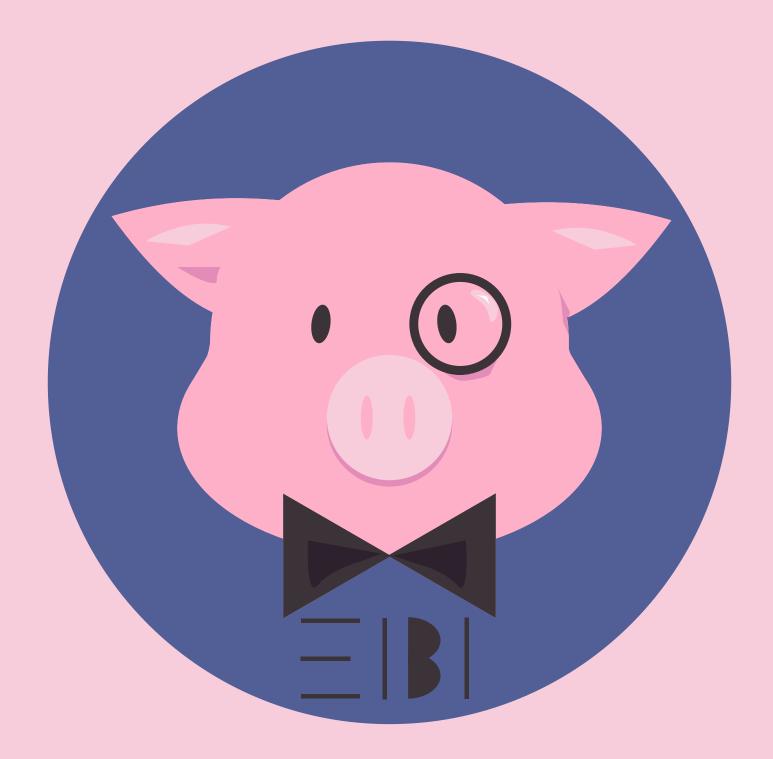


The Future to Financial Awareness



CONTENTS WHAT WE DID & HOW WE DID IT?







17 Research









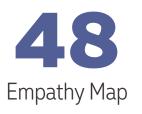












50 Journey Map 52 Service Blueprint

54
Business Model Canvas











76 Quick Wins & Experimentation **78** The Experience





90 Story Board

94 Pamphlet Prototype **96** Website Prototype









EXECUTIVE SUMMARY

Benjamin Franklin once said, "An investment in knowledge pays the best interest" (Who we are, n.d.). Through extensive primary and secondary research, we came up with three key needs amongst college students: (1) Visually see what spending is occurring (2) Learning how to control the urge to overspend (3) Becoming financially aware and learning the importance of financial literacy. We decided to focus on the third key need and come up with a solution to raise awareness and educate students about financial literacy. Financial literacy is "the education and understanding of various financial areas including topics related to managing personal finance, money and investing" (Financial literacy, n.d.).

In order to help combat this problem, we propose the creation of a business, Ebi. Ebi will be a nonprofit organization sponsored by the Ministry of Education to educate students about financial decisions. The first program hosted by this business will be a pop-up experience that allows students to be thrown into real life scenarios where they are required to make financial decisions. We hope that through this experience and further endeavors that we create engaging and fun methods of raising financial awareness amongst students in order to ensure that they are able have a positive financial future after graduation.

Discoler

STATEMENT

How might we enable students towards positive financial behavior, to prepare them for a more economically and socially viable life after university?

AMBITION

We aim to to create a dynamic environment of awareness and a practical solution to help students understand the importance of positive financial behavior.

Financial literacy, or "the education and understanding of various financial areas including topics related to managing personal finance, money and investing," is a vital skill needed by all students in order to be successful both in college and in their future (Financial literacy, n.d.).

Being able to make the right financial decisions helps college students make a smooth transition into the working world. Unfortunately, many college students are often negligent of the consequences of poor financial decisions. According to a study conducted in four college campuses, "Students were most likely to avoid writing bad checks and to pay bills on time, and least likely to save monthly, to have a budget, and to balance a checkbook..." (Reifman, 2012).

In addition, studies have shown that the longer students stayed in college, the worse their financial decisions became (Reifman, 2011). These poor decisions can have implications on the students' finances as well as, "academic performance, mental and physical well-being, and even their ability to find employment after graduation" (Reifman, 2011).

In response to this problem, our study proposes to investigate solutions to make students more aware of financial literacy and to encourage them to make the right financial decisions. We plan to do both primary and secondary research in order to gain insights on the issue and how it can be solved. In addition to creating awareness, we will also explore solutions that will engage college students and help them become more financially literate.

S C O P E

RESEARCH

TOOLS

Journey Mapping

Journey Mapping is a great tool to deeply understand how customers experience a certain service or a product. It breaks down the entire journey into multiple components that allow us to see how customers interact with each part of the journey and with each touch point. In our research we would like to conduct a journey map that has a pre-service, service and post-service section.

Expectations Map

An expectation map is a tool that allows people to explore the best way to experience a certain product or service. By using each area of the map the user can think about the different aspects of the experience in a systematic way. We will use the experience map to understand how students would interact with it in correlation to being more financially educated.

A Day in The Life

A day in the life is known as a descriptive research tool that helps researchers enhance the personas that we have created. By choosing a certain persona and documenting their "everyday life" we are able to understand exactly what kind of touchpoints they could interact with but also understand to what extent our solution needs to influence their daily life.

Stakeholder Mapping

Stakeholder mapping is a very common and effective tool often used by researchers to understand all the people who will be affected by the product or the service that they are working on. By creating a stakeholder map we will be able to see the people that are directly and indirectly linked to our idea and how we may affect them or help them with our solutions.

Contextual Interviews

Our team has created a series of questions for a contextual interview to understand their feelings and concerns about financial literacy. The questions have been listed below. The interview will allow us to really get deep and down into the actual problem to explore ideas that our customers will benefit from.

Survey Questionnaire

Apart from the interviews we will also be conducting a set of general surveys to get a wider range of opinions and data from the student body so we know that our solution is not just focusing on one person's concerns but these challenges are shared by everyone.



problem STATEMENT

Our study proposes to investigate students spending patterns and identify solutions to make students more aware of financial literacy and to encourage them to make the right financial decisions.

objective

Our main objective while working on this project is to create a positive financial environment for students to understand the importance of sensible spending and savings. We aim to ensure that students learn these important things about maintaining their finances before they leave university so they are prepared for the future that lies ahead.

vision

Students are unaware about the problems that can arise when you aren't careful with managing your finances and our project aims to make sure that we can help these students and provide them access to information that increases their knowledge about finances and makes them more financially aware.

For our research, we decided to do both primary and secondary research. We did our secondary research to gain data about the financial literacy among students and if this is a common problem that rises amongst them. We also did research to understand saving behaviors and financial problems that most college students have globally.

Apart from learning more about the lack of financial education we also conducted research to understand the importance and benefits of financial education and how financial literacy can lead to a healthy lifestyle for most college students after leaving university.

We conducted our primary research amongst the students in the American University of Sharjah. Our purpose behind doing the research was to gain insight into students spending habits and financial literacy in this cultural context. By conducting our surveys and contextual interviews we were able to get a first-person perspective from the students about how they feel about their finances, if they have any savings and whether or not they feel financially responsible or not.

The research findings would allow us to focus on our audience and be able to work on a solution that is primarily focused on them and caters to their need accurately.

RESEARCH

We used 3 different types of research methods currently, and we plan on using other methods moving forward to continuously gain information and learn exactly what kind of solution our audience would be prone to using.

Our first research method was survey's that we sent across to students all over campus. We received a wide range of replies from people all over campus with different backgrounds. This information allowed us to create a synthesis about what the different kind of spending groups of people exist.

The statistics for our surveys are as follows:

Gender 35.7% Male 64.3% Female

College CAS - 7.1% CAAD - 23.8% SBA - 42.9% CEN - 26.2%



58.5% think they are financially responsible17.1% is maybe24.4% know they aren't financially responsible

75.6% have savings

The statistics from our surveys allowed us to understand the level of financial literacy amongst students and how they feel about their finances and savings. The survey questions have been mentioned in the appendix.

Our second research method focused on gathering data through contextual interviews because we felt that talking to people through open-ended questions would allow us to gain more information about their lives and their spending habits. By talking to the students, not only did we learn about where they spend their money but we also learned why they spent money carelessly sometimes. Students felt more comfortable talking about their spending habits when we were talking about it in person rather than through the surveys. The interviews that we collected led us to pinpoint certain findings and putting them together to identify a recurring pattern between the students and their need for financial literacy. The contextual interview questions have been mentioned in the appendix.

The third research method, we tried to experience the life of our interviewees by asking them to send us photos of their receipts for an entire week. By asking them to send us these receipts we were able to clearly pinpoint the pattern of their spending and how likely they were to spend on unnecessary things and if they were able to make sensible decisions about their purchases. Apart from this, this research method also allowed us to empathize with our target groups. We had already interviewed these students so we knew about the way their spending habits occurred, this only allowed us to further delve into their purchases and reason with why they spend the way they do. By being put into their shoes, it gave us a fresh perspective and allowed us to look at the findings in a new light.



This findings section presents all the information that we collected through our research methods such as the contextual interviews and "a day in the life". After collecting the data we categorized them into groups that we found most prominent. Following is the most common findings that we found, grouped into useful subheadings that will allow us to derive insights.

Parent Dependency

- \cdot My parents spend irresponsibly, which is why they give me extra money. I'm exactly like them!
- \cdot They used to give me whatever I wanted, whenever I asked for money they would just give them.
- \cdot If I run out I can have more from my parents.
- \cdot Worst case I spend their money (my parents).
- · If parents are with me they spend.
- · I get a 1000 a month... and then my parents send extra.
- \cdot I'm used to an environment at home where if I want something
- · I get it. And my parents wouldnever stop me from spending on food.
- Extra cash from mom if I run out.
- · I usually save my salary and spend my parents money.
- · Back in highschool there was no such thing as limiting my budget.
- · Money in highschool was meant to be spent.

 \cdot Take something out for rent, take out for transport, medical stuff, budget my food, and start cooking.

- · If I had to I would give up on things I love... shopping.
- If I paid for my own stuff, I wouldn't eat out as much.
- \cdot I'm going to find a roommate or something to share the house with.
- \cdot l'd spend my own money more efficiently.



Spending Patterns

 \cdot When parents give me money I spend it on food and gas, when I work I get makeup, notebooks, or whatever I want.

- Hanging out with highschool and university friends... it's just too much!
- In university there's no uniforms... I have to buy clothes, bags, shoes, abayas...
- \cdot Spend mostly on food but not in university.
- \cdot Spend most of my money in the weekend.
- Need money for new clothes, shower things, food.
- \cdot I spend it as I go because I live with friends and they need some financial help so you can't predict that.
- \cdot 90% is on food.
- · The only thing different is that I spend a lot of money on food.
- · Money on food and home appliances like washing detergents.
- \cdot Spend on grocery and food ordering.
- \cdot Usually spend it on food, tobacco, and games.
- · I do sometimes spend off budget if I'm going out I want to buy clothes.
- \cdot 70% goes on food, 25% on things I want other on fuel and stuff.
- · I get excited when I'm with my friends and spend a lot without realizing it.

 \cdot Once I receive my allowance, I start to break it down based on what I need to pay first. Rent and tuition come first, then food and other essentials like toothpaste and stuff.

Savings

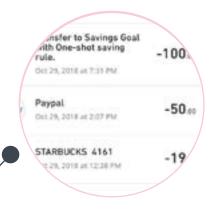
- \cdot I try not to go over 2000... it might happen, but I try not to.
- · I'll try to manage my expenses even though I don't know how to.
- · If I want to buy something then I'll save up but otherwise I don't have savings.
- \cdot I put half of my allowance in savings, I only use half (allowance = 2,500)
- · If I have to splurge I save till the end of the month, I don't want to end up broke.
- \cdot Set budget by myself, I save from my allowance.
- \cdot I entered to being financially dependent gradually... I think it helps.
- \cdot Sometimes I finish money way earlier and sometimes I have some left when the month is over.
- \cdot It is my money, I can do whatever I want.
- It's a psychological thing if you keep money with you, you spend it.
- \cdot Savings account is a must.
- · I just try to be a bit more conservative with my own money but that doesn't happen.
- \cdot I'd take out 1000 and try to invest it somehow.
- · I try to spend a bit less than my actual allowance and keep it for the next week.

- · If I work I think I will spend more.
- \cdot Because I can afford it.
- · Do not worry about money when working.
- \cdot Scared to spend my own money.
- \cdot 5000 is very little for a month if I had to pay for everything.
- \cdot When I worked I spent more money.
- · I pay for stuff now because I'm not paying for it.
- \cdot You only use your own money wisely, everyone else's you don't really care about.

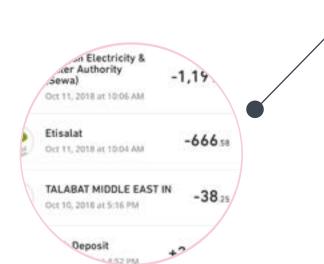
Lack of Financial Knowledge

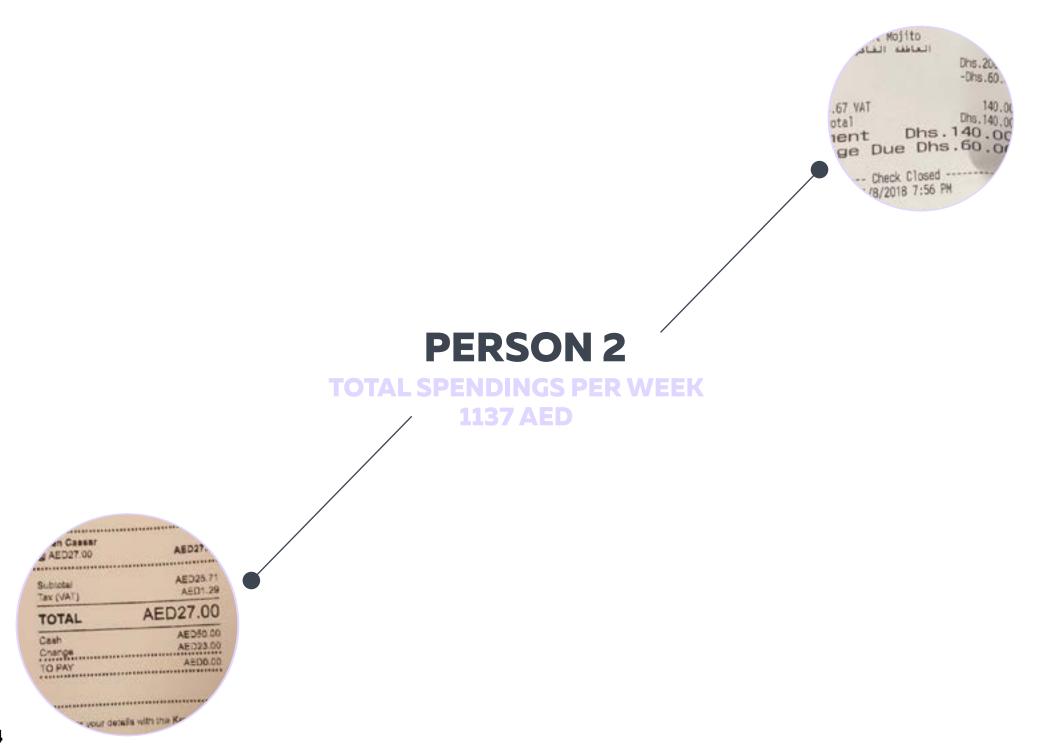
"Experience the Life" findings: This methodology is used to have factual evidence based on the interviews conducted.

These are the findings we collected after we asked students to send in their receipts about their spendings for a week.



PERSON 1 TOTAL SPENDINGS PER WEEK 374.36 AED





insights

The analysis of our findings allowed us to create groups that the findings resided in, such as parent dependency, spending patterns, lack of financial knowledge, etc. With the help of these groups, we started to create insights based off of these findings.

Our first insight was primarily the cultural mindset of students. We witnessed that students found comfort in being coddled by their parents financially. The problem here is that the parents think it is their responsibility to provide financially for the students even when they are in college and even afterward. Due to the cultural context, the students have been raised to feel that their parents will always support their financial needs no matter how lavish and unnecessary their costs are. Most parents that come into the U.A.E have migrated here for the purpose of jobs and to make money so they always feel that they should provide for their children for whatever they missed out on their own childhood.

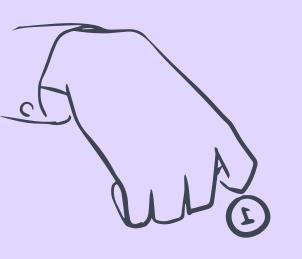
The flip side of the coin is that students also see their parents as a financial safety net. Because of their parents' paternal instincts and coddling behavior, students think it is okay to always fall back on their parents financially and thus take no responsibility for the way they spend. Many of them do feel conscious about their spending but they feel that no matter what happens, their parents will provide and support them.

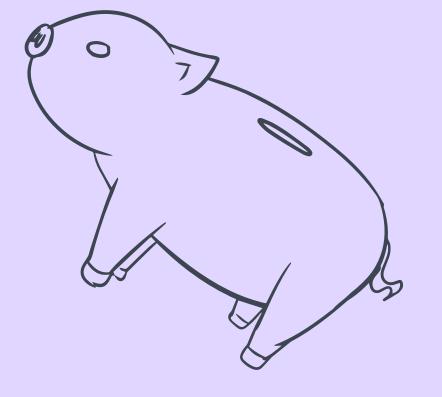
The second insight that we analyzed was the peer and social pressure. Many students felt the need to spend excessively due to the friend groups that they hung out with or the kind of places they went to. If the entire group of friends was going out for lunch to a fancy restaurant, the student would feel compelled to

go in fear of missing out and that would lead to him spending more than he had initially planned to spend for that day. Apart from that, due to social obligations, such as birthdays, graduation and other celebrations, students are forced to spend on gifts and other outings for those events which again becomes expensive on a student budget. Most importantly this spending becomes even more difficult when the bill for such outings and gifts is not split evenly and some people are bearing the costs of others. Socialising can ultimately become quite an expensive affair if these things happen on a regular basis.

Lack of awareness has been one of our most prominent insights. Even though students understand and accept their dangerous spending habits, they are completely unaware of the responsibilities that come after graduation. Even though they are completely dependent on their parents now, after graduation most of these students will start working and want to move out. Through our research, we observed that even though these students were aware of what they wanted to do after graduation, they didn't quite understand the expenses that came along. There was a very high lack of awareness about necessary living expenses amongst students. Groceries, electricity, and rent were common items that all the students acknowledged, but they did not realize there were other important expenses such as insurance, maintenance, and transportation. Not considering these expenses and not knowing about their importance in budgeting can really affect the student's ability to spend and save.

Our fourth insight was the multiple mediums students use to pay for their expenses. Not only do they use cash, but a majority of students have credit cards and not one but multiple. Because of this, it becomes quite difficult for the





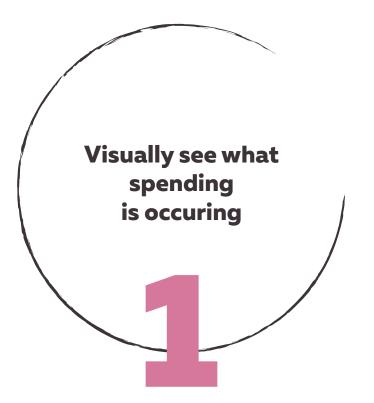
students to track their expenses and see where they are spending their money and if they are spending it responsibly. Due to the lack of awareness about where the money goes, most students don't realize where they are spending their money unnecessarily and saving becomes out of the question since they don't even know how much their spending on average weekly or monthly.

The last insight is something we noticed amongst almost all the students. People tend to see all their wants as "needs" and this leads to excessive and unnecessary spending. As students, we think every purchase is important, and since we don't take responsibility for our spending, many students do not realize how they keep categorizing their wants as needs. This behavior often affects the happiness of students because they are never happy with any of their purchases and always find the need to keep buying more. More importantly, it leads to financial irresponsibility and affects their financial behavior greatly.

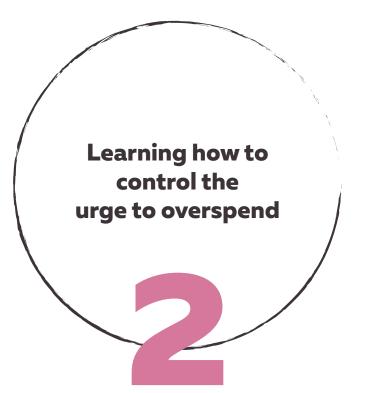
KEY NEEDS

The next step for us after creating and analyzing our insights was to pinpoint our key needs for our target market. Since we had already sorted through our findings and learned in depth what was the reasoning behind these findings, coming to our user needs became less difficult. While we investigated our insights we realized our key needs were right in front of us.





Our first key need was the need to visually see what the students were spending on. As mentioned before, because of the lack of transparency on a credit card it is very difficult for students to record their spendings and track their budget effectively. We see this as the first need because once students are able to see and track their expenses they will begin to observe where they are spending too much and change these spending habits. Moreover, knowing how much and where they are spending money allows them to reallocate that cash more effectively to other needs that they need to spend on.



The next need is that people tend to overspend, no matter what, which means they need to learn how to control this urge to overspend. We think that this could be placed at the second step because if we provide access to students to see where they are spending, they will automatically understand their problem with overspending. After this, we would be able to focus on them gaining control and managing their expenses so they understand the negatives of overspending and how dangerous it can be for their finances. Becoming financially aware and learning the importance of financial literacy Lastly, we feel that people need to be made financially aware. People underestimate financial abilities and the importance of financial responsibilities. If people are not made aware of how important it is to control their finances and budget their money, they will never be able to take the necessary steps to do those things. Learning about financial literacy and being able to understand how to control expenses is a skill that not only will help them in their life but most often, companies also find that a very attractive trait in candidates. The need for financial awareness is extremely high within students and this should be looked into.

PERSONAS

Name: Ahmad

Demographics:

Gender: Male Age: 20 Academic Standing: Junior Nationality: Emirati Occupation: Student at American University of Sharjah

Quote: "I try not to spend over 2000 a month; it might happen, but I try not to!"

Description: Ahmad is a friendly junior at the American University of Sharjah (AUS) who lives off-campus. He spends his free time getting his work done in coffee shops in his university or hanging out with friends. He places a lot of emphasis on socializing, and often pays the bill when he goes out with friends. He does not work and uses a credit card given to him by his father. Although he has no specific system of saving money, he is aware of how much he spends and tries to stay within his budget of 2000 AED a month, although he often goes above it.

Statistics:

No. of credit cards – 1 Allowance – unlimited



Name: Ranin

Demographics:

Gender: Female Age: 21 Academic Standing: Senior Nationality: Palestinian Occupation: Student at American University of Sharjah

Quote: "I put half of my allowance in savings, I only use half."

Description: Ranin is a hardworking journalism student at the American University of Sharjah (AUS) who lives on-campus. She receives a monthly allowance of 2500 AED, and keeps half in savings and uses half. Most of her spending goes towards food, but she does try to cook as much as she can. She usually spends her money as she goes, and if she needs more then she uses the savings. As her last resort, she contacts her parents for more money.

Statistics:

No. of credit cards – 2 (one from parents, one is her own savings account) Allowance – 2500 AED per month



After conducting our research and listening to people's viewpoints about financial independence, we decided to rephrase our problem statement so that we are catering to the exact needs of our target market.

Our research aims at helping people visually track their spending and learn how to control their spending habits. Furthermore, we aim to promote the importance of financial literacy and how to influence students to learn more about it.

rephrasing the problem **STATEMENT**



Our initial problem statement was that our study proposes to investigate students spending patterns and identify solutions to make students more aware of financial literacy and to encourage them to make the right financial decisions. After critically analyzing this problem statement we came to the conclusion that we wanted to focus our statement on one of our key needs which were student awareness about financial literacy. By focusing on this key need specifically we would create a domino effect where a majority of our needs could be addressed alongside the primary need.

How might we create an environment of awareness for students to understand the importance of financial literacy and offer them a platform to learn and apply this knowledge?

problem STATEMENT



IDEATION &SYNTHESIS

During the ideation process, we came up with different ideas that helped us reach our final solution but it did not come easily to us. It took a lot of rejected ideas to come to our solution but that's what made our final solution much more special.

Our first idea was the generic app which would target the need to visually see what students are spending on and which will help them learn not to overspend. But then we reconsidered this idea, mostly because we wanted to push away from an app as far as possible since the market for budgeting app is enormous. During our research phase, we had also learned that apps have not been found very useful, no matter how interactive the app is. We were focusing so hard on the app idea that we even considered creating an app that takes over all the other apps. However, everything that came to our mind already existed and then we came to the conclusion that the app will not engage our target audience the way we want them to.

This led us to think of the credit card progress bar. This idea was one of those out of the box, technologically advanced ideas. The aim of a bar on the credit card would be to make the users see their money reducing, focusing on the need for them to visually see what they are spending on. The bar would then be connected to an app where they could control their spendings per day and the bar would help them see it becoming less. However, the issue with this idea was that it wasn't well developed. The students would keep refilling their accounts with money if they felt that their money bar was getting too low. At this point, we realized we needed to aim our focus to one of the other needs. Many students that we interviewed stated they were financially aware, but their data did not seem to correspond with what they were saying. The real issue we noticed was that they really are not aware, but once they are, they will want to learn how to not overspend.

Which lead us to an idea to hold an AUS annual competition, the competition would ask students to save up and spend wisely for two months. In the beginning, everyone would be asked to fill a form that includes basic information about them and what his or her monthly allowance is, then they are asked to keep receipts of everything they spend on and save up. The winner with the most money left after two months would have half of his/her tuition paid for. However, the gap was that people do not receive allowances equally which would make it hard and unfair to calculate and keep track of. Furthermore, paying half the tuition would be an unnecessary cost for the university and they may not want to participate.

Nonetheless, we were not disheartened. We felt optimistic that at least we were thinking about ideas that weren't connected to creating an app. We felt like we are on the right track and our next idea was a campaign focused on teaching students how to be financially aware. The campaign would be held across the university targeting students and telling them about the importance of saving up and controlling the urge to overspend. Unfortunately, campaigns may be too boring for students and potentially would not create any real effect on their spending habits or knowledge about finances. After further analysis and thinking about the range of ideas, we thought of combining ideas to create an entirely new solution. We wanted to create incentive and interaction, bring real-world scenarios and make the entire experience of learning about finances interesting and fun. But most of all we needed to make sure that it was an experience that the students learned from and would not forget about through multiple reinforcements.

SOLUTION

Our solution is a pop-up experience room that allows students to be thrown into a real life scenario where they are forced to look after their finances and make decisions. They will be given roles, jobs, and other components of a fully planned profile. They will then follow through the room, interacting with our touch-points and experiencing different scenarios where they are faced to make tough choices, such as Which car to buy?, What house to stay in?, Do they need insurance?. And other real life situations that would arise after they leave university.

The solution focuses on having a fun take on the rather dry and serious topic of financial literacy. By creating a fun, dynamic and competitive environment, we are allowing students to not only experience the decisions of real life first hand, but we are also emphasizing the importance of learning about their finances and making independent financial decisions to live a financially positive life after they graduate. Through research, we found out that students are financially unaware of real-life costs even though some believe they are. On the other hand, some understood the intensity of real-life expenses but they did not care or have not experienced it to truly understand how to be financially aware. We found out that the reason behind this was because of excessive pampering by their parents. Hence, for our solution, we have decided to create an interactive experience that will place our target audience in the middle of a 'what could be a reallife situation'. This experience is meant to help them learn if they are financially aware or not and give them a real-world perspective on finances. EBI is a business that will target different universities, at this point the launch will initiate in the American University of Sharjah. The marketing tactic will include posters scattered around the university, emails of the event to be sent out with the help of university student database, and a table booth in the student center.

However, our biggest marketing strategy is that we will not be giving out detailed information about the event, instead, we will leave it as a mystery. The only information to be given out on the poster and email is the date, time, location, duration, and sentence incorporating a short mysterious hook. As for the table booth, it will be dark with a big white question mark to grab people's attention and make them interested in the upcoming event. When people approach, the representative at the booth will be aloof and mysterious and reply to every question with a mysterious answer. For example, a conversation would look like:

Person 1: "What is this about" Person 2: "Oh, wouldn't you like to know" Person 1: "Yes I would actually..." Person 2: "Sign up and you will find out" *Hands a paper* We will also ask whoever is interested to collect a group of 4-6 friends and pre-book based on the available timings. After they have booked we will ask them to only get their wallet with them (we promise them that we won't steal their wallet or take their money). For the event to remain mysterious, we will try to take in as many groups as we can in a day. Our estimation is 30 minutes to one hour per group, 30 minutes for re-preparing for the next group, after 3 groups the 30-minute break will turn to an hour for employees to rest, and the crew will shift every 6 hours. We will take in the first group at 9:00 am and the last group is expected to leave by 9:00 pm. The event will happen once every semester and will introduce new experiences each time.

The experience unfolds like this, once signed up the team members arrive at the designated time and place. Prior to their arrival, we already have the team members numbers and genders. Based on that, we will divide them into a family, including father, mother, kids, maybe even grandparents as well! We aim to be discreet about the creation of families so even if we receive a team with one gender we will group them to a single mom who lives with her mom and girl twins or such. So there are no limits to the type of people who are in one group. The weirder the group dynamics, the better! We decided that creating a family would be interesting because our research led us to believe that students think they can handle living on their own but what if they had a family to take care of?

At the door, they are given instructions to follow the vinyl footsteps leading them through the way and to have fun! Upon entrance, the group is directed to the left by the footstep vinyl and that room will be the only open door. The first thing the group sees when entering the room is a counter, a wheel, and an employee standing behind the desk. The employee welcomes the group and explains to them the following:

Whatever real money the parents (in the game) are holding on them at that moment will be multiplied by 1,000 to create fake money for the game to use.

Grandparent's money will be multiplied by 100.

As for kids, their money will remain the same amount that they have on them and won't be multiplied by anything.

Once the money is transformed into fake game money, they will be asked to turn the job wheel. The wheel will have jobs such as mechanical engineer, civil engineer, computer engineer, graphic designer, architecture, interior designer, actor, doctor, design manager, musician, scientist, teacher, and journalist. The family is asked to decide who works, the man, the women, or both. Whatever job card the arrow stops on will determine the salary the person receives. The salary will be based on a real-life salary range as well as a real-life bias towards different gender salary gap. As for kids, their age will be determined through a folded paper pick up. What the family may not think of is if their kids are of a young age and the mother works then they will need to have a nanny or a maid which will be introduced on the stand behind them. After the jobs have been given the family gets their first paycheck in addition to the money they may have already received. Behind them, will be a desk that gives out options for the family to choose from: Nanny to take care of the kids and a maid, the monthly salary range will depend on where the worker is from as in real life. Next, will be kids school, do they want to educate their kids or not? If yes, at what level, and we will only ask for a down payment for the schools.



Finally, they will be asked if they want health insurance for the family. The options will all be presented on a card, with the final price added to every extra choice they ask. Based on their choices, the final cards they chose will be given to them to keep. The routed vinyl will then direct them back outside where a new door on the opposite side is now open. A vinyl on the wall will state "Welcome to life". Behind the doors, there is a front desk with a very persuasive salesperson that offers different home options including house or apartment, rent or buy, urban or rural, top of the line furniture or normal, finally would you like an insurance? Based on their choices they will be given a receipt with the final payment. According to the choices you are given a key to enter wither room 1, 2, 3, or 4. The family enters their "home" only to find bill paper asking to go back to the front desk and pay utility cost.

Through the room, they are directed to proceed to the back door, where they are led to a new room the "transportation" room. Again, they are given different options: buying a car, renting, or sticking to public transportation. Other costs to keep in mind would be insurance, gas, the type of car, and if public transportation the payment for each member: kids for school and parents for jobs. If a car was their choice they are given car keys and the card, if not then only a card for public transportation will be given.

The next stop is the food/grocery shopping for their home, nonetheless, there will be a stand that says "No time to cook, no problem, we cook" but the cost will be more than the time the family may waste grocery shopping. If the family decides to skip the grocery shopping the kids will be taken away from them as they die of hunger. As they shop, a siren goes on saying your house has been robbed please go back to your house immediately. When they get there, the



house is completely empty, but if the house is insured the security office will tell them not to worry, and if not they will have to pay a high cost to return furniture. Then the security asks them to go on.

On the way back a person with a suit and a tie stops the family and gives them their paycheck. The team is back at the grocery store and they continue their shopping if needed. After the family makes the payment, a 'friend' shows up with his wife' and pretends that they are old friends as he grabs one of the parents and peer pressures them to go for lunch. They are taken to another room where 'lunch' is served and they are stuck with the bill not being equally shared and they have to pay for most of it, will anyone say anything or will they accept the payment? The friend leaves and suddenly an ambulance nurse arrives to take your child to the hospital as they have been food poisoned. The family follows to the next room where they are expected to make payments according to previous choices. As they exit the hospital, they are taken through a dark narrow hallway where the same person with the suit and a tie shows up telling the male, female, or both that they have lost their job.

The hallway leads to a 'mall' with a small travel agency, electronic store, and clothing shop with interesting deals and persistent sellers. As they exit the mall, they are directed towards the exit, but one last obstacle is faced. They suddenly realize they stepped on a red block and sirens turn on, a sound from speakers tells the players that their car has just broken down and an employee comes asking for money or their insurance. This is the last blow-up before the team can finally exit.

In order to have a longer lasting effect, our aim is to coordinate with the university and encourage the introduction of a free elective course

that teaches students how to be financially aware and responsible. If so, we will suggest the students that failed our game to take this course. Those who passed will also be informed about the course but they will also have the chance to enter a competition. Their name will stay on a list of winning teams, by the end of the day the team that kept the most money by the end of the game will win 1,000 DHS per player, we will get this amount from being sponsored by the Ministry of Education. During the game, if no player is left with money an employee dressed as a police officer will come handcuff the players and take them away through the maze to the exit and to the fake prison, where they are able to take a photograph inside the jail to show that they have failed in life and then we will introduce the course to them.

As for winners, we will have bank bags full of fake money for them to take pictures with and then we will inform them about the course and ask them to leave their contact details for the chance to win a big prize. We will also hand out pamphlets and feedback forms to ensure that they can always refer to something for more information about us or financial literacy. And also to gain information about their experience and their feelings towards the experience.

This experience is meant to make students truly understand if they are financially aware or not and give them a glimpse of the real world. If they are, they will know how to divide their money, and cut back on unnecessary costs. However, if they do not contemplate unexpected issues that may come their way then this experience will come as an ice cold bucket of water to them.

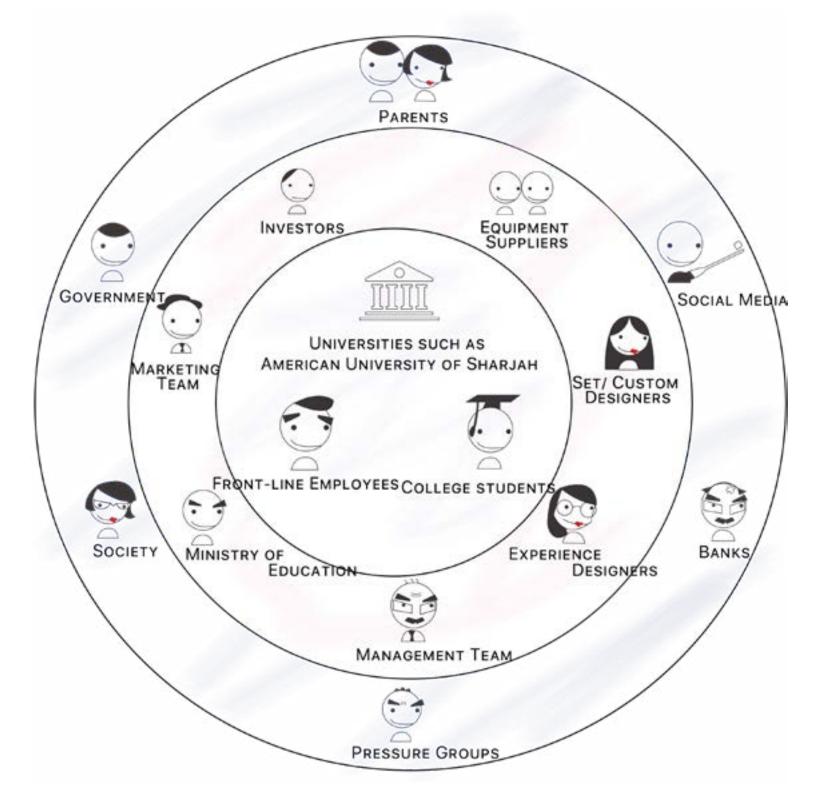
STAKEHOLDER

MAP

Stakeholder mapping is a business technique commonly used by organizations to understand and identify the different people related the business or their ideas. By plotting a stakeholder map, we learn about the people and their willingness to engage with the business and their importance within our ecosystem. Stakeholder engagement can be extremely important as it could define the success of our business.

Our stakeholders are as follows: Essential Stakeholders: College students Front-line Employees Universities such as American University of Sharjah

Important Stakeholders: Equipment Suppliers Investors Set/ Custom Designers Experience Designers Ministry of Education Management Team Marketing Team Other Stakeholders: Government Social Media Parents Pressure Groups Society Banks



EMPATHY MAP

Empathy maps are a very useful tool commonly used throughout a user experience process. It is practical because it allows the team to understand the needs of the user and maintains a common ground amongst the team.

We decided to break down the questions from the Empathy Map even further so we could explore our customer's minds. After using the map initially, we later elaborated the points to ensure that we all understood what kind of people we were catering our company to.

Who are we empathizing with?

For this project, our target audience is university students. We conducted research in regard to financial literacy and students in the university, specifically those in the UAE. Our research concluded that many of these students are unaware of many of the financial costs that they will have in the future. Currently, a majority of these students rely on their parents for financing and either live with their parents who handle their everyday costs or live in dorms where they pay an overall fee and don't know about things like maintenance costs.

What do they need to do?

In order to become more aware of the various costs after graduation, students need to be exposed to them. After graduation, students will need to make decisions about how and where they spend their money, and they will be independent. Once the parent's safety net is removed, these students will have to support themselves. Only through actually experiencing these additional costs that were once overlooked will students truly understand how important financial literacy is.

What do they see?

Most students spend a majority of their time on campus or with friends, all they see are people with similar backgrounds and cultures to them. They see other students spending excessive amounts of money on things like food and entertainment, and it has become the norm. Additionally, a majority of the students around them rely on their parents for financial support and are not aware of how to save their money and the many of the costs that come up when living alone.

What do they say?

From our interviews, some quotes that raised our attention and were reoccurring were:

"If I run out I can have more from my parents."

"If I want to buy something then I'll save up but otherwise I don't have savings."

"If I had to pay for my own stuff, I wouldn't eat out as much."

"I'll try to manage my expenses even though I don't know how to."

"I'm used to an environment at home where if I want something I get it. And my parents would never stop me from spending on food."

What do they do?

Currently, many students in this region do not place a lot of emphasis on saving money, nor are they aware of the various costs that will arise once they live independent lives. Some behavior we observed around campus is the excessive use of credit cards which does not allow students to visually see what they are spending, we also saw a lot of students spending more when they are with friends.

What do they hear?

Students hear from their friends about new places to go out and are often pressured into ordering expensive items that they would not have considered buying otherwise. Also, because of the culture in this region, they are not surrounded by people who are financially literate and aware of saving money and supporting themselves financially. In addition, many of these students do not hear about this from their parents either. Even if parents give lectures to their children about the value of money, they still end up giving their children more when they need it.

What do they think and feel?

Pains: Most students are aware that they need to learn how to save money, they are afraid that they do not know how. Sometimes, when students, especially those living in dorms, run out of money it can be frustrating for them and makes them a bit more aware the next month. Additionally, students get annoyed when they go out to eat with friends and often end up paying for much more than what they ordered.

Gains: Although they do not know how students want to be able to save some of their money for future purchases or a rainy day. In addition, a lot of them hope to be independent after graduation and some of them even wish to support their parents once they are older, all of which requires financial responsibility.

A journey map is the most effective tool when it comes to looking at the service through the eyes of the user. We used the journey map primarily so that we could place ourselves in the student's shoes and see how they would experience our service. We broke down our journey map into 3 significant stages. Pre-service, during the service and post-service. This allowed us to analyze further into the journey because we were visualizing what happens before they use our service and after as well.

As viewed in our journey map, we have divided the map into 3 important phases. The pre-service phase where we focus on what happens before the customer finds out about or experiences our service. The stages in the first phase are, allowance, spending and post-purchase. These are all events that occur before the introduction to our service. Within the journey map, we have discussed the touchpoints, their description and the storyboarding through the phases. Channels and stakeholders are also discussed for each stage in the journey map. The most important thing that we recorded within the journey was the emotional journey and the dramatic arc during our service. So pre-service our customers feel extreme joy during the allowance and spending stages. But they begin to feel upset during the post-purchase stage once they realize how carelessly they have been spending. Our dramatic arc remains constant here since there is no input from our service into the lives of our customers yet.

In the next phase, during our service phase, the stages are attraction, interaction, experience and exit. During this phase too, we have

mentioned the touchpoints, storyboard, channels, and stakeholders. Most importantly, this is when the emotional journey also starts to vary. In the start, the customer feels a bit confused and neutral about the entire service because they are unsure and not clear about what we are offering because of our entire "mysterious" marketing. But towards the end, they start to feel happy and pleased that they decided to give our service a chance. Our dramatic arc here increases exponentially in two places. At first, in the attraction stage where we start to spread the news about our service. Through social media, posters, and flyers. This is a "bam" moment for us because this is when we put our service in the viewer's sight and try to grab their attention. The second increase of the arc is toward the end of our service when it merges into the post-service phase. This is because while they leave the customers also are hit with the "bam" moment because of the way they experienced our unique service. They have never previously experienced such an event and this could leave them feeling very inspired.

Our last phase is the post-service phase where the stages consist of extension, awareness, and reflection. These stages are basically ways to ensure that our message has gotten through to the people who attended our experience room. Their emotional journey during this last phase remains neutral and only peaks after giving feedback as they feel joy for learning about financial importance and want to try to incorporate it into their lives.

JOURNEY MAP

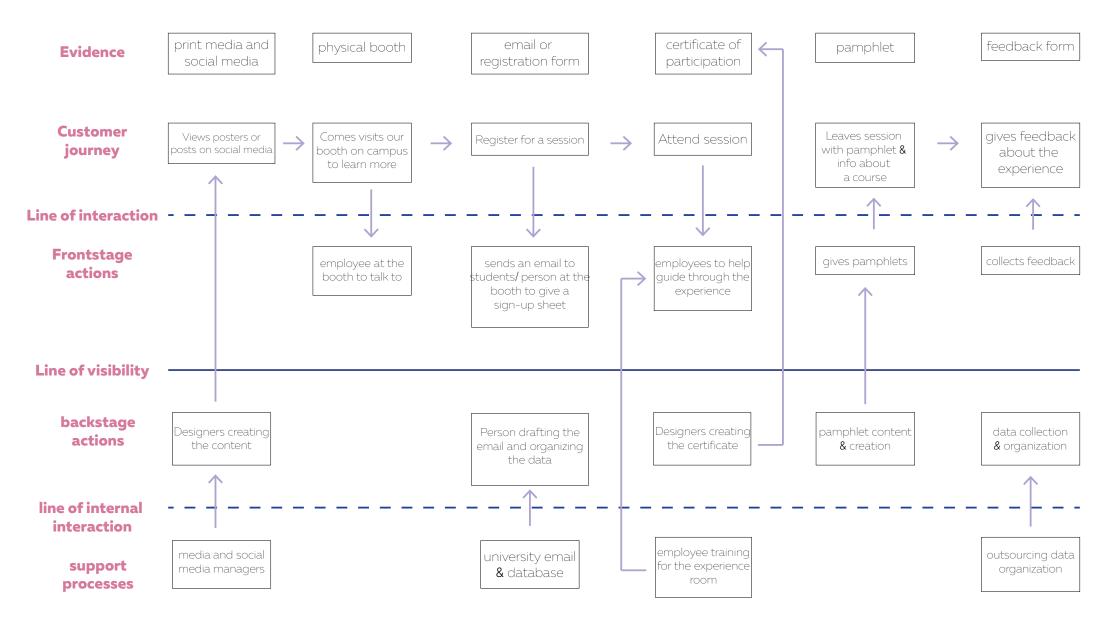
Journey Map

	Pre-Service		Service				Post-Service		
Allowance	Spending	Post-Purchase	attraction	interaction	experience	exit	extension	awareness	reflection
Cash/credit card	expenses	Bills	posters/social media	booth	experience room	_	Courses	pamphlet	feedback form
This touchpoint refers to the allowance that the persona receives from their parents	Expenses touchpoint is all the different ways that the students might spend their money in	By seeing the accumulation of spending through the bills the students see where money was spent unnecessarily	The posters & Social media posts are our Hook to grab students attention and wonder what is this new thing about.	the booths around campus will allow students to come interact with us and learn about the application process	this is the main service, experiencing the room and learning through the entire process		the courses are a touchpoint that we offer so that if the students are interested in learning more they can apply	this touchpoint would be an informative one, just to push students to remain aware and spread the word across	the feedback form is primarily to understand if the student enjoyed the experience and how we can make if better
Student receives allowance from parents	they try to spend their money responsibly but still run out a few days before the month ends with no savings	the students feel like they need to start being more careful with their spending habits but dont feel that guilty about it	they walk into campus and start noticing flyers with mysterious signs and captions	to learn more about the posters they go to the booth set up and ask about the event or company	they arrive for the event, and experience the entire process	after exiting the experience they feel like they have learned alot just in a few hours	they ask if there are other ways in which they could gain more financial awareness and learn about the courses	apart from the courses they get a pamphlet that gives them helpful links & apps to help them	they fill out the feedback form and explain how this experience helped them and how it was the perfect time to do this
	different shops dining/food petrol entertainment		print media social media online	personal interaction on campus			university ebi company		
	business owners restaurants entertainment places		ebi students ministry of education university	ebi students university	ebi students ministry of education university professors		students ministry of education university professors management	students parents	ebi university students
	•		•	•	•	•		•	
1									
	Cash/credit card This touchpoint refers to the allowance that the persona receives from their parents Student receives allowance from	Allowance Spending Cash/credit card expenses This touchpoint refers to the allowance that the persona receives from their parents Expenses touchpoint is all the different ways that the students might spend their money in Student receives allowance from parents they try to spend their money responsibly but still run out a few days before the month ends with no savings different shops dining/food petrol entertainment different shops dining/food petrol entertainment	Allowance Spending Post-Purchase Cash/credit card expenses Bills This touchpoint refers to the allowance that the students might persona receives from their parents Expenses touchpoint is all the different ways that the students might spend their money in By seeing the accumulation of spending through the bills the students see where money was spent unnecessarily Student receives allowance from parents they try to spend their money responsibly but still run out a few days before the month ends with no savings the students feel like they need to start being more careful with their spending habits but dont feel that guilty about it Image: Display the server of the month ends with no savings business owners restaurants entertainment places Image: Display the server of the month places business owners restaurants entertainment places	Allowance Spending Post-Purchase attraction Cash/credit card expenses Bills posters/social media This touchpoint refers to the allowance that the persona receives from their parents Expenses un By seeing the accumulation of spending through the bills the students see where money was spent unnecessarily The posters & Social media posts are our Hook to grab students attention and wonket what is this new thing about. Student receives allowance from parents they try to spend their money responsibly but still run out a few days before the month ends with no savings the students feel like they need to start being more careful with their spending habits but dont feel that guilty about it they walk into campus and start noticing flyers with mysterious signs and captions different shops dining/food petrol entertainment gint media social media online social media online business owners restaurants entertainment places ebi students students ministry of eclucation university	Allowance Spending Post-Purchase attraction interaction Cash/credit carcl expenses Bills posters/social media booth This touchpoint refers to the allowance that the persona receives from their parents Expenses touchpoint is all the different ways that the students money in By seeing the accumulation of spending through the bills the touch to grab The posters & Social media posts are our Hook to grab the booths around campus will allow students to come interact with us and learn about the application process Student receives allowance from parents they try to spend their money responsibly but still run out a few days before the month ends with no savings the students feel like they need to start being more careful with their spending habts but dont feel that guility about it the learn more about to be booth set up and ask about the event or company different shops dining/food petrol entertainment places gersonal interaction on campus personal interaction on campus business owners restaurants entertainment places ebi students ministry of eluinversity ebi students	Allowance Spending Post-Purchase attraction interaction experience Cash/credit card expenses Bills posters/social media booth experience room This touchpoint refers to the persona receives from their parents Expenses touchpoint is all the different ways that the students might spending through the bills the students see where money was spent in The posters & Social media posts are our Hook to gradu the booths around campus will allow students attention and wonder white allowance from this is the main service, experiencing the money was spent the students feel like they need to start being more careful with their spending habts but about it they walk into campus and start noticing flyers with mysterious signs and captions to learn more about the application process to the booth set up to the students university ebi students university ebi students university	Allowance Spending Post-Purchase attraction interaction experience exit Cash/credit card expenses Bills posters/social media booth experience room - The touchpoint refers to the allowance that the persona receives from their parents Expenses touchpoint is all the different ways that spend their money in By seeing the accumulation of spending through the bills the students see where in The posters & Social money was spending through the bills the students states to com- linetract with us and learn about the application process the synchronic sall the synchronic states through the entric process the synchronic sall the synchronic states through the entric process the entric process after exiting the experience they feel list the parents and captions Student receives allowance from parents the students feel students feel students being more spending habits but don't feel that guilty about it they walk into campus and stat, more story signs and captions to learn more about the poster they go and skabout the and skabout the entric process they arrive for the experience they feel list theing more spending habits but don't feel that guilty about it they walk into campus and stat, more story disk and captions the parent parent askabout the and skabout the social media on any signs they arrive for the experience they feel list they have learned alci just in a few hours Uniter strongs ending flocd petrol places	Allowance Spending Post-Purchase attraction interaction experience exit extension Cash/credit card expenses Bills posters/social media booth experience noom - Courses This touchpoint refers to the plexance that the students many By seeing the students are when in the student's many The posters & Social media posts are out students are when in the student's many The is the man service, experience noom - Courses Student treeves allowance that the in the money in more was speit in the when the student's are when in the student's money in the student's field in the student's and captions the was in the student's event, and event,	Allowance Spending Post-Purchase attraction interaction experience exit extension awareness Cash/credit card expenses Bills poster/documente booth expenses Difficulty manipulation - Courses panphlet This buckpoint avarage and comparison of avarage and course and course By seen the commentance of audicate at the tauders in city By seen the cound dot on of subsets a tabelon media partial attraction The poster 8 2 course and course attraction The courses are audicate attraction The course are audicate attraction of subsets attraction The course are audicate attraction The course attraction

SERVICE BLUEPRINT

Service Blueprints are process-based and are commonly used by businesses to ensure that the processes to make the business function work smoothly. We did a similar service blueprint to ensure that our process was understood clearly by our entire team. Furthermore, the service blueprint allowed us to identify the frontstage and backstage components to our process, as well as the support processes. The service blueprint clearly allowed us to see the relationship between our multiple components and in what areas we will require outsourcing. With the help of the line of interaction, line of visibility and line of internal interaction we were able to segment our processes into sections that could represent the way our process functions clearly. The service blueprint in one look is a clear representation of our consumer journey and what the process is behind it for the customer to have an uninterrupted and joyous experience.

Service Blueprint



BUSINESS MODEL CANVAS

A business model canvas is a popular tool that breaks down the business model into multiple segments that make it easier to understand the functionalities of an organization. The model is commonly used to make it clear to clients and other stakeholders why they should do business with the company and are able to see whether the business has thought out all the important factors of a successful business.

After working on the canvas, we decided to take the components of the canvas and explain the reasoning behind the components further.

Key Partners

The main partner for this business venture would be the universities in which we will be hosting our workshops, they will provide us with the venue and the students. In addition, we will also be partnering with the Ministry of Education for the 1000 AED competition for the winners and will need their approval to run our workshop.

Key Activities

To make its business model work, the most important activities that our organization has to do are:

Making: Initially, we need to make all the various elements that make up our experience. We need to ensure that whatever we make it easy to transport, assemble, and pack up so that we can easily move from university to university. In addition, each time before we start our workshop, we need to set up the experience. We have to assemble all the different components, set it up according to our layout plan, and make the whole environment look how we want it.

Selling: To sell the service to universities, we can use our support from the Ministry of Education as a way to show credibility. We can also ask



our current clients to write reviews online and ask them to recommend our service by word-of-mouth to other universities. We can also create a promotional video to show universities. To sell our service to clients and attract them to our workshop we will use a different marketing scheme. We will create a sense of mystery in all our promotional methods which will make them curious and want to see what it is for themselves. Supporting: In order to keep the service running, we need employees. We need people to be present at the workshop and run it, we also need people to set up the workshop. In addition, we need someone in charge of design and marketing the service. We also need someone in charge of public relations (PR) who communicates with the universities and takes feedback from the participants into consideration. Finally, we need someone with administrative capabilities to ensure there are no overlaps in bookings and to manage the finances.

Key Resources

For our workshop, we need all four types of resources: human, physical, intellectual, and financial.

Human: Since our solution is a workshop, we need people to run the whole thing, from setting up to hosting the workshop.

Physical: The main physical resource that we need for our workshop is the space where we will host it. We need a room in each university to set it up. Also, we will need a storage space to store our props for the workshop while they are not in use.

Intellectual: Our brand name, Ebi, along with the logo and idea will be protected through intellectual property (IP) rights. This is because the whole idea is our main asset and is vital to the success of our business. Financial: To create the props for our project, pay for employees, and for legal requirements such as a business license, we will need financial resources. As with any other business, without the finances, we cannot run.

Value Proposition

Our value proposition is an interactive workshop that will allow students to immerse themselves in real life situations in which they will have to make financial decisions.

Customer Relationships

The type of relationship that we want to have with our customers is both personal and self-service. For the universities that want to use our service, they have to fill out a form online (self-service). Once we approve the university, then we personally contact them to go through the details and cost (personal). In addition, we also have a personal relationship with the students that attend our workshops.

The primary purpose of our customer relationships is to acquire new customers. Through good customer relations, we build a good image, which will allow us to gain popularity and work with many different universities.

Channels

For our service, we will have both physical and digital channels. The physical channels are the booths, posters, and the pamphlets. The digital channels that we will use are a website and social media platforms.

Customers

Our company will be both a business-to-business and business-toconsumer enterprise. We are a business-to-business enterprise as our organization will serve other organizations or universities starting with



AUS and then catering to other interested universities as well. We will also serve customers, or students, in the actual workshop, which results in us being a business-to-consumer enterprise as well. Our customers would mainly be students registered in both Bachelor's Degrees and Masters Programs.

We are a non-profit organization, and our customers will all be nonpaying customers. Universities will not have to pay us to host our workshop and students will enter for free. The funding to run our workshop will come from the Ministry of Education.

Cost Structure

Since we are a non-profit organization and will not be charging the academic institutions or the students, we will receive funding from the Ministry of Education. Some of the main costs associated with the project would be printing (flyers, banner, posters), props, employees' salaries, maintenance, supplies for building booths, and rent for the storage space and transportation.

Revenue Streams

The Ministry of Education will be willing to pay for our service because of the value we will provide them. The Ministry is constantly looking for ways to innovate in the educational system, and this is a fresh new idea for them to invest in. in addition, the government wants to promote and encourage youths and their ideas. Furthermore, the issue of children becoming extremely financially dependent is a rising concern in the UAE, specifically amongst Emirati locals, and the government will be interested in a way to help combat it. We will accept payments through bank transfers, checks, or even credit card payments. The payments made will be recurring as things like employees' salaries need to be paid monthly. This canvas is a tool used to ensure that a service or product is positioned around the needs and values of the target market of a business. This canvas allows us to focus on the gains and pains of the customer in relation to our service. And how we can create gains and reduce pains for the customers.

We once again analyzed further our elements that we had added in the canvas so we can understand better the canvas and use it to its full potential.

Products & Services

As of now, our company will only be providing one service, Ebi. The service consists of an interactive workshop that will allow students to immerse themselves in real life situations in which they will have to make financial decisions. Our service will help customers satisfy functional and social needs. From our interviews, we realized that customers want to learn how to save and be financially independent. In addition, when young people are financially literate, it helps the overall economy of a society.

Gain Creators

Ebi will help make students and parents lives easier by raising awareness about financial decisions in life and educating the students. in addition, it will help the students save money which will, in turn, please them and their parents. Furthermore, the financial awareness and knowledge gained through this service will create positive social consequences as a current issue in our society is the reliance of youths on their parent's money, which is hurting the overall economy and workforce. Finally, it will fulfill a desire that our customers dream about, as many of our interviewees mentioned how they want to know how to be more financially independent and want to save and support themselves.

Pain Relievers

The service we provide will relieve customers' pains because it can save their money in the long run. Also, it will relieve students of the annoyance

VALUE PROPOSITION CANVAS

of having to constantly ask their parents or friends for money when they run out. Also, it eliminates a risk that the students fear of constantly relying on their parents and not being able to support themselves. Finally, it helps to eradicate a common mistake made by students in overlooking many additional financial costs that can occur when they live independent lives.

Customer Jobs

Functional jobs: From our interviews we realized that our main customers, students, are trying to complete a specific task, saving money. A lot of them knew the importance of saving and wished that they could save, they just did not know how.

Social jobs: Our customers want to look financially able, they want to be perceived by others as being able to support themselves. This can be seen by the fact that a majority of them will spend much more than they had planned on outings with friends just to fit in and look cool. This also draws back to the culture of the region, where financial status and power is widely valued.

Personal/emotional jobs: Our customers also want to be financially independent and responsible in order to not only feel good about themselves but also feel secure about the future.

Customer Pains

Undesired outcomes, problems, and characteristics: Students want to be financially literate because they do not want to be reliant on their parents forever, they do not want to not be able to support themselves and their families after graduation.

Obstacles: One main obstacle that gets in the way is the culture in the region of relying on parents. Having parents as a financial safety net is great, but it also allows students to make poor financial decisions and

does not motivate saving and spending wisely.

Risks: One main risk associated with students not being financially literate is running out of their monthly allowance/salary before the month is over. Also, another risk could be if their parents lose their jobs or become less financially able and they do not know how to support themselves.

Customer Gains

Required gains: Required gains are gains without which the solution would not work. For our service, the required gain would be financial awareness. Customers need to be aware that they need to save money in order for this to work.

Expected gains: Expected gains are gains that customers would anticipate from our service but can live without. The expected gain for Ebi would be actually gaining financial knowledge. Even if the customers are aware, they need financial knowledge in order to act upon it. Desired gains: Desired gains go beyond basic expectations. The desired gain for our service would be a chance to apply financial knowledge. As we immerse the students into the interactive workshop, we give them a chance to practice on what they have learned.

Unexpected gains: Unexpected gains go beyond expectations. For our service, the unexpected gain would be the course that the university will offer to the students after. Students expect the workshop to be a one-day thing in which they can learn a little about financial awareness, but they would not expect a whole course to help them.

BRAND STRATEGY CANVAS

The brand strategy canvas is a tool that allows you to structure your brand and create a structured and relevant brand personality so that it can connect to the values of the company.

After using the canvas we used the questions in the canvas to explore the brand identity even further.

User Insight

Students live in the now and do not really think about the future and the financial responsibilities that await them. They lack awareness on topics of importance to their future, such as living expenses when becoming independent after graduation, keeping track of how much they are spending. These students do not yet understand the significance of making wise, thoughtful decision-making. They are many applications on the smartphones that address such needs however they offer no incentive for the users to use and they do not really serve what they promise to. Students need a well-designed interactive experience that allows them to practice their knowledge on financial issues and educating them about the importance of financial literacy, in order to encourage them towards a positive financial behavior and better decision-making.

Competitive Environment

Our direct competitors would be the applications that help people track their spendings, as well as the Live card from Emirates Bank which specifically targets university students, which is accompanied with an application that groups your spendings into categories and shows your accumulated spendings of the month as well as your savings. We do not have a competitive environment since no one we know of did this before.

Company/Product Features

EBI provides an experience that is held in universities for students, who participate in a game of choice, where they make financial decisions and the end result would be a pass or a fail. For students who fail the game, they are advised to take a course that educates them on financial literacy. Ebi's service is more interactive and has a stronger impact than any application for tracking spendings.

Rational Benefits

We offer Friendly customer service members who are inviting and cheerful. After our workshop, students will become more financially aware which will lead them to understand the importance of being financially literate. The workshop not only educates but provides a platform where these students can apply their knowledge. We also provide an extension to the service by suggesting students take a course if they needed to learn more about financial literacy. A welldesigned interactive experience serves a stronger impact than any other application. This workshop teaches students the things high school failed to touch upon.

Emotional Benefits

Shock and realization, while that sounds traumatic, it is important since it serves as a trigger for students to make them realize that this can happen in real life; this is real life, and they need to get their life together early on. Reassurance of the future, although we have scared them about what life might hold for them, this workshop still makes them reassured since we are informing them about it now, so they can take action earlier on. This will help guide the students towards healthier decision-making, about everything else, not only finance and it also promotes positive behavior.

Company Values

Experience: we believe that making a well-designed experience is key to a better life

Determination: never give up Ambition: we never we reach a goal, we aim even higher Improvement: there is no end, just process Cooperation: two brains work better than one

Our company values go hand in hand with what we want to achieve, in general terms, we want a better future. A well-designed experience is necessary for that since interaction makes people learn more than passively reading through a book or enter amounts through an application. Memories are important, they have a stronger impact and stick with the user longer than any application. Without ambition, we would have stuck with an easy digital solution. Without determination, we would not have come up with a solution or did not find the means to do it. Improvement and cooperation, self-reflection is important to find one's mistake and improve on them, to create a healthy work environment that emphasizes cooperation and group work, to improve oneself and help others improve, and provide a wider thinking perspective.

Brand and Personality

Playful Cheerful Nostalgic Interactive Positive Our brand should be inviting to the students and fun for them to enjoy a heavy topic like finance, which is why being playful and cheerful is important for that.

Key Messages

Experience is key. Everything you didn't learn in high school. We care about the future We offer a helping hand Fueled up with creativity

Our key messages describe not only what our brand does, but our spirit, which is to help students and guide them towards a better future.

Brand Positioning Statement: Our service, Ebi helps University students who want to become financially aware by decreasing their pain, which is finishing their allowance before its due and increasing their financial awareness and literacy, unlike other tracking applications that do not educate or interact with users.

Audience: University Students 17-28 University Students 17-28 who lack awareness about financial issues that come up in life. We chose our audience to be University students since they lack knowledge about living expenses and they will be living on their own soon.

Description: EBI is a brand that helps students become more financially literate. Instead of just informing them, we allow them to experience, which makes them value the knowledge more and realize how much they need it.

Benefit: Helps students become financially aware of life and expenses after graduation, since all the tracking of spendings applications do not offer a solution to the actual problem, which is in the awareness and decision-making when spending; rather than just passively count spendings students need to be triggered to become more careful.

Proof: because we provide an interactive experience to make people live through it instead of mere imagination or hypothesizing; to optimize learning and understanding the importance of financial behavior and its impact on their future.

Payoff: students become more knowledgeable and aware, receiving advice and giving them a chance to self-reflect. Since our need is students becoming aware and learn about the living expenses when living on their own; self-reflection is important since that will allow them to improve and make wiser decisions in the future, and feel more reassurance about it since they know more than they used to.

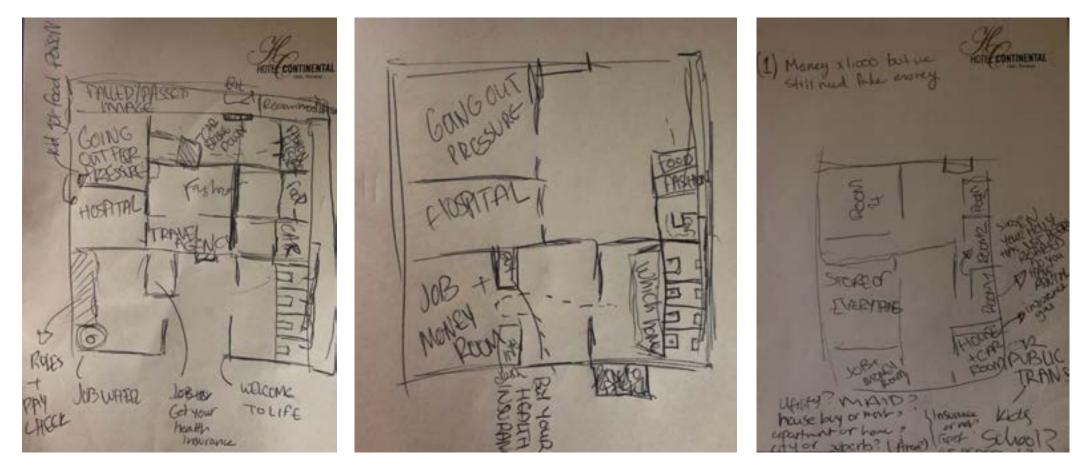
Brand essence: Guide towards a better future; which can be achieved by encouraging students towards positive financial behavior.

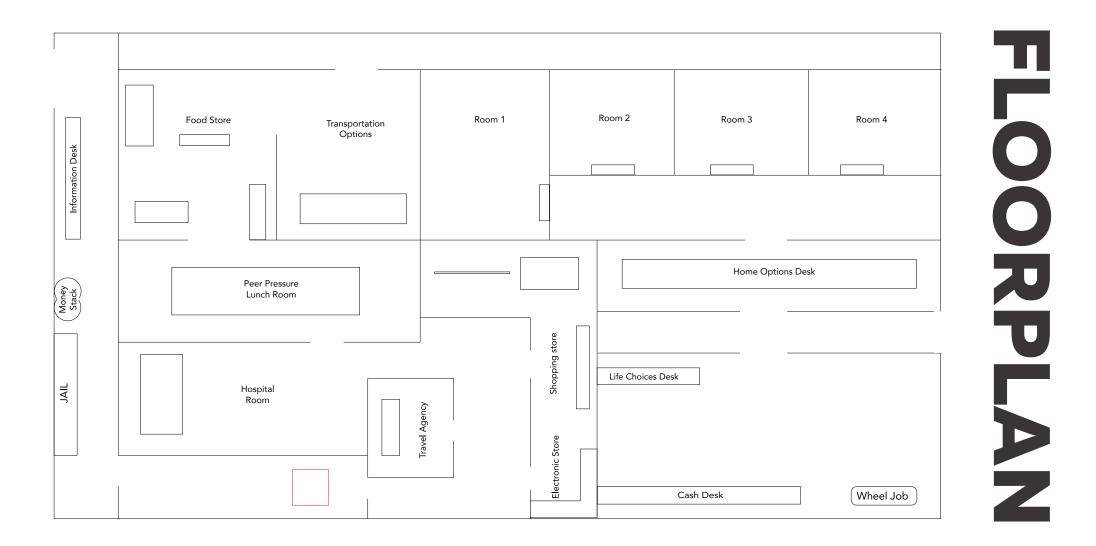


PROTOTYPING

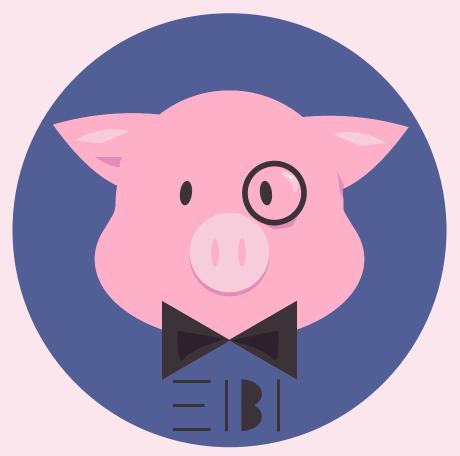
After working on our solution and looking at all its various components in depth, we created a lowfidelity prototype which is a floorplan of the room we will be creating where the experience will take place. The floorplan allowed us to explore which components of the experience will be suitable and practical to actually create. Since it is low-fidelity we will also be able to play around with a few ideas of the floor plan and finalize the plan to create a proper 3D prototype.

PRIMARY SKETCHES









WHO ARE WE?

Name: EBI, short for Ebisu, The God of Wealth.

We are a non-profit organization that aims to help university students become financially aware about living expenses after college to prepare them for a better life and encourage them towards positive financial behavior.



TAGLINE

Less for more. Spend less to save more.



YOU CHOOSE.





4 stage SYNTHESIS

Working on this design project for the final project of this course has been similar to being on a rollercoaster. We've had our ups and downs and uncertain yet enjoyable loop de loops. When we had initially received our topics for the project, majority of us were quite disheartened to learn that our theme was "Finance", but we knew that no matter what the theme is, all the topics will definitely be challenging.

To begin with, our first submission for the project was a foundational report. The concept of creating one although new, gave us no difficulties in making one. Together as a team we were able to efficiently put together the foundational report, highlighting our goals and aims with this project and explaining the dynamics our group had and the kind of effort we were all willing to put into the project individually. This first assignment had sneakily led us straight into the discover phase of our project. It had already helped us to start thinking about the scope of our project and what point of view we wanted to tackle in relation to positive financial behavior. For the second submission, we continued to explore our theme and our statement, "How might we enable students towards positive financial behavior, to prepare them for a more economically and socially viable life after university?".

During this discover phase we kept our eyes open to all the possible ways we could have explored this topic, and in terms of the double diamond process we were currently trying to converge so we could get as much information and generate as many ideas possible. During this discover phase, we were then successfully able to identify the scope of our research with the use of secondary research of scholarly and academic articles. We also defined what kind of research tools we will be using to conduct primary research to understand if our topic is applicable within the AUS community and can be pursued in our context.

Now began the "define phase". This is where we began to diverge into our main idea and started to build alongside it to make it the "right thing". By critically analyzing it and observing our findings we were able to focus on a certain aspect of our topic which was the need for financial awareness amongst college students. Although this was our overall topic, we continued to analyze our findings and derive insights and were able to uncover 3 basic needs of AUS students. With the help of these key needs, we continued to explore and analyze the needs of our customers. Our big "AHA" moment was clearly when we realized how students were not exactly financially unaware, they just lacked both the motivation and the access to financial literacy. If given the chance, a majority of students would actually take out time to go learn more about handling their finances and saving money for the future.

And with this, we once again followed the double diamond process and began to converge with the develop phase. With the help of our key needs, we started to explore unique, crazy and unrealistic ideas about the types of solutions we could offer to our customers who face the problem of financial illiteracy. Initially we faced a massive creative block coming up with ideas that could be suitable for our theme and our problem statement. We somehow always kept coming back to creating some sort of app that would allow students to organize and view their finances. But then we would all agree that we were not quite satisfied with the idea of creating an app. After a few days of intense group brainstorming. We started to jot down our most plausible ideas and began to pick them apart to see if one thing could lead to another. And eventually, it did! We don't know how it happened, but sparks flew, and we were able to come to an incredible unique idea. The idea was to create a sort of combination of an escape room that revolved around surviving the room by making important financial decisions that you would make in real life. The idea sounded crazy, but we knew as a group, that with some more thought and planning we would be able to create something absolutely unique and would make it the perfect solution to our problem.

With the perfect solution in mind, we moved towards our final divergence into the deliver phase where we would work on the main solution and create an entire identity for it and ensure the solution had the potential to become a useful innovation. To prepare for the deliver phase, we worked on multiple mapping techniques such as the empathy map, journey map, service blueprint, brand strategy canvas, and others in the develop phase to ensure that our idea had potential. During the develop phase we were able to really pull apart on the minute details of our idea and make sure that it made sense from all possible angles. And that if someone were to invest in the business, they would find full potential for growth and success.

And finally, in our deliver phase we worked together to create not one, but multiple touch-points that we believe all our customers will interact with. If not all, then at least one. During this phase we worked hard to synthesize all our knowledge to be able to come to a conclusion to the journey we have had while creating this project that has become extremely important to us. Not only have we enjoy immensely working on this but we know truly that this idea holds great potential and if explored further could become a great business opportunity.

quick wins & EXPERIMENTATION

To experiment and receive feedback of our service, we took 2 students through the entire process of our service. From interacting with out touchpoints to seeing how things will look visually such as the components of our room. The students were extremely excited and moreover couldn't believe how exciting and fun the entire experience was.

From the feedback we got through our experimentation we were able to analyze some "quick wins" and have considered them to apply in the future. Some of these quick win ideas would be to create fun cash prizes or other prizes for the winners of the experience room to increase incentive and buzz about the event. Another quick win we had considered is put in place a suggestion to register for a course offered by the university about financial awareness. This way we are making our stakeholders happy aswell as the customers by providing both the parties with an additional advantage.

A few other ideas that we wished to implement have also come up with the help of the student feedback since their ideas triggered our own ideas. Although the implementation of these new ideas would only be possible after doing a test run of the service once with a small test group to ensure that we aren't overpowering the students with too much information or too many things to do.

FEEDBACK:

"I think it's a great idea and I would definitely try it if it was in AUS. It sounds really interesting and it's a weird twist on escape rooms. If it was in AUS I would try it because firstly, it would be close to me, and secondly it would be fun for me to do because I'm an accounting major. The appeal is there for everyone though because I think everyone struggles to maintain a budget and stick to it, especially today.

Mostly I would like for AUS to have some fun activity like this and this fits all the boxes of it being academic and fun. On campus it can get pretty boring and this seems like a challenge many people would enjoy." - Senior in College of Engineering

"This is so creative! I like the whole game idea and I like the ideas of group and I like the way you are raising awareness. I think it's genius how it will only take place once a semester so it's limited and the word goes around and there will be a buzz for it the next time you guys do it. So students will go around saying, "Oh, we just participated in this thing and it was super cool!" and next semester you will be a lot more in demand.

My only concern is that your marketing strategy only mentions the time and place and that might not be incentive enough for students to come and participate. You might want to add in more incentives, such as a cash price, or gifts or free food or something. Because students don't tend to sign up for things if they have no idea what they are signing up for. I think providing incentives would be really important with your mysterious branding strategy. And just another opinion, that starting the event at 9am might restrict the number of students you get because alot of students will have classes and if they don't, no one will wake up that early for an event.

Other that that, I think the entire game is so creative and I would really look forward to actually experiencing this if you guys do it." - Senior in School of Business Administration

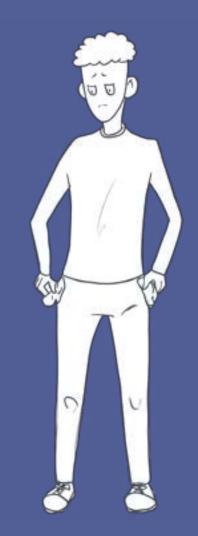
THE EXPERIENCE

A service is to provide an intangible product to a customer base that can make their life better. Our service similarly is one that focuses on creating awareness amongst students about the importance of financial literacy and it also creates a platform for students to come learn bout finances and then apply those learnings. We believe that you learn and remember best when you experience certain scenarios and are put right in the middle of it by being an active member than just viewing it from the sidelines.

Our service is a one of a kind and unique service primarily because no one has ever looked at financial literacy amongst students and thought to themselves, let's create a game? or let's create a competition?. A majority of finance apps and other seminars aim just to educate or help students. But now the market is flooded with these apps. While we were conducting our primary research we learned that students knew about these apps and were mostly tired of them. No app would be the right app, and most often even if they did find the perfect app for their needs, they lacked both the knowledge to use the app to its best and also lacked the motivation. When we noticed that the real concern regarding financial literacy was that students were simply unaware and weren't being given a chance to learn about finances, that is the main goal we started to aim towards.

Our company EBI and the experience room service is catered directly to the needs of our consumers. Leading up to the experience itself, students go through multiple touch-points, such as posters, the instagram page, emails, the on-campus mysterious booth. These itself start to stir up a sense of mystery and buzz amongst students. Since the event would only occur once a semester, our marketing for the event primarily would start one week in advance. To give students enough time to register, and to create a big enough awareness about the event thats occurring.

We saw the experience room to be answering the needs of the customers perfectly due to many accounts. Firstly, we are grabbing their attention by using a sense of intrigue and mystery with our branding and marketing so that students don't feel like there is just another boring event happening. Secondly, we have enveloped our idea with a twist – our funky and happy color palette! We wanted the topic of financial literacy to not seem as boring as it sounds, so we pushed the word finance way down the ladder, and added a whole lot of fun colors, a cute mascot and a lot of other



eye-grabbing components. And lastly, we created a setting where students can come experience real life scenarios that might occur to them after they leave university, get a job, and get married and start a family. Students understand the responsibilities that come in the future, but they never truly understand the intensity of those decisions and the importance of them. Thus, we are giving them a trailer to the real world.

We believe that the service caters to customer needs in ways they did not even know. Through research we learned, that students in their senior year started to feel more aware about their finances but the confusion and frustration about the lack of financial knowledge persisted. They did not know how to help themselves or who to ask for help due to the cultural context we live in and the lack of financial education around us. So we know that our solution will give students that chance to learn that they have been looking for, and the best part is they won't even see it coming!

The best part about the experience room is that the experience definitely doesn't end at the exit. We have worked our way right into the palms of the students by ensuring that there is a way our information sticks with them no matter what. Before they leave students are handed out pamphlets that discuss EBI as a company, what we do, and most importantly other sources where they can learn about finances and apps they can use that will actually create a difference in their life. We will also be asking students to fill in a small feedback form so we are always growing with the needs of the students and replanning our scenarios for the experience room based on the most real problems that students face in their everyday life regarding expenses and finances. Our last recommendation for eager students would be to consider doing a free elective course offered by the university to help them learn about savings, stocks, investments and other important financial components that will only benefit them later in life.

Overall, our company aims to prepare students for the real world, and with our solution we can ensure that after experiencing our service, students are most likely to follow and lead a more positive and financially stable life after graduation.



REFLECTIVE CASE STUDY

Our project revolved around the theme of "financial literacy," and consisted of four phases: discover, define, develop, and deliver. Through each of these phases, we faced challenges, accomplished tasks, and gained knowledge.

In the beginning, during the discover phase, we had to create a foundational report and a design research plan. From this phase, one of the main things that we learnt was how each of us works, what our strengths and weaknesses are, and how we work as a team. For example, we realized that Maya was good at illustrations, Naqiyah at organizing, Elham at putting everything together and creating presentations, and Aqeela at writing. As a team, we were all organized and extra in general, so creating a work plan was easy for us, we even created a calendar and used the Trello smartphone application! One of our challenges was deciding what questions to put in our surveys and interviews. We needed questions that would actually help determine our solution and at the same time we didn't want to create questions that would sway our interviewees' responses. To help combat this issue, we created a rough draft and then printed it and screened it as a group, after which we asked the professor to go through it as well.

After the discover phase came the define phase, it was here that we had to create a design brief and conduct our first presentation. Our biggest challenge in this phase was how to interpret our primary research. We had survey responses and interviews, then we kind of sat around as a group thinking, "now what?" We did not really understand the difference



between needs and insights, and we really did not know how to find them! It was then that the professor suggested we look at it visually using Post-its. No one had any and Naqiyah had the brilliant idea of printing them out in squares and cutting and sticking each paper up, luckily Elham and Aqeela ran to the bookstore to buy some! After writing down all the important quotes from our interviews on Post-its, we categorized them into 6 different groups: parent dependency, lack of financial knowledge (even after graduation), savings and how and why people save, spending patterns, financially unaware but want to be, and "if I worked." Once we did that we kind of had a better idea of what the commonalities were in our interviews, but once again we were stuck. It took us all of class that day and almost an hour after class with the professor to finally come up with our insights and key needs!

The develop phase was where we finally had to start thinking of solutions, something the whole class wanted to do from when the project was introduced! It was here that we had to visualize our concept and present it to the class. We had a lot of difficulty coming up with an idea that would help solve the problem, be unique, and attract students' attention. But, through a class-long brainstorming session we managed to come up with quite a creative idea that we are all very proud of! This experience helped us to imagine how designers ideate in creative firms, and how through really thinking out of the box and combining various minds' ideas you can come up with ingenious innovations. It was during this phase that we also learnt the importance of time management as there was a lot that we

needed to do for the submission. Although we really stuck to our deadlines and divided all the work, we still managed to finish the night before! But, as a group, we were getting better at being organized and definitely improved for the final submission.

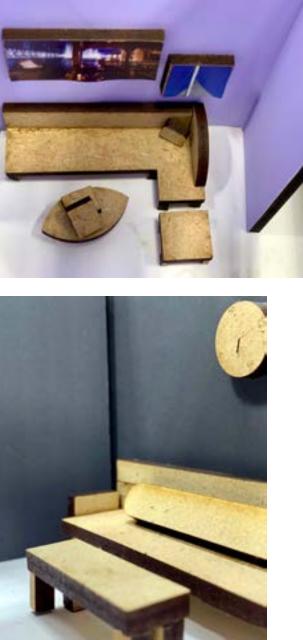
The final phase was the deliver phase, which consisted of the final design manual and the final presentation. During this phase, the main skill that we had perfected (almost) as a team was time management. Straight after our presentation for the develop phase, we divided the work that we had to do for the next submission with deadlines, and everyone actually stuck to those deadlines! The hardest part of this submission for us was creating the video, we really did not know how to shoot such a small prototype. If we shot from above, how would we show the viewers where the person moves? If we shot from the perspective of the players, how would the viewers be able to tell where they were going as all the walls were the same color? It was a huge challenge for us! Also, we needed everyone to shoot the video, so finding a time that worked for everyone was another difficulty.

Although we had our ups and downs, this project was a great learning experience overall! The best part was that we worked well together as a team and had the same work ethic, which we know is not always the case in the work field. But, in general, we learned quite a few skills that we can apply in the future, from how to use the various canvases correctly to how to analyze interview findings.

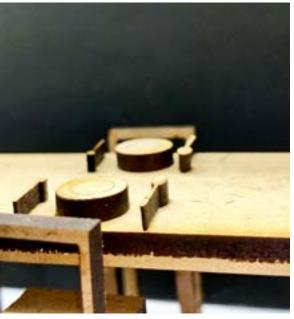
final **PROTOTYPE**











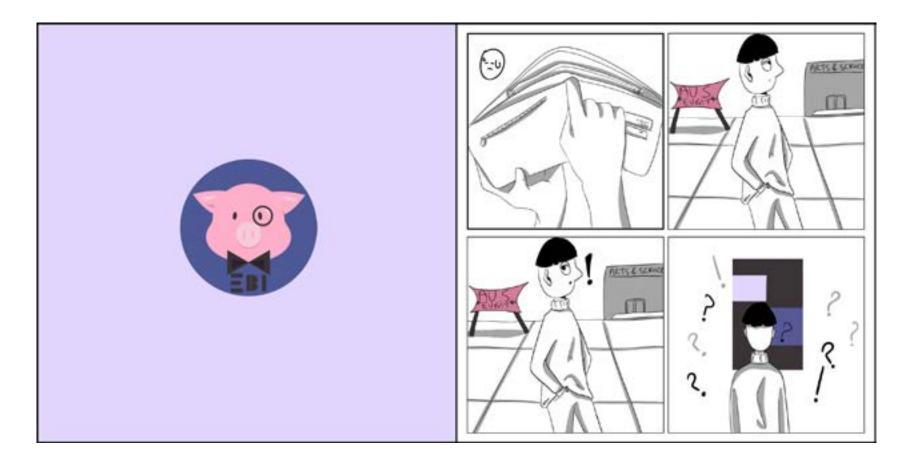


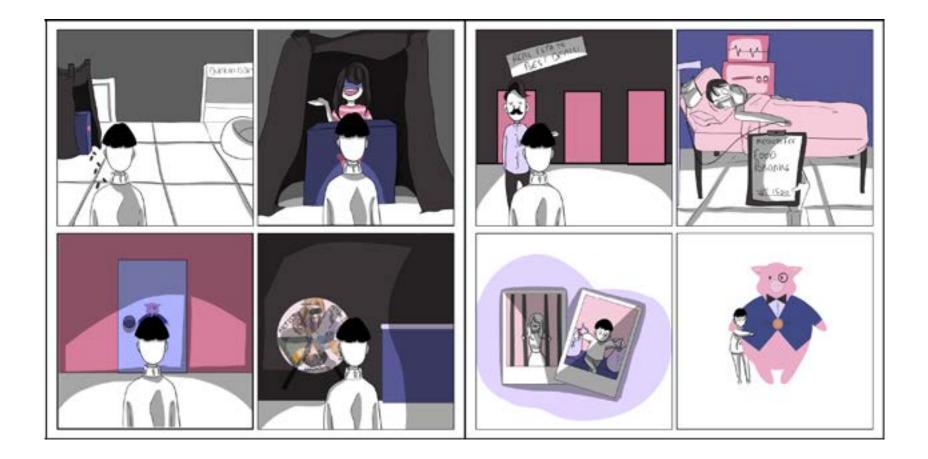




story BOARD

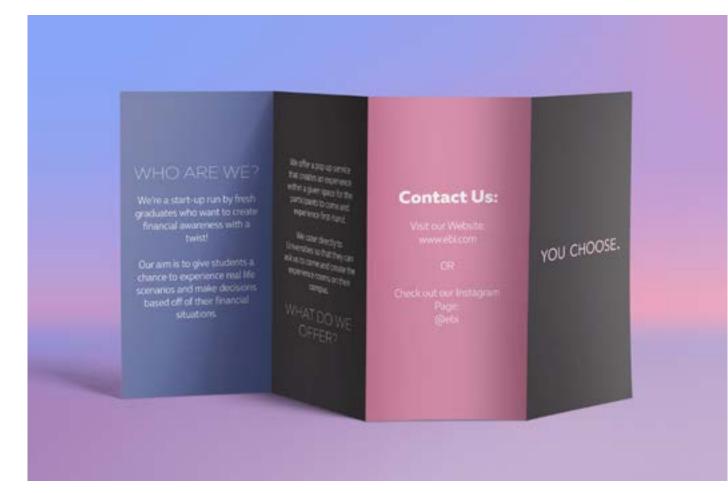
To help people understand our concept visually, we decided to create a small comic series so that people can learn about and understand our idea better. This is our stand alone component so that the solution can be understood without an unnecessarily long pitch.







pamphlet PROTOTYPE

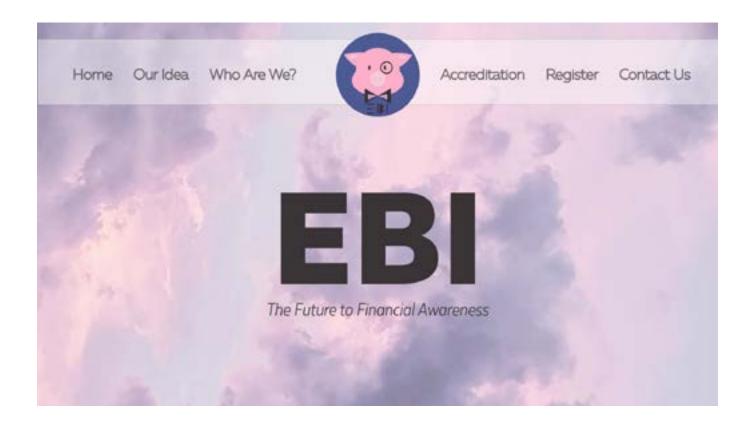


This is our EBI Pamphlet. The pamphlet is our strongest touchpoint after the participants experience the service.

We will be giving these pamphlets out to all our participants with information about us aswell as information that connects them to other financial websites to help them learn more about finances and savings.

It is a way for us to stress the importance of financial literacy by providing them with physical touchpoints to keep with them.

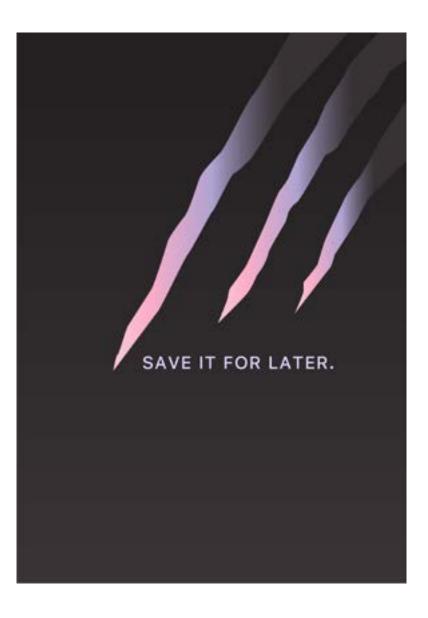
website Prototype



This is the EBI Website. A portal that allows people to learn more about our idea (without giving too much away)!

It also shows our team and our teams deals to give companies a sense of what our company dynamics are. The website also contains information about our Acceditation to the Ministry of Education and the Financial Education Firm. Interested customers can also register with our program or contact us directly for more information.

poster **PROTOTYPE**



LESS, FOR MORE.

WHY THESE POSTERS?

Concept for this poster is to intrigue the students and make them wonder whats beneath the surface, and by coming closer they'll know what they should save for later.

Spend less to save more for a better life.

Ask yourself. Question your decisions. It will be the first poster since its the most mysterious.

CONCLUSION

How might we enable students towards positive financial behavior, to prepare them for a more economically and socially viable life after university? Keeping this problem statement in mind, our group conducted extensive primary and secondary research. Through this research we came up with findings and insights which then helped us discover three key needs; we focused our project around one of them, becoming financially aware and learning the importance of financial literacy. This led to a rephrased problem statement, "How might we create an environment of awareness for students to understand the importance of financial literacy and offer them a platform to learn and apply this knowledge?"

With this statement in mind, we came up with a solution, Ebi. Ebi is a nonprofit organization that raises awareness and educates students about financial awareness. Through our organization we will host events and workshops, the first of which being a pop-up experience that teaches students about the importance of making the right financial decisions.

We believe that with the backing of the Ministry of Education and the perseverance of our hardworking team, our solution will be successful. This is because it not only targets a key need amongst university students, but also uses engaging and fun methods to do so. Our aim is to follow our plans and make our company a well-known brand amongst educational institutions across the region. Even though our business is not so big and still a startup, we hope to make it a successful one.

REFERENCES

Financial literacy. (n.d.). Retrieved from https://www.investopedia.com/terms/f/financial-literacy.asp

Jariah, M., Husniyah, A.R., Laily, P., & Britt, S. (2004). Financial behavior and problems among university students: Need for financial education. Journal of Personal Finance, 3(1), 82-96. Retrieved from https://www.researchgate.net/ publication/228404924_Financial_behavior_and_problems_among_university_students_Need_for_financial_education

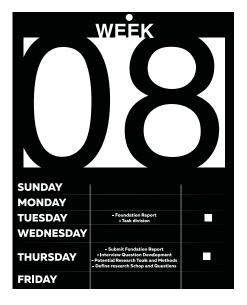
Simonse, O., Werf, M. V. D., & Wilmink, G. (n.d.). The importance of responsible financial behavior. Retrieved from www. wijzeringeldzaken.nl

The importance of financial education. (2006). Organization for Economic Co-operation and Development. Retrieved from http://www.oecd.org/finance/financial-education/37087833.pdf

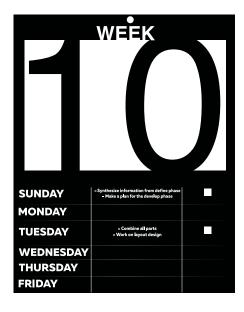
Who we are. (n.d.). Retrieved from http://financialeducationfirm.com/

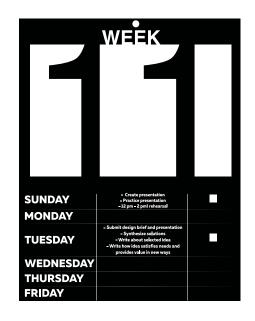
APPENDIX

Initial Work Calendar from Foundational Report

















Survey Questions - This is the survey we used to conduct our primary research in the Discover Phase.

Gender	Male	Female				
College	CAS	CAAD	SBA	CEN		
Academic	Standing	Freshman	Sopho	more	Junior	Senior
Do you hav	ve a job?	Yes	No		Used to	
Do you hav	ve an allowa	ance or do you	use the	money	you earn fr	om your job?
How much	money do y	you usually ca	rry arour	nd?		
How do yo	ou spend mo	est of your mo	ney?			-
Is there an	ything you	regret buying	?			
How much	do you spe	nd (on averag	e) weekl	y?		
Do you thi	nk that you	are financially	y respon	sible? \	⁄es No	
Do you hav	ve any savin	igs? Yes No				
Are you in	terested in i	investing you	r money?	Yes 1	No Mayb	e
Do you ow	n a credit ca	ard? Yes No)			
Do you hav	ve a bank ac	count? Yes	No			
Do you kno	ow how to p	ay bills/rent?	Yes No	C		
What wou	ld motivate	vou to save?				

Contextual Interview Questions - These are the questions we used to conduct our primary research in the Discover Phase.

1. Do you live on a student budget? If so, what it is like compared to your high school spendings (did it increase or decrease)? How was it like before getting used to the budget limit and what have you cut down/eliminated for the purpose of not being broke since then?

This is a startup question to establish a relationship between age and finance. Once that has been understood, we question how our users adapted to the situation they are in now, at this point the questions are general and do not specify the difference between those who gain their own money and those who depend on their parents.

2. What do you spend your average allowance/ salary on?

This is a follow up question that will help us gain a general understanding on what our audience spend their money on. It may also show a difference in the pattern of how costs are spent for those students who work vs. students who get the money from their parents.

3. How much is your monthly allowance/ salary? For allowance given by parents, assuming you had to work for your own monthly salary (no other financial costs considered), what costs would you eliminate/reduce, if any? Why do you pay for

it now? For students that gain their allowance through working, how did your spending habits change after being dependent?

After establishing some differences among the two groups, this question is more detailed. The data collected will help us find a difference in spending between those who depend on their parents for allowance and those who work for their allowance.

4. When you receive your monthly allowance/salary do you plan ahead of time on how you will spend it or do you 'spend it as you go'?

This question will help us note a difference between people who receive money vs students who work for money in regards to their look out to the future.

5. If you started a job now with a monthly salary of 8,500 AED (102,000 AED per year), how would you break down the usage of this amount for a year?

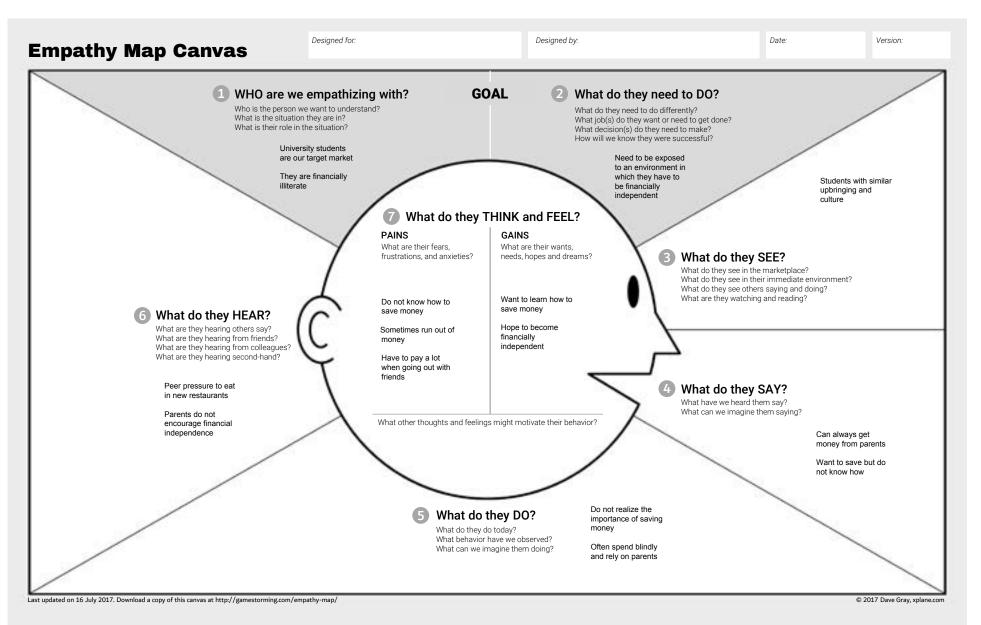
This question will be used to understand how much students are aware of their parent's expenses. Do students consider or are they even aware of real world expenses such as electricity and communication payments, house rent, insurances, salik? Will they consider or saving up money for emergencies or annual travel trips?

6. Are you willing to further collaborate by collecting factual data? If so, can you keep the receipts of everything you spend money on for a week?

This is the last step in our methodology process. We hope to get people to collaborate with us this far which we believe would truly help develop our research. Our incentive would be a free subway cookie!



Empathy Map

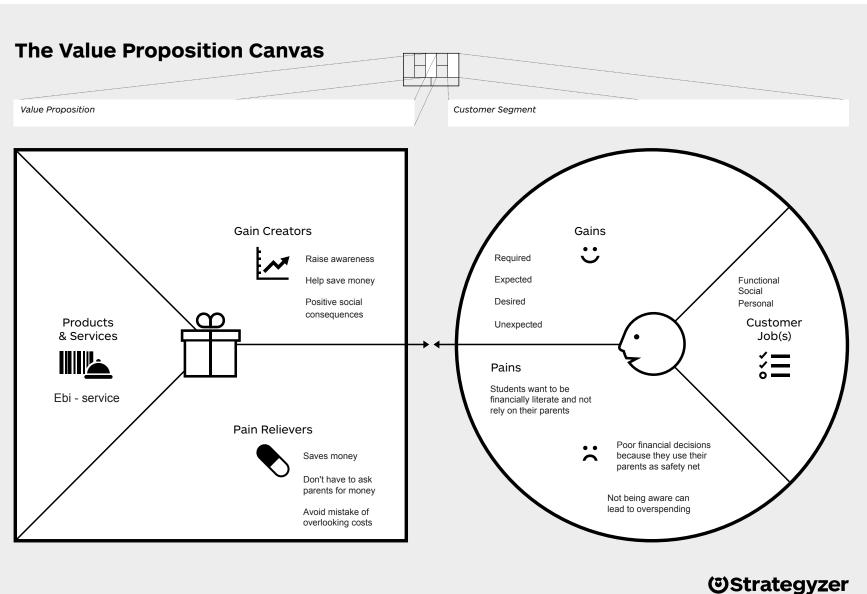


The Busines	ss Mo	odel Canvas	Designed for:	Designed by:	Date: Version:	
Key Partners Universities Ministry of Education	Ø	Key Activities Image: Comparison of the second	Value Propositions	Customer Relationships Personal relationship Self-service relationship Channels Physical Digital	Customer Segments Business-to-business enterprise - Universities such as AUS Business-to- consumer enterprise Bachelors Degree Students and Masters Degree Students	
Cost Structure Some of the main costs associated with the project would be: printing (fliers, banner, posters), props, employees' salaries, maintenance, and supplies for building .booths			Revenue Strea	Revenue Streams Non-profit organization § All funding is from the Ministry of Education §		

Strategyzer strategyzer.com

DESIGNED BY: Strategyzer AG The makers of Business Model Generation and Strategyzer

Value Proposition Canvas



strategyzer.com

Brand Strategy Canvas

	_	CREATED FOR: EBI	DATE:			
he Brand Strateg	y Canvas	CREATED BY:	VERSION: DES 475			
Customer/User Insight What do people think and feel regarding the categor How us you relevant to those needs or desire? What problemit do you uselve for them What most strongly influences their decisions in this what most strongly influences their decisions in this	y? track of how mucl them to apply the positive financial uable to them?	areness about living expenses wher n they are spending. They need an i ir knowledge on financial issues, all behavior.	nteractive experience that allows			
Competitive Environment What concepts and conventions define the category thora rey our direct and indirect compressions? What co Where is the stategic void in the market? Are you disrupting the category in any way?	specifically target accompanied with	Applications that help people track their spendings; Live card from Emirates Bank which specifically targets university students, which is accompanied with an application that shows your spendings of the month. We do not have a competitive environment since no one we know of did this before.				
Company/Product Features	what it does? take a course that	sperience that provides a platform f making. For students who fail the g educates them on financial literacy as a stronger impact than any appli	ame, they are advised to . Ebi's service is more			
Rational Benefits	Brand Positioning State		Company Values			
What are the tangible benefits of the product? Which benefit is unique or most important? Friendly customer service members that are invitting and cheerful. Ebi Provides a platform where these students can apply their financial knowledge.	Audience Who are they and what is their most important psychographic need or desire as it relates to	and increasing GAN ble, sustainable: do not educate or instance with uars FOR United States and the sustainable of the sustainable do not educate or instance with uars FOR United States 17-228 who lack awareness about financial issues that come up in life.	What are the values of the company? (Jusuily expressed as nonon.) How do the values of the founders influenc company values? How do company values influence your product, culture, or customers? Experience Determination			
An extension to the service (course) Teaches what highschool did not. A well-designed interactive experience serves a	Description What is the simplest description of the product? Or what is the broader, more strategic frame of reference?	a brand that helps students become more	Ambition Improvement Cooperation			
stronger impact than any other application.	C Benefit What is the unique, primary benefit or point of difference of the product?	that: Helps students become financially aware about life and expenses after graduation	Brand Personality			
What are the intangible benefits of the product? Which benefit is unique or most important?	D Proof	because: browide an interactive experience to make people through it incread of mere imagination or	What are the brand's human characteristics? (Usually expressed as adjectives.)			
Shock and realization Reassurance of the future	the primary benefit or point ing	through it instead of mere imagination or otheising: to optimize learning and understand- the importance of financial behavior and its act on their future.	Playful Cheerful Nostalgic			
Help guide the students towards healthier decision-making	Payoff What is the ultimate emotional payoff for the customer or user? Does it answer the need in the audience section?	Interactive Positive				
Promotes positive financial behavior.	Brand Essence What is the core idea or defining concept of the brand? Is it tangible or attitudinal? (Unique, succinct, pithy, and ideally 2-4 words.)					
Key Messages What your story? What are the most Important and differentiating app from can you define them as quickly and interesting Experience is key. Everything you didn't learn in high s We care about the future	v as possible?					

Created by archer>malmo ventures. CC Attribution-NonCommercial 4.0 International.

creative capital from archer ► malmo ventures

Prototyping









A Service Design Project Explore Financial Literacy With a Twist

> A Design Project By Aqeela Virgee Elham Ascha Maya Al Kharaz Naqiyah Mustafa