

**B8656 — Market Intelligence: The Art and the Science****Fall 2019**

Tuesday 9:00AM -12:15PM, Uris 140

**Professors**

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**Office Hours:**

By Appointment

**Course Description**

For informed business planning and sound decision making, marketers need to understand their customers as fully as possible. This course is based on the idea that to grasp customer attitudes, sentiments, and behavior completely, *both* qualitative and quantitative research methods are required. Students will learn how to select and apply the right marketing research to obtain consumer 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 useful customer insights.

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 marketing manager in a large corporation: *How do I begin to understand the market for my product? How do I discover if consumers need or want it and which consumers are my best prospects? How do I capture them for research? How do I develop/modify my product? What are best ways for positioning it in the marketplace and against which competition? How do I generate insights for advertising and packaging and evaluate consumer reactions to my messages? How do I price my product and use sales promotion? Where do I sell it? How many can I sell? What, if any, ethical considerations emanate from marketing research?*

We will take an experiential approach in this course. Students will learn through example and practice how to conduct qualitative and quantitative market research methods. On the qualitative side, you learn focus groups, in-depth interviews, and ethnographic research, and ways to map customer journeys, drawing on techniques from fields such as anthropology, psychology, and sociology. On the quantitative side, students will learn how to conduct cluster analysis, factor analysis, conjoint analysis, logistic and OLS regression, and Natural Language Processing methods. Finally, through the course project, students will have the opportunity to work with real companies.

**Course Prerequisite**

Several of the cases, assignments, and the course project use R for statistical computing. Before the start of the semester, 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 you complete by Sep 17, 2019 an online interactive course on R through DataCamp.com. 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 email:  
[https://www.datacamp.com/groups/shared\\_links/5697f9c9e549083b5ace60114d9e365fbf110034](https://www.datacamp.com/groups/shared_links/5697f9c9e549083b5ace60114d9e365fbf110034)
2. Complete the "Introduction to R" course (about 4 hours)

### **Required Material**

- Readings and Cases (Available on Canvas)

### **Recommended Material**

- ***Marketing Research: An Applied Orientation*** (7th Edition or an earlier version)  
Naresh K. Malhotra and Satyabhusan Dash, Prentice Hall. 2018. (MD)
- ***Qualitative Consumer and Marketing Research***. Russell W. Belk, Eileen Fischer and Robert Kozinets, Sage. 2013. (BFK)

Copies of these books will be on hold in the library. These books are excellent references for marketing research.

### **Student Evaluation**

Class Participation	15% (Individual) <ul style="list-style-type: none"><li>• 0-1 point per class and 3 potential bonus points at end of semester</li></ul>
Individual Assignments	20% <ul style="list-style-type: none"><li>• Four online survey responses (10%; Southwestern Conquistador Beer, All Nutrition, Pilgrim Bank, Star Digital)</li><li>• Ford Ka case analysis and write-up (10%)</li></ul>
Group Project	40% <ul style="list-style-type: none"><li>• Four assignments (20%; project proposal, focus group or IDI, survey, and ethnographic research)</li><li>• Final project write-up (20%)</li></ul>
Midterm	25% (Individual)

There will also 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 at the posted due dates and times (no exceptions). If you have a valid reason for not being able to turn in the assignment, please let us know in advance. More details on assignments will be provided during the course.

### **Class Participation**

We will make a strong effort to get to know you personally from the first class and ensure that your contribution is accurately evaluated. Your level of attention and engagement, contribution to the class discussions, and general interaction will all 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 separately.

### **Midterm Exam**

The three-hour midterm exam is designed to test your understanding of the topics covered in the lectures, readings, and cases. The midterm exam covers the first half of the course (i.e., Sessions 1 to 6). It will be administered in the exam period (Oct 16-18, 21, 2019).

### **Individual Assignments**

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.

We will discuss five cases during the semester: Southwestern Conquistador Beer, All Nutrition, Pilgrim Bank, Star Digital and Ford Ka. For the first four cases, you will be asked to respond to pre-class, discussion questions via online surveys. Many of the pre-class questions 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 would 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. For the last case (Ford Ka), you will be asked to analyze the data in the case and respond to the case discussion questions. Your response must be typed, double spaced, with one-inch margins, and a 10 to 12-point font size, and must be a PDF file. This writeup must not exceed 3 pages in length. You may attach exhibits, tables, and/or graphs to support your arguments. These supporting materials must be referenced in the text and do not count toward the three-page limit.

## **Group Project Overview**

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

While you are free to choose a company/product/service on your own, we will also arrange for companies to come to class and make a pitch for your efforts. Whichever route you decide to take, the project will need to follow specific guidelines on how the research is to be done, consistent with the approach of this course.

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, you will write a short draft of a 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 draft research proposal should be 4 to 6 PPT slides. You will discuss your draft with the professors before finalizing it.
- Second, after individual group consultation with the professors – including brainstorming about the scope of your project and the best ways to conduct your research – you will revise your proposal and submit it for grading. At this stage, you will provide a more detailed research design that outlines the qualitative and quantitative studies you are planning to conduct. Your group project proposal will include both qualitative and quantitative methods. At this point in the course, you will have only a general sense of these methods and you might revise your research design further as the course proceeds. However, this proposal phase will help you focus more sharply than in your draft on what you need to learn and how you will obtain it. Your revised research proposal should be 6 to 10 PPT slides.
- Third, you will execute your research plan using techniques that you have learned in the course. As the course proceeds, you will craft your focus group/IDI and ethnography guides and execute these qualitative phases, create questionnaire drafts, incorporate third-party data sources, conduct statistical analyses using R, and, as appropriate, include an overview of expected/ hypothesized results, etc. You will discuss all of these as you develop them with the professors as a group. Refer to the class schedule below for the content of the course and specific assignments as you proceed toward your final project report. Your final report should be about 20 PPT slides with an appendix that will contain

a summary of your findings and insights, as well as supporting guides, questionnaires, photos/videos, data file, code, and other relevant material developed for the project.

- Finally, you will present your methodology, findings, insights, and recommendations to the class and your client, who will be invited to 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. So, it is to your benefit to be involved when your group meet with us to discuss the project and to make us aware of your contribution 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 any of the 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 in class be respectful and prepared with thoughtful questions
- Device usage (phones, laptops, etc.) are not allowed and will impact participation grades

### Overview of Class Schedule

Session	Topics	Readings/Cases	Assignments Due
Sept 3  1	<b>Introduction</b>  Overview of qualitative and quantitative marketing research  How to determine your target customers  Writing a research proposal  Companies project pitch to students	Read/Watch: • Backward Marketing Research • BFK, Chapters 1-2 • The human insights missing from big data	• Answer online case survey (ind; Conquistador) • Do DataCamp course (about 4 hours) on R (see Canvas for web link). Make sure to use your Columbia email to log in • After class, schedule a meeting with Professors to discuss course project this week.

Sept 10 2	<b>Market Understanding I: Market Definition</b>  Statistical sampling	<ul style="list-style-type: none"> <li>Case: Southwestern Conquistador Beer case</li> <li>Guest Speaker: Keith Price, President, Customer Experience, Americas, Dynata</li> </ul> Read: <ul style="list-style-type: none"> <li>BFK, Chapter 8</li> <li>MD, Chapters 11-12</li> </ul>	<ul style="list-style-type: none"> <li>Answer online case survey (Group; Conquistador)</li> <li>Submit draft project proposal</li> </ul>
Sept 17 3	<b>Market Understanding II: Discovering Wants and Needs</b>  Attitude measurement Overview on Focus Groups & In-depth interviews  R Tutorial	Read: <ul style="list-style-type: none"> <li>BFK, Chapter 3</li> <li>MD, Chapter 5</li> </ul>	<ul style="list-style-type: none"> <li>Group project proposal</li> <li>Bring your laptop to class</li> <li>Make sure that R and RStudio are installed</li> </ul>
Sept 24 4	<b>Segmenting Customers</b>  Focus group research for market segmentation  Cluster analysis	<ul style="list-style-type: none"> <li>Case: All Nutrition</li> </ul> Read: <ul style="list-style-type: none"> <li>MD, Chapter 20</li> </ul>	<ul style="list-style-type: none"> <li>Answer online case survey (ind; All Nutrition)</li> <li>Market segmentation concept check</li> </ul>
Oct 1 5	<b>Product Positioning</b>  Qualitative approaches to perception  Factor Analysis	Read: <ul style="list-style-type: none"> <li>MD, Chapter 19</li> <li>Revlon article</li> </ul>	<ul style="list-style-type: none"> <li>Positioning concept check</li> </ul>
Oct 8 6	<b>Segmentation Targeting, and Positioning</b>  Regression analysis  Questionnaire design	Read: <ul style="list-style-type: none"> <li>MD, Chapter 10</li> <li>Questionnaire Tip Sheet</li> </ul>	<ul style="list-style-type: none"> <li>All Nutrition case assignment (ind)</li> </ul>
<i>Midterm Exam Period (Oct 16-18, 21, 2019)</i>			
Oct 29 7	<b>Product Design</b>  Ethnography overview and for product design	<ul style="list-style-type: none"> <li>Guest Speaker: Rajan Sambandam, Chief Research Officer, TRC</li> </ul>	<ul style="list-style-type: none"> <li>Results of focus group or IDIs for group project</li> <li>Schedule a meeting with Professors next week for</li> </ul>

	Conjoint analysis	Read: <ul style="list-style-type: none"> <li>Connecting Ethnography to the Business of Innovation</li> <li>MD, Chapter 21 (pp. 681-688)</li> <li>BFK, Chapters 4-5</li> </ul>	<ul style="list-style-type: none"> <li>feedback on survey</li> <li>Email draft survey to Professors prior to meeting</li> </ul>
Nov 12 8	<b>Consumer Shopping Experience and Multi-Channel Marketing</b>  Consumer multichannel behavior  Customer Journeys	<ul style="list-style-type: none"> <li>Guest speaker: Scott Lux, VP of Ecommerce, Intermix</li> <li>Case: Pilgrim Bank (A)</li> </ul> Read: <ul style="list-style-type: none"> <li>Customer Journey Mapping</li> </ul>	<ul style="list-style-type: none"> <li>Answer online case survey (ind; Pilgrim Bank)</li> <li>Meeting with Professors for feedback on survey</li> </ul>
Nov 19 9	<b>Advertising, Packaging, and Promotions</b>  Ethnography in advertising and packaging research  Logistic Regression	Read: <ul style="list-style-type: none"> <li>In Pursuit of Strategy: Anthropologists in Advertising</li> </ul>	<ul style="list-style-type: none"> <li>Survey for group project</li> <li>Logistic regression concept check</li> </ul>
Nov 26 10	<b>Pricing and ROI of Marketing Spending</b>  Perceived value assessment: Qualitative approaches	<ul style="list-style-type: none"> <li>Case: Star Digital</li> </ul>	<ul style="list-style-type: none"> <li>Answer online case survey (ind; Star Digital)</li> </ul>
Dec 3 11	<b>The Future of Market Research</b>  Text mining in marketing research	<ul style="list-style-type: none"> <li>Guest speaker: Andrew Konya, CEO, Remesh</li> </ul> Read: <ul style="list-style-type: none"> <li>Data Science and Ethnography</li> </ul>	<ul style="list-style-type: none"> <li>Results of ethnographies for group project</li> </ul>
Dec 10 12	<b>Course Project Presentations</b>		<ul style="list-style-type: none"> <li>Final group projects</li> </ul>

October 4, 2019