

Modul

2

Empathize

*“Empathy is the starting point for creating a community and taking action.
It’s the impetus for creating change.”*

– Max Carver

Introduction

This module will introduce students to the first stage of the design thinking process: empathize. It will also feature the basics of market research and consumer behavior. Students will learn how to empathize with consumers by participating in roleplay activities. They will also learn about credible primary and secondary data collection methods necessary to conduct in-depth research analysis on their target audience.

Student Objectives

- Students will be able to understand the basics of market research and its application.
- Students will be able to effectively gather data from their target audience.
- Students will be able to distinguish between data collection methods and decide which methods best suit their needs.
- Students will learn how to implement marketing strategies in conjunction with consumer insights.
- Students will be able to use market research strategies to empathize with and understand the needs of their target audience.

Agenda

1. Empathize Introduction (5 minutes)
2. Market Research
 - a. Primary Research Lecture (20 minutes)
 - b. Secondary Research Lecture (10 minutes)
3. Roleplay Activity (15 minutes)

4. Bonding (10 minutes)

Facilitation Notes

- Remember to do the facilitator homework

Facilitator Guide

Empathize Introduction (5 min)

Purpose: To introduce students to the concepts behind the empathize stage, and to give them an example of how to ask good questions so they can ask their own in the activity later on in the module, and even during their own research for their SEVs.

Materials: One facilitator, one student, and an empathizing tone.

Directions: The facilitator will welcome the whole class to another day of SocEnt, but before they get started, the facilitator will try to get to know the class better by asking them questions about the problems they are facing, and continue to ask questions further once the students give their issues.

Facilitator note: Facilitators will explain the correlation between this activity and the empathize stage to lead into the lecture.

For example:

Liam: “Adam, what problems are you facing day to day?”

Adam: “Liam, I have really been struggling to bring up my math grade”

Liam: “Adam, what's wrong in math?”

Adam: “I failed one test, and it’s ruined”

Liam: “Why did you fail that test?”

Adam: “I overslept”

Yada Yada Yada ...

Market Research

Primary Research Lecture (20 min)

Lecture Notes:

Primary research consists of gathering data by analyzing current sales and effectiveness of current practices (competitors).

Collecting Data for primary research:

- a. **Quantitative Data:** employs mathematical analysis and requires a large sample size. The results use statistically significant differences. Quantitative research can be done by using G-Suite to analyze a company's website traffic.
- b. **Qualitative Data:** helps develop and fine-tune quantitative research methods. Qualitative data helps business owners identify problems. Business professionals often use interview methods (below) to understand customers' opinions about the product. Sample size is usually small.
 - i. **Interviews:** Interviews are recommended when you want to understand individual decision processes. It gives a chance to explore detailed perceptions, opinions, beliefs, attitudes and decisions and compare differences and similarities among reference group members. It is valuable when researchers want individual reactions placed in the context of the individual's experience.
 - ii. **Surveys:** A survey is defined as a method of measuring opinions, experiences and other phenomena to inform wider research or actions.
 - iii. **Questionnaires:** A questionnaire is any list of questions used for data collection. They are often a tool used within surveys, especially in online surveys.
 - iv. **Focus groups:** Focus Groups are a group of interacting individuals, brought together by a moderator or interviewer, who drives the group and its interaction to gain information about a specific research topic. Focus groups are recommended when the client wants to gain multiple perspectives, unfiltered feedback of a large group. In focus groups, participants get involved in the brainstorming activity which leads to generating ideas as participants get opened and truly and freely share feelings/perceptions upon the subject as per their experiences.

Important Questions to think of when gathering information:

1. Factors to consider when purchasing product/service?
2. Pros and cons of competition?
3. Suggestions for improvement?
4. Appropriate price for product/service?

Secondary Research Lecture (10 min)

Lecture Notes:

What is secondary research?

Secondary research consists of analyzing already published data in order to identify your competitors and customer segment.

- Your customer segment is the people that have predetermined groups based on their lifestyle or behavioral characteristics

IMPORTANT: Don't rely on secondary research, it doesn't allow you to fully understand and empathize with the consumer.

What should you use for secondary research?

- Business magazines and reports
- Government articles
- Trade groups and journals
- Local community sources
- .org and .edu websites

All of these sources are credible, but they won't give you as much insight as speaking to your audience or primary research would.

Roleplay Activity (15 minutes)

Directions:

1. Students will be paired up and assigned roles. One person will act as the consumer, and the other will be asking them questions about their problems in school, life, etc. They will learn more about the consumer's problems and be able to talk to their fellow students. This is very similar to the introduction activity with the facilitator and student, but this time the students are interacting with each other. This activity can also be done in groups where half of the group roleplay as consumers and the other half asks them questions.
 - a. *Facilitator note:* The amount of time you spend on this activity is up to facilitator discretion. If students are engaging in effective discussion with one another, you can let the activity go for longer. Just make sure to have enough time at the end of class for the discussion questions.

Discussion Questions:

1. What did you learn about your "target audience?"
2. What kind of primary research data are your observations?
3. What kind of questions did you ask your "target audience?"
4. How effective did you think this activity was in connecting you with your audience?

Class Bonding

Directions: Bonding can be done with facilitator discretion, and if they have time at the end of the class.

- A few examples of bonding are:
 - Games such as:
 - Skribbl.io
 - Bonk.io
 - Plato
 - Hotseat
 - Heads up 7 up
 - Four Corners

Facilitator Homework

Finalize the SLX groups by module 3 (students will start working with their groups in module 3).

Sources:

<https://www.channelplay.in/india/resources/insights/f>