MARK 311E
Marketing Research
Fall Semester 2018
MWF 101E 12.35p-1.40p 102E 1.40p-2.30p & 103E 2.45p-3.35p SC Rm 816

LOCUS Catalog Description

This course develops an understanding of the research process from problem formulation through research report preparation. Both qualitative and quantitative research methodologies are discussed. The focus is on using research results in marketing decision making. Empirical data are analyzed using state of the art analytical tools.

Outcomes: Students identify managerial problems, research objectives, design data collection instruments, and sampling procedures. Data collection and analysis is discussed. Cases, exercises and/or a written research proposal or report is a primary outcome of the course.

Prerequisites: Junior standing, minimum grade of "C-" in MARK 201 and ISSCM 241

Course Overview

Upon the completion of this course you will possess two fundamental capabilities: the ability to distinguish good research from bad research and how marketing research integrates with sound strategic decision making.

This course is classified as Engaged Learning by Loyola’s Center for Experiential Learning.
Engaged learning means a method under which students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community partner; helps foster civic responsibility; is integrated into and enhances
the academic curriculum of the students or the educational components of the community service program in which the participants are enrolled; and includes structured time for the students and participants to reflect on the service experience. (National and Community Service Trust Act of 1993)

For additional information about Loyola’s Center for Experiential Learning, please visit www.luc.edu/experiential.

Course Objectives and Learning Outcomes

• Distinguish marketing problems (i.e. business issues or managerial decision opportunities) from market research objectives.
• Determine what secondary and/or exploratory data to collect and analyze to inform research objectives and design.
• Determine how data should be collected to address research objectives: develop an understanding of methodology with emphasis on conclusive, descriptive, primary data collection.
• Use sound, evaluative criteria to distinguish “good” questions from “bad” and a “good” research instrument/tool from a “bad” one.
• Determine what type and, when appropriate, how large a sample to use.
• Analyze quantitative data using appropriate SPSS (Statistical Package for the Social Sciences) applications & analyze qualitative data using appropriate NVivo applications; convert the data into information that addresses research objectives.
• Write a clear, coherent, organized and informed research report for a variety of audiences and project stakeholders.
• Uphold Engaged Learning expectations to build Client relationships through professional communication.

Required Materials

1. Class materials organized via Sakai. Download and/or open materials via dated folders on the left side of the course Sakai page. Do not access materials via Resources. Students are expected to prepare in advance of class sessions through active use of Sakai.
2. Qualtrics account via www.loyolaquinlan.qualtrics.com. Only use your luc.edu email to create a Qualtrics account. No access code is needed.
3. Online tools and apps available via Sakai. These tools include Slack and AirMedia among others. (Do not use GoogleDocs or other group messaging apps; evidence of use of other tools may lead to lower Engagement scores.)
4. LUC Libraries online marketing research syndicated databases (Mintel, Statista, Passport, among possible others)
5. Data analysis software including SPSS and NVivo (available on all LUC computers)
6. Email communication from Loyola’s Center for Experiential Learning

Course Requirements and Grading Allocation

1. Deliverable I: RFI (Request for Information) – 10%
2. Deliverable II: RFP (Request for Proposal) – 15%
4. Class Engagement* e.g. engagement that indirectly supports Client(s), including preparation + participation of/with Connect Chapters, article links & webinars posted to Sakai, in-class activities – 25%
5. Real World Engagement* e.g. engagement that directly supports Client(s), including Client visits, on-site observations, volunteer experiences, and contribution to scheduled events – 25%
*See Engagement Rubric via Course Policies document

Additional Notes:
- Weighting and adding the scores earned on the requirements above determine final grades. The final summative score will be assigned based on a letter grade according to the chart below.
- Only requirements missed due to unavoidable circumstances such as those noted in Quinlan School of Business Policies (below) will be accepted without penalty. Otherwise, no late work is accepted.
- No extra credit opportunities are available. Do not inquire about extra credit. All students have a fair and reasonable opportunity to earn points for course requirements listed above.
- Students are accountable for all materials posted via Sakai.
- Standards and expectations unique to MARK311E are included in the Course Policies document posted in the Syllabus folder via Sakai.

<table>
<thead>
<tr>
<th>Course Grading Scale*</th>
<th>Loyola University Grading Scale and Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 100-94%</td>
<td>A  4.00</td>
</tr>
<tr>
<td>A- 93-90</td>
<td>A- 3.67</td>
</tr>
<tr>
<td>B+ 89-87</td>
<td>B+ 3.33</td>
</tr>
<tr>
<td>B 86-83</td>
<td>B  3.00</td>
</tr>
<tr>
<td>B- 82-80</td>
<td>B- 2.67</td>
</tr>
<tr>
<td>C+ 79-77</td>
<td>C+ 2.33</td>
</tr>
<tr>
<td>C 76-73</td>
<td>C  2.00</td>
</tr>
<tr>
<td>C- 72-70</td>
<td>C- 1.67</td>
</tr>
<tr>
<td>D+ 69-67</td>
<td>D+ 1.33</td>
</tr>
<tr>
<td>D 66-60</td>
<td>D  1.00</td>
</tr>
<tr>
<td>F 59 and below</td>
<td>F  0</td>
</tr>
</tbody>
</table>

*Sakai’s Gradebook scale may be calculated differently than the grading scale intervals above.
Quinlan School of Business Policies:

Attendance

Class attendance and participation are fundamental components of learning, so punctual attendance at all classes, for the full class meeting period, is expected of Quinlan students. Faculty may set participation policies unique to their courses and use class participation as a component of the final grade. The student is responsible for any assignments or requirements missed during an absence.

Absences: You are expected to attend every class session. Any student not able to come to class on a given day is responsible for obtaining all materials and information distributed in class from a classmate or via Sakai. Make-up work is at the instructor’s discretion. Be in touch with the instructor to share your absence via email; the student-initiated email will be returned per the Email Communication policy but will be prioritized below other emails for a response.

Late Arrival/Departure from Class Sessions: Arrive on time to class; avoid leaving class before its official end time. Once you enter the classroom, it is expected that you stay seated for the complete class session. These are standard behaviors maintained by business professionals during business meetings, and the classroom environment will maintain these expectations consistently per Course Engagement Behaviors.

The penalty for missing a class or for leaving early/coming late is a reflection in Client Engagement and Service-Learning Course Engagement score for this class.

Make-Up Examinations

Loyola University academic policy provides that tests or examinations may be given during the semester or summer sessions as often as deemed advisable by the instructor. Because Quinlan faculty believe examinations represent a critical component of student learning, required examinations should be taken during the regularly scheduled class period. Make-up examinations are discouraged. Exceptions may be granted only by the faculty member or department chair, and only for unavoidable circumstances (illness verified by a signed physician’s note, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, or religious observance). A make-up final examination may be scheduled only with the permission of the appropriate Quinlan Assistant or Associate Dean.

If a make-up examination must be given, it is the responsibility of the faculty member to prepare, schedule, and proctor the exam. The only regular exception is for a student athlete, who may use the testing services of the Athletics Department to complete a make-up examination. For a student with a documented special testing need, please consult University policy concerning use of the testing center in Sullivan Center at Lake Shore Campus.

Academic Integrity

All members of the Quinlan School shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, self-plagiarism, cheating, misrepresentation, fabrication, and
falsehood. Plagiarism or cheating on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of “F” for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved.

For further information about expectations for academic integrity and sanctions for violations, consult the complete Quinlan School of Business Honor Code and Statement of Academic Integrity on the Quinlan website:
MARK311E Marketing Research Course Policies

There is supplementary material posted to Sakai’s Syllabus folder. Each file, including the Quinlan Syllabus and an attachment called “What Grades Mean to Me,” contains important information that each student needs to know and understand.

Some of the information in this MARK311E Course Policies file may be repeated in the Quinlan Syllabus, but these separate items mostly include additional information. Read each item. It is the student’s responsibility to be aware of all expectations.

Content via Sakai’s Lessons

Course materials are posted to Sakai in folders dated according to the semester schedule. Only access materials for class sessions via the dated folders along the left side of Sakai. Do not access from Resources. All files for class sessions are posted to Sakai unless otherwise communicated. These files guide class sessions but do not represent all details or depth of content made available during class. Content may be added or deleted based upon in-class discussion, time availability, etc. Files in Sakai are best used to supplement, not substitute, active engagement in the class session.

Class and Real World Engagement

This MARK311E policy is an extension of the Quinlan Syllabus Attendance policy.

In other courses, “Class Participation” or “Attendance” may contribute to a student’s final grade. This is different in MARK311E. You will not earn an A for merely attending class. Passive attendance is the minimum expectation and merits an average score of a C. Class & Real World Engagement is a Deliverable within our classroom community e.g. you deliver your engagement to our classroom. Engagement allows students to earn Engaged Learning credit for your university requirement.

If Class and/or Real World Engagement score(s) is/are below a C- at any time during the semester, the student is not eligible to earn points for Deliverable(s). In other words, this class is not a correspondence course; it is not an independent study, and it is not administered online. Engaged Learning (e.g. MARK311E) requires engagement, and
engagement is best supported by consistently demonstrating the behaviors during the opportunities described below.

If a student is unable to attend a class session, a student may choose to interact with classmates via technology during the regularly scheduled class meeting. However, this virtual connection will not earn Engagement points.

**Class Engagement** measures active Engaged Learning in MARK311E. The more actively engaged a student’s behavior is, the higher the student’s Class Engagement grade, and final course grade, will be. In other words, MARK311E is not a passive, lecture course. Typically this “active” grade is earned for consistently demonstrating preparedness for class, completing various exercises during class (likely via AirMedia), completing textbook Connect online practice activities, and other behaviors related to serving a community partner, or Client. Many class sessions involve active engagement in discussion and/or an exercise related to a phase of the marketing research process. Some of these activities will be prepared before or during class, collected, and used to determine engagement points.

**Real World Engagement** occurs through MARK311E as a platform to apply marketing research in service to a “real world” Client. This application demonstrates service to the client as students learn the marketing research process. Specifically, Real World Engagement can include (but is not limited to) points accumulated for engaging in face-to-face Client interactions, contributing to events sponsored by the Client and other community partners, and appropriate email interaction with the Client, among other relevant ways to engage. The Client remains at the center of engagement at all times.

**Rubric for Class & Real World Engagement**

Actively engaged & meets all expectations = 3 points  
Engaged & meets most expectations = 2 points  
Unengaged & observably off-task or distracted = 1 point  
Absent = 0 points

Class and Real World Engagement points are accumulated and listed in Sakai’s Gradebook. These points are individually earned and not influenced by group work.

Engagement behaviors will be observed by the instructor and recorded in the Sakai Gradebook during or after class sessions. As an individual Deliverable, Class and Real World Engagement scores are consistently recorded throughout the course. Use the Gradebook updates consistently throughout the course to meet individual goals for grades.
Engagement behaviors are commonly used to make decisions about requests for professional references or recommendation letters. Set engagement goals accordingly should you plan to use Marketing Research in your career development and job/internship application process.

<table>
<thead>
<tr>
<th>ENGAGEMENT</th>
<th>PREPARATION (outside of class)</th>
<th>PARTICIPATION (in class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am fully engaged</td>
<td><strong>Exemplary Preparation</strong></td>
<td><strong>Animated Participation</strong></td>
</tr>
<tr>
<td></td>
<td>I read carefully and research background information on the author/topic ahead of time.</td>
<td>I attend class and I speak daily.</td>
</tr>
<tr>
<td></td>
<td>I research social, cultural, historic, economic, political connections to the text/topic.</td>
<td>I try to advance the conversation by presenting evidence to support my ideas.</td>
</tr>
<tr>
<td></td>
<td>I consider the course’s Essential Questions as I prepare.</td>
<td>I present related research, implications, or complexities in the text/situation/topic.</td>
</tr>
<tr>
<td>I am occasionally engaged</td>
<td><strong>Novice Preparation</strong></td>
<td><strong>Occasional Participation</strong></td>
</tr>
<tr>
<td></td>
<td>I read assignments ahead of time.</td>
<td>I attend class daily.</td>
</tr>
<tr>
<td></td>
<td>I do basic research to understand the material, but I do not go beyond the obvious.</td>
<td>I speak occasionally—mainly when called upon by the professor.</td>
</tr>
<tr>
<td></td>
<td>Sometimes I consider the course’s Essential Questions as I prepare.</td>
<td>Sometimes I present general evidence to support my position.</td>
</tr>
<tr>
<td>I’m not sure how to be engaged; I need some direction</td>
<td><strong>Inadequate preparation</strong></td>
<td><strong>Inadequate participation</strong></td>
</tr>
<tr>
<td></td>
<td>Sometimes I do the reading.</td>
<td>My attendance is inconsistent.</td>
</tr>
<tr>
<td></td>
<td>I don’t research to understand the material, nor do I go beyond the obvious.</td>
<td>I participate only when prompted.</td>
</tr>
<tr>
<td>I am Disengaged</td>
<td><strong>No Preparation</strong></td>
<td><strong>No Participation</strong></td>
</tr>
<tr>
<td></td>
<td>I neither read nor research before class.</td>
<td>My attendance is inconsistent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I do not speak in class.</td>
</tr>
</tbody>
</table>
Deliverables

A Deliverable is any exercise to formally grade your performance in marketing research. Deliverable format and formality varies amongst signature MARK311E assignments (RFI, RFPs, in-class Class & Real World Engagement activities, individual & group work). Deliverables should explicitly represent in-class discussions, Sakai materials, knowledge gained via Connect quizzes, and/or exercises completed in class. **There are no make-up Deliverables.** Please proactively and professionally communicate to the professor should circumstances you deem considerable arise.

Templates for MARK311E signature deliverables - the Request for Information (RFI), Request for Proposal (RFP), and Final Insight Report Deliverables - will be provided via Sakai Lessons. Templates are to be customized by teams to represent client-readiness. Format expectations will be articulated, and rubrics will be available via Sakai Assignments.

Deliverable Submission

The Engaged Learning design of MARK311E may require deliverables to be submitted multiple times: deliverables are to be emailed to Client contact(s) and submitted via Sakai for the instructor. Some deliverables may also to be submitted via TaskStream or LOCUS (for the University Engaged Learning credit). **Failure to submit using all required technology tools results in a zero. No late work accepted.**

Via Sakai Assignments, a link with the appropriate Deliverable title will be available. It is every individual student’s responsibility to ensure he/she is comfortable with the steps to submit via Sakai. When using Assignments to submit Deliverables, two steps are required: (1) upload the file & (2) submit the file. Files that are uploaded but not submitted will not be received by the instructor.

Each student has one opportunity to upload and submit the correct file. Should a file be unintentionally submitted, there is no opportunity to resubmit. Do not email the instructor the attachment that should have been submitted. Be mindful about file versions and file names.

Each student is responsible for uploading and submitting each deliverable even when working as a team.

Also be aware the Deliverable links are supported by Turnitin.com. All submitted materials download in the same format as the file uploaded by the student. Although the Turnitin.com
submission receipt appears to have reformatted the document, the instructor will download the student-formatted document. Do not email assignments or provide a hard copy “just to be safe.” These documents will not be graded or acknowledged as received with a response email.

Further, it is required to use a wired connection for submission via Sakai, particularly when using links via Assignments. If wireless connectivity is chosen and connectivity is lost, upload and submit again until an assignment confirmation email is received. Without receipt of a confirmation e.g. an email from Sakai, the deliverable was not received. No late work will be accepted due to loss of connectivity.

In short, it is each student’s responsibility to complete Deliverable Submission. Failure to do so results in a zero.

**Late Work**

Late work is not accepted, and any work submitted after the collection time is considered late. **There are no exceptions to this rule.** There is no sliding grade scale. Uploaded submissions via Sakai are timed; client emails require a time stamp prior to the determined deadline.

If a deadline is missed, do not email the Deliverable to the instructor; that email will not be opened. Work that does not meet deadlines is rendered non-existent. The student(s) forfeit the opportunity to earn points because there is nothing available for the instructor to evaluate.

A zero will be reported in the Gradebook for late work.

**Grades via Sakai’s Gradebook**

Sakai’s Gradebook is used as a reporting tool. Its entries are best used as an indication of general performance. It provides directional feedback but is not precise. It is not weighted. A total course score is not reported via Gradebook in this course.

Each quantitative score should be interpreted as top-level feedback: think about the score entered as a bird’s eye view of performance compared to rubric standards. Such feedback is one-dimensional and does not reveal a complete story of student performance.

Any qualitative feedback provided by the instructor gives a deeper, bottom-up perspective that, in most instances, is a better predictor of the final grade. Look for qualitative comments to sometimes be attached to quantitative scores; this feedback recognizes patterns in both positive
performance and behaviors that need improvement.

Use the Gradebook qualitative feedback and quantitative score together to achieve individual goals for final course grades.

The Gradebook represents points earned per Deliverable. A “-“ in the Gradebook is not the same as a “0.” It is the student’s responsibility to inform the instructor of any “-“ in the Gradebook. Any “-“ that go unaddressed may convert to a “0” at the end of the semester for final course grade calculations.

Questions about grades are required to be discussed in person during office hours. Do not email about grades.

Only grades posted to LOCUS are official.

**Rough Draft Policy**

The following emphasizes the importance that the Department of Marketing places on student proficiency in oral and written communication as an essential skill for professional success. It may be called Fatal Error policy in some classes.

*Marketing majors and Quinlan students must practice professionalism in writing.* All written assignments must meet minimal presentation standards to be acceptable. These standards address spelling, punctuation, format, and basic grammar. Specifically, consider the following as the most common “fatal errors” which appear in submissions that resemble “rough drafts” instead of final submissions. Any submission considered a “rough draft” will not earn a grade until all “errors” are removed and format requirements are maintained. Any “rough draft” submitted will receive, as the least deduction, one lowered letter grade (approximately a 10% reduction). For example, if the content of the submission represents “A” work, but the format, mechanics, grammar, etc. have **three or more distracting errors**, the highest grade to be earned by the resubmitted version is a “B:” grading of the resubmission will begin at a 43/50 as the highest possible grade.

1. Each different word misspelled;

2. Each sentence fragment;

3. Each run-on sentence or comma splice;

4. Each mistake in capitalization;
5. Each serious error in punctuation that obscures meaning;

6. Each error in verb tense or subject/verb agreement;

7. Lack of conformity with assignment format; please refer to Assignment submission requirements;

8. Each improper citation or lack of citation, where one is needed. *MLA or APA are accepted.*

Deliverables with three or more “Rough Draft” errors marked by the instructor on any single page, or more than a number specified by the instructor for the entire document, will be returned to the student(s) and subject to a grading penalty as much as a drop of one full letter grade as prescribed by the instructor. The student will need to resubmit the assignment to the appropriate Sakai revision link prior to the end of the following class session or otherwise timed by the instructor. The instructor will determine the number of resubmissions allowed and the penalty attached to each resubmission; typically only one resubmission is permitted. Penalties for finals (where there is no time for a resubmission) will be determined by the instructor. Penalties for repeated errors amongst written deliverables may also lead to more severe deduction of points i.e. do not make the same mistakes on Deliverable II that were made on Deliverable I. The instructor will look for continued improvement.

MARK311E course objectives build upon each other, so submitting “Rough Draft” deliverables will hinder progress to achieve course objectives. Additionally, less feedback will be provided, and the resubmitted deliverables will not be returned as quickly. Due to the pace of the session, as many as 3-4 weeks have passed prior to return of resubmitted deliverables. Furthermore, the Sakai Gradebook is updated to reflect those deliverables originally uploaded as final submissions when originally due. Therefore, should a Rough Draft be submitted, Sakai’s Gradebook will be adjusted at the instructor’s convenience when the resubmitted deliverable is given its ultimate grade.

This policy indicates the seriousness to which the faculty of the Department of Marketing takes writing and its positioning as a priority in business communication. This policy applies to all 200-level and above Marketing courses.

**Office Hours**

Office hours are listed on the first page of the Quinlan Syllabus. If these times are not available for a student’s (or team’s) schedule, an appointment may be scheduled and confirmed via email. A student’s email request must include 3 specific dates and times in order to be scheduled. It is recommended to make an appointment early and at least 24 hours in advance. Virtual office hours are available through use of Zoom (available via Sakai). Failure to follow-through with Office Hours appointments may lead to decreased Engagement points e.g. do not be a no show.
Often, students visit office hours after they have finished MARK311E e.g. as marketing research alumni. Be aware that marketing research alumni may visit office hours for one year after they have completed the course. After one year, it may be challenging for you to visit office hours. As your interest in this course grows, prioritize using office hours as a resource.

Office hours may not be offered during Finals Week.

Be intentional with use of office hours. This time should only be used to address questions about course materials, graded deliverables, or other relevant and appropriate conversations.

Office hours represent a standard open-door setting. Visiting during office hours follows first come, first served expectations. A typical visit lasts 15-20 minutes.

Be mindful of the Course Schedule when using office hours. Assuming no adjustments to deadlines/due dates, do not wait until the last minute to use office hours for questions about Deliverables. Should the instructor observe inadequate preparation or sloppy, last-minute attempts to fulfill Deliverable requirements, the office hours visit will be preempted.

In short, proactive communication determines productive office hours collaboration.

Finally, decisions to provide references or recommendation letters are often based on office hours interactions. If a student has never visited office hours yet requests as recommendation letter, the request will likely be denied. Should you believe that you may need a recommendation letter (particularly in semesters after MARK311E concludes or after your graduation), prioritize Office Hours.

**Email Communication**

Outlook luc.edu email will be used to communicate with Client contacts. All email communication is expected to demonstrate professionalism. See the Email Checklist available via Sakai Syllabus for ways to maintain professional email communication.

Only use luc.edu emails to communicate with Client contacts and/or the instructor.

**Students with Disabilities**

Students with a documented learning or physical disability who wish to discuss academic accommodations need to contact the instructor. It is recommended that accommodations be discussed during Office Hours. “Documented” means the disability is registered with Loyola’s Services for Students with Disabilities. Check the following web pages for further information.

http://www.luc.edu/sswd/
If disability is not documented e.g. the student has not registered with SSWD, academic accommodations are unable to be discussed or made.

**Group Work**

Group work is a part of MARK311E. A group project is a complete set of graded requirements per Deliverable rubrics. Each student with his or her name on the Deliverable Template is fully responsible for all Deliverable content. That is, each student is responsible for all parts of the assignment when a team Deliverable is submitted, not just the specific piece that may have been the student's chief (not sole) responsibility. A peer evaluation may be provided upon submission of the Deliverable. Note that individual team members' scores can increase or decrease depending on the feedback shared by other team members. For example, if three of four students in a team express similar concerns for one student's contribution, the fourth student's grade may be decreased based on the consensus of the other three students. The reversal is true for a student who receives an abundance of praise by group members for exceeding expectations.

Slack, an online collaboration tool, will be the only recognized app for internal communication within teams. Do not use GoogleDocs or other messaging tools. Evidence that tools used other than Slack may result in decreased Engagement scores.

When submitting Client Deliverables, **all team members are required to upload and submit via Sakai Assignments**. Only one team member will email the Client(s) contact(s).

Only those students enrolled in this class are allowed to attend.

**In-class Use of Devices**

Laptops, tablets, and mobile devices are ubiquitous in business. It is no surprise that these devices have also penetrated college classrooms. When used appropriately, these devices are *encouraged* in MARK311E. Laptops and tablets are especially helpful to facilitate Class and Real World Engagement. The instructor will not police the use of these devices but assumes professional use. For example, texting under the desk does not show professional posture. Do not try to hide using the device; hiding is equivalent to admission that use of the device is inappropriate. Be aware of posture and non-verbal gestures that indicate off-task usage (e.g. smiling as though immersed in a personal chat). **Also, mute volume and alerts (for AirMedia use) and disable vibrate features.**
If the instructor deems inappropriate use excessive, personal use of the device(s) will be restricted. This includes behavior that may indicate a student is working on material unrelated to MARK311E (i.e. homework for another class, off task internet usage). **Points will not be earned for Engagement.**

Active use of the Digital Media Services via [http://www.luc.edu/digitalmedia/](http://www.luc.edu/digitalmedia/) is also encouraged. Feel free to make reservations and bring needed devices to class.

As needed, remember to **charge devices or bring chargers to class**. Many of us know that outlets can be a scarcity in classrooms, so plan ahead if your device does not hold a full charge for the duration of the Engagement activities.