UNC JOMC – MARKET INTELLIGENCE – MAKING DATA-DRIVEN DECISIONS

Professor JoAnn Sciarrino, Term – Fall 2014, TTh 1100am - 1215pm

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1. Who will benefit from taking this course?

Market Intelligence will help you make better business decisions by giving you contemporary analytical tools to solve brand and advertising problems. The course provides insight into the needed background and tools for future agency account executives, planners and marketing communications managers who will be the ultimate users of the data, and who will determine the scope and direction of research conducted. Possessing the skills to gather and use market intelligence is valuable for students planning careers in branding, marketing, or in consulting, and is a fundamental function in industries like consumer packaged goods, entertainment, and financial services and sports management. In order to lend realism to the material, the course will introduce research techniques and data used in large companies like Coca-Cola, AT&T, American Express and Merck.

The course has three major themes:

1. Taking general brand & advertising problems and structuring them in terms of specific questions that can be analyzed or researched.

2. Understanding ***primary and secondary sources*** of market insights information, including issues in data collection.

3. Becoming familiar with specific marketing research ***techniques*** for analyzing data once it has been collected and using those analyses to make better management decisions.

Specifically, the course will help you:

1. Understand how marketing insights enhance decision-making in areas such as: advertising, segmentation, positioning, product development, promotion, etc.
2. Familiarize with the most common analytical tools in market intelligence and marketing research.
3. Learn to view marketing problems and processes in ways that will benefit from informed decision-making.

These skills are important not only to those directly involved in market insights activities, but also to "consumers" of market insights, particularly account managers, planners and communications managers who commission and evaluate market insights studies. The course will enable you to effectively evaluate market insights proposals; interpret, review and criticize the subsequent reports; and appraise their usefulness to management.

The course will also provide a basis from which you may pursue additional study in market research. By the end of the course, you will have some experience with the planning and execution of a research project.

2. Will this course help me get a job?

No individual course can guarantee you a job. However, in today's data-driven marketplace, many agencies and firms are scouting for graduates with proficiency in using and generating consumer and market insights from data.

3. Do other business schools offer a similar course?

The course content is benchmarked with similar courses offered at other leading schools including Kellogg, Chicago, Wharton, Stanford, New York University and Emory University. This course borrows elements from courses like introductory market insights, data-driven marketing, CRM, etc. A course like this is often a required course for marketing and brand management at other top-tier programs.

4. How is the course material organized?

The course is broadly structured to follow the steps in the market-research process. The topics include problem definition, research design (exploratory, descriptive and causal), data-collection methods, questionnaire design and attitude measurement, sampling schemes and data analysis. Emphasis will be given to both the qualitative and quantitative aspects of market intelligence.

5. Are there any required or highly recommend pre-requisites for this course?

It is highly recommended (though not required) that students will have already completed an introductory marketing course as well as have a general understanding of probability theory and regression. Proficiency with Microsoft Excel software is also highly recommended.

6. Text Book – (Optional)

The OPTIONAL text book used for this course, is *Business Research Methods,* by Jr., Joseph F. Hair, et.al. You may obtain a used book on eBay (or other second market sources) for approximately USD $10; or a new book on Amazon for approximately USD $95. The book is optional because it is a supplemental resource for the theoretical mechanics of the analytical (multivariate) techniques we will discuss in class. You will get more out of course lectures if you familiarize yourself with analytical techniques in advance.

7. Software

We will be using XLStat (an MS Excel add-in that will make the data analysis very easy). Instructions on installing this software are in the course pack and should be done prior to our first class. The software also has technical support for those who encounter problems when installing the software. No software support will be offered during class.

8. Case Pack

We will discuss a number of cases during the course, the purpose of which is to understand the use of market insights in actual business situations. You will be expected to individually prepare for the case discussions in advance of class (please refer to detailed questions in Appendix A). Additionally, each group will submit a written case for the Nestle Refrigerated Foods: Contadina Pasta & Pizza (A) case; and each student will be required to submit two written cases from the following: Pilgrim Bank, Ocean Spray Cranberries and Omnitel Pronto.

Please refer to detailed instructions on the case write-up in Appendix A. The cases can be purchased from *Study.net.*

9. Required Readings

We will discuss a number of articles during the course, the purpose of which is to understand the use of market analytics in practice, specifically the application of tools introduced in this course.

Students **MUST** be prepared to discuss these articles.

Students must pay special attention to a) key insights b) recommendations c) strengths and weakness of the market research exercise discussed in each of these articles.

Additional articles may be distributed in class and/or through the course conference.

10. Marketplace Developments

As managers, you must pay attention to emerging trends in the marketplace. Students should subscribe to RSS feeds of the *Wall Street Journal*, *New York Times*, *Fortune,* etc.

At the beginning of each class, students are STRONGLY encouraged to introduce and discuss news items they have read and share their perspectives on how the development affects and/or may benefit from the practice of market analytics.

Some news articles may be distributed in class and/or through the course conference.

11. Lecture Handouts

I will post the lecture OUTLINE of the slides on the course Web site, in most cases within 24 hours post lecture. NO PRINT OUTS will be provided.

12. What is the grading policy?

The grades for the course will be computed from the following components out of **total 120 points**:

a. Progressive Individual Assignment (5/10pts)	50 points
b. 2 Group Assignments (of unequal contribution)	
(EACH group must comprise 4 people; maintain same group for semester)	
Exploratory Research Proposal	10 points
Nestle Contadina Case Study	10 points
c. 3 Individual Case Assignments (3/10pts)	30 points
d. Class Participation	20 points

The final grade is calculated on the weighted value of all components.

Your individual assignments and case write-up scores will be adjusted by your CONTRIBUTION INDEX as reported by your group members in their peer-evaluation forms. Your contribution index is the average of your contribution scores across all peer reports.

Example: If YOUR average peer-evaluation score on Group Assignment 1 is 5/10 and your group has earned a score of 9/10 on the assignment, YOUR grade on Group Assignment 1 is 4.5/10.

13. What do the assignments cover?

All assignments are designed to facilitate understanding of the course material, i.e. data collection, analysis and deriving marketing insights. By working on these assignments, students will not only be equipped with the skills to understand good market research, but also will get opportunity to apply skills to a **real-world brand re-positioning** project.

14. Will there be any review sessions to go over the assignment/analysis demoed in class?

Yes, as needed, there is one mandatory, mid-course review session before the Fall break. Each student is required to submit 2 questions to the TA in advance of the review session as part of the participation grade.

Other review sessions may be scheduled as needed and will be posted on the course Web site and will be announced in class.

- Subsequent review sessions scheduled outside of normal class time **are NOT mandatory but are HIGHLY recommended.**
- The instructor/TA will go over the analysis illustrated in class but UNDER NO CIRCUMSTANCES will do ANY part of the assignment for you.

- The TA has the authority to not answer questions from the audience that would in any way reveal the solution or part of the solution to the assignment.

Please use the review sessions wisely. Students benefit a lot from these sessions if they have gone over the assignment and attempted some of the questions before coming to the session. That way one can use the session to ask useful clarification questions and benefit from the instructor/TA going over the analysis discussed in class earlier in the week.

15. Class Participation

a) Preparation for Class Participation

Grading class participation is necessarily subjective. Some of the criteria for evaluating effective class participation include:

1. Is the participant prepared?

2. Do comments show evidence of analysis of the article or the case?

3. Do comments add to our understanding of the situation?

4. Does the participant go beyond simple repetition of the article or the case facts?

5. Do comments show an understanding of theories, concept, and analytical devices presented in class lectures or reading materials?

6. Is the participant a good listener?

7. Are the points made relevant to the discussion? Are they linked to the comments of others? Is the participant willing to interact with other class members?

8. Is the participant an effective communicator? Are concepts presented in a concise and convincing fashion?

Keep in mind that your grade for class participation is not a function of the amount of "**air time**" you take up. I will evaluate you on how well you respond to my questions and how effectively you take into account the comments and analyses of your classmates. As part of your preparation for class, I ask that you form discussion groups to prepare the assigned case studies. The purpose of these groups is to assist each participant in developing his or her understanding of the issues and topics raised in the cases. The discussion group is a useful and informal forum in which to test your ideas. Further, your discussion group should also be the same group you work with on the group written case assignments, thus allowing you to build your problems solving skills as a group as the term progresses.

This course emphasizes ***active participation*** through case discussions, hands-on exercises, lectures and panel discussions. Students are expected to contribute to discussions in EACH class. Active participation is a vital component of this course. This is your opportunity to articulate your thoughts and demonstrate competency. I will award a maximum of 20 participation points for the semester. Below please find the rubric of how I grade participation:

Points Awarded/Week	Standard Demonstrated
3	Precise, well-reasoned POV, with citation or reference to course material or relevant current events; Supports position or question with factual information from course material
2	Offers relevant and interesting response or question, with citation or reference to course material
1	Participates by answering questions, actively engages and listens but does not meet additional (above) criteria
0	Does not participate, does not actively engage.

b) Preparing for Case Discussion

In preparing for case discussion, I recommend that you read the case three times.

1. The first reading should be a quick run-through of the text in the case. It should give you a feeling for what the case is about and the types of data contained in the case.

2. Your second reading should be in more depth. Many people like to underline or otherwise mark up their cases to pick out important points that they know will be needed later. For example, analyze the case with respect to customer behavior and trends, competitor's behavior and trends, and the firm's strengths and weaknesses. On your second reading, carefully examine the exhibits in the case. It is generally true that the case writer has put the exhibits there for a purpose. They contain information that will be useful in analyzing the situation. You will often find that you will need to apply some analytical technique to the exhibit in order to benefit from the information in the raw data. Many of my questions will focus on interpreting the exhibits in the case and assessing the implications of these findings.

3. On your third reading you should have a good idea of the fundamentals of the case. Now you will be searching to understand the specific situation. You will want to get at the root causes of problems and gather data from the case that will allow you to make specific action recommendations. Before the third reading you may want to review the discussion questions in the outline of class assignments. It is during and after the third reading that you should be able to prepare your answers to the discussion questions. As is often the situation in actual practice, cases may not have all the data you would like. Nevertheless, it is critical that you develop a reasoned plan of attack on the basis of data available. Moreover, you should not attempt to find out what happened to the company or business as a basis for making your decision. At no time should papers or notes from previous or concurrent marketing courses be used. These criteria apply to both in-class preparation and written case analysis.

Typical directed questions could include:

a. Tom could you help interpret Exhibit 3? In particular what does column C capture?

b. Michelle do you see a particular pattern in column C? Is this managerially useful? If so, what actions could you take in light of this new insight?

c. *Ying using results in Exhibit 4, the case claims "Blah blah blah …". In your opinion is this justified? If not why not? What would you have claimed instead?*

d. *Arun do you agree with Ying's claim that the managerial claim is not justified? If so, would you still go ahead with the strategy pursued in the case or would you suggest another course of action?*

For each case study, examine the case (both text and exhibits) thoroughly enough to be willing and able to tell the class what specific actions you would recommend that the company take, and why.

Come prepared. There is no excuse for a lack of preparedness. Not only will your class participation grade be hurt if you do not respond, but it will also increase the probability that I will cold call on you more than others in future classes.

16. Group Assignments

1. Group Assignments are due at the beginning of class on the day it is discussed.

2. **No late papers will be accepted.**

3. Late papers cannot be accepted because the assignments are discussed in class. Please anticipate schedule conflicts and submit papers early if necessary.

4. All group case assignments should be typewritten and double-spaced (please use 12 point or more). There is 3-page limit on the main text and up to 5 pages of exhibits, for a total of 8 pages.

5. **Put group member names on the last sheet (after the exhibits) of the group assignment.**

6. If your ENTIRE group will be missing class, you are expected to submit your assignment write-up **before midnight** the day before the respective case class.

The Format for a Written Group and Individual Assignment

1. The format for the written assignment should be in a Q&A format UNLESS OTHERWISE SPECIFIED.

2. I will be grading your write-ups on the quality and rigor of your answers to the questions provided by me.

3. Analysis of case/assignment drawing implications from case facts, data and exhibits showing how it leads to or supports your suggested recommendations. This analysis needs to be comprehensive, in-depth and should directly support your point of view.

4. A brief limitations paragraph in the end needs to address key caveats and how arguments contrary to your recommendation can be addressed. Exhibits should be provided in the appendix (as needed) to support your assignment.

Some General Guidelines for Preparing an Effective Written Assignment are

1. Provide a coherent, well-organized analysis, not simply a set of notes or bullets pieced together (e.g., particular attention on cohesion should be made on group assignments). Be sure to redraft and proof read the report several times before submitting.

2. Be concise. Above all, do not spend time rehashing or paraphrasing the details given in the assignment/case. Concentrate on the insights that you have made from your analysis.

3. Recommendations should be practical, cost-effective, and appropriate to the timing (short-term or long-term) of the problem at hand. The supporting analysis should be thorough, carried out correctly, and should draw whenever relevant on material presented in class or assigned in readings.

4. Tie your exhibits to the text of the report. Do not simply add extra tables or graphs to “bulk up” the paper. Each exhibit should be sufficiently described in the body of your text so that the reader can easily link its information to your analysis and conclusions. Assignments, including Appendix, should never exceed 8 pages, double-spaced.

Peer Evaluation Forms (TO BE SUBMITTED FOR EACH GROUP ASSIGNMENT)

1. Peer evaluations are evaluations that the group will make about each individual member's contribution to the case or group assignment.

2. For each group assignment, please fill out a group form with the names of your group members and the number of points out of 100 that you feel should be assigned to each group member commensurate with their contribution.

3. I will take all of the individual scores for each person in each group and average them to determine each individual member’s contribution to the case or group assignment.

4. Peer evaluations are due at the time of turning in the case and can’t be turned in later. I will not remind you to turn in your peer evaluations, so failure to do so will result in an equal weight for all team members.

17. Instructor and TA Availability

1. Instructor’s office hours are by appointment only. Send an email and you will receive a response with a proposed meeting time within 48 hours.

2. Students should contact the instructor AND teaching assistants **AT LEAST 72 hours** before assignment/case deadlines to ensure that your questions are answered.

3. If queries are received after this time, there is no guarantee that the instructor or TA will be available.

18. Code of Conduct

1. Please arrive on time so that we may start promptly.

2. Attendance is expected at every class but not sufficient condition for a good participation grade.

3. Since each class builds on the previous class, there are very high expectations in this course about attendance and preparation.

4. I will assign you in teams and then you will sit with your team IN THE SAME SPOT throughout the semester. It helps me track attendance, conduct in-class group activities and score participation.

5. If for some reason you must be absent, please let me know in advance, so that your absence will not be unexplained.

6. In order to accommodate life's inevitable emergencies, you may miss no more than ONE CLASS with prior permission of the instructor. Absence in more than ONE CLASS will result in a 2% penalty on class participation per class missed. **However, excessive absences (>2 sessions) will result in zero Class Participation (Note: This is 17% of your grade)**.

7. Please try to come to class on time and **do not** leave early. Otherwise, your class participation grade will be negatively affected. If for some reason you do have to come late and/or leave early, please let me know in advance and try to minimize the disruption to your classmates.

8. The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected.

Sanctions for Academic Misconduct: The "usual" sanction for instances of academic dishonesty is an "F" in the course (or assignment) and suspension for one full academic semester. Please note that for international students, this may result in the loss of your student visa status, requiring you to leave the USA until your suspension is over.

For your information, several important provisions of the Honor Code are highlighted: Academic Dishonesty. It shall be the responsibility of EVERY student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty, including but not limited to, the following:

1. Plagiarism in the form of deliberate or reckless representation of another's words, thoughts or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.

2. Falsification, fabrication or misrepresentation of data, other information, or citations in connection with an academic assignment whether graded or otherwise.
3. Unauthorized assistance or unauthorized collaboration in connection with academic work, whether or not for a grade.
4. Cheating on examinations or other academic assignments, whether graded or otherwise, including but not limited to the following:
    a. Using unauthorized materials and methods
    b. Violating or subverting requirements governing administration of examinations or other electronic assignments.
    c. Compromising the security of examinations or academic assignments.
    d. Representing another's work as one's own; or,
    e. Engaging in other actions that compromise the integrity of the grading or evaluation process.
    f. Assisting or aiding another to engage in acts of academic dishonesty is prohibited.

If you have questions about the honor code at UNC, I encourage you to contact the Office of the Dean of Students at 919.966.4042. You are encouraged to ask questions regarding your responsibility under the Honor Code. To eliminate any possible confusion, Instructor expects you to do your own work on individual assignments. Failure to adhere to the honor code will result in immediate due process.

Finally, due to the nature of the course content, which is primarily gleaned through nuanced case application and discussion, please do not engage in any "cybersurfing" (e.g., messaging, social media, eCommerce, email, etc.) during class. Student "cybersurfing" during class lectures has been proven to decrease awareness, understanding and comprehension, especially in analytical domains. There is a high correlation of cybersurfing and below average course grades. Moreover, cybersurfing will result in negative participation points for that class session which will negatively impact your final grade.

JOMC – Market Intelligence Course Syllabus

Class 1&2: 8/19 & 8/21 **Presenter:** Professor J.Sciarrino	**Introduction to Market Intelligence and Quest for Marketing Insight** **Pre-work:** Read: • *(Optional: Business Research Methods, Chapter 1)* • *Case: TiVo in 2002: Consumer Behavior (HBS Case 9-502-62)* • *The Hidden Side of Everything: What the Bagelman Saw* • *Open Secrets: Enron and the Peril of Too Much Information* **Course Learning Objectives:** 1. Understand how marketing insights enhance decision-making by converting data into insights for decisions such as: segmentation, positioning, product development, promotion, advertising response, etc. 2. Introduce you to the most common market intelligence tools. 3. Learn to view marketing problems and processes in ways that will benefit from informed decision-making. **In-Class Discussion:** 1. Course Overview, Expectations and Assignments. 2. Discuss and explore main idea of several contemporary tv ads. 3. Discriminating between facts and insights; Case Discussion: "What the Bagelman Saw" 4. TiVo Case
Class 3&4: 8/26 & 8/28 **Presenter:** Professor J.Sciarrino **Guest Lecture:** Tanner Frevert on Aug 26th	**Research Process, Problem, Design, Data Collection and Proposals** **Pre-work:** Read: • *(Optional: Business Research Methods, Chapters 2, 4-5)* **Session Learning Objectives:** 1. Understand the marketing research framework and process. 2. Define research problem and identify correct design approach. 3. Understand and prescribe data collection methods. 4. Identify, construct and evaluate research proposals. **In-Class Discussion:** 1. Research Process, Problem, Design, Data Collection and Proposals. 2. Exploratory, Descriptive and Causal Research. 3. In-Class Team Exercise "Using research methods to solve common research problems."

Class 5&6: 9/2&9/4 **Presenter:** Professor J.Sciarrino	**Qualitative Methods: Ethnographies, Focus Groups and Depth Interviews** **Pre-work:** <u>Read</u> • *(Optional: Business Research Methods, 186-197, Chapter 11)* • *Ethnographic Research: A Key to Strategy HBR (f0903C)* • *Microsoft (A) & (B) (HBR Case)* *<u>Team Assignment One 9/4</u>:* *Team Proposal Assignment: CC Research Proposal.* **Session Learning Objectives:** 1. Understand the key pillars of successful qualitative research methods. 2. Learn how to conduct online discussions and focus groups. 3. Learn how to use ethnographic research to generate marketing insights. **In-Class Discussion:** 1. Overview, application and usage focus Groups, ethnographies and depth Interviews. 2. Client Case: "Using traditional qualitative methods to generate marketing insight in non-profit." 3. Client Case: "Using online qualitative methods to generate marketing insight in financial services."
Class 7&8: 9/9&&9/11 **Guest Lecture:** Tanner Frevert	**Quantitative Methods: Data Preparation and Descriptive Statistics** **Pre-work:** <u>Read</u> • *(Optional: Business Research Methods, Chapter 12)* *Individual Case Due 9/9: Microsoft (A) & (B)* **Session Learning Objectives:** 1. Understand and apply the basics of quantitative methods. 2. Understand the concept of normal distribution, central tendency, and dispersion. 3. Understand how to use and apply confidence intervals. 4. Learn how to conduct basic descriptive statistic functions in XLStat. **In-Class Discussion:** 1. Review Qualitative Outdoor Retailer Proposal assignment solution. 2. Theoretical underpinnings of basic quantitative methods and concepts. 3. Applied illustrations: "Bill Gates Walks Into a Diner" , "You Can't Buy 2.2 Lattes", "The Games People Play." 4. Applied practice: Descriptive statistic functions using XLStat.

Class 9&10: 9/16 & 9/18 **Presenter:** Professor J.Sciarrino	**Quantitative Methods: Hypothesis Testing and Introduction to Regression** **Pre-work:** Read: *(Optional: Business Research Methods, Chapters 13, pages 348-360, 361-381)* **Session Learning Objectives:** 1. Learn how to prepare and examine data for quantitative analysis. 2. Learn how to construct and test data hypotheses for significance testing. 3. Understand and apply regression concept in XLStat. **In-Class Discussion:** 1. Applied Practice: "On Statistical Ties and Going Zen: Bit-O-Honey and Splenda" 2. Applied Practice: Fundamentals of regression in XLStat.
Class 11&12: 9/23 & 9/25 **Presenter:** Professor J.Sciarrino	**Quantitative Methods: Analyzing Behavioral/Transactional Data** **Pre-work:** Read: • *(Optional: Business Research Methods, Chapter 14)* • *Forecasting with Regression (HBS 9-894-007)* • *Case: Pilgrim Bank (A): Customer Profitability" (HBS Case 9-602-104)* *Individual Case Write-Up **DUE 9/25**:* *Individual Case Write-Up Due: Pilgrim Bank* **Session Learning Objectives:** 1. Learn to use regression to interpret data relationships. 2. Learn to use regression to forecast using individual-level (customer) data. **In-Class Discussion:** 1. Regression using XLStat to interpret data relationships. 2. Fundamentals of regression in scoring. 3. Pilgrim Bank (A): Customer Profitability (HBS 9-602-104)

Class 13&14: 9/30-10/2 **Presenter:** Professor J.Sciarrino	**Quantitative Methods: Analyzing Survey Data** **Pre-work:** <u>Read:</u> • *(Optional: Business Research Methods Pages 197-204 & Chapters 9-10)* • *Case: "Nestle Refrigerated Foods: Contadina Pasta & Pizza (A)" HBS 9-595-035* **Session Learning Objectives:** 1. Understand common quantitative methods of collecting data via surveys for communications/marketing. 2. Understand types and frequently used measurement scales. 3. Learn common pitfalls in survey research. 4. Learn how to derive insights and challenge conclusions from survey research. **In-Class Discussion:** 1. Usage and application of common surveys in brand & advertising research. 2. Measurement Scales and Questionnaire Design. 3. Client Case: "AT&T: Using brand and Advertising tracking research to generate marketing insights."
Class 15&16: 10/7 & 10/9 **Presenter:** Professor J.Sciarrino	**Quantitative Methods: Factor & Key Driver Analysis** **Pre-work:** <u>Read:</u> • *(Optional: Business Research Methods, pages 385-395)* *<u>Individual Assignment Distributed</u>:* *Factor and Key Driver Individual Progressive #1 Distributed* *<u>Team Assignment **DUE 10/9**</u>:* *Team Case Write-Up Nestle Refrigerated Foods: Contadina Pasta & Pizza* **Session Learning Objectives:** 1. Understand the principles, application and method of Principal Components Factor Analysis. 2. Understand the principles, application and method of conducting a simple Key Driver Analysis. **In-Class Discussion:** 1. Factor and Key Driver Analysis overview, application and tutorial. 2. Client Case: "Using Factor and Key Driver Analysis to identify marketing insight for Cingular Wireless." 3. Case: "Nestle Refrigerated Foods: Contadina Pasta & Pizza (A)"

Class 17: **10/14** **Presenter:** Professor J.Sciarrino	**Mid-Term Course Review**
Thursday **10/16**	**NO Class – FALL BREAK**
Class 18&19: **10/21&10/23** **Presenter:** Professor J.Sciarrino	**Quantitative Methods: Correspondence Analysis** **Pre-work:** Read: • *Perceptual Mapping: A Manager's Guide* *Individual Assignment Distributed:* *Correspondence Analysis Individual Progressive #2 Distributed* *Individual Assignment* ***DUE 10/23****:* *Factor and Key Driver Individual Progressive #1 Due* **Session Learning Objectives:** 1. Understand the principles, application and method of Correspondence Analysis. **In-Class Discussion:** 1. Review Factor & Key Driver assignment Solution. 2. Correspondence overview, application and tutorial. 3. Client Case: "Using Correspondence Analysis to identify marketing insight in Airline Travel."

Class 20&21: 10/28&10/30 **Presenter:** Professor J.Sciarrino	**Quantitative Methods: Cluster Analysis** **Pre-work:** Read: • *(Optional: Business Research Methods, 399-407)* • *A Note on Cluster Analysis* • *Book Chapter: "Blue Ocean Strategy: How to Create Uncontested Market Space and Render Competition Irrelevant", Ch 1 (Creating Blue Oceans)* *Individual Assignment **DUE 10/30**:* *Correspondence Analysis Individual Progressive #2 Due* **Session Learning Objectives:** 1. Understand the principles, application and method of Cluster Analysis. **In-Class Discussion:** 1. Review Correspondence Analysis solution. 2. Cluster Analysis overview, application and tutorial. 3. Client Case: "Using Cluster Analysis in segmentation to identify marketing insight in Travel and Tourism."
Class 22&23: 11/4&11/6 **Presenter:** Professor J.Sciarrino	**Quantitative Methods: Multiple Discriminant Analysis** **Pre-work:** Read: • *(Optional: Business Research Methods, pages 408-417)* *Individual Assignment Distributed:* *Multiple Discriminant Analysis Individual Progressive Assignment #3* **Session Learning Objectives:** 1. Understand the principles, application and method of Multiple Discriminant Analysis. 2. Understand how to apply MDS to identify marketing opportunities and challenges. **In-Class Discussion:** 1. Multiple Discriminant Analysis overview, application and tutorial. 2. Client Case: "Using Multiple Discriminant Analysis to find the 'Blue Ocean' in Automotive."

Class 24&25: 11/11-11/13 **Presenter:** Professor J.Sciarrino	**Quantitative Multivariate Methods: Conjoint Analysis** **Pre-work:** Read: 1. *Conjoint Analysis: A Manager's Guide* 2. *Omnitel Pronto Italia (HBS 9-501-002)* *Individual Assignment* ***DUE 11/14****:* *Multiple Discriminant Analysis Individual Progressive #3 Due* **Session Learning Objectives:** 1. Understand the principles, application and method of Conjoint Analysis. **In-Class Discussion:** 1. Review MDA Solution. 2. Conjoint Analysis overview, application and tutorial.
Class 26&27: 11/18-11/20 **Presenter:** Professor J.Sciarrino	**Social Media Monitoring, Measurement & Modeling & Successful Communication of Market Intelligence Insights** **Pre-work:** Read: 1. *Can you measure ROI of Social Media (MIT Sloan Fall 2010, Vol.52 No.1)* 2. *Advertising Analytics 2.0* 3. *Google Analytics Guide* 4. *Social Radar https://www.youtube.com/watch?v=31W0lgkPLSI* *Individual Assignment Distributed:* *Individual Progressive Assignment #4 Distributed* **Session Learning Objectives:** 1. Learn Social Media monitoring, measurement and modeling. 2. Understand how to successfully communicate research, intelligence and analytic insights to c-suite. 3. Interpret social media monitoring reports. **In-Class Discussion:** 1. Social Media monitoring techniques, common measurement dashboards and using marketing response modeling to determine contribution and returns. 2. Successful c-suite communications principles, structure, application and tutorial. 3. Client Case: "Social Media Monitoring, Measurement and Modeling in QSR."

Class 28: **11/25** **Presenter:** Professor J.Sciarrino	**Causal Methods: Marketing Response/Marketing Mix Modeling** **Pre-work:** Read: *1. The Marketing Mix (HBS 9-584-125)* *2. Market Response Models – A Technical Note* *Individual Case Write-Up **DUE 11/25**:* *Omnitel Pronto Italia Individual Case Write-Up Due* *Individual Assignment Due 11/25:* *Individual Progressive Assignment #4 Due* *Individual Assignment Distributed:* *Individual Progressive Assignment #5 Distributed* **Session Learning Objectives:** 1. Understand the concept, principles, application and most prevalent methods of Marketing Mix Modeling. 2. Understand how MMM can help marketers measure impact and ROI. **In-Class Discussion:** 1. Marketing Mix Modeling overview, application and tutorial. 2. Progressive Assignment #4 answer key and discussion. 3. Client Case: "Using Marketing Mix Modeling to measure ROI and effectiveness for beverages around the world."
Class 29: **12/2** **Presenter:** Professor J.Sciarrino	**Market Intelligence Course Review & Progressive Assignment Answer Key** **Session Learning Objectives:** 1. Understand how all the market intelligence tools and applications fit together to drive brand and advertising insights. 2. Learn to effectively communicate market intelligence. *Individual Assignment **DUE 12/2**:* *Individual Progressive Assignment #5 Due* **In-Class Discussion:** 1. Course Review. 2. Progressive Assignment #5 answer key and discussion. 3. The Last Lecture: Lessons I've Learned Along The Way

APPENDIX A - Case Descriptions and Preparation Questions

TiVo in 2002: Consumer Behavior (In-Case Discussion)

TiVo manager Brodie Keast is anxious to understand the sharp contrast between the inertia of prospects and the deep emotional response shown by converted users of TiVo. After an overview of the company's situation and problems, the case focuses on different kinds of data (sales results, satisfaction and usage data, purchase influence, demographics, attitude data, and behavioral data) and explains how that data emerged over time as the company was more and more pressured to explore the essence of its value proposition. The cases helps readers examine the role of consumer control in consumption, understand products that "change your life," choose research methods that match the type of insights sought, and explore the relationship between consumer knowledge and managerial action.

Preparation questions:

1. What is TiVo? Is it more than a digital video recorder? What immediate and end benefits does it provide consumers? Is it a disruptive technology that requires significant behavior modification?

2. What factors made initial adoption difficult?

3. Who were the early adopters? Did TiVo target the right group?

4. Four years after the launch, sales was still way below what was initially forecasted (about half of even the most conservative estimate of 350,000 units). Brodie Keast mentions that “There is a mystery in the sharp contrast between the inertia of prospects and the evangelical zeal of TiVo users.” At the time of the case, do you think the product was still in the early adopter stage as opposed to the growth stage? What can help improve the momentum?

5. What do the results of the attitude survey and the “logs” reveal? Are these results helpful in figuring out future segmentation and positioning strategies?

6. What should be TiVo’s communication message? Point to specific evidence in the case, to support your recommendations.

7. Can you convince potential consumers it is more than a glorified digital recorder? Point to specific evidence in the case, to support your recommendations.

8. How do the competitive landscape, TiVO’s relationship with intermediaries (advertisers, networks, cable & satellite companies, content producers..) and other new technological threats (HDTV, cable on demand etc.) affect end consumers’ behavior?

Expected deliverables:

This is not an assignment to turn in for a grade, however, you should practice preparing for the graded assignments by answering the case questions as if you were submitting. Correctly answering the questions assigned requires the use of supporting case exhibits and information from the case. Answers may be bulleted or in paragraph form, but should be concise and direct. Should you elect to support your answers with any exhibits, an appendix is permitted. No outside sources are permitted.

Pilgrim Bank (A) (Individual Assignment)

Analyze the case using regression analysis. Data for this will be distributed via Blackboard or posted on Web site.

The objectives of this case are a) to introduce students to the notion of customer profitability and its determinants, b) to consider different types of analytic methods and c) to conduct regression analysis on real data to assess profitability and other variables for a set of bank customers.

Preparation questions:

1. How much do profits vary across customers? Provide statistical support for your answer.

2. How does Pilgrim Bank make money from its customers and how can this explain the variation in customer profitability?

3. Are online customers more profitable than offline customers? Provide statistical support for your answer.

4. What is the role of customer demographics in comparing online and offline profitability? Provide statistical support for your answer.

5. What is your recommendation to the senior management team in terms of Pilgrim Bank's online channel pricing strategy? Should the bank charge fees, offer rebates or do nothing in regards to pricing for online channel use?

Students are expected to run descriptive statistics, cross-tabs and regression analysis to answer the questions shown above. Please bring your analysis to class for case discussion.

Expected deliverables:

A Word document, with each question listed and numbered before each answer. Answers may be bulleted or in paragraph form, but should be concise and direct. Support your answers with any exhibits, as appropriate. Answers to most questions will require some supporting statistical output, which may either be copied and pasted into the Word document; Failure to show your work for questions that require (i.e., supporting statistical output) will result in zero points. Name and PID should be written on the <u>back</u> of the word document.

Nestle' Refrigerated Foods: Contadina Pasta & Pizza (Team Assignment Write-Up)

Nestle Co.'s Refrigerated Foods Division has very successfully launched its Contadina brand pasta and sauces. The new product has achieved nearly $100 million in sales in three years. The division now considers an extension into the pizza line. This case provides a detailed look at the use of simulated test markets to forecast a new product's potential. Intended to provide students with an in-depth understanding of new product forecasting in consumer packaged goods. Also raises the understanding of marketing research in pasta and pizza launch commercials.

Preparation questions:

1. Using the BASES model described in Exhibit 9, forecast the estimated demand (trial and repeat) for the two Pizza options under consideration: Pizza and Topping OR Pizza only.

2. What can we learn from Exhibits 13, 14 and 15?

3. How does the Pizza concept test data compare to the pasta concept test data? Compare and contrast the pizza and pasta opportunities.

4. Would you launch the pizza? Why or why not? Please use the data and insights in the case to substantiate your POV.

Expected deliverables:

A word document, with each question listed and numbered before each answer. Answers may be bulleted or in paragraph form, but should be concise and direct. Calculations to estimate the forecasted demand should be delineated specifically in supporting appendix; partial credit will be awarded as appropriate. Should you elect to support your answers with any exhibits, an appendix is permitted. No outside sources are permitted. Name and PID should be written on the <u>back</u> of the word document.

Microsoft. (A & B) (Individual Assignment)

This case details the qualitative research techniques that Microsoft used when targeting the college-student market.

Preparation questions:

Microsoft (A) and (B) Case

1. What are the research objectives for the (B) case to address the problem?
2. What is the PROBLEM facing Microsoft in the college student market (A) and (B)? (Please write your answer as the problem statement/purpose for a research proposal)
3. What are the benefits and limitations for each of the (B) research methods used? What additional benefits and limitations not provided in the case <u>**should be**</u> considered?

4. What research methods (B) were selected to address the research objectives, above? Map each of these methods to the appropriate research objective.

5. What were the potential shortfalls of the team's research? How would you structure the research differently, if at all? What additional information or elements would you have used to maximize the learning generalizability and potential?

6. Where did the Microsoft team obtain the sample of students (B) to participate in the research? How many respondents did they recruit? What were the benefits and limitations of obtaining the sample? What specific problems can you identify with the recruiting survey that may have impacted overall participation?

7. Based on the research as conducted, what were the biggest challenges facing Microsoft?

8. Can the Microsoft team use the research conducted to derive insights to potentially solve the PROBLEM? Why or why not?

9. What type of question is the "Planet" exercise used in the (B) case and what did it reveal about Microsoft Office's image in the student community? What emotions, if any, did the "Planet" exercise reveal about Microsoft?

Expected deliverables:

A word document, with each question listed and numbered before each answer. Answers may be bulleted or in paragraph form, but should be concise and direct. Should you elect to support your answers with any exhibits, an appendix is permitted. No outside sources are permitted. Name and PID should be written on the back of the word document.

Omnitel Pronto Italia (Individual Assignment)

Describes the situation faced by Omnitel soon after launching its mobile telecommunication services in Italy in December 1995. Competing against the Italian monopoly, TIM, Omnitel had positioned its services to be better on the quality dimension. However, sales were significantly below expectations. In order to develop a new strategy, Omnitel conducted extensive marketing research. This research identified the varying needs of different customer segments. Omnitel now had to decide whether to attack a new segment with a new service plan, "LIBERO," to improve on past performance. The case demonstrates how market research helps create value by developing a product that satisfies the identified met/unmet needs of the customer.

Preparation questions:

1. What was Montel's competitive advantage when the service was launched in December 1995?

2. Why did the launch not perform to expectations?

3. What are the economics of LIBERO?

4. Why is the churn rate so high for many European countries?

5. Do you expect the churn rate to increase or decrease with the launch or LIBERO?

6. What do you learn from consumer research? What do you learn from the results of the conjoint analysis presented in Exhibits 5 to 8?

7. Will LIBERO lead to a price war? If yes, what could Omnitel do to avoid one?

8. If you were Fabrizio Bona, what changes would you make to LIBERO and why?

Expected deliverables:

A word document, with each question listed and numbered before each answer. Answers may be bulleted or in paragraph form, but should be concise and direct. Should you elect to support your answers with any exhibits, an appendix is permitted. No outside sources are permitted. Name and PID should be written on the back of the word document.

Outdoor Retailer Active Newcomer Shopper Lifestyle, Behavior and Brand Perceptions Study (Team Research Problem and Proposal Assignment)

Outdoor Retailer's Core Purpose Statement: "We inspire, educate and outfit for a lifetime of outdoor adventure and stewardship." There are four key areas where the brand stands apart from the competition. These are reflected in the four tenets that define the brand:

1. A community of people with a shared passion for the outdoors.

2. A trusted source of friendly expertise.

3. The best place to get outdoor gear and clothing.

4. An active caretaker of the environment.

Proposal assignment considerations and mandatories:

1. What is the research problem? What are the research objectives?

2. What are the benefits of conducting this type of research? What business decision will the research inform and impact?

3. Describe the exploratory research method your research will employ.

4. Whom should REI include in this research and why? Whom should REI exclude? What is the sample frame and why?

5. In which markets should the research be fielded and why?

6. Please provide the moderator's discussion guide in the appendix.

7. Please provide a section to estimate project timing and deliverables.

Expected deliverables:

A word document, with each question listed and numbered before each answer. Answers may be bulleted or in paragraph form, but should be concise and direct. Should you elect to support your answers with any exhibits, an appendix is permitted. No outside sources are permitted. Name and PID should be written on the <u>back</u> of the word document.

APPENDIX B - Individual Assignment Requirements

The course requires each student completes (1) three written case assignments (Pilgrim, Omnitel and Microsoft); and (2) five written progressive assignment parts (which are part of a progressive analysis for a global brand repositioning).

Written cases are due at the start of the class that the written case will be discussed. No late papers will be accepted. Preparation questions are delineated in the Class Overview Expectations Document.

The progressive assignment is a five-part series. The first four parts are analyses to understand, diagnose and recommend a new brand positioning. The fifth and final part summarizes the marketing challenge, identifies facts, uncovers the key insight and recommends specific marketing action. The required phases for the individual assignments are as follows (please see Course Syllabus for due dates):

Phase I – Individual Assignment for Factor Analysis and Key Driver Analysis

Expected deliverables:

A word document, with your statistical analysis' indicated and the necessary interpretation of your work. A factor solution with noted eigenvalues, percent variance explained, and rationale for solution names should be included. The key driver analysis should include correct standardized betas and correct relative contributions. 5 points will be awarded for Factor Analysis and 5 points will be awarded for Key Driver. Answers should be concise and direct. Should you elect to support your answers with any exhibits, an appendix is permitted. Name and PID should be written on the back of the word document.

Phase II – Individual Assignment for Correspondence Analysis

Expected deliverables:

A word document, with the correspondence analysis that you created in XL Stat displayed prominently. You should include the squared cosines and your rationale for what attributes you elected to include. You may draw on the vectors by hand, if necessary. Please support the analysis with an interpretation of your findings. Interpretation should be concise and direct. Name and PID should be written on the back of the word document.

Phase III – Individual Assignment for Cluster Analysis

Expected deliverables:

A word document, with the dendogram that you created in XL Stat displayed prominently and groups indicated. An interpretation of the clusters, summary statistics, a description of each cluster and key metrics by cluster should be included. Please support the analysis with an interpretation of your findings. Should you elect to support your answers with any additional exhibits, an appendix is permitted. Name and PID should be written on the back of the word document.

Phase IV – Social Media & Sentiment

Expected deliverables:

A word document that details an analysis for the client, supported with data from the Yelp and Sentiment information. If any statistical associations analysis is elected, please indicate. Should you elect to support your answers with any exhibits, an appendix is permitted. Please cite any outside sources if used. Name and PID should be written on the back of the word document.

Phase V – Final Client Report

Expected deliverables:

This will be an executive level power point presentation of not more than 12 slides, printed out and handed in with 1-2 slides per page. You may include additional slides in the appendix for supporting information, but the total slide deck (main body plus appendix) cannot exceed 20 slides. Each slide should have a headline that tells a clear, cohesive story from beginning to end. Points will be awarded for correct interpretation of statistical analysis, identifying the correct insight, and making the correct client recommendation. Name and PID should be written on the back of the document.

Additional information and direction regarding the Progressive assignment (including mandatories, problem considerations and analysis questions) will be discussed in class.

APPENDIX C - Peer Evaluation Form & Student Profile Form

(Need to accompany EACH Case write-up and EACH Assignment. If not attached, the instructor will assume equal participation by individual group members)

Due: IN CLASS with each case write-up and assignment

Team Members ____

Your Name ____

Part I. Below lists *your* responsibilities, i.e. what parts of the case write-up/assignment you were responsible for. Report all tasks, e.g. what environments you analyzed, what parts of the research analysis did you developed, suggestions you made, copy editing, typing, etc.

____

____

____

Number of group meetings you missed. _____

Number of group meetings you attended, but for which you were "unprepared." _____

Part II. UNC prides itself in having future leaders*,* which among many other things requires that you provide honest and critical feedback; hold yourself and your team-members to the highest level of integrity and accountability. In the section below, please evaluate the total contribution of the other members of your team as follows.

In giving them a score, assume that there are 10 points available for each member of the team (other than you). Thus, if the team size is four (including you), there are 30 points available to distribute among your three teammates. Allocate them in a manner which you believe properly reflects each person's relative contribution to the combined deliverable. If all were judged equal, then each would receive 10 points. ***Note: You are not to evaluate yourself - only your teammates.*** Since this will be a factor in their evaluation, please give this careful thought. **Your evaluations are confidential.**

Team Members	Points	Indicate (Y/N) if team member was present and PREPARED at an "acceptable" number of meetings
1.		
2.		
3.		
4.		
5.		

Note: ***You should make this evaluation by yourself, not jointly with your colleagues****. Any additional comments you have can be listed on the back of this form.*

Student Profile

Name:

Major:

Marketing and Statistics Courses Taken So Far:

a. What do you like most about marketing? What appeals to you the most about it?

b. What do you think you will benefit from the most in this course?

c. Are there any special topics you would especially like to have covered in this class?

d. What aspect of the course concerns you most?

e. Do you have any questions or issues about the course that need further clarification?

f. Please describe any experience you have had where you commissioned, conducted, evaluated or participated in a marketing research project (or projects).

g. Tell me something interesting about yourself or something you think I should know.

APPENDIX D: AEJMC Core Values

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies. Therefore, Market Intelligence provides lectures, cases, discussions and assignments that reaffirm the following AEJMC core values:

- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.