


Course Outline

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| School: | Business |
| Department: | Business Management |
| Course Title: | Marketing Research |
| Course Code: | MKTG 224 |
| Course Hours/Credits: | 56 |
| Prerequisites: | MA 226, MKTG 116, MKTG 117, MKTG 226 |
| Co-requisites: | N/A |
| Eligible for Prior Learning, Assessment and Recognition: | Yes |
| Originated by: | Patrick Ellwood |
| Creation Date: | Summer 2014 |
| Revised by: | Karin Weindel |
| Revision Date: | Summer 2011 |
| Current Semester: | Summer 2015 |
| Approved by: |  |
| | <hr/> Chairperson/Dean |

Students are expected to review and understand all areas of the course outline.

Retain this course outline for future transfer credit applications. A fee may be charged for additional copies.

This course outline is available in alternative formats upon request.

Course Description

This course will introduce students to the role of marketing research as a valuable tool in problem solving and decision-making in a business environment. Students will be introduced to a wide variety of marketing research methods and techniques, and will be taught the statistical background needed to gain confidence in a particular research result. Students will be introduced to the requirements of a research proposal, questionnaire, data analysis and a research report.

Program Outcomes

Successful completion of this and other courses in the program culminates in the achievement of the Vocational Learning Outcomes (program outcomes) set by the Ministry of Training, Colleges and Universities in the Program Standard. The VLOs express the learning a student must reliably demonstrate before graduation. To ensure a meaningful learning experience and to better understand how this course and program prepare graduates for success, students are encouraged to review the Program Standard by visiting <http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/>. For apprenticeship-based programs, visit <http://www.collegeoftrades.ca/training-standards>.

Course Learning Outcomes

The student will reliably demonstrate the ability to:

1. Describe the role of marketing research in strategic management.
2. List the steps in the marketing research process.
3. Identify marketing issues and develop appropriate marketing research objectives to address these issues.
4. Compare and contrast exploratory, descriptive, causal, primary, secondary, qualitative, and quantitative research.
5. Justify appropriate research methods based on the nature of the marketing issue and the research objectives identified.
6. Develop effective data collection instruments.
7. Compare and contrast appropriate sampling methods to meet specific research objectives.
8. Select sample sizes, confidence intervals (margins of error) and confidence levels.
9. Appraise a data set relative to hypotheses to be tested.
10. Analyze results and make actionable recommendations.
11. Summarize key findings based on data analysis.
12. Design a research proposal and a research report.

Essential Employability Skills (EES)

The student will reliably demonstrate the ability to*:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
3. Execute mathematical operations accurately.
4. Apply a systematic approach to solve problems.
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyze, evaluate, and apply relevant information from a variety of sources.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

*There are 11 Essential Employability Skills outcomes as per the Ministry Program Standard. Of these 11 outcomes, the following will be assessed in this course.

Global Citizenship and Equity (GC&E) Outcomes

N/A

Text and other Instructional/Learning Materials

Text Book(s):

Burns, Alvin C. et al. Basic Marketing Research. Canadian Edition.
Toronto: Pearson Prentice Hall, 2011. ISBN 978-0-13-506384-2

Required Excel Software Package insert is provided with textbook purchase.

Online Resource(s):

E-Centennial website

Material(s) required for completing this course:

Microsoft Excel

Custom Courseware:

Software Package insert is provided with textbook purchase.

Evaluation Scheme

- ✦ Assignment 1: Proposal Writing
- ✦ Assignment 2: Methodology
- ✦ Assignment 3: Questionnaire Design
- ✦ Assignment 4: Data Analysis
- ✦ Final Test: Comprehensive Final Test

| Evaluation Name | CLO(s) | EES Outcome(s) | GCE Outcome(s) | Weight/100 |
|-----------------|-------------------------|----------------|----------------|-------------|
| Assignment 1 | 5 | 1 | | 15 |
| Assignment 2 | 5 | 1, 4 | | 15 |
| Assignment 3 | 6, 7, 8 | 1, 3 | | 20 |
| Assignment 4 | 9, 10, 11, 12 | 3, 4, 6, 7, 9 | | 25 |
| Final Test | 1, 2, 3, 4, 5, 7, 8, 10 | | | 25 |
| Total | | | | 100% |

If students are unable to write a test they should immediately contact their professor or program Chair for advice. In exceptional and well documented circumstances (e.g. unforeseen family problems, serious illness, or death of a close family member), students may be able to write a make-up test.

All submitted work may be reviewed for authenticity and originality utilizing Turnitin®. Students who do not wish to have their work submitted to Turnitin® must, by the end of the second week of class, communicate this in writing to the instructor and make mutually agreeable alternate arrangements.

When writing tests, students must be able to produce official College photo identification or they may be refused the right to take the test or test results will be void.

Student Accommodation

It is College Policy to provide accommodation based on grounds defined in the Ontario Human Rights Code. Accommodation may include modifications to standard practices. Students with disabilities who require academic accommodations must register with the Centre for Students with Disabilities. Students requiring accommodation based on other human rights grounds should talk with their professors as early as possible. Please see the Student Accommodation Policy.

Use of Dictionaries

- Any dictionary (hard copy or electronic) may be used in regular class work.
- Dictionaries may be used in tests and examinations, or in portions of tests and examinations, as long as they are non-electronic (not capable of storing information) and hard copy (reviewed by the invigilator to ensure notes are not incorporated that would affect test or examination integrity).

Program or School Policies

N/A

Course Policies

Student Rights and Responsibilities

Students should familiarize themselves with all College Policies that cover students' rights and responsibilities. For more information on the following and other policies, please visit www.centennialcollege.ca/aboutus/respect or consult the Academic Matters Section in the full-time and Continuing Education catalogues.

Respect at Centennial

At Centennial College, we are committed to providing a safe and respectful learning, teaching and working environment for all students, faculty and staff that promotes equity. Policies have been put in place to ensure that Centennial is a place that demonstrates respect and consistency with the Ontario Human Rights Code. All incidents of harassment, discrimination, bullying and violence will be addressed and responded to. As a college, we take the position that all forms of harassment, including personal harassment and bullying, must be stopped. Please refer to www.centennialcollege.ca/aboutus/respect and www.stopbullyingnow.ca.

Academic Honesty

Academic honesty is integral to the learning process and a necessary ingredient of academic integrity. Students have a responsibility to be aware of and comply with standards of academic conduct. Academic dishonesty includes cheating, plagiarism, and impersonation. All of these occur when the work of others is presented by a student as their own and/or without citing sources of information. Breaches of academic honesty will be investigated and if warranted appropriate remedies and penalties will be applied, which may include a failing grade on the assignment/course, suspension or expulsion from the college.

Grades Appeal

Students and faculty have rights and responsibilities in the Grades Appeal process. Students who need to

appeal a grade should consult the Grades Appeal policy and procedures.

Progression and Academic Standing

Students are expected to meet the academic standards of their School or program. The academic standing of each Centennial student is monitored during as well as at the end of each semester. Any student not demonstrating satisfactory progress will be informed of his/her standing in the College and will receive academic advising within their School. Unsatisfactory academic performance may result in conditional academic standing, probation or suspension.

Faculty Support

Professors are available to see students outside of class time. Students can contact professors via voice mail, email, or through their program or department office. Information regarding how to contact teachers will be provided at the beginning of the course and is also available in the program or department office.

Campus Safety

Students must produce official photo identification at any time during the semester when requested to do so by any college staff.

College Policies

Students should familiarize themselves with all College Policies that cover academic matters and student conduct.

All students and employees have the right to study and work in an environment that is free from discrimination and harassment and promotes respect and equity. Centennial policies ensure all incidents of harassment, discrimination, bullying and violence will be addressed and responded to accordingly.

Academic honesty is integral to the learning process and a necessary ingredient of academic integrity. Academic dishonesty includes cheating, plagiarism, and impersonation. All of these occur when the work of others is presented by a student as their own and/or without citing sources of information. Breaches of academic honesty may result in a failing grade on the assignment/course, suspension or expulsion from the college.

For more information on these and other policies, please visit www.centennialcollege.ca/about-centennial/college-overview/college-policies.

Students enrolled in a joint or collaborative program are subject to the partner institution's academic policies.

PLAR Process

This course is eligible for Prior Learning Assessment and Recognition (PLAR). PLAR is a process by which course credit may be granted for past learning acquired through work or other life experiences. The PLAR process involves completing an assessment (portfolio, test, assignment, etc.) that reliably demonstrates achievement of the course learning outcomes. Contact the academic school to obtain information on the PLAR process and the required assessment.

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Topical Outline (subject to change):

| Week | Topics | Readings/Materials | Weekly Learning Outcome(s) | Instructional Strategies | Evaluation Name | Evaluation Date |
|------|--|---|---|---|--|-----------------|
| 1 | Introduction to the Course Introducing Marketing Research & the Market Research Process | Course Outline Chapter 1 Case 1.2 (pg 34) | Describe the course outline, expectations, evaluation methods and due dates. Discuss marketing strategy and marketing problems Define Marketing Research (MR) Relate MR to marketing and the strategic decisions involved Explain the role of the MRIA Discuss ethical issues in MR | Throughout the course we will be using: • Introductions and presentations • Lectures • Videos and PowerPoint slides • Class discussions • Simulation and experiential exercises • In-class exercises assignments and/or case analysis | | |
| 2 | Defining Research Problems and Establishing Research Objectives Formulating the Research Proposal | Chapter 2 Case 2.3 (pg 73) | List the steps in the MR process. Conclude when MR is not necessary. Discuss the nature of decision makers' objectives and defining the research problem. Identify two main sources of research needs. Explain the process for defining problems and establishing research objective. List the requirements of a research proposal. | See Week 1 | | |
| 3 | Research Design | Chapter 3 Case 3.3 (pg 112) | Discuss the importance of research design. Differentiate between primary and secondary research and between exploratory, descriptive and causal research. Identify the appropriate uses and methods of conducting exploratory research. Differentiate between cross sectional and longitudinal studies in descriptive research. Differentiate between independent and dependent variables in causal research. | See Week 1 | | |
| 4 | Qualitative Research Methods | Chapter 5 | Differentiate between qualitative and quantitative research and determine when each is appropriate while understanding their limitations Describe the various qualitative methodologies and explain under what circumstances each can be used. | See Week 1 | Due (second class of Week 4): Assignment #1 Worth: 15% | |
| 5 | Quantitative Data Collection Methods | Chapter 6 | Discuss the 4 main modes of data collection and the advantages and disadvantages of | See Week 1 | | |

| Week | Topics | Readings/Materials | Weekly Learning Outcome(s) | Instructional Strategies | Evaluation Name | Evaluation Date |
|------|---|---|---|--------------------------|--|-----------------|
| | Collection Methods | Case 6.3 (pg 224) | and the advantages and disadvantages of each. Examine how to select a survey method for a particular research problem. | | | |
| 6 | Survey Measurement Scales | Chapter 7 | Examine question response formats commonly used in MR Distinguish between the different levels of measurement Explain 4 types of measuring scales used in MR Explain validity and reliability in measurement | See Week 1 | Due (second class of Week 6) Assignment #2 Worth 15% | |
| 8 | Sampling | Chapter 9 Case 9.3 (pg 321) | Define population, sample, census and sample frame Determine the size of a sample by looking at the relationship between size and accuracy. Discuss sample error and level of confidence. Compare and contrast non-probability and probability samples. Discuss on-line sampling techniques. Discuss | See Week 1 | | |
| 9 | Data Collection & Basic Statistics | Chapter 10 Review Table 10.3; Fig 10.2 | Discuss types of errors during data collection Discuss coding data and the data code book Discuss 4 main types of data analysis as related to research objective Review basic statistical calculations Review categorical vs. metric variables Discuss | See Week 1 | Due (Second class of Week 9) Assignment #3 Worth: 20% | |
| 10 | Data Analysis for Descriptive Purposes | Chapter 10 (cont.) Case 10.3 (pg 351) | Apply the appropriate analytics for categorical vs. metric scale questions (mode, average, frequency or % distribution, range, standard deviation) | See Week 1 | | |
| 11 | Data Analysis for Generalization Purposes | Chapter 11 Case 11.2 (pg 387) | Examine how to generalize findings to the population. Apply/utilize confidence intervals (Table 11.4) Produce hypothesis tests (Table 11.6) | See Week 1 | | |
| 12 | Data Analysis to Uncover Meaningful Differences | Chapter 12 Case 12.2 (pg 420) | Discuss/apply/interpret percentage difference tests, average difference tests, statistical significance, ANOVA | See Week 1 | | |

| Week | Topics | Readings/Materials | Weekly Learning Outcome(s) | Instructional Strategies | Evaluation Name | Evaluation Date |
|------|--|--|---|--------------------------|--|-----------------|
| 13 | Data Analysis to Uncover Relationships & Reporting | Chapter 13 Case 13.2 (pg 460) Chapter 14 | Discuss/apply/interpret cross tabulations, chi-square, correlations, regressions analysis Explain the importance of the MR report Review guidelines for writing an effective report. Prepare the data analysis section of a MR report. | See Week 1 | Due (second class of Week 13) Assignment #4 Worth: 25% | |
| 14 | Final Test | All Chapters | Comprehensive test | Test | Final Test Worth 25% | |