Summary

Video Three, *Being Validated Just Feels Good*, explores the process of refining a value proposition and business model using customer discovery, to improve the fit between the needs of the customer (the market) and the product service. All too often, entrepreneurs fall in love with their ideas, only to find that customers aren’t interested in the product or service, because the problem isn’t really a problem to the customer, or the problem has already been adequately solved, or because the product doesn’t really solve the problem. Customer discovery helps entrepreneurs find this out before they have spent a lot of time, money, and emotion on a bad business idea.

Learning Outcomes

Upon successful completion of these exercises students will be able to:

1. Describe the customer discovery process.
2. Interview prospective customers.
3. Revise Business Model Canvas (BMC) based on learning from customer interviews.

Resources

**Video 3:** *Being Validated Just Feels Good*
**Video:** *Business Model Canvas Explained*
**Video:** *Customer Discovery with Steve Blank*
**Book:** *Business Model Generation*
**MaRS Discovery District’s K-12 Educator’s Kit:** [Customer Interview Template](#)

Credits

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Video Three Teacher’s Guide: Being Validated Just Feels Good

Activity 1: Creating a Concept

<table>
<thead>
<tr>
<th>Classroom Time</th>
<th>75 Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>Teacher Preparation: 20 minutes</td>
</tr>
<tr>
<td></td>
<td>Student Preparation: 30 minutes</td>
</tr>
<tr>
<td>Materials &amp; Resources</td>
<td>8.5 x 11 sheet of paper for each team</td>
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<tr>
<td></td>
<td>Markers and drawing materials</td>
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<tr>
<td></td>
<td>MaRS Discovery District Interview Templates, 4 per student</td>
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<tr>
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<td>One copy of the team’s completed concept sheet per student</td>
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</tbody>
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Learning Outcomes

Upon successful completion of this activity, students should be able to:

1. Create a product/service concept sheet.
2. Interview prospective customers about their interest in the business idea.

Activity Instructions

Student Activity Preparation/Homework Assignment:

In Class Activity

1. Instructor shows Video Three: Being Validated Just Feels Good (8 minutes).
2. Instructor leads class review of the customer discovery process and activity (5 minutes).
3. Students in small groups (35 minutes):
   a) Write a two-sentence description of the product/service, including its brand name. Ensure you describe the problem/pain.
   b) Describe its features and benefits.
   c) Describe its price.
   d) Provide an illustration of it, or a diagram of how it works.
   e) Brainstorm a list of things you would like to learn from your customers.
4. Instructor shows customer discovery video Customer Discovery With Steve Blank (6 minutes).
5. Instructor leads class review the customer interview sheet. Remind students they need to learn about what doesn’t work in their idea. This isn’t to promote their idea. They need to listen for negative opinions about the idea and avoid being defensive (5 minutes).
6. Students in pairs (from different groups), using an interview guide and a copy of their concept sheet, students should interview each other, 5 minutes per interview. Practice taking notes, and summarizing what they learned (10 minutes).
7. Instructor leads class summarizing the interview exercise, hands out interview templates (6 minutes).
**Student Homework Assignment:**

1. **Each student** will interview at three prospective clients, taking detailed notes. The interviews should be roughly 5 minutes long.
2. **Each student** will summarize in one or two paragraphs what she/he learned about their business idea for discussion during the next activity.

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**Activity 2: Refining the Business Idea**

<table>
<thead>
<tr>
<th>Classroom Time</th>
<th>75 Minutes</th>
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<tbody>
<tr>
<td>Preparation</td>
<td>Teacher Preparation: 30 minutes</td>
</tr>
<tr>
<td></td>
<td>Student Preparation: 30 minutes</td>
</tr>
<tr>
<td>Materials &amp; Resources</td>
<td>Flipchart paper, Markers, Concept Sheets, Business Model Canvas Templates, Timer</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Upon successful completion of this activity, students should be able to:

1. Describe the customer discovery process.
2. Revise the BMC based on learning from the customer discovery process.

**Activity Instructions**

This activity builds on Activity 1 in this teacher’s guide.

**In Class Activity**

1. **Instructor** debriefs the customer discovery interview process with the class (8 min.)
   a) What was scary?
   b) Why was it challenging or hard?
   c) Why was it important to talk to customers personally?
2. **Students in the small groups** that worked on Activity 1:
   a) Each student shares with the group their learning from the interview exercise (12 minutes).
   b) As a team students summarize the key points they learned (5 minutes).
   c) Each group revises their BMC on flipchart paper, noting what changes they have made due to customer feedback. It is ideal to use a different colour marker to identify the new learning (20 minutes).
3. **Instructor** randomly selects 3 groups to orally present what they learned and how this changed their business model (7 minutes each, roughly 21 minutes).
4. **Instructor** leads class summarizing key learning (8 minutes).
   a) Why is customer discovery so important?
   b) What other ways could you conduct customer discovery (e.g. a poll on Facebook, sample website, Twitter, etc.)?