

### COURSE INFORMATION

Course title:	<b>Marketing Research</b>	Credits:	2
Course code:	<b>BAMA 508</b>	Class location:	HA
Session, term, period:	2023W2, Period 3	Class times:	Tu/Th 2-4pm
Section(s):	001	Pre-requisites:	BAMA 550
Course duration:			
Division:	Marketing		
Program:	MBA		

### INSTRUCTOR INFORMATION

Instructor:	Yi Qian, Associate Professor of Marketing and Behavioral Sciences		
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### 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, experiments, and web-tracking paradigms. 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 and marketing intelligence at a managerial level, and will focus on rigorous analysis rather than statistical calculation. 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 Excel or a related package such as SPSS, but this will not be a hands-on course in statistical package usage. However, complex statistical tools will be demonstrated and discussed.

### COURSE FORMAT

In terms of learning method, this course will provide a blend of lectures, case studies, hands-on exercises, and methodological discussions. Practices of analysis using R 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.

**SUSTAINABLE DEVELOPMENT GOALS (SDGS)**

At UBC Sauder, we are committed to responsible business practices that can have transformative impacts on society. One of the ways we are reinforcing our commitment to responsible business is by showcasing relevant content in our courses via the lens of the United Nations Sustainable Development Goals. In this course, we will touch on topics that relate to the following goals:

Sustainable Development Goal	Description of how and when the goal is covered in the course.
<p><b>GOAL 3: Good Health and Well-being</b></p> 	<p>In week 1, we will have a few cases to show the negative impacts of marketing on consumer health and well-being, as well as potential ways to mitigate these through marketing research. These topics will be revisited in week 3 with a small-group discussion and in week 4 with survey design techniques to account for consumers' psychological well-beings. We will do various exercises throughout, with an exciting visit from the Move-U crew in one of the classes.</p>
<p><b>GOAL 12: Responsible Consumption and Production</b></p> 	<p>In weeks 1, we will learn a framework that will allow us to think critically about the important role marketing researchers have in terms of impacting responsible production and consumption. In the following weeks, we will apply this framework in various cases and experiential learnings to practice more responsible research and marketing decisions based on knowledge and data on consumer behaviours.</p>
<p><b>Goal 10: Reduced Inequality</b></p> 	<p>In the second-half of the course, we will have reading, lecture content, and group discussions on how segmentation can treat consumers differentially based on various demographic differences, which can impact consumers' access to different products and services.</p>
<p><b>Goal 9: Industry, Innovation and Infrastructure</b></p> 	<p>In week 2, we will learn qualitative research methods for concept exploration and generation in new-product development. In weeks 4-5, we will learn quantitative survey designs for concept testing, which is another crucial step for innovations. In weeks 7-12, we will discuss various cases on marketing research in technology, entrepreneurship, and social enterprises.</p>

## ASSESSMENTS

### Summary

<u>Component</u>	<u>Weight</u>
Assignments	40%
Peer evaluations	10%
Final exam	35%
Class commitment	<u>15%</u>
Total	<u>100%</u>

### Details of Assessments

#### Assignments

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 exam. The penalty for late assignment will be proportional to the time of being late for. Please see more details on the assignment due dates and penalty at the end of this document.

Individual assignments have to be tackled and completed individually with no group discussion. Group assignments must be prepared individually for each group. Sharing work across groups is strictly prohibited in line with the RHL Academic Misconduct Regulations. Each self-enrolled group has 5-6 team members. You will stay in the same team for all the group assignments. Peer evaluations will be conducted at the end of semester.

#### Peer Evaluations

Peer evaluations will be completed at the end of the semester to provide feedback on how team members think each member (including their own) is contributing to the team's assignments. Individual grades on group assignment may be subject to adjustment following my review of peer evaluations. Reductions can be significant, ranging from a decrease of 10% to a decrease of 100% if an individual has contributed little or nothing to the team's work. In most instances, where team members are reliable and contribute, no adjustments are made.

Students are required to complete both of these peer evaluations by the specified deadlines. Failure to complete the evaluation will result in a 10% reduction in the final mark received for this course. Please ensure that you complete the peer evaluations on time.

#### Class Participation/Commitment

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. You should submit a printout that includes a passport size photo, your name, e-mail address and a contact phone number. You should also include a short statement that describes any marketing experience you have had and what your future plans and goals are. I will use this roster to keep track of your class participation grade.

Rather than merely rehashing concepts from the textbook, class sessions will be devoted to extending and applying concepts. 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-mate(s).

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.

#### **Exam**

The exam will be a case analyses with a set of detailed questions to guide you along. It will be completed individually. You may consult only the lecture materials and your own graded assignments for this exam. No other references are allowed. You have until Thurs. April 16<sup>th</sup> 11:59pm to complete this take-home exam. Please submit on Canvas before the due time. Late exams will NOT be accepted.

#### **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 and the final exam) 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: The background readings, cases, or articles will be assigned for most classes. They will be available on Canvas or through library links.

Estimated cost of required materials: \$0-10

Additional materials recommended but not required: Feinberg F., T. Kinnear, and J. Taylor, Modern Marketing Research: Concepts, Methods and Cases, 2<sup>nd</sup> edition, Cengage Learning.

The text provides a more detailed description of Marketing Research and contains examples and applications. I have provided the David Lam library with my copy of the 1<sup>st</sup> edition and the 2<sup>nd</sup> edition on

their reserves shelf for students to use. You are also welcome to share a book within your self-designated group (usually of size 5 or 6). There are Amazon copies, and the online eBook version is linked below where you could select the 'eBook' product for checkout:

<https://books.google.ca/books?id=RBxuCgAAQBAJ>

Since the COVID, I have been communicating with the librarians and relevant parties for the copyright clearance to place several chapter excerpts on Canvas/Online Library Reserves/ link.

### NO DISTRIBUTION OF RECORDINGS

There is no distribution of recordings of class. Classes are designed as and are intended to be in-person. Your attendance is expected. If you are unable to attend, the policy regarding missed classes described in this syllabus applies. It is your responsibility to ensure that you have the materials you need for missed classes. It is strongly recommended that you make arrangements at the start of the semester for materials in case you miss class. For instance, you may wish to exchange contact information with a classmate who can provide you with notes in the event you miss class. If you believe you are an exceptional case that merits special consideration, please promptly reach out to your instructor to advise them of your circumstances.

### COVID-19 Considerations

All students must assess themselves for COVID-19 symptoms prior to coming to class. Please stay home if you exhibit symptoms or have tested positive for COVID-19. A list of COVID-19 symptoms can be found [here](#). Use the BC Ministry of Health's [self-assessment tool](#), to help determine whether further assessment or testing for COVID-19 is recommended. Full UBC COVID-19 Campus Rules can be found [here](#).

### ACADEMIC ACCOMMODATIONS

#### *Centre for Accessibility*

The [Centre for Accessibility](#) (CfA) facilitates disability-related accommodations and programming initiatives designed to remove barriers for students with disabilities and ongoing medical conditions. If you are registered with the CfA and are eligible for exam accommodations, it is your responsibility to book your exam writing with the CFA using its [exam reservation system](#): for midterm exams or quizzes, at least 7 days in advance; and final exams, 7 days before the start of the formal exam period.

#### *Other Course Policies and Resources*

Class attendance punctuality, attentiveness, respectfulness, and contributions will count toward the class commitment scores.

### COURSE-SPECIFIC POLICIES AND RESOURCES

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

All group or individual assignments must be submitted before 11:59pm on the due day listed in the schedule. Late submissions will be penalized for a deduction of 10% of the score for every day of lateness.

#### *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](#).

### *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>

## **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*

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>.

### *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.

### *Use of Artificial Intelligence*

#### **Generative AI (Including ChatGPT) Not Permitted in Exams**

Any midterm or other exam work submitted must be your own original work. Any use of generative artificial intelligence (AI), including ChatGPT, is prohibited and constitutes academic misconduct. Any student suspected of submitting work that includes AI generated content may be asked for preliminary work or other materials to evidence the student's original and unaided authorship. The student may also be asked to separately explain or support their work. AI identification methods may also be employed by the instructor. After review, if it is determined by the instructor that submitted work likely contains AI generated content, the work may receive a zero and may be subject to further misconduct measures set out in the [UBC Academic Calendar](#).

#### **Generative AI Permitted Where Specified With Attribution**

For this course, students may use generative artificial intelligence (AI), including ChatGPT, for specific assessments or coursework, where it is expressly specified by the instructor. In these cases of permitted use, students must disclose any use of AI-generated material as per the assessment guidelines and keep a record of how it was used.

#### **Citation of Generative AI**

Style guides have been updated to include citation of generative artificial intelligence (AI), including the [APA Style Guide](#). Your in-text citation and bibliographic citation of AI should follow the APA Style Guide. To confirm, in addition to following the APA style guide for in-text and bibliographic citation, please include:



- If you quote, paraphrase or use the full output that was generated by AI (for an example, see [here](#)):
  - o Any prompt(s) used to generate content
  - o As an appendix, the original output (e.g. in the form of a full transcript or chat log) of the AI
- If you use but do not quote or paraphrase the AI (for an example, see [here](#)):
  - o A general statement in the text as to how you used the AI
  - o As an appendix, the original output (e.g. in the form of a full transcript or chat log) of the AI

### *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 Indigeneity (including identification as First Nation, Métis, or Inuit), 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.

### *Seating in Class*

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.

### *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 and a note-taking application should be open during the online lecture unless an instructor advises the use of another device or application for an in-class activity. Feedback from students indicates that personal devices is the number one distraction from effective learning and participation in the online learning environment.

### **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.** Audio or video recording of classes are not permitted without the prior approval of the Instructor. 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. Violation of any rules described here in any form constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action.**



**ACKNOWLEDGEMENT**

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (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	Date	Topic	Readings or Activities	Assessments due
1	Jan. 9	Introduction to Marketing Research and Course Framework	Pre-Readings: 1. Chapters 1, 2, 3 (Same across versions) 2. "Backward Market Research" 3. "Cost Conscious Market Research"	Please fill out the Individual Information survey in the Assignments folder on Canvas with your name and brief background information
2	Jan. 11	Exploratory Research Designs: Secondary data	Read the first individual assignment	Research Design Exercises on Canvas. Please watch the videos in Media Gallery (read my associated comments)
3	Jan. 16	Exploratory Research Designs: Primary qualitative data	V1: Chapter 6 (p.214-228); V2e: Chapter 5 (p.217-234) "When Good Research Goes Bad"	<b>DUE end of the day Individual Assignment 1</b>
4	Jan. 18	Conclusive Research Designs	V1: Chapter 3 (p.62-98); V2e: Chapter 2 (p.57-96)  V1: Chapters 5 (p.182-190); V2e: Chapter 4 (p.186-195)	Take the several surveys (VALS, Love Languages, and Theatre Conjoint surveys) on the "Assignments" page
5	Jan. 23	Data Collection: Survey Design	V1: Chapter 7; V2e: Chapters 3 (p.116-153) and 6	Look through the survey tools and templates posted in the Supplemental Materials Section on Canvas/Modules/Syllabus and Readings <b>DUE end of the day Group Assignment</b>
6	Jan. 25	Data Collection Design: Sampling	V1: Chapter 8 (p.290-302); V2e: Chapter 7 (p.298-311)	
7	Jan. 30	STP with Crosstabs	V1: Chapter 9 (p.392-395, p.426-428); V2e: Chapter 8 (p.390-394, 427-430)	<b>DUE end of the day Individual Assignment 2</b> Prepare the Joyoung Soymilk Maker case
8	Feb. 1	STP with Cluster Analysis and Factor Analysis	V1: Chapter 11 (p.472-491, p.494-510); V2e: Chapter 10 (p.476-498, 501-517)	Review lecture notes from Classes 6-7
9	Feb. 6	Positioning with Perceptual Maps	V1: Chapter 11 (510-540); V2e: Chapter 10 (524-555) Pre-Readings: V1: Chapter 11 (p.510-528); V2e: Chapter 11 (p.524-543) V1: Chapter 12.4 (pp.591-597); V2e: Chapter 12 (p.594-603)	Review all lecture notes

10	Feb. 8	Onto the Real World	Course wrap-up and Guest lecture on real-world applications	<b>Due end of the day Individual Assignment 3</b>
-		Final exam		