

Previously on E&I...

The importance of user-centered design in value generation.

A quick recap of Class 2

- ▶ Value is defined (or validated) by the customer
- ▶ The user/consumer must be at the center of our process
- ▶ Detecting needs requires information
 - ▶ First-hand
 - ▶ From secondary sources

Homework time!

- ▶ Please hand it in now in case you still have not done so
- ▶ The “interesting fact” you found for Step 2’s demographic reports
- ▶ How you plan on saving MS Paint.
- ▶ The Step 1 cards, in case you were missing them.

Time to pitch your ideas

- ▶ You can hand-in whatever you want, if you want to.
- ▶ You will receive a form to evaluate all ideas but yours
- ▶ A ranking will be created based on:
 - ▶ Innovativeness, Social relevance, Economic relevance
- ▶ Each of you have from 1 to 5 minutes to present, we will have time for questions afterwards
- ▶ Participating is 5% of the grade.

The floor is yours

Any volunteers?



Let's take a breather now

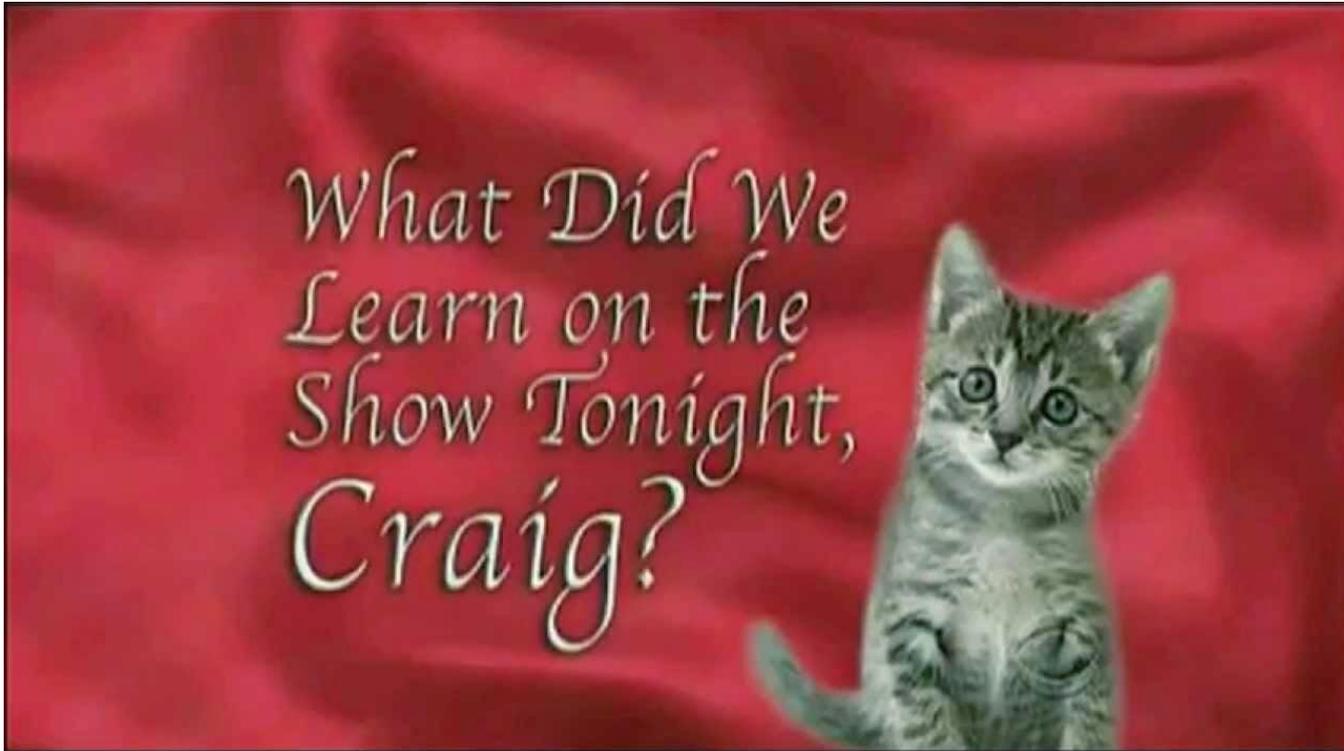
I will rank the ideas and then talk about forming the groups

What next?

- ▶ Form a group around these ideas
- ▶ Three members, no excuses
- ▶ “Until death do you part”
- ▶ Deadline: August 7 (next Monday, via email)

What next?

- ▶ The first presentation
 - ▶ September 4
- ▶ The partial exam
 - ▶ What about Saturday, August 26 from 10 to 13?



What did we learn about
pitching techniques?

Some common features for the pitch

- ▶ Short and memorable
- ▶ Center the message on the value
 - ▶ The problem you solve
 - ▶ Whose problem it is
- ▶ Compare before and after scenarios
- ▶ Make them feel the pain
- ▶ Adjust it to the audience
- ▶ Mention the market potential

ENTREPRENEUSHIP AND INNOVATION

Class 3 - Non-traditional approaches to detecting the
customers' needs

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Pontificia Universidad Javeriana in Bogotá, Fall 2017

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light to dark, creating a modern and dynamic visual effect.

Time to use those cute
little cards you made!

“Step 1”

Classwork 1

- ▶ You will receive three cards:
 - ▶ One with an object
 - ▶ One with a need/want
 - ▶ One with a functionality

- ▶ You will prepare three other “cards”:
 - ▶ Finding the object an application (not the obvious one, maybe not sellable. Be creative)
 - ▶ Finding a solution to the need or want (not the obvious one)
 - ▶ Find the functionality an alternative application (this object was used to kill insects, to mix food now)

- ▶ You have 15 minutes to work individually, no talking allowed.
- ▶ Then you will present your work to the whole class.

Time to see what Step 2's
“interesting”
characteristic really
meant

Classwork 2

- ▶ I will randomly arrange you in pairs
- ▶ You will receive a report with some interesting facts about a population segment
- ▶ In a piece of paper you will **describe the customers** and **identify the need/want** outlined in the report you received
- ▶ All pairs have half an hour to work, using any material you need but not talking to others
- ▶ Then, each pair will present to the whole class:
 - ▶ The need,
 - ▶ The solution to the problem you are suggesting,
 - ▶ Whose problem it is.

Let's now use Brian
Eno's way to make you
think outside the box

Classwork 3

- ▶ We will use *Oblique Strategies* to shake-up those ideas
- ▶ In the groups you have formed, I will give you one of your solutions from Activity 1 and one from somebody else. The same for Activity 2.
- ▶ I will shuffle my *Oblique Strategies* deck and you must apply the phrase drawn to either of the 4 solutions you have received.
- ▶ You have 30 minutes to work.
- ▶ You will then **present the old product and its redesign** to the class.
- ▶ Focus on explaining how that changes the problem you are solving, the target costumers, the way it would be sold, etc.

So what was all of this about?

Product development vs. Customer development

Two complementary approaches

- ▶ **Functionality versus application**
 - ▶ Activities 1 and 3.
- ▶ **Push and pull** are marketing terms, but...
 - ▶ *“Push”, when I take my product to you: Activities 1 and 3.*
 - ▶ *Product development*
 - ▶ *“Pull”, when I adapt to your demands: Activity 2 in general and some of Activity 1.*
 - ▶ Customer development

Step 3

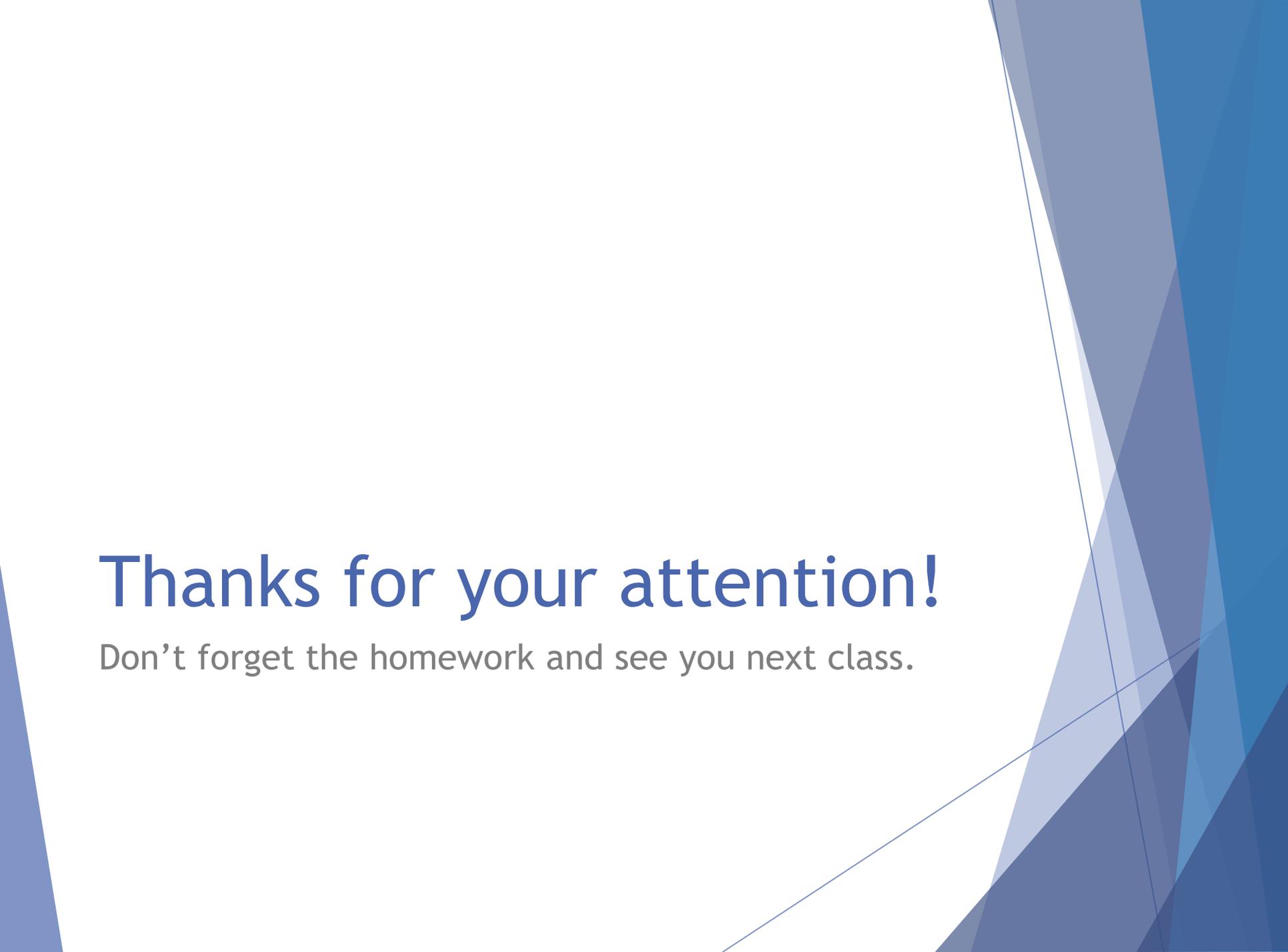
- ▶ Consider these five new discoveries:
 - ▶ <http://research.ibm.com/5-in-5/>
- ▶ Individually, choose one of them.
- ▶ Develop and **present a plan to find if the discovery actually has costumers.**
 1. Find an application (it could be one of those suggested in the literature)
 2. Think about who its costumers are? How to reach them?
 3. Specify (with utmost clarity and completeness) the market you are targeting

“Flipped classroom” time

- ▶ Watch all of them: A primer on market research
- ▶ Answer:
 - ▶ Who would the customer be of your individual (not the group's) idea? Are there more than one, different types? Customer/user/buyer, etc.
 - ▶ How would you measure them all up?
- ▶ There will be new content there next Monday
 - ▶ Submit this part of the “homework” and your groups via email (August 07)

You have three homeworks

- ▶ Form a group
 - ▶ By next Monday
- ▶ The “Flipped Classroom” Material
 - ▶ Watch all of the videos and answer to Slide 22’s questions
- ▶ Step 3
 - ▶ Slide 21

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

Thanks for your attention!

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