The Google Design Sprints Process

Software Requirements and Design Course
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Content

- The Ideation Phase
- Google Design Sprints Process
- Support Material
- My Experience

Further information:

- ID book – chapter 2
- www.thoughtworks.com/insights/blog/double-diamond
- www.gv.com/sprint/
- https://link.springer.com/chapter/10.1007/978-3-030-29384-0_6
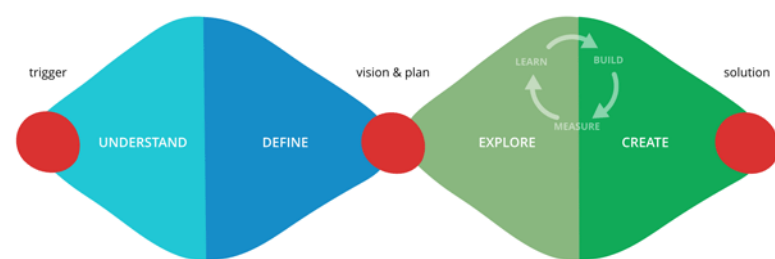
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Ideate

The Double Diamond

https://https://www.thoughtworks.com/insights/blog/double-diamond

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The Double Diamond – Feedback loops

https://https://www.thoughtworks.com/insights/blog/double-diamond
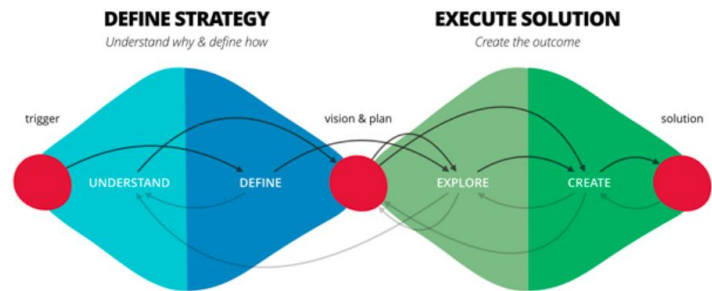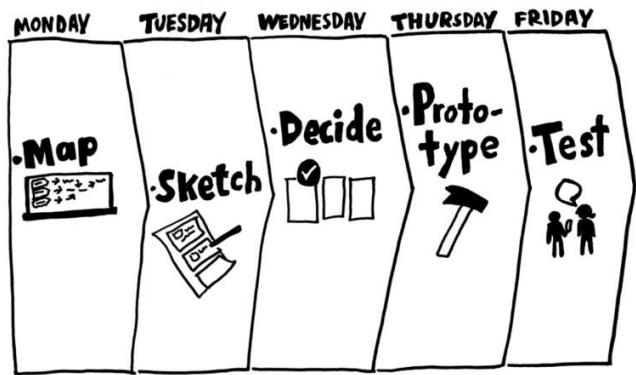
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Google Design Sprints Process

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The Goal of the Design Sprint

- Taking an unmature BIG idea
  - Work on it for 5 days
  - You dig into understanding the idea
  - Sketch it out
  - Prototype it in a tool
  - Test it with users the last day

No devices in the room

- Is the idea worth working further on it?

- How was the users reaction?

- You define a team of 7 – 10 people
  - They work from 10 – 17 each day of the week
  - Each day has a theme
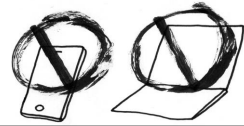
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1st day in Sprint Morning – Mapping

Drawing an overview of the whole system

1. Set a long-term goal
2. List sprint questions
3. Make a map

Patient → Make appt. → Appointment: Discuss trial → Enroll → BEGIN THERAPY

Doctor → Search for matching trials

Coordinator

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4
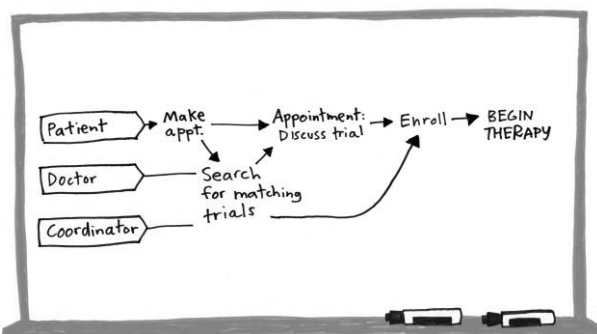
1st GDS day - Asking the Experts

- Interview experts on your sprint team and guests from outside
- Discuss the map with the experts

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1st Day - Afternoon – Picking a Target
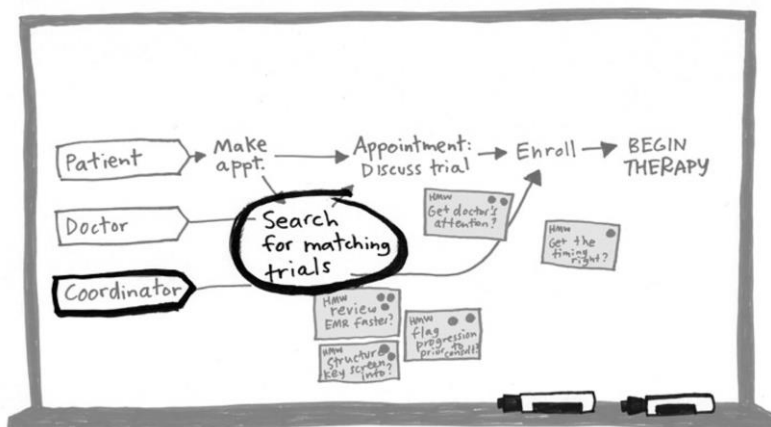
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2nd Day Morning – Lightning demos

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2nd Day Morning – Divide and Swarm

- Decide who will sketch which part of the system
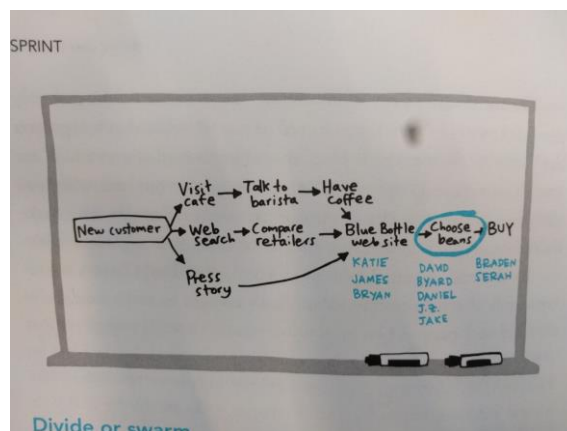
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2nd Day - Afternoon

1. The Four Step Sketch
2. Notes
3. Ideas
4. Crazy 8s
5. Solution sketch
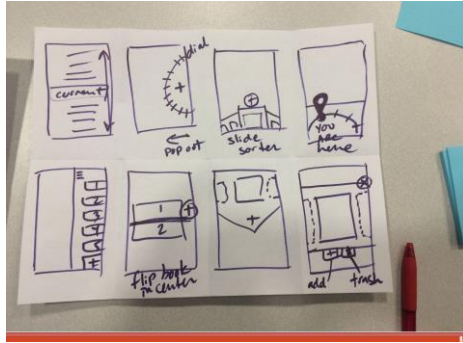
The Crazy 8s sketch

3rd Day Morning – Choosing Design

- Sticky decision: Systematic way of selecting from sketched ideas

3rd Day – Afternoon

- Make a storyboard

4th Day - Prototyping

Storyboard and Low-fi from Students

Hi-fi Prototypes from Students

5 Day - 5 Customer Interviews

This photo is from here: https://www.youtube.com/watch?v=U9ZG19XTbd4

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5th Day – Analyse Evaluation Results

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Example from Students

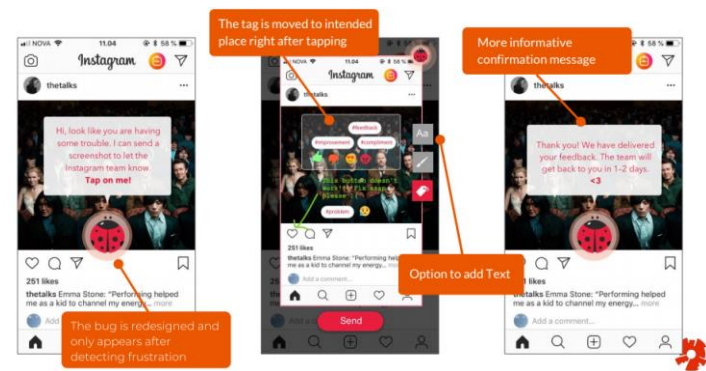| #	Hvar í viðmótinu	Hvert var vandamálið	Alvarleiki
1.	Innkaupalisti	Hún fann ekki út hvernig hún ætti að eyða egginu, valdi radio takkann stoppaði í smá stund og komst ekki lengra og gafst upp.	Critical
2.	Innkaupalisti	Skildi ekki alveg hvað var í gangi þó hún hafi náð að ljúka við verkefnið að *færa brauð yfir í komið listann* á skömmum tíma, hún valdi radio hnappinn og brauðið færðist niður, hún hefði frekar viljað draga það niður í komið.	Cosmetic
3	Innkaupalisti	Notandi fann ekki hvernig átti að eyða út brauði. Swipe virknin er ekki augljós.	Critical
4	Matarbúr	Notandi fann ekki hvernig átti að breyta dagsetningu á brauði. Takkinn sem gerir það kleift er ekki nógu augljós.	Cosmetic
5	Innkaupalisti	Notandi reyndi að draga hlut úr vantar niður í komið	Critical
6	Innkaupalisti	Notandi áttaði sig ekki á swipe aðgerð fyrir eyða og færa	Critical

No devices in the room.
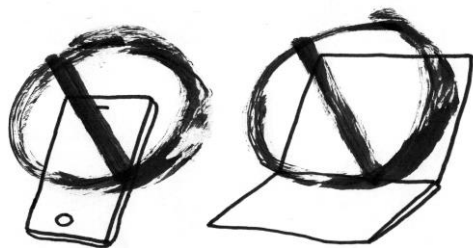
(You can use them at breaks. Or step out of the room any time.)

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Support for Using
Google Design Sprints

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Design Sprint   Examples   How-to   Book

The Design Sprint

The sprint is a five-day process for answering critical business questions through design, prototyping, and testing ideas with customers. Developed at GV, it's a "greatest hits" of business strategy, innovation, behavior science, design thinking, and more —packaged into a battle-tested process that any team can use.
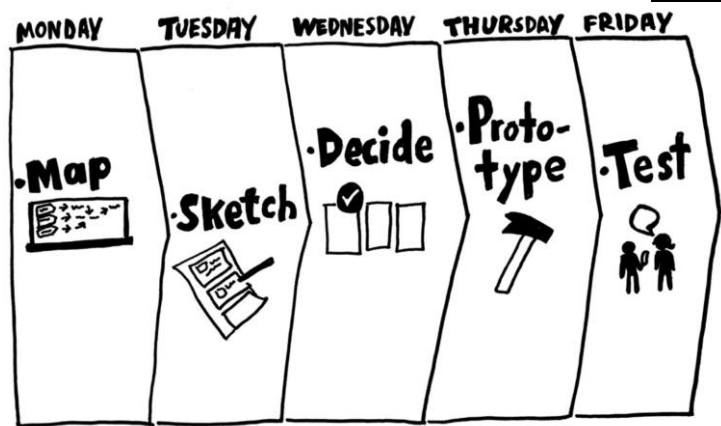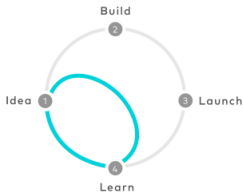
Working together in a sprint, you can shortcut the endless-debate cycle and compress months of time into a single week. Instead of waiting to launch a minimal product to understand if an idea is any good, you'll get clear data from a realistic prototype. The sprint gives you a superpower: You can fast-forward into the future to see your finished product and customer reactions, before making any expensive commitments.

This page is a DIY guide for running your own sprint. On Monday, you'll map out the problem and pick an important place to focus. On Tuesday, you'll sketch competing solutions on paper. On Wednesday, you'll make difficult decisions and turn your ideas into a testable hypothesis. On Thursday, you'll hammer out a high-fidelity prototype. And on Friday, you'll test it with real live humans.

The sprint gives teams a shortcut to learning without building and launching.

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Checklists

SET THE STAGE

- ❏ **Choose a big challenge.** Use sprints when the stakes are high, when there's not enough time, or when you're just plain stuck. (p. 26)
- ❏ **Get a Decider (or two).** Without a Decider, decisions won't stick. If your Decider can't join the entire sprint, have her appoint a delegate who can. (p. 31)
- ❏ **Recruit a sprint team.** Seven people or fewer. Get diverse skills along with the people who work on the project day-to-day. (p. 34)
- ❏ **Schedule extra experts.** Not every expert can be in the sprint all week. For Monday afternoon, schedule fifteen- to twenty-minute interviews with extra experts. Plan for two to three hours total. (p. 36)
- ❏ **Pick a Facilitator.** She will manage time, conversations, and the overall sprint process. Look for someone who's confident leading a meeting and synthesizing discussions on the fly. It might be you! (p. 36)
- ❏ **Block five full days on the calendar.** Reserve time with your sprint team from 10 a.m. to 5 p.m. Monday through Thursday, and 9 a.m. to 5 p.m. Friday. (p. 40)
- ❏ **Book a room with two whiteboards.** Reserve a sprint room for the entire week. If it doesn't have two whiteboards in it already, buy some or improvise. Book a second room for Friday's interviews. (p. 42)

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Checklist for Monday

Note: Schedules are approximate. Don't worry if you run behind. Remember to take breaks every sixty to ninety minutes (or around 11:30 a.m. and 3:30 p.m. each day).

10 a.m.

❑ **Write this checklist on a whiteboard.** When you're done, check off this first item. See how easy that was? Keep checking off items throughout the day.

❑ **Introductions.** If some people don't know one another, do a round of introductions. Point out the Facilitator and the Decider and describe their roles.

❑ **Explain the sprint.** Introduce the five-day sprint process (you can use the slide deck on thesprintbook.com). Run through this checklist and briefly describe each activity.

10:15-ish

❑ **Set a long-term goal.** Get optimistic. Ask: Why are we doing this project? Where do we want to be in six months, a year, or even five years from now? Write the long-term goal on a whiteboard. (Read more on page 55 in *Sprint*.)

❑ **List sprint questions.** Get pessimistic. Ask: How could we fail? Turn these fears into questions you could answer this week. List them on a whiteboard. (p. 57)

11:30-ish

❑ **Make a map.** List customers and key players on the left. Draw the ending, with your completed goal, on the right. Finally, make a flowchart in between showing how customers interact with your product. Keep it simple:

1 p.m.

❑ **Lunch break.** Eat together if you can (it's fun). Remind your team to choose a light lunch to maintain energy in the afternoon. There are snacks if you get hungry later.

2 p.m.

❑ **Ask the Experts.** Interview experts on your sprint team and guests from the outside. Aim for fifteen to thirty minutes each. Ask about the vision, customer research, how things work, and previous efforts. Pretend you're a reporter. Update long-term goal, questions, and map as you go. (p. 71)

❑ **Explain** *How Might We* **notes.** Distribute whiteboard markers and sticky notes. Reframe problems as opportunities. Start with the letters "HMW" on the top left corner. Write one idea per sticky note. Make a stack as you go. (p. 73)

4-ish

❑ **Organize** *How Might We* **notes.** Stick all the *How Might We* notes onto a wall in any order. Move similar ideas next to one another. Label themes as they emerge. Don't perfect it. Stop after about ten minutes. (p. 79)

❑ **Vote on** *How Might We* **notes.** Each person has two votes, can vote on his or her own notes, or even the same note twice. Move winners onto your map. (p. 80)

4:30-ish

❑ **Pick a target.** Circle your most important customer and one target moment on the map. The team can weigh in, but the Decider makes the call. (p. 87)

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My Experience

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Used It in 3 Different Courses

- Advanced HCI course
  - CS students on their third year of BS-studies
  - 12 week course – 2 occations
- Agile Project Management
  - MPM students on their first year
  - 2 days – 2 occations
- Nordplus Experimental Interaction Design
  - International students with various backgrounds
  - 3 occations
  - Gathered detailed feedback from the students

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Paper at the INTERACT conference 2019

IFIP Conference on Human-Computer Interaction
INTERACT 2019: Human-Computer Interaction – INTERACT 2019 pp 96-113 | Cite as

Balance Talking and Doing! Using Google Design Sprint to Enhance an Intensive UCD Course

Authors   Authors and affiliations

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Conference paper
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Abstract

Design, evaluation and enhancement of teaching activities in user-centred design (UCD) is characterized by limited research. This is particularly paradoxical as effective high-quality teaching is a key prerequisite for professional work in UCD. This paper reports the development of a two-week intensive UCD course for university-level students in an international setting. The first edition of the course ran during the summer of 2017. Based on both qualitative and quantitative data collected from students, the course was enhanced and a new edition that introduced Google Design Sprint (GDS) was conducted during the summer of 2018. Similar student feedback data was collected during both years (i.e., 2017 and 2018). In both editions, the course included lectures and hands-on use of UCD and interaction design methods in a design assignment. In this paper, we focus on the 2018 edition of the course and the students' qualitative and quantitative feedback on that edition. The results illustrate that students liked the intensive teamwork, clear structure, and the international setting of the course. The main concerns from the students were on inefficient time management and the lack of user involvement in GDS. However, GDS was preferred to the traditional teaching methods, as the students saw the rapid development cycle to provide a good balance of talking and doing.

Keywords

User-Centred Design Education   Students feedback   Google Design Sprint

Link:
https://link.springer.com/chapter/10.1007/978-3-030-29384-0_6

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Results – Methods Used in the Nordplus Course

Table 3. The average quantitative rating of the methods from students in 2018.

GDS/UCD Methods and the focus each week	Thought provoking	Useful in the course	Useful in the future
Making a map	5,94	6,06	6,00
Ask the experts	4,81	4,44	5,63
Lightning demos	5,31	5,00	5,00
Sketching (incl. Crazy 8)	6,38	6,63	6,25
Voting on design solutions	5,00	6,13	5,56
Speed critique of the designs	5,63	6,00	5,44
Making a Storyboard	6,00	6,31	6,38
Hi-fi prototyping	5,50	6,25	6,50
User testing – 1st week	5,79	6,07	6,06
Setting UX goals	4,56	4,31	5,00
Evaluation against the UX goals	4,63	4,50	5,13
Prototyping for the last evaluation	4,81	5,50	5,31
Summative UX evaluation	5,19	5,06	5,25
Whole Google Design Sprint (1st week)	**6,69**	**6,75**	**6,63**
Including the user aspects 2nd week)	5,06	5,13	5,40

The scale is 1 to 7
1 = not at all
7 = extremely so

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What is So Good About It?

- Very clear instructions
- One method leads to the next
- Selecting a good target to work on for 4 days
- The pace is good
  - Methods for voting and selecting are good
- **On the 5th day, users are consulted**

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