

MKTG 329 - Marketing Research

Western Illinois University, College of Business and Technology

Accredited by AACSB, The International Association for Management Education

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COBT Mission

The mission of the College of Business and Technology at Western Illinois University is to provide a focus for educational excellence which promotes the intellectual and personal growth of participants and enhances their contributions to individuals, organizations, and society.

Course Description (from the WIU catalog)

This course concentrates on the fundamental techniques involved in determining problems, gathering and processing secondary and primary sources of information to solve marketing problems. Students will apply the research process to particular problem areas or cases through computer applications and statistical analysis.

Credits

3 semester hours

Prerequisites

MKTG 327 and DS 203

Required Course Materials

Burns, Alvin C. and Ronald F. Bush (2006). *Marketing Research, Fifth Edition*. Upper Saddle River, NJ: Prentice-Hall.

Students will also need access to SPSS for Windows, v11.0 or higher. This program is available on the network in the CBT labs for WIU students. A student version of this software is also included with the aforementioned text. However, the text was specifically selected for its ability to integrate SPSS commands into the learning of marketing research, and SPSS also has an extensive help function.

Course Goals

Upon completion of this course, the student should be able to:

1. List and explain the steps of the marketing research process.
2. Explain the importance of proper formulation of the research problem to the successful completion of a marketing research project.
3. Specify a marketing research problem.
4. Define and describe the characteristics of primary and secondary data.
5. Collect and analyze secondary data from library and Internet sources, such as businesswire.com, hoovers.com, BRINT, etc.
6. Explain the difference between a measure and a construct.
7. Describe and provide an example of the following levels of data: nominal, ordinal, interval, and ratio.
8. Write and explain the classical model for construct measurement.
9. Explain and assess the following psychometric scale properties (using SPSS): scale reliability, convergent validity, discriminant validity, nomological validity.
10. Compare and contrast observational vs. communication-based means of data collection.
11. Describe the advantages and disadvantages of data collection using
 - a. mail surveys,
 - b. Internet-based surveys,
 - c. telephone surveys, and
 - d. personal interviews.
12. Write survey questions in each of the following forms:
 - a. Likert
 - b. Semantic differential
 - c. Rank order
 - d. Constant sum scales
13. Identify the type of data each would generate (nominal, ordinal, interval or ratio.)
14. Describe the benefits and consequences of using a random sample.
15. Demonstrate how to draw a simple random sample from a known population.
16. Describe random and non-random sampling plans, including convenience, judgment, snowball, and stratified.
17. Given a particular survey question and an allowable level of error, calculate the size of a sample.

18. Given a proportional survey question and the size of the sample, calculate the amount of error as a percentage.
19. Describe descriptive, exploratory, and causal research.
20. Diagram and explain the advantageous and disadvantageous of the following research designs: after-only design (w/ and w/o a control group) and a pre-test post-test design (w/ and w/o a control group.)
21. Be able to correctly run the following procedures in SPSS for Windows
 - a. Frequencies
 - b. Measures of central tendency
 - c. Correlation
 - d. Crosstabulation
 - e. Chi-square
 - f. ANOVA
 - g. t-test
 - h. Bivariate regression
 - i. Multiple regression
22. Define the following statistical terms:
 - a. Independent variable
 - b. Dependent variable
 - c. Cronbach's alpha
 - d. Sample
 - e. Population
 - f. Variance
 - g. Standard deviation
 - h. Mean
 - i. Median
 - j. Mode
 - k. Crosstabulation
 - l. Standard error
 - m. Confidence interval
 - n. Null, alternative hypothesis
 - o. One-tail vs. two-tail tests
 - p. t-test
 - q. Degrees of freedom
 - r. ANOVA
 - s. Variation between groups
 - t. Variation within groups
 - u. Mean square
 - v. F-value
 - w. Chi-square
 - x. Correlation
 - y. Covariation
 - z. Residual
 - aa. Dummy variable
 - bb. R^2
 - cc. Standardized beta coefficient
 - dd. Unstandardized regression coefficient
 - ee. Intercept (constant)
 - ff. Standard error of the estimate
 - gg. Multicollinearity

Course Outline

Week	Dates	Reading/Class Assignment	Important Dates
1	1/17-19	<ul style="list-style-type: none"> o Read Contract for Classroom Behavior o Read Syllabus o Read Chapter 1: Introduction to Marketing Research o Read Chapter 2: The Marketing Research Process 	<ul style="list-style-type: none"> o Contract for Classroom Behavior, signed and returned (1/19)
2	1/22-26	<ul style="list-style-type: none"> o Read Chapter 4: Defining the Problem and Determining Research Objectives o Read Chapter 6: Secondary Data Sources and Online Information Databases 	<ul style="list-style-type: none"> o Form Teams for Course Projects (1/24)
3	1/29-2/2	<ul style="list-style-type: none"> o Read Chapter 10: Measurement in Marketing Research o Read Chapter 9: Survey Data Collection Methods 	<ul style="list-style-type: none"> o Online Human Subjects Training completed (1/29) o Quiz #1, Chapters 1, 2, 4, and 6 (1/31) o Statement of Research Objectives Due

			(2/2)
4	2/5-9	○ Read Chapter 11: Designing the Questionnaire	○ Exam #1 , Chapters 1, 2, 4, 6, 9, 10 and 11 (2/9)
5	2/14-16	○ No Class on 2/12 (Lincoln's Birthday) ○ Importing data into SPSS and working in "variable view"	○ Draft 1 of Data Collection Instrument Due (2/16)
6	2/19-23	○ Read Chapter 12: Determining How to Select the Sample ○ Read Chapter 13: Determining the Size of a Sample	○ SPSS Homework #1: Importing and setting up data (2/21) ○ Quiz #2 , Chapters 12 and 13 (2/23)
7	2/26-3/2	○ Read Chapter 5: Research Design	○ Draft 2 of data collection instrument due , including sample size calculation (2/26)
8	3/5-9	○ Read Chapter 14: Data Collection in the Field, Non-Response Error, and Questionnaire Screening	○ Exam #2 , Chapters 12, 13, 5, and 14 (3/7)
--	3/12-16	○ Spring Break	
9	3/19-23	○ Read Chapter 15: Basic Data Analysis: Descriptive Statistics ○ Read Chapter 16: Generalizing a Sample's Findings to Its Population and Testing Hypotheses about Percents and Means	○ Quiz #3 , Chapters 15, 16 (3/23)
10	3/26-30	○ Read Chapter 17: Testing for Differences between Two Groups or among More than Two Groups	○ SPSS Homework #2: Basic Statistical Analysis (3/28) ○ Data Collection Completed (3/28)
11	4/2-6	○ Read Chapter 18: Determining and Interpreting Associations Among Variables	○ Data Entry Completed (4/2)
12	4/9-13	○ Read Chapter 19: Regression Analysis in Marketing Research	○ SPSS Data Analysis Assignment (in-class, 4/13)
13	4/16-20	○ Read Chapter 19: Regression Analysis in Marketing Research (continued)	○ Quiz #4 , Chapter 17, 18, and 19 (4/20)
14	4/23-27	○ Read Chapter 20: The Marketing Research Report: Preparation and Presentation	○ INITIAL Group Research Report and Presentation (4/23-27) (your report is due at the scheduled time for your presentation. The specific time will be assigned)
15	4/30-5/4	○ Research Presentation Week	○ FINAL Group Research Report and Presentations (4/30-5/4)
Finals Week	5/11	○ Final Exam	○ Exam #3 Chapters 15, 16, 17, 18, 19, and 20 (15/11, 3:00-4:50)

Course Evaluation

This course requires a strong level of commitment on the part of both the student and the instructor toward the achievement of the course goals. During the first week of the semester, you

should carefully review this syllabus and the associated workload and determine whether you can make the commitment necessary to be successful in this course.

Exam #1	100 points
Exam #2	100 points
Exam #3	100 points
Quizzes (4 quizzes, 15 points each)	60 points
SPSS Homework Assignment #1: Importing and Setting Up Data	10 points
SPSS Homework Assignment #2: Basic Statistical Analysis	20 points
SPSS Data Analysis Assignment	30 points
Course Project:	
o Statement of Research Objectives ¹	10 points
o Data Collection Instrument, First Draft ¹	20 points
o Data Collection Instrument, Second Draft, plus Sample Size Calculation ¹	20 points
o Group Research Paper ¹ (Initial Paper = 40 pts., Final Paper = 40 pts.)	80 points
o Group Research Presentation (Initial Present = 10, Final Present = 10 pts.)	20 points
Participation/Discussion	20 points
TOTAL	590 points

¹ indicates that a single grade will be assigned to all members of a group. All other grades are assigned on the basis of individual work, including the presentation.

Grading Scale:

531 points or more	A (100-90%)
530 – 472 points	B (89-80%)
471 – 413 points	C (79-70%)
412 – 354 points	D (69-60%)
353 points or less	F (59% and less)

Individual Class Sessions

Attendance and Class Participation: You are expected to attend each class. Attendance is a pre-requisite for participation, but it is not the same thing as participation. To earn *all* class participation points possible, you need to be in class *and* actively participate in discussions in class in a meaningful way. This can be asking or answering questions, clarifying points, or even constructively challenging statements made by the instructor or other students. Coming to class every day and *not* actively participating is a good way to earn a low C for a participation grade.

Reading Assignments: All reading assignments for the semester are listed in the course outline. ***You are expected to have read the assignments prior to the class meeting***, since the discussion in class will assume that you are knowledgeable of the material.

Overall Class Policies

Examinations: There are *three regular examinations* scheduled throughout the semester. There are normally no make-up examinations. The primary exception to this involves an absence for participation in university-sponsored activities (e.g., intercollegiate athletics, cheerleading, required out-of-town conferences) that conflict with the scheduled examination times and dates. In this case, your organization (e.g., a coach or an activity sponsor) must notify me in writing within the first two weeks of the semester, and I will make alternative arrangements for you. ***An unexcused absence for an examination will result in a grade of "0" for the missed examination.*** Missing an examination and *then* notifying me will be considered as an unexcused absence.

Exams will cover the chapters listed in the course outline, as well as material covered in class. Each exam consists of a combination of 20-25 multiple choice questions, and 3-4 short answer/problem questions. The format for the exams will be covered in greater detail in class.

Quizzes: A total of four (4) quizzes will be given throughout the semester. These quizzes address material *exclusively* from the text, with each quiz consisting of fifteen (15) multiple-choice questions. *The purpose of the quizzes is to make sure you are keeping up on your reading, and that you understand the material from your reading.* Quizzes are given at the start of the class session. As a result, *it is important that you be on time for class, especially on the days a quiz is scheduled.* If you are absent or late on the day of a quiz, a grade of zero may be given for the quiz.

No make-up quizzes will be given, unless the absence is for participation in university-sponsored activities (e.g., intercollegiate athletics, cheer leading, required out-of-town conferences) or another pre-approved activity which conflict with the scheduled quiz date (**going home early for a weekend is not an approved activity**). In this case, your organization must notify me in writing within the first two weeks of the semester, and I will make alternative arrangements for you. See me in advance of the absence if you have questions or concerns.

Assignments and Projects: There are three assignments/projects associated with this course. These assignments are to be completed individually and turned in to me by the date listed in the course outline. Follow the instructions in the assignments carefully, and be sure to be neat in your work. *All assignments must be prepared on a word processor.* Sloppy work will be graded significantly lower. This means using spell-check and grammar-check (or other means to ensure a quality document), accessing a good quality printer, page number each page and following the prescribed format for each assignment. Late assignments *will* be accepted. However, ***the grade for the assignment will be reduced by five points for every 24-hour period it is late.*** For example, a 20-point assignment due at 4:00 p.m. on Monday but submitted on Tuesday before 4:00 p.m. would lose five points. If you know you will be unavailable on the day an assignment is due, it is your responsibility to make the necessary arrangements before the time it is due.

SPSS Homework

One of the objectives of the course is develop skill in using SPSS software for data analysis purposes. To achieve this objective, there are two homework assignments. These are done at home and brought to class on the assigned date. Students should plan on using SPSS (available in the computer labs). This assignment must be completed using SPSS and should be done alone (this is NOT a group assignment.) See the course outline for a listing of the specific dates and assignments that will be due. A data set will be provided by the instructor approximately two weeks prior to the due date for the first assignment, and the same data set will be used for the second assignment.

SPSS Data Analysis Assignment (done *in-class* on 4/13/06)

Students will be required to demonstrate data analysis skills in an open book, open note format. On the date of the assignment, students will report to a specified computer lab. Each student will be given a database (a *.sav file) and an assignment specifying the analysis to be done. Types of analysis students will be expected to do include the following:

- frequencies,
- calculation of appropriate measures of central tendency,
- t-tests,
- crosstabulations (including chi-square,)
- correlation,
- ANOVA,
- bivariate regression,
- multiple regression.

The assignment is open book, open note. You may use any *written* materials, but you may not consult anyone else or use any electronic materials other than the “help” function available in SPSS.

This is a timed assignment. You will have 50 minutes to complete your analysis. The resulting output file should be saved to a floppy as an *.spo file and given to the instructor, who will print and grade the student work. **YOU MUST BE IN CLASS ON THIS DATE.**

Primary Data Collection Project (final report due the week of 4/30-5/4/06)

A major component of the course is a primary data collection project (over 20% of the total course grade). In this project, you will work with a client to do the following:

1. Collect background information that describes the client and its current environment.
2. Define the research objective.
3. Identify the research design.
4. Identify the research question and/or empirical hypotheses.
5. Create, pre-test and refine a data collection instrument to collect the required data.
6. Identify the sample size and sampling frame.

7. Collect and enter the data.
8. Analyze the data in the context of the research question and/or empirical hypotheses.
9. Develop recommendations that provide specific guidance to the client concerning the defined problem.
10. Present the results of your research in a clear, accurate, yet practical manner, including recommendations for specific client actions. (Read Chapter 20, “Preparing and Presenting the Research Results” for more information on how to do this.)

Human Subjects Protocol Training: To participate in a research project, you will need to first complete mandatory computer-based training in human subjects protocol. This is available at <http://cme.nci.nih.gov/> . If you do not complete this training, you will not be allowed to participate in a research project. As a reminder, the research project constitutes approximately 25% of the course grade. To demonstrate that you have completed this training, you must print out a “Completion Certificate” at the end of the training and submit this to the professor by the date listed in the course outline.

Specific steps and dates are listed in the course outline, and additional information will be provided in class. However, here is a summary of what you are required to do:

Activity	Points	Type of Grade Issued
Form Project Teams	---	---
Statement of the Research Objective (1 page max.)	10	Group
Data Collection Instrument, Draft 1	20	Group
Data Collection Instrument, Draft 2 & Sample Size Calculation	10	Group
Pre-test Data College Instrument	---	---
Data Collection Completed	---	---
Research Report (approximately 12-20 pages plus printouts) (Initial report = 40 points, final report = 40 points)	80	Group
Presentation of Research Report (Initial presentation = 10 points, final report = 10 points)	20	Individual

Although data collection instrument and research report grades are group grades, an individual’s can be revised downward if a group member is not doing his/her fair share of the work.

Dismissing a group member: Occasionally, a group member will not complete his/her fair share of the work or will behave in a manner that is counter-productive to the rest of the group. If this happens, the following is the protocol that must be followed:

- I. Dismissal of a group member must be unanimous by all other members of the group.
- II. The first step is to develop a written recommendation of why the group member should be dismissed from the group.
- III. The group members should then meet the group member that is not doing his/her fair share of the work and present the written statement to the group member. After the meeting, a copy of the recommendation along with any response from the affected group member should be sent to the professor. The group member in question should be given

an opportunity to correct the problem (usually a week.) If the problem is corrected, fine. If not, all group members should meet the professor concerning their recommendation to dismiss.

- IV. The professor has several options, depending upon the problem and the timing within the semester. These include:
- a. Rejecting the dismissal recommendation – student remains in the same group.
 - b. Accepting the dismissal recommendation
 - i. Student is reassigned to another group.
 - ii. Student is swapped for someone dismissed from another group.
 - iii. If there are students dismissed from several different teams, they may be combined into one team and proceed together on a different project.

Being dismissed from a team is serious. Depending on the nature of the dismissal, penalties may be applied ranging from a reduction of the course project grade of up to two letter grades.

Academic Honesty

One of the foundations of any meaningful evaluation system is that each student is accountable for his/her own work. *You are expected to do your own work.* Copying information from another on exams or assignments (or *allowing someone else to copy your work*), bringing unauthorized materials into a quiz/examination, writing information on table tops, or representing the work of another as your own (plagiarism) are all acts of academic dishonesty. Such incidents can result in severe penalties, including a grade of “F” for the entire course. If you are in doubt as to whether an action is academically honest, please see me in advance. Failure to understand that an action is academically dishonest is not an acceptable excuse.

What If I Need Help?

If you find you are struggling, please see me as soon as possible. WIU has many resources to help you succeed, and I will also do what I can to help you learn the material. If you will be absent from class due to participation in athletics or other college extracurricular activities, please alert me to this early in the semester. If you have a disability that requires special accommodation, please contact the office of disability support services. Finally, feel free to stop by my office during scheduled hours, or see me outside of class whenever you have questions.

Remember, the sooner you see me with any problems you are having, the sooner we can work together to help you master the material. If you are having trouble, see me early in the semester, and I may be able to recommend some changes in your examination preparation. The sooner you see me, the sooner we can get you on the right track. Unfortunately, many students wait until the end of the semester to indicate they are having trouble, and at that point there is little that can be done. *Don't wait if you are having difficulty -- come see me ASAP and I will help you if I can!*