well designed:

how to use empathy to create products people love

Where do great new products come from?

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Is it *vision*?

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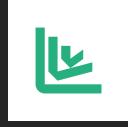

“As a company, we certainly have a vision of where the product is going.

We generally have a North Star that we are all headed towards…”

Joe Gebbia
Chief Product Officer, AirBNB

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Is it *process*?

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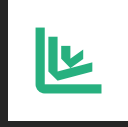

“There aren’t a lot of examples of people who have gone through the whole process: how do you take a product, turn it into a startup, turn it into a company, turn it into an organization?

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

Alex Rainert
Head of Product, The New York Times

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Is it just *hard work*?

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“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?!

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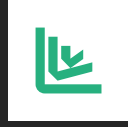

product management

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Kevin Cheng
Director of Product,
Indeed.com

Josh Elman
VP of Product,
Robinhood

Leland Rechis
Senior Product
Manager, Google

Joe Gebbia
Chief Product Officer,
Airbnb

Preston Smalley
VP of Product Management,
Comcast

Frank Lyman
Chief Product Officer,
MyEdu

Maya Baratz
Founder,
Trust the Press

Mark Phillip
CEO, Are You
Watching This?!

Alex Rainert
Head of Product,
The New York Times

Gary Chou
Former GM, Union Square
Ventures Network

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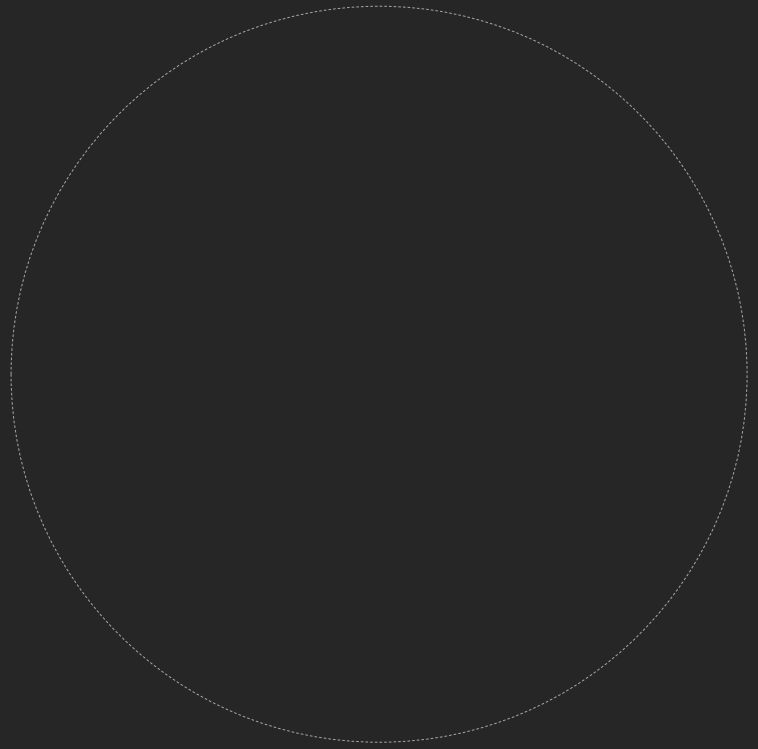

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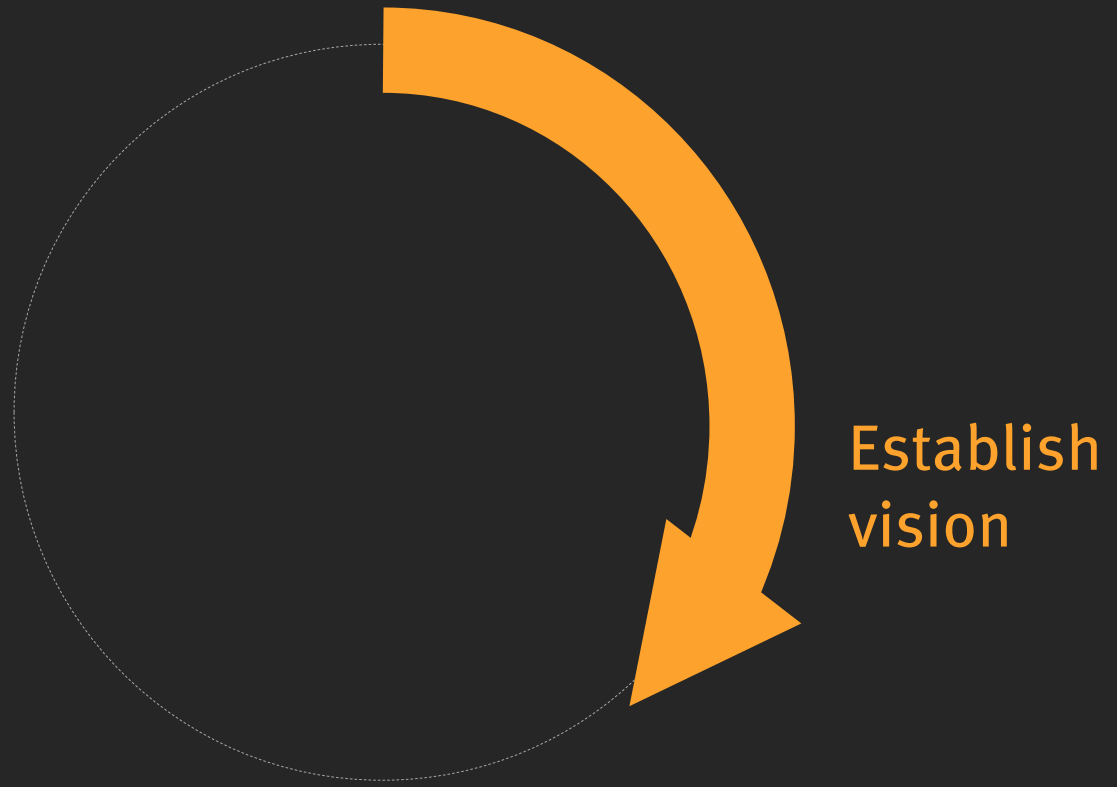

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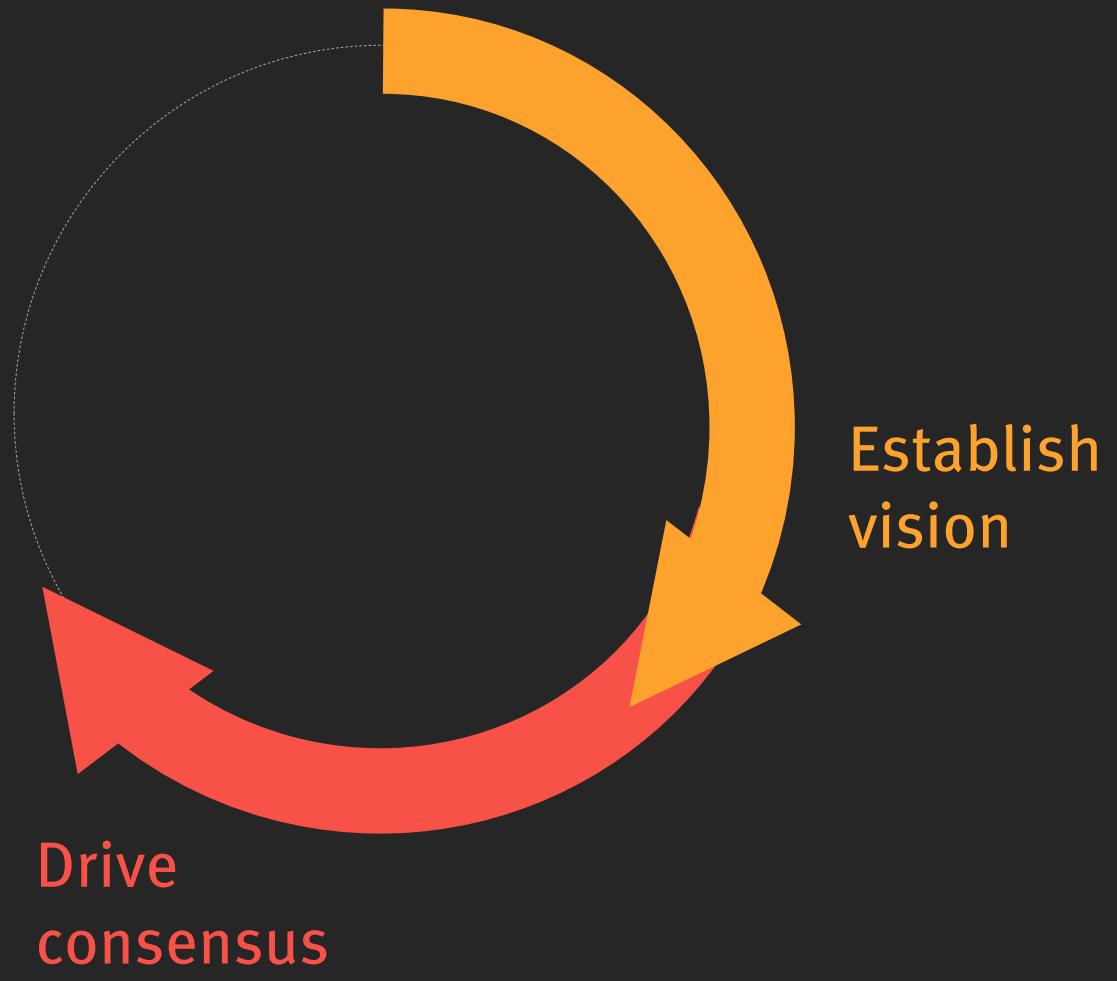

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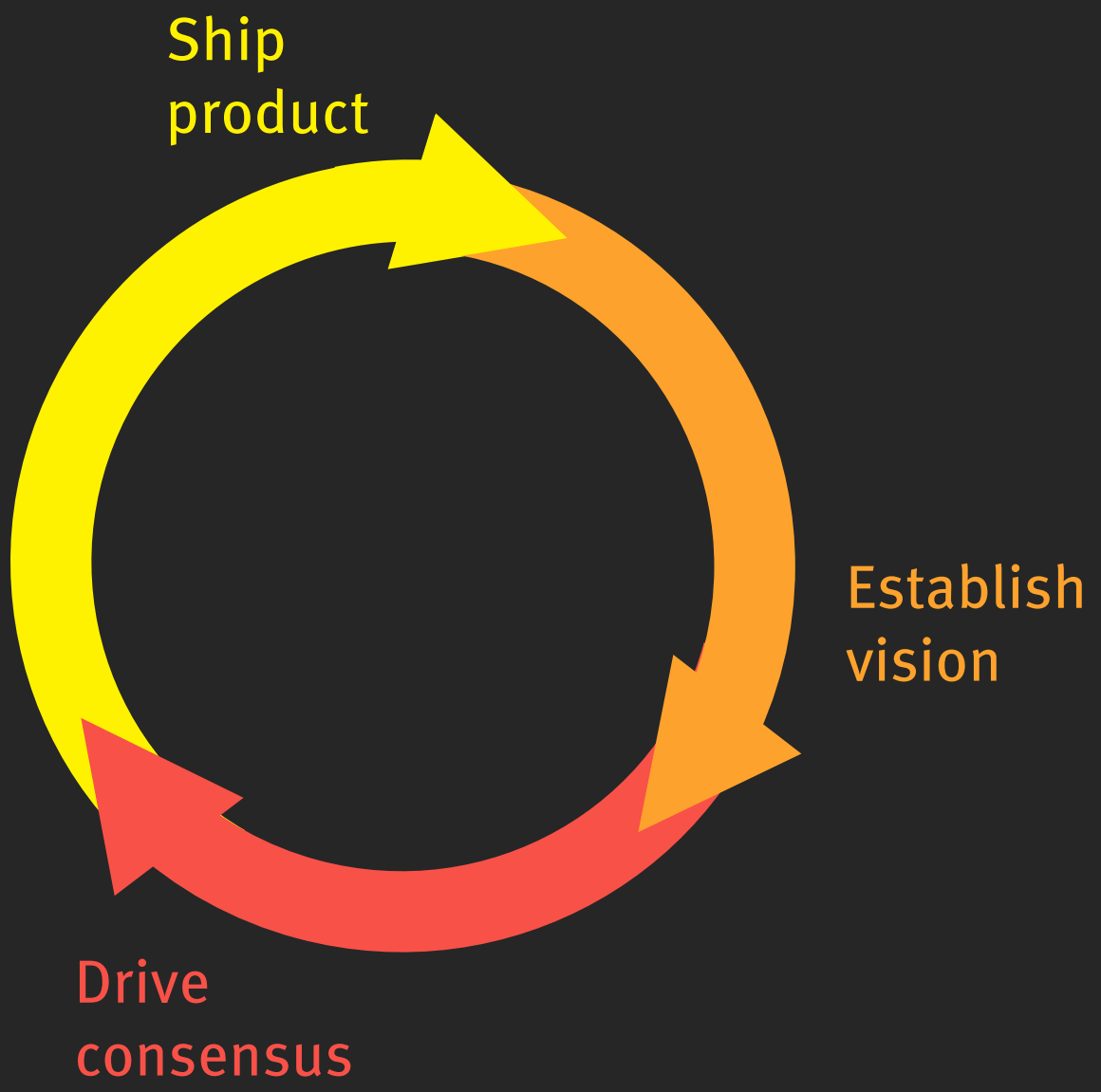

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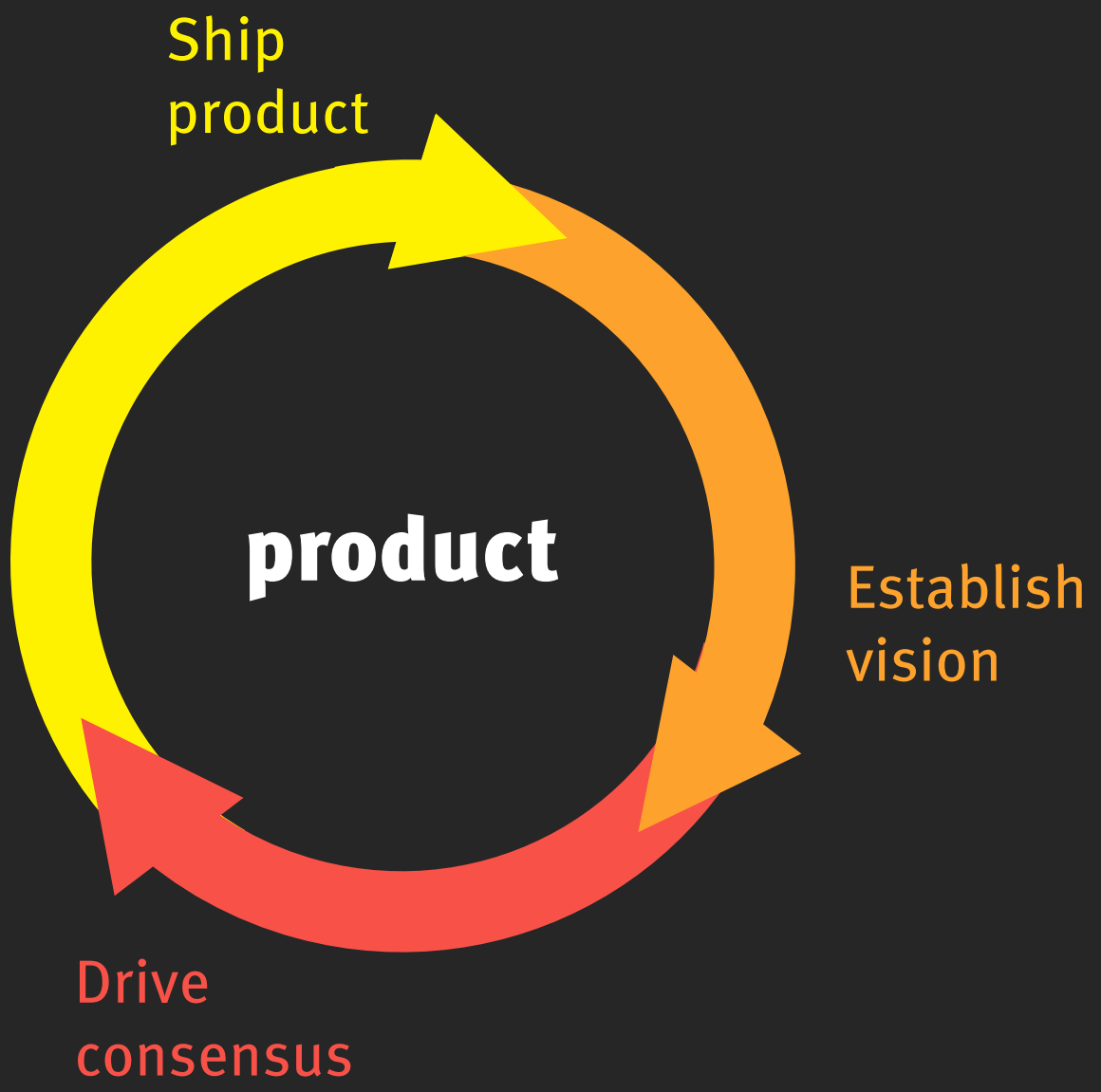

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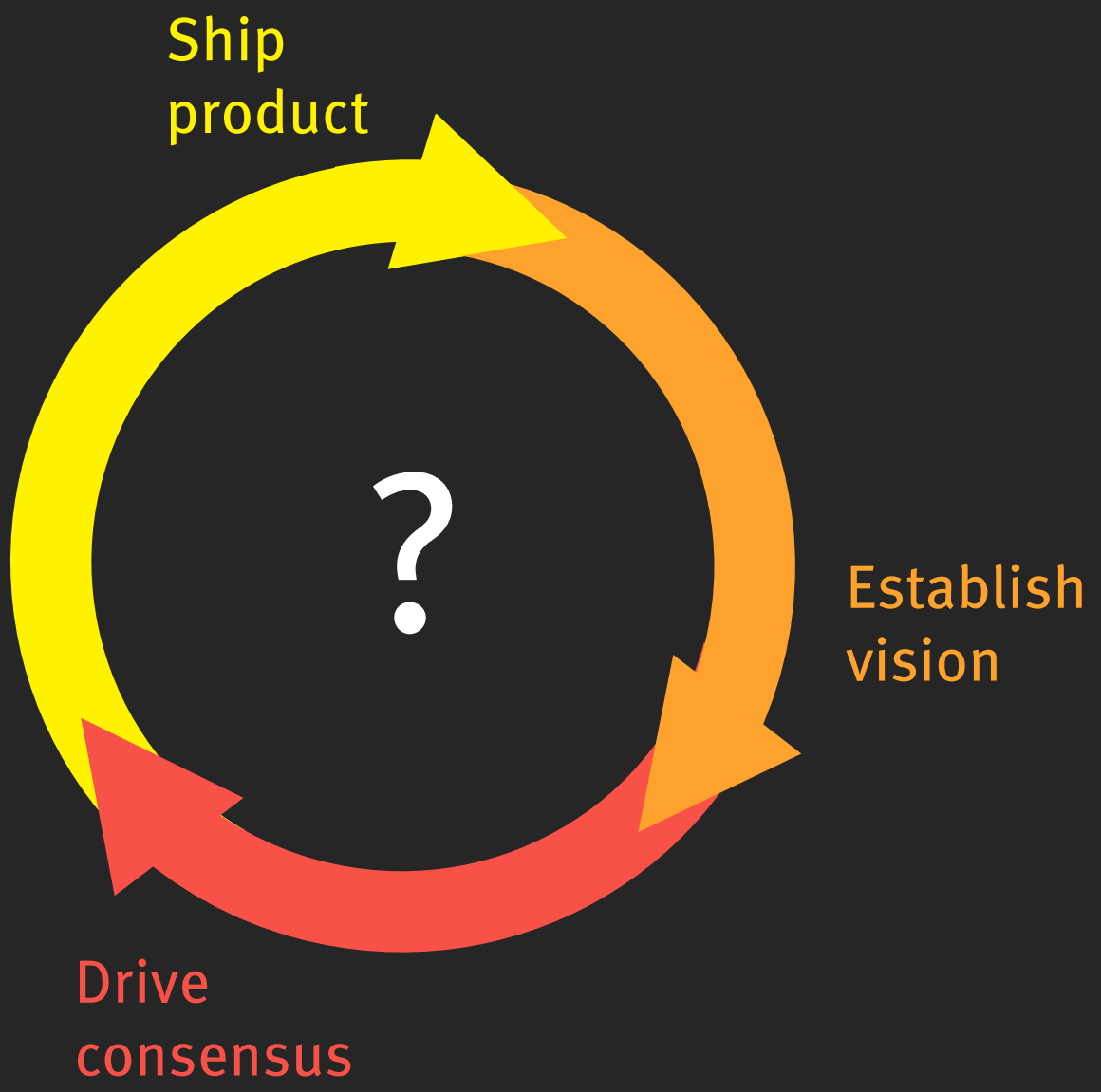

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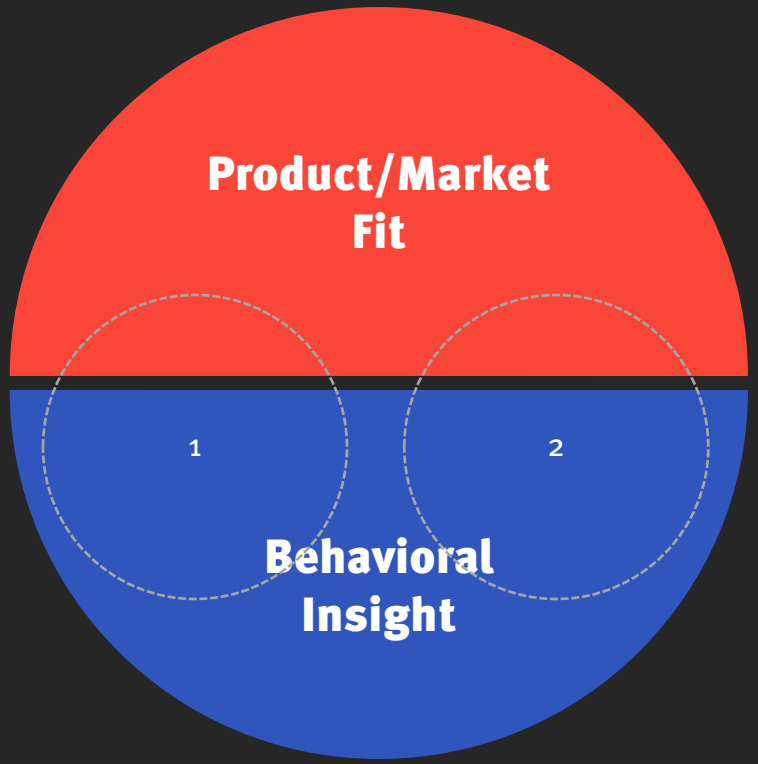

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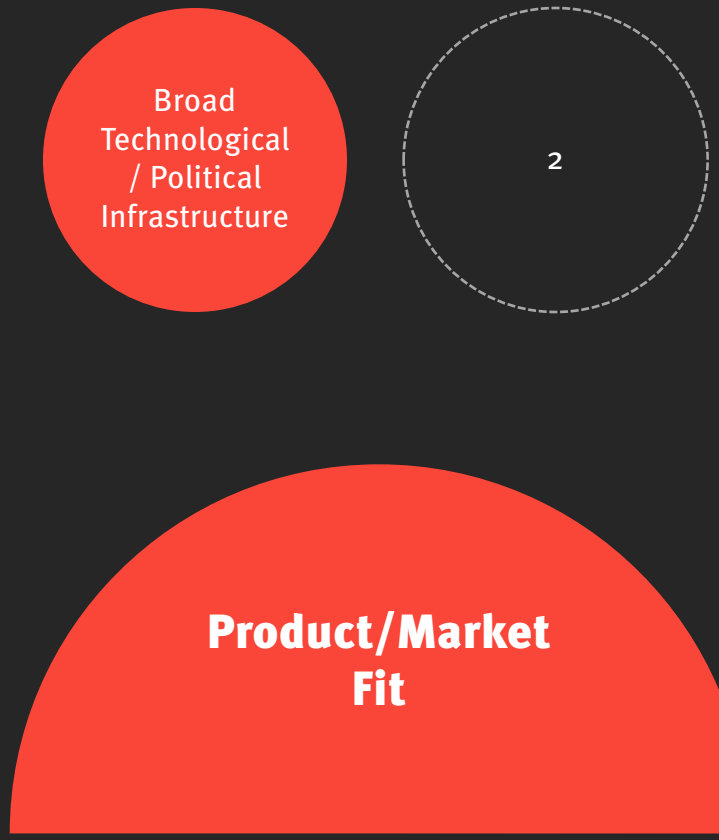

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Behavioral Insight

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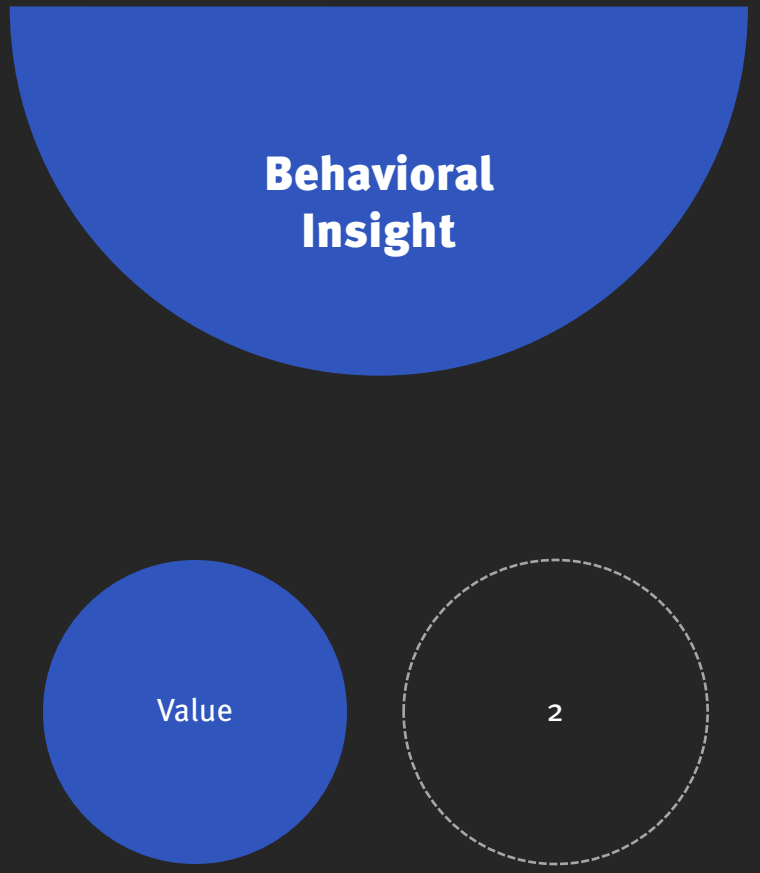

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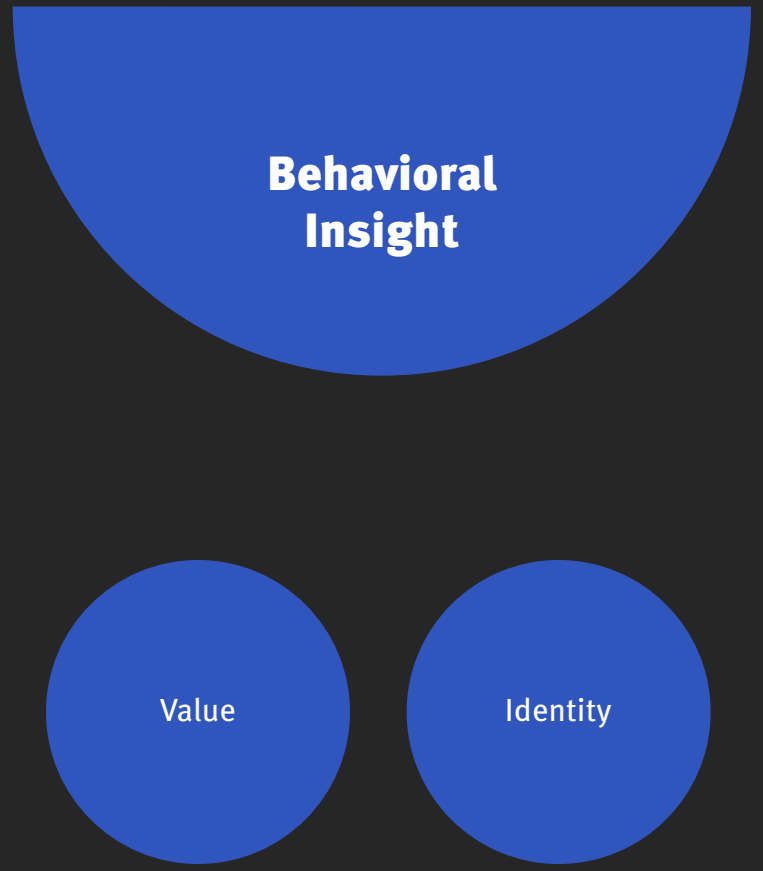

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Product Management

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What are the qualities of a good product manager?

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"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
VP of Product, Robinhood

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VP of Product, Robinhood

1

Ability to tell stories about an optimistic future

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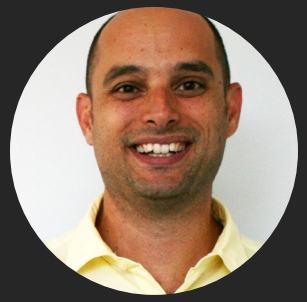

"I toggle between my rational brain that says, 'Here's what the competition is doing, here's what the data says the customers want', and my emotional feelings that 'this will have impact'.

Frank Lyman
Chief Product Officer, MyEdu

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“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’.

Frank Lyman
Chief Product Officer, MyEdu

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

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"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?!

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“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?!

3

A passion for listening and learning about people

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“It’s about if you are curious enough. Curiosity will lead you to your next insight.”

Gary Chou
Former GM, Union Square Ventures Network

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“It’s about if you are curious enough. Curiosity will lead you to your next insight.”

Gary Chou

Former GM, Union Square Ventures Network

4

Curiosity about everything

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“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.”

Alex Rainert
Head of Product, The New York Times

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Alex Rainert
Head of Product, The New York Times

5

Ability to work with anyone

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So what does a product manager actually do?

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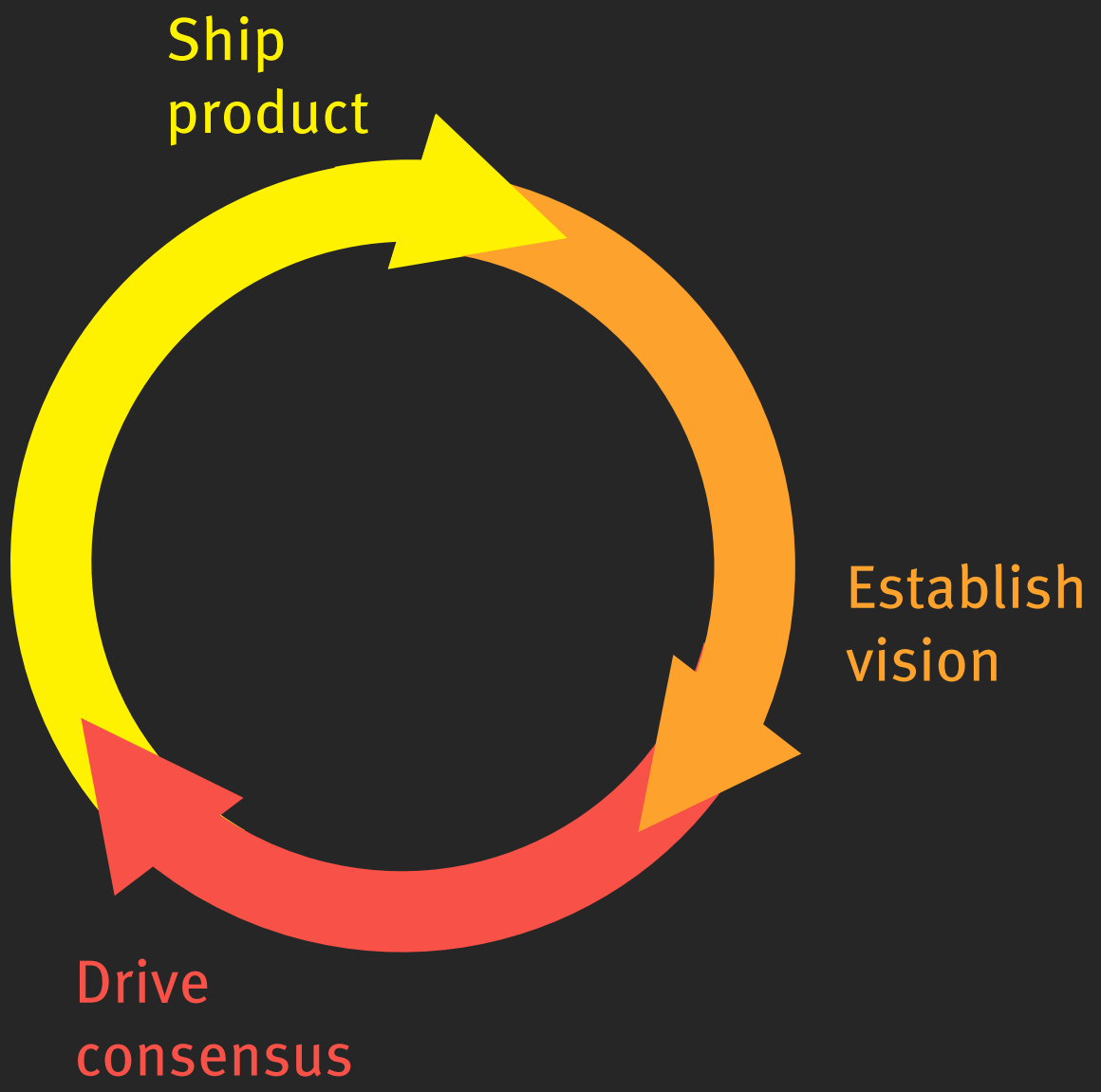

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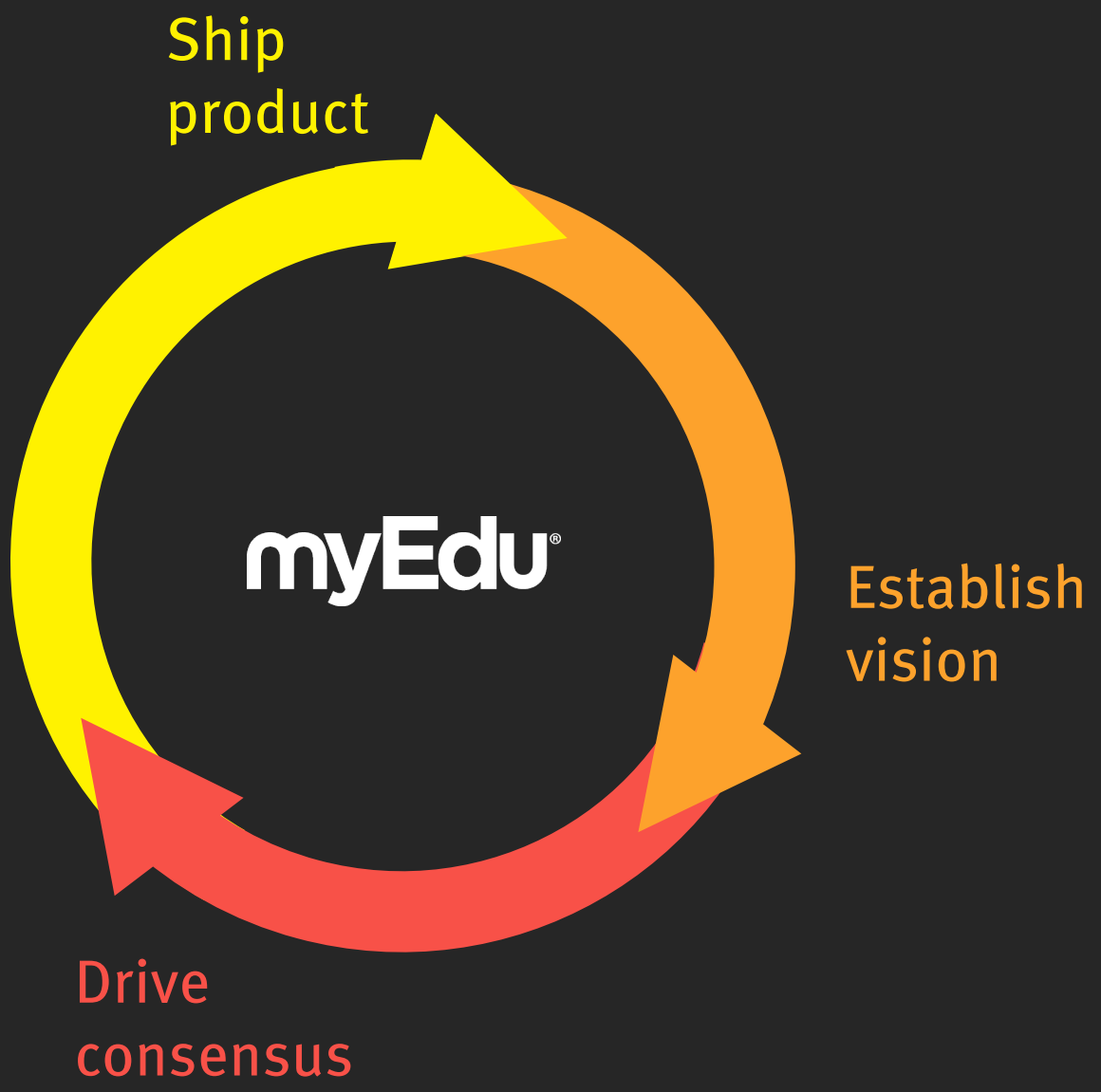

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59%

Six year graduation rate for undergrads in the US

US Department of Education

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$36,556

Four year tuition, public college

Collegeboard

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$124,924

Four year tuition, private college

Collegeboard

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myEdu®

Succeed in college

Tell their story

Get a job

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Jenny Wu
University of Texas, San Antonio
Contact
MAJOR
Macro Biology
3.5 GPA
WORK EXPERIENCE
Intern
Bio Tech Incorporated
June 2012 - Aug 2012
2
Anatomy Project
JUNIOR
DEGREE PROGRESS
44%
FLUENT IN
FRENCH
I WANT TO STAY IN...
San Francisco, CA
I AM LOOKING FOR AN
INTERNSHIP

Contextual Research
Synthesis & Sensemaking
Behavioral Insights

Value Proposition
Feature Definition

Launch & Usage Metrics
Iteration & Extensions

Communication Strategy
Community Feedback

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Contextual Research

Build understanding
Gain empathy
Identify innovation opportunities

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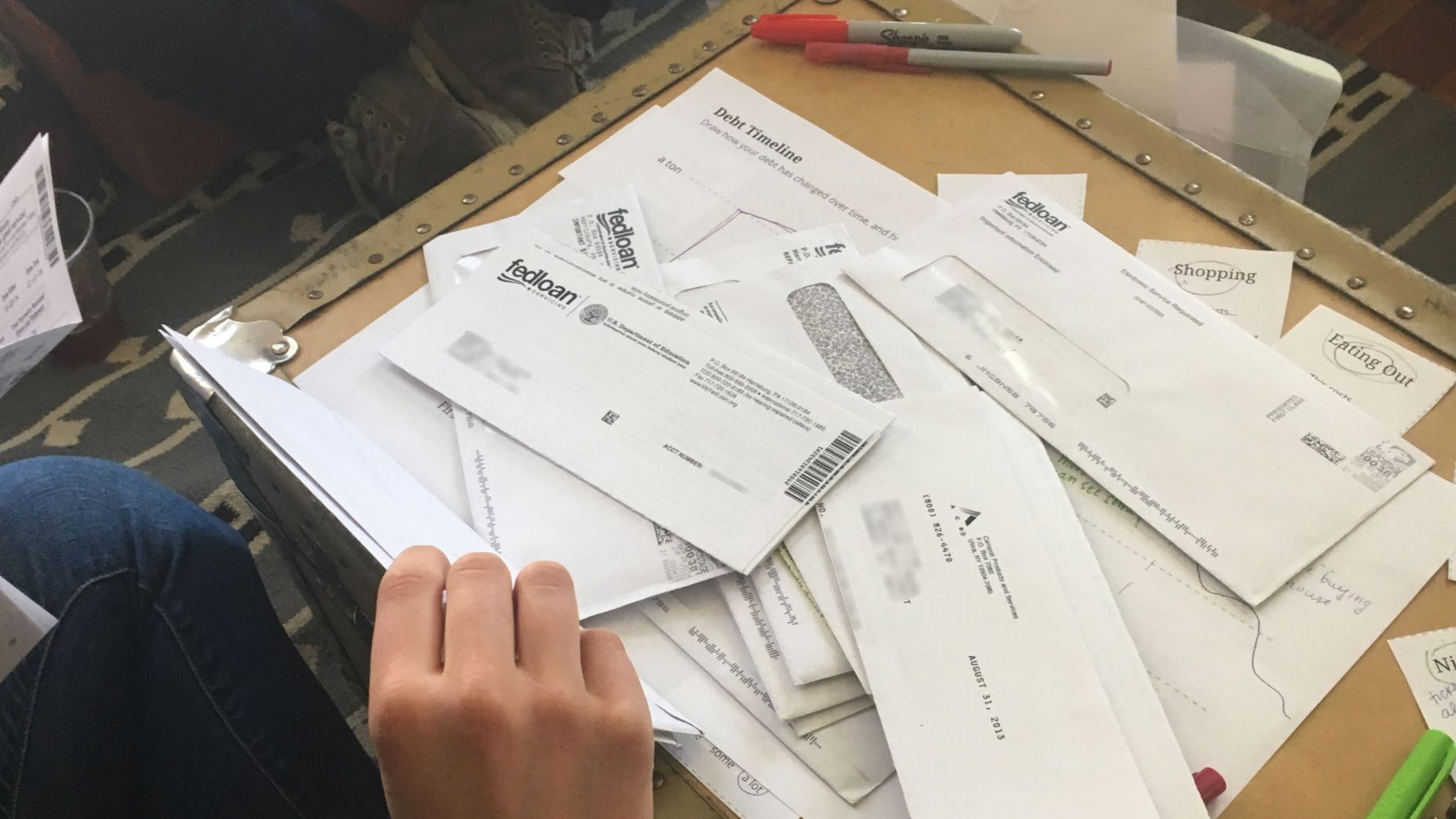
The Economist
Which one?


Debt Timeline
Draw how your debt has changed over time, and hr
a ton
fedloan
SERVICING
U.S. Department of Education
ACCT NUMBER:
Shopping
Eating Out
AUGUST 31, 2013
(800) 826-4470
some
a lot

AT&T
3:10 PM
97%
Photography
Utilities
Settings
Calendar
Facebook
BofA
Wikipedia
Navigation
Lose It!
Entertainment
Running
Passbook
Phone
Music
Messages
Mail

GUESS

“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 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

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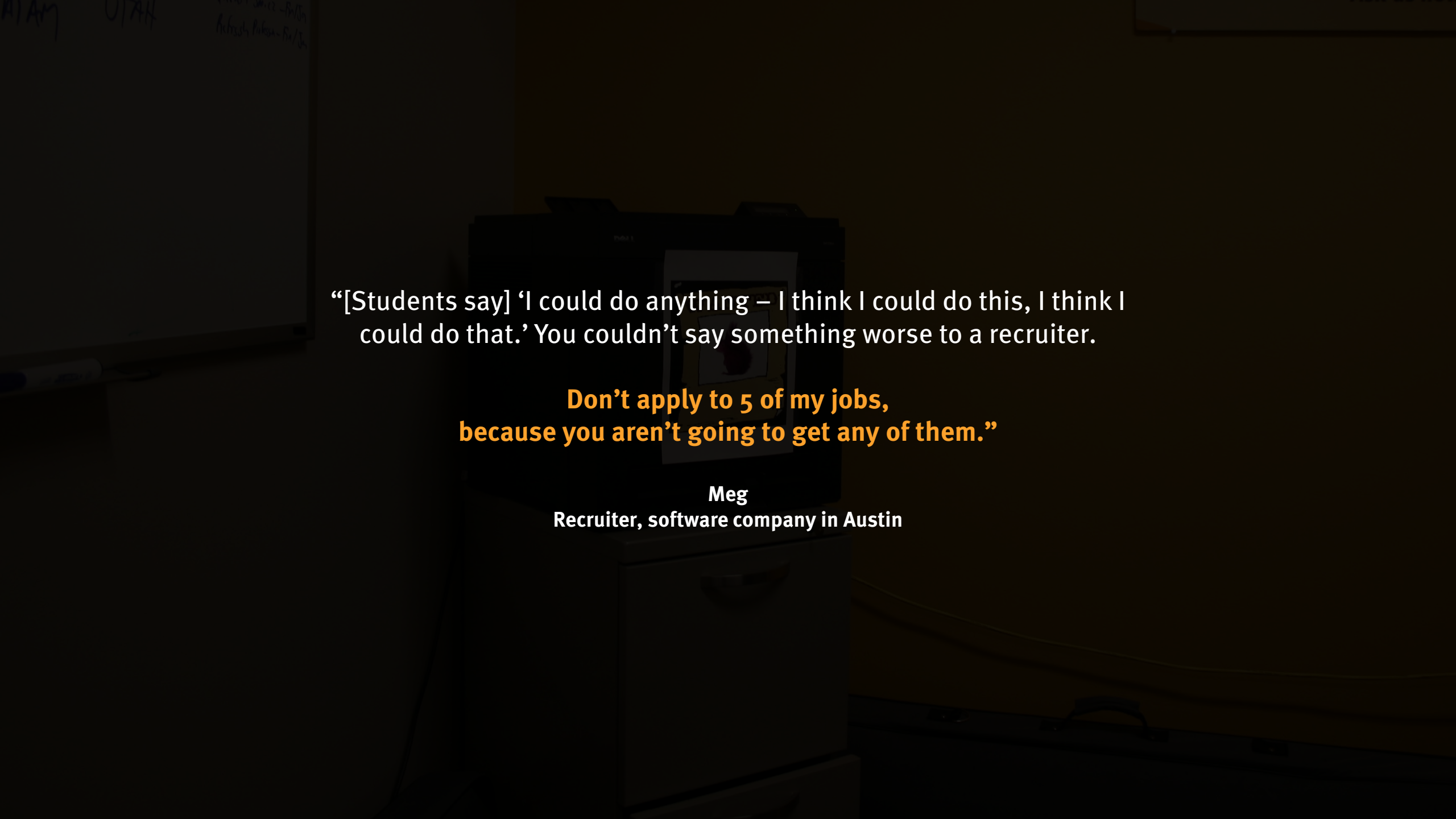
WANTED



"[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, software company in Austin

Contextual Research

Go to the people instead of bringing them to you

Watch them live, play, and work

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Synthesis & Sensemaking

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

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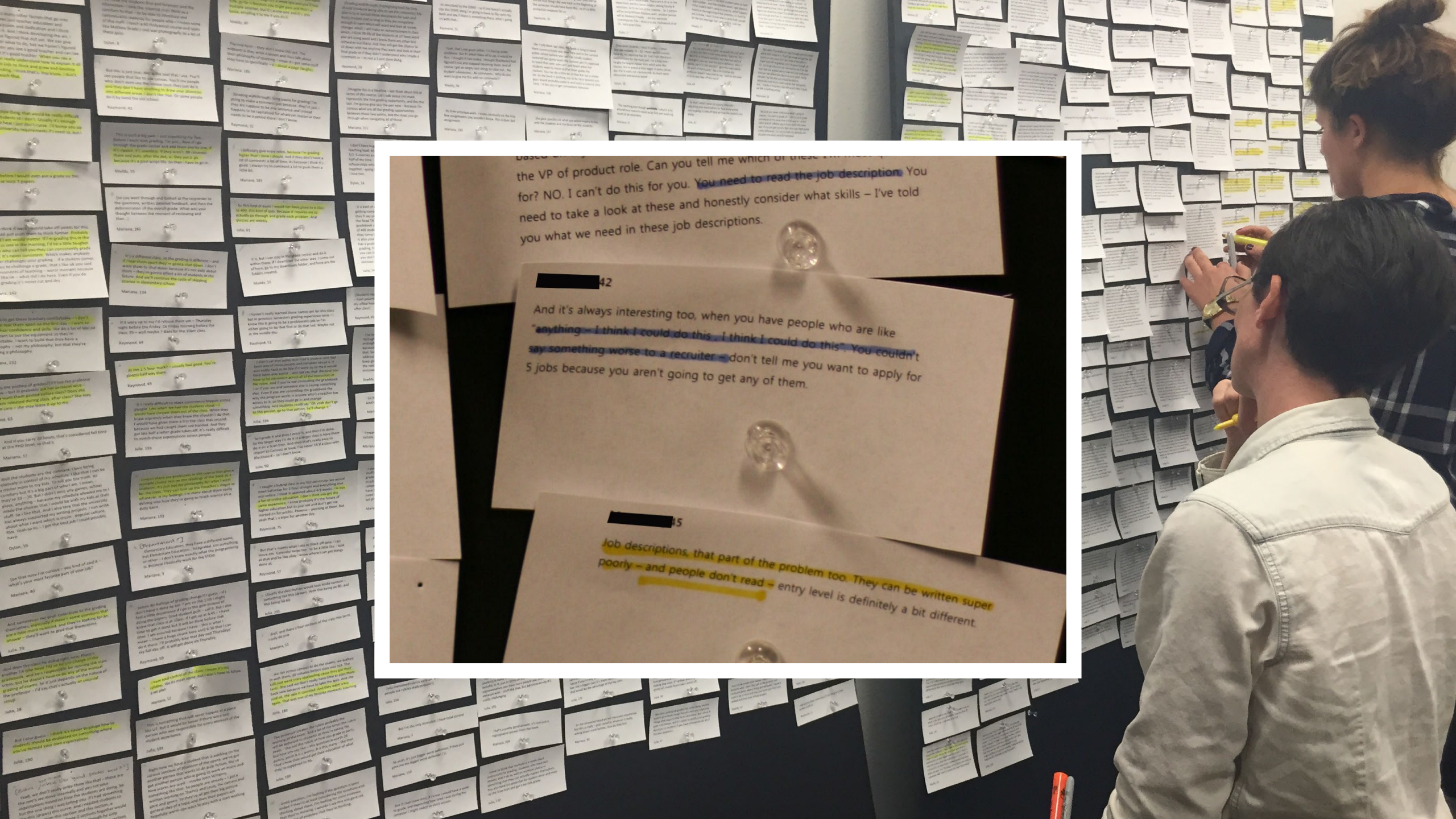
the VP of product role. Can you tell me which of these
for? NO. I can't do this for you. You need to read the job description. You
need to take a look at these and honestly consider what skills – I've told
you what we need in these job descriptions.
[redacted]42
And it's always interesting too, when 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.
[redacted]5
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.

Synthesis & Sensemaking

Transcribe all of the research data

“Explode” the data, blending utterances across participants

Identify groupings, and make observations about them

Identify anomalies

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Behavioral Insights

To formalize the “big rocks” that provoke new innovate ideas

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

To make obvious the specific goal for driving behavior-change

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

Samantha, international business major

“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

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

Samantha, international business major

STUDENT KEY 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

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

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STUDENT KEY INSIGHT

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

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

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

Samantha, international business major

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

Meg, Recruiter

STUDENT KEY INSIGHT

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

EMPLOYER KEY 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.

STUDENT KEY INSIGHT

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

EMPLOYER KEY INSIGHT

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

Behavioral Insights

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)

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Value Proposition

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

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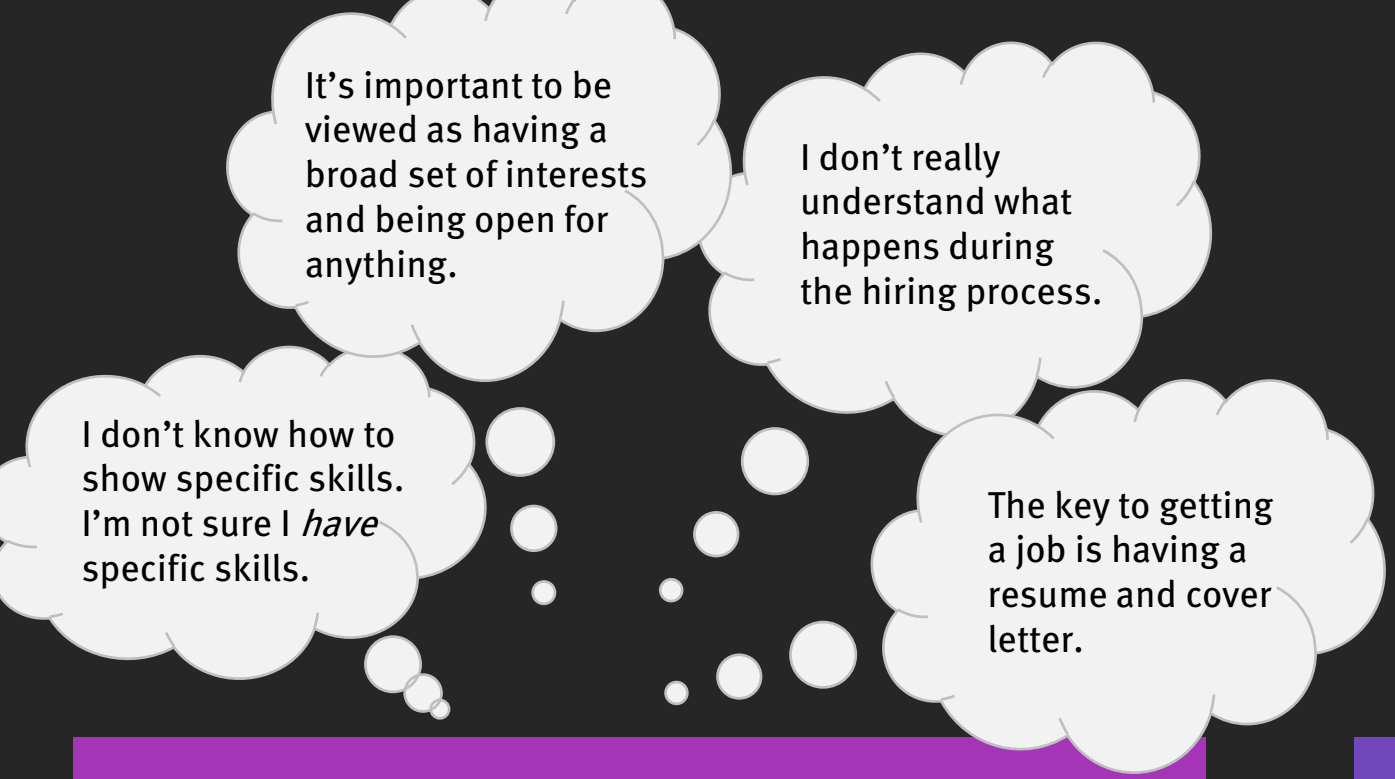

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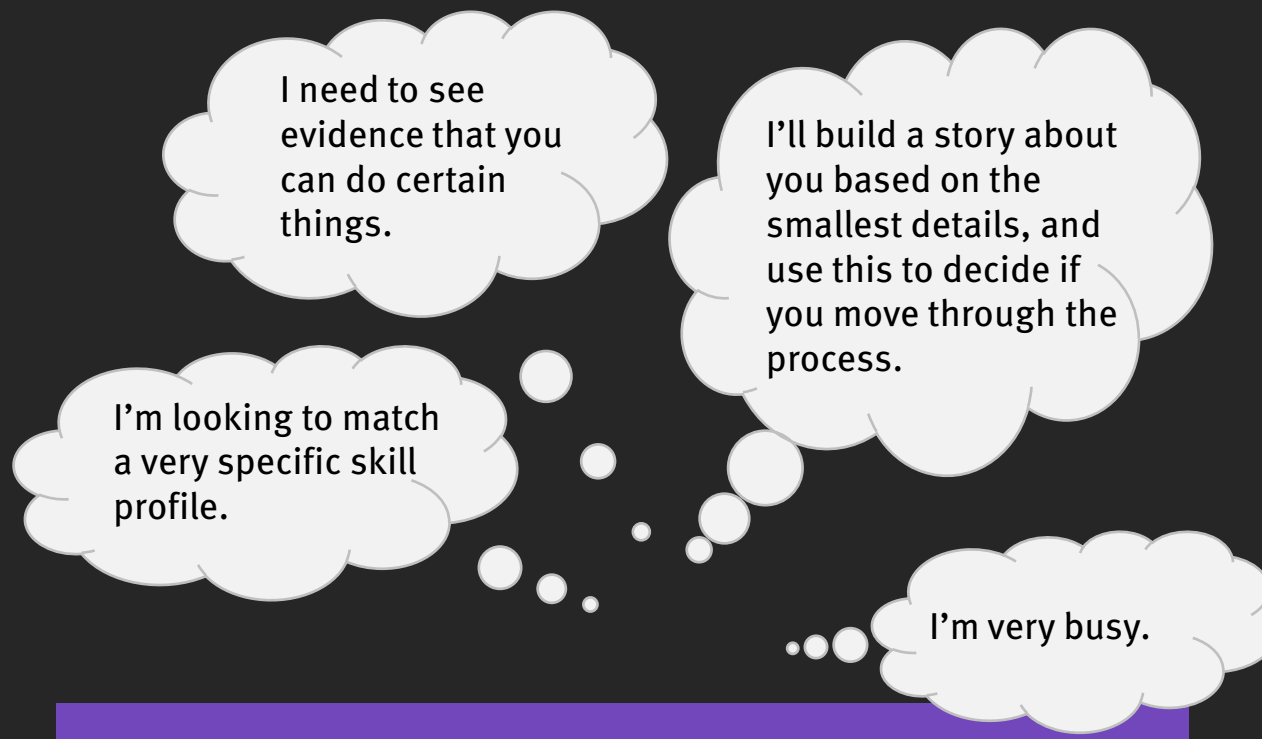

STUDENT KEY INSIGHT

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

EMPLOYER KEY INSIGHT

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

WHAT-IF OPPORTUNITY

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

STUDENT KEY INSIGHT

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

?

EMPLOYER KEY INSIGHT

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

VALUE PROMISE

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

STUDENT KEY INSIGHT

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

myEdu

EMPLOYER KEY INSIGHT

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

Value Proposition

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

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Feature Definition

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

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VALUE PROMISE

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

How will we do that?

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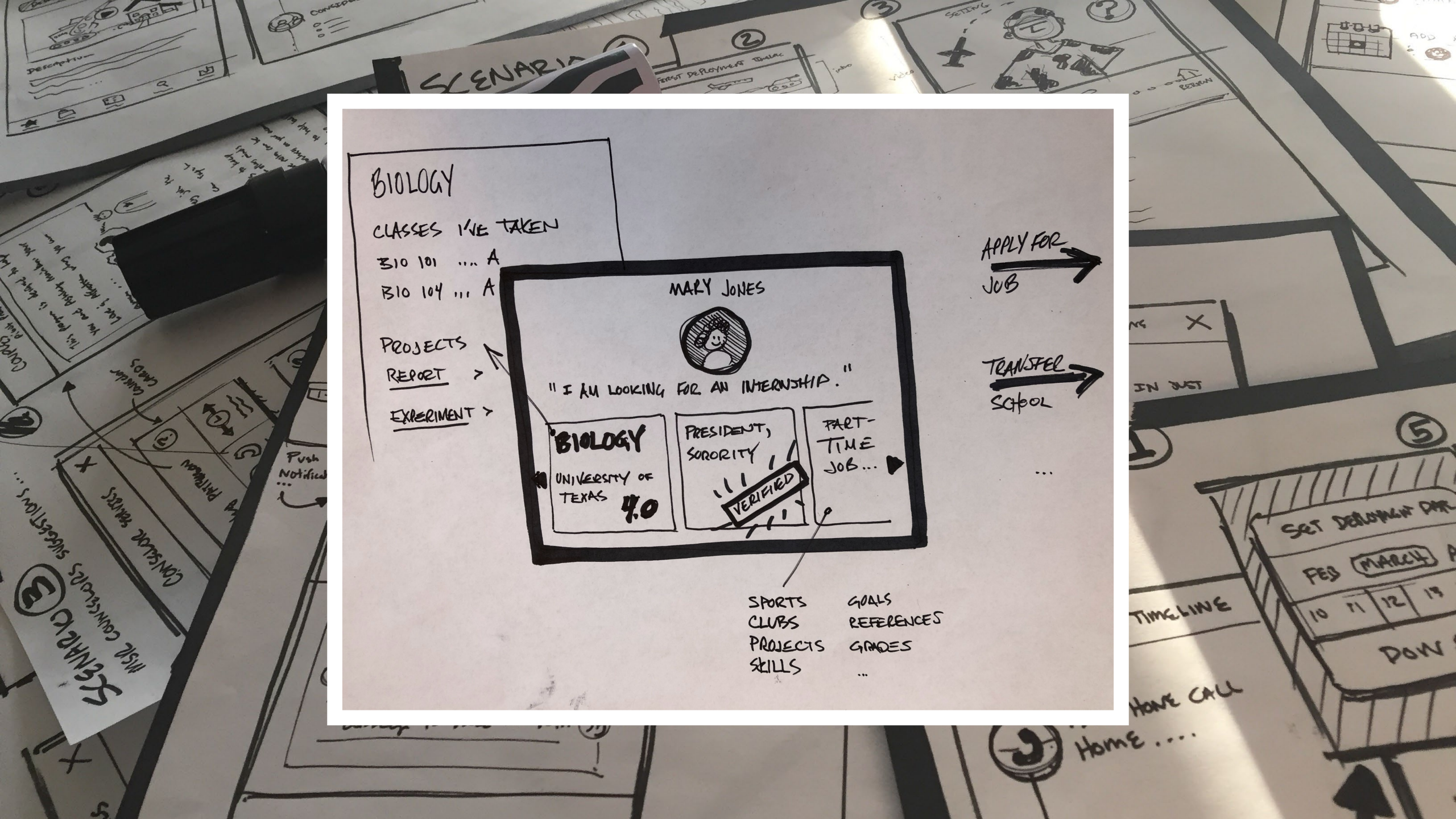
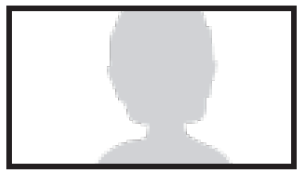

BIOLOGY
CLASSES I'VE TAKEN
BIO 101 .... A
BIO 104 ... A
PROJECTS
REPORT >
EXPERIMENT >
MARY JONES
" I AM LOOKING FOR AN INTERNSHIP. "
BIOLOGY
UNIVERSITY OF TEXAS 4.0
PRESIDENT, SORORITY
VERIFIED
PART-TIME JOB...
SPORTS
CLUBS
PROJECTS
SKILLS
GOALS
REFERENCES
GRADES
...
APPLY FOR JOB
TRANSFER SCHOOL
...



Robin Smith EDIT

University of Wisconsin
2013, BS Marketing & Advertising

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WORK EXPERIENCE (4)
PROJECTS (8)
DEGREE
INTERESTS
CONNECTIONS (22)

PRIVACY

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3.6

ACADEMIC YEAR
Freshman

HOMETOWN
Houston

WORK EXPERIENCE
Intern at Hiebling
Jan, 2012 - July, 2012

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Marketing Speech

DEGREE PROGRESS
22 credits earned
50% complete

NETWORKS
@robin
Robin Smith

+

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ACADEMIC YEAR

What academic year are you in?

+

HOMETOWN

Where are you from?

+

WORK EXPERIENCE

What's your most recent job?

+

FEATURED COURSE

What courses have you crushed?

+

DEGREE COMPLETION

How close to a degree are you?

+

PROJECTS

Show off your work

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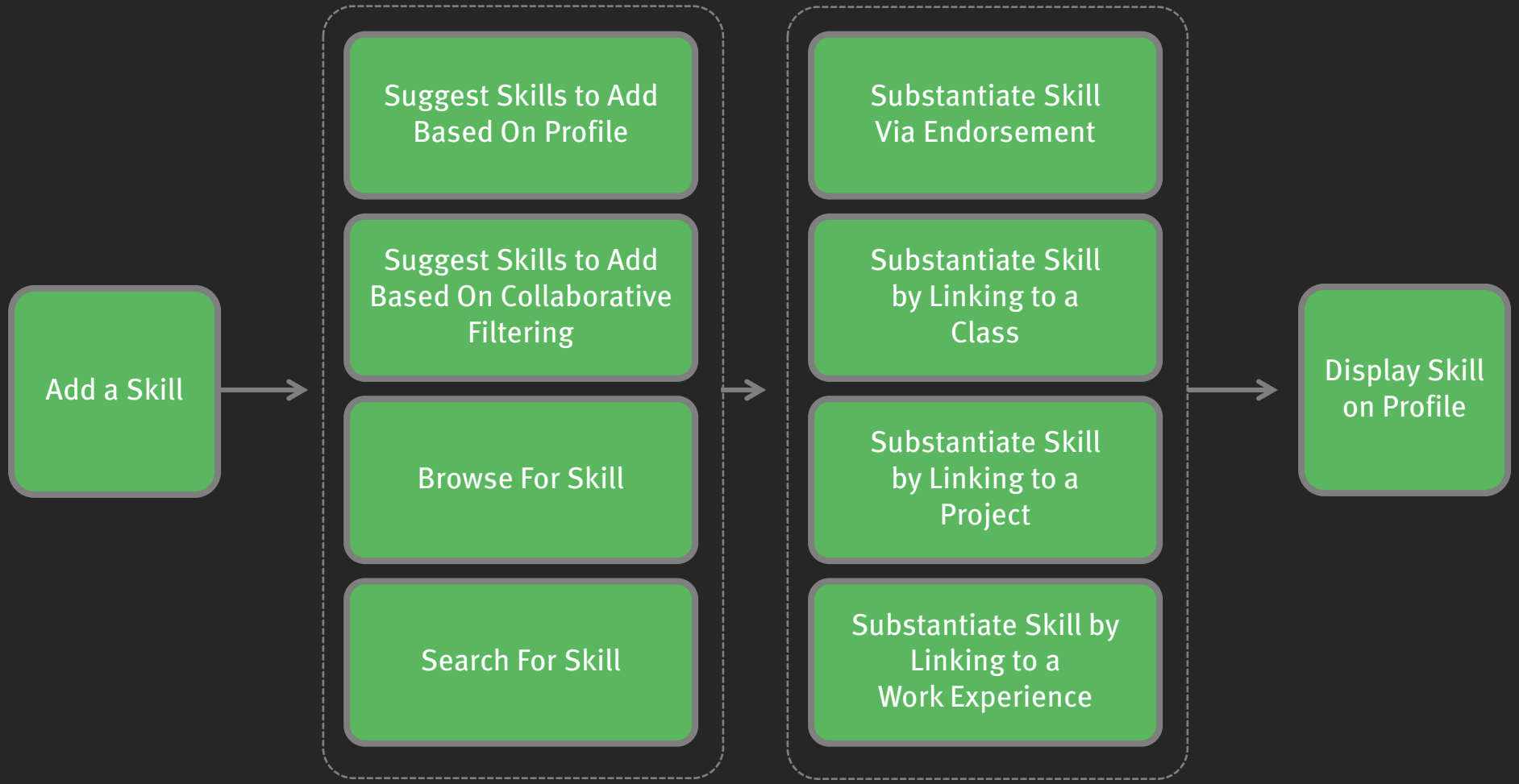
YOUR NETWORKS

Connect with your friends



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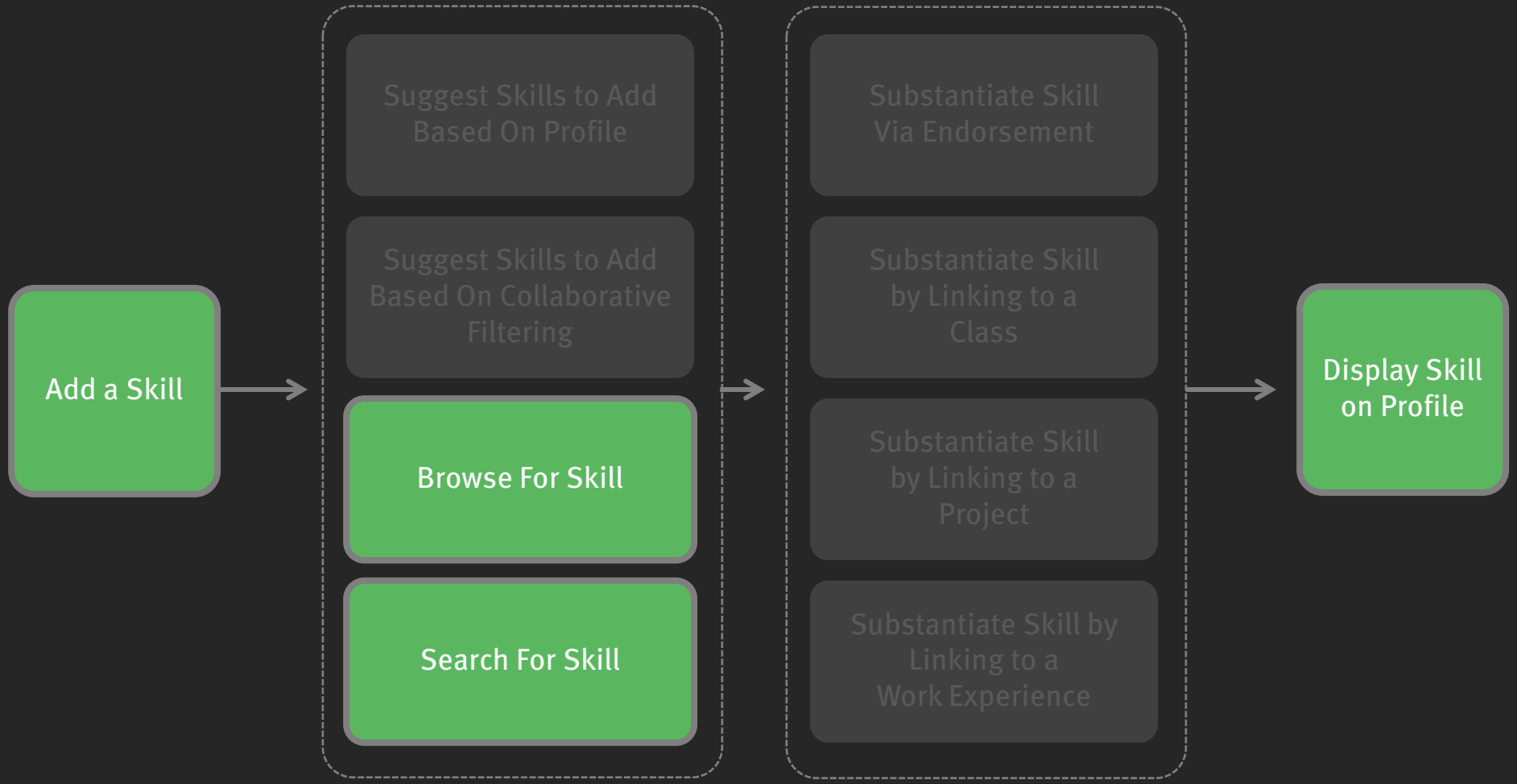

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Profile - Skills Tab

Details

Type:	Story
Priority:	P3 - Normal
Component/s:	Profile Skills Management
Labels:	q113_ask
Status:	Closed (View Workflow)
Resolution:	Completed
Fix Version/s:	2013.2.8
Ranking:	5

Acceptance Criteria:

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 Experiences, 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 it's 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 users 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 quick adds the Skill it will be removed and added to their list of Skills, and another will be shown in it's 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 teasers will be shown, informing the user that adding Projects and Work Experience will be coming soon. Clicking on "Add Course" will show 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 scroller will be shown when more than 3 Courses have been associated. Clicking on the scroller 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:

People

Assignee:	Zaid Albaker (Inactive)
Reporter:	Daniel Loury
Product Owner:	Daniel Loury
Developer:	Zaid Albaker (Inactive)

Vote (0) Watch (3)

Dates

Created:	2012-12-10 11:06 AM
Updated:	Today 08:27 AM
Resolved:	2013-02-08 11:53 AM
Target Date:	2013-02-06
Projected Date:	2013-01-24

Agile

View on Board

myEdu

Robyn Bagley

Edit

University of Wisconsin | 2013, B.S. Marketing & Advertising

- PROFILE COVER PAGE
- WORK EXPERIENCE
- PROJECTS 2
- DEGREE
- INTERESTS
- CONNECTIONS
- JOBS

My Projects

Add a Project

Add a project in order to showcase your skills, emphasize your interests, and illustrate your unique passions to prospective employers.

What's the project name?

Describe the project. What did you do, and what did you learn?

What's the web address of the project?

You can enter a link to Youtube, Vimeo, Slideshare, and more...

What category is the project in?

- [x] Academic
- [x] Extracurricular
- [ ] Internship
- [x] Personal
- [x] Volunteer

If the project was for a course, which course was it for?

(Select...)

Who were your teammates and collaborators on this project?

Add

Enter your teammates names; if they have a myEdu account, you can add them to this project.

- [x] Feature this on my Cover Page

Save Cancel

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Feature Definition

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

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Launch & Usage Metrics

To provide everyone with a common language for tracking & understanding success

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

To adjust subsequent activities

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myEdu jkolko@myedu.com

Mail 3 of 7,848

COMPOSE

Inbox
Starred
Important
Sent Mail
Drafts (96)
More

Search people...

- Brian Mego
- David Hafley
- Elaine Van Nor…
- John Cunningham
- Michael Franklin
- Claire Hill
- Chad Fisher
- deepak.surana
- Pat Marsh
- Matt Franks Invi…

Daily Metrics Update for Oct 07, 2013

Inbox x

Daily Report <noreply@myedu.com> 3:20 AM (4 hours ago)
to dailyreport

People (2)

Daily Report
dailyreport@myedu.com
Show details

Oct 07, 2013

1,335,800 Total Members	544,351 Total Profiles	

Skills

Average skills per profile: **2.4837**

Daily trends - past 7 days

10/1/2013	4.8077
10/2/2013	3.6
10/3/2013	5.5
10/4/2013	5.2143
10/5/2013	3.8667
10/6/2013	4.8
10/7/2013	4.1818

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

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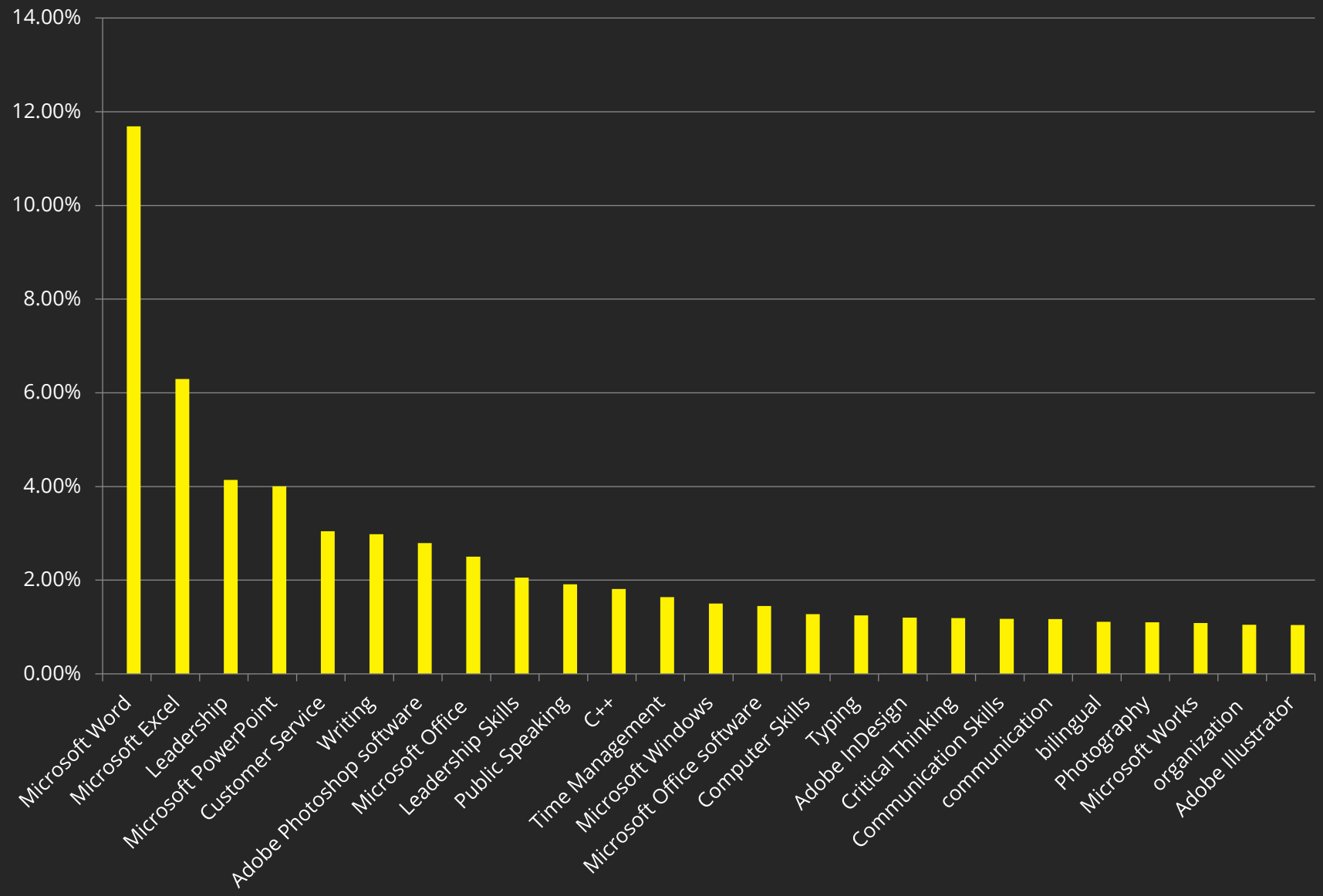

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Launch & Usage Metrics

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

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Iterations & Extensions

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

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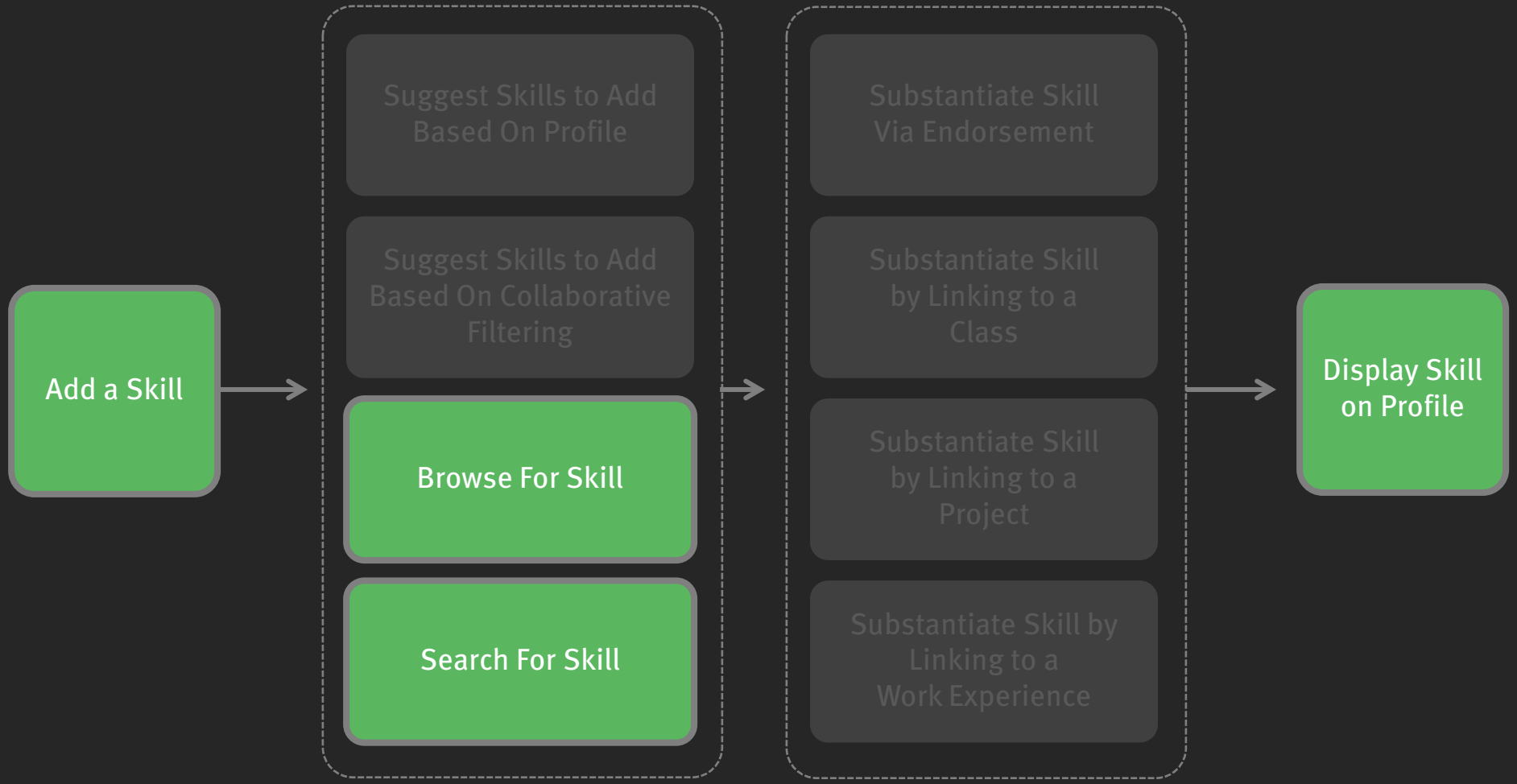

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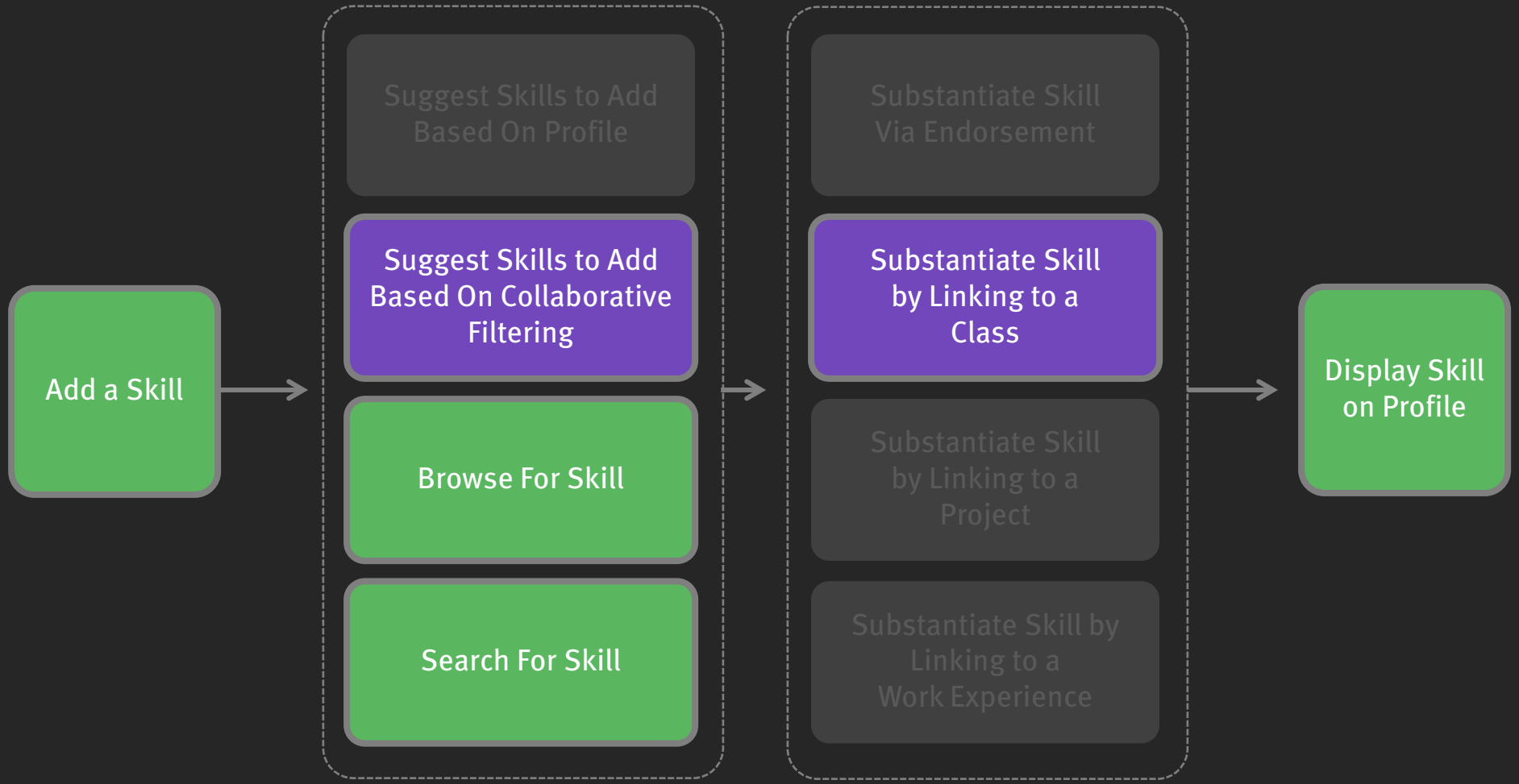

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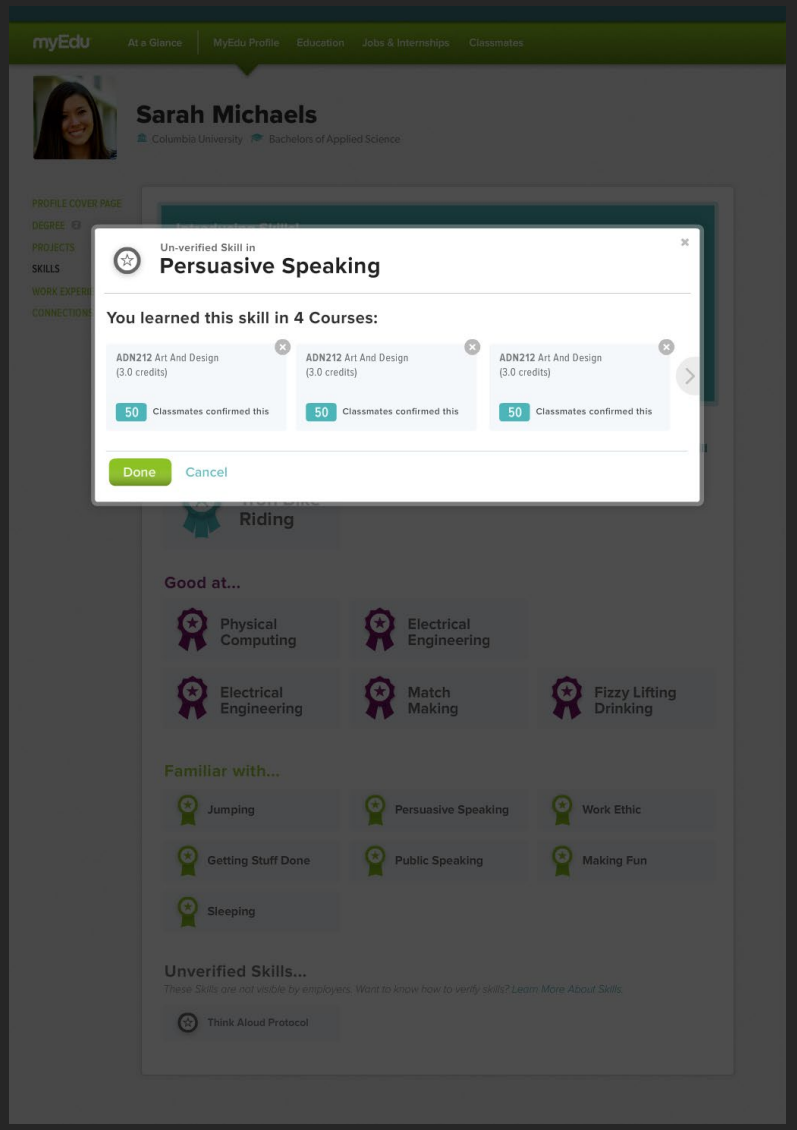

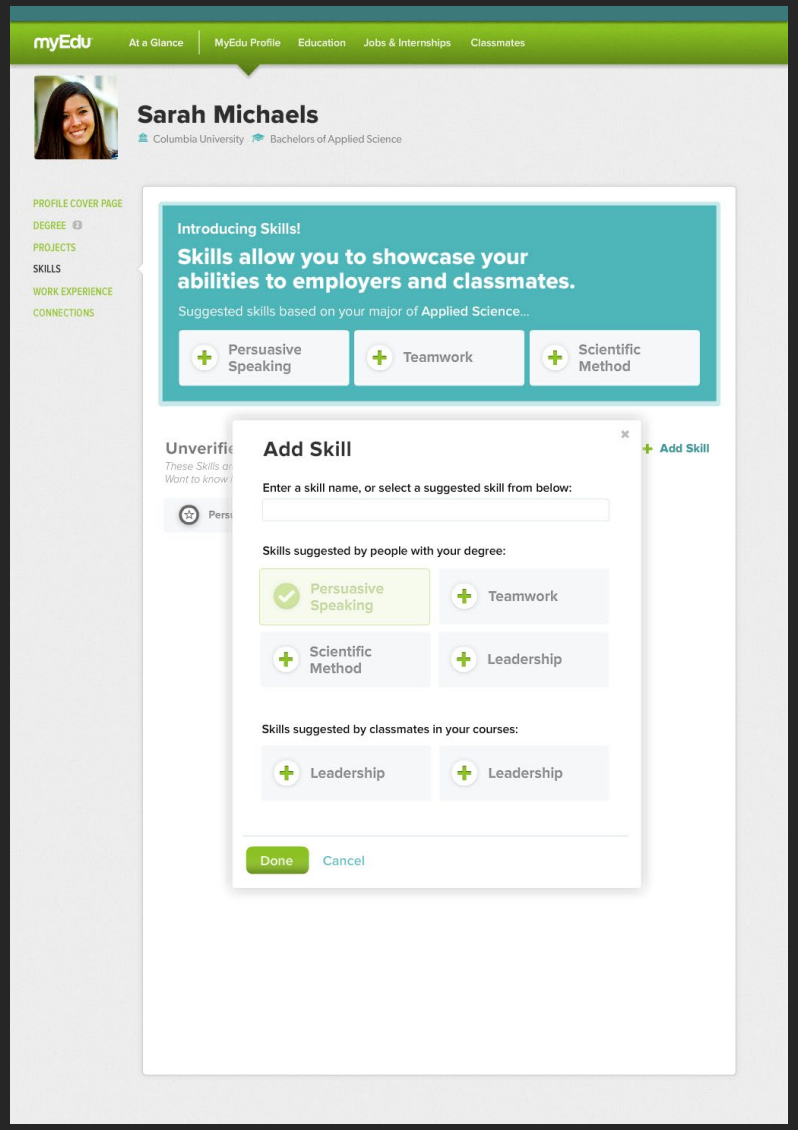

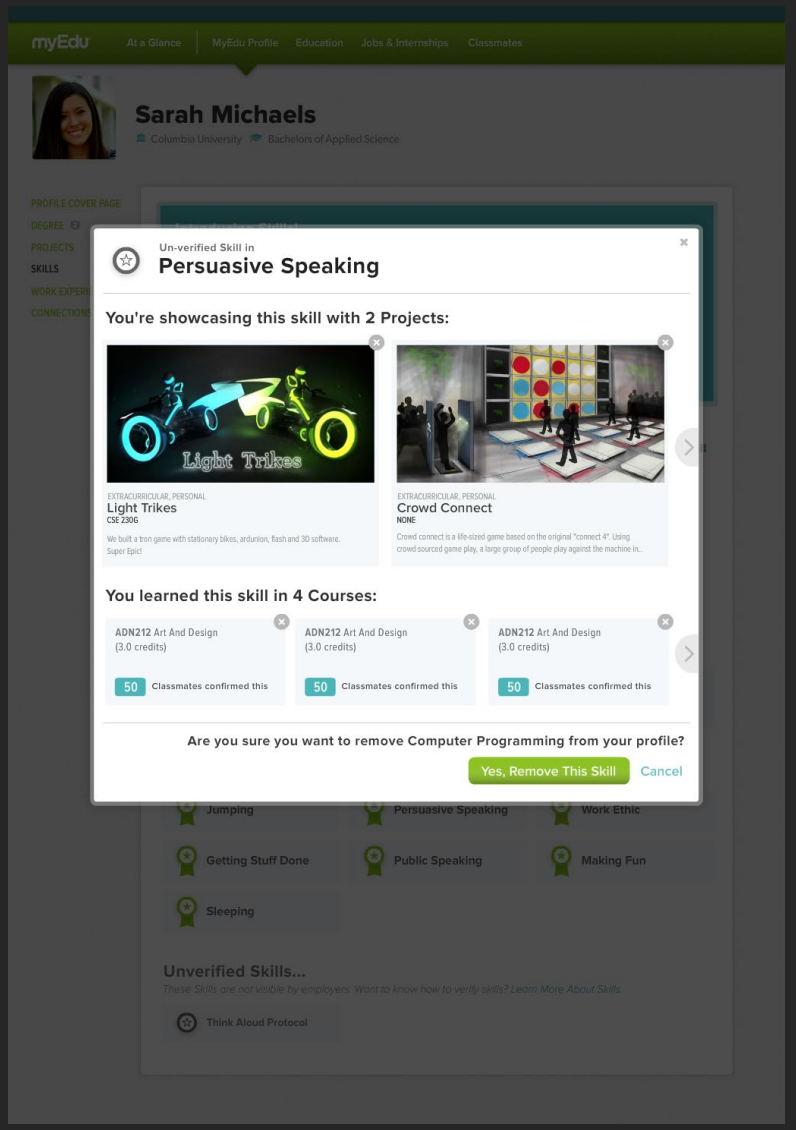

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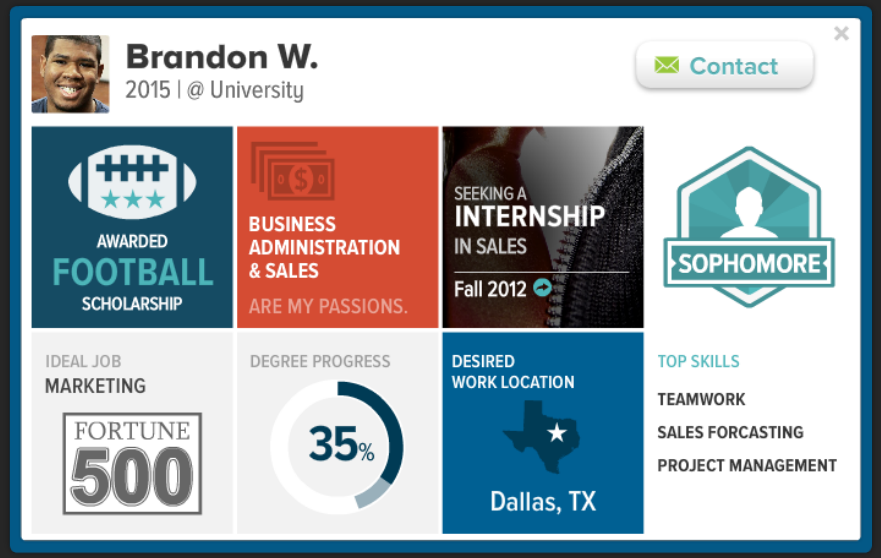

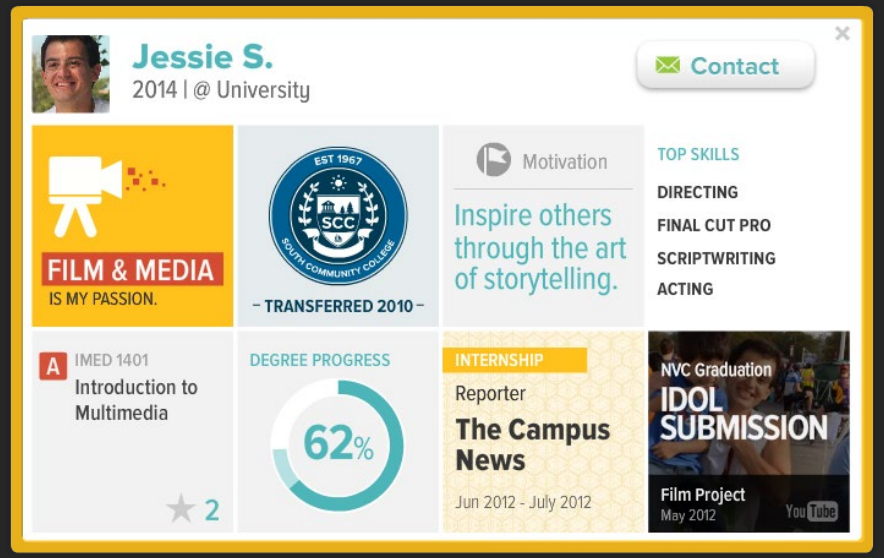

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Iterations & Extensions

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

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Communication Strategy

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

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myEdu

March 15, 2013

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.

follow us on Facebook

follow us on Twitter

Unsubscribe

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myEdu

jkolko@myedu.com

Mail

Move to Inbox | More | 60 of about 133

COMPOSE

Inbox
Starred
Important
Sent Mail
Drafts (96)
More

Search people...

Andres Traslavina
Brian Mego
David Hafley
Jonathan Mohn
Michael Franklin
Pavel Karoukin
mario for the win
Chad Fisher
deepak.surana
Pat Marsh
Matt Franks Invi…

Skills email learnings

Inbox x

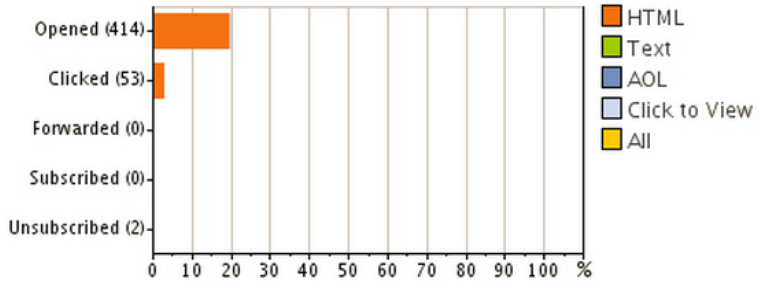
Claire

to Frank, me, Daniel

May 22

Frank & Jon -

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:



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.

Communication Strategy

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

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Community Feedback

To leverage alternative signals related to product usage

To better understand how people perceive product changes

To understand the “gestalt” of the community

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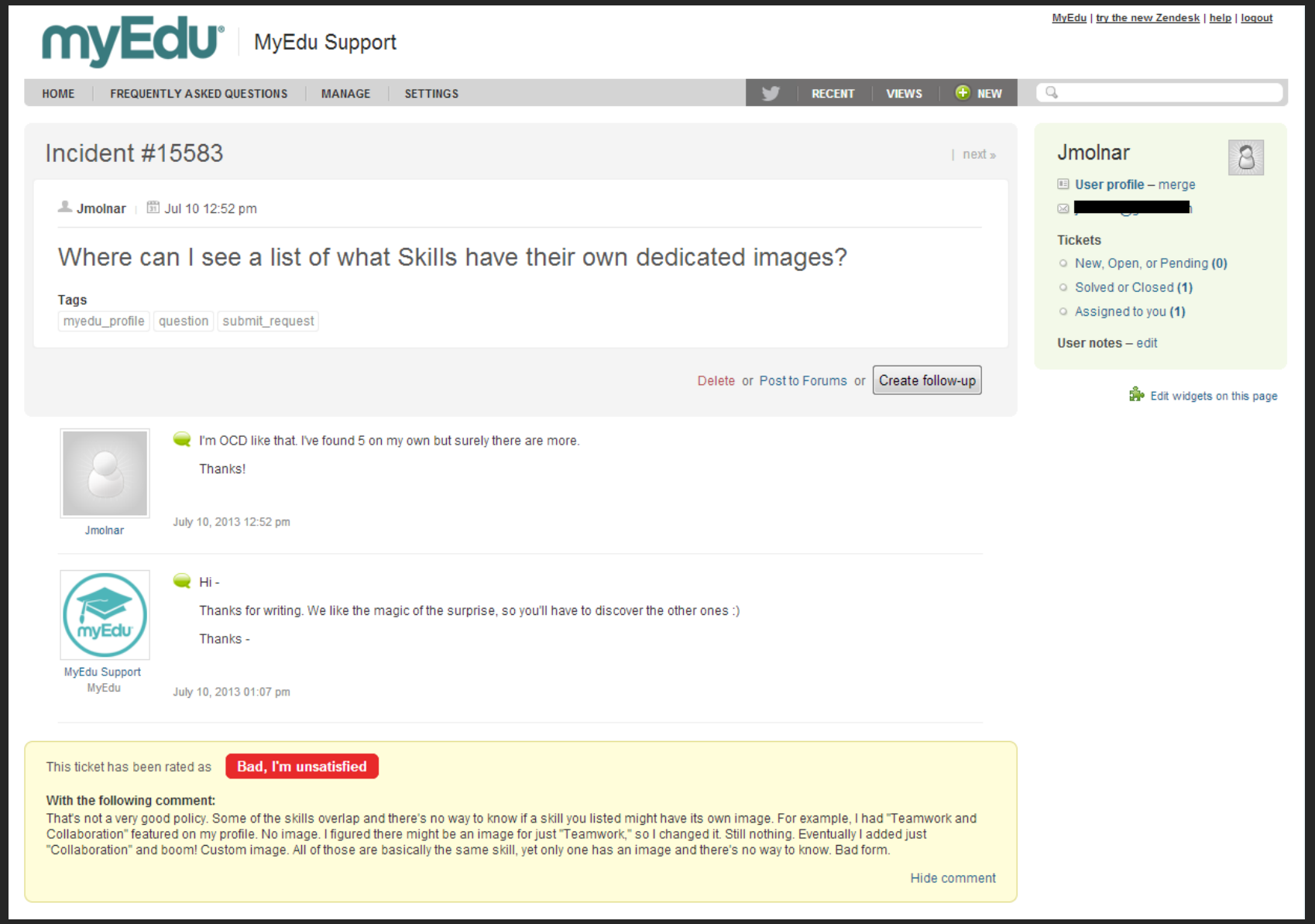

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Community Feedback

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

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Blackboard®

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Profile Acquisition Per Day, Over Time

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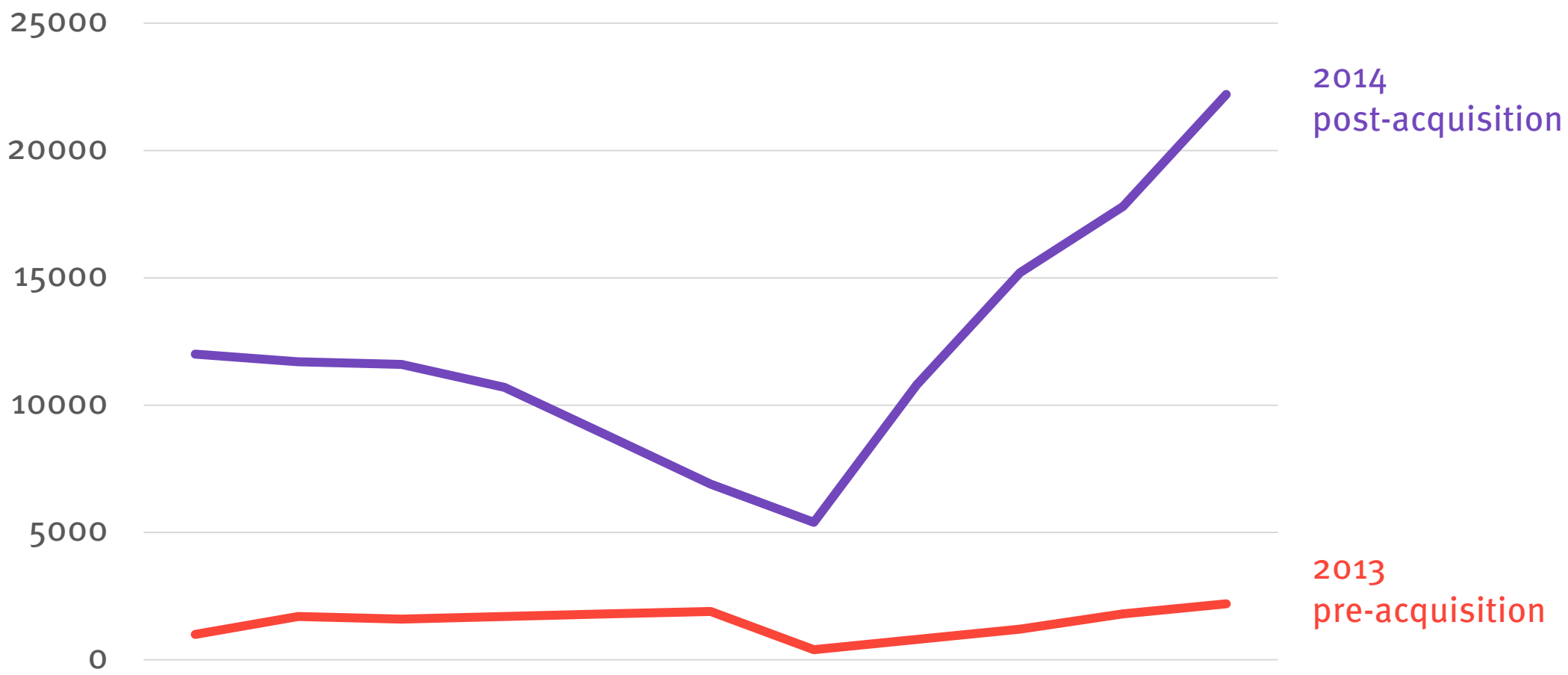
Profile Acquisition Per Day, Over Time



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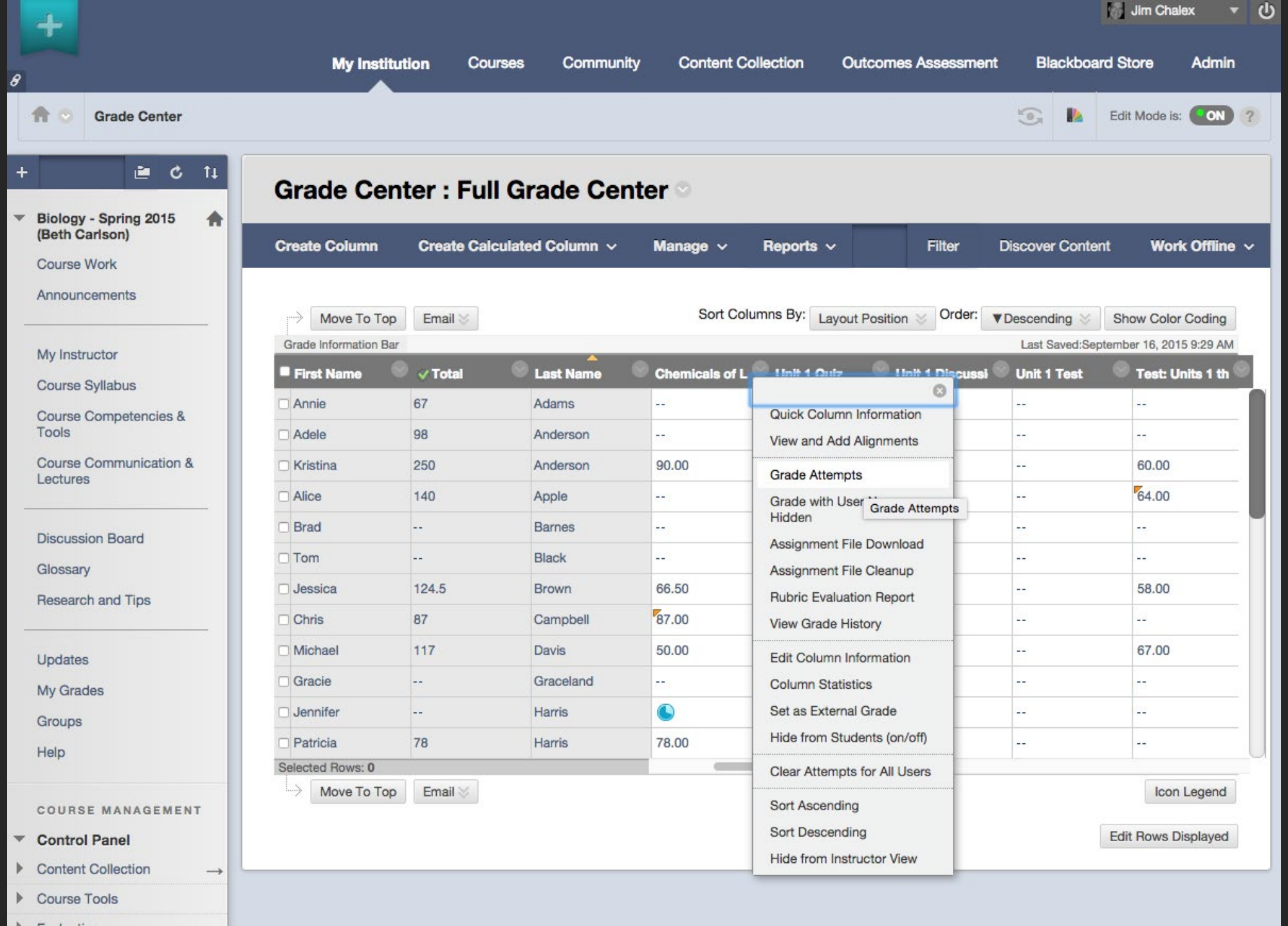
Jim Chalex
My Institution
Courses
Community
Content Collection
Outcomes Assessment
Blackboard Store
Admin
Grade Center
Edit Mode is: ON
Biology - Spring 2015 (Beth Carlson)
Course Work
Announcements
My Instructor
Course Syllabus
Course Competencies & Tools
Course Communication & Lectures
Discussion Board
Glossary
Research and Tips
Updates
My Grades
Groups
Help
COURSE MANAGEMENT
Control Panel
Content Collection
Course Tools
Grade Center : Full Grade Center
Create Column
Create Calculated Column
Manage
Reports
Filter
Discover Content
Work Offline
Move To Top
Email
Sort Columns By: Layout Position
Order: ▼Descending
Show Color Coding
Grade Information Bar
Last Saved:September 16, 2015 9:29 AM
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Annie 67 Adams -- -- --
Adele 98 Anderson -- -- --
Kristina 250 Anderson 90.00 -- 60.00
Alice 140 Apple -- -- 64.00
Brad -- Barnes -- -- --
Tom -- Black -- -- --
Jessica 124.5 Brown 66.50 -- 58.00
Chris 87 Campbell 87.00 -- --
Michael 117 Davis 50.00 -- 67.00
Gracie -- Graceland -- -- --
Jennifer -- Harris -- -- --
Patricia 78 Harris 78.00 -- --
Selected Rows: 0
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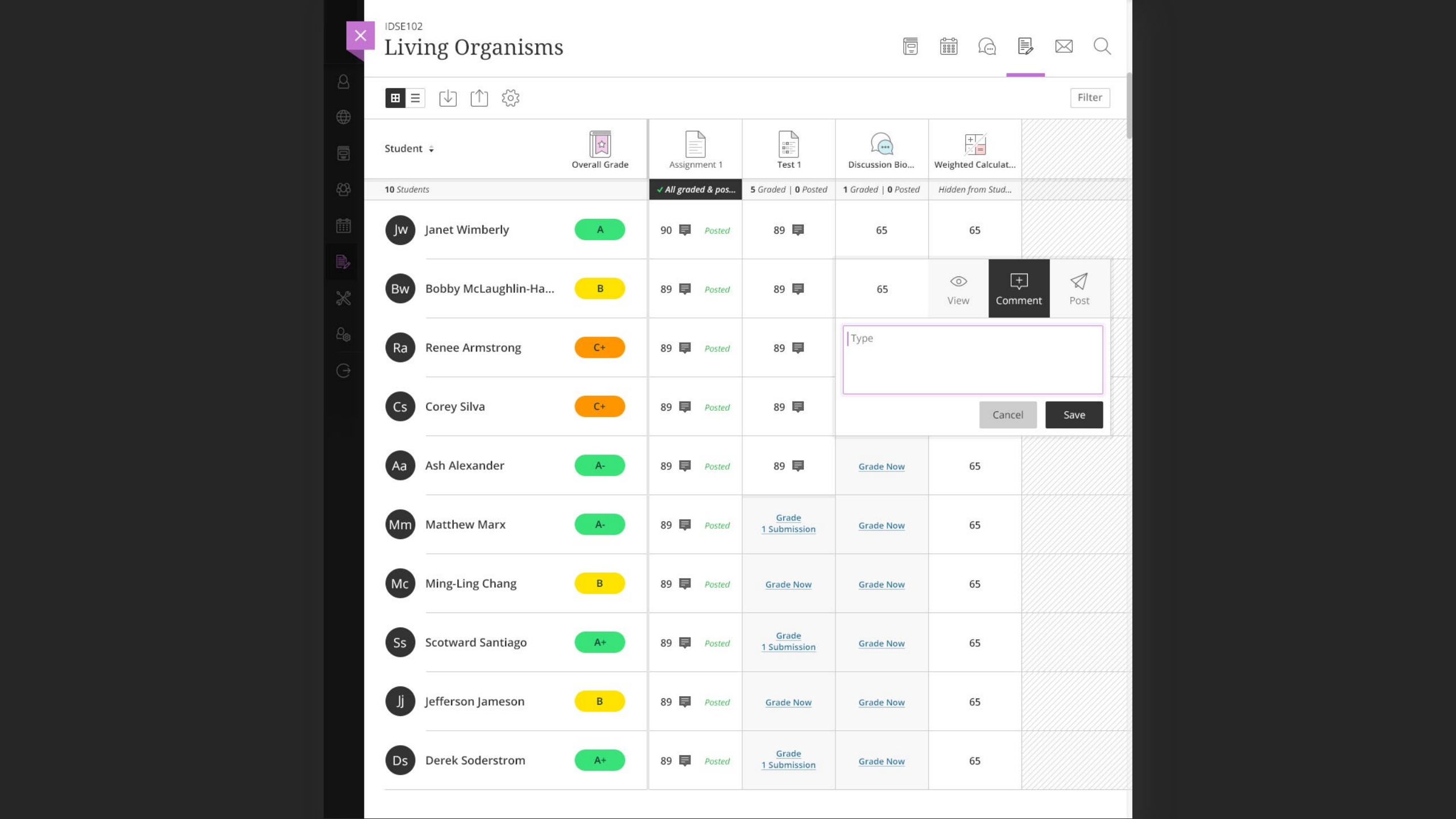
Icon Legend
Edit Rows Displayed
Quick Column Information
View and Add Alignments
Grade Attempts
Grade with User
Hidden
Grade Attempts
Assignment File Download
Assignment File Cleanup
Rubric Evaluation Report
View Grade History
Edit Column Information
Column Statistics
Set as External Grade
Hide from Students (on/off)
Clear Attempts for All Users
Sort Ascending
Sort Descending
Hide from Instructor View


IDSE102
Living Organisms
Filter
Student
Overall Grade
Assignment 1
Test 1
Discussion Bio...
Weighted Calculat...
10 Students
All graded & pos...
5 Graded | 0 Posted
1 Graded | 0 Posted
Hidden from Stud...
Janet Wimberly A 90 Posted 89 65 65
Bobby McLaughlin-Ha... B 89 Posted 89 65
View
Comment
Post
Renee Armstrong C+ 89 Posted 89
Type
Cancel
Save
Corey Silva C+ 89 Posted 89
Ash Alexander A- 89 Posted 89 Grade Now 65
Matthew Marx A- 89 Posted Grade 1 Submission Grade Now 65
Ming-Ling Chang B 89 Posted Grade Now Grade Now 65
Scotward Santiago A+ 89 Posted Grade 1 Submission Grade Now 65
Jefferson Jameson B 89 Posted Grade Now Grade Now 65
Derek Soderstrom A+ 89 Posted Grade 1 Submission Grade Now 65

Blackboard 4+

Blackboard Inc.

#20 in Education

★★★★★ 4.6, 177.5K Ratings

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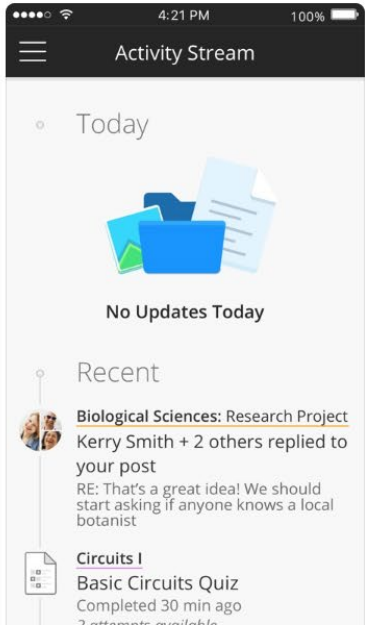

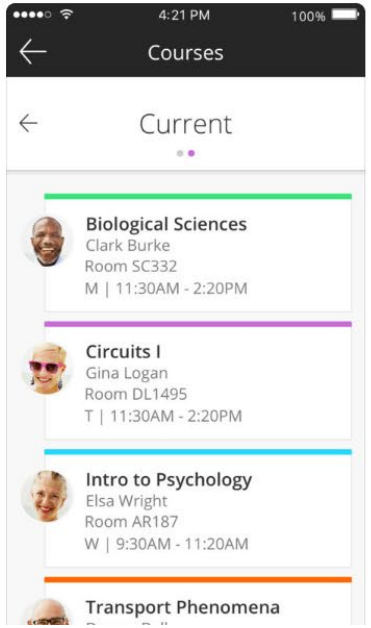

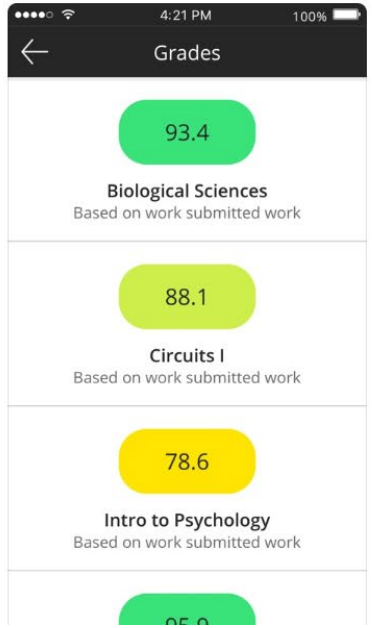

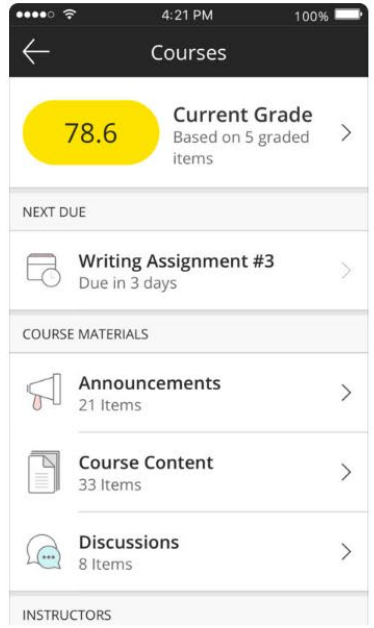

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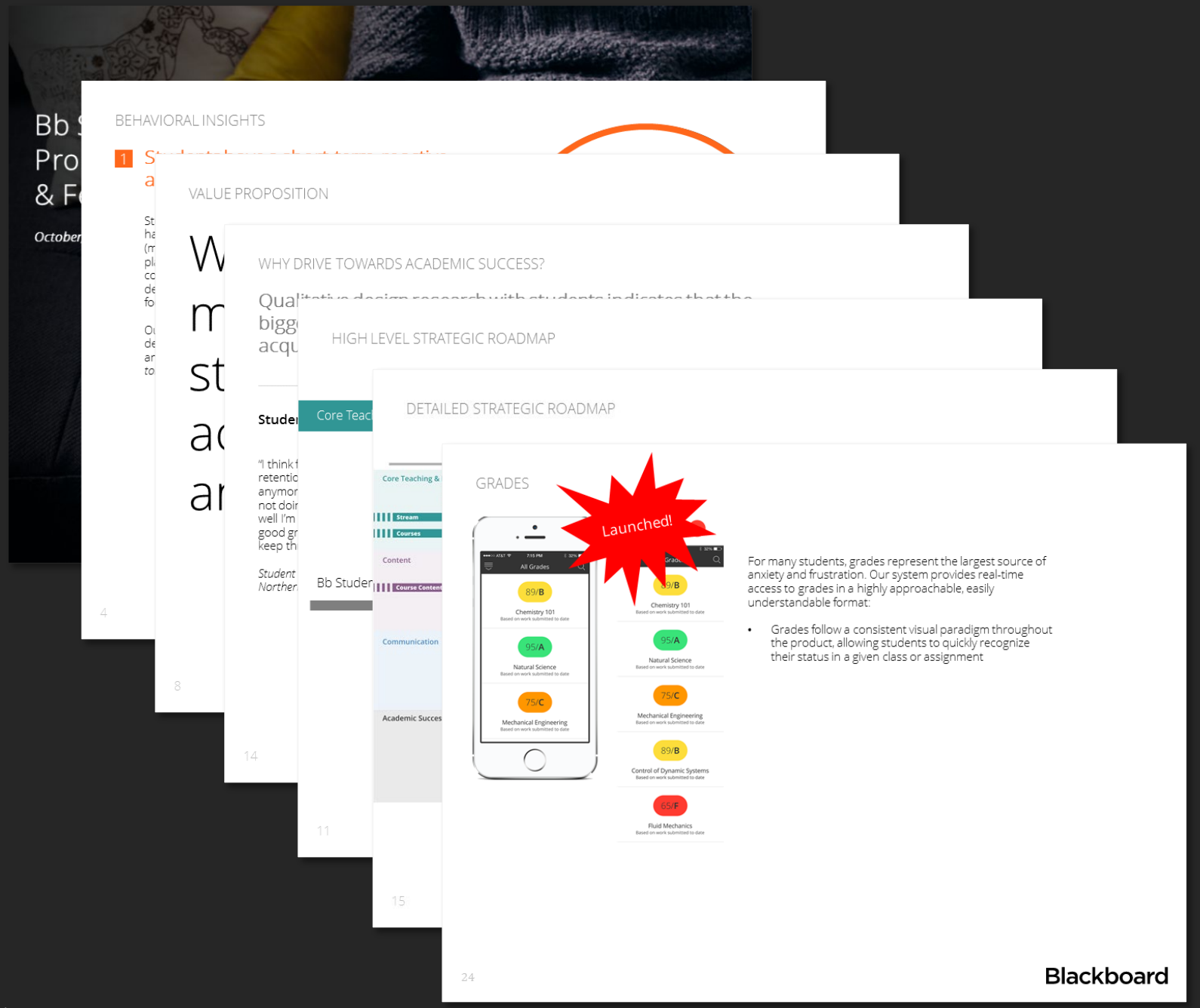

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Contextual Research
Synthesis & Sensemaking
Behavioral Insights

Value Proposition
Feature Definition

Launch & Usage Metrics
Iteration & Extensions

Communication Strategy
Community Feedback

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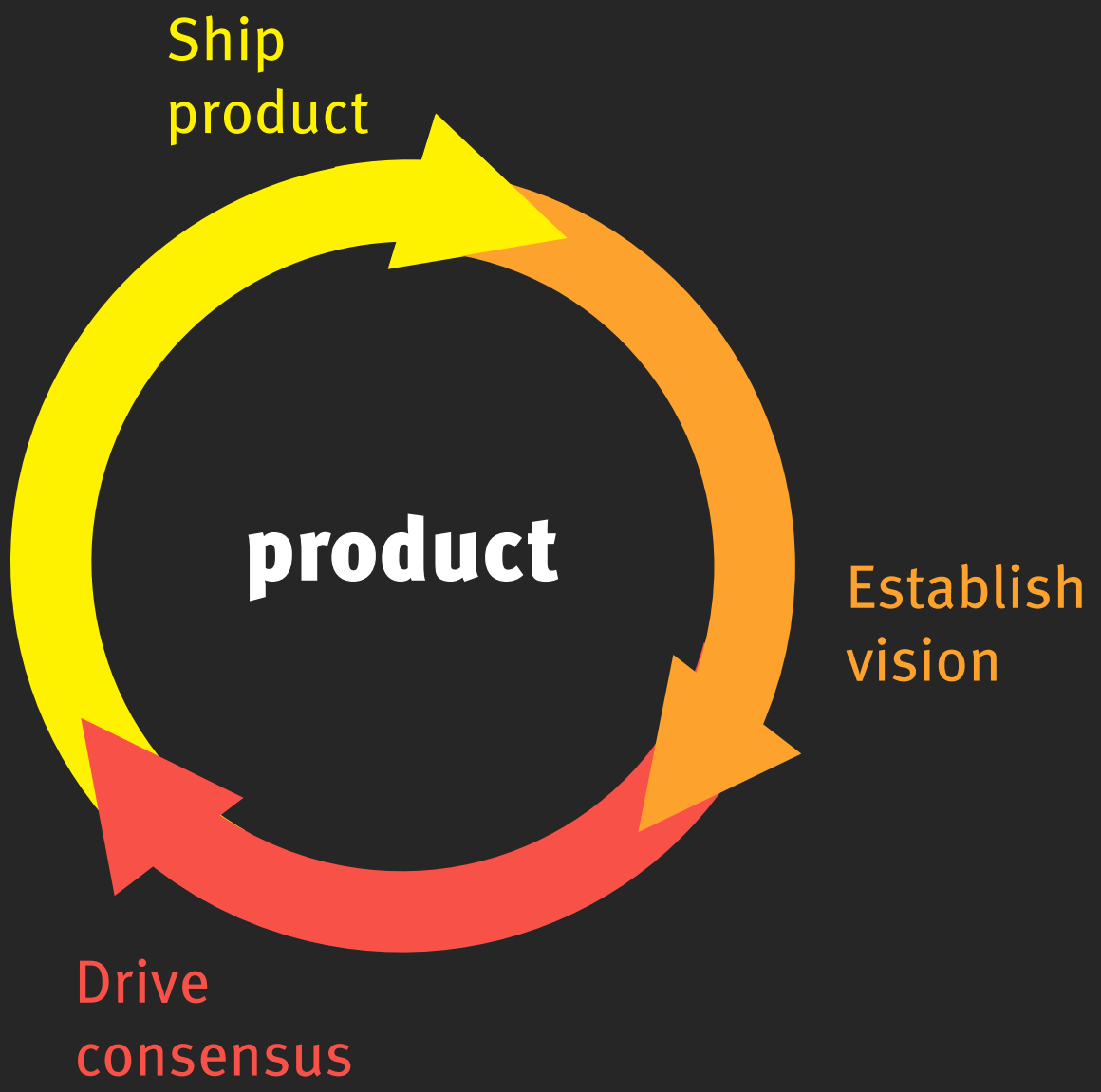

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“Get your hands as dirty as possible. Throw yourself into an experience of making. Coding, design, or whatever it is – learn it, and make something.”

Joe Gebbia
Chief Product Officer, AirBNB

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“Get some skills, first… you have to have some street cred. You have to have some experience in building something.”

Leland Rechis
Senior Product Manager, Google

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"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

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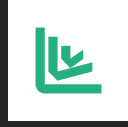

product/market fit

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behavioral insight

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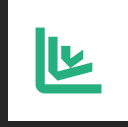

Go make something!

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- thanks!

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