

Design Thinking, Digital Marketing...and You!

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Hello!





About Me

- Live in Sioux Falls, SD where I am full time faculty of marketing at the **University of South Dakota** in Vermillion, SD (#goyotes)
- I have worked in 8 different industries before finding my **vocation of teaching**
- One of my favorite career moments was when I was on a conference call with **Stephen Colbert**
- I love **improv** and am the student advisor at USD as well as a group member of a improv troupe that performs



“The main tenet of **design thinking** is *empathy* for the people you’re trying to design for. **Leadership** is exactly the same thing – building empathy for the people that you’re entrusted to **help**.

– David Kelley, Founder of IDEO

Let's Talk!

Design Thinking, Digital Marketing...and You!



Today's Three Takeaways

1. *Empathy* is extremely important in digital marketing.
2. **Design Thinking** is a concept that is too often left to just the creatives.
3. *Teaching* in an empathic way can lead to **great results**.

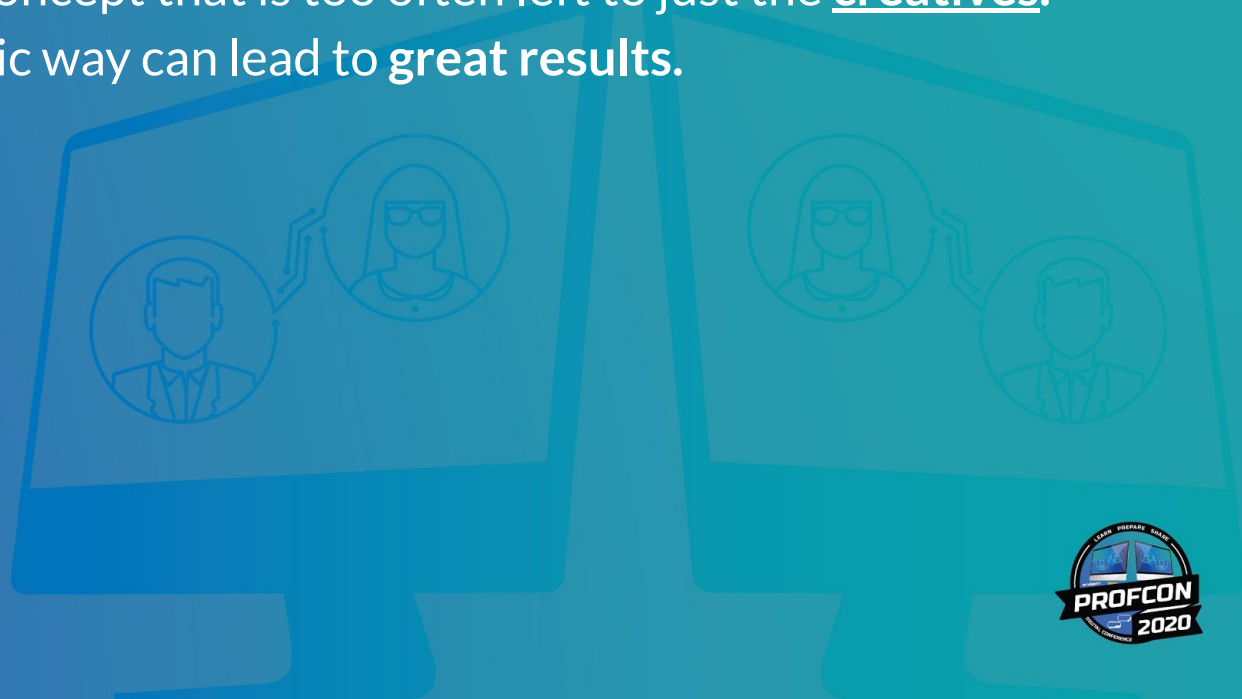








Photo by [Headway](#) on [Unsplash](#)

















Inspired by...

Jacob Cook, Owner and CEO of Tadpull <https://www.tadpull.com/> and author of “On Digital Marketing” states that the **four basic purposes** of all online efforts are as follows;

1. ***Drive*** users to a digital property.
2. ***Cultivate*** a relationship with those users.
3. ***Convert*** these users to a prospect, fan, or paying customer.
4. Earn their loyalty and ***retain*** these relationships going forward.



Our job in the classroom is to create the next generation of *problem solvers* and not rule followers.

PRESENTER NAME

@twitter_handle



Design Thinking 101



Design Thinking Approach

Design thinking relies on the human ability to be intuitive, to recognize patterns, and to construct ideas that are emotionally meaningful as well as functional. The elements of design thinking combine to form an iterative approach—one you can try out and adapt to suit your needs. As IDEO founder David Kelley says, design thinking is not a linear path, “it’s a big mass of looping back to different places in the process.”



FRAME A QUESTION

Identify a driving question that inspires others to search for creative solutions.



GATHER INSPIRATION

Inspire new thinking by discovering what people really need.



GENERATE IDEAS

Push past obvious solutions to get to breakthrough ideas.



MAKE IDEAS TANGIBLE

Build rough prototypes to learn how to make ideas better.



TEST TO LEARN

Refine ideas by gathering feedback and experimenting forward.



SHARE THE STORY

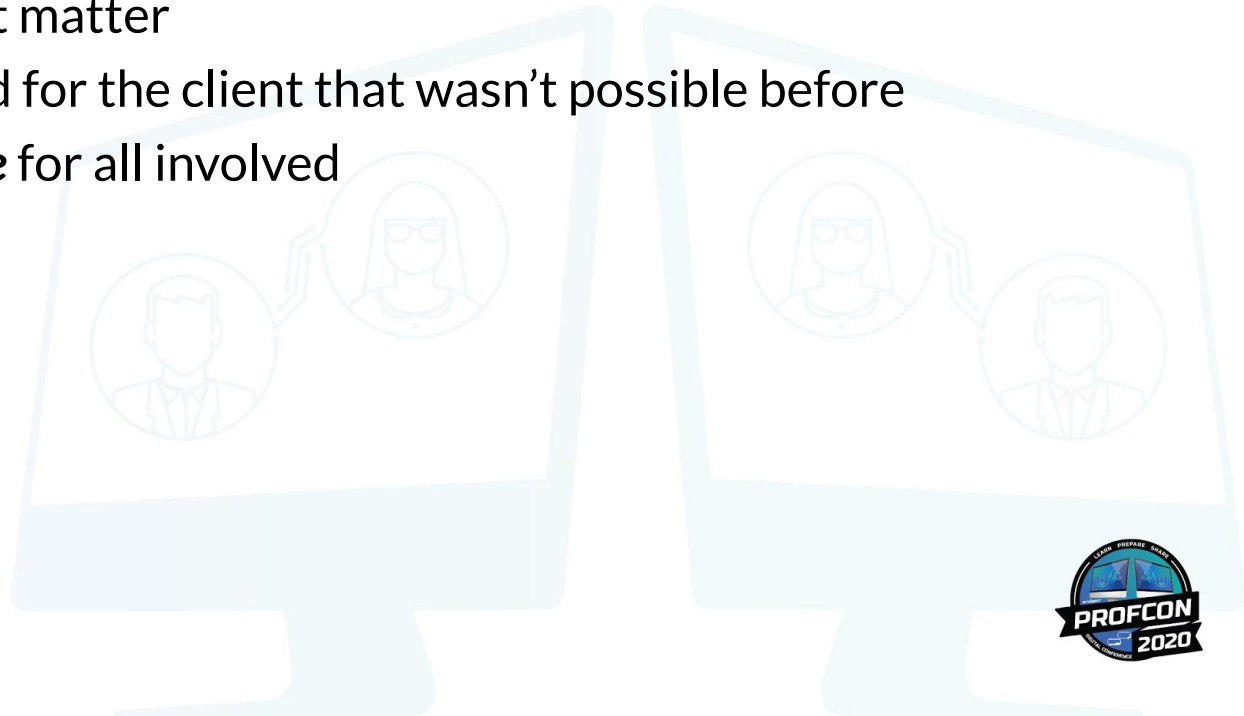
Craft a human story to inspire others toward action.

Image credit: <https://www.ideo.com/pages/design-thinking>



How Design Thinking can be used in Digital Marketing

- *Creating* solutions that matter
- Finding a *path* forward for the client that wasn't possible before
- Making it *collaborative* for all involved



How to teach Design Thinking in the classroom

Great Starting Point: IDEO

The d.school Starter Kit | IDEO | Design Thinking

Create an Learning Environment of Design Thinking

Break the mold of traditionally learning, get out of linear path, get their hands dirty



“Fail often so you can *succeed* sooner”

– Tom Kelley, Author and General Manager, IDEO



Assignment Examples



Empathy Map

EMPATHIZE PHASE

- Initially created by Dave Grey
- This is a great starting point for understanding what the customer wants “*What problem are we trying to solve?*”
- Focuses on the human side of digital



Empathy Map Canvas

Designed for:

Designed by:

Date:

Version:

The Empathy Map Canvas is a template for understanding a user's experience. It features a central face with seven numbered sections for user research. The sections are:

- 1 WHO are we empathizing with?**
Who is the person we want to understand?
What is the situation they are in?
What is their role in the situation?
- 2 What do they need to DO?**
What do they need to do differently?
What job(s) do they want or need to get done?
What decision(s) do they need to make?
How will we know they were successful?
- 3 What do they SEE?**
What do they see in the marketplace?
What do they see in their immediate environment?
What do they see others saying and doing?
What are they watching and reading?
- 4 What do they SAY?**
What have we heard them say?
What can we imagine them saying?
- 5 What do they DO?**
What do they do today?
What behavior have we observed?
What can we imagine them doing?
- 6 What do they HEAR?**
What are they hearing others say?
What are they hearing from friends?
What are they hearing from colleagues?
What are they hearing second-hand?
- 7 What do they THINK and FEEL?**
PAINS
What are their fears, frustrations, and anxieties?
GAINS
What are their wants, needs, hopes and dreams?
What other thoughts and feelings might motivate their behavior?

User Persona

DEFINE PHASE

- Allows marketing students to think **empathically** about a target market
- Thinking creatively about ***aspirations and afflictions*** help marketing tactic ideas flow
- Partner with **analytics** to discover who these personas really are








Drew

Influencer


ABOUT

-  Age 25-34
-  \$50K-75K
-  High Tech Proficiency

EVENT ATTENDANCE ATTRIBUTES

Frequent event go-ers (monthly), tend to be very early planners, and more likely to travel regionally or nationally for an event, tend to go to trending events only.

EVENT INFLUENCERS

-  Friends
-  Cultural
-  Adventure
-  Learning
-  Networking
-  Hype
-  Credibility

MOTIVATIONS

Motivated to find new things to do and share them with network, having influence, being the first to know about something and getting tickets right away.

CORE NEEDS

Finding events on social media and being able to easily share them. Being able to see trending events that will up their klout. Also getting notifications of on-sale so they can be the first to get tickets.

PAIN POINTS

Finding the time to attend events and staying on budget.

39%

Total Universe GTV

12

Events per month

*GTV Calculated based on 8 of Drew's Favorites of Events
Based on a survey conducted with 75 participants

How to Make Toast

IDEATE PHASE

- Tom Wujec made it famous with his Ted Talk (<https://www.drawtoast.com/>)
- **Small steps** lead to big ideas
- Allows for *ah-ha's!* because it's something we know and do frequently
- The **goal** is to be a systems thinker



Worst Website Ever

PROTOTYPE PHASE

- Find the **worst** website possible in order to create the **best** solution which helps students understand the **momentum** design thinking can have
- Wireframing software options -> <https://balsamiq.com/>
- Facilitates **simplification** and **concision**



Focus Group

TEST PHASE

- Recommendation is to do this exercise in 1-2 class periods to encourage **quick** data analysis
- Survey software can help facilitate this activity
- Interpreting **feedback** and adjusting as needed and using real words to inform other tools such as empathy map or user persona



But...what does the research say?

Kristen Schiele & Steven Chen (2018) Design Thinking and Digital Marketing Skills in Marketing Education: A Module on Building Mobile Applications, *Marketing Education Review*, 28:3, 150-154, DOI: [10.1080/10528008.2018.1448283](https://doi.org/10.1080/10528008.2018.1448283)

DESIGN THINKING AND DIGITAL MARKETING SKILLS IN MARKETING EDUCATION: A MODULE ON BUILDING MOBILE APPLICATIONS

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The purpose of this article is to demonstrate how marketing educators can utilize the design-thinking process to create an engaged, high-impact learning experience for students. The guidelines of the assignment outlined in this article show how marketing students can utilize the design-thinking process in order to create a mobile application that meet the needs of target consumers. This adaptable assignment was tested in two types of marketing courses, and findings indicate that students improved in the areas of empathy, creativity, communication skills, technology skills, critical thinking, and collaboration.

INTRODUCTION

More and more practitioners are utilizing a designer's approach to generate innovative ideas by empathizing with the consumer experience (Dunne & Martin, 2006). Leading firms like IDEO have developed bespoke design-thinking approaches to innovate products and services for clients such as Steelcase, Bank of America, and Kaiser Permanente. Following in the footsteps of practitioners, vanguard educational institutions, such as Stanford University and the University of Toronto, have developed popular executive programs that integrate business and design.

Design thinking refers to the mental and physical processes that help firms achieve creative design outcomes (Chen & Venkatesh, 2013). Multiple approaches to design thinking exist, although many will incorporate stages of problem identification, ideation, concept development,

specificity as it relates to actual frameworks and exercises (Dunne & Martin, 2006; Glen, Suciu, & Baughn, 2014). The purpose of this article is to demonstrate how marketing educators can use the design-thinking process in their course curriculum. Specifically, the article provides a design-thinking exercise that can be integrated into marketing courses.

CONCEPTUAL BACKGROUND

Marketing scholarship has long recognized the importance of product design in augmenting firms' marketing strategies (Bloch, 1995). From the vantage of firms, design is a way to visually differentiate products from those of competitors (Homburg, Schwemmler, & Kuehn, 2015). For consumers, design is a source of aesthetic value (Bloch, Brunel, & Arnold, 2003), a determinant of pro-





Photo by Josh Calabrese on Unsplash



Takeaways & Next Steps

1. *Empathy* is extremely important in digital marketing.
2. **Design Thinking** is a concept that is too often left to just the creatives.
3. *Teaching* in an empathic way can lead to **great results**.

Any 'ah-ha' moments?

What will you do **different** next semester?

Thank you.
Let's *talk!*

