

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Outline: Marketing Research
Code No.: BUS 225
Program: Business
Semester: 1998 Fall
Date: May 22, 1998
Author: Jack Boushear
Previous Outline
Dated: June 1997

NEW: REVISION:

APPROVED:

J. Fruchter
J. Fruchter - Dean

Aug 20/98
Date

TOTAL CREDITS: 4
PREREQUISITE(S): NONE
LENGTH OF COURSE: 4 HOURS/WEEK
TOTAL CREDIT HOURS: 60 HOURS

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For additional information, please contact J. Fruchter, School of Business, Hospitality and Computer Studies. (705) 7592554, Ext. 676

- I. **COURSE DESCRIPTION:** This course helps students develop skills in acquiring marketing research information specifically for small and medium sized businesses. This introductory course is a practical, project/problem oriented approach. Students will become familiar with the tools, theories, techniques and a software package used in generating information useful for reducing risk associated with business decision making.

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 for Windows, a unique new 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:

- o Set up a new computerized questionnaire using discrete questions, continuous questions, multiple choice questions, ranking questions and comment questions.
- o Add, change, copy, or delete questions from survey software or change the number of response categories.
- o Develop questions in a discrete, multiple choice, continuous variable and ranking format.
- o Enter responses data to an existing file.
- o Display or change response data already keyed.
- o Produce reports
- o Enter branching instructions
- o Filter data
- o Produce graphics of frequency distributions.
- o Produce crosstabulations.
- o Summarize response data.
- o Print questionnaire to disk or printer.
- o Merge files.
- o Develop skip patterns.
- o Export data to word processing or spread sheets.
- o Interpret the meaning of data presented.
- o Merge several response data files
- o Enter questions with more than 18 answer categories.

***This learning outcome will constitute 30% of the course's grade
(Possible weighting strategy)***

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

Potential elements of performance:

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

***This learning outcome will constitute 15% of the course's grade
(Possible weighting strategy)***

3. Formulate qualitative research.

Potential elements of performance:

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

***This learning outcome will constitute 15% of the course's grade
(Possible weighting strategy)***

4. Develop quantitative studies.

Potential elements of performance:

- o Develop a basic understanding of the role observation research and defend its usage.
- o Explain the approaches to observation research.
- o Explain the advantages and disadvantages of observation research.
- o Describe the types of human observation and their advantages and disadvantages.
- o Describe the types of machine observation and their advantages and disadvantages.
- o Explain the reasons for using surveys research.
- o Describe the types of error in survey research and explain how each type of error might be reduced.
- o Describe the various methods of conducting surveys and defend the choice of each approach.
- o Develop a set of instructions to train the interviewer.
- o Explain the nature and the usage of experiments.

***This learning outcome will constitute 20% of the course's grade
(Possible weighting strategy)***

5. Process and analyse data.

Potential elements of performance:

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

***This learning outcome will constitute 20% of the course's grade
(Possible weighting strategy)***

III. TOPICS TO BE COVERED

1. The role of research in management decision making.

2. The research process.
3. Secondary research.
4. Qualitative research.
5. Primary data collection: survey, observation and experimentation.
6. Survey research methodology: mail, telephone, personal.
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.

IV. REQUIRED STUDENT RESOURCES

SumQuest Survey Software Sumquest for Windows User's Manual and Survey Guidebook, Ross MacNaughton, SumQuest Software, 1996.

Two high density 3 1/2 inch disks (original and backup)

Note: No theory textbook is required for this course because it is being developed specifically for the small to medium size enterprizes. Several macro-oriented textbooks are on reserve in the library for your use and benefit. Other material will be copied and distributed to the students as the course progresses. The textbook used last year is an excellent reference piece, students may choose to purchase a second hand copy for reference purposes.

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 AND PROJECTS** - Due at the beginning of the class so that classroom discussion can revolve around the assignment. **Although these assignments are not graded they are provided to stimulate discussion and prepare the student for the examination. In fact some examination questions will be drawn from the assignments**
2. **COMPUTER ASSIGNMENTS** - These assignments are designed to have the student work through a number situations and applications of the Sumquest computer program. **Students will be well prepared to write the computer examination if each individual assignment is completed as required. Students who have experienced difficulty with the examination in the past can trace that difficulty to careless assignment work.**

3. **THEORY TESTS** - 70% These quizzes will be based on the theory presented in class and will be announced approximately one week before each test date.

Test #1	-	20%
Test #2	-	20%
Test #3	-	30%

4. **COMPUTER TEST** - (30%) There 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 the software.

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.

All tests must be written in permanent ink. Tests not in ink will not be regraded for any reason.

WARNING: Academic dishonesty will result in a grade of zero (0) on the test for all parties involved. Students are encouraged to make backup copies of all assignments and tests. It is particularly important to backup computer disks.

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.

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.

It is our intention to create and maintain an environment that is conducive to learning and growth. Please refer to the document, Students Rights and Responsibilities.