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ICID MA 1st Year  
Paper #25

# Development Of Proposals to Hayashi Department Store

A Case Study of Using Cross-cultural Collaboration &  
an Interdisciplinary Design Workshop for Education.



國立成功大學創意產業設計研究所  
National Cheng Kung University  
Institute of Creative Industries Design



Professor  
**Chia-Han  
Yang**

## Tainan, Taiwan



SINGAPORE MANAGEMENT  
UNIVERSITY



Professor **Angela Ka-Yee Leung**  
Professor **Chi-Ying Cheng**

→ Propose “Improvements” for Hayashi



**HAYASHI**  
**林百貨** 再開幕  
歷史新風貌 台灣好生活



# Workshop Timeline



2018	Su	M	T	W	Th	F	Sa		SMU	NCKU
	7	8	9	10	11	12	13		<b>BREAK</b>	5/17
<b>October</b> (10月)	14	15	16	17	18	19	20	(online/網路聯絡)	9/15	6/17
	21	22	23	24	25	26	27		10/15	7/17
	28	29	30	31	1	2	3	<b>第一工作坊Workshop 1: @SMU, Singapore</b>	11/15	8/17
<b>November</b> (11月)	4	5	6	7	8	9	10	(11/2~11/3) Proposal <u>without</u> design thinking	12/15	9/17
	11	12	13	14	15	16	17	(online/網路聯絡)	13/15	10/17
	18	19	20	21	22	23	24		14/15	<b>MIDTERM</b>
	25	26	27	28	29	30	1		<b>EXAMS</b>	12/17
<b>December</b> (12月)	2	3	4	5	6	7	8	<b>第二工作坊Workshop 2: @NCKU ICID, Tainan</b>	<b>EXAMS</b>	13/17
	9	10	11	12	13	14	15	(12/8~12/4) Proposal <u>with</u> design thinking	<b>BREAK</b>	14/17
	16	17	18	19	20	21	22		<b>BREAK</b>	15/17



# Motives

## Academia and Theory

- Boot Camp Class
- Design Thinking



## Personal Experiences

- Family Gatherings
- Cultural Education Trips







# “Cultural” + “Education” Trips/Programs

2017 Wuhan Program



2016-18  
OSU “Global  
Leadership”



2018 EFL  
Camps



2017  
International  
and Diversity  
Fall Trip





# Objectives + Methods

- |                          |   |
|--------------------------|---|
| 1. Analyzing the content | - What happened?                        |
| 2. Looking for patterns  | - How and Why did things happen?        |
| 3. Defining its success  | - Were the happenings more good or bad? |
| 4. Why or why not?       | - What can be learned?                  |

Observation



Stakeholder Survey + Interview



Discourse Analysis





# Workshop Timeline



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	18	19	20	21	22	23	24		14/15	<b>MIDTERM</b>
	25	26	27	28	29	30	1		<b>EXAMS</b>	12/17
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	16	17	18	19	20	21	22		<b>BREAK</b>	15/17

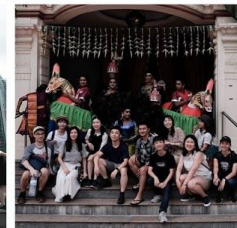
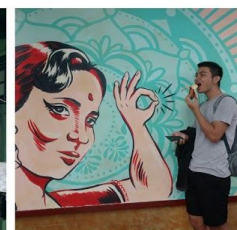




# Workshop Session 1 @ SMU

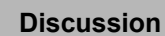


SWOT  
Marketing  
SMU Labs  
Innovation  
State of the art  
Give it an edge  
Face-to-face  
Commercialized  
Melting pot  
Dense  
Fast



Pictures from the workshop itself (left) and ensuing tourism of the ICID students (right)





Agenda at Workshop at NCKU									
	12/7 (FRI)	12/8 (SAT)	12/9 (SUN)	12/10 (MON)	12/11 (TUES)	12/12 (WED)	12/13 (THUR)	12/14 (FRI)	
<b>Morning</b>							(Group work day)	09:00-12:00 Final Presentation	
10:00-11:00	10:00-16:00 ICCC	09:00-16:30 ICCC	Campus Tour of NCKU			Picnic Time at Banyan Garden			
11:00-12:00									
<b>Lunch</b>						CPD Talk			12:00-14:00 Farewell Lunch
13:00-14:00			Tainan Tour by groupmates	13:00-17:30 Tainan Culture Tour	Visit Hayashi Department Store				
<b>Afternoon</b>									
15:00-16:00									
16:00-17:00									
<b>Dinner</b>									
18:00-19:00						18:00-20:00 Workshop			
<b>Night</b>									
20:00-21:00									
21:00-22:00									
Official Workshop Event (everyone in attendance)									
Events for SMU students									



# Workshop Session 2 @ NCKU



Community  
History  
Empathy  
Conflict  
Culture Tourism  
Design Thinking  
Prototypes  
Models  
Presentation  
Good byes  
Slow



Pictures of a pre-workshop conference and bonding (left), and final workshop closure (right)



# Workshop Process + Stakeholders

	Organizers	Participants					Client
NCKU ICID	Host: Professor Chia-Han Yang*	17人	MA			PhD	
			1	2	3	1	4
	Guest Evaluator: Professor Hsiao-Ling Chung Guest Evaluator: Professor Shyh-Nan Liou	(8人)*	13	1	1	1	1
SMU			6男 11女				
	Facilitator: Professor Angela Ka-Yee Leung	19人	Year				
			3	4	5	6	
SMU			11	6	1	1	
	Facilitator: Professor Chi-Ying Cheng	(10人)*	5男 14女				

\*direct data collection points

Workshop Stakeholders	Workshop Process		
	Before	During	After
Organizers	(3.1) motives to host	(4.1-2) guidance level	(5) Analysis for revision
Participants	(3.2) motives to join	(4.1-2) process	(5) experiences and attitudes
Client	motives to cooperate	cooperation level	(4.3) implementation level



# Findings | Organizers

## Motivation

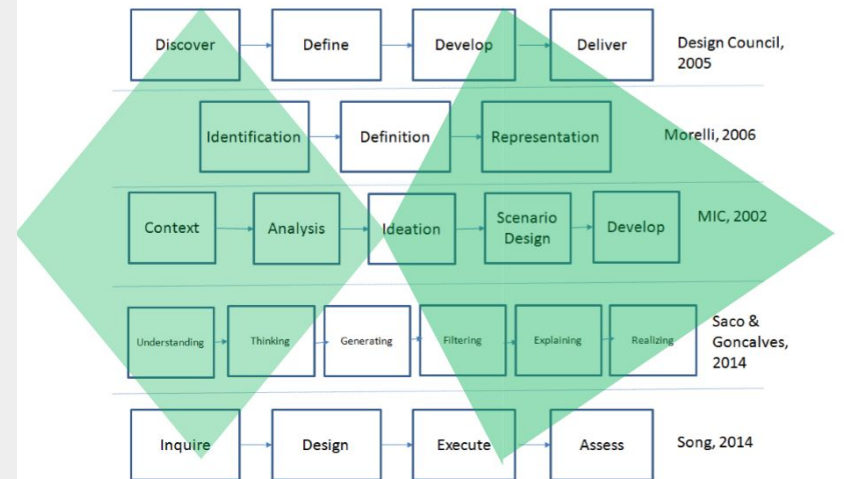
Better connect SMU and ICID

vs. normal workshop goal of  
generating solutions to the problem  
space of a client



“If there is friendship and  
connection, then I'd say that the  
workshop was a success.”

## Design Thinking Process







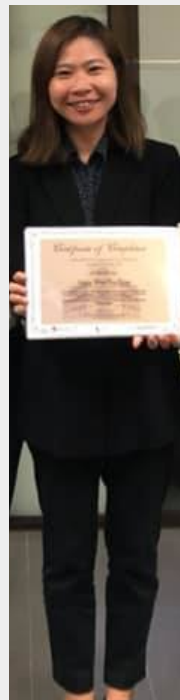
# Findings | Client

## Motivation

Confirming that their original ideas and changes are valid concepts  
vs. actively participating and shaping the solution generating



“Success for the client was that the ideas presented match their original goals. Thus, Hayashi generally agreeing with students was a good outcome.”





# Findings | Participants

## Motivations

		learn/apply design think	learn/apply biz	diff culture friends	learn about culture	have fun	travel abroad	real-world project	challenge self	be easy	school req	join friends	like teacher
		10	4	16	14	14	15	10	10	1	1	1	3
		53%	21%	84%	74%	74%	79%	53%	53%	5%	5%	5%	16%
NCKU ICID (國立成功大學創意產業設計研究所)	8	5	0	8	6	6	7	3	6	0	0	0	2
		63%	0%	100%	75%	75%	88%	38%	75%	0%	0%	0%	25%
SMU (Singapore Management University)	10	5	4	8	8	8	8	7	4	1	1	1	1
		50%	40%	80%	80%	80%	80%	70%	40%	10%	10%	10%	10%

- Workshop participants had 4 main motives for joining:
  - make friends of different cultures,
  - learn about other cultures,
  - have fun,
  - and travel abroad.
- Only around half included design thinking, real-world project, or a challenge



# Findings | Participants

## Attitudes

	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19
	1 learn 設計思考	2 use 設計思考	3 學 biz	4 use biz	5 交朋友	6 learn 文化	7 好玩	8 浪費 時間	9 challenge	10 跟 同學 closer	11 learn about self	12 work w/ other fields	13 work w/ other 國家人	14 propos al 1比 2好	15 設 計思考 didn't help	16 effecti ve propos al	17 should adopt idea	18 這 樣 attend again	19 sugge st 別人 attend
2 堅決同意 Strongly Agree	4	5	2	1	13	12	10	0	6	7	2	5	4	0	0	2	3	3	6
1 同意 Agree	13	13	6	8	5	6	7	0	10	11	14	12	12	0	0	13	11	14	10
0 既不同意也不反對 Neutral	1	0	8	6	0	0	1	1	2	0	2	1	2	3	5	2	4	1	2
-1 不同意 Disagree	0	0	2	3	0	0	0	10	0	0	0	0	0	9	10	1	0	0	0
-2 強烈反對 Strongly Disagree	0	0	0	0	0	0	0	7	0	0	0	0	0	6	3	0	0	0	0
unweighted (Y/N)	94%	100%	44%	50%	100%	100%	94%	94%	89%	100%	89%	94%	89%	83%	72%	83%	78%	94%	89%
direction	21	23	8	7	31	30	27	-24	22	25	18	22	20	-21	-16	16	17	20	22

- Almost all the statements were agreed upon by the workshop participants.
- The exception being learned/applied business thinking, design thinking didn't help, and Hayashi should adopt the ideas.



# Findings | Participants

## Attitudes

### Post-workshop Word Association

- After grouping similar words together, there were 4 general themes that emerged.

22	Positive attitudes and fun
18	Learning, application, and usefulness
14	Teamwork and friendships
12	Challenge and negative emotions

What 5 words come to mind when you think of the workshop?

10	Fun
7	Challeng(ing) / Stressful / Intense / Rush
7	Amazing / Awesome / Exciting / Unforgettable / Worth it
7	Collaboration / Cooperation / Teamwork / Synergy / Exchange
7	Practical / Real / Life cases / Investigation / Experience
5	(New) Friend(ship)
5	Learning / Educational
4	Interesting / Intriguing / Fresh
4	Design thinking / critical / creativity
4	Tiring / Nervous
2	Improvement / innovation
1	Joyful
1	Passion
1	Hospitable
1	Confusing
1	Chill





# Discussion | Positive Stress



Shawn Achor (2015)

**Harvard Business Review**

*“The Right Kind of Stress Can  
Bond Your Team Together.”*



“Rather than trying to avoid stressors on individual burden, using challenge as a mechanism to be together overcome can have a positive, lasting effect on individual memory and group relationships.”



# Discussion | Stressors

## Educational Format

- **Connectivism and constructivism approach**
  - Collaborative problem-solving
  - utilizing the collective backgrounds and skills of its participants.
- **Objective approach**
  - Standardization
  - drilled practice
  - learning through lecture-like absorption
- Open-ended
- Hands-off

## Cross-cultural dissonance

“culture shock or cultural dissonance is defined as an uncomfortable sense of discord, disharmony, confusion, or conflict *experienced* by people in the midst of change in their *cultural environment* and is considered **essential in increasing cultural awareness and sensitivity**”

(Barden & Cashwell, 2013)

## Interdisciplinary Dissonance

- Education plays a heavy role in defining a person
  - perspectives of thinking, behavior, self-concept, etc.
- Multiple perspectives provide invested participants with the ability to gain **leadership, confidence, and understanding of their work** in the context of others



# Conclusion

The context of real-stress and different cultures, disciplines, and locations developed mutual, symbiotic relationships between SMU and ICID with lasting benefit to both sides.

## Organizers

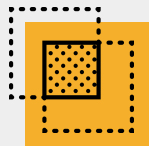
- see their schools become connected and networks developed

## Participants

- able to enjoy an exciting journey of collaborative challenge that was fun and teachable

## Client

- able to confirm their own plans for future development of the business



TEMPLATE extras

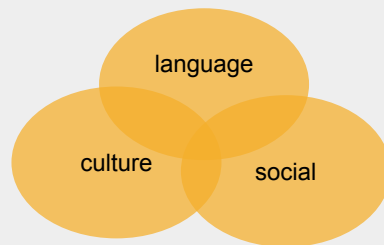




# Background

## Personal Experiences

- Language Socialization & Language Acquisition
- Different Englishes (Sociolinguistics + Sociology of language)
- Code-switching
- Psych of design and visual communication 'language'



## Academia + Theory

- SBS Research & WEIRD Societies
- Design thinking philosophy/education largely comes from a WEIRD perspective
- Lack of universal guidelines on usability testing + UX

*Behav. Brain Sci.* 2010 Jun;33(2-3):61-83. discussion 83-135. doi: 10.1017/S0146252X0999152X. Epub 2010 Jun 15.

### The weirdest people in the world?

*Herrnstein J<sup>1</sup>, Hense SJ, Norenzayan A.*

*(\*) Author information*

#### Abstract

Behavioral scientists routinely publish broad claims about human psychology and behavior in the world's top journals based on samples drawn entirely from Western, Educated, Industrialized, Rich, and Democratic (WEIRD) societies. Researchers - often implicitly - assume that either there is little variation across human populations, or that these "standard subjects" are as representative of the species as any other population. Are these assumptions justified? Here, our review of the comparative database from across the behavioral sciences suggests both that there is substantial variability in experimental results across populations and that WEIRD subjects are particularly unusual compared with the rest of the species - frequent outliers. The domains reviewed include visual perception, fairness, cooperation, spatial reasoning, categorization and inferential induction, moral reasoning, reasoning styles, self-concepts and related motivations, and the heritability of IQ. The findings suggest that members of WEIRD societies, including young children, are among the least representative populations one could find for generalizing about humans. Many of these findings involve domains that are associated with fundamental aspects of psychology, motivation, and behavior - hence, there are no obvious a priori grounds for claiming that a particular behavioral phenomenon is universal based on sampling from a single subpopulation. Overall, these empirical patterns suggests that we need to be less cavalier in addressing questions of human nature on the basis of data drawn from this particularly thin, and rather unusual, slice of humanity. We close by proposing ways to structurally re-organize the behavioral sciences to best tackle these challenges.

PMID: 20550733 DOI: 10.1017/S0146252X0999152X

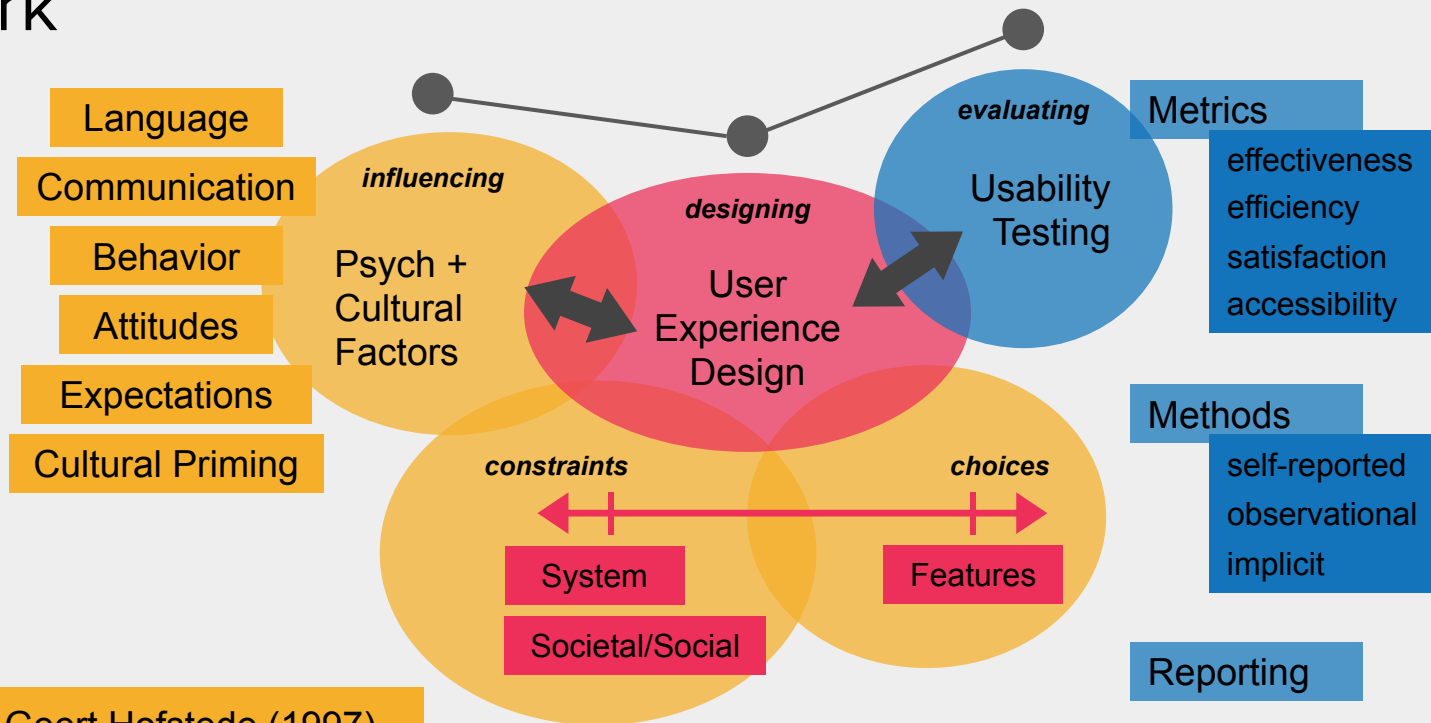
## Workplace/Industry + Practice

- Increasingly connected global communications and services
- More outsourcing and collaborating on projects
- Lack of diversity in the design industry & academia
- Design thinking often takes a lead role in many big companies and start-ups





# Framework



Aaron Marcus

Geert Hofstede (1997)  
Cultural Dimensions  
Theory  
PDI, IDV, MAS, UAI, LTO

Country Metrics, Effect of Digitalization+Globalization, Lack of unified UX design guidelines, Lack of metrics/methods for testing effectiveness



# Research Questions

## Psych+Culture

How to measure cultural differences?

How much does culture influence and is influenced by design?

## UX Design

How are different culture's tools designed/used?

What tasks are designed/happen in different cultures?

Who+where is it designed for/ uses it?

## Usability

**How to measure optimality of culturally-specific designs?**

What guidelines can be created to ensure “culturally competent design”?

## Overall

Are global design trends shaped by a dominant culture or is it its own unique form of culture?



Background + Motives

Objectives + Methods

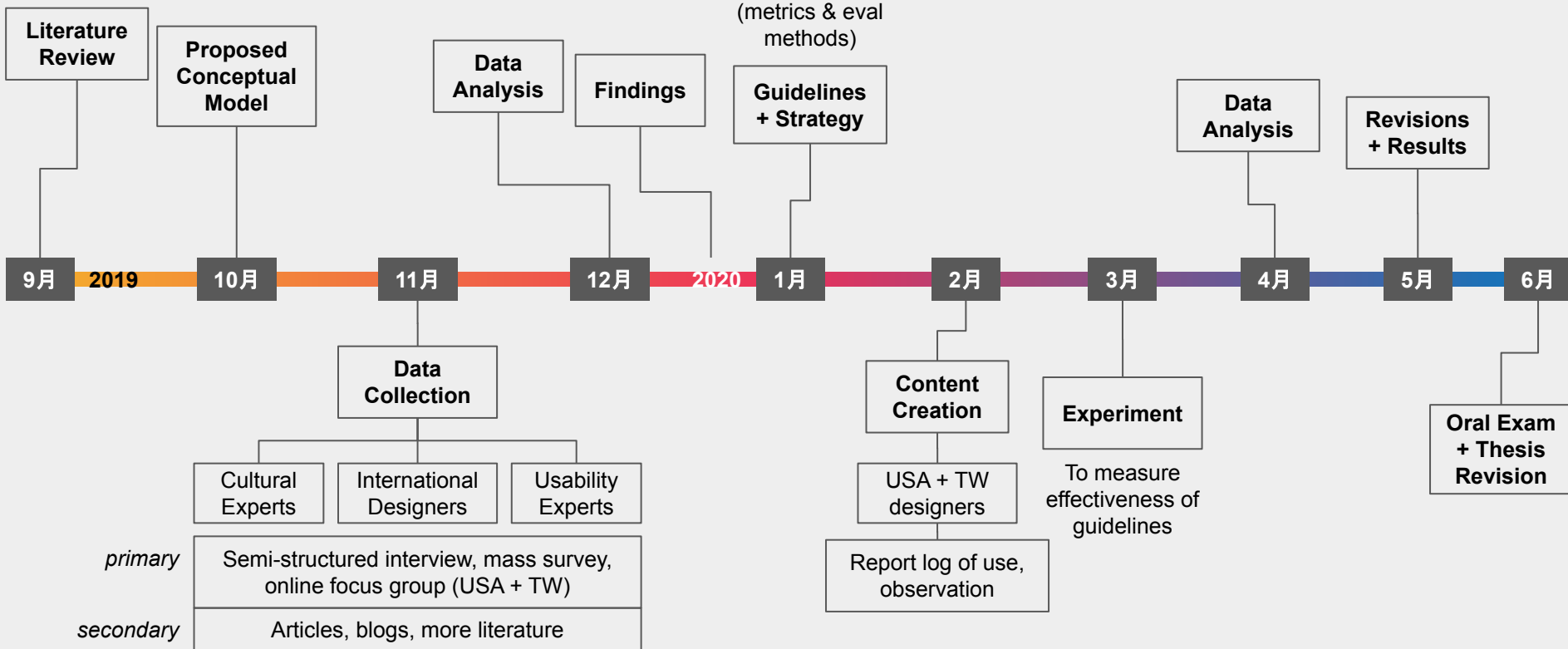
Workshop Process

Findings

Discussion

# Methodology

How to design  
for cross-culture  
(metrics & eval  
methods)







# References

## Psych+Culture

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