TEACHING PLAN FOR

• Applied Marketing Research in the Digital Era

1. Basic description

Name of the course: Applied Marketing Research in the Digital Era
Academic year: 2016-2017
Term: 1st
Degree / Course: International Business Program
Code: 80130
Number of credits: 6
Total number of hours committed: 150
Teaching language: English
Lecturer: Andriy Ivchenko
Timetable:

GROUP 1: Tuesday and Thursday 13:00-15:15

Office hour: Tuesday 10:00 -13:00

2. Presentation of the course

Nowadays, “focus on the customer” is one of the key success factors for any type of modern business venture from Twitch streamers to mega-Corporations. Developing products that serve client’s needs in the best possible way, increase customer satisfaction & engagement, and build unforgettable “experiences” - all require considerable data collection efforts and “how-to” knowledge.

The course “Applied Marketing Research in the Digital Era” aims to introduce the key priorities to be taken into account when building successful marketing strategies and provide students with working knowledge & first-hand experiences in running offline and online marketing research campaigns. Participants of this course will learn about key principles of how to design and plan marketing research, explore relevant research designs for B2B & B2C sectors, learn about peculiarities of data transformation & analysis as well as discuss new trends in marketing research including Neuromarketing. During this course, students are expected to work individually and in-groups on several marketing research campaigns and present their work to the peers.

The main objective of the “Applied Marketing Research in the Digital Era” course is to avoid staying on the level of general concepts & ideas and to provide in-depth understanding of the critical details of modern marketing research. This course aims to introduce students to the practical tools they will be able to apply in the real-life situations.
3. Competences to be worked in the course

<table>
<thead>
<tr>
<th>General competences</th>
<th>Specific competences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instrumental competences</strong></td>
<td><strong>Disciplinary competences</strong></td>
</tr>
<tr>
<td>G.I.1. Ability to search, analyse, assess and summarise information.</td>
<td>E.D.11. Introduce the basic marketing tools and capacitate for planning commercial strategies.</td>
</tr>
<tr>
<td>G.I.2. Ability to relate concepts and knowledge from different areas.</td>
<td></td>
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<tr>
<td>G.I.4. Ability to tackle and solve problems.</td>
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</tr>
<tr>
<td>G.I.5. Ability to take decisions in complex and changing environments.</td>
<td></td>
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<tr>
<td>G.I.6. Ability to develop, present and defend arguments.</td>
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<tr>
<td><strong>General personal competences</strong></td>
<td></td>
</tr>
<tr>
<td>G.P.6. Capacity to foresee events.</td>
<td></td>
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<tr>
<td><strong>Generic systemic competences</strong></td>
<td></td>
</tr>
<tr>
<td>G.S.1. Ability to apply creativity.</td>
<td></td>
</tr>
<tr>
<td>G.S.2. Ability to observe.</td>
<td></td>
</tr>
<tr>
<td><strong>Competences for applicability</strong></td>
<td></td>
</tr>
<tr>
<td>G.A.1. Ability to apply acquired knowledge and skills.</td>
<td></td>
</tr>
<tr>
<td>G.A.2. Ability to use quantitative criteria and qualitative insights when taking decisions.</td>
<td></td>
</tr>
<tr>
<td>G.A.3. Ability to search and exploit new information sources.</td>
<td></td>
</tr>
</tbody>
</table>

The above competences interrelate with the basic competences set out in Royal Decree 1393/2007, namely:

a. competence to **comprehend knowledge, on the basis of general secondary education**
b. competence to **apply knowledge** to day-to-day work in international management or marketing, in particular, ability to develop and defend arguments and to solve problems
c. competence to **gather and interpret** relevant **data**, enabling the development of critical judgements on the economic and social reality
d. competence to **communicate and transmit information** (ideas, problems, solutions) to a specialised and non-specialised public
e. competence to **develop learning activities** in a relatively autonomous manner.

In order to establish a correspondence between the basic competences and those developed in the degree, these are grouped according to two criteria. Thus, the
competences developed in the subject are structured into those that are seen as a development or specification of basic competences and those that define the professional profile of the graduate, with respect to general and specific competences.

**Basic competence: understanding of knowledge**

I. General competences G.S.2, G.A.2  
II. Specific competences E.P.1

**Basic competence: application of knowledge**

I. General competences G.I.2, G.S.1  
II. Specific competences E.P.23

**Basic competence: gather and interpret data**

I. General competences G.I.1, G.P.6, G.A.3  
II. Specific competences E.P.2, E.P.24

**Basic competence: communicate and transmit information**

I. General competences G.I.6, G.I.8  
II. Specific competences E.P.17

**Basic competence: develop learning activities**

I. General competences G.I.4  
II. Specific competences E.P.21, E.P.22

Competences that define the professional profile which are not included under basic competences

In general, these competences combine the following key elements for professionalising students in the area of international business and marketing:

- provide students with the capacity to adapt to dynamic teams and environments  
- provide students with the capacity to create their own integral vision of the operation of a business or international marketing project  
- provide students with the capacity to take complex decisions and carry out negotiation processes

I. General competences G.I.5, G.A.1  
II. Specific competences E.D.11

**Learning outcomes**

Know how to design, structure and conduct marketing research with particular focus on digital channels. After finishing this course students are expected to be able to decide on structure of the research project, choose appropriate research methodology, and have first-hand experience of conducting different types of marketing research. Participants will also learn how to present their research projects and findings.
4. Contents

The course is organized as a combination of large number of business case discussions, lectures and exercises/simulations. Moreover, this course places great importance to the in-class participation and the course aims to make operational many of the conceptual aspects of marketing research discussed in class/cases. Students should be aware that they will be required not only to discuss cases conceptually, but prepare and submit structural analyses for the certain business cases and exercises.

Following the process of marketing research in organizations, this course is organized around 4 main areas:

1. Planning & designing marketing research process
2. Conducting marketing research with particular focus on peculiarities of modern consumer behavior and methods of B2B research
3. Using new tools and methods of marketing research
4. Analyzing collected data and draw meaningful business recommendations

Overall, the course will be split into 10 topics described below:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Topic Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Foundations of Applied Marketing Research in Digital Era</strong>&lt;br&gt;Understanding objectives of modern marketing in organizations, maintaining “customer focus”, shift from customer satisfaction to customer experiences, what is marketing research and its methods, integration of marketing research across different business functions.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Planning &amp; Designing Marketing Research</strong>&lt;br&gt;Understanding marketing research mix; formats of marketing research briefs and ‘how-to’ of selection of adequate marketing research agency; types of data collection and their purposes; secondary vs primary data;</td>
</tr>
<tr>
<td>3</td>
<td><strong>Understanding Behavior of Modern Consumer</strong>&lt;br&gt;Shift of organizational paradigms, impact of consumer insights and insights generating processes on modern organizations, consumer behavior and biases, online &amp; social media</td>
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<tr>
<td>4</td>
<td><strong>Sampling &amp; Data Collection</strong>&lt;br&gt;Stages, procedures, and size of samples; quantitative vs qualitative methods of data collection.</td>
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<tr>
<td>5-7</td>
<td><strong>Observations, Focus Groups &amp; Surveys</strong></td>
</tr>
<tr>
<td>8</td>
<td><strong>New Tools &amp; Methods of Marketing Research and Neuromarketing</strong></td>
</tr>
</tbody>
</table>
New tools for generating consumer insights and their applications, role of neuromarketing

### Topic 9

**Data Analysis and Web metrics**

Analysis of quantitative and qualitative data; conjoint analysis; web-analytics vs web-metrics

### Topic 10

**Business-to-Business and International Research**

Business-to-business vs. consumer research; populations and procedures of B2B research; issues in international research and marketing research procedures

### 5. Assessment

The course grade will be determined by the evaluation of your performance on the following aspects:

- Individual class participation (**the largest** weight of the final grade)
- Group project
- Business simulation
- Final project
- Final exam

<table>
<thead>
<tr>
<th>Assessment elements</th>
<th>Time period</th>
<th>Type of assessment</th>
<th>Assessment agent</th>
<th>Type of Activity</th>
<th>Grouping</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>Continuous</td>
<td>X</td>
<td>X</td>
<td>Participation in case discussion and exercises</td>
<td>X</td>
<td>30</td>
</tr>
<tr>
<td>Group projects</td>
<td>Continuous</td>
<td>X</td>
<td>X</td>
<td>Participation in several group assignments and presentation of result</td>
<td>X</td>
<td>25</td>
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<tr>
<td>Final exam</td>
<td>Exam week</td>
<td>X</td>
<td>X</td>
<td>Applications, analytical, synthesis</td>
<td>X</td>
<td>20</td>
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<tr>
<td>Final project</td>
<td>Throughout the course with final presentation scheduled for the week before exams</td>
<td>X</td>
<td>X</td>
<td>Practical assignment</td>
<td>X</td>
<td>20</td>
</tr>
<tr>
<td>Practical exercise + group presentation</td>
<td>TBD</td>
<td>X</td>
<td>X</td>
<td>Presentation in class</td>
<td>X</td>
<td>5</td>
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</tbody>
</table>
Doing the final exam is a necessary condition to receive a quantitative evaluation of the course. In case of non-attendance to the final exam, the student will receive an “N.A.” grade.
In case of re-sit for the final exam, other assessments will keep the grade and the 80% from overall grade.

Supplementary Evaluation

For those students who during the regular term evaluation have obtained a weighted final grade below 5.0, but have obtained a continuous evaluation above 4.0 (Quizzes, assigned exercises and cases, Midterm exam and Group project), there will be a supplementary evaluation according to ESCI-UPF calendar and academic regulations. This supplementary evaluation will imply a re-take of the final exam that will account for 50% of the total grade. The total final grade will keep the obtained grades in the rest of continuous evaluation elements.

Total or partial copy and/or plagiarism will imply a failure in the subject with a final grade of zero points and no access to the make-up exam.
According to the academic regulations specified in the Disciplinary rules for students of Universitat Pompeu Fabra, other additional sanctions may apply depending on the seriousness of the offence.

Working competences and assessment of learning outcomes:

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</thead>
<tbody>
<tr>
<td>Individual class participation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Group projects</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Final project</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Practical exercise</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Final exam</td>
<td>X</td>
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</tbody>
</table>

6. Bibliography and teaching resources

Basic bibliography:


Supplementary bibliography:
Articles and cases will be made available during the course

Teaching resources:
Slides will be made available (AULA-ESCI)

7. Methodology

Theoretical classes
Students are expected to be prepared and participate actively in class discussions and exercises. Therefore, students must read prior to the class session the material related to the content of the session as specified in section 8.

Practical classes
Preparation for the practical classes is extremely important and participation is graded (see Section 5 for more details). Students will have to work on the case study analyses, participate in the discussions and practical exercises conducted both in and outside of the classrooms.
- Preparation of the case study analysis may be done individually or in groups. Preparation of analysis requires not just reading of the case study, but trying to answer the questions and provide well-thought and convincing solutions to the business problems encountered.
- Class participation in case studies will be graded and depend on the quality of comments/responses to the questions as well as on the relevance of the comment to the current discussion in a class.
- Students are expected to work in groups (max. 2 people) to participate in the practical exercises. Group presentation of the practical exercise will be evaluated and graded on the group basis.

<table>
<thead>
<tr>
<th>IN CLASSROOM</th>
<th>DIRECTED (OUTSIDE CLASSROOM)</th>
<th>AUTONOMOUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor:</td>
<td>- Professor's exposition</td>
<td>Student:</td>
</tr>
<tr>
<td></td>
<td>- Doubts and questions</td>
<td>- Reading of material and study cases before class</td>
</tr>
<tr>
<td></td>
<td>resolutions</td>
<td>- Preparation of the written report of the special cases</td>
</tr>
<tr>
<td>Student:</td>
<td>- Case study discussions</td>
<td>- Personal individual study of the subject</td>
</tr>
<tr>
<td></td>
<td>- Group presentation of</td>
<td>- Preparation for the final exam</td>
</tr>
<tr>
<td></td>
<td>practical exercise</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Practical exercises</td>
<td></td>
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<tr>
<td></td>
<td>- Final exam</td>
<td></td>
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<tr>
<td></td>
<td>- Reading and assessment of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>special case study reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Participation in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>practical exercise in groups</td>
<td></td>
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<tr>
<td></td>
<td>- Preparation of group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Preparation of final project</td>
<td></td>
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</tbody>
</table>

8. Scheduling activities
1) Allocation of hours between theory and practical lessons (based on the number of credits in the curriculum):
   • 2 h of theoretical and 2 h of practical classes per week amounting to 40h (practical classes start after a week of classes)

2) Scheduling activities under the curriculum, from:
   • In the classroom: Lecture classes, practical exercises
   • Outside the classroom: Group work, Individual work (reports, exercises, final project...), and independent study

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity in the classroom Grouping/type of activity</th>
<th>Time, h</th>
<th>Activity outside the classroom Grouping/type of activity</th>
<th>Time, h</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lecture: Introduction to Applied Marketing Research. Discussion of market research challenges faced by Aerotec (case-study)</td>
<td>2</td>
<td>Study topic of the week and read articles, deciding on groups</td>
<td>2</td>
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<tr>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>2</td>
<td>Lecture: Planning &amp; designing marketing research process. Introduction to the course/final project</td>
<td>2</td>
<td>Study topic of the week and read articles</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Case-study: Tivo (Harvard, 501038)</td>
<td>2</td>
<td>Case-study preparation and analysis, working individually</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Lecture: Understanding Behaviour of Modern Consumer</td>
<td>2</td>
<td>Study topic of the week and read articles</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Case-study: L'Oreal: Global Brand, Local Knowledge (Harvard, 311118)</td>
<td>2</td>
<td>Case-study preparation and analysis, working individually</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Practical exercise &amp; case-study: “Google Ads”</td>
<td>2</td>
<td>Case-study preparation and analysis, working individually, work individually &amp; in groups</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Lecture: Sampling &amp; Data Collection</td>
<td>2</td>
<td>Study topic of the week and read articles</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Practical exercise presentations: Observation method Lecture: Observation methods of marketing research</td>
<td>2</td>
<td>Working in groups, preparing &amp; conducting research, preparation of presentation, study topic of the week and read articles</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Q&amp;A for final project. Instructions for business simulation</td>
<td>2</td>
<td>Work individually on the topic of the final project</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Practical exercise: Google Analytics Lecture: Web-metrics vs analytics</td>
<td>2</td>
<td>Working in groups on practical exercise, study topic of the week and read articles</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Practical exercise presentations: Focus groups Lecture: Focus groups method</td>
<td>2</td>
<td>Working in groups, preparing &amp; conducting research, preparation of presentation, study topic of the week and read articles</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>Practical exercise: Business Simulation</td>
<td>2</td>
<td>Reading simulation instructions, watching instructional videos, work in groups</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Practical exercise: Online survey method Lecture: Surveys as a method of marketing research</td>
<td>2</td>
<td>Working in groups, preparing &amp; conducting research, preparation of presentation, study topic of the week and read articles</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Lecture: New Tools &amp; Methods of Marketing Research and Neuromarketing</td>
<td>2</td>
<td>Study topic of the week and read articles</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Case-study: Coca Cola</td>
<td>2</td>
<td>Case-study preparation and analysis, working individually</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Lecture: Data Analysis</td>
<td>2</td>
<td>Study topic of the week and read articles</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Lecture: Business-to-Business and International Research Practical exercise presentations: Business Simulation</td>
<td>2</td>
<td>Study topic of the week and read articles, working in groups</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>Case-study: Coop</td>
<td>2</td>
<td>Case-study preparation and analysis, working individually</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Final project presentations</td>
<td>2</td>
<td>Preparation of the final project and presentation</td>
<td>24</td>
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<tr>
<td>10</td>
<td>Final lecture and Q&amp;A session</td>
<td>2</td>
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<tr>
<td></td>
<td>Total</td>
<td>40</td>
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<td>110</td>
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