

# Chaminade University Day Undergraduate Program

**MKT 437: Marketing Research (3 credits)**

**MKT 437L: The Lab – Research Project (1 credit)**

## Course Schedule

**Semester:** Fall 2023

## Course location and time

MKT 437 - Kieffer 9, T/Th 1pm-2:20pm

MKT 437 Lab - Kieffer 9, Tue 2:30pm - 3:50pm

## Instructor Contact Information and Availability

Course Instructor: Wera Panow-Loui

Administrative Assistant Phone: (808) 440-4280

Mobile Phone: (808) 282-1100

E-Mail: ***Utilize the "Inbox" via the Canvas dashboard***

Secondary: wera.panow-loui@chaminade.edu

Office Hours: by appointment, Office: Kieffer 24

I am available to answer questions and provide any assistance needed – to you individually and your project teams.

## Program Learning Outcomes (PLO)

Upon completion of the business program, students will be able to

1. Communicate effectively regarding business related tasks, in both oral and written modes
2. Select and use the appropriate quantitative tools for decision-making
3. Undertake analysis, perform tasks, and develop strategies using the central concepts of each functional area of business
4. Assess and create business strategy appropriate for organizations in specified business environments, including global and domestic markets
5. Use business skills to promote service, justice and peace within community organizations

### **Course Catalog Description:**

Students learn the purpose of marketing research and how to implement a market research project. The class explores traditional types of research designs, as well as newer ethnographic approaches to both quantitative and qualitative research. Ethical issues related to the practice of marketing research are also covered.

Prerequisite: MKT 301, EN 102, COM 101

### **General Purpose of the Course:**

Marketers operate in a challenging environment. It is challenging because they are trying to understand consumer behavior so that they can produce goods and services that create loyal satisfied consumers. Also, marketers are faced with the situation where the “right” answer to their strategy options cannot be known until AFTER their strategies are implemented. Hence, the more marketers can study and research their options, the better they are able to reduce the risk of implementing strategies that fail—strategies that fail to create satisfied, loyal customers. Therefore, this course covers some of the consumer psychology and the various research techniques used to support effective marketing decision-making.

### **Course Learning Outcomes**

After completing this course students will:

1. Demonstrate an understanding of the purpose of marketing research
2. Demonstrate an understanding of the traditional types of research designs, as well as newer ethnographic approaches
3. Demonstrate an understanding of ethical issues related to the practice of marketing research
4. Demonstrate an understanding of and ability to implement the typical steps in conducting a market research project
5. Demonstrate presentation skills to share marketing research findings

This course is taught in conjunction with a Lab project.

### **Lab Project Outcomes:**

Students will be able to

- Construct a research design that will lead to informed marketing decision making for a proposed project.
- Apply quantitative research tools to create data for analysis.
- Apply qualitative tools to create data for analysis.
- Synthesize research results to provide answers to project questions.
- Create a professional presentation to deliver conclusions and proposals.

## Characteristics of a Marianist Education

The following are characteristics of the approach to education engaged at Marianist schools, including Chaminade University:

1. · Educate for formation in faith
2. · Provide an integral quality education
3. · Educate in family spirit
4. · Educate for service, justice and peace
5. · Educate for adaptation and change

Providing an **integral quality education** is one of the Marianist characteristics which is also the aim of this course by providing relevant and up-to-date information, challenging students to think critically, and promoting active learning through classroom or online discussions.

One of the main projects includes working as a team to plan and implement a research project needed to help solve a real-world question. One of the criteria of the selection of the research project will involve an aspect of solving a social problem. By addressing a “social problem” it encourages you to think in the spirit of **service and social justice** and incorporate these principles into a business idea that can provide social value in the community and/or society overall.

Finally, my role as a professor is aligned with the Marianist characteristic of **educating in family spirit**: I care about each student as part of the Chaminade family and I am not only there to support your educational journey in this course, but I am available to provide guidance and support in other areas you may need... be in their career or life skill development.

### Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No‘eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No‘eau 364) May I live by God
2. Provide an Integral, Quality Education (Na‘auao) Lawe i ka ma‘alea a kū‘ono‘ono (‘Olelo No‘eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No‘eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no‘eau (‘Olelo No‘eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Olelo No‘eau 203) All knowledge is not taught in the same school

## Alignment of Learning Outcomes

	CL O 1	CLO 2	CLO 3	CLO 4	CLO 5
Marianist Values	2,3	2,3,	2,3	2,4	2
Program Learning Outcomes	1, 2, 5	1, 2,4	1, 2,4	2, 3,,5	1,5

### Course Material

Marketing Research, 2<sup>nd</sup> edition. Bonita Kolb eISBN-13: 9781526422927

Handouts from various sources.

### Instructional Methods and Email Communication

**Canvas** will be utilized to supplement in-class instruction. Course materials, assignments, announcements will be posted on the course website. **It is important to follow the modules in Canvas and to read the necessary chapters and other supplemental work.** You are responsible for checking the Canvas website regularly.

**All email communication will be conducted via the Canvas Inbox**

### Credit Hour Policy:

This is a three-credit hour course with a one-credit hour Lab portion requiring 180 clock hours of student engagement, per the official CUH Credit Hour Policy. The following breaks down the credit hours for students enrolled in this course:

- Class Time, including Lab: 60 hours
- Chapter presentations: reading, prepping: 8 hours
- Mid-term: studying, exam time: 5 hours
- Final: studying, exam time: 8 hours
- Marketing Research Lab Project: 35 hours

There will be an additional 64 hours of work required beyond what is listed here, including but not limited to, course readings, homework assignments, etc., averaging 4.2 hours each week.

## Technology Requirements

The following are the hardware, software and applications required for this course. Should you have any issues or concerns regarding these requirements, please contact me.

Hardware: **Laptop with WIFI, video and mic capabilities**

Software: **Microsoft Office tools:** Word, PowerPoint or equivalent software for **Mac users** for word processing and presentations

Web-based apps: **Canvas** will be utilized for all instruction, online discussions, and assignments for this course.

I will also periodically utilize [Google Docs](#) to share documents. You may consider using Google Docs for your assignments as well.

You may use [Screencast-O-Matic](#), a free video recording and presentation application instead of a recorded PPT. Tutorial link: [Screencast-O-Matic tutorial](#)


**Zoom** will be utilized for online meetings. I encourage you to download the software ahead of time. [Zoom download](#)

Otherwise you will be prompted to do so once you receive a link to log in for a meeting.

You will be able to log in via computer, smartphone / tablet, or call in. However, whenever possible, I prefer that participants log in via Video for greater personalization.

Technical Assistance:

Chaminade Help Desk: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) (808) 735-4855

Canvas: log in to Canvas Dashboard and click on the  from the sidebar.

Canvas Student Hotline: +1-877-251-6615

## Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

## Grading Scale

Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

A Outstanding scholarship and an unusual degree of intellectual initiative

B Superior work done in a consistent and intellectual manner

C Average grade indicating a competent grasp of subject matter

<b>A (100-90%)</b>	<b>B (89-80%)</b>	<b>C (79-70%)</b>	<b>D (69-60%)</b>	<b>F (59-0%)</b>
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## Assessment:

Descriptions of all assignments along with scoring rubrics are available on the course Canvas page.

Letter grades for the course will be determined by the following formula:

Weekly Discussion Post / Quizzes (5 pts each)	- 60 pts
In-class Assignments & Participation	- 20 points
1 Progress Meeting	- 5 pts
1 Article Assignment	-10 pts
1 Chapter Presentation	- 20 pts
1 Mid-term exam	- 30 pts
Final	- 20 pts
Lab Research Project*	- 60 pts
<b>TOTAL:</b>	<b>225 points</b>

## \*Lab Research Project Grading Criteria:

Teamwork and engagement	-10 pts
Deliverables	-30 pts
Final Analysis and Presentation	-20pts
<b>TOTAL SCORE</b>	<b>60 pts</b>

### **Late Work Policy**

You are expected to turn in assignments on the due date. You may request an extension, however you need to **communicate with me**. There will be point penalties for repeated late work without explanation.

Missed exams or quizzes will automatically receive a zero.

### **Grades of "Incomplete"**

If students are unable to complete the course due to circumstances beyond their control, the instructor will consider offering a grade of “incomplete”. This will provide the student with 90 days beyond the end of the term to complete all outstanding course requirements.

Please note that a grade of “incomplete” must be discussed with the instructor before the end of the term. If a student does not contact the instructor by the end of the term to discuss the possibility of an incomplete, they will be awarded the grade they have earned to that point.

### **Instructor Communication**

You may see me after class, or make an appointment at any time. When emailing me, please provide the class title and your full name. Use Canvas email when reaching out. You may expect to receive a reply within 24-hours weekdays, 48-hours weekends.

In urgent situations, you may text me at (808) 282-1100.

In addition, there **will be 1 individual required progress meeting** with me throughout the semester. This is a great opportunity for questions, feedback, and dialogue regarding your progress in class.

### **Summary of Assignments and Participation**

To be successful in this course, your active participation is required. You will be asked to switch from a traditional, “passive” listening role to **active involvement in the learning process**. Hence, taking notes and participating in discussions will not only enrich your learning, but will also reflect positively on your grade.

#### **1. Required Reading:**

Weekly readings of the chapters from your textbook as indicated and the assignment section. The **Learning Objectives** in the beginning of each chapter are a great way to focus your reading on the main ideas.

Additional reading may be assigned.

It is suggested that you at least skim the reading assigned BEFORE class. You do not need to spend a lot of time studying the reading assignment prior to class, but you should have an idea of the topics covered. After class, then you should review the reading assignment.

## 2. Discussion Posts/ Quizzes

There will be weekly online discussion posts or quizzes regarding a topic covered that week. Each student is required to post their answer to the question(s). We will review and discuss the posts in class.

## 3. Article Assignment

To enhance your understanding of how to apply marketing/consumer research concepts to business situations or issues, you will either be provided with an article from the popular business press or asked to research an article on your own. Your task is to absorb what the article says, analyze, and then “translate” it into terms that apply of the research concepts we are discussing.

## 4. Exams / Quizzes

There is 1 Mid-term and 1 Final Exam. These will be a combination of essay, multiple choice and true/false questions from the required reading, as well as possible article excerpts test how well you can make connections between specific concepts and theories you have learned about and the situation described in the articles.

## 5. The Lab Research Project: (Group Project)

Your research project will involve planning and implementing a research project needed to help solve a real-world question. As a result of this experience, you will demonstrate an understanding of the connections between academic work and real-life situations.

Since this is a group project, it will also reinforce the concept of team work – similarly to a working environment where you often need to work with others to complete projects you will collaborate with your peers on designing and planning the research project. You will then work together to interpret the results and present them by the end of the semester.

## 6. Progress Meetings: see Canvas for appointment slot

This assignment involves scheduling 1 progress meeting with me, so that together we can discuss your work in the class. Periodic performance reviews are common in business settings, so this simulates what you might expect when you are on the job. **It is your responsibility to set up this meeting.**

There are 5 points allocated for successfully completing the meeting. Once the deadline has passed to complete the meeting, you lose the opportunity to schedule a meeting and no points will be given.

## 7. Chapter Presentations:

This assignment involves presenting a chapter from your text. Your task is to read the chapter and, taking on the role of a teacher, present to the class the main points of the chapter using PPT or similar.



## Academic Honesty

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism. Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendation to the Business School Dean. Consequences for academic dishonesty may range from an “F” grade for the work in question to an “F” grade for the course to suspension or dismissal from the University.

A student must always submit work that represents his or her original words or ideas. If any words or ideas are used that do not represent the student's original words or ideas, the student must cite all relevant sources.

## Academic Conduct Policy

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook which is linked annually on the following webpage: <https://chaminade.edu/current-students/>

## Students with Disabilities

Chaminade University provides reasonable accommodations for individuals with a disability in compliance with the Americans with Disabilities Act (ADA) of 1990. If you would like to know if you qualify for ADA accommodations, please contact our Counseling Center at 808-735-4845. Current appropriate documentation will be required for determination of accommodation eligibility.

## Resources

### Library

As a Chaminade student, you have access to Chaminade's library and its resources: [www.chaminade.edu/library](http://www.chaminade.edu/library)

### **Instructor Background Information**

As a full-time business faculty at Chaminade University, Wera Panow-Loui teaches a wide range of marketing courses both at the undergraduate and graduate level, including: Marketing Principles, Global Marketing, Marketing Strategy, Consumer Research, and Managerial Marketing. She has extensive professional experience in the corporate, non-profit, and small business sectors which provides her students real-world relevance while equipping them with functional business knowledge.

Panow-Loui has held marketing leadership positions at top Hawaii companies, including Aston Hotels and Resorts, Sprint, and Aloha Petroleum, where she was responsible for developing marketing strategies, strategic partnerships, led product launches and implemented marketing communication campaigns. She regularly provides career advice to students and continues to consult small businesses and start-ups, and finds it highly rewarding when she can utilize her marketing expertise to make a difference inside and outside the classroom.

Originally from Germany, Wera lives with her family in Honolulu, Hawaii. She travels back to her roots regularly every year.

### **Syllabus Modification**

The syllabus is only a plan. The instructor may modify the plan during the course. The requirements of the course may be altered from those appearing in the syllabus. Further, the plan contains criteria by which the student's progress and performance in the course will be measured. These criteria may also be changed.

## Course Schedule and Topics

<b>Wk 1</b>	<b>Introductions</b> <b>Overview Marketing Research</b>
<b>Wk 2</b>	<b>Overview continued and Research as a process</b> <b>Consumer Behavior</b>
<b>Wk 3</b>	<b>Consumer Behavior</b>
<b>Wk 4</b>	<b>Research Design and Critical Thinking</b> <b>Determining the research question</b>
<b>Wk 5</b>	<b>Cultural and Ethical Considerations</b> <b>Quiz</b>
<b>Wk 6</b>	<b>Secondary Research</b>
<b>Wk 7</b>	<b>Qualitative Marketing Research</b>
<b>Wk 8</b>	<b>Qualitative Marketing Research</b> <b>MID TERM</b>
<b>Wk 9</b>	<b>Quantitative Marketing Research</b>
<b>Wk 10</b>	<b>Quantitative Marketing Research</b> <b>- ARTICLE - CTD</b>
<b>Wk 11</b>	<b>Quantitative Marketing Research</b>

<b>Wk 12</b>	<b>Data Mining and Big Data</b>
<b>Wk 13</b>	<b>Analyzing and Reporting</b>
<b>Wk 14</b>	<b>Analyzing and Reporting</b>
<b>Wk 15</b>	<b>Research Project Reports</b>

**FINALS WEEK**