SYLLABUS*

MKTG-450: Marketing Research and Analytics

Course Overview and Content

The broad objective of the course is to provide a fundamental understanding of marketing research methods employed by well-managed firms. The course focuses on integrating problem formulation, research design, questionnaire construction, sampling, data collection, and data analysis to extract the most valuable information. The group project constitutes a key element of the learning experience. Students work in teams, utilizing marketing research techniques to solve business problems faced by real firms from a wide variety of industries. Throughout the course, we examine the proper use of statistical applications as well as qualitative methods, with an emphasis on the interpretation and use of results. At the end of the quarter, student teams present their findings and make recommendations to their clients. There is no final exam.

Course Materials

- Required:
  - MKTG-450 Course Packet
    - Radiant, Rstudio and R: Radiant is an open-source, platform-independent, browser-based interface for business analytics in R. The course does not assume or require any prior knowledge of R. Please see installation instructions for Radiant, Rstudio, and R on Windows, MacOS, and Linux at: https://radiant-rstats.github.io/docs/install.html

- Lecture slides, videos, and additional readings will be made available in class and/or on Canvas.

  - Note: This textbook provides an excellent reference that may be especially useful for students who expect to use the tools from this course in the future.
  - A reduced-price online-only version of the book is available (http://www.cengage.com).

Course Pre-requisites

- MKTG-430: Marketing Management (Core course)
- DECS-434 or DECS-437 or DECS-445 or DECS-439 or IEMS-490 (Analytics core)

Important Note:
(a) This course has mandatory first class attendance, and
(b) This course includes a major experiential learning component where students work in teams with an external client (see below).
Grading

Assignments, Quizzes and Deliverables

A. Individual Work

- Assignment 1: 10%
- Assignment 2: 15%
- Quizzes (5 out of 7): 10%
- Class Commitment: 15%

B. Group Project

- Exploratory Research Report: 10%
- Survey Design: 10%
- Annotated Slide Deck & Final Project Materials: 20%
- Peer Evaluation: 10%

Total: 100%

A. Individual Work

50% of each student’s final grade will be based on individual work, which includes individual assignments as well as class commitment.

- **Individual Assignments**: Students must be complete each of the two (2) assignments individually and submit them through Canvas by the designated deadline.

- **Quizzes**: Students must be complete five (5) of the seven (7) quizzes individually and submit them through Canvas by the designated deadline. Quizzes will distributed over the course of the quarter to test students’ understanding of how to use Radiant to analyze data. To answer quiz questions, students will need to watch the corresponding Radiant videos. Students are required to complete five (5) quizzes of their choosing, but working on all seven quizzes is highly recommended. Students will be allowed two attempts for each quiz, and the five highest quiz scores will be retained for the final grade.

- **Class Commitment**: Making positive contributions to class discussions, being able to answer questions related to assigned readings/cases, and completing class surveys will increase students’ class commitment score, while poor preparation and/or detrimental participation will decrease it. Unexplained absences and/or any violations of classroom etiquette (discussed subsequently) will reduce students’ class commitment score. Additional ways to demonstrate class commitment include emailing the professor with marketing research examples from the media and/or relevant examples from students’ own industry experiences. Note: Class discussions and participation are an important part of your learning experience. Therefore, to promote in-class participation, the professor will use cold calling throughout the quarter.

B. Group Project

This course involves a group project worth 50% of the final grade. For this project, student teams will be assigned to a project/client from a set of available projects/clients, all of which have been recruited prior to class. A description of each project/client will be made available to students prior to the first day of class. Please note: (a) restrictions on team composition are subject to change (e.g., group size,
member selection), (b) all group members must be in the same section, and (c) the professor will try to accommodate preferences for team composition and/or projects, but cannot guarantee that all students will get their exact combination of preferences.

- **Group Project Deliverables**: The group project requires teams to complete a series of deliverables, which will be graded (see above for grading scheme). Each project deliverable should be submitted as a Microsoft Word document (with the exception of the final project materials). Refer to the Group Project Guidelines and Class Schedule documents for further instructions regarding formatting and due dates.

- **Peer Evaluation**: To ensure equity and successful teamwork, it is important that students contribute fully to their group’s efforts. The peer evaluation is used to assess this contribution and is mandatory: You will evaluate the contribution of each of your teammates (including yourself) to the quarter-long group project, and they will evaluate yours.

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**Adherence to Deadlines and Guidelines**

In fairness to everyone in class, for individual assignments, quizzes, and group project deliverables late submissions will not be accepted and will result in a grade of zero. If a group project deliverable is submitted late, all team members will receive a grade of zero. It is strongly suggested that students pay close attention to deadlines.

Furthermore, whenever length limits, formatting guidelines (e.g., font type, font size, and margin size) and file types (e.g., word documents) are specified for an assignment, they must be followed. **Assignments that fail to adhere to these specifications will not be accepted.**

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**Communication Policy**

Students should feel free to contact the professor with any questions throughout the quarter. Questions regarding material covered in class, assignments, or cases may be raised (a) in class so others may benefit, (b) by email to the professor, or (c) in person during office meetings, before or after class.

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**Classroom Etiquette**

MKTG 450 adheres to the Kellogg etiquette policies. In particular:

- **Electronics**: Students may use laptops or tablets to view course materials and for note taking purposes only. Students may not use mobile/smart phones in class.
- **Seating**: Students’ assigned seat for the quarter will be the seat they choose for the second class of the quarter. Please bring your name plate to class.
- **Attendance, Punctuality, and Early Departures**: Class will begin on time. Any unexplained absences, late arrivals, and/or early exits will count against students’ class commitment score. Explanations must be provided to the professor via email no less than 24 hours prior to the start of the class. There are exceptions in accordance with Kellogg policy for religious holidays, funerals, and student/dependent hospitalizations. If a student has a medical condition that may occasionally necessitate their leaving class mid-class, this should be disclosed to the professor via email in the first week of the course.

*Subject to change*
• Guest Speakers: When a guest speaker is scheduled for class, late arrivals and/or early exits are strictly prohibited.

**Honor Code**

The Kellogg Honor Code is applicable in this class. Violations of the Kellogg Honor Code are subject to disciplinary sanctions. General ethics and honor code concerns may apply to the specific components of this course as follows:

For any graded assignment or quiz, students are prohibited from using materials containing related analyses from other sources. This includes, but is not limited to, material from current and former Kellogg students and/or analyses from the Internet. Similarly, students may not use materials distributed by faculty to previous classes (e.g., a case summary handed out to last year’s class). Further, students must not discuss individual assignments or quizzes with any other students. Finally, discussions for a group assignment should be limited to the members of that group.

Note: This discussion may not cover all possible applications of the Honor Code. Please contact the professor if anything is unclear about the Honor Code as it has been expressed. In addition, the Kellogg Student Honor Code is linked below:

[http://www.kellogg.northwestern.edu/stu_aff/policies/honorcode.htm](http://www.kellogg.northwestern.edu/stu_aff/policies/honorcode.htm)

**Safety and Well-Being at NU**

Students can find useful resources for safety and security, academic support, and mental and physical health and well-being through the NUhelp [website](http://www.nuhelp.northwestern.edu) and [app](http://www.nuhelp.northwestern.edu).
# CLASS SCHEDULE AND DUE DATES

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Topics</th>
<th>Readings*</th>
<th>Items Due</th>
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<tbody>
<tr>
<td>Week 1A Mon Jan 6</td>
<td>Introduction to Marketing Research</td>
<td>-</td>
<td>- Groups, contact persons, and project preferences (in class 1A)</td>
</tr>
<tr>
<td>Week 1B Thu Jan 9</td>
<td>Initiating the Research Process Exploratory Research</td>
<td>- Backward Market Research (Study.net)</td>
<td>- Client Update 1: Schedule kickoff call with mentor and client to take place ASAP this week; Then start scheduling qualitative interviews</td>
</tr>
<tr>
<td>Week 2A Mon Jan 13</td>
<td>Guest Speaker; Qualitative Research</td>
<td>- When Good Research Goes Bad (Course Reserves)</td>
<td>- Group Deliverable 1A: Statement of Research Objectives and Qualitative Research Plans (Canvas by 7pm)</td>
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<tr>
<td>Week 2B Thu Jan 16</td>
<td>Exploratory Research (cont’d)</td>
<td>- P&amp;G Checks Out Real Life (Course Reserves)</td>
<td>- Individual Assignment 1: Eclipse Case (Canvas by 3pm)</td>
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<tr>
<td>Week 3A Mon Jan 20</td>
<td>Measurement</td>
<td>- Eclipse Case (Study.net)</td>
<td>- Client Update 2: Follow-up on exploratory research plan with client</td>
</tr>
<tr>
<td>Week 3B Thu Jan 23</td>
<td>Questionnaire Design</td>
<td>- Grab and Go Case (Study.net)</td>
<td>- Quiz 1-Radiant Intro (Canvas by 7pm)</td>
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<tr>
<td>Week 4A Mon Jan 27</td>
<td>Regression Factor Analysis</td>
<td>- Consulting the Oracle (Course Reserves)</td>
<td>- Quiz 2-Radiant Basics (Canvas by 7pm)</td>
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<tr>
<td>Week 4B Thu Jan 30</td>
<td>Cluster Analysis and Segmentation</td>
<td>- Segment of the Games Market Using Multivariate Analysis (Course Reserves)</td>
<td>- VALS survey (Canvas by 7pm)</td>
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<tr>
<td>Week 5A Mon Feb 3</td>
<td>Cross Tabulation</td>
<td>-</td>
<td>- Quiz 3-Radiant Means Comparisons (Canvas by 7pm)</td>
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<tr>
<td>Week 5B Thu Feb 6</td>
<td>Sampling</td>
<td>- Precision Parts Case (Study.net)</td>
<td>- Group Deliverable 2: Survey Design Report (Canvas by 7pm)</td>
</tr>
<tr>
<td>Week 6A Mon Feb 10</td>
<td>Guest Speaker: Quantitative Research</td>
<td>-</td>
<td>- Group Deliverable 3: Survey Design Report (Canvas by 7pm)</td>
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<tr>
<td>Week 6B Thu Feb 13</td>
<td>Microvan case: Segmentation, Targeting, and Positioning</td>
<td>- Grosse Pointe Associates and the “Microvan” case (Study.net)</td>
<td>- Quiz 4-Radiant Regression (Canvas by 7pm)</td>
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<tr>
<td>Week 7A Mon Feb 17</td>
<td>Perceptual Maps and Positioning</td>
<td>- Analyzing Consumer Perceptions (Study.net)</td>
<td>- Quiz 5-Radiant Factor (Canvas by 7pm)</td>
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<tr>
<td>Week 7B Thu Feb 20</td>
<td>Causal Research</td>
<td>- Mining the Mind (Course Reserves)</td>
<td>- Quiz 6-Radiant Cluster (Canvas by 7pm)</td>
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<tr>
<td>Week 8A Mon Feb 24</td>
<td>GSS and NTY Cases</td>
<td>-</td>
<td>- Quiz 7-Radiant Crosstabs (Canvas by 7pm)</td>
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<tr>
<td>Week 8B Thu Feb 27</td>
<td>Conjoint Analysis and New Products/Services</td>
<td>- Boost Your Marketing ROI (Study.net)</td>
<td>- Client Update 5: Send survey link to mentor for launch by 5pm, Mon Feb 24</td>
</tr>
<tr>
<td>Week 9A Mon Mar 2</td>
<td>Conjoint Analysis (cont’d)</td>
<td>- Thirty Years of Conjoint Analysis (Course Reserves)</td>
<td>- Individual Assignment 2 (Canvas by 3pm)</td>
</tr>
<tr>
<td>Week 9B Thu Mar 5</td>
<td>Course Review</td>
<td>-</td>
<td>- Extra-Credit Assignment: NewFood (Study.net) (Canvas by 3pm)</td>
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* Students must be prepared to discuss and answer questions about all cases and readings

Week 10: See next page ➔ ➔ ➔
Week 10

***No class in week 10, but the following Group Deliverables are due:

**Tue Mar 10:**
- Group Deliverable 3: Project Presentation Slide Deck ([Email] professor and client by 5pm)

**Wed Mar 11 (8am to 6pm), Thu Mar 12 (3:30 to 5pm)**
- Client Update 6: Final Project Presentations: client, mentor and professor will be present. Each team will be assigned a time slot based on client’s availability. Presentation times and locations TBA at the beginning of the quarter.

**Fri Mar 13:**
- Group Deliverable 4: Annotated Slide Deck & Final Project Materials (Canvas by 7pm) send to Prof and Client
- Group Deliverable 5: Peer Evaluations (Canvas by 7pm)