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Graduate School of Management
Claremont Graduate University

MGT 324 Marketing Research
Fall 2008

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Course Description:

The aim of this course is to introduce students to the design and implementation of marketing research. Emphasis is placed on the appropriate choice and design of marketing research methodologies and interpretation, and the use and dissemination of marketing information. Both qualitative and quantitative approaches are addressed.

Learning Objectives:

By the end of the course, students should be able to:

- Understand each stage of the marketing research process;
- Appreciate different qualitative and quantitative approaches to conducting marketing research;
- Prepare a survey and analyze survey data; and
- Ascertain the quality of any research proposal or completed study they might be presented with. Emphasis will be placed upon establishing the usefulness of the research to aid managerial decision-making.

Class Meeting Times

Mondays: 1.00 – 4.00 pm

Required Text:

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Aaker, David, Kumar, V., and Day, George. (2007) *Marketing Research* (9th ed.¹) John Wiley & Sons Inc ISBN (with SPSS): 978-0-470-13073-5; (without SPSS): 978-0-470-05076-7)

Recommended Text:

The following text is strongly recommended for those students who might use SPSS in the future. However, you do not need to own the textbook in order to successfully complete the course.

Norušis, M.J. (2005). *SPSS 13.0 Guide to Data Analysis*. NJ: Prentice Hall. ISBN 0-13-186535-8.

Additional Readings (for interest only):

1. Andreason, Alan R. (1983). Cost-conscious marketing research. *Harvard Business Review*, 61 (4): 74-79.
2. Andreason, Alan R. (1985). 'Backward' market research. *Harvard Business Review*, 63 (3): 176-182.
3. Assael, H. & Keon, J. (1982). Non sampling vs. sampling errors in survey research. *Journal of Marketing Research*, 46 (Spring): 114-123.
4. Barabba, Vincent R. (1990). The marketing research encyclopedia. *Harvard Business Review*, 68(1): 105-116
5. Johansson, Johnny K. and Nonaka, Ikujiro (1987). Market research the Japanese way. *Harvard Business Review*, 65 (3): 16-19.
6. Simister, Duncan (2004). Finally, market research you can use. *Harvard Business Review*, 82 (2): 20-21.
7. Smith, S.A. (1974), Research and Pseudo-Research in Marketing. *Harvard Business Review*, 52(2): 73-76.

¹ This book has been in print for a long time and is now up to the 9th edition. Because of the high cost of textbooks, I have no objection to you buying earlier editions of the book. However, it is your responsibility to check for differences between editions. A copy of the 9th edition will be placed on reserve in the library to make this process as easy as possible for you.

Course Requirements:

Assessment comprises four components. Each component is outlined in more detail on the following page.

- A research proposal and questionnaire (individual) **30%**
- A research report. Students will be given a data set that accompanies the text and asked to write an insightful report based on the data and then present these results to the class (group or individual) **40%**
- Participation **30%**

Research Proposal and Questionnaire (Individual):

Imagine you have been approached by an organization to conduct a piece of marketing research. You are to prepare a research proposal to address descriptive or causal research only (i.e., anything requiring the preparation of a questionnaire rather than a topic guide). Please refer to pp. 90-92 of your book for guidance on how to write a research proposal. You are to use the following headings:

- An Executive Summary. This should be written in such a way that a lazy executive could read your summary and the proposal and still have a good sense of what the proposal contained (1 page).
- Table of Contents
- Introduction. Here you need to introduce the organization you are writing a proposal for and provide an overview of the managerial problem. You can include any relevant secondary information to help explain the organization and context. At the end of this section you need to include a statement of research purpose and objectives (3-4 pages).
- Research Design (about 6 pages). You are required to include a questionnaire as an appendix (an additional 4-6 pages). You do not need to cover statistical analysis as we won't have covered this by the time your proposal is due. I suggest you practice your questionnaire on a friend or family member and try to iron out any potential problems with it.
- Time and Cost Estimates. Guesses are fine (1-2 pages).

This assignment will be due at the start of class during Week 9. I expect it to be well written and free of spelling, typographical and grammatical errors. Please use 12-point font and 1.5 spacing.

Research Report (Groups of 2 people or Individual)

I will give you a dataset and ask you to write a report based on this data. I will give you sufficient information to help you understand the data. You are expected to write a 2 page introduction and then present your data analysis and findings. You will conclude with a 2 pages outlining your conclusions and recommendations. During the last week of class (Week 14), each group will be asked to give a five minute presentation of their primary recommendations and include a small amount of analysis to support this. However, your presentation needs to be pitched to the Board of Directors, not a room full of analysts, and so it is important to demonstrate relevance and not elegance.

This assignment will be due as you begin your presentation during Week 14. I expect it to be well written and free of spelling, typographical and grammatical errors. Please use 12-point font and 1.5 spacing.

Participation:

Refer to the final page of the syllabus for a guide on how participation is graded. It is important that you come to class prepared and ready to discuss the cases assigned for the week. I will record participation grades every week.

Appealing your grades:

You should always feel as though you can query your grade, especially if you are unclear as to why you got the grade you did. Having said that, you will find that I take quite a bit of time grading your assignments and providing feedback as re-grading is a time consuming and difficult process for all concerned.

If you decide to appeal a grade, you need to take the time to write me a paragraph explaining why you believe your grade should be higher (simply thinking you deserve an "A" does not warrant a regrade). You need to submit the paragraph, along with your graded assignment and the feedback sheet by a date we will agree upon in class. I will endeavour to return your re-graded assignment back a week later. I do not offer the opportunity to resubmit assignments.

Course Schedule:

The following schedule indicates topics we will cover and the order in which we will cover them.

WK		TOPIC	ACTIVITIES
1	Sept 8	Introduction The nature and scope of marketing research (Chs. 1, 2)	Case 1-2, Best Buy (pp. 28-29) Case 3-1 and 9.2 Ethics (pp. 29-30 and 243-244)
2	Sept 15	The nature and scope of marketing research (Chs. 3, 4)	Case 3-1, VideOCart (pp. 71-2) Case 1-1, Clover Valley (pp. 106-108)
3	Sept 22	Data collection, (Chs. 6, 7) Ch 5: to note	Case 6-3, Paradise Foods (pp. 156-163)
4	Sept 29	Data collection, (Ch. 8)	Case 8-4, Lleyton Hewitt (pp. 225-226). Case 8-5, Hamilton Beach (pp. 226 – 227).
5	Oct 6	Data collection (Chs. 9, 10)	Case 10-1, Project DATA (pp. 276-282).
6	Oct 13	Data collection (Chs. 11, 12) Ch 13: to note	Case 11-1, Wine Horizons (pp. 312 -314). Case 12-3, Compact Lemon (pp. 343-344)
7	Oct 20	Data collection	Case II-1, Currency Concepts (pp. 425-430)
8	Oct 27	Sampling (Chs 14 & 15)	Case 14-1, Sample Design (pp. 405-406) Case 14-2, Talbot Razors (pp. 406-407)
9	Nov 3	Data Analysis (Chs 16-17)	Hand in Assignment Two (research proposal and questionnaire) at 1pm
10	Nov 10	Data Analysis (Ch 18)	
11	Nov 17	Data Analysis (Chs 19-20)	
12	Nov 24	Data Analysis (Chs 21 -22)	
13	Dec 1	Applications (Chs 24-26)	
14	Dec 8	Presentations	Research Report Due at 1pm

Class Meetings:

I have two simple views that guide my preparation and presentation of materials: (1) all of you are consumers and so already have a rich background in marketing that may or may not be underpinned by formal job experience or training; and (2) we can all learn a lot from each other. Therefore, my role as your professor is to lead discussion, challenge you, ask you to reflect upon your own experiences, and compare and contrast your experiences and ideas with what I present. You will quickly find that I encourage and get full participation in class discussions.

You are expected to come to class having prepared the material assigned to you for that week. As a matter of courtesy, if you are unable to attend, you must email or phone me before class. **If you miss more than two classes, you will be marked as absent for the course.**

Please arrive on time to class, as we will start punctually. When in class, mobile phones and pagers must be switched off. You are expected to remain attentive and contribute to class discussion. Importantly, I endeavour to create a “safe” classroom environment, where people are entitled to and can express their opinions freely without fear of being judged harshly or criticized by their peers.

Academic Honesty

You should be familiar with the University policy regarding academic honesty. The policy can be found at <http://www.cgu.edu/handbook/Academic%20Honesty.doc>. You should also consult the Writing Center’s guidelines as to what constitutes plagiarism (<http://writecenter.cgu.edu/students/plagiarism.html>).

I **do not** tolerate academic dishonesty and will actively monitor students’ work to ensure dishonesty does not occur. A student who violates the University policy on academic honesty will get a minimum of zero for the piece of assessment for which dishonesty is established and I will ask the MBA Director to put a note on that student’s file.

It is very important that you correctly reference everything you use. I generally use APA referencing and have provided this link as one of many examples of APA referencing (<http://www.lib.usm.edu/~instruct/guides/apa.html>). You might prefer to use the Harvard style of referencing (see: <http://www.shef.ac.uk/library/libdocs/hsl-dvc1.html> as an example of a style guide). I do not mind which style you use as long as your referencing style is consistent.

Late assignments and extensions

MBA students are generally very busy people and are often juggle multiple commitments along with a rigorous MBA schedule. Therefore, I do not like giving extensions simply because the majority of students work very hard to meet deadlines and, given extra time, many could have improved their output. Therefore, extensions can be unfair to those who have turned work in on time. Having said that, I accept that there are exceptional and unforeseen circumstances that warrant extensions.

The following outlines the policy for this course. Do not ask for an extension unless you genuinely believe you can claim exceptional and unforeseen circumstances. If you are requesting an extension:

- You need to do this as early as you possibly can.
- We need to agree on an acceptable alternative hand-in date. If the hand in date is more than 3 days after the original date, I will deduct a grade (therefore, an assignment worth an A will get a A-, etc). The new hand in date becomes our contract.

If you do not have an extension and you simply hand the assignment in late, you will:

- Lose 3 grades if you hand the assignment in with one week of the original hand-in date (therefore, an assignment worth an A will get a B, etc).
- Be given a zero for that piece of assessment if you hand the assignment in more than one week after the due date.

I will inform the MBA Director of any late assignment (whether or not an extension has been granted).

Grading

The following reflects the grading system used to mark your work.

CGU explanation

- A+ Truly exceptional performance, rarely given.
- A Performance significantly above expected levels.
- A- Performance moderately above expected levels.
- B+ Expected level of performance.
- B Performance moderately below the expected level.
- B- Performance significantly below the expected level.
- C+ Passing but marginally acceptable performance.
- C Unacceptably poor performance.
- C- Very poor performance.
- U Unsatisfactory work. No credit given.

Research Proposal and Questionnaire

Name: _____ Grade: _____

	Strongly Agree				Strongly Disagree
Well written; free of spelling and grammatical errors.	5	4	3	2	1
Provided a comprehensive introduction to the organization.	5	4	3	2	1
Clear statement of research purpose and research objectives	5	4	3	2	1
Discussion of target population and sample size is appropriate.	5	4	3	2	1
Research instrument(s) well developed.	5	4	3	2	1
Clear outline of managerial benefits.	5	4	3	2	1
Attempt to derive project costs.	5	4	3	2	1
Profile of capabilities provided.	5	4	3	2	1
Overall, each part of the assignment seemed well connected.	5	4	3	2	1
Overall, the student clearly demonstrated a solid understanding of the marketing research process	5	4	3	2	1

Note: Your final grade **cannot** be derived by averaging the 1-5 rating scale used in the table above.

Overall comments:

Research Report

Name: _____ Grade: _____

	Strongly Agree				Strongly Disagree
Well written; free of spelling and grammatical errors.	5	4	3	2	1
Provided a comprehensive introduction to the project.	5	4	3	2	1
Appropriate use of data analysis techniques.	5	4	3	2	1
Managed to provide strategic insights supported by good data analysis.	5	4	3	2	1
Recommendations made are appropriate to data analysis.	5	4	3	2	1
Demonstrated strategic insight in recommendations.	5	4	3	2	1
Overall, each part of the assignment seemed well connected.	5	4	3	2	1
Overall, the student clearly demonstrated a solid understanding data analysis and data-based recommendations.	5	4	3	2	1
Presentation: a concise and convincing presentation that demonstrated relevance to managerial decision making without getting bogged down in statistical detail.	5	4	3	2	1

Note: Your final grade **cannot** be derived by averaging the 1-5 rating scale used in the table above.

Overall comments: