

### COURSE INFORMATION

Course title:	Marketing Research	Credits:	1.5
Course code:	BAMA508	Class location:	HA 337
Session, term, period:	Summer 2023	Class times:	Saturdays 3 <sup>rd</sup> June, 8 <sup>th</sup> July, 22 <sup>nd</sup> July
Section(s):	301	Pre-requisites:	n/a
Course duration:	June 3, July 8, and July 22, 2023	Co-requisites:	n/a
Division:	Marketing		
Program:	PMBA		

### INSTRUCTOR INFORMATION

Instructor:	Dr Cluny South	Office location:	584b
Phone:	778-988-9486	Office hours:	By appt.
Email:	cluny.south@sauder.ubc.ca		

### 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 & interpreting basic statistical data, and acquire the skills needed to design specific types of marketing research. You will also be required to complete a variety of assignments throughout the course. Materials introduced each session will build on previous topics. It is essential that you come thoroughly prepared for class each day.

### COURSE FORMAT

Class time will be a combination of lecture, discussion, project worktime and activities. 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. Delivery is in-person.

### LEARNING OBJECTIVES

By the end of the course students will be able to

- Develop a basic research program to achieve a specific research objective.
- Identify the appropriate marketing research techniques needed to achieve a research objective.
- Analyze simple research results using statistical methods commonly used in marketing research.
- Interpret research findings and make recommendations.

### ASSESSMENTS

#### Summary

<u>Component</u>	<u>Weight</u>
Individual Assignments #1 & #2	30%
Group Assignment #1	15%

Group Assignment #2	30%
Post Class Discussions (9%) + Intro Survey (1%)	10%
Class participation	15%
Peer Review (-10% of total group assignment grade if not submitted)	

**Total** **100%**

*Details of Assessments*

During the term, there will be several individual or group assignments. Some of these will be completed in class, and others will require homework. Each assignment will focus on a different stage of the research process. The assignments will improve your research skills and prepare you for the final presentation.

**Individual Assignment #1 (15%) Due 5pm July 7th**

Individual analysis of The Blue Mountain Case.

**Group Assignment #1 (15%) Due 5pm July 21st**

Research Proposal & Measurement Instrument.

**Individual Assignment #2 (15%) Completed in class July 22nd**

Research Analysis & Interpretation.

**Final Group Project Presentation & Report (30%) Due August 5th**

Remote Recorded Presentation (10%) and Project Report (20%)

**Peer review of group project members Due midnight August 6th**

**Discussions (on Canvas) 9% Due midnight on Sundays after class**

Individual analytical reflection on materials and activities (complete after each class)

**Class Participation (15%)**

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 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.

**LEARNING MATERIALS**

All readings, cases, files and preparation videos will be posted on Canvas.

## 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. Re-grade requests on any components of your course grade must be submitted within 10 days from when the assignment (i.e., homework or the final project) 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. Please remember that small changes in your grade on a single assignment typically will not affect your overall course grade.

TCPS2 Ethics certificate **MUST** be uploaded to Canvas prior to data collection. No certificate = no data collection. This certificate was completed as part of your Pre-PMBA Program Checklist – please confirm that you’ve completed it via your Canvas program site. If you never completed it, please do so before BAMA 508 starts.

### **Peer evaluations:**

At the end of the course you will be asked to evaluate your group members on their contributions to the group assignments. In the real world 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 group project grades for those members may be adjusted down accordingly. Please note that this adjustment may be substantial (i.e. up to 100% deduction of the group component) if the evidence clearly demonstrates that a unreasonably poor contribution was made to group work by any individual.

### *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.

### *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.

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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	Class Topic	Readings & Activities	Assessments due
<b>Friday 2<sup>nd</sup> June</b>			<ul style="list-style-type: none"> <li>• Individual Intro Survey due (1%)</li> <li>• Upload TCPS Ethics Certificate</li> <li>• Submit Volunteer request for Focus Group Activity in class 1 (free pass on one discussion)</li> </ul>
<b>Sat 3<sup>rd</sup> June 8.30-10.15</b>	Research Functions. Objectives & Problem Definition. Research Process	Ch. 1: Role of Research (Babin et al) Ch.2: The Research Process (Callegher et al)	

10.30-12.00	Research Proposals. Research Designs. Secondary data.	Ch.4: Qualitative Research Designs (Hair)	Secondary Data Scavenger Hunt in class on blue mountain case?
1.00-2.15	Qualitative Methods I	HBR Article: Customer Surveys are no Substitute HBR Article: An Anthropologist Walks into a Bar ( <i>Optional</i> )	
2.30-4.00	Qualitative Methods II	Qual Activity (Focus Group) in Class	
<b>Sunday 4<sup>th</sup> June</b>			<ul style="list-style-type: none"> <li>Submit Discussion #1 (midnight)</li> </ul>
<b>Friday 7<sup>th</sup> July</b>			<ul style="list-style-type: none"> <li>Individual Assignment #1 due (Blue Mountain Case, 5pm)</li> <li>Group composition request cut off (12noon)</li> </ul>
Sat 8 <sup>th</sup> July 8.30-10.15	Surveys 1	Chapter 8: Measurement & Questionnaire Design (Burns & Bush)	
10.30-12.00	Surveys 2	The Blue Mountain Case	
1.00-2.30	Blue Mountain Case Discussion		
2.45-4.00	Sampling & Group Assignment #1	Chapter13: Basic Sampling Issues (McDaniel & Gates)	
<b>Sunday 9<sup>th</sup> July</b>			Submit Discussion #2 (midnight)
<b>Friday 21<sup>st</sup> July</b>			Group Assignment #1 due (Research Proposal & Measurement Instrument, 5pm)
Sat 22 <sup>nd</sup> July 8.30-10.15	Research Results	Ch.14 Basic Data Analysis (Babin)	
10.30-12.00	Research Analysis & Interpretation	Ch.14 Relationships & Differences (McDaniel et al)	
1.00-2.15	Analysis & Interpretation	Individual Assignment #2 completed in class	
2.30-4.00	Communicating Results	Ch.13 Communicating Results (McDaniel & Gates)	

<b>Sunday 23<sup>rd</sup> July</b>			Submit Discussion #3 (midnight)
<b>Saturday 29<sup>th</sup> July</b>			Advised Data Collection cutoff
<b>Saturday 5<sup>th</sup> August</b>			Group Assignment #2 due midnight (Recorded Presentation of Findings & Recommendations + Written Report)
<b>Sunday 6<sup>th</sup> August</b>			Peer review for group assignment work due (midnight)