

# Previously on E&I...

A taster of customer and product design.

# A quick recap of Class 3

- ▶ Design = The process of generation and development of ideas
- ▶ Making ideas valuable, makeable, and marketable
  - ▶ Through wants, needs, specifications, functionality, applications...
  - ▶ Techniques useful for many other cases and fields
- ▶ Laterall thinking through “Oblique Strategies”

# Homework time!

- ▶ Send me an email, no later than midnight (08/07), with:
  - ▶ The three people making up your group and the idea you plan on developing
  - ▶ Step 3
  - ▶ The answers to “Flipped classroom” session 4

# So what's the plan now?

1. You'll work through this week developing your project
2. There will be some homework for next Monday (08/12)

# Here's the plan

Complete each of the following steps and submit the result

- ▶ A single document for the whole group, but in some cases there will be three answers (each labelled with the student's name)
- ▶ You can see an example [here](#)

# 1. Learn to love your group's idea

- ▶ Find out as much about your group's idea as you can (Google is your friend)
- ▶ Individually and in your own words state, in a brief paragraph, what the idea is.
- ▶ Forgo technicalities, remember what a good pitch looks like
- ▶ Try not to communicate with the other members yet

## 2. State the problem it solves

- ▶ Individually write another brief paragraph explaining the problem it solves.
- ▶ Provide references and sources supporting the claims you make:
  - ▶ If my idea solves the problem of child starvation in Colombia, here I provide relevant statistics to highlight how much of a problem this is, the number of children, the lack of state solutions, etc.
  - ▶ Google is still your friend.
  - ▶ Register all the sources using the APA format
- ▶ Try not to communicate with the others yet.

# 3. Find THE problem you solve and its customer(s)

- ▶ Now get together with the other members of the group
- ▶ Discuss and redefine the problem you solve, using the previous two steps
- ▶ Write a neat couple of paragraphs where you state THE problem and whose problem it is.
  - ▶ In my example, the problem has two main customers: whoever funds the project (the government, NGOs, the UN, etc.) and the segment of hungry children I will target.
- ▶ It should not be exactly the same as any of the problems discussed in the previous step. Rewrite it from scratch.
- ▶ You can use some of the backing sources again, though

# 4. Reshuffle

- ▶ Once again, split from your group
- ▶ Take THE problem home and find it an alternative solution
- ▶ It cannot be the idea originally presented (in steps 1 and 3 of this exercise)
- ▶ Sketch your solution as much as you can, take a few days to work on it, research about it using Google.
  - ▶ Question your assumptions, remove things, talk to people, read more, play the Devil's advocate, etc.
  - ▶ Fall out of love with the original idea, pretty much.

# 5. Evaluate the prototypes

- ▶ Get together again
- ▶ Present the solution you came up with to your two partners
- ▶ Evaluate the 4 prototypes (the original idea and the three new versions)
- ▶ Think about their pros and cons, what worked in one of the prototypes, what was missing in the others, etc.

# 6. Develop your ALPHA

- ▶ Out of the previous step's analysis, develop a final, unique, joint prototype
  - ▶ A couple of sketches and a written concept already are a prototype
- ▶ Prepare the group's ALPHA to present it in the next class
- ▶ Answer
  - ▶ What is it?
  - ▶ Does it solve any problem?
  - ▶ Why is it different to existing solutions/products?
  - ▶ Who will buy it? Who will use it?

# That's all folks!

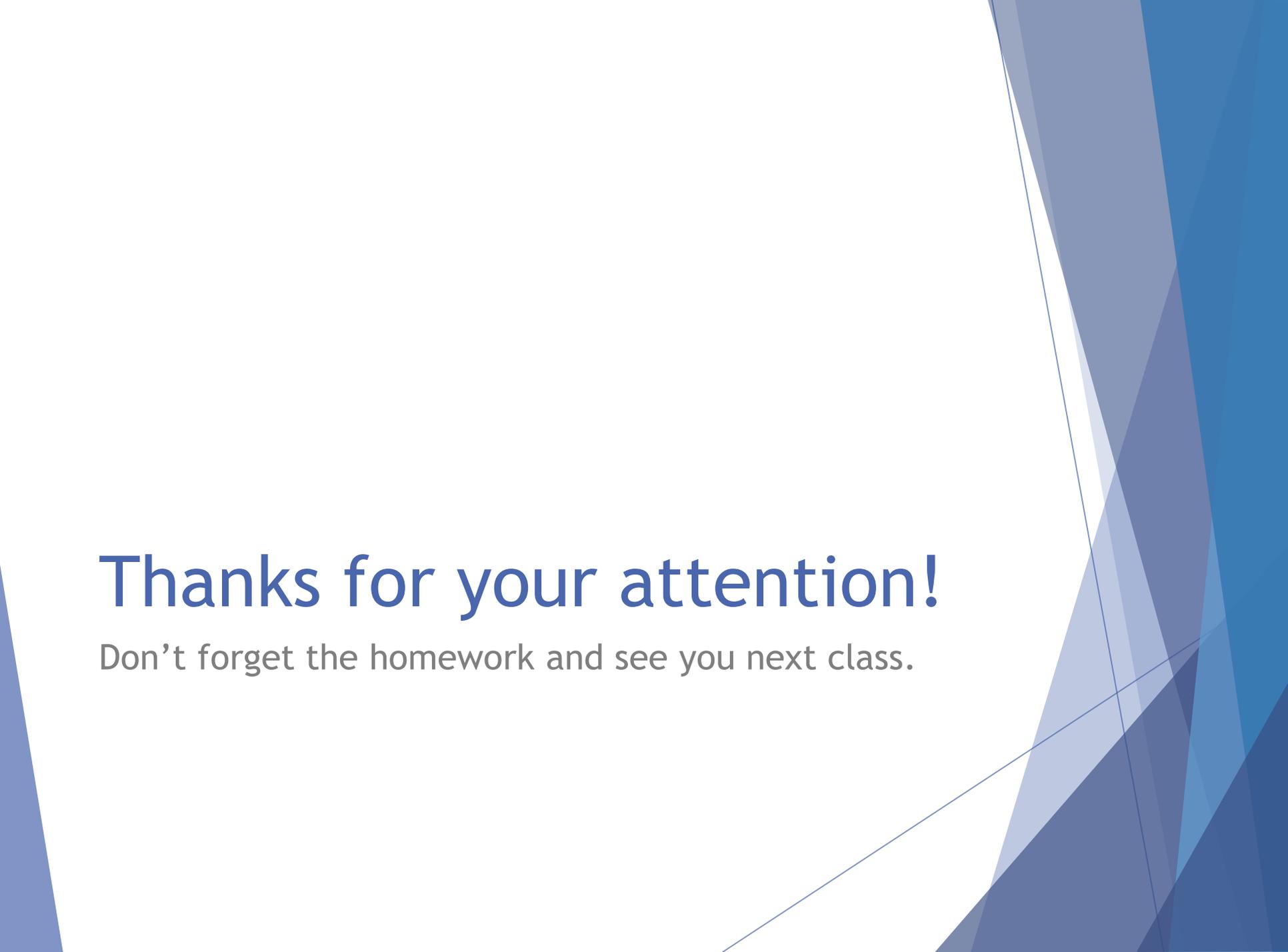
Submit a document with the result of all the six steps to my email by August 13, and get ready to present next class.

# “Flipped Classroom” time!

- ▶ Watch all the videos about competitive analysis (Flipped Classroom 5)
- ▶ Start thinking about that in the context of your ALPHA
- ▶ We will do something about it next class

# You have three homeworks

- ▶ Work on your groups and alone to answer the six steps above (Slides 4 to 11)
- ▶ The “Flipped Classroom” Material
  - ▶ Watch all of the videos on the website (Slide 13)
- ▶ There is no Step 4 yet
  - ▶ The whole process you and your group will undergo, an adaptation of a Design Sprint, is what we will do instead.

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light to dark, creating a modern and dynamic look. The shapes are primarily triangles and polygons, some with thin white outlines, set against a white background.

# Thanks for your attention!

Don't forget the homework and see you next class.