

Marketing Research Online Syllabus

MKT 322

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Textbook and Other Resources

Required:

Hair, Celsi, Ortinau & Bush, Essentials of Marketing Research (looseleaf), 4th Edition, McGraw Hill Education, 2017. ISBN:978-0-07-811211-9

Post your bio to the discussion forum to confirm attendance in this course.

The discussion forum is used to determine your attendance in this course. Posts are due by Wednesday of week 1. If you fail to post your introduction by Wednesday, you will be reported as absent and will be withdrawn from the course

Course Description:

MKT322 is designed to integrate theory and practice and develop students' analytical skills in marketing research methods. Students apply methods and techniques for the collection, analysis, interpretation, and presentation of primary and secondary data toward the solution of current marketing problems

NC Wesleyan's Quality Enhancement Plan on Information Literacy

NC Wesleyan College is committed to its current and all subsequent Quality Enhancement Plans (QEP). The QEP is an integral part of every forthcoming decennial re-accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC).

Wesleyan's QEP focuses on strengthening students' ability to use technology to locate, evaluate, and use information effectively and ethically. Students learn information literacy skills through courses in subjects they study to complete their major. The QEP achieves this through an information literacy program titled G.I.S.T. - Getting Information Skills Today. Ultimately, the QEP prepares students for effective participation in today's information-centered society.

This course is research/information-intensive and meets curricular guidelines for the Quality Enhancement

Plan (QEP) of North Carolina Wesleyan College.

The focus of this college-wide program (GIST: Getting Information Skill Today) is to increase student learning in the area of obtaining and using information in upper-level courses. Specific research-intensive assignments in this course are designed to assess students' use of information for the purpose of continual advancement in teaching and learning information skills.

According to the College's updated Information Competencies, 2008, an information competent student:

1. can determine the nature and extent of the information needed.
2. can find and use search tools effectively, efficiently.
3. can locate and obtain appropriate information.
4. **critically evaluates information before using it.**
5. **organizes, synthesizes, integrates, and ethically/legally applies information.**

The NC Wesleyan Quality Enhancement Plan focuses on Information Literacy Competencies 4 and 5.

LOCATION/SCHEDULE

This is an online class and will be held in the college platform known as LMS, Learning Management System or Jenzabar. This class is an 8-week course.

PREREQUISITES

Before enrolling in this course students are required to have junior standing and to have completed:

MKT205	Principles of Marketing
MAT213	Elementary Statistics

COURSE OBJECTIVES

Upon completion of the course students should be able to:

1. Analyze the various roles and influences of marketing research.
2. Explain the steps in the marketing research process.
3. Evaluate the components of a research proposal.

4. Apply the problem definition sequence to an organizational opportunity or challenge.
5. Differentiate between primary and secondary research.
6. Design collection instruments for exploratory, descriptive, and causal research.
7. Evaluate sampling strategies.
8. Compare and contrast data collection techniques.
9. Design data collection tools to support sound research.
10. Identify statistical tests that may be applied to the interpretation of given or collected data.
11. Critique a research project, taking into account limitations, applications, and future research.
12. Prepare a research report applying research findings to organizational decision making.

Course Calendar

Specific due dates for written assignments and discussion questions will be posted on the Learning Management System (LMS).

Week	Material Covered	Assignments and Exams
1	Chapters 1 of the required text.	Introduce yourself in the Introductions Forum found in the course online. Read and review the syllabus thoroughly. Read chapter 1 of the required text. Review the PowerPoint presentation of chapter 1 found in the Handouts section of the course online. Decide the topic that will be the subject of your Research Analysis. Post your decision and title on LMS at the Week 1 Coursework link.
2	Chapter 2 of the required text.	Read chapter 2 of the required text. Review the PowerPoint presentation for chapter 2 found in the Handouts section of the course online. Complete the assignment 1 explained below under Individual assignments. Post your final work in the week 2 section of the Coursework link in the class online.
3	Chapters 3-4 of the required text.	Read chapters 3-4 of the required text. Review the PowerPoint presentations of chapters 3-4 found in the Handouts section of the class online. Complete assignment 2 explained below under the Individual assignments section. Post your final work in the week 3 section of the Coursework link in the class online.
4	Chapter 5 of the required text. Mid-term exam and Draft 1.	Read chapter 5 of the required text. Review the PowerPoint presentation of chapter 5 found in the Handouts section of the class online. Take the mid-term exam (chapters 1-5) found in the Coursework section of the class online. Post your answers to the questions by attachment in the Coursework section of the class titled mid-term exam. Post Draft 1 of your research paper in the Week 4 link of Coursework in the course online. Draft 1 should include the first 4 points of your research paper including the background information.

5	Chapters 6, 7 and 8 of the required text.	Read chapters 6, 7 and 8 of the required text. Review PowerPoint presentations of chapters 6, 7 and 8 found in the Handouts section of the course outline. Complete the assignment 3 below under Individual assignments section. Post your final work in the week 5 section of the Coursework link in the class online.
6	Chapters 9, 10 and 11 of the required text.	Read chapters 9, 10, and 11 of the required text. Review PowerPoint presentations of chapters 9, 10 and 11 found in the Handouts section of the course outline. Complete the assignment 4 below under Individual assignments section. Post your final work in the week 6 section of the Coursework link in the class online.
7	Chapter 13 of the required text. Draft 2 of the research paper.	Read chapter 13 of the required text. Review the PowerPoint presentations of chapter 13 in the Handouts section of the course outline. Post Draft 2 of your research paper. This draft should include the corrections and suggested changes from Draft 1 and your Draft 2 information that would include the remaining content requirements.

8	Chapters 13 of the required text.	Read the final chapter, chapter 13, in the text. Take the final exam. Post your final research paper and PowerPoint presentation in the Week 8 link under Coursework online.
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Absenteeism: This course utilizes the official NCWC 20% absenteeism rule, which means that a student can be administratively withdrawn from the class without their permission or consultation if they miss 20% of the time period for the class in any given length semester. Because NCWC offers courses in so many different semester lengths, the 20% has been created as a standardized way of measuring absenteeism.

LENGTH	20% EQUIVALENT	20% EQUIVALENT
5-week courses	1 week of absences	1 meeting
8-week courses	2 weeks of absences	1.6 meetings
12-week courses	3 weeks of absences	2.4 meetings
15-week courses	3 weeks of absences	3 meetings

The above table tells you that if you are planning to be away (for vacation or whatever) in an 8-week course, then if you are gone more than a week and a half (the 1.6 EQUIVALENT), then you may be administratively dropped. Any exceptions must be approved by the instructor prior to the absences.

Contact requirements: The primary and most reliable means of communicating with the instructor in an online course is WWW-level contact, which means through web pages on the Internet viewed through a browser. Your web page visits are not tracked or monitored or anything like that, but you will find that the online instructor has provided you with numerous opportunities to establish your contact with them at web pages which contain, for example, discussion board opportunities, chat room features, announcement pages, and/or integration with other course management systems such as NCWC's Jenzabar Learning Management System (LMS). At the WWW-level of contact, an online student should be making a browser visit to the instructor's website and course-related websites at least once every 48 hours (every two days or three times a week which is 3 contact hours). Your secondary means of contact is by E-mail. This means of communication will be used when you are receiving any secondary instructions or announcements from the instructor about particular assignments, or when you are submitting your completed assignments to the instructor, which means that you turn your work in via the E-mail-level of contact. Please avoid using this level of contact with the instructor for matters that are not work-related.

Two (2) other matters are extremely important when using e-mail contact with the instructor: (1) Always be certain to put your name (the full name under which you registered) in all your e-mail messages, for example (a) in the subject line of the message along with the course number, (b) in the message body or bottom of the text field of your email message as if you were signing the email, and (c) in the text body, not running head or hidden properties, of any and all attachments sent along with your email; (2) Always be certain to wait at least 48 hours for the instructor to provide feedback or grading of assignments before sending the instructor any additional e-mail. Do not, for example, send the instructor an assignment and then less than 48 hours later, send another email asking if the instructor received or has graded the assignment. It is the student's responsibility, not the instructor's, to check the Sent Mail (Outbox and Inbox) features of their own e-mail program to make sure any attachments sent are properly named, formatted and readable (in MS Word), truly attached, and have not bounced back as undeliverable.

Taking Examinations: You will be given 2 exams: week 4 the mid-term and week 8 the final. These exams will be multiple choice that you take directly from the Coursework link. You simply read the question and post your choice of an answer from the options given.

Grading Rubrics

A grading rubric is used to grade the project. Grading rubrics for essay (or subjective exam items) include the REOS method, where R stands for Reasoning - how well the student uses logic, E stands for Evidence - how well the student uses citation or the ideas of recognized authorities, O stands for Observation - how well the student synthesizes their personal insight or creativity with course material, and S stands for Substance - how well the student discovers or finds something significant. There will be no disputes over grading matters in this course because the instructor's word is the final authority.

Instructor Support in an Online Course: Make sure that you read the assigned material and understand how to use the APA format for referencing your material. Feel free to contact the instructor via telephone or email regarding any questions. My advice for doing well on exams is to read the book with a view towards understanding and total comprehension. Almost all exam questions, regardless of what materials they might be based on, require comprehensive understanding.

Institutional Support Resources in an Online Course: After you have officially registered for the course, you will be entered into the college portal system called Jenzabar. This is not done by the instructor, and do not contact the instructor if and when your name is not showing up on the roster in the course-related Jenzabar website or any other sections of the instructor's website which lists by code or otherwise who is officially enrolled. Please contact the school's IS (Information Systems) help desk for any and all matters relating to your enrollment, Jenzabar email address, or other technological problems you may be experiencing.

For matters relating to your admissions status at the college, please contact the school's admissions office or the site director at the location where you were first processed for admission to NCWC. For matters relating to financial statements, credit hours, transcripts, articulation and transfer credit, please contact the school's business office or the school's Registrar by calling the Business Office during regular working hours at 252-985-5104.

For anything relating to advising, scheduling, what courses are upcoming, or need to be taken to complete degree requirements, please contact your assigned advisor or the appropriate advisor at the ADP site where you were admitted.

If you think you need tutoring, it is available by appointment Mon-Thurs 8a.m.-9p.m. and Fri 8a.m.-5p.m. at the school's student support center at the Rocky Mount campus. Any student with a disability that is within the provisions of the Americans with Disabilities Act must inform their instructor at the beginning of the term of their special needs, including equipment that they feel are essential for completing the requirements of this course. Students with disabilities must self-identify before any accommodations can be made. The Disabilities Coordinator in Student Support is the appropriate party to contact and prepare an accommodation plan. The instructor will make every effort to provide reasonable accommodations when and where appropriate.

If you need assistance or help at writing assignments, please contact the writing lab. The Lab also serves the Adult Degree Program by providing online resources for students who, for various reasons, may not be able to visit the Lab in person. These resources, which include a databank of instructional materials, email tutoring, and synchronous, online tutoring, can be found at the NCWC Online Writing Lab (OWL).

For library help, please look at NCWC's library website where you may find course-specific, site-specific, and discipline-specific resources which help you in doing research, finding sources of information, and utilizing school-specific media such as NCLive, a database of journals and periodicals. Please contact the library administrator or any of the library staff to obtain any needed passwords.

Plagiarism and Cheating (as per the College Catalog) are prohibited. Plagiarism is defined as taking or using the thoughts, writings, or inventions of another as one's own. It also means using direct quotations without credit and quotation marks, as well as using the ideas of another without proper credit. Some ideas in the field, however, are so general that credit need not be given. Ask your instructor when in doubt. Cheating is defined as any intent to deceive the instructor in his or her effort to grade fairly. Anything that can possibly effect the fairness of grading is cheating, which I interpret to include any collaborative, mischievous, or disruptive behavior. In this course, pay special attention to gleaning information off the Internet, and do NOT pass it off as your own, or without proper citation. Learn to paraphrase ideas in your own words. Do not purchase, borrow, or revise another student's work. Do not "double dip" an assignment you did in another class to turn it in for this one. The following penalties are applied, as per the College Catalog.

Schedule of Academic Dishonesty Penalties	
A. First offense B. Second offense C. Third offense	A. Instructor gives no credit for assignment B. VPAA withdraws student with grade of F C. VPAA suspends student from college

MAKEUP POLICY:

Late assignments are not accepted. The weeks run from Monday to Sunday each week with assignments due Sunday night. It is understood that there are circumstances that can happen and to post any assignment after the due date permission must be granted from the instructor for any extension. Points will be deducted starting at 10% each day for each day the assignment is late and no late assignments accepted if over a week late. The [assignments](#) page gives you clear instructions and tips on how to do assignments. An "X" on the grades page means the student hasn't yet done the assignment and is perhaps in the extension period. A "0" means the extension period has elapsed, and too late to turn anything in. A series of periods or other symbol, such as "...", means I have received your work and not graded yet. Any "0" grade may be replaced by the instructor with another number at the instructor's discretion, and permission to do any makeup work must always be with instructor permission.

INCOMPLETE POLICY:

Incompletes (a grade of "Inc") and Withdrawals (a grade of "W") are not automatic, and never given as a substitute for missing makeup periods or low scores. To receive an incomplete, a real emergency must exist for which the student misses a series of adjacent assignments, such as the last quiz, final exam, and last assignment, but this is only an example, as circumstances vary, and in all cases must involve notice beforehand and instructor approval of the emergency. Incompletes must be removed before eight weeks after the semester ends (otherwise they convert to a grade of "F"). In some cases, the instructor supports extensions beyond the eight week period, but a *Work Needed for Incomplete* form should be filled out, and the student must request such extension (in writing) to the VPAA. Instructors can also change a grade of "F" to some other letter. Students with incompletes are ineligible from registering for Independent Study, Unscheduled Courses, and Special Topics courses.

Withdrawals arranged between the student and Registrar are allowed up to the midpoint of a semester (or whenever scheduled in the college's Academic Calendar). After that date, any withdrawal is processed as a grade of "F" unless extenuating circumstances exist which are discussed with the instructor, the Registrar, and/or VPAA. Withdrawals do not compute into grade point averages, but do appear on transcripts, and may affect academic standing and/or financial aid. Tuition refund policies are set by the Business Office, with strict deadlines.

PASS/FAIL POLICY (and Audit):

If pass/fail, audit, or other grade notation scheme is chosen by the student at registration (up to the end of the Drop/Add period), then it should be understood that the instructor expects that student to complete ALL assignments that the regular students have to do. This also applies to any ADP, Online, Non-Degree, or High School students in the course. Work must be turned in by the same deadlines, and all policies (including absenteeism) are in force. Even though the College Catalog says a grade of "D" is passing, the instructor reserves the right to require an average of "C" work for a grade of "P" or "AU."

COURSE REQUIREMENTS AND GRADING

The 4 assignments for weeks 2, 3, 5, and 6 will be posted in the Coursework section. The exams will be taken in the Coursework section. At times, however, some assignments and exams may make use of other website features, such as chat, email, and the discussion board. The book must be purchased. All websites and website access are free. Students are expected to not only meet the contact hours requirement, but devote significant out-of-class time to reading, checking websites, and using other college resources. NCWC Student Library privileges are expected, and must be initiated by the student. Students must also have access or possession to a computer equipped with Microsoft office (Word), Internet access, and a web browser such as Internet Explorer will need to be obtained by the end of the first week of class. Attachments should be formatted in Word (not Works or

WordPerfect), and they should be spell-checked and virus-free. Students are also expected, at their own initiative, to obtain a Jenzabar (LMS) email address, and/or keep the instructor continually informed of any email address changes (e.g., Hotmail, Yahoo, etc.) and should know that outside email addresses are not supported by college distribution lists. Students should make a habit of checking the announcements page for the course for pertinent information at least once every 48 hours.

Examination Requirements and Description: The exams for this course will consist of multiple choice questions. The instructor reserves the right to override any disagreement over right answers. Exams are in the Coursework section and thus are not proctored. You are NOT allowed to work together, work in groups, or receive any outside help on exams. Violation of this honor code will result in a final letter grade drop each time it is suspected. Grades are posted on the grades page after submission, with online grade posts serving as your only receipt.

Written Assignments Requirements and Description: There is a final paper due in week 8 which is the Research Project Analysis. It will be submitted in parts, Draft 1 due week 4 and Draft 2 due week 7 (100 points each), so that the instructor can review your progress, advise, and make suggestions for improvement. The final analysis and powerpoint are due in week 8 (300 points)

The project is a course long assignment that you will write a draft in weeks 4 and 7. Students are expected to incorporate feedback given by the instructor on each part, and to show progress on the next part by incorporating comments on each previous part. Strict penalties apply to any sign of NOT incorporating feedback or any skipping or missing parts of the paper assignment.

Grading rubrics, detailed instructions, and templates are usually provided on the assignments page. General evaluation criteria for term papers are Neatness (always typed) and application of the REOS grading rubric (Reasoning, Evidence, Organization, and Substance).

EVALUATION and ASSIGNMENT OF GRADES:

There are three sections to your grade: assignment problems, exams, research project analysis paper. The points assigned for each section are noted below.

ASSIGNMENT OF GRADES

Tasks	Points	% of Grade
Assignments (4 @ 50 pts. Each)	200	20
Draft 1 and Draft 2 (100 pts each)	200	20
Mid-Term Exam-----	150	15
Final Exam-----	--150	15

Research Project Analysis -final with powerpoint

(week 8) 300 30

Total Points-----1000-----100

Grading Scale:

A	=Outstanding Mastery
A-	=Excellent mastery
B+	=Very good mastery
B	=Good Mastery
B-	=Not bad mastery
C+	=Satisfactory mastery
C	=Adequate Mastery
C-	=Minimum mastery
D+	=Some mastery of subject
D	=Generally inadequate
F	=No mastery demonstrated

Letter grades will be assigned based on your final numerical average based on the following rubric:

Numeric Average	Letter Grade
93+	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+

Numeric Average	Letter Grade
73-76	C
70-72	C-
67-69	D+
60-66	D
<60	F

RESEARCH PAPER

Each student will select a topic or subject for which an in-depth research marketing analysis will be prepared. The students will need to quickly select the topic or subject, as they will need to

immediately start compiling research information. See Appendix A for detailed information about the content of your analysis.

This research paper and powerpoint presentation will be posted in week 8. This paper will be required to follow APA format with a minimum of 15 references. The paper should be a minimum of 10-15 pages (i.e., calculations, graphs, etc. should be included as appendices and do not count toward the 10-15 page count.). The paper is expected to be in the general format discussed in Appendix A.

The student is expected to research his or her topic through the appropriate channels: library, getting information from companies, various on-line sources, etc. Sources for your research will be available through the NCWC library as well as suggestions listed in the handouts section of the course.

Your first draft is due in class 4 and the second draft is due in class 7. Your digital copy will be loaded in each of week 4 and 7 in the Coursework section of the course online.

The research paper assignment counts 200 points or 20% toward your final grade with each draft counting 100 points or 10% . The powerpoint presentation counts 100 points or 10% toward your final grade and you will load that as a separate file with your paper in week 8. Note, the exclusion of any major component will result in point deductions as itemized in Appendix A.

Marketing Research Process (1 of 3)

Marketing research, like any other research, is founded on the scientific method. The scientific method is a systematic way to investigate any phenomenon. It is easy to have a hunch about why something sells, but businesses don't like making decisions involving millions of dollars based on hunches. Only rigorous research can tell us what we want to know.

Like other forms of scientific research, marketing research proceeds in a sequence of steps. The activities overlap, but generally follow the pattern shown below.

Let's examine these steps with the help of an example.

1. Defining the research objective
2. Planning the research design
3. Planning a sample
4. Collecting the data
5. Analyzing the data
6. Formulating the conclusions and preparing the final report

Marketing Research Process (2 of 3)

The financial services industry predominantly markets its products through direct sales. Companies such as Northwestern Mutual Financial Network, AXA, or Met Brokerage have several thousand brokers selling their products through one-on-one conversations. Despite their experience in the industry, they make sure they ask customers what they think of their salespeople. Northwestern Mutual, for example, has over a hundred-year history and still asks what makes a good salesperson. One reason why researchers are still working to

answer that question is to discover ways in which recruiting and retention can be improved in an industry that experiences approximately 25% retention.

Defining the research objectives

The first step of conducting market research is deciding what you want to know. You should then create a hypothesis, a formal statement explaining the expected outcome of your research. For example, a financial services company might want to know how customers react to salespeople, and how much of a difference, say, the age, education, or appearance of a salesperson may make to a sale. Therefore, a hypothesis might be that older, more experienced, more articulate salespeople are more likely to convince consumers to make purchases.

Planning the research design

After developing a hypothesis, you must create a research design. This means that you must select a research method to suit the research. You can conduct surveys, analyze secondary data, perform experiments, or observe real-life occurrences. For example, a company could ask customers to fill out surveys about its salespeople. The company could even correlate salespeople's survey results to their sales.

Marketing Research Process (3 of 3)

Planning a sample

Sampling is studying a representative part of a population rather than the whole population. In our example, it might be useful to survey some customers who made a purchase and some who didn't. You must select an appropriate sample size to be sure you can generalize your study's conclusions to a larger population.

Collecting the data

You can collect data by hand or using computers. Do you think survey results differ when taken on computers rather than administered in person by researchers? Such questions need careful attention in the research process.

Analyzing the data

Raw data are just numbers. They tell a story only once you have analyzed them. Statistical analysis of quantitative data is therefore an important part of market research. You must also analyze qualitative data before you can draw conclusions.

In our example, the raw data may be respondents' answers to questions about whether the age of the salesperson matters. Respondents may have rated the importance of age on a scale of 1 to 5, producing raw data. You need to analyze that data before you can say, for example, that 40% of respondents trust older salespeople.

Formulating the conclusions and preparing the final report.

Data analysis is the basis for drawing conclusions. In our example, you would make a judgment about whether 40% is high enough a proportion to be considered important. If it is high enough, you would draw the conclusion that the age of the salesperson is an important factor.

Researchers wouldn't choose to present management with a bad statement of the conclusion. They would explain something of the research effort, but ensuring that they don't bore the audience. They would present the conclusions and support them with data and analysis. In other words, they would convince the audience that the research is sound and its conclusions trustworthy.

As a final reminder you will follow APA format for your actual paper and include references as you think are pertinent to your project.

Powerpoint Presentation of the Paper

Each student will load a powerpoint presentation of the results of his or her (see above). The presentation will count 100 points or 10% toward the final average.

Guidelines for and Frequently Asked Questions about the presentation:

When is presentation?

Week 8 of our class.

You should prepare slides to present the main issues.

What key information should you cover in your presentation?

- Cursory overview of your chosen topic
- Results of your analysis
- What you saw in Appendices A & B – were there any major results in your primary research? What does your primary research show to support your secondary research or vice versa?
- What is your project's beta coefficient? What is the other important statistical data you determined such as standard deviation, linear regression calculations, etc.?
- Your final thoughts on the research results and its application to good marketing principles?

HOMEWORK (as a component of your grade)

Individual Assignments

Assignment 1, week 2.

For this assignment you will discuss the following two questions. Remember to follow APA format and reference as necessary.

Question 1

The Research Process

Read the following scenario:

A private airline company considered altering the interior layout of several of their planes to appeal to business leaders who frequently charter planes for meetings and business deals. The proposed plan would have reduced the number of seats and installed small tables to enable businesspeople to work during long flights. Prior to the renovation, management decided to conduct some research to ensure that these changes would suit the passengers' needs. They thought the following cost-effective action would help them with their final decision.

Over the first few weeks of the following quarter, passengers were asked to fill out questionnaires during their flight. The airline gave flight attendants incentives to collect as many questionnaires as possible. The questionnaires were several pages long, because management decided to use the opportunity to ask questions about issues other than the proposed interior design.

Using the steps of the research process, evaluate this marketing research. Pay attention to the choice of research method, research design, target audience chosen, sample size, time spent on questionnaire by respondents and frequency of research. Give reasons for your evaluation.

Write your evaluation in a 2-page Word document. Apply APA standards for writing style, spelling, and grammar.

Question 2

Interviewing a Market Researcher

One of the best ways to understand marketing research practices, the problems that are encountered, and how those problems are tackled, is to conduct your own first-hand research.

For this assignment, you will interview a marketing research professional who works for an advertising agency, a marketing research firm, a corporate marketing department or some other market research-dedicated business. In order to arrange the interview, you can contact a local marketing research professional or use online communication to reach a professional outside your local area.

Prior to conducting your interview, review the list of interview topics below and contribute your own additions to the list. These additions can be used as part of your interview or held in reserve for use should your interviewee be unable to comment on one or more of the topics suggested in this assignment.

Following the completion of your interview, write a two-page report based on the interview that addresses the following interview topics along with any other topics you included in your interview.

Interview topics:

1. A brief description of the type of business
2. General information regarding the researcher, such as duration of employment in this job, credentials and favorite part of the job
3. Research done for the company
4. Types of surveys the company conducts, i.e. telephone, in-person, Internet, etc.
5. Response rates and the problem of nonresponse
6. Method(s) used to handle or estimate nonresponse error
7. Presence or absence of researcher compensation for nonresponse

Assignment 2, Week 3

For this assignment you will discuss the following two questions. Remember to follow APA format and reference as necessary.

Question 1:

Select a significant industry of your choice and prepare a profile of the industry based on secondary data. Your report should include:

- Information regarding the products of this industry, major competitors, NAICS codes, trade magazines, financial information, and any other data important to management.
- Include exhibits with your profile that show a timeline of the history of the industry, channels of distribution, major customers, products, etc.
- Prepare a complete reference list of all sources used in preparing your report.

Share your findings in a two-page piece. Apply APA standards for writing style, spelling, and grammar.

Question 2:

In 2004, Nestle launched a new energy bar for athletes for consumption during demanding competitions. This bar contains ActiCaf, developed by the Nestle Research Center, a patented ingredient with caffeine for long-lasting alertness. (www.research.nestle.com).

What potential sources of internal secondary data and other sources of data do you think Nestle would have first investigated before considering the collection of primary data to research this product?

Write a two-page report describing the characteristics of the product, the target audience selected, the promotions done for it and the distribution channels. Also add a list of the sources of data Nestle would have possibly used.

Apply APA standards for writing style, spelling, grammar, and citation of sources

Assignment 3, Week 5

For this assignment you will discuss the following two questions. Remember to follow APA format and reference as necessary.

Question 1: Observation Study

Visit a store (grocery or major retail store) and spend at least two hours there during the peak period. Observe the service the store provides to customers while they are checking out. Use the questionnaire here to record your observations. **Important:** Be sure to speak with the store manager and obtain permission to conduct research on the store premises before proceeding with your research and data collection.

Write a two-page report on your statistics. Can you see a pattern in the observations? If yes, why do you think that pattern exists? Give possible reasons for your findings. Apply APA standards for writing style, spelling, and grammar.(get observation study)

Questionnaire

Store _____

Location_____

Date_____

Time _____

Pleasant greeting on moving to your place at the checkout yes no

Too few checkout counters yes no

	yes	no
Long wait line		

Cashier: Quick and efficient yes no

Cashier: Friendly and pleasant yes no

Used self checkout yes no

Purchases packed quickly yes no

Bags provided were flimsy yes no

Bags provided were attractive yes no

Offer made to carry your bags to your car yes no

Other facts _____

Question 2: Observing Deliberation Time

This observation task can be conducted near any vending machine at your workplace, public library, mall, or any other location. Observe how long people take to make a purchase at various machines and determine the factors that influence the deliberation time.

1. List the variables that would affect deliberation time.
2. List the “observations” that would reflect each of these variables.
3. Develop an observation form you can use to collect the needed information.
4. Do five such observations, enter the data in the form, and report your findings.

Share your findings in a two-page piece. Apply APA standards for writing style, spelling, and grammar.

Assignment 4, Week 6

For this assignment you will discuss the following two questions. Remember to follow APA format and reference as necessary.

Question 1:A major hotel chain wants to compare its hotels to other competitors on the following attributes: convenience of location, friendly personnel, value for money, good housekeeping services, and prompt check out procedures.

Help the hotel chain rate its hotels by designing the following:

- a. A Likert scale
- b. A semantic differential scale
- c. A graphic rating scale

Question 2:

The purchases of coffee made at a coffee kiosk in the lobby of than office buildign over a 13 week period were as follows:

Week 1: 87

Week 2: 81

Week 3: 75

Week 4: 75

Week 5: 75

Week 6: 70

Week 7: 62

Week 8: 62

Week 9: 62

Week 10: 62

Week 11: 62

Week 12: 56

Week 13: 56

Calculate the mean, median, and mode for these data

Prepare a frequency distribution for this data.

Calculate the standard deviation for this data.

How can you as a manager of this coffee kiosk use this information to improve your business?

Exams

In week 4 the mid-term exam and in week 8 the final exam will be taken. The exams will be multiple choice and true/false questions with only one response per question.

READING, WRITTEN AND PROBLEM ASSIGNMENTS

An important component of any course is the student's preparation for the class by completing all the pre-reading and assignments.

The "Characteristics of Effective Writing" and the "Rubric" at the end of the module may be helpful for students in organizing and evaluating written assignments. The facilitator will use the "Rubric" to evaluate the research paper assignment.

The intent of the assigned text readings is to provide students with analytical and conceptual skills as well as mechanical application skills.

Short articles may be loaded in the handouts section of the course for supplemental reading and discussion. A list of resources for supplemental reading is shown in Appendix B.

Appendix A

Framework for Project Analysis

As you are analyzing your company, wear two hats. First, look at the results of your analyses from the perspective of an internal consultant. How do your results compare to industry source(s)?

Second, look at the results from the perspective of an outside marketing analyst. Is this research important to marketing and can the process and results be used by other products or services?

Your research paper should include the following key components:

What?	Comments	Where discussed in the book?
Company Overview and then sections discussing any observations and the results of your analysis.	Approx. One Page General Project Overview: <ul style="list-style-type: none">By general company overview, I mean what is the subject of your research and any discussion of why you think there is an important question to be answered. This is the smallest part of your paper... Three to Five Pages Analyzing the Subject: <ul style="list-style-type: none">Discuss the question you are trying to answer and at least two hypotheses that are the basis of your research.	Throughout

<p>The Rubric will be used to evaluate and grade the overview.</p> <p>Do not PLAGIARIZE your sources. Reference your research in APA format.</p>	<ul style="list-style-type: none"> • Define the research objective. Comment on the need for this research. Compare to any similar research that has been done prior to your hypotheses. • Planning the research design. Will you use questionnaires, surveys, etc. and will you collect this data to be analyzed using approved statistical methods such as beta coefficient, linear regression, or standard deviation with a quoted percentage of error? • Planning a sample. You will collect a sampling of data using questionnaires, surveys, etc.. You will decide and defend the sample size for accepted data within your defined margin of error. • Collecting the data. You will collect the data and prepare it for analysis. • Analyzing the data. Discuss your sources of assumptions; how you derived these values; any caveats; why you got what you got... Are the results acceptable? Did you prove or disprove both of your hypotheses? • Formulating the conclusions and preparing the final report. Discuss your conclusions using your statistical data to validate and support your results as well as several sources of secondary data to support what your primary data has revealed. 	
What?	Comments	Where discussed in the book?
Then look for and comment on trends.	<ul style="list-style-type: none"> • As a result of your analysis discuss the importance of your results to marketing and how management can use your results to achieve better results in marketing initiatives. 	Throughout the text.

Research and validate your information.	Your sources may include:	
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	Peer reviewed journals such as “The Journal of Marketing”, “The Journal of Marketing Research”, “The Journal of Consumer Behavior”, and many others that are available. Also the website for the American Marketing Association is a great source of information and that address is www.marketingpower.com	
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Appendix B

Supplemental Readings

Periodicals such as Business Week, Forbes, Fortune, etc.

Dailies such as the Wall Street Journal, Investor’s Business Daily, etc.

HOW TO AVOID PLAGIARISM

Using Sources

When writing for your courses you may freely make use of other people's ideas and information from a variety of sources, if you give full credit to the sources of the ideas and information.

Your sources may include published information: books, periodicals, brochures, other reports, and the like. They may include correspondence, interviews, lectures, and similar sources, as well. (Lesikar & Lyons, 1986, p. 202)

There are two important reasons for accurately citing the sources of any borrowed ideas or information. The first, most obvious, reason is academic honesty. It is dishonest to present someone else's ideas as if they were your own, and it is likewise unfair to the originator of those ideas not to give credit where credit is due. The second reason for accurately citing your sources is that doing so gives credibility to your writing.

Explaining where you got your material gives readers a chance to judge its reliability and accuracy and also makes it possible for them to look up more about the subject if they want to. (Johnson, 1992, p. 170)

There are two ways in which you may include information from sources in your writing: You may either quote directly or paraphrase, that is, restate the information in your own words. The choice should be made on a case-by-case basis. You should paraphrase when you can convey information more efficiently or effectively than it is

conveyed in the original. You should quote directly when the wording is distinctive or when using the source's own words will add credibility to the information you are presenting. (Lesikar & Lyons, 1986, p. 203)

When quoting or paraphrasing you must "cite your source" by giving full information about where the information was found. This information will usually include author, title, date, publisher, and page number.

You must always cite the source when information or an idea belongs to a specific person or group; however, if information or an idea is your own observation or is common knowledge and accepted as true by most people, you do not need to cite your source. (Johnson, 1992, p. 170)

Electronic Media/ Sources from the Internet:

Jennifer Attebery, from the Department of English and Philosophy at Idaho State University, warns that a common problem is that students may paraphrase a large amount of material from one or two sources, thus retaining the original organization of ideas. She labels this practice "a subtle form of plagiarism" (Owen).

The key to documenting electronic media is to give enough information so that readers can retrieve the source themselves. This means including as much of the following information as possible: author's name, title of the document, date of the document, name of the database (e.g., Internet), the type of medium (e.g., on-line), electronic address, and the date the source was accessed (Hairston and Ruszkiewicz, 549). If you have any questions regarding in-text or full documentation of electronic sources, consult your facilitator for his/her preferred form.

Plagiarism

Plagiarism is the use of someone else's idea, as a quote or paraphrase, without giving full credit to the source. It is an academic offense with serious consequences - unethical, unwise, and, also, unnecessary.

There is certainly no need to plagiarize, since you are allowed to use sources, provided that you acknowledge them. In fact, there is no advantage in it either; papers based on expert sources, fairly acknowledged, are what is wanted . . . They are exactly what instructors are looking for. (Veit, 1990, p. 152)

Detailed information on how to avoid plagiarism, how to quote and paraphrase, and how to cite your sources fully and accurately, can be found in any standard writing guide.

LIST OF WORKS CITED

Hairston, M. & John J. Ruszkiewicz. (1996). The Scott, Foresman Handbook for Writers, (8th (ed). New York: Harper Collins.

Johnson, J. (1992). The Bedford guide to the research process (2nd ed.). Boston: St. Martin's.

Lesikar, R., & Lyons, M. P. (1986). Report writing for business (7th ed.). Homewood: Irwin.

Owen, J.B. "Plagiarism," adapted from Jennifer Attebery. Idaho State University, 1995 [article on-line]; available from <http://isuux.isu.edu/owenjack/plag.html>; Internet; accessed 19 June, 1996.

Veit, R. (1990). Research: The student's guide to writing research papers. New York: Macmillan.

Research Project
Written Assignment Grading Form for Research Project

Content	<i>Points Available</i>	<i>Points Earned</i>	Additional Comments:
50 Percent	150	X/150	
<ul style="list-style-type: none"> The analysis includes the following: <ul style="list-style-type: none"> Introduction Research objectives stated in at least two hypotheses Research Design to include statistics applied Sample described and planned Data collected Data Analyzed with statistical results Formulation of results with specific analysis of hypotheses results Conclusion 			
Oral Presentation	<i>Points Available</i>	<i>Points Earned</i>	Additional Comments:
33.33 Percent	100	X/100	
<ul style="list-style-type: none"> Student prepared a PowerPoint presentation that is an organized analysis of company with required sections covered and explained. 			
Organization / Development	<i>Points Available</i>	<i>Points Earned</i>	Additional Comments:
6.67 Percent			

	20	X/20	
<ul style="list-style-type: none"> Paragraph transitions are present, logical, and maintain the flow throughout the paper. The introduction provides sufficient background on the topic and previews major points. The conclusion is logical, flows, and reviews the major points. 			
Mechanics 10 Percent	<i>Points Available</i> 30	<i>Points Earned</i> X/30	Additional Comments:
<ul style="list-style-type: none"> Formatting or Layout (font, spacing). Rules of grammar, usage, and punctuation are followed, and spelling is correct. Sentences are complete, clear, and concise. Sentences are well constructed, strong, and varied. APA guidelines are followed with at least 15 references used to support analysis. 			
	Total Available	Total Earned	
	300	/300	

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