

Problem-Solution fit canvas 2.0

Purpose / Vision

Define CS, fit into CC	1. CUSTOMER SEGMENT(S) CS Who is your customer? i.e. working parents of 0-5 y.o. kids Students, educators, researchers, heritage conservationists, data analysts, and cultural organizations interested in heritage data.	6. CUSTOMER CONSTRAINTS CC What constraints prevent your customers from taking action or limit their choices of solutions? i.e. spending power, budget, no cash, network connection, available devices. <ul style="list-style-type: none"> Limited data literacy or Tableau skills. Restricted internet access in some regions. Budget and resource constraints for advanced tools. 	5. AVAILABLE SOLUTIONS AS Which solutions are available to the customers when they face the problem or need to get the job done? What have they tried in the past? What pros & cons do these solutions have? i.e. pen and paper is an alternative to digital notetaking <ul style="list-style-type: none"> Static UNESCO website reports or Excel sheets (hard to interpret). Limited online maps (basic filters, not interactive). Some general-purpose dashboards (not focused on heritage). 	Explore AS, differentiate
	2. JOBS-TO-BE-DONE / PROBLEMS J&P Which jobs-to-be-done (or problems) do you address for your customers? There could be more than one; explore different sides. <ul style="list-style-type: none"> Need to explore UNESCO World Heritage data for research or awareness. Difficulty in understanding raw heritage trends.data Lack of visual tools for comparative and regional analysis. 	9. PROBLEM ROOT CAUSE RC What is the real reason that this problem exists? What is the back story behind the need to do this job? i.e. customers have to do it because of the change in regulations. Heritage data is often presented in static formats without visual aids, making it hard for non-experts to understand and use it effectively.	7. BEHAVIOUR BE What does your customer do to address the problem and get the job done? i.e. directly related: find the right solar panel installer, calculate usage and benefits; indirectly associated: customers spend free time on volunteering work (i.e. Greenpeace) <ul style="list-style-type: none"> Searching UNESCO site or reports. Using Excel or online infographics. Referencing news or cultural articles for basic insights. 	
Identify strong TR & EM	3. TRIGGERS TR <ul style="list-style-type: none"> Academic or school projects requiring heritage data. News about endangered heritage sites. 	10. YOUR SOLUTION SL <div> An interactive Tableau-based dashboard that transforms complex UNESCO heritage data into user-friendly, engaging visual insights—helping people explore site distribution, categories, endangered locations, and area trends. </div>	8. CHANNELS of BEHAVIOUR CH <ul style="list-style-type: none"> Google search, UNESCO website, Tableau Public, YouTube for 	Extract online & offline CH of BE
	4. EMOTIONS: BEFORE / AFTER EM <ul style="list-style-type: none"> <i>Before:</i> Overwhelmed, confused by raw data. <i>After:</i> Informed, curious, engaged, visually satisfied. 	8.2 OFFLINE <ul style="list-style-type: none"> Discussions in classrooms or heritage clubs. Visits to heritage sites or museums. 		



Problem-Solution fit canvas is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 license
 Created by Daria Nepriakhina / Amaltama.com

