COURSE OUTLINE - Marketing Research – BUS 413-001, Fall 2017

Class Time: MW from 10am to 11:15pm in ED514
Instructor: Magda Cismaru, Ph.D., Professor of Marketing, Program Lead Research
Office: ED 565.2
Phone: 306-585-5407
Email: Magdalena.Cismaru@uregina.ca
Office Hours: Before and after class or by appointment
Prerequisites: STAT 100 and any one of BUS 31x

1. Course Description and Objectives:

This is an introductory course to Marketing Research, which aims to impart a basic understanding of the various marketing research techniques with an applied orientation. Both the theoretical and practical aspects in marketing research are combined and discussed. The major objectives of this course are:

1. To impart knowledge of some fundamental research concepts and techniques in marketing research,
2. To apply the research concepts and techniques to analyze theoretical and practical marketing problems or opportunities,
3. To understand the ethical issues associated with marketing research, and
4. To critically evaluate and be an educated consumer of marketing research.

2. Text (required):


We will use SPSS Statistics software in the second part of this course. The software is available on the computers in lab Ed 531 and ED 561. The textbook comes with an SPSS student version licence for a year.

3. Course Details:

The textbook and the class notes (posted on UR courses) provide the bulk of the material you will study. It is better that you read and think about the assigned material prior to class. This way, we are more likely to benefit from an informed class discussion and a higher level of comprehension. Some students consider this class difficult and demanding. Please plan to work hard and to study during the semester.

The course will be a combination of lectures, discussions, applications and project work. Lectures will be designed to emphasize the main points of the chapter. In-class discussions and applications are scheduled almost every class. Several classes will be used for project work. The data analysis sessions (SPSS) may take place in the computer lab and are difficult to grasp without help.

All students are encouraged to actively participate in class discussions by asking and answering questions and by offering ideas and suggestions. Students should be prepared and ready to talk about their research project at any time.
4. Grading Policy:

Your course performance will be evaluated as follows:

- 2 pop quizzes: 5%
- Marketing research project: 35%
  - Secondary Research Report and Research Design: 10%
  - Data collection Instruments and Process Plan: 10%
  - Research Report: 15%
- One midterm exam: 25%
- Final exam: 35%

TO PASS THE COURSE, ONE MUST PASS AT LEAST ONE OF THE EXAMS (MIDTERM OR FINAL). STUDENTS WHO FAIL BOTH EXAMS (MIDTERM AND FINAL) WILL FAIL THE COURSE, REGARDLESS OF THE GRADE THEY HAVE FOR THE GROUP PROJECT.

Grades

- Requests for grade changes will be considered only if the instructor made a procedural or administrative error. No changes of the weights will be considered.
- There will be no “make up work” available.
- The only “extra credit” work available is the Faculty of Business Administration Participant Pool which provides students with the opportunity to participate in research and to earn research credits that they can allocate toward eligible business classes (including BUS 413) (to a maximum of 2% per eligible class). Information about our participant pool is on our faculty website.
- Grades will be posted on UR Courses only. For your security, grades cannot be provided by phone or email.

Pop Quizzes

- The quizzes are meant to reward students who come to class in time and prepared. They will be short and open book. However, if you are missing one, for ANY REASON, you are missing the 2.5% marks.

Project

Practical marketing research skills will be imparted through a marketing research project. Geoffrey Trofimuk, Regina 86th Group Commissioner, Wascappelle, provided us with the following information:

“Scouts Canada’s Wascappelle Area, the area encompassing the City of Regina, is seeking assistance in the development of a marketing campaign with three possible goals:
- Increase Scouts Canada program awareness,
- Recruit quality program volunteers, and
- Recruit program participants (youth).
Scouts Canada has done some marketing work at the National level but, unfortunately, the provincial level organization is, for the most part, on their own.
We’ve seen slowly declining participant levels over the past 10 years and recruitment of quality volunteers is a constant struggle. We feel the organization is well poised to grow with a new ‘Canadian Path’ program and unique opportunities for today’s youth to have real, physical interactions with other youth, their community and nature while also fostering an environment for personal intellectual, emotional and spiritual growth.

The Wascappelle Area team has met and brainstormed a very large number of marketing ideas but we are struggling to determine the most effective ways to engage with our market. If possible, we would like to work with the UofR to see if our problem could be developed as an educational case study for one of your classes.”

This semester we will help Geoffrey to make informed decisions by providing him with research projects ending with specific recommendations for action.

The project should address the following areas:

**Secondary Research Report and Research Design**
State the research purpose, questions, and objectives. Conduct a review of secondary information and primary sources to obtain background information (using the American Psychological Association –APA- style, please properly cite all the references you use so the reader can easily find them and access them); specify hypothesis based on the secondary data and/or exploratory research. Your review should provide a summary of existing research findings and existent strategies pertaining to each research topic. A table can be useful in presenting existent strategies or methods.

Identify and justify the relevant factors/information needed to formulate a research design and the appropriate techniques that you will use for this purpose. All of you need to conduct a survey; you may choose to conduct also focus groups, personal interviews, or observations. Your chosen design must be appropriate and relevant to your chosen research questions. The scope of your project should be commensurate with the size of your group. The project group size will be restricted to a maximum of three students. You are free to select your team, but no peer evaluations will be conducted.

Following your first submission, please consider the feedback provided and improve your work by adding important references, rewriting and reorganizing, and refining your research questions and hypothesis (as needed). A strong literature review improves your chances of having a strong research project.

**Data Collection Instruments & Process Plan**
Develop a questionnaire and an informed consent form for obtaining the required information and test your hypothesis. Pretest your questionnaire. Improve it and describe the changes you have made following the pretest. Submit the initial version and the improved version(s).

Describe your data collection process plan.
If you choose to also conduct qualitative research such as focus groups, you need to develop a focus group protocol and an informed consent for this.

**Research Report**
Revise your instruments based on the feedback received. Bring them back to me for further feedback. Both your informed consent and the questionnaire should be approved by me prior to data collection commencing. Be prepared to revise them several times until they are good enough to be used to collect data. After getting approval, collect your data. Make sure participants fill out your survey only after they have read the informed consent. Upload or input your quantitative data in an SPSS file. Analyze your data and describe what you have found out.
and how your hypotheses are or are not supported by data. Be very detailed; show your work. Write specific recommendations based on your research.

The deadline for the submission of the project is November 27 at 10am sharp. No late submissions are accepted (unless approved in advance and/or proper documentation is provided). The project must be typed (please use font 12). Single spaced and both sides are acceptable. Please also e-mail me your project and your SPSS file.

- Please do not e-mail me assignments as attachments in advance of the due date and ask for general feedback. Instead, ask for specific questions that can be quickly and easily respond by e-mail. If you have more extensive questions please make an appointment and come to see me.

Exams
- Both exams are closed book.
- Please arrive early and bring a pen and a picture ID with you to the exams.
- The midterm exam is comprised of 50 multiple choice questions (15% of course grade) and two open questions (10% of course grade).
- The first part of the final exam will resemble the midterm exam but testing the material discussed after the midterm (50 multiple choice section, 15% of course grade, and two open questions, 10% of course grade). The second part of the final will be an SPSS exercise (10% of course grade).
- Sample questions for the exams are posted on UR Courses.

Missed Exams
An excused absence for a test or midterm exam may be granted to students on the basis of illness, accident, or other extreme and legitimate circumstances beyond their control. Supporting documentation is required and must be submitted before an excused absence is approved. If a doctor’s note is presented, the note has to specify that the student was unable to take the test on the scheduled date due to illness. An appointment card is not considered valid documentation. If a student is granted an excused absence for a midterm exam he/she will have the weight assigned to that examination added to the weight for the final exam. The authority to approve deferrals of final examinations rests with the Associate Dean Undergraduate in the student’s Faculty. To be granted a deferred final exam a student has to be in good standing (passing marks) in the class.

5. Other General Information:

    UR Courses
- Class notes, grades, messages, discussion boards, etc will be on UR Courses. I recommend that you check UR Courses at least before every class.

    Class Attendance
- Students are expected to attend all classes. I normally take attendance at 10am sharp and I do not change my recording if you show up late.
• If you miss classes, please understand that you are responsible for **all** course materials and announcements discussed in that class. Some of the exam or test questions will be based on examples given in class or other material that is not available in the textbook. As well, instructions for the research projects are given almost every class. Make sure to exchange contact information with a fellow student who can take notes for you if you are absent. I noticed that the statistic analysis using SPSS (Chapters 16, 17, 18) is particularly difficult to grasp without being in class. If you miss a class, read the Chapter and the slides provided and come and see me if you still need help. I will not lecture again for you, but I can help you understand the material.

• **Students missing more than 20% of the course (5 classes) for any reason may be ineligible to write the final exam.**

**Class Policies**

• Come to class a few minutes before the class starts. Students coming or leaving during the sessions disturb their colleagues and the instructor. I can understand occasional circumstances where you may be late or need to leave, as long as they are not a habit and are discussed with me in advance.

• As a courtesy to your fellow students and your instructor, please turn off **all** your electronic devices before classes begin. That includes your laptops, phones, iPods and iPads. You may bring and use laptops during our *Applications/project work* sessions (see the class schedule below). **Recording of any kind or talking pictures in class is not allowed.**

• Name tags are mandatory. In this way we can know our names faster and have a more enjoyable experience. They also help with discipline.

• Please refrain from unacceptable behaviour such as talking (unless it is to make a direct class contribution), reading the newspaper, sleeping, or working on material unrelated to the class. I will ask you to change seats if you continue talking after I gave you one warning.

• **Students are expected to abide by the regulations of the University of Regina.** Students are referred to the University Calendar for information on appeals, withdrawal dates, plagiarism, cheating and misconduct (academic and non-academic). Be sure that you read and understand these regulations (some important information is provided in the Academic Integrity Handout file available on UR courses).

**Student Accessibility**

• If there is any student in this course who, because of a disability, illness or injury, may have a need for special accommodation, please come and discuss this with me and also contact the Centre for Student Accessibility at 306-85-4631 or accessibility@uregina.ca.

**Other Specifications**

• If necessary, I will change aspects of the information in this syllabus. If I do, I will notify you in class.

• Please read the syllabus carefully and note the grading system and attendance policy. I will assume that every student who remains enrolled in my course after the syllabus has been distributed has fully understood the class rules. Please also read the e-mails I am sending you. They may contain important information and are part of our class communication.

**Feel free to e-mail me with any questions you may have**
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment due</th>
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<tbody>
<tr>
<td>Sept. 6</td>
<td>Course Outline, <strong>Client visit</strong></td>
<td>Course Outline</td>
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<tr>
<td>Sept. 11</td>
<td>Introduction to Marketing Research</td>
<td>Chapter 1</td>
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<td>Sept. 13</td>
<td>Defining the Marketing Research Problem and Developing an Approach</td>
<td>Chapter 2</td>
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<td>Sept. 18</td>
<td>Research Design</td>
<td>Chapter 3</td>
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<td>Sept. 20</td>
<td>Exploratory Research Design: Secondary Data</td>
<td>Chapter 4</td>
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<td>Sept. 25</td>
<td><strong>Project work-in class. Be prepared to show and talk about at least one research question, secondary data pertaining to it, and the hypothesis you spelled out based on the secondary data.</strong></td>
<td><strong>Chapters 1-4 Secondary Data Research Report and Design.</strong></td>
<td><strong>Outline with topic, teams, research questions and hypotheses</strong></td>
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<td>Sept. 27</td>
<td>Exploratory Research Design: Qualitative Research</td>
<td>Chapter 6</td>
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<td>Oct. 2</td>
<td>Descriptive Research Design: Survey and Observation</td>
<td>Chapter 7</td>
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<td>Oct. 4</td>
<td>Measurement and Scaling: Fundamentals and Comparative Scaling</td>
<td>Chapter 9</td>
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<td>Oct. 11</td>
<td>Measurement and Scaling: Noncomparative Scaling Techniques</td>
<td>Chapter 10</td>
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<td>Oct. 16</td>
<td><strong>Midterm Exam</strong></td>
<td><strong>Ch. 1-4, 6-7, 9-10</strong></td>
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<td>Oct. 18</td>
<td>Questionnaire and Form Design, Informed Consent</td>
<td>Chapter 11</td>
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<td>Oct. 23</td>
<td><strong>Project work-in class. Please bring your laptop and notes. Be prepared to show your work and talk about it.</strong></td>
<td><strong>Informed Consent and Questionnaire.</strong></td>
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<td>Oct. 25</td>
<td>Sampling: Design and Procedures, Sample Size Determination</td>
<td>Chapters 12, 13</td>
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<td>Oct. 30</td>
<td>Field Work: Data Collection, Data Preparation and Analysis Strategy</td>
<td>Chapters 14, 15</td>
<td><strong>Data collection Instrument(s) and Process Plan due</strong></td>
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<td>Nov. 1</td>
<td>Basic Analysis: Frequency Distribution, Hypothesis Testing, and Cross-Tabulation, Correlation and Regression</td>
<td>Chapters 16, 18</td>
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<td>Nov. 6</td>
<td><strong>Practice Statistical Analysis – in the lab (Ed 531)</strong></td>
<td>Ch. 16,18</td>
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<td>Nov. 8</td>
<td>Data Analysis: Hypothesis Testing Related to Differences</td>
<td>Chapter 17</td>
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<td>Nov. 15</td>
<td><strong>Practice Statistical Analysis – in the lab (Ed 531)</strong></td>
<td>Ch. 17</td>
<td><strong>End data collection</strong></td>
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<td>Nov. 20</td>
<td>Report Preparation and Presentation <strong>Project work - in class. Analyze your data.</strong></td>
<td>Chapter 19</td>
<td><strong>Research Report due 10am sharp</strong></td>
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<td>Nov. 22</td>
<td>Statistical Analysis – in the lab (Ed 531). Analyze and interpret your data.</td>
<td>Chapters 1-19</td>
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<td>Nov. 27</td>
<td>Statistical Analysis – in the lab (Ed 531). Review for the final exam.</td>
<td>Chapters 15-19</td>
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<td>Nov. 29</td>
<td>Research Presentations</td>
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<td>Dec. 4</td>
<td>Research Presentations – <strong>Client visit</strong></td>
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<td>Dec. 13</td>
<td>Final Exam – 9am-11:30am</td>
<td><strong>Ch. 11-19</strong></td>
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University of Regina Counselling Services

Feeling Stressed? Always worried?

Some stress is normal when you’re going to university but 1 in 5 students will suffer from enough distress that they would benefit from counselling.

What can I do?

The U of R offers several counselling services free of charge for students at the U of R. These sessions are confidential and easy to access for students – simply go to the second floor of Riddell, Room 281 to make an appointment.

When should you go?

Knowing when to schedule an appointment can be tough. Some common issues you might need help with include test anxiety, if you’ve experienced a trauma like losing a family member or a close friend, or if you’ve recently ended a relationship.

If the feelings you’re experiencing are more intense and severe counselling services can also provide urgent service within 3 days and referrals as needed.

What options are available for me?

Personal Counselling – This is a great option if you’d like one on one attention for things like anxiety and panic, relationship conflict, depression, grief and loss, academic issues, body image and substance abuse. Up to 5 sessions are free per semester. Try it – talking about your problems can be more helpful than you might think!

Group Counselling – Simply put, you’re not alone. Many students are experiencing the same things as you. The U of R offers a wide variety of group counselling opportunities that can help teach many skills for managing your mental health, including: Meditation and relaxation, Healthy relationships, Stress Management and Self-Care.

But I can’t afford counselling...

Seeking counselling doesn’t have to be cost prohibitive. Many students can benefit from the 6 free sessions offered by the University as a benefit of being a student.

If you need more sessions make sure you contact URSU and visit www.iHaveAPlan.ca. Many expenses that are related to mental health, including going to a psychologist, are partially covered by your Student Health and Dental Plan!

What else can I do?

Self-care - taking better care of yourself, can help you out. Eating better, working out, smoking and drinking less and balancing school with fun can all help with mental health!

Have a problem but don’t know how to fix it?

URSU’s Student Advocate can help you free of charge!

- Academic Appeals
- Disciplinary Appeals
- Student Loan Appeals
- Emergency Bursaries
- Notary Public
- Rentalsman Appeals
- E-mail advocate@ursu.ca to schedule an appointment today!