**Market Intelligence: The Art and the Science**

Fall 2023

MS: B8656, Section 060

**Professors** Robert J. Morais Kamel Jedidi

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**Office Hours:** By Appointment

**Course Description**

*Marketing Intelligence: The Art and the Science* is an advanced, comprehensive market research course predicated on the idea that to understand customer attitudes, sentiments, behavior, and culture fully, both qualitative and quantitative research are necessary. The course covers how strategic business planning, brand-building insights, and sound marketing decision making are best served by applying an array of behavioral, social, and mathematical sciences and using them complementarily. Students learn how to select and execute the right research to obtain customer intelligence, make sense of it, and apply it to marketing problems.

Among the questions *Marketing Intelligence: The Art and the Science* addresses are those marketers need to answer whether they are leading a small start-up or serving as a manager in a large corporation: How do I begin to understand the market for my product? How can I segment my customers? How do I know if customers need or want my product? How do I develop/modify my product and how can market research inform its design and improve the user’s experience (UX)? What are the best ways to position my product in the marketplace? How do I generate insights for advertising and evaluate reactions to my messages? How do I price my product? How many can I sell? What ethical considerations emanate from qualitative and quantitative market research?

We take an experiential approach in this course. Students will learn through cases, lecture/class discussions, and a course project how to conduct deep probing one-on-one interviews, illuminating focus groups, disciplined ethnographies, and ways to systematically map multi-dimensional customer journeys. Studentswill learn quantitative marketing research methods such as cluster analysis, factor analysis, conjoint analysis, and logistic and OLS regressions for analyzing marketing data. AI will be incorporated in the course because AI tools, e.g., ChatGPT, Google Bard, and others, constitute a powerful and disruptive innovation for market research. For the major course project, students will work with real companies, conducting research first-hand that can have applications in the marketplace.

**Course Prerequisites**

Several of the cases, assignments, and the major course project require R programming. Consequently, you must have a basic knowledge of statistics and sufficient facility with R.

**Course Material**

* Articles, Video, and Cases (Available on Canvas or in links in this syllabus)
* *Qualitative Consumer and Marketing Research*. Russell W. Belk, Eileen Fischer and Robert Kozinets. Sage. 2012. (BFK)
* *Marketing Research: An Applied Orientation*. Naresh K. Malhotra and Satyabhusan Dash. Prentice Hall. Seventh Edition. 2018. (MD)
* Both textbooks are placed on Course Reserve.

**Student Evaluation**

Class Participation 10% (Individual)

Case Assignments 25% (Group; 5% each)

* + - * Layla’s Delicacies
      * All Nutrition (A)
      * All Nutrition (B)
      * Pilgrim Bank
      * Star Digital

Group Project 40% (Group)

* + - * Four project assignments (20%): Research proposal, customer journey map; qualitative study, quantitative study
      * Final project write-up (20%)

Midterm Exam 25% (Individual)

There will be optional concept checks throughout the course. Although not graded, these problems are useful for preparing for the midterm and for practicing R-programming.

For all group work, students will evaluate each other’s performance. These evaluations will be considered in assigning final grades.

Assignments will be due on the posted due dates and times (no exceptions). If your group has a valid reason for not being able to turn in the assignment on time, let us know in advance.

**Class Participation**

We will make a strong effort to get to know you personally and ensure that your course contribution is accurately evaluated. Your level of attention and engagement, contribution to the class discussions, and general interaction will count toward your class participation grade.

Your active participation in the class benefits everyone involved. It helps you to stay engaged, get your questions answered, and gauge your understanding of the class material. It also helps classmates who have similar questions and the teaching team assess how good of a job we are doing with communication and pacing.

We recognize that everyone has different comfort levels with speaking in class. If you have any issues with actively participating in the class discussions, please talk to us about it privately.

There are many ways to participate that count towards your participation grade. For example, asking questions on Canvas via Ed Discussion, responding to other students’ questions in that forum, and posting articles or websites that supplement course material. We place particular weight on your answering of other students’ questions and posting notes to encourage deeper engagement with the course material.

**Case Assignments**

There will be several case assignments during the semester. For each case, student groups will respond to pre-class discussion questions posted on Canvas under Assignments. Some of the pre-class case questions involve data analysis and do not have a unique answer as they depend on how one interprets and uses the data and other information in the case. Our expectation is that you and your group will respond thoughtfully to the questions, giving reasonable justification for your answers. High quality pre-class responses are supported with qualitative and/or quantitative analysis based on logic and marketing concepts. Your responses must be submitted on Canvas.

The case method is one of the most effective means of sharpening your decision-making abilities. A case discussion requires that you be an active participant in resolving a marketing problem. The assigned cases are intended to give you practice in assembling and analyzing data to support a decision. The discussion format provides you with an opportunity to argue your position and to learn from others by listening to their comments, analysis, and criticism. You will learn the most from the cases if you and your classmates prepare and participate fully. You all have different experiences, insights and opinions, and a great deal of what you will learn from the cases will be from each other. It is therefore essential that you be fully prepared for all the cases.

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**Midterm Exam**

The midterm exam will be designed to test your understanding of the topics covered in the lectures, readings, and cases. The exam covers the first half of the course (i.e., Sessions 1 to 12). It will be administered in the midterm exam period. The best way to prepare for the exam is by attending classes, doing the reading and case assignments, and completing the concept checks. You will be permitted to access selected resources (pdf, word doc) or bring printed/handwritten notes to the exam, and allowed to use simple, non-scientific calculators (the basic calculator application on computers). During the exam, you will not be allowed to look for outside resources or use a search engine.

**Group Project Overview**

The group project is a major component of the course both in terms of helping you learn research (by doing it) and in its weight in your course grade. Groups of 4-5 students will work together on the project. The professors will meet with groups individually, usually via Zoom, outside of class throughout the semester to discuss their progress on their projects. AI will be a component of your projects, and we will survey you at the start of the course and at the end to gauge your experience with it on your projects. In addition, student groups must keep a diary of their AI experience.

On the first day of class, multiple companies will pitch their market research needs to you. Students will select the companies they want to work with, and groups will be formed by the teaching team based on preferences and an objective of a balance of skills in the groups.

The steps for the group project follow. Refer to the class schedule below for timing of this project’s assignment phases.

* First, after deciding on your project focus and having initial discussions with your client (the contact of the venture), you will write a short proposal based upon guidelines provided in the first class. Your proposal should succinctly describe the marketing problem you will be focusing on and outline questions that arise out of it. You should think about the types of data that would be required to answer those questions. Your proposal should incorporate supporting data from secondary research available online as well as information provided by your client company. We require the use of AI tools, e.g., ChatGPT and Google Bard, with the caveat that you must be cognizant of errors sometimes produced by AI. From these initial data, you will have a sense of your market, e.g., size, target customers, etc., all of which should be included in your proposal. This information will be refined as you move forward in the course. Make sure you address all of the proposal elements discussed in class and posted on Canvas. Your proposal should be 4 to 6 PPT slides.
* Second, after consultation with the professors about your proposal – including brainstorming about the scope of your project and the best ways to conduct your research – you will refine your research plan to include one qualitative and quantitative project.
* Third, you will execute your research plan using techniques that you have learned in the course. We strongly recommend that you field your qualitative research before your quantitative study. You will:
  + Conduct one qualitative study, e.g., focus groups, IDIs, ethnographies, and analyze your findings
  + Conduct one quantitative study, e.g., survey or alternative quantitative data collection/analysis, and analyze your findings

Your group will discuss these phases as you develop them with the professors. Be sure your plan incorporates AI tools, being cognizant of possible AI errors and that you do not rely too heavily upon it.

* Finally, your group will write a final report of about 20 PPT slides (with an appendix) that will include your methods, findings, insights, and recommendations, as well as supporting materials, e.g., qualitative research guide, survey questionnaire and your findings, e.g., quotations from interviews, photos/videos, data file, code, and other material developed for the project. On the last day of the semester, your group will present a summary of your report to the class and your client, who typically attend our final class. A critical point-of-view on any AI tools you applied must be incorporated in your final report. The group AI diary must be appended.

**Note:** You will be evaluated more for the effort you put into the group project than for your ability to solve the problem given your time and budget-constraints.

As indicated above, you will **grade your group members** on their effort and cooperation for this project. Individual project grades will be adjusted up or down depending on the evaluations. We will also adjust the project grade based on our **perception** of your effort on behalf of the group. It is to your benefit to be involved when your group meets with us to discuss the project and to make us aware of your contributions to the group project along with any issues that arise in your group cooperation.

**Classroom Etiquette**

Your participation grade will be based on:

**Attendance:** You must **be present in class**, **on time**, and **prepared**. Given that engagement is central to your learning, missing class sessions without an excuse will lower your grade. Students arriving in class more than 10 minutes late will be marked “Late.” Students arriving more than 20 minutes late should refrain from entering the classroom and will be marked “Absent” unless acceptable reasons for tardiness are provided to the teaching team.

**Participation:** We expect you to contribute to the learning of your classmates in class discussions. Good participation is defined as:

* On time and fully present, e.g., attentive, in the class
* Actively participating in class discussions, pulling in insights from readings
* When guests are present, be respectful and ask thoughtful questions
* Device usage (phones, laptops, etc.) is not allowed unless directed for an in-class activity.

**Class Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Session** | **Topics** | **Readings/Cases/**  **Guest Speakers** | **Assignments** |
| 1  Tuesday  Sept 5 | Course overview  Companies pitch for main course project | Read:   * [Big Data and Talking to Humans](https://hbr-org.cdn.ampproject.org/c/s/hbr.org/amp/2021/03/data-is-great-but-its-not-a-replacement-for-talking-to-customers) * BFK, Chapters 1-2 | * At the end of the first class, submit your project preferences using link * Group assignments TBA before next class |
| 2  Thursday  Sept 7 | Problem definition & research design  Guest Speaker on AI | Read:   * Backwards Marketing Research  [Ethan Mollick: Superhuman: What can AI do in 30 minutes?](https://oneusefulthing.substack.com/p/superhuman-what-can-ai-do-in-30-minutes) Optional Readings:   * Language Models for Automated Market Research * Using ChatGPT for Market Research | * Complete first survey on per caption of AI’s value for marketing research |
| 3  Tuesday Sept 12 | Using market research for designing marketing strategy | * Case: Layla’s Delicacies | * Respond to Layla’s Delicacies case on Canvas * Schedule Zoom meeting with professors to discuss your group project |
| 4  Thursday  Sept 14 | Market definition  Statistical sampling | Read:   * MD, Chapters 11-12 | * Group project proposal |
| 5  Tuesday  Sept 19 | Qualitative research for insight and segmentation  Focus Groups & In-depth Interviewing | * Case: All Nutrition (A)   Read:   * BFK, Chapter 3   Optional Video:  [Conducting Focus Groups](https://www.youtube.com/watch?v=xjHZsEcSqwo) | * Respond to All Nutrition (A) case on Canvas |
| 6  Thursday  Sept 21 | Segmenting customers  Cluster analysis | Read:   * MD, Chapter 20 | * Create qualitative research plan and discuss with Prof. Morais * Market segmentation concept check (optional; after class) |
| 7  Tuesday  Sept 26 | Quantitative research for segmentation  Survey design | Read:   * Case: All Nutrition (B)   Optional Reading:   * MD, Chapter 10 * How to Design a Product Survey (on Canvas) | * Respond to All Nutrition (B) case on Canvas |
| 8  Thursday  Sept 28 | Customer Journey Mapping | Read:   * <https://tinyurl.com/2e3pm6uw> * <https://tinyurl.com/2wsj9tyf> | * Field qualitative research after this class |
| 9  Tuesday  Oct 3 | Product Positioning  Consumer ethnography  Mixed qualitative approaches to positioning | Read:   * BFK, Chapters 4-5 * MD, Chapter 21 (pp. 681-688)   Optional Reading:   * [Inspiring Brand Positionings with Mixed Qualitative Methods: A Case of Pet Food](https://rauli.cbs.dk/index.php/jba/article/view/6124) | * Positioning concept check (optional; after class) |
| 10  Thursday  Oct 5 | Factor Analysis | Read:   * MD, Chapter 19 | * Before this class, email draft quantitative survey to professors and TA |
| 11  Tuesday  Oct 10 | Customer Journey Mapping presentations |  | * Submit CJM presentation on Canvas * Schedule Zoom meeting with professors and TA for feedback on survey design |
| 12  Thursday  Oct 12 | Regression analysis | Read:   * MD, Chapter 17 | * Continue qualitative research * Regression concept check (optional; after class) |
| Midterm Exam Week |  | **Midterm – Date TBA** |  |
| 13  Tuesday  Oct 24 | Customer Relationship Management (CRM) and Multi-Channel Marketing | Read:   * Case: Pilgrim Bank | * Respond to Pilgrim Bank case on Canvas |
| 14  Thursday  Oct 26 | Design and UX Research  Consumer Anthropology: Duncan Hines | Read:   * [How to Ask Good UX Questions](https://medium.com/envoy-design/how-to-ask-good-questions-and-level-up-your-user-research-skills-19fd28b275a4) * MD, Chapter 19   Optional Reading:  [Toward a Pedagogy for Consumer Anthropology: Method, Theory, Marketing](https://www.teachinganthropology.org/ojs/index.php/teach_anth/article/view/652) | * Field quantitative research survey |
| 15  Tuesday  Oct 31 | Conjoint & Max Diff | Guest Speaker: Rajan Sambandam, TRC Market Research |  |
| 16  Thursday  Nov 2 | CRM Analytics  Logistic Regression | Watch:  [Growth Marketing: Best Practices for Getting and Keeping an Au... (facebook.com)](https://www.facebook.com/FacebookforDevelopers/videos/10154614663703553/) | * Submit qualitative research report on Canvas * Logistic regression concept check (optional; after class) |
| 17  Thursday  Nov 9 | Digital marketing | Read   * Case: Star Digital | * Respond to Star Digital |
| 18  Tuesday  Nov 14 | Text mining | Guest Speaker: Yegor Tkachenko |  |
| 19  Thursday  Nov 16 | Measuring willingness to pay for pricing decisions | Guest Speaker: Khaled Boughanmi, Cornell  Read:  Using Market Research to Assess Willingness to Pay for Pricing Decisions (on Canvas) | * Submit quantitative research report on Canvas |
| 20  Tuesday  Nov 21 | Market research ethics  Market research trends | Read:   * <https://tinyurl.com/52nkd2p> * Data Science and Ethnography |  |
| 21  Tuesday  Nov 28 | AI and qualitative market research: Remesh | Guest speaker: Andrew Konya, Remesh |  |
| 22  Thursday  Nov 30 | Class discussion on AI in marketing research |  |  |
| 23  Tuesday  Dec 5 | Final Project Presentations: Part 1 |  | * Note: Schedule of presentations will be randomly assigned |
| 24  Thursday  Dec 7 | Final Project Presentations: Part 2 |  | * Submit final group project report on Canvas * Complete final survey on group experience with AI |

June 22, 2023