OUTCOME-DRIVEN INNOVATION

Putting the “Jobs to be done” theory to practice in libraries...?
- The Innovator’s Dilemma by Clay Christensen, 1997 = theory of disruption
- Jobs To Be Done Theory to Practice by Anthony Ulwick, 2016 = outcome-driven innovation and JTBD
“Jobs-to-be-done theory tells us that the more jobs a product can help a customer get done, the more valuable that product is as a product platform in that space.”
The vast majority of innovations fall far short of ambitions

- 84% of global executives reported that innovation was extremely important to their growth strategies, but a staggering 94% were dissatisfied with their organizations’ innovation performance.
“On paper, this makes no sense. Never have businesses known more about their customers.”
I used to think correlation implied causation.

Then I took a statistics class. Now I don't.

Sounds like the class helped.

Well, maybe.

Most data is structured to show correlation, not causation.
“When we buy a product, we essentially “hire” it to help us do a job. If it does the job well, the next time we’re confronted with the same job, we tend to hire that product again. And if it does a crummy job, we “fire” it and look for an alternative.”
“sat at his own dining room table with his family over Christmas, he suddenly understood. Every birthday was spent around that table. Every holiday. Homework was spread out on it. The table represented family.”

“I WENT IN THINKING WE WERE IN THE BUSINESS OF NEW-HOME CONSTRUCTION,” HE RECALLS. “BUT I REALIZED WE WERE IN THE BUSINESS OF MOVING LIVES.”
WHAT ABOUT JTBD IN THE SOCIAL SECTOR?
**WE ARE THE OLD SOLUTION**

<table>
<thead>
<tr>
<th>Jobs To Be Done</th>
<th>Old Solution</th>
<th>New Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ingest medicine</td>
<td>Pills and Shots</td>
<td>Skin patches</td>
</tr>
<tr>
<td>Make many products for mass market</td>
<td>Many craftsmen</td>
<td>Production line</td>
</tr>
<tr>
<td>Execute rote legal functions</td>
<td>Lawyers</td>
<td>legalzoom.com</td>
</tr>
<tr>
<td>Detect enemy at night</td>
<td>Flares</td>
<td>Night vision</td>
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<tr>
<td>Keep windows clean</td>
<td>Clean with squeegee</td>
<td>Self-cleaning glass</td>
</tr>
<tr>
<td>Clean teeth</td>
<td>Manual brushing</td>
<td>Automated with sound waves</td>
</tr>
<tr>
<td>Search for information</td>
<td>Library</td>
<td>Internet</td>
</tr>
</tbody>
</table>

[http://innovatorstoolkit.com/content/technique-1-jobs-be-done](http://innovatorstoolkit.com/content/technique-1-jobs-be-done)
ARE LIBRARIES ABLE TO BE ABOUT JTBD?
“THE ORIGINAL JOB TO BE DONE, THAT WAS THE BASIS OF STARTING A NEW COMPANY.”

- We have customers, they use us to get a job done.
- Our customers have other jobs
- We should offer other products to help them with those other jobs
• I have a 45 minute tube commute. I want to be productive.
• I want to get rid of junk. I want to buy junk.
• I need a job. I need to fill a job
• I need to buy a home. I need to sell a home.
“THE CUSTOMER RARELY BUYS WHAT THE COMPANY THINKS IT’S SELLING”

~Peter Drucker
THE OUTCOME-DRIVEN INNOVATION PROCESS

I. Define the Customer
II. Define the Jobs-to-be-done
III. Uncover Customer Needs
IV. Find Segments of Opportunity
V. Define the Value Proposition
VI. Conduct the Competitive Analysis
VII. Formulate the Innovation Strategy
VIII. Target Hidden Growth Opportunities
IX. Formulate the Market Strategy
X. Formulate the Product Strategy
Before we can understand customer needs, we need to agree on WHO the customer is.
Increasing Kindergarten Readiness in Language and Literacy

Need / Demand identified:

When children are not developmentally prepared for kindergarten, they begin their schooling at a disadvantage that follows them throughout their educational careers. This has become such an issue in Washington that Ross Hunter, Director of the Washington State Department of Early Learning (DEL) has set a statewide goal of 90% of Washington’s children to be ready for kindergarten by the year 2020.

Children begin kindergarten at age 5. When they begin kindergarten with the skills of a three-year-old, they are already two years behind. The Washington Kindergarten Inventory of Developing Skills (WaKiDS) data (View data for our school districts) for approximately the 2016-2017 school year tells us that:

- Of all kindergarten students in Island and Snohomish Counties (approximately 7500 children):
  - 11% demonstrated literacy skills expected of children three years old or younger
  - 15% demonstrated the language skills expected of children three years old or younger

- Of low-income students in Island and Snohomish Counties (approximately 2700 students eligible for free or reduced meals):
  - 20% demonstrated literacy skills expected of children three years old or younger
  - 24% demonstrated language skills expected of children three years old or younger

As shown, a much higher percentage of children from low-income household are ill-equipped to begin kindergarten.

Many of our partner organizations - Snohomish & Island Early Learning Coalitions, ECEAP, Head Start, Early Head Start, United Way, all North West Educational Service District (NWESD) school districts – provide services to this population, but according to DEL, more than 50% of children are not in structured care such as licensed childcare, pre-school, ECEAP, or Head Start. Instead, they are cared for by a parent, another family member, friends, or neighbors. A review of national data indicates that low-income families are more likely to rely on this care due to low-cost or no cost for this care. Sno-Isle Libraries is uniquely situated to reach children not in structured care, and could have a strong influence on children from low-income households.
TARGET AUDIENCE:

- Low-income children
- not in care
- in Island & Snohomish County,
- ages 0 to 5
II. DEFINE THE JOBS-TO-BE-DONE

Discover the entire job a customer is trying to accomplish.
INNOVATION AROUND A JOB TO BE DONE STARTS WITH THE UNDERSTANDING THAT THERE IS A JOB GIVEN THE SITUATION THAT I’M IN. AND EACH JOB HAS A FUNCTIONAL DIMENSION, BUT AN EMOTIONAL AND A SOCIAL DIMENSION TO GET THE JOB DONE.
GO WHERE TARGET CUSTOMERS ARE
III. UNCOVER CUSTOMER NEEDS

A job map to visualize what the customer is trying to get done to achieve their desired outcomes.
FOCUS GROUP DISCUSSIONS
Distinguish customers with similar unmet needs, not necessarily demographic, psychographic, or behavior data.
QUANTIFY THE DEGREE TO WHICH EACH OUTCOME IS OVER/UNDERSERVED

When [job step], how important is it to you that you are able to:

Outcome 1: Not at all important Somewhat important Important Very important Extremely important

Outcome 2: Not at all important Somewhat important Important Very important Extremely important

When using [solution], how satisfied are you with your ability to:

Minimize the time it takes to get the songs in the desired order for listening
THE OPPORTUNITY LANDSCAPE: SEGMENTATION
V. DEFINE THE VALUE PROPOSITION

Knowing which desired outcomes are underserved enables libraries to articulate their unique and valued competitive position.
VI. CONDUCT THE COMPETITIVE ANALYSIS

Ask customers to evaluate services and products against a complete set of desired outcome statements.
Ideate for unsatisfied outcomes.
Determine which outcomes are important to customers and currently unsatisfied.
Messaging that aligns our products and services with customers unmet outcomes by shared needs segments.
X. FORMULATE THE PRODUCT STRATEGY

Improve existing products and services to better serve unmet needs and work toward solutions that allow customer to get entire job done on a single platform.