

COURSE INFORMATION

Course title:	Marketing Research	Credits:	1.5
Course code:	BAMA 508	Class location:	HA 335
Session, term, period:	2022W, Period 3		
Section(s):	MBA	Class times:	Tue/Thu, 10:00-12:00
Course duration:	Jan 3, 2023 to Feb 03, 2023	Pre-requisites:	n/a
Division:	Marketing	Co-requisites:	n/a
Program:	MBA		

INSTRUCTOR INFORMATION

Instructor:	Nathanael Arney	Office location:	HA 351; Zoom
Email:	nathan.arney@sauder.ubc.ca	Office hours:	Mon 12:00-14:00 Pacific (by appt);
Phone:	604-825-1235		

Teaching assistant: [TBA]
Email: [TBA]

COURSE DESCRIPTION

This course is designed to expose students to the nature and scope of marketing research and to provide practice in conducting and evaluating it. You will develop a general understanding of research issues, learn to appreciate the complexity of research design, gain practice using a variety of research methods, and develop your skills at analyzing both qualitative and quantitative data. The latter portion of the course will draw on your statistical skills, so you are advised to review these early on.

All class sessions are interactive, requiring active participation in class discussions. You will be required to read and understand your textbook and complete a variety of assignments throughout the course. These activities are designed to help you relate the concepts you learn in the classroom to the practical realities of conducting research.

Your final grade will reflect not only your comprehension of marketing research concepts and techniques as tested through the final exam, 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 week. Material introduced will build on previous topics. It is essential that you prepare and be on top of assigned readings and class assignments.

Throughout this course you will be introduced to various tools to enable your success. In today's environment this includes some programming, and so it is recommended that you complete the free (and short) Datacamp Intro to Python for Data Science.

COURSE FORMAT

In terms of learning method, this course will provide a blend of lectures, case studies, hands-on exercises, and methodological discussions. Data analysis using Python will be included, no previous programming experience is expected. 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>
Final Exam	20 %
Individual Assignment & Quizzes	20 %
Group Project Assignment (3 Deliverables)	50 %
In Class Participation	10 %
Total	100%

Details of Assessments

Individual Research Assignment (15%)

You will choose a form of Qualitative research (e.g., Observation, Focus Group, Interviews) and conduct a study on a topic of your choice, not related to your group project. You will write up a summary of the process and the outcomes (2-5 pages).

Individual Quizzes (5%)

Equip yourself for your group project by learning and evidencing an understanding of research methods and data analysis in a weekly Canvas based quiz.

Group Project Assignment: Part 1, Exploratory Report & Research proposal (15%)

Carry out exploratory secondary data research along with primary qualitative research and report your findings. Based on your exploratory research identify a marketing related business challenge leading to a research objective and question, then lay out a research plan (4-6 pages).

Group Project Assignment: Part 2, 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 Project Assignment: Part 3, Data description, analysis and final research report (20%)

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.

Final Exam (20%)

The exam will consist of a combination of multiple-choice and long answer questions. It will be closed book, however you will be able to bring one page (double sided) of notes. The exam will focus on the material covered in class. However, we cannot cover all topics in depth, so it is up to you to cover the readings for a more complete understanding of the material. In addition, not all concepts in class appear in the textbook; thus it is important that you do not miss class. The final portion of the course utilizes statistical analysis and interpretation. If your statistics class was particularly challenging for you, please review this material carefully well ahead of time. A basic knowledge of statistical methods is assumed for this course.

In-class Participation (10%)

Learning at this level requires a positive attitude, dedication and, of course, engagement and enthusiasm. We all bring experience and knowledge into the classroom, and I expect class participants to share this and benefit from it. For effective class participation students should read the assigned Canvas materials before the class session. A significant portion of class time will be devoted to in-class discussions, applying concepts you have uncovered via the readings, analysing cases, and group projects. To facilitate ease of grading, please sit in the same seat regularly. Quality of conversation is more important than quantity in terms of class participation. 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.

LEARNING MATERIALS

Required Reading Materials:



Title: Marketing Research 12th ed.

Author: Carl McDaniel Jr.; Roger Gates

Publisher: Wiley

ISBN: 1119716314

Available on-line through most book retailers, as a Kindle edition, and at the UBC Bookstore. Reading the book before class begins is advisable.

Datacamp: Intro to Python for Data Science (free short course):

<https://www.datacamp.com/courses/intro-to-python-for-data-science>

Additional unit by unit readings will be posted in Canvas

Qualtrics

You can access <https://ubc.qualtrics.com> for free using your CWL account.

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:

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 advance notice

Class	Date	Topic	Readings/Cases	Assessments due
1	03-Jan	Introduction to Marketing Research	Class prep on canvas	
2	05-Jan	Research Design	Class prep on canvas	Quiz
3	10-Jan	Qualitative Methods 1	Class prep on canvas	Quiz
4	12-Jan	Qualitative Methods 2	Class prep on canvas	Individual Research Assignment
5	17-Jan	Survey Design	Class prep on canvas	Group Project Assignment: Part 1
6	19-Jan	Data Collection	Class prep on canvas	Quiz
7	24-Jan	Data Analysis & Interpretation 1	Class prep on canvas	Group Project Assignment: Part 2
8	26-Jan	Data Analysis & Interpretation 2	Class prep on canvas	Quiz
9	31-Jan	Data Analysis & Interpretation 3	Class prep on canvas	Quiz
10	02-Feb	Reporting Research Insights	Class prep on canvas	Group Project Assignment: Part 3
Exam Week	Jan 6-11		Class prep on canvas	Final Exam