

Previously on E&I...

Your pitches.

A quick recap of Class 3

- ▶ Individual idea pitch
- ▶ How an effective pitch looks like
- ▶ A “path-finding canvas” that will help you evaluate your ideas
 - ▶ Start with what you have
 - ▶ What do you need in order to move on
 - ▶ Your affordable loss
 - ▶ A measure on how motivated with the idea you really are.

What comes next?

- ▶ All groups must be formed by now.
- ▶ First presentation: February 26
- ▶ What to include?
 - ▶ Problem
 - ▶ Solution
 - ▶ Customer profile(s)
 - ▶ Some evidence from secondary sources

Homework time!

- ▶ Please hand it in now in case you still have not done so
- ▶ Step 2 and Step 1 in case you were (still) missing them.
- ▶ The results of your “How do they compete?” study.

Here's a little help getting you there

Our version of a **Design Sprint**

Here's the plan

Complete each of the following steps, alone or in your group, and **submit** the result of each step.

- ▶ **A single document** for the whole group
 - ▶ In some cases there will be three/four/five answers (each labelled with the student's name)
- ▶ The whole process is just an exercise but the result will be very close to what you will present.

1. Learn to love your group's idea

SOLO

- ▶ Find out as much about your group's idea as you can (Google is your friend)
- ▶ Individually state, **in your own words** and in a brief paragraph, **what the idea is.**
- ▶ Avoid technicalities, remember what a good pitch looks like
- ▶ Try not to communicate with the others yet.

2. State the problem it solves

SOLO

- ▶ Individually write another brief paragraph explaining **the problem it solves**.
- ▶ Provide references and (secondary) **sources** supporting the claims you make:
 - ▶ If my idea solves the problem of child starvation in Colombia, here I provide relevant statistics to **highlight how much of a problem it is**: the number of children, the lack of state solutions, etc.
 - ▶ Google is still your friend.
 - ▶ Register all the (secondary) sources using the APA format
- ▶ Try not to communicate with the others yet.

3. Find THE problem you solve and its customer(s)

GROUP

- ▶ Now get **together** with the other members of the group
- ▶ Discuss and **redefine the problem** you solve
- ▶ Write a couple of paragraphs where you state THE problem and whose it is
 - ▶ In my example, the problem has at least two main customers: whoever funds the project (the government, NGOs, the UN, etc.) and the segment of hungry children I will target.
- ▶ It should not be exactly the same as any of the problems discussed in Steps 1 or 2.
- ▶ You can use some of the backing sources again, though

4. Reshuffle

SOLO

- ▶ Once again, split from your group
- ▶ Take THE problem home and **find an alternative solution** for it
- ▶ It cannot be the idea originally presented (in Step 1 of this exercise) nor something that already exists.
- ▶ Sketch your solution as much as you can, take a few days to work on it.
 - ▶ Question your assumptions, remove things, talk to people, read more, play the Devil's advocate, etc.
 - ▶ Fall out of love with the original idea, pretty much.

5. Evaluate the prototypes

GROUP

- ▶ Get together again
- ▶ Present your new solution to your team
- ▶ **Evaluate all the prototypes** (the original idea and the three/four/five new versions)
- ▶ Think about their pros and cons, what worked in one of the prototypes, what was missing in the others, etc.
- ▶ Come up with a ranking or some criteria to compare them and pick one.

6. Develop your ALPHA

GROUP

- ▶ Out of the previous step's analysis, **develop a final, joint prototype**
 - ▶ A couple of sketches and a written concept already are a *prototype*
- ▶ Prepare the group's ALPHA to present it next class
- ▶ Answer
 - ▶ What is it?
 - ▶ Does it solve any problem? Is it really a problem? Why? Whose?
 - ▶ Who will buy it? Who will use it?

Submit it by Sunday February 25

The sooner the better.

[There's a template available online.](#)

ENTREPRENEURSHIP AND INNOVATION

Class 4 - Opportunity creation: Product and
customer development

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Pontificia Universidad Javeriana in Bogotá, Spring 2018



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

Step 1 - Two examples



An ornamental,
multi-colored lava
lamp.

It looks cool.



A plastic instrument
to squash insects.

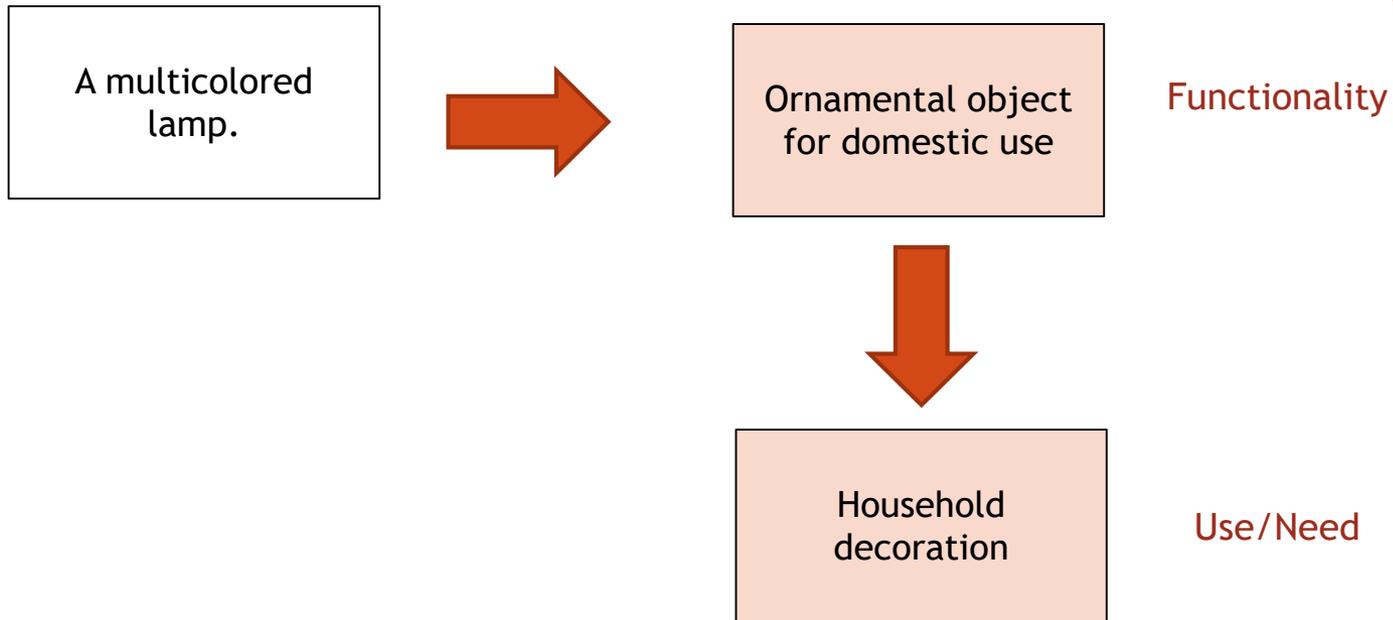
I was afraid of Zika
virus.



Use it as a reflector for bicycles: We adapt the battery so that it can work with the energy generated by pedalling. We place the lamp on a stand located on the handle, we fold a piece of metal in the shape of a cone as a makeshift screen and use it to direct the light beam.

I was afraid of Zika
virus.

A watch with a mosquito detector so that a sensor activates
an alarm when a mosquito is within a certain distance.



A mapping service linked to an app which uses the phone's camera to project images on a room's walls.

Classwork 1

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- ▶ You have 10 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 10 minutes to work, using any material you need but not talking to others
- ▶ Then, each pair will present to the whole class:
 - ▶ The need,
 - ▶ Whose problem it is,
 - ▶ The solution to the problem you are suggesting.

Classwork 2

	What is the problem?	What can be done?
In theory		
In reality		

Classwork 2

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In theory	Millennials are connected all the time but feel lonely.	
In reality		

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In theory	Millennials are connected all the time but feel lonely.	
In reality	37% of people born between 1985 and 2000 report a “moderate” or “high” level of loneliness (Source APA).	

Classwork 2

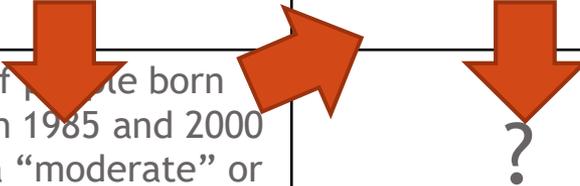
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In theory	Millennials are connected all the time but feel lonely.	Make them take the step to connect in person rather than online.
In reality	37% of people born between 1985 and 2000 report a “moderate” or “high” level of loneliness (Source APA).	

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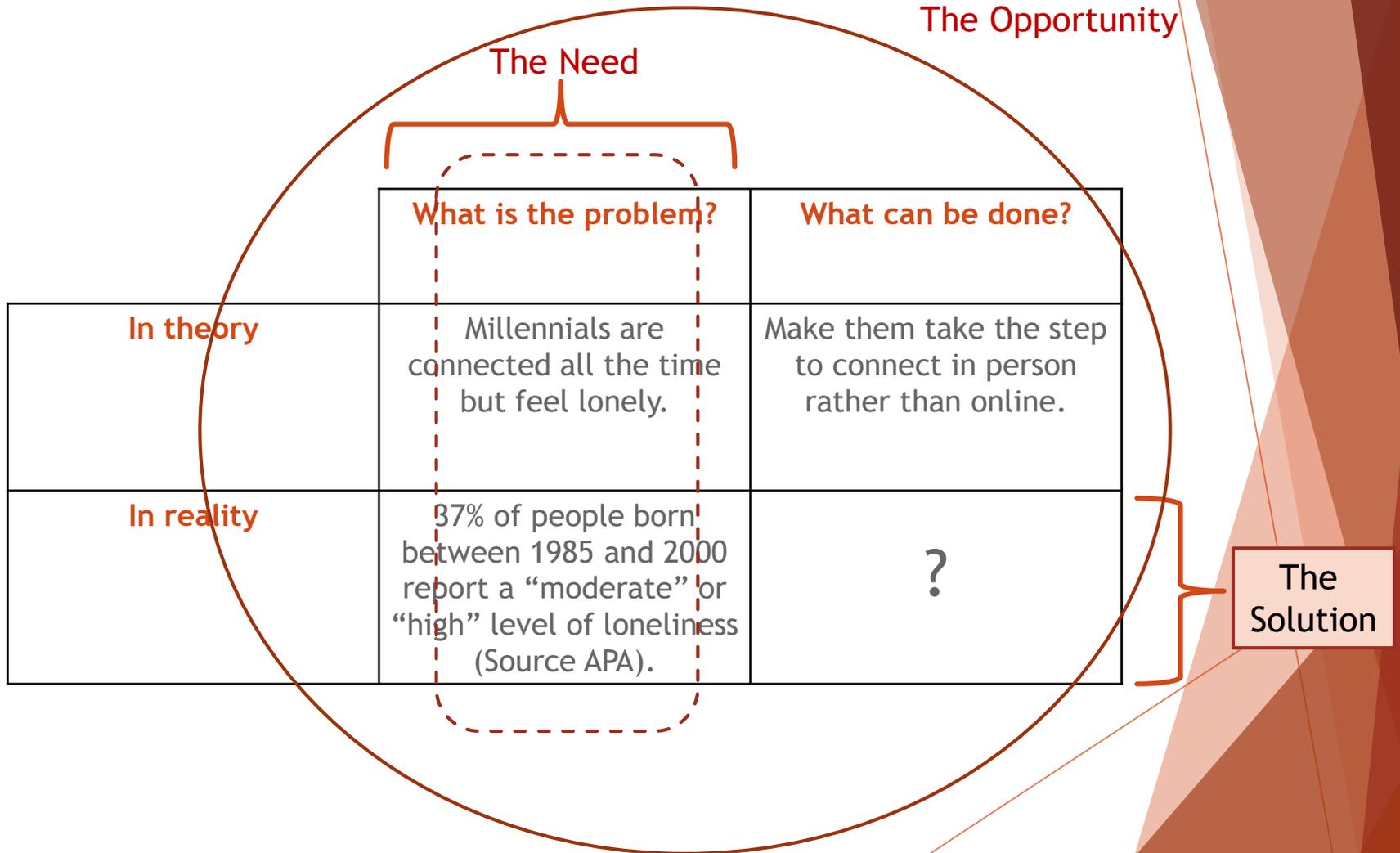
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Classwork 2

The Opportunity



Classwork 2

	What is the problem?	What can be done?
In theory		
In reality		

So what was all of this about?

Product development vs. Customer development

Two complementary approaches

- ▶ **Functionality versus application**
 - ▶ Classwork 1.
- ▶ **Product development**
 - ▶ Classwork 1.
- ▶ **Customer development**
 - ▶ Classwork 2 (and also part of Classwork 1 and the DT exercise).

Time to talk about the homework

How do your subjects compete?



How to compete?

- ▶ **Competing:** The process of searching a competitive advantage
 - ▶ Innovation-based
 - ▶ Business-model-based
- ▶ Strategy can be really sophisticated or intuitive.
- ▶ Start thinking about how your group's idea will turn into a (profitable) business.

Step 3

- ▶ Consider these five new discoveries:
 - ▶ <http://research.ibm.com/5-in-5/>
- ▶ Individually choose one of them.
- ▶ Develop and 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 customers are. How to reach them? Are they the users too?
 3. Specify (with clarity and completeness) the market you are targeting
 4. Present a Problem - Solution - Customers sequence.

“Flipped classroom” time

- ▶ Watch Session 5: Personas and customer archetypes
- ▶ Watch Session 6: Customer journey maps
- ▶ You can obviously wait until the days before March 5, but that’s highly discouraged
 - ▶ This knowledge will help you with the Design Sprint
 - ▶ Might be useful for the partial exam

You have three homeworks

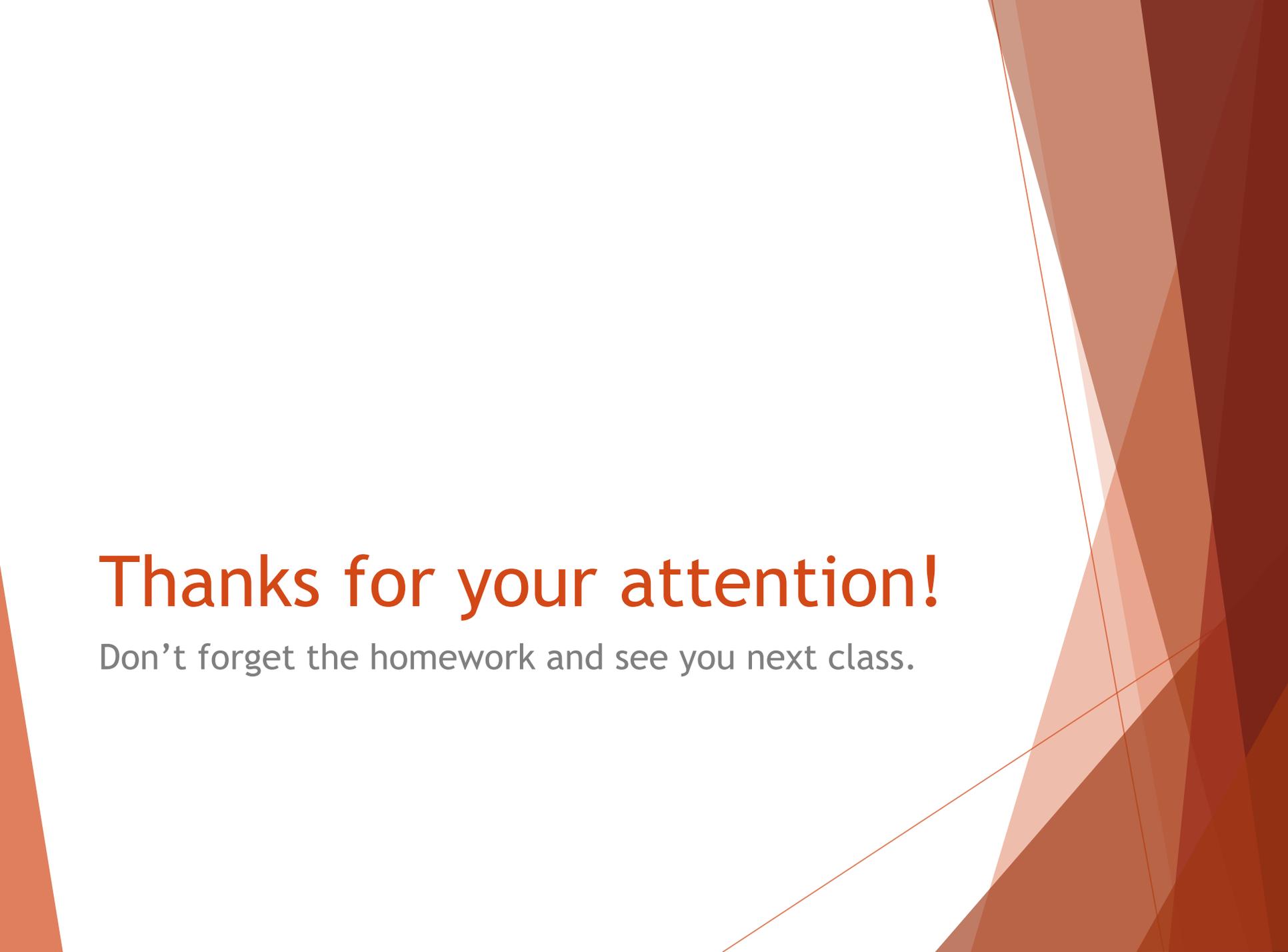
- ▶ Step 3
 - ▶ Individual, for next Monday.
 - ▶ Slide 37.
- ▶ The Design Sprint
 - ▶ In your groups, any time between 02/19 and 02/25.
 - ▶ The sooner you submit, the more feedback you can get for the presentations.
- ▶ Flipped classrooms 5 and 6
 - ▶ You should have watched them by 03/05

And what about the exam?

- ▶ If you did your homework and participated in class, you are all set.

And what about the presentation?

- ▶ Precise guidelines will be on the website by this time next week.
- ▶ The Design Sprint will get you 80-90% there.



Thanks for your attention!

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