Design as Product Strategy
Bringing design thinking to product management to create products people love

Jon Kolko
Director, Austin Center for Design
Where do great new products come from?
Is it *vision*?
“As a company, we certainly have a vision of where the product is going. We generally have a North Star that we are all headed towards...”

Joe Gebbia
Chief Product Officer, AirBNB
Is it *process*?
“There aren’t a lot of examples of people who have gone through the whole process: how do you take a product, turn it into a startup, turn it into a company, turn it into an organization?

...At the speed at which startups grow, that process is very fragile.”

Alex Rainert
Head of Product, foursquare
Is it just hard work?
“I’ve been doing this, essentially by myself, for seven years and two months.

...I love what I do. I get to watch sports all day and talk about math. I went four years without making a single dollar, without a single customer.”

Mark Phillip
CEO, Are You Watching This?!
product management
Establish vision
Establish vision

Drive consensus
Establish vision

Drive consensus

Ship product
Establish vision

Ship product

Drive consensus

product
Product/Market Fit

Behavioral Insight
Product/Market Fit
Product/Market Fit

Broad Technological / Political Infrastructure
Product/Market Fit

- Broad Technological / Political Infrastructure
- Social Precedence
- Opportunity for Engagement
Product/Market Fit

- Broad Technological / Political Infrastructure
- Social Precedence
- Opportunity for Engagement
Behavioral Insight

Value

2

3

2

3
Behavioral Insight

Value

Identity

Provocation
Product Management
Product Management

- Design
- Marketing
- Engineering

NEW!
Where is the trend towards “design-led product” coming from?
Emily Pilloton: Teaching design for change

16:43 Posted Nov 2010; Filmed Jul 2010

Designer Emily Pilloton moved to rural Bertie County, in North Carolina, to engage in a bold experiment of design-led community ... More »

Views: 587,874 Comments: 133
“Inspiring” “Ingenious” “Persuasive”

David Kelley: How to build your creative confidence

11:46 Posted May 2012; Filmed Mar 2012

Is your school or workplace divided into “creatives” versus practical people? Yet surely, David Kelley suggests, creativity is not the ... More »

Views: 1,208,244 Comments: 166
“Inspiring” “Persuasive” “Informative”

Pattie Maes + Pranav Mistry: Meet the SixthSense interaction

08:42 Posted Mar 2009; Filmed Feb 2009

This demo -- from Pattie Maes’ lab at MIT, spearheaded by Pranav Mistry -- was the buzz of TED. It's ... More »

Views: 7,124,007 Comments: 693
“Jaw-dropping” “Fascinating” “Ingenious”
1/ Aesthetics
   How does it look?
   How does it feel?
   Is it consistent with our brand?

2/ Usability
   Is it easy to use?
   Is it easy to learn?
   Do I make errors?

3/ Information & Flow
   Can I find my way?
   Is it extensible?
   Is it well structured?
Design is tactical
Design is tactical

1/ Innovation
   Is it new?
   Is it exciting?
   Does it have the potential to disrupt?

2/ Positioning
   Is it competitive?
   Is it differentiated?
   Is there a market opportunity?

3/ Engagement
   Is it desirable?
   Is it systemic?
   Does it reflect cultural aspirations?

4/ Value
   Is there demand?
   Can we create demand?
   What are the revenue opportunities?
Design is strategic

Design is tactical
Design is strategic

How can I bridge this gap?

Design is tactical
Design is strategic

Product Management

Design is tactical
What are the qualities of a good product manager?
“You need to sell, engage, learn, and listen, and get the whole team excited to go do it. You need to be a good storyteller. Great product managers can tell a story about a user, what he is doing in his life today, and what he would be able to do in the future if we just got him the right product.”

Josh Elman
Partner, Greylock
“You need to sell, engage, learn, and listen, and get the whole team excited to go do it. You need to be a good storyteller. Great product managers can tell a story about a user, what he is doing in his life today and what he would be able to do if we just got him the right product.”

Josh Elman
Partner, Greylock
“I toggle between my rational brain that says, ‘Here’s what the competition is doing, here’s what the data says the customers want’, and my emotional feelings that ‘this will have impact’. No one has said they want this, no one has done it before, but I’m looking at it and I think it will have impact.”

Frank Lyman
Chief Product Officer, MyEdu
“I toggle between my rational brain that says, ‘Here’s what the competition is doing, here’s what the data says the customers want’, and my emotional feelings that ‘this will have impact’. No one has said they want this, no one has done it before, but I’m looking at it and I think it will have impact.”

Frank Lyman
Chief Product Officer, MyEdu
“I think it’s important to practice making people talkative. It’s about having the ability to have people open up. You have to be able to listen really well. Don’t worry about being exciting. Instead, ask a lot of questions. Be interested, not interesting.”

Mark Phillip
CEO, Are You Watching This?!
“I think it’s important to practice making people talkative. It’s about having the ability to have people open up. You have to be able to listen really well. Don’t worry about being exciting. Be interested, not interesting.”

Mark Phillip
CEO, Are You Watching This?!
“Can we teach someone to care? That’s much more of a function of how someone was raised; what their values are, what their beliefs are. It’s about if you are curious enough. Curiosity will lead you to your next insight. It’s this ‘what if’, or what does the data show.”

Gary Chou
Former GM, Union Square Ventures Network
“Can we teach someone to care? That’s much more of a function of how someone was raised; what their values are, what their beliefs are. It’s about if you are curious enough. Curiosity will lead you to your next insight. It’s this ‘what if’, or what does the data show.”

Gary Chou
Former GM, Union Square Ventures Network
“For better or for worse, product is the discipline that sits at the hub of the wheel. You need people that can work with designers, work with engineers, work with marketing, work with biz-dev. But at the same time, you deal with the challenges of all of those different areas.”

Alex Rainert
Head of Product, foursquare
“For better or for worse, product is the discipline that sits at the hub of the wheel. You need people that can work with designers, work with engineers, work with marketing, work with biz-dev. But at the end of the day, you need people who can manage all of those different areas.”

Affable – the ability to work with others and drive consensus

Alex Rainert
Head of Product, foursquare
1. Ability to tell stories about an optimistic future

2. Ability to make sense of signals from people and the market

3. A passion for listening and learning about people

4. Curiosity about other disciplines

5. Affable – the ability to work with others and drive consensus
So what does a product manager actually do?
Establish vision

Ship product

Drive consensus
Establish vision

Ship product

Drive consensus
Succeed in college

Tell their story

Get a job
Jenny Wu
University of Texas, San Antonio

**Major**
Macro Biology

**Work Experience**
Intern
Bio Tech Incorporated
June 2012 - Aug 2012

3.5 GPA

**Degree Progress**
44%

**Fluent in**
French

**I Want to Stay in**
San Francisco, CA

**I Am Looking for an**
Internship

---

**Contact**
Contextual Research
Synthesis & Sensemaking
Behavioral Insights

Value Proposition
Feature Definition

Launch & Usage Metrics
Iteration & Extensions

Communication Strategy
Community Feedback
Goals
To build an understanding of the process, workflow, vocabulary, and cultural context
To gain empathy with the people you are hoping to serve
To identify opportunity for innovation
“Your resume is like your life - it is your golden ticket to the chocolate factory. I like to put customer service and management things and stuff like that on my resume.

Everyone has a business degree these days, so I’ll always be able to get a job. I found out about the international business major from a guy at The Gap. I didn't even know what it was. I Googled it, and it sounded better than just regular business, so I just chose that. My life decisions are based on stupid things.”

Samantha, 21 year old international business major
“[Students say] ‘I could do anything – I think I could do this, I think I could do that.’ You couldn’t say something worse to a recruiter – don’t apply to 5 of my jobs, because you aren’t going to get any of them.”

Meg, Recruiter
**Contextual Research**

- Synthesis & Sensemaking
- Behavioral Insights

- Value Proposition
- Feature Definition

- Launch & Usage Metrics
- Iteration & Extensions

- Communication Strategy
- Community Feedback

**Goals**

- To build an understanding of the process, workflow, vocabulary, and cultural context

- To gain empathy with the people you are hoping to serve

- To identify opportunity for innovation

**Method**

- Identify a research focus

- Identify participants

- Watch the participants as they work, live, and play

- Observe real behavior
Contextual Research

**Synthesis & Sensemaking**

Behavioral Insights

Value Proposition
Feature Definition

Launch & Usage Metrics
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Communication Strategy
Community Feedback

**Goals**

To make sense of chaotic, qualitative research data

To find patterns and anomalies, and to look at the world in new ways

To act as a procedural stepping-stone between research and insight
You need to read the job description. You for? NO. I can't do this for you. You need to take a look at these and honestly consider what skills — I've told you what we need in these job descriptions.

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 five jobs because you aren't going to get any of them.

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.
Goals
To make sense of chaotic, qualitative research data
To find patterns and anomalies, and to look at the world in new ways
To act as a procedural stepping-stone between research and insight

Method
Transcribe all of the research data
“Explode” the data, blending utterances across participants
Identify groupings, and make observations about them
Identify anomalies
Goals
To formalize the “big rocks” that provoke new innovative ideas

To make inferential leaps about why people do the things they do

To make obvious the specific goal for driving behavior-change
<table>
<thead>
<tr>
<th>STUDENT INSIGHT</th>
<th>EMPLOYER INSIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students think they have an idea of what employers want in a candidate, but they are often wrong.</strong></td>
<td><strong>Recruiters make snap judgments, directly impacting a candidate’s chances of success.</strong></td>
</tr>
</tbody>
</table>

> “Your resume is like your life - it is your golden ticket to the chocolate factory.”

Samantha, international business major

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Emphasize bullets on a resume, rather than exhibit skills through artifacts (portfolio)</td>
<td>• Form an opinion of a candidate in seconds based on a single data point</td>
</tr>
<tr>
<td>• Think they should have a broad-but-shallow set of abilities, rather than a depth of competency in one area</td>
<td>• Are looking for specific skills, and evidence of competency in that skill</td>
</tr>
<tr>
<td>• Typically apply for any and every job</td>
<td>• Create a mental narrative of what a candidate can do, based on how the student presents themselves</td>
</tr>
</tbody>
</table>

> “Don’t apply to 5 of my jobs, because you aren’t going to get any of them.”

Meg, Recruiter
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.

These are **insights**:
provocative statements about human behavior, framed as universal truths.
Contextual Research
Synthesis & Sensemaking
Behavioral Insights

Goals
To formalize the “big rocks” that provoke new innovative ideas

To make inferential leaps about why people do the things they do

To make obvious the specific goal for driving behavior-change

Method
Ask “Why” about the utterances and observational groups, and force yourself to answer (even if you don’t know for sure)

Make an inferential leap

Frame the statement as a universal truth (even though it’s biased)
Goals
To formalize a new product or service trajectory based on insights

To identify the utility and emotional resonance you hope to provide

To create a North Star or vision for everyone to align around
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.

I don’t know how to show specific skills. I’m not sure I have specific skills.

It’s important to be viewed as having a broad set of interests and being open for anything.

I don’t really understand what happens during the hiring process.

The key to getting a job is having a resume and cover letter.

It’s important to be viewed as having a broad set of interests and being open for anything.
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.

I'm looking to match a very specific skill profile.

I need to see evidence that you can do certain things.

I'll build a story about you based on the smallest details, and use this to decide if you move through the process.

I'm very busy.
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.
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.
Goals
To formalize a new product or service trajectory based on insights
To identify the utility and emotional resonance you hope to provide
To create a North Star or vision for everyone to align around

Method
Tell (and show) a story of the existing problem state
Provoke “What-If” questions to find ways to improve the problem state
Frame the new capability as a statement of value provided to a person
Goals
To define the capability in a way that supports the value proposition
To reduce ambiguity during development
To ensure we ship the right product to the right people at the right time
MyEdu helps students identify their skills and present them to employers in a credible way.
MyEdu helps students identify their skills and present them to employers in a credible way.

- Add a Skill
- Suggest Skills to Add Based On Profile
- Suggest Skills to Add Based On Collaborative Filtering
- Browse For Skill
- Search For Skill
- Substantiate Skill Via Endorsement
- Substantiate Skill by Linking to a Class
- Substantiate Skill by Linking to a Project
- Substantiate Skill by Linking to a Work Experience
- Display Skill on Profile
Skills will be a new tab on Profile.

A proficiency system will be introduced to gauge how well a student knows a skill. Proficiency will be determined by a combination of associations of Projects, Work Experience, Courses, and Endorsements. The first iteration of Skills will only introduce the first two levels of the proficiency system – Unverified and Learning (Note: nomenclature may change). Each level will have its own distinct badge and name.

- Unverified: The most basic proficiency level. Gained when a user adds a Skill with no additional associated information (Work Experience, Projects etc.)

- Learning: The 2nd level in the proficiency system. Gained when a user adds a Skill and associates it with a Course. Ex. If a user adds Skills through Course Feedback they will be a Skill that is being learned.

- Zero State: The first time a user enters the Skills tab of Profile they will be presented with a banner that contains a brief message describing what Skills are and why they are important to a users Profile. Below the message 3 suggested Skills will be shown that will allow the user to quick add. Suggested Skills will be tied to a users major and be pre-populated. As a user quickly adds the skill it will be removed and added to their list of Skills, and another will be shown in its place in the banner. When no additional Skills are left the banner will be removed.

- Adding Skills Zero State: Users with no Skills will be presented with a short message and large call to action button that allows the user to add Skills. Clicking on the button will pop the add a Skill modal.

- Listing Skills: Skills will be listed by proficiency level. Each skill within a level will be arranged left to right in alphabetical order and will contain the levels badge and Skill name. Additionally a call to action to add Skills will be shown on the top right of the listing.

- Add Skills Modal: The initial display of the modal will include an input box (auto focused) and suggested Skills by Major (same list used in the zero state header). The input box will perform an autocomplete search after entering 3 characters. A total of 10 search results will be shown and will replace the suggested Skills. If the user deletes the text inside the input box the suggested Skills will be re-surfaced. Clicking on a Skill will highlight the Skill, fade it out, and add it to their Unverified listing. Users will be kept in the modal experience after selecting a Skill.

- Associating Skills: Clicking on a Skill from the listing page will result in a modal being shown that contains two call to actions if the user has no Courses associated. A cancel (and X) that will take the user out of the edit modal experience, and a "Add Course" call to action. Beside the "Add Course" call to action two gray buttons will be shown informing the user that adding Projects and Work Experience will be coming soon. Clicking on "Add Course" will allow the user a list of all their Courses by term and year in descending order. Courses will be listed with Dept Abbrev, Course #, Course Name, and Professor Name. Clicking on a Course will highlight it and then fade/remove it from the list from that Skill (never to be shown again) and add it to the previous screen.

- Associating Skills with existing Associations: If the user has already associated Courses, the will see a listing of associated Courses. Clicking "Increase Skill" will then result in the 3 calls to action as previously described.

- Associated Course Listings: Courses will be listed on the Edit modal in alphabetical order left to right. A scrollbar will be shown when more than 3 Courses have been associated. Clicking on the scrollbar controls (left and right) will result in 3 additional Courses shown.

- Removing Skills: Users will be able to remove Skills by clicking on "Remove Skill" on the bottom right of the Edit Modal. Clicking on "Remove Skill" will result a short confirmation description above two options – "Remove Skill" and "Cancel". Clicking on "Remove" will remove the Skill and any associated information. Clicking on "Cancel" will simply revert the options to the previous state.

- Public Viewing of Skill: Users will be able to view Skills from another user via that users Skills tab. The Skills tab will look and function almost identically to the previously described with the exception of editing and adding content. Users will be able to click into a Skill and see all associated meta data.

The following will not be shown:
Introducing Skills!

Skills allow you to showcase your abilities to employers and classmates.

Suggested skills based on your major of Applied Science...

- Public Speaking
- Scientific Method
- Lab Studies

Add Skill

Enter a skill name, or select a suggested skill from below:

Skills suggested by people with your degree:

- Persuasive
- Critical
**Goals**
- To define the capability in a way that supports the value proposition
- To reduce ambiguity during development
- To ensure we ship the right product to the right people at the right time

**Method**
- Create scenarios and high-level flow diagrams of the ideal solution state
- “Chunk” the ideal solution state into a series of smaller feature initiatives
- Work with design to produce wireframes, comps, assets, etc
Goals
To provide everyone in the organization with a common language for tracking & understanding success

To understand the effectiveness of the product changes you’ve made

To adjust subsequent activities
Daily Metrics Update for Oct 07, 2013

1,335,800
Total Members

544,351
Total Profiles

Oct 07, 2013

Average skills per profile: 2.4837

Daily trends - past 7 days

<table>
<thead>
<tr>
<th>Date</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/1/2013</td>
<td>4.8077</td>
</tr>
<tr>
<td>10/2/2013</td>
<td>3.6</td>
</tr>
<tr>
<td>10/3/2013</td>
<td>5.5</td>
</tr>
<tr>
<td>10/4/2013</td>
<td>5.2143</td>
</tr>
<tr>
<td>10/5/2013</td>
<td>3.8667</td>
</tr>
<tr>
<td>10/6/2013</td>
<td>4.8</td>
</tr>
<tr>
<td>10/7/2013</td>
<td>4.1818</td>
</tr>
</tbody>
</table>

Top schools adding skills

- The University of Texas - Pan American
- The University of Texas at Austin
- Texas A&M University
- The University of Texas at Arlington
- The University of Texas at Brownsville
- The University of Texas at Dallas
- The University of Texas at San Antonio
- University of Houston
- The University of Oklahoma, Norman Campus
- The University of Texas at Tyler

Top courses links to skills (unique skills)

- Harvard: Academic Literacy II 19
- UT Pan Am: Intro to Info Sys & Tech 16
- Texas: First-Year Signature Course 16
- UNCC: Introduction to Business Computing 16
Contextual Research
Synthesis & Sensemaking
Behavioral Insights

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To adjust subsequent activities

Method
Prior to launch, identify usage behavior that will indicate if your value proposition is being realized

Create a regular communication mechanism for disseminating results

Try to understand relationship between design and behavior
**Goals**

- To improve a given capability based on usage data and insight
- To fix defects or usability issues
- To finish deferred work that directly supports the value proposition

**Contextual Research**

- Synthesis & Sensemaking
- Behavioral Insights

**Value Proposition**

- Feature Definition

**Launch & Usage Metrics**

- Iteration & Extensions

**Communication Strategy**

- Community Feedback
MyEdu helps students identify their skills and present them to employers in a credible way.
CAPABILITY VALUE PROPOSITION

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

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- Substantiate Skill by Linking to a Work Experience
- Display Skill on Profile
Course Feedback

Fndtns, Functs, Regresn Models
Daniel Fitzpatrick

Would you recommend taking this professor?  ● Yes  ○ No

Why do you recommend this professor.

Daniel Fitzpatrick's teaching style

What level of mathematical ability is required for success in this course?

○ None  ○ ● ● ● ● College-level calculus or higher

How often is the textbook used in class, for homework, or for tests?

○ Never  ○ ● ● ● ● All the time

To be successful in this course, attending office hours or seeking help outside of class is...

○ Not required  ○ ● ● ● ● Essential

Attendance for this course is...

○ Recommended  ○ ● ● ● ● Part of the grade

Amount of time required for coursework outside of class

○ Less than most classes  ○ ● ● ● ● Higher than most classes

What skills did you learn in this course?

Add a one or two word description of each skill you learned in this class separated by a comma. For example Accounting, Garnt Chart, Macro Economics. The skills you add will be shown on your Profile.

Enter a skill or tool you learned in this course  

Add

Done  Cancel
What skills did you learn?

Add a one or two word description of each skill you learned separated by a comma.
For example Accounting, Gant Chart, Macro Economics.

Add a new skill:
Design

Or, select from our existing list of skills:
Ambient Design
Industrial Design
Design and Space
Design For Use
Design and Society
Graphic Design
Where did you learn or practice this skill?

You can prove to employers that you know a skill by attaching it to the class where you learned it, or by associating it with a project or work experience where you practiced it.

- Associate it with a Course
  Connect the skill to the course where you learned it.

- Associate it with a Project
  Connect the skill to a project that demonstrates your ability.

- Associate it with a Work Experience
  Connect the skill to a work experience where you practiced it.

Done

Remove Skill
Advanced in:
Design

You're showcasing this skill with this project:

PERSONAL
MyEdu Website Creation
IDSE 202
I created this thing.

You've utilized this skill in 9 work experiences:

**Interaction Designer**
Trilogy - Austin, TX
From: September 1, 2000
To: September 1, 2001

**Professor, Interaction & Industrial Design**
Savannah College of Art and Design - Savannah, GA
From: December 1, 2002
To: June 1, 2007

[Done] [Remove Skill]
Add a New Skill

Add a skill or concept that you've learned in your major, to show employers what you know. You can add software tools, broad concepts, or specific techniques that you've learned.

Enter a skill or concept, like Microsoft Word or Leadership

Add
**Goals**

To improve a given capability based on usage data and insight

To fix defects or usability issues

To finish deferred work that directly supports the value proposition

**Method**

Make hypotheses based on usage data and value proposition

Prioritize design changes based on assumed effectiveness

Work with design to produce wireframes, comps, assets, etc
Contextual Research
Synthesis & Sensemaking
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Goals
To communicate the existence and value of a new capability

To increase the likelihood of realizing your value proposition

To formalize an entryway into the new capability or feature
Jon S. said he learned **UV/VIS Spectrophotometry** in General Chemistry Laboratory. Did you?

Yes, I learned this skill

One of your classmates learned a new skill in a class that you’ve taken. If you’ve learned this skill, add it to your MyEdu profile so employers can find you and offer you a job or internship.
I realized that since you ducked out early last Friday that you missed some of my insights into the skills mail that went out last week. I understand you're pretty busy today, but seeing as it's late night I finally have a spare moment to catch you up a bit. Here's the breakdown:

![Bar chart showing email analytics]

This is recent as of this very moment. The mail was sent to 2,158; we received 414 unique opens and 53 unique clicks.

Honestly, with a mail so targeted and with such a user-specific headline (%first_name%, did you learn %skill1_name% in %skill1_course%) I did expect better OR and CTR. However, I believe that I can attempt to explain.

When we send a mail I typically only target our users who have opened a mail at all OR users that have logged in in the last 30 days. Sometimes 60 if we want to really increase volume. Usually this ensures that overall we're sending to engaged users (and thus real inboxes, in theory, though we still hard bounce when new users sign up [which counts as a login] with bad emails). With this send, however, because the list was already so small, I did not add this extra condition in the query. We ONLY sent to users where they had classmates with skills. That was the only condition. And it appears our open rate took a hit for it. In a way it was a worthy experiment that proves our list may need to be eventually cleansed of inactive/incorrect addresses...

The low clickthrough rate, however, is fully dependent on the way the dynamic content populated the mail. Since that's different for every user, I can only assume that the skills added by the users' classmates were simply not relevant enough.

We hope to fix this, at least in the short term, by grabbing the top 8 majors and manually sending them their top 5 skills (dictated by our own research) according to their major. If I can manage it, I will build this new template to include any classmate's skills at the bottom, should a user qualify, which will effectively merge these two concepts in one mail.

It's my hope that this next skills mail targeting our top 8 majors will perform much better because in theory it will be far more relevant. As of right now it's a really manual process for me to build such a mail for 8 different majors, but I have an idea around the concept of a skills dashboard that will hopefully and eventually lead to dynamic content within the body of the mail and automation (like jobs!) as a result.

I hope this was thorough enough! Have a good one.
**Goals**

**To communicate the existence and value of a new capability**

**To increase the likelihood of realizing your value proposition**

**To formalize an entryway into the new capability or feature**

**Method**

Identify strategic method for communicating value

Ensure method includes an action that supports the value proposition

Disseminate a test to a significant population of users
Goals
To leverage alternative signals related to product usage
To better understand how people perceive product changes
To understand the “gestalt” of the community
Incident #15583

Jmolnar  Jul 10 12:52 pm

Where can I see a list of what Skills have their own dedicated images?

Tags
myedu_profile  question  submit_request

Delete or Post to Forums or Create follow-up

Jmolnar

I'm OCD like that. I've found 5 on my own but surely there are more.

Thanks!

July 10, 2013 12:52 pm

MyEdu Support  Jul 10 12:07 pm

Hi -

Thanks for writing. We like the magic of the surprise, so you'll have to discover the other ones :)

Thanks -

This ticket has been rated as  Bad, I'm unsatisfied

With the following comment:

That's not a very good policy. Some of the skills overlap and there's no way to know if a skill you listed might have its own image. For example, I had "Teamwork and Collaboration" featured on my profile. No image. I figured there might be an image for just "Teamwork," so I changed it. Still nothing. Eventually I added just "Collaboration" and boom! Custom image. All of these are basically the same skill, yet only one has an image and there's no way to know. Bad form.
Goals
To leverage alternative signals related to product usage
To better understand how people perceive product changes
To understand the “gestalt” of the community

Method
Ensure that you receive all communication that in any way touches an end-user
Establish vision

Drive consensus

Ship product

product
This sounds great, I’m in. How do I get started in product?
“Get your hands as dirty as possible. *Throw yourself into an experience of making.* Coding, design, or whatever it is – learn it, and make something. It’s not like there have to be 10 million people using it. It might be just your friends, or yourself. But you made something, and you shipped it.”

Joe Gebbia
Chief Product Officer, AirBNB
“Get some skills, first... you have to have some street cred. You have to have some experience in building something. Building as a designer, building as an engineer, and probably a little bit of crossover...”

Leland Rechis
Head of Product, Kickstarter
“Go make something... If it succeeds, great, you have a business. If it fails, you have a great experience and a set of stories to talk about that make you very marketable to teams that need people like you.”

Gary Chou
Former GM, Union Square Ventures Network
product/market fit
behavioral insight
Ship something.
Come study with me at Austin Center for Design! $12k, one year, one hell of an experience, ya’all!

www.ac4d.com

Applications due May 1st