

MGP 249: Marketing Research

Course Syllabus: Winter 2019

Version: October 22, 2018 (Subject to change!)

Course Information

- **Instructor**

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- **Session Information**

- Time: Odd Weekend Saturday (9 am-12 pm, 1-4pm)
Class dates: Jan (5, 19), Feb (2, 16), Mar 2
- Final session: March 16 (9 am-12 pm)
(Project presentations and reports)
- Location: CHT-1347 (UC Davis Sacramento Educational Building)

- **Text** *NOTE: The text is on the cusp of switching to a newer edition (the 13th). I am in the process of trying to get more definitive information, and this syllabus will be updated when this information is available.* Most recent version: Aaker, Kumar, Day, and Leone (AKDL), *Marketing Research*, Twelfth Edition, Wiley. There are many different versions of this book available in a variety of formats (electronic, paperback, etc.). Given the expense of the traditional hardback book, I am not identifying a specific ISBN.

- **Software**

- Students in this course will be using SPSS for all statistical analysis assignments. There are multiple reasons for this course design decision (which I do understand could be a potential topic for discussion). More details on options for obtaining licenses will be provided early on in the course.
- For survey data collection: UC Davis and the GSM have a site license for Qualtrics, which we will use for this course.

- **Prerequisites: The core courses in marketing, economics, and statistics are absolutely required.** Formally, the entire core is a plus, but we do realize that students may vary in their timing. In particular, we consider the material in MGP 201B (Organizational Strategy and Structure) to be helpful.

- Prerequisites (cont.): A ‘Frequently Asked Question’ is whether the second statistics course (203B) “should” be taken prior to this course. It is *not* a requirement, and traditionally the course has had a mix of students (with and without). The answer to this question varies on a case-by-case basis. For example, students that experienced difficulty with 203A might consider contacting me for a more in-depth discussion. Conversely, in the past, students who have taken 249 *before* 203B report that there are advantages in this ordering

as well (particularly for marketing-oriented students).

Code of Academic Conduct

An absolute requirement in this course (and in our program) is that all students must rigorously adhere to the ethical standards specified in the Code of Academic Conduct. The full text of this code is available at this link: <http://sja.ucdavis.edu/files/cac.pdf>. [I may be adding other proactive steps in this regard, e.g., requiring the signing of the UC Davis MBA Ethics Pledge.]

Official UCD Catalog Course Description:

Course addresses the managerial issues and problems of systematically gathering and analyzing information for making private and public marketing decisions. Covers the cost and value of information, research design, information collection, measuring instruments, data analysis, and marketing research applications.

What is the Purpose of this Course?

The above description, although accurate, may lack sufficient detail on the course objectives and experience. For example, most students would expect that data analysis would play an important role in the course (and it does). A number of years ago, the 249 course was one of the few marketing-related courses that required hands-on data analysis. However, in recent years the number of courses that include applied data analysis has proliferated, so it is important to be clear about what is different about this course. But, here is an important difference: Most other courses assume that a data set is already available “from somewhere.” This course is concerned with figuring out *what data are actually needed, and how to obtain them*.

In particular, this course focuses specifically on situations that require the design and execution of *primary research*, i.e., when data are not already readily available from a (secondary) source. To be specific, this course covers the design and execution of *qualitative* research (e.g., interviews and *focus groups*), and also the design and collection of *quantitative* data from a target population (e.g., consumers) using *self-administered surveys*.

An important aspect of this course is its major emphasis on a key principle: the ultimate *purpose* of gathering and analyzing information (through marketing research) is to support *decision making*. If data collection and analysis are not being performed to advise and support the actions and decisions of managers, then it has no value. (One classic problem in many organizations is performing marketing research to justify a decision that has already been made. This is something that we take a dim view of.)

Executing a successful marketing research effort first requires developing a clear understanding and definition of the underlying *business problem* to be addressed. This includes a careful identification of the decisions and managerial actions that are to be made, and a determination of the information required to support them. Then, the appropriate approach to obtaining the information can be determined. In some cases, the

information (or a reasonable approximation) may be available from an existing source. In other cases, primary research may be required (the focus of this course).

One potentially important consideration for MBA/marketing students that I would like to mention: In essentially all cases, the Management 440 Integrated Management Project (IMP) will require students to successfully execute all of these steps (whether or not they are in a marketing context). Specifically, developing a business problem definition (including decision making framework), setting a scope, and identifying information needs are ubiquitous in IMP. This is true even if the type of information required is not about “customers.” However, many IMP projects will end up requiring marketing research, so in those cases the experience in this course will be an advantage.

Course Approaches

The main approach for addressing the learning objectives embodied in the above description is for students to execute a course-long group project. This is an exercise in *experiential learning* that requires students to develop a business problem that is a good “fit” for the following commonly-occurring research sequence: initial qualitative research (e.g., focus group), followed by quantitative research (survey data design, collection, and analysis). This can be an ambitious and challenging undertaking, but is by far the most effective way to actually achieve the learning objectives. My commitment as an instructor is to work closely with students to support them in addressing these challenges.

In terms of assignments, the group project is highly structured with a number of “milestone” written assignments. In addition, there will be in-class workshops on statistical analysis using SPSS (along with individual data analysis assignments to reinforce the material). Early in the quarter (before we start data analysis) there will be a small number of short quizzes.

Recently I have also been working to develop digitized versions of lecture materials in the form of “self-contained PowerPoint presentations with voice-over narration.” The intent is to move in the direction of “flipping” course activities so that some lecture material would be viewed outside of class, preserving in-class time for more hands-on, interactive work. In recent quarters there has been additional progress in this direction, and I may be asking for your support of this goal as I continue to push forward with this agenda.

In what follows, I first provide a list of topics that will be covered, followed by additional course details related to assignments, grading, and a TENTATIVE schedule grid. Important: Time management and scheduling are important in this course, and this will be the first time I am offering this course on an every-other-week schedule in Sacramento. The initial schedule grid provided below is very much an approximation, and will be fine-tuned as the quarter approaches.

Course Topics [In approximate chronological order.]

- Role of Marketing Research
- Marketing Research Process
- Overview of Consumer Choice Modeling
- Research Design
- Qualitative Research/Focus Groups
- Primary Data Collection (Overview)
- Introduction to SPSS
- Attitude Measurement and Scaling
- Survey Design
- Data Analysis with SPSS
- Cluster Analysis
- Factor Analysis
- Conjoint Analysis
- Final Project Presentations and Reports
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Schedule of Activities (Subject to Revision!)

- Group Project assignments are abbreviated “GP#” where # = 1 to 7. Detailed guidelines for these are provided separately, and will also obviously make use of material covered in lecture notes. For now, the point is for you to be able to identify the major deliverables as part of a timeline.
- In the first half of the course (roughly speaking) there will be Quizzes given at the START of class sessions. I will give more information on this when we get started.
- In the second half of the course (roughly speaking) there will be Individual Homework Assignments that use SPSS. These are abbreviated SPSS_#, where # = 1a, 1b, 2, 3, 4. SPSS homework is designed to apply methods covered in class: typically, the HW will be due in class (hard copy) in the next class session/week after it is covered. (Again, because of Friday/Saturday format, I have not yet decided on details.)
- Lecture notes are provided as PowerPoint files that will follow a naming convention like “mgp249_w19_s#.pptx,” where # = is a numerical value, or other identifier.

Grading Breakdown

GP1. Topic Proposals	5%
GP2. Focus Group Design/Proposal	5%
GP3. Focus Group Research Report	10%
GP4. Survey Research Proposal	5%
GP5. Survey Research Prelim Design	10%
GP6. Survey Launch	5%
GP7. Final Report (Survey Results)	15%
Class Participation	10%
Quizzes & SPSS Individual Homework	35%

Schedule and Course Plan (PRELIMINARY/TENTATIVE)

Session #	Date	Topics	Assigned Readings	Deliverables/Due Dates
1	Jan 5	Course Introduction, The Role of Marketing Research, Research Purpose and Objectives	Chapters 1-3 (AKLD) - Skim (Look ahead to 4 if time), Read and be prepared to discuss HMO Case Example (AKLD, pp. 57-60)	[Course survey]
2	Jan 5	Qualitative/Focus Groups, Review of Consumer Choice Modeling, Group Project Development	View flipped materials on Consumer Choice Modeling. Chapter 4 (skim). Chapter 8. Read on Focus Groups in <u>more detail</u> .	Student Pitch Decks for presentation to class. GP1: Due ____
3	Jan 19	Short Quiz (1) Primary Data Collection (Overview), Finalizing GP2, Looking ahead to GP3. SPSS Intro Some Stat Review?	View flipped material on 'Primary Data Collection'. [AKDL: Chapters 9, 10.] Read for Discussion: Vancouver Symphony (PDF on Canvas). Program note: We cannot cover secondary sources/Internet in this course (even though they can be important sources of marketing intelligence). These topics are covered in Chapters 5-7. [As discussed in S1, the focus of this course is on Primary Data Collection.]	Come with SPSS loaded on computer. GP2: _____.
4	Jan 19	Attitude Measurement and Scaling More on SPSS	Chapters 11, 16. Flipped materials TBA...	[Working on GP3]

		(Summary Statistics, Hypothesis Testing)		
5	Feb 2	Short Quiz (2) SPSS/Analysis – cont- Hypothesis Testing, Analysis of Association	Chapters 16-18	DUE: SPSS Individual Assignment #1a GP3 Due _____
6	Feb 2	Review of Regression More on Survey Design	Chapter 19	GP4 Due _____
7	Feb 16	Cluster Analysis	Chapter 20	DUE: SPSS Individual Assignment #1b [Due in class] DUE: SPSS Individual Assignment #2 [Due in class] GP5 _____
8	Feb 16	Factor Analysis	Chapter 20	
9	Mar 2	Conjoint Analysis	Lecture Notes	DUE: SPSS Individual Assignment #3 DUE: SPSS Individual Assignment #4 [Due in class] GP6 DUE _____
10	Mar 2		Work on Course Project	
Finals	June 14	Final Presentation and Report		GP7