

Module #5

Learning



TEAM #5.
MARTY NEUMEIER'S
METASKILLS CHALLENGE



It's been a blast

The Metaskills Challenge has been a whirlwind of learning. Over the last 3 months we have read, debated, collaborated around and practically used the thinking within Marty Neumeier's book, Metaskills. Our international team have met regularly in weekly huddles and even more frequently when deadlines for modules were looming. As a team we had a core focus of putting human experiences first. To keep us true to this we named ourselves "We Are Not Robots".



Keen to challenge ourselves and to give us each a rich and rounded learning experience for each module we decided early on to apply each task to a radically different business or problem.

Challenges team "We Are Not Robots" confronted

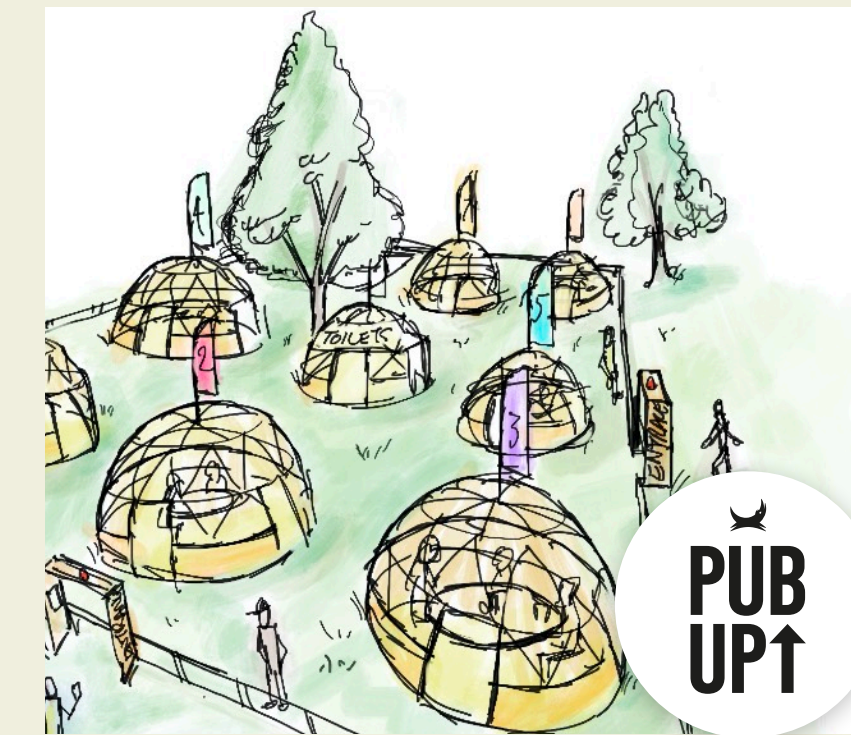
Module #1 | Feeling



Challenge: How to make libraries relevant in the robotic era.

Solution: Libraries of Tomorrow (LoT) - Hubs of learning, connecting people locally and globally using real human interaction to invite personal development.

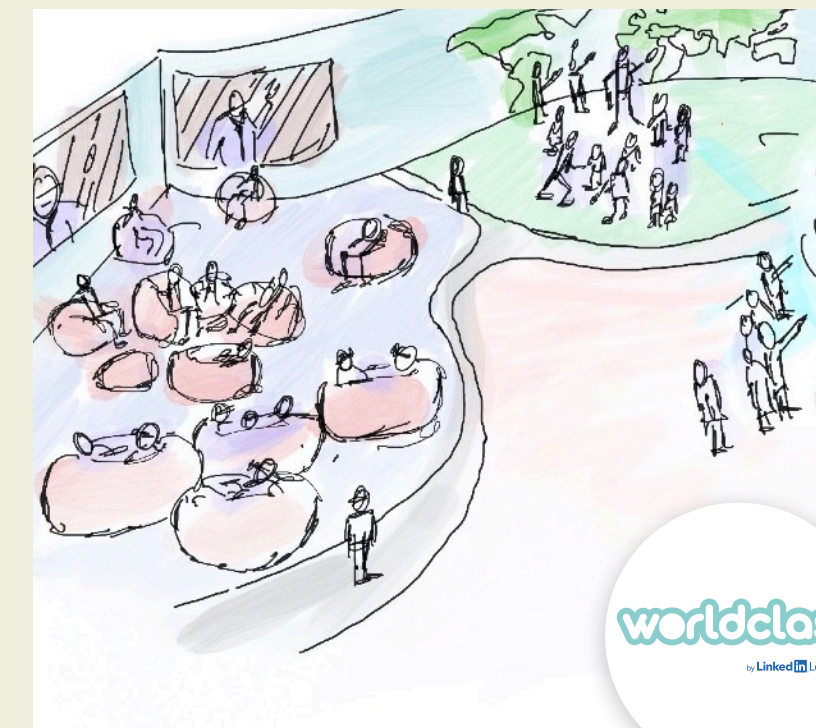
Module #2 | Seeing



Challenge: How could BrewDog create pub experiences that consumers felt safe in post lockdown.

Solution: PubUp - the contactless, socially distanced and safe, 'pop-up' pub experience.

Module #3 | Dreaming



Challenge: How can we make education fit for purpose and more equal.

Solution: Worldclass - A LinkedIn Learning education system which inspires lifelong learning - free and open to all humans across the globe.

Module #4 | Making



Challenge: How can we create a better shoe buying experience which ensures the perfect fit of shoe.

Solution: Nike ShoeSpace - a revolutionary new retail experience which measured and allowed for full customisation of 3D printed shoes.

In each module we learnt from the "Metaskills" book, judges feedback and in our interactions with each other as we prepared our thinking in the presentation of our work. On top of this we sort out learnings from a variety of sources.

Sources of learning:

Module #1 | Feeling

We “felt” the pain of traditional libraries and their users. Using our learning we considered how we could create a solution which brings beauty and human joy.

SOURCE OF LEARNING



Interview with Library Owner Martina Wolny, Trinec, Czech Republic

WHY IT WAS HELPFUL

Speaking with somebody who had an in-depth understanding of managing libraries enabled us to get real insights into the problems libraries were facing.

WHAT WE LEARNED

That libraries were struggling with staying relevant to younger generations.

HOW IT INFLUENCED US

It prompted our thinking in relation to what would make a library relevant in the robotic era - especially in relation to how we could create human experiences with them.

AUDIENCE LEARNING

That by adding human interaction, the joy of learning and beauty into any experience we can create attractive offers which people will want to experience.



Newspaper & internet articles

Our desk research showed the extent of the problem faced by libraries and we were able to display headlines and data in simple ways to communicate the scale of the challenge.

The full scope of the problem facing libraries globally.

It helped us to think globally and ask the question: how might we be able to create a solution which could be funded and applied to a world wide customer set?

That by seeking information about a challenge globally you can open up solutions that will help humanity as a whole.



Popular modern customer experiences

By considering a variety of popular customer experiences we were able to apply learnings from them into our solution.

That modern brands created experiences which enhanced human joy and were designed to be beautiful.

It helped us to think outside of what a traditional library might look like and apply some of the thinking from these brands into our solution.

That by putting the customer first you can create highly valued experiences which generate positive emotions.



Low fidelity user interface prototype
[View here](#)

Having a prototype of a screen in the LoT helped us think through how we could add additional value to the experience.

That there were gaps in our thinking and further opportunities to add value to our audience.

That we could add value to the customer experience (for example by recommending books they might like based on machine learning).

That by prototyping you can better imagine what a solution might look and feel like and 'fail fast' if something wasn't working or enhance solutions if it was.

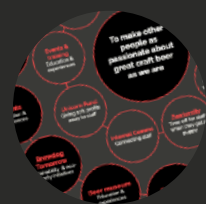


Sources of learning:

Module #2 | Seeing

In Module 2 we used our sources of learning to see the brand ecosystem of BrewDog, the unanticipated problem of COVID-19 and imagine an innovative solution.

SOURCE OF LEARNING



BrewDog Blog posts, PR and website

WHY IT WAS HELPFUL

It allowed us to uncover the brand's ecosystem element & its interconnections demonstrate the brands values and thus makes the brand successful.

WHAT WE LEARNED

Having pubs shut due to Covid-19 and the introduction of social distancing would be a huge problem for the profitability of the brand.

HOW IT INFLUENCED US

From the brand's ecosystem we used our learning to select the brands owned pub venues as something that needed to be improved.

AUDIENCE LEARNING

That having an overview of a brand ecosystem can help you identify vulnerabilities in times of change.



Customer experience & empathy maps

To consider stages in a customer experience map as a system allows you to see aspects which need improving.

With the arrival of Covid-19 & social distancing the whole current BrewDog Pub customer experience was broken.

From the brand's ecosystem we used our learning to select the brands pub venues as a key component to improve.

That by breaking down a process into stages and mapping how a customer is feeling at each stage then you can see which areas could be improved.



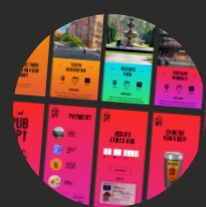
Environment mockups & prototypes

Imagining a customer experience whilst having a sketch or mockup of the retail environment helps you see better solutions.

That we can convert open spaces (like parks) into post Covid safe zones so that people can socialise.

From early sketches we evolved our concept improving the entrances and the 'Pod's (for example we realised we needed them to provide shelter from rain).

That by having rough sketches of environments allow you to imagine and reimagine solutions.



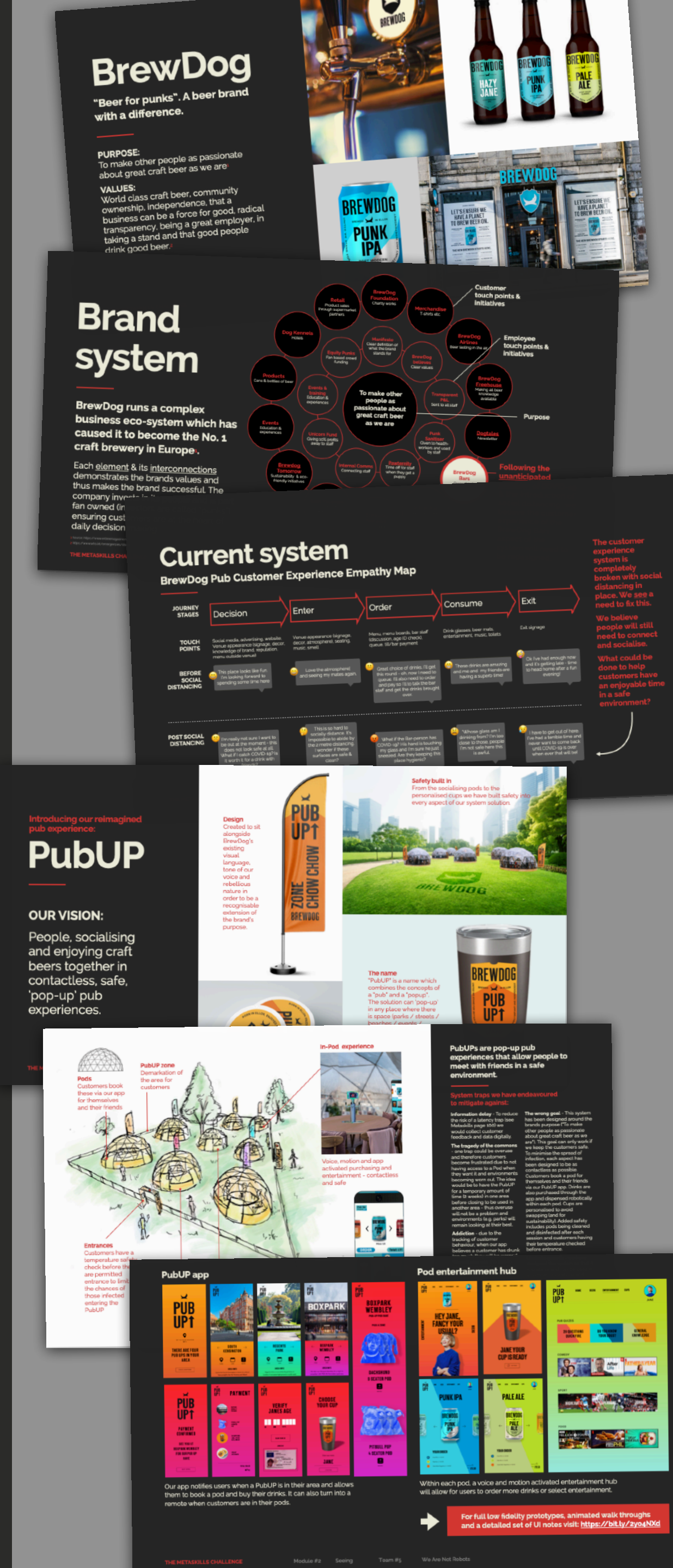
Low fidelity user interface prototype [View here](#)

Having a prototype of a screen in the BrandUp Pod helped us think through how we could add additional value to the experience.

That there were further opportunities to add value to the audience.

That we could add value to the customer experience (for example by adding a personalised cup, entertainment & buying experience).

That by prototyping you can better imagine what a solution might look and feel like and 'fail fast' if something wasn't working or enhance solutions if it was.



Sources of learning:

Module #3 | Dreaming

We used our learnings in Module #3 to dream up an ambitious new global education system we called "WorldClass".

SOURCE OF LEARNING



Interview with Evert Pruis, Global learning and development expert
[Watch here >>](#)

WHY IT WAS HELPFUL

Spending time questioning a leading mind in the field of learning and development allowed us to save time and discover lines of enquiry we may not have thought about as a team.

WHAT WE LEARNED

That there were two major problems with modern education systems - one was that it was not fit for purpose, the other that it was unequally accessible.

HOW IT INFLUENCED US

This knowledge helped us to consider solutions from other parts of society which have overcome similar problems.

AUDIENCE LEARNING

That having access to the thinking of leading experts can help you save time and give you a depth of knowledge you may not readily have access to on your own.



Solutions outside of the education space

Opening our minds to other solutions which did not currently reside in the educational category meant we were open to alternative possibilities.

That creative and immersive experiences utilised in other areas of society could make education more effective.

That by combining experiences from these places was a rich source of inspiration. For example the concept of combining UNICEF initiatives with gamification.



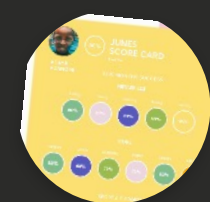
Thinking models & processes

By reviewing existing thought frameworks (e.g. 'The Originality Scale' from Metaskills) we opened our minds to new ways of thinking.

Frameworks in which to align, enhance our thinking and spot problems swiftly.

The frameworks allowed us to assess the quality of our ideas and make improvements such as creating immersive environments.

That by exploring existing thought frameworks you can improve ideas and dream of better, more robust and useful ideas.



Mockups and prototypes

Opening our minds to other solutions which did not currently reside in the educational category meant we were open to alternative possibilities.

We could add more value to the environments & interfaces of the experience.

We created a richer experience within the imagined physical spaces and 'report card.'

That by using mockups to share mental pictures, humans can dream in groups.

THE METASKILLS CHALLENGE

Module #5

Learning

Team #5

We Are Not Robots

Framing the problem

By 2030 the United Nations has a goal to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

BUT there are two wicked problems with education:

- 1. Inequality**
 - It is not accessible to all.
 - Some people can't afford it.
 - Gender can be a restriction in some parts of the world.
 - Racial discrimination still exists.
 - Geography has a huge impact on access.
- 2. Fit for purpose**
 - It's not fit for the robotic era (more about factual knowledge than imagination and dreaming).
 - Kills creativity.
 - Large complex education systems struggle to innovate and keep pace with change.



What is:
The current education systems around the world are fragmented, dependent on location, unequally accessible and are not fit for the future in the robotic era.

The dream

What could be:

LinkedIn Learning becomes a globally accessible world-class education platform for early years & upward helping prepare students for the robotic era.

Schools adopt LinkedIn Learning and a new global curriculum as a single platform for students to connect, compete and grow.

After core primary learning, creative media skills are adopted and implemented within the curriculum.

Entertaining, personalised and distributable deep learning such as use of gamification to unlock special learning experiences.

Teachers operate in a different way, as facilitators who inspire & coach rather than deliver of knowledge.

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Wouldn't it be great if we combined the following ideas to make this a reality:

One online platform for LinkedIn Learning.

Global social connections.

Netflix entertainment style.

Gamification.

Virtual reality.

Physical locations "schools".

Esports.

Facilitators.

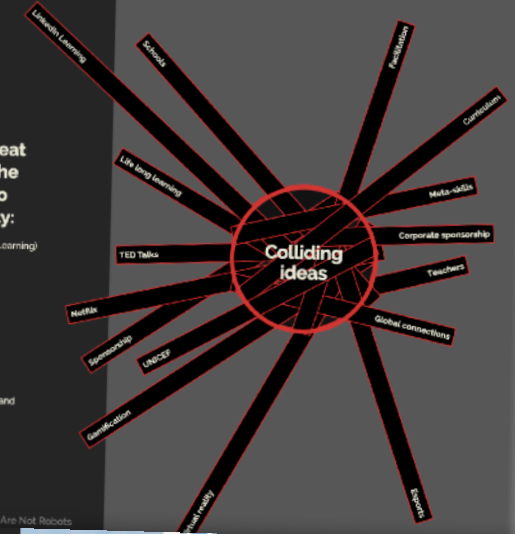
Corporate sponsorship.

Curriculum based on core skills and creative media skills.

Life long learning.

TED talks - expert teachers with their relevant and relevant stories.

UNICEF.



Introducing our imagined education:

WorldClass
A life long school by LinkedIn Learning

Our dream

An education system which inspires life long learning - free and open to all humans across the globe.

Reconsidered school buildings for early years & upward.

Facilitators (formerly known as teachers) who inspire creativity and confidence as well as core knowledge.

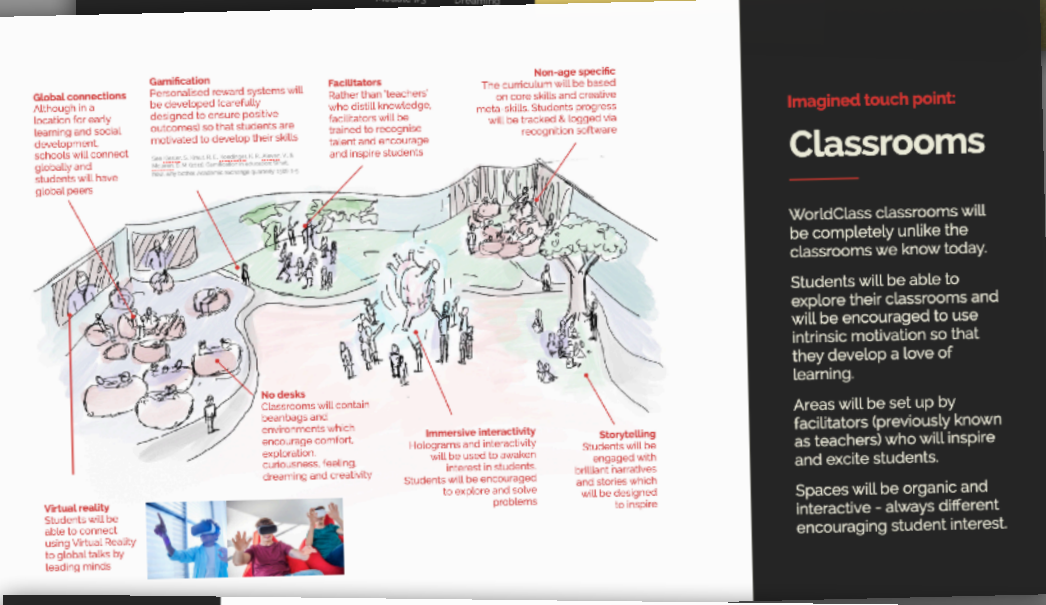
A global connected community of student owners.

One platform which stays with you for life so even after you leave school you can still use it to grow and learn.

The latest in human technology (such as VR) connecting people all over the world to each other.

Physical education via esports.

Internationally governed to ensure high standards.



Imagined touch point:

Classrooms

WorldClass classrooms will be completely unlike the classrooms we know today.

Students will be able to explore their classrooms and will be encouraged to use intrinsic motivation so that they develop a love of learning.

Areas will be set up by facilitators (previously known as teachers) who will inspire and excite students.

Spaces will be organic and interactive - always different encouraging student interest.

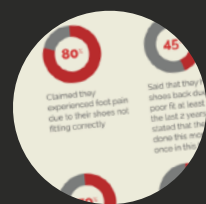


Sources of learning:

Module #4 | Making

In Module #4 we used learning from advanced technology to create a solution to the problem of ill-fitting shoes and made a radical retail experience for Nike which we called "ShoeSpace".

SOURCE OF LEARNING



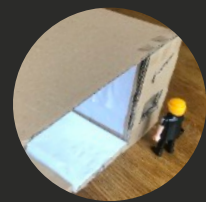
Customer feedback survey
[View here](#)



Ideas from other worlds



Founder book ("Shoedog" by Phil Knight)



Physical prototypes



Activation prototypes
[View here](#)

WHY IT WAS HELPFUL

Having a way of listening to a sample of 200 people allowed us to remove our own bias and listen directly to consumers.

Reviewing technology from other categories helped to make us aware of what might be possible.

Understanding the history of a brand helps to uncover the original drivers that caused it to exist.

Making a prototype solution out of cardboard helped us to visualise and share our thinking with each other.

Creating mockup point of sale examples and TV ads helped us to work out how we could position the offer to customers.

WHAT WE LEARNED

An understanding of the problems of consumers and also verification of our initial ideas.

That cutting edge tech (like 3D scanning and printing) was the future of human experiences.

That Nike was all about innovation and bringing new radical ideas to the market (like Nike Air).

That the solution could work within an existing store or be used as a 'pop-up' solution at events.

To ignore the technological aspects of the offer and focus on the benefit.

HOW IT INFLUENCED US

Findings gave us confidence that we were making a solution which would be of high value to consumers because it solved their problem.

Knowledge of these new technologies allowed us to make radical solutions to the problems of shoe manufacture & purchase.

It inspired us to think differently about the retail experience and combine new technology (like 3D printing) into a unique solution.

This rough prototype helped us imagine how the ShoeSpace could look and feel like and enhanced our ability to create higher fidelity mock-ups.

That the clarity of the message around individualisation was a key component to the offer.

AUDIENCE LEARNING

By listening to customer pain points you can create solutions customised to their specific needs and thus be highly valued by them.

Combining technology from other categories helps to open up possible solutions to your problems.

That strategic direction can be found in defining the original purpose that a brand was established for.

Prototyping helps you fail fast and cheaply as well as explore alternative options in order to design and make better outcomes.

The value of an offer is not always in the complexities that sit behind it and that to attract customers comms need to be simple and focus on their need.



☐ IL DISCORSO MENTALE

What we've learnt video

We're so grateful for all of the things we have learnt and the fantastic experience we've had.

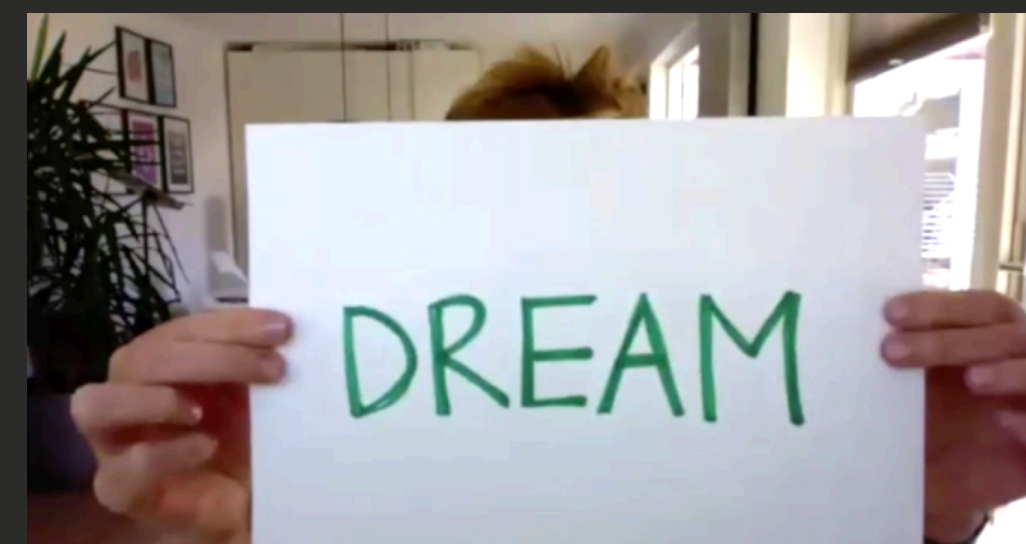
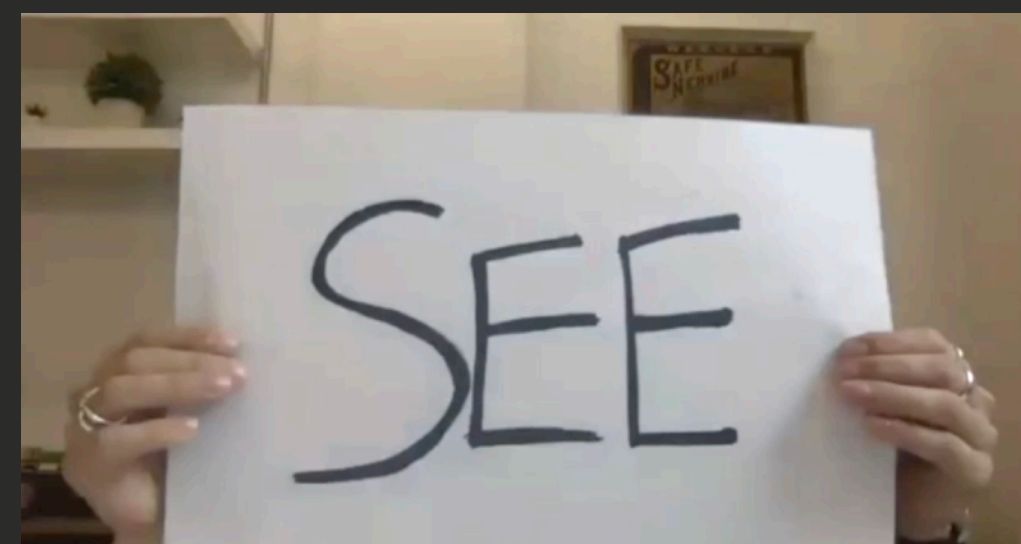
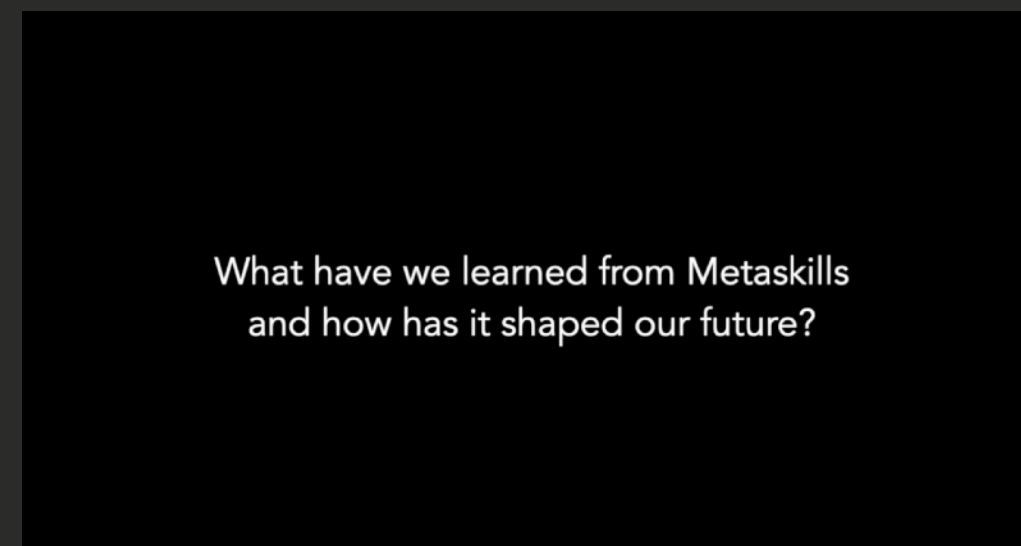
The human connection we have built as a team has been amazing. Although we have never met physically a key thing we have learnt is that Metaskills is all about bringing humanity to our work and each other.

We have produced a video which explains our collective and personal key takeaways from the experience. We've also included outtakes which show the level of connection this process has brought to our relationships.



Watch now

https://youtu.be/7Z10_J39r68



**Learning is at the core of being human. We will
thankfully take what we have learned, keep
growing and keep adding humanity to our work.**

“We’re not human beings; we’re human becomings,
we’re not the sum of our atoms; we’re the potential of
our spirit, our vision and our talent. We delight in feeling
alive, in seeing what’s possible, in putting our mark on
the universe.” Marty Neumeier, Metaskills page 230

Because



We're human.

Thank you

We would like to thank everyone who has contributed to our learning, encouragement and insights during the Metaskills Challenge.

Thank you Marty Neumeier and Andy Starr of Level C for this fantastic experience.

We would also like to thank the other judges (Chris Do, Robert Jones, Lisa Peyton, Anaezi Modu, Lulu Raghavan, Dennis Hahn and Kevin Dunan). We learnt much from your feedback!

Thank you also to all the other participants and teams who have been involved across the globe.



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Thank you!

JAKUB KANTOR

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**WE ARE NOT
ROBOTS**



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TEAM #5.

MARTY NEUMEIER'S
METASKILLS CHALLENGE



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