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Positioning Design as Product Strategy

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Introduction & Background

0:45/

Let's try it: Method – Patterns

0:45/

Let's try it: Method – Insights

0:45/

Let's try it: Method – Value & Capabilities

0:45/

Let's try it: Method – Visualization & Prioritization

0:15/

How can I use this in real life?



Positioning Design as Product Strategy

We will go extremely fast.

No formal break – if you need one, take one.

Turn off the inner voice and trust the process.

Everyone has to draw.

Get your money's worth.

Bonus points: Make fun of everything.



Introduction & Background



What is Design as Product Strategy?

Ethnography Synthesis Prototyping



Our Process

Ethnography

Synthesis

Prototyping

Immersion in the cultural, human context of the problem space

Gathering data in order to understand Gaining empathy in order to relate Suspending judgment







Our Process

Ethnography

Synthesis

Prototyping

Making meaning through inference and reframing

Combining data in new ways
Identifying patterns and anomalies
Judging, and learning
Driving towards insight
Having ideas



the VP of product role. Can you tell me which of these in the job description. You for? NO. I can't do this for you. You need to read the job description. You need to take a look at these and honestly consider what skills – I've told need to take a look at these job descriptions.

you what we need in these job descriptions.

42

And it's always interesting too, when you have people who are like anything — I think I could do this. I think I could do this — You couldn't say something worse to a recruiter — don't tell me you want to apply for 5 jobs because you aren't going to get any of them.



15

Job descriptions, that part of the problem too. They can be written super

poorly – and people don't read – entry level is definitely a bit different.



STUDENT INSIGHT

Students think they have an idea of what employers want in a candidate, but they are often wrong.

"Your resume is like your life - it is your golden ticket to the chocolate factory."

Samantha, international business major

- Emphasize bullets on a resume, rather than exhibit skills through artifacts (portfolio)
- Think they should have a broad-but-shallow set of abilities, rather than a depth of competency in one area
- Typically apply for any and every job

EMPLOYER INSIGHT

Recruiters make snap judgments, directly impacting a candidate's chances of success.

"Don't apply to 5 of my jobs, because you aren't going to get any of them."

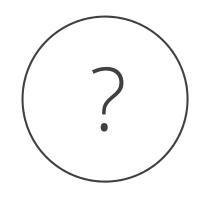
Meg, Recruiter

- Form an opinion of a candidate in seconds based on a single data point
- Are looking for specific skills, and evidence of competency in that skill
- Create a mental narrative of what a candidate can do, based on how the student presents themselves

WHAT-IF OPPORTUNITY

What if we helped students identify their skills and present them to employers in a credible way?







STUDENT INSIGHT

Students think they have an idea of what employers want in a candidate, but they are often wrong.

EMPLOYER INSIGHT

Recruiters make snap judgments, directly impacting a candidate's chances of success.



CAPABILITY VALUE PROPOSITION

MyEdu helps students identify their skills and present them to employers in a credible way.







STUDENT INSIGHT

Students think they have an idea of what employers want in a candidate, but they are often wrong.

EMPLOYER INSIGHT

Recruiters make snap judgments, directly impacting a candidate's chances of success.



Our Process

Ethnography

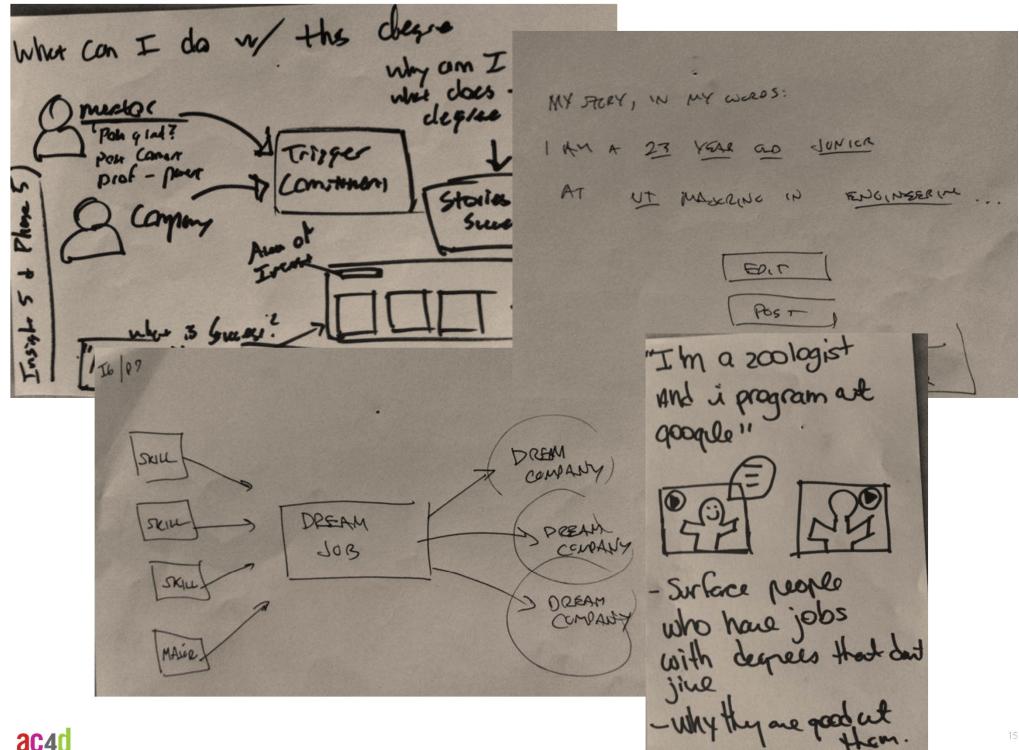
Synthesis

Prototyping

Hypothesis validation through generative, form-giving activities

Sketching
Making things
Trying these things with real people
Improving fidelity over time





ac4d







sarahMi20







THORIZE





















3.5 GPA

MAJOR









Associate Degree NURSING

AS 402 Advanced Application of **Biological Systems**

* 9



DEGREE PROGRESS



sarahMi20















- ENROLLED 2010 -











Jan. 2012



A Backdrop For Our Workshop

The Story So Far...

You have been placed as the lead on an innovation team at Whiteboard, a US focused educational software company. You are now responsible for coming up with a new product or service to provide value and drive revenue.

The company has given you a broad charter: help students in their college journey. You are free to pursue whatever direction you want within those boundaries.

Your colleague Melvin has finished conducting some qualitative research, and some basic industry research; he has delivered a series of interview quotes and data points.

And then Melvin quit.

0:45/

Let's try it: Method – Patterns



Setting Context...

Ethnography

Synthesis

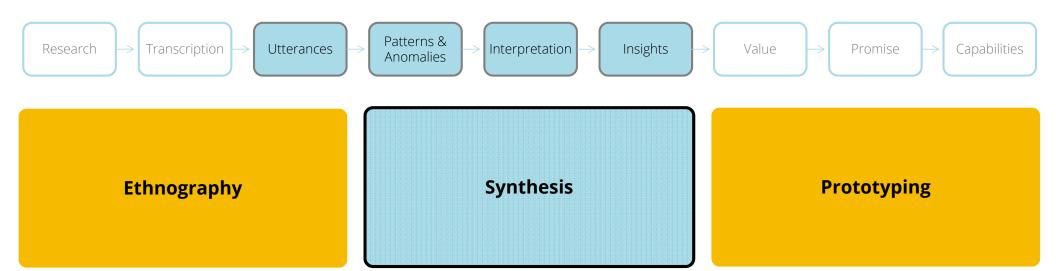
Prototyping



Melvin already did this step.



Moving to Synthesis...



Immersion in the cultural, human context of the problem space

Making meaning through inference and reframing

Hypothesis validation through generative, form-giving activities



Moving to Patterns & Anomalies



A Bottom-Up Process of Sensemaking

The goal of this data-explosion and pattern-identification is to build knowledge – to create a shared, tacit sense for what happened in the research.

A "bottom-up" approach means letting the notes indicate the groupings, rather than starting with grouping names.



Moving to Patterns & Anomalies



Initial Data Management

A four-hour research engagement can generate several hundred data points. Before we can make sense of the data – and interpret it – we need to get our arms around the general scope of what we've discovered:

- 1. Put all of the individual notes on the wall
- 2. Interpret each individual statement
- 3. Question and Infer meaning in the individual statement
- 4. Organize notes based on inferred likeness
- 5. Give the pattern groups sentence-names that capture the inferential grouping



Raw Data...



MD01

I'm addicted to technology. I'm on it 24/7. I try not to be on it during social situations, with like family, because I think it's rude. I know that teenagers have that stereotype of being so addicted, and I am, but I don't like to be the typical on facebook on the time, not being able to communicate in person.

MD04

My parents are paying for all of my school. I don't have any financial aid or anything. I applied for some scholarships, but I didn't get any of those. I also applied for the Texas state general application but I didn't get any of that either. I feel guilty about that a lot of times.

MD07

I'll get an internship somewhere after picking my major. That happens sometime next year.

MD02

I'm a teenager, but I can be an adult if I need to. Teenagers don't get listened to that often - they only care about their social life and what not, but I know when to put social life away. [an adult] means knowing when to disengage from the social stuff like drama, it's not going to consume my whole day.

MD05

When I was first looking up what I wanted to do [before switching to business] I was searching careers in business. I searched administrative assistant and stuff my mom talked about that - she said there is so many job for this. I wanted to see what other jobs were out there; how much they make and how in demand they are.

MD08

I think getting an A or a B - keeping on the deans list - having above a 3. something - I have a 3.6 right now and If I fail this class [calc] it will all be for nothing. It will make my GPA plummet. I'm working so hard and I'm not getting good results. It makes me feel not good about myself.

MD03

It's sad that social life is all about technology. I like to try and communicate without it - so I don't end up like those people who cant communicate in person. I guess I learned a lot of that from my mom because she points that out to me.

MD06

I haven't discovered what I'm passionate about. It's disappointing. I've discovered the things that I'm not passionate about, so I guess that is good. Next semester I'm taking my first marketing course, so I hope that ends up well.

MD09

I do my homework in the student learning center at the library. I also go to my prof office hours and stuff. I tell them I'm working hard, but sometimes it doesn't click for



Question...



MD01

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Inference...



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Can you infer a relationship? haven't discovered what I'm passionate about. It's

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MDOG

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Relationship.



MD01

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think it

to be tl

to com

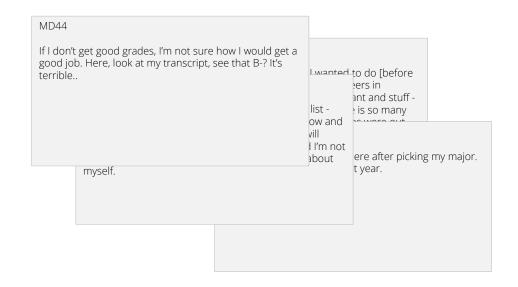
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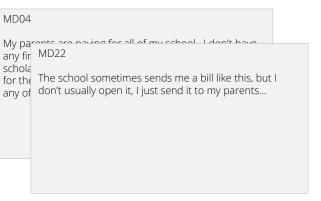


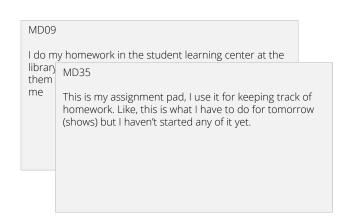
Patterns emerge...

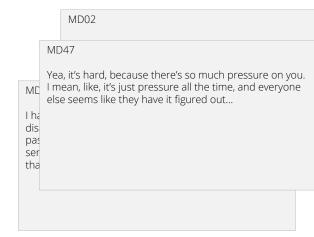


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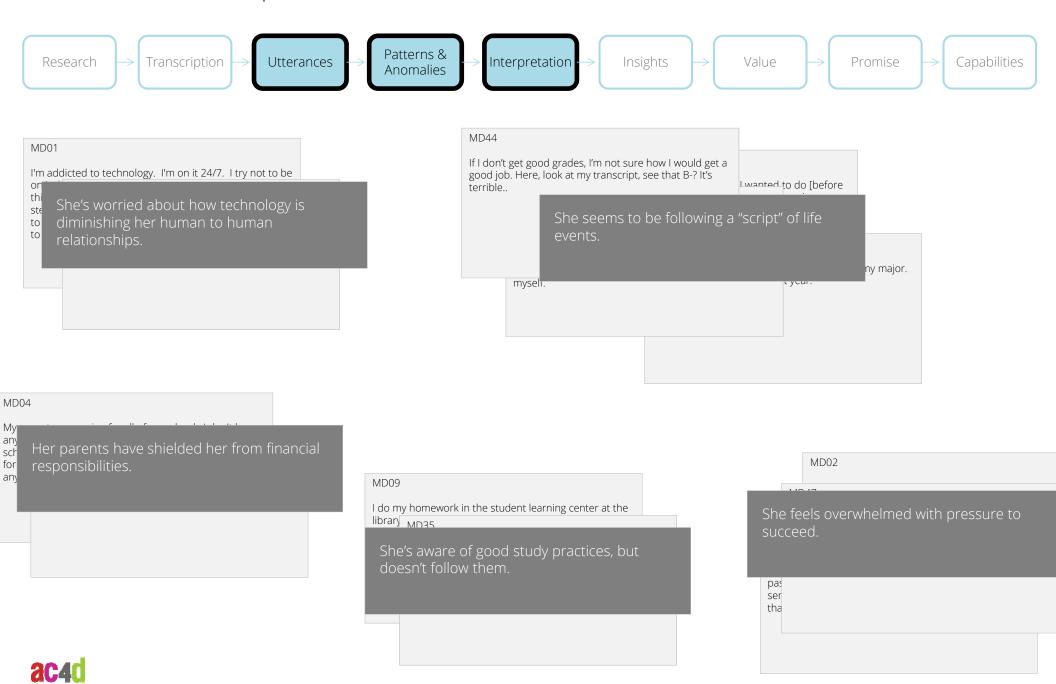








Summarize patterns with an observation.



Observational Statements



She seems to be following a "script" of life events.

This pattern name is not a superficial factual container ("Tools" or "People" or "Places") – it is an observation of the human story of the group.

MD08

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MD44

If I don't get good grades, I'm not sure how I would get a good job. Here, look at my transcript, see that B-? It's terrible..

MD05

When I was first looking up what I wanted to do [before switching to business] I was searching careers in business. I searched administrative assistant and stuffmy mom talked about that - she said there is so many job for this. I wanted to see what other jobs were out there; how much they make and how in demand they are.

MD07

I'll get an internship somewhere after picking my major. That happens sometime next year.



Let's try it...

- 1. Using the data you've been giving, spread it out and start to understand the contents.
- 2. Create initial pattern groupings in a bottomup manner by moving the individual data points around, and discussing each group.
- 3. As patterns emerge, give the groupings meaningful observational names.

She's aware of good study practices, but doesn't follow them.

Her parents have shielded her from financial responsibilities.

She feels overwhelmed with pressure to succeed.

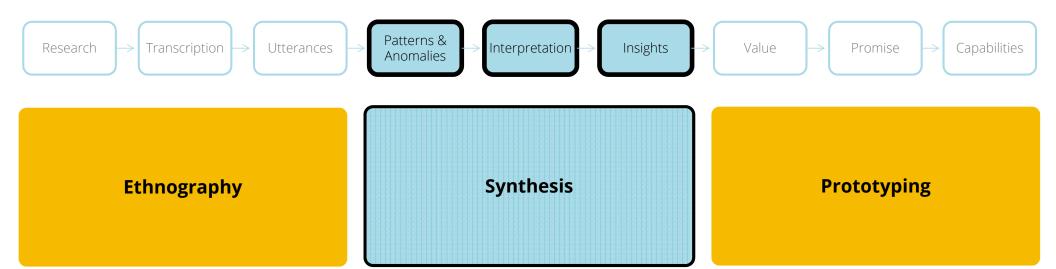
The input to this step is transcription data. The output is a series of pattern groupings with meaningful names.

0:45/

Let's try it: Method – Insights



Arriving at Insight



Immersion in the cultural, human context of the problem space

Making meaning through inference and reframing

Hypothesis validation through generative, form-giving activities



Why are we driving through this process?



Insights

We're trying to get to insights: provocative statements of truth about human behavior (that may be wrong, but is stated as fact).

Insights act as the foundation for great products, systems, and services.



Our Formula



I saw this + I know this = Insight



Our Formula



I saw this + I know this = Insight

Data gathered through ethnography, contextual inquiry, questionnaires, and interviews



Our Formula



I saw this + <u>I know this</u> = Insight

Guided by ethics & morals, intellectual prowess, and the accumulation of world view and breadth of experience



Our Formula

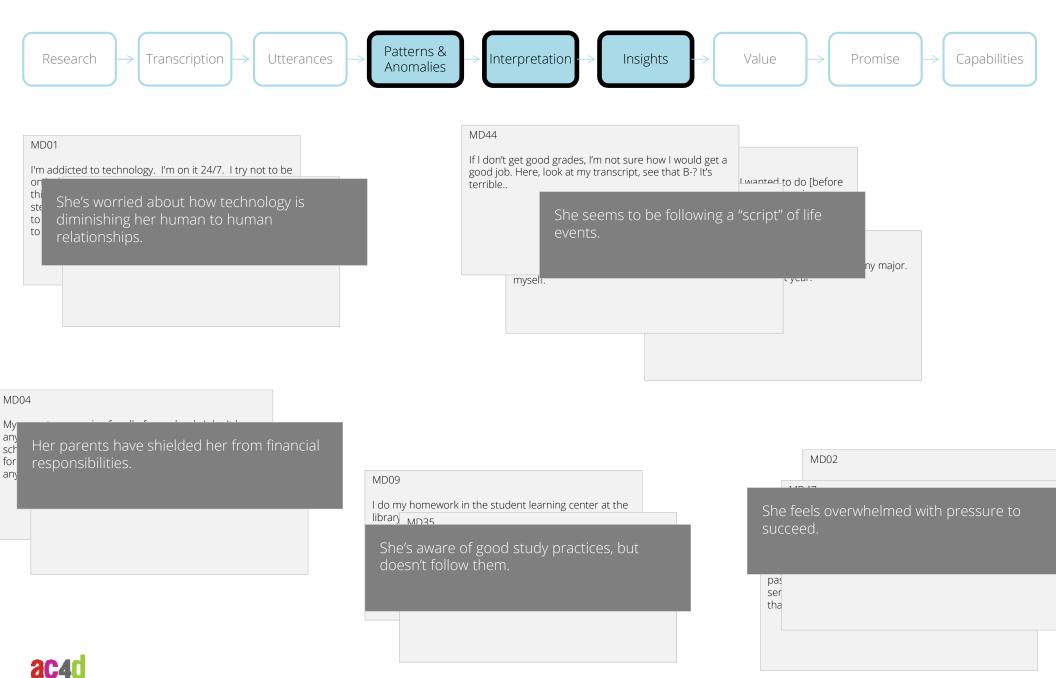


I saw this + I know this = <u>Insight</u>

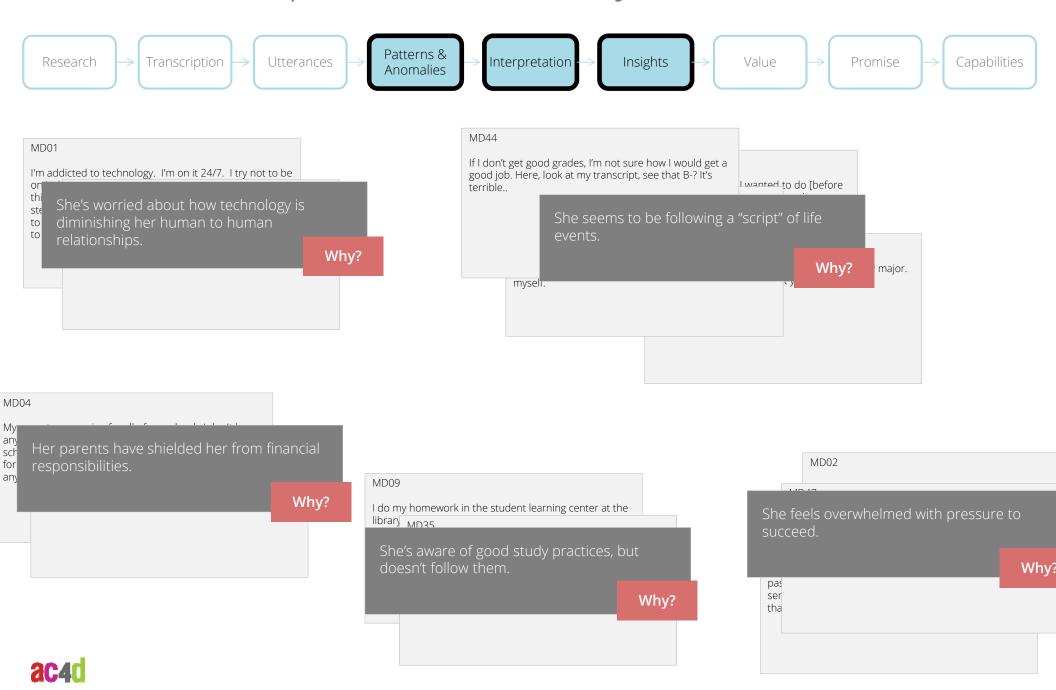
A provocative statement of truth about human behavior (that may be wrong, but is stated as fact)



Back to our pattern groups...



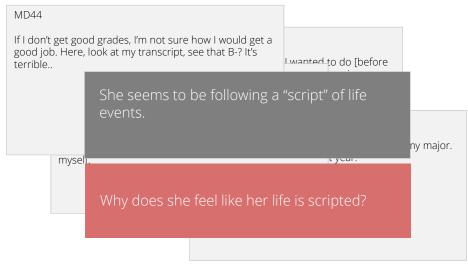
Provoke Interpretation: Ask Why

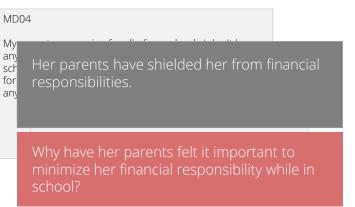


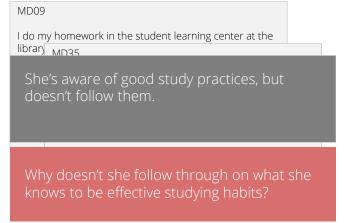
... And Answer.

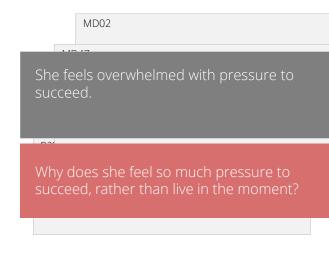


I'm addicted to technology. I'm on it 24/7. I try not to be on this steep on the steep of the st







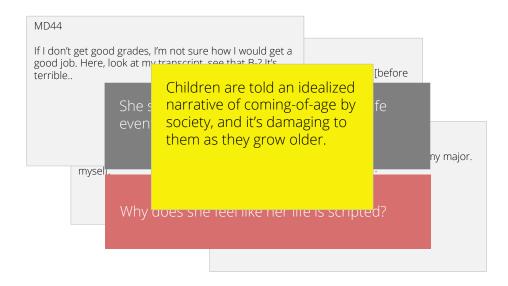




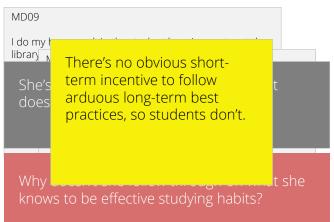
Capture the Insight...















Provocative Statements of Truth



Technology lacks rich emotional nuance, and shouldn't be used in educational settings. Children are told an idealized narrative of coming-of-age by society, and it's damaging to them as they grow older.

Financial responsibility is seen as "real", while education is seen as "ideal". This sets students up for failure. There's no obvious short-term incentive to follow arduous long-term best practices, so students don't. Higher education has an enormous hidden cost: guilt.

These are insights – provocative statements of truth about human behavior, that may be wrong.



Insights



Technology lacks rich emotional nuance, and shouldn't be used in educational settings. Children are told an idealized narrative of coming-of-age by society, and it's damaging to them as they grow older.

Financial responsibility is seen as "real", while education is seen as "ideal". This sets students up for failure.

There's no obvious short-term incentive to follow arduous long-term best practices, so students don't.

Higher education has an enormous hidden cost: guilt.

- Insights are framed as universal truths, even though they are based on a small, biased data set.
- Insights make statements about generalized behavior at a cultural level.
- A good insight is provocative: it should cause debate, potentially offend some readers, and make people uncomfortable.
- Insights should challenge accepted norms and conventional thinking.
- Insights are concise.



Let's try it...

- 1. Ask "Why" about your pattern groups
- 2. Answer each "Why", and write the answer down.
- 3. Revise your answers to be provocative.
- 4. Revise your answers to be about behavior.
- 5. Formulate insight statements about each group, and write these on a yellow post-it note.

The input to this step is a series of pattern groupings with meaningful names. The output of this step is a variety of insight statements.

0:45/

Let's try it: Method – Value & Capabilities





Technology lacks rich emotional nuance, and shouldn't be used in educational settings. Children are told an idealized narrative of coming-of-age by society, and it's damaging to them as they grow older.

Financial responsibility is seen as "real", while education is seen as "ideal". This sets students up for failure. There's no obvious short-term incentive to follow arduous long-term best practices, so students don't.

Higher education has an enormous hidden cost: guilt.

Insights act as the "magical bridge statements" between research and an articulation of user-value and design capabilities.



INSIGHT

There's no obvious shortterm incentive to follow arduous long-term best practices.

"I do my homework in the student learning center at the library. I also go to my prof office hours and stuff. I tell them I'm working hard, but sometimes it doesn't click for me."

"This is my assignment pad, I use it for keeping track of homework. Like, this is what I have to do for tomorrow (shows) but I haven't started any of it yet." **INSIGHT**

Higher education has an enormous hidden cost: guilt, related to finances and completion.

"Yea, it's hard, because there's so much pressure on you. I mean, like, it's just pressure all the time, and everyone else seems like they have it figured out..."

"I haven't discovered what I'm passionate about. It's disappointing. I've discovered the things that I'm not passionate about, so I guess that is good."

INSIGHT

There's no obvious shortterm incentive to follow arduous long-term best practices. INSIGHT

Higher education has an enormous hidden cost: guilt, related to finances and completion.

WHAT-IF OPPORTUNITY

What if we gave students an easy way to track their academic progress, in order to help them minimize their guilt?



INSIGHT

There's no obvious shortterm incentive to follow arduous long-term best practices. **INSIGHT**

Higher education has an enormous hidden cost: guilt, related to finances and completion.

VALUE PROPOSITION

Our product gives students an easy way to track their academic progress, in order to help them minimize their guilt.





VALUE PROPOSITION

Our product gives students an easy way to track their academic progress, in order to help them minimize their guilt.

SUPPORTING CAPABILITIES

Students should have the ability to see classes they've completed	Students should have the ability to predict a return on their academic investment	Students should have the ability to "try on" a variety of paths without picking one
Students should have the ability to see how much time they have remaining in school	Students should have the ability to get help from alumni from their school at key moments	Students should have the ability to compare their emotional journey to others
Students should have the ability to compare their progress to the progress of others	Students should have the ability to find non-traditional paths towards a set of passions	Students should have the ability to include courses from a variety of institutions



Factual Research Data

IDO1

I'm addicted to technology. I'm on it 24/7. I try not to be on it during social situations, with like family, because I think it's rude. I know that teenagers have that...

MD04

My parents are paying for all of my school. I don't have any financial aid or anything. I applied for some scholarships, but I didn't get any of those. I also applied for...

MD02

I'm a teenager, but I can be an adult if I need to. Teenagers don't get listened to that often - they only care about their social life and what not, but I know when to...

MD05

When I was first looking up what I wanted to do [before switching to business] I was searching careers in business. I searched administrative assistant and stuff - my mom...

MD03

It's sad that social life is all about technology. I like to try and communicate without it - so I don't end up like those people who cant communicate in person...

MD06

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Factual Research Data

Interpretation of Research Data

MD02

MD03

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She feels overwhelmed with

Why?

She's aware of good study practices, but doesn't follow

Why?





Factual Research Data

Interpretation of Research Data

Patterns & Insights

MD01

MD02

MD03

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MD05

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She feels overwhelmed with pressure to succeed.

Why?

She's aware of good study practices, but doesn't follow them

Why?

Higher education has an enormous hidden cost: guilt, related to finances and completion.

There's no obvious short-term incentive to follow arduous long-term best practices.





Factual Research Data

Interpretation of Research Data

Patterns & Insights

Capabilities

MD02

MD03

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Why?

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Why?

Higher education has an enormous hidden cost: guilt, related to finances and completion.

There's no obvious short-term incentive to follow arduous long-term best practices.

Students should have the ability to "try on" a variety of paths without picking one.





Factual Research Data

Interpretation of Research Data

Patterns & Insights

Capabilities

MD01

MD02

MD03

I'm addicted to technology. I'm on it 24/7. I try not to be on it during social situations, with like family, because I think it's rude. I know that teenagers have that...

I'm a teenager, but I can be an adult if I need to. Teenagers don't get listened to that often - they only care about their social life and what not, but I know when to...

It's sad that social life is all about technology. I like to try and communicate without it - so I don't end up like those people who cant communicate in person...

/D02

I'm a teenager, but I can be an adult if I need to. Teenagers don't get listened to that often - they only care about their social life and what not, but I know when to...

MD06

I haven't discovered what I'm passionate about. It's disappointing. I've discovered the things that I'm not passionate about, so I guess that is good...

My parents are paying for all of my school. I don't have any financial

aid or anything. I applied for some

scholarships, but I didn't get any of

When I was first looking up what I

wanted to do [before switching to

business1 I was searching careers in

business. I searched administrative

assistant and stuff - my mom..

MD05

When I was first looking up what I wanted to do [before switching to business] I was searching careers in business. I searched administrative assistant and stuff – my mom...

She feels overwhelmed with pressure to succeed.

Why?

She's aware of good study practices, but doesn't follow them

Why?

Higher education has an enormous hidden cost: guilt, related to finances and completion.

There's no obvious short-term incentive to follow arduous long-term best practices.

Students should have the ability to "try on" a variety of paths without picking one.

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Inactive (Summary Data)

Active (Actionable Data)

Let's try it...

- 1. Select one or two of your insights and develop a **what-if statement**.
- Reframe your what-if statement as a Value Proposition.
- Develop as many capability statements as you can that support your value proposition and are based on your synthesis of the insights.

The input to this step is a variety of insight statements. The output of this step is a statement of value, and many capability statements.

0:45/

Let's try it: Method – Visualization & Prioritization



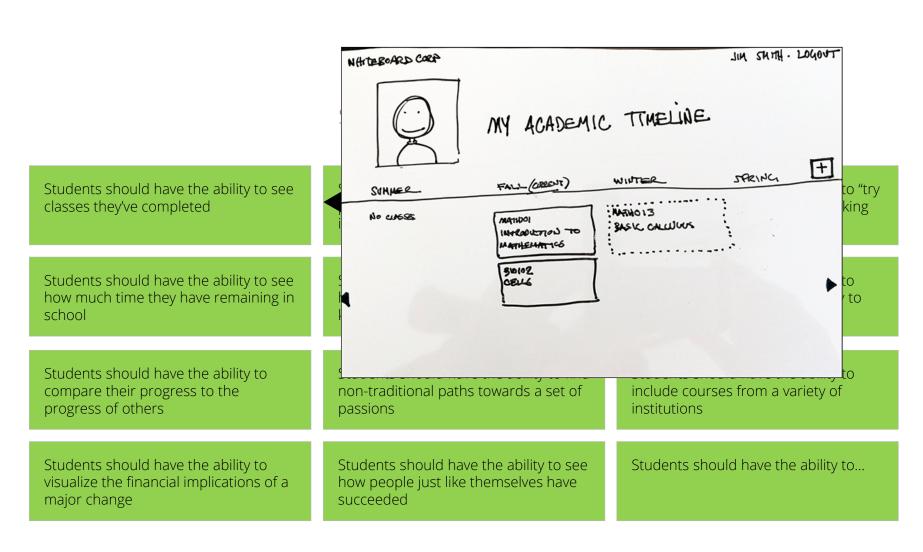


SUPPORTING CAPABILITIES

Students should have the ability to "try Students should have the ability to see Students should have the ability to classes they've completed predict a return on their academic on" a variety of paths without picking investment one Students should have the ability to Students should have the ability to see Students should have the ability to get how much time they have remaining in help from alumni from their school at compare their emotional journey to key moments school others Students should have the ability to Students should have the ability to find Students should have the ability to compare their progress to the non-traditional paths towards a set of include courses from a variety of progress of others passions institutions Students should have the ability to Students should have the ability to see Students should have the ability to... visualize the financial implications of a how people just like themselves have major change succeeded

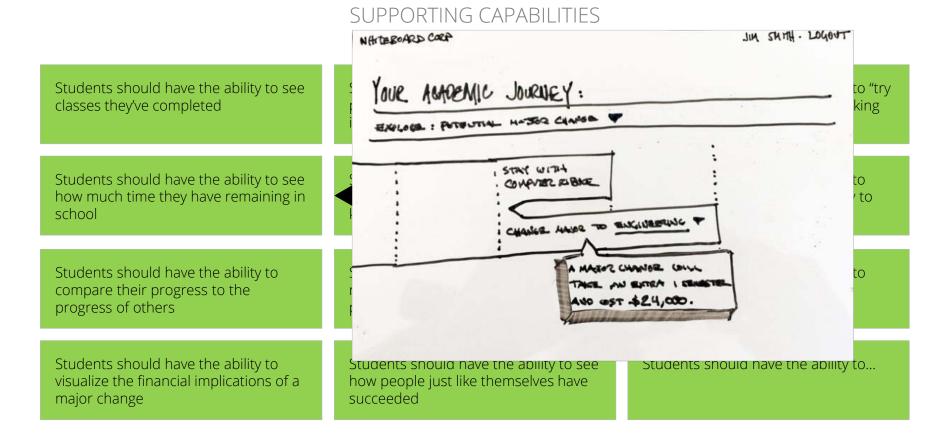








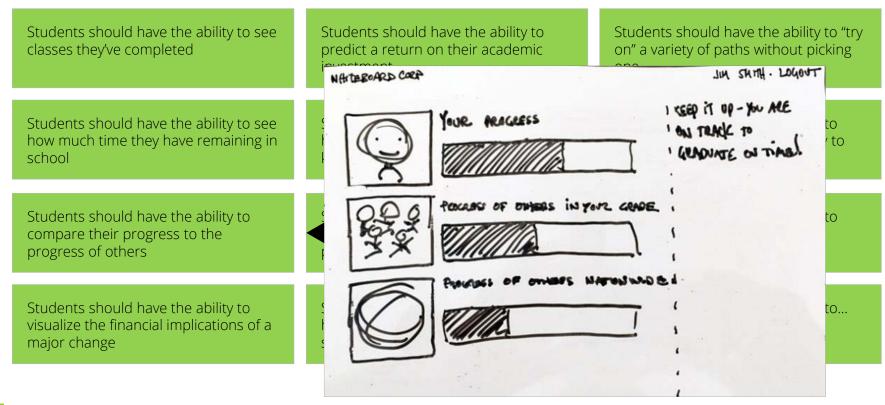








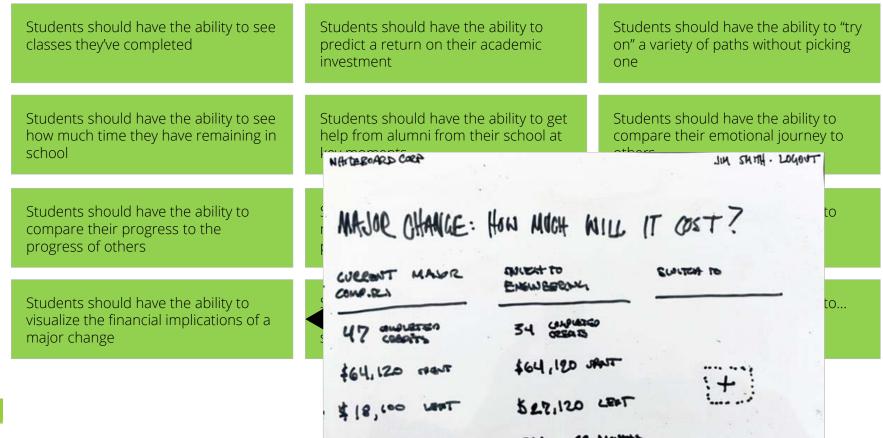
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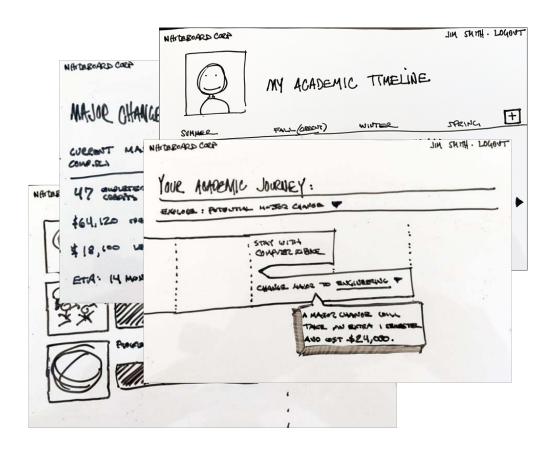


Students should have the ability to see classes they've completed

Students should have the ability to see how much time they have remaining in school

Students should have the ability to compare their progress to the progress of others

Students should have the ability to visualize the financial implications of a major change





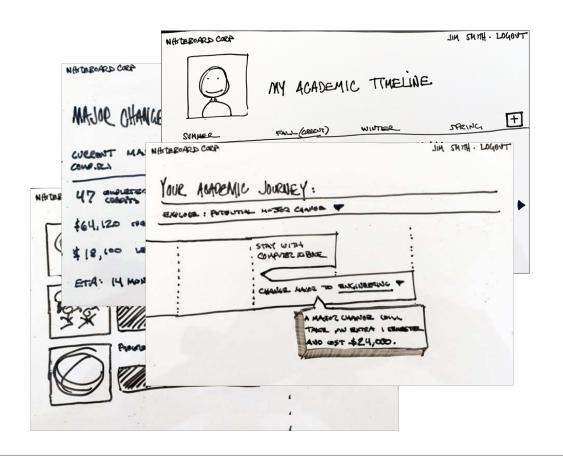


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Vague Specific

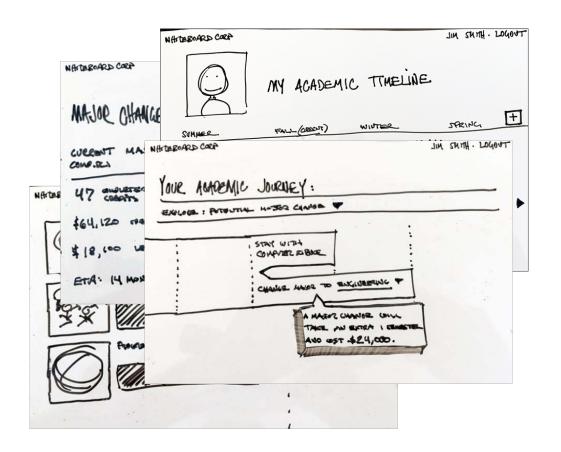


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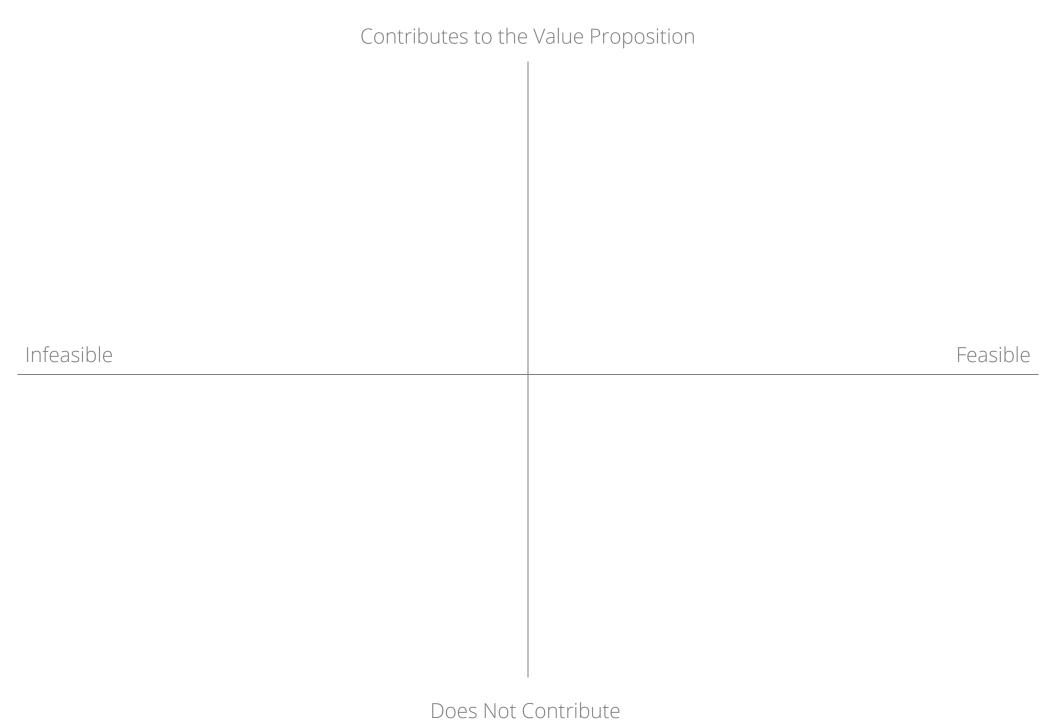
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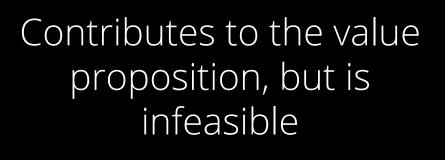
Strategic







Contributes to the Value Proposition



Feasible





Infeasible Feasible

Is feasible, but does not contribute to the value proposition



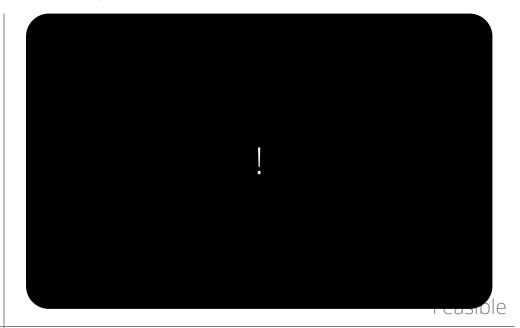


Infeasible Feasible

Is infeasible, and does not contribute to the value proposition



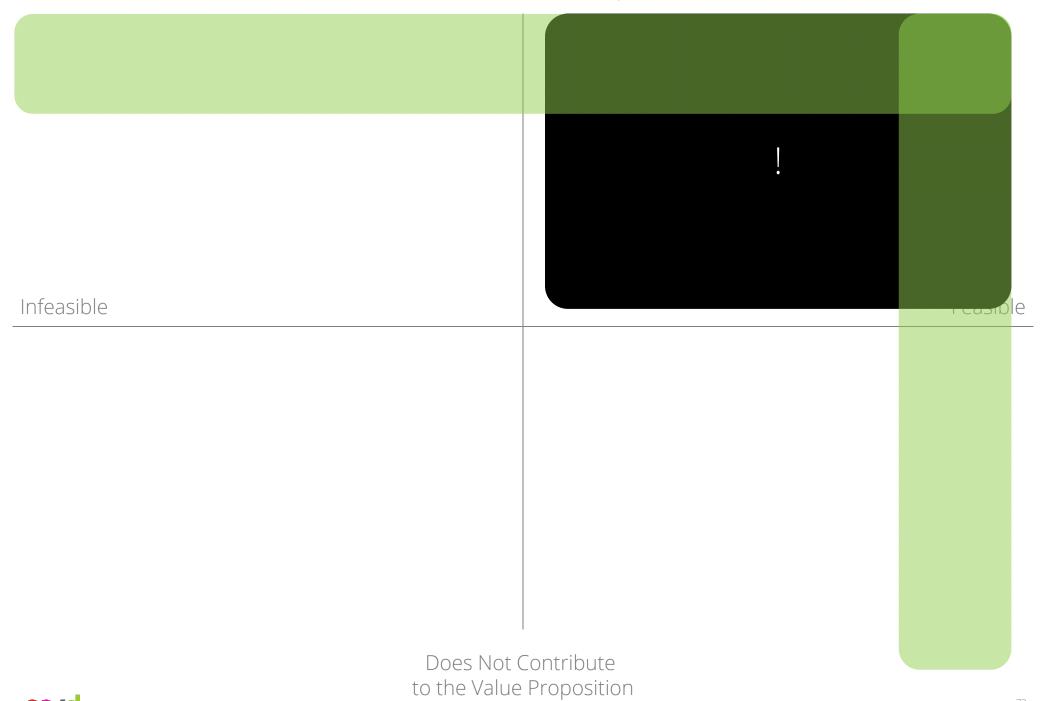
Contributes to the Value Proposition



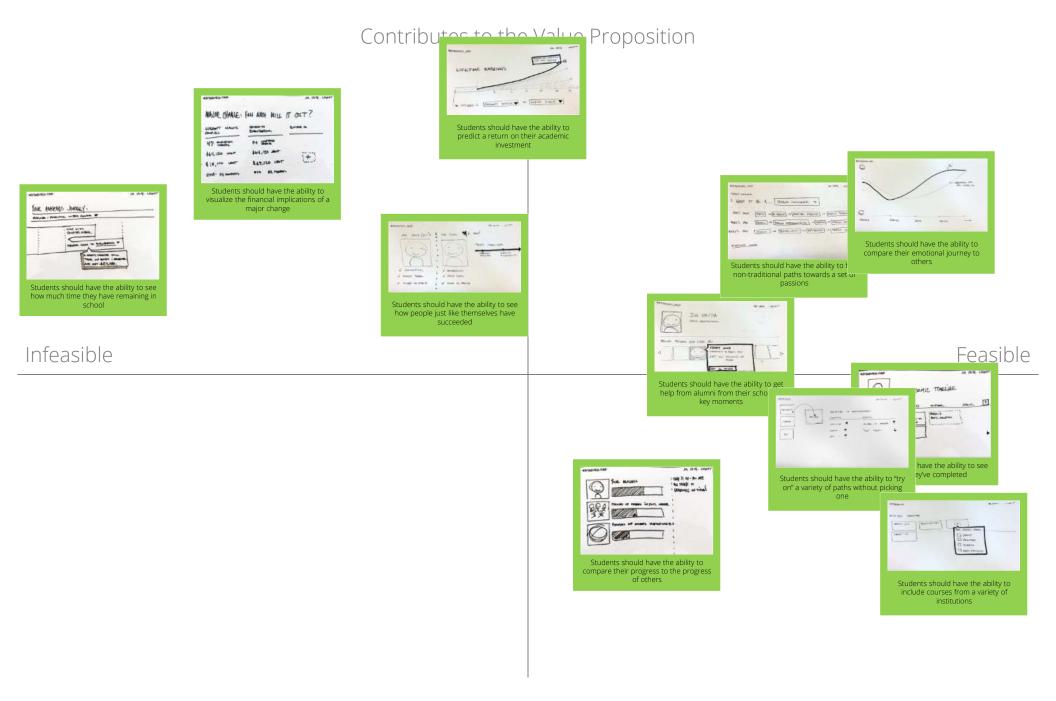
Infeasible

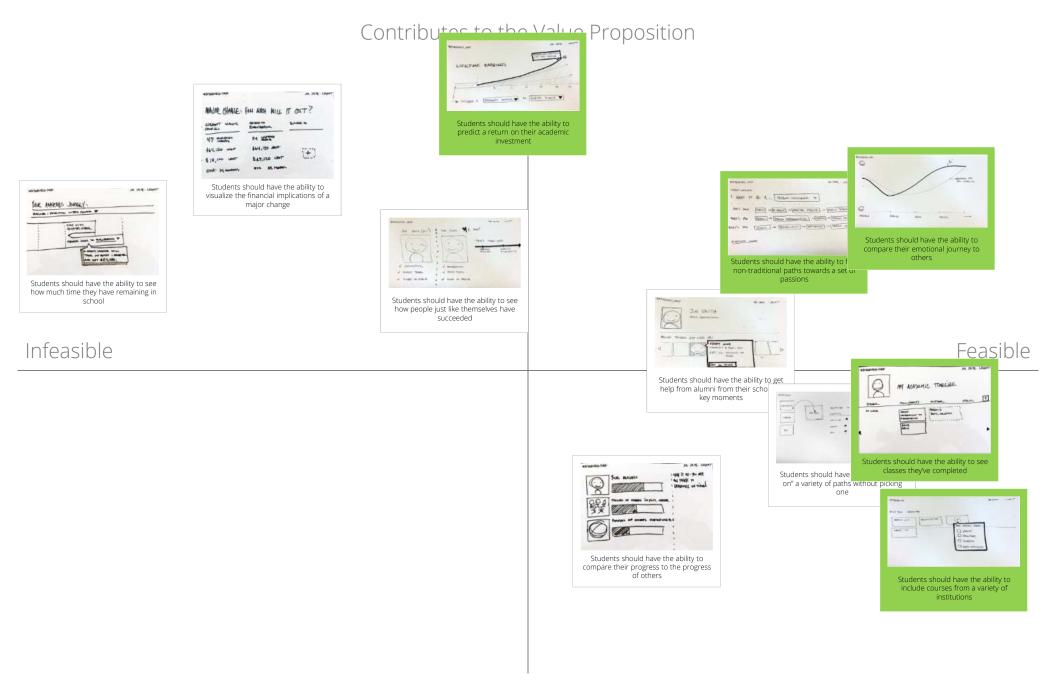


Contributes to the Value Proposition











Let's try it...

- 1. Draw each capability as a product sketch.
- 2. Create a 2x2 of Value & Feasibility.
- 3. Map each product sketch to the 2x2.

The input to this step is a statement of value, and many capability statements. The output of this step is a set of sketches, and a 2x2 of value & feasibility.

0:15/

Discussion: How Can I Use This in Real Life



Positioning Design as Product Strategy

Let's try it: Method – Patterns

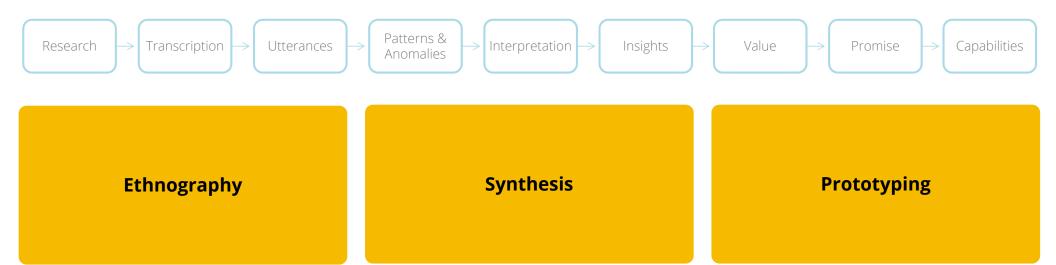
Let's try it: Method – Insights

Let's try it: Method – Value & Capabilities

Let's try it: Method – Visualization & Prioritization



Our Process



Immersion in the cultural, human context of the problem space

Making meaning through inference and reframing

Hypothesis validation through generative, form-giving activities





Thank you!

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http://bit.ly/welldesigned

