

IDEATION COMPILATION

NEW PROBLEM STATEMENT

The Kreisjugendring München-Stadt (KJR) lacks appropriate digital means of communication and engagement with youth in processes within the city of Munich. Youngsters in the KJR's many affiliate youth associations (ages 6-21) have normally engaged in processes that included discussion, voting, and information exchange in-person at local youth centers under the supervision of group leaders. The onset of COVID-19 limited such activities, and thus stifled youth engagement dramatically. Instagram was used as a temporary solution, but proved inadequate in its privacy policies and data-protection, as well as its lack of basic participatory functions (ie. voting, moderation). Shifting activities to a digital platform means that the KJR must be able to cater to young academics and non-academics alike looking to take an active role in their communities. This not only means addressing simple issues such as programming user interface and digital tool implementation, but raises much more complex problems. The customer base may include children and young adults of various racial, ethnic or national backgrounds, and being sensitive to these aspects is important in creating an environment which promotes inclusivity and diversity. In addition, youngsters with disabilities should not be at any sort of disadvantage.

Reflection: Beginning with this revised problem statement, we as a group are able to understand the issue at hand as one that is multi-faceted and complex. We considered the feedback attained from the grading of the previous assignment and rewrote the problem statement to include a careful consideration of key "pain points" from the point-of-view of the end user (youngsters).

CUSTOMER EMPATHY MAPPING

"This tool is an excellent starting point for creating a customer profile and is designed to help us develop meaningful value propositions and effective communication channels that are most effective in developing the customer relationship we need. The Customer Empathy Map also allows us to empathize with our customers."

Benefits:

- better understanding of customer and how to engage with them
- generates insights into potential customer needs currently ignored
- helps identify where use is likely to see value in product offerings

Reflection: Beginning with a quick brainstorm and rough empathy map produced during the Week 3 live session, our team worked to consider tasks, influences, feelings, pain points, and overall goal as outlined by Lars Schmitz. This laid the groundwork for more studied empathy maps later on.

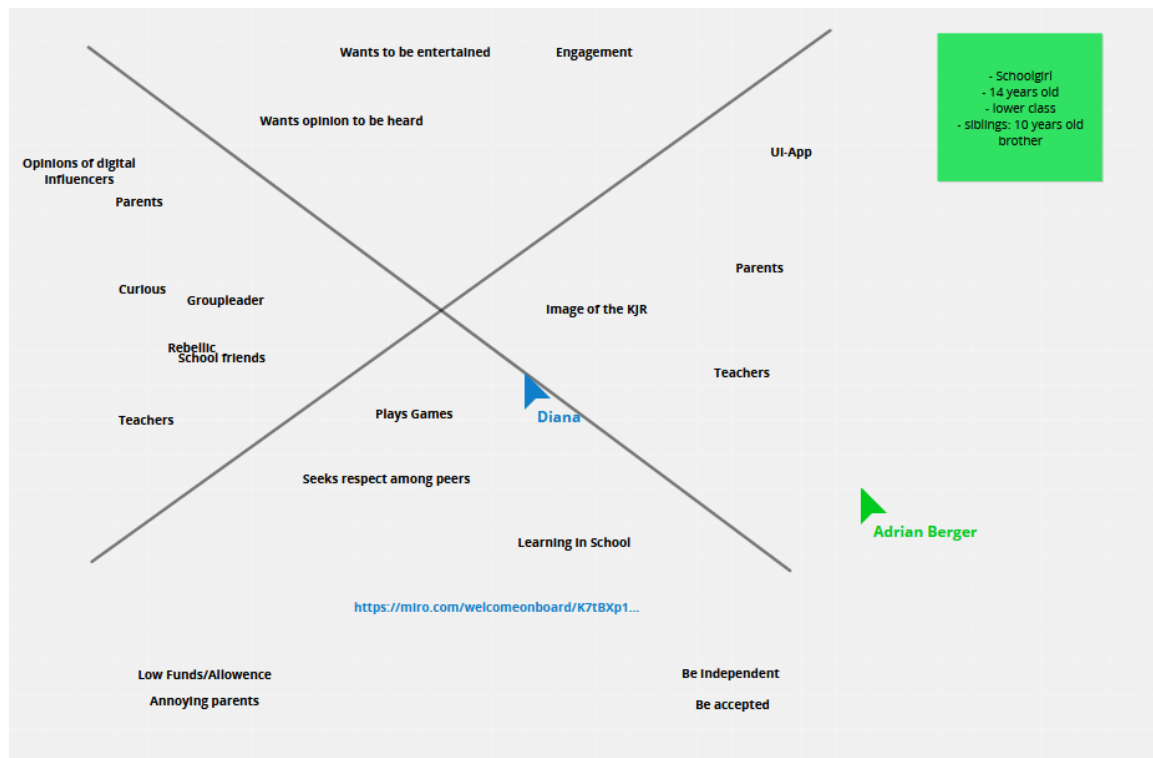


Figure 1: Rough empathy mapping produced during live session on 03/11/2020.

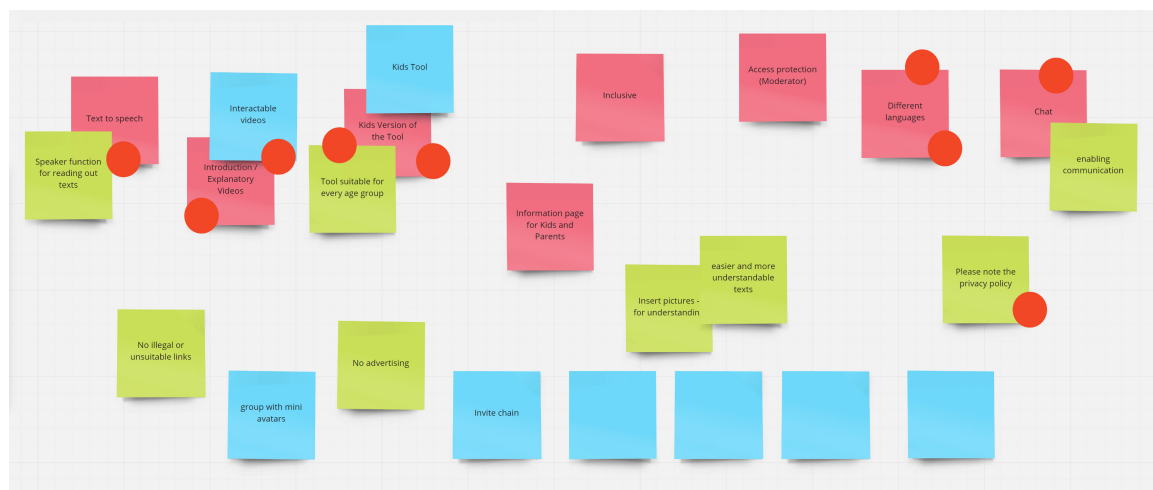


Figure 2: Idea-generation brainstorm during live session on 03/11/2020.

Rapid idea-generation helped to start the discussion of who we are working with, what they need, and how the team will address their needs. Each team member posted sticky notes which were then grouped according to their main ideas. Important points are indicated with red dots.

Subsequently, three Empathy Maps were created as a consequence of the three different sub-target groups as established by the team: The first target group consists of children aged 6 to 11, the second of those aged 12 to 17, and the third of those aged 18 to 21. For each of these target groups, an empathy map was created accordingly.

First, the customers were assigned a name and their demographic status was defined. Key characteristics such as age, gender, material status, family status, type of work, activity and income were specified:

target group:	6 - 11 years old:	12 - 17 years old:	18 - 21 years old:
name:	Kevin	Jessi	Tim
gender:	male	female	male
age:	8	14	20
family status:	M (single parent), B*	F, M, no siblings*	F (single parent), S*
job:	primary school children	secondary school children	student, salesman (working student job)
activities:	play games/console, play with friends	plays violin, reading, uses social media	play soccer, meet friends, using social media
material status:	lower class	upper middle class	middle class

*F = Father, M = Mother, B = Brother, S = Sister

Figure 3: Table outlining each theoretical customer's characteristics.

The following are the resulting empathy maps:

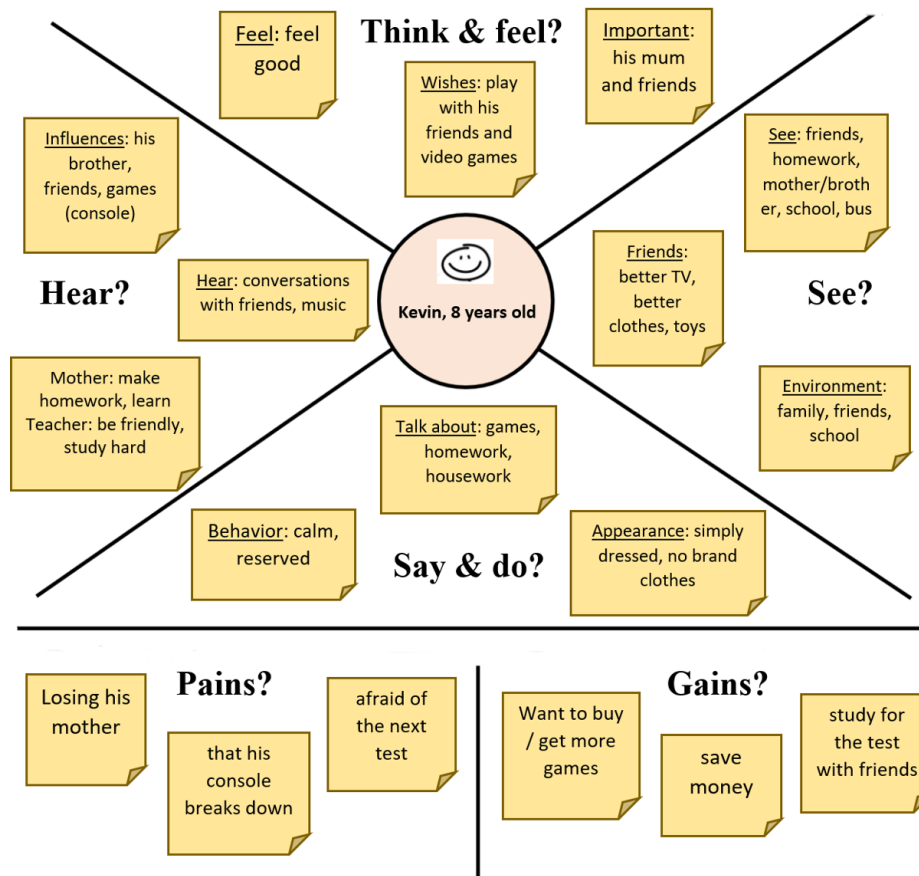


Figure 4: Kevin's empathy map.

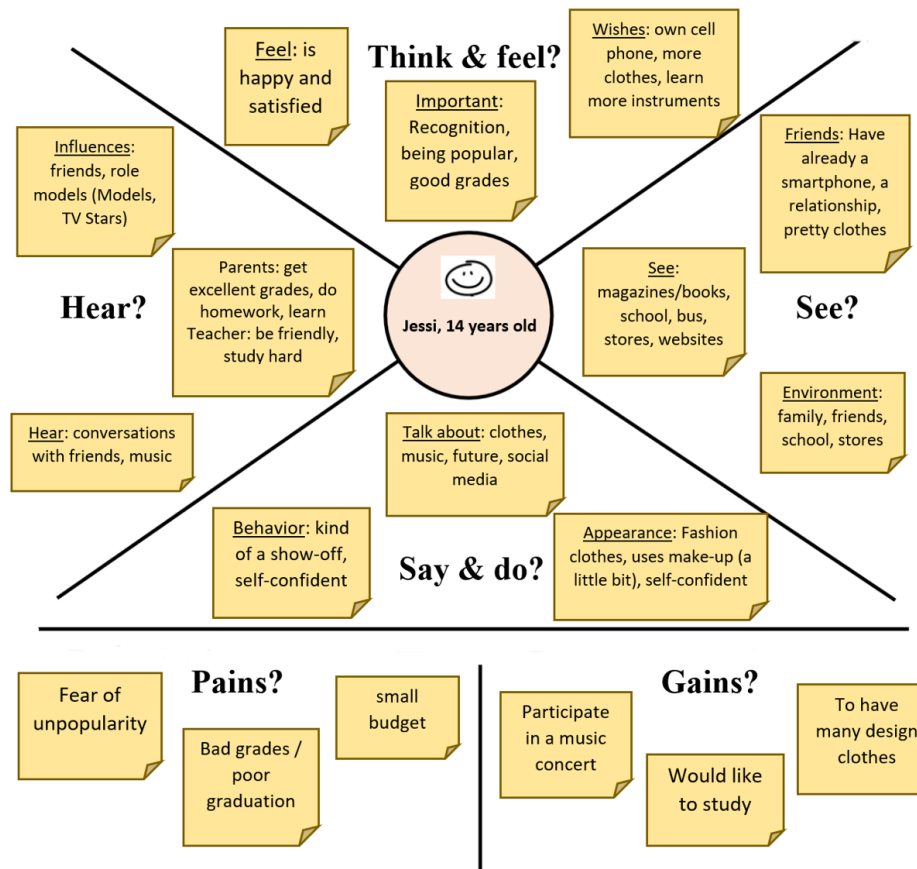


Figure 5: Jessi's empathy map.

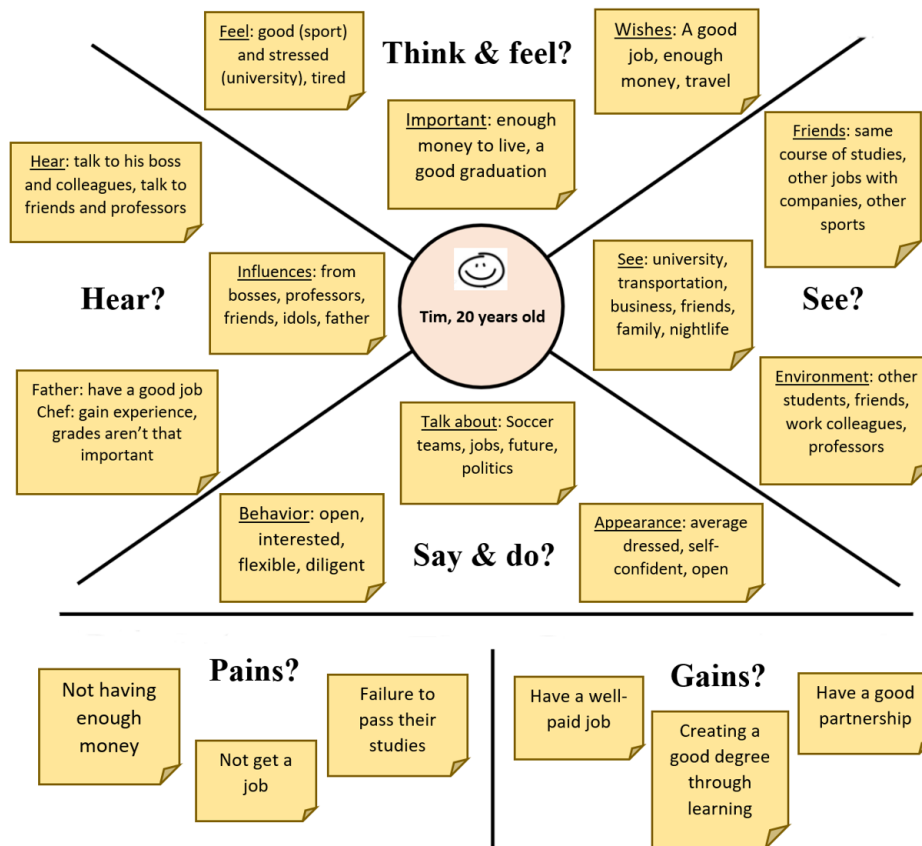


Figure 6: Tim's empathy map.



Using the ideas from the empathy maps, a storyboard was to be produced, the brainstorming for which occurred in a similar fashion of rough idea-generation via virtual sticky notes. See below for the resulting storyboards before and after peer-review.

Figure 7: Storyboard outline.

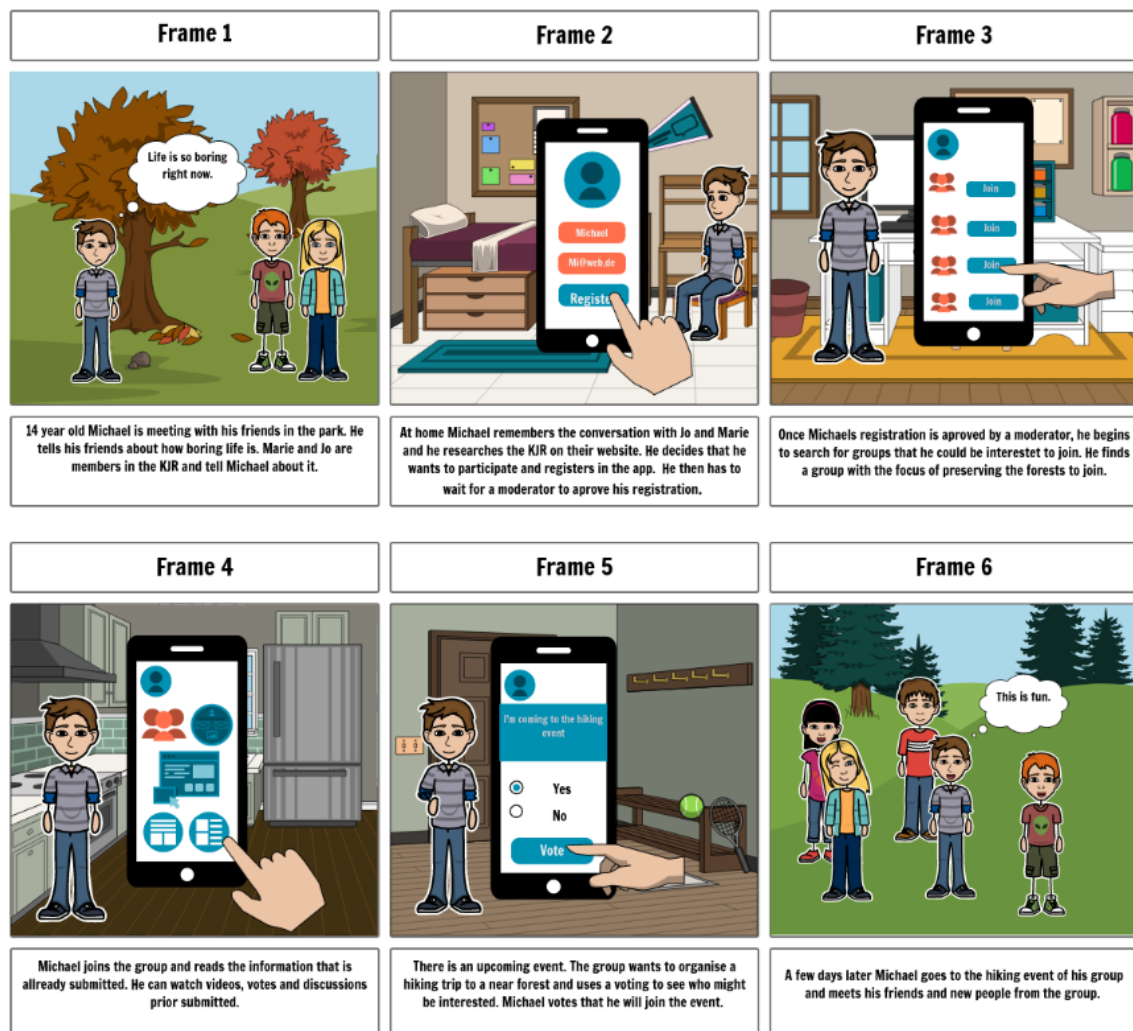


Figure 8: Storyboard draft prior to peer-review.

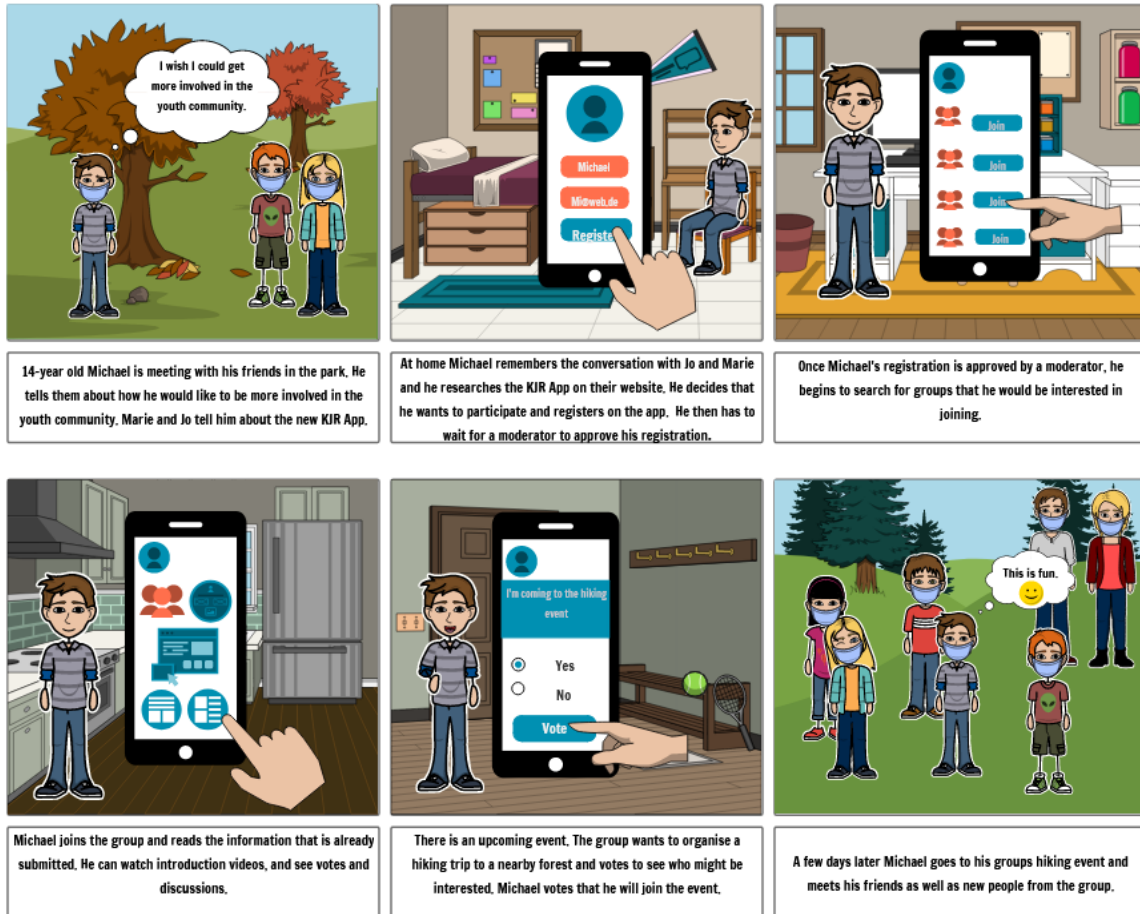


Figure 9: Final storyboard.