

USC Marshall

School of Business

University of Southern California

Marshall School of Business

MKT 401 - Marketing Research for Consumer Insights (4 units)

TEMPLATE – MOST CURRENT SYLLABUS POSTED ON BRIGHTSPACE

Tuesday/Thursday 12:00 pm – 1:50 pm JFF316

Professor

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Course web page: <https://brightspace.usc.edu/>
Electronic reserves: <https://reserves.usc.edu/ares>

Department

Marketing Department
Hoffman Hall, Room 331
Phone: (213) 740-5033
Hours: Monday to Friday 9 am – 5 pm

Course Description

This course introduces undergraduate students to skills needed to conduct and apply primary research for marketing decision-making. You will learn how to formulate researchable problems, how to conduct and analyze primary research, and how to communicate research findings effectively. You will become familiar with qualitative methods of research, including observations, in-depth interviewing, and focus groups. You will also become familiar with quantitative methods of research, including surveys and experiments. Knowing when to conduct research and what kind of research to conduct is critical for marketing managers. A strong research skill set can lead to improved understanding of consumers and how they will receive various promotional messages, purchase new products and services, and engage with new media platforms.

Learning Objectives

At the end of the class, students will be able to

- Identify which marketing research approach is best for a given problem
- Construct effective instruments for systematic data collection
- Analyze data using descriptive and inferential approaches
- Communicate findings and translate them into compelling insights

Course Format

This class will consist of lectures, discussions, short student presentations, and in-class exercises. Your participation is crucial to the success of this class. The more each of you contributes to this class, the more we will all get out of it. Please bring examples and questions you come across to class or email me about them and I will be happy to discuss them in class.

Course Materials

Required Readings

All readings are available online and/or from ARES (USC's electronic reserve system). See p. 11- 14. It will be the student's responsibility to obtain these materials and read them when indicated in the syllabus or in class.

If you read this: please email me a picture that represents your most enjoyable, most special, or most meaningful consumption experience with a one sentence explanation. Thanks for reading.

Required Online Resources

You will need to use Brightspace to access materials, submit assignments, etc. To Log in go to <https://brightspace.usc.edu/d2l/login> and use your USC Net ID to log in. You can also find Brightspace on myUSC.

You can find a student guide here: [Brightspace Student Guides](#)

If you have any questions or need assistance with the Brightspace Course Pages, please contact the Marshall HelpDesk at 213-740-3000 (option 2) or HelpDesk@marshall.usc.edu." Alternatively, (213) 740-5555 will get you the USC ITS Help Desk.

SPSS – Analysis Software

You will need SPSS which is available through USC IT. At the end of week 1, I will share your names/emails with USC IT. They will email you with a link to download SPSS.

You are responsible for ensuring that you have the necessary computer equipment and reliable internet access. Students are invited to explore what lab or loaner options exist. Contact the Marshall HelpDesk (213-740-3000 or HelpDesk@marshall.usc.edu) if you need assistance.

Qualtrics – Survey Software

Access to Qualtrics, one of the leading providers of survey software is available by [logging in](#) with your USC account.

Optional Materials

Note, all USC students have free access to the Wall Street Journal through a [school-sponsored membership](#). I highly recommend taking advantage of that subscription.

Lecture Notes

Lecture notes will be posted on Brightspace. I will post a subset of the slides I use in class

on Brightspace. No, I will NOT post all slides or all examples. These slides will be available by 8pm the night before our class. It is the student's responsibility to print out lecture notes and bring them to class if so desired. However, slides do not substitute for thoughtful note taking. If you miss class, make sure you get somebody's notes.

No recording and copyright notice.

Pursuant to the USC Student Handbook (<https://policy.usc.edu/studenthandbook/>, pages 13 and 27), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes, recordings, exams, or other intellectual property based on USC classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by students registered for the class. This restriction on unauthorized use applies to all information that is distributed or displayed for use in relationship to the class. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonesty and is strictly prohibited. Violation of this policy may subject an individual or entity to university discipline and/or legal proceedings.

Communication:

The best way to reach me outside class is via email. **Please use MKT 401 in the subject line** so that your email gets flagged.

Official office hours are Tuesdays 4 pm to 5 pm. You can always email me and set up an appointment at a different time that works with your schedule

I will use Brightspace's email system to contact you individually or as a group about the class (e.g. changes in the syllabus, assignments, etc.). **It is your responsibility to make sure that emails sent via Brightspace can reach you at an email address you check on a regular basis.**

Attendance Policy

Class attendance is not mandatory (exceptions are guest speakers where I expect everybody to be in attendance), but please keep in mind:

- Attendance is a necessary to participate in class.
- Assignments are due at the beginning of class and late assignments will be penalized.
- It is the student's responsibility to be aware of all handouts and announcements given in class.

If you have to miss class, you are responsible for getting notes, etc. from other students and for making up the material we covered that day. You do not need to notify me if you cannot make it to class unless it is an exam day, required attendance day, or if you are not able to attend for an extended period of time or an assignment is due that day.

Course Conduct and Technology Policy

This should be an exciting, challenging and fun class for everybody. However, there are certain rules that I hope will help all of us to have a good experience.

- Don't be late or leave early, otherwise we will all feel like we are at the airport – not a place conducive to learning.
- **Unless part of the class exercises (noted in syllabus) laptop and Internet usage is not permitted in class.**
Exceptions to this policy may be granted to individual students with appropriate documentation on a case-by-case basis
- ANY e-devices (cell phones, other texting devices, laptops, I-pods) must be completely turned off during class time.
- When you come to class, be prepared to actively participate.
- Eating and drinking during class is acceptable as long as you are still able to actively participate
- Do (respectfully) disagree with what others say (including me) and be open to others (including me) disagreeing with you. Critical thinking requires evaluating different perspectives!

Should they become necessary (e.g., illness or other emergencies), during synchronous Zoom sessions, the following netiquette is expected, as if you were in a physical classroom.

Please do:

- Log into class early or promptly via your USC account
- Arrange to attend class where there is a reliable internet connection and without distractions
- Keep your camera on. Speaking to the void is so depressing.
- Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
- If you use a virtual background, please keep it respectfully professional.
- Display both your first and last name during video conferencing and synchronous class meetings.
- Minimize distractions by muting and or turning off video if necessary and when appropriate.
- Engage in appropriate tone and language with instructors and classmates.

Please try not to:

- Engage in a simultaneous activity not related to the class.
- Interact with persons who are not part of the class during the class session.
- Leave frequently or not be on camera for extended periods of time.

Open Expression and Respect for All

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge

one's beliefs. In this course we will support the values articulated in the USC Marshall "Open Expression Statement" (<https://www.marshall.usc.edu/open-expression-statement>).

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask me if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

Use of AI Generators

Since creating, analytical, and critical thinking skills are part of the learning outcomes of this course, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated tools is prohibited for individual assignments and exams, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

For the group parts of the Focus Group Assignment and for the Final Project you are welcome to use AI tools (ChatGPT, Gemini, etc.) to help you brainstorm questions or revise work you have already written. However,

- Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy. If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- Note, ChatGPT in particular makes up sources, hence track down anything you will build on. Your Reference section will require working links to each source.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of your project submission that states whether you used any AI tools and explain how (and why) you used AI and indicate/specify the prompts you used to obtain the results what prompts you used to get the results. Failure to do so is a violation of academic integrity policies.
- Be thoughtful about when AI is useful. Consider its appropriateness for each application.
- To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity.

Extra Credit Policy

Please note that there will be no opportunities to improve your grade through the completion of extra credit work. If you keep up with the class during the semester there should not be any need for this either.

Emergency Preparedness

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (<https://www.usc.edu/emergency/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Brightspace learning management system, Zoom, and other technologies.

Grading

Each student will be evaluated on the following basis:

Class contribution	8%	Exam 1	26%
Individual Assignments	17%	Exam 2	26%
Focus Group Assignment (group)	10%	Final Project (group)	13%

Please note that while final grades are awarded based on individual performance, they are also aligned with Marshall's rigorous academic standards to maintain fairness and consistency across courses. To that end, I will also take into account factors such as z-scores when assigning specific cutoffs for final letter grades in this course at the end of the semester.

If you join the class after the first class, you are responsible for all content and deliverables that have already been assigned or covered. Your grades will be posted on our course page on Brightspace. Please check there from time to time to make sure all your grades are recorded properly.

Class Contribution

Class contribution will be assessed based on the relevance, depth, and consistency of participation. Attendance is expected but not per se part of in-class contribution. If you cannot attend class, you will be responsible for everything covered or announced in class. When discussions take place, the quality of comments is weighted more heavily than quantity. It is quite possible to make good use of only a modest amount of „air time“ and receive a high grade for class contribution. Class contribution also takes into account student activities that disrupt and/or hamper good class discussion.

I use a scale of (2) for strong, relevant, and meaningful participation, (1) for average, relevant, and meaningful participation, and (0) for below average or negative participation (e.g., checking your phone).

When we have guest speakers, I will use a similar scale to encourage you to engage with the speakers.

My goal is for all of us to not *just* think about what we study and learn in this class during our class sessions but also during the rest of the week. Keep your eyes open for things that relate to class and feel free to share them throughout the semester.

I may ask you to complete a short task prior to class to facilitate our class discussion. Whether you did or did not complete this task on time may also enter your in-class work.

Consumer Insights in the Wild

Each person will pick a date during the semester (list of available dates are posted in a Google doc linked on Brightspace) to briefly (ca. 5-7 min) present to the class a new to the class, real-world example they encountered that 1) hit the news the last 6 months and relates to topics covered in one of the two previous, regular classes (or the related readings). See the Google doc for all dates.

Examples presented/learned in other classes are not eligible! You cannot use more than 1 minute of video material. Within 48 hours after your presentation please upload any slides you used or a brief summary of your presentation and any links you used (if you did not use slides) on Brightspace.

Individual Assignments

Throughout the semester, you will be asked to complete several individual assignments to practice different marketing research approaches. More information regarding each assignment will be provided when the assignment is distributed (typically at least one

week prior to the due date).

All assignments are due via Brightspace by the beginning of class. Assignments handed in late will lose points. Your grades will be posted on our course page on Brightspace.

Date due	Assignment	% of individual assignment grade
9/12	Observation Assignment	15
9/19	ZMET Assignment	15
10/22	Focus Group Reflection	10
11/7	Survey Assignment	20
11/26	Experiment Assignment	20
11/26	Meet a Consumer Insights Professional	10
12/5	Top Ten assignment	10

Three, reflective assignments are briefly explained below.

Focus Group Reflection

While the Focus Group Exercise is a group exercise, I will ask you to reflect on your *individual* experience following the focus group session.

Meet a Consumer Insights Professional

The goal of this assignment is for you to talk to somebody who in their professional life uses or conducts primary marketing research and needs to generate consumer insights. This could be somebody who works in a marketing function, but there are many types of jobs that rely on primary marketing research and need to generate consumer insights. This person should work in a company, non-profit, or in government. They cannot be your parents or other close relatives, your professors in other classes, or guest speakers from this class. This assignment must be completed by Tuesday 11/26 at Noon but can be submitted any time during the semester.

Top Ten Lessons Every Marketer should know about Marketing Research

The final, integrative individual assignment for this course will be for you to prepare a list of the top 10 lessons for marketers that you have taken away from this course. What are the top 10 things you believe all marketers need to understand about marketing research and consumer insights? You will have to pick specific concepts and ideas covered in class or the readings and explain why you feel this was an important lesson and how knowing about this concept, theory, or approach would change marketing practice. You may be asked to present some of your points in class. More details will be announced in class.

Exams

There will be two exams during the course. The exams will include material covered in class, the readings, and the principles covered in exercises will also be included. The second exam is not directly cumulative, although knowledge of material acquired in the classes before the first exam is expected. Each exam will consist of multiple choice and short essay questions.

Students are expected to take exams at the scheduled times. Consistent with University

policy, makeup exams will be given only to students who cannot take the exam for religious reasons or who have written proof of illness or other emergencies. If you cannot take a scheduled exam due to an official University activity, it is your responsibility to let me know at least one week prior to the scheduled exam and have official documentation. If you fail to attend an exam without prior notice and without a medical or other emergency excuse you will receive a grade of zero on that exam.

Focus Group Exercise

Focus groups are critical tools in marketing research. As part of the class, you will design and conduct a focus group as well as participate in a focus group. The goal is to apply the principles and best practices you learned about in class and through your readings as best as possible. You will be assigned to a group for this exercise. There are three parts to the exercise:

- 1) Preparation: Your group needs to prepare the interview guide and questions for the focus group
- 2) Execution: Your group will need to conduct a focus group in the ELC (the participants will be your classmates from the other groups). Your role as an interviewer or observer will be assigned prior to the session. However, you should be prepared to fill in either role!
- 3) Analysis and Communicating Insights: Based on the focus group you conducted you will need to analyze your session, distill the insights from your findings, and communicate these insights.

More details will be provided in class.

Final Project

The final project allows you to apply the material you learned throughout the semester to a novel context. This project is a team project. You will be able to choose your group for this assignment. Teams will have between 4 and 5 members. With fewer members the workload gets too high, with more members the coordination load gets too high. Detailed instructions for the final project will be distributed and discussed when the project is formally assigned towards the second half of the semester.

Your final deliverable will be a taped presentation, an annotated slide deck, and a statistical appendix shared with me by December 16 at 6 pm.

On December 17, you will view and comment on your classmates' presentations. You will be able to do this at your own time (within 24 hours). More details will be shared in class.

Contribution to group work and peer evaluation

My expectations are that everybody in a team does their fair share of the work. Please keep in mind that your responsibility as a group member includes encouraging others in your group to contribute and listening to what they have to say even if you do not agree. Also, it is each student's responsibility to keep in touch with their group members!

Team members will evaluate each other. Peer evaluations will be considered within the grading process, they are not per se part of the final grade.

Peer evaluations will ask team members to allocate 100 points among all team members (including themselves) for a) performing their agreed upon role and b) facilitating the progress of the team.

Peer evaluation form

This brief survey will allow you to evaluate the contributions of the individual members to the group's effort on this project.

Remember, there are many ways in which team members can contribute virtually and through in person meetings.

Therefore, please try and take a holistic view of the entire group effort over the course of this project as you consider how the individual parts sum to a whole.

These evaluations are completely confidential and will not be shown to your team members, so respond as honestly as possible.

Note, I will not factor this part into the group assignment grade until all other components are graded!

- 1) Please indicate all member of your team (including yourself)
- 2) Please allocate a total of 100 points among your team members including yourself. If you are not included on the list below, please use the back button in the survey (bottom right of the page, not the browser), to return to the previous page. Please allocate points such that members who contributed more to the project will receive more points. In the case of equal contribution, points should be allocated equally among all team members.
- 3) Please explain your division here, particularly if they deviate from an equal allocation. Please be as specific as possible.

Retention of Graded Coursework

Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course if the graded work has not been returned to you. If I returned graded work to you, it is your responsibility to file it.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Student Financial Aid and Satisfactory Academic Progress:

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate](#)- and [graduate-level](#) SAP eligibility requirements and the appeals process.

Support Systems

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline consists of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-2500

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Course Materials

Note, **all readings are available online and/or from ARES** (USC's electronic reserve system).

Note, items available in Ares are preceded by an asterix (*) in the listing below. In Ares, items are cued by "Session 02", "Session 03", etc. which aligns with the numbering below 2), 3), 4)

References with hyperlinks may require you to be logged into your USC account to access. Others with hyperlink are on Ares but can also be accessed online (though in some cases they may require a subscription e.g., Wall Street Journal or New York Times).

Session 2: Beginning with the End in Mind

*Andreasen, Alan R. (1985), "'Backward' Market Research." *Harvard Business Review*, 63, no. 3 (May): 176–82.

Lillis, Geraldine. "[Defining the Problem](#)." In *Delivering Results in Qualitative Market Research*, 50-69. London: SAGE Publications, Ltd, 2002.

*Segran, Elizabeth (2017), "Three Weird Customer Insights That Led To Kick-Ass Products," [Fast Company](#).

*Williams, Jennifer (2024), "Bottomless Fries, Floats and Broccoli. One Restaurant Chain's Bid to Get Diners," June 17, [Wall Street Journal](#)

Schorr, Anne, Ben Jacobson, Evan Hanover, Sasha McCune, Marisa Orlow, and Sophie Peck. (2020)"Gaining Insight Using Design Research & Ethnographic Approaches: Conifer Research." In Sage Video. : SAGE Publications Ltd., 2020.. [Chapter 1](#) (3 minutes), [Chapter 7](#) (5 minutes)

Session 3: Observation - Principles and Best Practices

*Gina Fong & Amy Merrick (2023), "To Better Understand Your Customers, Think Like a "Consumer Anthropologist", April 5, [KelloggInsight](#).

Desai, P. 2002. [Observation and Ethnography](#). In: *Methods Beyond Interviewing in Qualitative Market Research*. London: SAGE Publications, Ltd. pp. 13-44

*Valentish, Jenny. Larping's Reality Bleed: 'I'm Basically Falling in Love with a Person that does Not Exist'. London (UK): Guardian News & Media Limited, 2022. ([read this before the next article](#))

*Orazi, Davide and Tom van Laer (2023), "There and Back Again: Bleed from Extraordinary Experiences, *Journal of Consumer Research*, Volume 49, Issue 5, February 2023, Pages 904–925 → [focus on description of methods and results \(skim rest\)](#)

Session 4: Observation – Marketing Applications and Analyses

Peck, Sophie, Sasha McCune, and Anne Schorr. "[Using “Living Labs” Methodology for Concept Testing: Conifer Research.](#)" In *Sage Video*. : SAGE Publications Ltd., 2020. Video, **27 minutes**

Winter, R. 2018. [Nonparametric Statistics: Chi Square](#). In: *A Crash Course in Statistics*. Thousand Oaks: SAGE Publications, Inc. pp.

*Dawn Iacobucci and Gilbert A. Churchill (2022), Chapter 14 & Appendix, in *Marketing Research: Methodological Foundations*, 13th edition. → **focus on Cross tabs and Chi square**

Session 5: Interviews - Principles and Best Practices

Chrzanowska, J. 2002. [Interviewing Skills](#). In: *Interviewing Groups and Individuals in Qualitative Market Research*. London: SAGE Publications Ltd. pp. 106-119

*Thomas J.Reynolds, and Jonathan Gutman (1988), “Laddering Theory, Method, Analysis and Interpretation”, *Journal of Advertising Research*, Feb/Mar 1988

*Daniel Pink “Metaphor Marketing” (2007) Fast Company, December 18

*Gwendolyn Catchings-Castello (2000) “The ZMET alternative”, *Marketing Research*, July

Session 6: Interviews – Marketing Applications and Analyses

*Megan Graham (2023), “Sleep Number’s ‘Drastic Miss’ Resulted in Drastic Marketing Measures, November 10, [The Wall Street Journal](#)

*Kenny, Graham (2019). “Customer Surveys Are No Substitute for Actually Talking to Customers.” *Harvard Business Review Digital Articles*, January, 2–5.

Moss, Trefor (2023), “Four Years, 30,000 Kids, Countless Bricks: Inside the Quest for the Next Hit Lego Set,” November 23, [The Wall Street Journal](#)

McCune, Sasha, and Marisa Orlow. "[Digital Tools for Remote Ethnographic Research: Conifer Research.](#)" In *Sage Video*: SAGE Publications Ltd., 2020. Video, **Chapters 1 – 2, 10 minutes**

Schreier, Margrit. "[Building a Coding Frame.](#)" In *Qualitative Content Analysis in Practice*, First Edition, 55 City Road: SAGE Publications, Inc, 2012.

Note the chapter refers to QCA that’s their abbreviation of Qualitative Content Analysis

Session 7: Observation –Debrief and Analyses

No new readings

Session 8: Interviews – Debrief and Analyses

No new readings

Session 9: Focus Group Preparation

Morgan, David L. "[Asking Questions in Focus Groups](#)." In *Basic and Advanced Focus Groups*, 63-76. Thousand Oaks, CA: SAGE Publications, Inc., 2019.

Acocella, Ivana, and Silvia Cataldi. "[Designing focus group tools](#)". In *Using Focus Groups: Theory, Methodology, Practice*, 139-58. 55 City Road, London: SAGE Publications Ltd, 2021

Session 10: Focus group Exercise

Morgan, David L. "[Moderating the Discussion](#)." In *Basic and Advanced Focus Groups*, 77-90. Thousand Oaks, CA: SAGE Publications, Inc., 2019.

Acocella, Ivana, and Silvia Cataldi. "[Moderating the Focus Group](#)." In *Using Focus Groups: Theory, Methodology, Practice*, 161-86. 55 City Road, London: SAGE Publications Ltd, 2021. <https://doi.org/10.4135/9781529739794>.

Acocella, Ivana, and Silvia Cataldi. "[Observing the Focus Group](#)." In *Using Focus Groups: Theory, Methodology, Practice*, 187-210. 55 City Road, London: SAGE Publications Ltd, 2021.

Acocella, Ivana, and Silvia Cataldi. "[Running the Focus Group](#)." In *Using Focus Groups: Theory, Methodology, Practice*, 211-36. 55 City Road, London: SAGE Publications Ltd, 2021.

Session 11: Surveys - Principles and Best Practices

*Schwarz, Norbert (1999), "Self-Reports: How the Questions Shape the Answers," *American Psychologist* pp 93 105.

Blair, J., Czaja, R., & Blair, E. (2014). [Questionnaire development I](#): measurement error and question writing. In *Designing Surveys: A Guide to Decisions and Procedures* (Third Edition ed., Vol. 0, (pp. 171-209). SAGE Publications, Inc,

Session 12: Surveys – Marketing applications and analyses (1)

*Werner Reinartz and Rajkumar Venkatesan (2014), Track Customer Attitudes to Predict Their Behaviors, *Harvard Business Review*.

Ugwu, Reggie (2024), The Inexact Science of Box Office Projections, [New York Times](#), July 24, B2

Humble, Steve. (2020). [Correlation and Linear Regression \(Chapter 4\)](#), *Quantitative Analysis of Questionnaires: Techniques to Explore Structures and Relationships* (1st ed.). Routledge ([download the pdf for better formatting](#))

Session 13: Surveys – Marketing applications and analyses (2)

No new readings

Session 14: Surveys – Lab and Debrief

No new readings

Session 15: Experiments - Principles and Best Practices

ESADE Knowledge (2018), “Why do people hate corporate experiments? (They don't)”, [ESADE](#).

Trochim, William M. K, Kanika Arora, and James P Donnelly (2016), “Experimental Design” (Chapter 9), [Research Methods : The Essential Knowledge Base](#). 2nd ed. CENGAGE Learning,

Session 16: Experiments – Marketing applications and analyses

Kristen Shipley (2019) “Stop guessing and start testing: 3 marketing experiments you can apply to your next campaign’, [Think with Google](#).

*Eric T. Anderson and Duncan Simester (2011), “A step-by-step guide to smart business experiments,” Harvard Business Review, March, Vol. 89 Issue .

Christopher, Andrew N (2017) [Comparing two group means: the independent samples t test](#). In *Interpreting and Using Statistics in Psychological Research*, 327-86. Thousand Oaks, CA: SAGE Publications, Inc (pp. 184-217).

Christopher, Andrew N (2017). "[Analyzing Two or More Influences on Behavior: Factorial Designs for Two Between-Subjects Factors](#)." In *Interpreting and Using Statistics in Psychological Research*, Thousand Oaks, CA: SAGE Publications, Inc, (pp. 327-86.)

Session 17: Storytelling and Visualizing

*Evergreen, Stephanie D.H. (2017), “What the Survey Says”, in Effective Data Visualization: The Right Chart for the Right Data. SAGE; 2017.

Projected Class Schedule Fall 2024

You are responsible for any changes announced in class or posted on Brightspace

Note: Attendance is mandatory during guest speakers

Date	Day	Topic	Assignment
Introduction to Marketing Research			
8/27	Tuesday	Introduction to the class	
8/29	Thursday	Beginning with the End in Mind	
Exploratory and Qualitative Research Approaches			
9/3	Tuesday	Observation - Principles and Best Practices	Pick date for Consumer Insights Assignment
9/5	Thursday	Observation – Marketing Applications and Analyses	
9/10	Tuesday	Interviews - Principles and Best Practices	
9/12	Thursday	Interviews – Marketing Applications and Analyses	Submit Observation assignment
9/17	Tuesday	<i>Guest Speaker</i>	
9/19	Thursday	Observation –Debrief and Analyses	Submit ZMET assignment
9/24	Tuesday	Interviews – Debrief and Analyses	
9/26	Thursday	Focus group preparation – <i>no in-class meeting</i>	
10/1	Tuesday	<i>Guest Speaker</i>	
10/3	Thursday	Review and catch-up	Submit focus group questions (group)
10/8	Tuesday	Exam 1	
10/10	Thursday	No Class - Fall Recess	
10/15	Tuesday	<i>Guest Speaker</i>	

Date	Day	Topic	Assignment
10/17	Thursday	Focus Group Exercise	Location: JFF ELC
Quantitative and Causal Research Approaches			
10/22	Tuesday	Surveys - Principles and Best Practices	Submit Focus Group Reflection <i>Bring laptop to class</i>
10/24	Thursday	Surveys – Marketing applications and analyses (1)	<i>Bring laptop to class, have SPSS installed</i>
10/29	Tuesday	Surveys – Marketing applications and analyses (2)	Submit Focus Group Analysis (group) <i>Bring laptop to class</i>
10/31	Thursday	Focus group - Debrief Surveys – Lab and Debrief	
11/5	Tuesday	Experiments - Principles and Best Practices	
11/7	Thursday	<i>Guest Speaker</i>	Submit Survey Assignment
11/12	Tuesday	Experiments – Marketing applications and analyses	<i>Bring laptop to class</i>
11/14	Thursday	Review and catch-up	
11/19	Tuesday	<i>Guest Speaker</i>	
11/21	Thursday	Exam 2	
11/26	Tuesday	Group consultations – no in-class meeting	Submit Experiment Assignment & “Meet a Consumer Insights Professional”
11/28	Thursday	No class (Thanksgiving)	
Effective Communication and Class Wrap-up			
12/3	Tuesday	Storytelling and Visualizing	
12/5	Thursday	Class Wrap up	Submit Top Ten Assignment
12/17	Thursday	Final Presentations	Presentations due 12/16 6 pm