

IBM Creates 'Design Thinking' Online and Companywide

IBM

Best Use of Video for Learning
September 2017



Company Background



Company At-a-Glance	
Headquarters	Armonk, New York
Year Founded	1911
Revenue	\$79.9 Billion
Employees	377,000 approximately
Global Scale	Worldwide
Customers/Output, etc.	Aerospace and Defense, Automotive, Banking, Chemicals and Petroleum, Communications, Construction, Consumer Products, Education, Electronics, Energy and Utilities, Financial Markets, Forest and Paper, Government, Healthcare, Insurance, Life Sciences, Media and Entertainment, Metals and Mining, Retail, Travel and Transportation
Industry	Technology
Stock Symbol	NYSE: IBM
Website	http://www.ibm.com/us/en/



Budget and Timeframe

Budget and Timeframe	
Overall budget	\$2,24,888
Number of (HR, Learning, Talent) employees involved with the implementation?	8
Number of Operations or Subject Matter Expert employees involved with the implementation?	9
Timeframe to implement	24 weeks
Start date of the program	November 3, 2015

Business Conditions & Business Needs

The creative techniques utilized by designers are referred to as “design thinking” and have been adopted widely to solve complex problems and find solutions for clients. It is a form of solution-based or solution-focused thinking with the intent of producing a constructive future.

In 2012, IBM set out to create a sustainable culture of design thinking at a scale that many believe has never before been attempted. The ultimate goal is to improve service to users and clients by changing the way IBM works. At the heart of that transformation is IBM Design Thinking.

IBM Design Thinking is a framework for solving problems at the speed and scale that modern enterprises like IBM demand. This philosophy is graphically represented by “the Loop” of continuous design where teams Observe, Reflect, and Make through cycles of user playbacks.

Figure 1: IBM Design Thinking



Source: IBM 2017

The adoption of this user-centered framework has had a significant impact on IBM, improving client relationships, influencing new client wins, and helping to improve processes and solutions.

This success has, in turn, created an even greater appetite across the full IBM organization for IBM Design Thinking skills and expertise. IBM leadership is encouraging everyone without exception to make the effort to understand IBM Design Thinking and learn how to practice it in their day-to-day activities. Consultants must be able to help clients recognize the value and principles of this approach and be prepared to describe how IBM Design Thinking differentiates IBM from competitors.

Three elements are fundamental to the way the company is adopting IBM Design Thinking across its business units:

1. IBM Design has been identified as a core foundational capability for every employee. It is as important for consultants to understand and apply IBM Design Thinking as it has been for any other core consulting capability in the past.
2. IBM's sales teams are winning by changing the conversation with clients from one about features and requirements to one about users and user outcomes. Consultants and solution architects are delivering better outcomes that transform clients' businesses.
3. IBM is experiencing a shift in the way teams work across verticals, offerings, and service lines, from senior executives to practitioners who deliver solutions.

To ensure that the IBM Design Thinking framework could be used by IBM's global network of consultants, it became necessary to create a core skills online learning program.

Leaders developed the mobile-enabled “IBM Design Thinking University” to target knowledge transfer of the specialized thinking framework by creating an immersive video series that simulates a real-life IBM team working with a client. The series demonstrate the nine IBM design thinking practices and concepts: Personas, Empathy Maps, As-Is Scenario, Ideation, Hills, Playbacks, Prototype, To-be Scenario, and Sponsor Users. Each video was staged and filmed and then carefully crafted with layers of instructional interactions. Each video is short and sharp at 5-7 minutes on average. Best practices and critical success factors are introduced during the video to help with adoption of model components.

The series is strictly for employees only. There are approximately 100,000 roles across IBM – consultant, sales, architect and IT specialists, all variants and specializations.

Business Solution

In recent times, the IBM C-Suite has required all IBMers to practice IBM Design Thinking while Agile also was being implemented at the same time across the organization.

Launching and implementing an organization-wide, online university supports practitioners across the global organization to speak the same language, and teams learn to consistently implement the same IBM Design Thinking practices with their clients. Leaders of teams leveraged the University series to conduct their own local training sessions with specific client-facing sales and delivery teams.

To date, feedback on the IBM Design Thinking University has been overwhelmingly positive, and the local use of the video series by leaders in live classroom settings has proven to be a powerful add-on.

Historically, IBM Design Thinking education was delivered in the classroom. While there is great value in bringing students together physically in a classroom setting, IBM leadership recognized that a different model was needed to reach all staff members globally. The only model that could support that level of scaling was the online corporate university, which eliminates the need to pull consultants from billable client engagements and reduces travel and instructor costs. Leaders also recognized that practitioners want to take the education at their convenience, when they need it, and where they need it.

After nearly two years in play, the video series continues to drive the change of behavior sought by IBM. Behavior change in an online learning environment is challenging. A badging program, created in partnership with the IBM Design Center of Competency, has incentivized learners to complete the training. IBMers who complete the eLearning and



self-assessment earn an IBM Design Thinking Practitioner badge visible to peers and leaders, both internally and externally.

The videos are interactive, engaging participants with annotations, popup pointers, prompts for action, and questions that reinforce important points. Each subject has an introduction to the fundamentals of that practice or technique and demonstrates how experienced consultants collaborate with clients, conduct inquiries, model or reflect findings, and craft essential IBM Design Thinking artifacts.

The videos were designed to give life to the learning program by challenging practitioners to demonstrate their retention of knowledge and simulate skills acquisition.

Overview

The program was largely based on experiential learning theory, which posits that individuals learn best by participating in an experience and applying the subject matter. The complexity of the IBM Design Thinking framework with many practices and artifacts and the size of the target audience made it challenging to create an experience that allowed online students to execute the practices and create artifacts typically associated with IBM Design Thinking.

Figure 2: Experimental Learning



Source: IBM 2017



At present, IBM has no feasible mechanism to evaluate application of learning on such a large scale, and internal subject matter experts could not manually review submitted materials from so many learners.

A faster, simpler approach was to record the execution of IBM Design Thinking workshop scenarios and replay the role-plays with key takeaways and knowledge checks. Although practitioners do not always get the opportunity to practice the skills within the series, they can observe the skills being applied in real-life client situations and check their understanding of the techniques. The IBM Design Thinking Immersive Learning Video program roughly corresponds to the Dreyfus Model of Skill Acquisition, which is based on four binary qualities of recollection, recognition, decision, and awareness. The IBM program was designed to let learners acquire skills through formal instruction supported by virtual practice sessions so they would be able to apply the training to real projects.

The video series is hosted on a central server where tracking is possible for each learner. The program's flow ensures that practitioners can move seamlessly from one part of the learning to another. Learners have a section with navigational instructions for their journey through the learning program.

Figure 3: Navigating this University

Navigating this University

The IBM Design Thinking University caters to your individual learning needs:

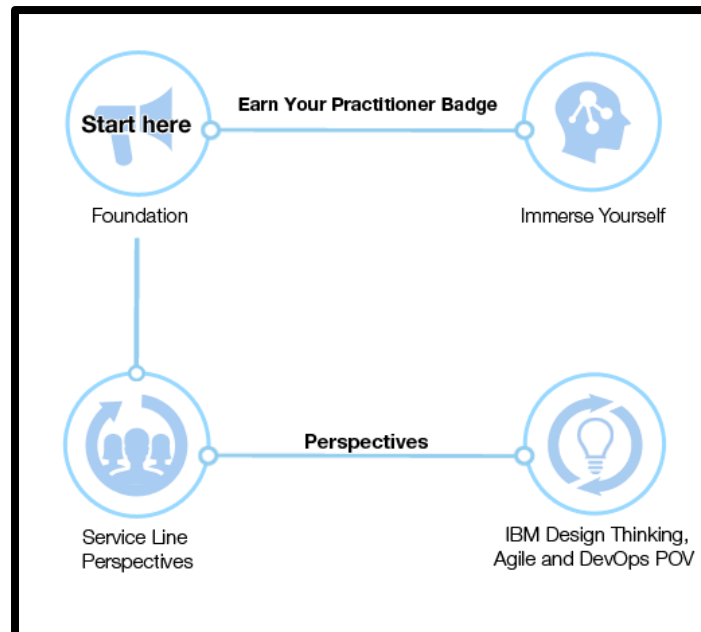
- If you are new to IBM Design Thinking, it is recommended you begin with the Foundation path, and continue with the Immerse Yourself path.
- If you are looking for how IBM Design Thinking is applied in Service Line or Industry situations, it is recommended you begin with Foundation path, and continue with the Service Line Perspectives or Industry Perspectives paths.
- Where indicated, complete each video lesson and any associated knowledge checks; then, select the "Click here for THINK40 credit" button.
- Track your module completion progress using the Your Progress menu.
- Use footer links to access experts, associated communities, and other resources.

Source: IBM 2017

The video series can be expanded to include additional modules or new Learning Paths, making the program an ongoing learning experience for practitioners.



Figure 4: IBM Design Thinking Immersive Video



Source: IBM 2017

Learners have been found to be self-motivated in the pursuit and completion of this education. Leadership directives and opportunities to achieve digital badges helped drive interest.

The main objectives for the IBM Design Thinking Immersive Video learning program are to:

- Create awareness among practitioners about IBM Design Thinking philosophy, behaviors, and artifacts that are leveraged and applied on actual projects.
- Empower practitioners to apply IBM Design Thinking Principles, “The Loop” and “The Keys” enabling continuous flow and iteration versus following a linear end-to-end process for delivery.
- Introduce practitioners to the keys and artifacts in IBM Design Thinking 2.0 and demonstrate their purpose and how they are developed.
- Train practitioners to use an empathy-based approach to anticipate and address client concerns by using a combination of IBM Design Thinking artifacts.

Design

The key element in conceptualizing the IBM Design Thinking Immersive Video learning is to make the offering available to practitioners across various geographies. Adding interaction to the videos at appropriate intervals has been a deliberate design feature to maintain learner interest while stressing key points.

The course design moves from an awareness level to an immersion program that breaks down the understanding into key practices and their dos and the don'ts. This understanding is important as learners watch a team in a context that makes sense for IBMers. In addition, learners are challenged through interactivity where there is teaching and recollection that forces them to test their understanding through knowledge checks. Performance support materials are downloadable. When learners complete the entire set of nine practices, they are given a real case studies to assess in game-like, embedded interactivities that reiterate key learning points.

This approach gives learners not just the experience but also recognizes that they are learning the practices needed to make themselves practitioners in the IBM Design Thinking process.

The course uses an IBM product called Interactive Self-Paced Online (iSPO), which has an intuitive user interface that allows the use of media components such as videos, rich graphics, exercises, knowledge checks, and social media. The platform scales for both mobile and desktop. Additionally, it allows for integration of other APIs for tracking, community connections, and assessment tools.

There are four levels of badges. The Practitioner Badge is available to employees who successfully complete the Foundation and Immerse Yourself sections of the University curriculum. The Coach Badge is for practitioners who demonstrate the capacity to work as highly competent support facilitators for multiple clients as well as practitioner training workshops, experiencing loops and creating shareable documentation describing outcomes achieved with IBM Design Thinking.

The Leader Badge is available for practitioners who have changed teams by adopting IBM Design Thinking and have prepared and led workshops and projects demonstrating IBM principles and keys with clients.

The highest-level Master Badge is available to practitioners who represent IBM Design Thinking appropriately at the highest level. These practitioners need to be well respected

and trusted for their views and opinions on IBM Design Thinking and should be able to adopt, practice, and evolve IBM Design Thinking in challenging situations.

Figure 5: Badges



Source: IBM 2017

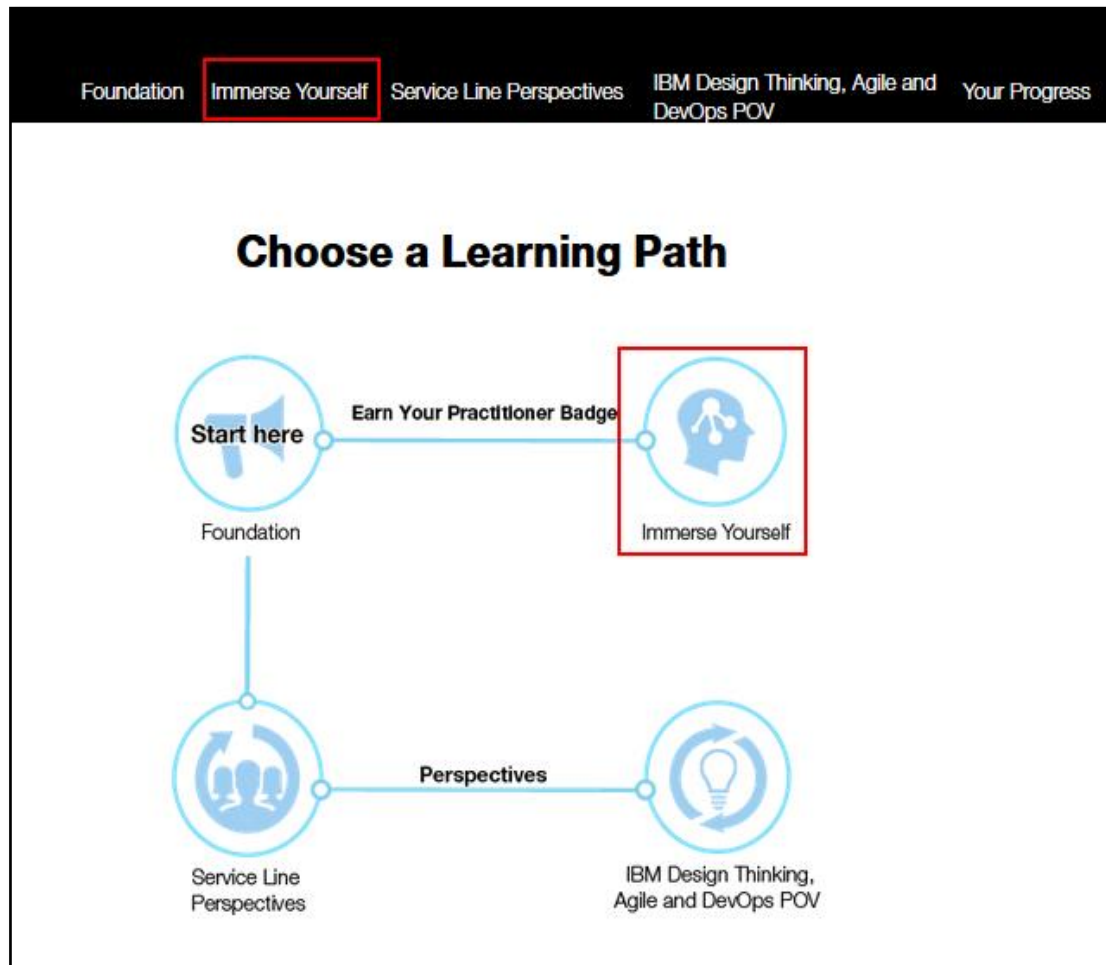
Delivery

The Course

The course as part of the IBM Design Thinking University is delivered using an interactive learning solution with modern web-based technologies and design principles to provide an enhanced learning experience.

The program primarily consists of interactive web pages containing video-based lectures supported by graphics, text, animation, and exercises to enhance learner interactivity and engagement. A simple and attractive interface allows users to quickly navigate to multiple education options. The Immerse Yourself program can be accessed from the university's home page.

Figure 6: Immerse Yourself Video Program Homepage

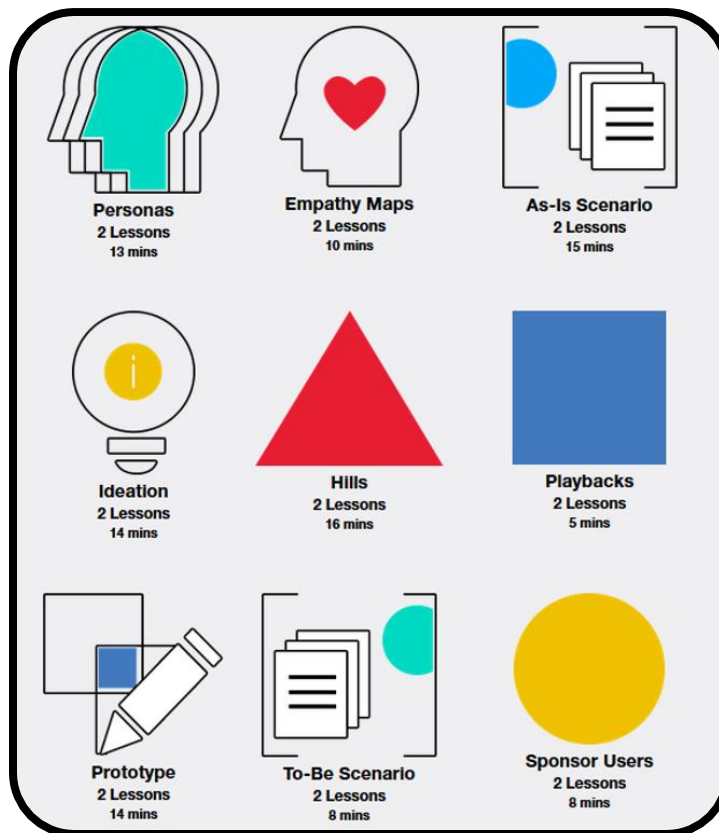


Source: IBM 2017

Once inside the Immerse Yourself Video Learning program, learners can choose from nine keys and artifacts particular to IBM design Thinking. However, learning leaders recommended that participants take courses in a sequential order. All nine practices are demonstrated through workshop videos featuring case studies that are real-world examples of IBM Design Thinking.



Figure 7: Modules



Source: IBM 2017

Modules

Once inside a module, learners have an introductory video covering a key, artifact, or principle of IBM Design Thinking followed by a video of a team of consultants working together to craft the artifact or practice the key or principle covered in the module.

Actors in the recorded workshops are a team of IBM Design Thinking consultants who were shot doing what they actually do in client situations to apply design thinking. These consultants are all experienced in the business and have done all of the tasks at actual client sites. Their experiences have further enhanced the workshop videos, making them more realistic.

A few screenshots from one of the modules are shown below to depict how the learning flows from basic knowledge to demonstration. Interactive elements also are shown.

Figure 8: Home Page of a Module

The screenshot shows the 'Introduction to Empathy Maps' module page. At the top, there is a navigation bar with 'IBM Design Thinking University' and links for 'Foundation', 'Immerse Yourself', 'Service Line Perspectives', 'IBM Design Thinking, Agile and DevOps POV', and 'Your Progress'. Below the navigation, the page title is 'Introduction to Empathy Maps'. A sub-header reads 'The next logical step in IBM Design Thinking following Persona creation, is the construction of Empathy Maps.' The main content area features a video player with a thumbnail of a man speaking. To the right of the video is a text box titled 'The Mid-Career Certified Public Accountant' with a small image of a woman. Below the video player is a 'Download Transcript' link. The bottom section of the page features another video player with a thumbnail of a woman pointing at a whiteboard. To the right of this video is a section titled 'Diving into the User's World' with a description and a list of learning objectives.

Introduction to Empathy Maps

The next logical step in IBM Design Thinking following Persona creation, is the construction of Empathy Maps.

In this video, you will learn what Empathy Maps are, and how they help multi-disciplinary teams deepen and improve their understanding of the user. Typically, teams create Empathy Maps for each Persona they are designing for. Empathy Maps also feed into other Design Thinking practices.

The Mid-Career Certified Public Accountant

An introverted type who lives quiet life, bonding numbers, and low-key continues with coffee.

Diving into the User's World

This video demonstrates how to connect with the user at an emotional level while constructing an Empathy Map.

By the end of this video, you will be able to:

- Describe how to get inside the head and heart of the persona and understand what matters to them
- Identify how to use empathy for the Persona, to identify pain points and now experience opportunities

Source: IBM 2017

Figure 9: Knowledge Reinforcement, Sample Screen 1



Source: IBM 2017

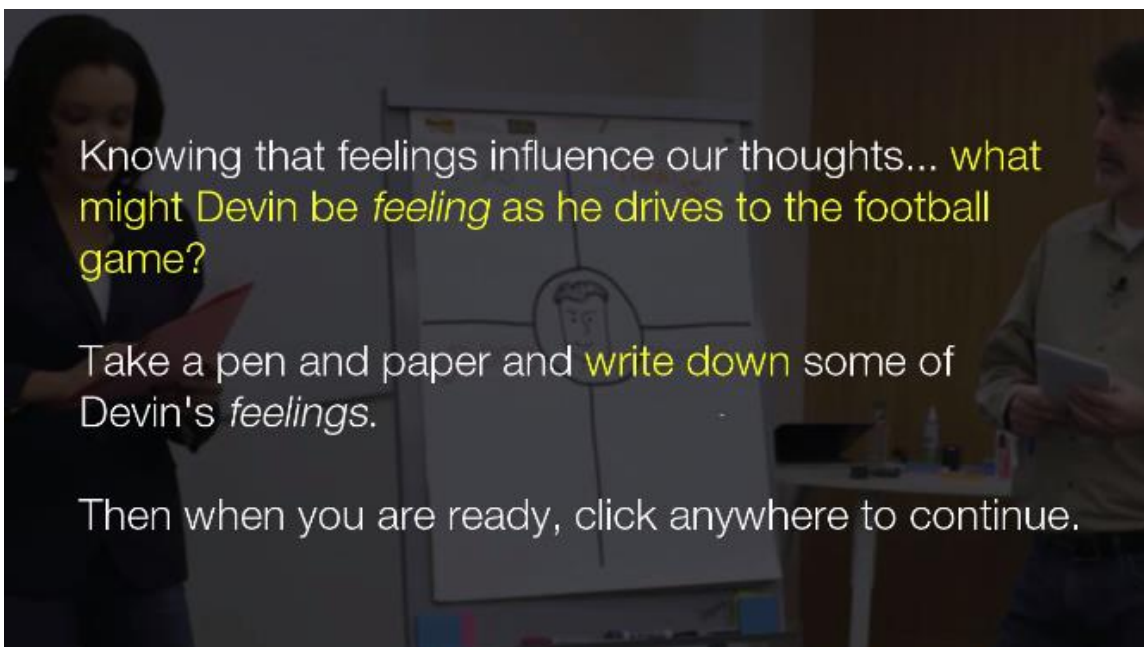


Figure 10: Sample Screen 2



Source: IBM 2017

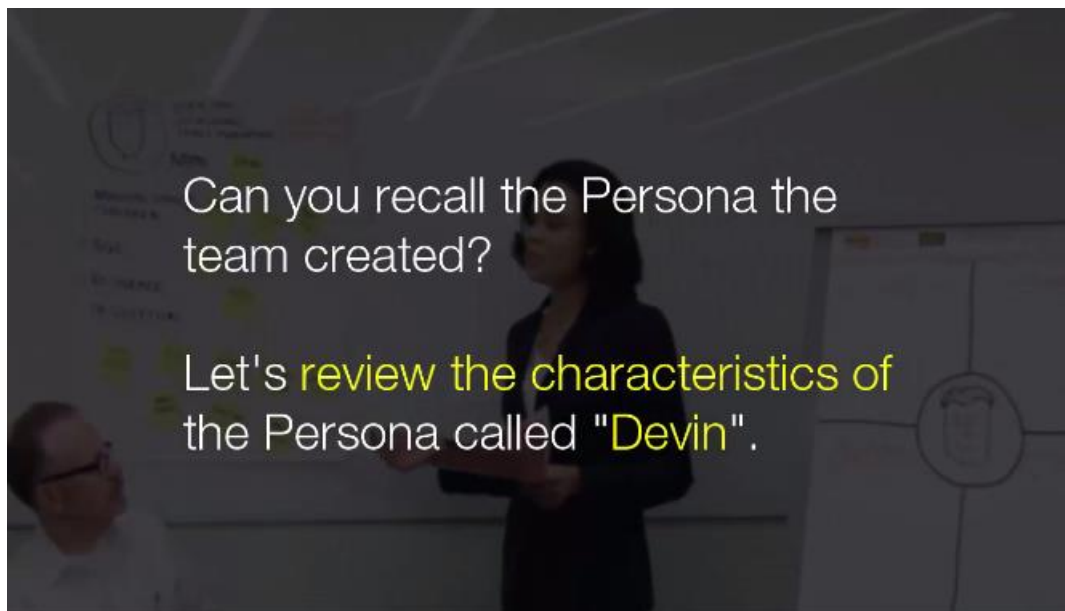
Figure 11: Sample Screen 3



Source: IBM 2017



Figure 12: Knowledge Recall, Sample Screen 4



Source: IBM 2017

Figure 13: Sample Screen 5

The team selected Devin from User Type #2:
Devin is an occasional ticket purchaser who is:

- Single, 35 yrs, in a serious relationship, with no children
- A city dweller
- Social, likes to watch football with friends
- Spontaneous, but value-driven
- A tech saavy, info-junkie who frequently checks stats on his mobile device

Click anywhere when you are ready to continue.

USER TYPE: OCCASIONAL TICKET PURCHASER [45% of Customer base, typically male]

NAME: DEVIN

MARITAL STATUS: SINGLE

CHILDREN: NO KIDS

AGE: 35

RESIDENCE: CITY

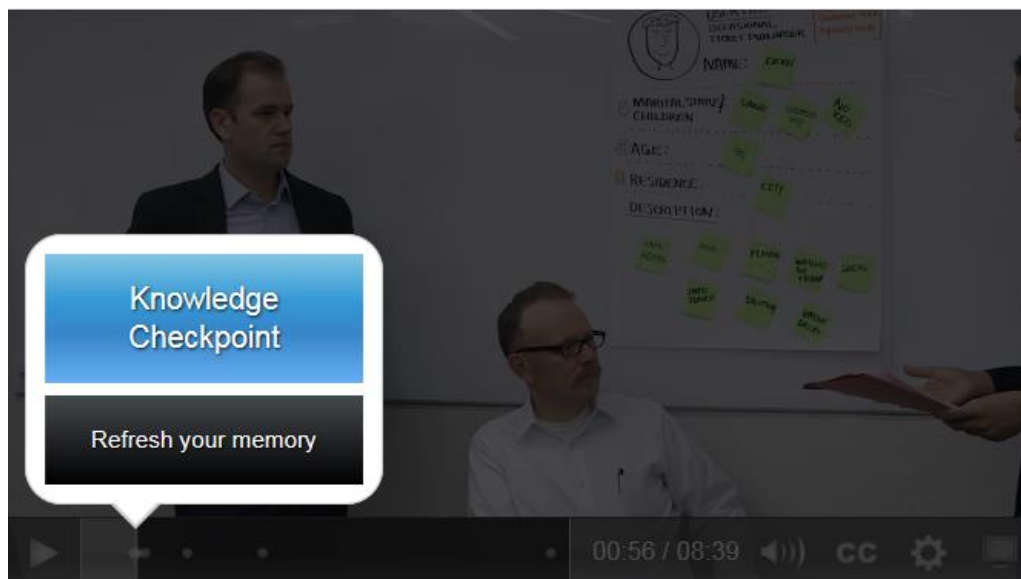
DESCRIPTION:

- ACTIVE GEEK
- PLANNER
- WATCHES NFL FOOTBALL
- SOCIAL
- INFO JUNKIE
- SPONTANEOUS
- VALUE DRIVEN

Source: IBM 2017



Figure 14: Checking Knowledge, Sample Screen 6



Source: IBM 2017

Figure 15: Sample Screen 7

1 of 1

1. The four sections (or quadrants) of the Empathy Map consists of...
(Choose the correct answer)

- Thinks, Feels, Needs, and Does
- Says, Thinks, Does, and Feels
- Says, Thinks, Knows, and Feels
- Does, Thinks, Says, and Wants

[Submit Answer](#)

Source: IBM 2017



Figure 16: Key Takeaways, Sample Screen 8



Source: IBM 2017

Module Completion

Each video module is tracked through the LMS, and participants can mark their learning as complete once they finish watching the videos in each module.

Figure 17: Module Completion Screen



Source: IBM 2017

Immerse Yourself Self-Assessment

Learners must finish the self-assessment to complete the Immerse Yourself Video Learning course. The self-assessment is a branching scenario developed using Articulate Storyline. It takes into account a real case study where learners are assessed on various agile principles, keys, and artifacts through game-like interactivities.

The assessment also has an embedded video to explain one of the main concepts of IBM Design Thinking – Loop, a complex subject matter. Participants learn how to integrate Design Thinking, Agile, and DevOps into their work with clients. The video helps to tell the story in a graphic and interesting format. At the same time, parts of the story are told by leaders, which proves effective. The assessment also features a couple of talking-head video interviews that reinforce important aspects of the module.

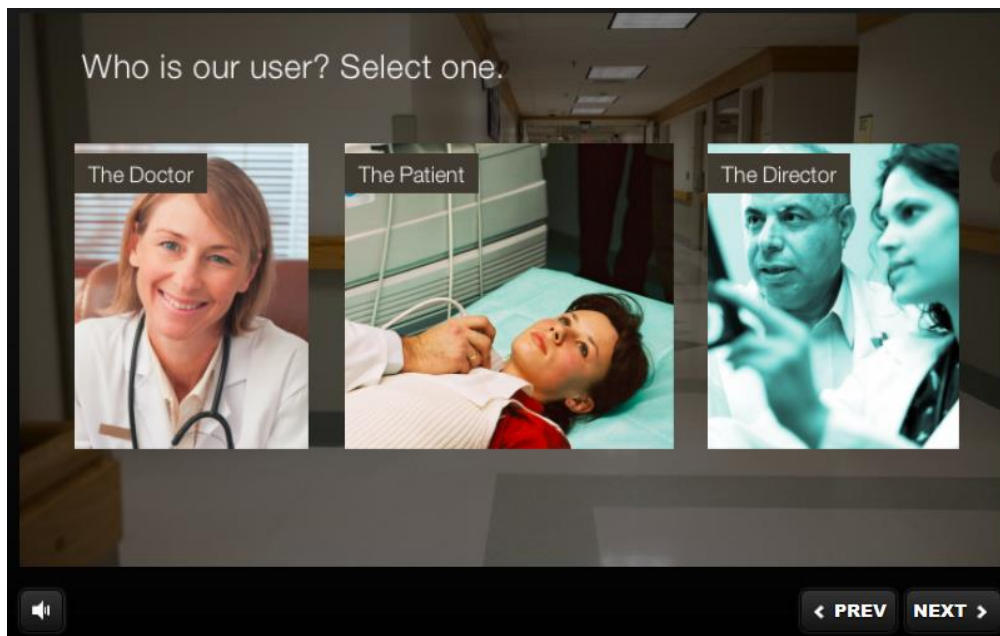
Figure 18: Assessment Launch Page



Source: IBM 2017

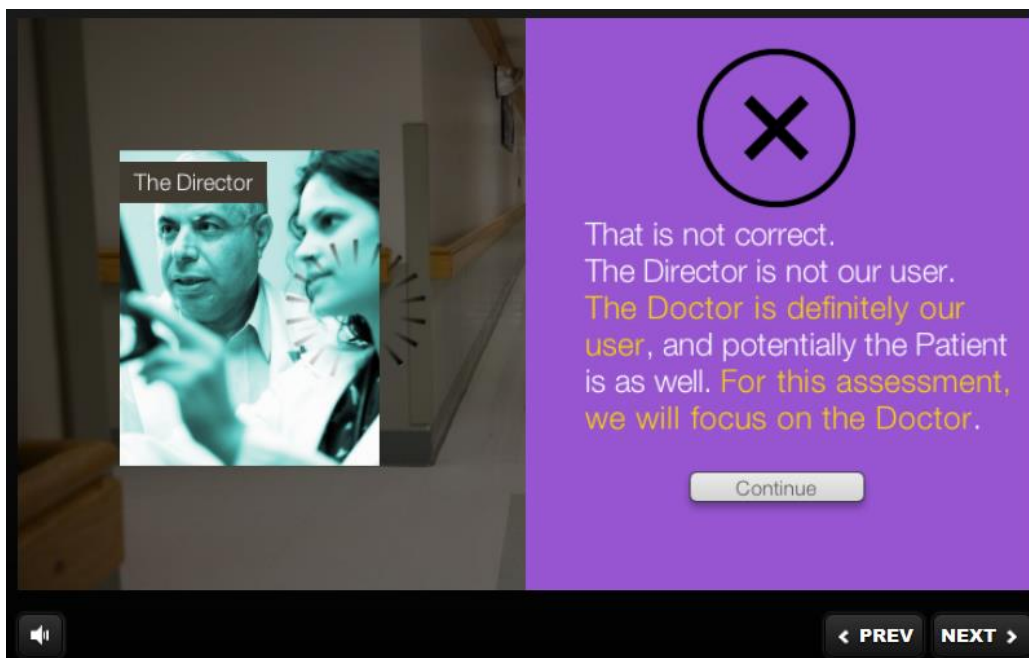


Figure 19: Sample Branching, Decision Screen



Source: IBM 2017

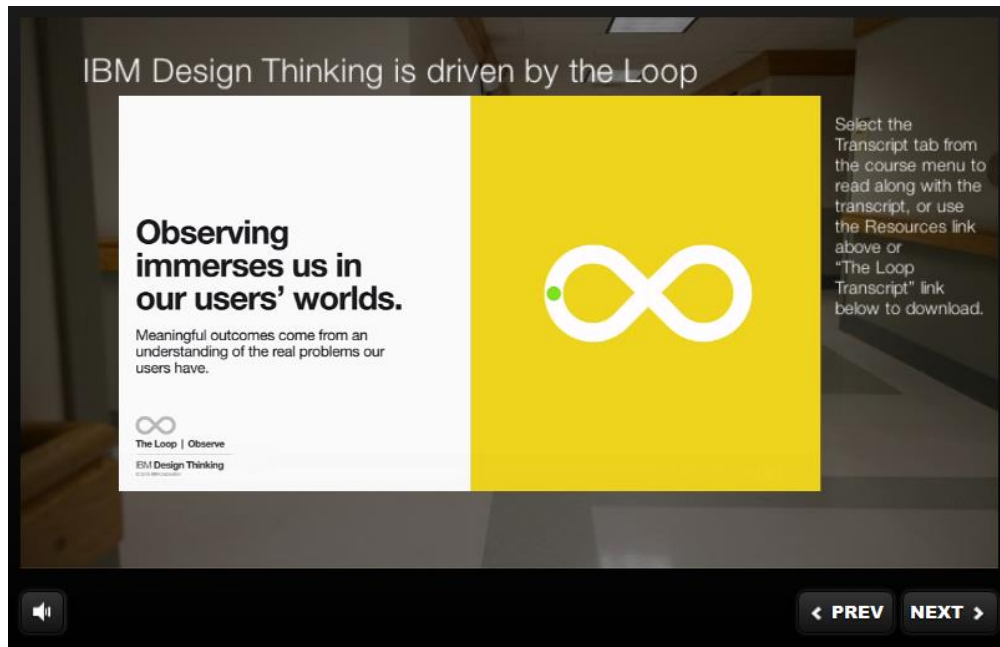
Figure 20: Sample Branching, Wrong Answer Screen



Source: IBM 2017

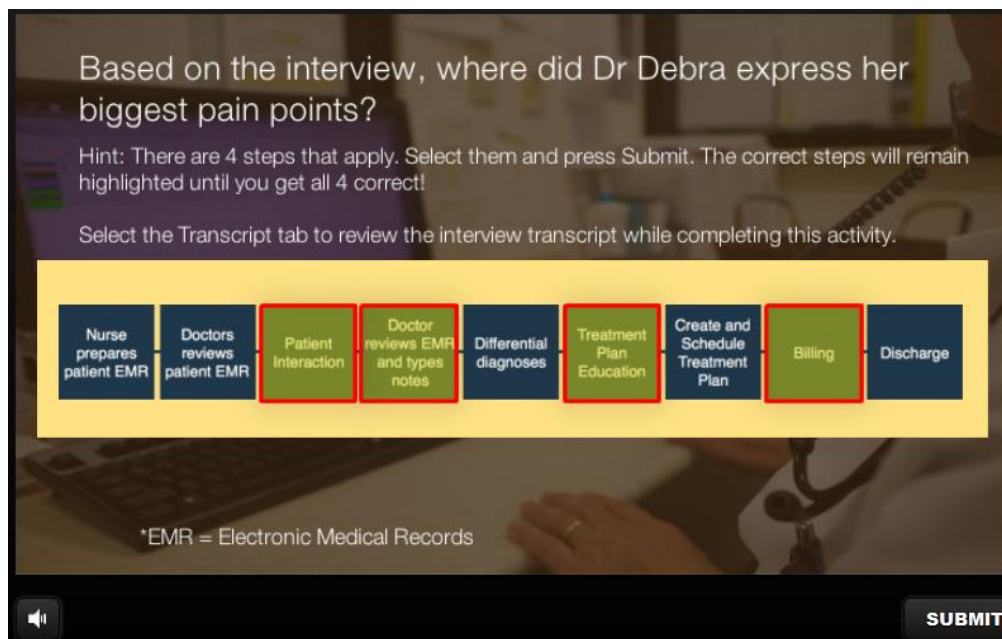


Figure 21: Sample Screen, Loop Video



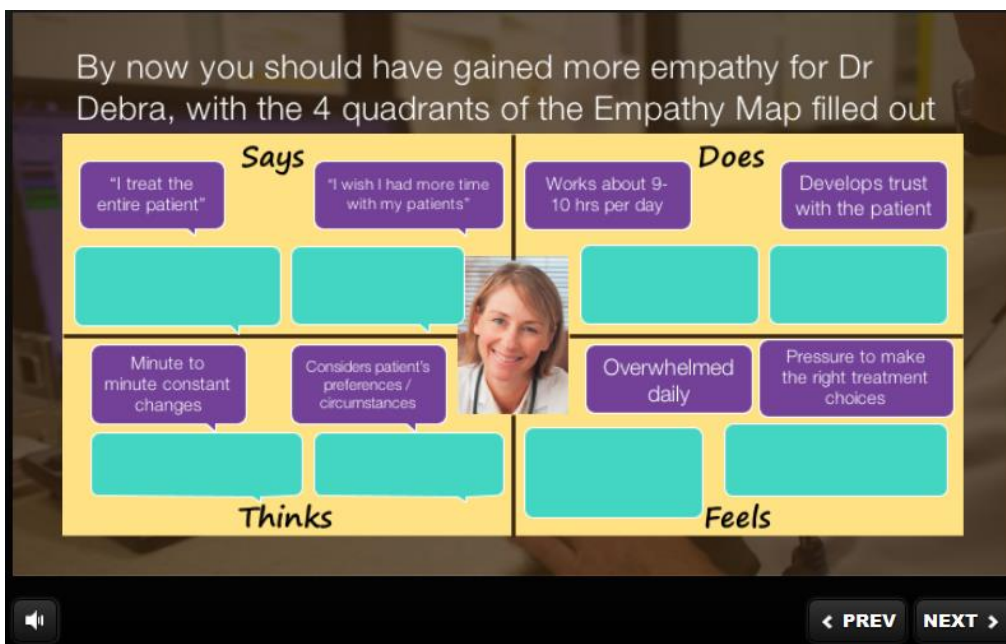
Source: IBM 2017

Figure 22: Sample Assessment, Question Screen



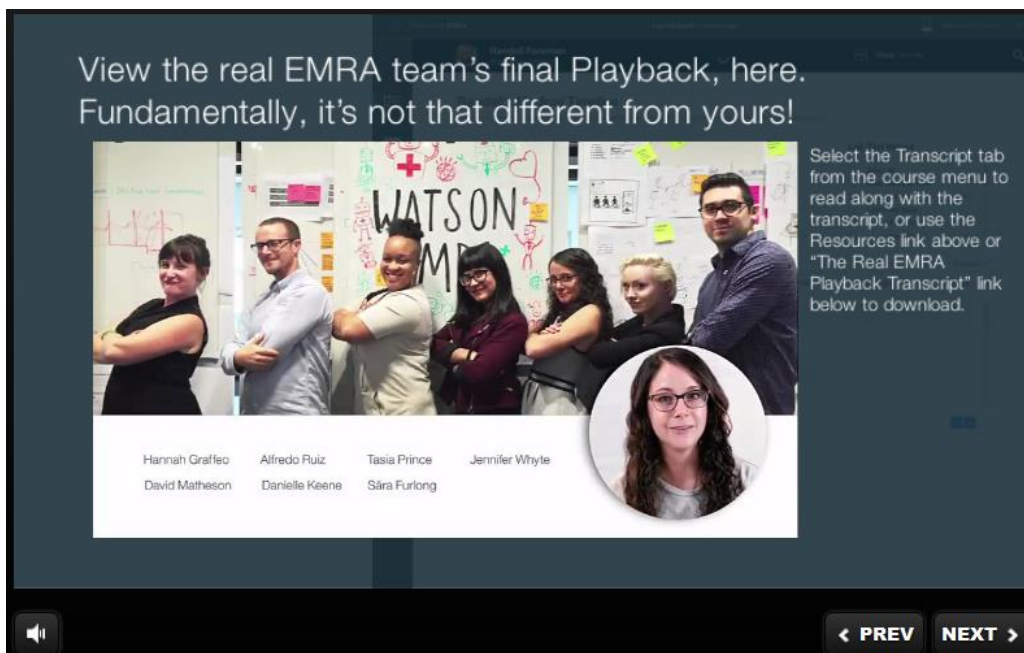
Source: IBM 2017

Figure 23: Sample Assessment, Activity Screen



Source: IBM 2017

Figure 24: Sample Video with Case Study



Source: IBM 2017



On completion of the self-assessment, learners have completed the video learning and downloaded reference material. They need to mark their learning complete to get the Practitioner Badge.

IBM Design Thinking, Agile and Dev Ops

Learners need to understand how IBM Design Thinking, Agile, and DevOps POV work together. First, though, learners should complete the Foundation and Immerse Yourself sections before starting this learning path.

The learning path features a successful application of IBM Design Thinking and Agile across all stages of the customer engagement process, from Pre-Sales to Delivery. The learning path is divided into three modules – IBM Design Thinking, Agile, and DevOps end-to-end POV, IBM Design Thinking and Agile in Pre-sales and Delivery, and a case study on State Street.

Within each module, leaders share their experiences of applying IBM Design Thinking, Agile, and DevOps to respond to client requirements during various stages of a project. They provide tips and tricks to be adopted or avoided to ensure best implementation. These videos, created using VideoScribe, provide a unique experience where learners seek to understand complex and process heavy content easily through a combination of graphics and text.

Developing the integration section for Design Thinking, Agile and DevOps was far more complicated than all the other sections combined. VideoScribe was used because content involved a story-telling approach that showed relevant graphics and text supporting the graphics while leaders told stories. This three-pronged approach proved extremely effective.

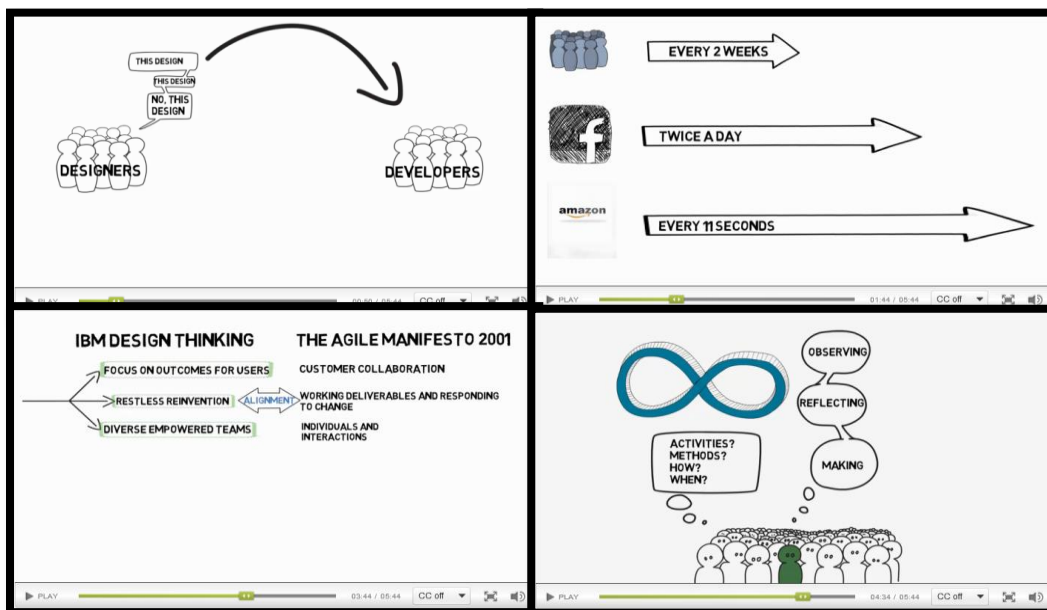
Additionally, VideoScribe allowed the large body of complex content to easily be imparted to learners within about an hour.

Figure 25: Sample Video Screen Set 1



Source: IBM 2017

Figure 26: Sample Video Screen Set 2



Source: IBM 2017



Measurable Benefits

Since the course launch in May 2016 for a target audience of 100,000+ practitioners, leaders have been astounded by number of practitioners who have completed the IBM Design Thinking University learning. True to its intent, the video learning program has made definite impact on practitioners. Projects and practices across all business units have adopted Design Thinking as a way of work.

One of the most striking features of the University was how it could make courses available to practitioners across various geographic locations (Asia Pacific, Europe, GIC, Greater China, Japan, Latin America, Leavers, MEA, and North America) whether they used desktops, laptops, iPads, iPhones, or MacBooks. Development included numerous rounds of testing and customizing tools to ensure it could be used worldwide. The results acquired show how well the program has been received by practitioners, irrespective of roles or geography.

By March 2017, a total of 85,130 employees had completed the Immerse Yourself Video Learning program and 59,142 employees had been issued IBM Design Thinking Practitioner Badges.

Figure 27: Number of Practitioners Completing Course

GEO	8%	17%	25%	33%	42%	50%	58%	67%	75%	83%	92%	100%	Grand Total
Asia Pacific	258	390	187	71	45	42	22	21	18	20	50	919	2043
Europe	725	1395	438	240	187	152	67	54	59	56	204	3412	6989
GIC	3038	7039	2797	878	588	453	255	217	216	338	860	36737	53416
Greater China	265	415	176	50	33	43	17	12	10	10	38	615	1684
Japan	163	324	268	79	53	47	17	25	26	28	108	5714	6852
Latin America	273	508	180	95	58	58	26	23	22	20	69	895	2227
Leavers	494	714	311	117	69	56	29	25	26	36	122	2485	4484
MEA	96	122	56	21	13	8	7	6	2	2	16	230	579
North America	612	1231	352	217	171	132	73	75	70	85	248	3590	6856
Grand Total	5924	12138	4765	1768	1217	991	513	458	449	595	1715	54597	85130

Source: IBM 2017

Since learning can be tracked for each module, it also has also been possible to track the number of learners who have partially completed the course and encourage them to complete the course.



Figure 28: Practitioners Who Earned Badges

GEO	IBM Design Thinking Coach	IBM Design Thinking Leader	IBM Design Thinking Master	IBM Design Thinking Practitioner	Grand Total
AP	22	9	1	36509	36541
Europe	33	6		5068	5107
GCG	11	5		2017	2033
Japan	6	3		5964	5973
LA	14			2683	2697
MEA	11	2		752	765
NA	95	45	11	6149	6306
Grand Total	192	70	12	59142	59416

Source: IBM 2017

Numbers, however, do not quite cover the true impact of the series on practitioners across business units and geographies. Feedback to the course is a continuous process, and the team responds to comments and invests extensive effort to address issues practitioners face in accessing the course. The challenges include bandwidth-related queries, streaming issues, tracking issues, and badge problems.

There were some country-specific restrictions to issuance of badges. Based on that feedback, the implementing team recently managed to clear the badge process for a few of the countries.

For most courses, the “bite sized chunks that don’t require a continuous sit in” was reported as the best feature. Other features appreciated by practitioners include “Frequent pauses in the video and a recap of what has been discussed so far,” “Refresh your memory” part which allows practitioners to replay sections of the video, “Download of Key Takeaways, and Availability of transcript downloads.”

Some Feedback

“The materials in IBM Design Thinking University are excellent – one of the best educations I did recently. They are for sure applicable for delivery as well.” – Practitioner, Global Business Services - IBM International Service Center, Cognitive Process Services, Client Centre Leader - Bratislava

“This is the best video-based enablement I've ever done at IBM or OUTSIDE (and I've done many EDX stuff and so on). I was really impressed, I'm afraid to ask what it costs but this is what I know. I've seen many projects at IBM cost \$\$\$ – lots of it. And it was wasteful.



This was EXCELLENT and no matter what it cost, it was worth every cent. THANKYOU!!!.”
– Vice President, Competitive & Product Strategy, BigData and Analytics

“Very well designed and structured course. Loved to learn thru this approach. Every topic explanation is with proper details and to the point. Feels virtually present in classroom, every session is explained with practical & interaction that is plus.” – Practitioner, Data Management Support Specialist, Master Data Management

The success of the course lay not just in how it was embraced by practitioners but also in the fact that some business units have shown interest in replicating the university structure for their own businesses or services. Businesses and service lines seldom want to replicate a program created by the learning department. Here is a note from one such leader:

“... we can replicate the IBM Design Thinking Immersive Video Learning course templates for an IBM Storage Sales university... there might be more insight gleaned as to how to utilize the templates and to find whether there is value in getting more than the templates.” – Project Sponsor, WW Technical Strategy and Client Success Executive, Software Defined Storage, IBM Systems

Given the reach and extent of the course, the IBM Design COC who originally suggested and spearheaded development of the program now wants to develop it further to materialize the plans of making it the one stop for basic and next-level information about how IBM adopts design thinking.

Overall

Lessons Learned

The IBM Design Thinking University launched the Immerse Yourself learning path across IBM and its various geographies and bandwidth. While the modules were widely accepted with enthusiasm and interest, the very nature of the delivery created a number of challenges.

The interactive video courses were hosted on an Atlanta-based server, which had progressive download implications for Europe and Asia Pacific regions. Bandwidth in particular countries created challenges for Asia Pacific and Europe, where they were experiencing slower progress to view or download the videos.

Third, the course has interactivities that are user-driven and, at the first launch, it was not possible to make the entire course fully accessibility compliant.



Fourth, some countries have privacy legislation that includes badging restrictions imposed on learners. This problem proved to be a block for some learners who would willingly taking the series but also would like to have a badge for completing them.

Solutions

Many unique end-user IT challenges could be handled promptly because the team built a mechanism to capture real-time feedback from users anywhere in any geography. To solve other problems, the interactive videos were made available for download from a media library. Users were prompted to visit the designated library series with a reminder to return to the University page and click the module completion buttons. This reminder was to ensure that learners complete the learning and get their badges.

The downloaded version of the videos not only ensured that learners could consume the videos during an uninterrupted immersive experience, but they also were able to leverage the videos better. Practitioners who wanted to advocate design thinking in their teams could use the downloaded videos for live sessions.

Since the videos were created using Camtasia, they could not be included in any interactive video widget and their initial launch was not accessible. Since that time, IBM has developed a mobile-first accessible, interactive video-authoring platform, making it possible for all designers across IBM's learning department to revolutionize their online courses.

The IBM Design Thinking Immerse Yourself Video Learning program is an offering that reaches out to an enormous number of learners across geographies. While each geographic region has had its challenges, most learners have acknowledged that the technical challenges in no way deters from the tremendous impact the design of the University course content has had on practitioners.



Figure 29: Media Library Series

Delete	Remove	Edit	Title
			Immerse Yourself Business Case Overview
			00 Immerse Yourself Course Conclusion
			09 Sponsor Users - Engaging the Users
			09 Introduction to Sponsor Users
			08 To-Be Scenario - The Future Experience
			08 Introduction to the To-Be Scenario
			07 Prototype - Making the Idea Real
			07 Introduction to Prototypes
			06 Playbacks - Demonstrating the Experience
			06 Introduction to Playbacks
			05 Hills - Aligning the Team
			05 Introduction to Hills
			04 Ideation - Brainstorming Ideas
			04 Introduction to Ideation
			03 As-Is Scenario - The Current Experience
			03 Introduction to As-Is Scenarios
			02 Empathy Maps - Diving into the User's World
			02 Introduction to Empathy Maps
			01 Personas - Understanding the User
			01 Introduction to Personas
			00 Immerse Yourself Course Introduction
			The Real EMRA Playback Video
			Dr Debra Interview Audio File
			The Loop video
			06 Playbacks_Keytakeaways
			08 To-Be Scenario_Keytakeaways
			09 Sponsor Users_Keytakeaways
			Playbacks Intro_storyplotdiagramdownload
			06 Playbacks_introkeypoints
			06 Playbacks_commonmilestones
			Playbacks Intro_3rules
			09 Sponsor Users_sponsorusersare
			10 Course Conclusion_Key Learning Outcomes
			To-Be Scenario Intro_hifidmap
			To-Be Scenario Intro_Lowfidmap
			Prototype_Keytakeaways
			Prototype_process
			Prototypes_examples
			Hills Intro_www
			Hills_Keytakeaways
			Ideation_Keytakeaways
			01 Personas_Keytakeaways.png
			02 Empathy Maps_Keytakeaways.png
			03 As-Is Scenario_Key Takeaways.png
			Big Ideas Prioritization Grid
			Hi Fidelity Scenario Map
			As-Is Scenario Map
			Empathy Maps Intro_4 Quadrants.png
			Persona Intro_Alice Persona

Source: IBM 2017

Future Outlook

IBM Design Thinking University is envisaged to be a one-stop shop for practitioners who want to get basic and next level information about how IBM adopts Design Thinking, and integrates with Agile and DevOps. IBM aims to customize and use this triple-pronged framework for providing client solutions and services across various service lines. While two of the service line perspectives have been partly added, the plan is to update the University with client stories and add more service lines.

There also are plans to include a new learning path that covers Generative Research, which will empower learners to participate and contribute value to teams already engaged in primary research with users. This learning path will enable learners to generate meaningful inputs and data through interviews, observation, contextual inquiry, and participation in client situations. Advocating for generative research and the role of IBM Design Thinking in such development among practitioners is driving the need for the new learning path.

The course also is updated continuously with newer, more advanced and user-friendly features to make it increasingly more acceptable and available to users.



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Brandon Hall Group is a HCM research and advisory services firm that provides insights around key performance areas, including Learning and Development, Talent Management, Leadership Development, Talent Acquisition, and HR/Workforce Management. With more than 10,000 clients globally and more than 20 years of delivering world-class research and advisory services, Brandon Hall Group is focused on developing research that drives performance in emerging and large organizations, and provides strategic insights for executives and practitioners responsible for growth and business results.

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