

COURSE:

AP/ADMS 4260 Marketing Research

ADDITIONAL REQUIREMENTS:

None

REQUIRED COURSE TEXT / READINGS:

Brown, Tom J., Suter, Tracy A., Churchill, Jr., Gilbert A. Jr. (2024). ***Basic Marketing Research: Customer Insights and Managerial Action***, Tenth Edition, Mason, Ohio: Thomsen South-Western. ISBN: 978-0-357-90184-7. Print (\$152.95) and digital (\$76) copies of the textbook may be purchased from the York Bookstore. New and used copies available from other sources and earlier editions of the textbook can serve as workable substitutes.

Students are encouraged to consult the following sources for additional information on research topics of interest:

1. American Marketing Association (<https://www.ama.org/>)
2. Pew Research Center (<https://www.pewresearch.org/>)
3. The Gallup Organization (www.gallup.com)
4. Survey Monkey (www.surveymonkey.com/)
5. Civiqs (<https://civiqs.com>)
6. YouTube (<https://www.youtube.com>)

TIMES AND LOCATIONS:

This is a blended course that combines a mix of mostly on line and in person instruction. There are a couple of asynchronous lectures, to allow students for studying at their convenience. Students are expected to be present on line or in class as per the course schedule during scheduled times: **Wednesdays (1:00 pm to 3:50 pm), in person at ACW-205.**

TECHNICAL REQUIREMENTS FOR THE COURSE:

Several platforms will be used in this course (e.g., eClass, Zoom, etc.) through which you will interact with the course materials, the course director, as well as with other students.

You shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Please review the [technology requirements and FAQs for eClass](#).

WEIGHTING OF COURSE:

Midterm (Individual)	30%
Marketing Research Study (Group)...	15%
Questionnaire Design (Group).....	15%
Marketing Research Report (Group)...	20%
Final Exam (Individual)	20%
Total.....	100%

COURSE INSTRUCTOR / CONTACT:

Instructor: Marius Dobre, PhD, MBA, PMP, P.Eng
E-mail: mdobre@yorku.ca (preferred method of contact)
Course consultation hours: By appointment via Zoom

COURSE LEARNING OBJECTIVES:

This course is intended to prepare students to become effective marketing research practitioners.

The Research Process is examined from the perspective of a managerial problem that needs a decision. There are two perspectives employed, one of the *Marketing Decision-maker*, where research information produced by others is evaluated for the decision making process. The second perspective is of the *Research Professional*, as the producer of research information consumed by others. Here we examine how research design, data collection, sampling and data analysis influence the type, quantity, quality and cost of research information available to marketing decision-makers.

Specific objectives include:

- to understand the role of marketing research information in decision-making;
- to enhance critical thinking skills that inform the management of the research process and research error;
- to identify ethical dilemmas that confront marketing decision-makers and research professionals;
- to learn how to apply decision-making frameworks to resolve ethical problems;

- to strengthen capabilities to translate marketing problems into research plans and research results into marketing insights and actions;
- to develop the knowledge and skill to manipulate data, test hypotheses and interpret research results using statistical analysis software; and
- to provide students with opportunities to critically evaluate marketing research studies and marketing decisions based on research results.

ORGANIZATION OF THE COURSE:

A detailed course schedule will be provided on eClass at the beginning of classes. The general structure is as follows, and can be changed:

Session / Date	Topic	Activities / Assignments
1 Sep 03	<i>In class session</i> Introduction, Scope & Objectives Introduction to Marketing Research	Review the Senate Policy on Academic Integrity https://spark.library.yorku.ca/academic-integrity BSC, Ch. 1, focus on pp. 5-8, 13. Ch. 9, focus on pp. 126-132. Andreasen (1983). "Cost Conscious Marketing Research," <i>Harvard Business Review</i> , July/August, 74-80.
2 Sep 10	<i>In class session</i> Research Process – Problem Identification Research Ethics	BSC Ch. 2, focus on pp. 20-24 Ch. 3 Ch. 6 Gelb & Gelb (1986). "New Coke Fizzles – Lessons for the Rest of Us," <i>Sloan Management Review</i> , 28(10), 71-76. Chen, "I Downloaded the Information Facebook Has on me Yikes!" <i>New York Times</i> , April 12, 2018. Milgram Experiment (2021, June, 10). In Wikipedia. https://en.wikipedia.org/wiki/Milgram_experiment
3 Sep 17	<i>In class session</i> Research Design Exploratory & Descriptive Research	SPARK Academic Integrity Module Due BSC Ch. 4, Ch. 9, focus on pp. 123-124.

	Causal Research	<p>"The Trump Verdict: 11 Undecided Voters Discuss," New York Times, June 04, 2024.</p> <p>Maute & Pattie (2010), "Reflections on a New Model of Graduate Business Education," Review of Higher Education, 3(5), 19-27.</p> <p>BSC Ch. 8</p> <p>Harmon, "New Drugs Stir Debate on Clinical Trials," New York Times, Sept. 18, 2010.</p>
<p>4 Sep 24</p>	<p><i>In class session</i></p> <p>Data Collection Secondary vs. Primary Data Communication vs. Observation</p>	<p>Group Assignment #1: Marketing Research Study Due (15%) Peer Evaluation #1, Assignment #1 Please submit the above in Turnitin by 3 pm.</p> <p>BSC Ch. 7</p> <p>Flegenheimer, "Collecting Data on the Habits of Passengers Underground," New York Times, April 15, 2013.</p>
<p>5 Oct 01</p>	<p><i>In class session</i></p> <p>Measurement & Scaling in Marketing</p> <p>Questionnaire Design, Question Form, Wording & Sequence</p>	<p>BSC Ch. 12, focus on pp. 162-172.</p> <p>Bryant, "Fly Me! Why No Airline Brags, 'We're the Safest'," New York Times, June 09, 1996.</p> <p>BSC Ch. 13, Ch.11, focus on pp.148-152</p> <p>See:https://www.pewresearch.org/methods/2018/03/21/methods-101-video-question-wording/101/ Arumugam, (2012, December 06). "The Littlest Tasters." See: http://www.slate.com/articles/life/futuretense/2016/06</p>
<p>6 Oct 08</p>	<p><u>Midterm exam – In class, In person, Closed book, Multiple Choice Questions</u></p>	<p><i>In class - Midterm exam (30%)</i></p>

	<u>Wed Oct 8th, 1:00 pm – 2:30 pm</u> All material covered from session 1 to 5.	
7 Oct 15	No class – Reading Week (October 11 – 17)	
8 Oct 22	In class session Sampling & Sample Size	BSC, Ch. 14 Group Assignment #2: Questionnaire Design Due (15 %) Peer Evaluation #2 Assignment #2 Please submit the above in Turnitin by 3 pm.
9 Oct 29	In class session Field Work & Non-Sampling Error Descriptive Data Analysis Statistical Inference	BSC Ch. 15, focus on pp. 225-227. Harwood, “Pollsters Struggle to Pin Down the Right (Cell) Number,” <i>New York Times</i> , August 06, 2012. BSC, Ch. 16, Ch. 17, focus on pp. 246-254. Poushter, Bishop & Chwe, “Social Media Use,” The Pew Center, June 2018. Retrieved from http://www.pewglobal.org/2018/06/19 . SPSS for Beginners: https://www.youtube.com/watch?v=zFBUfZEBWQ
10 Nov 05	In class session Testing for Differences Testing for Differences with SPSS	BSC, Ch. 17, focus on pp. 254-258, Ch. 18, focus on pp. 264-265. Independent Samples t tests in SPSS: https://www.youtube.com/watch?v=-qGFZFOQx7Q&t=6s
11 Nov 12	In class session Testing for Association Testing for Association with SPSS	BSC, Ch. 18, focus on pp. 266-270. Multiple Regression in SPSS: https://www.youtube.com/watch?v=thO_Wfdc6O4

12 Nov 19	<i>In class session</i> Writing the Research Report	BSC, Ch. 19, Ch. 20 Due on November 22nd, 6 pm, in Turnitin <ul style="list-style-type: none"> Assignment #3: Marketing Research Report (20%) Peer Evaluation #3 Kohli, S, Timelon, B., Fabius, V. & Moulvad Veranen, S. (2020). "How Covid is Changing Consumer Behavior – Now and Forever," McKinsey & Company.
13 Nov 26	<i>In class session</i> <i>Final exam – In class, In person, Closed book, Multiple Choice Questions</i> <i>Wed Nov 26th, 1:00 pm – 2:30 pm</i> <i>All material covered from session 8 to 12</i>	<i>In Class Final Exam (20 %)</i> FINAL EXAMINATION

ADDITIONAL INFORMATION / NOTES:

Classroom Etiquette:

- Cell Phones: Please turn off your cell phones before entering the classroom.
- Computers: Answering email and doing other work on computers during a lecture can be distracting to other students.
- Food: don't eat during the lecture. Please be considerate towards the other class members.

Communication:

The preferred mode of communication outside the class and office hours is by e-mail, with an aim at answering within 24 hours. **E-mails asking for higher marks will NOT be answered.**

If you need to speak with me, you are welcome to approach me during breaks at lecture time or request a Zoom meeting via e-mail.

EXAMINATIONS AND ASSIGNMENTS

Midterm exam and final exam

The mid-term exam is scheduled for October 8th, in-class, 1:00 pm – 2:30 pm, 30% of your final mark.

The final exam is scheduled for November 26th, in-class, 1:00 pm – 2:30 pm, 20% of your final mark.

You will be given a set of Multiple-Choice Questions (MCQs) and details will be provided during class, in advance of the due date of these exams.

Reasons other than duly authenticated illness and bereavement are normally not admissible justifications for failure to appear for examinations or meet assignment deadlines. You must advise the instructor in advance if unable to appear for an examination.

If you miss the midterm exam for reasons acceptable by the school policies, the percentage of the midterm exam will be moved to the final one.

If you miss the final exam for reasons acceptable by the school policies, you should apply for a deferred final exam (<https://www.yorku.ca/laps/sas/academic-resources/deferred-exam-requests/>). The deferred final exam will be held as per school policies in place, and its date will be announced accordingly through the school office.

Group work

There are 3 components of the group work, **Assignment #1**, **Assignment #2**, and **Assignment #3**.

The purpose of the group work is to give students the opportunity to take the journey through the marketing research framework, and to learn how to apply theoretical marketing notions to the practical business context.

DETAILED INFORMATION ON EACH GROUP WORK COMPONENT

Assignment #1 (15%) (group assignment) – Marketing Research Exercise

This assignment is about getting familiar with each stage of the marketing research process.

As a group you will create a Power Point Presentation where you will address the following items:

1. Start with an Executive Summary of your assignment (1 slide).
2. Briefly describe the marketing problem that led to the decision to conduct marketing research (1 slide).
3. List and briefly explain the key Research Questions addressed by the marketing research (1 to 2 slides).
4. Classify the Research Information gathered to address the Research Questions according to the attached detailed description in eClass. Use reference Table 1. (1 slide)
5. Briefly describe the Methods used to gather the Research Information (1 slide)
6. Summarize the research results under a conclusion (1 slide) and an additional slide as the recommendations (1 slide) for action from the study.

Total: maximum 10 slides

Administrative guidelines:

- ***ppt file only***
- ***on the first slide include the link to your selected article for review.***
- ***LENGTH – 10 slides TOTAL***
- ***Due - as per the course outline in Turnitin***

Assignment #2 (15 %) (group assignment) – Questionnaire Design

This assignment asks students to develop a short questionnaire for a specific Decision Problem (e.g., Millennial Wealth Management feasibility study) providing exposure to measurement and data gathering principles/concepts including introductory scripts, question form, wording and sequence.

Peregrine Wealth Management commissions marketing research on Millennial investment attitudes and behavior to address the following research questions:

1. How do Millennials feel about saving, debt and investing?
 2. What type of assets and debts are held by Millennials and what is the value of those assets/debts?
 3. How likely are Millennials to purchase investment products and/or services?
 4. How do Millennial attitudes, behavior and purchase intentions about saving, debt and investing vary by demographic characteristics?
- Design a telephone questionnaire to gather primary data from Canadian Millennials for the Peregrine Wealth Management study.
 - Please include the questionnaire as an appendix to your paper.
 - Organize the paper that accompanies your questionnaire around the following **headings**:
 - I. **Information to be Gathered** Identify and justify the research design. Classify the primary data gathered by your survey according to: i) state of being, mind, behavior and intention; and ii) independent/dependent variable.
 - II. **Conceptual and Operational Definitions** Define and operationalize two key dependent variables. Explain choices about question form, wording and sequence for these questions, illustrating trade-offs.
 - III. **Other Design Features** Describe any other design features included in the questionnaire to improve data quality and response rates.
 - IV. **Polished draft of the Questionnaire (as Appendix)** including an introductory statement that grabs attention, instills desire to comply and reviews ethical obligations (e.g., informed consent, freedom from harm, privacy).

Administrative guidelines:

- ***Word file only***
- ***LENGTH - 6 pages TOTAL, double spaced, Times New Roman, size 12, 1" margins.***
- ***The Title page, Table of Contents and the Appendix do not count towards this number of pages.***
- ***Due - as per the course outline in Turnitin***

Assignment #3 (20 %) (group assignment) – Marketing Research Report

This assignment is meant to give the students the opportunity to conduct analysis of a large data set to develop marketing insights and recommendations about how a business should respond to a market opportunity / problem.

Analyze Marty's data set and recommend a marketing strategy that will enable the company to respond to the competitive threat posed by the Naples Clothing Company.

Organize the Marketing Research Report according to the following **headings**:

I. Title Page

II. Table of Contents

III. Executive Summary

IV. Decision Problem and Research Problem

III. Data Analysis

- i) Descriptive Analysis
- ii) Testing for Differences
- iii) Testing for Association

IV. Conclusions and Recommendations

- i) Consumer Characteristics, Attitudes and Behaviors
- ii) Target Marketing Strategy
- iii) Positioning Strategy

V. Appendix

- i) Precision of Estimate (H) for the DV *Clothing Spending*
(@ 95% confidence)

Administrative guidelines:

- ***Word file only***

- **LENGTH - 6 pages TOTAL, double spaced, Times New Roman, size 12, 1" margins.**
- **The Title page, Table of Contents and the Appendix do not count towards this number of pages.**
- **Due – as per the course outline in Turnitin**

Notes about grades and attendance

As the group assignments will be completed mostly through online group interaction, it is extremely important for students to attend lectures, to ask questions and to also attend their group online meetings, and work with their peers, as otherwise they will not be able to contribute to the group work with direct implications to the final mark.

Class Preparation

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

COURSE POLICIES

Grading, Assignment Submission, Lateness Penalties, and Missed Tests

Grading: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04_5_acadinfo.pdf)

Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see Alternative Grading Option in the Atkinson Faculty of Liberal and Professional Studies section of the Undergraduate Calendar: http://calendars.registrar.yorku.ca/2012-2013/faculty_rules/AP/index.htm

Assignment Submission: Proper academic performance depends on students doing their work not only well but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment.

Lateness Penalty: Projects received later than the due date will be penalized by ½ letter grade per day. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., an Attending Physician's Statement).

Missed Tests: Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., an Attending Physician's Statement) may request an accommodation from the Course Instructor in a form of a makeup test (within a week before or a week after the test). Further extensions or accommodations will require students to submit a formal petition to the Faculty. Failure to appear at the mutually agreed time of a makeup exam will result in a grade of 0.

Use of Generative AI (GenAI)

You are welcome to use GenAI tools in preparing your group projects (but NOT during in-class exams and quizzes) as long as you disclose it. It is your responsibility to check facts, ensure that the sources of information are properly cited, and that the document reflects the content and terminology specific to our class. If you use GenAI, you must report a) the tool(s) used (ChatGPT, Perplexity, CoPilot, etc.); and b) the extent of AI use (generating the original document, refining a draft, searching for information, etc.). The acknowledgment of GenAI use should be included at the beginning of the References/Bibliography section or at the end of the document if there is no references section. Failure to disclose the use of GenAI will be considered a breach of academic integrity. After the work is submitted, you (not the AI tool) carry all the responsibility for the submitted content.

NO GenAI TOOLS CAN BE USED DURING IN-CLASS EXAMS OR QUIZZES!

RELEVANT UNIVERSITY REGULATIONS

Midterm and Final Exam ID Verification: Students are required to provide an ID during midterm and final exams. Driver licences are NOT accepted anymore. Students are urged to use their physical/mobile YU-card with photo for exam ID purposes. Students are also permitted to present a valid physical passport as an alternative form of identification.

Deferred Exams: 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. In order to apply for deferred standing, students must follow the steps outlined at <https://www.yorku.ca/laps/sas/academic-resources/deferred-exam-requests/>.

The deferred exam requests will be considered on their merit and decisions will be made on a case by case basis. No individualized communication will be sent by the School to the students (no letter or e-mails).

Academic Honesty: The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. The Senate Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student 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 for themselves at:

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

Students might also wish to review the interactive online Tutorial for students on academic integrity, at:

<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

Grading Scheme and Feedback Policy: The grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) shall be announced, and be available in writing, within the first two weeks of class, and, under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for 'full year' courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

Note: Under unusual and/or unforeseeable circumstances that 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/univsec/policies/document.php?document=86>

Grades Release Dates (Grade Reports and Transcripts): Grades submitted by an instructor are subject to review by the teaching unit in which the course is offered and by the Faculty Council or Faculty Committee on Academic Policy and Planning. Final course grades may be adjusted to conform to program or Faculty grades distribution profiles. Normally, grades appear on grade reports and transcripts as soon as they are submitted to the Registrar's Office.

In-Class Tests and Exams - the 20% Rule: For all Undergraduate courses, except those which regularly meet on Friday evening or on a weekend, tests or exams worth more than 20% will not be held in the two weeks prior to the beginning of the official examination period. For further information on the 20% Rule, please visit: <http://secretariat-policies.info.yorku.ca/policies/limits-on-the-worth-of-examinations-in-the-final-classes-of-a-term-policy/>

Reappraisals: Students may, with sufficient academic grounds, 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. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at: <http://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>

Accommodation Procedures: LA&PS students who have experienced a misfortune or who are too ill to attend the final examination in an ADMS course should not attempt to do so; they must

pursue deferred standing. Other students should contact their home Faculty for information. For further information, please visit: <http://ds.info.yorku.ca/academic-support-accomodations/>

Religious Accommodation: 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. For more information on religious accommodation, please visit: <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

Academic Accommodation for Students with Disabilities (Senate Policy): The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or 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 (formerly known as Counselling and Disability Services) website at <https://accessibility.students.yorku.ca>

York's disabilities offices and the Registrar's Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests please visit <http://www.yorku.ca/altexams/>

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