

## MODULE

## 2

# Target Audience and Pain Point

*"If you want to create messages that resonate with your audience, you need to know what they care about."*

- Nate Elliott

## Introduction

This module will introduce students to the first key part of design thinking: understanding the problem. Understanding the problem encompasses having a clearly defined target audience and a well-researched pain point. They'll find out how to dig deep into a problem to find the causes and issues surrounding it, rather than just settling with problems at face-value. They will also be able to apply those concepts on a local level and develop the beginnings of an SEV by working with these ideas.

## Objectives

1. Students will be able to pinpoint where in design thinking the target audience fits and why.
2. Students will know how to find a pain point given a face-value problem and its target audience.
3. Students will be able to recognize the concepts of target audience and pain point in case studies.
4. Students will be able to understand the people primarily targeted by social entrepreneurs (Bottom of the Pyramid).

## SEV Progress

1. Facilitators should have had all one-on-ones and picked out groups.
2. Students should have a couple of ideas of what problem they want to target with their SEV.

## Agenda

1. Design Thinking Review (15 minutes)
2. Target Audience (30 mins)
  - a. Bottom of pyramid model
3. Pain Point (45 mins)

## [Target Audience & Pain Point Sources](#)

## Design Thinking Review (15 minutes)

**MUST READ:** [Source](#) and any case study you use!

### Lecture Notes

1. What is design thinking?
  - a. A process of creative problem solving
2. The Design Thinking Process
  - a. Three main stages:
    1. Understanding the problem/Gaining Empathy- doing lots of research into your target audience, scoping out problems.
      - a. This is one of the most important things to emphasize; in the past, common practice was just to create
    2. Exploring Solutions/Ideation- generating a lot of ideas
    3. Experimentation- prototyping, testing, getting feedback, and modifying
3. The Design thinking mindset
 

Though the process of design thinking is important, it's more so about having the design thinking mindset. This entrepreneurial mindset captures the mentality and needs of the people facing your problem (target audience), paints a picture of the opportunities based on the needs of these people, and starting doing things (experimenting). A traditional problem-solving mindset would face a problem thinking "I have to solve this," a design thinking would think "What question can I ask that might move me forward to better understand the situation."
4. Why we use it?
5. [Case Studies](#)
  - a. SwipeSense
  - b. Pick another one of your own

## Target Audience

**If you're using a case study, read the source!**

### Lecture Notes

1. [Target Audience](#)
  - a. Explain target audience
  - b. Case Studies
    - i. Webvan
      1. [Source](#)
      2. Webvan tried to provide a nation-wide service in which regular people could order groceries and have them delivered to their home within thirty minutes. Webvan's target audience was too broad. Because they were providing a luxury, they should have targeted people who were price-insensitive and willing to pay more for this luxury. However, they marketed to everyone through their

mass-marketing strategies. Because of this, their prices were lower than they should have been, causing them to not make as much profit as they could have.

- ii. PlayPump
  1. [Source](#)
  2. PlayPump was a product that looked similar to a merry-go-round that can be found in children's' playgrounds. It pumped water as the children turned the machine, and it was meant to provide drinking water to families in South Africa. Although it seemed like a great idea at the time, it was not much help to its target audience at all. The machine was so hard to spin that even adults could not move it at times. When the machine was spun, it only pumped out dirty water, which was not useful to the target audience. As their target audience was the children of South Africa who needed easy access to drinkable water, this product did not suit their needs.
- c. Bottom of the Pyramid
- d. <https://sajems.org/index.php/sajems/article/download/628/290> pgs 55-60
  - i. [Human Pyramid Activity](#)
  - ii. The bottom of the pyramid is the majority of people in the world – around 60% – who are living in extreme poverty. The source describes this group of people as “untapped potential;” that is, entrepreneurs haven’t tapped into the “fortune” at the bottom of the pyramid, but it is where most of the money lies. Ideally, this would apply to social entrepreneurship in that the bottom of the pyramid is also the most disadvantaged, so an entrepreneur has the impetus of social good to target this part of the socioeconomic pyramid.
  - iii. SocEnt’s goal is to permanently shift an unsatisfactory equilibrium, and the disparate wealth inequality is a glaring issue that social entrepreneurs can concern themselves with.
- e. [Finding Your Target Audience Activities](#) (Optional)

## Human Pyramid (15 min)

### Purpose:

To explain the BoP and where social entrepreneurs target their social businesses.

### Directions:

Have 6 students come forward to volunteer to make a human pyramid. Designate who will be on the top, middle, and bottom. After making the pyramid, tell the class that the bottom three members are part of a poor socioeconomic class and that the top individual represents the highest socioeconomic class. Lead this into a discussion about the function of the BoP.

### Discussion:

1. Where would you expect most of the money lie in terms of the pyramid?
  - a. Show them the monetary breakdown at this point and how the BoP actually has the most money
2. Why is this an important tool for entrepreneurs to use?
3. The minimum wage in America lies in the very top of the BoP, what does that tell you about the BoP?
4. Can the BoP be applied to situations that are not involved directly with monetary status? Take for example depression. There are people in all social classes that battle depression.

5. How can the BoP be modified to fit these situations?
6. What would BoP look like in a local context?

## Finding *Your* Target Audience

### Target Audience Ideation

**Purpose:**

Students will understand how to specifically determine which target audience is best for a specific SEV.

**Materials:**

Post-its

**Directions:**

First, have an ideation session on target audiences with post-its. Have students write down everything they can possibly think of as a target audience with reasons as to why they would be a target audience - what problems do they have, why they have those problems, etc. Then, using those post-its, narrow down all of these to your true target audience. Then do the next activity with mapping out ALgeL the related people (this activity works well with next one)

**Discussion:**

1. How will our SEVs benefit from identifying our target audience before the creation of an MVP?
2. Can we make an MVP or social experiment without knowing our target audience?
3. Can social experiments help us identify a possible target audience?

### Mapping Your Audience (Target Audience Ideation Cont.)

**Purpose:**

Students will understand how to specifically determine which target audience is best for their SEV.

**Materials:**

Post-its or whiteboard and marker

**Directions:**

(can use in continuation with last activity) In your SEV groups, write down the people or groups that are directly involved in or reached by your challenge. Are you designing for children? For farmers? Write all the groups down on Post-its and put them on a wall so you can visualize your audience. Now add people or groups who are peripherally relevant, or are associated with your direct audience. Think about the connections these people have with your topic. Who are the fans? Who are the skeptics? Who do you need the most on your side? Add them to the wall. Now arrange these Post-its into a map of the people involved in your challenge. Save it and refer to it as you move through your ideation process.

You may use a marker and the whiteboard rather than Post-its

**Discussion:**

4. How will our SEVs benefit from identifying our target audience before developing an SEV?
5. Can we make a social experiment without knowing our target audience?
6. Can social experiments help us identify a possible target audience?

# Pain Point

## Lecture Notes

1. Do [Flow Chart Activity](#) as a class to introduce pain point
2. Explain pain point
  - a. Punch your co to illustrate “finding the pain point behind the pain point”! (Optional)
    - i. After punching your co, ask your students: how could we solve this problem?
    - ii. They will probably tell your co to ice their arm or take a painkiller.
    - iii. Your co can pretend to do that, but then you should just punch your co again.
    - iv. Show that the pain coming from the punch isn’t an underlying problem, but the *reason* you punched your co is the underlying problem. Then ask for further steps to prevent further punches (e.g., co-therapy, stop coming late to prep, etc)
3. Perception vs. Reality of problems
  - a. [Scenarios](#) (Optional)
  - b. [Deworming](#) Case Study Activity

## Flow Chart (20 min)

### Purpose:

Students will begin to formulate how to target the right pain-point, right target audience, and the local area. (mostly focus on pain point!)

### Materials:

None.

### Directions:

Propose a problem to the students: “IMSA Students don’t get enough sleep.” Write this problem on the board. Ask them why this happens. Make sure they give a specific and closely related cause, and it is in the form of a statement. Then, start to create a tree diagram like above.

Repeat this process until the class has created a good diagram

Introduce the idea of the “pain point,” which is essentially one of the possible root causes.

Explain target audience to the students, and how it relates to the pain point. These are major ideas in the elective, so make sure to explain as clearly and concisely as possible

### Discussion:

1. Why is identifying a pain point important for an SEV?
2. At what point should an entrepreneur identify a pain point to target?
3. Are pain points only relevant to social entrepreneurship or to all types?
4. What happens if an entrepreneur identifies the incorrect or an irrelevant pain point?
5. What conditions do we have to think about when we consider our pain point and target audience?

## Deworming

### Materials:

Deworming article:

<https://newrepublic.com/article/120178/problem-international-development-and-plan-fix-it> (It first talks about PlayPump; deworming is later on in the article)

### Directions:

Play out the case study with your class.

## Perception vs. Reality Scenarios! (15 min)

### Purpose:

Students should understand that social issues are not surface level, research is required and what you initially perceive is often incorrect.

### Materials:

[Perception vs. Reality Document](#)

### Directions:

Facilitators should go through the exercise with the students by stating the scenario, giving them 3-4 min to discuss solutions, starting the next part of research, giving 3-4 min to discuss, stating final part of research, and giving 3 minutes to reach final solution.

Afterwards, go through all the parts of the exercise and talk about what it teaches. Allow students to ask questions at any point if they feel that it could help them

Facilitators can make their own scenarios, but refer to the Perception vs. Reality document for ideas if needed.

### Discussion:

What were you surprised by?

Why do you think we create these conclusions?

Are all stereotypes incorrect?

Is there a problem with following your instinctive belief of the problem?

## Wrap up (Optional)

1. Key Points
  - a. The Target Audience should be the center of your SEV
  - b. Finding your Target Audience is important and time consuming.
  - c. Design Thinking is a consumer-center approach to finding of innovative solutions to societal problems.
2. Wrap up questions
  - a. What is design thinking?
  - b. How can you center your project?
  - c. Why is the Target Audience important?
  - d. What is pain point?
3. Facilitators should give closure by wrapping up final discussions and touch on key points that students brought up.