

UNIVERSITY OF NORTH TEXAS
College of Business
Department of Marketing, Logistics and Operations Management

MKT 3710-001
Marketing Research and Analytics

Spring 2019 Course Syllabus

Instructor

Instructor	E-mail	Room	Telephones	Office Hours
Dr. Charles Blankson	Charles.Blankson@unt.edu Course Info: see Canvass	BLB 365A	(940) 565-3136 (940) 565-3130 (Department Administrators' office)	Mondays & Wednesdays: 1:00pm-4:00pm Fridays: 2:00pm-4:00pm All other times by appointment. Appointments preferred for all meetings.

Starting week commencing January 14, 2019 and finishing Friday May 10, 2019

Class meeting times

Tuesdays and Thursdays: 12:30pm-1:50pm -- Room BLB 250

Welcome to Marketing Research and Analytics 3710.

Please read the syllabus very closely. Procedures, policies for course work, assignments and case submission as well as reading and written requirements are included. The excuse that ***“I did not know that it (whatever it may be) was in the syllabus”*** will not be accepted for any reason. To that end, reading and understanding the syllabus now is your responsibility.

The UNT COB complies with the Americans with Disabilities Act. Reasonable accommodations are made for qualified students with disability. If you have an established disability, as defined in the Americans with Disabilities Act, and would like to request accommodation, please see me as soon as possible.

Acceptable Student Behavior

Student behavior that interferes with an instructor’s ability to conduct the online class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to meet with the Chair of the Department and myself here in Denton, Texas. We may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr

OPTIONAL BUT HIGHLY RECOMMENDED MATERIALS:

Alvin C. Burns and Ronald F. Bush (2014), *Marketing Research*, Pearson, Upper Saddle River, NJ.

Regular reading of business publications such as *Business Week*, *Economist*, *Fortune*, or *Wall Street Journal* a must.

COURSE DESCRIPTION:

Managers have to constantly make and implement decisions to improve value for customers and firms, and in turn for themselves. Decision-making involves making predictions about the future and a key element of all decision-making is the uncertainty associated with it. In other words, whenever we make any decision about anything we probably will not know whether the decision is right or not, until we implement decisions and get the results. So how do we predict things? Example of questions include - How will our consumers/customers behave tomorrow? How do our consumers perceive our new product/service/brand compared to our competitors? How many units (or dollar value) are we going to sell? What profit are we going to make next quarter or year? What effect will a change in advertising (copy or media) have? How do we enter the French market or the Saudi Arabian market with our new product extension? The answers lie in the manner in which we understand the environment (context) within which we do business and/or want to do business and most importantly use market intelligence, information, data, and analytical tools. Broadly, it involves –

- Identifying and defining a problem, both in terms of Marketing and Marketing Research (as opposed to symptoms),
- Identifying and collecting relevant information or data (secondary and primary),
- Analyzing and interpreting the data,
- Arriving at a conclusion or a solution, and
- Communicating the process and findings to the relevant stakeholders to enhance decision-making.

The problem is that there are no reliable ‘how to’ instruction manuals for making decisions. There are only broad guidelines. We become comfortable with this process and may be even adept at it *only by doing it repeatedly*. This is where this class comes in. Students will learn why, when, and how to conduct Market(ing) Research - primary and secondary data, data collection methods, sampling methods, designing the data collection instrument or a questionnaire, adopting/adapting or developing your own measurement scales, and data analyses. Students will be expected to make decisions using data and information (often inadequate and incomplete), and do so under uncertain conditions – live project.

In summary, this class is about marketing decision-making using data, information and analytical tools. So numbers, basic statistics, calculations, computations and analytics are integral part of this course. In addition, you will have to deal with uncertainty and make decisions under uncertainty. During this process, you will have to collect and use data and information, analyze data, interpret the results, and present your findings in writing and orally. To analyze data, you will learn and use the SPSS (statistical package for social sciences) analytical tool.

COURSE OBJECTIVES:

This course aims to introduce students to the importance of data, information, and analytics in decision-making. Stress will be on learning by applying textbook knowledge using projects in a hands-on approach. In other words, assignments, home-works, projects and discussion of original research manuscripts and actual cases will be pivotal for learning. In addition, this class also aims to help students cope with **uncertain situations faced by managers in the industry**. Specifically, by the end of the semester, you will have an opportunity to:

1. Understand the role of data, information, marketing research and its processes, especially in the context of managerial decision-making.
2. Become familiar with each stage of a typical marketing research process. This involves problem formulation, research design, data collection and analysis, and presentation of findings.
3. **Handle uncertain decision-making situations** and arrive at a decision or a solution under such uncertain circumstances (often with imperfect and incomplete data/information). In other words, you will have to make decisions under uncertainty.
4. Find (including how to) and use a wide variety of secondary marketing research data, especially those available in electronic libraries, Internet and WWW etc.
5. Gain knowledge (hands on experience) of marketing research through projects. This involves using all aspects of marketing research including a computer based statistical package (e.g., SPSS).
6. Understand the issues related to measurement, scaling and data collection instrument in Marketing Research.
7. Understand common sampling techniques and how sample size is determined for Marketing Research projects.
8. Perform and interpret basic data analysis using SPSS software (descriptive statistics, and basic tests of differences and associations).
9. Put together a Marketing Research Report/presentation.

PHILOSOPHY AND EXPECTATIONS:

My expectation from this class (i.e., you and I) is captured in one of my favorite quotes from a fortune cookie at a Chinese Restaurant:

“By asking for the impossible we obtain the best possible.”

This course is difficult, challenging and will stretch you to your limits. However, with the right attitude and hard work, you can make the experience intrinsically rewarding and fulfilling. You can even make the experience fun for yourself. Remember, only you can do it. As regards my contribution, I can promise you that I shall give you my best. Of course, I also expect the best from you. This is the basic underlying philosophy behind this class (and for other classes and may be even life in general).

TECHNOLOGY REQUIREMENTS:

Software Used: In this class, SPSS will be used for data analyses. You should quickly familiarize yourself with SPSS since you will need to use it to complete your assignments and research project. A series of introductory sessions will be conducted to get you started.

Calculators: This is a research class and calculations are an integral part of this class. Students are expected to carry a calculator and be prepared to use it at all times.

E-mail: You will need an e-mail address (**I will only respond to the UNT outlook e-mails**) and the ability to access the Internet. You will also need storage devices to save projects and download information.

Knowledge of word processing, spreadsheet, and Power Point software is necessary.

Computer labs: There are several computer labs in BLB and other campus locations. You may access the software necessary for this class at any of these labs. Keep in mind that computer labs fill up during peak times during the semester and approaching the end of the semester. Be sure to manage your projects so that you can obtain access to them in a timely fashion.

CLASS POLICIES AND CONDUCT:

Academic Integrity: Unless otherwise stated, all assignments and exams require individual effort. The minimum penalty for any form of cheating on any exam or assignment will be a zero score on that exam for the helped & helper. Of course, it could be much worse than that! Individual assignments that look too "similar", in my judgment, will be treated as done with unfair consultation. For more details on the UNT Academic Integrity Policy, please look at the following website - <http://vpaa.unt.edu/academic-integrity.htm>. I intend to follow the policies outlined on this web site.

Class Conduct: You will soon graduate and head out into the business world. Like every other profession, business and marketing professionals are also expected to function in a professional manner. In order to do well later on in your industry role, it would be a good idea to start practicing professional behavior right now in your college classes. After all, practice makes one perfect. Therefore, professional conduct is expected in this class. Disturbing class proceedings in any manner is not acceptable. Some basic expectations include:

- Please do not sleep, read the newspaper, eat, drink, and chew gum, etc.
- Please do not make a habit of sauntering into the class late or leaving the class early. It is rude and it disturbs others. If you must do so (in an exceptional case), please let me know early enough and leave the class quietly.
- Please make sure that **your cell phones are turned off**.
- Please do not use **laptops or other web surfing devices** in the class, unless instructed.

To recap, please adopt a "professional" attitude toward this class, your colleagues, and all of your college experience. Fulfill your responsibilities and accomplish your tasks with pride. Employers are seeking individuals who are motivated and self-disciplined, especially when competing with many others for a limited number of opportunities. Excuses do not impress anyone, or get the job done, and hence will not help you either in class or in your work world. Only results and outcomes will help you in your career. While in college, take advantage of the opportunities presented to you, participate in professional activities, read (Newspapers, journals, and business literature), and more importantly have a positive attitude towards learning and knowledge. What you learn (knowledge, skills, and habits) here during your college years will help you tremendously in the future.

ADA Compliance: The College of Business Administration complies with the Americans with Disabilities Act in making reasonable accommodation for qualified students with disability. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodation, please see me as soon as possible. My office hours and number are shown on this syllabus.

ATTENDANCE: Attendance will be taken. Please do not show up late for a class and definitely do not leave in the middle. You may be marked absent in either case. If you come in after I have finished calling rolls, it is your responsibility to contact me immediately after the end of class and request a correction. I may do so at my discretion.

Any person who is absent in classes may forfeit all doles such as bonus points, extra credits, etc. on any exams or assignments. These penalties for absences may make it quite difficult to receive a good grade in this class. Students will occupy the same seat from the second session onwards. In addition, attendance will be linked to class participation points.

Students sometime choose not to attend class and thereby miss important course related information covered during class. I will not spend time outside of class providing that missed information to any student on an individual basis.

Meetings outside the Class: You will need time to meet with your group to work on the group project. In addition, I expect to meet with each group to discuss the progress of projects several times during the semester.

Communication with the Professor: I believe that frequent and open communication between the professor and the student enhances the quality of learning. I urge you to use the university e-mail to let me know your concerns or queries. Please do not wait until the end of the semester to work on your grades. At that late stage, I cannot do anything to help you. This course offers sufficient opportunity to make good grades.

IMPORTANT ADMINISTRATIVE DATES:

It is the student's responsibility to keep track of administrative dates and initiate the required paperwork for drops etc. If you withdraw from the class, it is your responsibility to remove your name from the class rolls. If your name is not removed, you may receive 'F' for the course at the end of the semester.

Grading Scale

Grade	Numeric Range (%)	Grade Points
A	90 to 100	4.0
B	80 to 89	3.0
C	70 to 79	2.0
D	60 to 69	1.0
F	Below 60	0.0

Grading Homework (20%); Comprehensive examination (40%), Group project (30%); Attendance and full class participation (10%).

Please remember that grades are *earned*, not negotiated and you should consistently perform well for a good grade in class. If you are having difficulties with the class come see me early on. There is not much I can do to help you improve your grade if you wait until the end of the semester.

Examination: There will be two main examinations. They will be short/long essay type. They will require you to integrate course lectures, readings and other supplemental materials from journal articles and textbooks to address multiple discussion platforms. The exams are intended to evaluate your understanding of basic marketing research strategies and practices, as well as your ability to apply your knowledge to real-company decision scenarios. There will be no “true/false” and “multiple choice” questions in this class. All exams will be essay-type questions.

Homework: You are to (a) read the article carefully, (b) summarize and then critique the paper, (c) identify the main/key issues being discussed in the article, and (d) discuss the implications of the key issues for marketing practices. A 2-3 page summary and critique of the article is required.

Group project. This project is a comprehensive, semester-long assignment. It requires continuous commitment and focus throughout the semester; the final project should demonstrate your ability to assess the identified research problem and the research processes undertaken to achieve the objectives. We will discuss the project in class. You must defend your choices of the research process and research methodology and analysis. Further guidelines and outline will be discussed in class on an on-going basis. To that end, attendance in class is very, very important.

Results of exams will never be reviewed in class. You may meet with me during office hours (or by appointment), if you wish to discuss your exams/tests.

In the preparation of exams, all possible care will be taken to avoid typographical and other errors. The instructor will have the sole discretion in excluding test questions that may contain inadvertent errors. In addition, the instructor may choose to compensate for test questions that a vast majority of the students (at least 80% of the class) answers incorrectly. Again, this matter is dependent solely on the discretion of the instructor. If you disagree with any type of scoring in a test, please come by, see me during my office hours (or meet with me by appointment), and *bring along a written complaint* explaining your position and the basis of your contention. No requests for reviews will be entertained after **two** class meetings from the day a test score is announced.

Make up Exams: Exams must be taken during the regularly scheduled exam times. Under no circumstance will an exam be administered to one student (or a few) separately on a day different from the dates scheduled for the entire class. No makeup exams will be given **except under extreme extenuating circumstances** accompanied by a university-approved excuse.

Class Participation/Attendance: Attendance will be taken on a regular basis. During the course of the semester, we may conduct in-class exercises involving chapter topics that are designed to enhance your understanding of marketing research. Surprise quizzes may also be used. The assumption is that all students will participate in these activities.

Additionally, keep in mind that I may set aside portions of class time for you to work on your group projects. This is in addition to the time set forth in the attached schedule for working on class projects. Excessive absence means that you could be missing important decision-making meetings regarding your project and your project grade and peer evaluation may suffer as a result. If you do miss a class session you should arrange to make up any work your group needs you to do and get lecture notes from a fellow student.

Further comments on Research Projects are an important part of this course. Appropriate level of input, both qualitative and quantitative is essential. *For the first part, students may be required to collect secondary data, define the marketing and research problem, and design a questionnaire for future (primary) data collection needs. This process and its outcomes will have to be presented in the form of a project report. The second part may start with a given data set and encompasses data analyses using SPSS statistical packages, prepare a report and present the findings.* The projects will need fair amount

of out of class work. This is in addition to the time spent on class preparation. **These projects would require students to think and make decisions on their own.**

Students will be expected to make decisions under uncertain circumstances and with imperfect and incomplete data and information. The instructor will only aid in decision-making and not make the decision for the student. The process involves problem definition, identification of information and data (secondary and primary) needed, their source, e.g., Internet, library, census reports, research design, primary data collection methods, and questionnaire design, data analysis using SPSS, interpreting the results, and report writing. **Spoon-feeding is not part of this course.**

It is a group project and students must learn to work in a group to accomplish certain goals. After all, it is an essential part of business management. Students will form their own group. During the semester, the group members will evaluate each other on a regular basis. I may rely on these evaluations in case a dispute occurs between group members. **I also allow any group to throw out a non-contributing, non-performing, and/or disruptive group member(s).**

Language is an important aspect of a project report. The rationale is that if you cannot communicate your ideas effectively, there is little chance of it being accepted, used and rewarded. While presentation styles may differ across students, it is expected that all students use appropriate and correct language. Please make sure that you take care of grammar, spelling, sentence formation, etc., while preparing your report. **One point will be deducted for each grammar and spelling mistake.**

Due dates for completing various tasks and projects have been indicated in the 'Schedule' section. I reserve the right to deduct points for late submission. Every 24-hour delay beyond the assigned due date and time will result in a deduction of 5% in the grade for that submission only.

This is not a legal contract. It is only an outline for this course in terms of its objectives, expectations, tasks and activities, schedule of classes, and assessment and evaluation criteria. We will try to adhere to this as far as possible. However, depending upon the need of the class, the instructor reserves the right to change these and other policy requirements included in this document and announced in class.

Tentative Schedule

The following schedule is tentative and may be revised. It is intended to provide guidelines for the topics to be covered in class. Depending upon the level of difficulty the class is having, certain topics may require more time than others may, and the class may deviate from the schedule occasionally. If such changes do take place, they will be *announced or distributed* in class. Revised schedules may include more or less chapters or topic areas than what has been listed below. Dates of exams may change. Please remember to pay attention to all class announcements. At any time, the most recent schedule will supersede all prior schedules.

Week	Date	Key Topic	Readings & Hand-outs	Key Assignment
1	January 15	Introduction to the course, Introduction to Marketing Research I	Chapter 1	
	January 17	Introduction to Marketing Research II The Marketing Research Industry	Chapters 2 & 16	Introduce Project
2	January 22	Defining the problem, Research objective(s), The marketing research process	Chapter 3	Give out homework 1
	January 24	Research design and Types of research designs; Secondary data I	Chapter 4	
3	January 29	Secondary data II	Chapter 5	
	January 31	Qualitative research techniques I	Chapter 6	
4	February 5	Qualitative research techniques II	Chapter 6	
	February 7	Survey data collection methods I	Chapter 7	Homework 1 due
5	February 12	Survey data collection methods II	Chapters 7	
	February 14	Measurement, developing questions, questionnaire design I	Chapter 8	
6	February 19	Measurement, developing questions, questionnaire design II	Chapters 8	
	February 21	Measurement, developing questions, questionnaire design III	Chapter 8	
7	February 26	Selecting the sample and determining the size of a sample	Chapters 9 & 10	
	February 28	Fieldwork, data collection, quality, errors	Chapter 11	
8	March 5	Fieldwork, data collection, quality, errors	Chapters 1-9	
	March 7	Comprehensive Exam 1		
9	March 12	SPRING BREAK		
	March 14	SPRING BREAK		
10	March 19	Data Analysis I - SPSS		Give out homework 2
	March 21	Data Analysis II - SPSS		
11	March 26	Data Analysis III – SPSS; descriptive statistics I	Chapter 12	
	March 28	Data Analysis II – SPSS; descriptive statistics II	Chapter 13	

12	April 2	Data Analysis IV – SPSS; difference tests	Chapter 13	
	April 4	Data Analysis V – SPSS; association, relationship tests	Chapter 14	Homework 2 due
13	April 9	Data Analysis VI – association, relationship tests	Chapter 14	
	April 11	Data Analysis VII - regression	Chapter 15	
14	April 16	Data Analysis VIII – regression	Chapter 15	
	April 18	Comprehensive Exam 2	Chapters 10 - 15	
15	April 23	Data Analysis – Qualitative data – theme determination	Hand-outs	Discussion of ongoing Project
	April 25	Data Analysis – Quantitative/Qualitative data – content analysis I	Hand-outs	Discussion of ongoing Project
16	April 30	Data Analysis – content analysis II	Hand-outs	
	May 2	<i>Presentation of research project by outside speaker or Ph.D. student</i>		
17	May 7	Group Presentations		Presentations
	May 9	Group presentations		Presentations
	May 10	End of Semester		

Grading criteria for examination, written reports, summary of articles, and final group projects

Grade A

Excellent level of understanding of the chosen area/work/concepts.
 Excellent analysis of the problem/case/concepts.
 Excellent and well thought-out discussion commensurate with the level of class.
 Excellent explanation of rationale and conclusion and/or proposed solution.
 No major errors of principle or interpretation.
 Overall, well-argued and well thought-out response to the assignment.
 Good quality written presentation and neat work.
 Clearly written style, with a consistently high degree of effective communication. Evidence of diligence in tackling the assignment.

Grade B

Sound understanding of the problem/assignment.
 Sound use of critical analysis.
 Some minor errors of interpretation and/or fact.
 Some "fog" or "wooly" analysis, but only to a minor extent.
 Sound written presentation but some poorer parts evident.
 Variable standard in written style, with some inconsistency in effective communication.

Grade C

Adequate understanding of the problem/assignment.
 Analysis is rather basic with a tendency to be uncritical and too descriptive.
 Thinking and argument show "a good deal of fog" with rather muddled approach. Overall, adequate conclusions but work requires major revisions before being accepted by say, a manager or for outside circulation.
 Work needs further revision and correction.

Grade D

Work demonstrates a very basic understanding of the problem/assignment. Very basic written communication and at times lacks coherence.

Very basic to poor written presentation.

Overall, work can be described as weak.

Oral presentation