

Marketing Research
MARK 4000
Course Syllabus

TERM Spring 2008

INSTRUCTOR Name: *Dr. Candice R. Hollenbeck*
Office: 123 Brooks Hall
Phone: 706.542.3762
e-mail: chollenbeck@terry.uga.edu

OFFICE HOURS

Monday and Wednesday 12:30 – 1:15 and by appointment

REQUIRED TEXT AND COURSE MATERIAL

Marketing Research within a Changing Information Environment, 3rd edition, Joseph Hair Jr., Robert Bush and David Ortinau (2006), McGraw Hill-Irwin (*required*).

*Other required reading materials will be posted on WebCT.

COURSE DESCRIPTION

The value and methods of marketing research in the context of business decision making. The course first stresses the process of obtaining information, and then emphasizes the use of this information to reduce the risks in marketing decision making.

PREREQUISITES

Prerequisites: MARK 3000 and MSIT 3000 or STAT 3000

Final class rosters will be reviewed after Drop/Add. Any student not meeting prerequisites will be administratively withdrawn from the class.

COURSE OBJECTIVES/EXPECTED LEARNING OUTCOMES.

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

- Realize the importance of marketing research in making effective marketing decisions
- Understand the relevance of secondary data in marketing
- Understand the advantages and disadvantages of major primary data collection methodologies (survey, focus group, observation, experimentation)
- Understand the importance and application of appropriate statistical methods in marketing research
- Be able to assess, evaluate and communicate research findings.

TOPICAL OUTLINE

- Definition and importance of marketing research
- Problem definition and approach
- Introduction to research design
- Secondary data
- Emerging information technology as it applies to marketing research
- Qualitative research
- Survey, observation, and experimentation

- Measurement and scaling
- Questionnaire design
- Sampling
- Data collection and preparation
- Application of the following statistical methods: Descriptive (including cross tabs), estimation, basic hypothesis tests, comparisons of two or more groups, regression and correlation
- Reporting Results

EXAMINATION AND ASSIGNMENT MAKE-UP POLICY

Exam dates and assignment due dates are listed in the calendar at the end of the syllabus. No assignment will be accepted late for any reason. If an assignment is not turned in by the due date, you will receive 0 points for that assignment. If you are absent when an assignment is due, it is your responsibility to make arrangements to get your assignment to me (the best way to get in touch with me is by email). Note: Make-up exams will NOT be given under any circumstances. So please plan ahead and mark your calendars for exam dates listed in the syllabus. Please do not schedule appointments (e.g., doctor or dentist) on exam days.

Two exceptions to this rule for exams are:

- if the Office of the Vice President for Student Affairs verifies that you have a family emergency or personal illness that impedes your ability to take an exam; or
- if you can provide documentation (which will be verified) stating that you have a medical or family emergency that clearly prevents you from attending class. A doctor's excuse must state that you were unable to attend school on the exam day and must include a contact number. A time stamp from the health center is not sufficient. Academic dishonesty procedures will be instituted if documentation is falsified.

If you arrive late for an in-class exam, you will be allowed to take the exam provided no student has left the classroom. However, you will not be given any extra time to complete the exam.

CLASS CANCELLATION POLICY

If the University is closed on the day of a scheduled exam, the exam will be held on the next class day. If classes are cancelled the class day before an exam is scheduled, the exam will be rescheduled with the new date announced during the next class meeting.

ATTENDANCE POLICY

Class participation is important in this course and students will receive a participation grade worth 10 points. Students are expected to attend all classes and be prepared to discuss all assigned materials in class. A significant portion of the class will be devoted to the sharing of service experiences and the analysis of cases and articles. Class participation, including volunteered comments, responses to called upon questions, and performance on in-class activities will count toward your participation grade. A qualitative and quantitative assessment of your participation will be administered each week. Students are excused for missing up to 4 classes which are designated for campus activities, illnesses, medical appointments, funerals, or other emergencies. However, five points will be deducted for each absence beyond the 4 allotted excused absences. If you

know that you must miss more than 4 classes, please do not register for this course. Your absences will be too disruptive, especially for the effective functioning of group assignments.

ACADEMIC INTEGRITY

All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible to inform themselves about those standards before performing any academic work.

*Please review the policy at <http://www.uga.edu/ovpi/honesty/acadhon.htm>.

Academic dishonesty procedures will be instituted if any of the following activities occur in this class:

- reading another student’s paper during an exam
- allowing another student to read your paper during an exam
- using any materials or any source other than your own knowledge during an exam
- having cell phones or other electronics visible during an exam period
- having an open backpack or loose papers visible during an exam period
- including the name of a person who did not participate on a submitted group activity
- claiming an idea that is not your original work (all references and supplemental materials must be cited on all assignments)
- turning in falsified documentation of any nature

STUDENTS WITH DISABILITIES

Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor during the first week of class (see office hours on page 1).

CHANGES TO THIS SYLLABUS

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. In addition, specific changes to assignments, grading criteria, or assignment due dates may be announced in class. Students are responsible for adhering to all changes to assignments, the syllabus, and/or the course calendar, even if students are absent during the class in which a change is announced.

GROUP PRESENTATIONS

Since a portion of your grade involves group presentations, I encourage students to practice using PowerPoint and rehearse for timing before your presentation due date. Presentations should be conducted in a professional manner and adhere to common PowerPoint protocols (e.g., font size, number of words per slide, color of background).

*See presentation checklist posted on the WebCT homepage.

GROUP ASSIGNMENTS

Group participation is important for the effective learning of materials discussed in class. Lack of group participation will negatively affect an individual’s grade for the group assignment (*see group assignments noted below*). If a student chooses not to participate in a group assignment, he/she will not receive the same grade as participating group members. It is the responsibility of “participating” group members to notify me of “non-participating” group members. To include the name of a non-participating group member on an assignment is considered a violation of academic integrity.

COURSE ASSIGNMENTS AND ALLOCATION OF GRADE POINTS

		% of Grade
1.	Exams 200 points	50%
2.	WebCT Case Study Assignments (<i>group</i>) 60 points	15%
3.	Observation Exercise 5 points	1%
4.	Projective Technique Exercise 5 points	1%
5.	Mintel Report (<i>group</i>) 50 points	12%
6.	Final Project (<i>group</i>) 60 points	15%
7.	Peer Evaluations 10 points	3%
8.	Class Participation 10 points	3%

Final grades will be calculated as follows:

375– 400 = A	347 – 360 = B+	305 – 318 = C+	240 – 276 = D
361– 374 = A-	333 – 346 = B	291 – 304 = C	0 – 239 = F
	319 – 332 = B-	277 – 290 = C-	

A	93.75	100
A-	90.25	93.5
B+	86.75	90
B	83.25	86.5
B-	79.75	83
C+	76.25	79.5
C	72.75	76
C-	69.25	72.5
D	60	69

Please note: I do not adjust grades, provide extra credit, or offer additional make-up assignments at the end of the semester. All students have the opportunity to earn 6 bonus points throughout the semester. No additional points or make-up points will be offered at the end of the semester. There are absolutely no exceptions!

EVALUATION METHODS FOR COURSE ASSIGNMENTS

1. **Exams (200 points):** *The purpose of exams is to provide a measurement of individual students' learning progress.* Four exams will be given during the semester. Each exam is worth 50 points. Exams will be closed book and will cover all assigned readings and all material covered in class including lectures, assigned articles, video segments, and presentations. The exam questions will be based on key terms, definitions, and concepts discussed in the text. The chapter PowerPoints posted on WebCT will serve as a guide in preparing for exams. Chapters covered in exams are noted in the calendar at the end of the syllabus. There will be NO MAKE-UP EXAMS. Being absent on the day of the exam will result in 0 points (see make-up policy on page 2).
2. **WebCT Case Study Assignments (60 points):** *The purpose of case study assignments is to provide a hands-on approach to marketing research methods and procedures.* There are six case study assignments worth 10 points each. Students will be assigned to a small group at the beginning of the semester. Small groups will be responsible for discussing the assigned case studies and answering the case study questions via WebCT. Only one final document per group will be graded. Each student within the small group will have the opportunity to be a facilitator or a synthesizer for one of the assigned case studies. See facilitator and synthesizer tasks below.

Facilitator Tasks:

- i. Lead a discussion via WebCT over the assigned case study.
- ii. Ensure that the group is addressing all of the discussion questions and completing the assignment by the due date.
- iii. Facilitate discussion by involving each group member.
- iv. Monitor discussions to ensure that each group member is involved and actively participating.
- v. Proof read the synthesized document before the final post.

Synthesizer Tasks:

- i. Summarize the group's discussion for each question.
- ii. Create one document that restates the questions in ***bold font*** and the group's answers in regular font (questions should follow the same order as stated in the text).
- iii. Include a cover page that lists the ***first and last*** names of all participating group members and the tasks assigned to each group member
- iv. Post the final document as a **Word** document.
- v. The Word document should be posted in your ***designated*** group discussion area by the due date. Your group discussion area is identified by your ***group name***. Groups decide their own group name at the beginning of the semester.
- vi. The subject line of your posting should state the professor's name and the case study. For example, the subject line should read "**Hollenbeck Case Study 1**" or "**Hollenbeck Case Study 2**".

Grading Criteria for WebCT Case Study Assignments:

1. Quality of Work and Accurateness of Answers (5 points)
2. Group Effort, Ability to Follow Instructions, Professionalism (5 points)

3. **Observation Exercise (5 points):** *The purpose of this assignment is to provide students with practice observing a consumption setting.* Spend approximately 1 hour observing person(s) in a consumption context (e.g., grocery store, bar, coffee shop, café, retail setting). Prepare a 2-page, double-spaced report of your observational experience with the headings “context” and “experience”. Your name, the date, and the name of the assignment must be noted in the upper right corner. You are to work alone, not with another student who might alter your observational experience. Note subjects’ behavior but, if possible, do not interact with your subjects. Be aware of biases, judgments, and inferences (i.e., what you bring to the observational process). Consider what you actually saw versus what you inferred. Your report should describe the context and your experiences. The “context” should include the consumption activity you observed with a description of your surroundings, the time of your observation, your location within the setting, and the number of people you observed (2 points). Your “experiences” should include what you actually saw, what you inferred (any biases), and difficulties separating the two processes (3 points).
4. **Projective Technique Exercise (5 points):** *The purpose of this assignment is to provide students with practice using projective techniques.* You will describe a hypothetical market research problem and develop managerial objectives to address the problem. With the managerial objectives in mind, you will address the problem with 2 of the following types of projective techniques: imaginative exercises, creative exercises, incomplete stimuli, sorting and ranking exercises, stimulating the senses, mapping exercises, laddering and benefits chains, and idea development techniques (pages 206 – 219 in the article on WebCT). Create 2 exercises that could be used with class members as your study participants. The class will be divided into groups to ensure an equal contribution of all class members. As noted in the text “projective techniques can be particularly successful and helpful when the respondents feel a deep or emotionally intense involvement with the products, brands or categories under discussion” (p. 206) – so keep this in mind when developing exercises for the class. Turn in a 2-page paper explaining the following: 1 “marketplace problem” or scenario and managerial objectives (2 points), detailed “instructions” for conducting 2 projective exercises (with class members) (3 points). Your name, the date, and the name of the assignment must be noted in the upper right corner. Be prepared to practice your techniques with the class.
5. **Mintel Report Presentation (50 points):** *The purpose of Mintel presentations is to provide students experience analyzing secondary data, organizing research findings, and presenting research findings to the class.* Each group will choose one of the following topics: (1) automotive, (2) beauty and personal, (3) clothing and fashion, (4) drink, (5) electronics, (6) finance, (7) food and foodservice, (8) foodservice, (9) health and medical, (10) health and wellness, (11) household, (12) Internet and retailing, (13) leisure, (14) lifestyles, (15) retailing, and (16) travel. Topics are chosen by groups, with no more than one group per topic. Presentation due dates will be assigned at the beginning of the semester. Groups should plan for a 20 minute presentation (20 minutes being the max as 2 groups will present each day). Due to the limited timeframe, groups may designate 2-3 members to give the presentation, however, all team members are expected to contribute equally. On the presentation date, the group must turn in a hard copy of the PowerPoint slides (6 slides per page).

Grading Criteria for the Mintel Report Presentation

- a. Provide an introduction and an overview of the topic, its importance and relevance in the marketplace – see executive summary (5 points)
 - b. Identify and explain the market drivers (5 points)
 - c. Identify the market size and market trends (5 points)
 - d. Explain how the market can be segmented (5 points)
 - e. Provide an overview of past and present advertising and promotional strategies. Explain what current advertising messages emphasize in terms of people, services, and/or lifestyles. Include visuals and/or audio of advertising and promotion examples using Internet resources. (10 points)
 - f. Identify future trends and forecast market behaviors by answering the following questions: What areas of this market would be of interest to companies in terms of growth and opportunities? Pinpoint the most lucrative area in which companies should invest their time and resources. What areas of this market are weak and have potential to slow down in the future (companies may want to avoid)? How are consumer behaviors in this market changing over time? (use specific examples). (10 points)
 - g. Provide 1-2 interesting tidbits from the latest news updates. (3 points)
 - h. Pose 2-3 questions to the class to invoke discussion/debate about your report and about marketing research concepts discussed in the text. Or, create a class activity regarding your topic that involves everyone in the class. (2 points)
 - i. Professionalism and leadership ability: presentation, team effort, organization of thoughts, and understanding of the report (5 points)
 - j. Presentation Outline: On the presentation day, groups must turn in a copy of the PowerPoint presentation (6 slides per page), and a cover page listing group member names (**first and last names**) and the tasks assigned to each group member.
5. **Final Project (60 points):** *The purpose of the final project is to provide a means for accumulating and applying the methods, procedures, and concepts discussed throughout the semester.*

The Internet has fundamentally reshaped the way businesses and consumers communicate, interact and transact around the world. Today, e-commerce is big and is here to stay. Internet marketing has become an integral part of marketing strategy. Marketers must understand how customers use the Internet to make decisions, select brands and transact with Internet providers. This assignment aims at developing new knowledge and theories on Internet customer behavior

from the point of view of B2C e-commerce. Student groups may choose from the following topics for the final project:

- Online surfing behavior
- Types of products and online customer behavior
- Online advertising issues
- Online intangibility and perceived risk
- Online branding issues
- Website navigation effectiveness
- Role of emotions in evaluating websites
- Internet atmospherics and surfer behavior
- Information intensiveness continuum
- Types of web surfers
- Consumer online satisfaction loyalty

Groups will choose one of the following research methods to address their research objective: 2 focus groups each with 7-12 participants, a survey with a sample of 35 students, or 10 depth interviews. Groups will turn in a research report and defend their findings to the class in a formal presentation during the last two weeks of the semester.

Refer to chapter 18 in the text as a guide for this project. Each group will prepare a professional presentation and report that conveys the results of your research. The presentation and report must achieve 4 primary objectives: (1) to effectively communicate the findings of the marketing research project, (2) to provide interpretations of those findings in the form of sound and logical recommendations, (3) to illustrate the credibility of the research project, and (4) to serve as a future reference document for strategic tactical decisions.

Evaluation Criteria for the Report (titles in bold should be used as headings):

(3 points) **Title Page** (must include all participating group member names – *first and last names* - and group member tasks)

(2 points) **Table of Contents**

(5 points) 1 page **Executive Summary**

(5 points) **Introduction**

(10 points) **Research Methods and Procedures**

(10 points) **Data Analysis and Findings** (include tables, figures, charts and/or graphs to help illustrate your findings)

(5 points) **Conclusions and Recommendations**

(5 points) **Limitations**

(5 points) **References** (all papers must be formatted using APA guidelines – references must be cited in the paper)

(5 points) **Appendixes**

For focus groups: include moderators guide and demographics for participants

For surveys: include 1 blank questionnaire and 35 completed questionnaires

For IDIs: include a list of questions and demographics for participants

(5 points) Achieves Primary Objectives and Presented in a Professional Manner (e.g., findings organized and communicated in a clear and concise manner, timely presentation, consistency within the paper forming one complete document, correct spelling and grammar throughout, useful charts and graphs, numbered pages, references correctly cited throughout)

⇒ *The Final Presentation should follow the same criteria as the report with the inclusion of graphics and charts (see page 636 for guidelines). The presentation must not exceed 20 minutes. It is important to abide by this timeframe as 2 groups will present per day during the last two weeks of the course. Points will be deducted for going over the allotted timeframe. Due to the limited timeframe, groups may designate 2-3 members to give the presentation, however, all team members are expected to contribute equally.*

6. **Peer Evaluations (10 points):** In view of the extensive teamwork involved in this course, confidential and candid peer evaluations will be used to apprise the instructor of the extent to which each team member contributed effectively to assigned group projects. At the end of the semester, each student is to submit an itemized peer evaluation, assigning points (0 to 10) to each member of his/her team. Points from each group member will be averaged to calculate final individual grades. Evaluations need to include details! If your group has a problematic team member, please notify me as soon as possible. Irresponsible group members are not tolerated in this course! A “non-participating” group member will not receive the same grade on an assignment as “participating” group members.
7. **Class Participation (10 points):** Class participation grades are based on attendance, participation in class, and participation in group projects. Lack of group participation, lack of in-class participation, and/or excessive absences (> 4) will result in a deduction of points. Five points will be deducted for each absence (>4) and/or extended periods without verbal in-class participation. Participation in class discussions (e.g., volunteering comments, responding to proposed questions) will influence your grade. If you do not participate in class discussion or participate in your group’s meetings and workload, or if you are continually absent, your participation grade will suffer. If you do not understand how participation grades are calculated, please let me know **now**, not at the end of the semester.
8. **Bonus Points (Students can earn up to 6 extra points):** ***The purpose of bonus point activities is to provide students with the opportunity to compile and evaluate research.*** Students will have the opportunity to earn bonus points by turning in a summary of a research article. The research article must correspond with the 3 research topics posted in the calendar. Students will be responsible for finding a research article on the given topic from one of the following journals accessed through Galileo: Advances in Consumer Research, Journal of Consumer Research, Journal of Marketing Research, Journal of Marketing, Journal of Academy of Marketing Science, Journal of Advertising, or Journal of Retailing. Students will turn in a 1-page paper that summarizes the article and should be prepared to discuss the article in class. Your name, the date, and the name of the assignment must be noted in the upper right corner. The following headings in quotation marks should be used in the paper:

Criteria for the Paper

- “Purpose of the study”
- “Method(s) employed”
- “Major findings”
- “Potential value of the study” to marketing professionals or public-policy makers

COURSE ASSIGNMENTS AND DUE DATES

Date	In Class	Class Activity	Due
1/7 (M)	Review Syllabus		
1/9 (W)	Chapter 1: Marketing Research and Managerial Decision Making	Video Segment: Fossil	
1/11 (F)	Chapter 1: Marketing Research and Managerial Decision Making	Complete Seating Chart and Group Assignments	
1/14 (M)	Overview of WebCT Research Topic: Brand Experiences, Brand Communities, Brand Personalities, Consumer-Brand Relationships		Bonus Point Opportunity!
1/16 (W)	Chapter 2: The Marketing Research Process	Video Segment: Burke, Inc.	Check WebCT
1/18 (F)	Case Study 1: The JP Hotel Preferred Guest Card Information Research Proposal p. 70		Post Hands-On Exercise by 1/20
1/21 (M)	Martin Luther King Jr.'s Birthday		
1/23 (W)	*Case Study Exercise Review* Chapter 3: Information Management	Video Segment: Barbie	
1/25 (F)	Case Study 2: Santa Fe Grill Anticipating Expansion p. 105		Post Hands-On Exercise by 1/27
1/28 (M)	*Case Study Exercise Review* Chapter 3: Information Management	Video Segment: Envirosell	
1/30 (W)	Library Day		
2/1 (F)	Exam 1 (chapters 1, 2, 3)		
2/4 (M)	Chapter 6: Exploratory Designs	Article: What is qualitative research Article: Projective Techniques Video Segment: Probing to Unconscious Levels	Prepare to Discuss Assigned Article
2/6 (W)	Chapter 6: Exploratory Designs Focus Group Research	Article: Focus Groups Video Segment: Conducting Focus Groups	Prepare to Discuss Assigned Article
2/8 (F)	Case Study 3: Designing and Implementing a Focus Group Interview p. 207		Post Hands-On Exercise by 2/10

2/11 (M)	*Case Study Exercise Review* Research Topic: Consumer Rebellion, Anti-Brand Communities, Marketplace Resistance		Bonus Point Opportunity!
2/13 (W)	Chapter 7: Descriptive Research Designs	Article: 7 Rules for Observation Article: Shower Head Research	Prepare to Discuss Assigned Article
2/15 (F)	Observational Research Assignment		
2/18 (M)	Chapter 7: Descriptive Research Designs	Article: Measuring Customer Satisfaction	Prepare to Discuss Observation Assignment and Assigned Article
2/20(W)	Projective Techniques Exercise Due		Will Practice Techniques in Class
2/22 (F)	Exam 2 (chapters 6 and 7)		
2/25(M)	Chapter 10: Sampling Methods and Planning	Article: Introduction to Sample Size	Prepare to Discuss Assigned Article
2/27 (W)	Chapter 10: Sampling Methods and Planning	Video Segment: Market Diversity and Segmentation	
2/29 (F)	Mintel Reports 1 & 2		
3/3 (M)	Chapter 11: Construct Development and Scale Measurement	Article: Scales of Measurement	Prepare to Discuss Assigned Article
3/5 (W)	Chapter 13: Questionnaire Design	Article: Designing a Questionnaire that Dives Beneath the Surface Article: See through their Eyes	Prepare to Discuss Assigned Articles
3/7 (F)	Case Study 4: Designing a Questionnaire to Assess the Dining Habits and Patterns p. 466		Post Hands-On Exercise by 3/9
3/10-3/14	Happy Spring Break (No Class)		

3/17 (M)	*Case Study Exercise Review* Chapter 13 Questionnaire Design	Article: Syndicated Surveys for Airlines	Prepare to Discuss Assigned Article
3/19 (W)	Mintel Reports 3 & 4		
3/21 (F)	Exam 3 (chapters 10, 11, 13)		
3/24 (M)	Mintel Reports 5 & 6		
3/26 (W)	Chapter 14: Coding, Editing, Preparing Data for Analysis	Article: Descriptive and Inferential Statistics Video Segment: Ben and Jerry's	Prepare to Discuss Assigned Article
3/28 (F)	Case Study 5: Deli Depot p. 498		Post Hands-On Exercise by 3/30
3/31 (M)	*Case Study Exercise Review* Chapter 15: Testing for Significant Differences	Article: Null Hypothesis Article: Descriptions of Nominal Data	Prepare to Discuss Assigned Articles
4/2 (W)	Research Topic: Developing Relationships Online, Online Consumer Behaviors, Online Shopping		Bonus Point Opportunity!
4/4 (F)	Mintel Reports 7 & 8		
4/7 (M)	Chapter 15: Testing for Significant Differences	Article: The Mean and Standard Deviation	Prepare to Discuss Assigned Article
4/9 (W)	Chapter 16: Testing and Association		
4/11 (F)	Case Study 6: Employee Perspectives p. 575		Post Hands-On Exercise by 4/13
4/14 (M)	Exam 4 (chapters 14, 15, 16)		
4/16 (W)	Final Project Workday – SPSS Worksheets Due		
4/18 (F)	Final Presentations		
4/21 (M)	Final Presentations		
4/23(W)	Final Presentations		
4/25 (F)	Final Presentations		
4/28 (M)	Peer Evaluations and Course Evaluations Due		