

**School of Administrative Studies**  
**ADMS 4260 A**  
**MARKETING RESEARCH I**  
**Summer S1, 2020**

**COURSE DIRECTOR:** Ian Gordon  
**Office:** No office is maintained at York University  
**Email:** [igordon@yorku.ca](mailto:igordon@yorku.ca)  
**Office Hours:** By appointment – time is usually available before and after class  
**Classes:** Tuesdays and Thursdays: 4:00 pm – 7:00 pm  
**Location:** **Classes meet online using the Zoom platform. No classes meet in person.**

### **COURSE DESCRIPTION**

Marketing research provides management with relevant, objective and timely information about marketing problems/opportunities. The foundation concept for the course is the research process and the focus throughout is on developing the research knowledge and skills to translate marketing problems/opportunities into research plans, execute marketing research studies and translate research results into marketing strategies. Students learn to specify, gather, analyze, interpret and report research information used to make marketing decisions and to apply the requisite knowledge and skills creatively with assignments and a marketing research project.

### **PREREQUISITES**

For students in the Honours BAS Program, 72 credits including AP/ADMS 2200 3.0 and AP/ADMS 2320 3.0. For other BAS students, (a) a grade of C+ or better in AP/ADMS 2200 3.0 and (b) AP/ADMS 2320 3.0. For non-BAS students (a) a grade of C+ or better in AP/ADMS 2200 3.0 and (b) ADMS 2310 3.0, HH/KINE 2050 3.0, AP/ECON 2500 3.00, AP/POLS 3300 6.0, AP/PPAS 3300 6.0, HH/PSYC 2020 6.0, OR HH/PSYC 2021 3.0, OR such other courses as may be deemed acceptable in lieu of AP/ADMS 2310 3.0. Prior to Fall 2009: 1) For students in an Honours program, 72 credits including AK/ADMS 2200 3.00 or AK/ADMS 3200 3.00 (prior to Summer 2005), or 2) For other students, a grade of C+ or better in AK/ADMS 2200 3.00 or AK/ADMS 3200 3.00 (prior to Summer 2005). Students are personally responsible for ensuring that they have successfully completed prerequisites as defined in the course outline or in the course calendar. Students who fail to complete prerequisites may be de-enrolled from the course.

### **REQUIRED READING**

Brown, Tom J., Tracy A. Suter & Gilbert A. Churchill, Jr. (2014), ***Basic Marketing Research: Customer Insights and Managerial Action, Eighth Edition***, Mason, Ohio: Thomson South-Western. [Students should use the eighth edition of this text if it all possible. The instructor will incorporate content selectively from the ninth edition. If students are unable to locate the eighth edition, the ninth edition of this text may be used but students should pay close attention to content covered in class to make sure that the content is the same. The lecturer has been through both copies and can confirm that the content in both editions is organized in the same

way and is otherwise similar but there are some differences.] The ebook for the 8<sup>th</sup> edition is available from Nelsonbrain.com

In addition to the course text, students will need to obtain additional material from the Harvard Case Publishing website. Click on the following link in order to obtain this material:

**<https://hbsp.harvard.edu/import/721708>**

Harvard Case Publishing charges students a fee for providing this material. [York University derives no revenue from this process.]

Consult the following websites for additional information on topics of interest:

1. American Marketing Association ([www.marketingpower.com](http://www.marketingpower.com))
2. The Canadian Marketing Association ([www.the-cma.org](http://www.the-cma.org))
3. Council of American Survey Research Organizations ([www.casro.org](http://www.casro.org))
4. The Gallup Organization ([www.gallup.com](http://www.gallup.com))
5. Five Thirty Eight ([FiveThirtyEight.com](http://FiveThirtyEight.com))
6. Electronic Statistics textbook ([www.statsoft.com/textbook/stathome.html](http://www.statsoft.com/textbook/stathome.html))

## **COURSE OBJECTIVES**

The *Research Process*, the foundation concept in the course, is examined from two perspectives. In adopting the perspective of the marketing manager, generally the consumer of marketing research produced by others, we assess how problem definition and the reporting of research results influence the conception of research studies, and the use and ultimate value of marketing research information. Shifting focus to the research professional, generally the producer of marketing research consumed by others, we examine the process by which research information is created and consider how research design, data collection, sampling and data analysis influence the type, quantity and quality of research information available to marketing decision-makers.

Specific objectives include to:

1. understand the role that research information plays in marketing decision-making;
2. strengthen capabilities to analyze marketing problems/opportunities and translate decision problems into research plans;
3. enhance knowledge of the research process and develop critical thinking skills that inform trade-offs between the design and execution of research studies;
4. develop knowledge and skills manipulating data, testing hypotheses and interpreting statistical results using statistical analysis software;
5. strengthen capabilities to translate research results into marketing strategies; and
6. provide students with opportunities to critically evaluate marketing research studies and marketing decisions based on research findings.

## **GRADE BREAKDOWN**

Students must undertake each of the following requirements to successfully complete the course:

|   |              |
|---|--------------|
| Individual Assignment – Case 1: Questionnaire Design    | 20 %         |
| Examination 1 [Mid-term]                                | 20 %         |
| Examination 2 [Final]                                   | 20 %         |
| Team Assignment – Case 2: Marketing Research & Analysis | 20 %         |
| Class Participation                                     | 20 %         |
| <b>TOTAL</b>  | <b>100 %</b> |

## **COURSE ELEMENTS**

### **Individual Assignment [20%]**

A case will be prepared by students to focus on issues associated with the design of a questionnaire. The case will be done individually. The case is entitled, *The Harvard Graduate Student Housing Survey*, by Luc Wathieu, June 13, 2005. It is available from the Harvard case publishing website. Students should make sure that the case number is # 505059-PDF-ENG. obtain the case by clicking on the following link to obtain the course pack: <https://hbsp.harvard.edu/import/721708>. There is a charge to download this case.

Answer the following questions (don't use the case format you are used to using – just answer the following questions in order, by stating the question number and then giving the answer):

#### *Question 1*

Go through the survey questionnaire in Exhibit 1 and imagine yourself as a respondent to the questionnaire. Think about your feelings, thoughts and emotions as you go along. What makes you want to stop, what drives you to continue? What is easy to answer, what is difficult? Once you have done this, answer the following: What are the merits of this questionnaire? What are its apparent shortcomings?

#### *Question 2*

Have you ever obtained housing as a student? If so, is there an important aspect of your experience that was not captured by the 2001 survey? If you have never obtained housing as a student, think about what would have been most important to you had you obtained such housing. Write a question or several questions that should be added to the survey to capture your views in a manner that might impact decision-making. Don't forget to specify the format of the answer to your question. For example, should be a five point scale?

#### *Question 3*

Predict the answers you would expect to your questions in the previous question [Question 2] and the impact on actual decision-making that it might have.

#### *Question 4*

When looking back at the 2001 survey, what news did it produce? What impact did it have? Can you attribute this impact to specific features of the survey or of the survey design process and circumstances?

#### *Question 5*

Address the decision problem of the protagonists in the case [i.e. the main characters]. What should be kept or removed in the 2005 survey? What are the survey do to contribute to the Allston initiative in a useful way?

#### *Question 6*

If not a survey, what else would you recommend to understand the customer in a way that would inform long-range planning in Allston. You might start by focusing on the three issues mentioned on page 10 of the case and then think more broadly.

#### *Question 7*

Do you think that the survey effort was worth \$50,000? Whatever your perspective, provide reasons for your answer.

Note the date and time when the case submission is due and be sure to submit the case on time to Turnitin via the case link in Moodle. See the course outline for the date and time of

submission. *Late submissions are not acceptable and will result in a zero mark for this component over the course.*

All submissions should be in Arial 11 point font, double spaced, with 1 inch margins all around the page. Submissions should not exceed 10 pages excluding the cover page, Table of Contents and appendices. The total number of pages should not exceed 20 pages and can be substantially less.

Students should be aware that Turnitin submissions check for plagiarism as does the instructor. It is naturally expected that students are in compliance with plagiarism and ethics policies at York. There will be zero tolerance for plagiarized submissions.

### **Team Assignment [20%]**

A case will be prepared by students working together in teams to address a case that requires data analysis and interpretation. Students will be assigned to teams by the lecturer.

The case is entitled, *Ford Ka [A], The Market Research Problem*, by Cothier, Christen and Soberman. Obtain it from the Harvard case publishing website. Be sure you have the right case: the case number is # INS701-PDF-ENG [it was originally published by Insead]. The case also requires a supplemental data set. This data set will be provided to students for students to review and analyze as described below. Students should be aware that this is a complex and time-consuming task and should allocate time accordingly.

This case has been added to the course pack available from Harvard Case Publishing using the same link that was used for the *Harvard Graduate Student Housing Survey*. See above.

All submissions should be in Arial 11 point font, double spaced, with 1 inch margins all around the page. Submissions should not exceed 10 pages excluding the cover page, Table of Contents and appendices. [Students should obviously make sure that all team members are identified on the cover page along with student numbers]. It is expected that there will be many tables, graphs and charts to which students may want to refer and these should be included in the appendices and numbered to facilitate referencing in the body of the report. Including the cover page, Table of Contents, report body and appendices just mentioned, the maximum page count for this paper is 25 pages, although fewer pages can naturally be submitted.

Submission of the report is done electronically. Students should submit the report to Turnitin via Moodle. Turnitin checks for plagiarism. Students should note the due date and time for submission. *Late submissions are not accepted and will result in a zero mark for the team project.*

In addition to preparing a long-form case response, students will also present their case submissions in groups online during class. Student groups will have 15 minutes to present their cases plus 5-10 minutes for questions. PowerPoint should be used to present. The PowerPoint presentations should be submitted to the appropriate link in Moodle no later than 4 hours before the presentation is due to be made so that the instructor can mount this on his computer to be shared with students on the Zoom platform. Students should rehearse the presentation in groups online and be sure that they are comfortable with delivery in this Zoom platform format. All Zoom microphones and cameras for the presenters will be unmuted and the instructor will advance the slides when the presenter says “next slide.”

Students will be provided with a data set that contains responses from 250 potential small car buyers to different tasks and questions. The data set contains the preference ranking of the Ford Ka from a set of 10 small cars along with six demographic variables describing these respondents. The demographic variables are: gender, age, marital status, number of children in household, first-time car purchase, and household income group. It also contains responses from the same 250 respondents to a set of 62 attitudinal questions about cars and driving. Finally, it contains the responses to a similarity-rating task of the 10 small cars 116 "Ka Choosers" and the 72 "Ka Non-Choosers".

Students should answer the following questions in order [students should not use the usual case format they may have used for other courses].

*Question 1:* Can different demographic variables separate out "Ka Choosers" and "Ka Non-Choosers"?

*Question 2:* Do "Ka Choosers" and "Ka Non-Choosers" perceive the small car market in the same way or are there differences between the two groups? If there are differences, what are possible explanations for them?

*Question 3:* Are there distinct attitudinal segments? If so, how are these segments different and how well can they separate between "Ka Choosers" and "Ka Non-Choosers"?

*Question 4:* What are potential problems with the data that could limit the applicability of the statistical results?

*Question 5:* If you were in charge of marketing for the Ford Ka initiative at Ford, what would you do based on the assessment just completed (the analysis of the data set)?

To answer some of the questions, students may need to perform cross tabulation to determine differences between "preference" groups – i.e. "Ka Choosers", "Ka Non-Choosers" and the rest. This analysis can be conducted using any statistical analysis software such as SPSS and also in Excel using pivot tables. If using SPSS, students will need to import the data from the Excel spreadsheet provided using copy and paste commands.

Multidimensional scaling will be needed to determine perceptual differences between "Ka Choosers" and "Ka Non-Choosers". These data are contained in the MDS data tab of the worksheet that will be provided to students. First, the data need to be copied from Excel spreadsheet into SPSS using copy and paste commands. Next, give appropriate labels to the variables and associated categories. Note that each respondent [represented by *resp\_num*] provides 10 rows of data. The variable *topbot* indicates whether the respondent chose Ka among top 3 [coded as 1] or as bottom 3 [coded as 2]. To run multidimensional scaling, syntax must be used because the command from the drop-down menus likely won't work given the size of the data set. *Use the following syntax exactly as stated here:*

```
ALSCAL VARIABLES=tigra ka rav4 twingo corsa fiesta polo p106 micra fiat500
/SHAPE=SYMMETRIC /LEVEL=ORDINAL (UNTIE) /CONDITION=MATRIX /MODEL=EUCLID
/CRITERIA=CONVERGE(.001) STRESSMIN(.005) ITER(30) CUTOFF(0) DIMENS(2,2)
TIESTORE(1000) /PLOT=DEFAULT.
```

Cluster analysis will need to be performed to determine attitudinal segments. For the cluster analysis, the data are contained in the "Psychographic Data" worksheet. First, the data need to be copied from the Excel worksheet into SPSS using copy and paste commands. Next, give appropriate labels to the variables and the associated categories or directly use the relevant

SPSS file. Use quick clustering [*k-means clustering*] to discover the psychographic segments discussed in the case. Be sure that you save the resulting cluster membership.

The questions will be graded based on a maximum mark of 15% each for questions 1 and 4, 20% each for questions 2 and 3, and 30% for question 5. The marks for the presentation and report will each be worth 10% for a total of 20% of the course mark.

This course is not a course in how to use SPSS. Students unfamiliar with SPSS or the advanced functions in Excel [if they choose to use Excel instead of SPSS] will need to approach this as an exercise in **self study**. There are many online sources that students might use to familiarize themselves with SPSS.

### **Examination 1 [20%]**

The first examination for this course will occur roughly halfway through the content and will examine students' understanding of the course concepts in a multiple-choice examination. The examination will take approximately 75-90 minutes [the exam has not yet been set]. See the course outline for detail and note the date of the examination in your calendar. No deferred examination has been scheduled so students should make every effort to write the examination at the time when this is scheduled.

The examination will be available using a link in the course homepage in Moodle that will become visible at the appointed time.

As this course will be conducted online, students can write the examination from anywhere there is reliable Internet access. Make sure that your computer is updated and reliable. If writing from home, also make sure that you are the only one who has access to the router and try to use a wired connection [such as CAT5 cable] rather than a wireless connection for increased reliability. If the Internet goes down while you are writing, sign in again immediately because there is no way to address any technology issues you might have and the examination will still end at the appointed time.

### **Examination 2 [20%]**

The second examination for this course will occur after all content has been reviewed and will examine students' understanding of the course concepts in a multiple-choice examination. The coverage of the examination will be all content reviewed in the semester following Examination 1. For greater clarity, Examination 1 content is not included in Examination 2. The examination will take about 90-100 minutes [the duration and content is yet to be confirmed].

Note the date of the examination in your calendar. No deferred examination is scheduled so students should make every effort to be in attendance. Comments about Internet and computer reliability and problems that might occur for Examination 1 apply here as well.

### **Class Participation [20%]**

Grades will be assigned for class participation. As this class will be conducted online, class participation will need to be based on different principles than is commonly the case for in-class participation assessments.

Students will have an opportunity to submit questions using the chat facility within the Zoom platform that enables typed communications with the lecturer. Just type in your questions or unmute your microphone to present your questions verbally. Keep track of all the questions that you have asked or comments you have made in the online class, and submit what you have said to the following email address: [\*\*classparticipation4260@aol.com\*\*](mailto:classparticipation4260@aol.com)

Use the following format for your submission:

- Name:
- Student number:
- Course name: Marketing Research ADMS 4260/A
- Date of class:
- Participation: [state what you said or typed at class – not what you thought or wish you had said]

Then submit this log each week to the previously mentioned email address. Submissions will only be received within seven days of the class because the instructor will review them then for accuracy and this can only occur within the immediately following week. Please don't ask to submit late class participation logs. They can't be accepted.

This submission is entirely voluntary. Submission of this log provides students with some input into the class participation grade and ensures that memorable statements are recorded. These submissions will help inform participation grades as will the online peer review survey, discussed below. Class participation is based principally on the quality and quantity of contributions in class.

For this class to achieve the level of interaction and insight possible, and for student participation to be gauged, it is essential that students are present at each class, even though the classes are conducted online. Students obviously cannot participate if they are not present! In the compressed timing of this course, attendance is particularly important if students are to remain current and encourage the content fully. Students unable to attend a given class should submit a written, 2-page submission of the subject matter scheduled for discussion that class. This submission should also be sent to the previously mentioned email address: [classparticipation4260@aol.com](mailto:classparticipation4260@aol.com) (Submissions are not required if a student misses the first class but are required for other missed classes. The 2-page submission is due at the very next class after the one that was missed).

Students may not miss more than two classes in the semester without professional medical or equivalent documentation to support reasons for absence.

In order to assess attendance, a quick roll call will be taken at the start of class. Students will need to be present and their cameras turned on at the start of class.

A peer evaluation will be conducted at the end of the semester to help ensure that each group performs effectively and can draw on the full knowledge and effort of all team members. The peer evaluation will be confidential and will assess the professionalism of students in respect of their work with other team members and the quality of their contributions to the team. The assessment will be done at the end of the semester in an online survey. The results of the survey and observations of team performance may result in the adjustment of individual marks for the team work to reflect disproportionate contributions, or lack thereof. The survey results may also be used to adjust the class participation mark as noted above.

## **EXPECTATIONS**

### **Academic Honesty**

The Code of Student Rights and Responsibilities governs student rights, responsibilities and conduct in this course. Plagiarism, cheating, misrepresentation of identity, falsification of results, improperly obtaining examination papers, submitting academic work twice for credit, and aiding or abetting any of these offences violates the legal/ethical standards of the University and is subject to severe penalties, including possible expulsion.

Students are reminded that they cannot reuse content submitted to one course in a submission to another course without the prior written permission of the professors responsible for both the courses. Students are also reminded not to copy anything from anyone, and most especially not from the Internet, neither paraphrasing nor directly copying.

Please regard this as full and fair warning that any academic honesty infractions will be pursued vigorously.

Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist. Students should review the York Academic Honesty policy at:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

An interactive on-line Tutorial on academic integrity for students is available at:

[http://www.yorku.ca/tutorial/academic\\_integrity/](http://www.yorku.ca/tutorial/academic_integrity/)

### **Examinations and Assignments**

There is a limitation of one calendar week for queries on grading following the return of an examination or assignment. When a request for re-grading is received, the entire examination or assignment will be re-marked. The new grade may be higher, the same, or lower.

### **Class Preparation**

The complexity of topics and the pace with which they will be covered imply that students who are absent or unprepared for class meetings will quickly fall behind. The prevailing expectation is always that students have read assigned materials prior to class and are prepared to discuss the major concepts/issues raised by the lecture topics and readings.

## **IMPORTANT YORK POLICIES**

### **Academic Honesty (Senate Policy)**

The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. The Policy on Academic Honesty is an affirmation of the obligation for members of the University community to maintain the highest standards of academic honesty. As academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the responsibility of all faculty members to foster acceptable standards of academic conduct and of students to be mindful of, and abide by, such standards. Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist.

Students should review the York Academic Honesty Policy at:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

An interactive on-line Tutorial on academic integrity for students is available at:

[http://www.yorku.ca/tutorial/academic\\_integrity/](http://www.yorku.ca/tutorial/academic_integrity/)

Written assignments may be submitted to *Turnitin* to verify originality. Students should review [www.yorku.ca/academic\\_honesty/students/tunitin-students.htm](http://www.yorku.ca/academic_honesty/students/tunitin-students.htm) for York guidelines on the use of text matching services and for a link to student FAQs about *Turnitin*.

## **Grading Scheme and Feedback Policy**

The grading scheme shall be announced, and be available in writing, within the first two weeks of class. Under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Terms, and 30% for 'full year' courses offered in the Fall/Winter Term shall be received by students prior to the final withdrawal date from a course. Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible. For more information on the Grading Scheme and Feedback Policy, please visit: <http://www.yorku.ca/secretariat/policies/document.php?document=86>

## **Reappraisals**

With sufficient academic grounds, students may request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work. A request for a reappraisal may result in the original grade being increased, decreased, or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at: <https://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>

## **ACCOMMODATION PROCEDURES**

### **Deferred Standing**

Deferred standing may be granted to students who are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. Details can be found at <http://myacademicrecord.students.yorku.ca/deferred-standing>

As communicated to the University community on March 13, 2020, Senate Executive has agreed to waive until further notice the requirement for students to submit an Attending Physician's Statement in support of a request for deferred standing or petitions

DSA Form: [http://www.registrar.yorku.ca/pdf/deferred\\_standing\\_agreement.pdf](http://www.registrar.yorku.ca/pdf/deferred_standing_agreement.pdf)

In order to apply for deferred standing, students must register at <https://sas-app.laps.yorku.ca/>. Followed by handing in a completed DSA form and supporting documentation directly to the main office of the School of Administrative Studies via email ([apsas@yorku.ca](mailto:apsas@yorku.ca)) providing your ticket number and attaching the DSA form. The DSA must be submitted no later than five (5) business days from the date of the exam. These requests will be considered on their merit and decisions will be made available by logging into the above-mentioned link. No individualized communication will be sent by the School to the students (no letter or e-mails). Students with approved DSA will be able to write their deferred examination during the School's deferred examination period. No further extensions of deferred exams shall be granted. The format and covered content of the deferred examination may be different from that of the originally scheduled examination. The deferred exam may be closed book, cumulative and comprehensive and may include all subjects/topics of the textbook whether they have been covered in class or not.

### **Senate Religious Observance Policy (Senate Policy)**

York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to

adherents (Senate 032). For further information on accommodation procedures required due to religious commitment, and the schedule of dates, please visit: <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

### **Accessibility Services for Students**

The nature and extent of accommodations shall be consistent with, and supportive of, the integrity of the curriculum and the academic standards of programs and courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more information please visit the Student Accessibility Services website at <https://accessibility.students.yorku.ca/>

Please alert the Course Director as soon as possible should you require any accommodations.

### **OTHER POLICIES – COURSE SPECIFIC**

Students may not record audio or video of any peer or instructor activity in class without the prior written permission of the instructor; permission will not be withheld unreasonably (e.g. in cases of required academic accommodation).

Other relevant course policies are discussed in this Course Outline.

## COURSE SCHEDULE – CONTENT

| Date              | Topic   | Readings<br>[Course text = BSC]   | Assignments  |
|-------------------|---|---|--|
| May<br>12         | Introduction, scope and objectives<br>The changing nature and relevance of marketing research<br>The research process<br>Ethics and marketing research  | BSC, Ch. 1, 2<br>Andreasen, Alan R.<br>' <i>Cost Conscious Marketing Research</i> ',<br>Harvard Business Review, July/August, 1983 [#83401] |  |
| May<br>14         | Problem definition & formulation<br>Exploratory & descriptive research including literature search, interviews and focus groups<br>Using external secondary data  | BSC, Ch. 3, 4, 7  | <b>Obtain and read case: <i>The Harvard Graduate Student Housing Survey</i></b> , Luc Wathieu, June 13, 2005, Case #9-505-059. Obtain from Harvard case publishing website using the course pack information previously provided. Be sure you have the right case.                                 |
| May<br>19         | Causal research<br>Collecting descriptive primary data<br>Collecting data by observation and communication<br>Selected discussion of case, case submission expectations: <i>The Harvard Graduate Student Housing Survey</i> | BSC, Ch. 8, 9, 10, 11<br>Students will be placed in groups for the term project: <i>Ford Ka</i>   | <b>Obtain the case: <i>Ford Ka [A], The Market Research Problem</i></b> , #INS701, by Cothier, Christen and Soberman. Obtain from the Harvard case publishing website. Be sure you have the right case.<br><u><b>A SUPPLEMENTAL DATA SET IS ALSO REQUIRED AND WILL BE PROVIDED TO STUDENTS</b></u> |
| May<br>21         | Asking good questions<br>Designing the questionnaire, data collection form<br>Coaching for the mid-term examination   | BSC, Ch. 12, 13<br><i>Questionnaire design and development</i> , Harvard Business School, 9-590-015   | Prepare for examination next week  |
| <b>May<br/>26</b> | <b>EXAMINATION 1</b><br>Students may use time after the exam to prepare <i>The Harvard Graduate Student Housing Survey</i> due May 28   | Examination 1 will cover content up to and including May 21   | <i>The Harvard Graduate Student Housing Survey</i> submission is due next week. See below.   |
| May<br>28         | Decision support systems and working with "Big Data"<br>Discussion of expectations for the Ford Ka case   | BSC, Ch. 5, 6   | <b>Submit individual case - <i>The Harvard Graduate Student Housing Survey</i> - by May 28, 3:30 PM</b> by e-submission to the link on the course page <b>in Moodle. No late submissions will be received or marked. Academic integrity will be checked in several ways.</b>                       |
| June<br>2         | Developing the sampling plan<br>Data collection response rate optimization, error minimization<br>Data preparation for analysis   | BSC, Ch. 14, 15, 16   |  |

| Date    | Topic   | Readings<br>[Course text = BSC]                               | Assignments   |
|---------|---|---|---|
| June 4  | Analysis and interpretation: individual variables simultaneously<br>Analysis and interpretation: multiple variables simultaneously  | BSC, Ch. 17, 18   |   |
| June 9  | Reporting results: Oral research presentation & the written research report<br>Coaching to prepare for Examination 2  | BSC, Ch. 19, 20   |   |
| June 11 | <b>EXAMINATION 2</b><br><b>After the examination, remaining class time is available for students to meet with one another to advance their progress on the <i>Ford Ka</i> case.</b>   | Examination 2 covers all content not covered by Examination 1 |   |
| June 16 | This time is allocated for students to work together in teams to prepare the group report and presentation for <i>Ford Ka</i> case. Students are expected to attend class online. Each group will have a 10-15 minute meeting with the course instructor online using the Zoom platform. The schedule for the meetings will be provided beforehand and students in each group will be invited to the respective meetings. When not meeting with the instructor, the remaining duration of class should be used by students to work on their projects together. The course instructor will meet for 10-15 minutes to understand project progression, to observe student experience and interaction, respond to enquiry and assist as appropriate in the context of the learning experience, to aid and to guide. The instructor will not substitute for independent discovery, such as the use of SPSS, pivot tables in Excel, etc. <i>Students are expected to familiarize any knowledge gaps they have in these areas independently.</i><br><b>WARNING:</b> This case is complex and data intensive. It requires a lot of time and teamwork so students should allocate considerable time during the semester preceding this class time to ensure that they don't rely on this date alone to get the project done. |   |   |
| June 18 | <b>Students present their case response online in class.</b> All students are expected to attend class online to benefit from the presentations of other groups, in addition to making their own presentation. Provide the team's PowerPoint presentation to the link in Moodle four hours before the start of class – i.e. by noon on June 18. No late submissions will be accepted. The presentation will be mounted on the instructor's computer and will be made available to all students on the Zoom platform. The microphones and cameras of team members will be unmuted for the presentation, and sides will be advanced when the presenter says "next slide". Additionally, one person in each group must submit the team's case response longform report for the <i>Ford Ka</i> case to Turnitin in Moodle. <u><i>Students are cautioned that Turnitin checks for plagiarism as does the instructor and plagiarism will be dealt with severely.</i></u>  |   | <b><u>Submissions of the report and presentation must be made to the separate links provided in Moodle by noon on June 18. No late submissions will be received or marked.</u></b> <i>There is one link for the report and one link for the presentation in Moodle. Be sure to submit the report to the report link in the presentation to the presentation link. And, again, this must be done before noon on June 18.</i> |
| June 23 | <b>Study days</b>   |   |   |