**MKT 382: Analysis & Information**  
**Spring 2017**

“This course carries the Quantitative Reasoning flag. Quantitative Reasoning courses are designed to equip you with skills that are necessary for understanding the types of quantitative arguments you will regularly encounter in your adult and professional life. You should therefore expect a substantial portion of your grade to come from your use of quantitative skills to analyze real-world problems.”

This course provides a solid basis for evidence-based decision making and problem solving, essential in marketing practice - as in life. The class deploys reading material - including case studies, analytical reports, examples from marketplace studies and journal articles - focused on:

> clear definition of a problem and the specific, testable questions that reveal solutions,
> the important aspects of measurement that make data true and dependable,
> the responsible interpretation and reporting of analytical patterns in data, as well as…
> the implementation and evaluation of actions taken from data-based decisions.

We intend to learn to provide confident, unbiased discovery and reporting of the truth for descriptive, explanatory and predictive purposes. Because every student will not enter the class with the same formal understanding of research methods, sampling logic, statistical analysis and interpretation, early classes will familiarize the student with these critical aspects of reliable and valid information. The remainder of the class will apply these fundamentals to marketplace problems - including examples in public policy, planning, advertising, product development and customer acquisition, among other evidence-based applications to problem solving.

I. **Instructor:** In addition to his teaching responsibilities, John Davis is a practicing market researcher with deep experience applying behavioral research discipline to the problems and opportunities of consumer-centric businesses. In addition to his corporate career, John has started, operated and sold two market-research & database marketing based businesses. He’s taught research methods, statistics and behavioral economics courses at the Universities of Texas, Colorado and California, as well as in State Universities of New York and Arizona. John is published in professional journals of Direct Marketing and Advertising Research, and he brings his experience back to UT to ensure that graduates of McCombs Business School have a practical advantage in their pursuit of excellence in work.

He can be contacted as follows:
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office: CBA 5.176C  
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**Teaching Assistant:** Rahul Rawlani  
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office hours:  
Also, feel free to email questions anytime!

II. **Meeting Times:**

<table>
<thead>
<tr>
<th>Section</th>
<th>Class time</th>
<th>location</th>
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<tr>
<td>05755</td>
<td>TTH 2pm-3:30pm</td>
<td>CBA 4.328</td>
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III. **Class Format:**

Students will be exposed to readings and lectures focused on application to common problems in business practice - but also applicable in the definition and solution of problems in myriad problems that arise in human affairs. We concentrate on real-world problems and hands-on practice at solving them. Students will leave the class with tech-
technical analytical skill and an understanding of strategic utilization and an ability to judge good data and processes from inferior ones. A combination of quizzes, analytical assignments, written assignments and other indicators of the student’s progress will determine final grades. Participation in class is critical to a positive evaluation in this class, where you will be able to demonstrate your curiosity and ability to apply the lessons.

Please be aware of the few requirements of students that are separate from assignments:

No digital devices (phones, pads, laptops) are to be used in class. Your learning will be helped by physically taking notes. If you need to take an important call, please leave the room and take it...that’s OK. Exceptions will be made only when we’re performing analytical takes in class together.

Name tags will be required in class on every class meeting (including labs).

• **Lectures:** tie together the various aspects of evidence-based decision making that readings and assignments seek to reveal. Focusing on methods of inquiry, practical application and analytical discipline, attendance at lectures are required.

• **Analytical assignments:** also required, statistical assignment assignments help learning by developing a familiarity with data, its measurement rigor, statistical development of patterns and an integration of the details of data analysis with the methodological imperatives of good research. Students are required to purchase a one-year license for SPSS (Statistical Package for Social Sciences), a user-friendly statistical package with worldwide presence and serious statistical chops. (Relax: it’s NOT math.) The campus computer store can provide you with a link for downloading the software on a Mac or PC, cost is ~$120 (there is no textbook required for the course, and this is the primary expense.)

• **Case Study Discovery:** students will be assigned the task of discovering and presenting business (and other disciplines’) application of evidence-based-decision making as it applies to their own interests. These cases will be written by the student, and can be examples from other non-business disciplines. We’ll assign a segment of class to let you present your topic to the class, and we’ll encourage discussion of the topic. The more of these you do, the better grade you get.

• **Term Paper:** students will craft a written exploration of a specific application of the scientific method in decision making that deploys ‘best practices’ as explored during the semester. This paper is expected to be of professional class work, discussing decision making in some field of your own interest, a specific problem and any revisions to the process that you see as an improvement.

• **Readings:** Students will also be required to read *Moneyball*, by Michael Lewis. The book will serve as material for discussion in class and important background for you to integrate into your class project. Seeing the movie will not help you in this effort, in fact, it will derail your interpretation of the material.

Other materials (case studies, articles, etc.) accompany each week’s readings (read before class) and some are highlighted here in blue.

* **Quizzes** on assigned readings should be expected on most Thursdays.

* **Participation** in the class is essential to gain the training and preparation you seek in this class. You will receive a grade for every class, to be determined by a) your presence, b) your attentiveness during class, c) your demonstration of being prepared d) your contribution to the learning process in class and its activities.

Timidity and bashful reservation are discouraged in this class, as you will be expected to have done any required readings (or other preparation), and have developed questions about the content in time for class. *The only dumb questions are the ones you don’t ask.* Participation is viewed as a manifestation of the student’s interest in the topic, and will be rewarded. *Just showing up and paying attention is not enough to earn full credit for this part of your final grade.*

You will receive a participation grade for each class meeting. Grading will follow a standard rubric:
7 points are awarded for your presence - surprise (I’m not warned ahead of time) absences get zeros.  
8 points awarded for demonstration that you’ve read and assimilated the materials due that meeting  
9 or 10 points awarded for strong contribution to the class learning effort: demonstration of thought and introduction of questions to the class meeting.  
Note: napping in class, ignoring the ‘no digital’ rule, causing distractions, excessive chatting aside from course discussions will result in deductions from the participation grade.

The **final grade** for the class will be determined as follows:

Final Grade = (Average of Quizzes)*30% + (Case Study Discovery)*10%+ (Average of analytical assignments) *25% + (Term paper & presentation)*15% + (Class Participation)*20%

Note: I hold in reserve the option to add formal exams to the mix.

**IV. Students with Disabilities**
Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259. Please also contact me early in the semester regarding any special assistance I may provide.

**V. Class Schedule (subject to change)**

**First Trimester: The qualities of good evidence**

**Week 1: We meet at last**
January 17: Intro, admin, overview of Evidence Based Decision making

Jan. 19: Work & problem solving in the modern world

**Week 2: Process and Consistent Improvement**
Jan 24: Fundamentals of research
http://www.socialresearchmethods.net/kb/intres.php  
follow all links except ‘5-syllable words’, ‘Positivism & Post-Positivism’ & ‘Evaluation Research’
Get started on “MoneyBall”

Jan 26: Systematic Process makes for good data, good decisions
http://www.socialresearchmethods.net/kb/design.php  
skip ‘designing designs’ & advances in quasi-experimental design’ for now

**Week 3: Trust & the Truth: Internal & External Validity**
Jan 31: Market Research Applications  
Data: viewed as content, Big, Primary & Survey, Secondary Problems: the will to solve, ability to define

Feb 2: Research Design responds to a Business Question
http://www.socialresearchmethods.net/kb/desdes.php
http://www.socialresearchmethods.net/kb/advquasi.php

**Week 4: Quality Data: Proportional Representation v Sample of possibilities**
February 7: Sampling & Representation
http://www.socialresearchmethods.net/kb/sampling.php

February 9: Projection of findings

**Second Trimester: Creating good evidence for problem solving**
Week 5: Quality Data: Measurement Craft & Creativity  
February 14: The Craft of Measurement  
http://www.socialresearchmethods.net/kb/measure.php  
Omit ‘Survey Research’  
Under ‘Scaling’, only read ‘General Issues in Scaling’, omit ‘concept mapping’  


Feb 16: Measurement - Operationalization of concepts, building Constructs  
Branding & Positioning: measuring the mind (attitudes & beliefs)  
http://ccnmtl.columbia.edu/projects/qmss/measurement/conceptualization.html  
Groups: define projects, produce research plan & survey (due Feb 23):  
study purpose, approach, design, sampling, analysis planned, survey  
Computer Brand Positioning Study (canvas)  

Week 6: The Sources of Data: big, little, custom, secondary, etc.  
Feb. 21 Data Collection  
http://www.socialresearchmethods.net/kb/survey.php  

Feb 23: Product Development: solve your own problems v. off the shelf  

NOTE: in the above reading, also read the link (half way through the article): "Data Analyst: Does Everybody Need to be One?"  

Guest Speaker: TJ Riley & Mark Sherman, Re: Big Data collection & structuring for Product Development  

Week 7: Patterns: Intuitive and Pragmatic  
Feb 28: Purpose driven analysis of data  
http://www.socialresearchmethods.net/kb/statdesc.php  
in this reading, also read the link to ‘inferential statistics’, but do not read the links it includes.  

Mar 2: Customer Acquisition (multi-channel)  
Case Study: Direct Marketing (in Canvas)  
You should have completed MoneyBall by now...  

Week 8: Quality Data: Practical Matters (missing data, cleaning, preparations for analysis)  
March 7: Significant differences  
http://www.nku.edu/~intsci/sci110/worksheets/basic_ttest_info.html  


for lambda: http://www.auburn.edu/~bowlicj/ps3000/bivariateanalysis.htm  

http://www.socialresearchmethods.net/kb/power.php
March 9: Creative transformations of data interactions, constructs, explorations

**SPRING BREAK MARCH 12-18**

**Week 9: Description & ‘Difference’**
Mar 21: Regression Applications - Case Studies
https://www.youtube.com/watch?v=k_OB1tWX9PM

Mar 23: Combining analytical strategies
Case Study: Attitudinal segmentation in Financial Services Targeting (ad-journal.pdf in Canvas)

**Third Trimester: Analysis & Interpretation of high-content evidence**

**Week 10: Segmentation (Simple, CHAID, Factor)**
Mar 28: Segmentation techniques
Mar 30: Case Study: Segmenting website proclivity with Factor Analysis (CatFactors_1.xls in Canvas)
Segmentation applications: Target Market Definition & Strategy (Computer Positioning.doc in Canvas)

**Week 11: Variance & Correlation**
April 4: Dramatic effect from simple measures: Advertising
Case Study: Ted Brader: Emotion in advertising

April 6: Philosophy of association

**Week 12: Explanation and Prediction**
April 11: Case Study: Pragmatic Research v. ‘nice to know’
Readings in Canvas

April 13: Reporting of results in a professional context

**Week 13: Evaluation Research & the will to fix problems**
April 18: Evaluation Research in Public and Private Affairs

April 20: Where your interests lie
Term Paper Presentations

**Week 14: Where your interests lie**
April 25: Term Paper Presentations
April 27: Term Paper Presentations

**Week 15: Where your interests lie**
May 2: Term Paper Presentations
May 4: Term Paper Presentations