MARKETING RESEARCH TECHNIQUES AND APPLICATIONS
MKTG 351 (3 credit hours) – Fall 2012 – Section 1
MW 3:00 pm to 4:15 pm - Classroom: Enterprise Hall 277

Professor: Dr. Nacef Mouri
Office: ENT 136 (Enterprise Hall)
Office Hours: Monday: 10:00 – 11:30 am
Wednesday: 10:00 – 11:30 am
Or by appointment
E-Mail (preferred way of contact): nmouri@gmu.edu
Telephone: (703) 993-1769
Class Web Page: Blackboard

REQUIRED TEXT:
- The professor has no control over textbook availability, price…
- Students are responsible for acquiring and reading the required material.
- Additional readings will be posted online or distributed in class throughout the semester.

PREREQUISITE:
MKTG 301 (Principles of Marketing), DESC 210, and degree status.

COURSE OBJECTIVES:
- To understand the marketing research process, the different types of marketing research, communication methods in marketing research, and marketing research techniques.
- To be able to design and conduct a marketing research study, as well as communicate the results of the study.
- To become familiar with the issues and techniques of quantitative data analysis, and know how to use SPSS statistical software for data analysis.

In addition, the course objectives will map to the School of Management Learning Goals as follows:

1. Our students will be competent in their discipline.
2. Our students will be effective communicators.
3. Our students will recognize the importance of ethical decisions.
4. Our students will be knowledgeable about team dynamics and the characteristics of effective teams.
5. Our students will be critical thinkers.

This course requires a minimum grade of C to satisfy SOM degree requirements, and students will not be permitted to make more than three attempts to achieve a C or higher in this course. Effective Fall 2010, registration in this course will be prohibited beyond three attempts that resulted in a grade lower than C. If you have questions about this policy, please see an academic advisor in ENT 008.

ATTENDANCE POLICIES
There will be no attendance policy. However, students are encouraged to maintain regular attendance if they are to obtain maximum success in their studies. Moreover, simply attending class does not guarantee success. You need to pay attention, take comprehensive notes, read the chapters regularly, and ask for clarification when needed. Exams will follow my lectures very closely. If you miss class, be prepared to assume the consequences of your decision, including missing quizzes, material covered for the exam, and extra-credit opportunities. Please note that attendance is required for the SPSS sessions and the team presentations. 20 points will be deducted from your group work grade for each missed presentation day. If you arrive late or leave early on a presentation day, 10 points will be deducted from your group work grade. There are 3 SPSS sessions. It is strongly recommended that you attend all three as this material is not covered in the textbook, but you are allowed to miss one SPSS session if you have to. 20 points will be deducted from your group work grade for each additional missed SPSS session.

ABOUT QUIZZES
Class quizzes will be unannounced (except for quiz # 1) and might be either at the beginning, in the middle or at the end of class time. Please note that you cannot make up missed quizzes under any circumstances (the exception is quiz 1 if you register late in the course). No quiz is dropped.

ABOUT EXAMS
There will be three exams, two during normal class time, and one during the final examination period (Monday, 12/17). Please bring a scantron (the green one), a pencil and a calculator to each exam. Test questions will cover material from lectures, discussions, audio/visual material, notes, and the textbook. The best way to prepare for exams is to attend every class, take good notes, and regularly read the book chapters.

Missed exam policy: If you miss one of the first two exams, you do not need to provide an excuse. Whether you miss the exam because of sickness, a job interview, family obligations, a school trip, or a hangover does not matter. All you need to do is 1) give me a note or send me an e-mail no later than 2 days after the exam you missed, and 2) take the make-up exam. The make-up exam will be held on Monday 11/26/12 (see class schedule on page 5).

Notes regarding the make-up exam:
- You can make up only one exam.
- Make-up exams will include material covered from the beginning of the semester until the day before the make-up exam.
- You can not take a make-up exam to replace your grade on another exam.
- If you need to take the make-up exam and miss it, or if you miss the final exam, you must provide a school-excused absence. Students who have questions regarding their exams are welcomed and encouraged to come by during office hours to discuss their concerns. Questions about exam 1 must be raised before exam 2.

Please remember that:
1. Nobody will be allowed to come into the classroom once the first person completes the exam and leaves. There are absolutely no exceptions to this rule. Please arrive on time for the exams.
2. No student may continue taking an exam once time has been called. Therefore, students starting an exam late will have that much less time to take the exam.
3. No student may leave the room during an exam unless s/he is finished and has handed in all materials.
4. Exams can not be taken before or after the assigned dates and times. Therefore, you can not take an exam with another class or at any other time other than the assigned times.
5. Students with circumstances requiring them to receive a certain grade or maintain a particular GPA (e.g., graduation, loss of a scholarship, University probation or suspension, loss of a job offer, etc.) need to realize that they are responsible for working hard to achieve the needed class grade. Exceptions will not be made for individual students. Grades will be changed only if an input or calculation error was made. If you notice any discrepancies, it is important that you notify me as soon as possible.

**FINAL GRADES:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percent</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>20.0 %</td>
<td>90 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20.0 %</td>
<td>87.0 89.9%</td>
<td>B+</td>
</tr>
<tr>
<td>Final exam</td>
<td>25.0 %</td>
<td>80.0 86.9%</td>
<td>B</td>
</tr>
<tr>
<td>Group work</td>
<td>20.0 %</td>
<td>77.0 79.9%</td>
<td>C+</td>
</tr>
<tr>
<td>Class work</td>
<td>15.0 %</td>
<td>70.0 76.9%</td>
<td>C</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100 %</td>
<td>60.0 69.9%</td>
<td>D</td>
</tr>
</tbody>
</table>

*Class work includes quizzes, individual homework,…

* Group work includes all team work including presentations, team assignments,…

The following is an example of how you can determine your grade:

<table>
<thead>
<tr>
<th>Exam 1</th>
<th>Exam 2</th>
<th>Final Exam</th>
<th>Group work</th>
<th>Quiz 1</th>
<th>Quiz 2</th>
<th>Quiz 3</th>
<th>Homework</th>
</tr>
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<tbody>
<tr>
<td>75</td>
<td>72</td>
<td>88</td>
<td>85</td>
<td>90</td>
<td>80</td>
<td>50</td>
<td>80</td>
</tr>
</tbody>
</table>

1- Sum up your grades on the quizzes and homework (90+80+50+80) = 300
2- Divide the total by the number of quizzes and homework, which is 4 in this example (300/4)=75
3- Then multiply each grade by its appropriate weight and sum up the results:

\[
\begin{align*}
(75 \times .20) + (72 \times .20) + (88 \times .25) + (85 \times .20) + (75 \times .15) \\
= 15 + 14.4 + 22 + 17 + 11.25 \\
= 79.65, \text{ which is a “C+”}
\end{align*}
\]

- Note: This is just an example; there will be more than 3 quizzes in the class.
CLASS POLICIES and GMU HONOR CODE:

- As a courtesy to both your professor and your fellow students, all pagers, cellular phones, electronic games, radios, CD players, or other devices that generate sound must be turned off during class.
- Please avoid any disruptive behaviors such as: coming late to class, leaving early, intoxication, inconsiderate behavior (e.g., sleeping, reading for pleasure, working on outside assignments, excessive talking, eating/drinking.) A warning may be given for the first offense; repeated violators will be penalized and may face expulsion from the class and/or other disciplinary proceedings. Please be considerate of your fellow classmates and your professor.
- GMU is committed to a policy of honesty in academics. Conduct compromising this policy may result in academic and/or disciplinary action. Cheating is a violation of student academic behavior standards. The GMU Honor Code can be found at (http://www.gmu.edu/facstaff/handbook/aD.html) and applies to all activities and assignments in this course. Students will refrain from cheating, lying, plagiarizing, and stealing. This includes completing your own original work, except in cases where the teacher instructs students to work in groups, and giving credit to any other person whose ideas and printed materials (including those on the Internet) are paraphrased or directly quoted.
- Concerns about students’ dishonesty may be brought to me at any time and your anonymity will be protected if desired. Unless I am made aware of a situation, corrective action cannot take place. Any student who violates, or helps another student violate academic behavior standards will be pursued through the Office of the Dean of the School of Management and through the Dean of Students at GMU.
- Please note that if you do not agree with one or more issues in this syllabus, it is advisable that you drop the class since exceptions will not be made for individual students.

COURSE GRADES:

You will be able to monitor your progress in the class through Blackboard. You will be able to look up your assignments’ grades, your quizzes’ grades and your exams’ grades a few hours after the exams.

STUDENTS WITH DISABILITIES

If you have a disability, which will make it difficult for you to carry out the work outlined or which will require any sorts of accommodations on my part, please contact Disability Resource Center, Student Union Building 1, Room 222, Phone: 703-993-2474 (dwyne@gmu.edu). Ask the Centre to notify me as soon as you can so that I can make appropriate arrangements. Also, feel free to come and discuss this with me during my office hours or anytime that is convenient for you.

COMMUNICATION PROFESSOR-STUDENT

The official email address of each student is their GMU address. Therefore, all communications from the professor will go to that address. Please check your GMU inbox regularly. If you have another email address that you check more frequently, you can forward your GMU email to receive it to that address. Remember that it is your responsibility to check your GMU email on a regular basis.
# TENTATIVE SCHEDULE FALL 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. 8/27</td>
<td>Class Intro – Syllabus</td>
<td></td>
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<tr>
<td>W. 8/29</td>
<td>The Role of Marketing Research</td>
<td>1</td>
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<tr>
<td>M. 9/3</td>
<td>Labor Day – No class</td>
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<tr>
<td>W. 9/5</td>
<td>The Marketing Research Process</td>
<td>3</td>
</tr>
<tr>
<td>M. 9/10</td>
<td>The Human Side of Marketing Research</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Quiz 1 (about the syllabus)</td>
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<td></td>
<td>Student information form due</td>
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<tr>
<td>W. 9/12</td>
<td>Problem Definition: Jump-starting the research process</td>
<td>5</td>
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<tr>
<td>M. 9/17</td>
<td>Qualitative Research Tools</td>
<td>6</td>
</tr>
<tr>
<td>W. 9/19</td>
<td>Secondary Data</td>
<td>7-8</td>
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<tr>
<td></td>
<td>Survey Research: An overview</td>
<td></td>
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<tr>
<td></td>
<td>About the project</td>
<td></td>
</tr>
<tr>
<td><strong>M. 9/24</strong></td>
<td><strong>Exam 1 (Chapters 1, 3, 4, 5, 6, 7, 8)</strong></td>
<td></td>
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<tr>
<td>W. 9/26</td>
<td>Survey Research: Basic methods of communication</td>
<td>9</td>
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<tr>
<td>M. 10/1</td>
<td>Measurement</td>
<td>13</td>
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<tr>
<td>W. 10/3</td>
<td>Attitude Measurement</td>
<td>14</td>
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<tr>
<td><strong>T. 10/9 (No class M. 10/8)</strong></td>
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<tr>
<td>W. 10/10</td>
<td>Questionnaire Design</td>
<td>15</td>
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<tr>
<td>M. 10/15</td>
<td>Questionnaire exercise 1</td>
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<tr>
<td>W. 10/17</td>
<td>Questionnaire exercise 2</td>
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<tr>
<td><strong>M. 10/22</strong></td>
<td><strong>Exam 2 (Chapters 9, 13, 14, 15)</strong></td>
<td></td>
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<tr>
<td>W. 10/24</td>
<td>Observation</td>
<td>10</td>
</tr>
<tr>
<td>M. 10/29</td>
<td>Sampling designs and sampling procedures</td>
<td>16</td>
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<tr>
<td>W. 10/31</td>
<td>SPSS workshop (attendance required)</td>
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<tr>
<td>M. 11/5</td>
<td>SPSS workshop (attendance required)</td>
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<tr>
<td>W. 11/7</td>
<td>SPSS workshop (attendance required)</td>
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<tr>
<td>M. 11/12</td>
<td>Editing and coding</td>
<td>19</td>
</tr>
<tr>
<td>W. 11/14</td>
<td>Basic data analysis</td>
<td>20</td>
</tr>
<tr>
<td>M. 11/19</td>
<td>Communicating research results</td>
<td>25</td>
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<tr>
<td>W. 11/21</td>
<td>Thanksgiving (No class)</td>
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<tr>
<td>M. 11/26</td>
<td>Make-up exam - Review</td>
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<tr>
<td>W. 11/28</td>
<td>Team presentations (Reports are due today)</td>
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<tr>
<td>M. 12/3</td>
<td>Team presentations</td>
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<tr>
<td>W. 12/5</td>
<td>Team presentations</td>
<td></td>
</tr>
<tr>
<td><strong>Mon. 12/17 (1:30 – 4:15)</strong></td>
<td><strong>Final Exam (cumulative)</strong></td>
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*The Syllabus may be adjusted if deemed necessary by the professor. It is the student’s responsibility to stay aware of any changes made. Exam dates however, will not change.*
Presentation and Report Guidelines

Teams will be comprised of 4 to 5 students and will present 11/28, 12/3, and 12/5. Presentations should be about 20 minutes long and all team members must participate in the presentation. The day and order in which teams will present will be chosen randomly.

You are strongly encouraged to start thinking of a project topic as early as possible (this would be the first step in the marketing research process). This could be:

- A problem that your company is facing,
- An opportunity that you think your company should take advantage of,
- A product or service that you think could be an innovation in the marketplace,
- Any idea that you can think of where you could use the marketing research process.

If you have difficulties coming up with a topic, let me know and I will help you find one.

Overview: Based on the topic that you choose and the problem/opportunity that you identify, you will write a questionnaire that will help you get the answers you need. The questionnaire should be about 2 to 3 pages long and you should be able to administer it in 5 to 10 minutes. You will use your questionnaire to collect data. You will collect 50 questionnaires per team member. You will then analyze the data and report the findings in your presentation. For the purposes of this project, a random sample of GMU students is valid. Attach a copy of the questionnaire you used along with your data analysis to your report.

Example of a presentation flow

1. Introduction — Introduce your team, brief overview of the topic and overview of the presentation to help your audience follow along, state your research objectives and the process that you followed.

2. Talk about your questionnaire. What is the purpose of the questions that you used? Why did you use the types of scales you used? (Nominal, ordinal, Likert…).

3. Talk about your data collection. Where, when, and how did you conduct the survey? Did anything happen while you were collecting the data that would be interesting to share with the rest of the class?

4. Survey results

- It is recommended to start with a demographic profile of your sample (Gender, age…). Present demographic results and discuss the implications of the demographic profile.

- Then, analyze the other survey questions. For important questions, present the results and an explanation of why the results turned out the way they did (you do not have to present the results
for every single question on your questionnaire). **Note:** If it turns out that you did not get the information you needed from a particular question (or questions), let us know, and explain how you would change or improve the question(s) in a future questionnaire to achieve your objectives.

- Talk about your open-ended questions. How did you code them? How did you analyze them? What insight did you get from them?

- Highlight what you think is important in the study. Are the results what you expected? Why or why not? Explain. What do you think is going on? Do you think the study you conducted fulfilled your objectives?

- You can also talk about differences between different demographic groups on different questions. Compare men and women, students and non-students, etc.

- Illustrate your discussions with graphs and tables. (Refer to and explain each table or graph).

- Be insightful and creative. **I am just giving you some ideas. I welcome creativity. Try to find something interesting!** You can also compare any of your survey findings with what you already know or learned in previous classes. Does anything seem to be different from what you expected based on your prior knowledge?

5. Conclusion—what you learned and the limitations of your study. Any problems you encountered while doing the research and recommendations for solving these problems in the future. Information that you did not think about collecting that could have been valuable for the analysis. You could present some questions that you would add to your questionnaire if you were to redo the study. Similarly, there might be some questions that you used that you would not use again.

6. A professional presentation of the written report is absolutely essential. Points will be deducted for errors in spelling and grammar. Please proof read your report.

7. Presenters must be dressed professionally. Professionalism is critical to success in the real world. All members of the team must present and participate equally. You may use notes, but do not read. Maintain eye contact, and keep your audience interested. Your classmates and I can ask questions both during and after the presentation. When answering questions, pause to think and answer carefully. Help each other answer questions. If necessary, ask the person who asked the question if he/she thinks you have answered the question appropriately.

**Report**

The project report should be about 10 pages long (not including tables and graphs) and should summarize the different stages of the project and the actions that team members took in every step of the project. In addition to the information used in the presentation, the report should contain an analysis of all questions in the questionnaire. *In your writing, refer to tables and graphs in the appendix whenever appropriate.*

Teams should turn in a copy of the slides used in the presentation along with the report (3 slides
per page). All Reports are due 11/28 at the beginning of class. However, you do not need to give me your presentation slides until your presentation day (before the beginning of your presentation). Grades will be based on the quality of the presentation as well as the quality of the written report. Make sure there are no spelling or grammatical errors in your report.

The report should be double-spaced and free of handwritten corrections. 12-Point font. Times New Roman. PowerPoint slides should be printed in “handout – 3 slides per page” format.

Checklist for the report:

1 – Report, tables and graphs
2 – Questionnaire used
3 – Appropriate SPSS output.

Peer Evaluation: A peer evaluation form will be distributed the first day of the presentations and should be returned to me by the last day of presentations. This form will be considered in making an evaluation of members of your team. The form will remain confidential now and in the future and should be filled out in private.

Attendance: You must attend all 3-day presentations. Students who do not attend presentations, come in late on presentation days, or leave before all teams are done presenting, will be penalized (please refer to the syllabus for more details.) There will be no exceptions. In addition, the exam might include questions based on the presentations.
This form is due Monday 9/10/11
20 points will be deducted from your first quiz grade if you do not turn in this form on time or if you turn it in without picture.

Please write clearly:

First Name: __________________________ Last Name: __________________________
Date of Birth (mm/dd/yyyy): __________________________
Status (Junior, Senior): __________________________
Major: __________________________

- Why did you enroll in this class?

- What do you expect to learn from this class?

- Is this your first semester at GMU? Yes □ No □
- Are you registered at GMU as an international student? Yes □ No □