

Design for Delight Case Study



INTUIT +  **AMERICA
SUCCEEDS**

with support from GETTING SMART 

Table of Contents

Program Overview	3
Partnership	5
Design for Delight Course	7
Design for Delight Camp	10
Outcomes	18
Conclusion	19



America Succeeds is a 501(c)(3) non-profit education advocacy organization committed to improving educational opportunities, outcomes, and equity by harnessing the influence and acumen of the business community in accelerating systems change.



Intuit is the global financial technology platform that powers prosperity for the people and communities we serve. With more than 100 million customers worldwide using TurboTax, Credit Karma, QuickBooks, and Mailchimp, we believe that everyone should have the opportunity to prosper. We never stop working to find new, innovative ways to make that possible.



Getting Smart collaborates with and advocates for impact-oriented partners who are committed to doing work that accelerates the future of teaching, leading and learning. Its strategic solutions are tailored and impactful to best support these partners in achieving their goals and helping leaders know what to do next.

Design for Delight Program Overview

When most people think of Intuit, the company's variety of technology platforms likely comes to mind. It's no secret that TurboTax, QuickBooks, Credit Karma, and Mailchimp have revolutionized the way their consumers and small businesses around the world operate. **But under the surface, there is a specific set of principles embodied by each employee that drives everything the company does.** These ideals are rooted in the belief that everyone should have the opportunity to prosper and the company should never stop working to find new, innovative ways to make that happen.

The principles are called **Design for Delight** and they encompass Intuit's design-thinking approach to problem-solving and innovation. '**Deep customer empathy**,' '**go broad to go narrow**,' and '**rapid experiments with customers**' are the foundation of everything Intuit does. This includes going beyond building innovative software and into the company's corporate social responsibility workforce-development initiatives as a framework for equipping young people with job-readiness skills to build successful careers.

INTUIT



DEEP
CUSTOMER
EMPATHY

GO BROAD
TO GO
NARROW

RAPID
EXPERIMENTS
WITH
CUSTOMERS



Like employees of the company, students participating in Intuit's job-readiness educational programs are introduced to design thinking through the iterative Design for Delight framework as a mechanism for solving life's complex problems. In an era where companies are facing persistent global talent shortages and a growing skills gap, programs preparing students with the Durable Skills they need to be job-ready are more crucial than ever.

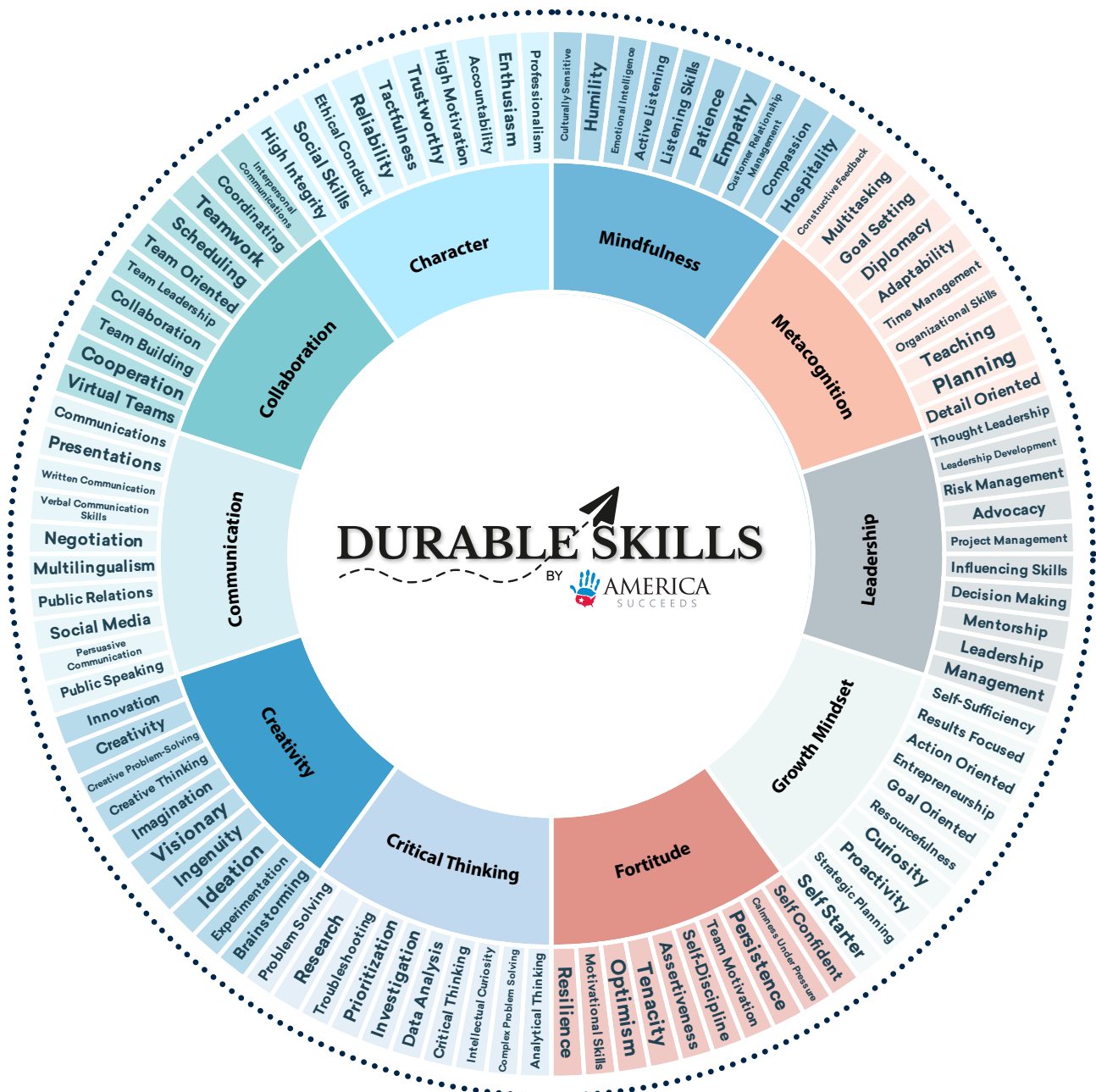
Whether through an online course, an in-person camp, or an innovation challenge, students begin Design for Delight by **developing deep customer empathy** as they embark on their design thinking journey. As students observe the people they will be solving for (or, as Intuit refers to them, "customers") and study their motivations, they gain empathy and understanding of their customers and the pain points they face. Next,

students **use creative thinking to "go broad to go narrow"** by exploring a variety of potential solutions and narrowing on bold solutions most likely to delight their customers. Finally, students **run rapid experiments with customers to test their solutions quickly** to learn what works, what doesn't work, and how to develop another experiment to better solve their customer's problem.

Thoughtfully designed programs like Design for Delight allow students to acquire a new way of approaching problem solving that is relevant and applicable in the real world workplace. With the ultimate goal of empowering students to make an impact by giving them hands-on experience and the tools to find creative solutions to big, unsolved problems, Design for Delight is proactively preparing students for success in their future careers.

Intuit + America Succeeds Partnership

America Succeeds' Durable Skills initiative is based on the concept that in an era when technical skills are advancing at an unprecedented pace, there's an important set of durable 'soft skills' that last a lifetime. Durable Skills are a combination of how you use what you know – skills like **critical thinking**, **communication**, **collaboration**, and **creativity** – as well as character skills like **fortitude**, **growth mindset**, and **leadership**.



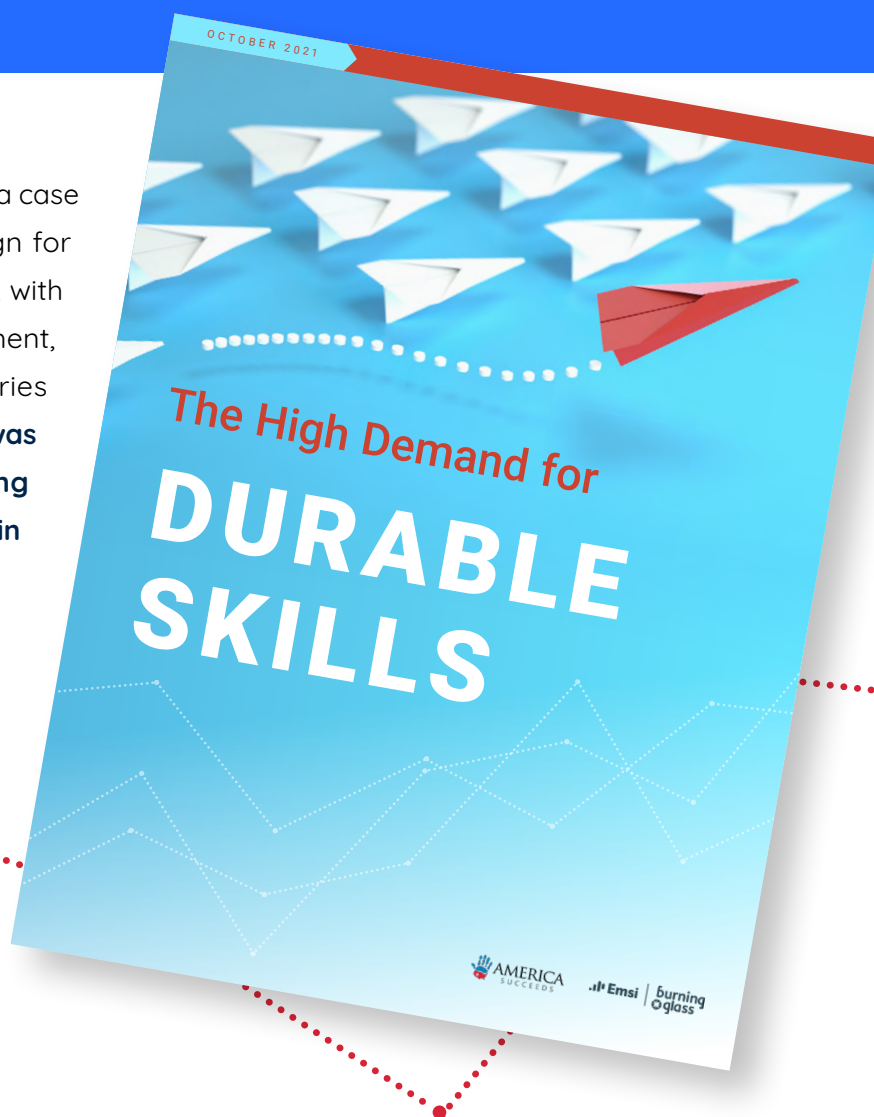
Based on an analysis with labor analytics firm Lightcast (formerly Emsi Burning Glass), America Succeeds found that of the 80 million job postings from 2020-2021, seven of the ten most-requested skills are Durable Skills and the top five Durable Skills were requested in job

postings 4.7 times more often than the top five hard skills. Furthermore, the analysis affirmed that Durable Skills are in demand for jobs across the workforce regardless of educational attainment level, industry, sector, or geography.



7 out of 10 most-requested skills are Durable Skills

In 2022, Intuit partnered with America Succeeds on a case study to articulate the effectiveness of the Design for Delight summer camp in cultivating Durable Skills, with Getting Smart as a partner in educator engagement, developing learning outcomes, and sharing stories from the Design for Delight camp. **The objective was to determine the value of the camp in preparing students with the skills needed to be successful in their future careers.**



Examining Durable Skills in the Design for Delight Course

To begin, America Succeeds and Getting Smart conducted a thorough review of Design for Delight's self-paced course programming, curriculum, supplemental materials, slide deck presentations, and surveys. This allowed the teams to develop a deep understanding of the course, its goals, and the expected skill attainment of course participants.

From here, America Succeeds completed a crosswalk between the learning outcomes associated with the Design for Delight self-paced course and the Durable Skills program participants acquired. The crosswalk revealed that multiple Durable Skills could be acquired during each phase of the course. **Eight of the ten Durable Skills – communication, collaboration, creativity, critical**

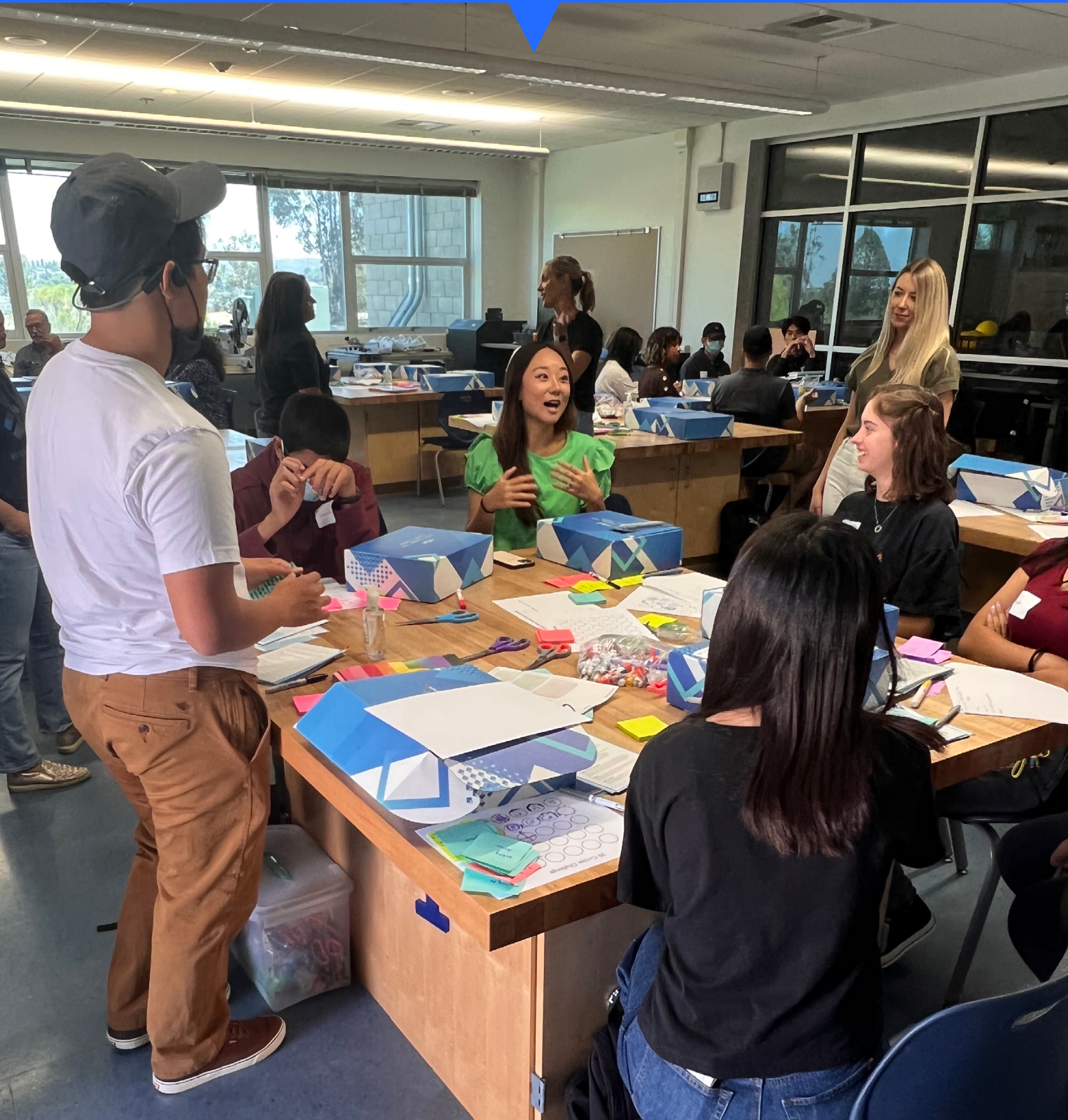
thinking, fortitude, growth mindset, metacognition, and mindfulness – explicitly show up time and time again throughout the course. Although the other two Durable Skills – character and leadership – weren't directly present in the curriculum, they were obvious overarching skills that the participants could demonstrate as they conducted themselves and took ownership of their projects.

Design for Delight Principles	Learning Outcome	Durable Skill	Learning Outcome
Deep Customer Empathy: Customer Follow-Me-Home	<ul style="list-style-type: none"> • Student gains an understanding of the customer problem by listening to and observing the customer in their everyday environment. • Student gauges nonverbal cues from customers that will inform the problem statement. 	<p>Mindfulness</p> <p>Creativity</p> <p>Communication</p>	<p>Student observes and empathizes with the customer to develop an understanding of their issues.</p> <p>....</p> <p>Student views customer problem with an open mind and begins to generate new ideas to solve the problem.</p> <p>....</p> <p>Student articulates ideas and thoughts in verbal and nonverbal communication modes and actively listens and deciphers meanings, knowledge, and intentions.</p>
Deep Customer Empathy: Empathy Debrief	<ul style="list-style-type: none"> • Student identifies customer patterns to help understand their pain points. 	Critical Thinking	Student identifies and understands emerging patterns.
Deep Customer Empathy: Customer Problem Statement	<ul style="list-style-type: none"> • Student develops a problem statement to capture what they've learned about the customer problem by using empathy to relate to the customer. 	<p>Critical Thinking</p> <p>Mindfulness</p>	<p>Student synthesizes and makes connections between information and pain points.</p> <p>....</p> <p>Student develops problem statement that reflects what they've heard and learned from the customer.</p>

Design for Delight Principles	Learning Outcome	Durable Skill	Learning Outcome
Go Broad To Go Narrow: 7 to get 1	<ul style="list-style-type: none"> • Student brainstorms a bold range of solutions that solves the customer pain point. • Student brainstorms seven ideas to get to one prominent idea. 	Creativity Critical Thinking	<p>Student generates many original and relevant ideas to address the problem they are trying to solve.</p> <p>....</p> <p>Student synthesizes information gained from observations to develop a leading idea.</p>
Go Broad To Go Narrow: 2x2 Narrowing	<ul style="list-style-type: none"> • Student narrows ideas to make decisions with intention. 	Creativity Critical Thinking	<p>Student narrows their original ideas on how to uniquely solve the problem.</p> <p>....</p> <p>Student considers the outcomes and implications of their decisions.</p>
Go Broad To Go Narrow: Storyboarding	<ul style="list-style-type: none"> • Student creates a storyboard of the customer experiencing the solution. • Student shares ideas with others and aligns with team members. 	Mindfulness Collaboration	<p>Student envisions themselves as the customer to create a visual image of the best solution.</p> <p>....</p> <p>Student aligns with team members on objectives by being open and receptive to feedback.</p>
Rapid Experiments with Customers: Leap of Faith Assumption	<ul style="list-style-type: none"> • Student identifies and develops at least 15 specific assumptions. • Student narrows ideas and chooses a Leap of Faith assumption to test. 	Metacognition Critical Thinking	<p>Student strategizes and identifies the best assumptions to test.</p> <p>....</p> <p>Student critically examines which assumptions will lead to solving the customer problem.</p>
Rapid Experiments with Customers: Hypothesis Statement	<ul style="list-style-type: none"> • Student develops a hypothesis statement by determining how the experiment will work and which metrics to test for success. 	Metacognition	<p>Student evaluates and explores all relevant information learned to develop the best solution for the customer.</p>
Rapid Experiments with Customers: Experiment Plan	<ul style="list-style-type: none"> • Student creates and runs rapid experiments with customers to quickly learn what to do with ideas. 	Metacognition Growth Mindset Fortitude	<p>Student quickly analyzes the results of experiments against their expectations to inform further decisions.</p> <p>....</p> <p>Student embraces the experimentation process by adapting and refining ideas to better solve the problem.</p> <p>....</p> <p>Student persists when facing unexpected outcomes and continues to seek a solution to the problem.</p>

The results were impressive. Not only would students be introduced to the design-thinking process, but they would also acquire in-demand Durable Skills that they can utilize throughout their careers. By focusing on these

common competencies instead of diverse technical skills, Intuit is tapping into a way to help a broader and more inclusive group of learners develop skills and advance in their academic journeys, careers, and lives.



Design for Delight Camp

Once the America Succeeds and Getting Smart teams were familiar with Design for Delight and understood the context in which the program operates, they headed to San Diego to observe an in-person four-day Design for Delight camp hosted by Intuit for high school students. **The camp was part of a larger student experience that included the four-day camp and two weeks of a Design for Delight Social Innovation Challenge that culminated in a two-week-long internship experience at Intuit's San Diego office.** For participating in the program, students received course credit and an internship stipend placed in a college savings account set up for each student. While the America Succeeds and Getting Smart teams primarily focused on observing the four-day day camp, it enabled the teams to get a first-hand look at Design for Delight in action and the skills students were developing along the way. Over the course of the camp, a diverse group of students were introduced to the design-thinking process using the Design for Delight framework, worked with real business owners to help them solve problems, and presented their projects to the business owners.

A young man with short dark hair, wearing a dark blue t-shirt and a large grey backpack with brown straps, is seen from the side, looking out a large window. The window shows a blurred view of a modern building with glass panels and some greenery. The scene is brightly lit, suggesting daytime.

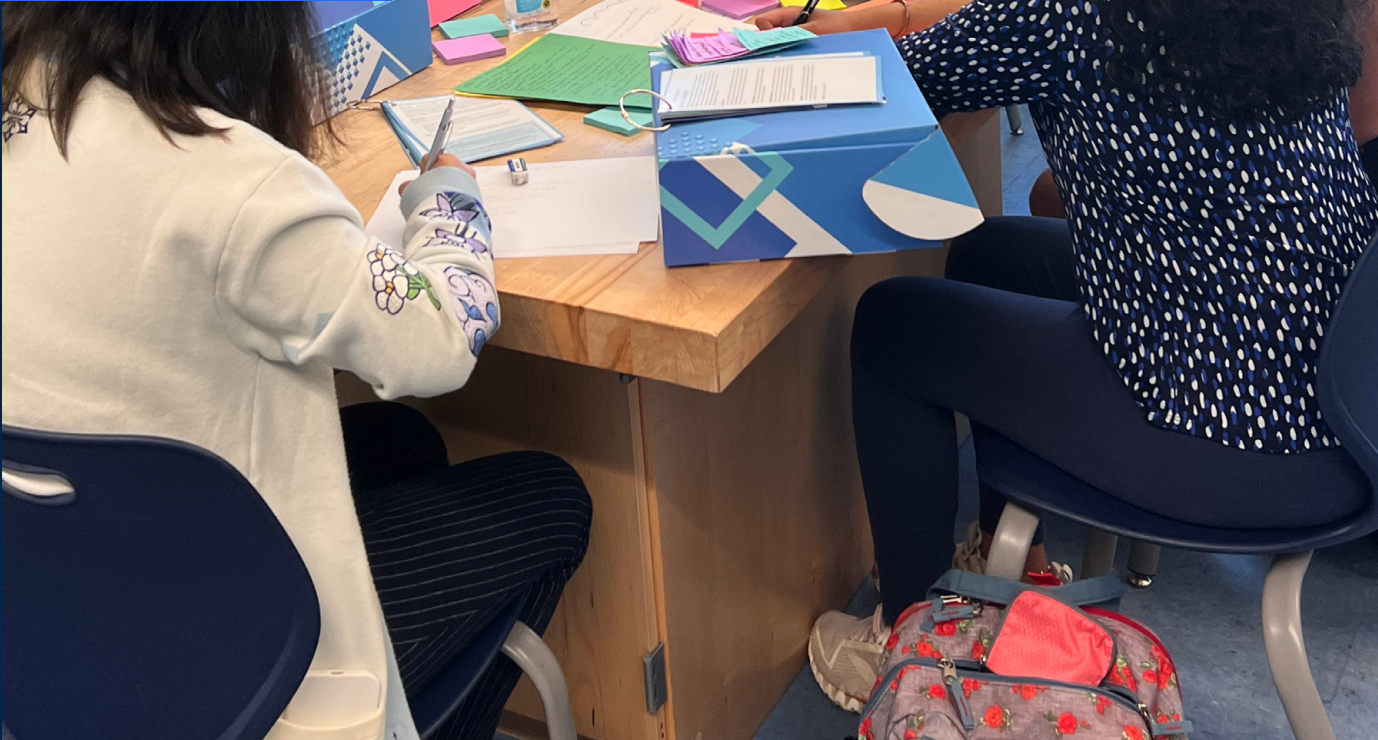
4 days in San Diego

College Credit

Internship Stipend

Real Business Experience

GETTING READY TO DESIGN



introductions, the group jumped into various empathy activities, including describing things they enjoy doing and things they do not enjoy doing. **Within the first thirty minutes, students were already – maybe without even realizing it – demonstrating numerous Durable Skills while completing the introductory empathy activities.** From here, Intuit camp facilitators introduced students to the concept of Durable Skills and made the connection about how these skills would follow them through their careers, while also encouraging them to consider the skills throughout their Design for Delight experience.



Using empathy,

it was easier to understand

what the customer wanted

and how we could

be able to solve that.

Design for Delight Participant, Summer 2022

Then, students took what they learned about empathy and learned how to apply it to a customer-related scenario through a 'Follow-Me-Home' exercise. Follow-Me-Homes are used as a way to gain deep customer empathy through a combination of observations and interviews to better understand their customer's pain points related to the problem they are trying to solve. Participants had a chance to share the experience of a business owner at a direct and personal level. At the school America Succeeds and Getting Smart observed, four unique business owners from a watersports company, a local restaurant and cafe, and a Korean supplement company spoke with student groups about a problem they were facing with their business. Problems the business owners were facing ranged from figuring out more efficient scheduling, more effective marketing, and overcoming importing challenges. Students had the

opportunity to display their leadership, communication, and creativity skills by asking in-depth, thoughtful questions to the business owners in an effort to find the root of their problems. After conducting Follow-Me-Homes, the students then were able to take these learnings and research and develop narrow customer problem statements that focused on solving for one of the pain points they identified from doing their Follow-Me-Homes.

To wrap up the day, students completed a customer empathy debrief with their group to discuss customer pain points, observations, and patterns and themes that emerged from the business owners. By the end of Day 1, students were well on their way to utilizing Durable Skills through the design-thinking framework.



BRAINSTORMING BIG IDEAS



Students enthusiastically began Day 2 discussing over-the-top schemes and having lively back and forth debates to persuade group members of their ideas before going deeper to further build out their customer problem statements. They also worked collectively to align on the problem their group was trying to solve. They applied mindfulness and critical thinking by trying to fully understand the customer's problem and how to create a

solution by observing the problem in depth before relating it back to the bigger picture. The camp facilitators worked with student groups to refine their ideas to make connections between the customer pain points and potential solutions. As students received feedback, they continually refined their problem statements to get closer to addressing exactly what they were trying to solve.

Next, student groups were encouraged to brainstorm a broad list of ideas to solve their customer's problem by thinking creatively without restraints before narrowing their ideas. As students analyzed the best route forward, they had to continually make connections between what the customer needed, barriers to success, and a solution.

By the end of the second day, students demonstrated every Durable Skill by working collectively to identify problems, making connections between complex ideas, and finding solutions.



For **products**,

just show it off, show what it does

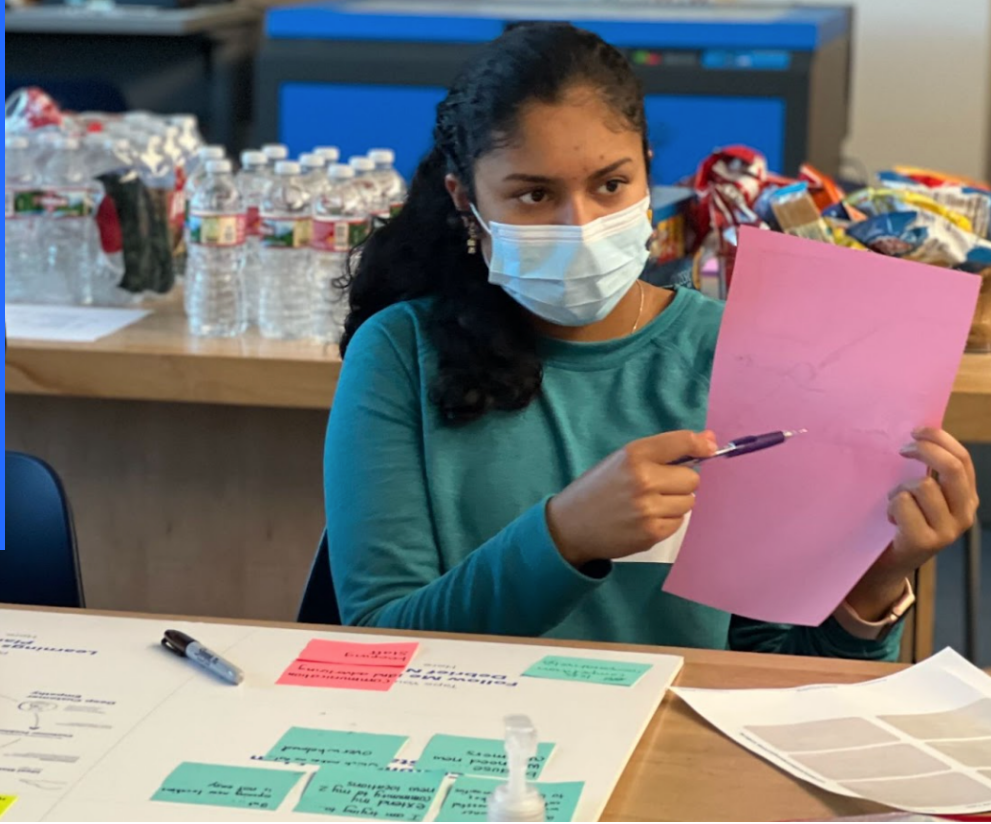
and see if people like it.

It's a small thing to gauge interest

and people will come back

if they like it.

Design for Delight Participant, Summer 2022



PROTOTYPING SOLUTIONS

Day 3 meant that students were one day closer to their final client presentations. After working through ideas for the first couple of days, students were ready to create a prototype of their solution. Most of the students quickly realized that their solutions were more service-oriented versus creating a product to solve the client's challenge. Prototyping allowed students to wonder if they were solving the right problem based on early client conversations. As students unveiled their initial prototypes to their clients, it allowed some to discover that they didn't fully understand the client's business and needed to ask more questions. For example, one group thought they were helping the client to solve for a health drink for athletes, when in reality they were helping import a probiotic drink from Korea.

Students presented with confidence, asked questions, and received real answers from the clients "without fluff." Each client was amazed at how well the students listened during the fact-

finding sessions and consistently praised them on the job they did during the presentations. Students showed that they completed research not just on the client's product(s), but on the competitors as well to ensure that they were presenting the best possible solution. Students also welcomed feedback and clients showed transparency by sharing that they never thought about some of the questions/challenges raised. Students and clients both saw the value of diverse perspectives and constructive criticism.

Through more learning, examples, discussions, and hands-on activities, Day 3 allowed students to have high-level conversations with their peers to prepare for the client presentations. Students learned the benefits of prototyping and the difference between each prototype, and tried multiple prototypes to see which was best for their solution. Students worked hard and stayed focused to ensure they were ready for their public presentation.



Using **creativity**

helped guide our thinking

by letting us be broad

and think of many different ideas

that could work.

Design for Delight Participant, Summer 2022





BRINGING IT ALL TOGETHER



The final student presentations further demonstrated the importance of real-world learning skills. Students were able to present their project, holistically, to their class and the Intuit judges. After spending the week leaning into the design thinking process, students shared how they connected all facets to their ultimate outcomes. In addition, students reflected on the changes they had to make throughout the process once their assumptions were challenged and more solutions were needed.

The students found value in working with the business partners and enjoyed being part of the process. They recognized that having fruitful conversations from the beginning helped them to provide better solutions to the client's challenges. They also found joy in getting to know the clients, completely understanding the businesses, and getting authentic feedback after the presentations. The students weren't treated like kids doing a school project; rather, they were treated like partners sitting around a table trying to increase the profit, exposure, and sustainability of each business.

Design for Delight Camp Outcomes

When students began their Design for Delight camp experience, a majority of them were unfamiliar with design thinking or the concept of Durable Skills. But, as students were introduced to a new way of problem-solving through design thinking, their ability to conceptualize information and make connections between relevant ideas was nothing short of impressive.

As students were learning and applying the Design for Delight principles in their projects, they were developing and demonstrating Durable Skills at the same time. To get a sense if students were truly making the connection between the Design for Delight concepts they were learning and the Durable Skills that were present in the curriculum, students completed an end-of-day survey each day that included a Durable Skills knowledge check. Across the board, students were clearly grasping the links as they correctly identified and described the competencies they learned each day.

For possibly the first time, these students were made aware of the real-world application of the skills they learned and refined each day. Interacting with real businesses to solve their real problems was an invaluable opportunity and the growth students demonstrated over just four days is unmatched.



Conclusion

The education system is evolving toward a skills and competency-based model and it's imperative that schools and programs are teaching students the in-demand skills they need to be successful. At the same time, it's important for educators to make connections between the real-world skills students are acquiring and their application to the workforce so that students understand the significance of the skills they are developing.

Intuit's Design for Delight camp proved to be a great example of Durable Skills in action. The four-day camp is a model for ways other programs could call out Durable Skills so that students are encouraged to make connections between the skills they're learning and Durable Skills competencies they'll need to succeed later on. In this way, Intuit's Design for Delight camp unlocks a key component of effective Durable Skills learning: not only should a program prepare participants with the skills needed to be successful in their future careers – whether that's at Intuit or elsewhere – but it should also empower them to articulate and demonstrate those skills to colleagues and potential employers alike.

