Market Intelligence – MEJO 479  
Prof. McGregor   
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Tuesday & Thursdays | 9:30 – 10:45am | Carroll Hall, Rm 128  
[shannonmcg@unc.edu](mailto:shannonmcg@unc.edu) | Twitter: @shannimcg  
Office Hours: By appointment – happy to schedule IRL or Zoom meetings whenever

**COURSE DESCRIPTION**

This course is designed to help you make informed marketing and business decisions by giving you contemporary analytical tools to solve brand, marketing, and advertising problems. What is “Market Intelligence”? Analytical strategies that provide a company with a sense of a market based on understanding what is happening in a given marketplace, what the issues are, what competitors are doing, what customers and potential consumers are doing, and what the likely market potential is for new products and/or services. In this course, you will learn analytical techniques and how they can be leveraged in marketing and advertising campaign development. After taking this course, you will be able to effectively evaluate market insights proposals, as well as interpret, review, and critique the subsequent report.

**OBJECTIVES**

* Evaluate marketing and advertising problems and re-structure them as specific questions or hypotheses that can be analyzed or researched
* Understand primary and secondary sources of market information, as well as ethical and structural issues in data collection and management
* Fluency in specific market research techniques for data analysis as well as implementing those analyses in decision making

**ATTENDANCE POLICY**

**University Policy:** No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

* Authorized University activities
* Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](https://ars.unc.edu/) and/or the [Equal Opportunity and Compliance Office (EOC)](https://eoc.unc.edu/what-we-do/accommodations/)
* Significant health condition and/or personal/family emergency as approved by the Office of the [Dean of Students](https://eoc.unc.edu/what-we-do/accommodations/), [Gender Violence Service Coordinators](https://womenscenter.unc.edu/resources/gender-violence-services/), and/or the [Equal Opportunity and Compliance Office (EOC).](https://eoc.unc.edu/what-we-do/accommodations/)

**Class Policy**: Instructors may work with students to meet attendance needs that do not fall within University-approved absences. For situations when an absence is not University approved (e.g., a job interview or club activity), instructors determine their own approach to missed classes and make-up assessments and assignments. Please communicate with me early about potential absences. Please be aware that you are bound by the [Honor Code](https://catalog.unc.edu/policies-procedures/honor-code/) when making a request for a University-approved absence. *(source: http://catalog.unc.edu/policies-procedures/attendance-grading-examination/)*

**REQUIRED MATERIALS**:

We will use as our main reading *Essentials of Business Research Methods* by Joe F. Hair Jr., Michael Page, Niek Brunsveld (4th edition). You can purchase it through the bookstore or online – but know that it is also accessible (for free!) as a PDF through UNC library.

We will also use SPSS – a predictive analytics software that is an industry standard for statistical analysis. You may already have this software for other classes. If not, you have two options. You can [purchase a license](https://software.sites.unc.edu/software/spss/) through UNC for $145 for 1 year of use. You may also access SPSS for free through UNC’s virtual labs ([https://virtuallab.unc.edu](https://virtuallab.unc.edu/)), which has a lot of great free software for students.

**GRADING**

Grading scale

\*The University does not recognize an A+ or D-

A = 93-100%, A- = 90-92%, B+ = 87-89%, B = 83-86%, B- = 80-82%, C+ = 77-79%, C = 73-76%, C- = 70-72%, D+ = 67-69% D = 60-66%, F = 59% or below

Grading rubric

Your overall grade for the course will be based on the following criteria:

Participation: 20%

Assignments: 45%

Mid-term: 15%

Final: 20%

Participation

I value the diversity that each person brings to the University of North Carolina. Twenty percent of your final grade in this class comes from participation. I need your input and believe you can greatly contribute to our discussions. Attendance is important. But, simply showing up to class is not enough – you must be actively involved in class meetings to earn full credit for participation. This is an advanced class, and its success depends on consistent participation by all members of the course. You should attend each meeting having completed all the readings and prepared to actively engage in our discussion. This includes coming to class with your own questions and observations about the readings and being ready to interact with the rest of the class. In-class participation will also mean meaningfully engaging with our in-class activities, which will often provide background and set up for out-of-class assignments.

Assignments

All assignments are designed to facilitate understanding of the course material, i.e. data collection, analysis, and identifying market insights. By working on these assignments, you will become equipped with the skills to understand and conduct high-quality market research. Throughout the course, you will complete a series of individual and group assignments designed to *apply* the methods and skills we will learn in the course. Assignment sheets will detail each of the assignments, and we will go over them in class.

Midterm and Final (exam 1 and exam 2)

You will have two exams in this course – one around the midterm and one during the courses’ final session. Each exam will be a combination of multiple choice, true/false, and short answer questions. The exams are designed to assess your understanding of the material presented in class and in assigned readings. The second exam will be partially cumulative. I will provide a review sheet and host a review session before each exam.

**IN CLASS**

On top of the assigned readings for the course, you should pay attention to emerging trends in the marketplace. Subscribe to various digital media feeds of the *Wall Street Journal*, *New York Times*, Advertising Age, *Fortune,* listen to NPR’s Marketplace, etc. At the beginning of each class, you are STRONGLY encouraged to introduce and discuss news items you have read and share your perspectives on how the development affects and/or may benefit from the practice of market analytics. These contributions will count towards your participation grade in the class.

After discussing any relevant news, we will usually move to a discussion about the week’s topic more broadly, with some short bursts of lecture from me. Once we get into the more hands-on portions of the course, I will be live demoing certain tools in our sessions. On occasion, we will breakout into smaller groups to work on in-class assignments or to have targeted discussions.

Our best laid plans are just that – teaching in our lingering pandemic is just as new to me as learning in it is to y’all. I am open to feedback about what is working – or what is not working. We may have to pivot for any number of reasons as the semester goes on due to extenuating circumstances. I know we will find a way to excel together in this unprecedented time.

**COMMUNICATION!**

This is a class rooted in the practice of communication – so let’s communicate! Use social media to communicate with one another or share ideas. Email is also important – and can be facilitated via Sakai. Collaborative work or helping one another can be fostered with Google Docs. I’ll do my best to respond to emails within 24 hours (except for weekends). If something more urgent pops up, you may always @ me on Twitter.

**WHO AM I?**

I’m Dr. Shannon McGregor. I joined the faculty at UNC’s [Hussman School of Journalism and Media](http://hussman.unc.edu/) in the summer of 2020. I am also a senior researcher with UNC’s [Center for Information, Technology, and Public Life](https://citap.unc.edu/). Before coming to UNC, I was an assistant professor in the Department of Communication at the University of Utah. I have a PhD from the School of Journalism at the University of Texas, an MA from the College of Journalism and Communication at the University of Florida, and a BA in Journalism, Public Relations, and Political Science from Flagler College. I’m a former digital storyteller and editor, and I’ve been teaching in communication for over a decade. I also do research, which focuses mostly on political communication, social media, and journalism. You can find out more about my work at [www.shannoncmcgregor.com](http://www.shannoncmcgregor.com) or by following me on Twitter: @shannimcg

**HONOR CODE**

[The Honor Code](https://catalog.unc.edu/policies-procedures/honor-code/) forms a bond of trust among students, faculty, and administrators. The University of North Carolina at Chapel Hill operates under a system of self-governance, as students are responsible for governing themselves. As such, our University is transformed into a powerful community of inquiry and learning. The Honor Code embodies the ideals of academic honesty, integrity, and responsible citizenship, and governs the performance of all academic work a student conducts at the University. Acceptance of an offer of admission to Carolina presupposes a commitment to the principles embodied in our century-old tradition of honor and integrity.

I expect that each student will conduct themselves within the guidelines of the University honor system ([http://honor.unc.edu](http://honor.unc.edu/)). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. If you have any questions about your responsibility or your instructor’s responsibility as a faculty member under the Honor Code, please see the course instructor, Senior Associate Dean Dr. Heidi Hennink-Kaminski, Senior Associate Dean Dr. C. A. Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

**SEEKING HELP**

If you need individual assistance, it is your responsibility to meet with the instructor. If you are serious about wanting to improve your performance in the course, the time to seek help is as soon as you are aware of the problem – whether the problem is difficulty with course material, a learning difference, or an illness.

**ACCESSIBILITY RESOURCE SERVICES**

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: [https://ars.unc.edu](https://ars.unc.edu/) or email [ars@unc.edu](mailto:ars@unc.edu). (source: <https://ars.unc.edu/faculty-staff/syllabus-statement>)

**COUNSELING & PSYCHOLOGICAL SERVICES**

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

**TITLE IX**

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at [https://eoc.unc.edu/report-an-incident/.](https://eoc.unc.edu/report-an-incident/) Please contact the University’s Title IX Coordinator (Elizabeth Hall, interim – titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://safe.unc.edu/).

**DIVERSITY**

I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve; I appreciate any suggestions. More broadly, our school has adopted diversity and inclusion [mission and vision statements](http://hussman.unc.edu/diversity-and-inclusion) with accompanying goals. These complement the University policy on [prohibiting harassment and discrimination](https://eoc.unc.edu/our-policies/ppdhrm/). In summary, UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran’s status, sexual orientation, gender identity, or gender expression. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the University’s nondiscrimination policies.

**ACCREDITATION**

The Hussman School of Journalism and Media’s accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them here: <http://hussman.unc.edu/accreditation>. No single course could possibly give you all of these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. The values and competencies associated with this course include being able to:

* 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

**MASK USE**

All enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community – your classmates and me – as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the Office of Student Conduct. At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks>/.

**WEEKLY CLASS SCHEDULE**  
\*Please see [UNC academic calendar](https://registrar.unc.edu/academic-calendar/) for the Fall 2021 schedule.   
\*\*The professor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

**Week 1 | August 19 – Introduction to the course and to each other**

**Week 2 | August 24 & 26 – Introduction to the principles**

Read: Chapter 1 *Essentials* & “What the Bagelman Saw” (PDF)

**Week 3 | August 31 & September 2\* – The research process and its application in marketing Pt. 1**

Read: Chapter 2 *Essentials* & Chapter 1, *Blue Ocean Strategy* (available on Sakai, as a course reserve)

\* We will not meet in-person or synchronously on Thursday, September 2. Take a mental health day!

**Week 4 | September 7 & 9 – The research process and its application in marketing Pt. 2**

Read: Chapter 4 and 5 *Essentials*

**Week 5 | September 14 & 16 – Qualitative research**

Read: Chapter 8 and 11 *Essentials*

**Week 6 | September 21 & 23 – Quantitative research: the basics pt. 1**

Read: Chapters 7 and 9 *Essentials*

**Week 7 | September 28 & 30 – Quantitative research: the basics pt. 2**

Read: Chapter 12 *Essentials*

**Week 8 | October 5 & 7 – Midterm review | Midterm**

**Week 9 | October 12 & 14 – Quantitative research: survey data**

Read: Chapter 10 *Essentials*

Watch: [How Do Brands Use Quantitative Research? A conversation with Microsoft's Dr. Rajul Jain](https://www.youtube.com/watch?v=59n1Zn0dqlc)

**Week 10 | October 19 & 21\* – Quantitative research: hypothesis testing and introduction to regressions**

Read: Chapter 13 and 14 *Essentials*

**\*** *Fall break* **–** no class on October 21

**Week 11 | October 26 & 28 – Quantitative research: principal components factor analysis and key driver analysis**

Read: Chapter 15 *Essentials* and “The One Number You Need to Grow”, HBR R0312C (on Sakai, in resources -> readings)

**Week 12 | November 2 & 4 – Quantitative research: correspondence analysis**

Read: [A brand’s eye view of correspondence analysis](https://journals.sagepub.com/doi/pdf/10.1177/1470785318801480) & [Correspondence Analysis – what does it all mean?](https://www.mtab.com/correspondence-analysis-what-does-it-all-mean/)

**Week 13 | November 9 & 11 – Digital and social media analytics**

Read: TBD

**Week 14 | November 16 & 18 – Flex week**

We *will* meet this week, but I am reserving the time for diving deeper into things y’all want more of, if we need to play catch up, or if other topics come up!

**Week 15 | November 23 & 25\* – How to communicate results to decision makers**

**\*** *Thanksgiving break* **–** no class on November 25

Read: “Storytelling that moves people” (on Sakai, in resources -> reading)

**Week 16 | November 30 – Final exam review**