



College of
Business+
Economics

Marketing and Consumer Studies
Research Methods
MCS*3030 (Fall 2017)

Instructor: Vinay Kanetkar
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Office Hours: Monday 1:30pm to 2:30pm or by appointment
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Lecture: Tuesday 8:30am to 9:50am in LA 204
Seminar: 0102 Monday 8:30am to 9:50am in MACS129
0101 Wednesday 8:30am to 9:50am in MACS129
0103 Wednesday 2:30pm to 3:50pm in MCLN101
0104 Thursday 8:30am to 9:50am in MACS129

Important: There are four seminars for this course. Switching of seminar sections is not allowed. You will find that accommodating students going to sections other than those they are officially registered, is not practical. If you miss your seminar for any reason, do not go to other seminar times. Talk to your class-mates for material covered.

DESCRIPTION

The University catalogue describes Research Methods as

Examines the concepts, principles and practices for consumer, market and product development research processes. Topics include research problem definition, research objectives, research design, measurement, sampling methods, execution and research management, analysis and interpretation, and report writing.

My interpretation:

As the complexity of problems facing marketing managers (indeed any managers) increases, so does the need for information – about the business environment, the competition and especially, the customer. Decision making by marketing managers always involves uncertainty, and in order to reduce this uncertainty managers must be familiar with the marketing research process as an aid to informed decision making.

OBJECTIVES

In summary, the course has three primary objectives:

1. Develop conceptual / theoretical skills.
 - Introduce and make you familiar with a range of marketing research models, tools, and techniques that are useful when dealing with marketing problems;
 - To equip you with basic skills necessary to evaluate and select an appropriate method of data collection, develop the research instrument and design a sample; and
 - To create awareness of the many tradeoffs and biases involved in marketing research;
2. Develop application skills of research concepts in solving marketing problems mainly through use of marketing research software, and projects.
3. Develop managerial decision making/analytical skill through case analysis about marketing research.

REQUIRED TEXT MATERIAL

Babin, Barry and William Zikmund, *Exploring Marketing Research*, Eleventh Edition, Cengage Learning, 2016.

Class notes and other material as required will be posted on course-link website.

EVALUATION

The material in the course package into 10 modules, each module taking one week to complete. Each module has a Case discussion and a Quiz. In addition, there are three written assignments which encompass 10 units. There is a final exam for this course.

| Activity | Weight | Objective |
|--------------------------------|------------|-----------|
| Quiz Units | 15% | 1 |
| Exploratory Research Report | 10 | 2, 3 |
| Quantitative Research Proposal | 10 | 3 |
| Quantitative Research Report | 20 | 3 |
| In-class case questions | 15 | 1, 2, 3 |
| Final examination | 30 | 1, 2, 3 |
| TOTAL | 100 | |

QUIZ MODULES

To facilitate self-reliant study and learning of the facts, concepts, and principles in the assigned readings in the textbook and summary material for each module, quizzes are employed. Students

prepare by reading and studying the assigned readings and when they feel ready, take a quiz. The schedule for the readings and quiz units is contained in the COURSE SCHEDULE (see below). The quiz units are accessible from the course web site. Instructions on the use of web-based testing are provided below.

- There is one quiz per module and there are a total of 10 modules.
- A total of 15 marks is allocated to the quizzes: 1.5% per MODULE 10 MODULES = 15%.
- You are expected to go over the assigned readings thoroughly and study before trying the quiz.
- In each quiz you will be presented with only some questions randomly drawn from a large question bank.
- The questions are multiple choice, with two, four or five alternatives.
- The questions for which you gave incorrect answers will be presented at the end of the quiz.
- Quizzes will be accessible about five (5) working days. For example, Quiz for the first module will be available from September 11 to September 25 while the second module quiz will be available from September 18 to October 2. During this time frame, you can complete the quizz at your convenience.
- Each quiz can be done only once.

A Word to the Wise: The evidence on quiz units over more than a decade reveals that students who do units REGULARLY, i.e. when they are scheduled, have a better understanding of concepts and their applications.

To Access the Online Quizzes

Click on the Quizzes icon at the (<https://courselink.uoguelph.ca>). Follow the instructions for logging in. This will take you to the Quiz Home page for your course. From here, click on the link to the quiz you want to complete.

When entering test answers, a message window may appear, warning you about sending data over the Internet. It is a reminder that there can be security concerns with submitting information you would like to keep private, such as passwords. You can safely disable this message by clicking in the “Do not show this message again” checkbox; otherwise, it will appear each time you submit a response.

Taking a Quiz

After you answer a question, you can save it by clicking on the Save button. (Answers can always be changed; simply make your change and click the Save button again.) When you are satisfied with your answers, click on Finish (at the top or bottom of the Quiz page) to submit your quiz for marking.

You will be asked to confirm that you wish to submit your quiz for grading. If youve missed any questions, a message listing the questions you havent answered will appear, and you will be asked if you want to continue. Click No to return to the quiz and answer the incomplete questions; click Yes to confirm your submission. Once you have selected Yes, your quiz will be submitted and you cannot change your answers. A message window will appear telling you that your quiz has been submitted.

Timed Quizzes

Your quizzes are timed, with a 30 minute time limit. The clock at the top of your screen will show the time remaining. If you run over the allotted time, your quiz will be marked as late and you may be graded accordingly. Your grades and feedback will be viewable as soon as you complete each graded quiz. Your grades will appear under the “Grades” approximately one week after the quiz ends.

ASSIGNMENT DETAILS

There are three interrelated assignments which may be completed individually or group of two or three students. I strongly urge to work in group of two or three. The first assignment and report is a “Exploratory Research Project”. Total report (excluding exhibits and illustrations) should be no more than five pages in length. The next report is about “Research Proposal” to conduct quantitative project and it should be no more than five pages (anything beyond 5 pages will not be read). The final report will be about data collection and analysis for “Quantitative Research Project”. All report should be typed in standard font (11 or 12pt) and double spaced. You will find it difficult to write about topics without understanding the text material assigned. Therefore it is important that you read and understand the assigned sections of the text. Late reports will not be accepted. Reports submitted by fax will not be accepted under any circumstances. All reports will be collected during the seminar.

We are all aware of Food Service on the University of Guelph campus. In all, there are 16 food outlet that cater to students that stay on-campus. In addition, some of these facilities also cater to day-students, non-students and occasional visitors. We are also aware that food and health are closely related. One overarching question or puzzle that I have “What is healthy food?”. There are three specific issues, I propose that we investigate.

1. Healthy defined by simple rules, (a) organic, (b) local, (c) gluten free, (d) “Fat”, and / or “Sugar”, and / or “Salt” free, (e) Mediterranean, and (f) South Florida diet (based on no carbohydrate).
2. How do you as customers define healthy food? How do your food values affect your consumption pattern?
3. Role of marketing mix, including branding, pricing, service provision in choice of healthy diet.

Exploratory Research Project (Due during week of October 2, 2017)

We are going to conduct several studies about students’ decision making, especially their preferences, choices, needs and wants. One would expect that better understanding about consumer decision making would lead to better marketing of products and services to students. It is within this context that I am asking you to conduct first exploratory research, then write a research proposal to conduct a quantitative research. Finally, you will conduct the quantitative research project and submit the final project to the decision maker(s).

The exploratory research report will provide summary of your findings about particular establishment or particular topic that you want focus your attention to in the next two phases. In order to complete this phase, you will need to consult information about students as it may be available from secondary sources. In addition, you may gather information from “store operators” about their target consumers, challenges they face and opportunities they should be pursuing. One of the most popular exploratory or Qualitative technique for collecting customer information is the use of focus groups. Marketing

and advertising managers find focus groups particularly useful because they allow an understanding of opportunities and problems, and clearly define alternative courses of action. There are number of projective techniques that can be used to understand consumer behaviour, including: (1) the thematic apperception test, (2) role playing, (3) cartoon completion, (4) word association, (5) sentence completion, and (6) one-on-one interview. Summarize your findings in a short report which contains the interview guide and your experience with the technique(s). The report should be no more than five pages in length.

Quantitative Research Proposal (Due during week of October 23, 2017)

In the first phase, you have explored broadly consumer wants and needs. In the next two phases, we will propose specific research project, get it approved and conduct research to understand and provide solutions to marketing problem.

- Description of Marketing Problem, and how understanding consumer behaviour might help marketing manager(s).
- Any relevant background literature that might help you define information needs of marketing manager(s).
 - This includes information about companies in the product market, their strengths and weaknesses,
 - consumer trends,
 - competitive threats and barriers to entry,
 - production and manufacturing costs and marketing expenditures.
 - You could also indicate customer behaviour in this product category that is different from other product categories. For example, what attributes do consumers pay more attention to and why?
- Research action plan.
 - Specify sampling design,
 - Specify details about products, prices and / or promotional actions you plan to test,
 - Specify details about data collection plan,
 - Provide plan for pretesting, data analysis steps and how research findings may help solve part or whole of marketing problem.
- Identify resource needs and sources.

There are many alternatives for collecting quantitative information. These include face-to-face or telephone interviews, shopper-intercept, or Web-based surveys. In addition, you may conduct experiment, surveys and questionnaires, or a combination of these tools. One useful aspect of quantitative

approaches, if done correctly, is our ability to project results onto the population. A well planned quantitative research is always used to project results to the population.

Quantitative Methods Project (Due during week of November 27, 2017)

LECTURES & SEMINARS

Students are expected to develop their abilities as active, self-reliant learners. Students will read and study independently for the quizzes accessible through the course web site (<https://courselink.uoguelph.ca>), by using the text. The weekly class meeting will be used to extend (not regurgitate), the concepts and principles presented in the text and readings. All lecture notes will be posted on the course web site. All lectures are 80 minutes in duration (Tuesday and Thursday 8:30am to 9:50am in THRN 1307) and about one third of time will be spent discussing assigned text material.

The seminars are scheduled at various times throughout weekdays (check one that applies to you). To minimize confusion for me, you should stay with same seminar group. It is your responsibility to prepare assigned cases before seminar (not your instructor's). Many of these cases are expected to provide insights relating to your projects. Seminars should also provide the opportunity for students to develop an appreciation for alternative points of view. Active participation by students is an essential part of the learning experience in this course. Class participation provides students with the opportunity to develop oral communication skills and the capacity to think logically and react quickly under pressure. Through-out the semester, I will ask you to write a response to various case questions which will be evaluated towards 15% of your grade.

FINAL EXAMINATION

Final examination will be based on multiple choice questions (50%) and questions with short answers (50%). Final examination will be scheduled by the University. There will be two short cases (these cases will be provided to you) and you will be asked to provide answers to four or five specific questions.

COURSE SCHEDULE

A tentative session outline is attached indicating topics to be covered, readings and other assignments. All readings and assignments are to be prepared ahead of class so as to make for meaningful classroom discussion.

Weekly Topics and Key ideas

| Module | Week of | Topic and Readings | Case |
|--------|--------------|--|---|
| | September 11 | Course Introduction and Overview | Case discussion logistics, Learning groups Krispy Kreme or Tim Horton's |
| 1 | September 18 | Role of Marketing Research Read: Babin & Zikmund, Chapters 1 and 2 | Case 3.1: A new "Joe" on the block, p. 7 |
| 2 | September 25 | Gathering Intelligence Read: Babin & Zikmund, Chapters 6 and 8. | Hamilton Power Tools. |
| 3 | October 2 | Qualitative Methods Read: Babin & Zikmund, Chapters 5. | Fisher-Price Rescue Heroes PMRS Ethical guidelines Exploratory Research Project Due |
| 4 | October 9 | Problem Definition, Read: Babin & Zikmund, Chapters 3 and 4 | Proposal writing, Turner's Department Store |
| 5 | October 16 | Experimental Design Read: Babin & Zikmund, Chapters 9. | Case 9.1 Examining Product Failure, Case 9.2 Tooheys, p. 265. |
| 6 | October 23 | Sample Design and Sample size Read: Babin & Zikmund, Chapters 12 and 13 | Nielson Media Research. Research Proposal Due |
| 7 | October 30 | Scale Development Read: Babin & Zikmund, Chapters 10. | Black Forest Motors / Mercedes Benz. |
| 8 | November 6 | Questionnaire Design Read: Babin & Zikmund, Chapters 8 and 11. | Wine Horizon. |
| 9 | November 13 | Basic Data Analysis, Cross tabulation Read: Babin & Zikmund, Chapters 14 | Using SPSS review Cross tabulation analysis |
| 10 | November 20 | Test of difference, Regression analysis Read: Babin & Zikmund, Chapters 15. | Regression Analysis |
| | November 27 | Research Communication Read: Babin & Zikmund, Chapter 16. | No seminar scheduled Quantitative Research Project Due |

There is a final examination for this course.

Policies and Regulations

All students are expected to abide by the University's academic regulations in the completion of their academic work, as set out in the undergraduate calendar (see <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/index.shtml>). Some regulations are highlighted below:

Grading Policies:

This course follows the University grading scheme outlined in the University Calendar. Specific numeric or letter grade will be assigned as follows:

| | | |
|----|-----------|---|
| A+ | 90 - 100% | Excellent: An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques. |
| A | 85 - 89 | |
| A- | 80 - 84 | |
| B+ | 77 - 79 | Good: A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques. |
| B | 73 - 76 | |
| B- | 70 - 72 | |
| C+ | 67 - 69 | Acceptable: An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques. |
| C | 63 - 66 | |
| C- | 60 - 62 | |

Academic Misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and directs all members of the University community faculty, staff and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offenses from occurring. The University of Guelph takes a serious view of academic misconduct and it is your responsibility as a student to be aware of and to abide by the University's policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission.

To better understand your responsibilities, read the Undergraduate Calendar at:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

You are also advised to make use of the resources available through the Learning Commons (<http://www.learningcommons.uoguelph.ca/>) and to discuss any questions you may have with your course instructor, teaching assistant, Academic Advisor or Academic Counselor.

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

Academic Consideration:

Students who find themselves unable to meet course requirements by the deadline or criteria expected because of medical, psychological or compassionate circumstances beyond their control, should review the regulations on Academic Consideration in the Undergraduate Calendar (http://www.uoguelph.ca/undergrad_calendar/c08/c08-ac.shtml) and discuss their situation with the instructor, Program Counsellor or Academic Advisor as appropriate.

Religious Holidays:

Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in-class experiential for religious reasons, please advise the instructor within two weeks of the distribution of this course outline so that alternate arrangements can be made. For further information see

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-accomreliq.shtml>

Code of Conduct - The Top Ten

As a student in the Department of Marketing and Consumer Studies, College of Management and Economics at the University of Guelph, you are a member of a scholarly community committed to improving the effectiveness of people and organizations, and the societies in which they reside, through pathbreaking and engaging scholarship and pedagogy. We seek to promote a comprehensive, critical and strategic understanding of organizations, including the complex interrelationship between leadership, systems (financial and human) and the broader social and political context. And, we prepare graduates for leadership roles in which organizational objectives, self-awareness, social responsibility and sustainability are primary considerations.

In keeping with this commitment, we expect all of us, including students, faculty and staff to act in a professional and respectful manner to fellow students, staff and faculty, as well as to members of the broader university and local community. This expectation is very much in keeping with your preparation for a professional career.

The following conduct is expected of all of us, including students:

1. Come to class prepared to learn and actively participate (having completed assigned readings, learning activities etc.).
2. Approach your academic work with integrity (avoid all forms of academic misconduct).
3. Arrive on time and stay for the entire class. If you happen to be late, enter the classroom as quietly as possible. At the end of class, apologize to the faculty member for the interruption. If you have to leave class early, alert the faculty member in advance.
4. If you know in advance that you are going to miss a class, send an email to the faculty member letting him/her know that you will be absent, with a brief explanation.
5. While in class, refrain from using any written material (e.g., newspaper) or technology (e.g., the Internet, computer games, cell phone) that is not relevant to the learning activities of that class. Turn off your cell phone at the start of each class.
6. Listen attentively and respectfully to the points of view of your peers and the faculty member. Don't talk while others have the floor.
7. Raise your hand when you wish to contribute and wait to be called upon. Challenge others appropriately, drawing on reason and research rather than unsubstantiated opinion, anecdote and/or emotion. Keep an open mind and be prepared to have your point of view challenged.
8. When sending emails to faculty, apply principles of business writing; use a professional and respectful style (use a formal salutation, check for spelling and grammatical errors, and avoid slang and colloquial short forms).
9. When making a presentation, wear business dress.
10. Provide thoughtful feedback at the completion of all courses (we are committed to continuous improvement but need your input to help us decide what to focus on).