COURSE INFORMATION

Course title:	Marketing Research		
Course code:	BAMA508	Credits:	1.5
Session, term, period:	2022S Period 2	Class location:	BAMA508 DD1; DD2 HA132
Section(s):	DD1; DD2	Class times:	Tues/Thurs DD2 2-4: DD1 4-6 PST
Course duration:	July 26 – Sept 3, 2021	Pre-requisites:	n/a
Division:	Marketing	Co-requisites:	n/a
Program:	MMDD		

INSTRUCTOR INFORMATION

Instructor:	Cluny South, PhD		
Phone:	Cell: 778-988-9486	Office location:	HA584B
Email:	Cluny.south@sauder.ubc.ca	Office hours:	In person Tuesday 12.45-1.45pm and by apt. Remote Office Hours by apt: https://ubc.zoom.us/j/7789889486

Teaching assistants:	Yang Yang & Lyra Shi
Office hours:	TBA
Email:	TBA

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

Classes will be in-person and will be delivered during the scheduled class times. Class time will be a combination of lecture, discussion, project worktime and activities.

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

Component	Weight
In-class Participation	10 %
Individual Data Analysis Assignment	10 %
Group Project Assignment (3 Deliverables)	50 %
Weekly Thought Discussions (Canvas)	20 %
In-class iClicker Questions	10 %
Total	100%

Details of Assessments

Group Assignments (50%)

There are three group assignments during the term, which are part of the group project. Groups will be formed by the instructor at the beginning of term and will remain the same throughout the term.

Each of these assignments will focus on a different stage of the research process. While some parts of the assignments will be completed in class the majority will be completed as homework. The assignments and respective proportion of your grade appear below:

Group Assignment 1. Exploratory Report & Research proposal (15%)

o Carry out exploratory secondary data research along with primary qualitative research. Report findings.
o Based on your exploratory research identify one or more key business problems, state research objective(s) and questions, and lay out a research plan (4-6 pages)

Group Assignment 2. Survey creation and data capture (15%)

o 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 3. Data description, analysis and final research report (20%)

o   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 Assignment: Data Analysis SPSS Worksheet (10%)

o   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. You will also be required to report the results in APA style.

In-class Participation (10%)

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.

In-person 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. If you are late more than one occasion you may not be allowed to attend class on the next occasion. Participation is marked on a six-point scale as follows: 0 (unexplained absence), 1 (explained absence), 2 (attendance no obvious contribution/late/MIA), 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.

iClicker In-class Quizzes (10%)

During class time there will be regular iClicker questions asked of you to ensure that you are keeping up with assigned reading, and engaging with class materials (including videos). To minimise technical issues please be careful to set up iClicker in advance on a mobile device that you bring to the classroom. Be sure to login to the correct section of class before class begins, and to update your iClicker settings regularly. Technical issues sometimes occur despite the best preparations. As a back-up I will also run a 'silent zoom session' during class. Login details will be posted on canvas. You are invited to join the

zoom class and may post answers to the iClicker questions on zoom chat in the case of an emergency. Format: Name, Question #, Answer. Time stamps on zoom and iClicker will be adhered to, ensuring only answers posted before the end of the iClicker poll are accepted. Note this is an emergency service, to be used as an last resort only, and may not be used as an alternative to correctly setting up iClicker, or troubleshooting any problems.

Canvas Discussions (20%)

During the course there will be five discussion topics, worth 4% each, posted on canvas to which you are expected to contribute. Discussion comments are graded on the insightfulness of the comment and its contribution to the general discourse. You are therefore encouraged to read prior comments first to ensure you are not merely repeating a point already made, but are bring up a novel idea or building on prior discussion. Discussions are graded on a 0-4pt scale, with zero being no additional contribution made, or no comment and 4 being very thoughtful insightful or novel well-articulated contribution.

iPeer Evaluations

At the end of the term you will be asked to evaluate your group members on their contributions to the group assignments. You are adults and I expect you to manage your own groups as you would in an organization. In the real world of course group contribution is never going to be perfectly equal. What I ask you to consider is whether you felt overall that, given the tasks required, the distribution of work and effort put in by each group member 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 (i.e. up to 100% deduction) if the evidence clearly demonstrates that a unreasonably poor contribution was made to group work by any individual.

LEARNING MATERIALS
Estimated cost of required materials: $30-38.

Required Textbook: McDaniel, C., Gates, R., Sivaramakrishnan, S, & Main, K. (2014). Marketing Research Essentials (2nd 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 2nd edition. You may rent the e-book direct from Wiley starting at $38. Amazon is also selling second hand hard copies from $30 + shipping.

Optional Textbook: Cuttler, C. (2014). A Student Guide to SPSS (2nd Ed). Kendall Hunt. (**Note:** This is a relatively low-cost optional resource ($16-50) with an easy-to-follow guide to help students learn basic data analysis and interpretation using SPSS software. If purchased as new, it comes bundled with a code for a download of SPSS.)

Notes and additional readings will be posted on the course Canvas website.

Other Requirements: SPSS STATISTICAL SOFTWARE CLASSIC INTERFACE Standard Edition, version #18-28.

SPSS is required for the course from Class 7 onwards. If purchased new, the optional textbook second edition comes bundled with a free limited features download of SPSS version #22 lasting 6 months. The first edition of the textbook comes with an SPSS disc for an older (but still useable) version. Other options are as follows:

- Rent SPSS (approx. $50 for 2 activations) from one of these sources: IBM SPSS.
- Access SPSS **for free** via the UBC downloads site following the instructions below:

Active Students at UBC have access to SPSS Statistics (currently version 28 though the Software Downloads site). To get a license do the following:

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 look for "IBM® SPSS® Statistics 28" and 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 when it asks for an activation license key use the Authorization Code that you have received.
6. What to do if you didn't make a note of the authorization code or have 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. Note: Any problems contact 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.

- SPSS is also available as a 2-week free trial from IBM SPSS directly. Since we will only be working with SPSS for the final 4 classes this could be considered an option.

Please note that the Premium version of SPSS is not required. Please note the version # of SPSS doesn't essentially matter too much since it hasn't changed significantly since version #18. Do also make sure that when choosing the version # to rent or download (ie between versions # 23-28) you choose a version that is compatible with your computer operating system. For example Mac OS 10.15 only works with SPSS version #26.

Please ensure at very minimum you have an operational version of SPSS on your computer for class 9 since you will be completing an individual assignment requiring its use. While you may also analyze data using alternative statistical software if you prefer analysis using this software will not be taught or supported in class, and you will need to learn to read and interpret output from SPSS (and will be tested on this in class 9).

COURSE-SPECIFIC POLICIES AND RESOURCES
Missed or late assignments, and re-grading 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 https://webforms.sauder.ubc.ca/academic-concession-rhlee. 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.

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

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another program/website for an in-class activity. Feedback from students indicates that personal devices are the number one distraction from effective learning and participation in the online learning environment.

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.

Academic Freedom and Students Studying from Outside Canada

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0 for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: http://academic.ubc.ca/support-resources/freedom-expression

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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.

ONLINE TEACHING TOOL & REQUIREMENTS

This course will be taught using Zoom for synchronous classes and office hours.

For this course, you are required to use a Zoom account during synchronous classes and office hours. If you do not have a Zoom account, you can create one here: https://zoom.us/signup. Note: creating a Zoom account requires that you provide a first name, last name, and email address to Zoom. For privacy purposes, you may consent to using your existing email address and your real name. Alternatively, if you prefer, you may sign up using an alternative email address and an anonymized name that does not identify you (i.e. Jane Doe, jane.doe@email.com). If you have trouble creating an account, or accessing a Zoom session, please contact CLCHelp@sauder.ubc.ca. You will be required to provide the email address associated with your Zoom account in a Canvas quiz for identification purposes.

To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, both students and instructors are required to have their cameras on during Zoom sessions. Students who require an accommodation with regard to the "camera on" requirement must contact their instructors in advance of the first class to discuss options. As professional graduate students, students are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, refraining from using any other technology when in-session, attending in business casual dress (at a minimum), and participating from a quiet environment. Content from synchronous sessions will be selectively recorded per instructor discretion and made available to students on Canvas for a maximum duration of the course length. This is done to allow students the opportunity to return to lecture content to solidify learnings.

COURSE SCHEDULE
(Subject to change with class consultation)

Class	Date	Topic	Readings or Activities	Assessments due
1	July 26	**Marketing Research Intro. Intro to the Research Case. The Role of Research & Secondary Data Team Matrix & Secondary Data Quiz Activity**	Alternative Proteins BG Document Ch. 3, pp. 58-66 Optional: Ch. 1, pp.2-14 Ch. 9, pp.268-270	
2	July 28	**How to Construct a Research Proposal, Problem Definition & Research Design**	Ch. 2, pp. 30-51	Discussion #1
3	August 2	**Qualitative Methods I**	Ch.4, pp.82-95; 99-102; 104-108 Optional: Ch. 9, pp. 271-273 and Customer Surveys are no substitute (HBR)	
4	August 4	**Qualitative Methods II Focus Group Exercise**	Optional: Additional Readings on Focus Group Discussion Guides & Tips	Discussion #2

5	August 9	**Surveys I** **Measurement and Questionnaire Design**	Ch. 6, pp. 150-161; 178-184 Ch. 7, pp.199-220 Optional: Ch. 9, pp. 276-280	Group #1: Exploratory Research Report & Proposal Due
6	August 11	**Surveys II** **Measurement and Questionnaire Design cont. Sampling & Collecting Data. Group work time.**	Ch. 8, pp. 248-256, Ch.10, pp. 295-303; Ch. 11, pp. 327-337 Optional: Additional Reading (Optional): Burns, Veek & Bush (2017)	Discussion #3
7	August 16 *** Note combined class today 2-4pm**	**Guest Speaker from Lux Observational Research** **Working with Quantitative Data. Intro to SPSS using Cellphone Usage Data Set. Data Entry and Descriptives.**	An Anthropologist walks into a bar (HBR) Ch. 13, pp.388-400.	Group #2: Survey & Collection Plan Due
8	August 18	**SPSS: Descriptives continued using Cellphone Usage Data Set.** **Statistical Analysis and Interpretation of Findings I. Exploring Relationships.**	Ch. 13, pp.401-430, Ch. 14, pp. 443-461	Discussion #4
9	August 23	**Statistical Analysis and Interpretation of Findings II. Exploring Differences.** **Individual SPSS Worksheet Activity using Movie Data Set.**	Ch. 14, pp. 462-479	Individual #1: Data Analysis Assignment carried out in class.
10	August 25	**Interpretation of Findings. Communicating & Visualizing Results. Group work time.**	Ch. 15, pp. 489-493	Discussion #5
Final Deliverables	Week of August 28			Group #3: Final Research Report Due
	Sept. 3			iPeer evaluation due