

Course Syllabus and Schedule

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Office Hours: Thursday 4:30-6:00pm and by appointment

Textbook: Churchill and Iacobucci, Marketing Research (10th Ed)

Required Bulkpack: Please obtain (study.net)

Software: SPSS (available in computer labs)

Website: Canvas

Additional materials and announcements will be posted via Canvas

Overview and objectives

This course provides you with the skills and tools needed to understand and evaluate marketing research. Marketing research involves developing research questions, collecting data, analyzing it and drawing inference, with a view to making better marketing decisions. To this end, the course is organized into two basic parts: (1) Data Collection and Research Design, and (2) Tools and Applications of Market Research. In essence, it is an applied statistics course where we focus on inference from marketing research data.

Course materials and Approach

In this course we will use a variety of readings, cases and computer-based exercises. The course bulk-pack contains selected cases and the most important readings that are required for the course.

Additional material will be distributed as needed. The readings are designed to introduce marketing research concepts and principles. Cases will allow us to examine, in detail, the application of particular marketing research approach and techniques. The textbook will serve as background and general readings that will allow you to better understand the material discussed in class.

The computer and data-based exercises are designed to give you "hand-on" experience with marketing research analyses. Thus, the course is designed to help you become an intelligent consumer and producer of marketing research.

Course Software

Statistical analyses in lecture will be demonstrated using the SPSS statistical software package. SPSS is a menu and command driven statistical analysis package and is widely used in the industry and is integrated into the textbook. You are not required to do your assignments in SPSS; however, I can't promise you technical support if you use other software.

Assessment

Your final grade in the course depends on the following components.

- | | |
|-------------------------------|-----|
| 1. Class Participation | 10% |
| 2. Two Individual Assignments | 20% |
| 3. Group Project Assignment | 25% |
| 4. Quiz I | 20% |
| 5. Quiz II | 25% |

The due dates for the assignments are listed on the course schedule. No late assignment will be accepted. A more detailed outline of the evaluation procedure and requirements is included at the end of this document.

Schedule of Class Meetings

The following lists each of the class sessions, the expected topics and the bulk-pack readings (BP) you are required to do. The class schedule also includes the deadlines for each of the assignments to be handed in.

In most instances I will not lecture from the textbook, but will assume that you have read the relevant material prior to coming to class. Nevertheless, we will discuss issues related to textbook material during the class and there will be opportunities for clarification.

Tentative Course Schedule

| Date | Session # | Topic, Readings, Cases, Assignments | Book chapters |
|----------------|-----------|---|---------------|
| Th. Jan. 15 | 1 | Introduction and Research Design <ul style="list-style-type: none"> • "Marketing Research" (BP) • "Backward Market Research" (BP) | Ch. 1,3,4 |
| Tu. Jan.20 | 2 | The Value of Marketing Research Case: TruEarth Healthy Foods | |
| Th. Jan.22 | 3 | Secondary Data Case: Communispace | Ch. 7 |
| Tu. Jan.27 | 4 | Primary Data Case: The Coop | Ch. 8 |
| Th. Jan.29 | 5 | Experiments Due: One-page problem definition | Ch.6 |
| Tu. Feb.3 | 6 | Questionnaire Design & Attitude Measurement <ul style="list-style-type: none"> • "Analyzing Consumer Perceptions" (BP) | Ch.9, 10 |
| Th. Feb.5 | 7 | Guest Speaker #1 | |
| Tu. Feb.10 | 8 | Hypothesis Testing | Ch. 16 |
| Th. Feb.12 | 9 | Regression Analysis I <ul style="list-style-type: none"> • "Forecasting with Regression Analysis" (BP) • "Four Steps to Forecasting Total Market Demand" Due: Survey Design | Ch. 17 |
| Tu. Feb.17 | 10 | Regression Analysis II Case: Quality Kitchen's Meat Loaf Mix | Ch. 17 |
| Th. Feb.19 | 11 | Conjoint I <ul style="list-style-type: none"> • "Conjoint Analysis: A Manager's Guide"(BP) | Appendix 17 |
| Tu. Feb.24 | 12 | Conjoint II Case: Portland Trail Blazers <ul style="list-style-type: none"> • "A Practical Guide to Conjoint Analysis" (BP) Due: Assignment #1 | Appendix 17 |

| Date | Session # | Topic, Readings, Cases, Assignments | Book chapters |
|----------------|------------------|---|----------------------|
| Th. Feb.26 | 13 | Guest Speaker #2 | |
| Tu. Mar.3 | 14 | Review and Application | |
| Th. Mar.5 | 15 | Quiz I | |
| Tu. Mar.17 | 16 | Cluster Analysis "Cluster analysis for segmentation" (BP) | Ch. 18 |
| Th. Mar.19 | 17 | Factor Analysis I | Ch. 18 |
| Tu. Mar.24 | 18 | Factor Analysis II | Ch. 18 |
| Th. Mar.26 | 19 | Guest Speaker #3 | |
| Tu. Mar. 31 | 20 | Perceptual Map <ul style="list-style-type: none"> • "Analyzing Consumer Perceptions" (BP) • "Perceptual Mapping: A Manager's Guide" (BP) | Ch. 18 |
| Th. Apr.2 | 21 | Online Marketing | |
| Tu. Apr.7 | 22 | Guest Speaker #4 | |
| Th. Apr. 9 | 23 | Case Discussion: Ford KA Due: Assignment #2 | |
| Tu. Apr. 14 | 24 | Marketing Research in Social Media | |
| Th. Apr. 16 | 25 | Course Review | |
| Tu. Apr. 21 | 26 | Quiz II | |
| Th. Apr. 23 | 27 | Project Presentations I | |
| Tu. Apr. 28 | 28 | Project Presentations II | |

Assessment Details

1. Class Participation (10%)

Your class participation score is based on both attendance and active participation in class discussion. Please bring your name card to each class.

Every session of the course will involve interaction in the form of class discussion. I expect each class member to be prepared at all times to comment in any class session. To reinforce this expectation, I will at times “cold call” throughout the ensuing discussion.

Some class sessions in this course follow a case discussion format. The assigned cases are intended to give you practice in assembling data to support a decision. Further, the case method provides a vehicle by which to apply the theories, concepts, and analytical techniques discussed in a class or in the reading materials. Finally, the discussion forum provides an opportunity to argue your position and to learn from others by listening to their comments and criticisms.

Keep in mind that your grade for class participation is not simply a function of the amount of "air time" you take up. In general, I will evaluate you on how well you respond to questions and on how effectively you take into account the comments and analyses of your classmates. In order to obtain a grade for class participation you must attend the class sessions and contribute meaningfully.

If you must miss a class, please email me in advance (qshen@wharton.upenn.edu). Each student is allowed 3 absences which are inclusive of all rationales such as illness, travel and interviews. Additional absence results in loss in class participation score. A student missing more than 30% of classes will receive zero class participation grade.

2. Individual Assignments (20%)

The purpose of these exercises is to give you “hand-on” experience with data analyses. These assignments will help clarify the concepts and techniques discussed in the classroom. The due dates are given in the class schedule.

Please note that:

- All assignments are due as **hard-copy in class**.
- No late assignment will be accepted.

3. Group Project (25%)

The group project will give you an opportunity to design and conduct a **full-fledged** marketing research project in an area of your own choice. Since the research project will involve a considerable amount of time and effort, it is vitally important that you work on a project that you find interesting. Group size should be **five-six**. I expect class members to select their own project groups and to be responsible for managing the division of labor within the group. Please email me the names of the persons in your group (one email per group) by **Thursday, January 22th, 2015**.

You may select any real business problem provided that it is relevant for marketing and requires gathering of primary information. Examples include forecasting the potential demand of new product, measuring consumer attitudes and demand for an existing or new set of product offerings, analyzing the competitive set of an existing product, or assessing the likely effect of a change in price on revenues for a mature product. In the one-page problem definition, you should clearly identify the marketing problem you are working on and translate this problem into a set of sharply posed and answerable research questions and design.

Presenting research results convincingly to an audience is, in my opinion, a critical task. The last two sessions will give you such an opportunity. Each group will be asked to make an **in-class final project presentation** in these sessions. The other members of the class are expected to participate and act as the client. I will let you know the sequence of the presentations in mid-April. The final written report should be no longer than twenty double-spaced pages in total (excluding exhibits and other attachments) and should follow proper report format. The final report due day will be announced in class.

4. Quizzes (20%+25%)

Each quiz is closed-book. You may bring (only) a two-sided sheet of paper with notes and a calculator to the quizzes. Students should afford the entire 80-minutes class period to complete a quiz. An unauthorized absence from a quiz will result in a grade of zero. There is no final exam in the regularly scheduled final exam period.

Group Project Self-Evaluation Form

The purpose of this evaluation form is to communicate the contribution of each individual in the group. Do this by allocating points among group members: give more points to individuals who did more work or for some reason deserve more credit; give fewer points to individuals who did less work or for some reason deserve less credit. The total points available for the entire group **including you** are 100. Therefore, if there are five members in your group, and if you feel that each member did their fair share of the work, then give 20 points to each member. If you give one or more members more than 20 points, then one or more other members must receive less than 20 points. I will consider confidentially all of the evaluations turned in by the group and any other relevant information that emerges during the term in assigning points for the Individual Effort component of the project. (Of course, you may as a group decide jointly how you will make the point allocations, if you so desire.)

Project Title:

| | Group Member | Points |
|--------------------|---------------------|---------------|
| Your Name: | _____ | _____ |
| Other Members: | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |
| Comments (if any): | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |
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