COURSE OUTLINE - Marketing Research – BUS 413-001, Winter 2019

Class Time: TR from 10am to 11:15am in ED619
Instructor: Magda Cismaru, Ph.D., Professor of Marketing, Program Lead Research
Conexus Research Scholar in Financial Wellbeing
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. Recommended Textbook:

Naresh K. Malhotra, Basic Marketing Research, 4th edition, Pearson Prentice Hall,

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.

The course will be a combination of lectures, discussions, applications, guest speakers, 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. All students are encouraged to actively participate in class discussions by asking and answering questions and by offering ideas and suggestions.
4. Grading Policy:

Your course performance will be evaluated as follows:

- Marketing research project 40%
  - Secondary Data and Research Design 15%
  - Data Collection Instrument(s) and Process Plan 10%
  - Findings and Conclusion 15%
- One midterm exam 25%
- Final exam 35%

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.
- The instructor can consider allowing students to improve their grades by revising their projects and/or discuss them in class.
- “Extra credit” work may be available from 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. Students can also choose to present their project (for a maximum 5% of marks added to their course grade).
- Grades will be posted on UR Courses only. For your security, grades cannot be provided by phone or email.

Project

Practical marketing research skills will be imparted through a marketing research project. You may work in teams of maximum 4 students. You are free to select your team, but no peer evaluations will be conducted. As well, the scope of your project should be commensurate with the size of your group.

This semester the client is Conexus Credit Union. Below is some information Joel Graham, Financial Wellness Manager and Mary Weimer, Chief Experience Officer at Conexus have provided us:

“Conexus is focused on redefining all aspects of the member experience, to create noticeable differentiation from all other financial institutions. This will require us totally rewiring the traditional banking experience. To do this, we are intending on researching what this “incredible member experience” looks like for Saskatchewan residents. We believe this will be a challenge for the students, but also a very real life application of market research and strategic differentiation in the workplace.

Key research questions include:
What does a 5 star banking experience look and feel like? 6 star? 7 star? 11 star?
- We are not looking for incremental improvement, but rather something that is noticeably different from the current banking experience.
- Does this ideal experience change based on various different member segments? Do different segments have different ideals? I can provide how we segment members or students can come up with their own segmentation.

How could a financial institution surprise you with the experience they provide members?

How can a financial institution change their defaults to improve member financial well-being?

To get in the right mindset, we ask that students listen to the following podcast (The Tim Ferris Show) in advance of January 10th. This podcast talks about how Airbnb developed their customer experience in the early days and models the method we intend on walking down.

- https://itunes.apple.com/ca/podcast/the-tim-ferriss-show/id863897795?mt=2 – Episode number 326 featuring Reid Hoffman of LinkedIn and Brian Chesky of Airbnb (36 minutes). For keeners, I also recommend checking out episode number 307 featuring Astro Teller (CEO of X) – How to Think 10x Bigger (16 minutes).

On January 10th, Joel and Mary “would like to give students some perspective on the large factors at play in global banking, how this impacts Conexus, what our strategic differentiators are, how we want to leverage these in the future and how this new redefined member experience plays into that. We will leave space at the end for questions.”

If, for whatever reason you prefer to work on other topic, please come and talk to me.

The project should address the following:

Secondary Data
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); if possible, specify hypothesis based on the secondary data and/or exploratory research. Your review should provide a summary of existing research findings and existent strategies or tools pertaining to each research topic. Please try to incorporate academic sources (academic journal articles). A table can be useful to summarize the information. Following your first submission, for a higher grade, you may be allowed to improve your work (based on the feedback provided) by adding important references, rewriting and reorganizing, and refining your research questions and hypothesis (as needed). A strong secondary data review improves your chances of having a strong research project.

Research Design
Identify and justify the relevant factors/information needed to formulate a research design and the appropriate techniques that you will use for this purpose. Some of you may want to conduct
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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 question(s).

Data Collection Instrument(s) & Process Plan
Develop an informed consent and a questionnaire (or a focus group protocol, etc.) to collect your data and test your hypotheses. Pretest your instrument (you can do it in class) and improve it. Describe your data collection process plan.

Findings and Conclusion
Collect your data. Make sure participants are first provided with the informed consent. You can try to use the Faculty of Business Administration Research Pool. Describe your results and how your hypotheses are or are not supported by data. Write specific recommendations for the client based on your research.

The deadlines for the submissions are specified in the class schedule below. 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.

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

o Always attach or bring with you previous submissions (with my feedback on them). As well, if you make revisions, make sure all revisions you are making are highlighted.

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 may be applied and may refer to the project (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 classes.
- 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.

**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 phones, iPods and iPads. You may use laptops as long as you are using them for class only. **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.
- **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.

**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 306-585-4631 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.

Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment due</th>
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<tbody>
<tr>
<td>Jan. 8</td>
<td>Course Outline, Introduction to Research</td>
<td>Course Outline</td>
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<tr>
<td>Jan. 10</td>
<td><strong>Client visit - Joel Graham, Financial Wellness Manager, and Mary Weimer, Chief Experience Officer, Conexus Credit Union</strong></td>
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<td>Please read the info from the course outline and watch the podcast</td>
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<tr>
<td>Jan. 15</td>
<td>Introduction to Research, <em>Project work</em></td>
<td>Chapter 1</td>
<td><em>Topic, teams</em></td>
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<tr>
<td>Jan. 17</td>
<td>Defining the Marketing Research Problem and Developing an Approach</td>
<td>Chapter 2</td>
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<td>Jan. 22</td>
<td>Research Design</td>
<td>Chapter 3</td>
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<td>Jan. 24</td>
<td>Guest speaker - Jessica Davis, MBA, SGI – <em>Project work-in class</em></td>
<td><em>Chapters 1-4</em></td>
<td>Literature review</td>
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<tr>
<td>Jan. 29</td>
<td>Exploratory Research Design: Secondary Data</td>
<td>Chapter 4</td>
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<td>Jan. 31</td>
<td>Exploratory Research Design: Qualitative Research</td>
<td>Chapter 6</td>
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<td>Feb. 5</td>
<td>Descriptive Research Design: Survey and Observation</td>
<td>Chapter 7</td>
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<td>Feb. 7</td>
<td>Qualtrics session at the Library - Regina Room (LY 107.32) held by Cara Bradley Research &amp; Scholarship Librarian</td>
<td><em>Literature Review and Research Design due</em></td>
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<td>Feb. 12</td>
<td>Midterm Exam</td>
<td>Ch. 1-4, 6-7</td>
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<td>Feb. 14</td>
<td>Measurement and Scaling: Fundamentals and Comparative Scaling</td>
<td>Chapter 9</td>
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<td>Feb. 26</td>
<td>Measurement and Scaling: Noncomparative Scaling Techniques</td>
<td>Chapter 10</td>
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<td>Feb. 28</td>
<td>Informed Consent, Questionnaire, Focus Group Protocol</td>
<td>Chapter 11</td>
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<td>March 5</td>
<td>Informed Consent, Questionnaire, Focus Group Protocol/ <em>Project work-in class</em></td>
<td>Chapter 11</td>
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<td>March 7</td>
<td>Applications/ <em>Project work-in class</em></td>
<td><em>Instrument(s)</em></td>
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<td>March 12</td>
<td>Sampling: Design and Procedures, Sample Size Determination</td>
<td>Chapters 12, 13</td>
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*Project work-in class*
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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Chapter(s)</th>
<th>Notes</th>
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<tbody>
<tr>
<td>March 14</td>
<td>Field Work: Data Collection, Data Preparation and Analysis Strategy</td>
<td>Chapters 14, 15</td>
<td>Data collection Instrument(s) and Process Plan due Please submit all project</td>
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<td>Project work-in class</td>
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<td>March 19</td>
<td>Basic Analysis: Frequency Distribution and Cross-Tabulation</td>
<td>Chapters 16</td>
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<td>March 21</td>
<td>Data Analysis: Hypothesis Testing Related to Differences</td>
<td>Chapter 17</td>
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<td>March 26</td>
<td>Data Analysis: Correlation and Regression Report Preparation and Presentation</td>
<td>Chapter 18</td>
<td>End data collection</td>
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<td>March 28</td>
<td>Applications/ Project work-in class</td>
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<td>April 2</td>
<td>Applications/ Project work-in class</td>
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<td>April 4</td>
<td>Guest speaker - not confirmed</td>
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<td>April 9</td>
<td>NVivo session at the Library - Regina Room (LY 107.32) held by Cara Bradley Research &amp; Scholarship Librarian</td>
<td>Confirmed but room not booked yet</td>
<td>Findings and Conclusion due Please submit all project</td>
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<td>April 11</td>
<td>Presentations – extra credit; Wrap up day, review for the final exam</td>
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<td>April 18</td>
<td>Final Exam – 9am-11:30am</td>
<td>Ch. 9-19</td>
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