

BUS 418: Listening to the Customer

INSTRUCTOR:

Professor Lisa R. Simon, lsimon@calpoly.edu, 756-5380

MEETING TIMES AND LOCATION:

418-03: MW 12:10-2:00 p.m., 03-114

418-04: MW 2:10-4:00 p.m., 03-114

OFFICE HOURS:

MW 5:00-6:00 p.m. and by appointment, 03-330

COURSE DESCRIPTION: A project-oriented introduction to exploratory, secondary, and qualitative methods. Access and use of secondary sources of information that support marketing decision making and lead to a carefully crafted research plan. Emphasis on qualitative marketing research techniques, with the goal of setting the stage for additional data collection.

PREREQUISITE: BUS 346

CONCENTRATION DECLARATION FORM:

All students must declare their concentration before registering for BUS 419.

COURSE OBJECTIVES:

The course seeks to develop your knowledge and skills in the application of business research concepts and methods as the basis of decision-making in the following areas:

- Identify research questions
- Select appropriate research methods and support your selections
- Develop a research plan and conduct the research
- Analyze the data you collect, interpret and present the results, and use the research findings to uncover important customer insights

Students will accomplish these objectives by participating in class activities and discussions, collaborating with classmates on specific tasks, and completing readings and assignments.

REQUIRED TEXTS:

Required articles will be listed on PolyLearn.

COURSE MATERIALS ON POLYLEARN:

- Project instructions
- Discussion forums
- Team pages
- Grades
- Assignments and rubrics
- Lecture notes

MY TEACHING PHILOSOPHY: My role, I feel, is not to “teach” you but rather to help you learn. With this course, my goal is to provide you with ample opportunity to discover how to listen to and understand your customers while incorporating that newfound insight into specific product and company recommendations. Lectures, readings, assignments, guest speakers, and projects are all meant to guide you toward active exploration and analysis of the consumer. I am here to focus your learning, clarify concepts, and augment material. View me as a resource—feel free to meet with me during office hours or e-mail me with comments, questions, or concerns. Also, please feel free to offer me suggestions which may assist you in the learning process.

ACADEMIC INTEGRITY: Cal Poly will not tolerate academic cheating or plagiarism in any form. Learning to think and work independently is part of the educational process. Allowing another individual to complete assignments constitutes fraud and academic dishonesty. Finding material from internet or other sources and presenting it as original is also dishonest. All forms of academic dishonesty, including cheating, plagiarism, and falsification of academic records are subject to disciplinary action. All work submitted for this class must be originally prepared for this class; work submitted for a previous course is unacceptable. Per university policy, any student found violating this policy will be dropped from the course or receive a grade of "F."

STUDENTS WITH SPECIAL NEEDS: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both me and the Disability Resource Center (DRC), Building 124, Room 119, (805)756-1395 or email drc@calpoly.edu as early as possible in the quarter.

STUDENT PRIVACY (FERPA): If you have chosen to protect your Directory Information (which includes name and email), it is important you communicate this to your instructor prior to or on the first day of class. This course uses PolyLearn tools that will display students' full names and email addresses.

PARTICIPATION:

- All students are expected to attend every class session and responsibly participate in class and team meetings.
- **"25-35"**—College students are expected to study two hours per unit per week outside of class. For this class, your study time will consist of reading material, preparing assignments, team meetings, and completing projects.
- Please bring a **"nameplate"** with you to class so your classmates and I may more easily learn your name.
- It is important that you **arrive on time** and **do not leave early**, as late entrances and early exits are disruptive and inappropriate.
- Please turn off or set on **inaudible** all electronic devices.
- If you have a **verifiable** university-sanctioned reason for missing class, such as illness, death, field trip, military obligation, or religious holiday, please speak with me in advance or as soon as possible. Otherwise, **I do not accept late or make-up work.**
- E-mail is a form of professional business communication, so please **edit** your e-mail correspondence.

CLIENT: This quarter, you will provide insight and recommendations to a university client. A basic requirement of this relationship is your professionalism in manner, writing, and presentation. Client feedback, both negative and positive, will affect your grade.

TEAMS: Each student will be assigned to a team by the third class. Although drops and adds may require some teams to be adjusted, the teams will remain together for the remainder of the quarter. Working in a team can be both difficult and rewarding. It is oftentimes difficult to manage the various personalities and equitably distribute the work. Developing the necessary skills to work productively with a team, however, can be quite rewarding. If there are team problems, **consult with me** as soon as you realize your team is at an impasse. I can only assist you if I know you are having difficulty.

READINGS: The assigned readings are meant to either act as a step-by-step guide or spark debate about various topics. You are expected to read each assignment **prior** to our discussing it in class. Be prepared to **ask** and **answer** questions from the reading on the scheduled date.

ASSIGNMENTS: Several assignments are required for the course. Some assignments are to be completed individually, some with your team. Each exercise is intended to achieve specific learning objectives for a particular topic in the class. All out-of-class assignments must be **typed** using 1-inch margins, 10 pt. professional font, and 1.5 spacing. Writing **quality** is just as important and writing **content**. Detailed guidelines and rubrics will be provided on PolyLearn for each assignment. **I do NOT accept late assignments.**

GRADING:

Individual:

Concentration Declaration	10 pts.
Projective	10 pts.
Observation	30 pts.
Focus Group Debriefing	50 pts.
Researcher's Journal.....	100 pts.
Client Presentation	50 pts.

Total Individual 250 pts.

Team:

SWOT	50 pts.
Defining the Research Problem for CIP	10 pts.
Interview Guide.....	15 pts.
Client Briefing Memo	10 pts.
Survey.....	15 pts.
CIP Report.....	150 pts.

Total Team 250 pts.

Course Total..... 500 pts.

Each item will be graded on a rubric with: A=superior; B=good; C=acceptable; D=poor; and F=failing.

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 0-59%

Pluses will be given for "7s, 8s, and 9s"; minuses will be given for "0s, 1s, and 2s."

Grades may be adjusted based upon customer and team member feedback.

TENTATIVE COURSE SCHEDULE*

Date	Topics	Before Class	In Class
M 9/21	<ul style="list-style-type: none"> Course Introduction 	<ul style="list-style-type: none"> Carefully read syllabus Dyer, "The Innovator's DNA" 	
W 9/23	• Out-of-Class Assignment: Review client information; craft questions to ask on Monday, September 28		
M 9/28	<ul style="list-style-type: none"> Client Introduction The Marketing Research Process SWOT Analysis: Introduction 	<ul style="list-style-type: none"> Patnaik "Walking in Someone Else's Shoes" Christensen, "Finding the Right Job for Your Product" 	Team assignments Print, review & bring: SWOT Analysis Guidelines and Rubric
W 9/30	<ul style="list-style-type: none"> Secondary Research Guest Speaker: Mark Bieraugel (12:10-1:00) SWOT Analysis: External Opportunities 		Due: Customer Insight Project Contract
M 10/5	<ul style="list-style-type: none"> SWOT Analysis: Internal Strengths and Weaknesses 		
W 10/7	<ul style="list-style-type: none"> Guest Speaker: Vicki Amon-Higa (first hour) Defining the Research Question Qualitative Methods Overview 		Due: SWOT Analysis Print, review & bring: <ul style="list-style-type: none"> Defining the Research Question In-class Exercise Defining the Research Problem for CIP Exercise and Rubric
M 10/12	<ul style="list-style-type: none"> Observation Projective Techniques 	<ul style="list-style-type: none"> Cayla, "Stories that Deliver" Madsbjerg, "An Anthropologist Walks into a Bar" 	Due: Defining the Research Problem for CIP Exercise Print, review & bring: <ul style="list-style-type: none"> Observation Exercise & Rubric
W 10/14	<ul style="list-style-type: none"> Developing Questioning Skills Focus Groups: How to Do Them 	<ul style="list-style-type: none"> Stewart, "Questions and Their Uses" Wansink, "New Techniques ... Marketing Insights" Krueger, "Developing a Questioning Route" Declare concentration 	Due: Proof of Concentration Declaration Print, review & bring: <ul style="list-style-type: none"> Developing an Interview Guide
M 10/19	<ul style="list-style-type: none"> Interview Guide Critique 		Due: Observation Exercise Post by beginning of class: Developing an Interview Guide Exercise Post by end of class: Developing an Interview Guide Critique

Date	Topics	Before Class	In Class
W 10/21	<ul style="list-style-type: none"> Focus Group Moderator/Interviewer Workshop 	<ul style="list-style-type: none"> Krueger, "Moderating Skills" 	Print, review & bring: <ul style="list-style-type: none"> Final Interview Guide (everyone needs his/her own hard copy)
M 10/26	<ul style="list-style-type: none"> Focus Groups 		
W 10/28	<ul style="list-style-type: none"> Survey Question Development 	<ul style="list-style-type: none"> Hair, "Designing the Questionnaire" Reichheld, "The One Number You Need to Grow" 	Print, review & bring: Writing Good Questions Exercise & Rubric
M 11/2	<ul style="list-style-type: none"> Client Briefing Focus Group Debriefing Questionnaire Design Workshop 		Due: Client Briefing Memo AND Mid-Quarter Team Member Evaluation Form Due: Focus Group Debriefing
W 11/4	<ul style="list-style-type: none"> Questionnaire Critique 		Post by beginning of class: Survey Post by end of class: Survey Critique
M 11/9	<ul style="list-style-type: none"> CIP Workshop 		
W 11/11	<ul style="list-style-type: none"> No Class 		
M 11/16	<ul style="list-style-type: none"> Presenting Results 	<ul style="list-style-type: none"> Heath, "What Sticks?" 	
W 11/18	<ul style="list-style-type: none"> Questionnaire Analysis 		Bring: Data from pretesting the survey from at least 25 respondents
M 11/23	<ul style="list-style-type: none"> Present to the Professor 		
W 11/25	<ul style="list-style-type: none"> No Class 		
M 11/30	<ul style="list-style-type: none"> Presentation Perfection 		
W 12/2	<ul style="list-style-type: none"> Client Presentation 		Due: CIP Report and Presentation AND End-of-Quarter Team Member Evaluation Form
418-03:	<ul style="list-style-type: none"> Monday, December 7, 1:10-2:00 p.m. Course debriefing 		Due: Researcher's Journal
418-04:	<ul style="list-style-type: none"> Wednesday, December 9, 1:10-2:00 p.m. Course debriefing 		Due: Researcher's Journal

***If there are any schedule changes, they will be announced in class.**