**PROBLEM AND SOLUTION**

**Due date: *Friday Week 6, Term 2***

**Task Style/presentation: Multimodal presentation**

**Word Limit:**  7 minute or equivalent multimodal

**Task: This task has 2 elements, Part A and Part B**

**PART A – Validating the problem**

Use qualitative and quantitative data from both Primary and Secondary sources to explore issues or problems of significance. You will be required to create a value proposition canvas, noting pivots and iterations as part of the process.

In completing this part of the task, you are required to:

* Identify and explore a problem in detail using qualitative and quantitative data from primary and secondary sources. This will include things like:
  + Archetypal Customers/A day in the life…
  + Empathy Maps
  + Developing “How Might We” (IDEO; Board of Innovation) questions in relation to:
    - Customer pains, Customer gains, Jobs the customer wants to get done

**PART B – Validating a solution**

Use the customer requirements that you generated in PART A to develop, test and refine a solution hypothesis with an identified customer segment. This solution will need to be prototyped.

This element of the task requires you to:

* Using design thinking ideation strategies such as the ones from the IDEO Design Kit, generate possible solutions to your customer pains, gains and jobs.
* Use the Validation Board to document your solution hypothesis, test your assumptions and pivot when required.
* Develop a completed Value Proposition Canvas
* Develop a prototype, sketch or full mock-up of your proposed solution. You need to develop detailed drawings, annotations and notes outlining the product/service
* Explain how the prototype meets the customers’ needs/wants (from PART A Customer Profile). Determine the value that the customer perceives from the prototype.
  + You need to ensure you document the processes used to gain this information.

**Obtaining Feedback**

* Seek feedback from your customers using tools such as a Test Cards, Learning Cards – a day in the life sheet, and a Progress Board. Collect data from your one identified customer profile.
* Apply this information and feedback to develop your final validation board, outlining your pivot points and other details on the board. http://www.designkit.org

| - | Finding and Solving Problems | Contextual Application | Analysis and Evaluation |
| --- | --- | --- | --- |
| A | Insightful identification and exploration of problems and/or needs using a customer-focused approach.  Highly creative generation of innovative and viable solutions to problems and/or needs using a customer-focused approach. | Perceptive and highly effective contextual application of decision-making and project management tools and strategies.  Astute creation and application of business intelligence to iteratively develop business models and plans.  Perceptive contextual application of communication and/or collaborative skills. | Discerning evaluation of business models and plans.  Critical analysis and evaluation of opportunities and challenges for business in the digital age.  Insightful analysis and evaluation of social, economic, environmental, and/or ethical impacts of global and local business. |
| B | Well-considered identification and exploration of problems and/or needs using a customer-focused approach.  Creative generation of viable solutions with some innovation to problems and/or needs using a customer-focused approach. | Well-considered and effective contextual application of decision-making and project management tools and strategies.  Purposeful creation and application of business intelligence to iteratively develop business models and plans.  Mostly perceptive contextual application of communication and/or collaborative skills. | Well-considered evaluation of business models and plans.  Mostly critical analysis and evaluation of opportunities and challenges for business in the digital age.  Well-considered analysis and evaluation of social, economic, environmental, and/or ethical impacts of global and local business. |
| C | Considered identification and exploration of problems and/or needs using a customer-focused approach.  Mostly creative generation of viable solutions to problems and/or needs using a customer-focused approach. | Considered contextual application of decision-making and project management tools and strategies.  Competent creation and application of business intelligence to iteratively develop business models and plans.  Effective contextual application of communication and/or collaborative skills. | Considered evaluation of business models and plans.  Some critical analysis and evaluation of opportunities and challenges for business in the digital age.  Considered analysis and evaluation of social, economic, environmental, and/or ethical impacts of global and local business. |
| D | Some identification and exploration of problems and/or needs using a customer-focused approach.  Some generation of solutions to problems and/or needs using a customer-focused approach. | Some application of decision-making and project management tools and strategies.  Some creation and application of business intelligence to iteratively develop business models and plans.  Some contextual application of communication and/or collaborative skills. | Some analysis and description of business models and plans.  Some analysis and description of opportunities and challenges for business in the digital age.  Some analysis and description of social, economic, environmental, and/or ethical impacts of global and local business. |
| E | Attempted identification and exploration of problems and/or needs using a customer-focused approach.  Attempted generation of solutions to problems and/or needs using a customer-focused approach. | Attempted application of decision-making and project management tools and strategies.  Attempted creation and application of business intelligence to iteratively develop business models and plans.  Attempted application of communication and/or collaborative skills. | Attempted description of business models and plans.  Description of opportunities and challenges for business in the digital age.  Description of social, economic, environmental, and/or ethical impacts of global and local business. |

STAGE 2 BUSINESS INNOVATION

ASSESSMENT TYPE 1: BUSINESS SKILLS

Context: Designing or Transforming Business

Task 2: Business Building Strategies

PURPOSE

This assessment enables you to demonstrate your learning across each of the four strands; Innovation; Decision-making and Project Management; Financial Literacy and Information Management; Global, Local and Digital Perspectives. This task focuses on Innovation and Decision-making and Project Management in the Designing or Transforming Business context.

DESCRIPTION OF ASSESSMENT

Portfolio of testing

1. Individually, select one customer profile and state the selected customer profile you will be using.

2. Develop a prototype, a sketch or a full mock-up of your proposed solution. You need to develop detailed drawings, annotations and notes outlining the product/service.

3. Explain how the prototype meets the customers’ needs/wants (from Task 1 Customer Profile). Determine the value that the customer perceives from the prototype.

4. You need to ensure you document the processes used to gain this information.

Obtaining Feedback

1. Seek feedback from your customers using tools such as a Test Card, a Learning Card – a day in the life sheet, and a Progress Board. Collect data from your one identified customer profile.

2. Apply this information and feedback to develop your final validation board, outlining your pivot points and other details on the board. http://www.designkit.org

Present your Prototype to your group and collaboratively develop a solution for your group. Evaluate the decision-making process/es used and your final decision in meeting the needs of your customer profiles.

ASSESSMENT CONDITIONS

Portfolio of testing

Include all diagrams and annotations of your product/service and photographs (if you have created a mock-up then take photographs and annotate) and evidence of testing that you have completed with your identified target market. You may include supporting documents such as a Test Card, a Learning Card – a day in the life sheet, and a Progress Board and any other forms of feedback you have received. Your feedback should come directly from your identified customer segment.

500 words

From the information you have gathered evaluate the success of the testing process and pivot points in generating a solution to the customer’s needs and wants.

300 words

STAGE 2 BUSINESS INNOVATION

ASSESSMENT TYPE 1: BUSINESS SKILLS

TASK 1: Identifying customer demand and designing products/services

PURPOSE

This assessment type enables you to demonstrate your learning across each of the four strands; Innovation; Decision-making and Project Management; Financial Literacy and Information Management; Global, Local and Digital Perspectives. This task focuses on Innovation in the Designing Business context.

DESCRIPTION OF ASSESSMENT

Part 1: Identifying customer problems or needs and designing solutions

The buoyancy of our economy is very much reliant on the success of business. South Australia boasts an impressive history in generating the ideas that start small and grow into successful businesses, creating jobs and wealth for our economy and improving our lives and our prosperity.

Through the design-thinking process, and working collaboratively, you investigate one of our local/state industries and identify a problem and propose a solution.

Select from one of the following areas of interest, and identify a problem and develop a viable solution to that problem:

FOOD/WINE & AGTECH

· integrated pest management techniques

· growing public interest in sourcing quality food

· farm safety

· shortages of skilled labour

· declining agriculture sector

· biosecurity

· food security (e.g. vertically integrated food production systems)

· recruitment of younger workers to the industry

· succession planning in generational family/farming

· supply chains

· precision farming

· service sector skills capacity

· attracting non-agricultural workers into the sector

· consumer perceptions - contribution of the agricultural industry to the economy

· how to present agriculture as a technologically savvy industry that is clean, green and ethical

MEDIA & FILM

HEALTH & MEDICAL TECHNOLOGY

DEFENCE & SPACE

ROBOTICS

DIGITAL (Including Cyber Security, Big Data & Blockchain)

· negotiate a topic with your teacher such as a problem in your own lif

1. Work collaboratively using a sorting tool like the Ease versus Impact Matrix or Stormboard tools to select the problems that your group wants to take to the next stage and create smaller teams to focus on each of the identified customer segments.

2. Develop the customer side of the Value Proposition Canvas by describing the:

- Customer pains

- Customer gains

- Jobs the customer wants to get done

3. Develop “How Might We” (IDEO; Board of Innovation) questions in relation to:

- Customer pains

- Customer gains

- Jobs the customer wants to get done

4. Work collaboratively using design thinking ideation strategies such as the ones from the IDEO Design Kit to generate possible solutions to your customer pains, gains and jobs.

5. Use the Lean Validation Board to document your solution hypothesis, test your assumptions and pivot when required.

6. Complete your Value Proposition Canvas by describing your value proposition in terms of:

- Pain relievers

- Gain creators and

- Products and services.

7. Develop a 2-minute ‘stand-up brief’ to present your:

- Refined customer hypothesis

- Refined problem hypothesis

- Refined solution hypothesis

- Key pivots and insights from your product development process

- Proposal for you Minimum Viable Product (MVP) – you will explore this in Task 2

Each member of the group is required to present a different customer, problem or solution hypothesis to your peers. This includes developing an infographic outlining the different customer profile.

ASSESSMENT CONDITIONS

Part 1: Identifying customer problems or needs and designing solutions

As a group, present your Value Proposition to your peers, explaining the problem, how you found out about your customers and your proposed solution. Your peers provide feedback. Use this feedback to either pivot or start to develop a prototype of your product/service (Task 2).

Presentation 2 minutes per student

ASSESSMENT DESIGN CRITERIA

FSP1 Identify and explore problems and/or needs using a customer-focused approach

FSP2 Generate viable solutions to problems and/or needs using customer-focused approaches

CA2 Create and apply business intelligence to iteratively develop business models and plans

Part 2: Portfolio (individually)

An individual Lean Validation Board of no more than 300 words that shows evidence of your customer data collection strategies and pivots in response to invalidated assumptions.

From the information you have gathered evaluate the success of the testing process and pivot points in generating a solution to the customer’s needs and wants.

300 words

An individual Infographic that outlines your chosen customer profile and provide an evaluation – using feedback from your peers and group discussion evaluate the direction you will take

300 words (for both)

ASSESSMENT DESIGN CRITERIA

AE1 Evaluate business models and plans

PERFORMANCE STANDARDS FOR STAGE 2 BUSINESS INNO