

B8656 — Market Intelligence: The Art and the Science Fall 2022

Tuesday 8:30 AM -11:45PM; Classroom TBD

Professors

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Office Hours:

By Appointment

Course Description

For informed business planning and sound decision making, marketers need comprehensive intelligence regarding their customers. This advanced market research course is based on the idea that to understand customer attitudes, sentiments, and behavior fully, both qualitative and quantitative research are required. Students will learn how to select and execute the right research to obtain customer intelligence, make sense of it, and apply it to marketing problems. Throughout the semester, we will emphasize the complementarity of qualitative and quantitative methods, how combining them – tapping art and science – can yield brand-building marketing strategies.

Among the questions we will address are those you would need to have answered whether you are leading a start-up or serving as a brand manager in a large corporation: *How do I begin to understand the market for my product? How can I segment my customers? How do I know if customers need or want my products? How do I develop/modify my product and how can market research inform product design and improve UX? What are the best ways to position my product in the marketplace? How do I generate insights for advertising and packaging and evaluate reactions to my messages? How do I price my product? How many can I sell? What ethical considerations emanate from qualitative and quantitative market research?*

We will take an experiential approach in this course. Students will learn through cases and practice how to conduct deep probing one-on-one interviews, illuminating focus groups, disciplined ethnographies, and ways to map multi-dimensional customer journeys. Students will also learn how to perform cluster analysis, factor analysis, conjoint analysis, and logistic and OLS regressions. There will be numerous problem-solving in-class discussions. For the course project, students will work with real companies, conducting research that can have applications in the marketplace.

Course Prerequisites

You must have a basic knowledge of statistics and have completed the R-Programming data camp: <https://www.datacamp.com/courses/free-introduction-to-r>. DataCamp is required only for those who are not familiar with R.

Instructions on how to enroll in the R-Programming data camp are below. Several of the cases, assignments, and the major course project use R for statistical computing.

Before the start of the semester, students must download R from <http://www.r-project.org/> and RStudio, a powerful user interface for R, from <http://www.rstudio.com/>.

To get you started with programming in R, we require that those not already familiar with R complete by **mid-September 2022**, an online interactive course on R through [DataCamp.com](https://www.datacamp.com). This is what you need to do to take the course:

- Sign up for DataCamp using the following link — you will need to use your Columbia UNI email (UNI@columbia.edu): https://www.datacamp.com/groups/shared_links/bd731ee23f131dc4a92f78b1f067c6faa8cfa7ecb34c4643b891e6a300084549
- Complete the "Introduction to R" course (about 4 hours).

We will also offer an optional session on R for anyone who needs more training in it and will implement R in class.

Learning Dyads

To facilitate and enrich learning, we will form dyads by Week 2 of the semester that consist of two students with complementary skills, e.g., marketing acumen and analytical ability. Students in the dyads will collaborate on the cases during the semester. The professors expect equal contribution in the dyads and will monitor the collaborative process as the semester proceeds. If there is a legitimate complaint regarding the contributions, the professors will adjust the grade accordingly. The dyads are not the same as the main project groups.

Required Material

- Articles, Video, and Cases (Available on Canvas or in links in this syllabus)
- ***Qualitative Consumer and Marketing Research***. Russell W. Belk, Eileen Fischer and Robert Kozinets. Sage. 2013. (BFK) (Electronic version via online reserve.)

Recommended Text

- ***Marketing Research: An Applied Orientation***. Naresh K. Malhotra and Satyabhusan Dash. Prentice Hall. Seventh Edition. 2017. (MD) (Available from Amazon)

Student Evaluation

Class Participation	15% (Individual) <ul style="list-style-type: none">• 0-1 point per class and 3 potential bonus points at end of semester
Case Assignments	20% (Completed by dyads, except Layla's case; 5 points each) <ul style="list-style-type: none">• Layla's Delicacies (A) and (B)• All Nutrition (A) and (B)

	<ul style="list-style-type: none">• Pilgrim Bank• Star Digital
Group Project	40% (Groups of 4-5 students) <ul style="list-style-type: none">• Three assignments (20% for all); proposal, one qualitative study, one quantitative study, all leading into the final project)• Final project write-up (20%)
Midterm	25% (Individual)

There will be optional concept checks throughout the course. Although not graded, these problems are useful for preparing for the midterm and for practicing R-programming.

For the group projects, students will evaluate each other's performance, and these evaluations will be considered in assigning final grades.

Assignments will be due on the posted due dates and times (no exceptions). If your dyad/group has a valid reason for not being able to turn in the assignment on time, let us know in advance.

Class Participation

We will make a strong effort to get to know you personally and ensure that your course contribution is accurately evaluated. Your level of attention and engagement, contribution to the class discussions, and general interaction will count toward the class participation grade.

Your active participation in the class benefits everyone involved. It helps you to stay engaged, get your questions answered, and gauge your understanding of the class material. It also helps classmates who have similar questions and the teaching team assess how good of a job we are doing with communication and pacing.

We recognize that everyone has different comfort levels with speaking in class. If you have any issues with actively participating in the class discussions, please talk to us about it privately.

There are many ways to "participate" that count towards your participation grade. For example, asking questions on ED Discussion (available on Canvas), answering other students' questions, posting follow-ups, or posting notes (e.g., interesting articles/websites you find related to class or other online resources for learning the course material) also count for course participation. We place particular weight on your answering of other students' questions and posting notes to encourage deeper engagement with the course material.

Midterm Exam

The midterm exam will be designed to test your understanding of the topics covered in the lectures, readings, and cases. The exam covers the first half of the course (i.e., Sessions 1 to 6). It will be administered in the midterm exam period. The best way to prepare for the exam is by attending classes, doing the reading and case assignments, and completing the concept checks.

Case Assignments

There will be four case assignments during the semester. For each case, students will respond to pre-class discussion questions posted on Canvas under Assignments. Most, but not all, of the pre-class case questions involve data analysis and do not have a unique answer as they depend on how one interprets and uses the data and other information in the case. Our expectation is that you and your dyad partner will respond thoughtfully to the questions, giving reasonable justification for your answers. High quality pre-class responses are supported with qualitative and/or quantitative analysis based on logic and marketing concepts. Your responses must be submitted on Canvas.

The case method is one of the most effective means of sharpening your decision-making abilities. A case discussion requires that you be an active participant in resolving a marketing problem. The assigned cases are intended to give you practice in assembling and analyzing data to support a decision. The discussion format provides you with an opportunity to argue your position and to learn from others by listening to their comments, analysis, and criticism. You will learn the most from the cases if you and your classmates prepare and participate fully. You all have different experiences, insights and opinions, and a great deal of what you will learn from the cases will be from each other. It is therefore essential that you be fully prepared for all the cases.

Group Project Overview

The group project is a major component of the course both in terms of helping you learn research (by doing it) and in its weight in your course grade. Groups of 4-5 students will work together on the project. The professors will meet with groups individually, usually via Zoom, outside of class throughout the semester to discuss their progress on their projects.

On the first day of class, multiple companies will pitch their market research needs to you. Students will select the companies they want to work with, and student groups will be formed by the teaching team based on student preferences and a desire for a balance of skills in the groups.

The steps for the group project follow. Refer to the class schedule below for timing of this project's assignment phases.

- First, after deciding on your project focus and having initial discussions with your client (the lead contact of the venture), you will write a short proposal based upon guidelines provided in the first class. Your proposal should succinctly describe the marketing problem you will be focusing on and outline questions that arise out of it. You should think about the types of data that would be required to answer those questions. The proposal should incorporate supporting data from secondary research available online as well as information provided by your client company. From these initial data, you will have a sense of your market, e.g., size, current target customers, etc., all of which should be included in your proposal. This information will be refined as you move forward in the course. Make sure you address all of the proposal elements discussed in class and posted on Canvas. Your research proposal should be 4 to 6 PPT slides.

- Second, after consultation with the professors about your proposal – including brainstorming about the scope of your project and the best ways to conduct your research – you will refine your research plan to include one qualitative and quantitative project.
- Third, you will execute your research plan using techniques that you have learned in the course. You will:
 - Conduct one qualitative study, e.g., focus groups, IDIs, and/or ethnographies, and analyze your findings.
 - Conduct one quantitative study, e.g., a survey or alternative quantitative data collection/analysis, e.g., secondary data, web scraping, and analyze your findings.

Your group will discuss these two phases as you develop them with the professors.

- Finally, you will write a final report, consisting of about 20 PPT slides (with an appendix) that will contain a summary of your methods, findings, insights, and recommendations, as well as supporting materials, e.g., qualitative research guide, survey questionnaire and your findings, e.g., quotations from interviews, photos/videos, data file, code, and other relevant material developed for the project. On the last day of the semester, your group will present a short summary of your methodology, findings, insights, and recommendations to the class and your client, who attend our final class.

Note: You will be evaluated more for the effort you put into the group project than for your ability to solve the problem given your time and budget-constraints.

As indicated above, you will **grade your group members** on their effort and cooperation for this project. Individual project grades will be adjusted up or down depending on the evaluations. We will also adjust the project grade based on our **perception** of your effort on behalf of the group. It is to your benefit to be involved when your group meets with us to discuss the project and to make us aware of your contributions to the group project.

Classroom Etiquette

Your participation grade will be based on:

Attendance: You must **be present in class, on time, and prepared**. Given that engagement is central to your learning, missing class sessions without an excuse will lower your grade.

Participation: We expect you to contribute to the learning of your classmates in class discussions. Good participation is defined as:

- On time and fully present, e.g., attentive, in the class
- Actively participating in class discussions, pulling in insights from readings
- When guests are present, be respectful and prepared with thoughtful questions
- Device usage (phones, laptops, etc.) is not allowed and will impact participation grades

Class Schedule

Session	Topics	Readings/Cases Guest Speakers	Assignments Due
Dates to be added 1 Sept	Introduction Course overview Companies pitch to students Problem definition & research design	Read: <ul style="list-style-type: none"> Big Data and Talking to Humans BFK, Chapters 1-2 Layla's Delicacies: A 	<ul style="list-style-type: none"> Response to Layla's Case A At the end of the first class, submit your group project company preferences using the link provided Schedule Zoom meeting with professors for later this week to discuss your group project
2 Sept	Market Understanding I: Market Definition From market research findings to strategic insights Determining target customers Customer Journey Mapping: Introduction and Komatsu	Read: <ul style="list-style-type: none"> Layla's Delicacies: B The Consumer Decision Journey Optional Reading: <ul style="list-style-type: none"> Winning the Zero Moment of Truth MD, Chapter 11 	<ul style="list-style-type: none"> Response to Layla's Case B Complete DataCamp course (about 4 hours) on R (see Canvas for web link/instructions). Optional R training session
3 Sept	Market Understanding II: Discovering Wants and Needs Focus Groups & In-depth interviews Statistical sampling	Read: <ul style="list-style-type: none"> BFK, Chapter 3 Rethinking Design Thinking Optional Reading: <ul style="list-style-type: none"> MD, Chapter 12 Optional Video: Conducting Focus Groups	<ul style="list-style-type: none"> Group project proposal Complete survey on CBS
4 Sept	Segmenting Customers Qualitative research and cluster analysis	Read: Case: All Nutrition (A) Optional Reading: <ul style="list-style-type: none"> MD, Chapter 20 	<ul style="list-style-type: none"> Response to All Nutrition (A) Market segmentation concept check (optional; after class)

5 Oct	Segmentation & Targeting Regression analysis Questionnaire design	Read <ul style="list-style-type: none"> Case: All Nutrition (B) Optional Reading: <ul style="list-style-type: none"> MD, Chapter 10 Questionnaire Tip Sheet 	<ul style="list-style-type: none"> Response to All Nutrition (B) Regression concept check (optional; after class) Finalize qualitative group project plan and begin to field After class and before the next class, email draft quantitative survey to professors and TA
6 Oct	Product Positioning Qualitative approaches In-class exercise: CBS positioning Factor analysis	Read: <ul style="list-style-type: none"> BFK, Chapters 4-5 Optional Reading: <ul style="list-style-type: none"> MD, Chapter 19 Inspiring Brand Positionings with Mixed Qualitative Methods: A Case of Pet Food 	<ul style="list-style-type: none"> Positioning concept check (optional; after class) After class, schedule a Zoom meeting with Professor Moraes to discuss group project qualitative research plan
Midterm Exam Period (Date to be provided)			
7 Oct	Design and UX Consumer Anthropology In-class-exercise: Duncan Hines Concept writing & assessment MaxDiff and Conjoint	Read: <ul style="list-style-type: none"> How to Ask Good UX Questions Grounded Design: Case Studies of Applied Ethnography and Problem Solving Through Design Thinking Guest Speaker: Rajan Sambandam Chief Research Officer, TRC Market Research Optional Reading: <ul style="list-style-type: none"> Toward a Pedagogy for Consumer Anthropology: Method, Theory, Marketing 	<ul style="list-style-type: none"> Continue qualitative research Schedule a Zoom meeting with professors and TA for feedback on survey design

		<ul style="list-style-type: none"> MD, Chapter 21 (pp. 681-688) 	
8 Nov	Consumer Shopping Experience and Multi-Channel Marketing	Read <ul style="list-style-type: none"> Case: Pilgrim Bank (A) Guest Speaker: TBD	<ul style="list-style-type: none"> Response to: Pilgrim Bank Field group project survey, conditional on approval Field additional qualitative research if needed
9 Nov	Customer Relationship Management Logistic regression Text Mining	Watch: Growth Marketing: Best Practices for Getting and Keeping an Au... (facebook.com)	<ul style="list-style-type: none"> Logistic regression concept check (optional; after class) Qualitative findings on group project due
10 Nov	Pricing and ROI of Marketing Spending Measuring willingness to pay for pricing decisions	Read <ul style="list-style-type: none"> Case: Star Digital Guest Speaker TBD	<ul style="list-style-type: none"> Response to Star Digital
11 Nov	The Future of Market Research Market research ethics Market research trends & new techniques Q&A on final projects	Read: Data Science and Ethnography Guest speaker: Andrew Konya, CEO, Remesh	<ul style="list-style-type: none"> Survey findings on group project due
12 Dec	Student Final Project Presentations		<ul style="list-style-type: none"> Final group project due

June 17, 2022