



## **MKTG 4770: Consumer Insights and Analytics**

Fall Semester 2020

Tuesday (asynchronous) and Thursday (synchronous), 10:45 a.m. – 12:05 p.m. MT

**Instructor:** David DeFranza

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**Office Hours:** By appointment; via Zoom

### **Meeting Times**

This course will be conducted completely online in a hybrid synchronous-asynchronous manner. Unless notified otherwise through announcement on Canvas, the Tuesday session will be asynchronous (watching lecture videos and completing quizzes at your own pace) and the Thursday session will be synchronous (meeting at the designated class time via Zoom; meeting information available on Canvas).

### **Required Materials**

A course pack consisting of cases is available for purchase from Harvard Business Publishing (<https://hbsp.harvard.edu/import/746332>). These cases are required for the course.

Because this course will be taught online, access to a reliable high-speed internet connection and a place where you can participate in online video conferences are also required.

*Recommended Materials.* You may find the following books to be helpful resources in this course and beyond. That said, there will be no required reading from these books and you are not required to purchase them.

- *Data Science for Business*, by F. Provost & T. Fawcett.
- *R for Marketing Research and Analytics*, by C. Chapman & E. M. Feit.
- *R for Data Science*, H. Wickham & Garrett Grolemund.
- *Discovering Statistics Using R*, A. Field, J. Miles, & Z. Field.
- *Probability and Statistics*, M. DeGroot & M. Schervish.

### **Course Description**

*From the registrar:* Since marketing begins and ends with the consumer, the aim is to provide students with a set of decision-aids, tools, and concepts that help them understand what strategies have an impact on consumer behavior and decisions. The learning would be through the various analytics methods that would help the student understand consumer behavior. Topics such segmentation, positioning, pricing, motivation, information processing product diffusion, and satisfaction would be covered. Analytic methods such as regression, A/B testing, and machine learning methods would be discussed.

Marketing begins and ends with the consumer. From identifying a consumer's needs and desires, to developing product offerings that satisfy those needs, crafting promotions to spark motivation, and ensuring satisfaction after consumption, marketing is an intrinsically consumer-oriented practice. The focus of this course will be honing creative techniques for the discovery, understanding, and satisfaction of consumers and their needs. Accordingly, we will cover a number of topics and areas that are essential for those seeking to understand and influence consumer decisions.

This course takes a scientific, evidence-based approach to developing marketing strategy. As such, we will use relevant theory and exploratory data analysis to develop hypotheses, discuss appropriate methods and designs to test these hypotheses, survey methods for making sense of experiment results, and ultimately discuss techniques for turning data and results into marketing strategies and recommendations that can be communicated to others in a business. The aim is to provide you with a set of approaches, tools, and concepts that help them understand and assess how strategies and marketing tactics impact consumer behavior, facilitating successful business decision-making.

### **Course Outcomes**

By the end of this course, you will be able to:

- Illustrate The importance of and benefits gained from understanding consumer behavior in marketing decision-making
- Understand the relationship between marketing relevant, specifically consumer behavior, theory and analytics
- Develop and test a hypothesis of consumer behavior and decision-making
- Recommend appropriate methods for consumer relevant exploratory data analysis or marketing analytics

### **Teaching and Learning Methods**

This course involves lectures, guest lectures, class discussions, and case studies. Each week consists of two class "meetings." In general, the first meeting (Tuesday) will be a recorded lecture you can work through at your own pace. The second meeting (Thursday) will be a synchronous Zoom meeting in which we will work on analytics concepts and applications in groups, participate in a guest lecture, or present a case analysis. Please see the schedule included with this syllabus for a tentative general overview, and Canvas for a detailed and up-to-date description of each week.

### **Course Assignments**

There will be several assignments and assessments in this course. The major assignments, which will constitute the largest portion of your grade, will be four case analyses. The first three will be accomplished in groups of two or three. The final case will be an individual assignment, to be completed on your own without collaboration or assistance from other students. In addition, each Tuesday lecture will contain a series of comprehension questions, answered throughout the course of the video. These video quizzes will be due by 11:59 p.m. MT on the Tuesday of that week.

Finally, each Thursday session will conclude with a short reflection paper, a response to a series of questions or prompt, to be answered and submitted before 11:59 p.m. MT that day.

*Case 1: FWD Singapore.* The first case explores the challenges of launching a direct-to-consumer service in a new market. The focus of your team's analysis should be on identifying the key problems faced by the business, outlining the viable solutions, selecting the best strategy, and justifying this decision. Further details and a case analysis template are available on Canvas. Each team will be required to submit a written case analysis no longer than 5 double spaced pages. In addition, teams will be randomly assigned to present certain cases to the class. This schedule will be posted to Canvas once teams have been formed. If your team is scheduled to present, prepare a 10-15 minute discussion of your analysis using the provided template as a guide. If your team is not scheduled to present, come to class prepared to ask questions and discuss the details of the case.

*Case 2: Thingtesting.* The second case explores the decision to transition a free service into a revenue-generating business. In addition to the requirements of the first case, your team should develop a concept map that clearly links the fundamental business problems to the proposed solutions, through relevant consumer behavior theory. Additional information about and resources for creating a concept map are available on Canvas.

*Case 3: Land and Nature Jerky.* The third case outlines a marketing decision with severe constraints. The business wants to expand share in a niche market, but also needs to reign in communication and promotion expenses. For this analysis, your team should outline the problems faced by the business, identify potential solutions, develop a concept map linking problems to solutions through relevant theory, and provide a detailed analysis plan capable of obtaining data to inform the decision and/or evaluating the performance of proposed solutions.

*Case 4: Google in Russia.* The final case confronts the challenge of entering a new market with a dominant competitor already well established. The deliverables for this case are the same as with case three, however this time you are expected to work on your own and not with your team. This case will act as the final for this course.

*Lecture Quizzes.* Each week, a video lecture accompanied by quiz questions will be posted on Canvas. Lecture quizzes must be submitted by 11:59 p.m. MT on the Tuesday of that week. Quizzes are individual work and should not be completed in collaboration with other students.

*Reflection Papers.* Each week, a series of questions or prompt will be posted on Canvas, following the Thursday class meeting. A response in the form of a short paper between 200 and 500 words should be submitted by 11:59 p.m. MT that day. Details will be provided on Canvas. Reflection papers are individual work and should not be completed in collaboration with other students.

In addition to these assignments, weekly reading will be assigned. Refer to Canvas for details.

## Grades and Evaluation

Overall grades will be calculated based on the following weighting scheme:

Assignment	Weight
Case 1	15%
Case 2	20%
Case 3	20%
Case 4	25%
Reflection Papers	10%
Lecture Quizzes	10%

Final grades will be based on a class-wide curve.

*Late submission policy.* There will be a 10% reduction in grade per day after the due date.

## Plagiarism and Cheating

It is assumed that all work submitted to your instructor is your own work. When you have used ideas of others, you must properly indicate that you have done so. Plagiarism may be assessed using tools such as Turnitin.

Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code,

*“...Includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.”*

For details on plagiarism and other important course conduct issues, see the U's [Code of Student Rights and Responsibilities](#).

## Class Schedule

Throughout the semester, please reference the class schedule and the individual page for each week on Canvas. The following is a general plan of study; however, this is only a tentative schedule which may change throughout the semester. Changes will be announced through Canvas and reflected in the schedule and individual week pages on the course website.

DATE	DAY	LOCATION	TOPIC
8/25/2020	Tuesday	Canvas	Course Overview / The Rational Consumer
8/27/2020	Thursday	Zoom	Analytics Applications: Customer Listening / Managing Consumer Data
9/1/2020	Tuesday	Canvas	Consumer Information I
9/3/2020	Thursday	Zoom	Guest Speaker

9/8/2020	Tuesday	Canvas	Consumer Information II
9/10/2020	Thursday	Zoom	Guest Speaker
9/15/2020	Tuesday	Canvas	Consumer Motivation
9/17/2020	Thursday	Zoom	Case 1 Presentations: FWD
9/22/2020	Tuesday	Canvas	Consumer Decision Making I
9/24/2020	Thursday	Zoom	Analytics Applications: Customer Segmentation
9/29/2020	Tuesday	Canvas	Consumer Decision Making II
10/1/2020	Thursday	Zoom	Analytics Applications: A/B Testing
10/6/2020	Tuesday	Canvas	Consumer Attitudes
10/8/2020	Thursday	Zoom	Guest Speaker
10/13/2020	Tuesday	Canvas	Consumer Persuasion
10/15/2020	Thursday	Zoom	Analytics Applications: Choice Models and Regression
10/20/2020	Tuesday	Canvas	Information Processing I
10/22/2020	Thursday	Zoom	Guest Speaker
10/27/2020	Tuesday	Canvas	Information Processing II
10/29/2020	Thursday	Zoom	Case 2 Presentations: Thingtesting
11/3/2020	Tuesday	Canvas	Consumer Emotions
11/5/2020	Thursday	Zoom	Analytics Applications: Natural Language Processing
11/10/2020	Tuesday	Canvas	Neuro-marketing
11/12/2020	Thursday	Zoom	Case 3 Presentations: Land and Nature Jerky
11/17/2020	Tuesday	Canvas	Product Diffusion
11/19/2020	Thursday	Zoom	Guest Speaker
11/24/2020	Tuesday	Canvas	Consumer Satisfaction
11/26/2020	Thursday	No Class	Thanksgiving Break
12/1/2020	Tuesday	Zoom	Case 4 Presentations: Google in Russia
12/3/2020	Thursday	Zoom	Case 4 Presentations: Google in Russia

## Important Course Policy Information

### Statement of Professional and Ethical Conduct

Because of the importance of professional and ethical behavior in business, and its emphasis in our program, professional or academic misconduct is not tolerated in the David Eccles School of Business. Students are expected to adhere to the standards of behavior outlined in the University of Utah Code of Student Rights and Responsibilities (Policy 6-400). Students engaging in behavioral misconduct could be subject to suspension or dismissal from the University. Students involved in any form of academic misconduct, including but not limited to cheating on tests, plagiarism and collusion may, at the instructor's discretion, receive a failing grade in the course, examination, or academic assignment. In addition to or instead of this sanction, the instructor may refer the case to the Student Behavior Committee for hearing. If the instructor chooses not to do so, the Associate Dean for Academic Affairs, after appropriate investigation, may do so along with a recommendation to dismiss the student from the Business School. If, after hearing the evidence, the Committee determines that the student in question is guilty of the misconduct charged, the Committee may impose sanctions in addition to those taken by the professor. If the academic dishonesty is not proven, the instructor must rescind any sanctions imposed and will be required to evaluate the student's performance with the assumption that there has been no misconduct. The School will treat the student likewise. If a student suspects another student of academic misconduct, he/she should refer the incident to the instructor, the appropriate department, the Associate Dean for Academic Affairs, or the Student Behavior Committee, administered by the Associate Dean of Students, 270 Union.

### University Safety

The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit <https://safeu.utah.edu>.

### COVID-19 Campus Guidelines

Students are required to self-report if they test positive for COVID-19. To report, please contact COVID-19 Central @ The U, <https://coronavirus.utah.edu/>, 801-213-2874.

To reduce the spread of COVID-19 on campus, face coverings are required in all in-person classes for both students and faculty.

Based on CDC guidelines, the University requires everyone to wear face coverings in shared public spaces on campus. If you repeatedly fail to wear a face covering in class, you may be referred to the Dean of Students for a possible violation of the Student Code.

Some courses may require attendance due to hands-on coursework. Please read the syllabus and attendance requirements for the course thoroughly.

Some students may qualify for accommodations & exemptions from these guidelines through the Americans with Disabilities Act (ADA). Accommodations should be obtained prior to the first day of class.

If you believe you meet these criteria, contact Center for Disability & Access, <https://disability.utah.edu/>, 801-581-5020.

### **Drop/Withdrawal Policies**

Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.

### **Americans with Disabilities Act (ADA)**

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

### **Addressing Sexual Misconduct**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted on the basis of your sex, including sexual orientation or gender identity/expression, you are encouraged to report it to the University’s Title IX Coordinator; Director, Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or to the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to police, contact the Department of Public Safety, 801-585-2677(COPS). Additional information regarding reporting and victim supportive resources are available at the offices listed above.

### **Inclusivity at the U**

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

*Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.*

For more information about what support they provide and links to other resources, or to report a bias incident, view their website (<https://inclusive-excellence.utah.edu/>) or contact the Office for Inclusive Excellence, 801-581-4600.

### **Undocumented Student Support Statement**

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit [dream.utah.edu](http://dream.utah.edu).

### **Wellness Statement**

Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student's ability to succeed and thrive in this course and at the University of Utah.

Please feel welcome to reach out to your instructor or TA's to handle issues regarding your coursework. For helpful resources to manage your personal wellness and counseling options, contact:

#### **Center for Student Wellness**

801-581-7776

[wellness.utah.edu](http://wellness.utah.edu)

2100 Eccles Student Life Center

1836 Student Life Way

Salt Lake City, UT 84112

#### **Women's Resource Center**

801-581-8030

[womenscenter.utah.edu](http://womenscenter.utah.edu)

411 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112