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Course Description

The University catalogue describes Research in Marketing and Consumer studies as

A comprehensive review of measurement theory, including issues such as construct definition, scale development, validity and reliability. Applications of measurement principles will be demonstrated, particularly as they relate to experimental and survey research design.

My interpretation:

With the advent of technological changes in the marketplace, managers face complex decisions. To assist managers with decision making, technology allows us to gather diverse and detailed information about customers, distributors, retailers and about the marketing environment. The challenge facing future researchers and managers is to distill from vast amount of information and convert that into meaningful and action oriented knowledge. Such knowledge development depends upon three critical factors. The first concerns our conceptual and theoretical understanding about the subject. The second concerns our ability to gather data that would create “better” understanding about the subject. The final factor is concerned with the skills needed to apply analytical tools and interpret the results from analysis. This course will focus on the *second and important factor in knowledge development*.

We will focus on three central requirements of any research. First, the research must be **valid**. In addition, the research must be time and cost **effective** and **efficient**. Finally research must be **useful** or goal oriented. It is my expectation that student should be able to develop skills to apply these criteria for their own research proposal as well as to other research that you may read.

To help sort through the maze of literature about consumer and marketing research, we will first focus on current issues as they are raised in the field. We will then address issues surrounding validity, philosophical orientation(s) and nature of scientific inquiry. Then we will focus on issues pertaining to validity assessment, measurement and scaling. Each of these would be addressed through on-going

debates in the literature. The course will conclude with alternative data collection procedures and associated sampling designs.

Prerequisite are (at minimum): A successful completion of one undergraduate introductory statistics and one undergraduate research methods course.

Student Evaluation

A seminar format with student and instructor lead discussion will be used. The course will consist of lectures and discussions based on assigned readings. The weekly lecture meeting will be used to extend the concepts and principles presented in the text and readings. You are expected (a) to become an active and self-reliant learner, (b) prepare all the reading assignments before lecture sessions, and (c) actively participate in class discussion and develop an appreciation for alternative views.

Weekly hand in assignments	50%
Research Proposal	50%

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	

Course Objectives

There are three major course objectives.

1. To be able to make **informed choices** about **research design**. Informed choices means **knowing** and **interpreting** literature about research methods and articulating explicitly research methods trade-offs. Furthermore, research design means
 - Selecting research setting(s),
 - Selecting stimuli or products or services,
 - Selecting sampling alternatives,
 - Selecting communication and measurement instrument(s), and
 - Selecting analytical tools.

2. Explore variety of research methods from various disciplines, including Economics, Marketing, Psychology, Sociology and Statistics.
3. To provide links to current marketing issues and opportunities in terms of marketing research topics.

Seminar format and Weekly Assignments

A seminar format with student and instructor lead discussion will be used. Each week there will be several readings assigned. It is your (not your instructor's) responsibility to understand and interpret the assigned material. Here are some suggestions. Think about a minimum of five useful insights that are offered. Think about implications in terms of current marketing and market research practice. You may feel that you need to read other papers, do that. You may know evidence for or against the position taken by author(s). Try and explain to others, especially those who do not know and understand marketing research, about the interpretation of terms and their implications. Draw picture(s) linking ideas that you read. In the end, take a position and prepare a one page memo justifying your perspective. In class present your position using audio and visual material. A schedule of topics is provided in Table 1.

Research Replication and Proposal

Each student, individually, will replicate one of 10 research papers. These papers are provided to you in electronic format. All of research papers deal with food or food consumption. Some are more complex than others. First part of replication involves, implementing existing methodology as reported in paper that you selected. You will be collecting primary data from human subjects, that is your classmates.

The second part would then involve a proposal to extend the same theory but alternative research design. Each student will present their proposal to the class in either week 11 or 12, and receive comments, criticisms and suggestions for improvement, prior to submission of the final research report.

Proposal may have a cover letter with a short summary. An Introduction to the research topic and a short literature review should follow summary. Your literature review should conclude with specific research objectives. To accomplish that you need research plan which includes decision about product(s) and / or service(s), sampling, translation of concepts to measured variables, data collection plan and expected data analysis steps. Finally, a workable research project must include a pilot phase of data collection.

To keep you moving and on schedule, in Table 2 (below) I have outlined potential schedule for your project. Every two weeks, you are asked to submit your progress report. Final proposal (no more than 15 pages double-spaced with 11 or 12 point fonts, excluding exhibits) is due on the last day of classes (November 28, 2018).

Required Text Material

There are many textbooks on the topic of Business Research or Marketing Research. You may want

to have any one of them. In addition, set of readings will be provided in a set pertaining to a topic. These are included in the course compact disk (CD).

Aaker, Kumar and Day, *Marketing Research*, Seventh Edition, Toronto: Wiley, 2001.

Babin and Zikmund, *Exploring Marketing Research*, Eleventh Edition, Toronto: Thomson:Southwest, 2016.

Burns, Veeck and Bush, *Marketing Research*, Eight Edition, Pearson, 2017.

Churchill and Iacobucci, *Marketing Research*, Eighth Edition, Orlando, FL: Harcourt, 2001.

Feinberg, Kinnear and Taylor *Modern Marketing Research*, Second Edition, Toronto: Thomson:Southwest, 2013.

Malhotra, *Marketing Research*, Seventh Edition, Upper Saddle River, NJ: Prentice Hall, 2019.

Other Suggested Readings

There are number of specialized books that cover specific topic in detail. Following list is included to help expand your understanding about Market Research.

Brunner, Gordon C. II, Karen E. James and Paul J. Hensel (various years) *Marketing Scales Handbook*, Vol. I (1994), Vol. II (1996), Vol. III (2001), Vol. IV (2005), Vol. V (2009, Electronic version) and Vol. VI (2012, Electronic version), AMA: Chicago; Vol V, Carbondale, IL: GCBIII Production.

Bearden, William O., Richard G. Netemeyer and Mary F Mobley (1993) *Handbook of Marketing Scales*, Sage Publications: Newbury Park, CA.

Chakrapani, Chuck, Editor, (2000) *Marketing Research: State-of-the-Art Perspective*, AMA: Chicago and PMRS Press, Toronto.

Cook, Thomas D. and Donald T. Campbell (1979), *Quasi-Experimentation: Design and Analysis of Issues for Field Settings*, Houghton Mifflin Company: Boston.

Couper, Mick. P., Reginald P. Baker, Jelke Bethlehem, Cynthia Z. F. Clark Jean Martin, William L. Nicholls, II and James M. O'Reilly, eds, (1998) *Computer Assisted Survey Information Collection*, Wiley Series on Survey Methodology.

Dillman Don A. (2000) *Mail and Internet Surveys*, Wiley: Toronto.

Groves, Robert M., Floyd J. Fowler, Jr., Mick P. Couper, James M. Lepkowski, Eleanor Singer, Roger Tourangeau (2004) *Survey Methodology* Wiley Series on Survey Methodology.

Groves, Robert M. and Mick P. Couper (1998), *Nonresponse in Household Surveys*, John Wiley and Sons, New York, NY.

Groves, Robert M., Paul P. Biemer, Lars E. Lyberg, James T Massey, William L. Nicholls II and Joseph Waksberg, eds, (1988) *Telephone Survey Methodology*, John Wiley and Sons, New York, NY.

Presser, Stanley, Jennifer M. Rothgeb, Mick P. Couper, Judith T. Lessler, Elizabeth Martin, Jean Martin, Eleanor Singer (2004) *Methods for Testing and Evaluating Survey Questionnaires*, Wiley Series on Survey Methodology.

Schwarz Norbert and Seymour Sudman, eds. (1996) *Answering Questions*, Jossey-Bass, San Francisco.

Shadish, William R., Thomas D. Cook, and Donald T. Campbell (2002), *Experimental and Quasi-Experimental Designs for Generalized Inference*, Houghton Mifflin Company, New York.

Sirken Monroe G. Douglas J. Herrmann and others, eds. (1999) *Cognition and Survey Research*, Wiley Series on Survey Methodology.

Table 1
Weekly Topics and Key Readings

Week of	Topic	Key Readings
Sept. 3	Course organization	Evaluation of background, Quiz
Sept. 10	Research Priorities and topics	<ul style="list-style-type: none"> • SHUGAN, STEVEN M. (2003) Defining Interesting Research Problems, <i>Marketing Science</i>, vol. 22(1), 1-15. • 2018 - 2020: Research Priorities, Guide to MSI Research Programs and Procedures, Marketing Science Institute.
Sept. 17	Brands and branding, advertising, promotion, distribution and pricing	<ul style="list-style-type: none"> • Stephen L. Vargo and Robert F. Lusch (2004), Evolving to a New Dominant Logic for Marketing <i>Journal of Marketing</i>, 68(January), 1-17. There are also series of comments to this article by respected marketing academics. • 2018 BrandZ Top 100 US Brand Report There is similar list for Global Brands, 2015, Global Brands, 2012, Best Global Brands, 2009, 2008, 2007, 2006, 2005, 2004, 2003, <i>Business Week</i>, August 4, 2003, 72-78 and 2001 Best Global Brands, <i>Business Week</i>, August 6, 2001, 60-64. • Ranking Methodology used by InterBrand, 2001. • There is also list of 25 top Canadian Brands
Sept. 24	Validity	<ul style="list-style-type: none"> • Cook, Thomas D. and Donald T. Campbell (1979) Validity, in <i>Quasi-Experimentation: Design and Analysis for Field Settings</i>, Chapter 2, Boston: Houghton Mifflin Company, 37-94. • Borsboom Denny, Gideon J. Mellenbergh and Jaap van Heerden (2004) The Concept of Validity, <i>Psychological Review</i>, 11(4), 1061-1071.
Oct. 1	Validity debate	<ul style="list-style-type: none"> • Calder, Bobby J., Lynn W. Phillips and Alice M. Tybout (1981) Designing Research for Application, <i>Journal of Consumer Research</i>, 8 (Sept.), 197-207. • Winer, Russell S. (1999) Experimentation in the 21st Century: The Importance of External Validity, <i>Journal of Academy of Marketing Science</i>, 27(3), 349-58.

Weekly Topics and Key Readings

Week of	Topic	Key Readings
Oct. 8	Measurement, reliability and multi-item scales	<ul style="list-style-type: none"> • Hand, D. J. (1996) Statistics and Theory of Measurement, <i>Journal of the Royal Statistical Society, Series A</i>, 159(3), 445-495. • Bergkvist, Lars and John R. Rossiter (2007) 'The Predictive Validity of Multiple-Item Versus Single-Item Measures of the Same Constructs' <i>Journal of Marketing Research</i>, 44(2) 175-84.
Oct. 15	Experimental research in Marketing, Economics and Psychology	<ul style="list-style-type: none"> • Urban, Glen L. and Gerald M. Katz (1983) Pre-Test-Market Models: Validation and Managerial Implications, <i>Journal of Marketing Research</i>, 20(August), 221-34. • Harrison, Glen W. and John A. List (2004) Field Experiments. <i>Journal of Economic Literature</i>, XLII, 1009-1055.
Oct. 22	Analyzing Experimental Data	
Oct. 29	Discrete choice and conjoint experiments	<ul style="list-style-type: none"> • McCullough, Dick (2002) A User's Guide to Conjoint Analysis, <i>Marketing Research</i>, Summer, 19-23. • Kanetkar, Vinay (2000) Conjoint and Discrete Choice Designs for Pricing Research, Unpublished paper presented at the Fourth Annual Forum on Pricing, 1-18. There is also Tutorial that you may use to understand conjoint technique on your own.
Nov. 5	Data collection and Sample design, telephone, mail and in-person techniques	<ul style="list-style-type: none"> • Kanetkar, Vinay (2000) Data Collection Methods and Marketing Research: A Comparison and Review of Alternatives, in Chakrapani, Chuck (Editor) <i>Marketing Research: State-of-the-Art-Perspectives</i>, 106-142.
Nov. 12	Data collection, Mall intercept, internet and multimode surveys	<ul style="list-style-type: none"> • Hewitt, Maria (2003) Attitudes Toward Interview Mode and Comparability of Reporting Sexual Behavior by Personal Interview and Computer-Assisted Self Interviewing, <i>Sociological Methods & Research</i>, 31(1), 3-26. • Kaplowitz, Michael D. Timothy D. Hadlock and Ralph Lavine (2004) A Comparison of Web and Mail Survey Response Rates, <i>Political Opinion Quarterly</i>, 68(1), 94-101.
Nov. 19	Qualitative Methods	<ul style="list-style-type: none"> • Gummesson, Evert (2005) Qualitative research in marketing Road-map for a wilderness of complexity and unpredictability, <i>European Journal of Marketing</i>, 39(3/4), 309-327. • Hofstede, Anouk, Joris van Hoof, Natascha Walenberg and Menno de Jong (2007) Projective techniques for brand image research: Two personification-based methods explored, <i>Qualitative Market Research</i>, 10(3), 300-309.
Nov. 26	Review and student presentations	

Table 2
Schedule for Paper and Potential Activities

Week of	Decision	Activities
Sept. 10	Paper selection	List steps involved in replication.
Sept. 24	Implement study design	Think of Stimuli, sample, survey and statistics
Oct. 8	Extend research	Look for citations and literature.
Oct. 22	Write literature review.	Combine pieces of “larger” puzzle together.
Nov. 5	Find research gap, problem or challenge.	Do we need new methods? Do current approaches deliver acceptable validity and reliability.
Nov. 19	Research proposal draft	Prepare presentation of proposal.

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:

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-accomrelig.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).