Documenting Interview Results

Mark Karasek
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**Technology Entrepreneur Center**

**Intro to Trademarks & Patents**

**Thurs | Oct 6 | 7-8:30pm**
**314 ALTGEULD HALL**
Get the basics on trademarks and patents for your startup idea from Prof. Joe Barich. Register at go.illinois.edu/ipclinic.

**THIS THURSDAY!**

**Oct 19 -AND- Oct 27**
Oct. 19 is our special virtual event with UChicago, and Oct. 27 will be in-person in ISR. Come pitch your startup ideas, network, & find teammates. Or, just sit back & check things out!
RSVP: go.illinois.edu/socialfuse

**ILEE Info Night**

**Tues | Oct 18 | 5-6pm**
**4100 SIDNEY LU MECHANICAL ENGINEERING BLDG.**
Hear from advisers & current ILEE students, ask questions, and learn how to apply. Snacks provided!
RSVP: go.illinois.edu/ilee-info-2

**Graduate Concentration**

**IN ENTREPRENEURSHIP & INNOVATION**

**Tues | Oct 18 | 5-6pm**
**4100 SIDNEY LU MECHANICAL ENGINEERING BLDG.**
Start taking TE classes now and apply by Oct. 1 for Fall 2022 admission. This concentration is officially recognized on your transcript. Learn more & apply at go.illinois.edu/eigrad.

**Social FUSE**

**Learn about these events and more at tec.illinois.edu**

**Grainger Engineering**
Agenda

• Selected homework submissions
• Additional customer interview plan examples
• Customer interview tracking
Selected homework examples
Dotlens example
Interview plan example

- INTERVIEW TOPICS (you won’t cover all of these in any given interview)

- CURRENT ECOSYSTEM/MARKET UNDERSTANDING
  - Problem/Needs: You are trying to uncover problems that are big enough that they MUST HAVE your solution. Think about: satisfaction, dissatisfaction, problems, needs, quality, delays, excessive costs, what best performance looks like, what upsets the system?
  - Pains (with detail about magnitude and who else is affected)
  - Potential Gains (with detail about what a better system might look like)

- QUESTION 1: Tell me about your school.
- QUESTION 2: Tell me about a typical day in your classroom.
- QUESTION 3: Tell me about a typical lesson or lab that utilizes microscopes in the lesson.
- QUESTION 4:
- QUESTION 5:
- People: roles, titles, interactions, key players
  - QUESTION 1: Tell me about how your microscopes are purchased and maintained.
  - QUESTION 2: Who decides how much can be spent on microscopes? When is that decision made?
  - QUESTION 3: Who decides where to purchase microscopes?
  -  
  - CURRENT HYPOTHESIS/ASSUMPTIONS TO TEST
  -  
  - Question 1: What is the hardest part of teaching a lesson that uses microscopes?
  - Question 2: How often do microscopes get damaged during class?
  - Question 3: What is the hardest part of maintaining and storing microscopes in your school?
  - Question 4: What happens if the students can’t finish their work during class because of limited supply of microscopes?
  - Question 2:
Interview plan example

**Value Proposition** Test/validate hypotheses on the value your product or service provides. When you can connect pains and gains with your value proposition statements, ONLY THEN have you figured out how to communicate the value of your product/service.

- **Value Prop A: unlimited microscope availability** Question 1: We have been talking to teachers like you about having enough microscopes in classroom so that each student has their own device. How do you think this might change learning outcomes?
- **Value Prop A: unlimited microscope availability** Question 2: How would having the ability to have microscopes for your classroom for only the time you need them impact your classroom space or layout?
- **Value Prop A: unlimited microscope availability** Question 3: How would eliminating microscope repair costs and hassles free up time in your schedule?
- **Value Prop B: utilize smart phone for microscopy** Question 1: Tell me about your students smart phone use.
- **Value Prop B: utilize smart phone for microscopy** Question 2: How do you incorporate technology like smart phones, tablets and the internet in your teaching plans?
- **Value Prop B: utilize smart phone for microscopy** Question 3: How might your teaching plans change if student had access to microscopes at home when doing their homework?
Breakout 1 – The Bad Interview
Keep track of the mistakes you see
Tracking interview results
Customer interview tracker

• Date
• Interviewee name
• Title (mostly for B2B but not always)
• Company (mostly for B2B but not always)
• Hypothesis tested
  • Why are you interviewing this person?
Customer interview tracker

• Questions
  • Which of the questions from the interview plan did you use?

• Interview notes
  • Can be listed out or use a link to another document

• Team insights
  • What did you learn?

• Next steps?
  • New contacts to interview? New questions to ask future interviewees? Talk to this person again to clarify insights?
<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Interviewee Name</th>
<th>Title</th>
<th>Company</th>
<th>Hypothesis Tested</th>
<th>Questions</th>
<th>Interview Notes</th>
<th>Team Insights</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6/14/2021</td>
<td>Anthony</td>
<td>End User</td>
<td>student</td>
<td>Individuals want increased access to vital information, Convenience of single point data exchange, Ownership/Control data</td>
<td>Question 1: Think of a place where you have to provide information about yourself or your family. Which place comes to mind, and why? &lt;br&gt; Question 2: What sort of information are you asked to share? How do you go about sharing information with an organization, business or individual? &lt;br&gt; Question 3: What do you like about that process? What do you dislike about it? &lt;br&gt; Question 4: How do you typically file your information/records? Do you feel it’s accessible? Why or why not? &lt;br&gt; Question 5: Do you feel like your information is readily accessible to you? &lt;br&gt; Question 6: Do you feel your personal information is safe on the internet? &lt;br&gt; Question 7: Do you know all the ways in which your data is utilized during/after you make a purchase? What would you change about that or keep the same? &lt;br&gt; Question 8: Do you feel that this is a secure process? Why or why not? &lt;br&gt; Question 9: Who is in charge of keeping vital information and documents in your house? How comfortable do you feel with that system? Why or why not?</td>
<td>Logical about his information storage practice, informative about what he would want out of a security system. Studies encryption and knows all about data insecurity. Would like something that was easier and more secure. Knows that everything he &quot;puts out there&quot; is vulnerable. Has had bank account information stolen.</td>
<td>He understands technology and is wary of encryption and upkeep. Thinks he would have to program and keep track of passwords. Understands risk vs reward, wants control.</td>
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<tr>
<td>2</td>
<td>6/14/2021</td>
<td>Demetrias</td>
<td>End User</td>
<td>Day care</td>
<td>Individuals want increased access to vital information</td>
<td>Q1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,17,18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>6/14/2021</td>
<td>Gwen</td>
<td>End User</td>
<td>Day care</td>
<td>Individuals want increased access to vital information</td>
<td>Q1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,20,21,22,23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>6/16/2021</td>
<td>Heather</td>
<td>End User</td>
<td>Sanitation</td>
<td>Individuals want increased access to vital information</td>
<td>Q1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,23,24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>6/11/2021</td>
<td>Quentin</td>
<td>End User</td>
<td>Firefighter</td>
<td>Individuals want increased access to vital information</td>
<td>Q1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,22,23,24,25</td>
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<tr>
<td>6</td>
<td>6/13/2021</td>
<td>Latrelle</td>
<td>End User</td>
<td>Factory</td>
<td>Individuals want increased access to vital information</td>
<td>Q1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,22,23,24</td>
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<td>Firefighter</td>
<td>Individuals want increased access to vital information</td>
<td>Q1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,22,23,24,25</td>
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<tr>
<td>8</td>
<td>6/4/2021</td>
<td>Autumn</td>
<td>End User</td>
<td>Stay at Home</td>
<td>Individuals want increased access to vital information</td>
<td>Q1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,17,18,19,20,22,23,24,24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>6/4/2021</td>
<td>Will</td>
<td>End User</td>
<td>Ford Motor</td>
<td>Individuals want increased access to vital information</td>
<td>Q1,2,3,4,5,6,7,8,9,10,11,13,14,15,16,18,19,20,22,22</td>
<td>Is very organized and makes sure he has all the necessary documents. He would absolutely pay for a service</td>
<td></td>
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<tr>
<td>10</td>
<td>6/16/2021</td>
<td>Kela</td>
<td>End User</td>
<td>Accountant</td>
<td>Individuals want increased access to vital information</td>
<td>Q1,2,3,4,5,6,7,8,9,10,11,13,14,15,16,18,19,20,21,22</td>
<td>Is very organized and makes sure he has all the necessary documents. He would absolutely pay for a service</td>
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<td>11</td>
<td>6/16/2021</td>
<td>Kela</td>
<td>End User</td>
<td>Accountant</td>
<td>Individuals want increased access to vital information</td>
<td>Q1,2,3,4,5,6,7,8,9,10,11,13,14,15,16,18,19,20,21,22</td>
<td>Is very organized and makes sure he has all the necessary documents. He would absolutely pay for a service</td>
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</tbody>
</table>
**Very concise and clean way of capturing insights - to the point!**

Note that answers to specific questions allow an inference of whether the hypothesis is true or false, new insights, inferences and hypotheses.
## Customer interview tracker

<table>
<thead>
<tr>
<th>Interview Notes</th>
<th>Team Insights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Her success is defined by better communication with other departments. There is not a lot of praise for her work, despite her defining her job as &quot;the face of the museum.&quot;</td>
<td>If we can find a way for museum staff to be celebrated for their unique contributions this could be a possible added benefit.</td>
</tr>
<tr>
<td>Development departments are too siloed and not everyone within the department knows what's actually going on. There is not enough communication internally in the museum for her to feel capable of success. There is also not a lot of praise for her work.</td>
<td>If we can integrate our system into their on donor management software, they may be more likely to appreciate the data.</td>
</tr>
<tr>
<td>Uses the Argus database</td>
<td>They find their donors randomly or through referrals which they acknowledge leads towards less diversity in donors</td>
</tr>
</tbody>
</table>

**Team 24: Budget Collector**

Great inference!
Breakout 2 – Creating a customer interview plan
Snackpass is a mobile platform for Takeout ordering that has won the hearts (and stomachs) of college students around the country with it’s Gen Z resonating, viral social features. At its core, Snackpass offers users a mobile platform to pre-order Takeout at local restaurants—with no menu markups or added fees. Orders on the platform allow the original user to earn reward points (i.e. towards free or discounted food) on their digital punch card, but ALSO gift points to another friend in their network for use at that same restaurant. The result is a strong viral effect where users are incentivized to be ordering takeout on the same platform to help each other earn rewards quicker. On top of this gifting feature, Snackpass has layered a Venmo-like social feed where users can see gifting activity in their network, which has been incredibly well embedded into the social fabric of college campuses. This social transparency and social currency has made Snackpass instantly viral on campuses both online and in-stores as you can see in their Careers page.
Value Proposition Statement

For: College students living in college towns
Who: Enjoy connecting with friends through food
We provide: Social networking + ordering app
That: Share what you’re eating, see what friends are eating, get rewards, send food to friends
Unlike: UberEats, Grubhub and DoorDash
Who: Connect restaurants, consumers and delivery people
Our company: Provides social features
That: Lets our users connect with friends and allows restaurants to benefit from virality
Customer Interview Plan

• Who would you interview?
• What questions would you ask to understand how they view their current options for ordering food?
• What questions would you ask to understand if they think eating is a social activity.
• What questions would you ask to understand if they are satisfied with current solution for connecting with friends through food?
Getting ready for Week 8
Team Assignment: Midterm presentation

Each team will give a 5 – 7 minute (max) presentation in Week 8.

• The presentation should cover:
  o 1. Problem Statement Canvas
  o 2. Value Proposition Canvas (right side)
  o 3. Target Customer Segment(s) hypothesis
  o 4. Stakeholder map
  o 5. Interview Plan and Tracker.

• The team can break up the material or you can elect one or two individuals to deliver everything.

• You may include any additional information that you feel is relevant.

• There is no rubric. I'm not concerned with you completing a checklist, but instead making a case for what you feel is important to your analysis.

• You MUST be concise since timing is limited and you will be cut off if you run over. Failure to complete your presentation within the time limit may impact your grade.
Individual Assignment: Peer Assessment

• Individually, think about the contribution of each team member to the project so far
  • Attendance at team meetings
  • Contributions to meeting discussions and work products
  • Collaboration and cooperation
  • Adherence to the ground rules the team set up at the start of the semester

• You have 100 points to distribute to the team including yourself based on contribution. Total points must equal 100.

• If everyone contributed equally and followed the ground rules, then you would award 25 pts to each.
Team Presentation Order

Lottery Draw – will publish on canvas on Monday
Breakout 3 – Creating a common team interview tracker