

MARKETING RESEARCH
MKT 2197
Fall 2014

INSTRUCTOR Dr. Aronté Bennett
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CLASS Days: Monday & Wednesday
Time: Section 3 → 3:00-4:15
Location: Bartley 3070

OFFICE HOURS Monday & Wednesday 12:00 pm – 2:45 pm or by appointment

If these office hours do not suit your schedule, please email me to set up an appointment. I will be quite happy to meet with you at an alternative time.

COURSE WEBSITE The class website is available through BlackBoard. The site will contain useful material including: PowerPoint slides from class lectures, syllabi, practice problems, tutorials, assignment guidelines, and other useful things! Please check it frequently.

REQUIRED TEXTBOOK Gilbert A. Churchill Jr., Tom J. Brown and Tracy A. Suter
Basic Marketing Research (with Qualtrics Printed Access Card), 7th Edition

The University Book Store has the text (ISBN 1439041393), or you may want to try ordering on-line. It is not necessary to have an active Qualtrics card.

Other outside readings and datasets will be posted on the course website.

IMPORTANT DATES

<i>Market U Kick-Off</i>	September 4
<i>Exam #1</i>	September 21
<i>Exam #2</i>	October 10
<i>Individual Assignments</i>	October 6 & November 19
<i>Group Project Presentations</i>	December 8 & 10
<i>Exam # 3</i>	TUESDAY, December 16

COURSE DESCRIPTION

This course is designed to introduce you to the concepts and skills essential in gathering, analyzing and interpreting data about markets and consumers. Research in marketing involves three distinct activities: identifying a research question, collecting data that addresses the question and analyzing the data. This course will be divided into three segments. The first segment will be devoted to understanding available research tools and question formulation. The second segment will be devoted to research tool design and data collection. The last segment of the course will be devoted to data analysis and interpretation of research findings.

COURSE VALUE & OBJECTIVES

Marketing research skills are critical in making well-informed managerial decisions. Few students will choose to pursue a career as a marketing researcher; however many students will be users of research information. In this course you will be introduced to the principles underlying research activities in marketing. You will also be given opportunities to analyze marketing scenarios, formulate strategies, design appropriate tools, and analyze data. The goal of this course is to equip you with the tools necessary to identify research problems, select appropriate research designs and analysis techniques, and interpret the associated output in effort to make well-informed strategic decisions. The objectives of this course are to:

1. Prepare students to identify and define marketing research problems
2. Equip students with the knowledge of marketing research methodologies and concepts used to address typical decision problems
3. Allow students to design and implement a complete research project that requires tool development, data collection, data analysis, and presentation
4. Prepare students to implement and evaluate all aspects of the marketing research process in an ethical and socially responsible manner
5. Introduce ways in which market research can be used to promote the greater good.
6. Develop the student's analytical & critical thinking skills
7. Develop the student's communication, cooperation & presentation skills

In particular, this course will give you a sound foundation for using a variety of data for making marketing decisions including:

1. Secondary Data (e.g., internal databases and Census data)
2. Primary Qualitative Data (e.g., focus groups, ethnographies, and interviews)
3. Primary Quantitative Data (e.g., experiments and survey research)

GENERAL INFORMATION

Class Format and Preparation

Class meetings will revolve around lectures, discussions of relevant news items and exercises. In order to get the most out of class sessions, it is important that you prepare for each class and actively participate in discussions and exercises.

In each class, the lecture and discussion will expand on concepts covered in the assigned reading, explore their implications, and examine how they affect us professionally and personally. This course will frequently employ a “flipped classroom”. Flipped classrooms reverse the location of learning. Rather than an in-class lecture, students are required to read and comprehend the necessary materials prior to attending a session. Then, in lieu of a lecture, I will lead students in an exercise that permits them to apply their recent learning. It is strongly suggested that that you read the relevant chapter(s) before coming to class. All sessions are based on the assumption that you are familiar with the material from the reading and will serve to supplement the basic theory introduced in the text; this is doubly important during “flipped” sessions.

Abbreviated notes for each lecture will be posted on the class website at least one day prior to the day they will be discussed. You may find it helpful to print out a set for note taking purposes.

Real world examples are an excellent way for us to think about marketing concepts. Most classes will begin with a discussion of current marketing research examples that are relevant to the lesson at hand.

Teaching Philosophy

This course will be guided by the belief that *“Education should be dialogue based. Just as you are here to learn from me, I am here to learn from you. In exchanging our relevant knowledge and experiences, we will all benefit.”* To that end, it is my goal to create a safe learning environment that fosters discussion, inclusion, and creativity. Students will be encouraged to think critically and attempt to solve problems that may initially seem impossible. This approach is intended to cultivate a deeper understanding of the topic.

Name Cards

It is important for everyone to be familiar with their classmates; likewise, it is also important for me to be familiar with you. In order to make the process of getting to know each other a little easier I ask that you complete the Personal Information Form at the end of syllabus and hand it in at the beginning of the second class. During our first class meeting, I will provide you with a name card. Please write your name on it in large, block letters and bring it with you to each class meeting. This will help me and your classmates get to know you.

Attendance

I would encourage you to be present in all classes because I believe that the classroom is a space for dialogue and it is not possible to have thought provoking discussions if there is no one present with whom to share ideas. Be assured that if you are absent I will miss you, and your point of view. If you know in advance that you will be absent, please send me an e-mail to let me know. **Attendance is mandatory for all classes with a Guest Speaker.** Chronic, unexcused absences will negatively impact your class participation score. Extensions will not be granted for unexcused absences, your work is due even if you are not in class.

Classroom Etiquette

Out of respect for the other students in our class, it is important that each of us focus our full attention on the class, for the entire class period. Please be mindful of the following guidelines:

- **Arrive to class on time**, being certain to leave yourself enough time to get situated before class begins. Although you may believe that no one notices your arrival, some students find latecomers extremely distracting. You will not be penalized for rare, unavoidable tardiness; however, if tardiness becomes chronic it will be reflected in your class participation score.
- Once you are in your seat, **leave the class only when absolutely necessary**. Before you take your leave, please raise your hand and let me know (specifics are not necessary). If you must leave, please do so quickly and quietly. This will go a long way in reducing classroom disturbances.
- **Please turn off your cell phone**, iPhone/iPod, Blackberry, and any other communication devices during class. Accepting calls and/or sending text messages are both disrupting and disrespectful; it will not be tolerated.
- **Laptops may be used for class related purposes only** (e.g., taking notes, completing in-class assignments). If it is determined that you are using your laptop for other purposes, your usage privileges will be temporarily revoked. On unannounced occasions students will be asked to email me a copy of their notes after class. Repeated offenses will result in you being permanently disallowed use of your laptop during class.

Communication

Communication is key in this course; I am communicative and invite you to be as well. You will receive regular emails from me with updates about posting to BlackBoard and other pertinent information. I attempt to respond to most emails received during business hours within four hours of receipt. However, if an email is received after working hours or on the weekend, extended response time is likely. If you would like to remain anonymous in your communication, please refer to the directions on using the class gmail account posted on BlackBoard.

GRADING

The grade components and the associated weights are as follows:

1. Class Participation	10%
2. Individual Assignments	20%
3. Exams	50%
4. Group Project	20%

1. Class Participation [10%]

Every session of the course will involve interaction in the form of class discussion. We will learn a great deal from each other by drawing on experiences, viewpoints, and opinions, which are unique to each individual. Participation will be monitored and credit will be given based on the **QUALITY** of your participation in the course. You don't have to speak very frequently or in every class to earn the highest possible class participation grade. It is *what* you say and how it contributes

to the class discussion that matters, not how much you say or how often you say something! The following are some guidelines for what is considered quality participation:

- Comments that add to our understanding of the situation.
- Comments that go beyond simple repetition of the facts.
- Displaying an understanding of the theories and concepts.
- Presenting ideas in a concise and convincing fashion.
- Most important—the points made are relevant to the discussion!

Presenting your views in a group discussion is an essential management skill, and we can all benefit from practice. I will attempt to provide you with opportunities and an environment in which you can comfortably contribute to a class discussion. These opportunities may come in the form of in-class exercises or discussion questions that I pose to you directly. Some of you may be uncomfortable speaking in a large group setting. **If you are excruciatingly shy, please let me know at the beginning of the semester so we can develop a plan for your involvement.**

Guest lecture attendance will be included in class participation.

2. Individual Assignments [20%]

There will be two individual assignments during the course of the semester. One will focus on qualitative skills, requiring that students evaluate and correct a survey. The other will focus on quantitative skills, requiring that students become familiar with a data set and conduct necessary analysis to answer a series of questions. These assignments will be graded based on the appropriateness, rigor and accuracy of solutions.

The problem set on qualitative skills will be assigned during the second segment of the course. The problem set on quantitative skills will be assigned during the third segment of the semester. Problem sets will be posted on BlackBoard two weeks prior to their due dates. Problem sets are equally weighted. **Late assignments are not accepted.**

3. Exams [50%]

There will be three exams during the semester, each covering material from a different segment of class sessions. The first two tests will be conducted online, outside of class hours. Due dates for these tests are listed in the class schedule, late submissions will not be accepted. The last exam will be administered on paper during the time scheduled for our final exam. The online tests each account for 15% of your final grade (a total of 30%). The third (final) exam is not cumulative; it will cover topics between fall break and the end of the semester and will account for 20% of your final grade. All exams will include a combination of multiple-choice, true/false and matching questions; when appropriate, exams will also include short answer essays.

4. Group Project [20%]

Students will be encouraged to form groups of 5-7. All groups will select a firm/industry that serves the undergraduate population. After the firm/industry selection, groups will be required to identify an appropriate marketing research problem that exists within that firm/industry. Over the course of the semester, each group will be required to develop two separate marketing research tools in order to provide insight into the firm/industry which they have chosen. One of these tools must be a qualitative study and the other must be a survey (access to an online service for survey creation and distribution come with the text book). During the formulation of each study, and before data collection, each group is required to schedule a meeting with the professor to discuss

their ideas and progress. Each group will be responsible for analyzing their data from both studies. At the end of the semester, groups will be required to present their findings in a 20 minute presentation and executive summary. The presentation should include background information on the firm/industry and problem, a discussion of the tools, selected analysis techniques and results as well as suggestions for strategic decisions. More detailed guidelines will be available on BlackBoard.

EXAMS AND GRADING POLICIES

Exams

Inform me **in writing** (e-mail is fine) of any legitimate exam schedule conflicts **at least one week** in advance. (All dates have been set and appear on the course schedule). If I do not receive written notice at least one week before the exam, you will not be given an opportunity to take it at another time.

If you miss an exam due to illness or injury, a make-up will not be scheduled for you unless I receive a letter from your doctor (on letterhead) indicating the date and time of the medical problem that prevented you from taking the test. You are responsible for contacting me concerning the missed exam as soon as possible, preferably before the exam. If you are unable to take a make-up exam before the next class session, your doctor's letter must also indicate the date through which your medical incapacity extended. If you have a letter from your doctor, I will give you a substitute exam that is as similar in scope and difficulty level to the original exam as possible.

Learning Support Services

It is the policy of Villanova University to make reasonable academic accommodations for qualified individuals with disabilities. If you will require academic accommodation during this course, please register with the Office of Learning Support Services by contacting 610-519-5636 or nancy.mott@villanova.edu as soon as possible. Once you have done so, provide me with a letter from them outlining the accommodations they recommend. Registration is needed in order to receive accommodations.

Math Learning Resource Center

Although this is not a statistics class, occasionally we will focus on the quantitative aspects of marketing research. Students who experience difficulties with math might find this very demanding. If you think you would benefit from some help on the purely mathematical aspects of this course, please visit the Math Learning Center (Learning Commons in Falvey, Suite 211, (610) 519-7823.

Grading policy

At VSB, students are graded on the quality of their work. I appreciate high quality work and it is usually necessary to work hard in order to attain high quality. However, **effort alone is not sufficient for a good grade**. You are here because you are an exceptional student, but that also means the school expects a lot from you. I will be very responsive to students who need extra assistance, but the standards will, and should, remain high. **Please let me know immediately if you have any problem that is preventing you from performing satisfactorily in this class.** If you wait until the last minute to let me know, you are tying my hands and limiting the solutions that I can suggest.

Generally, I grades in the course fall into the distribution listed below. This does not mean that I will force the grades to fit this distribution, if more of you do excellent work, there will be more A's. Similarly, if a large number of you do work that is just adequate, there will be more C's.

A or A-	25% - 35%	Earned for excellent work
B+, B, or B-	50% - 70%	Earned for good or very good work
C+ or below	5% - 15%	Earned for adequate work or below

Grade Rebuttals

If you feel that a calculation or judgment error has been made in the grading of an assignment or exam, please write a note describing the error and give it to me (in class or in my mailbox) **with the original graded document**. If it's a judgment issue, you should also include documentation in support of your opinion (e.g. a photocopied page from the textbook with the relevant information highlighted). I will get back to you as quickly as possible with an answer. Please note that any request for reassessment of a grade will result in a review of the ENTIRE assignment or exam. This means that if errors are detected in the grading of other sections, they will also be corrected, whether they are in your favor or not. Students have one week from the date an assignment/exam is returned to submit a grade rebuttal—after one week, no rebuttals will be accepted.

PLEASE NOTE: I will not discuss or consider changing the grade on any assignment that has not first been submitted as a formal, written rebuttal. If you go through the rebuttal process, but are still unsatisfied with the outcome, you may then make an appointment to see me so that we can discuss the issue further. **There are no exceptions to this policy!**

Policy on Cheating and Plagiarism

Cheating and plagiarism will NOT be tolerated. Either will result in the grade of "F" for the assignment, quiz, or exam for all parties involved.

This course is governed by the University's *Academic Integrity Policy*, which reads:

"The Code of Academic Integrity of Villanova University addresses cheating, fabrication of submitted work, plagiarism, handing in work completed for another course without the instructor's approval, and other forms of dishonesty. For the first offense, a student who violates the Code of Villanova University will receive 0 points for the assignment. The violation will be reported by the instructor to the Dean's office and recorded in the student's file. In addition, the student will be expected to complete an education program. For the second offense, the student will be dismissed from the University and the reason noted on the student's official transcript"

Violations of the Academic Integrity Code may result in referral to the Academic Integrity Board and legal action by the University.

**There may be minor changes in this syllabus as the semester progresses;
sufficient advance notice of any such changes will be given.**

PERSONAL INFORMATION FORM

Your Name :	Name you prefer to be called :
Classification/Yr :	Major(s) :

1) Please read the following statement and indicate your agreement by providing your signature below.

"I have read the syllabus thoroughly. I understand and agree to the requirements associated with this course."

Signature

Date

2) What are your expectations for this course?

3) Do you have any relevant job experience? Please explain.

4) List three marketing research topics/ideas you would like to cover in this course?

5) What are your career goals? Which fields and/or industries most interest you?

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Tentative

COURSE SCHEDULE			
Session	Date	Topic	Readings, Assignments & Details
1	Mon, Aug 25	Course Introduction & Overview	Chapters 1 & 3 (pgs. 37-42)
2	Wed, Aug 27	What is Marketing Research The Marketing Research Process	<u>Due:</u> Personal Information Forms Chapter 4
	Mon, Sept 1	NO CLASS- LABOR DAY	
3	Wed, Sept 3	Problem Formulation & Project Discussion	Chapter 7 & skim 8 MARKETING U KICK-OFF (9/4)
4	Mon, Sept 8	Research Design: Secondary Data GUEST: Librarian Linda Hauck	Chapters 5 & 11 <u>Due:</u> Practice Test
5	Wed, Sept 10	Research Design: Primary Data (Exploratory)	Chapters 6 (pgs. 107-116) & 10
6	Mon, Sept 15	Research Design: Primary Data (Descriptive)	Chapter 6 (117- end) and Chapter 9 <u>Due:</u> Group Research Request
7	Wed, Sept 17	Research Design: Primary Data (Descriptive & Causal)	Chapter 12 ONLINE TEST DUE BY 9/21
8	Mon, Sept 22	Types of Measurement	Chapter 13
9	Wed, Sept 24	Questionnaire Design	Chapter 14 Questionnaire Tutorial I
10	Mon, Sept 29	Questionnaire Design Continued	Last day for Study 1 group meeting Questionnaire Tutorial II
11	Wed, Oct 1	Questionnaire Design Continued	Chapter 15 & Chapter 3 (pg. 42-51)
12	Mon, Oct 6	Sampling & Ethics in Marketing Research	<u>Due:</u> Individual Assignment #1 ONLINE TEST DUE BY 10/10
13	Wed, Oct 8	MANDATORY GUEST SPEAKER TBA	
	Mon, Oct 13	NO CLASS- FALL BREAK	
	Wed, Oct 15	NO CLASS- FALL BREAK	Chapter 18
14	Mon, Oct 20	Hypothesis Development, Types of Error & Region of Rejection	Download SPSS & Data SPSS Introductory Tutorial Skim Chapter 19 (until pg. 438)
15	Wed, Oct 22	Descriptive Statistics & Intro to SPSS	<u>Due:</u> Mid-term Evaluations Chapter 19 p. 440 & Chapter 20 (until pg. 458)
16	Mon, Oct 27	Chi Square Tests (χ^2)	Chapter 20 (460-463) & Chapter 18 (pg. 414) χ^2 tutorial
17	Wed, Oct 29	Means tests (T Tests) & Missing Data	Chapter 20 (pgs. 470-end) Article on Regression (selections) Means Tests Tutorial
18	Mon, Nov 3	MANDATORY GUEST SPEAKER TBA	Article on Regression (select portions)
19	Wed, Nov 5	Introduction to Regression	Regression Tutorial
20	Mon, Nov 10	Multiple Regression	Last day for Study 2 group meeting
21	Wed, Nov 12	Segmentation: Factor, Cluster & Discriminant Analysis	Articles on Factor & Cluster Analysis (select portions)
22	Mon, Nov 17	Multidimensional Scaling/Perceptual Map	Chapter 21
23	Wed, Nov 19	Current trends in Marketing Research	<u>Due:</u> Individual Assignment #2
24	Mon, Nov 24	Presenting the Findings & Project Discussion	
	Wed, Nov 26	NO CLASS-THANKSGIVING	
25	Mon, Dec 1	SPEAKER: Chris Malone, Fidelum Partners	
26	Wed, Dec 3	Final Prep & Course Review	
27	Mon, Dec 8	GROUP PRESENTATIONS	<u>Due:</u> Executive Summary
28	Wed, Dec 10	GROUP PRESENTATIONS	
	Tues, Dec 16	EXAM #3	2:30-5:00