure that one person does not dominate the conversation. To ensure this, work with a trained facilitator that can steer the conversation back on track if the conversation goes off topic
- Leave room for new discoveries. If participants bring up something new that is not in the agenda, let them finish their thought before cutting them off. This information may be relevant and lead to a new discovery.
- Remember to set ground rules as a group
- Remember to compensate participants in some way for their time

Pros: efficiency getting information from a number of people; provides immediate sharing and synthesis; less expensive and faster than personal interviews; group members stimulate each other; generate fresh ideas

Cons: lack of confidentiality; input may be unbalanced because some group members dominate; group members and interviewer can bias responses

Understanding Tools for Step 3: Extract **insights** based on what you have observed and learned

a) Grid of Observations and Insights

Adapted from (Hope & Timmel, 1995, Book I, p.62); Race, Power, and Privilege workshop with Vincent Vasquez; Innovations in Problem Solving Workshop by Clark Kellogg (Berkeley, 2014)

- **Purpose:** To identify further **insights** around key problems/generative themes and go deeper into understanding and exploring these issues
- **Activity:** See below for a description

Grid of Observations and Insights							
Theme/ Problem/ Issue	Observations about problem – what do you see?	How does the problem make people feel?	How do people cope with the problem?	What values & beliefs are tied to the problem?	What is causing the problem?	Who controls the decision- making on the problem	What is being done to address the problem?
	↓	↓	↓	↓	↓	↓	↓
	↓ Insights ↓						↓

- Identify a particular key theme/problem/issue observed in the community
- Use interviews, observations, informal conversations, and research to LEARN about the issue in the community
- Use the **grid** to organize what you have learned and to probe deeper into what you have observed and understood from people, from research, and from your own experiences
- Identify **insights** about that issue driven by what you have observed and learned
 - **Insight:** Something that makes meaning of what was observed or understood by identifying a pattern in observations, identifying surprising aspects of the problem, going beyond what you see/learn to try understand “why,” making sense of contradictions

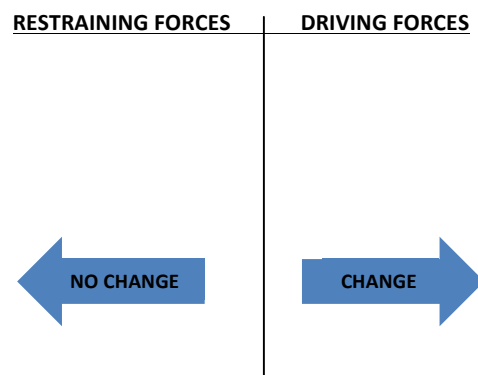
○ **Example:**

- **Observations** – there is lots of trash in some parts of the neighborhood, and in other parts of the neighborhood there are not; people express that they don't like how much time and money it takes to bring things to the dump; people don't know if there are resources that could pick up
- **Insight** – Barriers like time, money, and knowledge keep people from disposing of trash properly

b) Force Field Analysis

- **Purpose:** To identify strategies or activities that will support change. This is a great tool to use during the planning process as you extract insights based on observation and what you have learned.
- **Activity:** There are several stages numbered in this activity below.

- 1) **Identify the issue that you would like to change:** For example select one thing about the Castlemont neighborhood that you would like to change. For example: more child care resources, more public schools, better quality schools, more lighting in the streets after a certain hour, etc. **Write the issue at the top of a Force Field Diagram.**



- 2) **Idea behind the Force Field Analysis:** There are forces and influences that constantly act on every issue, even when we can't see them (for example, gravity). A situation or issue stays the same way not because there is nothing influencing it, but because there is a balance or equilibrium between the pressures to change and the pressures to stay the same. If we can identify all of these forces, it can help us identify what we should do to effectively change the situation.
- 3) **Force Field Analysis process:** Identify and map out all the forces that affect the issue identified. There are no right or wrong answers. If you are working on this activity in a group, there may be different opinions, but there is no need to debate them, there is room for everybody's thoughts and ideas in this process.
- 4) **Driving and restraining forces.** Identify two different types of forces, or influences: Driving forces are things (people, conditions, structures, motivations, etc.) that will **SUPPORT** accomplishing the desired change. Restraining forces are things (people, conditions, structures, motivations, etc.) that are responsible for keeping things as they are, and that will **PREVENT** change.
- 5) **Start with identifying Restraining Forces.** Why is the issue the way it is right now? What keeps it this way? Brainstorm the reasons, conditions, structures, people, motivations, etc. that cause the situation to be the way it is. For each force identified, draw an arrow and write the name/description of the force on the Restraining Forces side of the paper. Potential questions to ask for this activity include:
- a. Why is this situation the way it is?

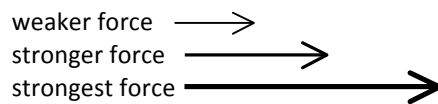
- b. What conditions in the external environment cause/contribute to it? (i.e. social/economic/political forces)
- c. What things in the internal environment cause/contribute to it? (i.e. attitudes, lack of knowledge, systems, people, etc.)
- d. Why doesn't this situation change on its own?

6) **Next, identify the Driving Forces:** What would support this issue changing? What resources, people, attitudes, contextual issues, etc. would need to change in order for this situation to change? Allow the group to brainstorm. For each force identified, draw an arrow and write the name/description of the force on the Driving Forces side of the paper. Potential questions to ask for this activity include:

- a. What changes in the external environment would cause/contribute to change? (i.e. changes in social/economic/political forces)
- b. What things in the internal environment would cause/contribute to change? (i.e. changes in attitudes, lack of knowledge, systems, people, etc.)

If this situation were changed, what would the rest of the environment (internal and external) look like? What else would be changed?

7) **Assess the strengths of the various forces, both driving and restraining.** Have a discussion about the varying strengths of the identified driving and restraining forces. Is each force weak, strong, or very strong? Which is the most significant/most important force on each side? What are their relative strengths/importance? As you identify strengths, use a marker to thicken or lengthen the arrow lines of strong/significant forces.



- 8) **Prioritize.** Have a discussion about which forces you can actually influence. Which would be easiest to change? Which would make the most difference to change? (Typically, the stronger the force, the more difference it makes to change it.) The group can identify forces they feel able to change on either side of the diagram. The goal is simply to disrupt the balance/equilibrium that is keeping the situation the way it is. Reducing or eliminating a restraining force is just as effective at producing change as strengthening a driving force.
- 9) **Concrete action steps.** The most effective change processes end with very clear and explicit next steps. Identify next steps that can be taken to support the identified change(s). Try to identify the next step, who will be responsible for it, any additional support or resources they need, when it will be done, etc. (like action planning)

Understanding Tools for Step 4: Narrow/define the HMW question based on those insights

a) Brainstorm Insights

- **Purpose:** To use the insights to create a more narrow HMW question
- **Activity:**
 - Brainstorm insights from the previous activities on stickies and place them on a large construction paper or on a board
 - Group the insights into focus areas
 - Come up with HMW questions resulting from the focus area insights
 - Dot vote on the ideal HMW questions to pursue
 - Each person is assigned 3 “votes” that they can use however they would like—if you really like one idea, you can put all 3 votes towards that idea. If you really like 2 ideas, you can spread out your votes 2 and 1. If you like 3 ideas equally, you can divide your 3 votes between the 3 ideas.
 - After they person has used his or her votes, identify which HMW question has the most dots! If there is a tie, discuss as a group.

IV. Conclusion

Understanding is a crucial part of the Design Thinking process. Identifying and understanding the needs, assets and priorities of your community are necessary in creating a community-driven, successful project. The Understanding Phase comes to an end once you have a narrow, refined HMW question based on insights extracted throughout the process. I hope this toolkit is helpful in your future projects and your work as change agents.

1. Necheles JW, Chung EQ, Hawes-Dawson J, et al. The Teen Photovoice Project: a pilot study to promote health through advocacy. *Progress in community health partnerships: research, education, and action*. 2007;1(3):221. doi: 10.1353/cpr.2007.0027