

Course Outline Form: Winter 2017

General Information

Course Code: FARE*4360

Course Title: Marketing Research and Analysis

Course Description:

Managers in food and agricultural businesses make important and far-reaching decisions. Marketing research is intended to inform these decisions through the systematic investigation of factors that affect the decisions' outcomes. Research is to be understood as a process. It starts with the identification of a decision problem and its translation into research questions. From the research questions, research objectives followed by determining the research design, i.e. sampling, data collection and data analysis. The effective presentation of research results marks the end of the research process – and possibly the beginning of a new one. Getting a working understanding of the research process and learning key skills for conducting research is the subject of this course.

Credit Weight: 0.5

Academic Department (or campus): Dept. of Food, Agricultural and Resource Economics (FARE)

Campus: Ontario Agricultural College, University of Guelph

Semester Offering: W

Class Schedule and Location: Tuesday and Thursday @ 1:00-2:20 pm, MCKN 121

Instructor Information

Instructor Name: Kimberly Thomas-Francois

Instructor Email: kthoma08@uoguelph.ca

Office location and office hours: Rm. 324 MCLN, Monday 11:00-1:00 pm and by appointment

My preferred way of communication, i.e. discussing course-related work and issues is by e-mail. For personal communication I will be available directly after classes and during my office hours. You can also reach me via phone, but please reserve that channel for urgent issues.

Course Content

Specific Learning Outcomes:

By the end of this course the successful student will be able to:

1. explain and apply key concepts in the marketing research process,
2. identify the key decision problem for which marketing research is required,
3. develop a marketing research plan and study design for a given problem,
4. identify and define requirements for adequate data and information sources,
5. apply adequate methods for data generation and analysis, and
6. present key research results in an effective and concise manner that meets the requirements of those who use the information for business decision making.

Lecture Content:

The course will cover the different areas related to marketing research processes as listed below. The 'Reading' column indicates the pages in the textbook to be read to prepare for the topic.

| Date | Topic areas covered (Chapters in Text Book) | Reading |
|----------------|---|-------------------|
| Jan. 10 | Introduction: Course outline and marketing research process | |
| Jan. 12 | From problem definition to research objectives and design | 40-65 |
| Jan. 17 | Research design and data sources | 79-94, 99,101-106 |
| Jan. 19 | Quantitative survey research: measurement scales | 226-252 |
| Jan. 24 | Data Analysis I: Data Cleaning and Descriptive Statistics | 323-347 |
| Jan. 26 | Data Analysis I: Descriptive Statistics | |
| Jan. 31 | Using Graphs for Descriptive Statistics | |
| Feb. 2 | Quantitative survey research: questionnaire design | 262-283 |
| Feb. 7 | Questionnaire design continued; Sampling | 292-315 |
| Feb. 9 | Sampling and data collection | 191-216 |
| Feb. 14 | Review for midterm exam | |
| Feb. 16 | Midterm exam | |
| Feb. 28 | Data Analysis II: Statistical inference and confidence interval | 353-383 |
| Mar. 2 | | |
| Mar. 7 | Data Analysis III: Testing for Differences between group means | 389-417 |
| Mar. 9 | | |
| Mar. 14 | Data Analysis IV: Testing for Associations between variables | 422-455 |
| Mar. 16 | | |
| Mar. 21 | Communicating the results of survey research | 462-481 |
| Mar. 23 | | |
| Mar. 28 | Qualitative research methods | 153-184 |
| Mar. 30 | | |
| Apr. 4 | Drop-in clinic for final research papers of group project | |
| Apr.6 | Review and practice sessions for final exam | |

Group Projects

In this course, I place some emphasis on group work. This is done to provide students with an opportunity to gain experience in team decision-making with respect to leadership, work delegation and presentation of results. Students will be assigned to a group early in the semester and will work in this group for group projects. No changes in group composition will be permitted once the groups are formed. Individual students' grades on group work will reflect

my assessment of the group assignments plus group members' assessment of each other's contributions, using peer evaluation forms. All peer evaluations are strictly confidential. This is a very important responsibility; please take it seriously and do a fair and honest job.

There will be one group project that will account for 40% of the final grade. Groups of four students have the choice between projects of their own interest and project suggestions provided by the instructor. Instructions for both parts, as well as the list of projects provided by the instructor will be handed out early on in the term. The outcome of the group project is a short research paper of up to 8 pages that addresses a specific research question. Three stages are subject to assessment.

- The first is the research proposal, which is worth 10% due on Feb. 14.
- The second is the draft paper, worth 15% and due March 23.
- The third is the final paper which is also worth 15% and due April 8.

Student groups will meet with the instructor between March 27 and April 4 to receive feedback on their draft report. Part of the mark for the final report will be based on how effectively a group has responded to the instructor's feedback.

Course Assignments and Tests:

The assessment is directed at measuring to what extent students have reached the learning outcomes set out above.

| Assignment or Test | (Due) Date | Contribution to Final Mark (%) | Learning Outcomes Assessed |
|----------------------------|--------------------------------|--------------------------------|--|
| Quiz 1 (in-class) | January 24 | 5% | Understanding the link between research problem and research design |
| Quiz 2 (in-class) | February 7 | 5% | Explain and apply principles of measurement scales and descriptive statistics |
| Proposal for group project | February 14 | 10% | develop a research plan and study design based on specific research question(s) |
| Midterm exam | February 16 | 20% | Identify and define data requirements and apply principals of questionnaire design, data cleaning and descriptive statistics |
| Quiz 3 (in-class) | March 16 | 5% | Explain/apply cross tabulation and chi-square test |
| Draft group project report | March 23 | 15% | apply adequate methods for data generation and analysis; present key research results in an effective and concise manner |
| Review of draft reports | March 31 | 5% | Assess adequacy of applied methods and results presentation |
| Final group project report | April 8 | 15% | Same as draft group report, in response to feedback from students and instructor |
| Final exam | April 21, 2017 2:30-4:30 pm | 20% | Explain/apply adequate methods for data generation and analysis; including qualitative research methods |

Notes: The in-class Quizzes are taken at the beginning of the class on a topic/reading material that has been covered in class before.

Part mark penalties apply to wrong answers to multiple choice questions in quizzes, midterm and final exam.

Late penalties apply to group project deliverables.

Final examination date and time: April 21, 2017, 2:30-4:30 pm, Room TBA

Final exam weighting: 20%

Course Resources

Required Texts:

Burns, A.C., R.F. Bush and J. Nash (2012): Basic Marketing Research – Using Microsoft® Excel Data Analysis. Pearson Canada: Toronto. ISBN: 978-0-13-506384-2.

It is highly recommended to purchase this book, as the course content follows the text book content closely. The text book comes with a student access kit to the companion website at www.pearsoncanada.ca/burns. Access to the companion website is not required for course assignments and tests but can be used for self-testing. The book is also available in e-book format, with an option to purchase the access right to the companion website separately. One print copy of the textbook will be available on Course Reserve.

Other Resources:

Additional material for illustration and practicing will be provided free of charge on Course Link.

For the group projects, students need to conduct a review of three articles that are relevant to their project topic, plus a methods chapter in the text book. These documents are specific to each project and only required to be read by those students working on the corresponding projects and not the whole class. The material will be made available by the course instructor.

Course Policies

Grading Policies:

This course will use the official grading standards of the University of Guelph Undergraduate Calendar, as outlined at: [Undergraduate Grading Procedures](#)

Course Policy on Group Work:

Students are expected to make a good faith effort to fulfill their roles and responsibilities as part of a team throughout the semester. Failure to fulfill those roles and responsibilities, at the

instructors' discretion, informed by input from the designated group leader, can result in zero credit for any of the elements of the group work component of the course.

For the group projects **LATE PENALTIES** will be applied as follows:

10% points per earned grade for the first day (including weekend days) after the deadline;
5% points for every subsequent day.

These penalties apply unless an extension has been explicitly agreed upon ahead of the due date. Extensions will only be granted on the basis of valid reasons for academic consideration.

Course Policy Regarding Use of Electronic Devices and Recording of Lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies

Academic Consideration:

The University of Guelph is committed to supporting students in their learning experiences and responding to their individual needs and is aware that a variety of situations or events beyond the student's control may affect academic performance. Support is provided to accommodate academic needs in the face of personal difficulties or unforeseen events in the form of Academic Consideration.

Information on regulations and procedures for Academic Consideration, Appeals and Petitions, including categories, grounds, timelines and appeals can be found in [Section VIII \(Undergraduate Degree Regulations and Procedures\) of the Undergraduate Calendar](#).

Academic Misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before

submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Detailed information regarding the Academic Misconduct policy is available in [Section VIII \(Undergraduate Degree Regulations and Procedures\) of the Undergraduate Calendar](#).

Accessibility:

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services (SAS), formerly Centre for Students with Disabilities (CSD), as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or visit the [Student Accessibility Services website \(http://www.uoguelph.ca/csd/\)](http://www.uoguelph.ca/csd/).

Course Evaluation Information:

End of semester course and instructor evaluations provide students the opportunity to have their comments and opinions used as an important component in the Faculty Tenure and Promotion process, and as valuable feedback to help instructors enhance the quality of their teaching effectiveness and course delivery.

While many course evaluations are conducted in class others are now conducted online. Please refer to the [Course and Instructor Evaluation Website](#) for more information.

Drop period:

The drop period for single semester courses starts at the beginning of the add period and extends to the Fortieth (40th) class day of the current semester (the last date to drop a single semester courses without academic penalty) which is listed in [Section III \(Schedule of Dates\) of the Undergraduate Calendar](#).

The drop period for two semester courses starts at the beginning of the add period in the first semester and extends to the last day of the add period in the second semester.

Information about Dropping Courses can be found in [Section VIII \(Undergraduate Degree Regulations and Procedures\) of the Undergraduate Calendar](#).