

Three vertical lines of varying heights and colors (red, blue, and green) are positioned to the left of the main title.

Source of ideas

Source of ideas

Teamwork

Customer personas

Learning Outcomes

Learning Outcomes

103 - Day 2

1. Define and **identify the problem the project wants to solve**
2. Distinguish between **Team and Group** and Adjust the way your project works to make it more efficient
3. Identify and build a **customer persona** for the project

Agenda

103 - Day 2

1. [Source of ideas](#)
2. [Problem identification](#)
3. [Teamwork](#)
4. [Customer Personas](#)

1. Source of ideas

Source of ideas
Journey of ideas

Work individually

Take 5 minutes to recall

“Where did the business idea you’ve just launched come from?”



Image: Unsplash



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Slide 06 - Work Individually

Duration: 05 minutes

1. Students briefly introduce their ideas and where they come from
2. Trainers synthesize difficulties and problems in initiating and implementing ideas

Source of ideas



Image: Unsplash

- The problem you observed?
- Motivation to want to solve your own problems?
- Social problems you desire to solve
- What good things do you want to create?
- Your own passion?

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Slide 08 - Source of ideas

Duration: 10 minutes

Key points: Trainers can approach the content step by step, with corresponding examples.

1. **Observable problem:** Why is this problem the source of the idea?
 - a. For example, a person who see flowers thrown away after ceremonies causing pollution and affecting people's health formed the idea of turning flowers waste into incense; another person turns them into organic fertilizer.
2. **Self-motivation to solve your own problems:** Why is your own problem a potential problem? - Because I'm the first to verify, understand the pain of people with problems
 - a. For example, Uber was founded when the founder rented a luxury car at a high cost.

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Slide 08 - Source of ideas

4. **Social problems:** The problems of society are always plentiful and easy to encounter.
 - a. Example: Due to the pollution of smoke and air from vehicles, a group of students came up with the idea of absorbing smoke from motorbikes to make printing ink.
5. **The good things:** Starting a business takes long-term motivation, good things inspire you every day.
 - a. Example: From the desire to create clean meat products for everyone by a good process that does not harm the environment, Nguyen Khoi farm was born.
6. **My passion, my hobby**
 - a. Example: Flappy bird was built by a founder who loves games

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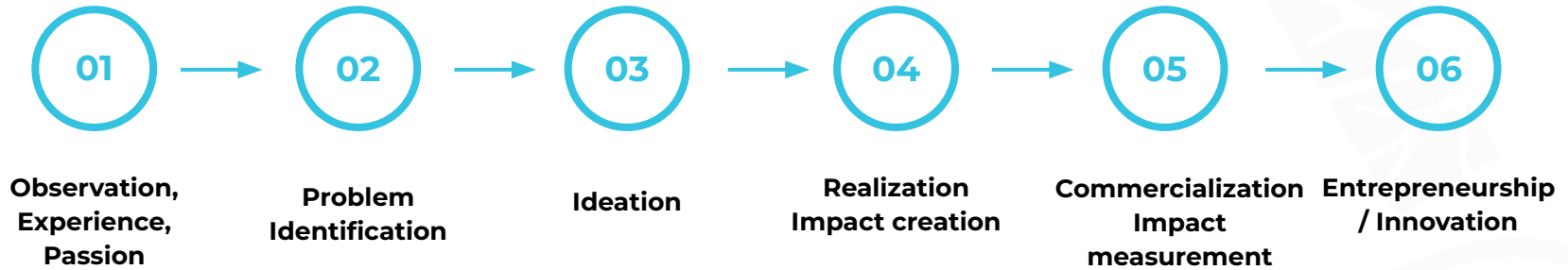
Slide 08 - Source of ideas

7. In this part, trainers need to highlight the message that **there is no one-fit-all method to generate ideas**. Ideas come mainly from observing, developing and finding problems around.
 - a. **Unique ideas sometimes come from outsiders** with no expertise or experience in the field
 - i. For example, Rynan Technology - an enterprise that develops a high-tech shrimp farming model, does not come from someone who has expertise in shrimp but from someone who asks questions from observation and reverses old ways of doing things.

The Idea's journey



The Idea's journey in Circular Economy Entrepreneurship



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Slide 12 & 13 - Idea's journey

Duration: 05 minutes

Key points:

1. Refer to the case studies of the previous session to visualize different journeys of ideas
2. Help students build an idea journey they have or think they will go through
3. Introduce the journey mentioned in the slide
4. Emphasize that there is no standard formula or route, there are always adjustments and going back to the previous steps

2. Problem statement

What is the problem?
How to state the problem?
What is a good problem?

What's a problem?

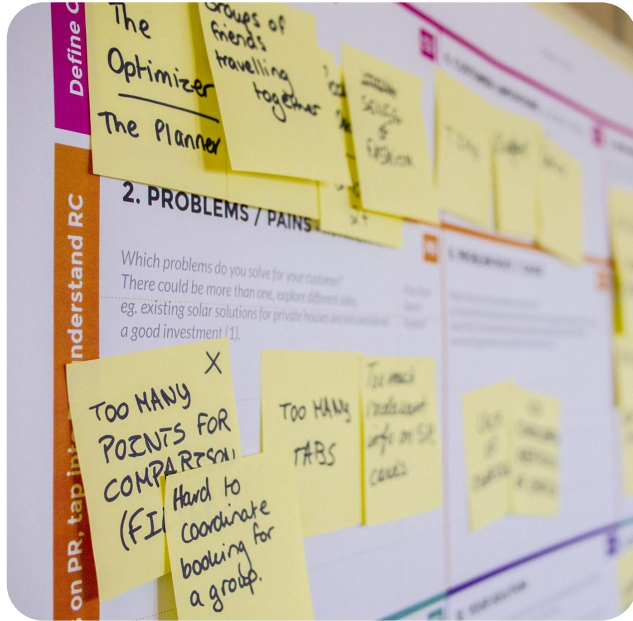


Image: Unsplash

- An **obstacle** to achieve a desired goal, a goal
- **Unresolved** situations, conditions or things
- In a broad sense, **a problem exists** when individuals perceive the difference between what they have and what they want to achieve.

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Slide 16 - What's a problem?

Duration: 10 minutes

Key points:

1. Trainers should ask:
 - a. *What is the problem in CE that you discovered?*
 - b. *What problem do you want to solve?*
2. After students state problems they have discovered, analyze them together to see if the problem meets the 3 criteria mentioned above?

How to form problem statement

State the problem you want to solve in 12-15 words

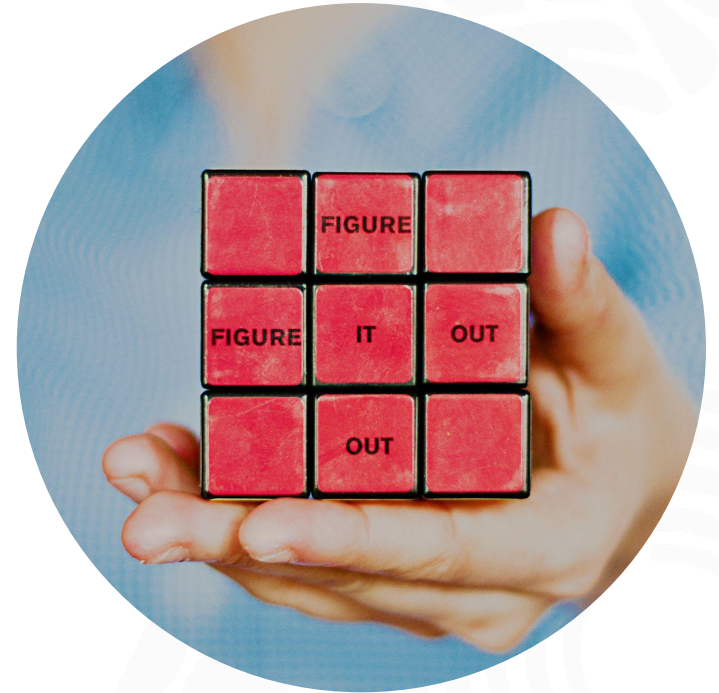


Image: Unsplash

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Slide 18 - How to form problem statement?

Objective: Students practice forming problem statement and distinguishing problems and their causes

Duration: 05 minutes

- **PREPARATION:** Trainers can prepare Miro/Slido/other tools for students to post their answers on.
- **TRAINING TIME:**
 - Trainers and students analyze what is the problem and what is the cause. Trainers can use the "[Problem Tree](#)" tool
 - Trainers synthesize students' difficulties with problem statement to help them write down and state the problem in 12-15 words

What is a good problem?



Image: Unsplash

- There is an **obstacle**
- **Wide enough** to be creative
- **Narrow enough** to have the potential to solve

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Slide 20 - What is a good problem?

Duration: 15 minutes

Key points:

1. Trainers should ask the question:
 - a. *What is a good problem?*
 - b. *Is the problem you just mentioned a good one?*
2. Trainers should spend 5 minutes to correct their problem. Then the trainers choose and analyze some problems for 10 minutes.

3. Teamwork

Teams and Group - are they different or the same?
What are the characteristics of a good team?

What is a team and a group?

Work individually

In your opinion:

1. **What is TEAM?**
2. **What is GROUP?**
3. **Are you a team or a group?**



Image: Unsplash

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Slide 23 - What is a team and a group?

Objective: Students will be able to distinguish the difference between TEAM and GROUP because the team is an important factor contributing to the success and failure of a project.

Duration: 10 minutes

Key points:

1. The trainers asks the students to answer and gives an example of a comparison between two images of a team and a group:
 - a. Example: Team - sled dogs and Group - dogs play together
2. Trainers can also ask students:
 - a. *How are teams and groups different?*
 - b. *How was your previous team work experience?*

Characteristics of a good team



Image: Unsplash

- There must be a **certain number of people**
- Skills and experience **complement** each other
- **Common Goals and Measures**
- **Leadership & Mutual Trust**

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Slide 25 - Characteristics of a good team

Duration: 10 minutes

Key points:

1. The trainers should:
 - a. Use [CB Insights startup failure statistics](#) as starting points.
 - b. Ask the following questions:
 - i. *When was the last time you failed at teamwork? Why did you fail?*
 - ii. *Does the team currently evaluating their project really have a team? If there is a team, is it a good team? What other problems stand in the way of being a good team?*
2. The trainers can use examples of team failures of startups to illustrate more.

4. Customer personas



Customer personas

Demographic characteristics

- Name
- Year old
- Family,
- Income
- Community

Observable behaviors

- What customers do to resolve the above pain points /problems?

Customer problem/pain points

- What makes customer discomfort

What makes customers happy

- What makes customer happy/satisfied

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Slide 28 - Customer personas

Trainers should spend time to explore the Customer personas tool in advance.

Duration: 15 minutes

Key points: Follow from left to right, top to bottom.

1. **Step 1:** Imagine your customer (DDMMYY). The reason is compare the latest version with the previous ones.
2. **Step 2:** Be specific and mobilize all your and your team's energy to get the job done.
 - a. If you have time, let each person in a group make a different copy. You only need to put together one request: Draw the portrait and characteristics of the most potential customer that our project is targeting.

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Slide 28 - Customer personas

3. **Step 3:** Start with WHO?
 - a. If your company is selling organic products, you would think of the buyers as housewives.
 - b. Give the customer a name, a specific job, remember to be as specific as possible about the demographic information, characteristics
 - c. For example: :
 - i. Name: Mai, 35 years old
 - ii. Job: Work at bank
 - iii. Graduated from Banking Academy
 - iv. Income: 12 million dong/month
 - v. Status: Married
 - vi. Have two kids (one 4 years old and the other 10 years old)

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Slide 28 - Customer personas

- d. At this point, you will wonder if I don't only sell products to Ms. Mai, but also Ms. Dao works as a government agency, etc. Don't ask too many questions, focus on the most potential customers that can feed your project. You will also have the opportunity to change and draw other customer personas in the future.
4. **Step 4:** Focus on their pain points. Start putting yourself in their shoes with statements like:
- a. I feel uncomfortable when I have to eat unsafe things.
 - b. I'm tired of searching for clean food sources.
 - c. I get worried due to faked tracking barcodes, etc

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Slide 28 - Customer personas

5. **Step 5:** Observe your potential customer's behavior and fill in the second box at the bottom left corner, try to imagine again, what they are doing to solve their problem.
 - a. I often ask my friends how to find reliable organic products.
 - b. I asked my family to plant it in the countryside and bring it up to help.
 - c. I often search online to learn how to recognize vegetables, etc

6. **Step 6:** Set yourself up for what they want to achieve with your solution.
 - a. I'll be happy when it's a truly organic product that's safe for the family.
 - b. I will save a lot of time, not having to search and order vegetables every day.

References

1. <https://www.kisstartup.com/vi/cong-cu-ve-chan-dung-khach-hang-trong-khoi-nghiep>

Practice

Individual and group work

1. Draw a persona of your team member
2. Draw a customer persona



Image: Pixabay

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Slide 33 - Practice

Duration: 15 minutes

- **PREPARATION:** Trainers can prepare Google Slides with frames of Customer Portraits or other tools like Miro for students to practice
- **TRAINING TIME:**
 - Team member personas: 05 minutes
 - Customer personas: 10 minutes



Wrap-up

Write down 03 things you like in today's lesson (5 minutes)



Assignments

1. **Interviewing customers**
2. **Build team norm:**
 - a. What is important to you when working in groups?
 - b. Expectations with the group and with the class

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Slide 36 - Assignments

Before students go to customer interviews, the trainer tells students to make **a customer interview plan** including:

- *Interview who?*
- *Where?*
- *Number of interviewers?*
- *Success conditions?*
- *Failure condition*

Note: Students are encouraged not to interview relatives or acquaintances, but to interview strangers.

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