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Class meetings: Tuesday and Thursday 5:30pm to 6:50pm, via Zoom, Synchronous

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

Iacobucci, Dawn and Gilbert A. Churchill, Jr. *Marketing Research: Methodological Foundation*, 12th Edition, Create Space Independent Publishing Platform, 2018. This book is listed at <https://www.amazon.ca/Marketing-Research-Methodological-Foundations-12th-dp-1983654469/dp/> for about C\$60.

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	20%	1
Secondary data Research Report	10	2, 3
Exploratory Research Report	15	2, 3
Quantitative Research Proposal	10	3
Quantitative Research Report	15	3
Marketing ideas based on Research	15	2, 3
In-class case questions	15	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 20 marks is allocated to the quizzes: 2% per MODULE 10 MODULES = 20%.
- 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 January 11 to January 25 while the second module quiz will be available from January 18 to February 1. 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 five interrelated assignments which will be completed with assigned group of four students. The first assignment is about information collected from secondary sources. The second 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). Fourth report will be about data collection and analysis for “Quantitative Research Project”. Final report is about marketing ideas about your findings. 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 vegetables. Vegetables have many important characteristics to help us acquire many nutrients needed for our body. Each vegetable is different and marketing challenge is unique that vegetable. Ontario grows many vegetables sold in stores. I have selected 10 vegetables that are commonly grown in Ontario. Each group is assigned one vegetable. Purpose of these assignments is help you learn about different research methods using a vegetable as stimulus. Of course, marketing research is for making better marketing decisions.

Secondary Data (Due during week of January 18, 2021)

Details to follow in class.

Exploratory Research Project (Due during week of February 1, 2021)

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 February 22, 2021)

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 March 8, 2021)

Marketing Ideas Summary Project (Due during week of April 5, 2021)

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.

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
	January 11	Course Introduction and Overview	Case discussion logistics, Learning groups Tim Horton's
1	January 18	Gathering Intelligence Read: Iacobucci & Churchill, Chapters 2 and 7.	PMRS Ethical guidelines
2	January 25	Qualitative Methods Read: Iacobucci & Churchill, Chapters 4 and 5.	Hamilton Power Tools.
3	February 1	Problem Definition, Read: Iacobucci & Churchill, Chapters 3 and 4	Proposal writing,
4	February 8	Experimental Design Read: Iacobucci & Churchill, Chapters 6.	
5	February 22	Sample Design and Sample size Read: Iacobucci & Churchill, Chapters 11 and 12	Nielson Media Research.
6	March 1	Scale Development Read: Iacobucci & Churchill, Chapters 10.	
7	March 8	Questionnaire Design Read: Iacobucci & Churchill, Chapters 8 and 9.	Wine Horizon.
8	March 15	Basic Data Analysis, Cross tabulation Read: Iacobucci & Churchill, Chapters 14	Using SPSS review Cross tabulation analysis
9	March 22	Test of difference, Regression analysis Read: Iacobucci & Churchill, Chapters 15 and 16	Regression Analysis
10	March 29	Role of Marketing Research Read: Iacobucci & Churchill, Chapters 1 and 3	
	April 5	Research Communication Read: Iacobucci & Churchill, Chapter 19.	No seminar scheduled

Course Policies

Grading Policies

Unless you have discussed an extension well ahead of the due date with the instructor, late penalties of 5% of the total grade earned per day (including weekends) will be assigned to any assessment (i.e. deducted from the total mark). Extensions will only be granted on the basis of valid medical or personal reasons, and need to be requested via email to the instructor as soon as possible. Late assignments will not be accepted once graded assignments have been returned officially to the class at large, unless circumstances permit and alternative arrangements have been made.

Students who find themselves unable to meet course requirements by the deadlines or the criteria expected because of medical or personal reasons, should review the regulations on academic consideration in the Academic Calendar and discuss their situation with the instructor, program counselor or other academic counselor as appropriate.

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

Missed Assignments

A grade of zero will be assigned if you fail to submit an assignment, unless you are ill or have other compassionate reasons. Please read your Undergraduate Calendar for the regulations regarding illness and compassionate grounds. Please note, vacation travel, moving place to live, or outside work commitments will not be accepted as valid reasons for missing deadlines.

If you have religious observances which conflict with the course schedule or if you are registered with Student Accessibility Services, please contact the course instructor in order to make arrangements for your assessment if appropriate.

University Policies

Academic Misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of 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 offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

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

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible. For more information, contact SAS at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the website: <https://wellness.uoguelph.ca/accessibility/>

Course Evaluation Information

Please refer to the Course and Instructor Evaluation <https://www.uoguelph.ca/ccs/service/course-evaluation/>

Recording of Materials

Presentations which are made in relation to course work including lectures cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Drop date

The last date to drop one-semester courses, without academic penalty, is December 4, 2020. For regulations and procedures for Dropping Courses, see the Academic Calendar:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website

<https://news.uoguelph.ca/2019-novel-coronavirus-information/> and circulated by email.

Illness

The University will not require verification of illness (doctor's notes) for the fall 2020 or winter 2021 semesters.