**B8656 — Market Intelligence: The Art and the Science**

Fall 2021

Tuesday 8:30 AM -11:45PM, Warren 209

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**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 apply 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 an established 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 conduct cluster analysis, factor analysis, conjoint analysis, and logistic and OLS regression. There will be numerous problem-solving in-class discussions. For the major course project, students will work with real companies, conducting research that can have near term application in the marketplace.

Course Prerequisite

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 (mainly MBA students).

Instructions on how to enroll in this course 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 **Sept 14, 2021**an online interactive course on R through [DataCamp.com](http://DataCamp.com). The course will stay open for your review until Dec 7, 2021.

This is what you need to do to take the course:

1. 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>
2. 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.

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 these dyads will collaborate on the cases during the semester. 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 available via online reserve with Watson library: Canvas > Library Reserves)

**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)

* + - * 0-1 point per class and 3 potential bonus points at end of semester

Case Assignments 20% (Submitted via Canvas)

* + - * All Nutrition (A) (Dyad)
			* All Nutrition (B) (Dyad)
			* Pilgrim Bank (Dyad)
			* Star Digital (Dyad)

Group Project 40% (Groups of 4-5 students)

* + - * Three assignments (20%; project proposal, one qualitative study and one quantitative study related to the final project)
			* Final project write-up (20%)

Midterm 25% (Individual)

There will be 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 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.

Attendance is a necessary but not sufficient condition for participation and will be evaluated accordingly. If you have any issues with actively participating in the class discussion, please talk to us about it privately.

**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, all completed with your dyad partner: All Nutrition A and B, Pilgrim Bank, and Star Digital. For each case, students will respond to pre-class discussion questions posted on Canvas under Assignments. Most 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 typed, double spaced, with one-inch margins, and a 12-point font size, and must be a PDF file. Your writeup must not exceed three (3) pages in length. You may attach exhibits, tables, and/or graphs to support your arguments. Supporting materials must be referenced in the text and do not count toward the three-page limit.

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.

**Main 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 via Zoom outside of class throughout the term 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.

The steps for the group project follow. Refer to the class schedule for the timing.

* 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 at the Watson library or on the internet, as well as information provided by your client company. From these initial data, you will have a sense of your market, e.g., size, 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 group 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 findings, insights, and recommendations, as well as supporting materials, e.g., qualitative research guide, survey questionnaire and findings, quotations from interviews, photos/videos, data file, code, and other relevant material developed for the project. You will present 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 team 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:** To be in the class, you must **be present**, **on time**, and **arrive prepared**. Given that engagement is central to your learning, missing sessions without an excuse will lower your grade.

**Participation:** We expect you to contribute to the learning of your classmates, both through class discussion and feedback. Good participation is defined as:

* On time and present 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

**Overview of Class Schedule**

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| **Session** | **Topics** | **Readings/Cases** | **Assignments Due** |
| Sept 7  | **Introduction**Overview of qualitative & quantitative market research Customer Journey MappingCompanies pitch to studentsWriting a research proposal | Read:* [The Consumer Decision Journey](https://www.mckinsey.com/business-functions/marketing-and-sales/our-insights/the-consumer-decision-journey)
* [Big Data and Talking to Humans](https://hbr-org.cdn.ampproject.org/c/s/hbr.org/amp/2021/03/data-is-great-but-its-not-a-replacement-for-talking-to-customers)
* BFK, Chapters 1-2

Optional Reading: [Winning the Zero Moment of Truth](https://www.thinkwithgoogle.com/future-of-marketing/emerging-technology/2011-winning-zmot-ebook/) | * 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
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| Sept 14 | **Market Understanding I: Market Definition**In class customer journey exercise How to determine your target customers | * In class case: Komatsu
* Guest Speaker: Keith Price, President, Customer

Experience, Americas, Dynata* Read: MD, Chapter 11
 | * Complete DataCamp course (about 4 hours) on R (see Canvas for web link and instructions).
* Optional R training session
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| Sept 21 | **Market Understanding II: Discovering Wants and Needs**Statistical sampling Focus Groups & In-depth interviews | Read:* BFK, Chapter 3
* MD, Chapter 12

Optional Video: [Conducting Focus Groups](https://www.youtube.com/watch?v=xjHZsEcSqwo) | * Group project proposal due
* Complete survey on CBS
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| Sept 28 | **Segmenting Customers**Qualitative research for market segmentationCluster analysis | Case: All Nutrition (A)Read:* MD, Chapter 20
 | * Case write-up: All Nutrition (A) (Dyad)
* Market segmentation concept check (optional; after class)
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| Oct 5 | **Product Positioning**Qualitative approaches, including ethnographyIn-class exercise: CBS positioningFactor Analysis | Read: * BFK, Chapters 4-5
* MD, Chapter 19

Optional Reading: [Inspiring Brand Positionings with Mixed Qualitative Methods: A Case of Pet Food](https://rauli.cbs.dk/index.php/jba/article/view/6124) | * Positioning concept check (optional; after class)
* After class, schedule a Zoom meeting with Professor Morais to discuss group project qualitative research plan
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| Oct 12 | **Segmentation & Targeting**Regression analysisQuestionnaire design | * Case: All Nutrition (B)

Read:* MD, Chapter 10
* Questionnaire Tip Sheet
 | * Case write-up: All Nutrition (B) (Dyad)
* Regression concept check (optional; after class)
* Finalize qualitative group project plan and begin to field
* After class and before Oct 26th class, email draft quantitative survey to professors and TA
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| Midterm Exam Period (Date to be provided)  |
| Oct 26(No classOct 19 and Nov 2) | **Design and UX**Consumer Anthropology: In-class-exercise (Duncan Hines)Concept writing & assessment MaxDiff and Conjoint analysis | Read:* [Rethinking Design Thinking](%E2%80%A2%09https%3A/medium.com/missing-link/rethinking-design-thinking-9ebef6f9c4c7)
* [How to Ask Good UX Questions](https://medium.com/envoy-design/how-to-ask-good-questions-and-level-up-your-user-research-skills-19fd28b275a4)

Optional Reading: * Connecting Ethnography to the Business of Innovation
* MD, Chapter 21 (pp. 681-688)
* In Pursuit of Strategy: Anthropologists in Advertising
 | * Continue qualitative research
* Schedule a Zoom meeting with professors and TA for feedback on survey design
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| Nov 9 | **Consumer Shopping Experience and Multi-Channel Marketing** | * Case: Pilgrim Bank (A)
* Guest Speaker: Autumn McDonald, Owner, **ADM** **Insights** & **Strategy**
 | * Case write-up: Pilgrim Bank (Dyad)
* Field group project survey, conditional on approval
* Field additional qualitative research if needed, e.g., more interviews, ethnography
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| Nov 16 | **Customer Relationship Management**Logistic Regression | * Guest Speaker: Maryam Banikarim, Head of Marketing, Nextdoor

Watch:[Growth Marketing: Best Practices for Getting and Keeping an Au... (facebook.com)](https://www.facebook.com/FacebookforDevelopers/videos/10154614663703553/) | * Logistic regression concept check (optional; after class)
* Qualitative findings on group project due
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| Nov 23 | **Pricing and****ROI of Marketing Spending**Measuring willingness to pay for pricing decisions | * Case: Star Digital
 | * Case write-up; Star Digital (Dyad)
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| Nov 30 | **The Future of Market Research**Text Mining Trends & New TechniquesMarket Research Ethics | * Guest speaker: Andrew Konya, CEO, Remesh

Read:* Data Science and Ethnography
 | * Survey findings on group project due
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| Dec 7 | **Student Course Project Presentations**  |  | * Final group project due
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August 4, 2021