

Marketing
Course Number: 22:630:678
Course Title: Marketing Insights

COURSE DESCRIPTION

This is a capstone course for Marketing Research Insights and Analytics (MRIA) concentration. This course will teach you to leverage marketing research to generate insights to inform marketing decisions. As future marketing research professionals with an advanced degree, you will not only need to know how to integrate marketing research results and generate marketing insights, but you will also be expected to provide recommendations and communicate them to stakeholders in compelling and persuasive presentations. While students will employ quantitative methods in the course, the goal is not to produce experts in statistics; rather, help students understand, manage and make decisions based on those methods.

COURSE MATERIALS

The textbook is a customized compilation of datafiles and case studies. The majority of the case studies are selected from Harvard Business Review and DecisionPro. We will be using ME>XL, a MS Excel add-on, to perform various analyses (developed by DecisionPro), which includes datafiles and tutorials. Instructions will be provided to download the software. All content will be posted to Canvas before class on weekly basis.

LEARNING GOALS AND OBJECTIVES

The course combines key aspects of marketing research process that you will learn in case-based projects.

While working in teams on business cases, you will learn to:

- Identify business problem
 - Develop research plan and collect relevant info
 - Generate marketing insights
 - Provide and present recommendations
- You will learn to generate insights from:
- Primary and secondary market research results

- Exploratory, descriptive, and causal research processes
- Qualitative and quantitative marketing research results

□ Additionally, you will continue learning how to successfully work in teams, manage team dynamics and develop project management skills.

RESULT: As a result, you should acquire knowledge, skills and competencies to inform marketing decision.

*****The faculty member reserves the right to modify this syllabus.**

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>)

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work. Don’t let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

ATTENDANCE AND PREPARATION POLICY

- Expect me to attend all class sessions. I expect the same of you. If I am to be absent, my department chair or I will send you notice via email and Canvas as far in advance as possible. If you are to be absent, report your absence in advance at <https://sims.rutgers.edu/ssra/>. If your absence is due to religious observance, a Rutgers-approved activity, illness, or family emergency/death and you seek makeup work, also send me an email with full details and supporting documentation within 2 days of your first absence.

- For weather emergencies, consult the campus home page. If the campus is open, class will be held.

- Expect me to arrive on time for each class session. I expect the same of you.

- Expect me to remain for the entirety of each class session. I expect the same of you.

- Expect me to prepare properly for each class session. I expect the same of you. Complete all background reading and assignments. You cannot learn if you are not prepared. The minimum expectation is that for each [3]-hour class session, you have prepared by studying for at least twice as many hours.

- Expect me to participate fully in each class session. I expect the same of you. Stay focused and involved. You cannot learn if you are not paying attention.

CLASSROOM CONDUCT

Students should behave in class by respecting others and not talking while the lecture or other students are talking. If you are rude or disruptive, you may be asked to leave the class. Expect to randomly be called

on, please raise your hand with questions, quietly go to the bathroom breaks (a break will be given typically halfway through class), if you must eat or drink in class, do it quietly without disrupting others, avoid side conversations, sleeping, and name cards will be issued and used in each class.

Your focused attention and active participation, especially while other students are presenting, is critical for your development and for the classroom-learning environment. Please refrain from disruptive discussions, cell phone usage, laptop usage, and other distracting behavior. Also, please respect your fellow classmates by listening to them and not interrupting their comments.

BOARD MEETING PRESENTATION GRADING SHEET

Rating Scale:

10 – Outstanding

9 – Very Good

8 – Much better than average

7 – Better than average

6 – Average

5 – Not quite average

4 – Less than average

3 – Much less than average

2 – Considerably less than average

1 – Pure charity

Criteria	Rating (1-10)	Weight	Score
Case Study		x 2	
Quantitative Support and/or Forecast		x 2	
Recommendations and Marketing Plan		x 2	
Clarity and Persuasiveness of Presentation		x 2	
Graphics, Charts, and Visual Aids		x 1	
Professionalism		x 1	
TOTAL:			

Comments:

Case Study: how well the team has presented a complete understanding of the company, developed and used a SWOT, described the most relevant market forces, and explained both the corporate & business strategies.

Quantitative Support and/or Forecast: the adequacy of the analysis performed, and the richness of empirical support and forecasts provided for each decision.

Recommendations and Marketing Plan: how actionable the recommendations are and how convincing, innovative, and compelling the marketing plan is.

Clarity and Persuasiveness of Presentation: how easily the case study can be understood by the listeners and how persuasive it was.

Graphics, Charts, and Visual Aids: how well the team used creative, concise, and clear charts, graphs, and slides that were visually appealing.

Professionalism: reflects the dress, decorum, and manner in which the team members conducted themselves.

GRADING POLICY

There are NO EXAMS in this class. Graded Material consists of:

- Self-Survey: 5 points
- Secondary and Primary Data Sources: 5 points
- Interview with candidate in MRIA Position: 10 points
- Group Project #1: 20 points
- Group Project #2: 20 points
- Group Project #3: 20 points
- Peer Evaluations: 20 points
- Total: 100 points

Final grades will be based on the final cumulative scores converted to a 100 point scale: 93-100=A, 90-92.99=A-, 87-89.99=B+, 83-86.99=B, 80-82.99=B-, 77-79.99=C+, 70-76.99=C, and 60-69.99=D.

Grades will be posted on the class website on a regular basis. Please review the postings and communicate with me if there are any discrepancies. Point totals are NOT rounded up at the end of the semester.

Team evaluations will be standardized across all raters and then averaged to ensure scale biases are removed prior to the averaging. Each presentation is graded on a 100 point scale and results will be communicated to the groups via email within 48 hours of the final presentation. Please review the email and communicate with me if there are any questions. Peer evaluations are kept in strict confidence and are transacted through email. This process enables team members to contribute to each other’s evaluations.

Assignments: Each student is required to participate in constructing a final presentation for all case studies within the group setting. Each case study will be presented to the class and to a panel of judges. All observers will rate the presentation according to the rating form. The specifics for each case and assignment will be provided both in class as well as posted online.

Your final grade is not subject to negotiation. If you feel I have made an error, submit your written argument to me within one week of receiving your final grade. Clarify the precise error I made and provide all due supporting documentation. I will adjust grades only if I have made an error. I cannot and will not adjust grades based on consequences, such as hurt pride, lost scholarships, lost tuition reimbursement, lost job opportunities, or dismissals. Do not ask me to do so. It is dishonest to attempt to influence faculty in an effort to obtain a grade that you did not earn, and it will not work.

COURSE SCHEDULE

This is a DRAFT schedule and may change due to class discussion, weather and other factors

<i>Session</i>	<i>Topic</i>	<i>Items Due</i>
<u>Week 1</u>	-Course requirements and syllabus overview -Form groups of 3-4 students/Self introductions Marketing Intelligence Lecture: - The research process and research techniques - Research Methods (Primary and secondary)	Self-Intro Survey
<u>Week 2</u>	Segmentation and Targeting Lecture: -Approaches to segmentation, and what makes a segmentation successful -Segmentation tools and methodologies -Segmentation Case Study **Guest Speaker: Topic to be announced	Secondary and Primary Data Sources
<u>Week 3</u>	Segmentation Case Study continued Class to work in teams: Review case questions, issues, etc. Due at the end of the class: Each team to email its Roles Responsibilities and project outline (high level)	Project Outline

<u>Week 4</u>	Segmentation Case Study continued: Class to work in teams: Review case questions, issues, etc. Due at the end of the class: Each team to email DRAFT presentation for feedback	DRAFT presentation
<u>Week 5</u>	Segmentation Case Study continued: Class to work in teams: Review case questions, issues, etc. Due at the end of the class: FINAL TEAM PRESENTATION POWERPOINT	FINAL PPT presentation
<u>Week 6</u>	Segmentation Case Study continued Class to work in teams: FINAL TEAM PRESENTATION TO THE CLASS -Each student is required to participate in constructing a final presentation	Team Presentation
<u>Week 7</u>	Brand Positioning Lecture: - Brand Positioning methodology - Brand Positioning Case Study **Guest Speaker: Topic to be announced	Project Outline MRIA Interview
<u>Week 8</u>	SPRING RECESS – NO CLASS	
<u>Week 9</u>	Brand Positioning Case Study: Class to work in teams: Review case questions, issues, etc. Due at the end of the class: Each team to email DRAFT presentation for feedback	DRAFT presentation
<u>Week 10</u>	Brand Positioning Case Study continued Class to work in teams: Review case questions, issues, etc.	
<u>Week 11</u>	Brand Positioning Case Study continued Due at the end of the class: FINAL TEAM PRESENTATION POWERPOINT	FINAL PPT presentation
<u>Week 12</u>	Class to work in teams: FINAL TEAM PRESENTATION TO THE CLASS -Each student is required to participate in constructing a final presentation	Team Presentation
<u>Week 13</u>	A/B Testing Lecture: -Approaches to A/B testing, and what makes A/B tests successful -A/B Testing methodology -A/B Testing Case Study **Guest Speaker: Topic to be announced	
<u>Week 14</u>	A/B Testing Case Study continued: Class to work in teams: Review case questions, issues, etc. Due at the end of the class: Each team to email DRAFT presentation for feedback	DRAFT presentation

Week 15	A/B Testing Case Study continued Class to work in teams: FINAL TEAM PRESENTATION TO THE CLASS -Each student is required to participate in constructing a final presentation	Team Presentation
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TEAM PEER EVALUATION

Name: _____ **Team :** _____

List the team member of your group, including yourself, and rate their contributions in terms of the quality and quantity of their work:

Grading scale: 1- not satisfactory to 5 – very satisfactory.

<u>Name</u>	<u>Quality of Work</u>	<u>Quantity of Work</u>
_____	<u>1 2 3 4 5</u>	<u>1 2 3 4 5</u>
_____	<u>1 2 3 4 5</u>	<u>1 2 3 4 5</u>
_____	<u>1 2 3 4 5</u>	<u>1 2 3 4 5</u>
_____	<u>1 2 3 4 5</u>	<u>1 2 3 4 5</u>
_____	<u>1 2 3 4 5</u>	<u>1 2 3 4 5</u>

Comments:

Signature:

Date:

SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek *religious accommodations*, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of *gender or sex-based discrimination or harassment*, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7. You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish

to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu>.

If you are a military *veteran* or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of *mental health* services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of *physical health* services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of *legal* services, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to *English as a second language (ESL)* should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional *academic assistance*, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]