

### COURSE INFORMATION

Course title:	Marketing Research		
Course code:	BAMA 508	Credits:	1.5
Session, term, period:	2021W, Term 2, Period 2	Class location:	HA 133
Section(s):	MM1	Class times:	Tues/Thurs 10:00 am – 12:00pm
Course duration:	January 4 – February 3, 2022		
Division:	Marketing & Behavioural Science	Pre-requisites:	BAMA 550
		Co-requisites:	Statistics
Program:	MM		

### INSTRUCTOR INFORMATION

Instructor:	Dr. Kristin Rotte		
Phone:	N/A	Office location:	HA 351 – Marketing Seat 10
Email:	<a href="mailto:Kristin.rotte@sauder.ubc.ca">Kristin.rotte@sauder.ubc.ca</a>	Office hours:	By appointment

Teaching assistant:	TBD
Office hours:	TBD
Email:	TBD

### COURSE DESCRIPTION

This course is designed to expose students to concept of marketing research and to provide practice in conducting and evaluating it. You will gain a general understanding of research issues, learn to appreciate the complexity of research design, gain practice at analyzing statistical data, and acquire the skills needed to design specific types of marketing research. The latter portion of the course will draw on the use of SPSS statistical software, so you are advised to review this and equip yourself as necessary early on.

Many class sessions are interactive, requiring student participation in discussions and activities. These activities are designed to help you relate the concepts learnt in the classroom to the practical realities of conducting research. You will also be required to complete a variety of assignments throughout the course.

Your final grade will reflect not only your comprehension of marketing research concepts and techniques, but also the quantity and quality of your class participation and class assignments. The pace of the course is quite brisk, with new topics being introduced each class. Material introduced will build on previous topics. It is essential that you come thoroughly prepared for class each day.

### COURSE FORMAT

In terms of learning method, this course will provide a blend of lectures, hands-on exercises, and methodological discussions. Students are highly encouraged to actively participate in class discussions.

## LEARNING OBJECTIVES

By the end of the course students will be able to

- Design a research program to achieve a specific research objective.
- Identify the appropriate marketing research techniques needed to achieve a research objective.
- Analyze research results with appropriate statistics using statistical software commonly used in marketing research.
- Interpret research findings and make recommendations.

## ASSESSMENTS

### Summary

<u>Component</u>	<u>Weight</u>
Individual Assignments	20%
Group project	60%
Class participation	20%
Total	<u>100%</u>

### Details of Assessments

Detailed assignment information will be posted to Canvas.

There are various assignments during the term, which are either individual or group. Group formation will occur at the beginning of term and will remain the same throughout the term.

Each assignment will focus on a different stage of the research process. Some of the assignments will be completed in class but most will have a homework component to them. The assignments and respective proportion of your grade appear below:

### Group Project

#### **Group Assignment 1. Research proposal (10%)**

- Identify one or more key business problems, state research objective(s) and questions, and lay out a research plan (2-3 pages)

#### **Group Assignment 2. Exploratory research (10%)**

- Secondary Data Research and Exploratory Research Report (3-4 pages)

#### **Group Assignment 3. Survey creation and data capture (15%)**

- Design and submit a survey instrument (with identified scales) that will be able to collect the information required for your quantitative research (variable length). Outline your intended sample, including your population of interest, sampling procedure, survey administration method (e.g. in person intercept, online survey etc.) and intended sample size N (2 pages). Collect primary data.

#### **Group Assignment 4. Data description, analysis and final research report (25%)**

- Report details of your final sample size and configuration, sampling procedure, survey procedure, response rate, and basic demographic and sample descriptives. Determine and conduct a set of descriptives and data analysis. Report your findings and draw conclusions in a report (5-7 pages plus references and appendix) that includes your key research questions, your descriptives and analysis, graphs/visuals of results, interpretations, managerial recommendations and limitations.

#### **Individual Assessment**

##### **Individual Research Assignment (15%)**

- Qualitative Research experience: You will choose to use some form of Qualitative research (e.g., Observation, Focus Group, Interviews) to conduct on a topic of your choice. You will write up a summary of the process and the outcomes (2-5 pages).

##### **Individual Data Analysis SPSS Worksheet Assignment (5%)**

- Equip yourself for your group data analysis by learning and evidencing a basic understanding of data analysis testing in SPSS. **Worksheet will be completed in class time.** You will need access to SPSS for the assignment. The assignment will require you to determine which test is appropriate to use to answer a series of questions and to perform the correct test in each case to deliver the test results.

#### **Class Participation (20%) – In class + Discussion Boards**

Learning at this level requires a positive attitude, dedication and, of course, engagement and enthusiasm. All class sessions will be interactive, requiring students to actively participate in class discussions. We all bring experience and knowledge into the classroom, and I expect class participants to share this and benefit from it. Effective class participation includes 1) asking questions about concepts from lectures/ readings that you agree or disagree with; 2) sharing your experience or point of view with the class; 3) building on points raised by others; 4) clarifying issues or 5) relating topics discussed to previous class discussions. Direct student-student interaction is encouraged. Interaction should be both positive and courteous even if opinions differ.

Class attendance is crucial. However regular punctual attendance is a necessary, but insufficient, criterion for high-class participation grades. I will start classes on time. If you arrive late your name will be recorded. Participation is marked on a six-point scale as follows: 0 (unexplained absence), 1 (explained absence), 2 (attendance no obvious contribution/late), 3 (attendance minimal contribution/excused permitted absence\*), 4 (attendance average contribution) 5 (attendance good contribution) and 6 (full and exceptional contribution). Participation will be marked across a range of asking/answering questions in a thoughtful way in class, as well as in-class activities.

During the course there are four discussion topics posted on CANVAS to which you are expected to contribute to *after* class. These also contribute to your participation mark. If you do not post a discussion comment within the time period (usually a 7 days window), you will receive a zero with no opportunity to make up (except, of course, in cases of illness or emergency – documentation required).

## iPeer Evaluations

At the end of the term you will be asked to evaluate your group members on their contribution to the group assignments. You are adults and I expect you to manage your own groups as you would in an organization. The objective in group work is for it to be fair – you will find that when you enter the ‘real world’ and work in an organization, there will rarely be equal contribution in group projects; however, the objective will be that everyone contributes in a meaningful way. Therefore, when conducting your iPeer evaluation, I ask you to consider is whether you felt overall that, given the tasks required, the distribution of work was fair. If you feel that there was injustice in your group, you may indicate this through the iPeer evaluations. If sufficient evidence is demonstrated that some group members did not contribute reasonably, **AND** it is shown that attempts were made to include those group members and give them a chance to contribute\*, then grades for those members will be adjusted down accordingly. **Please note that this adjustment may be substantial if the evidence clearly demonstrates that a minimal contribution was made to group work by any individual.**

\*Note – if you are having a significant group issue, I would like to be notified of the issue well before the iPeer evaluation is due. However, I trust that you are all able to resolve minor issues amongst yourselves.

## LEARNING MATERIALS

Estimated cost of required materials: \$38 (textbook rental)

**Required:** McDaniel, C., Gates, R., Sivaramakrishnan, S, & Main, K. (2014). Marketing Research Essentials (2<sup>nd</sup> Canadian Ed.). Wiley. An older version is also acceptable, though you will need to make the effort to identify the specific pages for the readings yourself, since page numbers will relate to the 2<sup>nd</sup> edition. You may rent the e-book direct from [Wiley](https://www.wiley.com/en-ca/Marketing+Research+Essentials%2C+2nd+Canadian+Edition-p-9781118823361) starting at \$38 (<https://www.wiley.com/en-ca/Marketing+Research+Essentials%2C+2nd+Canadian+Edition-p-9781118823361>)

I will also likely provide some additional readings for your consideration, but those will not be required.

**SPSS statistical software:** You can download this as a student for academic purposes only (non-commercial use) . Here are the steps to do that:

1. Go to <http://download.ubc.ca/> scroll down and click on "Download Teaching and Learning Software"
2. Login with your CWL account when prompted.
3. Under the "UBC Licensed Software" section you should be able to see "IBM® SPSS® Statistics 28" click on this.
4. Add the product to your cart and check out.
5. Once installed please follow these instructions: [https://ubc.service-now.com/kb\\_view.do?sysparm\\_article=KB0014568](https://ubc.service-now.com/kb_view.do?sysparm_article=KB0014568) when it asks for an activation license key you will want to use the Authorization Code that they receive.

6. If you didn't make a note of the authorization code or had closed the window. In the top right of the UBC Downloads site you can click on "Hello, <your name>" >> "Your Accounts/Orders" >> Under "Orders and Downloads" click on "View Details" to view the Authorization Code/License key.

If you have trouble with this at all, you can call the central UBC IT Service Centre at 604-822-2008 and a phone support agent can assist you with getting SPSS installed and activated or troubleshoot any license key issues.

Should you have any further questions or require further assistance please don't hesitate to contact UBC IT at 604.822.0031.

***Additional materials recommended but not required: If you need additional help with SPSS, there are resources you can purchase or access.***

**Notes and additional readings (if needed) will be posted on the course Canvas website.**

#### COURSE-SPECIFIC POLICIES AND RESOURCES

*Missed or late assignments, and regrading of assessments*

Late submissions **without prior notice** will not be accepted and will receive a grade of zero.

#### *Academic Concessions*

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](#). If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

#### POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

##### *Attendance*

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

##### *COVID-19 Policies for Attendance & Academic Concessions:*

If a student feels unwell, they should stay home and send a courtesy email to each impacted instructor and cc their program manager. The student should also submit an [Academic Concession Request & Declaration Form](#).

If a student suspects possible COVID-19 infection, they should use the BC Ministry of Health's [self-assessment tool](#), to help determine whether further assessment or testing for COVID-19 is recommended.

If a student is required to self-isolate (e.g., while waiting for test results), they should follow the steps above (stay home, email instructor(s) and program manager, submit an [Academic Concession Request & Declaration Form](#), and follow BC Health Guidance.

Students who are required to quarantine, should get in touch with their Program Manager to discuss the possibility of academic concessions for each impacted course. The Program Manager will work closely with your instructors to explore options for you to make up the missed learning.

#### *COVID-19 Safety in the Classroom:*

**Masks:** Masks are **required** for all indoor classes, as per the BC Public Health Officer orders. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. For the purposes of this order, the term “masks” refers to medical and non-medical masks that cover our noses and mouths. Masks are a primary tool to make it harder for COVID-19 to find a new host. You will need to wear a medical or non-medical mask for the duration of our class meetings, for your own protection, and the safety and comfort of everyone else in the class. You may be asked to remove your mask briefly for an ID check for an exam, but otherwise, your mask should cover your nose and mouth. Please do not eat in class. If you need to drink water/coffee/tea/etc, please keep your mask on between sips. Students who need special accommodation are asked to discuss this with the program office.

**Seating in class:** To reduce the risk of COVID-19 transmission, please sit in a consistent area of the classroom each day. This will minimize your contacts and will still allow for the pedagogical methods planned for this class to help your learning.

Visit the following website for the most recent updates regarding COVID-19 protocol on campus:  
<https://students.ubc.ca/campus-life/returning-to-campus>

#### *Punctuality*

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

#### *Electronic Devices*

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School’s policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students’ use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

#### *Citation Style*

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:  
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

### UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

#### *Respect for Equity, Diversity, and Inclusion*

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

#### *Academic Integrity*

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

### COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

**ACKNOWLEDGEMENT**

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

**COURSE SCHEDULE**

(Subject to change with class consultation)

Class	Synchronous Or Asynchronous	Date	Topic	Readings* or Activities	Assessments
1	Synchronous	Jan 4	<b>Marketing Research Intro. The Role of Research &amp; Secondary Data</b>	Ch. 1, pp.2-24 Ch. 3, pp. 58-72; 77-81 Ch. 9, pp.268-270	Index Card will be done in class (bring small photo to class to tape onto card)
2	Synchronous	Jan 6	<b>How to Construct a Research Proposal, Problem Definition &amp; Research Design</b>	Ch. 2, pp. 30-57	Discussion #1
3	Synchronous	Jan 11	<b>Qualitative Methods I</b>	Ch.4 pp.82-102; 104-113 Ch. 9, pp. 271-276	Group #1 – Research Proposal Due
4	Synchronous	Jan 13	<b>Qualitative Methods II Focus Group Exercise</b>	Additional Readings on Focus Group Discussion Guides & Tips	Discussion #2
5	Synchronous	Jan 18	<b>Surveys I Measurement and Questionnaire Design</b>	Ch. 6, pp. 144-181; 185-191 Ch. 7 Ch. 9, pp. 276-280	Group #2 – Secondary/Exploratory Research Report Due
6	Synchronous	Jan 20	<b>Surveys II Measurement and Questionnaire Design cont. Sampling &amp; Collecting Data.</b>	Ch. 8 Ch. 11	Discussion #3
7	Synchronous	Jan 25	<b>Other forms of Primary Research (observation, &amp; test marketing). Working with Quantitative Data. Intro to SPSS using Cellphone Usage Data Set. Data Entry and Descriptives.</b>	Ch. 5 Ch. 10, pp. 294-303; 307-317, Ch. 13, pp.388-400.	Group #3 – Survey & Collection Plan Due
8	Synchronous	Jan 27	<b>SPSS: Descriptives continued using Cellphone Usage Data Set. Statistical Analysis and Interpretation of</b>	Ch. 13, pp.400-441 Ch. 14, pp. 442-459	Individual #1: Qualitative Research due



			<b>Findings I. Exploring Relationships.</b>		
9	Synchronous	Feb 1	<b>Statistical Analysis and Interpretation of Findings II. Exploring Differences.</b>  <b>Individual SPSS Worksheet Activity using Movie Data Set.</b>	Ch. 14, pp. 462-487	Individual Assignment SPSS due (Assignment done in class)
10	Synchronous	Feb 3	<b>Interpretation of Findings. Communicating &amp; Visualizing Results.</b> <b>Group work time.</b>	Ch. 15	Discussion #4
Week 6		TBA			Group #4 – Final Research Report Due
Week 6		Due day after Final Research Report			iPeer Due

\*Note – For chapter readings, I have noted specific pages that are essential to read. However, you will benefit the most from this class if you read the entire chapters.

Acknowledgment: I would like to thank Dr. Cluny South from the Marketing & Behavioural Science Division for her generosity in sharing her syllabus and approach to this course.