ADMS 4260 (A)
MARKETING RESEARCH I
Fall 2025

COURSE DIRECTOR:	Professor Ray Kong
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Availability:	Before and after class

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 a research study and translate research results into strategic marketing recommendations. Students learn to specify, gather, analyze, interpret and report research information that is used to make marketing decisions and to apply this research knowledge and skills with assignments and a marketing research project.

PREREQUISITES:
For students in the Honours program, 72 credits including AK/ADMS 2200 3.0 and AK/ADMS3220 3.0, or 2) for other students, a grade of B or better in AK/ADMS 2200 (3.0) and AK/ADMS 2320 3.0. Students are personally responsible for ensuring that they have successfully completed prerequisites as defined in the course outline or in the course calendar. Failure to complete prerequisites will place students at risk of administrative withdrawal from the course. Fees may not be refunded to students subject to administrative withdrawals.

SUGGESTED TEXT:
Churchill, Jr., Gilbert A. Jr. & Tom J. Brown (2007), *Basic Marketing Research*, Latest Edition, Mason, Ohio: Thomsen South-Western. **It is <u>not</u> required that students obtain a textbook.**

A copy of the textbook and readings designed to supplement class lectures and discussions will be placed on reserve in the Bronfman Library.

Supplementary readings are listed in the course outline below and others may be made available over the course of the semester.

COURSE OBJECTIVES:

The research process 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 results influence the conception, use and ultimate value of research information and tie into marketing and business strategy. Shifting focus to the

marketing research professional, generally the producer of research information, we consider how decisions about research design, sampling, data collection, and data analysis influence the type, quantity and quality of research information produced.

Specific objectives of the course include:

1. to develop an understanding of the role that research information can play in enhancing the effectiveness of marketing decision-making;

2. to strengthen capabilities to analyze marketing problems/opportunities and translate decision problems into research plans;

3. to enhance critical thinking skills and knowledge about the marketing research process that supports informed trade-offs in conception, design and execution of research studies;

4. to strengthen capabilities to translate research results into strategic marketing recommendations;

5. to provide students with opportunities to critically evaluate research results and marketing decisions based on research findings.

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

Survey Design Assignment	25 %
Infographic Assignment	20 %
In class quiz x 2	20 %
Demonstrated engagement in class	15 %
Final Examination	20 %

EXPECTATIONS:
Academic Integrity
Regulations and policies defined in the York University Undergraduate Calendar govern student rights, responsibilities and conduct in this course. Academic honesty, an indispensable element of any learning enterprise, is foremost among these responsibilities. 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.

No use of AI is permitted on any work submitted for grading. Any evidence of, or suspicion of AI use, may be grounds for immediate rejection and a zero grade on the work at the discretion of the course instructor.

Values

In order to create an effective learning environment in the classroom, our actions and words will reflect a commitment to the following principles:

Cooperation   We will work together to seek answers and solutions.

Improving Our Ability to Listen   We will strive to understand people and actively engage each other's ideas.

Respect   We will accept diversity of opinion, experiences and ideas, and express respect in words and actions.

Constructive Feedback   We will accept that criticism is a basis for personal and professional growth and acknowledge that it is possible to criticize ideas without criticizing the people who express them.

Sensitivity   Issues of gender, race and other topics need special care and consideration. We will seek balance between freedom of expression and the form that such expression takes.

Expanding the Comfort Zone   We will take risks in learning and expect commitment and reasonable effort, but not perfection, from everyone.

Examinations and Assignments

Reasons other than duly authenticated illness and bereavement are normally not admissible justifications for failure to appear for an examination meet an assignment deadline. You must advise the instructor <u>in advance</u> if unable to appear for an examination and provide formal written documentation for any absence/delay. Only documentation from an attending physician will be accepted for an absence/delay associated with a medical condition.

Instructions regarding assignments will be distributed and discussed in class prior to due dates. There is a limitation of one calendar week for queries on grading following the return of an assignment or examination. When a request for re-grading is received, the entire assignment or examination will be re-marked. The new grade may be higher, the same, or lower.

Deferred Standing Agreements

Deferred Standing may be granted to undergraduate students who are unable to write a final examination at the scheduled time, or submit a final assignment on the last day of classes. Students must make a formal request for Deferred Standing by completing a Deferred Standing Agreement Form and reaching an agreement directly with the Course Director for an alternate final examination date or an extension to the deadline. The Deferred Standing Agreement (DSA) form is available to download as a printable form and on the "Current Students" Web site by selecting the "Courses & Enrolment" link and clicking on the "Downloadable Printable Forms" icon under "Courses, Exams and Grades". Completed DSA forms must be submitted to the academic school/department/unit offering the course for processing not later than one week after the regularly scheduled exam date or assignment deadline and include all relevant supporting documentation (as outlined on the DSA Form). Refer to: http://www.registrar.yorku.ca/pdf/deferred_standing_agreement.pdf. If the Course Director does not agree to consider requests for deferred standing, students may petition for deferred standing through their home Faculty. There is no provision for rewriting a final examination to improve a final grade.

Class Preparation

<u>IMPORTANT:</u> The interdependence of course 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 class relies heavily on lecture material and in-class discussion. The prevailing expectation is always that students will have read assigned materials prior to class, attend class in person, and are prepared and actively participate in class discussing the major concepts and issues raised by these readings and weekly topics.

Note that the weekly schedule is subject to change depending on class flow and guest speaker scheduling.

Week	Topic(s)	Reading

1
Sept 8
	● Introduction, Scope and Objectives
	  o Evaluation and assignments
	● Problem/Objective definition
	● The research process
	  o Strategy and objectives first, research second
	==Introduce Assignment #1==
		Web reading: What is market research and why is it important?

2
Sep 15
	● Marketing research ethics, privacy issues
	● Research types, design and selection
	  o Secondary
	  o Data mining
	  o Qualitative
	  o Quantitative
	
	==In-class Quiz #1==
		Web reading: What are the different types of market information and when to use each? What are important sources of secondary research?

3
Sep 22
	● Secondary research
	  o Exploratory and descriptive research
	  o Data mining and social media
	
	● Qualitative research techniques
	  o In depth interviews
	  o Focus groups
	  o Communities
	● Qualitative techniques
	  o Projective techniques
	  o Brainstorming
	  o Ethnography
	  o Journey mapping
		Web reading: What are sources of secondary research? What are their pros and cons? Is using social media data as a data source good or bad?
		
		What is qualitative research? When is it used and what are the pros and cons?
		
		What are examples of unconscious

Week	Topics	Web reading
		biases and why do market researchers need to know about them?

4
Sep 29
	● Quantitative Research
	  o Principles of good survey design
	  o Probability vs. Non-Probability sampling and projection to the population
	  o Sample design and sampling bias
	  o Improving response rates
		Web reading: What is quantitative research? When is it used? How does it differ from qualitative research? What are the pros and cons?

5 Oct 6	● Data Collection methods o Online questionnaire (push vs. pull), mail diary, F2F, intercept, phone, IVR/Bot ● Principles of good question and questionnaire design ==In class Quiz #2==	**Web reading:** What are examples of types of question bias or bad question format?
Oct 13	**No class, reading week**	

6
Oct 20
	● Observational techniques
	  o Heat mapping
	  o Traffic, mobility
	  o Eye tracking and other neuro
	  o UX
	==Assignment #1 DUE==
		Web reading: What are the pros and cons of using observational techniques versus questionnaires? When is best to use each?

7 Oct 27	● Preparing the research report ● Data vs Information ● Recommendations vs Actions ● Data visualization and storytelling ==Introduce Infographic assignment==	**Web reading:** Bring to class and be prepared to discuss an example of both a good and a bad infographic.

8
Nov 3
	● Common Use Cases
	  o Innovation testing
	  o Ad testing
	  o New product configuration testing
	  o U&A and Market Testing
	  o Personas and Segments
		Web reading: Why do marketers create personas and segments? Be prepared to discuss use of segments in the age of 1:1 marketing.

9 Nov 10	● Common Use Cases (cont'd)
	   o Satisfaction/Experience
	   o Brand image/brand health
	   o Corporate reputation
	   o Behaviour and attitudes
	Info graphic assignment due
		Web reading: What is the difference between a transaction triggered survey and a relationship survey? When to use one versus the other?

10 Nov 17	● Commonly used statistical and analysis techniques – stat testing, conjoint, factor analysis and regression, perceptual mapping (MDS), percentages, indexing, weighting, verbatim coding, sentiment analysis	
11 Nov 24	● Guest speaker and flex	
12 Dec 1	● In-class final exam	