

Modul

3

Define

"Uhhhhh, OH MY GOD."

- Adam Daki

Introduction

This module will teach students how to utilize their primary research to define a specific problem that their target audience is facing.

Student Objectives

- Students will understand the Business Model Canvas and how it applies to their projects for the Student Leader Exchange.
- Students will gain a better understanding of what SLX is and what they need to create.
- Students will be able to define the problems and pain points found from the research of the target audience.
- Students will be able to use their knowledge of a situation to accurately give a definition of the problem and its causes.

Agenda

1. Intro Activity (10 min)
2. Define Stage Lecture (10 min)
3. Pain Point Activity (10 min)
4. Introducing the BMC (5 min)
5. Work Time (25 min)

Facilitation Notes

- Make sure to be engaging with the intro activity. Put some energy into it!
- Have fun with the case studies in the pain point activity. They can be as creative as you want.

Facilitator Guide

Intro Activity (10 min)

Purpose: To teach the students how to get to the root of the problem, and figure out which problems are truly the most detrimental to a target audience, or in this case, a facilitator.

Materials: Both facilitators, a class, and good acting

Directions:

***Facilitator note:** the execution of this activity is up to facilitator discretion as long as there are no physical conflicts*

1. Both facilitators start class, but when the students come into class, the facilitators are on opposite sides of the class, arms crossed, not talking to one another (act mad)
2. Both facilitators will silently argue at the start of class (make sure to get attendance in!) and by the end they will enter a whispering fight which is then accompanied by one facilitator (angry one) storming off and yelling at the other. The angry facilitator then angrily storms / moon walks out of the classroom.
3. After the angry facilitator leaves, the other facilitator will act confused about their behavior and tell the class that they need to figure this out.
4. The facilitator will draw up a diagram (up to you what you draw) and try to define (haha get it) the issue at hand.
5. After coming up with some ideas for the problem, the facilitator should stop the class and remind students that the best way to define the problem is to first empathize (see it all ties together) with the target audience -> apply the knowledge taught in module 2).

***REMEMBER:** This activity is meant to try to involve students in the brainstorming process when trying to figure out the roots of certain issues. Hopefully, by the end, the students realized that in order to fully understand the problem they had to first empathize with the upset facilitator and use skills learned in the previous modules to correctly identify the situation at hand.*

***Facilitator note:** Both facilitators can choose a specific problem ahead of time that causes the angry facilitator's reaction. When the class tries to define the problem, their goal would be to get as close to the problem the facilitators chose as they can.*

Define Stage Lecture (10 min)

Purpose: Introduce students to the new stage of design thinking: Define

Lecture Notes:

- The Define stage: In this stage, you build on your observations about your target audience from the first stage (empathise). It's very important to make sure your problem statement is clear cut. Correctly identifying the problem at hand will give you and your team a solid foundation to build off of and develop as you enter the ideation stage (the worst thing would be to go through all the work of creating something to only realize that you haven't really solved the right problem :p). As always the 5 stages of design thinking are non sequential and if you don't feel that you have enough information to define the issue it is always ok to go back and conduct further research in the empathize stage. Each stage should be understood as different ways to contribute to and build a project rather than a list of steps to follow.

Pain Point Activity (10 min)

Directions:

1. A facilitator will read case studies to the students that are based on typical, everyday problems. The students will have to work together to define the pain point by trying to empathize with the people in the case studies, and determine what the root cause of the problem is. At the end of this activity, the students should be able to clearly define the pain point from each case study.

***Facilitator note:** the specific case studies used in this activity are up to facilitator discretion. Be fun with it. The point of this is not to create an effective solution but to brainstorm and find a root cause of something. If you're feeling uninspired though, below are some examples*

Ex: Global warming is causing Dubai to have excruciating heat during the summers

Ex: The United States has high rates of homelessness and their most requested item are Socks. (maybe mention [Bombas](#) here)

IMPORTANT: Make sure that students now start “interviewing” and ask critical questions to gain insight into each case study

Discussion Questions:

1. What do you think the pain point is?
2. Why did you come to this conclusion?
3. How can we further verify this conclusion?

Introducing the BMC (5 min)

Purpose: To introduce the BMC so students are able to use it in their projects.

IMPORTANT: Explain that the BMC is a requirement for SLX and for any future SEV's the students may create. Make sure to send the BMC to students in Messenger/Gmail and/or give them paper copies so they have it for future reference.

Summary of the Business Model Canvas:

Designed for: _____ Designed by: _____ Date: _____ Version: _____

<p>Key Partners </p> <p>Who are our Key Partners? Who are our key suppliers? Which Key Resources are we acquiring from partners? Which Key Activities do partners perform? <small>Key resources are complementary Administrative and technical Distribution of physical, intellectual and digital</small></p>	<p>Key Activities </p> <p>What Key Activities do our Value Propositions require? Our Distribution Channels? Customer Relationships? Revenue Streams? <small>Customer Relationships Production Production Support Distribution Channels</small></p>	<p>Value Propositions </p> <p>What value do we deliver to the customer? Which one of our customer's problems are we helping to solve? Which customer segments do our products and services are we offering to each Customer Segment? Which customer needs are we satisfying? <small>Customer Segments Channels Customer Relationships Key Resources Key Activities Revenue Streams Cost Structure Revenue Streams Channels Customer Relationships Key Resources Key Activities Revenue Streams Cost Structure</small></p>	<p>Customer Relationships </p> <p>What type of relationship does each of our customer segments expect us to establish and maintain with them? Which customer segments are we targeting? How are they integrated with the rest of our business model? How costly are they? <small>Channels Customer Relationships Customer Segments Key Resources Key Activities Revenue Streams Cost Structure</small></p>	<p>Customer Segments </p> <p>For whom are we creating value? Who are our most important customers? <small>Channels Customer Relationships Key Resources Key Activities Revenue Streams Cost Structure</small></p>
<p>Key Resources </p> <p>What Key Resources do our Value Propositions require? Our Distribution Channels? Customer Relationships? Revenue Streams? <small>Channels Customer Relationships Key Resources Key Activities Revenue Streams Cost Structure</small></p>	<p>Channels </p> <p>Through which Channels do our Customer Segments want to be reached? How are we reaching them today? How are our Channels Integrated? Which ones work best? Which ones are most cost efficient? How are we integrating them with customer relationships? <small>Channels Customer Relationships Key Resources Key Activities Revenue Streams Cost Structure</small></p>	<p>Cost Structure </p> <p>What are the most important costs inherent in our business model? Which Key Resources are most expensive? Which Key Activities are most expensive? <small>Channels Customer Relationships Key Resources Key Activities Revenue Streams Cost Structure</small></p>	<p>Revenue Streams </p> <p>For what value are our customers really willing to pay? For what do they currently pay? How are they currently paying? How would they prefer to pay? How much does each Revenue Stream contribute to overall revenues? <small>Channels Customer Relationships Key Resources Key Activities Revenue Streams Cost Structure</small></p>	

DESIGNED BY: Business Model Foundry AG
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Key Partners: those which you will work with to make your SEV run. Who you will rely on for success. Example: A SEV that is an app would need a key partner that can code.

Key Activities: The Activities that make your SEV run, and give it value. Example: a company building a specific product would have the manufacturing of the product be the key activity.

Key Resources: What is necessary to build your SEV. Example: servers if it's an app, materials if it's a product, a factory or somewhere to build the product.

Value Propositions: What gives your product or service value, why would the consumers or the target audience want this? Example: does it fulfill a pain point or problem that the TA has.

Customer Relationships: How will the company interact with the customers, both with purchases and with feedback. Example: An app usually has a feedback page but sometimes focus groups or surveys will also work.

Channels: How will the SEV's value proposition be shown to customers. How will the company reach clients? Example: ads or social media can bring in potential clients.

Customer Segments: How will customers be split into groups to satisfy different needs of the target audience? Example: an app could have multiple features to cover similar, but separate demographics.

Cost Structure: What will your SEV cost to make? For example: a product may cost \$X, because materials A and B cost \$Y and \$Z, each.

Revenue Streams: How will you make money? Example: If the product costs \$X to make, we will sell it for \$Y, for a profit of \$Z.

Work Time (25 min)

Students will be put into their groups so they can start to figure out the problem they want to research and how they will approach researching it. Students should aim to **define** the problem by the end of class, or at least have already started researching the problem to understand the problem / empathize with the target audience.

Facilitator note: Re-explain SLX if necessary and clear up any confusion they may have about their projects / the goal of their projects.

Sources:

- <https://www.interaction-design.org/literature/article/stage-2-in-the-design-thinking-process-define-the-problem-and-interpret-the-result>