

HS IET Plaque Main

Teacher: [inaudible 00:00:00] You understand technical writing and reading. That's why we covered a lot of what types of line types for ... We covered line weight. We covered dimensioning. We covered orthographic views, etc. That are the standards in designing. Whenever you're drawing you have to communicate to your manufacturer or your client. We cover industry standards in designing. You also need to understand the different types of tools that we use. We use AutoCAD in this class. That's a tool. Sometimes you use paper, pencils, etc. Becoming more obsolete but nevertheless, the foundation is there.

We covered a design process. It helps you to be able to have a process in place whenever you're designing any type of ideas that you're going to create some type of product or service. As you know, apathy is one of the areas that we have in our process. Learning how to [inaudible 00:01:23] and what the client wants is the key to success. We always talk about innovation and creativity. Hands. Remember creativity is what no robot can ever replace [inaudible 00:01:38]

[00:02:00] Having the ability to be creative is a skill that is very critical for your success. Then we said it's all fine and dandy. You know the tools. Etc. Can you actually market your design to others? Especially to your client. Today we ask you this question. As groups, you are going to get together and come up with some solutions.

The question your design team is competing against other teams to earn a contract with this large, national corporation. To earn the contract, they have all, they have asked all teams to submit a design for the employee of the year plaque. The corporation feels they can get an understanding of the designing team by the empathy and creativity that is incorporated in the employee of the year plaque.

Provide a sketch, freehand, of your design in the allotted time given. You'll be given approximately 15 minutes. To use a team or logo that your designing feels it represents the empathy of the employees of this corporation that you're designing for. Name the tools and [inaudible 00:03:24] you will need to produce a prototype of the plaque. Finally, estimate the cost and the approximate time needed to produce your prototype.

[00:04:00] This is going to require you to solve, to come up with solutions. It's going to require you to collaborate as a team. For in the designing room, many times you have to work with a team so you have to have everyone involved. Engaged in this activity, contributing to your solution. We will take your design, we want you to present it at the end of the time allotment, but we also will take this on a [inaudible 00:04:16] and have it judged by others.

So you have a better idea how your client thinks about your idea and your design. Do you have any questions? Yes.

Student: [inaudible 00:04:31]?

Teacher: It might be a large national corporation. It might be a company like Sears. It might be a company like McDonald's. It might be a company like Ford Motor Company. It's a national company. Everything pertains to how their, the corporation feels that you're embodied their employees. As the employee of the year. Any other questions? Yes.

Student: [inaudible 00:05:21]?

Teacher: Yeah.

Student: [inaudible 00:05:21]?

Teacher: Any size that you want it can be. You have the freedom to be creative in your design as possible. It is a plaque. Yes.

Student: Do we have to put a name on it? For example, this one goes to ...?

Teacher: Please put, employee of the year, but also have the theme on your plaque.

Student: That's it? We don't need to put any [inaudible 00:05:52]?

Teacher: [00:06:00] No. We will assume that once we identify who the employee of the year is, we can engrave their name on it. They're looking at the design. What is the design going to look like?

Student: Can we also put like a [inaudible 00:06:12]?

Teacher: Yeah you can put any corporation that you want to, yes. That's fine. Yes.

Student: [inaudible 00:06:25]?

Teacher: All you have to do is sketch it. Please put the rest of the answer in paper or pencil. Like example, what type of these tools [inaudible 00:06:39] Can you identify them. Also, estimate the cost, can you put it on paper and pencil too? Every group please submit. Yes?

Student: [inaudible 00:06:54]?

Teacher: As much as you can describe. As much as you can. I know that you're sketching it, but if you're going to be using to produce the prototype, other means to draw or design, etc. Please identify them. Yes?

Student: Basically what the plaque wants is [inaudible 00:07:29]? Then you can [inaudible 00:07:33] whatever you wanted?

Teacher: And you're sketching your design because that might be what draws your client into

[00:08:00] choosing you as a design team. Let's see the groups collaborating, talking about their and coming up with a solution. I said groups. This is your group.

Students: [crosstalk 00:08:23]

Teacher: You never saw your name on the [inaudible 00:08:33]?

Student: I don't know who my partner is.

Students: [crosstalk 00:08:39]

Teacher: Go ahead.

Students: [crosstalk 00:09:07]

Student: Is it like the word theme or the theme of your design?

Teacher: No. The theme?

Student: Yeah.

Teacher: The theme and logo is what will best represent you and the empathy of the client. That's the reason why they asking.

Students: [crosstalk 00:09:46]

Student: Correct?

[00:10:00]

Teacher: Yeah.

Students: [crosstalk 00:10:01]

Teacher: [inaudible 00:10:27] theme or logo.

Student: Can we put [inaudible 00:10:30]?

Teacher: You can use both, yeah.

Student: For the logo ...

Teacher: You're right. Theme and logo is 2 different things so yeah they should almost be a theme and logo. What is the theme that will make it touch their heart.

Students: [crosstalk 00:11:05]

Teacher: Philip, come sit over here. You too far away.

Student: [inaudible 00:11:17]

Teacher: No we want to be active.

Students: [crosstalk 00:11:23]

Student: How about words like [crosstalk 00:11:26] Things like that.

Students: [crosstalk 00:11:34]

[00:12:00]

Teacher: Student, contribute. It's not what everyone, it's you're part of the team. Part of the team.

Students: [crosstalk 00:12:08]

Student: What kind of plaque do you need?

Students: [crosstalk 00:12:32]

Student: Something with [crosstalk 00:12:37] It's like you just style in cursive [crosstalk 00:12:44]

[00:14:00]

Students: [crosstalk 00:13:38]

Student: I don't know.

[00:16:00]

Students: [crosstalk 00:14:13]

Teacher: I'd like you to remember, whatever you come up with, will give them an idea about how your team deals with individuals. What I mean by that is they will have a better idea about you guys are because of what you guys do. Do you get the essence of what the belief is?

Students: [crosstalk 00:16:45]

Teacher: What about Student's?

Student: [inaudible 00:16:57] What is that?

Teacher: Student. What the [inaudible 00:17:02]? Do you feel what you've done gets the essence of the company and what the belief is?

Students: [crosstalk 00:17:22]

Teacher: Them understanding who you folks are and what you guys values are is what a lot of companies make the decision on. Do you feel that you have given them the best understanding who you folks are?

Students: [crosstalk 00:17:55]

Teacher: Can you get what?

[00:18:00]

Student: [inaudible 00:18:02]?

Teacher: Yeah, you can go outside.

Students: [crosstalk 00:18:06]

Teacher: Where are you going?

Student: [inaudible 00:19:07]

Students: [crosstalk 00:19:09]

Teacher: Okay! Okay! To make it simple, okay, simplify this, I'll give you a company.

Students: [crosstalk 00:19:48]

Teacher: You're designing the employee of the year for Disney.

[00:20:00]

Students: [crosstalk 00:20:01]

Teacher: For Disney.

Student: What?

Teacher: For Disney.

Students: [crosstalk 00:20:11]

Teacher: That's cool. You like it?

Student: Yes. You have different [inaudible 00:21:31]?

Teacher: Anything that you want. It's not what I have. Your company. Your company.

Students: [crosstalk 00:21:43]

Teacher: Huh?

Student: [inaudible 00:21:46]

Teacher: Anything you want. You are the company.

Students: [crosstalk 00:21:53]

[00:22:00]

Teacher: Remember design teams, you get a contract with Disney. What does this mean to you? That's why you trying to get this contract, because you know ...

Students: [crosstalk 00:22:17]

Teacher: Your company's set if you can land such a big company such as Disney.

Students: [crosstalk 00:22:27]

Student: Mr. [inaudible 00:22:59]

Teacher: What I say to you guys?

Student: Yeah. Do you want to a yes or no?

Teacher: Follow instructions.

Students: [crosstalk 00:23:16]

Teacher: Hey, hey hey.

Students: [inaudible 00:23:32]

Teacher: Don't look like you helping him. You playing with your phone.

Student: I gave him ideas and then you go and switch [inaudible 00:23:37]

Teacher: It's okay. We can adjust. Adjust.

Student: [inaudible 00:23:42]

Teacher: What I say? Rubber band.

Student: He's all frustrated because you changed.

Teacher: Rubber band.

Student: [inaudible 00:23:47] Dominoes and now you go to Disney.

Teacher: It's flex. Flex. Flexible.

Students: [crosstalk 00:23:57]

[00:24:00]

Teacher: Enjoyed it. Are you guys done with your sketch?

Student: [inaudible 00:24:07]

Teacher: You seem so distanced.

Students: [crosstalk 00:24:14]

Teacher: Can you guys do the other things then? If they're doing the sketch, can you work on teamwork? Teamwork. This is about teamwork.

Students: [crosstalk 00:24:29]

Teacher: Remember some members of the team, if others are doing the design, please move on and contribute to the team by working on the other question that had been asked.

[00:26:00]

Students: [crosstalk 00:24:56]

Teacher: Who's contributing?

Students: [crosstalk 00:26:51]

Teacher: Good job. Good job. Good job.

Students: [crosstalk 00:26:55]

Teacher: As I said, you contributed. They acknowledged that they liked that you contributing.

Student: What is, tel me [crosstalk 00:27:03]

Teacher: Sure.

Student: [crosstalk 00:27:08]

Teacher: You will present.

Students: [crosstalk 00:27:16]

Student: Look what I did between the ears and the bottom of it where it's curved, I have a brass plate on it or like a metal plate with the name, our name on it. Our creative name on it.

Student: This is Disney and I see the group being more creative.

[00:28:00]

Students: [crosstalk 00:27:43]

Student: Like Student over here and [inaudible 00:28:10]

Students: [crosstalk 00:28:11]

Teacher: How does your design relate to empathy of the client?

Students: [crosstalk 00:28:36]

Teacher: According to that you do understand that Disney is looking this as one of your design but they want to see what your company is before they hire you for or look at any other kind of designing.

Student: Something that [inaudible 00:29:03]?

Teacher: I'm saying, how do you present who you folks are so that they understand that you deal with empathy of your clients when you producing ideas. What is it that they're going to understand about your group, your team, that you understand empathy of your client?

Students: [crosstalk 00:29:41]

Student: Like how much thought we're going to put into this?

Teacher: Okay.

Students: [crosstalk 00:29:49]

Teacher: Is that the best way to show empathy for your client?

[00:30:00]

Students: [crosstalk 00:29:59]

Teacher: How else could you show empathy for your client in your design?

Students: [crosstalk 00:30:13]

Teacher: Quality work. Okay, and how else?

Student: [inaudible 00:30:23]?

Teacher: Is there any other way that you can exemplify empathy for your client in your design?

Students: [crosstalk 00:30:41]

Student: I guess I [inaudible 00:30:51]

Teacher: Very good. The theme can also explain to them how you guys feel about people. Are you folks all trying to contribute to getting your presentation ready? Okay because remember because there is several parts to your presentation now.

Students: [crosstalk 00:31:18]

Teacher: To give everything team an opportunity to present, can you kind of wrap it up before 12:30? That's about approximately 8 minutes. If you have to work as a group on getting this done within a timely manner, you need to again, make sure that every member of the team is contributing to their goal. You have until 12:30 to get ready to present.

[00:32:00]

Students: [crosstalk 00:32:08]

Teacher: You guys came up with a theme?

Students: [crosstalk 00:32:33]

Teacher: [inaudible 00:32:38] know that you folks have empathy for your client?

Students: [crosstalk 00:32:42]?

Teacher: Yes.

Students: [crosstalk 00:32:46]

Teacher: They really want to know that their designing team always think about the customers. That's why they asking you to submit this before the contract. They want to know who you are by just putting in an employee of the month, employee of the year plaque. That's how they going to determine who gets the job.

Student: We have ours ready.

Teacher: [inaudible 00:33:28] project.

Students: [crosstalk 00:33:30]

Teacher: No. It's just I want to see how good you are in terms of what standards we have that you

covered. This is about the client, this about ...

Students: [crosstalk 00:33:54]

[00:34:00]

Teacher: If given a real situation, how would you deal with it too? This is a practice. If the real situation came up, you would succeed to.

Students: [crosstalk 00:34:25]

Student: You want me to use [crosstalk 00:34:45]?

Students: [crosstalk 00:34:46]

Student: I got to use the restroom.

Teacher: Yes.

Student: [crosstalk 00:35:04]

Teacher: Yes. You got to go, yes.

Students: [crosstalk 00:35:11]

Teacher: Just estimate because we just want you to come up with a cost factor. Just estimate.

Students: [crosstalk 00:35:21]

Teacher: Student. [inaudible 00:35:34] If we had to actually do this [inaudible 00:35:36] I can understand that, but for just for today can you just make a rough estimate, okay?

Student: We have to put glasses like this and [inaudible 00:35:46]?

Teacher: Yes. That's [inaudible 00:35:47] just put it down.

Students: [crosstalk 00:35:51]

Teacher: I understand what you're saying, yeah and I would do that.

[00:36:00]

Students: [crosstalk 00:36:00]

Student: 30 dollars per minute. Is it 30 dollars a minute?

Teacher: 10 dollars.

Student: For a minute, right?

Teacher: For a minute.

Students: [crosstalk 00:36:26]

Teacher: About 3 more minutes. Then we wanted to present.

Students: [crosstalk 00:37:12]

[00:38:00]

Teacher: You folks [inaudible 00:37:58] Presenting in 2 minutes.

Students: [crosstalk 00:38:05]

Teacher: Very good. Good job.

Students: [crosstalk 00:38:10]

Teacher: Are you good with your design? And you, Student? You feel confident that you going to get the contract? Okay. Very good. You don't think you did your best and not too good, then yes very good.

Students: [crosstalk 00:38:34]

Teacher: Almost ready to present? Can you guys get ready for present?

Student: I just wonder [inaudible 00:38:46]

Teacher: Estimate whatever you feel like, I'm not saying none of them is really right.

Students: [crosstalk 00:38:57]

Student: Nine by nine. How much do you think it would cost?

Teacher: Just estimate because all are going to be weird anyway. We'll get different group and that will be done guarantee when we do this, all of the costs will be into a spreadsheet for you. Normally [inaudible 00:39:26] costs about \$10 per minute but I would have this all done in terms of ... or as a group you would have longer time and you guys could figure it out on your own. Given the time, we have today, estimate fine.

Students: [crosstalk 00:39:45]

Teacher: Can you guys wrap it up in one minute to present?

[00:40:00]

Students: [crosstalk 00:40:00]

Teacher: Don't matter right now. Don't matter.

Students: [crosstalk 00:40:30]

Teacher: Okay class! To the best of your knowledge, and capabilities, we're going to ask you to present your design. We're going to go with Team 1 first.

Student: With team 1?

Teacher: Yes. Can you present a design and the questions that were given for you to answer? Sure you can stand up and all be recognized. Can you guys go stand up on that side?

Student: Our design, we choose Student Mouse [inaudible 00:41:33] our plaque [inaudible 00:41:37] Then for a background [inaudible 00:41:42] Disney Castle. [inaudible 00:41:47]

Student: Then [inaudible 00:41:51] with on the plaque [inaudible 00:41:53] Name of the
[00:42:00] employee of the year [inaudible 00:41:58] employee of the year award. Along with a company [inaudible 00:42:05] Along with some sort of quote [inaudible 00:42:09] LED lights for [inaudible 00:42:16] We're also going to have like [inaudible 00:42:29] mascot [inaudible 00:42:30] with their LED lights [inaudible 00:42:34] and yellow.

[inaudible 00:42:43]

Teacher: Good job.

Students: [crosstalk 00:43:37]

Teacher: Group Number 2.

Students: [crosstalk 00:43:45]

[00:44:00]

Student: Our design is [inaudible 00:44:00] The design of this [inaudible 00:44:11] border but inside will be made of [inaudible 00:44:19] It's all engraved in and on the side we have like Student over here and Student over here. Then Disney on top [inaudible 00:44:34]

Student: What we aimed for with [inaudible 00:44:38] As it falls [inaudible 00:44:52] the employee's [inaudible 00:44:54] We put a little quote here that says [inaudible 00:44:57]

Student: [inaudible 00:45:07]

Teacher: How long would it take you to come up with a prototype?

Student: Around like [inaudible 00:45:36] good finished one like [inaudible 00:45:40] maybe if we needed [inaudible 00:45:43]

Teacher: Very good. [inaudible 00:45:57] Let's see what the rest of the group has. What do you folks have?
[00:46:00]

Student: [inaudible 00:46:07]

Teacher: Try to understand the process and come up with a design that not what you want but who will like your design. Who wants, who would like a design. Who is it?

Student: Our clients.

Teacher: Your client. Very, very good. That's who matters in the designing field. Congratulations to all you folks. Did well. Get ready, we still have the real thing to do with your client. Okay? Any last questions or comments or remarks, etc.? Yes.

Student: [inaudible 00:47:05]

Teacher: I've already had some clients approach me. I'm not 100% sure if we'll go with one or a few.

Student: [inaudible 00:47:22]

Teacher: Already some people want us, that's why this idea came with plaques. Some people want us to design trophies for them.

Student: [inaudible 00:47:36]

Teacher: [inaudible 00:47:40] Our student association wants us to design trophies for them. We still have our connection with Hawaii, International Guard. We still have all connection with Hawaii USA, McDonald's, etc. None like we say, there's many clients but I'll choose the best one or a few of them that I think will be the best to give you the best experiences possible with working with a client.
[00:48:00]

With the client, they have to be able to come here, spend time with you to assess your design. Those of you who had me in the past know that that's the critical part. I want you to have a client that will judge your work. Not only judge it but give you good feedback, good or bad. You need the good ones to understand what you did good, but you also need clients to tell you how you can get better.

As you know now, these are our standards and this is an example of how we assess whether or not you meeting it or not. When the client says yeah I like your work, you know you done what you need to do. It's not only going to be your work. It's a presentation. It's everything that matters. One aspect of it is not good enough. You got to get it all. Then you will know clients in the real world when you out there in the

designing room will use you.

Thank you. Good job. Okay.