Fall 9-1-2022

BMKT 342.00: Marketing Research

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<p style="text-align:center">**Marketing Research Syllabus, Fall 2021 Syllabus**
-subject to change-
BMKT 342-01: Tuesday/Thursday 8:00 – 9:20 am
BMKT 342-02: Tuesday/Thursday 9:30 – 10:50 am</p>

Alexis Campestre – Adjunct Instructor
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Classroom Location: Gallagher Business Building L11

Office Hours: Tuesday/Thursday from 11:00 am – Noon or by appointment
The best way to contact me is by email. I usually answer emails several times a day. If you want to meet with me outside office hours or via a phone/zoom call, set up an appointment by email.
https://umontana.zoom.us/my/marketingresearch (passcode if needed: 654321)

Welcome to Market Research!
Research is a necessary component for making business decisions. Therefore, regardless of industry, professionals need to know how to conduct research properly as well as be able to recognize appropriate methodologies and sound techniques given a research objective at hand.

This course provides students the steps used by professionals when conducting market research. Instruction is given on defining the objective, secondary research, qualitative primary research, survey development, sampling techniques, survey distribution, data analysis and communicating results.

By the end of the course, students will be able to conduct professional-level research needed in today's business environments as well as be able to identify the usefulness of research conducted by others.

Texts and Materials – Cost is $99
This course uses a digital textbook, supplemental presentations, chapter assignments, as well as a comprehensive project, all of which can be accessed at the below links:
Section 1 (8:00 am class): https://home.stukent.com/join/9D5-447
Section 2 (9:30 am class): https://home.stukent.com/join/C16-B7C

- **Optional:** *Woke Inc.,* by Vivek Ramaswamy, 2021 --- Available on Audible, Amazon, etc.
- **Optional:** *Conscious Capitalism*, by John Mackey Ra Sisodia, Bill George, 2013 --- Available on Audible, Amazon etc.

Technology
We will be using Microsoft Teams for communication/collaboration and submission of contracts.
SPSS for data prep and analysis.

Learning Objectives

The Purpose of Market Research
- Describe why it is important to conduct market research.
- Identify the basic components of research.
- Recognize when market research should be conducted.
- Explain how research teams function within an organization as well as externally.
- Describe the basics of the four concepts of market research, which include primary research, secondary research, quantitative research and qualitative research.

Defining the Research Objective
- Develop sound research objectives and supporting research questions.
- Describe the differences among exploratory, descriptive, and causal research as well as identify examples of each.
- Define the most common market research methodologies.
- Ascribe appropriate research methodologies to a given research need.
- Identify the purpose of and components within the research plan/proposal.

Secondary Research
- Identify key advantages and key limitations of secondary research.
- Describe the difference between internal and external secondary research.
- Recognize the types of sales data collected.
- Explain the use of segmented data as well as be able to articulate the value of geodemographic segmentation tools.
- Collect secondary data from credible sources.
- Develop a secondary research report with proper components.
- Describe the purpose of environmental scanning.

Qualitative Primary Research
- Describe primary qualitative research methodologies.
- Identify when to use focus groups, ethnographic research, and mystery shop studies.
- Develop focus groups, ethnographic research, and mystery shop research plans and data collection tools.
- Identify key techniques used by researchers when collecting data for focus groups, ethnographic research, and mystery shop studies.
- Develop summary reports using focus group, ethnographic, and mystery shop data.

Survey Development
- Explain the components of common types of market research surveys.
- Create surveys that employ best practices in survey development.
- Identify and avoid common survey development mistakes.

Sampling Techniques
- Describe the difference between a census and a sample.
- Calculate an appropriate sample size for a research study.
- Describe the most common types of sampling techniques.
- Explain the importance of proper sampling techniques.
- Develop an appropriate sampling plan for a research study.

Survey Distribution
- Identify best uses as well as limitations of survey distribution methods
- Craft appropriate and compelling survey invitations and reminders

        • Calculate survey response rates
        • Cite techniques to increase response rates
        • Determine what to look for when choosing online software for a survey project
        • Identify forms of survey implementation bias
        • Explain the importance of adhering to research ethics standards

Descriptive Data Analysis
        • Explain how to prepare raw data for data analysis
        • Identify appropriate descriptive statistics for data summaries
        • Demonstrate the value of cross tabulations when examining market segments

Inferential Data Analysis
        • Develop hypothesis statements
        • Determine correct inferential statistical tests
        • Identify statistics used in sales forecasting

Communicating Results
        • Choose appropriate reporting tools for specific research projects
        • Represent data correctly through proper modes of visualization (charts, graphs, word clouds, importance/performance charts, etc.)
        • Develop all components of a primary research report

Grading in the Course – No Exams![1]

This course uses a type of grading you may not be familiar with, called "contract grading". If you have not been exposed to contract grading before, it may take some getting used to. **This course does not use points or letter grades**, other than the final grade you decide on (or "contract for") at the beginning and receive at the end. Instead of grades, you'll receive feedback on your work and guidance on bringing it up to the standard of the course. **There are two types of feedback you'll receive: complete or "needs revision".** Once your finished product is approved, the work will be considered completed. There is no specific order in which contracts may be pursued. In the first week of the course, you'll choose your workload, your deadlines, and your desired grade.

In general, first round submissions are due within one week of when it was assigned. Final submissions are due within two weeks to be considered for contract completion. There may be a few exceptions to this rule, which will be announced at the time they are assigned.

Contract Check-Ins and Adjustments
Contracts will be managed using an excel workbook available here (insert link). Your initial contract is due by Friday September 3rd.

At the end of weeks five, ten, and fifteen, you will submit a copy of their contract workbook to update me on your status. This is also a good time to schedule some one-on-one time if needed. Students are welcome to change the grade they're going for at the end of week five and ten. (This semester those dates are September 29th and November 3rd.) Feel free to adjust your grade at these check-ins.

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[1] Like Moodle, exams do not exist in the working world. At least not in the traditional sense.

In your contract workbook you'll indicate the final grade you expect to receive and the completed "Contract" page which gives documentation of the fulfilled contract (date of completion, notes, etc.). If you had extenuating circumstances that you feel require special dispensation, please add a new column called "Grade Explanation" and explain why you deserve the indicated grade. I reserve the right to overrule your suggested grade. If I'm adjusting it downward then I'll discuss it with you first.

A Note on Contracts
There will be a variety of contract opportunities throughout the course. My goal is to provide around 20 contracts. This will give you flexibility in your learning experience.
All contracts will be submitted via a well-organized Microsoft Teams folder.
Access the Marketing Research Group on Microsoft Teams

Required file naming structure:
- first-last_assignment-name _draft-#
- Update the revision number each time you resubmit the assignment for feedback.
- Once I consider the assignment "completed", I will update the file name to *first-last_assignment-name _complete*

EXAMPLE:
Alexis-Campestre_Qualitative-Analysis_draft-1
Alexis-Campestre_Qualitative-Analysis_draft-2
Alexis-Campestre_Qualitative-Analysis_complete

Grade: D
To pass the class, I expect the following from you:
- Honoring deadlines you're contracted for.
- Completing any reading for the week before Monday of that week.
- Communicating in a timely fashion with me if you are experiencing any issues with the course.
- Communicating in a timely fashion with your fellow students when you need to coordinate with them.
- Treating everyone involved in the class with respect.
- Completion of 60% or more of the assignments. (I estimate this to be about 9-10 total contracts will need to be completed out of the available contracts.)

Grade: C
The C level is the path of least resistance. If you complete this level, you'll be exposed to the key ideas of the course, but you'll only do the minimum amount of work. You should choose this option if this semester is shaping up to be a difficult one for you and you don't need a grade higher than a C.
- Everything from "Passing".
- Reading requirement: All assigned readings
- Completion of 70% or more of the contracts. (I estimate this to be about 11-12 total contracts will need to be completed out of the available contracts.)

Grade: B
This is the standard level in the class. This grade represents a balance between workload and comprehensiveness. If you complete this level, you'll gain deeper experience with the key ideas of the course.

- Everything from "Passing" and C.
- Completion of 80% or more of contracts. (I estimate this to be about 13-14 total contracts will need to be completed out of the available contracts.)

Grade: A

This grade represents a more substantial investment in the materials of the class. This level represents the everything you would typically have the option to do in a full-semester class with traditional grading. Here, however, you must do everything to a high standard.

- Everything from "Passing", C, and B.
- Completion of 90% or more of contracts. (I estimate this to be about 15-16 total contracts will need to be completed out of the available contracts.)

Contract Check-Ins and Adjustments

Contracts will be managed using an excel workbook available here (insert link). Your initial contract is due by Friday September 3rd.

At the end of weeks five, ten, and fifteen, students will submit a copy of their contract workbook to update me on your status. This is also a good time to schedule some one-on-one time if needed. Students are welcome to change the grade they're going for at the end of week five and ten. (This semester those dates are September 29th and November 3rd.) Feel free to adjust your grade at these check-ins.

In your contract workbook you'll indicate the final grade you expect to receive and the completed "Contract" page which gives documentation of the fulfilled contract (date of completion, notes, etc.). If you had extenuating circumstances that you feel require special dispensation, please add a new column called "Grade Explanation" and explain why you deserve the indicated grade. I reserve the right to overrule your suggested grade. If I'm adjusting downward then I'll discuss it with you first.

Comprehensive Research Project

You will work in teams (or individually) on behalf of a client to help address that client's research objective. As is typical in market research, you will first collect secondary research (information that exists) followed by primary research (original research collected by your team). Your research team will be responsible for the following components:

- Selecting (or determining) a client and research objective
- Developing a secondary research report
- Crafting a focus group moderator's guide
- Developing a survey draft
- Determining an appropriate sample size and plan for your survey
- Programming and distributing your team's survey using online survey software
- Analyzing survey results
- Developing a comprehensive primary research report with client recommendations

Mimic Simulation Game

Mimic Market Research provides students hands-on educational experiences with important elements of professional market research practice in a fictitious scenario in which they take on the role of

research analyst at Reynolds Research over the Buhi Supply Co. project. The game is played over 15 rounds throughout the course.

Ethics in Marketing Research:

Student research must adhere to strict guidelines concerning ethics. Researchers must always be conscious of ethical guidelines related to their chosen research and are expected to follow ESOMAR's code of ethics. This code will be discussed in class, and is also available online via https://www.esomar.org

BMKT 342 – Marketing Research
TENTATIVE CLASS SCHEDULE – Fall 2021

Week	Topics	Readings / Quiz Due	Contracts	Market Research Simulation Game	Other
1	The Purpose of Market Research	Chapter 1	• Contract options: 　• 1.1 Qualitative vs. Quantitative (+1) 　• 1.2 Primary vs. Secondary Research (+1)	Introduction Rounds 1-3 (+1)	• Activate Stukent Account • Join Teams Channel • Complete First Day Survey
2	Defining the Research Objective	Chapter 2	• Contract options: 　• 2.1 Research Methods (+1) 　• 2.2 Research Proposal Development (+2) • Market Research Project Part 1 (+0.5) – DUE Sept 10th	Rounds 4-6 (+1)	
3	Secondary Research	Chapter 3	• Contract options: 　• 3.1 Conducting Secondary Research (+1) 　• 3.2 Geodemographic Segmentation (+1) 　• 3.3 Internal Secondary Research and Business Decisions (+2)		• Research Proposal Presentations (+0.5) • Oswald Service Case Study (+1)
4	Secondary Research		• Market Research Project Part 2 (+2) • Ask a _good_ question of Maureen (+1) • Ask a _good_ question of Brett (+1)	Round 7 (+1)	• Guest Speaker: Maureen Shirreff • Guest Speaker: Brett Weller
5	Qualitative Primary Research	Chapter 4	• Contract options: 　• 4.3 Observable Phenomena (+1)		Dino BBQ Case Study (+1)
6	Quantitative Primary Research			Rounds 8, 9, 10 (+1)	
7	Survey Development	Chapter 5	• Contract options: 　• 5.1 Satisfaction Survey (+1) 　• 5.2 Survey Mistakes (+1) 　• 5.3 Survey Identification (+1) 　• 5.4 Satisfaction Survey (+1)		Textile Graphix Case Study (+1)
8	Survey Development		Market Research Project Part 4 (+2)	Round 11 (+1)	
9	Sampling Techniques	Chapter 6	Contract options: 　• 6.1 Determining Sample Size (+1) 　• 6.2 Review Sample Size Estimate (+1)		
10	Sampling Techniques		Market Research Project Part 5 (+0.5)	Rounds 12, 13 (+1)	
11	Survey Distribution	Chapter 7	• Contract options: 　• 7.1 Survey Distribution Methods (+1) 　• 7.2 Survey Implementation Bias (+1) 　• 7.3 The Art of the Invitation (+1) • Market Research Project Part 6 (+3)		

12	Descriptive Data Analysis	Chapter 8	• Contract options:
			    • 8.1 Mean Scores (+1)
			    • Survey Results File exercises 1 and 2(+2)
				Round 14 (+1)	

13	Inferential Data Analysis	Chapter 9	• Contract options:
			    • 9.1 Hypothesis and Inferential (+1)
			    • 9.2 Z-test and T-test (+1)
			    • Survey Results File exercises 3-6 (+2)		

14	Communicating Results	Chapter 10	• Contract options:
			    • 10.1 Communicating Results (+1)
			    • 10.2 Research Reports (+1)
			    • Survey Results File Exercise 7(+2)		

15	Communicating Results		• Market Research Project Part 7 (+3) • Presentations (+2)	Round 15 (+1)	

Code of Conduct

We provide a welcoming and supportive environment for all people, regardless of background or identity. We recognize that some groups in our community, however, are subject to historical and ongoing discrimination, and may be vulnerable or disadvantaged. Membership in such a specific group can be based on characteristics such as such as gender, sexual orientation, disability, physical appearance, body size, race, nationality, sex, color, ethnic or social origin, pregnancy, citizenship, familial status, veteran status, genetic information, religion, or belief, political or any other opinion, membership of a national minority, property, birth, age, or choice of text editor. We do not tolerate harassment of participants based on these categories, or for any other reason.

Harassment is any form of behavior intended to exclude, intimidate, or cause discomfort. Because we are a diverse community, we may have different ways of communicating and of understanding the intent behind actions. Therefore, we have chosen to prohibit certain norms of behavior in our community, regardless of intent. Prohibited harassing behavior includes but is not limited to:

- written or verbal comments which have the effect of excluding people on the basis of membership of a specific group listed above;
- causing someone to fear for their safety, such as through stalking, following, or intimidation;
- the display of sexual or violent images;
- unwelcome sexual attention;
- non-consensual or unwelcome physical contact;
- sustained disruption of talks, events or communications;
- incitement to violence, suicide, or self-harm;
- continuing to initiate interaction (including photography or recording) with someone after being asked to stop; and
- publication of private communication without consent.

Behavior not explicitly mentioned above may still constitute harassment. The list above should not be taken as exhaustive but rather as a guide to make it easier to enrich all of us and the communities in which we participate. All interactions should be professional regardless of location: harassment is prohibited whether it occurs on or offline, and the same standards apply to both.

Enforcement of the Code of Conduct will be respectful and not include any harassing behaviors. Thank you for helping make this a welcoming, friendly community for all.

This code of conduct is a modified version of that used by PyCon, which in turn is forked from a template written by the Ada Initiative and hosted on the Geek Feminism Wiki. This specific code of conduct can be found here: Greg Wilson (ed.): How to Teach Programming (And Other Things). Second edition, Lulu.com, 2017, 978-1-365-98428-0, http://thirdbit.com/teaching.

Names and Pronouns

Many people might go by a name in daily life that is different from their legal name. In this classroom, we seek to refer to people by the names that they go by. Pronouns can be a way to affirm someone's gender identity, but they can also be unrelated to a person's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited (if you want to) to share what pronouns you go by, and we seek to refer to people using the pronouns that they share. The pronouns someone indicates are not necessarily indicative of their gender identity. This statement was found at trans.umd.edu and you can visit that site to learn more.

The "fine print"

Academic Integrity: Academic misconduct is any activity that may compromise the academic integrity of the University of Montana. Academic misconduct includes, but is not limited to, deceptive acts such as cheating and plagiarism. Please note that it is a form of academic misconduct to submit work that was previously used in another course.

"Plagiarism is the representing of another's work as one's own. It is a particularly intolerable offense in the academic community and is strictly forbidden. Students who plagiarize may fail the course and be remanded to the Academic Court for possible suspension or expulsion."

"Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed words *but also ideas.* Acknowledgement of whatever is not one's own original work is the proper and honest use of sources. Failure to acknowledge whatever is not one's own work is plagiarism." So, ALWAYS err on the side of caution by citing the resources used in preparing your work. Moreover, always use direct quotations for exact wording taken from another source.

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://life.umt.edu/vpsa/student_conduct.php. It is the student's responsibility to be familiar the Student Conduct Code. The irony of me copying this section of my syllabus, verbatim, from previous syllabi is not lost on me. A healthy sense of irony and comfort with ambiguity will serve you well in my class.

Disability Accommodations: Students with disabilities will receive reasonable accommodations in this course. To request course modifications, please contact me within the first two weeks of class. I will work with you and Disability Services in the accommodation process. For more information, visit the Disability Services website at http://www.umt.edu/dss/ or call 406.243.2243 (Voice/Text).

COLLEGE OF BUSINESS MISSION STATEMENT

The University of Montana's College of Business is a collegial learning community dedicated to the teaching, exploration, and application of the knowledge and skills necessary to succeed in a competitive marketplace.

Email: According to University policy, faculty may only communicate with students regarding academic issues via official UM email accounts. Accordingly, students must use their GrizMail accounts (netid@grizmail.umt.edu or fname.lname@umontana.edu). To avoid violating the Family Educational Rights and Privacy Act, confidential information (including grades and course performance) will not be discussed via phone or email.

COLLEGE OF BUSINESS - ASSESSMENT AND ASSURANCE OF LEARNING

As part of our assessment process and assurance-of-learning standards, the College of Business has adopted seven learning goals for our undergraduate students:

- Learning Goal 1 – COB graduates will possess fundamental business knowledge.
- Learning Goal 2 – COB graduates will be able to integrate business knowledge.
- Learning Goal 3 – COB graduates will be effective communicators.
- Learning Goal 4 – COB graduates will possess problem solving skills.
- Learning Goal 5 – COB graduates will have an ethical awareness.
- Learning Goal 6 – COB graduates will be proficient users of technology.
- Learning Goal 7 – COB graduates will understand the global business environment in which they operate.