

## Management and Organizational Studies 3420F

### MARKETING RESEARCH

Section 001 (class # 11370), Dr. M. Cleveland

Mondays 10:30 am -11:30 am, SSC-3026

Wednesdays 10:30 am - 12:30 pm, SSC-3026

### CALENDAR DESCRIPTION

This course integrates the various research tools used within the social sciences and applies them to practical marketing research settings. The focus is on how to develop research designs, instruments, and methodologies to answer specific applied research questions and theories.

*3 lecture hours/week, half-year course.*

**Antirequisites:** Business Administration 4481Q/R/S/T, the former MOS 395a/b if taken in 2007-2008, the former MOS 4420F/G.

**Prerequisites:** Enrolment in the 3<sup>rd</sup> or 4<sup>th</sup> year of the BMOS program.\* Priority to years 3 & 4 students registered in any consumer behavior module on main campus.

Senate Regulations state: *"Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."*

**\*It is strongly advised that you have taken a course in statistics prior to taking this course.**

### COURSE INFORMATION

---

<b>Professor:</b>	<b>Dr. Mark Cleveland</b> (B.Comm, M.Sc., Ph.D.) Dancap Private Equity Professor in Consumer Behavior, Associate Professor of Marketing
<b>Office:</b>	<b>SSC-4315</b>
<b>Office Telephone:</b>	519-661-2111, Extension <b>81464</b> [BMOS Office: 519-661-2051]
<b>e-mail:</b>	<b>mclevela@uwo.ca</b>
<b>Course Website:</b>	<b>Owl (Sakai):</b> <a href="https://owl.uwo.ca/portal">https://owl.uwo.ca/portal</a> log-in, then select <b>MOS 3420F 001 FW12</b>
<b>Office Hours:</b>	<i>Mondays 2:30 pm - 3:30 pm</i> <i>Wednesdays 3:30 pm - 4:30 pm</i> Or by appointment (must be requested <u>by email</u> : <a href="mailto:mclevela@uwo.ca">mclevela@uwo.ca</a> )

---

### COURSE OBJECTIVES

Welcome to Marketing Research! This course integrates the various research tools used within the social sciences and apply them to real-life marketing research settings. The course takes a global perspective and considers the role of marketing research in society and on its relevance to firms and individuals. The focus will be on how to develop research designs, instruments, and methodologies to answer specific applied research questions and specific theories.

Marketing research is an applied management discipline that is crucial to understanding markets and customers in order to make better marketing decisions. This course will provide you with hands-on opportunities to learn about a critical marketing management activity. More specifically, working as a member of a group, you will have the opportunity to conceive and design a marketing research proposal that investigates a novel and managerially-relevant topic. Components of the proposal include articulation of a research question, theoretical background and hypotheses development, as well as formulation of a methodology for which to execute the study, and finally, a discussion concerning the implications and boundaries (i.e., limitations and future directions) of the research.

In addition, also working in groups, you will have the chance to analyze and interpret existing research data obtained from a real-life marketing study. The course term project and data analysis assignment will reinforce and integrate the concepts learned in the classroom and through your reading. This exposure should give you an appreciation of marketing research as it is actually practiced. You will gain valuable experience in preparing written marketing research reports, and working as part of a research team. Research skills have a long 'half-life': beyond being valuable to you in a practical sense, knowledge of research methods in the social sciences is both enduring and applicable to a wide range of pursuits. Marketing research methods and philosophies draw from a wide range of social science disciplines, including psychology, sociology, anthropology, economics, organizational and human resources, as well as mathematics and statistics. As such, the multidisciplinary and integrative nature of this course exemplifies the spirit of the MOS program, with its mixture of traditional business courses and a strong foundation in the social sciences.

The basic pedagogy in the course will take several forms. The lectures and the readings are at the basis of knowledge acquisition. The course lectures, class discussions, classroom activities, reading assignments, and video presentations will provide you with the opportunity to learn the concepts and theories of various different marketing research topics, and to apply this knowledge in a systematic and logical manner. Class sessions will be devoted to applying, extending and critiquing the material in the assigned readings. Therefore, it is very important that you be prepared to talk about the material under consideration, and that means that you read and critically think about the assigned materials before coming to class.

---

## TEXTBOOK AND READINGS

McDaniel, Carl and Roger Gates (2012) *Marketing Research, 9<sup>th</sup> Edition*. Hoboken, NJ: John Wiley & Sons. ISBN: 978-1-118-070461-9 (Available at the bookstore)

- In addition, from time-to-time during the course of the semester, I will distribute/assign selected popular press readings and other assigned materials (including academic journal articles). These illustrate and expand upon the concepts covered in the required text.

## EVALUATION

### Midterm Exam (25%) and Final Exam (35%):

There will be a mid-term test and a final exam in the course. These may include a combination of multiple-choice, quantitative problem solving, qualitative appraisals, short answer questions, cases, and/or short essay questions. Questions can pertain to any of the material covered during the course, including those topics contained in the video presentations, class discussions/activities, and ALL assigned readings. Both the mid-term and final exams are closed-book. Non-programmable calculators are permitted. The final exam will take place during the regular final examination period, and is cumulative (75% post-midterm material, 25% pre-midterm material).

Dates of Mid-Term Test, and Final Exam	
Mid-Term	Date/Time/Place: <b>Wednesday, October 24, 2012, 10:30am-12:20pm</b> (~110 minutes).
Final Exam	Date/Time/Place: _____/_____/_____ <b>During Final Exam Period: December 8-19, 2012. (3 hours).</b>

**Class Participation (5%):**

Students are expected to contribute to class discussions. *You must come to class with a thorough understanding of the chapter(s) and other readings assigned for that class—the objective of the lectures and discussions will be to enhance comprehension of the material and not to merely review concepts and definitions.* For this reason, the information will be covered relatively quickly, allowing more time for examples and discussion. During the term, you are encouraged to share marketing research examples that you might come across, either directly or via the media, with the class. Merely showing up for class is insufficient: you must demonstrate that you have read and thought about the assigned materials.

If for some reason you are unable to come to class, please send a brief courtesy note and explanation (via email: [mclevela@uwo.ca](mailto:mclevela@uwo.ca)) to the professor beforehand. Be advised that classroom conduct and communication etiquette will impact your participation grade.

In addition, you will have the opportunity to evaluate your fellow group members' contributions (or lack thereof) to the term project (research proposal), and to the applied data analysis/interpretation assignment. Your group members will likewise evaluate your contributions. Thus, in calculating your class participation mark, I will also take into account your peers' evaluations. Peer evaluation sheets will be distributed in class later during the semester, and the information that you provide shall remain confidential between the professor and the student. In other words, I will not share this information with others in the class.

**Data Analysis and Interpretation Assignment (10%):**

Working in groups of 5-6 students (*the same group members as for the term research proposal*) and using the **SPSS** program, you will have the opportunity to explore, analyze, and interpret a dataset that I will provide to you on or around Week 6. Each group will receive a unique (i.e., different) dataset, and groups must work independently from one another. The maximum length of this written research assignment is 6 pages (not skipping lines), and must include the following components:

- (1) A brief summary of the nature of the data (e.g., scales, coding scheme, variables), the sample, and a brief overview of the analyses that you will be presenting,
- (2) Graphic representation of the data, cross-tabulation and univariate statistics, followed by summary interpretations of the results,
- (3) Basic contrasts and statistical tests (this should include multivariate data analyses), followed by summary interpretations of the results,
- (4) A brief wrap-up which concludes the paper.

Note that you are free to selectively choose from the array of analytical tools covered in this course (see Weeks 9-11). Beyond analytical rigor and quality of interpretation, I will also pay attention to the creativity of your approach, the appropriateness of the tools that you employ, as well as your ability to clearly yet concisely present the analytical results. Given the length of output that SPSS normally provides for most analyses, you will need to be selective in presenting the results. You will have the opportunity to evaluate your fellow group members' contributions (confidential peer evaluations). THIS GROUP ASSIGNMENT IS DUE AT THE BEGINNING OF CLASS ON WEEK 12 (**Wednesday, November 28<sup>th</sup>**). SPSS is available for a trial download\*and is also available to UWO students in the SSNDS computer labs (<http://ssnds.uwo.ca/rooms.asp>), which are on the first floor of the SSC building.

\*[http://www14.software.ibm.com/download/data/web/en\\_US/trialprograms/W110742E06714B29.html](http://www14.software.ibm.com/download/data/web/en_US/trialprograms/W110742E06714B29.html)

**Marketing Research Proposal (20% Written, 5% Oral):**

Working in groups of 5-6 students (i.e., the same group members as for the data analysis/interpretation assignment), you will prepare a detailed proposal for carrying out a *quantitative* empirical study over the course of the term (note, you can also incorporate qualitative elements into your proposed research, but the main analytical approach should be quantitative). Your task is to first identify a novel and relevant marketing problem (i.e., one that holds both practical/managerial and theoretical/academic significance) that would require a quantitative (i.e., primary data) research effort. More specific details will follow early on in the semester. I encourage you to look at the appended

bibliography. Here, you will find some academic studies that may help you to identify possible areas of research interest. You will have the opportunity to evaluate your fellow group members' contributions (confidential peer evaluations).

Note that there are a few steps that must be accomplished at regular intervals during the course of the semester. In other words, there are various 'due-dates' for various components of your project. This is so that I can provide you with feedback during the process. Beyond the final project due date (which consists of the project in its entirety, DUE AT THE BEGINNING OF CLASS ON WEEK # 11, **Wednesday, November, 21<sup>st</sup>**), there are an additional two "due-dates" (i.e., progress reports) to keep in mind, as follows:

**Research Proposal Assignment # 1** DUE DATE: WEEK 3 (Monday, September 24<sup>th</sup>), BEGINNING OF CLASS:

1. Submit group lists [names, student ID#s] and exchange contact information.
2. Preliminary ideas about research project topic (s): the more information that your group provides, the more feedback I can share with you.

**Research Proposal Assignment # 2** DUE DATE: VIA EMAIL TO THE PROFESSOR, PRIOR TO WEEK 8 (by Monday, October 29<sup>th</sup> at the very latest):

1. Names (first, last, with student ID numbers) of all group members.
2. Problem definition (Management Problem) and importance (i.e., practical and theoretical significance, relevance), followed by:
  - a. Translation of management problem into marketing research problem, including types of information needed, and research objectives,
  - b. Briefly, what are the specific relationships (i.e., among the variables) that you are investigating?
3. Brief overview of the proposed methodological approach (es):
  - a. In brief, what type(s) of proposed data collection, and sample (i.e., who would you survey, in which way, and to what population do you intend to project the results?) do you envision?
  - b. If possible, include preliminary draft questionnaire (measurement items), for feedback purposes.

Your final written research proposal should represent a professional effort, in content, structure, and presentation. The main body of your project must be between 10-13 pages (numbered, double-spaced, *Times New Roman* or *Arial* size-12 font, 1-inch margins), plus appropriate appendices (you are free to include as many as you wish) and references, cover page, abstract and table of contents. On the **due date Week 11 (Wednesday, November 23<sup>rd</sup>)**, all groups must upload an electronic copy to WEB-CT, *and* hand in two hardcopy (paper copies) of the written report **at the start of class**. There are no exceptions to this requirement, and **no late submissions will be accepted**.

Your final written research proposal must include the following components:

- (1) Cover page, abstract (page 2, summary of ~80-120 words) table of contents (page 3)
- (2) Introduction, including:
  - a. specification of the marketing research problem,
  - b. importance (i.e., practical and theoretical significance, relevance),
  - c. information needs and study objectives,
  - d. overview of the remainder of your proposal.
- (3) Theoretical background, hypotheses
  - a. thorough integrative appraisal of the extant relevant literature
  - b. situational analyses (if applicable), construct definitions and operationalizations
  - c. articulation and presentation of testable (falsifiable) research hypotheses
- (4) Intended methodology and analytical procedures, including:
  - a. the development of the measuring instrument (including scaling, coding, etc.)
  - b. proposed sample and sampling methodology
  - c. data collection method(s), manipulations (if applicable)
  - d. intended analytical procedures (including statistics, statistical assumptions, tools, etc.)
- (5) Anticipated managerial and theoretical implications of the results

- (6) Study limitations and conclusions
- (7) References (note: you must use an appropriate method of citation and referencing: APA-American Psychological Association (<http://linguistics.byu.edu/faculty/henrichsen/apa/apa01.html>) or Harvard citation methods are acceptable for this paper: please get *permission* from Professor before using another method.
- (8) Appendices:
  - a. additional technical information
  - b. be sure to include your proposed questionnaire (and accompanying coding key) in this section.

The approximate weightings of the grading of the written research project proposal will be:

Component	Approximate allocation	Suggested Length
1. Introduction, research question, objectives	10%	1-2 pages
2. Theoretical background, situational analyses	30%	4-5 pages
3. Articulation of hypotheses	10%	1 page
4. Intended methodology and analytical procedures	25%	2-3 pages
5. Anticipated managerial implications of the results	10%	1-2 pages
6. Limitations and conclusions	5%	1 page
7. Overall clarity, format, integrity and organization	<u>10%</u>	
	<b>100%</b>	

I will give you details later during the semester concerning what I am looking for regarding the oral presentation of your research project (scheduled for Week 13, that is, on December 3 & 5), but basically, I will evaluate the ability of your group to clearly communicate to your fellow classmates the salient points of your project proposal.

**Breakdown of Overall Grading Scheme**

The following weights will be assigned for each course evaluation component:			The following are the grade categories for the course from the Academic Calendar.	
Grading Weights for Evaluation Components			Grade Categories	
Mid-Term Test	25%	60%	<b>A+</b>	90%+
Final Exam	35%		<b>A</b>	80 - 89%
Written Research Proposal	20%	25%	<b>B</b>	70 - 79%
Oral Presentation Research Proposal	5%		<b>C</b>	60 - 69%
Data Analysis/Interpretation Assignment	10%	15%	<b>D</b>	50 - 59%
Class Participation	5%		<b>F</b>	Below 50% or assigned when course is dropped with academic penalty
<b>TOTAL</b>	<b>100%</b>			

**SEQUENCE OF COURSE TOPICS**

*The course outline and schedule are subject to change at the discretion of the course instructor.*

**Week 1 (September 10 & 12): Introduction to Marketing Research**

- Introduction to the course, review of the course syllabus, discussion of the term project
- The role of marketing research in decision-making, uses of marketing research
- The critical importance of correctly defining the problem
- The Marketing research process, situational (SWOT) analyses
- *PLEASE FORM GROUPS OF 5-6 STUDENTS FOR PROJECTS.*

**Readings:** McDaniel & Gates, **Chapter 1 (all), Chapter 2 (pp. 21-34), Chapter 3 (p. 57- top of p. 71)**

**Week 2 (September 17 & 19): Secondary Data and Qualitative Research**

- Nature and uses of secondary data
- M.I.S. and data mining techniques, sources of secondary data
- Nature and uses of qualitative research
- Focus groups, depth interviews, and other forms of qualitative research

**In-Class Activity and Video:** *Focus Groups*

**Readings:** McDaniel & Gates, **Chapter 4 (pp. 89-105)**, and **Chapter 5 (all)**. Additional information on Internet sources of Secondary data can be found in Chapter 7 (pp. 198-205: This is *suggested* but *recommended* Reading)

---

**Week 3 (September 24 & 26): Primary Research Methods (I): Survey and Observational Research**

- Different types of surveys, errors in survey research
- Nature and uses of observational research
- Human and machine observation methods

**Readings:** McDaniel & Gates, **Chapter 6 (all)** and **Chapter 8 (p. 213-top of p. 233)**

**DUE (Monday, Sept. 24<sup>th</sup>):** GROUP LIST (names/student ID's), PRELIMINARY IDEAS ABOUT RESEARCH PROJECT TOPIC

---

**Week 4 (October 1 & 3): Primary Research Methods (II): Experimentation**

- Fundamental concepts of experimentation
- Experimental settings and validity
- Experimental design, treatments, and effects
- Test marketing

*Seminar Presentation (Tentative): An application of experimental research in advertising*

**Readings:** McDaniel & Gates, **Chapter 9 (all)**

**Suggested Supplementary Reading:** Laroche, Michel; Cleveland, Mark & Maravelakis, Irene (2006), "Competitive Advertising Interference and Ad Repetition Effects: Comparing High- and Low-Share Brands," *International Journal of Advertising*, Vol. 25, No. 3, 271-307.

---

**Week 5 (October 10): Measurement and Scaling in Marketing Research**

- The measurement process
- Measurement scales and their applications
- Reliability and validity
- The attitude-behavior relationship

*Seminar Presentation (Tentative): Steps in the Measurement Process*

**Readings:** McDaniel & Gates, **Chapter 10 (all)**, **Chapter 11 (all, continued on week 6)**

---

**Week 6 (October 15 & 17): Questionnaire Design and Management**

- Considerations in selecting a scale, questioning techniques
- Criteria of a good questionnaire
- The questionnaire design process, Implementation of the survey

**In-Class Activity:** *An application of questionnaire design*

**Readings:** McDaniel & Gates, **Chapter 11 (all, continued from week 5)**, **Chapter 12 (pp. 335-362, pp. 369-371)**

**ASSIGNMENT (DUE ON WEEK 12):** DATA ANALYSIS & INTERPRETATION ASSIGNMENT (DURING THIS CLASS, I WILL DISTRIBUTE A DATASET TO EACH GROUP)

---

**Week 7 (October 22 & 24): Wrap-up and Midterm Exam**

- Monday, October 24 class: Chapter 12 (complete if necessary) wrap up, Q&A.
- **MIDTERM EXAM ON Wednesday October 24, 2012 (In class, 10:30pm-12:20pm)**  
Closed-book. Corresponding to assigned topics covered during Weeks 1-7 inclusive, and classroom discussions.

**ASSIGNMENT (DUE PRIOR TO WEEK 8 [i.e., before Monday, October 29], VIA EMAIL: [mclevela@uwo.ca](mailto:mclevela@uwo.ca)):** THE FOLLOWING INFORMATION ABOUT YOUR TERM PROJECTS: PROBLEM DEFINITION AND RELEVANCE, RESEARCH OBJECTIVES, BRIEF OVERVIEW OF METHODOLOGICAL APPROACH, PRELIMINARY QUESTIONNAIRE, ETC.

---

**Week 8 (October 29 & 31): Principles of Sampling**

- The sampling process, sampling and non-sampling errors
- Probability and non-probability sampling techniques
- Sampling theories: Normal distribution and sampling distribution of the mean
- Determination of sample size

**Readings:** McDaniel & Gates, **Chapter 13 (all), and 14 (all).**

---

**Week 9 (November 5 & 7): Statistical Analyses with SPSS (I): Data Processing, Tabulation, and Representation**

- The data analysis procedure, Data validation, coding and data entry,
- Cross-tabulation, graphic representation of data, univariate statistical analyses
- The concept of statistical significance, Type I & II errors

**In-Class Activity:** *Working with SPSS*

**Readings:** McDaniel & Gates, **Chapter 15 (all), and Chapter 16 (all, continued on week 10).**

---

**Week 10 (November 12 & 14): Statistical Analyses with SPSS (II): Basic Contrasts and Statistical Tests**

- Hypotheses development & testing
- Common statistical tests, means comparisons: between groups, within groups, multiple means (ANOVA)
- Correlations, simple (bivariate) regression
- Identification of outliers

**In-Class Activity:** *Working with SPSS*

**Readings:** McDaniel & Gates, **Chapter 16 (all, continued from week 10), and Chapter 17 (all, continued week 11)**

**Supplementary Readings:** TBA

---

**Week 11 (November 19 & 21): Statistical Analyses with SPSS (III): Multivariate Data Analysis**

- Bivariate regression analysis (cont.) coefficients of determination and correlation
- Multivariate data analyses: multiple regression, MANOVA, MANCOVA
- A brief introduction to: cluster analysis, factor analyses, perceptual mapping

**In-Class Activity:** *Working with SPSS*

**Readings:** McDaniel & Gates, **Chapter 17 (all, continued from week 10), and Chapter 18 (p. 540–top of p. 551, bottom of p. 555–top of p. 564).**

**DUE:** GROUP TERM PROJECTS: WEDNESDAY, NOVEMBER 23<sup>rd</sup>.

(EACH GROUP MUST HAND IN TWO PAPER COPIES AND UPLOAD ONE ELECTRONIC COPY TO WEB-CT)

---

**Week 12 (November 26 & 28): Communicating the Research Results, Managing Marketing Research, Research Ethics**

- Organizing and preparing the research report
- Effective use and communication of marketing research information
- Marketing research ethics, VIDEO: The Infamous Milgram Studies
- Perspectives on marketing research and international marketing research

**Seminar Presentation by Professor (on current research, to be announced).**

**Readings:** McDaniel & Gates, **Chapter 19 (all), Chapter 20 (pp. 607-617), Ethics section in Chapter 2 (pp. 36-47)**

**DUE:** DATA ANALYSIS/INTERPRETATION ASSIGNMENT, BEGINNING OF CLASS on Wednesday, **November 28<sup>th</sup>.**

(EACH GROUP MUST HAND IN **TWO** PAPER COPIES).

---

**Week 13 (December 3 & 5): Conclusions and Group Presentations**

**In-class Activity:** *post-hoc perspectives on the marketing research experience (if time permitting), Q&A.*

**SCHEDULED: TERM PROJECT PRESENTATIONS**

(ALL GROUP MEMBERS MUST PARTICIPATE IN PRESENTATIONS, 15 MINUTES MAXIMUM PER GROUP)

**DUE:** PEER EVALUATION FORMS

---

**During final exam period (December 8-19, 2012): FINAL EXAM**

- 3 hours, closed-book. **Location, time, data: TBA**
- **CUMULATIVE**→ Corresponding to topics covered in weeks 1-13. This includes assigned text chapters, and assigned supplementary materials, and classroom discussions.
- **WEIGHTED**, with emphasis on post-midterm topics (approximately 25% pre-midterm topics, and 75% post midterm topics)

---

**BIBLIOGRAPHY**

***These articles and books might be very helpful resources for your research proposal.***

Additional suggested readings & resources. Here, I have included many of my publications as I often refer to them in class. Also, as an author, I can easily answer any questions about my publications. Most of my publications are available from **Google Scholar** (if accessing from UWO network, click the "Get it @ Western" link) as well as the **Proquest Research Library** link on Western's library databases (<http://alpha.lib.uwo.ca/search/xP%20Databases>).

- Aaker, David A., Kumar, V. and Day, George S. (2004), *Marketing Research, 8<sup>th</sup> Edition*, New York: John Wiley & Sons.
- Bagozzi, Richard (1994), *Principles of Marketing Research*, Cambridge, MA: Blackwell.
- Baumgartner, Hans & Steenkamp, Jan-Benedict E. M. (2001), "Response Styles in Marketing Research: A Cross-National Investigation," *Journal of Marketing Research*, Vol. 38, No. 2, 143-156.
- Calder, Bobby J., Phillips, Lynn W. and Tybout, Alice M. (1981), "Designing Research for Application," *Journal of Consumer Research*, Vol. 8 (September), 197-207.
- Campbell, Donald T. (1955), "The Informant in Quantitative Research," *American Journal of Sociology*, Vol. 60, No. 4, 339-342.
- Cattell, R. B. (1978). *The Scientific Use of Factor Analysis in Behavioral and Life Sciences*. New York and London: Plenum Press.
- Churchill, Gilbert A., Jr. (1999), *Marketing Research: Methodological Foundations, 7th edition*, Fort Worth, TX: The Dryden Press.
- Churchill, Gilbert A. (1979), "A Paradigm for Developing Better Measures of Marketing Constructs," *Journal of Marketing Research*, Vol. 14 (February), 64-73.
- Cleveland, Mark (2007), *Globals, Locals, and Creoles: Acculturation to Global Consumer Culture, Ethnic Identity, and Consumptionscapes*. VDM Verlag Dr. Müller (VDM Publishing House), Saarbrücken, Germany. ISBN: 978-3-8364-3412-6.
- Cleveland, Mark; Babin, Barry J.; Laroche, Michel & Ward, Philippa (2003), "Christmas Gift Search Behaviors: A Three-Country Comparison," *The Journal of International Consumer Marketing*, Vol. 15, No. 4 (2003), 7-42.
- Cleveland, Mark; Babin, Barry J.; Laroche, Michel; Ward, Philippa & Bergeron, Jasmin (2003), "Information Search Patterns for Gift Purchases: A Cross-national Examination of Gender Differences," *The Journal of Consumer Behavior*, Vol. 3, No. 1, 20-47.
- Cleveland, Mark & Chang, William (2009), "Migration and Materialism: The Roles of Ethnic Identity, Religiosity, and Generation," *Journal of Business Research: Special Issue on Culture and Marketing Strategy*, Vol. 60, No. 10, 963-971.
- Cleveland, Mark; Erdoğan, Seçil; Arıkan, Gülay & Poyraz, Tuğça (2011), "Cosmopolitanism, Individual-Level Values and Cultural-Level Values: A Cross-Cultural Study" *Journal of Business Research: Special Edition on Globalization, Culture, and Strategy*, Vol. 64, No. 9, 934-943.
- Cleveland, Mark; Kalamas, Maria & Laroche, Michel (2005), "Shades of Green: Linking Environmental Locus of Control and Pro-Environmental Behaviors," *Journal of Consumer Marketing*, Vol. 22, No. 4, 198-212.
- Cleveland, Mark; Kalamas, Maria & Laroche, Michel (2012), "It's Not Easy Being Green": Exploring Green Creeds, Green Deeds, and Environmental Locus of Control," *Psychology & Marketing*, Vol. 29, No. 5, 293-305
- Cleveland, Mark & Laroche, Michel (2007), "Acculturation to the Global Consumer Culture: Scale Development and Research Paradigm," *Journal of Business Research* (Special Edition: The Impact of Culture on Marketing Strategy), Vol. 60, No. 3, 249-259.
- Cleveland, Mark; Laroche, Michel & Papadopoulos, Nicolas (2009), "Cosmopolitanism, Consumer Ethnocentrism, and Materialism: An Eight-Country Study of Antecedents and Outcomes," *Journal of International Marketing*, Vol. 17, No. 1, 116-146.
- Cleveland, Mark; Laroche, Michel & Papadopoulos, Nicolas (2011), "Ethnic Identity's Relationship to Materialism and Consumer Ethnocentrism: Contrasting Consumers in Developed and Emerging Economies," *Journal of the Global Academy of Marketing Science*, Vol. 21, No. 2, 55-71.



- Cleveland, Mark; Papadopoulos, Nicolas & Laroche, Michel (2011), "Identity, Demographics, and Consumer Behaviors: International Market Segmentation across Product Categories," *International Marketing Review*: Vol. 28, No. 3, 244-266.
- Cleveland, Mark; Pons, Frank; Laroche, Michel & Kastoun, Rony (2009), "Acculturation and Consumption: Textures of Cultural Adaptation," *International Journal of Intercultural Relations*, Vol. 33, No. 3, 196-212.
- Cleveland, Mark; Laroche, Michel & Ranim, Hallab (2012: IN PRESS) "Globalization, Culture, Religion, and Values: Comparing Consumption Patterns of Lebanese Muslims and Christians," *Journal of Business Research, Special issue on Global Consumer Behavior* (forthcoming Fall 2012)
- Craig, C.S. & Douglas, S. P. (2001), "Conducting International Marketing Research in the Twenty-First Century," *International Marketing Review*, Vol. 18, No. 1, 80-90.
- Douglas, Susan P. & Craig, C. Samuel (1983), "Issues in Primary Data Collection," in *International Marketing Research*, Chapter 5.
- Fournier, Susan (1998), "Consumers and Their Brands: Developing Relationship Theory in Consumer Research," *Journal of Consumer Research*, Vol. 24 (March), 343-373.
- Grapentine, T. H. (2001), "A Practitioner's Comment on Aimee L. Drolet and Donald G. Morrison's 'Do We Really Need Multiple-Item Measures in Service Research?'" *Journal of Service Research*, Vol. 4, No. 2, 155-158.
- Gerbing, David W. & Anderson, James C. (1988), "An Updated Paradigm for Scale Development Incorporating Unidimensionality and its Assessment," *Journal of Marketing Research*, Vol. 25 (May), 186-192.
- Laroche, Michel; Kalamas, Maria & Cleveland, Mark (2005), "'I' Versus 'We': How individualists and Collectivists Use Information Sources," *International Marketing Review*, special issue on Cross-National issues in Services Research, Vol. 22, No. 3, 279-308.
- Laroche, Michel; Cleveland, Mark; Bergeron, Jasmin & Goutaland, Christine (2003), "The Knowledge—Experience—Evaluation Relationship: A Structural Equations Modeling Test of Gender Differences," *The Canadian Journal of Administrative Sciences*, Vol. 20, No. 3, 246-259.
- Laroche, Michel; Ueltschy, Linda C.; Abe, Shuzo; Cleveland, Mark & Yannopoulos, Peter (2004), "Service Quality Perceptions and Customer Satisfaction: Evaluating the Role of Culture," *Journal of International Marketing*, Vol. 12, No. 3, 58-85.
- Laroche, Michel; Cleveland, Mark & Browne, Elizabeth (2004), "Exploring Age-Related Differences in Information Acquisition for a Gift Purchase," *Journal of Economic Psychology*, Vol. 25, 61-95.
- Laroche, Michel; Cleveland, Mark & Maravelakis, Irene (2006), "Competitive Advertising Interference and Ad Repetition Effects: Comparing High- and Low-Share Brands," *International Journal of Advertising*, Vol. 25, No. 3, 271-307.
- Laroche, Michel; Saad, Gad; Cleveland, Mark & Browne, Elizabeth (2000), "Gender Differences in Information Search Strategies for a Christmas Gift," *Journal of Consumer Marketing*, Vol. 17, No. 6, 500-524.
- Laroche, Michel; Cleveland, Mark & Maravelakis, Irene (2002), "Attitude Accessibility, Certainty and the Attitude-Behavior Relationship: An Empirical Study of Ad Repetition and Competitive Interference Effects," *the International Journal of Advertising*, Vol. 21, No. 2, 149-174.
- Kalamas, Maria; Cleveland, Mark; Laroche, Michel & Laufer, Robert (2006), "The Critical Role of Congruency in Prototypical Brand Extensions," *Journal of Strategic Marketing*, Vol. 14 (September), 193-210.
- McDonald, Roderick P. (1999). *Test Theory: A Unified Treatment*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Nunnally, Jum C. (1967), *Psychometric Theory*. New York, NY: McGraw-Hill Book Company.
- Perreault, William D. (1992), "The Shifting Paradigm in Marketing Research," *Journal of the Academy of Marketing Science*, Vol. 20, No. 4, 367-375.
- Peter, J. Paul (1981), "Construct Validity: A Review of Basic Issues and Marketing Practices," *Journal of Marketing Research*, Vol. 18 (May), 133-145.
- Solomon, M.R.; Zaichkowsky, J.L. & Polegato, R. (2008). *Consumer Behavior: Buying, Having, and Being, 4<sup>th</sup> Canadian Edition*. Toronto, Canada: Pearson Education Canada.
- Schwarz, Norbert (1999), "Self-Reports: How the Questions Shape the Answers," *American Psychologist*, Vol. 54, No. 2, 93-105.
- Van de Vijver, Fons J. R. & Leung, Kwok (1997), *Methods and Data Analysis for Cross-Cultural Research*. Thousand Oaks, CA: Sage Publications, Inc.

## CODE OF CONDUCT

**No late submissions of any course material will be accepted**, unless there are extraordinary circumstances (such as illness) that are acceptable to the course instructor.

**Please take note of the following information** relating to plagiarism, cheating, academic policies, and in-class conduct.

**Plagiarism:** *"Students must write their own essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence."* (see Scholastic Offence Policy in the Western Academic Calendar)."

**Plagiarism Checking:** *"All required papers may be subject for textual similarity review to the commercial plagiarism software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between the University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."*

**Academic Cheating:** *"Computer-marked multiple-choice tests and/or exams may be subject to submission review by software that will check for unusual coincidences in answer patterns that may indicate cheating."*

**Other Relevant Academic Policies/Regulations:** *All students are advised to refer to the Academic Calendar and other relevant documentation for other relevant academic policies and regulations (e.g., academic cheating, attendance, etc.).*

### Code of Behavior within the Classroom:

Students are expected attend all classes, and to remain in attendance throughout the entire class. It is also expected that students will remain focused on the activities during the class. **Disruptive talking will not be tolerated.** If you, as an individual student, find it necessary to leave the classroom during a lecture and/or presentation, do so quietly (i.e., for an emergency that cannot wait until the end of the class). If you return to a class that is still in progress, do so quietly. Groups of students leaving (and/or returning) together while a class is in progress will not be tolerated. Research shows that failure to attend class can have a negative impact on one's grade. All students are responsible for all course material.

**☞ Cell phones shall not be used (nor should they be left on) during class. While laptops are permitted (even encouraged), WEB-SURFING AND EMAIL-CHECKING ETC., WILL NOT BE TOLERATED [will result in a 0% participation grade]!** This goes also for hand-held computers (e.g., Blackberry, iPhone).

### ACCESSIBILITY STATEMENT:

DAN Management and Organizational Studies strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may wish to contact Services for Students with Disabilities (SSD) at 661-2111 extension 82147 for any specific questions regarding an accommodation. More information about "Accessibility at Western" is available at: <http://accessibility.uwo.ca>.

### GENERAL INFORMATION:

#### 1. University Policy Regarding Illness

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, **in order to ensure fairness and consistency for**

all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation supplied (see below for process) indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

Documentation shall be submitted, as soon as possible, to the appropriate Dean's office (the Office of the Dean of the student's Faculty of registration/home Faculty) together with a request for relief specifying the nature of the accommodation being requested. These documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy [<http://www.uwo.ca/univsec/handbook/general/privacy.pdf>].

Once the petition and supporting documents have been received and assessed, appropriate academic accommodation shall be determined by the Dean's Office in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty.

Academic accommodation shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete his/her academic responsibilities. (Note: it will not be sufficient to provide documentation indicating simply that the student was seen for a medical reason or was ill.) A form to be completed by off-campus physicians is available at: <http://counselling.ssc.uwo.ca/forms/medicalNote.pdf>

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their *Academic Counselling* office in a timely manner.

In the case of a final examination in the course, the student must arrange for a Special Examination or Incomplete through their Dean's office, for which you will be required to provide acceptable documentation.

If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor and the Faculty Academic Counselling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered.

## 2. University Policy on Cheating and Academic Misconduct

2.1. **Cheating on exams will not be tolerated;** students are referred to the university policy on scholastic offenses (see section 9.0 below). Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating. Students found cheating will receive a zero (0%) on that exam. A number of safeguards will be employed to discourage cheating. For example, examination supervisors (proctors) of the tests may ask students to move to another seat during the exam, cover their paper, avert their eyes from other students' papers, remove baseball caps, etc. This is not meant as a personal affront nor as an accusation of cheating, rather as vigilant attempts at proctoring. A copy of guidelines about how to avoid cheating can be obtained from the office of the Ombudsperson, Room 251 University Community Centre, (519) 661-3573.

2.2. **Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses.** Students are urged to read the section on Scholastic Offenses in the Academic Calendar. Note that such offenses include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. If you are in doubt about whether what you are doing is inappropriate, consult your instructor. **A claim that "you didn't know it was wrong" will not be accepted as an excuse.**

2.3. The **penalties** for a student guilty of a scholastic offense include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

### 3. Procedures For Appealing Academic Evaluations

In the first instance, all appeals of a grade must be made to the course instructor (informal consultation). If the student is not satisfied with the decision of the course instructor, a written appeal must be sent to the Assistant Program Director or Designate of the BMOS program. If the response of the Assistant Director is considered unsatisfactory to the student, he/she may then appeal to the Dean of the Faculty in which the course of program was taken. Only after receiving a final decision from the Dean, may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office.

### 4. Support Services

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>

Student Support Services *(including the services provided by the USC listed here)* can be reached at: <http://westernusc.ca/services/>

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help."

For The University of Western Ontario Senate Regulations, please see the Handbook of Academic and Scholarship Policy at: <http://www.uwo.ca/univsec/handbook/>