Marketing Research  
MKTG 3143 – Section 11 – CRN: 17168  
Fall 2016 – Thursdays 4:30-7:00 – Duques 350

Professor: David Ashley  
Office Hours: Before/after class or by appointment  
Contacts: 202-446-4041 mobile - dashley@gwu.edu  
Text: Marketing Research in Practice  
www.kendallhunt.com/Ashley  
Other: Microsoft Excel/SPSS, various articles, handouts, and videos

Course Description

- Students examine the concepts and techniques used in marketing research as a problem-solving aid in decision making in marketing. Problem definition, research design, types of information and measurement scales, and evaluation, and utilization of secondary data with an emphasis on electronic access are discussed. Students are trained in the basic methods of primary data collection including structured and unstructured interviews, focus groups, and surveys. Practical and intensive applications on sample size, questionnaire design, data analyses, and interpretation are emphasized.

- Focuses on aiding marketing decision making through exploratory, descriptive, and casual research. Develops student skills in evaluating and writing market research proposals, interpreting and analyzing subsequent reports, and appraising their usefulness to managers; designing studies, including selection of data collection method, development of questionnaire, sample design, collection and analysis of data, and reporting the results.

- This course will focus on the quantitative and qualitative method for conducting marketing research. The class will conduct focus groups, develop and implement a questionnaire, and present the results using statistical methods covered in class. Secondary research methods will also be discussed. Also aiding the marketing decision making process through exploratory, descriptive, and casual research. Develops student skills in evaluating and writing market research proposals, interpreting and analyzing subsequent reports, and appraising their usefulness to managers; designing studies, including selection of data collection method, development of data collection instrument, sample design, collection and analysis of data, and reporting the results.

Format

- Lecture/discussion will be matched with the text, articles, and videos. Reading assignments listed on the syllabus will be discussed on that day.
Grading

- Exam I – 20%
- Exam II – 20%
- Participation / Homework – 15%
- Marketing Research Team Project Paper/Presentation – 30%
- Final Exam – 15%

Grades

- A = 94-100, A- = 90-93, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79
- C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, F = <60

Other Issues

- There will be a data analysis final during finals week.
- All submissions – 12 Times New Roman font, 1.5 spacing, one inch margins
- Various homework assignments will be added during the term
- All team members should present the research project on the final day
- The project grade includes the contribution to the team project. Failure to contribute equally to the team project might be reflected in the student's team project grade.
- Unfortunately, extra credit will not be offered.
- Make up exams will be offered if the student cannot make the exam for an approved reason.
- **Attendance / Participation:**
  - Missing more than three classes will have a letter grade impact on your grade. Class participation / contribution are key parts of the grade.
- **Academic Integrity:**
  - Students are obligated to refrain from acts that they know or, under the circumstances, have reason to know will impair the integrity of the university. Violations of academic integrity include, but are not limited to: cheating, plagiarism, unapproved multiple submissions, knowingly furnishing false or incomplete information to any agent of the university for inclusion in academic records, and falsification, forgery, alteration, destruction, or misuse of official university documents or seals. Cheating will result in failing the course – not simply failing the affected assignment.
Schedule

The schedule might be tweaked based on course pace.

09/01  Course Overview – Chapters 1 and 2
- Course introduction and marketing research overview
- Definition and role of marketing research
- Overview of class objectives and research project
- Planning, implement, and controlling studies
- Applied vs. basis research
- **Discuss potential team research topics**

09/08  Chapters 3 and 4
- Form project teams
- Discussion of secondary research methods
- Problem definition
- The research industry
- The research process
- Research design
- Interviews & Focus Groups

09/15  Chapters 5 and 6
- **Research design outline due**
- **Start lining up focus group participants**
- Identifying and reducing error in survey research
- Observation research methods
- Exploratory, descriptive, and causal research
- Discussion of research types and uses

09/22  Chapter 6
- **Conduct focus groups during next two weeks**
- **Three page secondary data report draft due**
- Experimental design & causal research
- Types of surveys – pros and cons – and implementation methods
- The impact of the Internet and social media research

09/29  Exam I – 1st half of class (multiple choice & essay)
- Begin Chapter 7
- **Concept of measurement**
- Attitude measurement
- Measurement and scaling – data types
- Comparative vs. non-comparative scaling
- Designing the questionnaire
- Data analysis – *material TBA*
10/06  Chapters 8 and 9
   •  Two page focus group and IDI report due
   •  Designing the questionnaire
   •  Dos and don’ts in questionnaire design
   •  Developing the sampling plan
   •  Sample size and methods
   •  Data analysis – material TBA

10/13  Chapters 10 and 11
   •  Draft Questionnaires Due
   •  Data preparation
   •  Cross tabulations
   •  Developing the data sheet
   •  Correlation, cross tabulation, rank & percentile, hypothesis testing, descriptive statistics, regression (pace will be determined)

10/20  Chapter 12
   •  Final Questionnaire Due – Begin collecting data surveys after class
   •  Data analysis – material TBA

10/27  Chapter 13 and 14

11/03  Exam II – 1st half of class (multiple choice & essay)
   •  Data Collection Due and Entered into Spreadsheet
   •  Project work

11/10  Chapter 12 data analysis plus supplemental material

11/17  Chapter 12 data analysis plus supplemental material

11/24  No Class - Thanksgiving

12/01  Chapter 12 data analysis plus supplemental material

12/08  Presentations – Wrap up discussion (the final paper is due on the final exam day)
   •  Each team will present for 15-20 minutes (including questions)
   •  The presentation should be a high level review of the paper focusing on:
     •  Team introductions – 5% (of the presentation time spent)
     •  The research objectives – 5%
     •  Research methodology – 15%
     •  Research findings (secondary and primary) – 60%
     •  Research recommendations – 10%
     •  Limitations – 5%
     •  Close with acknowledgments

Data Analysis Final Exam Date – TBA (turn in the final research paper on this day)
Marketing Research Team Project

Introduction

The marketing research project will incorporate both primary and secondary research methods. Your team will identify a product or service to research. Your paper will be based on whatever your team decides you want to determine from the study – i.e. attitudes, beliefs about a certain product, usage patterns of a product or services, customer/market demographics, answering “why are sales declining”, etc. Feel free to use a company/business with which you are associated. The project is designed to enable each student, in a team setting, to gain a hands-on appreciation for differences in a population based on a sample by using various data analysis tools. Once your team has selected a general topic, we will hone it to an appropriate specific research topic. We will discuss and work through these steps as the course progresses. You will be working on the final report throughout the semester culminating with the final class. I will further quantify the project guidelines as we progress.

Key Project Components – Course Modules

1. Research Design – The Research Proposal Overview Key Components:

   1. The need/justification for research – is information already available? What is the cost/benefit of conducting the research?
   2. What are the broad research goals (attitudes, beliefs, behaviors, customer profile, customer satisfaction, lifestyles etc)
   3. What are the specific research objective(s)? What specific questions are you trying to answer – these specific questions are subsets of the broad goals you identified in “Section 2”
   4. What are your research methods – how will you accomplish the research?
      - Exploratory / descriptive / diagnostic/ predictive/ causal research. Why combination of these will you use and why?
      - Applied vs. basic
      - Secondary and primary research methods – discuss your secondary research sources. How does secondary research lay the groundwork for the primary research? What type of primary research (and why) will you use – interviews, experiments, observation, focus group, surveys?

5  Data Collection Methods

   - What type of sampling will you use – probability or non-probability – or a combination of both?
   - How will access the respondents – through e-mail, mall intercepts, phone calls, Web page, mail, etc?

6  Data Analysis

   - Discuss what type of data analysis will you use and why.
2. **Secondary Research:**
   - Each team will conduct extensive secondary research on their topic. Secondary research can come from the Internet, journals, books, magazines, TV/Radio, newspapers, etc. You must use a variety of sources – Internet alone will not suffice. Your team will have to determine and discuss the relevance, timelessness, and quality of the secondary research findings.
   - The secondary research findings should dovetail with your research design objectives. In other words, you are building on/justifying the research objectives through secondary findings. Through the secondary research findings you might want to adjust your research objectives as you might discover things about your research topic heretofore unknown by your team – you might learn something new about your research topic that causes you to change the direction of the paper.
   - This section of the final report will be about three to four pages. The secondary research provides the framework for the primary research phase.

3. **Focus Group / Interviews:**
   - You will need to assemble a group of six to 10 people relevant to your research topic. This group will meet once for one to two hours to discuss issues relating to the research topic. You need to think about how you will be getting focus group members. I will review focus group methods before you conduct this part of the survey. You will then need to write a summary of your findings – which will also be included in the final report.
   - Key features of the focus group include identifying the moderator. Developing a “game plan” for conducting the focus group. Keeping the focus group members “focused” on the relevant issues at hand. The moderator can make or break the success of the focus group. Other team members will take notes, observe, or perhaps record the session. Once the session is done, the team members compare notes and write a one-page report on the findings. These findings, coupled with the secondary research findings, provide the backdrop for the questionnaire phase.
   - Your team can supplement your research with IDIs – individual depth interviews.

4. **Other research techniques:**
   - Your team can conduct experiments or observation if appropriate as a way to expand your research approach and strengthen your research project.

5. **Questionnaire Construction:**
   - Once the focus group is done, you will develop a questionnaire based on the focus group findings. The focus group will give you information that you can incorporate into the questionnaire. The questionnaire should be a maximum of 25 questions. We will review questionnaire construction and coding conventions before this part is due. You will work on a couple of drafts (which we will hash out in class) before the final questionnaire is ready to be distributed.
   - Test the questionnaire some people and use feedback to improve the questionnaire.
6. Data Collection:
   • Once the questionnaire is done, you will need to collect about 125 responses. I realize time/resources will have an impact on the sample size so we have some wiggle room here. Once the data are collected, they will be entered into statistical software for analysis.
   • Think of ways you will collect the data – e-mail, Internet, face to face, mail, etc.

7. Data Analysis:
   • Once you have a spreadsheet of information you will perform various statistical analyses such as rank and percentile, correlation analysis, pivot/cross tabulation tables, descriptive statistics, charts/graphs, hypothesis testing, and whatever else we have time to cover.

8. Report/Presentation:
   • Prepare a written report of about 30 pages. Keep in mind, the research design page(s), focus group page(s), and the questionnaire will be part of the total report. Also, you will have various statistical outputs so you will not have 30 pages of text. On the final day of class your team will present (about 20-25 minutes) the findings (generally using PowerPoint slides). The paper is due at the final exam.

Final Research Report Format

Note: page lengths are guidelines

Cover / Title Page:
   • Title of the paper
   • List of the team members
   • To whom you are submitting the report
   • Date submitted

Table of Contents:

Executive Summary:
   • This section will combine the secondary research findings, the results of the focus group exercise, and the questionnaire analysis to provide a comprehensive overview of the results of your work. You will discuss the background of topic and research objectives. It will be between about one page and it will be analytic and descriptive in nature.

Methodology:
   • Up to two pages discussing how you went about creating this document. Discussing the steps you took to deliver the research is important. Touch on the focus group and its particulars (abbreviated version of focus group report), the development of the questionnaire (and its particulars), the identification of whom you sampled and how you obtained their responses.
Findings:
• This section is the bulk of the report at about 20 pages. Here your team is to discuss its secondary and primary research findings. You should focus your analysis on issues relevant to your research objectives. When appropriate you should use each of these several times:
  • Pivot tables (cross tabulations), rank and percentile, correlation analysis, descriptive statistics, charts/graphs, relative frequency histograms, hypothesis testing, etc.

Limitations:
• A page discussing issues/problems you encountered during the process such as lack of time/experience, computer problems, data collection hurdles etc.

Conclusion/Recommendations:
• A page or two on your observations and recommendations based on the research findings. Here you can discuss what you might have done differently.

Appendices:
• A copy of your questionnaire
• References / works cited
• Any appropriate supporting information

Guidelines for the Secondary Research
• The secondary research part of the final project will be an ongoing project that should change as information is collected during the semester. Therefore the secondary research collection that accompanies the final project will necessarily be a more comprehensive document as the semester progresses. The secondary research should reflect no fewer than a dozen secondary sources, including journals, periodicals, newspapers, web-sites, and books—all of which will be listed in a full bibliography.

Guidelines for the Focus Group Moderator Guide and Report
• You will need to assemble a group of eight to twelve people relevant to your research topic. This group will meet once for one to two hours to discuss issues relating to the research topic. You need to think about how you will be getting focus group members. I will review focus group methods before you conduct this part of the survey.
• Key features of the focus group include identifying the moderator. Developing a “game plan” for conducting the focus group. Keeping the focus group members “focused” on the relevant issues at hand. The moderator can make or break the success of the focus group. Other team members will take notes, observe, or perhaps record the session. Once the session is done, the team members compare notes and write a two-page report on the findings. These findings, coupled with the secondary research findings, provide the backdrop for the questionnaire phase.
**Some Key Components:**

**Moderator Guide:**
- A listing of the overall objectives to the focus group meeting.
- A List of the key questions you will ask.
- Who will conduct the focus group and what methods will you use.
- How will you pace yourself to accomplish your goals?

**Focus Group Report – things to look for:**
- Your overall impressions
- How would you quantify this information to be in the questionnaire?
- More detailed assessment of the themes, issues raised
- Were there any surprises?
- Did emotions run high during certain issues – could you identify hot button issues?
- What did you learn from you members
- What did you not learn that you had hoped, or expected, to learn?
- What assumptions / conclusions had you made about your research topic based on
  the secondary research that was not supported by the focus group findings?
- What cultural differences did you notice?
- Were there significant positive/negative feelings that seemed to run throughout the
  members regarding assessment of what quality is/means?

**Guidelines for the Questionnaire and Data Collection**

**Questionnaire Construction / Data collection:**

- Once the focus group is done, you will develop a questionnaire based on the focus group
  findings. The focus group will give you information that you can incorporate into the
  questionnaire. The questionnaire should be a maximum of 25 questions. We will discuss
  this more later - length depends on type of questions asked. We will review questionnaire
  construction and coding conventions before this part is due. You will work on a couple of
  drafts (which we will hash out in class) before the final questionnaire is distributed.
- You will need to test the questionnaire with an informal group. Use their feedback to
  improve the questionnaire.
- Once the questionnaire is done, you will need to collect about 125 responses. I realize
  time/resources will have an impact on the sample size so we have some wiggle room here.
  Once the data are collected, they will be entered into statistical software for analysis.
- Think of ways you will collect the data – e-mail, Internet, face to face, mail, etc.
Guidelines for the Data Analysis

Data Analysis:

• Once you have a spreadsheet of information you will perform various statistical analyses such as rank and percentile, correlation analysis, pivot/cross tabulation tables, descriptive statistics, charts/graphs, hypothesis testing, and whatever else we have time to cover.

• You will need to have all statistical tools that are discussed in class included in your report. The actual number of each type of tool will be somewhat dependent on the types of questions you ask. However, each tool should be used several times – we will discuss

Pivot Tables

• Use to cross-tabulate data - for example: gender and race, race and occupation, 2 agree/disagree questions, 2 satisfied/unsatisfied, etc.

• Access it from the “Data” toolbar then “Pivot Table Report” and follow the wizard.

• Generally best to use one data item for the row, one for the column, and multiple items in the “page” field that’s about the pivot table.

• Make sure the field is set to “count” not “row” – if so, left click and change to “count”

• Use on Nominal and Ordinal and some interval data if the ranges are not too large – generally not used with ratio data - Use the text version of the data

Are You a Veteran? (All)
You Liked the Chamber’s Services (All)
Race/Ethnicity (All)
Count of Respondent Gender

<table>
<thead>
<tr>
<th>Business Category</th>
<th>Female</th>
<th>Male</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers/Technology</td>
<td>5</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Construction</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>General Services</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>13</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>15</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>Professional</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Retail</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Wholesale</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>#N/A</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Grand Total</td>
<td>42</td>
<td>42</td>
<td>84</td>
</tr>
</tbody>
</table>

Pearson Correlation Analysis

• Will indicate the extent to which there is a pattern in the response of two or more questions – it is a measure of association between variables.

• Use on interval or ratio data

• Correlate two or more columns of numeric data

• Copy and paste desired columns to new worksheet

• Go to “tools” “data analysis” “Correlation” (if “data Analysis” is not in the “Tools” Menu – go to “Tools” “Add-ins” and add in the “Analysis Tool Pak”

• Make sure all columns include numbers only (except the column heading – and then you can select “labels in first row” from the “correlation” box)
• Output between –1 and 1. Closer to 1, a positive linear relationship – in other words – when people responded high/low on one question, they tended to respond similarly on another question. If the correlation is close to –1, the responded in an opposite relationship on those two questions. Generally a, correlation between –6 and 6 are not ver strong – otherwise, the relationship is relatively strong and gets stronger as the correction approaches –1 or 1.

\[ R = \text{Correlation co-efficient } .89 \]
\[ R \text{ squared } = 79 \text{ (in other words, in about } 79\% \text{ of the cases, how they answer, the more years in business meant that they had more employees.} \]

<table>
<thead>
<tr>
<th>Q4 - Years in Business</th>
<th>Q8 - FTE - Currently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q4 - Years in Business</td>
<td>1</td>
</tr>
<tr>
<td>Q8 - FTE - Currently</td>
<td>0.894902765</td>
</tr>
</tbody>
</table>

Histograms

• Provide the cumulative distribution of data in grouped responses.
• Use on interval, ratio, nominal, ordinal data.
• Copy and paste desired columns to new worksheet.
• Go to “tools” “data analysis” “histogram”.
• You must create a “bin” range to tell the software what ranges you want the data bars displayed. The “bin” range is how you have the data grouped – if using ratio data the data might be: 12, 15, 25, 10, 35, 40, 65, 33, 22, 19, etc. These data are unwieldy to graph as you will have a graph for each data point. Grouping them into bin ranges such as: 10, 20, 30, 40, 50 will enable you to display the data thusly: all ratio data points from 0-10 will be grouped into one bar on your bar chart, all ratio data points from 11-20 will be grouped into once bar on your bar chart, etc. Grouping the data makes it much easy to manage.
• Using interval data – 1 excellent to 10 poor, the bin ranges can be: 1, 2, 3…10 – thus all the “1” responses will be in one bar, and all the “2” responses will be in one bar, etc. Thus you will have a bar chart with only10 bars – rather that one bar per respondent – which is unmanageable as you might have 500 respondents. Having 500 bars in your bar chart is a big mess.
• “input range” is the data you are analyzing, and the “bin range is how you want the data disbursed.
• Use the numeric version of the data not the text.

Descriptive Statistics

• Will provide a descriptive view of the data – mean, median, mode, standard deviation, etc. Pay particular attention to how close the mean and median are. If they are too far apart it indicates skewness or outliners. Also look and the standard deviation to determine if the SD relative to the Mean fits with the empirical rule (68% of observations within 1SD of the
mean, 96% within 2 SD, and 99+% within 3SD from the mean). If not, parse the data into sections and re-run descriptive statistics until you find chunks of the data that appear more normally distributed.

- Use on interval, ratio, ordinal (if continuous such as agree/disagree)
- Copy and paste desired columns to new worksheet
- Go to “tools” “data analysis” “descriptive statistics” - Select, “summary statistics” – make sure all the data are numeric and not text data.

![Descriptive Statistics Output](image-url)