Booster Session - Rapid Experimentation
Get ideas off of paper...and getting them into the real-world (quickly).

Why this is important

Idea Holders
Faulty Assumptions
Confirmation Bias

Logic /-/ Behavior
Latent Needs

Real World
Unexpected dynamics
Unexpected benefits
Time is money.
Rapid experimentation = PDSAs with a twist

Planning a Test
Hypothesis-Driven
Most critical assumptions

Running a Test
Leanest Way to Learn
Support w/ Prototypes if necessary

What Did We Learn
Signals and Metrics

Repeat
Doing this iteratively
Desirability, Then Feasibility, Then Usability
Inspiration
The Art of a Minimally Viable Test

Live Tests

Fake Tests

Show It
The Art of a Minimally Viable Test: Live Tests

Would people pay to share a car in dense urban areas for simple errands, a few hours at a time?
What this can look like in our world: Live Tests
Will people give me their credit cards online to buy shoes?
What this can look like in our world: Fake Tests

Wizard of Oz

Would people want their wait times? Yes, but not in the way we thought... And not for the reasons we thought...
How would kids want to interact with beloved Sesame Street characters on an iphone?
What this can look like in our world: Show It

Here’s what we really need

Here’s how it needs to work

Here’s how we need it to show up
FRAMEWORK FOR RAPID EXPERIMENTATION

DESIRABILITY, THEN FEASIBILITY, THEN USABILITY

01 DESIRABILITY
Do people want this?

02 FEASIBILITY
How would it work?

03 USABILITY
How do we make it simple?
Rapid Experimentation Cycle

1 cycle = days/weeks, not months

1 Plan Your Test
- Most important things to learn
- Determine Signals of Success
- Plan your test
- Check your assumptions

2 Run Your Test
- Prototype if needed
- Run your experiment
- Collect Your Signals of Success

3 Assess
- Review what you learned
- Identify next steps
- Adopt, Adapt, Abandon
1

Plan Your Test
Most important things to learn
Determine Signals of Success
Plan your test
Check your assumptions

### Before Experimenting - Your Learning Plan

<table>
<thead>
<tr>
<th>Top 3 learning questions this experiment is testing</th>
<th>Signals of Success (qualitative and/or quantitative)</th>
<th>Test / Prototype Method</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ex. Number of people who show up, qualitative feedback in exit interview</td>
<td>Ex. Live tests, role play, storyboard, paper prototypes</td>
<td>What needs to be true for your test to work?</td>
</tr>
</tbody>
</table>

### After Experimenting - Your Results

<table>
<thead>
<tr>
<th>What We Learned</th>
<th>Iterations</th>
</tr>
</thead>
<tbody>
<tr>
<td>What answers did we find to our learning questions? Did we see the results we wanted in our key metrics? Did we find out anything about our assumptions?</td>
<td>Based on our learnings, what do we need to change? What are we taking forward from this experiment? What do we need to learn next?</td>
</tr>
</tbody>
</table>
## Concept Name:
Leverage at-home caregivers as possible assistants for virtual care

### Before Experimenting - Your Learning Plan

<table>
<thead>
<tr>
<th>Top 3 learning questions this experiment is testing</th>
<th>Signals of Success (qualitative and/or quantitative)</th>
<th>Test / Prototype Method</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are at-home caregivers willing to do?</td>
<td>% or number of at-home caregivers willing to help with virtual set-up, reminders, or other specific tasks around assisting with virtual caregiving.</td>
<td>Send at-home caregivers with offers for assisting with key facets surrounding virtual care (i.e., setting up and testing technology for virtual appointments, assisting with remote patient monitoring, assisting with reminders, assisting with medication management?)</td>
<td>Patients and at-home caregivers have the ability to participate in virtual care given modalities being considered.</td>
</tr>
<tr>
<td>How responsive are they to offers for help?</td>
<td>Immediacy of receptivity to assist.</td>
<td>A/B test hypotheses with what will influence responsiveness (attach a name and a face to offer? put doctor/nurse's name in email/letter? Try text vs. email?)</td>
<td></td>
</tr>
<tr>
<td>What can influence that responsiveness?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Run Your Test
Prototype if needed
Run your experiment
Collect Your Signals of Success

Tools
Tech
Workflow
Roles
Space
Business Model
Rapid Experimentation Template

<table>
<thead>
<tr>
<th>Concept Name</th>
<th>&lt;Concept name and brief description goes here&gt;</th>
</tr>
</thead>
</table>

### Before Experimenting - Your Learning Plan

<table>
<thead>
<tr>
<th>Top 3 learning questions this experiment is testing</th>
<th>Signals of Success (qualitative and/or quantitative)</th>
<th>Test / Prototype Method</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ex. Number of people who show up, qualitative feedback in exit interview</td>
<td>Ex. Live tests, role play, storyboard, paper prototypes</td>
<td>What needs to be true for your test to work?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What We Learned</th>
<th>Iterations</th>
</tr>
</thead>
<tbody>
<tr>
<td>What answers did we find to our learning questions? Did we see the results we wanted in our key metrics? Did we find out anything about our assumptions?</td>
<td>Based on our learnings, what do we need to change? What are we taking forward from this experiment? What do we need to learn next?</td>
</tr>
<tr>
<td>What We Learned</td>
<td>Iterations</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>What answers did we find to our learning questions? Did we see the results we</td>
<td>Based on our learnings, what do we need to change? What are we taking</td>
</tr>
<tr>
<td>wanted in our key metrics? Did we find out anything about our assumptions?</td>
<td>forward from this experiment? What do we need to learn next?</td>
</tr>
<tr>
<td>(Hypothetical)</td>
<td>Try out daily text or robo-call reminders to at-home caregivers with Virtual check list starting 10 days prior to appointment.</td>
</tr>
<tr>
<td>40% of the at-home caregivers took us up on our offer when patient didn’t have</td>
<td>Experiment with tools to help at-home caregivers be successful at different tasks.</td>
</tr>
<tr>
<td>active appointments coming up in next 5 days. People with active appointments</td>
<td></td>
</tr>
<tr>
<td>in next 5 days. -&gt; 80%</td>
<td></td>
</tr>
<tr>
<td>At-home caregivers tend to take us up on our offer &lt;2 days prior to scheduled</td>
<td></td>
</tr>
<tr>
<td>appointment;</td>
<td></td>
</tr>
</tbody>
</table>
Step-By-Step Method Card for Rapid Experimentation

## Rapid Experimentation

Transition ideas from paper and start to learn about the 'in the real'

**DESCRIPTION**

Rapid experimentation is a hallmark for building out innovative solutions. The more quickly and iteratively you can start to learn about your ideas, get them into tangible form, and start to test your ideas - the sooner you and your team can collaborate to make solutions better based on real-world feedback.

### HOW

<table>
<thead>
<tr>
<th>PREPARE</th>
<th>Identify the ideas to test. Work with your team to identify ideas you want to learn about. At this point, the ideas should be articulated as concepts - where you have a sense for who it is for, what you're trying to accomplish, how that might be accomplished, what's involved, etc.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PLAN YOUR TEST</th>
<th>Align on what you need to learn. Use the Rapid Experimentation Template provided to build a learning plan. This upfront investment takes a bit of time, but it will set you up for success. As a team, start the learning plan by determining the most important questions that are critical to the success of your concepts.</th>
</tr>
</thead>
</table>

| 1 | Determine your signals of success. Discuss what measures will help gauge success. What early indicators would 'signify' that you've been successful in your test? For example, what consumer behaviors are you looking for? Then, determine how to measure the size or extent of these signals. |

| 2 | Plan your tests and prototypes. As a team, figure out the simplest and leanest way to test your concepts. Determine if prototypes or mockups are needed to support your tests. If so, think small and scrappy. Plan for tests and prototypes that are simple to execute (i.e., can be accomplished in days or weeks, vs. months). |

| 3 | Check your assumptions. As a team, check your assumptions about what would need to be true for your test to work. This provides your team an opportunity to address potential learners before you run your experiment. |

| RUN YOUR TEST | Run your tests. Build your prototypes and mockups as needed. Put your experiments out in the world. Capture your learnings and metrics in your template. |

| 4 | Assess and repeat. When your cycle of experiments have concluded, review as a team. Conduct a retrospective. Review what you learned as a team. Based on these learnings, discuss next steps (i.e., adopt, adapt, or abandon). Repeat and iterate the testing cycle above - until you've reached a level of understanding about what is desirable, feasible and viable. |

— Lao Tse
First Place Winner
Owlet
Q: How is this different than PDSAs and Rapid Tests of Change?

A: Similar, but it gives a slant on how to do them more effectively

Q: How is this different than a pilot?

A: like PDSAs, this is something you do WAY before pilots…as a transition between an idea on paper, and building things out for a pilot

Q: How much cycles of tests can I expect do

A: Depends on the idea you are trying to learn about.