MBAD 6276 & DSBA 6276: Consumer Analytics (CA)

Semester: Fall 2014
Time & Room: Thu 5:30pm -8:15pm @ Center City 801
Course Website: Moodle 2 (moodle2.uncc.edu)
Instructor: Associate Professor Sangkil Moon
Office: Friday Building 249A
Office Hours: Thu 4:00-5:00 (Center City 801), Thu 8:15-9:15 (Center City 801), Fri 12:15pm-1:15pm (Friday 249A) and by appointment
(In most cases, the best time to talk to me would be right after each class.)
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Graduate Assistant (GA): Srinath Kotela (skotela@uncc.edu), second-year MBA student

[Course Description]
This course is the science and art of developing and utilizing quantitative marketing decision models to plan, implement, and analyze consumer-related marketing strategies and tactics. Ever-changing marketplaces and the related computing environment are making an impact on the structure and content of the marketing manager's job. Concurrently, marketing is so rapidly evolving that it is no longer based on its conceptual content alone. Even though many still see traditional marketing as an art, the new and emerging marketing increasingly looks like quantitative analytics by effectively combining art and science to solve marketing/consumer problems. Marketers need more than concepts to fully make use of various and rich data available to them. Therefore, this is a heavily numbers-oriented course that covers data analyses and result interpretations. It should be understood that data analyses and result interpretations are two primary ways to understand marketing/consumer phenomena and solve marketing/consumer problems.

This course is designed to help students move from qualitative marketing to quantitative marketing focusing on consumers’ perspectives. The course is primarily designed for students who have already acquired basic data analysis skills. Using quantitative marketing cases and related exercises tied to SAS, students will develop marketing plans in various decision contexts. Specifically, this course will introduce a variety of quantitative models to improve marketing decision making in such areas as market response, consumer segmentation/targeting, and price/promotion. It will help students learn how to use SAS as a data analysis tool when they make strategic and tactical marketing decisions, skills that are in increasing demand in profit and non-profit organizations alike today. Therefore, it is hoped that the course can be of value to students planning careers in marketing/consumer analytics.
[Course Objectives]
The pedagogical philosophy in this course embraces the principle of learning by doing. Most concepts that we cover have software (SAS) implementation and an exercise example whose solution can be enhanced through empirical analysis. Students are expected to struggle at times, attempting to apply SAS, which is the learning by doing process. Unlike most marketing courses that focus on conceptual materials, this course provides quantitative skills to translate conceptual understanding into specific operational plans. Specifically, the course objectives are to:

- help you understand how quantitative models can enhance decision-making by converting data and information to insights and decisions,
- help you learn to view marketing/consumer phenomena and processes in ways that are agreeable to quantitative modeling, and
- expose you to a number of examples of the successful use of marketing analytics focusing on consumer problems.

A major requirement is that students apply marketing/consumer analytics techniques to their group project to solve typical marketing and consumer problems of their own choice. The semester-long project is intended to train students for various aspects of data analysis.

[Course Requirements]
- You should have some basic statistics knowledge (e.g., correlation, standard deviation, parameter estimation, especially, some experiences with linear regression).
- The course is a combination of lecture and hands-on SAS operation. Although we have this class in a computer lab, you may be asked to bring a laptop, as necessary.

[Course References]
You are not required to buy any textbook. All the class materials will be provided through our Moodle course website. For those who want to go deeper in class learning, the following books are recommended as reference books.

- In particular, you are responsible for obtaining the part of Ch.4 (Multiple Regression Analysis) from the book.
- Its previous editions are useful and acceptable.

- The software CD that accompanies the book is NOT necessary for the course.
- Textbook Resources Website: www.mktgeng.com
[Academic Integrity]
The UNC Charlotte Academic Integrity Policy will be followed. The student is responsible for reading and understanding the policy:
Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor, and are binding on the students. Academic evaluations in this course include a judgment that the student’s work is free from academic dishonesty of any type, and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

[BCOB Statement of Diversity]
The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes. Diversity is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

[Course Requirements]

<table>
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<tr>
<th>Task</th>
<th>Points</th>
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<tr>
<td>[1] SAS Exercises</td>
<td>300</td>
</tr>
<tr>
<td>[2] Team Project</td>
<td>500 (= Proposal Presentation 100 + Final Presentation &amp; Report 400)</td>
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<tr>
<td>[3] Final Exam</td>
<td>200</td>
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<td>Total</td>
<td>1000</td>
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[1] SAS Exercises
There will be multiple exercises throughout the semester. You are expected to do most of these exercises in class. These exercises will be given roughly once every two or three weeks in the first half, but less often in the second half to allow students to spend more time for their team project. In each exercise, students are expected to solve specific marketing analytics problems relevant to corresponding lectures using SAS.
- Using the SAS program (www.sas.com) is a great way to acquire analytical skills. These exercises will be designed to familiarize you with this popular and powerful statistical software. The instructor will provide hands-on sessions to help students learn how to use SAS primarily through the SAS Enterprise Guide (EG). The EG provides a convenient user-friendly interface to make using SAS easier. You can access SAS in our classroom lab.
- Keeping the deadline for each assignment is your responsibility as a student. At least
10% deduction of the total possible points will be applied to late submissions.

[2] Team Project
The team project is a major requirement of this course. You need to make up a team who
will jointly work on it. Each team will be composed of 4 to 6 members. The objective of
this task is to have students apply some marketing concepts and analytics techniques to
the project. Your team wants to select a project of interest. While a variety of projects are
acceptable, I would encourage you to do the following. Develop a project plan to address
a specific marketing/consumer problem (e.g., consumer segmentation & targeting,
promotion campaign, prospective new customer identification) for a specific brand or
organization. It is your responsibility to identify a suitable brand or organization and
suitable marketing problems.

Importantly, you need to consider data availability for the project in selecting your
research topic and determining research problems. One place to start with may be your
employer. Other possibilities include contacting local companies. Although this
secondary data approach using existing data seems to be easy, it has a couple of major
weaknesses. First, almost always, you will find that some key information you
optimistically expect to have is missing. Second, data cleaning for your analysis to
achieve your research objectives can be time-consuming and technically challenging.
Alternatively, you can develop your own survey to collect data customized to your case.
This primary data approach requires you to invest a significant amount of time for
survey design. However, once you have a good-quality survey, you can benefit from the
customized data.

Some project examples include:
- a customer segmentation model for a local retailer,
- a social-media promotion planning model for a small business,

There are four important stages in this team project.
- First, you will have an opportunity to find your team members and explore
potential topics for your team project. You want to determine your topic well
ahead of your proposal presentation.
- Second, your team needs to present a proposal to the entire class. Each team will
have approximately 30 minutes for the presentation. Be prepared to deal with
questions and criticisms from your classmates and me. My formal feedback will
be provided afterwards. What should be included in the proposal presentation will
vary project to project. Generally, you want to determine what object (i.e., brand
or organization) and topic (e.g., target market identification, promotional
campaign) you want to work on. You also need to describe your data and analysis
models as much as possible. You should submit a hard copy of your PowerPoint
slides to me before your presentation. Your work will be graded based on content
quality and presentation performance. All the members on the team should
participate in the presentation in order to receive your team presentation points.
• Third, your team will present the whole project work to the entire class. Your final presentation is expected to last approximately 30 minutes. Be prepared to deal with questions and criticisms from your classmates as in your earlier proposal presentation. Again, you should submit a hard copy of your PowerPoint slides to the instructor before your presentation. All the members on the team should participate in the presentation in order to receive your team presentation points.

• Lastly, based on the discussion during your final presentation, you should complete and submit a final written report. The final written report should include analysis results and an actionable marketing strategy arising from the empirical results.

* More details on each stage will be provided as each stage nears.

** At the end of the semester, you will be asked to evaluate each of your members’ contribution to the team project. You should be honest and impartial in your evaluations. (Please, no free-riders!)

[3] Final Exam
There will be a challenging comprehensive in-class exam that covers all the materials discussed in this course. To prepare well for this crucial exam, you should actively participate in class activities. This exam is much more than the SAS exercises. In other words, you should note that just getting a good grade on the SAS exercises is not good enough to do well in this exam. Ultimately, this exam will test your abilities to analyze and interpret typical marketing/consumer data independently without any support.

[Grade Breakdown]
The final course grade will be determined by your total score based on all the class activities above. Your course grade will be assigned according to the following table. Once the course grades are released, unfounded requests for better grades would be denied.
A (90.0% – 100.0%); B (80.0% – 89.9%); C (70.0% – 79.9%); D (60.0% – 69.9%); F (0.0% – 59.9%)
**[Tentative Course Schedule]**

- This is a loose and tentative schedule and the instructor reserves the right to change it according to course development and student progress.

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<thead>
<tr>
<th>Week (Thu)</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Week 1 (8/21)</td>
<td>Course Overview</td>
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<td></td>
<td>SAS Installations &amp; Operations</td>
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<tr>
<td>Week 2 (8/28)</td>
<td>LR Ch.1: Introduction</td>
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<td>Basic Statistics</td>
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<td>Linear Regression</td>
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<td>Week 3 (9/4)</td>
<td>LR Ch.2: Market Response Models</td>
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<td>Linear Regression</td>
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<td><em>Project Team Makeup</em></td>
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<td>Week 4 (9/11)</td>
<td>Linear Regression</td>
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<td>Week 5 (9/18)</td>
<td>Linear Regression</td>
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<td>Week 6 (9/25)</td>
<td>Linear Regression</td>
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<td>Week 7 (10/2)</td>
<td>Logit Regression</td>
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<td>Week 8 (10/9)</td>
<td><em>Project Proposal Presentations</em></td>
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<td>Week 9 (10/16)</td>
<td>LR Ch.3: Segmentation &amp; Targeting</td>
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<td>Cluster &amp; Discriminant</td>
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<tr>
<td>Week 10 (10/23)</td>
<td>Cluster &amp; Discriminant</td>
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<td>Week 11 (10/30)</td>
<td>Conjoint Analysis</td>
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<td>Week 12 (11/6)</td>
<td><em>Project Data Analysis Meetings</em></td>
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<tr>
<td>Week 13 (11/13)</td>
<td>Guest Speaker [tentative]</td>
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<tr>
<td>Week 14 (11/20)</td>
<td>Final Project Presentations</td>
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<tr>
<td>Week 15 (12/11)</td>
<td>Final Report Submission</td>
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<td><em>Final Exam (5:00-7:30pm)</em></td>
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* LR indicates the reference book by Lilien and Rangaswamy.*