Course Outline

RSM 352 H1
Marketing Research
Fall 2023
Course Meets: **Monday, 15:00-17:00 (L0101), 17:00-19:00 (L0201), 19:00-21:00 (L0301)**
Location: **WO**

Instructor:	Hemant Sangwan
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Course Scope, Mission, and Learning Outcomes

This course advocates marketing decision-making based on customer insights. The main objective is to transform students into bi-model thinkers – people who understand both data and business problems. The course covers the initiation, design, implementation, and interpretation of research as an aid to effective marketing decision making.

The main course objectives include:

1. Develop business problem analysis skills and ability to identify critical information needs.

2. Provide a working knowledge of common quantitative and qualitative marketing research methods.

3. Increase sensitivity to the biases and limitations of marketing research tools.

4. Translate marketing research to insights and define actionable recommendations based on the research results.

5. Familiarize with traditional and new research methods commonly used for advertising, branding, product development, pricing, and promotion decisions.

Prerequisite: ECO220Y1/ECO227Y1/(STA220H1, STA255H1)/(STA237H1, STA238H1)/ (STA257H1, STA261H1)

Course Co-requisites: RSM251H1/RSM350H1

If you drop course RSM251H1/RSM350H1 during the academic term, you must also drop this course. Contact Rotman Commerce Academic Program Services for academic advising if needed.

Course Materials

Required Readings

- Textbook: *Essentials of Marketing Research*. Joseph F Hair, David J Ortinau, Dana E Harrison. McGraw Hill. Sixth Edition. ISBN: 978-1-26-6261503
- Materials posted on Quercus (e.g., slides, articles, links, videos, etc.)

Recommended (Optional)
- Market Research Industry Trend report (GRIT Report) https://www.greenbook.org/grit
- The Personal Information Protection and Electronic Documents Act (PIPEDA) https://www.priv.gc.ca/en/privacy-topics/privacy-laws-in-canada/the-personal-information-protection-and-electronic-documents-act-pipeda/

The use of these materials complies with all University of Toronto policies which govern fees for course materials.

Evaluation and Grades
Grades are a measure of the performance of a student in individual courses. Each student shall be judged based on how well they have command of the course materials.

Work	Type	Weight	Due Date
Individual			
Online module on Research Ethics (TCPS 2 certification)	Online module	2%	September 24th
Quiz-1	Quiz	10%	October 16th
Quiz-2	Quiz	10%	November 20th
Term test	Term test	45%	December 4th
Course reflection / participation / discussion	Assignment	5%	Ongoing. Course reflection Dec 1st
Research requirement (BRL)	Research participation	3%	December 3rd
Group			
Group project Part 1– 5% Part 2– 15% Presentation – 5%	Group project	25%	October 1st November 26th November 27th
Total		**100%**	

Course Format and Expectations

The course is composed of a great deal of active discussion on your part during lectures. The purpose of the lectures is to present and discuss theories, concepts, analytical techniques, and empirical findings. We will discuss many examples and cases with the goal of applying the concepts in real-world contexts.

You are expected to do each week's assigned readings before coming to class.

Everyone is expected to be present and fully prepared during live sessions. If you miss a class, please let the instructor (and the TA) know about it well in advance, including a brief explanation for your absence.

As professional undergraduate courses, standards of professional conduct in the classroom apply, and the classroom should be treated as a professional business setting. This includes:

1. Timeliness: do not arrive late and disrupt others. Leaving class early is also disruptive to your colleagues and will not be permitted unless you have made prior arrangements with the instructor.
2. Keep your phone silent and do not engage in the use of phones or laptops in class for purposes other than classroom learning.
3. Be prepared for class, including completion of all preparatory activities, and be prepared to participate.
4. During the class, respect the learning opportunities of others. This includes exhibiting respect and openness to your classmates and colleagues, their experiences, and their viewpoints.

In class discussion: Discussion is an important element of learning and case analysis, and this makes class participation a critical component of students' leaning experience. Participation is all about building a learning community and it will be your contribution to this community that counts. The instructor's role during a case discussion is that of a facilitator and moderator. In the classes, we are less concerned with "right" or "wrong" answers than we are with thoughtful contributions, which follow the discussion and either add to the debate or move it in a new direction. Furthermore, we do not want to have a situation where everyone is competing for airtime: this works against building a learning community.

- Although everyone will be encouraged to participate, students may be called on randomly during the discussions. E.g., I may ask a student a follow-up question in response to another student's answer.

- You should generally speak up in class. Try to have something valuable to say in at least one case discussion session. You should be aware that good participation means quality of participation, as opposed to quantity. ***Airtime is limited***, *so please do not talk for the sake of talking*. The following questions will be considered in grading participation:

    o Do comments interpret or integrate case facts using theories, concepts, and

analytical tools presented in the readings and lectures?

- o Can the participant provide insights on why certain market phenomena (that are being discussed in class) are observed? Further, can he/she add to the concepts discussed in class with suitable examples?

- o Can the participant show the ability to challenge the concepts discussed in class by giving counter examples/reasons?

- o Is the participant an effective communicator? i.e., comments presented in a concise and convincing manner.

- o Does the participant listen to other comments? Is the participant able to build on and evaluate other comments? Does the participant learn from and show respect for other speakers and their points of view?

Deliverables (for specific due dates for different deliverables, please refer to weekly topics outline / Quercus)

Course Reflection / participation / discussion board (5%)

There will be a discussion board topic for certain weeks where students need to write their point of views (PoVs) on a given topic. The topic could be related to analytics / decision-making / methodology, and the PoVs should reflect your position on the given topic and/or suggestions to a specific problem, and not a Yes/No type of response. The objectives of the discussion board topic is to learn from each other's PoV, develop critical thinking, and take a position on a given topic based on logic, knowledge, and personal preferences. The PoVs are not "right" or "wrong" and present an opportunity to show creativity, analysis, and ability to critically examine a situation and ask meaningful questions.

In addition, students need to submit a **course reflection** assignment where they need to write key learnings from the course, their experience with completing discussion board activities, and if they completed these activities in a gradual timely manner or all at once!

Note: Individual discussion board topics will not be actively monitored by the instructor or TA. The course reflection document will be tracked and graded (5% of the total wight). In the course reflection, students need to write about their experience and key learning, etc. and need to submit it on Quercus by its due date.

Online module – TCPS 2 (Course on Research Ethics) 2%

There will be an online module on Research Ethics. The modules will require students to read/watch content on a specific topic (e.g., consent, fairness, equity, research ethics, etc.) and then answer a set of MC / short answer questions related to the topics.

The module can be freely accessed at https://tcps2core.ca/welcome

Once a module is completed (3-5 hours), the platform will provide a certificate of completion – indicating the name of the student, and the date of completion.

Students need to submit the certificate of completion as a PDF file on Quercus by the due date as proof of completing the modules. No other proof will be accepted.

Quizzes (10% + 10% = 20%)

There will be two quizzes, each worth 10% of the total weight of the course**. Each quiz will be based on specific chapters of the required textbook and will include ONLY multiple-choice questions (MCQ).** Specific details will be provided in advance during the class discussion / and will also be posted on Quercus.

Students are not expected to consult with each other or take external help regarding the concepts and principles asked in tests.

Individual term test (45%):

There will be a term test, worth 45% of the total weight of the course. The test will be in the form of (short answer questions / and or mini case-based scenarios). **The test will cover ALL the topics discussed in the course** (cumulative). Specific details will be provided in advance during the class discussion / and will also be posted on Quercus.

Students are not expected to consult with each other or take external help regarding the concepts and principles asked in tests.

Research Participation Requirement (3%)
Marketing and Organizational Behaviour researchers run experimental studies to test theories about human behaviour. The research requirement is intended to supplement this course's material, by giving you direct exposure to research in these fields. You may fulfill this requirement by:

1. Participation in three hours (credits) of research studies, *or*
2. Analysis of three research articles, *or*
3. A combination of research studies and article analyses

Note, this is **not** an extra credit assignment; credit-hours of participation translate into real percentage values, as determined by the professor (check your syllabus). You will receive one credit for each one-hour of research participation you complete, or per each article analysis you write.

Using Sona: Pre-registered Account and Course Registration
To participate in a research study, you will need to sign into our Rotman Behavioural Research Lab (BRL) research participation website (SONA): https://rotman.sona-systems.com/. Please add both the Sona Admin, rotman-admin@sona-systems.net, and Behavioural Research Lab, Behavioural.Lab@rotman.utoronto.ca, email addresses to your contact list. This will ensure that registration, password reset links, and important updates regarding your account/study participation are not mistakenly marked as spam.

Former Participants: those with existing BRL credit-pool accounts on SONA can use their previous credentials to log-in, and immediately begin registering for courses and studies. **New Users:** your account has already been created for you by our Lab Manager. This account is linked to your "[Username]@mail.utoronto.ca" email address, and a link to complete the registration has been sent to that address.

Trouble Logging In: if you have overlooked your password registration link, or forgotten details of your log-in information, please use the "**Forgot Password**" feature on the SONA log-in page to have these credentials sent to your email.

Please familiarize yourself with the "**Student Guide**," made available to you by your professor. This guide, as well as the FAQ on SONA, covers all the pertinent steps and criteria for completing your participation requirement through either study participation or article analyses. Feel free to email Behavioural.Lab@rotman.utoronto.ca if you have any question.

Research opportunities for the Fall session are anticipated to begin the week of **September 18th, 2023,** and end on **December 4th, 2023.**

Group project (5%+ 15%+ 5% = 25%)

Students will form groups of **four to six people** and complete a group project assignment. There will be three parts for the group assignment – part 1 (proposal, 5%), part 2 (final report, 15%), and part 3 (presentation, 5%).

In the group project, students will collaborate with others to learn, discuss, and come up with specific solutions and recommendations to a set of business problems involving Marketing Research.

The groups will be formed based on mutual consensus among students and/or the instructor

can also advise about the same.

The data / materials / articles used for group projects can be sourced/suggested by students and / or provided by the instructor. In all cases, the students need to take a formal/informal approval from the instructor before finalizing data and start working on the project. Additional details/ specific information about each part will be discussed during the class/ and will also be posted on Canvas well in advance.

- **Group project – part 1 (proposal, 5%):** In this part students will analyze the business situation to formulate the problem, finalize key objectives and propose a plan to meet the business objectives (PPTX format)

- **Group project – part 2 (final report, 15%):** In this part, students will execute the plan proposed in part 1 based on authentic research and analysis, present the findings, and provide key recommendations to the stakeholders in a form of a professional business report (PPTX format)

- **Group project – part 3 (presentation, 5%):** In this part, students need to present their findings, either live in class or in a form of a pre-recorded professional business video presentation. The video presentation must be based on slides, with a flexibility of adding some creativity (animation, visuals, etc.) which enhances the appeal of the presentation. Specific details will be provided in advance during the class discussion/ and will also be posted on Quercus.

- **Peer Assessments**: As part of the group project, you (individual and confidential) may be asked to submit a form describing contributions of each team member (including yours), overall experience working with the team, and highlight any area for improvement in the future. In addition, you need to communicate with the instructor, in a timely manner, any concerns which can negatively affect the timeline/overall experience of working in the group.

- The expectation is that each member in the group will contribute their fair share to the best of their abilities and not engage in "free riding" behaviour. It is perfectly fine to have differences with your team members on ideas, working plans, etc. and you need to manage those differences based on mutual discussion with your team members in a professional manner. The instructor will not micromanage day-to-day operational issues of working in the group project. However, if there is credible evidence that a member is completely missing from the work or making marginal or not meaningful contribution to the group work, it will reflect in grades for that member.

Working as a team is challenging; this is true both in the real world and in your academic classes. However, learning to work together in teams is an important aspect of your education and preparation for your future careers.

Support is available if you encounter common teamwork challenges such as:

- Team members feeling left out of the team.
- Team members not responding in a timely manner to communication.
- Division or quality of work among team members being unequal or unfair.

Consult the Centre for Professional Skills Teamwork Resources page for tips, strategies, and best practices. You can also book an appointment with a teamwork mentor through the RC Centre for Professional Skills Writing Centre. Teamwork mentors can help you resolve or mitigate conflict, strategize on planning, or improve team communication.

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, consult with your Accessibility Advisor about the teamwork in this course.

RC Centre for Professional Skills Writing and Presentation Support:

Please note that **clear, concise, and correct writing and/or speaking** will be considered in the evaluation of ALL Assignments. You may lose points for writing or presenting that impedes communication: poor organization, excessive wordiness, hard-to-follow sentence structure, grammatical errors, or distracting tone, pace, or body language.

Students who require support or would like to develop their writing or presenting skills are encouraged to book an appointment with writing and presentation coaches offered by the RC Centre for Professional Skills. CPS offers both individual and group appointments with trained writing instructors and presentation coaches who are familiar with the RC program and common genres of business assignments.

For students seeking help with writing skills, these coaches can provide feedback on idea organization, paragraph development, sentence structure, or spelling mistakes and grammatical errors. You can also access your college Writing Centers for help with written assignments.

For students seeking help with presentation skills, coaches can help with the structure of their presentations, with voice, body language and proper transitions, as well as persuasive speaking and connecting with the audience.

You can book an appointment with a writing or presentation coach through the RC Centre for Professional Skills Writing Centre. For more information about writing centres, student supports, and study resources, see the Writing and Presentation Coaching academic support page.

Missed Tests and Assignments (including mid-term and final-term assessments)
Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may request special consideration **within 2 business days** of the missed midterm/test/assignment due date.

In such cases, students must:

1. Complete the Request for Special Consideration form: https://uoft.me/RSMConsideration
2. Provide documentation to support the request, e.g., Absence Declaration from ACORN, medical note etc.

Please note: As of September 2023, students may use the Absence Declaration on ACORN *one time per term* to report an absence and request consideration. **Any subsequent absence will require a Verification of Illness form or other similar relevant documentation.**

Students who do not submit their requests and documentation within 2 days may receive a grade of 0 (zero) on the missed course deliverable.

Note that documentation must clearly establish that you were ill or had other circumstances that prevented you from attending on the date in question. After-the-fact reports are not sufficient.

If you miss any assignment / quiz for unforeseen reasons and submit appropriate documentation, you could be asked to submit your work late, as decided by the instructor. In a situation, when you are not able to submit the assignment within 2 weeks of the original deadline, your grades will be reweighted based on your performance in the remaining individual assignments (provided you submitted necessary documents explaining your reasons for not submitting it).

If you miss the term test – you can be assigned additional work in the form of individual assessments (e.g., makeup test, reviewing a paper, assignment, or any combination of these, etc.)

Late Assignments
Please note that all assignments are due by the specified deadlines. The exact date and time will be given in the Quercus assignment. No late assignments will be accepted, except for students who, for reasons beyond their control, are unable to submit an assignment by its deadline and must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments. **Late assignments, when it requires electronic submission, will carry a 20% grade penalty per day.**

Remarking / Re-Grading: Requests to have assignments / deliverables remarked would be considered if ALL the following conditions are met:

- The request is made **within 4 working days** of grades posted and available on Quercus.

- The **student (or all members of the group in case it is a group assignment)** submits with his/her request a written explanation as to why and where he/she believes he/she is entitled to more marks.

- The instructor has no reason to believe the student has made any changes after the assignment being returned.

If I accept your re-marking request, we will regrade the entire assignment. Hence, the final grade of the assignment can go either up or down or stays the same.

Statement on Equity, Diversity, and Inclusion
The University of Toronto is committed to equity, human rights, and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Commitment to Accessibility
The University is committed to inclusivity and accessibility, and strives to provide support for, and facilitate the accommodation of, individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University.

If you require accommodations for a temporary or ongoing disability or health concern, or have any accessibility concerns about the course, the classroom or course materials, please email Accessibility Services or visit the Accessibility Services website for more information as soon as possible. Obtaining your accommodation letter may take up to several weeks, so get in touch with them as soon as possible. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

Ouriginal
Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the University's Plagiarism Detection Tool FAQ page from Centre for Teaching Support & Innovation.

Generative AI / ChatGPT

- This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

- Students may choose to use generative artificial intelligence tools as they work through the assignments in this course; this use must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work.

- Students may use artificial intelligence tools for creating an outline for an assignment, but the final submitted assignment must be original work produced by the individual student alone.

- Representing one's own ideas, or expression of an idea, that was AI-generated may be considered an academic offence in this course. Students are ultimately accountable for the work they submit.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic misconduct, the process for addressing academic offences and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments

- Using someone else's ideas or words without appropriate acknowledgement.

- Submitting your own work in more than one course without the permission of the instructor.

- Making up sources or facts.

- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams

- Using or possessing any unauthorized aid, including a cell phone.

- Looking at someone else's answers.

- Misrepresenting your identity.

- Submitting an altered test for re-grading.

Misrepresentation

- Falsifying institutional documents or grades.

- Falsifying or altering any documentation required by the University, including (but not limited to) medical notes.

All suspected cases of academic dishonesty will be investigated by the procedures outlined in the *Code of Behaviour on Academic Matters.* If you have any questions about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other U of T or RC resources such as the RC Centre for Professional Skills, the College Writing Centers, or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all U of T students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up and properly entered on ACORN. For more information visit the [Information Commons Help Desk](#).

Forwarding your utoronto.ca email to a Gmail or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Credit/No-Credit Option in Rotman Commerce

RSM courses are not normally eligible for CR/NCR. You may request to Credit/No-Credit (CR/NCR) an RSM course in the following cases only:

- The course will not be used for any program requirement, including specialist, focus or the 8.0 RSM FCE requirements.
- The course does not have a group work component.

If you wish to request CR/NCR for an RSM course, you must contact a Rotman Commerce academic advisor by the last day of classes for the current term. See the deadlines to request CR/NCR in the [Academic Dates and Deadlines](#).

Final approval is on a case-by-case basis with the permission of the Director, Rotman Commerce.

Weekly Schedule

Week	Day	Topic	Materials/Readings
1	Sept 11th	Introduction to Marketing research – Managerial decision making. Marketing research process and proposal	Ch-1, 2
2	Sept 18th	Qualitative research – exploratory and observation based	Ch-4 **Due: Group formation**
3	Sept 25th	Quantitative research – descriptive, predictive, and causal Marketing research with secondary data and research	Ch-3, 5 **Due: Sept 24th - TCPS 2 Core certification (2%)** https://tcps2core.ca/welcome
4	Oct 2nd	Measurement and scaling	Ch-7 **Due: Oct 1st - Group project, part 1 (5%)**
5	Oct 9th	**Thanksgiving Holiday**	
6	Oct 16th	Questionnaire design	Ch-8 **Due: Oct 16th - Quiz 1 (10%)**
7	Oct 23rd	Sampling techniques and methods. Biases in sampling	Ch-6
8	Oct 30th	Qualitative data analysis	Ch-9
8	Nov 6th	**Study week**	**No class**
9	Nov 13th	Quantitative data analysis	Ch-10, 11, 12
10	Nov 20th	Marketing research reporting and communication Review session Marketing research – challenges and opportunities: privacy, and ethical issues.	Ch-13 **Due: Nov 20th - Quiz 2 (10%)**
11	Nov 27th	Group Project Presentations	Ch-13 **Due: Nov 26th Group project, part 2 (15%)** **Due: Nov 27th Group project presentation (5%)** **Due: Dec 1st Course reflection / participation (5%)**
12	Dec 4th	**Term test**	**Dec 4th - Term Test (45%)** **Due: Dec 3rd - Research credit (3%)**

Please note that the last day you can drop this course without academic penalty is **November 6th, 2023.**

Other Useful Links
- [Become a volunteer note taker](#)
- [Accessibility Services Note Taking Support](#)
- [Credit / No-Credit in RSM courses](#)
- [Rotman Commerce Academic Support](#)

URL links for print
- Book an appointment with a writing or presentation coach: http://uoft.me/writingcentres
- Writing and Presentation Coaching academic support page: https://rotmancommerce.utoronto.ca/current-students/academic-support/writing-and-presentation-coaching/
- Centre for Professional Skills Teamwork Resources page: https://rotmancommerce.utoronto.ca/teamwork-resources
- Book an appointment with a Teamwork Mentor: http://uoft.me/writingcentres
- Request for Special Consideration Form: https://rotmancommerce.utoronto.ca/current-students/forms-requests-and-appeals/forms/
- ACORN: http://www.acorn.utoronto.ca/
- Email Accessibility Services: accessibility.services@utoronto.ca
- Accessibility Services website: http://studentlife.utoronto.ca/as
- University's Plagiarism Detection Tool FAQ: https://uoft.me/pdt-faq
- The University of Toronto's Code of Behaviour on Academic Matters: http://www.governingcouncil.utoronto.ca/policies/behaveac.htm
- Information Commons Help Desk: http://help.ic.utoronto.ca/category/3/utmail.html
- Become a volunteer note taker: https://studentlife.utoronto.ca/program/volunteer-note-taking/
- Accessibility Services Note Taking Support: https://studentlife.utoronto.ca/service/note-taking-support/
- Credit / No-Credit in RSM courses: https://rotmancommerce.utoronto.ca/current-students/degree-requirements/credit-no-credit-option/
- Rotman Commerce Academic Support: https://rotmancommerce.utoronto.ca/current-students/academic-support/