



CHALLENGE

To develop something new and different, we must first understand people's needs. This assumes empathy and compassion, which may sound simple, but requires practice. Our ability to experience the daily lives of others is limited. We often start from what we have personally learned and experienced. So how can we understand someone who experiences discrimination if we have not experienced it ourselves, or at least not in precisely the same way?

It is actually possible to understand, at least enough to make a difference. It happens when we acknowledge that our understanding is limited and that the privileges we live with and take for granted do not apply to everyone. For an innovation process to be possible, we must be willing to challenge our pre-conceptions. Our personal experiences are central tools along the way, but we must also listen to the experiences of others that differ from our own. Emotions and experiences are important resources to better understand someone else's situation and needs.

These methods help us challenge learned thought patterns, values and norms individually and as a larger group. We will use norm-creative innovation to actively examine norms and values, all the way to the finished result.

CALL INTO QUESTION

Time: 1-2 hours Number: 1-10 people

A problem is often the actual starting point for growth. But the problem is usually a consequence of lots of other things that are not working as they should be. So we must ask ourselves the question: Why? Not just once, but many times over.

This is a practical method that can be used when we need to understand the underlying causes of a problem, both in internal discussions and in meetings with users and clients.

○ Determine what needs to be remedied by asking the question: What is the problem?

○ Deepen your understanding further by answering the questions: Who has the problem? Why them? Why there?

○ Discuss what is perceived to be the problem, and then make an initial specific problem formulation. For example: The problem is that we are caught in a rut and do the same thing we've always done.

○ Now ask yourselves the question: Why are we caught in a rut? Answer the question, for example: Well, because we don't have any new ideas.

Ask the question again starting from this new insight: Why don't we have new ideas? Answer: Because we aren't trying to make new things or to make things in new ways.

Repeat the question 'why?' until you feel it has been worked through and illuminated from different perspectives.

SUGGESTION: Use the ♠ suit to help deepen your discussions.

LOOK IN THE MIRROR

Time: about 3 hours Number: 1-10 people

The pictures our company uses form our face to the world. They tell others who we are or at least who we want to be. They can also be used to shape the company both internally and externally by illustrating how we want to be perceived.

This method is based on understanding how the company's values and norms are expressed through the pictures in communication materials.

○ Choose communication materials that are typical for your company, for example, sales brochures, internal magazines, websites or similar materials with pictures.

○ Start reviewing one picture at a time. Ask yourselves who the picture is for: Who appears in the picture and who does not? What does the body language imply? What does the picture imply about the

company? Who is doing what in the pictures?

○ Review and inspect the whole thing. Ask yourselves what patterns recur and what they imply about the company overall.

○ Discuss whether the material presents a fair picture of the company as it is today. Also discuss whether this picture is what the company wants to communicate from a norm-critical perspective.

SUGGESTION: Use the problem complex cards ♠ 2-3 and ♠ 12 to help deepen the discussion. Supplement with the methods Experiment, Catch a gaze and Read between the lines.

EXPLORE TASTE NORMS

Time: about 3 hours Number: 2-20 people

For norm-creative innovations to be developed, it is not enough to reject ideas simply because they are perceived as attractive or ugly, good or bad. First, we must determine why we think as we do. Our values form the basis for our judgements and our assumptions about gender and status, for example, are expressed through the aesthetic choices we make.

This method helps us examine the underlying reasons why we like some forms of expression and not others.

- Decide which perspective – either assumptions about prevailing norms in society or the company's values.
- Choose a specific product category. For example, cups or something comparable.
- Choose several items from the same product category with varying styles or price classes.
- Print pictures of the products.
- Draw four points on a large coordinate system on a whiteboard or a big piece of paper. The positive and negative poles of the y-axis indicate high and low status. Draw the points of the x-axis. Start with the symbols (masculine) and (feminine). Vary with other traditional pairs of opposites.
- Mark the midpoint of the coordinate system. This is neutral.
- Place one picture at a time. Discuss why the picture lands where it does.
- Discuss the details, such as colour, name, font or size.
- Then examine the whole and try to decipher patterns.

SUGGESTION: Use the ♠ suit. Use the tactics ♣2 and ♣4 for support. Supplement with the method Embody the idea.

TAKE A STAND

Time: 3-4 hours Number: 5-20 people

Thinking alike is not necessarily a good thing. Sometimes, differences can be used to expose rarely expressed values.

This method will help you discuss attitudes and values as a group.

- Choose a large room where you can walk around.
- Prepare a statement and four possible responses. For example: When it comes to clothing at our workplace, the norm is that...
 - ...everyone can dress however they like and no one is concerned about it.
 - ...it is important to comply with a certain dress code, even if that is unspoken.
 - ...very colourful trousers will be positively received.
 - ...(any response - open corner)
- Check that the responses do not exclude anyone, or be prepared to support someone if they are alone in choosing a given response.
- Begin the exercise by discussing the fact that everyone may interpret the responses freely and change their minds at any time.
- Present all the statements, represented by the four corners of the room.
- Have everyone move to the corner they feel best represents their own values.
- Ask everyone to explain why they chose to stand where they are. Allow everyone to explain their viewpoint. Remember that value exercises need to be followed by thorough reflection and led by someone knowledgeable.

SUGGESTION: Supplement with the methods Step forward and Get the point.

EMBODY THE IDEA

Time: about 3 hours Number: 3-25 people

Even if all products, settings and brands convey values through colours and shapes, we make the interpretations based on our values. This method involves drawing characters that emulate people. Personifying aesthetic expressions can help us understand how assumptions about sex or gender expression, for example, are related to colour and shape.

This method was developed to highlight our values by connecting aesthetic expressions to fictional characters.

- Choose what your starting point will be. This is not about who uses the product. Instead, take this approach: If this coffee cup were a living person, who would it be?

- Choose several variations from the same product category or something comparable, for example cups. Establish a discussion climate that assumes that everything being discussed is represented in the room.

- Split up into groups of at least three people.

- Distribute what you have chosen among the groups.

- Describe what you have chosen as a living person,

including age, political values, sex, sexual orientation, class, profession, migrant background, clothing, name, living situation and friends.

- Illustrate the characters on a sheet of A3 paper. Draw or make a collage.

- Present the illustrations to one another.

- Discuss and compare under the guidance of a leader who is knowledgeable about norms. Problematised the stereotypes by asking questions such as: Why is this product upper class? Why is this brand associated with a young age? What discriminatory assumptions are reproduced?

SUGGESTION: Start from the ♦ suit. Supplement with the method Opinions and tastes to further clarify how aesthetics and power hierarchies are interconnected.

BRING TO MIND

Time: about 3 hours Number 2-7 people

Remembering specific situations and sharing them with others gives us perspective about what we know, what we take for granted and what we think we know. When we share our experiences, other people can also call attention to the fact that what we consider 'normal' is not always reasonable.

This method will help you develop an understanding of how experiences shape the decisions we make.

○ Choose an emotion as a theme together (for example, anger, pride, hope).

○ Write down a memory of a specific situation that happened that evokes the emotion. It could be from today or from long ago. Set aside 30 minutes to write down the event. Do this individually and in the first person (what I experienced). First describe in detail where it happened, then how it felt, what happened and what was said.

○ Write again, but this time as if you were someone else. Imagine you have a different skin colour, hair colour, eye colour, gender identity or age. Spend some time familiarising yourself with this perspective.

○ Read what you have written together.

○ Discuss the situations and periods in life that were described, talk about what was not written about, and discuss what makes the stories credible or not.

SUGGESTION: Supplement with the method Step forward.

STEP FORWARD

Time: about 1 hour Number: 10-20 people

Our opportunities and limitations in life vary considerably depending on our skin colour, sex, functional capability and so on.

This method provides insight into the advantages we automatically receive when we fulfil a norm, as well as the disadvantages that result when we breach or do not fit into the norm. The method is described in detail in the book *Break the norm!* (See Suggestions for Further Reading in the Guide). This is a brief summary.

- Start from the role cards in *Break the norm!*, and/or search for 'privilege walk' on the Internet for inspiration and examples.

- Distribute a role card to everyone. Study the cards and do not share them. A card might say: You are a twenty-one-year-old girl. You work at an office and use a wheelchair.

- The exercise leader asks everyone to line up in the room. Then the leader reads one statement at a time, for example: I am not afraid of being stopped by the police. Each

time a statement applies to a participant's role, that person takes a step forward.

- Remain standing in the places you've ended up once all of the statements have been read.

- Stay where you are and discuss why you ended up where you did and how it feels. Give the discussion plenty of time and support. Remember that value exercises need to be followed by thorough reflection and should be led by someone who is knowledgeable about norms.

SUGGESTION: Supplement with the methods *Take a stand* and *Get the point*.

PROVOTYPE

Time: several days Number: > 10 people

At the beginning of a project, it is important to note anything that is implied, unspoken or concealed, regardless of the composition of the group. A provotype looks like something familiar, for instance a chair or lamp, but something surprising happens when using it or interacting with it, which causes the user to react and reflect.

This method challenges pre-understandings, generates insights together and opens the project group up to new modes of thinking before formulating suggestions for solutions.

- Begin with interviews to identify a problematic and concealed issue, for example in the organisation or project group. Preferably, the interviews should be conducted by someone external, such as an ethnologist or designer.
- Make the provotype. If you're not sure what a provotype is, search for 'provotype' on the Internet for ideas. Seek help from a designer or artist to make an effective provotype.
- Make it possible to interact with the provotype, for example by putting it in a common area where people can try it out for a period of time.
- Discuss and reflect with the people who interacted with the provotype. This step is important for coming to a shared understanding of what the provotype demonstrates.
- Draw conclusions about the work moving forward.

SUGGESTION: Supplement with the method Why-why-why in the initial study. The provotype can also be part of the Trigger method.

SUBVERTISE

Time: 2-3 hours Antal: 2-7 people

Advertisements influence us to make certain choices. The ability to navigate through everything that is available to us demands a critical approach to advertising, and that takes practice. In this method, we will try to actively change the message of an advertisement using simple means for discovering normative values. This will also help to improve the norm creativity of our messages and visual communication.

This method is based on understanding visual expressions by actively changing an advertising message.

- Choose an advertisement that you think evokes emotion, either from your own company or from a magazine. It is best to choose something that has a connection with your innovation area.

- Describe the advertisement. Start by listing what you see. For example: font, word choice, objects, people, surroundings and so forth. Also list who you see and what that person/those people are doing.

- Discuss what emotions

the advertisement evokes. Make associations.

- Together, experiment with ideas about how the message could be changed to convey something else. Ask yourselves what discriminatory structures the advertisement recreates.

- Give shape to one of the ideas, either by making a collage using a computer or in physical form by cutting, pasting and drawing.

- Discuss the results in terms of the grounds of discrimination.

SUGGESTION: Use the ♠-suit to be able to interpret the advertisement in detail. See especially ♠ 2 and ♠ 12. Use the tactic ♣ 12 as support for experimenting with the message.

FIND THE PATTERN

Time: about 20 hours Number: 3-4 people

Categorisations can be the first step to discovering inequalities. Lists, tables and statistics can serve as tools to reveal overall patterns.

This method helps provide an overview of the current division of power in an organisation, which is an important step in a norm-creative innovation process. However, it can be difficult for statistics to include many variables at once, which can produce simplified results that do not show how different power relationships interact.

- Map out the demographics of your organisation or industry. For example, calculate gender distribution, age and the percentage of people who are not racialised.
- Review the distribution of positions.
- Investigate interactions on an 'ordinary' day. Who is represented at decision meetings and who is not represented at them?
- List the stated, official rules governing the company, such as established dress codes and codes of conduct.
- List the informal norms that exist, such as what people are expected to talk about during coffee breaks and what clothing people are expected to wear. Also, how people are expected to talk and behave. Remember: people may have different views about what the informal norms are.
- Compile your conclusions.
- Review and discuss the results. For example: how do they affect leeway and opportunities for people?

Suggestion: Supplement with the tactic ♣2.

HATCH GOOD IDEAS

Time: 3-4 hours Number: 2-7 people

New ideas can form when we let a thought run its course without interruption, especially if everyone in the group pitches in to combine and improve one another's ideas. This method is based on other methods used to generate lots of ideas in a short period of time. But instead of following the rule to avoid all forms of criticism towards the suggestions given, taking a critical perspective is the starting point of this method. Put simply: focus on ideas that challenge and criticize social inequality and gender inequality.

This method is used to generate a large number of norm-creative ideas.

- Define the theme of your brainstorming session.
- Turn the theme into a question. For example, start with: How can we boost diversity in our projects?
- Reflect on a norm-critical issue with the question as your starting point.
- Write down ideas on sticky notes for 5 minutes. Aim for quantity over quality.
- Post the notes with ideas where everyone can see them.
- Combine and improve one another's ideas by moving the notes around as you talk about them.
- Pose a new norm-critical question and repeat the procedure. Do this several times, until you start to run out of questions and ideas.
- Compile and evaluate the ideas by having everyone state one idea they find particularly provocative and that they would like to work with further.

SUGGESTION: Use the ♠ suit for support.

GET THE POINT

Time: 2-3 hours Number: 10-20 people

When we see a picture of a person, we often interpret the picture as representative of a larger group, for example, a group with a particular religious affiliation or political views. Groups who appear most frequently have their existence validated. The sheer number of pictures means these groups get to be portrayed in a wide variety of ways, while other groups are portrayed in a one-sided way.

This method is based on examining how people are portrayed. It is designed like a competition where participants try to earn points. It is described in detail in the book *Break the norm!* (See Suggestions for Further Reading in the Guide). It also includes a list to use as a starting point. This is a brief summary.

- Gather magazines and brochures, such as fashion magazines, product catalogues and programmes.
- Split the group into at least three teams.
- Collect points for 10-15 minutes by finding as many items on the list as possible – for example: 'A person with no apparent disability' earns one point. Take note of where you find each point so you can remember and explain them later.
- Count the points and add them up.
- Discuss the results. Give the discussion plenty of time and support. Remember that value exercises need to be followed by thorough reflection and should be led by someone who is knowledgeable about norms.

SUGGESTION: Use the problem complex card ♠ 12. Combine this with the methods *Catch a gaze* and *Read between the lines*. Supplement with the tactic card ♣ 2.