

LESSON: 1- APPLICATION

The deep purpose of people Get out a sheet of paper. Write down the purpose of people/users:

Part 1: User's purpose:

1. The user insight is framed as a question that might spark a number of ideas and potential concepts to be generated. A good user insight will produce lots and lots of ideas. One thing you might notice about our user insight is that it doesn't indicate how a solution will be created and includes no technology references or problem causes.

2. Teenagers reside in a fascinating and dynamic space between childhood and adulthood, and working more closely with teenagers within HCI may bring great insights and benefits [1]. Positioned participatory design within the workplace where adult participants had clear external motivations for engaging (e.g. protecting their jobs, designing better working environments). As participatory design has moved out of the workplace, the question of how to motivate engagement has become more pressing particularly when participants feel little enthusiasm for or ownership of the design domain. For example, [8] experienced difficulties developing an emotional intelligence educational tool with **teenagers** with behavioral problems and recommend that designers pay attention to the design methods and communication tools that they apply: working in small groups, defining simple tasks and objectives, giving clear instructions, and using many short activities with immediate outcomes [2]. teenagers need to know that there are tangible links between having the money they want, the career that can produce that income, the schooling and credentialing necessary for that career, and studying. Otherwise, an adolescent will have little internal motivation to do the hard work—and forego the distracting pleasures necessary to prepare for and have a good life as an adult. Without internal motivation, teens can slide into mediocrity and risky behavior [3].

3. When it comes to technology, children and teens are the ultimate experts. Technology provides many opportunities to connect, learn, and motivate teenage to grow more start to gain independence [4].

Part 2: Micro and macro motivations:

- **Macro motivation** – This is big picture and career-focused! Do I support the new direction? Am I in the right job? For that matter, with all of this going on right now, am I with the right company? Do the circumstances presented by this change feel more like an opportunity or a threat?
- **Micro motivation** – This is tactical and performance-focused! How much of what I currently know how to do is still going to be relevant? How long is it going to

take me to learn new skills? Who is going to teach me what I need to know? Am I excited about all this or quietly scared to death? Is it possible to be a little bit of both all at the same time?

Part 3: Analyze the motivations:

The relationship between Macro Motivation and Micro motivation these two can get convoluted as well but consider that with a leadership cycle that macro feeds micro, and that leaders need to initiate their attempts to influence with that sequence in mind. Further, consider that leaders have limited (if any) true impact on macro motivation but can have significant positive impact on all things micro [5].

Reference:

- [1]. Fitton, D. and Bell B. (2014). Working with Teenagers within HCI Research: Understanding Teen-Computer Interaction. Accessed on: October 10, 2021. [Online]. Available on: <https://dl.acm.org/doi/abs/10.14236/ewic/hci2014.23>
- [2]. Bowen et al (2013). Engaging teenagers productively in service design. Accessed on: October 10, 2021.[Online]. Available on: <https://www.sciencedirect.com/science/article/pii/S2212868914000038>
- [3]. Rick Hanson, Ph.d. (n:d). Supporting Positive Motivation in Teenagers. Accessed on: October 10, 2021. [Online]. Available on: <https://www.rickhanson.net/supporting-positive-motivation-teenagers/>
- [4]. Weinberg L. and Berger E. (2020). Mind Games: Technology and the Developing Teenage Brain. Accessed on: Oct. 10, 2021. [Online]. Available on: <https://kids.frontiersin.org/articles/10.3389/frym.2020.00076>
- [5]. The Center for leadership studies (n:d) Macro and Micro Motivation. Accessed on: Oct. 10, 2021. [Online]. Available on: <https://situational.com/blog/macro-and-micro-motivation/>