**BUCOLICO JUNIOR ENTREPRENEURSHIP CURRICULUM**

**TRAINER’S SET**

**MODULE: BRND YOUR NAME**

**TRAINER’S MANUAL**

Duration: 2x5 h

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| **Time** | **Content** | **Exercises / methods** | **Materials** |
| 10’ | **Introduction**   1. Trainer introduces themselves 2. Slide - Goals 3. Slide - Program 4. Slide - Agenda   *My name is..., I’m..., I’m here on behalf...*  *Before we start, I want to tell you about what you can expect at this workshop, how we will work and what is to be the result of our joint work.*  *The goals we set for this workshop are: ...*  *We will pursue these goals by implementing the following program: ...*  *And a few more organizational information: today's workshop lasts from ... to ..., we have planned breaks at ..., breaks will last ... min.*  The trainer may also, if necessary, indicate other relevant information, e.g. the location of toilets, cafeterias, etc. and define the rules for drinking or eating in the workshop room | Lecture  Presentation | Presentation/ prepared flipcharts  Computer, projector |
| 35” | **Customer’s experience**  The trainer says:  *Before we get down to the topic, I want you to talk to each other.*  *Each of you has been a customer more than once. Surely there were some purchases that stuck in your memory: either because they were so nice, or on the contrary - they were an unpleasant experience. Talk about what makes contact with the company pleasant and what makes it unpleasant.*  The trainer divides the participants into teams of 3-4  Encourages discussion and lists on a flipchart all the factors that made the purchase pleasant or unpleasant (20 ')  In the summary, the trainer indicates that not only the product, but also the experiences of the person with the company create the customer experience. And this happens not only when the service is served by a person, but also when the service is automated - the quality of these contacts affects customer satisfaction. The trainer emphasizes that people value contact with other people more and more and they expect companies to provide them with such contact. Nice contact with company representative influences whether we will buy again or recommend to others. That is why many companies make efforts to make contact with them as pleasant for the customer as possible. | Discussion  Lecture | Flipchart  Markers |
| 45’ | **What do customers buy?**  The trainer says further:  *It's not just the first contact with a company that affects how people evaluate products. The very use of the product is a much wider experience than just the product itself. I encourage you to take a look at how customer experiences differ in case of similar products.*  The trainer divides the participants into 4 teams. Each team receives a pair of products. Task: to discuss and identify what drives people choosing one of the products. Write it on a sheet of flipchart. Gives participants 15 minutes (15 ')  1. Volvo - Mini Morris  2. Netflix - cinema  3. Spotify - CD  4. branded jewelry - handmade jewelry  The teams present the results of their work. (20). During the speech, the trainer asks what type of person the recipient of both products is, what are the differences between the buyers and what are their reasons to buy. | Discussion | Flipchart  Markers |
| 15’ | Break |  |  |
| 35’ | **Customer’s Persona**  The trainer asks the participants who already has an idea for their own business. He announces that they can develop their idea later in the workshop. Divides participants in as many work teams as there are ideas - one person with an idea plus supporters to create as many teams as needed. If there are hardly any ideas, the trainer gives the teams suggestions. Product examples: olive oil imported from Italy, handmade scented candles, website making, book writing help, etc.  The teams sit down together.  The trainer says:  *Familiarize yourselves with your product and think about what features it needs to have and what will it look like. Also think about what your company will look like. Give it a name.*  *You know what your product looks like. Now consider what the whole customer experience is with this product. What is important for the customer in this experience, and in what situations will the product be used. Describe the client: what is their gender, age, name, stage of life, what is their life like, what is important to them. Refer to the page 3 of your handbook.*  The trainer gives the participants 15’ to talk.  The trainer says:  *Open your textbooks on page 4. There is a map of empathy there. It is one of the ways to look at your customer’s life.*  *Your customer has a life of their own, full of situations unrelated to your product. If you want to understand them, you need to know what their life is like. What messages reach them, what they think, what they lack, what hurts them and what they want. Thanks to this, you will be able to speak their language, refer to situations that are familiar to them and the needs that they really feels. Imagine what your customer sees, hears and feels every day. Write everything down on your map.*  The trainer gives the participants 15’ to work. | Group work | Handbook  Pens |
| 55’’ | **Customer’s Persona continued**  The trainer says:  *Now create the collage that represents your customer.*  The teams make collages. The collages can be made manually, with pictures and pieces cut out of newspapers, or drawn. If the participants have access to computers, the collage can be made on Google Jamboard using uploaded photos.  The trainer gives the participants 20 minutes to work.  The trainer says:  *Think about the most important customer experience that the customers have with your product. How does it change their life for the better, how it makes life easier for them or in what situations gives them joy. Try to capture an essence of using your product by a customer*  The teams present the customer's personas and the customer's key experiences with the product. The groups present in turns, deciding on the order on their own. (30’) | Group work | Flipchart  Paper magazines  Scissors, glue  Option: computer, Jamboard  Projector |
| 15’ | Break |  |  |
| 65’ | **Why do companies exist?**  The trainer says:  *Simon Sinek says that the thing that inspires us is the deepest purpose, cause, a reason to believe in someone or something. People and organizations know WHAT they are doing. Some also know HOW they do it: how or by what means and actions. But only a few people and few organizations can say what is the deeper goal behind their actions, WHY they do what they do.*  *Let's hear why it is important to distinguish between them:*  Film: https://www.youtube.com/watch?v=u4ZoJKF\_VuA  The trainer displays a slide or draws three coaxial circles on a flipchart and writes down in the right places: what, how, why. Discussion (15 ')  - What are the differences between WHY, HOW and WHAT?  - Why is it important to distinguish between them?  The trainer says:  *I want to show you a company. In a moment we will watch a film about this company, and your task will be to recognize WHAT this company does, HOW it does it and WHY it does it. Perhaps not all questions will be answered directly, so I encourage you to be mindful.*  Film: Ewa Michalak (20')  Discussion (15')  The trainer asks the participants about WHY, HOW and WHAT of the Ewa Michalak company. Writes on the previously drawn flipchart in the appropriate places. Helps participants recognize:  CO - lingerie  HOW - fitted, with attention to detail, nice, frivolous, hard-to-buy sizes  WHY - every bust deserves a good bra | Lecture  Film | Computer  Projector  Flipchart  Markers  https://www.youtube.com/watch?v=u4ZoJKF\_VuA  Film: Ewa Michalak |
| 5’ | **Why do companies exist? continued**  The trainer says:  *(Points to WHAT) Suppose your business idea is selling computers. Your competition is all other computer companies. Let's also assume that you are a gamer and understand the needs of the gamers. And you say: (Points to WHY) listen, thanks to me you will experience the greatest adventures of your life! How it's possible? (Points to HOW)? Because I will provide you with equipment optimized for this task, only the necessary elements of the highest quality, I will advise, help in configuration and deliver quickly.*  *Computer users in general will still have a choice of all other computer stores, but gamers will know that it is worth coming to you for a computer because you know their needs. Now imagine that you are introducing armchairs to your offer. Someone who is simply looking for a computer chair still has the choice of all the other companies that sell chairs. But people who spend a lot of time in front of the computer know that they should come to you because you understand their needs. And that the computer + armchair offer makes sense and is consistent. In the future, you may want to add more things to your offer, e.g. something that will help parents to take care of the developmental needs of a child who is a gamer. And it will also be a coherent offer. You can expand the store's offer without changing the industry.*  *Do you already understand why start with WHY? People who will believe will be attracted to you because you are not giving them the product itself, you are also giving them emotions.*  *What is important to understand is that the WHY relates to the needs of customers and not to the needs of the company. Companies fulfill some people's desire and thus change the world.* | Lecture | - |
| 20’ | **Participants’ summaries**  The trainer summarizes briefly what was discussed that day. Recalls the topics discussed and the most important conclusions drawn by the participants. He announces that the next day they will continue the journey to starting a business.  Invites participants to reflect: *the most important thing I found out / learned today.*  If time is short, the trainer invites only people willing to speak. If there is more time (approx. 2 minutes per participant), he may invite a round of speeches with everyone speaking in turns. | Lecture  Speeches in round | - |
| 5’ | **Goodbye and invitation to next day session**  The trainer thanks the participants for the time spent together, invites them to the next day of the workshops, reminds them of the starting time and says goodbye to the participants. | Trainer’s speech | - |

The end of the first session.

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| **Czas** | **Przebieg** | **Metody** | **Materiały** |
| 20’ | **Commencement of the second session**  The trainer briefly summarises the previous day. Asks the participants about their reflections about the previous day. Allows everyone to speak up in turns. | Lecture  Speeches in round | - |
| 40’ | **Why your business should exist?**  The trainer says:  *Yesterday we talked about the fact that customers get the product AND the emotions and that the company should understand its impact on customers not only as a product, but as experience and emotions.*  *Today we will continue to work in teams. We will begin by considering what your WHY is. To do this, you need to start with the customer and in what situations and for what reason they use your product. How your product changes the customer's life is related to what your WHY is.*  *Over the next 20 minutes discuss your WHY and try to express it as short as possible. Then I will ask you to present your company in the way that Simon Sinek said about it, that is: our company exists because of thi WHY, does it the way of HOW, by a product that is out WHAT.*  Trener wyświetla slajd lub pokazuje flipchart z zapisanym zdaniem: Nasza firma (wypełnia misję - DLACZEGO) dzięki (jakim cechom i działaniom - JAK) produktu / związanymi z produktem / za pomocą produktu (CO). (5'+20')  Po skończonej pracy zespoły prezentują swoje DLACZEGO. (15')  The trainer displays a slide or shows a flipchart with the written sentence: Our company (fullfills the mission - WHY) thanks to (features and actions - HOW) by the product (WHAT). (5 '+ 20')  After the work is finished, the teams present their WHY. (15 ') | Trainer’s speech  Group work | Computer  Projector  Flipchart |
| 45’ | **If your business was a hero of the story…**  The trainer says:  *Companies don't want to be seen simply as a computer company, a coffee company, or a toy company. That wouldn't make them stand out in any way. They try to give their brand personality and distinctive features.*  *We can look at personality using archetypes. An archetype is a personality pattern that we don't need to learn, because we understand it intuitively.*  The trainer presents the archetypes on a slide / flipchart and together with the participants finds an example of a hero from a movie or book and a national or international brand for each archetype. (15')  (refer to Exercises document for help) (15')  The trainer says:  *Think which archetype would be closest to what you want your company to be. What features or values do you want your company to be associated with.*  *Think about it and draw your company as a person that is one of the archetypes. You have 20 minutes for this*  After the work is finished, the teams present their drawings (10') | Group work | Computer  Projector  Flipchart  Markers  Crayons |
| 15’ | Break |  |  |
| 45’ | **Companies’ stories**  The trainer says:  *How do companies communicate their WHY?*  Discussion.  The trainer says:  *Companies also talk about their WHY in advertising communication. Of course, no company says: we want you to associate our company with safety, feel safe now. They do this with stories that trigger customer emotions.*  *A good story has some fixed elements. There is a hero who has a goal or desire, who encounters an obstacle and has to deal with it in order to achieve the desired effect.*  The trainer presents a slide / flipchart with the structure of the story.  The trainer says:  *Sometimes the story follows this pattern directly, and sometimes these elements appear in a different order to surprise the recipient and increase the effect.*  *We will now watch some adverts of companies that use stories to convey important information to their customers. After each advertisement, I will ask you what the story is about and what emotions it evokes.*  The trainer presents the advertisements and discusses with the participants. Highlights four elements of the story. Shows and emphasizes how the narrative throws the recipient straight into the story, without introductions and descriptions. | Lecture | Computer  Projector  Flipchart |
|  | **Companies’ stories continued**  Propositions of ads:  Land Rover (adventure, being unstoppable but also responsible)  Introducing the New Land Rover DEFENDER  https://www.youtube.com/watch?v=pk5QL\_kKN\_g  Allegro (preparing for the important meeting)  English for beginners | Czego szukasz w Święta?  https://www.youtube.com/watch?v=tU5Rnd-HM6A  Norwegian post office (about love and longing)  When Harry met Santa  (napisy ENG) https://www.youtube.com/watch?v=nDLumk\_rQQw  Opel (about the life and values of the young generation)  Less Normal. More Mokka. This is Opel!  https://www.youtube.com/watch?v=zpDK5WS31jY  Yes (about being a woman and about being yourself)  Jestem kobietą. Nowa kampania YES  https://www.youtube.com/watch?v=--T8-Jw52Qc  IKEA Lamp (about being abandoned / making good decisions)  IKEA - Lamp (2002, USA)  https://www.youtube.com/watch?v=jU-cori12KU | - | - |
| 40’ | **Creative storytelling**  The trainer says:  *I want to encourage you to create a story about your company. But before we get into that, let's do some exercises to stimulate your storytelling creativity.*  *Open your manuals on the page 8. Your job is to write short stories. Some will consist of only one sentence. Others will require a few sentences. But make sure that these sentences are as short as possible. Show, not tell. Let your readers guess the crucial details and make an emotional connection themselves.*  *You have 20 minutes for this. (5'+20')*  After the participants finish the task, the Trainer reads each sentence aloud and asks participants to read their stories. (15') | Individual work with the handbook | Handbook |
| 15’ | Break |  |  |
| 40’ | **The story our product tells**  The trainer says:  *You have already thought when and in what circumstances the customer uses your product. Now it's time to turn this situation into a story. Don't describe the situation, just put the recipient right in the middle of it. Take care of the four elements of the story. Try to use this pattern: talk about something without speaking directly about it. Use colours, metaphors, impressions, details to suggest the situation, rather than simply naming it.*  *You have 20 minutes.*  The teams present their stories. (20') | Group work | - |
| 30’ | **Participants’ summaries**  The trainer summarizes briefly what was discussed that day. Recalls the topics discussed and the most important conclusions drawn by the participants.  Encourages reflection: what is the most important thing I have learned today about 1. entrepreneurship and 2. about myself as a future entrepreneur.  The trainer asks the first person willing to speak. After that, asks them to invite another person to speak. The trainer makes sure that everyone speaks (as long as they do not clearly communicate that they do not want to speak). | Speeches in round | - |
| 10’ | **Summary and farewell**  The trainer recommends books and other sources.  The trainer thanks the participants for the time spent together.  The trainer says goodbye to the participants. | Trainer’s speech | - |

Preparation:

* Examples of local companies representing archetypes
* Option: examples of national advertisements containing a story
* Fill in information about yourself in the presentation
* Literature – in local language

Materials:

* Presentation or pre-prepared flipcharts
* Computer, projector
* Flipchart with a supply of sheets
* Markers
* Participant's handbook
* Crayons / markers
* Newspapers and magazines with photos
* Scissors
* Glue