

**Stern School of Business
New York University**

**MKTG – UB.0009.01 Section 1
Research for Customer Insights
SAMPLE SYLLABUS FROM Spring 2020
Syllabus as of 1/27/2020**

Professor: Carol Pluzinski, Ph.D.
Office: 803 Tisch
Email: cpluzins@stern.nyu.edu
Office Hours: Tuesday and Thursday 10:30 – 11:30 a.m.
and by appointment.

Class Meeting: Tues. and Thurs. 2:00 p.m. – 3:15 p.m., Room: KMEC 4-80

Pre-Requisites:

- MKTG-UB0001 Introduction to Marketing
- STAT-UB.0001 Statistics for Business Control OR
STAT-UB.0103 Statistics for Business Control & Regression and Forecasting

Required Material:

1) Marketing Reading: Marketing Intelligence; Dolan, Robert J. and John, Leslie K.
Available through Harvard Business Publishing. **Link on NYU Classes site.**

2) Course Pack:

Contains cases and other readings for class. Available from bookstore.

3) **IBM SPSS Statistics** V25 or V26 (Student version cost about \$55 for a 6-month license at <http://estore.onthehub.com>) Also, SPSS is available at **Student Technology Centers** and in the **Virtual Computer Lab**. Personal copies are also available for purchase from the **NYU Computer Store**.

4). Additional readings, podcasts and/or videos posted on class website

Optional Material:

1). Your old statistics text may come in handy (if you still have it.)

2). Additional reading material that supports lecture content can be found in the following e-textbook:

Babin and Zikmund, “Exploring Marketing Research”, **11th Edition**, Cengage Publishing. <https://www.cengage.com/c/exploring-marketing-research-11e-babin?filterBy=Student>

I will also have a hard copy of the text available “on reserve” located on Tisch 8th floor. You may sign out the text by speaking to the Marketing Admin Aide at the reception area.

COURSE OVERVIEW

This course investigates the various research methods by which customer insights may be learned. These insights provide valuable input and may inform management decisions in many areas. From the overall strategic marketing plan down to specific tactics in the marketing mix, insights from research can play a key role. Indeed, the modern marketing concept means that firms make decisions that are customer oriented. The marketing research process is one way to help implement the marketing concept.

The course is designed to provide an overview of the marketing research process. First we will discuss how to frame the research question. Then we will examine exploratory research (including observation and focus groups), descriptive research (including survey design), and causal research (including experimental design and market tests).

We also discuss statistical tools (simple and some more complex) used to analyze the data gathered using the methods above. The emphasis here will be on interpreting results to better inform marketing decisions. Areas of application may include: market segmentation, product positioning, and advertising effectiveness.

The overall course objectives are to:

- Develop problem analysis skills and the ability to translate a management problem into a feasible research question.
- Become familiar with methods used to collect data and some techniques to analyze these data, all to the end of making better marketing decisions.
- Increase sensitivity to the biases and limitations of research data.

The skills gained in this course are useful for both producers and consumers of research. That is, even those not directly involved in marketing research activities must be able to effectively evaluate marketing research proposals, interpret and review the subsequent reports, and appraise their usefulness to management. So whether or not you will be actively producing marketing research yourself, you will certainly learn how to be an informed consumer of research. The course also provides a basis from which you may pursue additional study in order to become a research specialist.

Note that this is a research foundations course. This means that not only will you learn about how to collect and analyze data; you will also learn the underlying theory, rationale and psychometrics underlying behavioral science data.

GRADING:

The final grade for the course will be calculated on the weighted value of the following components:

Midterm Exam	20%
In-Class Quiz 1	10%
In-Class Quiz 2	10%
Homework Assignments (4 at ~ 3 –5 % each)	15%
Research Project Questionnaire Milestone	5%
Project Report (20%) and Presentation (5%)	25%
Quizlets (videos)	5%
Class Participation	10%

Midterm Exam and In-Class Quizzes

There will be one midterm exam and two in-class quizzes during the semester. Any material covered in the classroom (including guest speakers) and in the assigned readings and cases is fair game for these assessments. They are closed book and closed notes. The format will be discussed in class, but may include short answer questions, applied statistical questions, and multiple-choice questions.

No student may leave the room during an exam or quiz unless s/he is finished and has handed in all materials.

If you have a qualified disability and will require academic accommodation during this course, please contact the **Moses Center for Students with Disabilities (CSD)** and provide me with a letter from them verifying your registration and outlining the accommodations they recommend. If you will need to take an exam at the CSD, you must submit a completed Exam Accommodations Form to them at least **one week prior** to the scheduled exam or in-class quiz time to be guaranteed accommodation.

Homework

"Homework Zero"

Your first assignment (Homework Zero) is to merely come to my office hours (sometime during the first three weeks of the semester) and chat for 5 minutes. This is very informal and a great format for us to introduce ourselves. If you are not available during my posted office hours we can make other arrangements. Homework Zero counts toward your class participation grade.

Written HW Assignments

All other homework assignments are **due at the beginning of class** on the specified date. Please note the due dates because, except in the event of a serious, documented medical difficulty, **late assignments will be given only 50% credit. No credit will be given for assignments over 7 days late.** Please make every effort to **staple your HW pages before** class. Lost/misplaced pages will not receive credit. The assignments are useful because they help you keep current with class material, help you actively learn the concepts discussed in class, and help prepare for exams. Details about homework will be discussed in class and on NYU Classes.

NOTE: Homework should be completed **individually** unless I give explicit permission to work in groups. However, even if group work is permitted, each student

must hand in his/her own written work. **Identically written assignments will be considered a violation of the Honor Code.**

Readings

The reading assignments will be considered starting off points for class discussion, therefore it is essential that the required reading be completed **before** each class session.

HBS Digital Chapter

The “Marketing Intelligence” by Dolan and John reading provides an overview of the marketing research process, as well as more detailed discussion on some specific methods. (This reading is referred to as “HBS” on the syllabus schedule.) Specific pages of this reading will be assigned throughout the semester. This reading must be purchased directly from Harvard Business Publishing. The link is posted on our NYU Classes site.

“Bobst Link” Readings

In order to reduce the price of your coursepack, some readings are available directly from the Bobst Library on-line resources. The links to these readings will be posted on our NYU Classes site. These readings are noted on the syllabus schedule as “Bobst Link”.

Course Pack

The course pack and/or the course pack access key (containing the cases and other required readings) are available from the NYU Bookstore.

Quizlets

Throughout the semester you will be asked to complete some short quizzes (quizlets). Quizlets will be associated with a short video that you will view online. These quizlets will **NOT** be graded. They are simply a way for you (and for me) to gauge your level of mastery of the course material in a timely manner. Most quizlets will be administered online, but a few may be “paper and pencil”. **VERY IMPORTANT: Completion of every quizlet is mandatory! ALL quizlets must be completed in order for you to earn your 5% of your final grade.**

Research Project and Presentation

By the end of the course, you will complete a group student research project. (Group size will be discussed in class.) This project will give you the opportunity to put all of the skills you have learned throughout the course to use. One of the best ways to reinforce your learning is to experience the marketing research process first hand. For this project, you will use the marketing research tools that we discuss in this class to design a research project. It involves:

- (a) selecting a product or service that is being offered by an organization (or a new product/service that the organization may wish to offer),
- (b) identifying clearly a marketing decision that needs to be made regarding this product/service, such as product positioning or target market definition,
- (c) determining the information needed to make that decision,
- (d) designing a questionnaire to obtain the necessary information,

- (e) collecting, coding and analyzing the data, and
- (f) writing a report and presenting the findings.

There are many different types of studies that can be conducted for this course. Some examples are:

- Attitude/preference studies: studying consumers' preferences and attitudes about competing products/services, identifying the attributes that are important, and determining whether consumer segments differ in their attitudes or in the attributes they consider important.
- Market potential studies: estimating the market demand for a new product/service by analyzing market trends (using secondary data) and estimating purchase intention to the product/service (from primary data).
- Segmentation studies: developing profiles of "heavy users" and "light users" of a product/service based on demographics, lifestyles, shopping behavior, benefits sought, and media habits.
- Image studies: comparing the brand image of competing products or services along a number of dimensions, and determining whether different consumer segments have different images of the products/services.

These studies are useful in making a variety of marketing decisions, e.g., in product positioning, new product introductions, marketing mix decisions, market targeting, etc. You may choose any kind of product or service as long as it is not too difficult to get primary data about it. You may use a broad definition of "product", for example:

- product or service (e.g., Nutella, consumer banking, Facebook)
- political candidate (local or national)
- policy (e.g., gun laws, soda tax)
- institution (e.g., NYU, NFL)

Your team will create a survey using Qualtrics software that will measure **differences**, either between different groups of people or before or after exposure to some message or stimulus (e.g., a persuasive communication). You should also strive to assess **associations** among specific consumer characteristics (e.g., gender, political leanings, risk aversion, etc.). For your research project you will be collecting your **own** primary data that you will be able to analyze using the tools you learn in class

Once your group has settled on a topic, you will meet with me (and/or the TF) to go over the specifics of how you plan to implement your research project. During this meeting, I will give you my advice and guidance. Throughout the semester, I will set deadlines for when you should accomplish certain tasks so that you will complete your project on time (i.e., selecting your research question, designing your study, collecting data, analyzing the data, writing up the results, etc.). If you space these tasks out throughout the semester,

(and stick to the project milestone deadlines!), you should not have a problem meeting your goals.

More details about the research project will be provided throughout the semester, but most likely the final result should be a 5-7 page (double spaced, 12 point font, 1 inch margins) write up of your project. However, I am less concerned with the length of your project, and more concerned with the rigor and quality of your project. The project should include a brief introduction of your research question (i.e., why it is interesting and/or important), a methods and results sections (in which you should focus on demonstrating your mastery of the tools covered in this course), a conclusion section (in which you interpret your findings and discuss any shortcomings), and an appendix (data portrayed in charts and graphs). Note: if you pick a topic that you're truly interested in, your research will be meaningful (and fun!).

Finally, please feel free to reach out with questions throughout your research process. Your Teaching Fellow will also be able to provide you with invaluable assistance throughout the project! Never hesitate to ask for help or clarification from both of us!

Project Presentation

The presentations are a great way for us to support and share our ideas with each other. You will have about 7-8 minutes to tell your classmates about your research. More information about the presentation will be provided towards the end of the semester when the presentations get closer.

Class Participation

Class participation not only demonstrates preparedness, but also enhances the learning atmosphere for both students **and** instructor. Thus, the quality and quantity of each student's participation will be evaluated. Note, however, that quality is weighted more than quantity, and that **excessive absences will have a negative impact on your final grade in the course.**

Grading class participation is necessarily subjective. Consider the following if you wish to effectively participate: Are you prepared? Do your comments show evidence of thorough case analysis (vs. stating the facts)? Are you a good listener? Are you an effective communicator? Feel free to question or disagree with other students; however, such disagreement must be based on the idea and not the person. Universal respect is essential for great learning experiences.

Overall, it is especially important that your comments fit into and build on previous ones. So participation also involves active listening. Below are some guidelines for what I consider **quality** participation:

Attendance: You are expected to attend **every** class **on time** and well prepared. However I understand you may find it necessary to miss an occasional class meeting. Each student is allowed up to **3 absences** that are inclusive of **all reasons** such as illness, travel, interviews or subway delays. Additional absences result in a loss of participation points. Excessive **lateness** will also reduce participation points. A student missing **more than**

30% of classes will receive a grade of zero for class participation. Attendance for project presentation days is **mandatory** (whether or not you are presenting).

If you must miss a class, please email me in advance. If class is missed, it is your responsibility to obtain any missed material and announcements.

I will hand out an attendance sheet during every class. It is your responsibility to sign only your own name on the sheet. Signing another student's name on the attendance sheet is a violation of the Stern Honor Code and will be treated as such. *Please Note:* I will ask you to keep fixed seats in the classroom. This practice facilitates the process of getting to know each other much more quickly

Lecture/Discussions: Quality participation means making a substantive contribution that moves our discussion forward. Examples include: drawing useful implications out of facts and principles presented in the readings; engaging in a thoughtful dialogue with other class members; asking interesting questions; enhancing class discussions with real world examples and experiences.

Case Preparation and Discussions: We will discuss a number of cases during the course, the purpose of which is to understand the use of marketing research in actual business situations. The success of the case method relies on your preparation and active participation. (Case material is never learned by merely sitting back and listening to others discuss what you have not prepared!) Therefore, it is essential that you thoroughly prepare each assigned case before you come to class. This requires much more than simply reading the case, or having an answer to the questions posed on the case assignment sheet, since these questions are merely guidelines and our discussion will not be limited to these questions. For each case, you should identify the research problem and the corresponding marketing decision to be made. **Also, you should be prepared to discuss your recommendations along with your supporting logic and/or pertinent analyses.**

Good case discussions involve student-student (as opposed to student-professor) interactions and thus require good communication skills –both speaking and listening- so developing them will be one of our goals. **You will be expected to actively participate in discussions by making recommendations, presenting and defending your analysis, recalling case information, etc.** My role in these discussions will vary from very active and directive to quite peripheral to the discussion.

ACADEMIC INTEGRITY

Integrity is critical to the learning process and to all that we do here at NYU Stern. As members of our community, all students agree to abide by the NYU Stern Student Code of Conduct, which includes a commitment to:

- Exercise integrity in all aspects of one's academic work including, but not limited to, the preparation and completion of exams, papers and all other course requirements by not engaging in any method or means that provides an unfair advantage.
- Clearly acknowledge the work and efforts of others when submitting written work as one's own. Ideas, data, direct quotations (which should be designated with quotation marks), paraphrasing, creative expression, or any other incorporation of the work of others should be fully referenced.

- Refrain from behaving in ways that knowingly support, assist, or in any way attempt to enable another person to engage in any violation of the Code of Conduct. Our support also includes reporting any observed violations of this Code of Conduct or other School and University policies that are deemed to adversely affect the NYU Stern community.

To be sure that you understand what is unacceptable behavior in this regard, please read carefully the Stern Student Code of Conduct:

http://www.stern.nyu.edu/sites/default/files/assets/documents/NYU_Stern_Code_of_Conduct%20Feb16.pdf

Any violations of the Stern Student Code of Conduct are reported to the Office of the Stern Undergraduate Dean, and are also reported to the NYU school in which you are enrolled if you are not a Stern student. Violations may also result in referring the case to the Stern School Judicial Committee and legal action by the University:

<http://www.stern.nyu.edu/portal-partners/current-students/undergraduate/resources-policies/code-of-conduct>

- The possible actions taken by the Stern School Discipline Committee in instances of cheating and plagiarism include suspension and expulsion from New York University.

Collaboration on Graded Assignments

Students may not work together on graded assignment unless the instructor gives express permission.

Recording of Classes

Your class may be recorded by the instructor for educational purposes. You may not record the class yourself.

Policy on Unauthorized Distribution or Sharing of Course Material

It is a violation of the Stern Honor Code to post or distribute any class-related materials on any public website or other information source, to provide these materials to someone else to do so, or to view or obtain such materials that have been distributed in an unauthorized manner. You may not share class materials with anyone outside of the class without the instructor's authorization. Any violations of this policy represent a violation of the Stern Honor Code and will be treated accordingly.

I consider cheating and plagiarism to be extremely serious offenses. No cheating or dishonest behavior will be tolerated in this class. You may not copy the work of a current or former student, or plagiarize in any way.

OTHER CLASS-RELATED ISSUES

Course Website

Course material and announcements will be posted on the NYU Classes website. **Please check the website before every class.** It is your responsibility to be aware of any changes to the schedule, readings, or any other “news” related to the class.

Classroom Etiquette

Please turn off sound on cell phones and other electronic devices. Out of respect for everyone’s privacy, and so class members may feel at liberty to speak freely, **no aspect of the class or class material may be photographed or recorded in any way.**

NOTE: Electronic equipment of any kind (laptop, cell phone, tablet, iPad, etc.) is not permitted in class unless I announce otherwise for a particular class session.

As stated in the Academic Policies for the Stern Undergraduate College: “**Arriving Late, Leaving Early, Coming & Going.** Students are expected to arrive to class on time and stay to the end of the class period. Arriving late or leaving class early impacts the course grade. Students may enter class late only if given permission by the instructor and must do so without disrupting the class. Instructors are not obligated to admit late students or may choose to admit them only at specific times and instructors are not obligated to readmit students who leave class.” Please see details here: <https://www.stern.nyu.edu/portal-partners/current-students/undergraduate/resources-policies/academic-policies>

Email Etiquette

Email will be our primary means of communication outside of class. I will often send emails to the entire class to keep you informed as to changes in assignments and/or deadlines. I encourage you to email me individually if you have a question or comment, and I will try to respond to all emails in a timely manner. But please kindly be aware of my email policies. I usually do not respond to emails after 9 p.m. or right before class time. I will respond to such emails the next day or sometime after class respectively.

Feedback

My office hours are listed on the first page and **I encourage you to stop by.** However, you may need to talk to me at a more convenient time so I encourage you to email or make arrangements to see me when necessary. If you are having difficulty in the course or experience a situation that affects your class performance, do let me know right away. **Don’t wait until the end of the semester,** allowing a minor difficulty to escalate into a serious problem.

Final Note: IMPORTANT!!

Changes to the syllabus and/or course schedule may be made to reflect the needs of the class. Any changes will be announced in class (time permitting), via email and/or in the “Announcements” section of our NYU Classes site. **It is the student’s responsibility to stay aware of any changes and updates.**

TENTATIVE CLASS SCHEDULE as of 1/27/2020, subject to change				
	Date	Topic	Assignments	Project Milestones
<i>What is Marketing Research?</i>				
1	1/28	Introduction		
2	1/30	Overview of Research Process	“Backward Marketing Research” (CP); HBS pp.1-6 ; <i>Optional Ch. 1, Ch. 3 (B&Z)</i>	
3	2/4	Defining the Research Problem	Student Info Page Due ; “Introducing New Coke” (CP); <i>Optional pp. 50-52, 62-63 (B&Z)</i>	
<i>Collecting Data Part 1: Exploratory Research</i>				
4	2/6	Qualitative and Observation Research, Secondary Data	“An Anthropologist Walks into a Bar” Bobst link; HBS pp.7-14 ; <i>Optional Ch.5, Ch.8, Ch.6 (B&Z)</i>	Group rosters due M 1
5	2/11	Insights into the Consumer/Brand Relationship	“The Sure Thing That Flopped” (CP);	
6	2/13	Case: Boston Fights Drugs (A)	HW 1 due	Submit 3 potential research questions M 2
<i>Collecting Data Part 2: Descriptive Research</i>				
7	2/18	Overview of Descriptive Research; Introduction to Measurement	B&Z Ch. 10 pp 271-283 in Coursepack; HBS pp.15-18 ; <i>Optional Ch. 7 (B&Z)</i>	At this point, you should have a research question in mind, as well as some thoughts about how you will test it; <i>you should meet with me (or TF) to discuss your ideas THIS WEEK.</i>
8	2/20	Measurement	View Measurement video and quizlet	
9	2/25	Measuring Attitudes; Cognitive Biases	Coursepack pp 66-80 (B&Z Ch. 10 pp 284-298 in CP); “How Surveys Influence...” (CP)	Finalize research question M 3
10	2/27	Designing Surveys	B&Z Ch. 11 pp 306-321 in CP ; “Reading the Public Mind,” Bobst link	Submit citations for background articles and/or secondary data M 4
11	3/3	Workshop: Qualtrics and Coding	View SPSS videos and quizlets <i>Optional Ch. 14 pp.392-402; pp. 279-280 (B&Z)</i>	Write research project hypotheses and Bring to class. M 5
12	3/5	Case: Harvard Grad Student Housing	HW 2 due ; Prepare case (CP)	
13	3/10	Midterm Exam		Draft of project survey

<i>Collecting Data Part 3: Causal Research and Experimental Design</i>				
14	3/12	Designing Experiments	“Behavioral Science in the Marketplace”(CP);“Beware Spurious Correlations”, “A Refresher on Randomized ...” Bobst links <i>Optional Ch. 9 (B&Z)</i>	
3/17 & 3/19 SPRING BREAK!				
15	3/24	Case: Boston Fights Drugs (B)	Prepare case (CP);	Finalize data collection instrument (Survey) M 6
16	3/26	Sampling and Review of Statistical Theory	B&Z Ch. 12 pp. 337-357 in coursepack <i>Optional Ch.13 (B&Z)</i>	
<i>Tools For Understanding Results: Analyzing Data and Applications</i>				
17	3/31	Statistical Theory and Hypothesis Testing	“A Refresher on Statistical Significance”, Bobst link; View Hyp video and quizlet; <i>Optional Ch. 14 pp.403-410 (B&Z)</i>	Begin Data Collection
18	4/2	Tests of Difference and Association	<i>Optional Ch. 15 pp.412-426</i>	IN-CLASS QUIZ 1
19	4/7	Tests of Difference and Association	<i>Optional Ch.15 pp. 427-433, Ch.17 p467-470,pp 479-80 (B&Z)</i>	
20	4/9	Case: Generational Differences and Work Values	Case in CP; View “Choosing the Appropriate Test” videos and quizlet; <i>Optional Ch.14 pp.395-399; Ch.18 pp.490-497 (B&Z)</i>	
21	4/14	Regression	“A Refresher on Regression Analysis” Bobst link; HW 3 due <i>Optional Ch15 pp 433-36; Ch 18 pp 497-507; Ch 19 pp510-14 (B&Z)</i>	By this point you should have the data for your final project collected. Begin Data Analysis
22	4/16	Regression Analysis in SPSS	<i>Optional review p. 393 (B&Z)</i>	
23	4/21	Case: NoPane	HW 4 due ; Prepare case (CP); <i>Optional review Ch 9 pp. 236-238 (B&Z)</i>	
24	4/23	Advanced Multivariate: Conjoint Analysis	“A Practical Guide to Conjoint Analysis” (CP); HBS pp.19-25	By this point, you should begin writing up your final project
25	4/28	Research Applications	“Analyzing Consumer Perceptions” (CP)	IN-CLASS QUIZ 2
26	4/30	Project Presentations		
27	5/5	Project Presentations		
28	5/7	Course Review and Wrap Up		Project Reports Due

