

Jobs-to-be-Done

In the real world

Anna Hughes, Director User Research

Promethean, Inc

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(a little) About me...



Anna Hughes - Director of User Research Promethean, Inc

My background:

- Social sciences + MBA
- Product management, product marketing, account management, user research
- Agencies, angel-stage start-ups, Big Tech
- Travel, frozen fish, alcoholic beverages, search ads, veterinary medical devices...

I love:

- Family & Friends
- Rowing & ALL the doggos
- Understanding what makes people tick
- EdTech

Applying JTBD in the real world: a case study

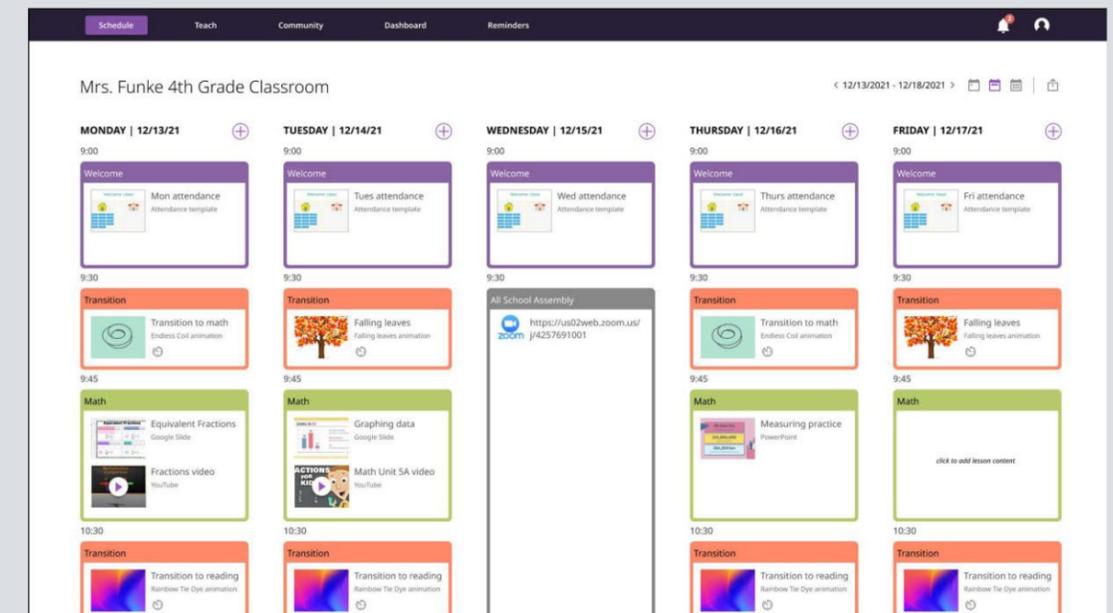
The challenge:

- Design sprint focused on an area that was too broadly defined (“Classroom Management”)
- Generated lots of “neat” ideas
- Not enough time to do appropriate validation, lots of potential false positives
- Team left feeling unsure of where to go next
- Lots of unanswered questions...

Design Sprint



Prototype



Prototype Review





**Which question
to focus on
first?**

Questions abounded...

Will they pay for it?

**Which feature is
most important?**

**What is the true
value proposition?**

**What are we really
competing with?**

**What would compel teachers to change
how they plan and deliver lessons?**



**Which question
to focus on
first?**

They all boiled down to...

**Are we solving the
right problem the
right way?**

Now we know the question, but what's the right method to find the answer?

So many to choose from...

Conjoint?

Desirability study?

Kano?

MaxDiff?

Purchase intent?

Comparative testing?

A/B testing?

Gabor Granger?

Van Westendorp?

Monadic testing?

Prototype review + telephone assisted survey?

Know your customers' jobs to be done

“What companies really need to home in on is the progress that the customer is trying to make in a given circumstance—*what the customer hopes to accomplish.*”

When we buy a product, we essentially ‘hire’ it to help us do a job.”

-Clayton Cristensen, Taddy Hill, Karen Dillon, David Duncan.
Harvard Business Review, September 2016

But so many JTBD practices ...”

October Webinar

JTBD Untangled

Our monthly community discussion, *JTBD Untangled*, returns this October to tackle your thorny JTBD questions. This monthly meeting is a great opportunity to share and advise.

Tuesday, October 25
12:00-1:00PM ET

[Register on Zoom](#)

Winter Online Course

Job Maps from Beginning to End

This mini-course makes job mapping accessible to your whole team by combining live lectures and team activities with self-paced work. The two hour sessions will be supplemented with thinking prompts, readings and online conversations throughout the week.

Monday, Wednesday, Friday
December 5, 7, 9
11:00AM ET - 1:00PM ET

[See the curriculum](#)

Free eBook

Integrating JTBD into your Workflow

The JTBD Toolkit's new eBook, *Integrating JTBD into your Workflow*, breaks it all down and puts it back together again, using activities, resources and illustrations to help you activate the power of JTBD where other methods fail.

[Learn More](#)

Customer Strategy

Know Your Customers' "Jobs to Be Done"

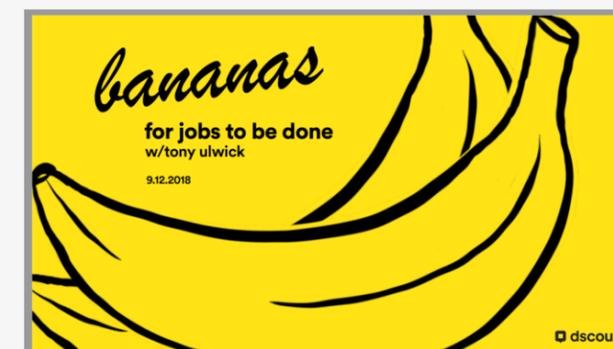
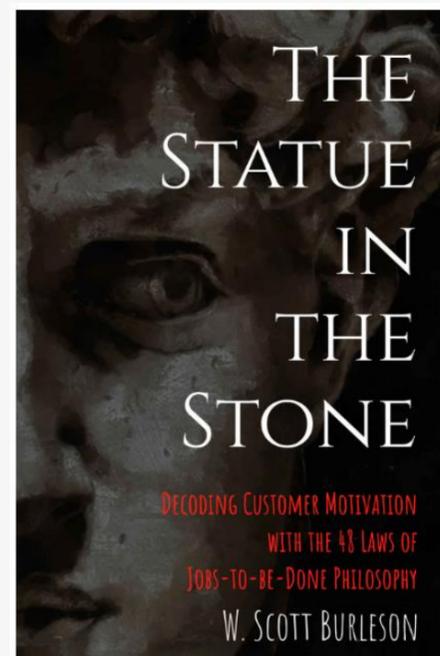
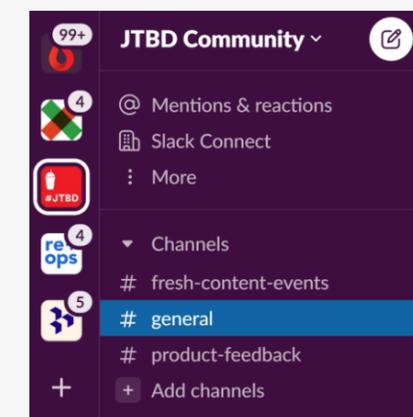
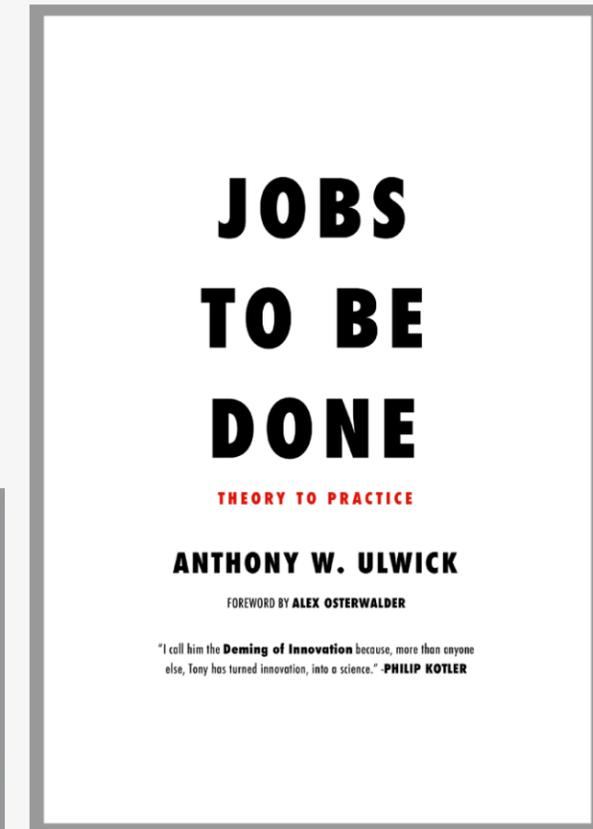
Is innovation inherently a hit-or-miss endeavor? Not if you understand why customers make the choices they do. by Clayton M. Christensen, Taddy Hall, Karen Dillon, and David S. Duncan

From the Magazine (September 2016)



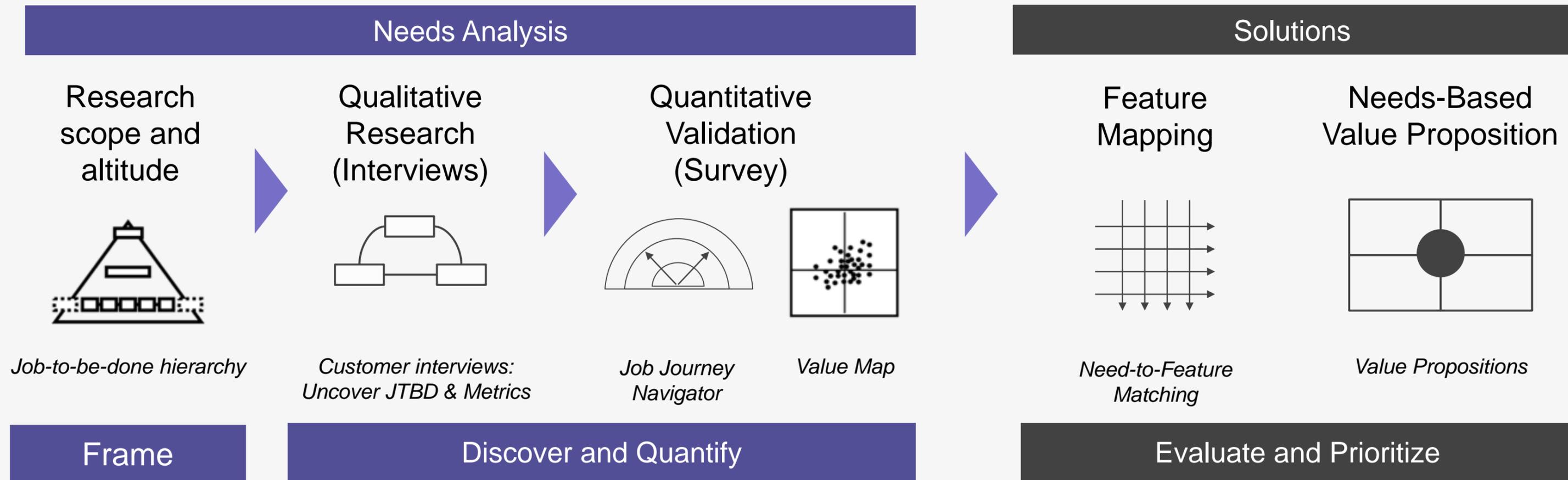
Blue Landscape (charcoal, ink, marker, and pencil on paper) Marijah Bac Cam

Summary. Firms have never known more about their customers, but their innovation processes remain hit-or-miss. Why? According to Christensen and his coauthors, product developers focus too much on building customer profiles and looking for correlations in data. To create... [more](#)

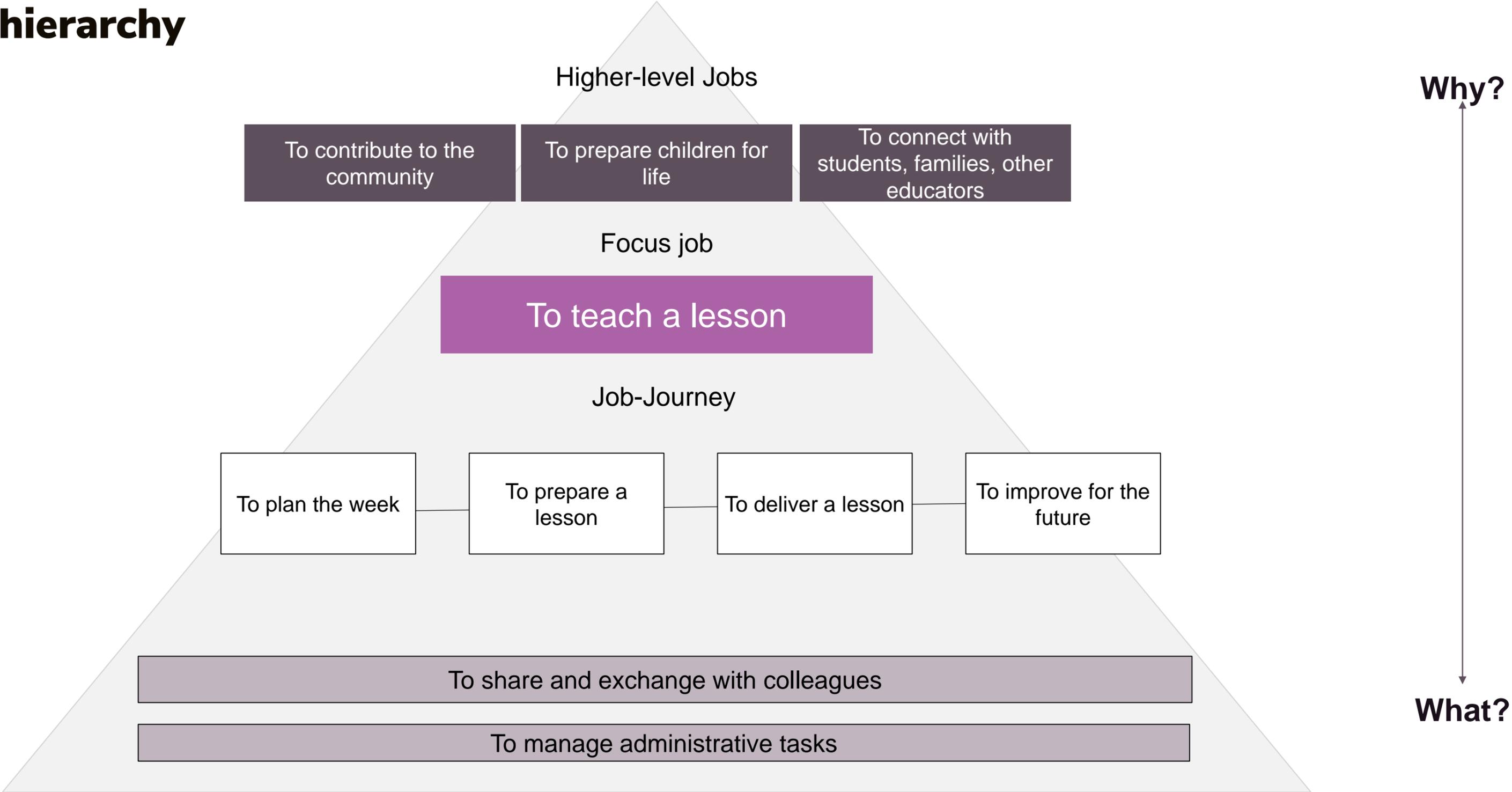


Promethean + Vendbridge coaching engagement to the rescue!

Customer-Focused Innovation (CFI) Framework



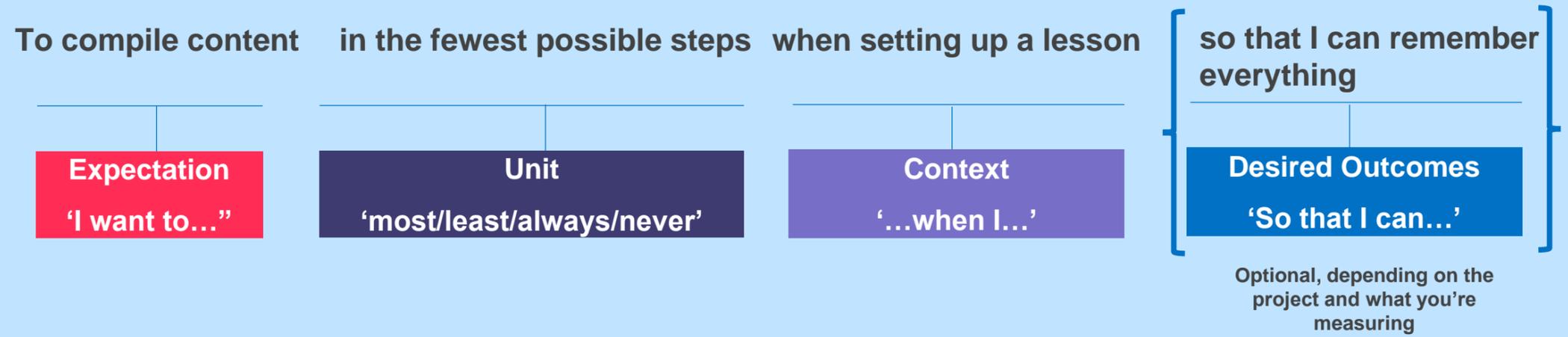
Jobs hierarchy



Internal exercise to document our assumptions and what we thought we knew about lesson planning and delivery. “Focus job” helped us frame and scope the research effort

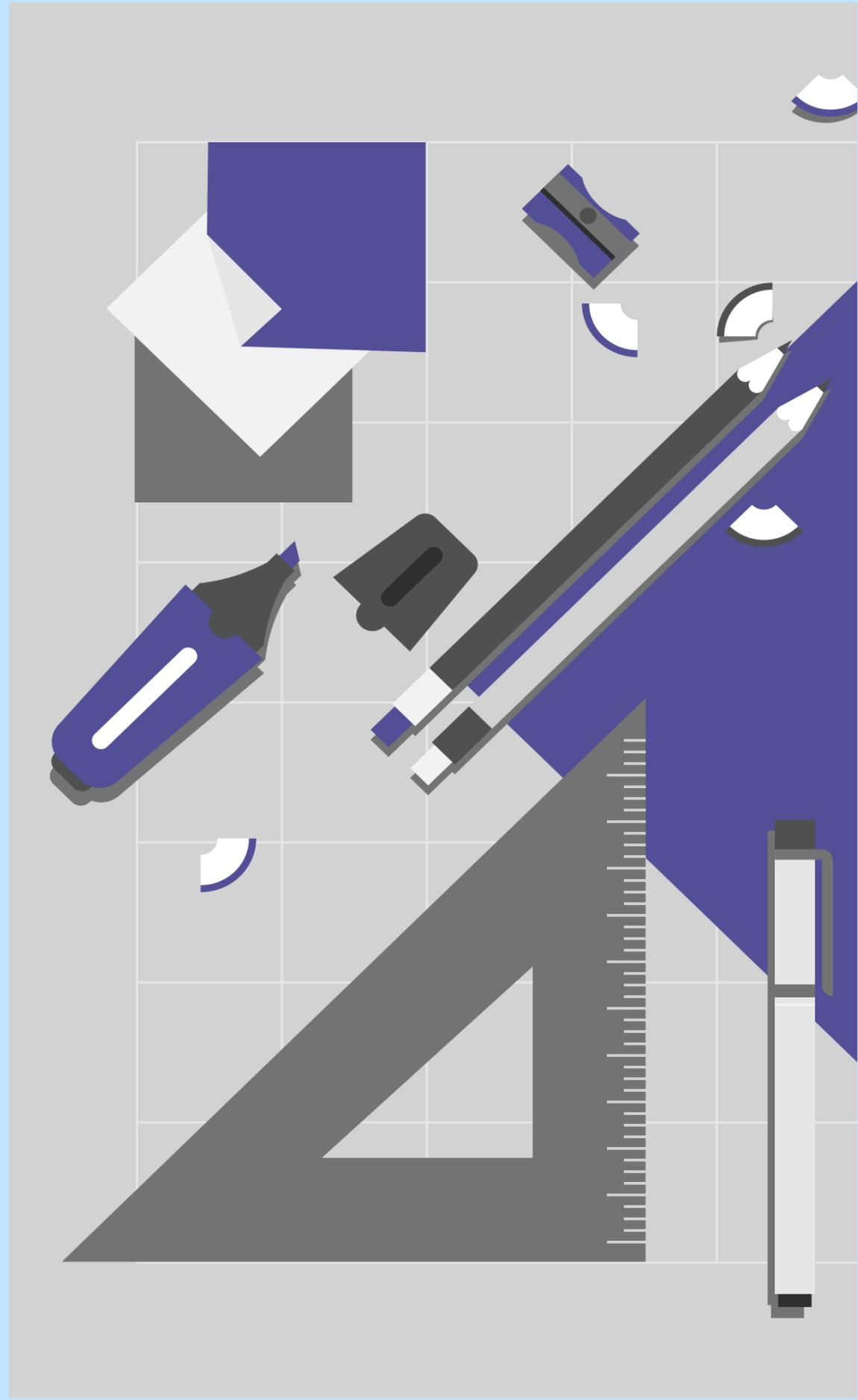
Uncovering “Job Metrics”

What are teachers trying to accomplish at each step when planning and teaching a lesson?

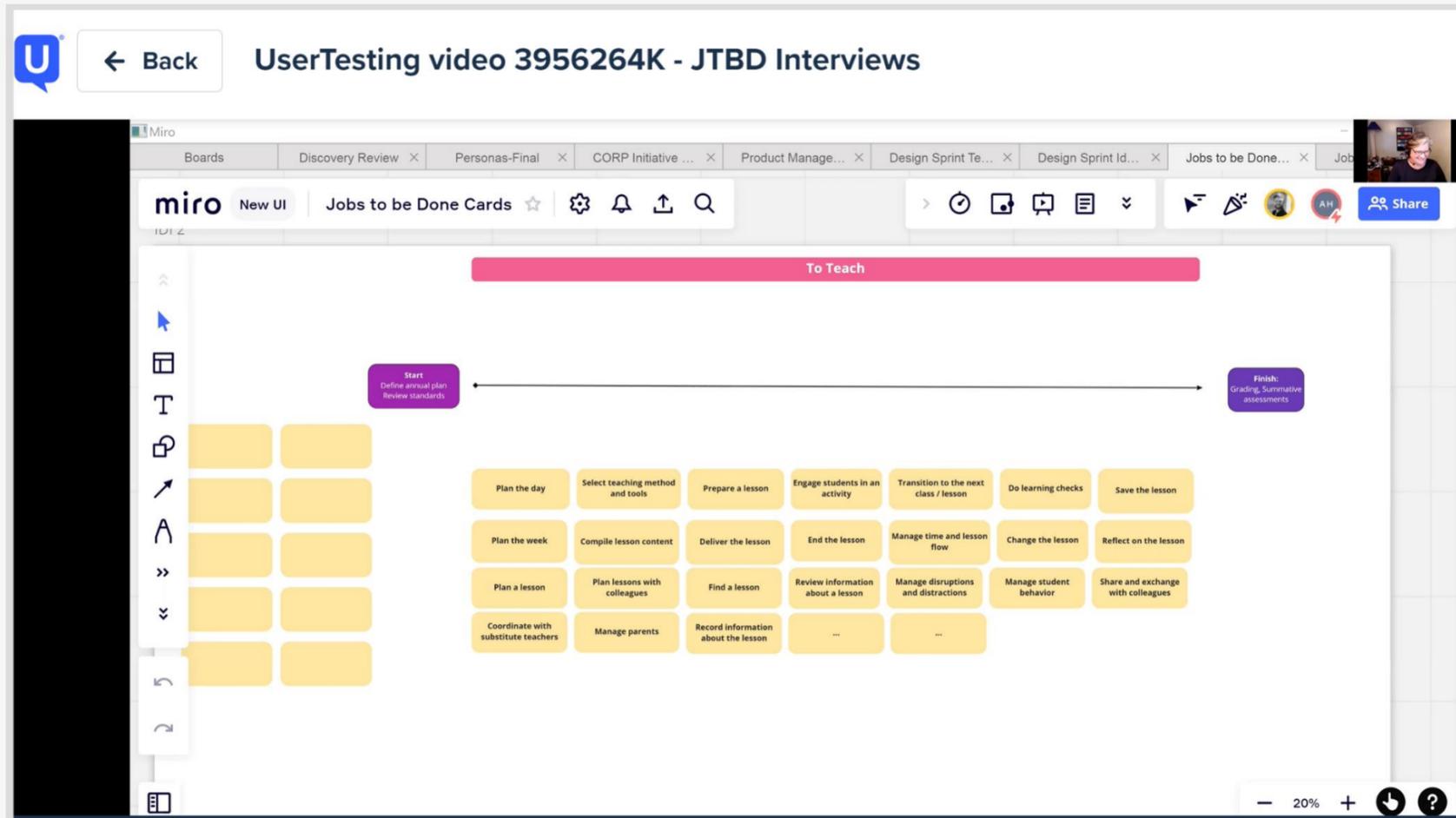


Output

- Customer needs stated in their own language
- Solution free, stable over time
- With a precise unit to make it measurable
- With clarifying contextual information
- Ready to be quantified



Structured interviewing process



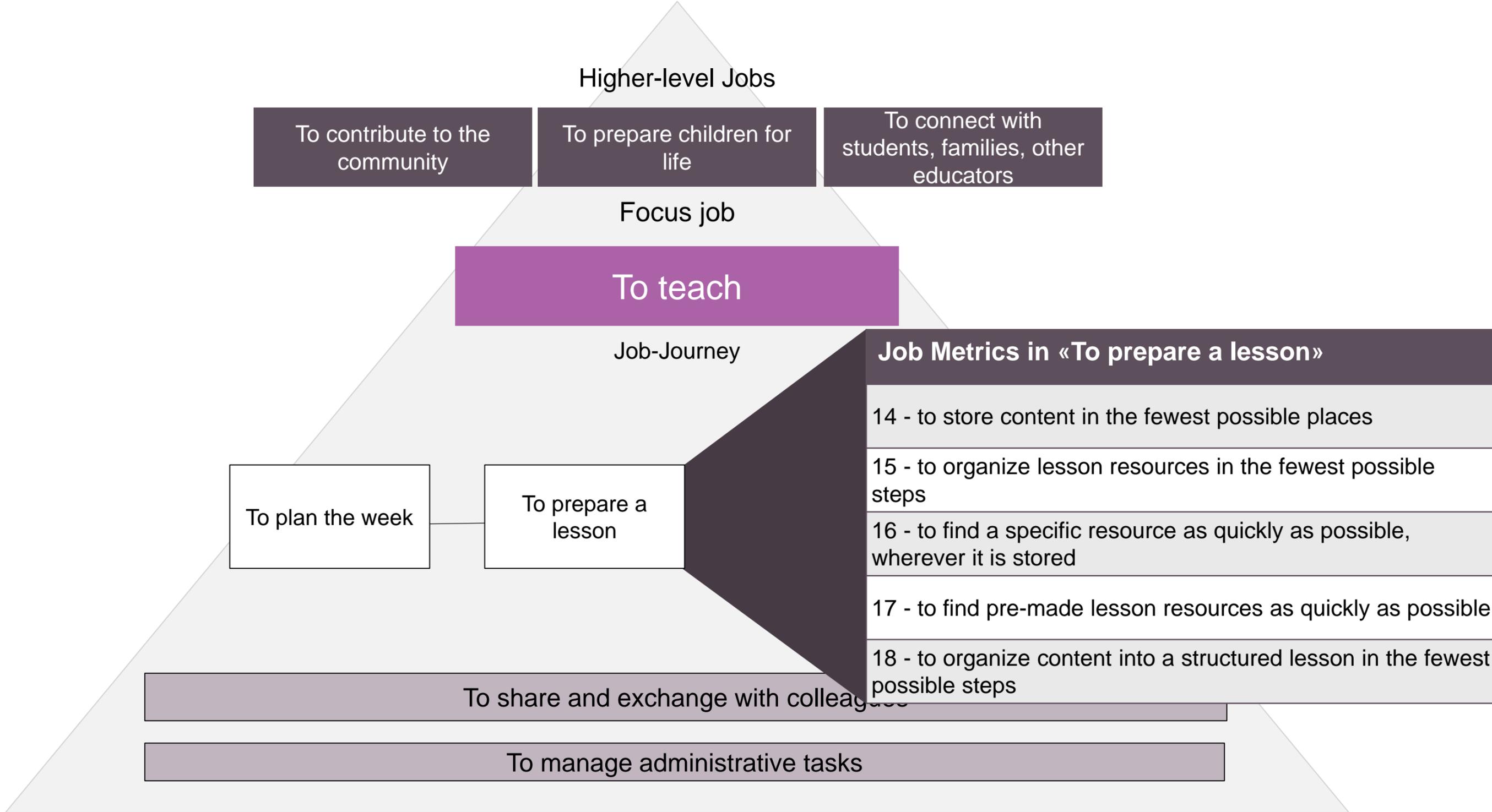
We used a Miro board to guide interviews with teachers. We asked them to help us put the steps and desired outcomes at each stage of planning and delivering a lesson on a timeline using questions like “What did you do first? After that? What were you hoping would happen...?” to elicit job statements. We took turns interviewing and providing critique after, so we all built our JTBD interviewing skills.

Source (ID)	Job	Job-Metrics
	to define learning goals	
IDI-1		to be as sure as possible that the checkpoints of the required standards are met
IDI-1		to adapt as quickly as possible to what a new administrator is looking for, e.g. detail of lesson plans, methods of teaching, etc.
IDI-4		to adapt the curriculum as much as possible to fit the background of the students of that year
IDI-4		that the standards prescribed at your school limit your creativity in delivering a lesson as little as possible
IDI-7		that students understand as much as possible about what is going on in the world thanks to school
IDI-9		to select as often as possible topics that are linked to actual world events
IDI-9		that students can relate as much as possible to content, e.g. to actual event
IDI-4		that students are able to relate different subjects with each other as often as possible
IDI-10		In as little time as possible establish a positive relationship with students
		to be as often as possible right on track to meet the standards
		to be as sure as possible that you have covered the content that will be tested
		that as often as possible you are able to bring special content after having delivered the content necessary for a test
	to make the lesson plan	
IDI-6		to have to create as little material as possible from scratch
IDI-6		to never have to start from scratch when starting to plan a lesson
IDI-4		that it takes as little time as possible to write the lesson plans
IDI-4		to always be able to justify the lesson plan to supervisors
IDI-4		to match lesson content as quickly as possible to the standards to be met
IDI-8		As quickly as possible determine what topics to cover in a lesson
Harvesting		to plan lessons ahead as far as possible into the future
IDI-9		to as often as possible complete lesson planning before the weekend

Observers were responsible for documenting job statements as they were articulated, and for providing feedback and suggestions after each session.

10 teacher interviews, 300+ Job Metrics

50 metrics prioritized for survey



Survey- rate each metric in terms of importance and level of satisfaction with current solutions

Part 1: Users rate the importance of the 51 Job Metrics

The Job Metrics will be presented in blocks of 4-8 Metrics along the Job Hierarchy/ Job Journey.

Rating on a scale from 1 to 5 with the following meanings:

- 1 - not important at all
- 2 - somewhat important
- 3 - important
- 4 - very important
- 5 - extremely important

Regarding making the lesson plan, how important is it to you...

1 2 3 4 5

- | | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 10 | ... to have to create as little material as possible from scratch | <input type="checkbox"/> |
| 11 | ... to never have to start from scratch when starting to plan a lesson | <input type="checkbox"/> |
| 12 | ...that it takes as little time as possible to write the lesson plans | <input type="checkbox"/> |
| 13 | ...to always be able to justify the lesson plan to supervisors | <input type="checkbox"/> |

...

In blocks of 4-6 Metrics, along the hierarchy

Part 2: Users rate their level of satisfaction for each metric

The Job Metrics will be presented in the same blocks of 4-8 Metrics as in Part 1.

Rating on a scale from 1 to 5 with the following meanings:

- 1 - not satisfied at all
- 2 - somewhat satisfied
- 3 - satisfied
- 4 - very satisfied
- 5 - extremely satisfied

Regarding making the lesson plan, how satisfied are you...

1 2 3 4 5

- | | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 10 | ... to have to create as little material as possible from scratch | <input type="checkbox"/> |
| 11 | ... to never have to start from scratch when starting to plan a lesson | <input type="checkbox"/> |
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...

In blocks of 4-6 Metrics, along the hierarchy

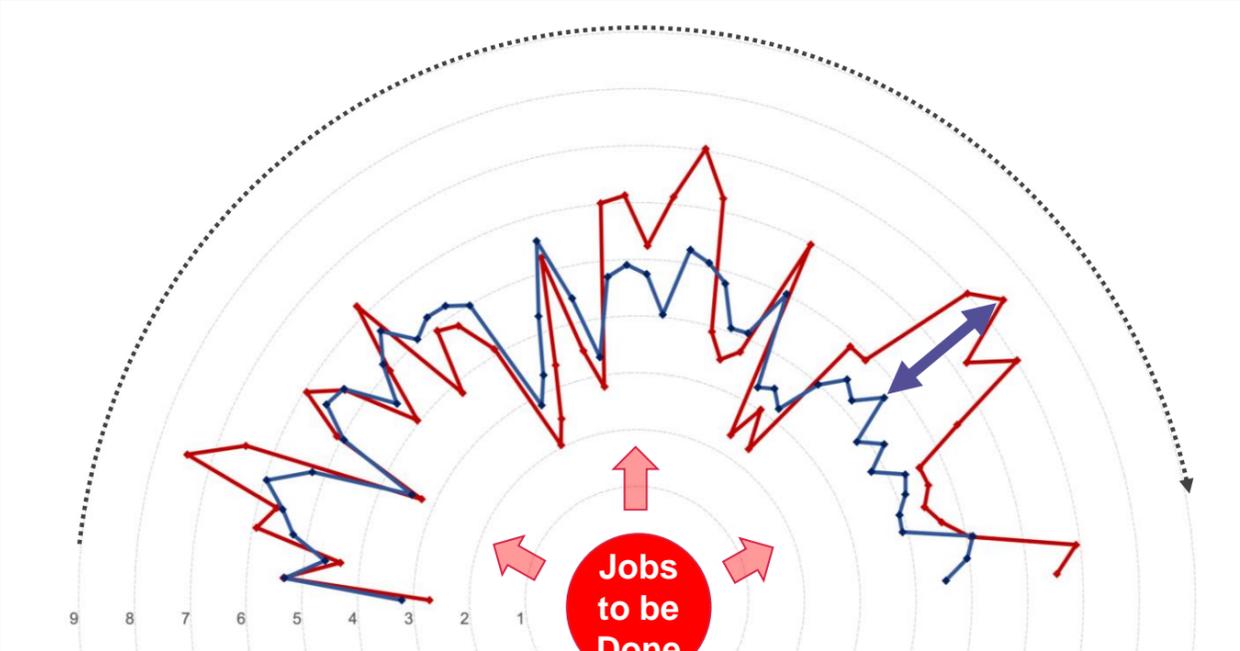
Job Journey Navigator identifies focus areas along the customer journey, Value map shows overall customer expectations

Customer expectations (Job Metrics) analyzed using scatterplot and radar mapping



Job Journey Navigator

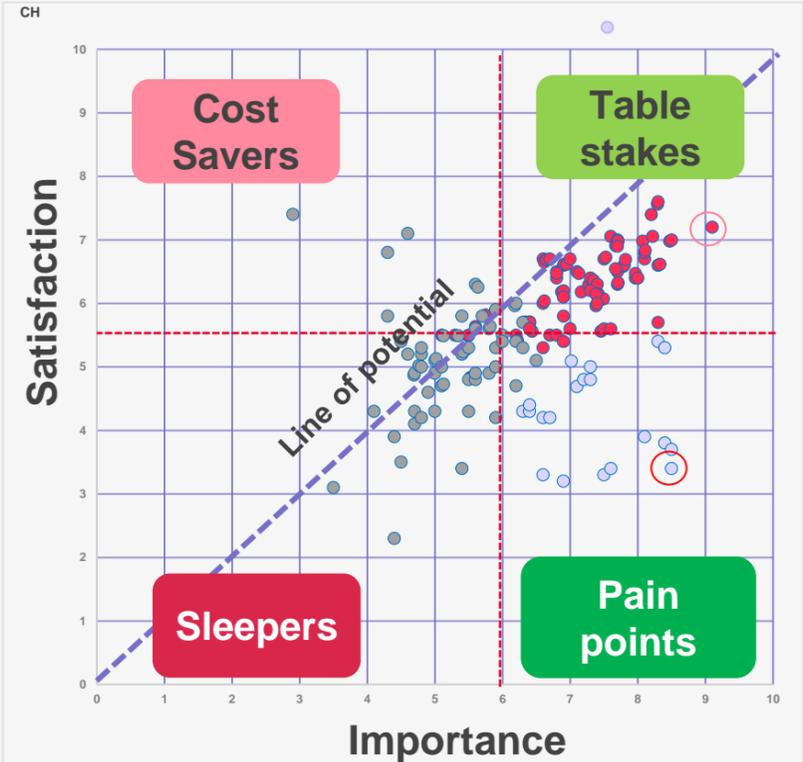
Customer expectations along their Job Journey



- Importance
- Satisfaction
- ↔ Opportunity

Customer Value Map

Customer expectations according to importance and degree of satisfaction



- Cost savers = low importance, high satisfaction
- Table stakes (Must haves) = high importance, high satisfaction
- Pain points (Opportunities) = high importance, low satisfaction
- Sleepers = low importance, low satisfaction

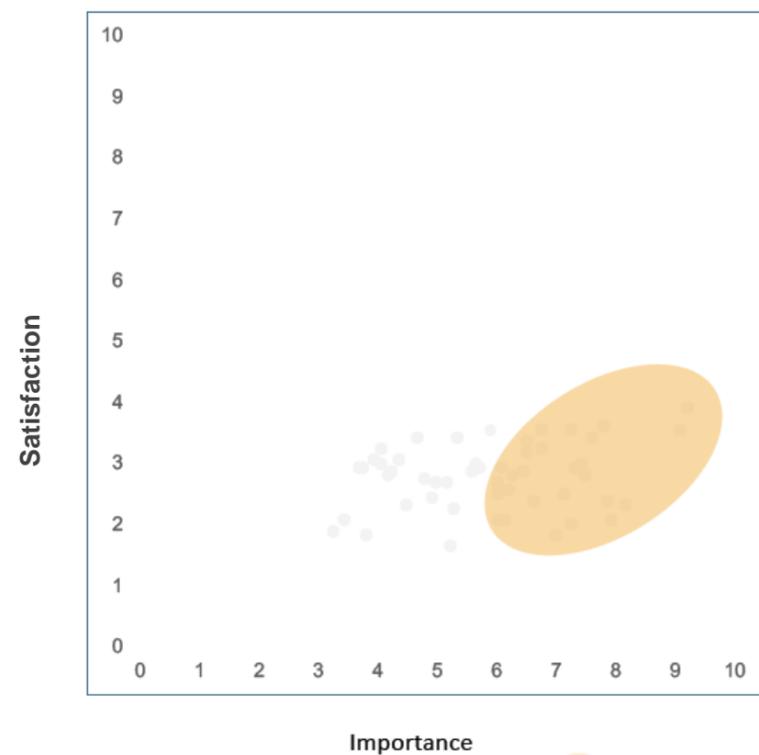
Results

6 Opportunity areas derived from importance/satisfaction ratings

We now have a validated set of customer needs (**the right problems!**)

If we can offer the **right solutions, the right way**, we know they will be valued.

Value Map all, N=163



1. Interruptions of the lesson

2. ...

3. Quickly finding and organizing a specific resource

4. ...

5. ...

6. ...

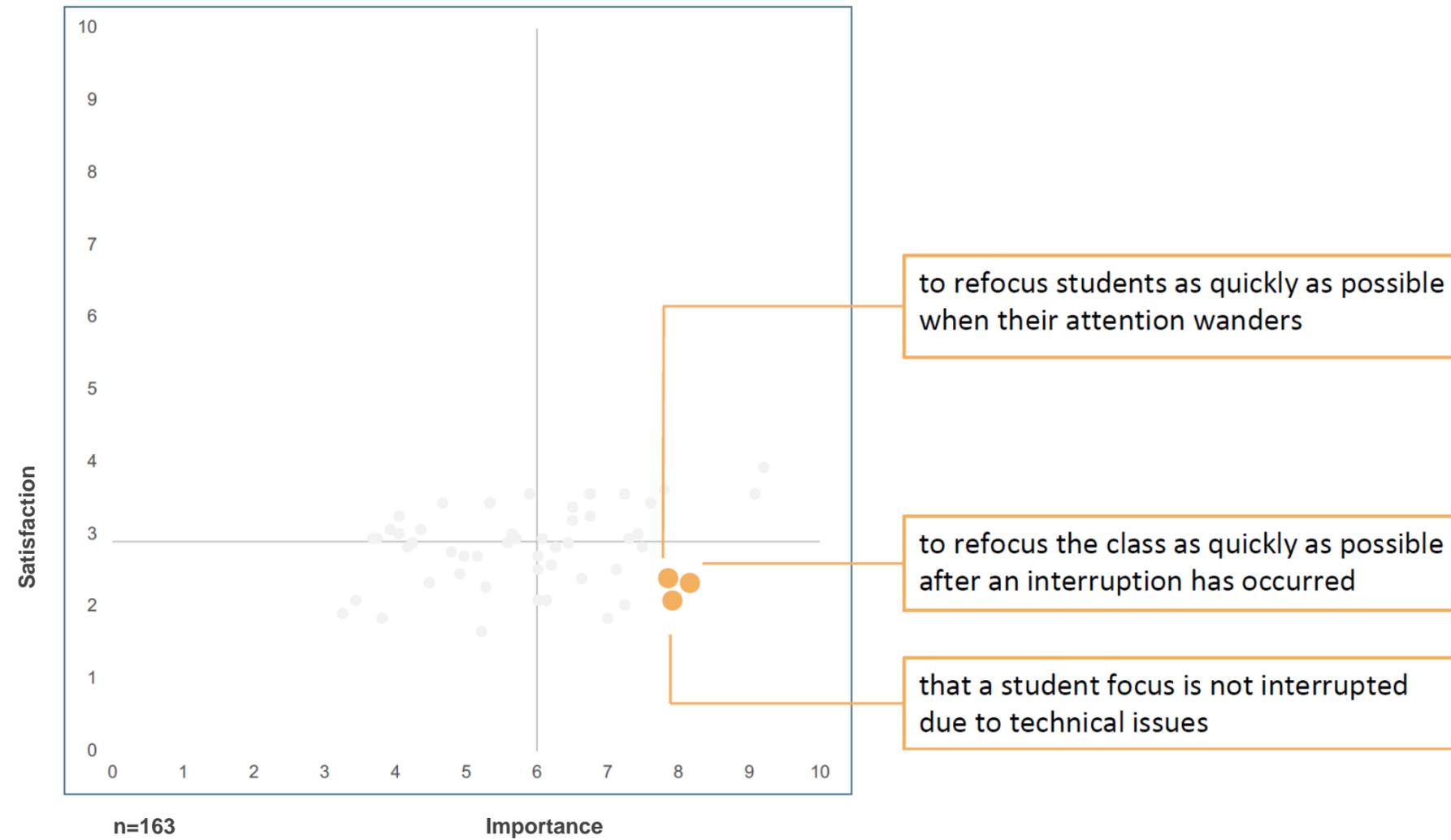
Identifying “Hero” features that address top pain points

8 (out of 102) features have hero potential after group ranking/prioritization vs teacher pain points

	Pain Point 1	Pain Point 2	Pain Point 3	Pain Point 4	
Feature 1	✓	✗			▶ Priority 3
Feature 2	✓	✗	✓	✓	▶ Priority 1
Feature 3	✓	✗		✓	▶ Priority 2
Feature n		✗			

▼
Blind Spot!
➤ Ideation

Student focus is a big pain point



We have everything – except a compelling value proposition

Customer group: *Teachers*

Job:

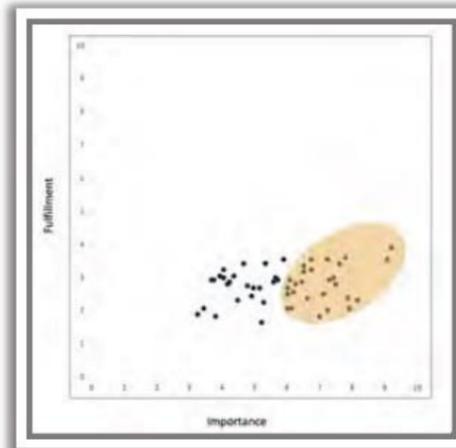


Hero features (reasons-to-believe):

Idea / Features	Customer benefits	Hero? No brainer?	Pain Point weighting (Hero? No brainer?)																												
Name of the idea / feature	Describe the intended customer benefit		<table border="1"> <thead> <tr> <th>Pain area #1</th> <th>Pain area #2</th> <th>Pain point #3</th> <th>Pain point #4</th> </tr> </thead> <tbody> <tr> <td>Interruption of the lesson due to technical issues and bad internet connection</td> <td>Choose & select engaging teaching methods that ideally can be individualized</td> <td>Finding a specific resource quickly, organizing the lesson content in few steps and never lose content</td> <td>Move the lesson to steps and</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Pain area #1	Pain area #2	Pain point #3	Pain point #4	Interruption of the lesson due to technical issues and bad internet connection	Choose & select engaging teaching methods that ideally can be individualized	Finding a specific resource quickly, organizing the lesson content in few steps and never lose content	Move the lesson to steps and																				
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Interruption of the lesson due to technical issues and bad internet connection	Choose & select engaging teaching methods that ideally can be individualized	Finding a specific resource quickly, organizing the lesson content in few steps and never lose content	Move the lesson to steps and																												
Schedule	70% of your lesson material to your schedule in a convenient, easy-to-use way	Yes																													
Look up and insert current, cool, relevant events/news/social media/tweets/etc that are related to material being taught	Real world correlation, student engagement, creativity	Yes																													
Auto suggest popular content to insert into lessons	Prevent possible stress, least amount of time to insert content that creates real world correlation, student engagement, creativity	Yes																													
Searchable standards related to a lesson	Don't have to remember all of the standards, and everything is in one place	Yes																													
Connect lessons with standards	Compliance to state standard goals, compliance with lesson plan review requirements	Yes																													

Promise:

Pain Points



Desired actions/ new habits:

Pay attention / listen

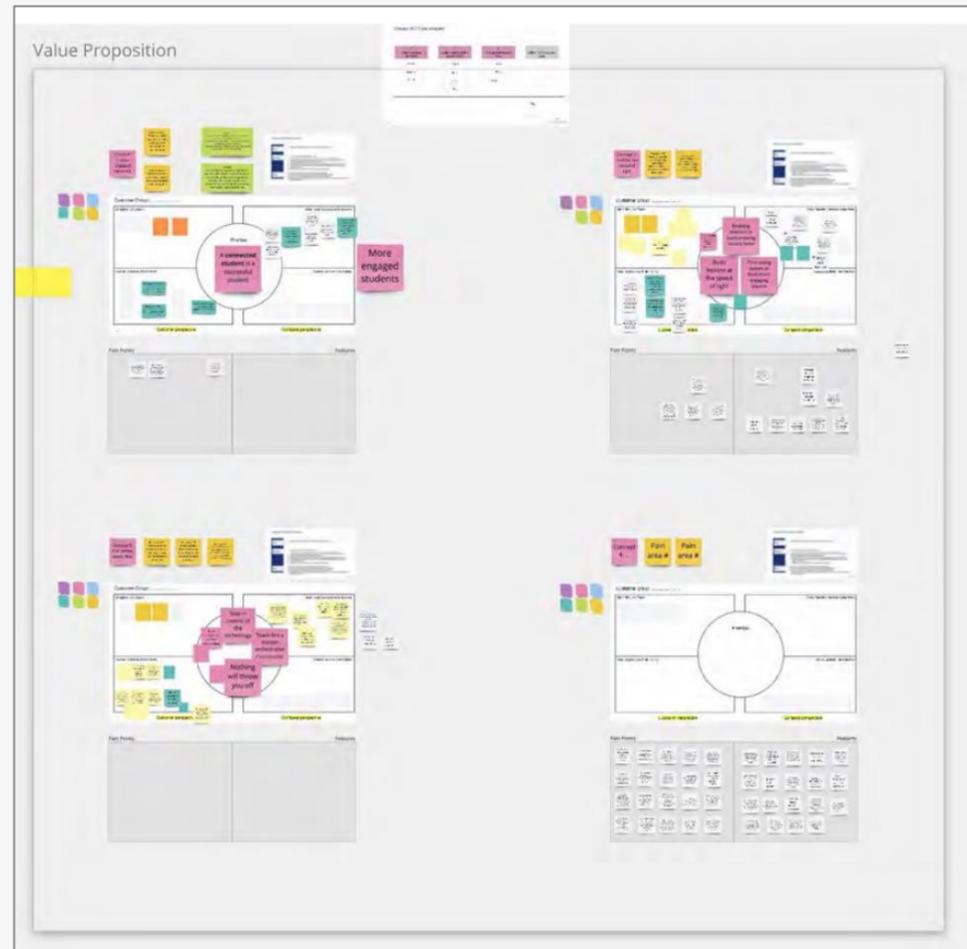
(Pre-)register

Customer perspective

Company perspective

Creating the value proposition

Art and science



Customer group: *Teachers*

Job:

When you deliver the lesson...

Pain Points

... interruptions occur. Students lose focus and attention. Once lost, it is so hard to get them to refocus.

Customer perspective

We promise:

One click – all eyes to the front

Hero features (reasons-to-believe):

How? With the new Promethean attention grabber toolkit!

Desired actions/ new habits:

So go to the website now and pre-register for beta access!

Company perspective

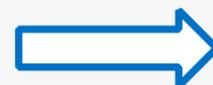
The outcome...

A value proposition that is believable, compelling, and centered in customer needs

Problems

So many ideas!

Will they pay?



Answers

7 hero features

Customer-centered value prop

Outcome: Redesign of the value proposition

And a prioritized road map!



Save time when planning
a lesson

Start



Finish



One click,
All eyes to the front

thank you

Anna Hughes

www.linkedin.com/annahughes