

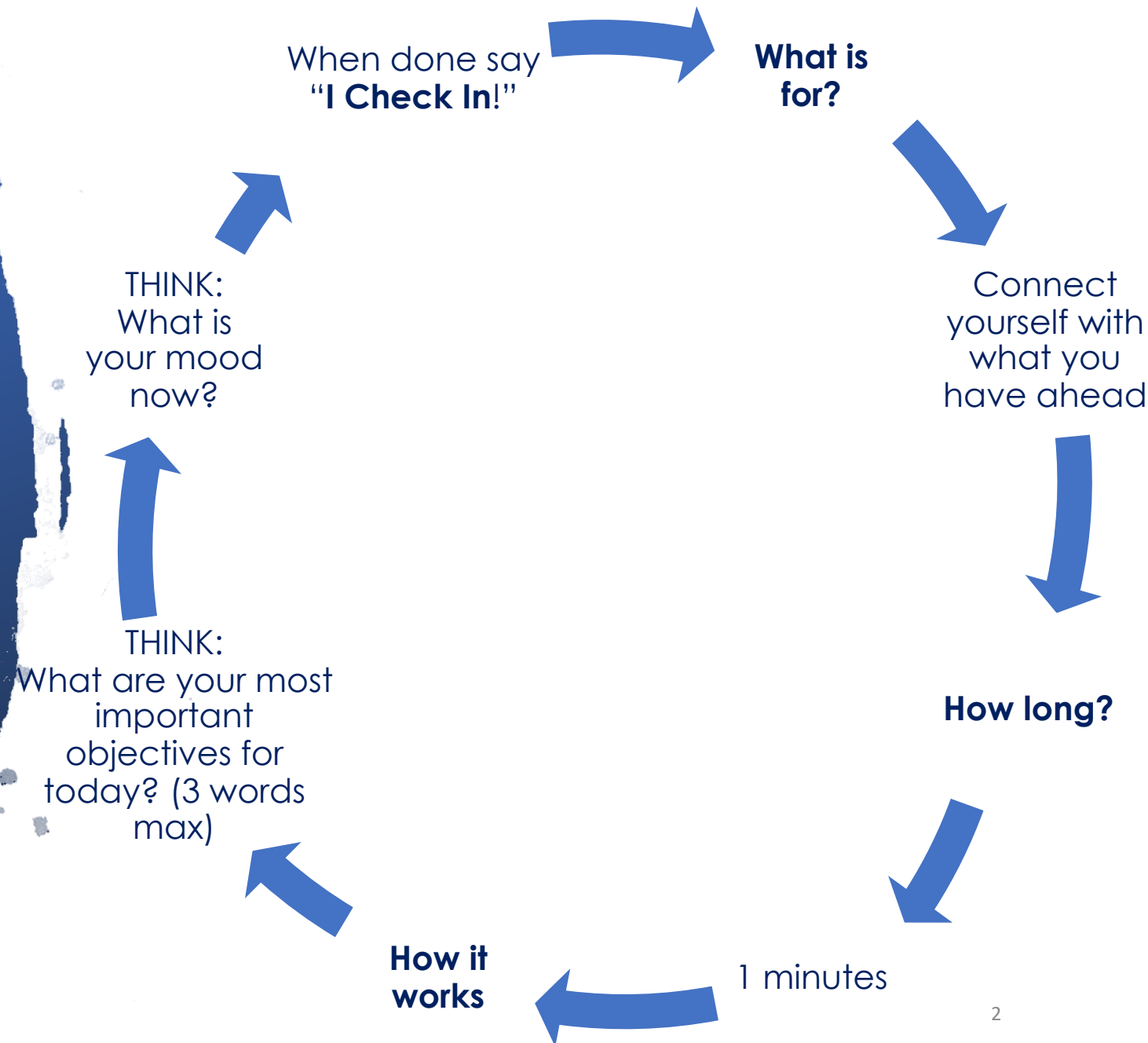


Introduction & Basic Rules

Angelo Marco LUCCINI

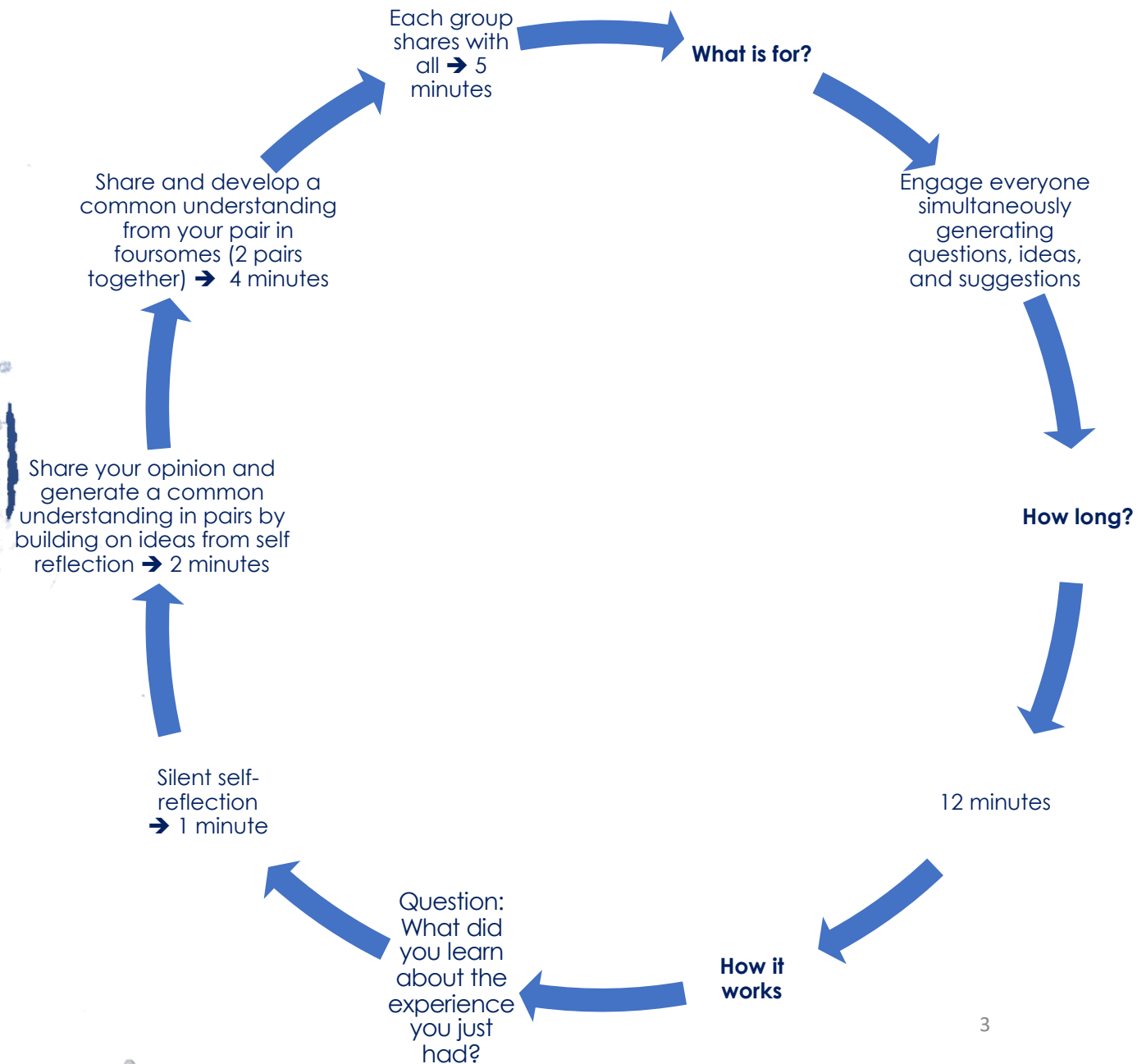
Rollercoaster Check-In

Introduction to the day



What did you learn about?

(use 1, 2, 4, All...)

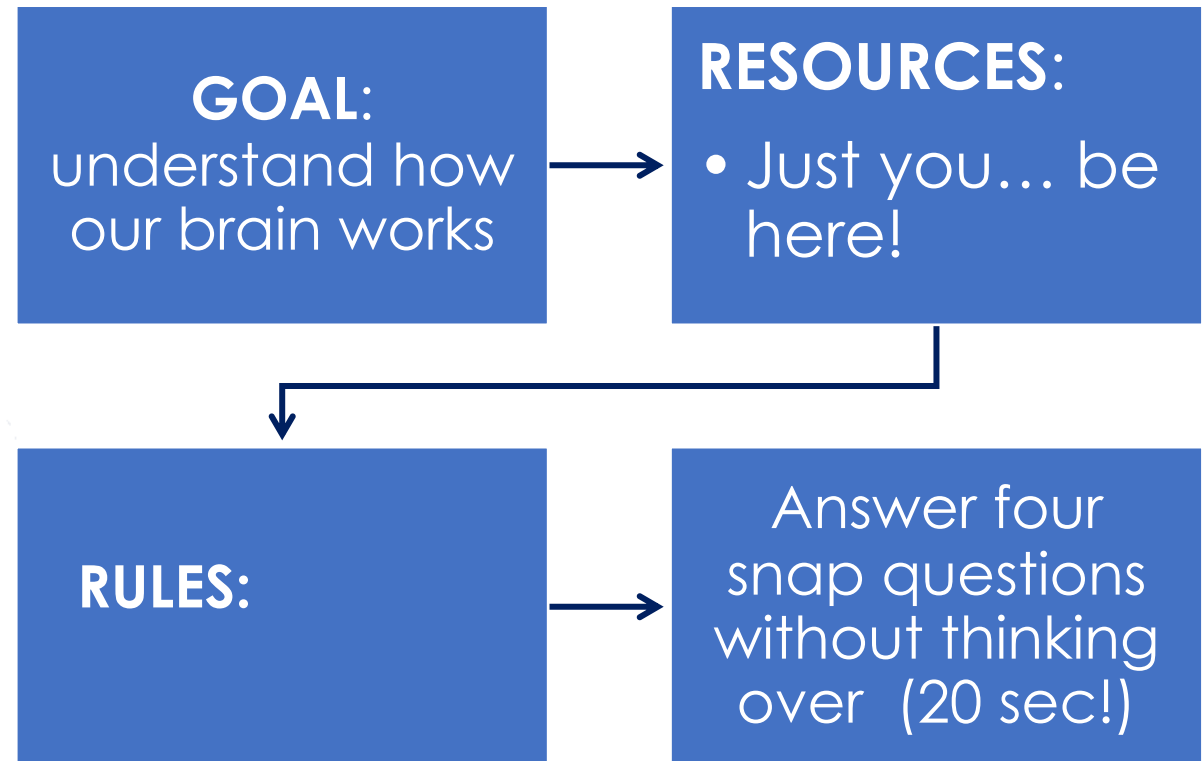




Critical Thinking

Angelo Marco LUCCINI

4 Snap Questions



4 Snap Questions

(give your intuitive answer)

4) A bat and a ball cost \$1.10.

The bat costs one dollar more than the ball.

How much does the ball cost?

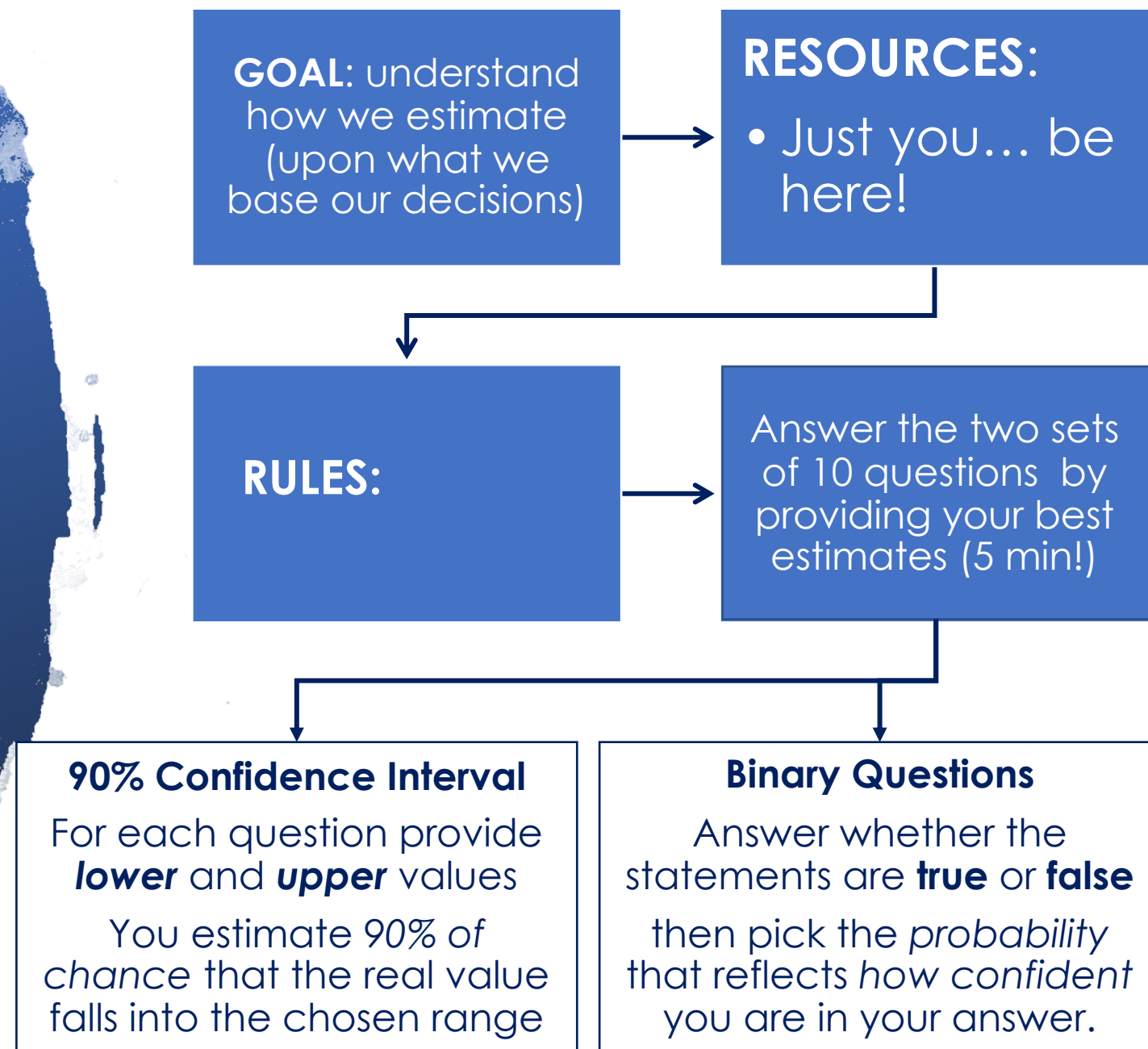
1) On a boat there are 26 sheep and 10 goats; how old is the captain?

2) A 50-piece orchestra plays Beethoven's Symphony No. 9 in 70 minutes.

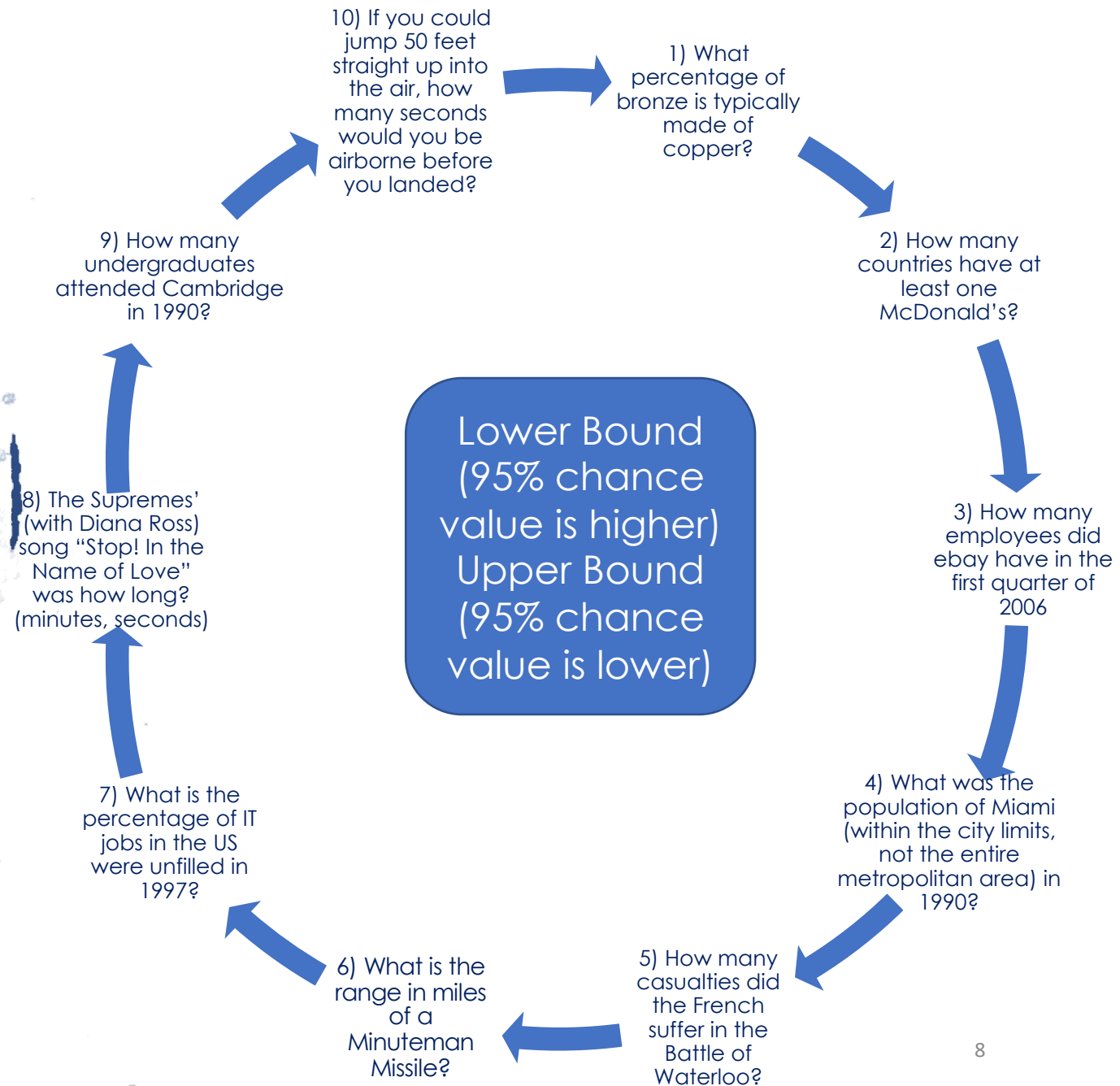
How long will it take an orchestra of 100 musicians to play the same symphony?

3) If 4 hens lay 4 eggs in 4 days, how many eggs will 8 hens lay in 8 days?

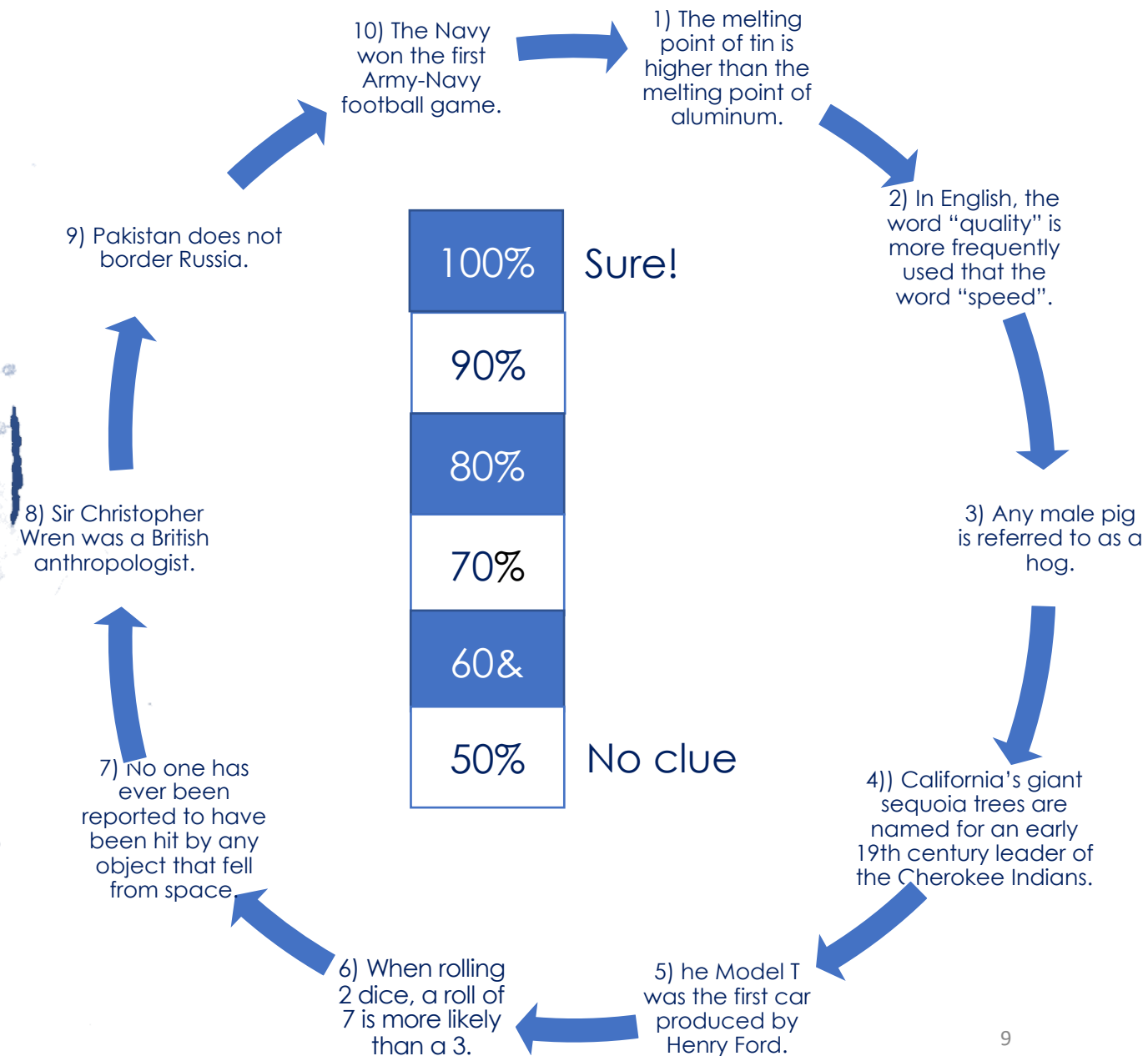
Calibrate yourself!



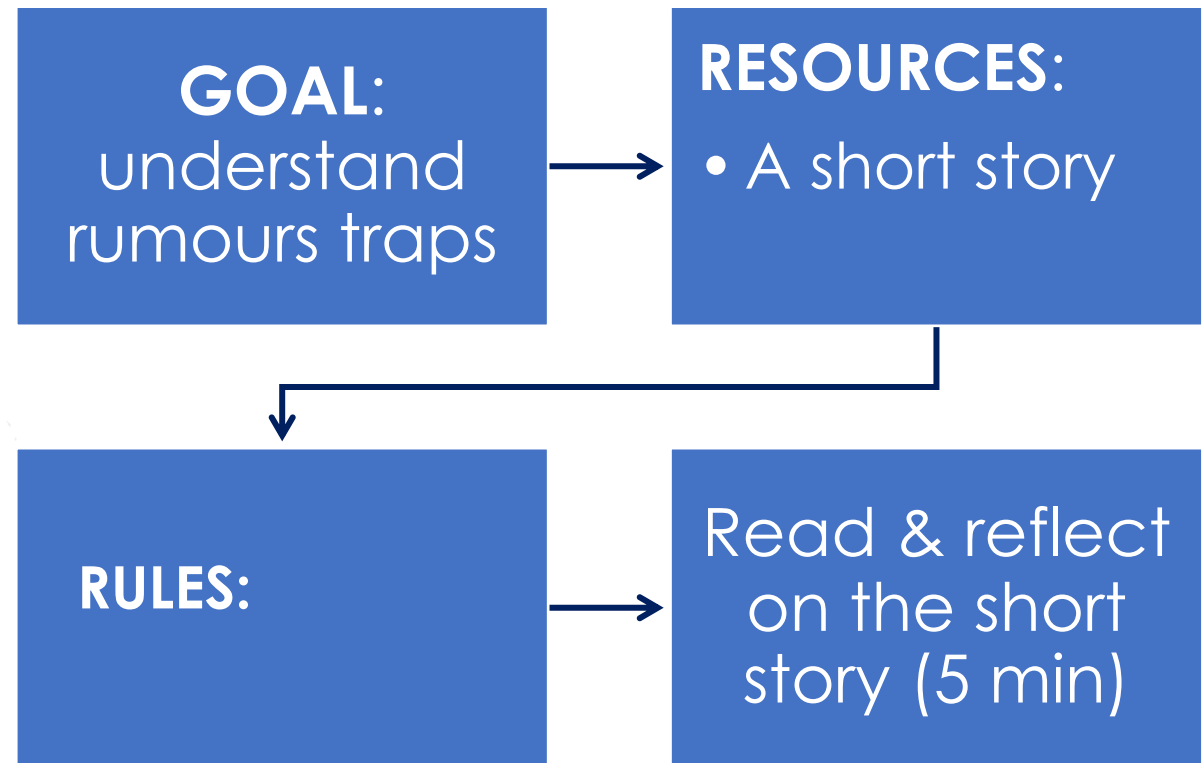
Calibrate
yourself!
(provide a
range as
answer to
each
question)



Calibrate
yourself!
(True / False
+ pick how
confident you
get it right)



Alternative truths, fake news & viral diffusion



Long time
ago...

The strange case of the Chinese scholar wandering on holidays in Summer 1945 - 1

Malcolm Gladwell in his bestselling book *The Tipping Point* reports an interesting story:

A Chinese teacher is spending his holidays in Maine in the summer of 1945, just before the end of WWII with the capitulation of Japan.

This teacher wants to take profit at best of his holidays, therefore, he carries a guidebook of the local area where the most beautiful panoramas are highlighted.

The teacher stopped in a small town and asked for directions to get to a hilltop and enjoy the wonderful landscape view from there.

What people
said...

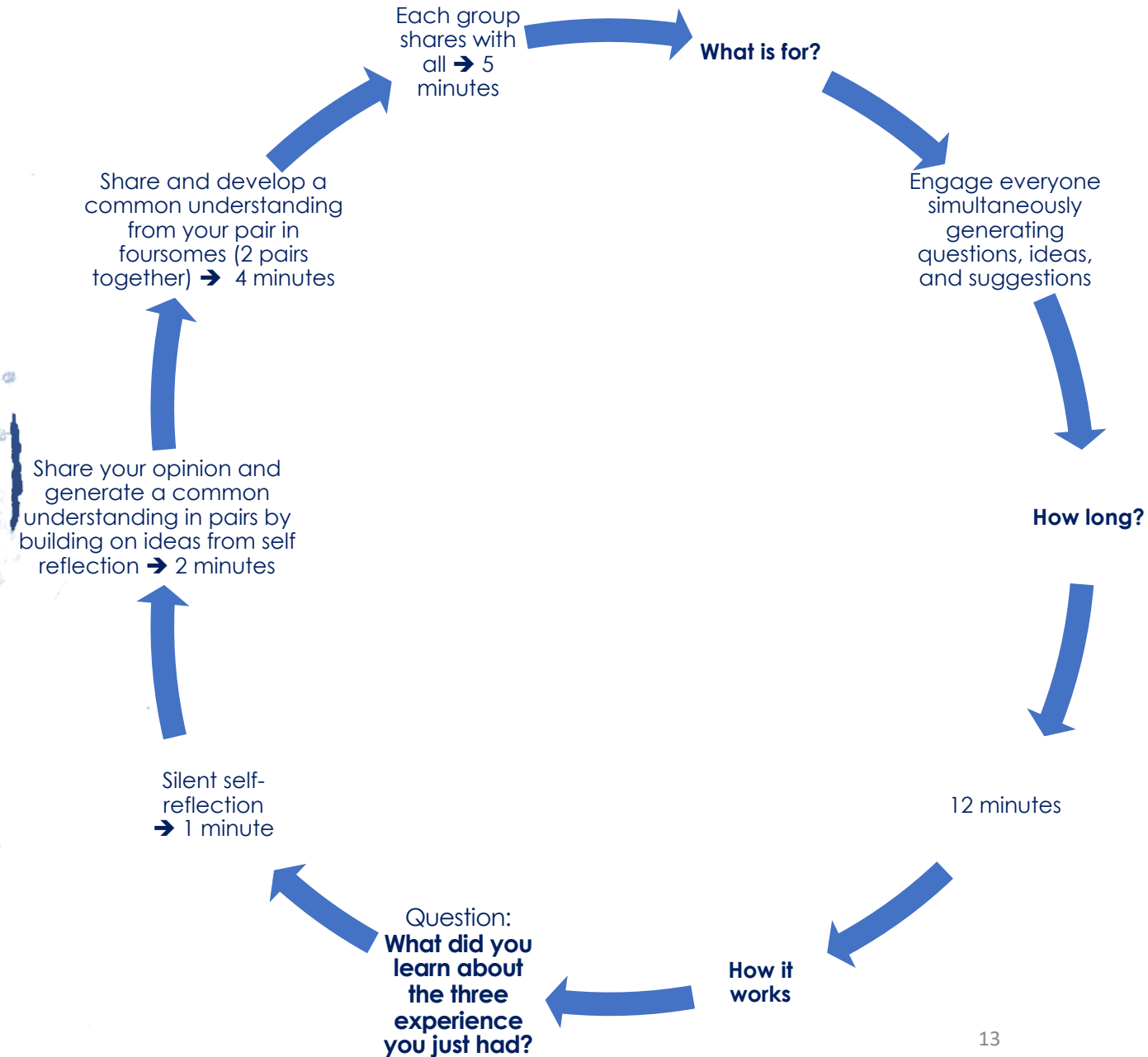
The strange case of the Chinese scholar wandering on holidays in Summer 1945 - 2

However, the rumour that quickly spread in the surroundings after that encounter told another story:

“a Japanese spy had gone up the hill to take pictures of the region”

What did you learn about?

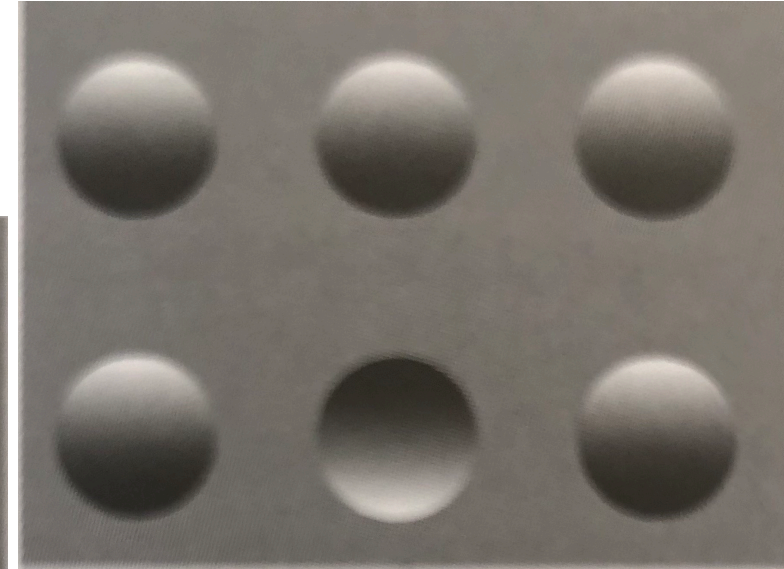
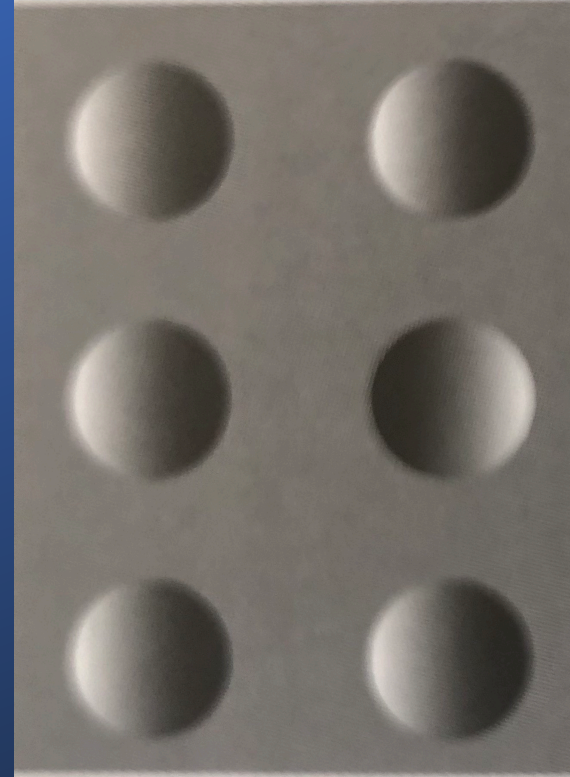
(use 1, 2, 4, All...)



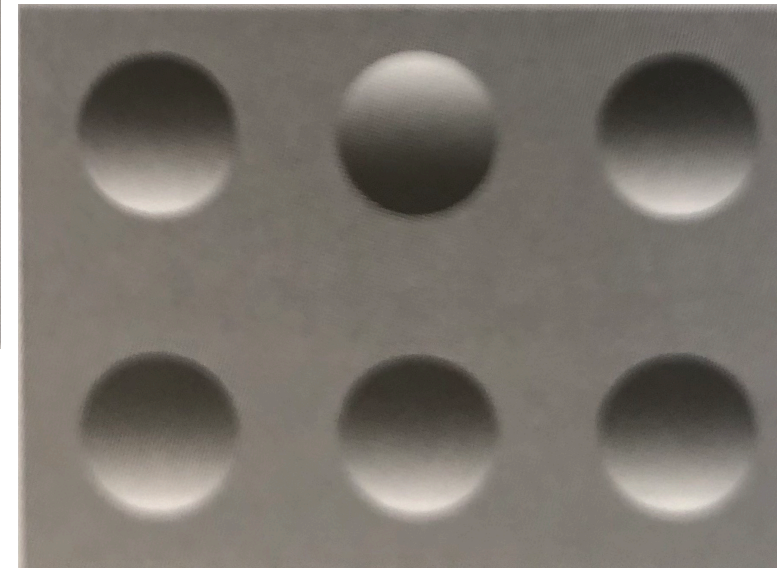
Our Brain works this way (1/6):

- What do you see here?

We learnt
about...



**5 raised
buttons
and one
recessed
button**

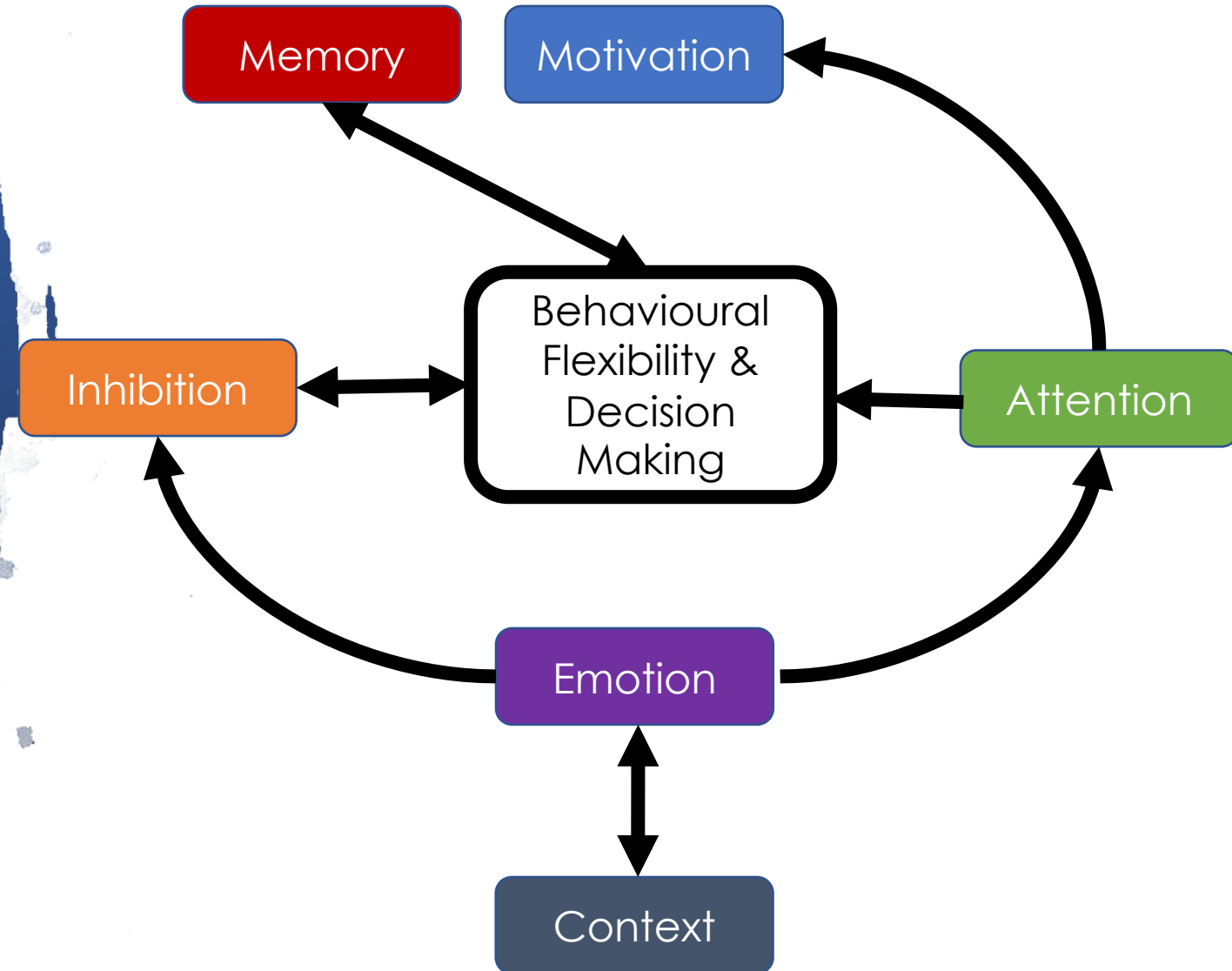


**Same
image but
upside
down!**

Our Brain works this way (2/6):

- Behavioural Flexibility (Chabout, 2013)

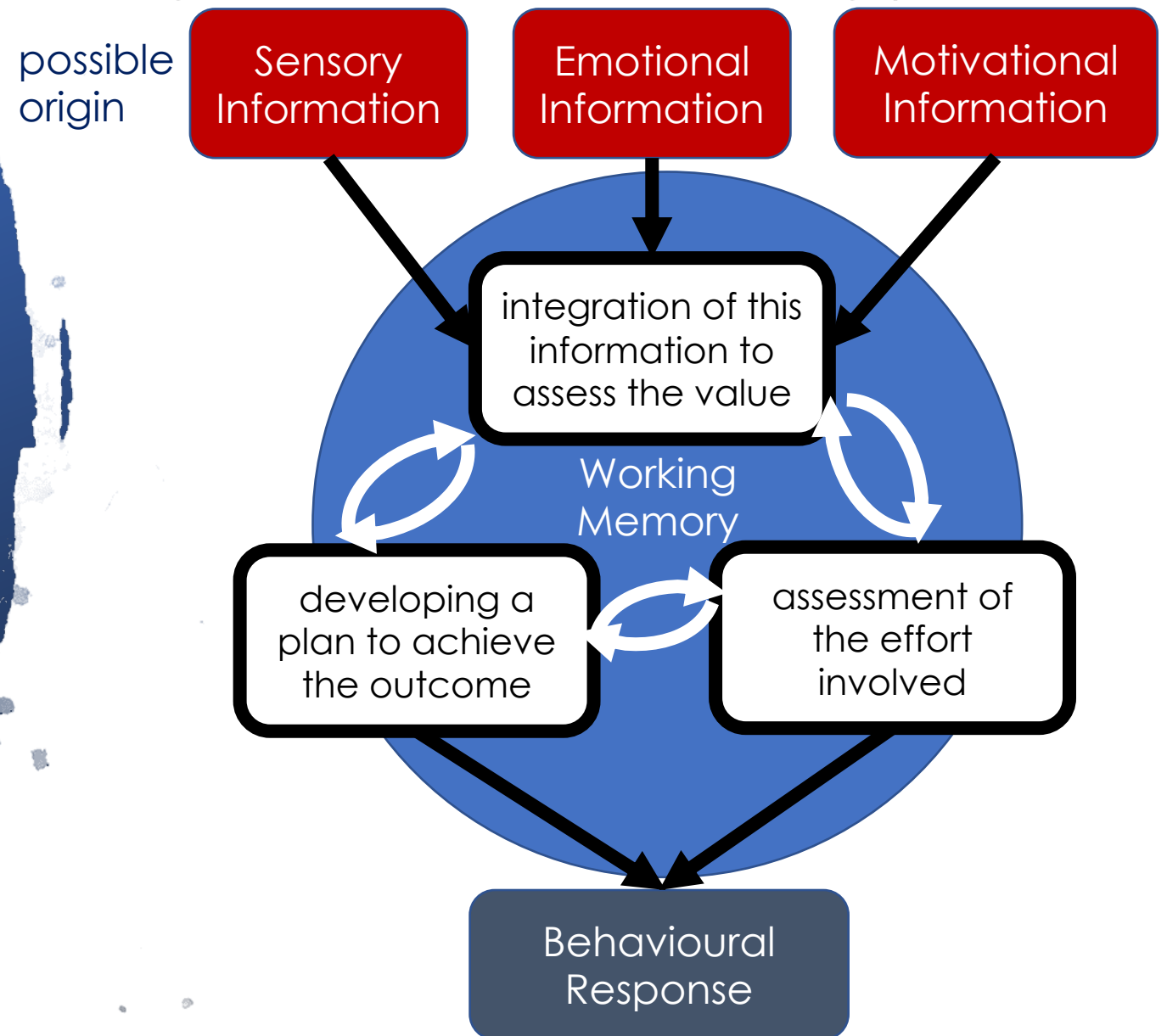
We learnt
about...



We learnt about...

Our Brain works this way (3/6):

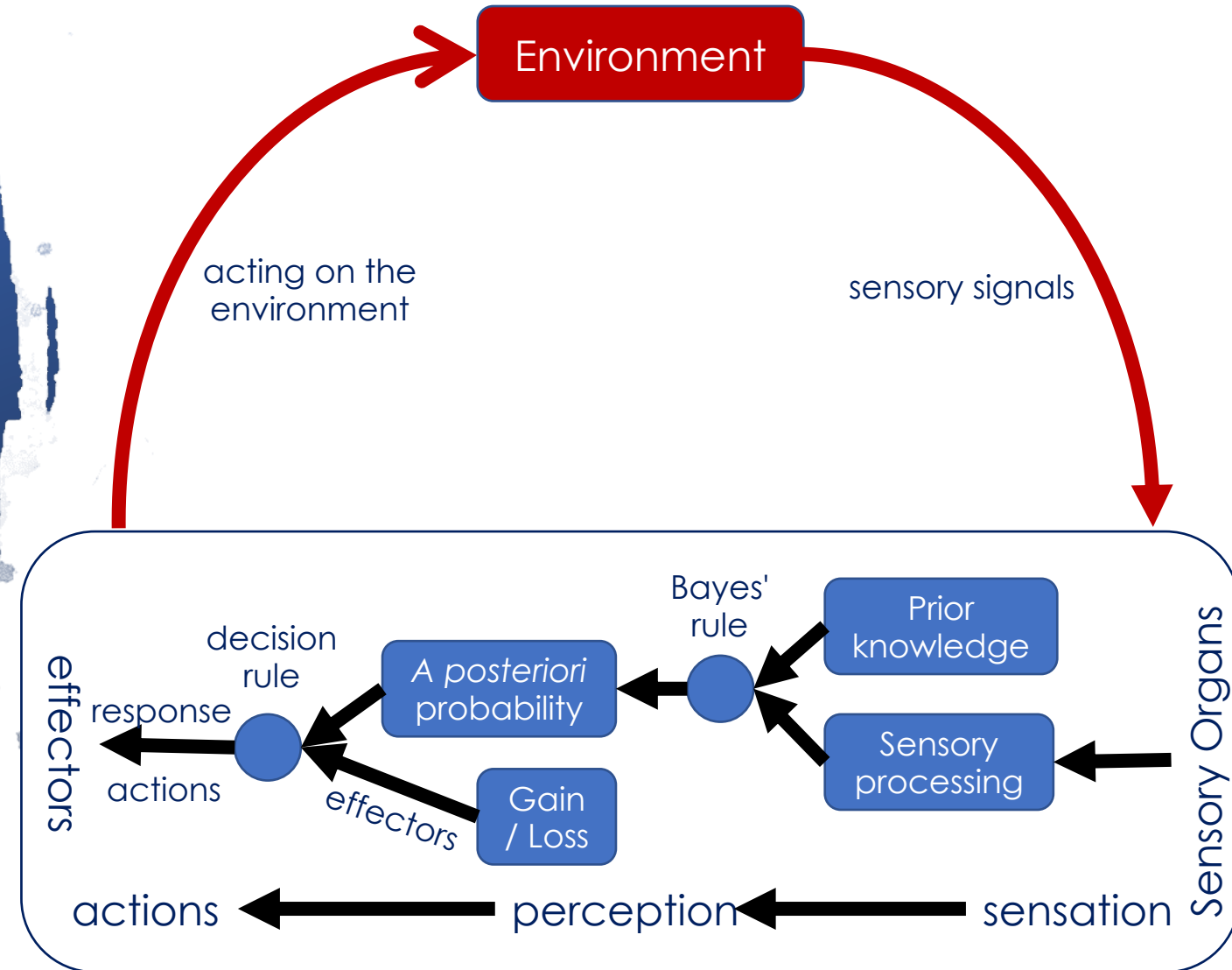
- Working Memory & decision-making (Wallis, 2007)



Our Brain works this way (4/6):

- human intentionality in a Bayesian perspective (Ernst & Bühlhoff, 2004)

We learnt about...



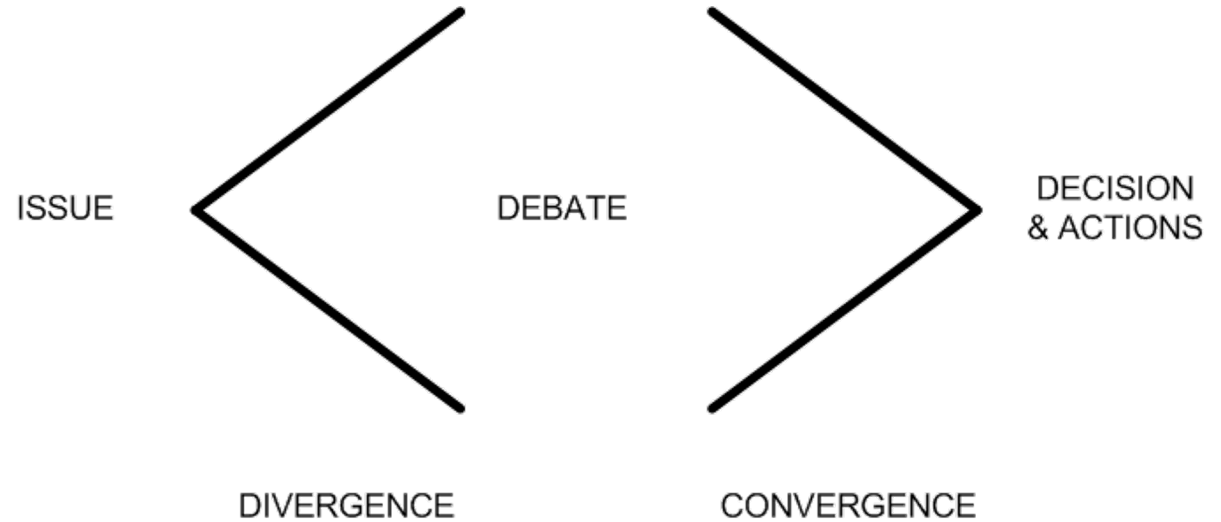
We learnt about...

Key takeaways (5/6):

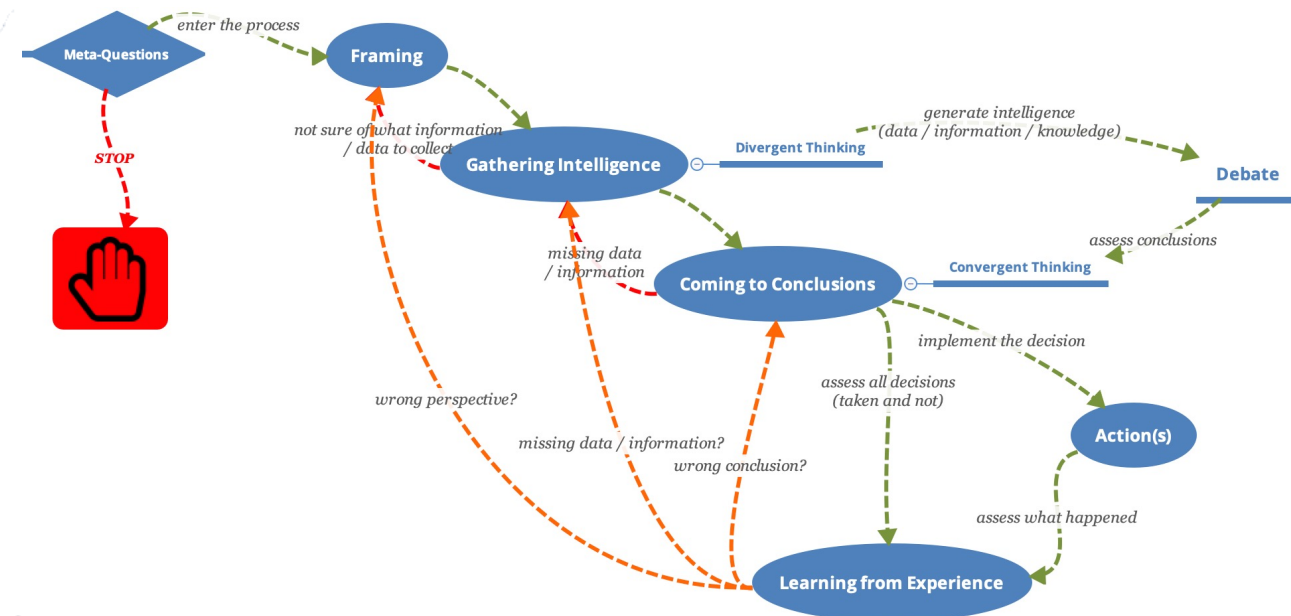
- The three systems according to Daniel Kahneman (2011) and Ahr, Borst, Houdé (2016)
 - Heuristic system (fast thinking, instinct, unconscious)
 - Inhibitory system
 - Algorithmic system (slow thinking, conscious analysis, rationality)
- Gut feelings is great from an evolutionary point of view
- In a VUCA world, your assumptions might be wrong
- Decision-making is a learning process (Siemens, 2005):
 - assumptions might change overtime
- Learn to activate your algorithmic system and your inhibitory system: *think twice!*

We learnt
about...

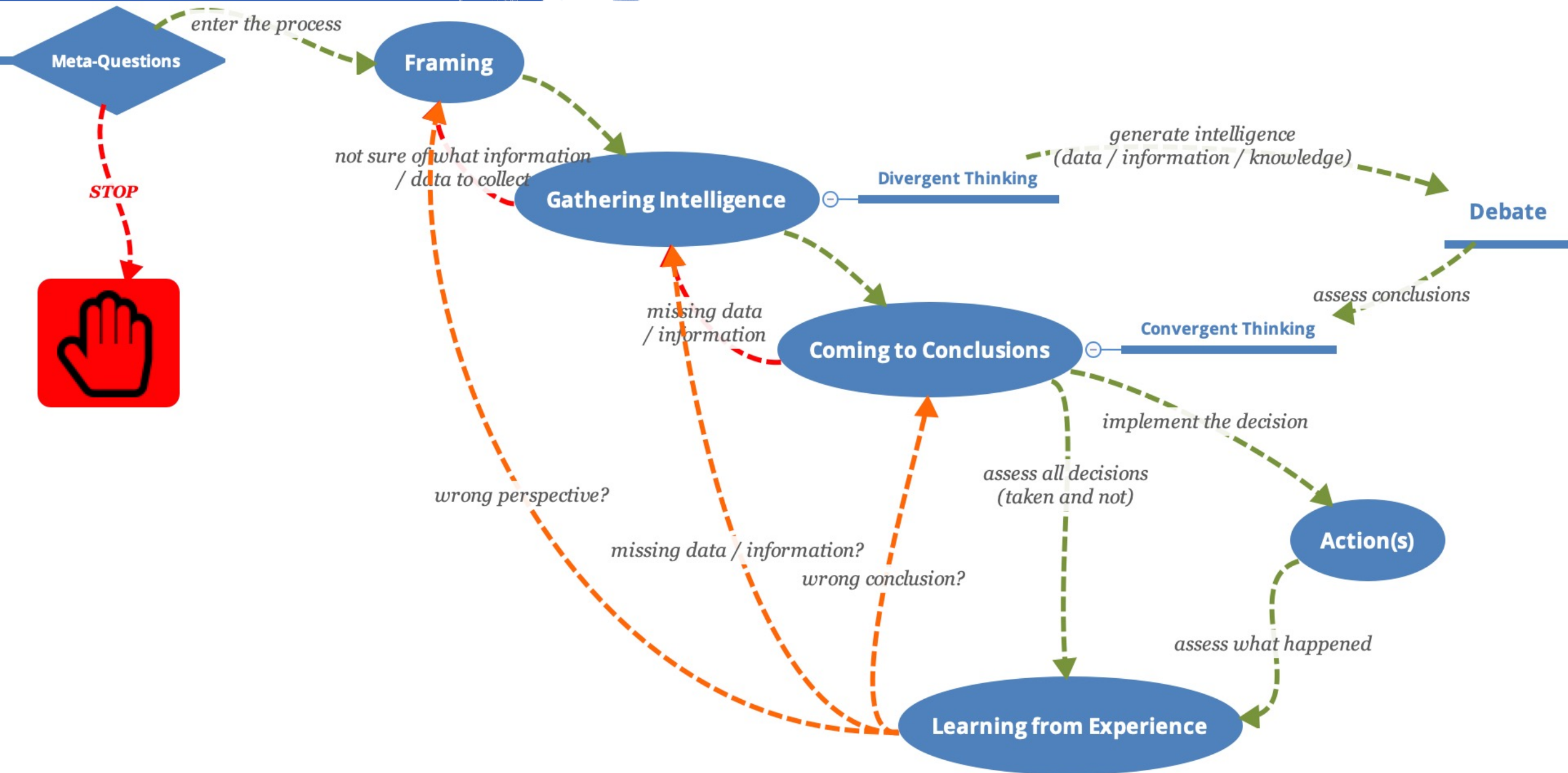
Key takeaways (6/6 - a):



- Russo & Schoemaker, 1989



Key takeaways (6/6 – b)):



We learnt about...

Wrapping up:

- In the Snap Questions exercise, you have been somehow asked to remain in the realm of unconscious response through time pressure.
- The correctness of the answer is for satisfying your ego only
- The important thing is to make you reflect on how our brain works

4 Snap Questions

(give your intuitive answer)

\$0.05

- 4)** A bat and a ball cost \$1.10.
The bat costs one dollar more than the ball.
How much does the ball cost?

???

- 1)** On a boat there are 26 sheep and 10 goats; how old is the captain?

- 2)** A 50-piece orchestra plays Beethoven's Symphony No. 9 in 70 minutes.

How long will it take an orchestra of 100 musicians to play the same symphony?

16

- 3)** If 4 hens lay 4 eggs in 4 days, how many eggs will 8 hens lay in 8 days?

70'

Calibration: the art of making estimations (for better decisions)

What if the questions were really relevant to you?

- e.g. How much would sales increase with a new advertising campaign?
- Even if you don't know the exact values to questions like these, *you still know something*.
- ❖ You know that some values would be *impossible* or at least *highly unlikely*.
- *Knowing what you know now* about something is important to decide
- ❖ *how* you should measure it or even
- ❖ *whether* you should measure it.
- (Hubbard, 2014)
- (Kahneman & Tversky, 1972)
- (Kahneman & Tversky, 1973)

Calibration: the art of making estimations (for better decisions)

How to measure uncertainty

- One method to express our uncertainty about a number is to think of it as a range of probable values.
- In statistics, a range that has a particular chance of containing the correct answer is called a **confidence interval** (CI).
 - A 90% CI is a range that has a 90% chance of containing the correct answer
- You should verify *a posteriori* the results of your estimations
 - If I estimated that 70% of the prospects turned to be customers after a month (i.e. I was 70% sure about that), did I actually have 70% of contacted prospects as new client after a month?
 - If not, how many in %? More? Less?
 - Repeat for any estimation: check it out!

Calibration: the art of making estimations (for better decisions)

Cognitive Biases related to subjective confidence

- OVERCONFIDENCE:
 - Thinking of being *more* knowledgeable than we actually are
 - ❖ (90% confidence interval) far *fewer* than 90% of the true answers fall within the estimated ranges.
- UNDERCONFIDENCE :
 - Thinking of being *less* knowledgeable than we actually are
 - ❖ (90% confidence interval) far *more* than 90% of the true answers fall within the estimated ranges.

Calibration: the art of making estimations (for better decisions)

What usually happens (1/2)

- To be really calibrated you should train yourself with *thousands* of questions
- 90% CI questions:
 - If you got 7 to 10 within your range, you might be calibrated;
 - if you got 6 or less right, you are very likely to be overconfident;
 - if you got 5 or less right, you are almost certainly overconfident and by a large margin.
- Usually people are overconfident
 - their ranges are too narrow
 - the boundaries should be pushed up and / or down

Calibration: the art of making estimations (for better decisions)

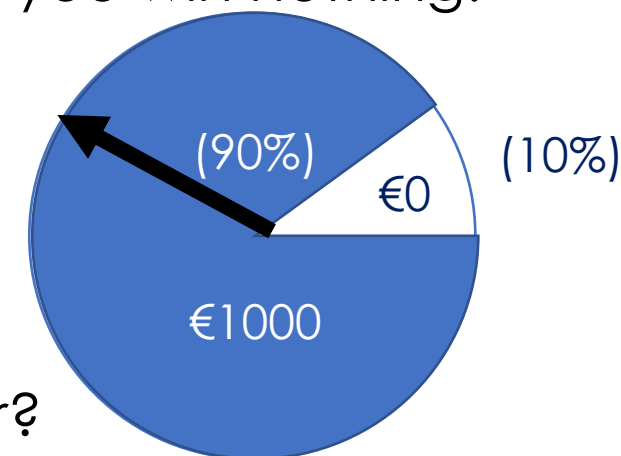
What usually happens (2/2)

- To be really calibrated you should train yourself with thousands of questions
- Binary Questions:
 - were you 100% confident on any answer? You must get it right. Getting even one 100% confident answer wrong is sufficient evidence that you are overconfident.
 - were you 50% confident on any answer? It is like flipping a coin, you have no clue at all. You might be underconfident.
- Calculate the average of your level of confidence over the 10 questions (e.g. $(100+50+90+60+70+80+80+100+90+70)/10 = 790/10 = 79\%$)
 - usually people estimate 72%
 - And get 65% right → overconfident

Calibration: the art of making estimations (for better decisions)

How to train oneself to get calibrated (1/3)

- REPETITION AND FEEDBACK:
 - Take several tests in succession, assessing how well you did after each one and attempting to improve your performance in the next one.
- PRETEND TO BET MONEY ON IT - 1
 - Option A. You win €1000 if the true answer is within your CI. If not, you win nothing.
 - Option B.
 - ❖ Spin dial
 - ❖ pie slices
 - ❖ 1000€ reward
 - ❖ or nothing!
 - Which do you prefer?
 - ❖ No preferences → calibration
 - ❖ Spin dial? → overconfidence (80% people)
 - ❖ Your answer → underconfidence



Calibration: the art of making estimations (for better decisions)

How to train oneself to get calibrated (2/3)

- PRETEND TO BET MONEY ON IT - 2
(the **Equivalent Bet Test**) :
 - Option A. You win €1000 if the true answer is correct. If not, you win nothing.
 - Option B. The pie slices vary according to your estimation at each question: for instance, 80% of size to win 1000€ if you estimated the correctness of your answer as such. 20% to win nothing.
 - Which do you prefer? Betting on your answer or on spinning the dial?
 - ❖ No preferences → calibration
 - ❖ Spin dial? → overconfidence (80% people)
 - ❖ Your answer → underconfidence
- Just pretending to bet improves your performance (real betting a bit more)²⁹

Calibration: the art of making estimations (for better decisions)

How to train oneself to get calibrated (3/3)

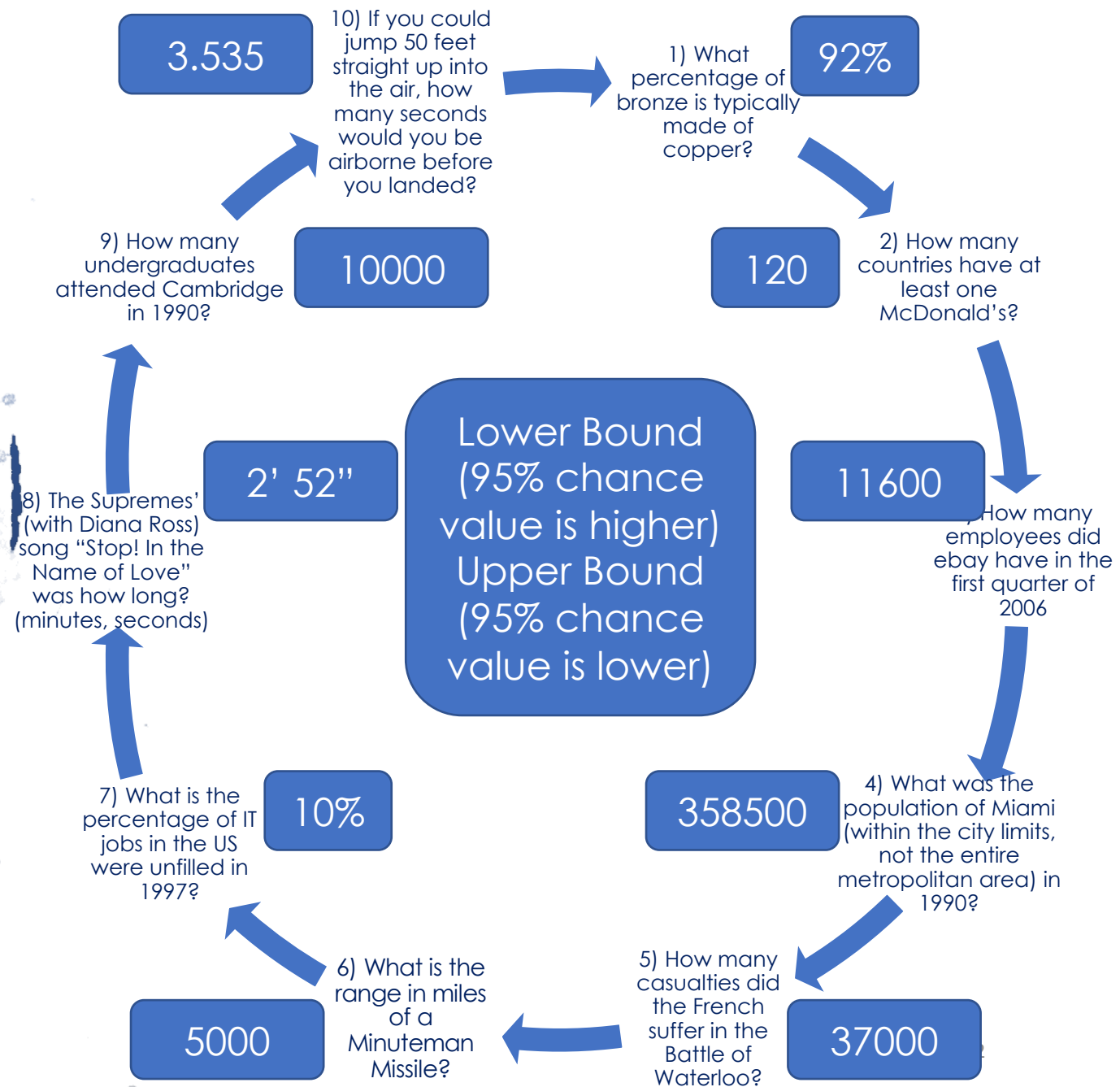
- AVOID ANCHORING:
 - Think of range questions as two separate binary questions
 - ❖ “Are you 95% sure that the true value is over the lower bound?”
 - ❖ “Are you 95% sure that the true value is under the upper bound?”
 - This allows you not to be anchored to a particular value from the beginning
 - ❖ useful in negotiations when the counterpart sets a price value
- REVERSE THE ANCHORING EFFECT:
 - **Absurdity test:** Prune away what is *impossible, absurd, or highly unlikely*
- CONSIDER POTENTIAL PROBLEMS
 - Think of at least two reasons why you should doubt your assessment.

We learnt about...

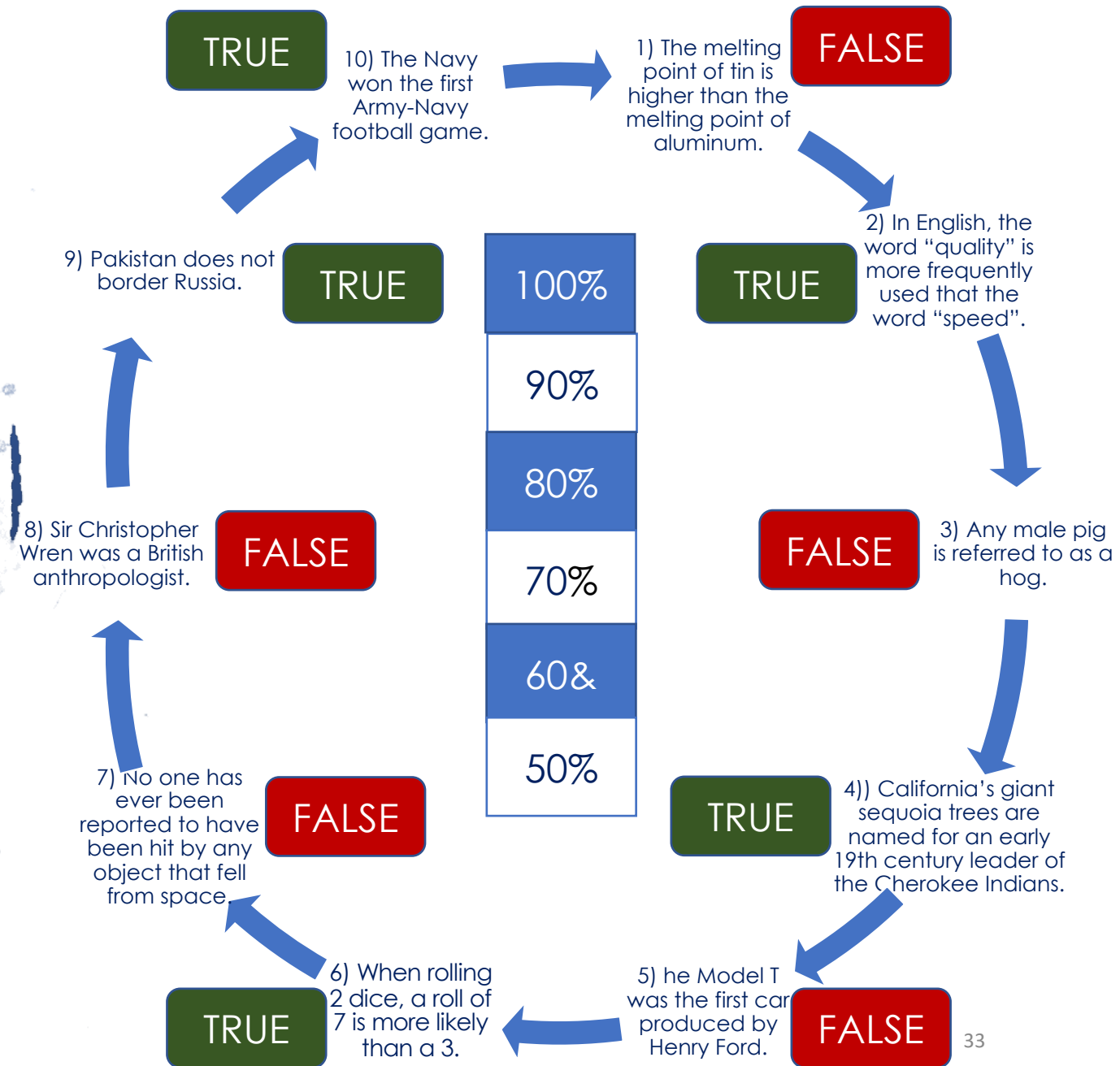
Wrapping up:

- In the Calibration exercise, you have been forced to make estimations about topics you likely know little or nothing.
- The correctness of the answer is for satisfying your ego only.
- Independently of the results you scored, you would need training to become really calibrated (10k questions, not 10).
- The important thing is to make you reflect on the fact that you can always model your uncertainty with ranges and probabilities.
- If you have “no idea” that a narrow range is correct, you simply widen it until it reflects what you do know, with 90% confidence.
- If you think it is too wide, it means that you need to increase your knowledge to narrow it down.
- You can check your Assumptions and Forecast.

Calibrate
yourself!
(provide a
range as
answer to
each
question)



Calibrate
yourself!
(True / False
+ pick how
confident you
get it right)



Alternative truths, fake news & viral diffusion

How the rumour was (*unconsciously?*) built 1

- Facts:
 - (Who?) A Chinese citizen
 - (Who/Which profession?) A teacher
 - (Where?) In Maine
 - (Why?) On holidays
 - (When?) In Summer 1945
 - (When?) Just before the end of the WWII
 - (Why?) He looks for a panorama view
 - (How?) He's got a guidebook of the area
- The rumour that was spread:
 - A Japanese
 - A spy
 - "*had gone up the hill*"
 - Taking pictures

Alternative truths, fake news & viral diffusion

How the rumour was (*unconsciously?*) built 2

• **LEVELLING:**

- Essentials details of the story are ignored
- ❖ Was the Chinese teacher asked about his nationality? No.
- ❖ Did the traveller try to hide himself, to go unnoticed? No.

• **SHARPENING:**

- Some remaining details are transformed and made more specific
- ❖ A teacher becomes a *spy*
- ❖ Asiatic traits imply *Japanese* nationality
- ❖ The guidebook becomes a *camera*
- ❖ Sightseeing becomes *spying*

• **ASSIMILATION:**

- The most available frames of reference are applied
- ❖ How (un)likely is for a rural farmer in the Maine to have Chinese scholars wandering on holidays across US in wartime? ➔ fitting in the context of war

Alternative truths, fake news & viral diffusion

Common Cognitive Biases at play

- **CONFORMITY BIAS** (Randi, 1991):

- We tend to believe what we already recognise in line with our beliefs, and mental models

- ❖ *Echo chambers online*

- ❖ *polarization*

- **NEGATIVE BIAS** (Kanouse & Reid Hanson Jr., 1972)

- Evolution brought humans to select information to prevent danger.

- ❖ *bad news are more relevant*

- ❖ Mismatch between data and perception

- **SURVIVAL BIAS** (Adams, 1996):

- Evolution brought humans to select information to prevent danger.

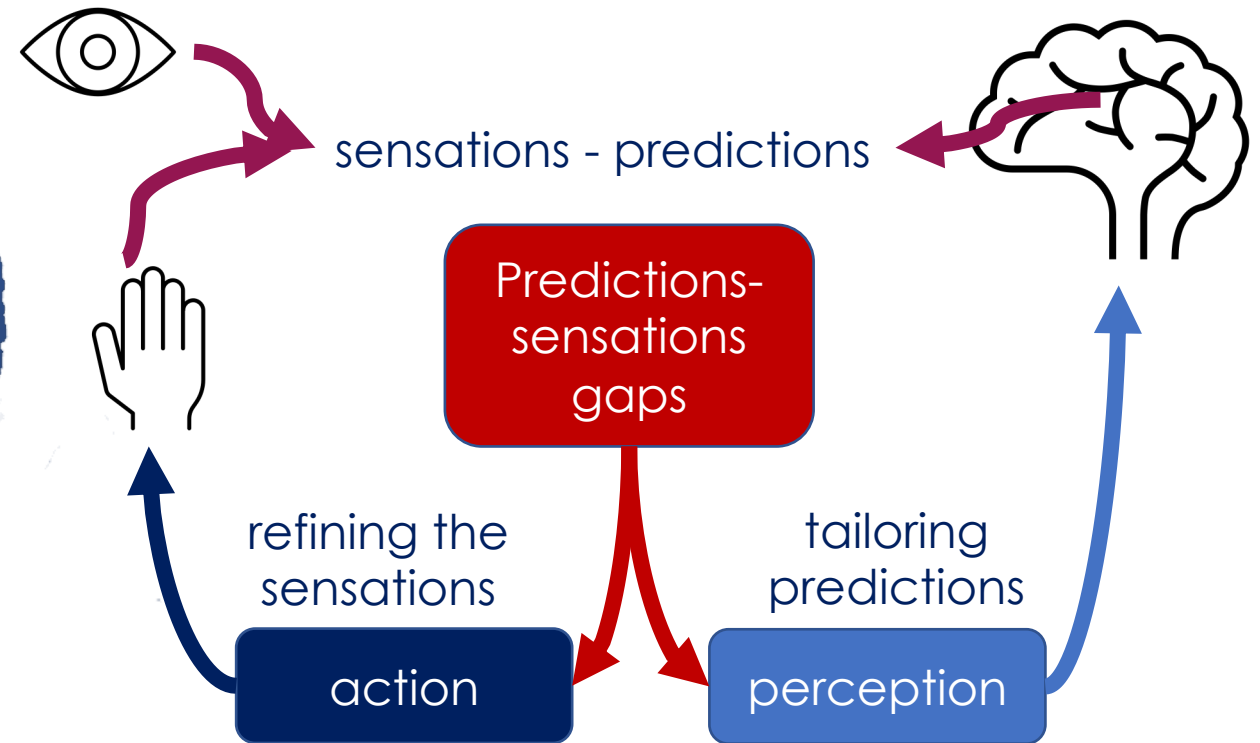
- ❖ *Induced overconfidence due to ignoring failures & focussing only onto success*

- ❖ Mismatch between data and perception

We learnt about...

Our Brain works this way:

- Brain simplified model by Friston: action and perception minimises free energy (Friston, 2003, 2006, 2010)



- The brain tries to reduce uncertainty
- It tries to preserve coherence
- It likes shortcuts and predictability.
- Changing routine requires effort.

Alternative truths, fake news & viral diffusion

How to build viral messages - 1 (not fake news, please!)

- Contagiousness
- Little causes have big effects
- Change doesn't happen gradually but at one TIPPING POINT (Gladwell, 2002)
- **The Law of the few:**
 - CONNECTORS
 - ❖ “people specialists”
 - ❖ Social glue
 - MAVENS
 - ❖ *Socially-motivated* information specialists
 - ❖ Helpfulness
 - ❖ Information brokers / “data banks”
 - SALES PEOPLE
 - ❖ Persuaders
 - ❖ Empathy, charisma, non-verbal cues³⁸

Alternative truths, fake news & viral diffusion

How to build viral messages - 2 (not fake news, please!)

- **Stickiness Factor:**

- Memorability of the message
- ❖ Practical
- ❖ Personal
- ❖ Format & structure are important as much as content
- Repetition

- **Power of the context:**

- GROUP SIZE
- ❖ Dunbar law (1992) / Rule of 150
- ❖ Reciprocal knowledge
- ❖ Connectedness
- ❖ Peer pressure
- ❖ Trust (!)

Alternative truths, fake news & viral diffusion

How to build viral messages - 3 (not fake news, please!)

- **Power of the context (*continued*):**

- GROUP BEHAVIOUR

- ❖ Transactive memory system → knowledge resides on peers of the group

- ❖ Access to information / knowledge

- ❖ The power of weak ties (Granovetter, 1995)

- FUNDAMENTAL ATTRIBUTION ERROR

- ❖ Context underestimation → decoding

- “RUMOURS” CONTAGIOUSNESS

- ❖ (good) Levelling → skipping non-essential information: overdetailing drives attention away from the message

- ❖ (good) Sharpening → highlighting what is really important and relevant

- ❖ (good) Assimilation → understanding the prevalent frames of reference

Alternative truths, fake news & viral diffusion

Wrapping up

- In this exercise you saw how easy to be affected by own biases)and led by own prejudices)
- Three main drivers contribute to the viral diffusion of a message: 1) people (the law of the few), 2) the message itself (stickiness factor), 3) the context
- Our brain is a coherent-machine and dislikes to have well wired and accepted behaviours and mental models challenged by new ones
- To think critically, you have to raise your level of attention and *fight* the easy solutions your memory brings up from past experiences
- Fact checking and scientific perspective (5 W) help activating the inhibitory and the algorithmic systems at need



Creativity, Ideation (& Learning...)

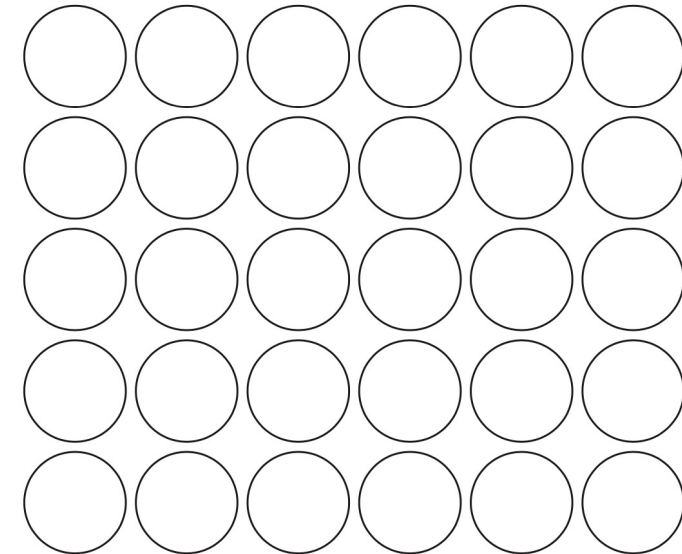
Angelo Marco LUCCINI

30 Circles

Goal: unleash your creativity in 3 minutes!

Resources:

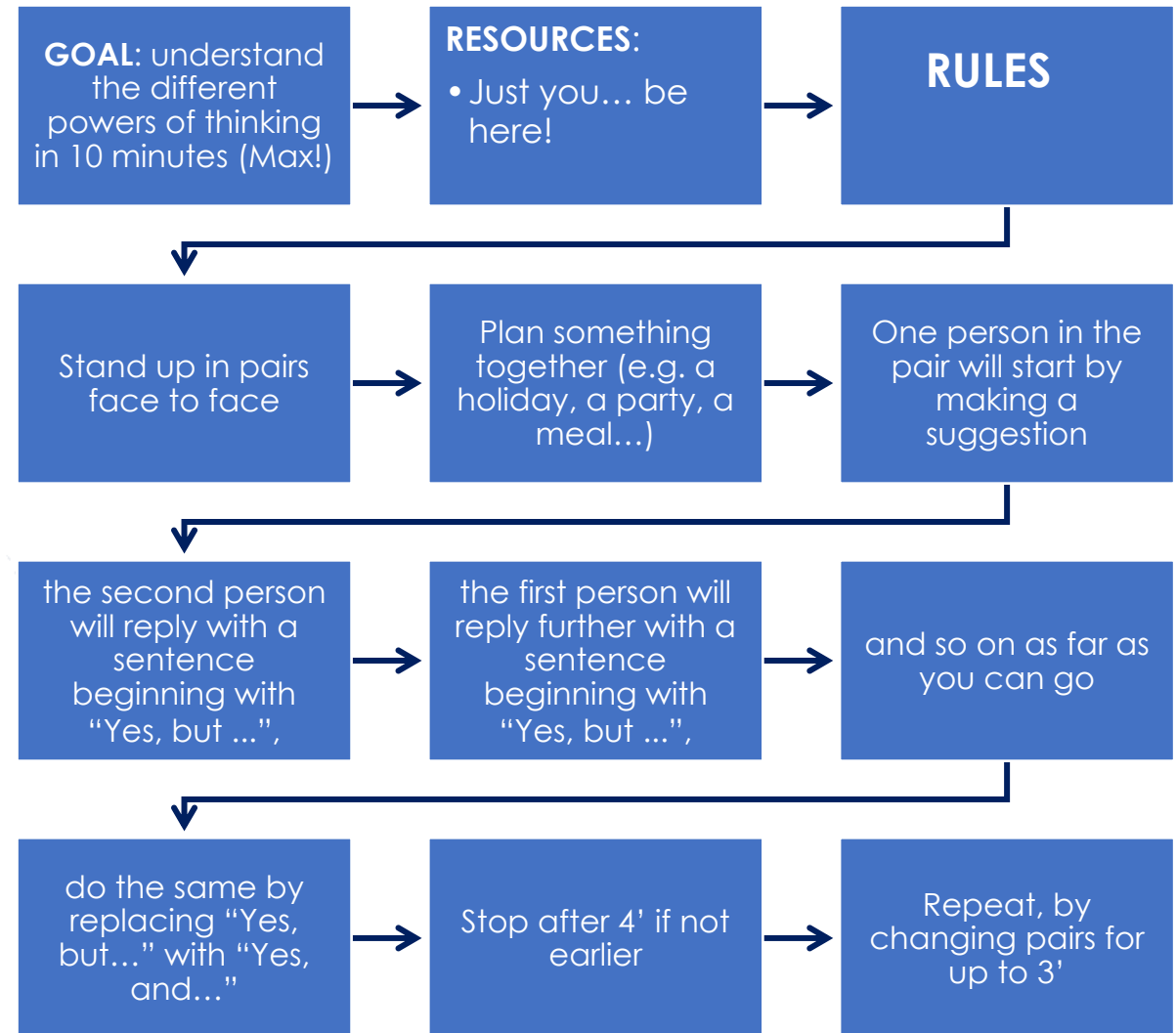
- 30 circles, a pen / pencil (real / virtual)



Rules:

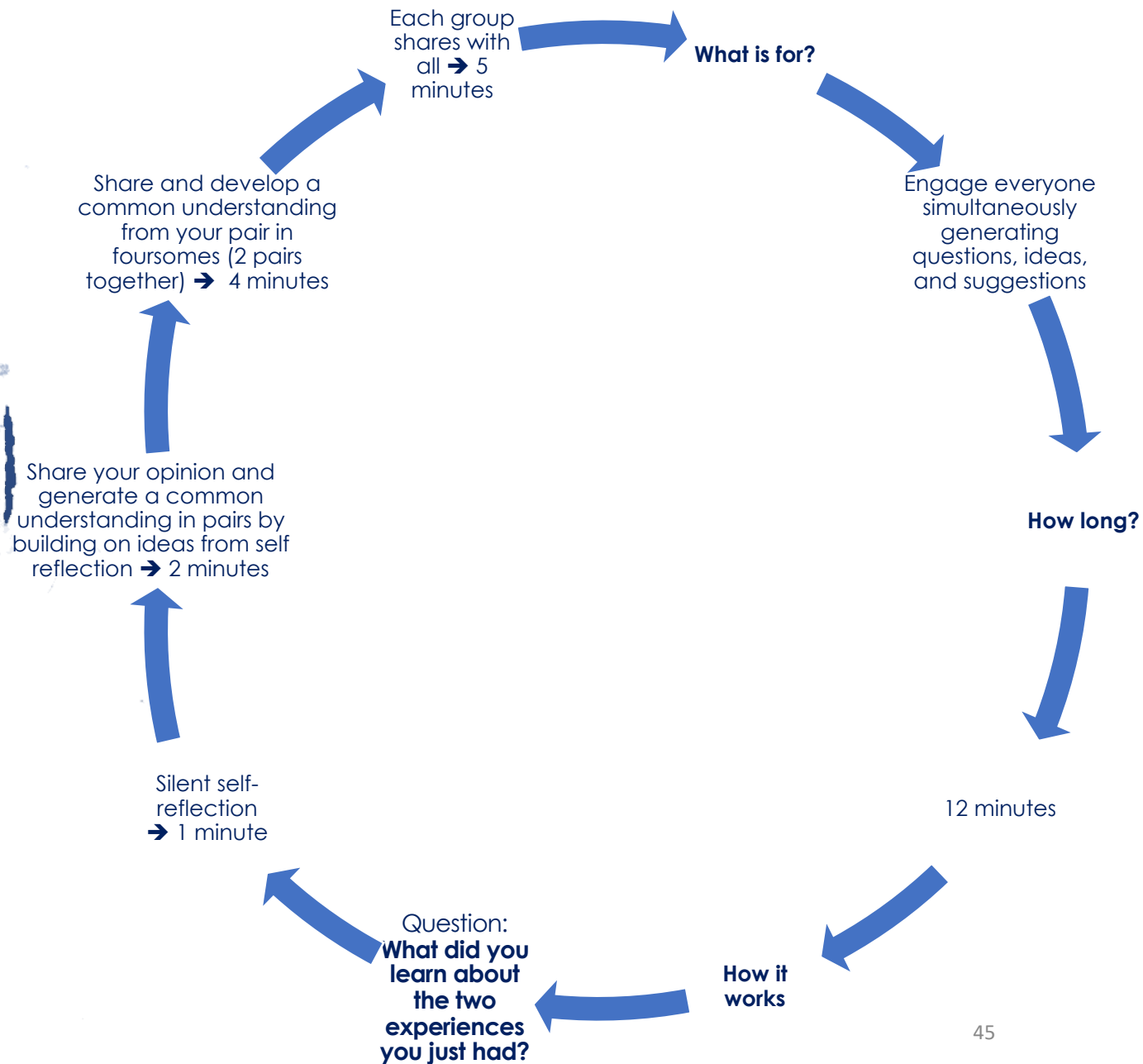
- Transform as many circles as possible to recognizable objects

Yes And..., Yes But...



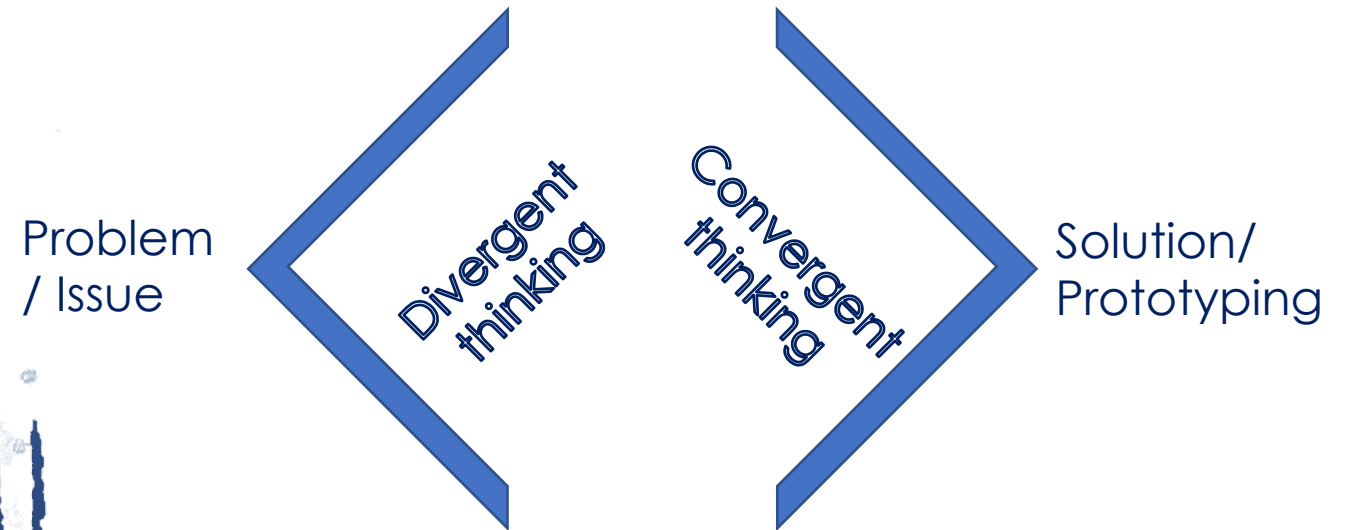
What did you learn about?

(use 1, 2, 4, All...)



Key takeaways (1/7)

- IDEATION TECHNIQUES



➤ BRAINSTORMING

❖ The 7 golden rules according to IDEO

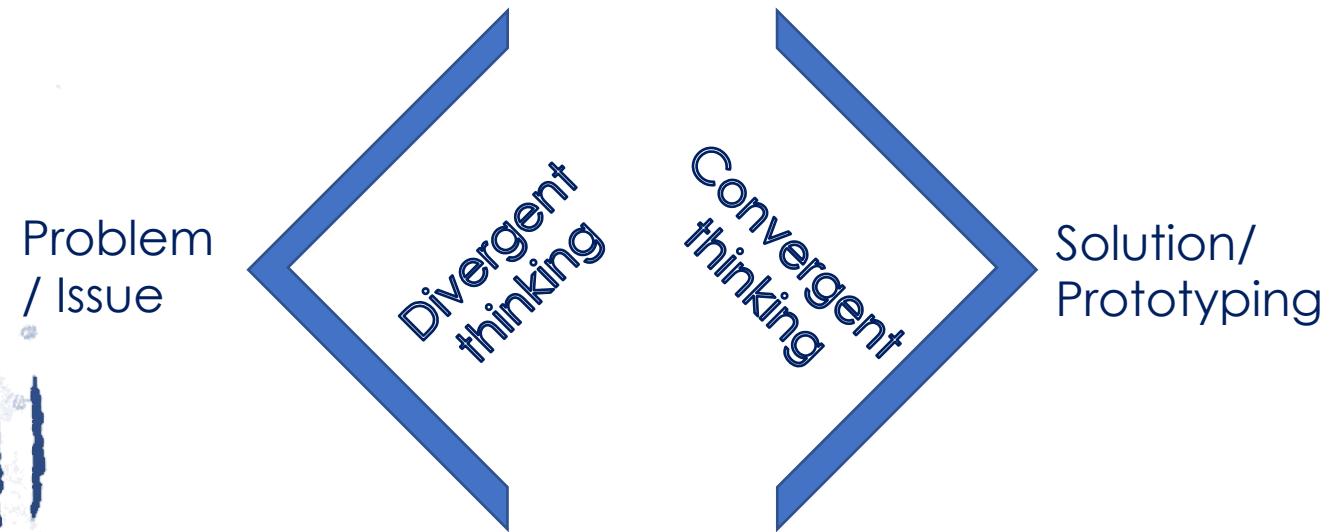
1. Defer judgment.
2. Encourage wild ideas.
3. Build on the ideas of others.
4. Stay focused on the topic.
5. One conversation at a time.
6. Be visual.
7. Go for quantity.

We learnt
about...

We learnt
about...

Key takeaways (2/7)

- IDEATION TECHNIQUES (IDEO, d.school)



- **BRAIN WRITING** (aka silent brainstorming)
- **e-STORMING** (aka digital brainstorming – e.g. via e-mail, on collaborative platforms)
- **MASH-UP** (= parallel worlds)
- **ROLE PLAYING**
- **PROTOTYPING**
- **MIND-MAPPING** (in particular for converging)
- **6 THINKING HATS** (Lateral Thinking)

We learnt
about...

The 6 Thinking Hats & Lateral thinking

- The human brain thinks in a number of distinct ways which can be deliberately challenged (de Bono, 2009). Play the different roles in turns:
 - **Managing** BLUE – What is the subject? What are we thinking about? What is the goal? Can you look at the big picture?
 - **Information** WHITE – Considering purely what information is available, what are the facts?
 - **Emotions** RED – Intuitive or instinctive gut reactions or statements of emotional feeling (but not any justification)
 - **Discernment** BLACK – Logic applied to identifying reasons to be cautious and conservative. Practical, realistic.
 - **Optimistic response** YELLOW – Logic applied to identifying benefits, seeking harmony. Sees the brighter, sunny side of situations.
 - **Creativity** GREEN – Statements of provocation and investigation, seeing where a thought goes. Thinks creatively, outside the box.
- None of these directions is a completely natural way of thinking, but rather how some of us already represent the results of our thinking

We learnt
about...

Key takeaways (3/7):

- Tight time limits support ideation
 - Deadlines motivate and help focus the creative process.
 - ❖ TIP: You feel you do not have time enough? Keep your time limit fixed, but iterate the process more times
- **COGNITIVE FLUENCY**
 - many variations within the same pattern
 - ❖ quantity
- **COGNITIVE FLEXIBILITY**
 - variations in patterns
 - ❖ disruptive ideas
 - ❖ breaking pushing off / the boundaries
 - ❖ going beyond the usual mental models and frameworks
 - ❖ lateral thinking / thinking out-of-the box⁴⁹

We learnt about...

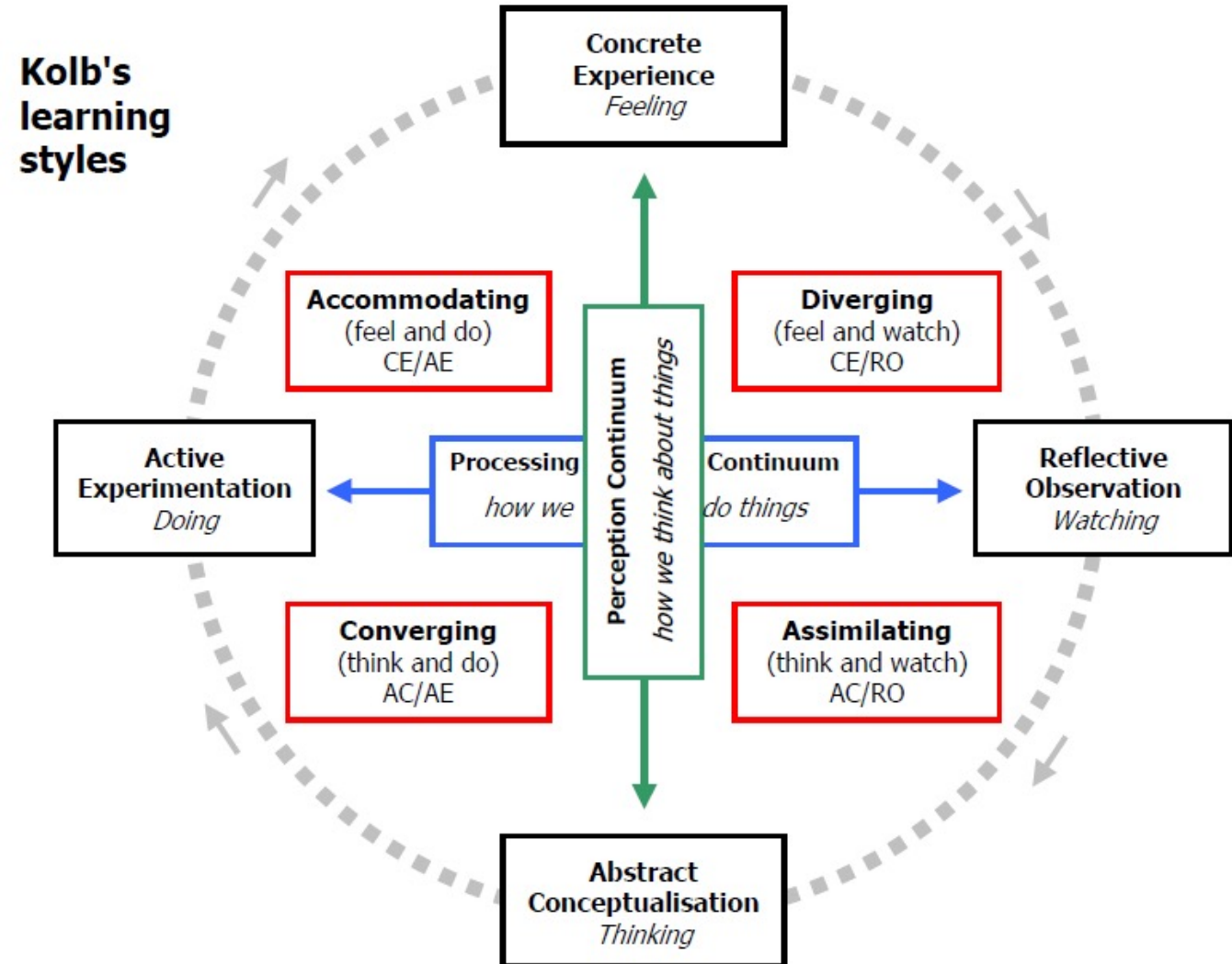
Key takeaways (4/7):

- Neurosciences & learning
- The three systems according to Kahneman (2012) and Ahr, Borst, Houdé (2016) :
 - Heuristic system (fast thinking, instinct = gut feelings, auto-pilot, automatic feedback)
 - Inhibitory system
 - Algorithmic system (slow thinking, analysis, rationality)
- When we are creative we usually feel ourselves very well, we touch the sky, we feel blessed
- In other words we are often in a state of FLOW (Csikszentmihalyi, 1990)
- However, our brain might be playing a trick to us...

We learnt about...

Key takeaways (5/7):

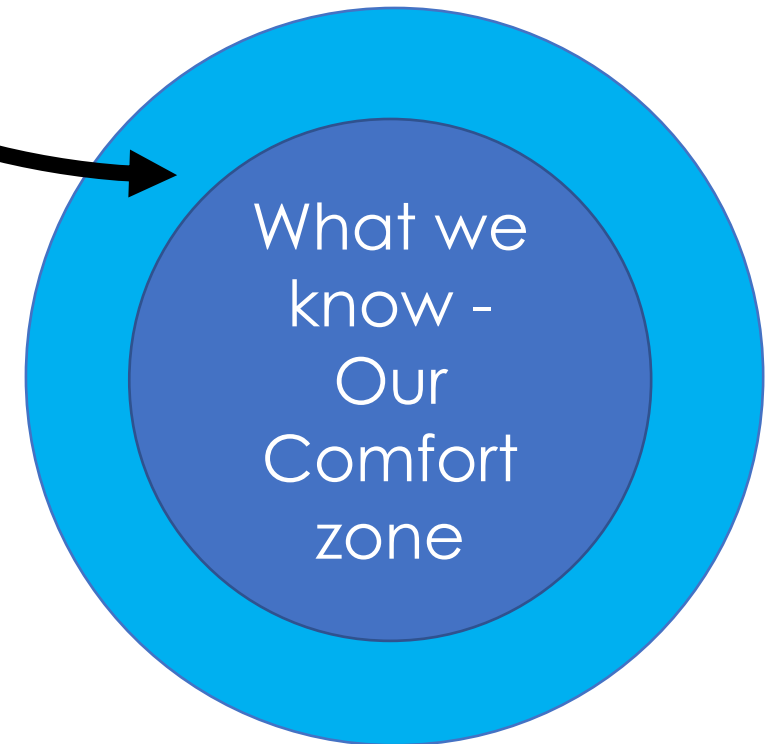
- Creativity is a learning process itself
 - Either the mental models are reinforced
 - Or new ones are created



We learnt
about...

Key takeaways (6/7):

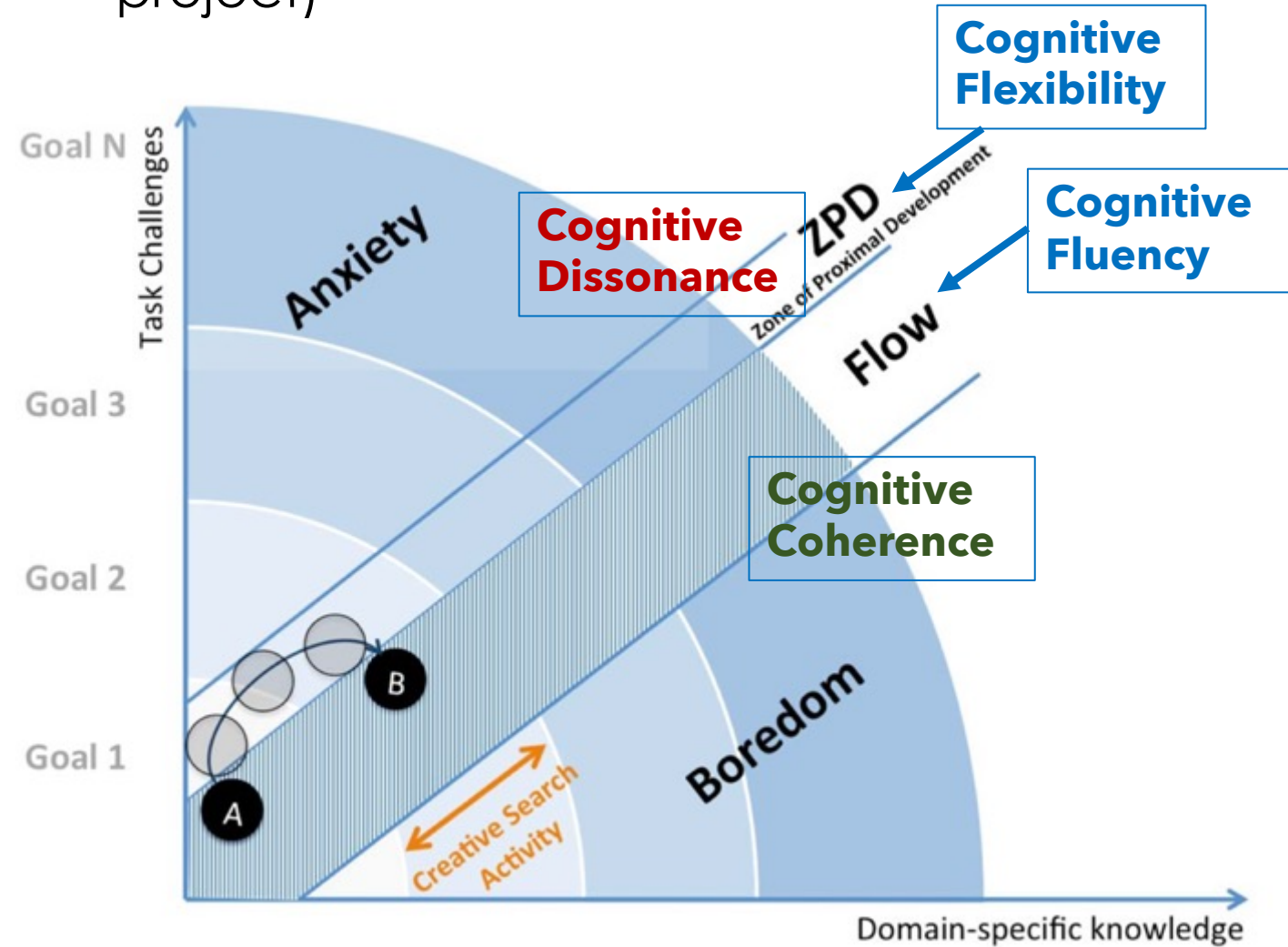
- Creativity is a learning process itself
 - Either the mental models are reinforced
 - Or new ones are created
- Zone of Proximal Development – ZPD (Vygotsky, 1978)



We learnt about...

Key takeaways (7/7):

- Neurosciences & learning (COLLAGE project)



- Cognitive Fluency – Cognitive Coherence
- Cognitive Flexibility – Cognitive Dissonance

We learnt about...

Wrapping up:

- In the Yes And, Yes But exercise, you have been exposed to two different and necessary ways of thinking to generate ideas (divergent) and to find solutions (convergent)
- In the 30 circles exercise you discovered that you can bend the framework by finding your way within the constraints given
- Creativity is a learning process and has a cost given by the integration process of new knowledge into existing mental models or by its assimilation into new ones
- The energetic effort / cost is higher when you move towards your ZPD which leads you to cognitive flexibility and disruptive ideas (potential cognitive dissonance)
- The energetic effort / cost is lower and provides even a sense of reward when you move in a state of flow (cognitive fluency).



Learning to collaborate

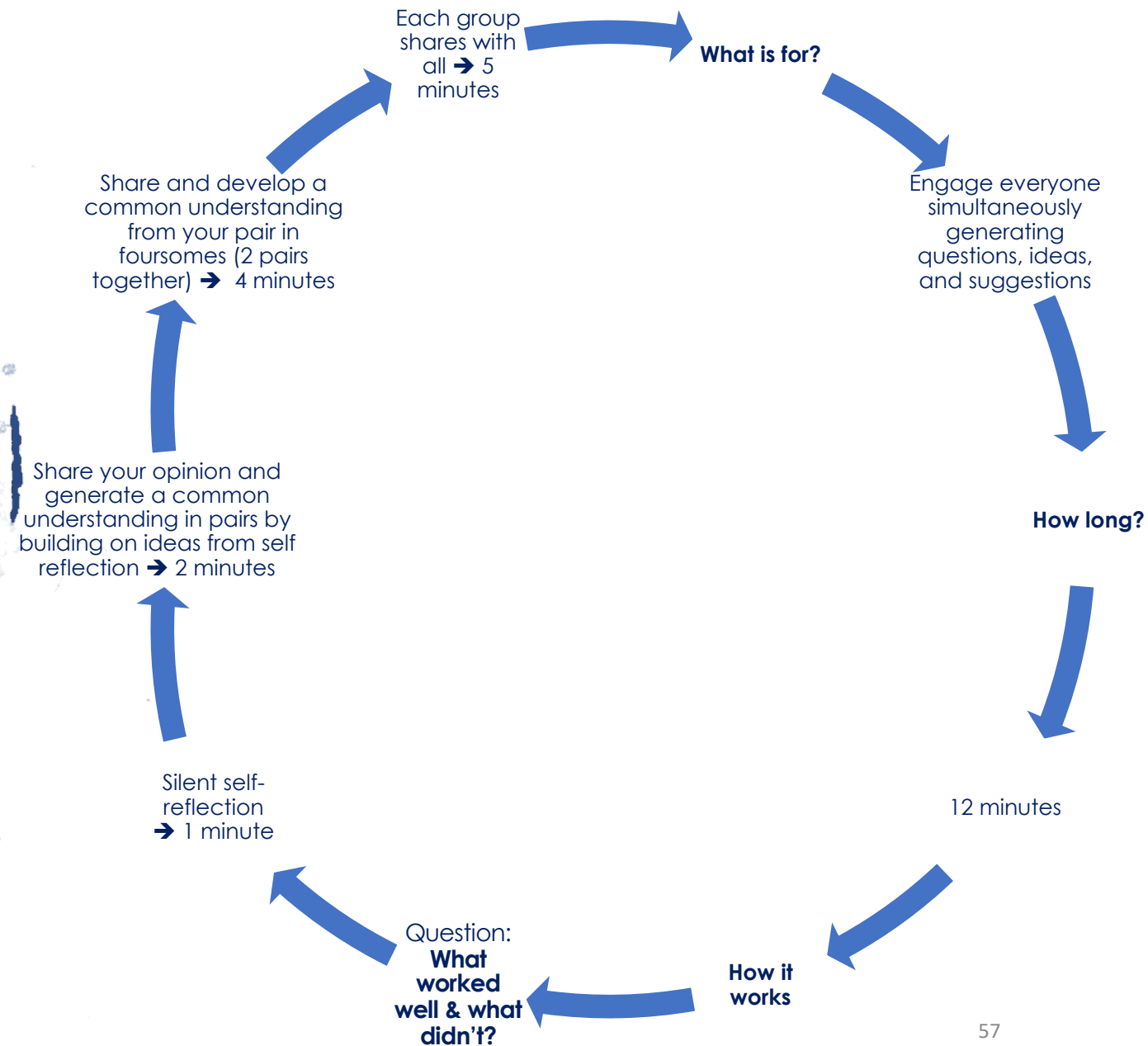
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Building a tower together



What did you learn about?

(use 1, 2, 4, All...)



Key takeaways (1/9)

- GRPI: THE KEY FEATURES OF AN EFFECTIVE TEAM (Beckhard, 1972)

We learnt
about...

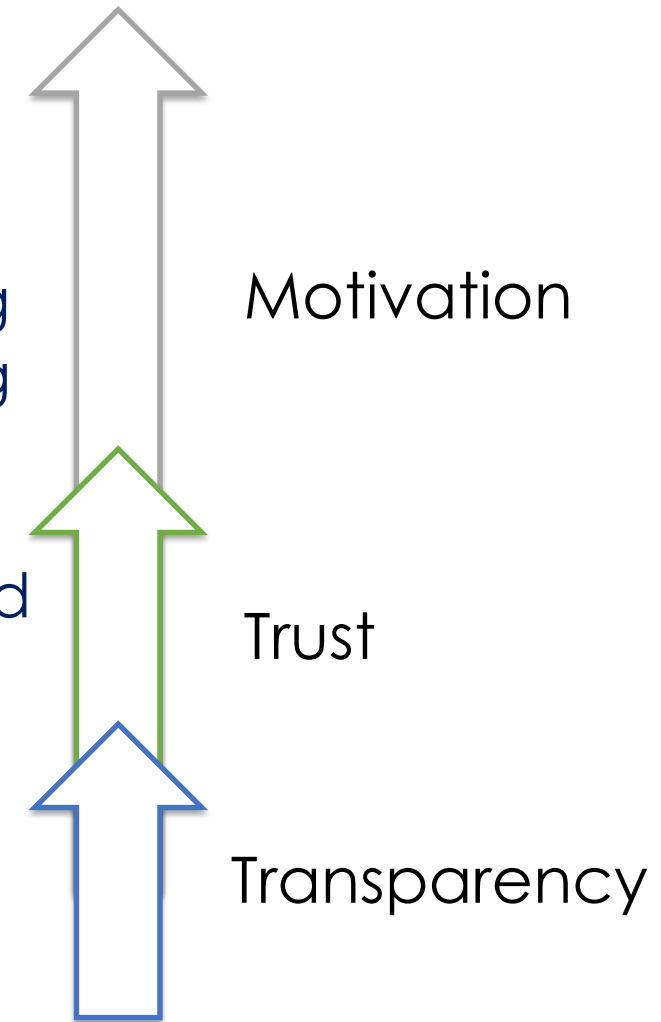


We learnt about...

Key takeaways (2/9)

- FAIR PROCESS (Kim & Mauborgne, 2003)

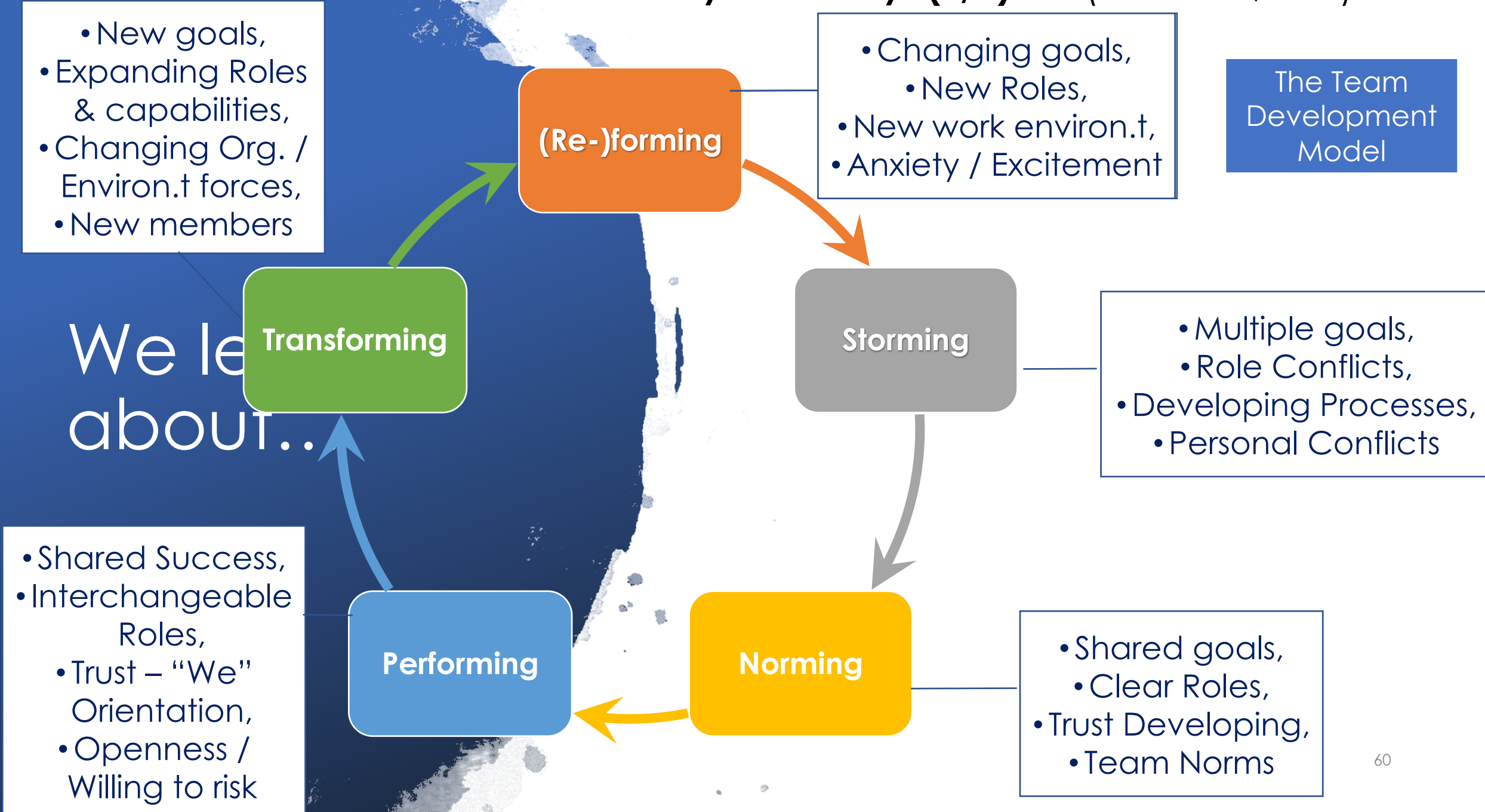
- ENGAGEMENT is allowing full participation and a voice in the planning and decision-making process
- EXPECTATION is sharing accurate and timely information about goals
- EXPLANATION is sharing the rationale for decisions.



Key takeaways (3/9)

(Tuckman, 1965)

The Team Development Model



We learnt about...

Key takeaways (4/9)

- A SIMPLE GROUP TAXONOMY IN TERMS OF LOCATION AND CONTEXT (Santos, 2013)

CONTEXT

DIVERSE

SAME

Co-located

Diverse

The **Babel** Team

Distributed
&
Diverse

The **Virtual** Team

Co-located

Distributed

Confluent

The **Classic** Team

Confluent

The **Diaspora** Team

ONE

MULTIPLE

LOCATION

• THE BARRIERS TO COLLABORATION

Structural Barriers

- It is difficult to transfer tacit know-how
- People may not know how to work together
- Weak ties may discourage knowledge pooling

Transfer

Motivational Barriers

- Insular culture with little outside communication
- Nobody wants to cross established status lines
- Self reliance is lauded and preferred
- People are afraid to admit their problems

**Not
Invented
Here**

Search

- It's hard to search a large org. for ideas
- Physical distance may make search impractical
- People may suffer from information overload
- There may be little or no networking going on

Hoarding

- People are in competition with their colleagues
- There are no incentives for joint initiatives
- Everyone is too busy to help others
- People lose power by sharing information

What about...

We learnt
about...

UNIFICATION

T-SHAPED MANAGEMENT

NETWORKS

Key takeaways (6/9)

- MITIGATING THE BARRIERS TO COLLABORATION:
THE COLLABORATIVE LEVERS

COLLABORATION BARRIERS

Not Invented Here
Hoarding
Search
Transfer

- Creating a central unifying goal or state a core value of teamwork
- Using a leadership position of influence to signal collaboration is highly valued and desirable

Key takeaways (7/9)

- MITIGATING THE BARRIERS TO COLLABORATION:
THE COLLABORATIVE LEVERS

**COLLABORATION
BARRIERS**
Not Invented Here
Hoarding
Search
Transfer

We learnt
about...

UNIFICATION

T-SHAPED MANAGEMENT

NETWORKS



- Need to combine the results people generate within their own units with those they generate by cross-unit collaboration

Key takeaways (8/9)

- MITIGATING THE BARRIERS TO COLLABORATION:
THE COLLABORATIVE LEVERS

COLLABORATION BARRIERS

Not Invented Here,
Hoarding

We learnt
about...

T-SHAPED MANAGEMENT
UNIFICATION
NETWORKS

- By encouraging the formation and strengthening of the right kinds of cross-unit relationships

Key takeaways (9/9)

- MITIGATING THE BARRIERS TO COLLABORATION:
THE COLLABORATIVE LEVERS

COLLABORATION BARRIERS

Search,
Transfer

We learnt
about...

NETWORKS

UNIFICATION

T-SHAPED MANAGEMENT

We learnt about...

Wrapping up:

- In the building the tower exercise, you have discovered that collaboration is hard as everyone has their own agenda you likely do not know
- You too, and the others are likely blind to it
- Teams differentiate from groups because they have a common shared goal
- Transparency, trust and engagement are the key drivers for teams to succeed
- Motivational (not invented here, hoarding) and structural (search, transfer) barriers hamper the performance of teams, in particular of the virtual ones (diverse and distributed)
- Unification, T-shaped management, and Networks are the levers to pull for mitigating the barriers to collaboration.

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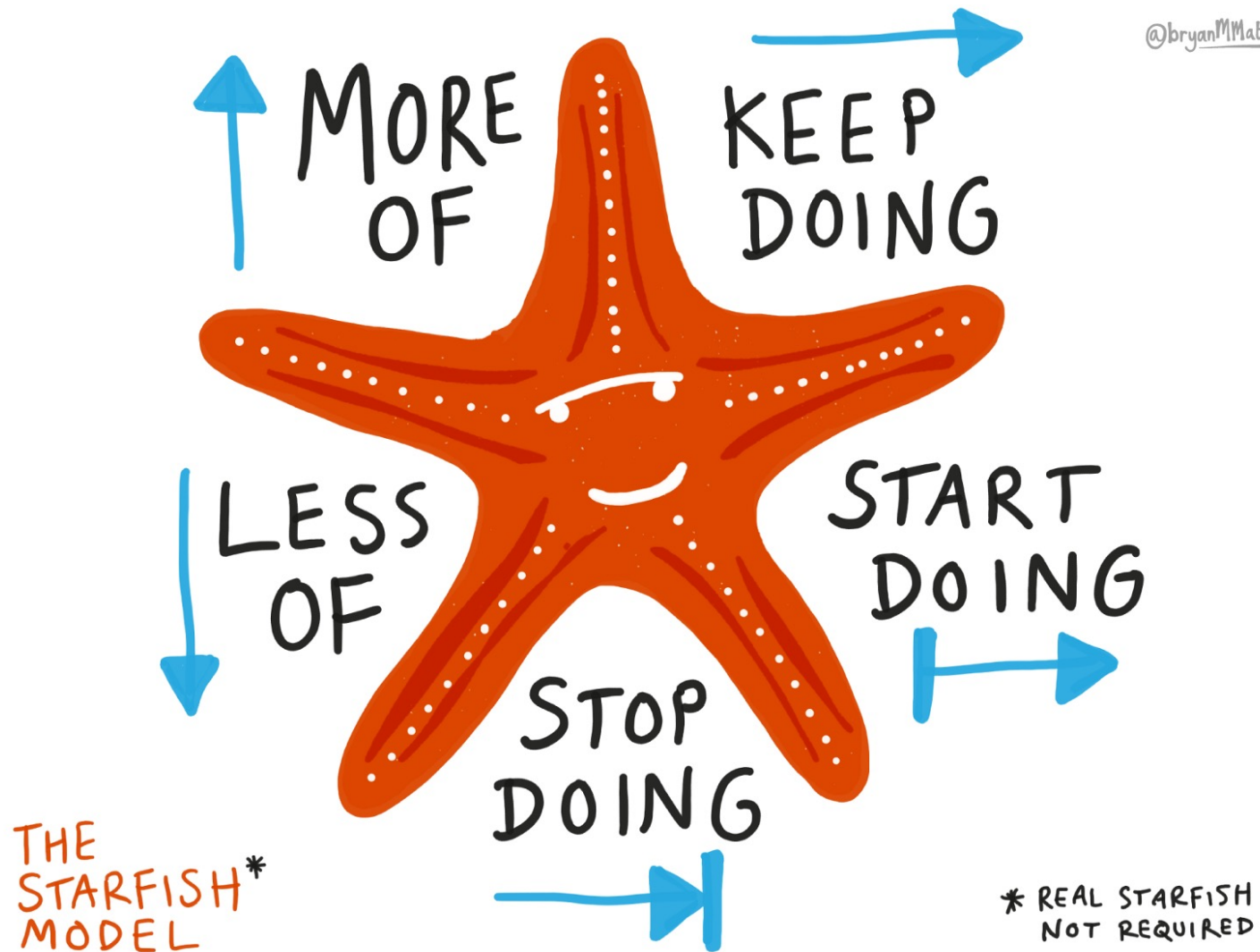
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Starfish
Check-Out

Thank YOU!

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NGI

THE COMMUNICATION DIMENSIONS

FVA new media research
Susanna Albertini



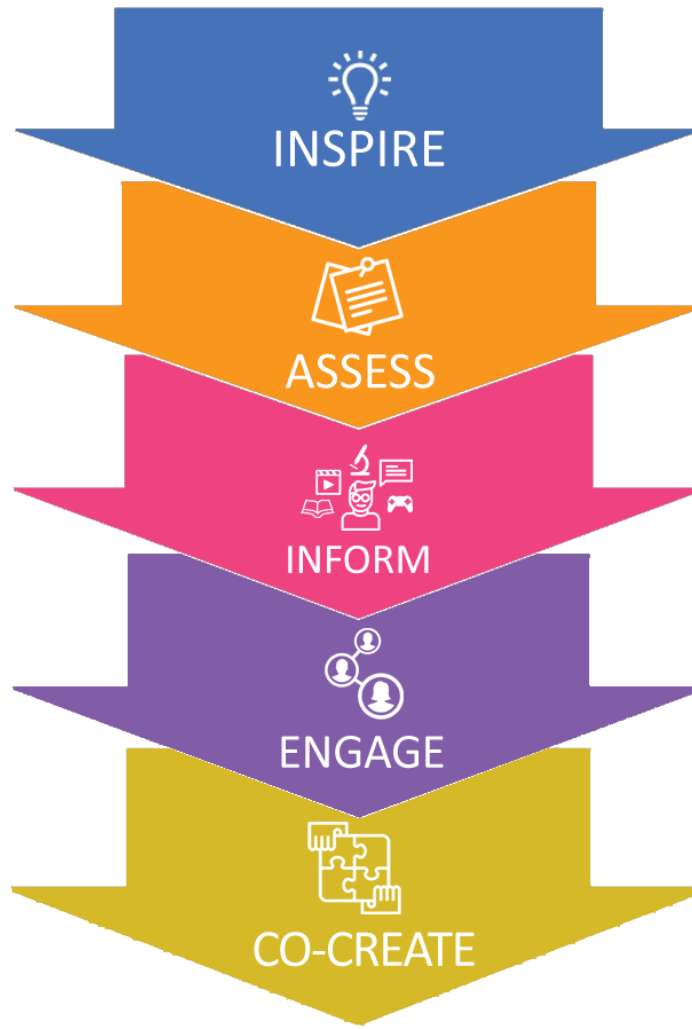
THE COMMUNICATION DIMENSIONS

WHAT FOR The purpose of your communication activity	TO/WITH WHOM Your target audience	WHAT The contents (based on the 2 previous dimensions)	HOW The activities, channels and methodologies	WHEN The timeframe and periodicity

WHAT FOR

THE PURPOSE OF YOUR COMMUNICATION ACTIVITY

Form top-down promotion
(TV commercials) to
participative (bottom-up)
communication (social
media communities)



THE COMMUNICATION DIMENSIONS

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TO WHOM YOUR TARGET AUDIENCE

Your target audience

- Don't be generic, create sub groups with different interests
- Refer to specific users (extreme user)
- Identify different motivations and interests



WITH WHOM YOUR MULTIPLIERS

Find multipliers

- To leverage on trusted relations
- To increase impact of your communication



THE COMMUNICATION DIMENSIONS

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WHAT

THE CONTENTS TO CONVEY

(based on previous 2 dimensions)

- Trigger the target audience interest (inspire)
- Storytelling
- Define the USP



WHAT TRIGGER THE TARGET AUDIENCE INTEREST

- Tell them something they can recognize
- Stimulate their appetite to know more
- Keep things simple, avoid acronyms and technicalities
- Memorable opening



WHAT USE STORYTELLING

- Brain operates in pictures and a story has the power to paint pictures (TED)
- Stories are easy to remember
- Nice flow (it is a story!)
- Hook, situation, threat, challenge, promise



WHAT USP



U: UNIQUE

***“What makes you different
from the competitors”***



S: SELLING

“What persuades your target audience to buy/choose your solution”



P: PROPOSITION

***“Your proposal or offer
suggested for acceptance”***



HOW TO MAKE YOUR USP?

- Memorable
- Targeted
- Emotional

(in one sentence)



WHERE WOULD YOU FOCUS THE USP?

- Tasty?
- Colorful?
- A little sweet pleasure?
- Crunchy crust, a bit soggy in the middle?



GET INSPIRED!



“The milk chocolate melts in your mouth, not in your hand.”

- A rather off-beat USP can be catchy and compelling

GET INSPIRED!



“Ecosia: Search the web to plant trees.”

- Ecosia is a search engine that uses the 80% of their profits to plant trees (Cause marketing)
 - They're not necessarily showing their search engine is better than competitors
 - They're showing that *the company* is better than competitors
- ✓ The USP is not on the main service

GET INSPIRED!



“We're number two. We try harder.”

- For a long time, Avis was the second-largest car rental company, after Hertz.
- The campaign was so successful, Avis' market share went from 11% to 35% in just four years.
- ✓ Turning a drawback into a benefit

GET INSPIRED!



“You get fresh, hot pizza delivered to your door in 30 minutes or less or it's free.”

- Transparent and to the point. The terms are so clear that the customer knows they can hold the company to its promise
- Domino's no longer offers this deal > car accidents caused by delivery drivers trying to beat their 30-minute limit
- ✓ Never overpromise and underdeliver in your USP

GET INSPIRED!



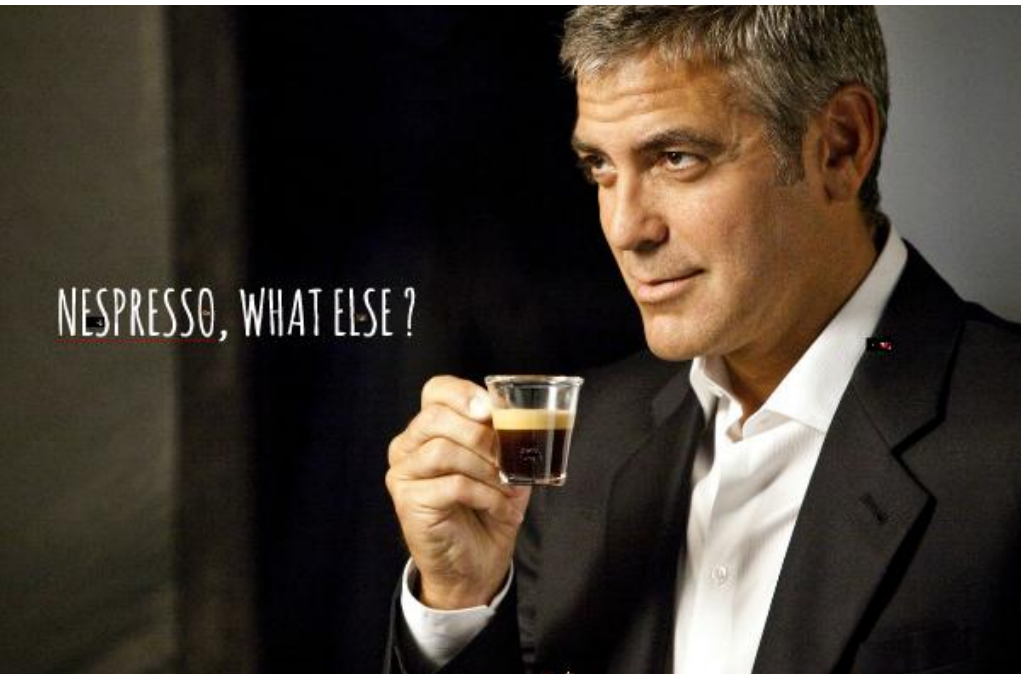
Local Food Delivered To Your Doorstep

Eat local & support your community

“Fresh produce from your local farms delivered to your doorstep”

- Customers get **fresh** produce (quality)
- Customers get the produce from **local farms** (giving the company and the produce more credibility)
- And it's delivered to their **doorstep!** (convenience)
- Cons: dozen of websites are using the same message!


GET INSPIRED!



Nespresso, what else?

- Re-positioning its coffees as a **premium product** in the consumer segment giving it the **aura of champagne as an aspirational experience**
- From a relatively low-priced, low-margin mass-market commodity like coffee to a luxury, highly **emotional experience**

THE COMMUNICATION DIMENSIONS



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HOW

THE ACTIVITIES, CHANNELS AND METHODOLOGIES

The activities, channels and methodologies

- Be creative
- Learn from success stories
- Make the user's experience concrete
- Involve testimonials and ambassadors
- Explore, experiment, again!
- Leverage alliances (events organized by others)



THE COMMUNICATION DIMENSIONS

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WHEN

THE TIMEFRAME AND PERIODICITY

- Depends on the stage of your project (different activities based on this)
- Avoid ghost spaces (e.g. The social media channels)



TIPS

(DO AND DON'T)

- Know your audience and reframe your message for them
- Avoid technical details
- Support words with facts
- Listen and don't forget about 'soft' skills: communication, storytelling, selling, and negotiation
- Not only top-down, but bottom-up and co-creation

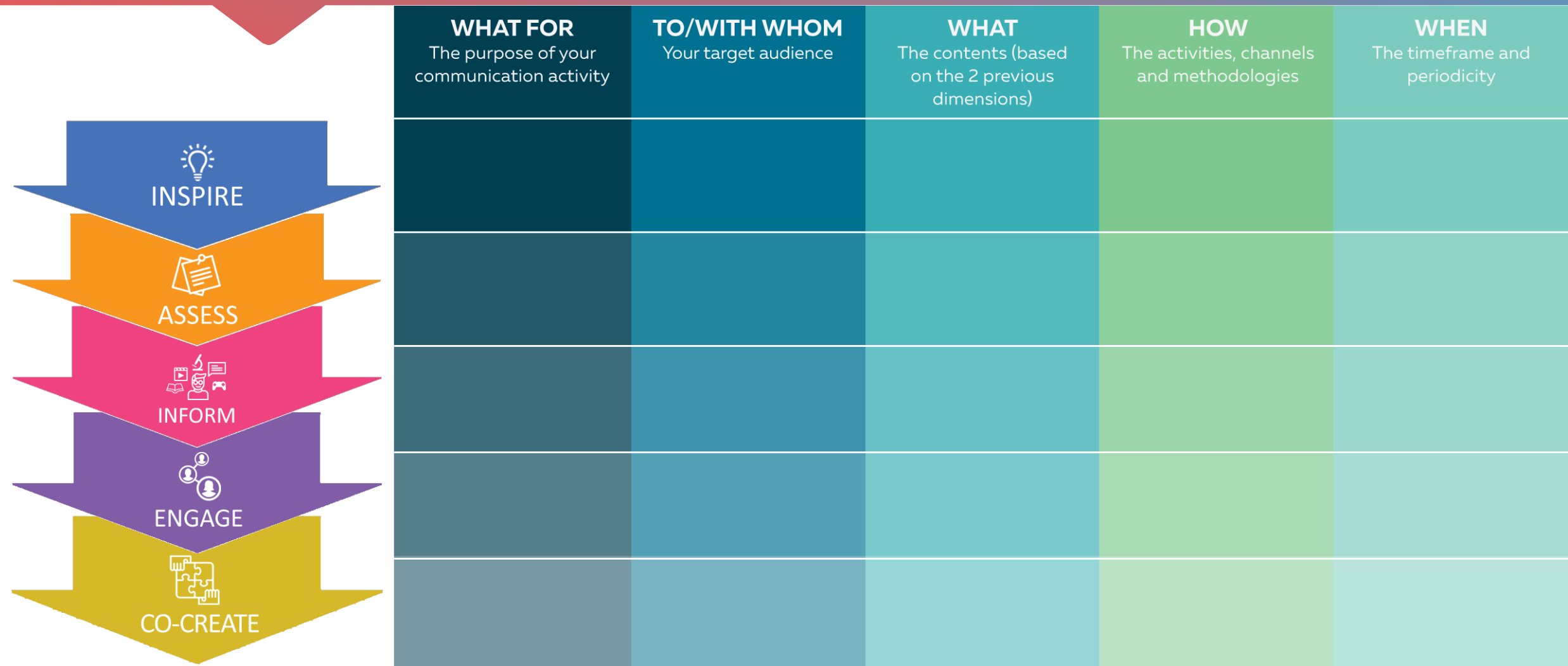


TIPS (RISKS OF FAILURE)

- Missed focus on USP
- Distrust versus trust
- Complexity versus simplicity
- Achievements versus opportunities
- Dilution versus focus
- Generalization versus specificity
- Logic versus emotion
- Monologue versus collaboration

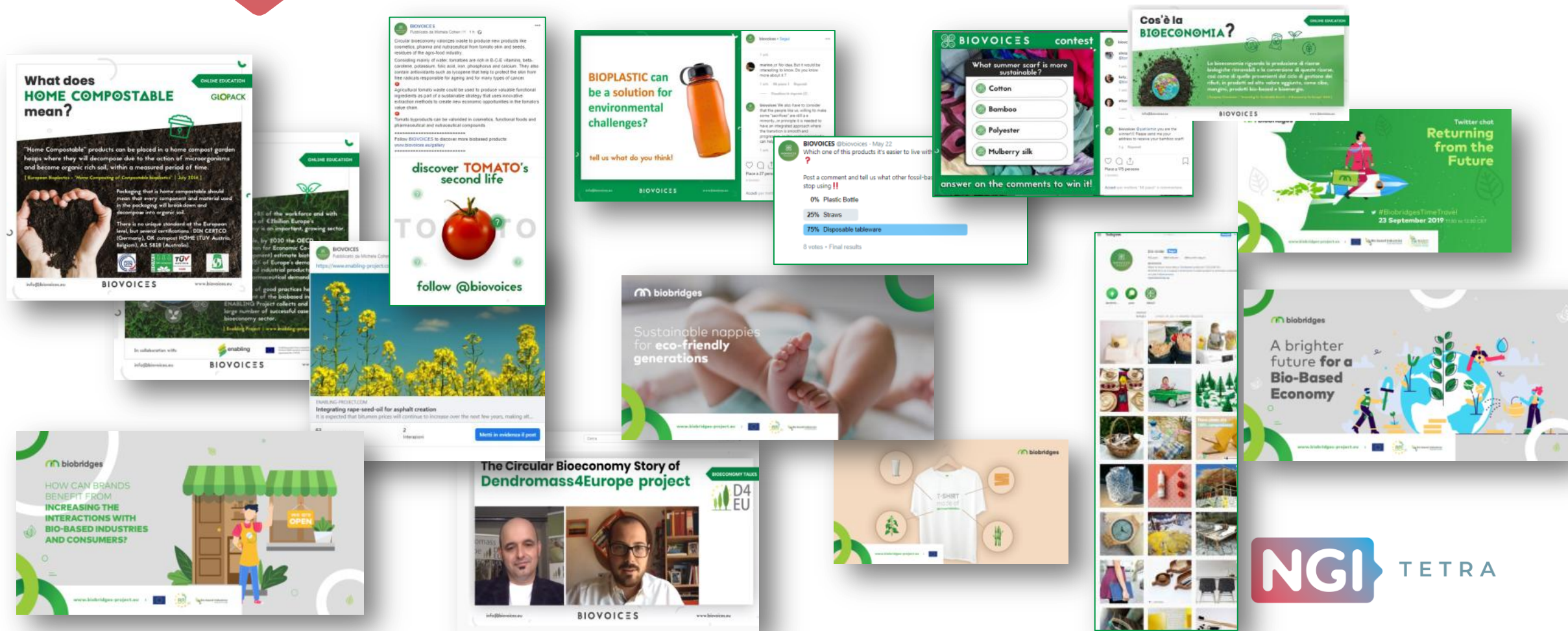


COMMUNICATION CANVAS



CASE STUDY

@BIOVOICES SOCIAL MEDIA ACTIVITIES



CASE STUDY

@BIOVOICES SOCIAL MEDIA ACTIVITIES



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To Raise awareness, Inform and educate, to create a community of followers around a topic	Large public, consumers, young generations, professionals	Information about bio-based products, circularity, sustainability Storytelling Interaction with the public	4 social media profiles (Instagram, Facebook, Twitter, LinkedIn). BBP information, call-to action activities, videos, educational cards, storytelling	Average 2,5 posts a day