

### COURSE INFORMATION

Course title:	<b>Marketing Research</b>		
Course code:	BAMA 508	Credits:	1.5
Session, term, period:	2021W2, Period 4	Class location:	DL 125
Section(s):	002	Class times:	Tue/Thu 2 – 4 PM
Course duration:	March 7 – April 8, 2022	Pre-requisites:	N/A
Division:	Marketing		
Program:	MBA		

### INSTRUCTOR INFORMATION

Instructor:	Ronnie Gao, Visiting Associate Professor of Marketing		
Phone:	TBA	Office location:	HA 351
Email:	ronnie.gao@sauder.ubc.ca	Office hours:	Thursday 1 - 2PM

### COURSE DESCRIPTION

This course is designed to provide a basic understanding of the nature and scope of marketing research problems and the methods used to solve those problems, including interviews, focus groups, surveys, and experiments. Such marketing research problems are a central tool in many areas of management activity, including Entrepreneurship, Strategy, and IT, as well as in Marketing itself.

This course will help you conduct and critically evaluate commercial and non-commercial research and will add to your strategic repertoire of analytical tools useful for any business decision. The course is designed to deal with questions of marketing research at a managerial level, and will focus on rigorous analysis. All class sessions are interactive, requiring active participation in class discussions. The course will be built upon your existing statistical and analytic skills, so you are advised to review the basic fundamentals in preparation for the course. You will be required to calculate basic descriptive statistics in SPSS.

### COURSE FORMAT

In terms of learning method, this course will provide a blend of lectures, hands-on exercises, discussions and labs. Practices of analysis using SPSS software will be included. Students are highly encouraged to actively participate in class discussions.

### LEARNING OBJECTIVES

By the end of this course, students will be able to:

1. Creatively develop and analytically critique marketing strategies, marketing research designs, and the statistical methods used to provide marketing intelligence.
2. Analyze business problems using statistically-based thinking.
3. Use research information from a variety of sources to investigate business opportunities and strategies.

### ASSESSMENTS

#### Summary

<u>Component</u>	<u>Weight</u>
Class participation	10%

Individual data analysis assignment	10%
Final examination	40%
Marketing research project	<u>40%</u>
Total	<u>100%</u>

### *Details of Assessments*

#### **Class Participation (10%)**

In order to do well in this course, students are expected to attend all classes and come to class well prepared. The student's individual class participation will be assessed by the instructor. This involves an assessment of both the quantity and quality of student contributions. Students are encouraged to ask and answer questions and participate in discussions. Ask yourself "How can I be better prepared for the next class?" Read the assigned readings prior to the class and maintain an active interest in the class. The success of each class depends on the student's class involvement.

There will be no "make-up" of class participation marks due to missed classes without a valid medical certificate. Students who miss a class will receive zero marks for class participation for that missed class.

We all bring experience and knowledge into the classroom, and I expect all class participants to share this and benefit by it. For effective class participation you need to have read the assigned materials. Effective class participation includes

1. asking questions about concepts from lectures or 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. Such interaction should be both positive and courteous even when your opinions differ. Class attendance is important. Regular and punctual attendance is a necessary but not a sufficient criterion for high class participation grades. I will assume that all of you have completed the reading prior to class so that we can spend time on class exercises that simulate real world problems. Be prepared to discuss and present the assigned readings and/or problems. Your learning will be substantially enhanced if you come to class well prepared. If you are unable to attend class, you are responsible for catching up on the material covered or announcements made in class with your group members.

Positive contributions to class discussion increase your score. Attending class and not speaking has neither a positive nor a negative impact on your participation grade. Further, you can demonstrate your class commitment by diligently following course instructions, emailing me any marketing research examples from the media and/or your own industry experience, which you feel may enhance the class discussion. Failing to attend significant portions of a class session, poor preparation, and detrimental participation (including being disrespectful to any class member) decrease your participation score.

### **Individual Data Analysis Assignment (10%)**

In this course each student will complete a data analysis assignment on an individual basis. This assignment requires students to use the statistical tools covered in the course to analyze the various variables in a data set, which will be provided by the instructor. Students need to select the most appropriate stat. tools to make the analysis. They also need to justify why the stat. tool(s) they have selected are the most appropriate ones. All the analyses will be performed using the SPSS software.

### **Final Examination (40%)**

The closed-book final exam will be composed of multiple-choice/TF and a couple of short answer questions. Experience has shown that multiple choice/TF questions are a very effective way to assess student performance. They are also fair as they eliminate marker bias.

The examinations will cover material from the PowerPoint slides of lecture notes, SPSS laboratory sessions, and assigned readings from the text (Chapters 1, 3-7, 10-15). From time to time, I will cover some extra content in class that is not covered in the textbook, but that is expected to broaden/deepen your understanding of research concepts. The extra content will not be covered in the exam. Students are not permitted to bring any course related material to the exam. No electronic dictionaries and cell phones are permitted during the exam. You may use a calculator without internet access. Multiple versions of the exams may be administered.

**Makeup Exams:** It is your responsibility to ensure you are available and prepared to write the exam on the scheduled date. **There is no make-up exam.** If you miss the exam, you will receive zero mark. Exceptions may be made for documented medical reasons or extenuating circumstances. In such a case, it is the responsibility of the student to inform the instructor immediately. Notification on, or after the examination day, is not acceptable.

### **Group Research Project (40%)**

As an integral part of this course, students are required to do a research project in a group setting. The whole group is responsible for decision-making and contributing in completing the project tasks. Each group is required to do an original research project. The topic for research project is:

#### **Study the effects of fair trade coffee on consumer behavior**

The purpose of this study is to understand the buying behavior of consumers with regards to how much, if any, importance is given to fair trade coffee. Students are expected to address the following research questions, in addition to other research questions they may come up on their own: *Do consumers care that the coffee they are drinking is fair trade? Are consumers willing to pay premium for fair trade coffee? Are fair trade coffee consumers more loyal than traditional coffee consumers? Does it help create a positive image for the coffee stores to sell fair trade coffee? Can selling fair trade coffee be more profitable for coffee stores?*

Students are discouraged from researching their own employer or from researching people in which they may have power-over relationships. Students must bear expenses, if any, for the project themselves.

The following project assignments are required from each group which must be submitted by the due time and dates. **Use Calibri font of size 12 point, 2 lines spacing, left-justified, 1-inch margins**

**on all sides.** The assignment will be evaluated on both content and writing style. Ensure that all group members were given the opportunity to read and proofread the assignment prior to submitting it. **If a group member does not contribute to the assigned project task, he/she will get zero marks for that assignment.** For further information about this, please refer to the Peer Evaluation section/form in this outline.

- I. **Focus Group Report (10%):** Each group is required to conduct a focus group session to gain further insight and information for your research. Submit a report (not a transcript) detailing the key insights the focus group generated. Do not tape or record the focus group session, but handwrite it and use flip charts. All participants should be non-group members to avoid biasness. Each group must obtain all focus group participants consent prior to conducting the focus group. An example of a Focus Group Consent form is provided at the end of this document. All completed consent forms must be submitted with your focus group report. *Include the moderator's guide as an appendix in your report.* Total number of pages should not exceed ten, double-spaced (excluding tables, figures, appendix, and reference list, if applicable). A focus group report sample will be provided.
- II. **Group Presentation (10%):** Each group is required to do an oral presentation. Each member of the group must present. Each group presentation should be no longer than **12 minutes** and have a maximum of 15 presentation slides. After each presentation, there will be a question and answer session (around 5 minutes per group). Prior to your presentation, please provide your instructor with a copy of your PowerPoint slides. Your final presentation will be evaluated by your peers and the instructor. Students are required to attend all group presentations; otherwise, full individual presentation marks will be deducted for leaving early or arriving late.
- III. **Marketing Research Plan Report (20%):** Each group is required to submit a written marketing research plan report, along with the SPSS data file. The report should be 30 - 40 pages (main body, excluding title page, executive summary, tables, figures, appendix, and reference list, if applicable). **Use Calibri font of size 12 point, 2 lines spacing, left-justified, 1-inch margins on all sides.** Your research plan report should include the following content: Title Page, Table of Contents, Executive Summary (one page maximum), Introduction, Research Objectives, Methodology (secondary research, focus group, questionnaire design, sample design, and data collection plan), Data Analysis Plan, Research Limitations and Reference List. The Title Page should contain the full names of group members, the name of the course, the date of submission, the report title and the instructor's name.

**No late submissions for any of the above project deliverables will be accepted. Zero marks will be assigned to any missed or late report.**

**Re-grading:**

Re-grade requests on any components of your course grade must be submitted within 10 days from when the assignment (i.e., homework, exam, etc.) is returned. Along with the graded assignment, you must attach a letter explaining why you are requesting a re-grade. While I will consider the specific concerns cited in your letter, I will re-grade the entire assignment. Your grade may go up or down and the new grade is final. Please remember that small changes in your grade on a single assignment typically do not affect your overall course grade.

### LEARNING MATERIALS

- **Required:** Babin and Zikmund. *Exploring Marketing Research, 11th Edition*. Nelson. ISBN-10: 1305263529; ISBN-13: 9781305263529
- **Companion Website:** [http://www.cengage.com/cgi-wadsworth/course\\_products\\_wp.pl?fid=M20b&product\\_isbn\\_issn=9781305263529&template=nelson](http://www.cengage.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9781305263529&template=nelson)
- **Software:** SPSS Statistics software is used for this course.

### COURSE-SPECIFIC POLICIES AND RESOURCES

#### *Missed or late assignments, and regrading of assessments*

Late submissions 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 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 x<sup>w</sup>məθk<sup>w</sup>əy̓əm (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)

<b>Class</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assessments Due</b>
1	March 8, 2022	Overview and Syllabus		Group Forming
2	March 10, 2022	The Role of Marketing Research and Marketing Research Process	Ch 1, 3	
3	March 15, 2022	The Human Side of MR; Secondary Data	Ch 4, 6	
4	March 17, 2022	Qualitative Research, survey research	Ch 5, 7	
5	March 22, 2022	Measurement Questionnaire design	Ch 10, 11	
6	March 24, 2022	Sample Design	Ch 12, 13 (Sample Size Determination section in Ch 13 only)	
7	March 29, 2022	Data Analysis 1 (Descriptive analyses, Cross-tab, one-sample t-test)	Ch 13, 14, 15	Focus Group Report Due
8	March 31, 2022	Data Analysis 2 (Independent sample t-test, and ANOVA, correlation, and regressions)	Ch 15	Individual Data Analysis Assignment due
9	April 5, 2022	Group project presentation		Presentation Slides Due Marketing Research Plan Report due
10	April 7, 2022	Group Project Presentation		Final presentation evaluation form due
	<b>TBA</b>	<b>Final Exam</b>	<b>Ch 1, 3-7, 10-15</b>	



**Evaluation Form for Group Final Presentation**

Your Name: \_\_\_\_\_ Your Group No: \_\_\_\_\_

Title of Presentation: \_\_\_\_\_ Date: \_\_\_\_\_

Presenting Group No: \_\_\_\_\_

On a scale of scale of 1 to 10, where **1 = Very Poor and 10 = Excellent** or N/A if not applicable, rate the presenting group on the following attributes. **Please be fair and honest in your evaluation.**

Evaluation Attributes	Score
<b>PowerPoint</b> , if applicable (Well prepared and easy to read slides)	
<b>Content Delivery</b> (The material was clearly explained and presented; A variety of techniques were used to present the material)	
<b>Group Organization</b> (Each group member was knowledgeable about his/her particular section and the group worked together as a cohesive unit)	
<b>Enthusiasm</b> (Presenters were enthusiastic on the topic and had a clear command of the material)	
<b>Learning Outcome</b> (The topic was clearly presented and discussed; The presentation held your interest and was useful)	
<b>Audience Interaction</b> (The group secured the audience's attention; They made eye contact; The audience was engaged during the presentation)	
<b>Handling Questions</b> (The questions were answered clearly and appropriately; The presenter repeated the questions when not understood)	
<b>Total Score</b> (out of 70)	

**Please write below, your specific comments (what was done well and what could be improved on) regarding the presentation (Please use back of page if necessary):**

**Focus Group Consent**

Thank you for agreeing to participate in this focus group. This focus group is a part of a research study currently being carried out by a group of students at the Sauder School of Business from the University of British Columbia. The purpose of this study is to \_\_\_\_\_.

We will be taking notes during the focus group discussion. All information obtained during the focus group will be kept confidential. Your name will not be associated with any comments you make during this discussion. We ask you to also respect the privacy of the other participants and not repeat what is said in the focus group to others.

Your participation is voluntary. The focus group will take approximately 45 minutes. You may refuse to answer any questions and may stop taking part in the focus group at any time. If you wish to withdraw your comment from the focus group, please advise the moderator by the end of the session. There are no foreseeable risks involved in this study; however, it is not possible to guarantee a participant's anonymity as the focus group participants could recognize each other. There are no direct benefits to you by agreeing to be in this focus group. If you have any questions or concerns about the focus group, please contact me at (research coordinator e-mail address: \_\_\_\_\_) or our course instructor, Dr. Ronnie Gao at ronnie.gao@sauder.ubc.ca. If you agree to take part in the focus group, please sign the Consent Form and Non-Disclosure Statement below.

If you want to be debriefed about the results of this research, please leave your email address: \_\_\_\_\_, so that we can reach you after the project is complete.

**CONSENT AND NON-DISCLOSURE STATEMENT:**

**DECLARATION**

I have read the information presented in this consent form. I have had the opportunity to ask questions about my involvement in this focus group and receive any additional details.

I understand that I have the right to withdraw from the session at any time and that confidentiality of all results will be preserved.

By signing below I agree to participate in the focus group. I agree to maintain the confidentiality of the information discussed by all participants and researchers during the focus group session.

Name of Participant: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Witness: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_