

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Outline: Marketing Research
Code No.: BUS 225
Program: Business
Semester: 1996 Fall
Date: May 23, 1996
Author: Jack Boushear
Previous Outline
Dated: August 1995

NEW: REVISION: X

APPROVED: _____

J. Fruchter
J. Fruchter - Dean

Date

TOTAL CREDITS: 4

PREREQUISITE(S): NONE

LENGTH OF COURSE: 4 HOURS/WEEK

TOTAL CREDIT HOURS: 60 HOURS

- I. **COURSE DESCRIPTION:** This course helps students develop skills in acquiring marketing research information. This introductory course is a general, macro-oriented approach. Students will become familiar with the tools, theories, techniques and a software package used in generating information useful for business.

The objective of this course is to familiarize the student with a variety of popular techniques used in the collection and analysis of marketing research information and, within the time constraints of this course, to develop proficiency in their use and interpretation.

It is our objective to develop a sense of purpose and caution in planning and carrying out studies and experiments designed to generate information for use in business decisions. This objective, in addition to aiding in research, is intended to help the student become a better "consumer" of claims and findings offered by others, especially those inevitable sources who are either downright unethical, or well-meaning, but unscientific in their approach.

The student will gain perspective and practice in applying techniques and reporting findings through an outside research project (4th semester) conducted under the supervision of the instructor.

Students will develop a proficiency with the use of SumQuest, a unique software package designed specifically to help summarize the results of survey questionnaire. This software package can quickly turn large amounts of raw response data into useful, concise information ready to help the reviewer draw important conclusions and make significant recommendations about a survey population.

II. **LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:**

A. Learning Outcomes:

1. Program survey research using a computerized software package.
2. Plan strategies to generate information useful in decision making.
3. Formulate qualitative research.
4. Develop quantitative studies.

5. Process and analyse data.

B. Learning Outcomes and Elements of the Performance:

Upon successful completion of this course, the students will be able to:

1. Program survey research using a computerized software package.

Potential elements of performance:

- Set up a new computerized questionnaire
- Add, view, change, or delete questions from survey software.
- Add responses to an existing file.
- Display or change response data already keyed.
- Produce frequency distributions.
- Produce graphics of frequency distributions.
- Produce crosstabulations.
- Summarize response data.
- Print questionnaire to disk or printer.
- Merge files.
- Develop skip patterns.

This learning outcome will constitute 30% of the courses grade (Possible weighting strategy)

2. Plan strategies to generate information useful in decision making.

Potential elements of performance:

- Explain the importance of marketing research in shaping marketing decisions.
- Defend when marketing research should and should not be conducted.
- Describe the steps involved in the marketing research process.
- Plan a project using the components of the research request.
- Adapt to the information expectations of management.

This learning outcome will constitute 14% of the courses grade (Possible weighting strategy)

3. Formulate qualitative research.

Potential elements of performance:

- Define the role and purpose of qualitative research.

- Defend when to and when not to utilize qualitative research
- Summarize and select from the various of qualitative research tools and defend their utilization.
- Develop and gain insight in conducting and analysing a focus group.

*This learning outcome will constitute 14% of the courses grade
(Possible weighting strategy)*

4. Develop quantitative studies.

Potential elements of performance:

- Develop a basic understanding of the role observation research and defend its usage.
- Explain the approaches to observation research.
- Explain the advantages and disadvantages of observation research.
- Describe the types of human observation and their advantages and disadvantages.
- Describe the types of machine observation and their advantages and disadvantages.
- Justify the use of scanner technologies.
- Explain the reasons for using surveys research.
- Describe the types of error in survey research and explain how each type of error might be reduced.
- Describe the various methods of conducting surveys and defend the choice of each approach.
- Develop a set of instructions to train the interviewer.
- Explain the nature and the usage of experiments.
- Justify the choice of an experimental setting.
- Explain experimental validity and the threats to validity.
- Describe the disadvantages of experiments that limit their use in marketing research.
- Compare preexperimental designs, true experimental designs, and quasi-experimental designs.
- Explain the role and process of test marketing.

*This learning outcome will constitute 14% of the courses grade
(Possible weighting strategy)*

5. Process and analyse data.

Potential elements of performance:

- Describe the concept of measurement.
- Explain the four levels of scales and their typical usage.

- Defend each study on the basis of the concepts of reliability and validity.
- Describe and develop the various types of attitude scales.
- Develop purchase intent scales.
- Follow the proper sequence in questionnaire design.
- Describe criteria for a good questionnaire.
- Follow the process for questionnaire development.
- Develop examples of the three basic forms of questions.
- Implement a survey.
- Understand the concept of sampling.
- Know the steps in developing a sampling plan.
- Distinguish between probability samples and nonprobability samples
- Understand the concepts of sampling error and nonsampling error.
- Review the types of probability sampling methods.
- Gain insight into nonprobability sampling methods.
- Develop and understanding of the importance and nature of quality control checks.
- Understand the data entry process and data entry alternatives.
- Learn how surveys are tabulated and crosstabulated.
- Gain an understanding of barriers to communication.
- Become aware of the primary roles of a research report.
- Organize a research report.
- Review pitfalls in marketing research reports.
- Become acquainted with evaluating report drafts.
- Learn about oral presentations.
- Understand the obstacles to the effective use of marketing research information.

*This learning outcome will constitute 28% of the courses grade
(Possible weighting strategy)*

III. TOPICS TO BE COVERED

1. The Role of Marketing Research in Management Decision Making.
2. The Marketing Research Process.
3. Qualitative Research.
4. Primary Data Collection: Observation.
5. Primary Data Collection: Survey Research.
6. Primary Data Collection: Experimentation.
7. The Concept of Measurement and Attitude Scales.
8. Questionnaire Design.
9. Basic Sampling Issues.
10. Data Process, Basic Data Analysis, and Statistical Testing of Differences.
11. Communicating the Research Results.
12. Introduction to SumQuest.

13. The Main Menu.

IV. REQUIRED STUDENT RESOURCES

McDaniel, Carl Jr., and Roger Gates, Marketing Research Essentials, West Publishing Company, St. Paul, 1995.

SumQuest Survey Software User's Manual-Version 5.0, Ross MacNaughton, SumQuest Software, 1992. (This software is available free of charge from Software Support.)

V VALUATION PROCESS/GRADING SYSTEM:
MAJOR ASSIGNMENTS AND TESTING

Classroom time in this course is extremely limited because of the volume of material to be covered in this growing field, the reduction in the number of hours of instruction and the technical nature of this course. Students must take special care to complete the readings and assignments before class. As much as possible, classroom time will be devoted to application rather than explanation of text material.

A final grade will be derived from the following:

1. **THEORY ASSIGNMENTS** - 30%(10 @ 3%) Due at the beginning of the class so that classroom discussion can revolve around the assignment. **Late assignments will not be accepted for any reason; however, assignments may be submitted early.**
2. **COMPUTER ASSIGNMENTS** - 20% (2 @ 10%) These assignments are due on the date specified on the assignment at the beginning of the class. **Late assignments will not be accepted for any reason; however, assignments may be submitted early.**
3. **THEORY TESTS** - 40% (10 @ 4%) These quizzes will be based on the previous chapters work and will be administered on the week following the completion of the chapter. There will be no rewrites of the individual tests; however, students may opt to write a comprehensive test at the end of the semester.
4. **COMPUTER TEST** - (10%) The will be one test at the end of the semester using the SumQuest software. Students will individually and without assistance enter a small survey and demonstrate their abilities with many of the main menu items.

Test will be returned to students during normal class time. Students not present when work is returned must pick up the material from the professor's office within two weeks after distribution. Work not picked up will be discarded.

WARNING: Academic dishonesty will result in a grade of zero (0) on the assignment or test for all parties involved.

EVALUATION

A+	90% - 100%	Consistently outstanding.
A	80% - 89%	Outstanding Achievement
B	70% - 79%	Consistently Above Average
C	60% - 69%	Satisfactory or acceptable achievement in all areas subject to assessment
R	below 60%	Repeat - The objectives of this course have not been achieved and the course must be repeated.
CR		Credit exemption
X		A temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements.

Note: Students may be assigned an "R" grade early in the course for unsatisfactory performance.

VI. SPECIAL NEEDS

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the teacher or an counsellor.

Your teacher reserves the right to modify the course as he deems necessary to meet the needs of the students.