MKT 572: Seminar in Marketing Research

WEB ONLY COURSE SYLLABUS

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Introduction

The most successful firms are those that integrate their objectives and resources to address the needs of consumers and capture opportunities in the marketplace better than competitors. That is, the firms that identify and deliver on untapped sources of customer better than their competitors will find additional profits. The role of marketing management in organizations is to identify customers' unfulfilled wants, determine which customers the business should serve, decide on the appropriate products and services, and determine the optimal methods of pricing, promotion, and distributing the products or services.

About the Professor

Chris A. Myers, Ph.D. is a Tenured, Associate Professor of Marketing at the College of Business and Technology of Texas A & M University – Commerce. His undergraduate degree is a B.S. in Electrical Engineering from the United States Air Force Academy (USAFA) and his Masters and Ph.D. are from the University of Texas at Dallas. His marketing research focuses on the antecedents of branding, emotion in advertising, cross-cultural determinates of the effectiveness of brands, and technology mediated learning. He has published in *Journal of Promotion Management, Services Marketing Quarterly, Journal of Product and Brand Management, International Journal of Business Research* and *Baylor University Medical Center Proceedings*. Additionally, in the sociology and medical area, his research investigates the impact of acculturation and related factors upon the quality of care received by cardiovascular and diabetes patients. Myers received his degree from the University of Texas at Dallas under the direction of Dr. Frank Bass. Professor **Frank** M. **Bass** (1926-2006) was a leading academic in the field of marketing research, and is considered to be among the founders of Marketing Science. He became famous as the creator of the **Bass** diffusion model that describes the adoption of new products and technologies by first-time buyers. Additionally, Dr. Myers has 28 years in the USAF Reserves flying B-52s as a Master Navigator and 4.5 years as a team leader and project manager for Kimberly Clark making Huggies Pull-Ups.

Course Description

This course emphasizes the analysis of marketing research information as an aid to decision making. It will provide students wit a working knowledge of the analytical tools available to market researcher and managers. Techniques of data collection, evaluation of alternative sources of information, and the methods for evaluating data and presenting results are covered. The course also deals with how to define information needs, the use of test marketing procedures and the role of models in decision making. Prerequisite: BA 595 or consent of instructor.

Objectives

Develop an understanding of customer how to conduct in-depth market research.

Demonstrate an understanding of developing a questionnaire, sampling, and data analysis.
Demonstrate the ability to conduct qualitative and quantitative research.
And to demonstrate critical thinking skills through the writing of marketing proposals, and or marketing research reports.

ACHIEVING THE COURSE OBJECTIVES
Marketing is one of the most difficult areas of analysis and decision-making for firms. Why? Because marketing requires you to master an array of 'hard' and 'soft' skills. Although many marketing problems lend themselves well to quantitative analysis, the human element plays a much larger role than in other business functions. So, insure you get an understanding of the quantitative skills in this class.

Materials – Text
Required Textbook: McDaniel, Jr, Carl and Roger Gates. *Marketing Research* **(9ᵗʰ Edition), John Wiley & Sons, Inc. [978-1-118-07461-9]**

COURSE REQUIREMENTS
Activities / Assessments
Course Grading: Final grades are based upon the Official University policy. There will be no curve. A 79.9 average equals a "C." Your final course grade will be determined by dividing your total points earned by the course's total points.

Bio (10 pts)
Group Members Posted (10 pts)
9 Discussion Boards (20 points each for a total of 180 pts)
3 Exams (150 points each for a total of 450 points)
Case 1 (Group case 200pts)
Team Peer Evaluation (10pts)
Total (860 points)

Bio
Complete a bio of yourself in the virtual office by the appointed time in the class schedule.

Group Member Posted
If you are going to perform the case as a group, please sign up in the virtual office Group member sign up for assignment in the virtual office by the appointed time in the class schedule. Please also give the sections each of you will complete.

Team Peer Evaluation
To insure that group members cooperate and equally contribute to the team's efforts, each student is asked to evaluate his/her teammates as needed. A standard form will be provided on or prior the days of the presentations. Comments should be provided to support your evaluation. To keep the evaluation confidential, you must submit your comments and evaluation through email. Complete a team peer evaluation sheet located in the last week of the course and it is due the Tue of the last week of the class.

Wall Street Journal Discussion
Students critique and discuss articles from the *Wall Street Journal* (www.wsj.com) and post them on the Discussion board. **YOU ARE NOT REQUIRED TO PURCHASE A SUBSCRIPTION TO THE WALL STREET JOURNAL.** Dr. Myers will post the topic for the aforementioned articles at the

beginning of each discussion. Thoughtful responses (i.e., "replies") to critiques posted by others in the class are also encouraged. This is the class participation component of the grade. If you were attending class, you would be expected to contribute to each week's class session, so you should treat the Discussion board as you would treat class participation. As a general guideline, your grade on this portion will be a function of the quality, (covering the topic and utilizing the text and the article) (at least 10 lines for postings and 5 lines for replies), quantity **(A total of 5 high quality postings and 10 quality replies are REQUIRED to earn an A),** and consistency (i.e., even distribution of activity throughout the term; **postings should *not* be done in one "lump sum"**) on the Discussion board**.** *Please note the deadline for Discussion board participation is **Tuesday of specific weeks**.*

Note: Extra credit points (1pt each) can be earned under the Discussion Board for students that submit more than the required 2 replies per week. The same guidelines apply to extra credit in terms of the aforementioned quality. The first postings receives 10 points maximum and the first two (required) replies receive a maximum of 5 points each. IF YOU ARE NOT ASKED A QUESTION, PLEASE TAKE ANOTHER STUDENTS QUESTION AND APPLY TO YOUR RESPONSE.....ALWAYS INCLUDE THE QUESTION YOU ARE ANSWERING.

Discussion Rubric			
Task	**Accomplished**	**Proficient**	**Needs Improvement**
Posting	Clearly identifies key or important information "mostly" in your own words, on topic, and utilizing the text and the article, appropriate citations. PROPER MINIMUM LENGTH, (10 points)	Identifies some important information in your own words, on topic, and utilizing the text and the article, however, information missing and or appropriate citations missing, not appropriate length. (6-8 points)	Does not clearly identify key information, not on topic, does not utilize text and or article, and or, not properly cited. Not appropriate length. (0-5 points)
Reply including asking a question	Clearly responds to another student's posting in your own words, then ask a question you are interested in knowing. YOU MUST POST YOUR QUESTION, PROPER MINIMUM LENGTH, (5 points)	Responds to another student's posting but you didn't clearly ask a question, didn't clearly utilize the text and the article in your response and not the proper length. Did not post a question. (3-4 points)	Does not clearly respond to another student's posting, did not ask a question, incomplete in utilizing the text, or the article in your response and not the proper length. (0-2 points)

Reply answering a question	Clearly state and responds to another student's question in your own words, on topic, and utilizing the text and the article. YOU MUST POST YOUR QUESTION YOU ARE ANSWERING, PROPER MINIMUM LENGTH, (5 points)	State and responds to another student's posting but you didn't clearly answer a question that is posted, didn't clearly utilize the text and the article in your response and not the proper length. Did not post a question. (3-4 points)	Does not clearly state or respond to another student's posting, incomplete in utilizing the text, and the article in your response and not the proper length. No answer to posted question. (0-2 points)
Use correct grammar, punctuation, and American Psychological Association (APA) format.	Consistently uses correct mechanics and APA format in writing professionally (0-2 errors). (0 points off)	Uses correct mechanics and APA format in writing professional papers (3-5 errors). (-2 points)	Does not use correct mechanics and/or APA format in writing papers (more than 5 errors). (-4 points)

EXAMS: There are exams that cover approximately 6 chapters each. Each exam has approximately 100 multiple choice questions (MC) and 2-4 short answer (SA) questions that will be used to test your knowledge of all materials associated with the course, such as the text, lectures, videos, and possible outside guests' discussions. There is no make-up exam. Each exam is weighted equally. The exam time limit is approximately 3-4 hours. **You will not be able to print exams. Exams are not reset-able. Access to the exams will be restricted after the due date. Should you have problems, <u>please contact tech support immediately</u> and then email Dr. Myers with the ticket number.** Be advised there is a PRACTICE EXAM that is not graded that you may review to assist you with each exam in the course.

Short Answer Rubric			
Task	**Accomplished**	**Proficient**	**Needs Improvement**

Short Answer	Clearly identifies key or important information "mostly" in your own words, on topic, demonstrate knowledge of the concept, and utilizing the text and citations as needed. (23-25 points)	Identifies some but not all key or important information "mostly" in your own words, on topic, demonstrate some but not all knowledge of the concept, and utilizing the text and citations as needed. (19-22 points)	Does not clearly identify key or important information in your own words, not on topic, does not demonstrate knowledge of the concept. (0-18 points)
Use correct grammar, punctuation, and American Psychological Association (APA) format.	Consistently uses correct mechanics and APA format in writing professionally (0-2 errors). (0 points off)	Uses correct mechanics and APA format in writing professional papers (3-5 errors). (-2 points)	Does not use correct mechanics and/or APA format in writing papers (more than 5 errors). (-4 points)

Case preparation

I chose cases for their ability to improve your marketing decision-making skills on a specific set of issues (e.g., pricing), not to provide general "world knowledge" about marketing practices in a certain industry. As a result, some of the cases may appear removed from the specific problems pertinent to your particular industry experience and interests. However, the lessons to be learned from the cases selected in this course are universally relevant and transcend the particular companies, countries, or industries in which they are set.

Some of you may not be familiar with the case teaching method. To benefit from the case method, you must be intimately familiar with the facts of each case. I also recommend you follow these simple steps:

- When reading the case, you should try to identify the underlying marketing problems (not just the symptoms described in the case). While doing this, you should think about how these problems apply to your industry and company. Do not attempt to find out what happened to the company. This greatly reduces what you will learn from the case.
- You should then generate alternative marketing actions (including their pros and cons) and make a decision about what should be done before you come to class. As is often the situation in actual practice, cases may not have all the data you would like. Nevertheless, it is critical that you develop a reasoned plan of attack on the basis of the data available. The arguments behind your recommendations are more important than your decision itself.
- Finally, you should be prepared to discuss your analysis and decisions with other course participants in a constructive manner. Repeating case facts or personal experience is not enough. Building on other peoples comments is as important as coming with answers.

A typical question at the end of a case discussion is: "so what is the answer?" In case studies, as in the real world, there is no unique answer (although some answers are better than others). What is important

is that you know what you would have done in that specific marketing situation, and why,, and that you begin to construct your own framework for approaching more general marketing problems.

Case Analysis
You will have to prepare four written case analysis. These write-ups are consistent with the amount of material you would have covered by the due dates. You will have to submit them to the dropbox and turnitin.com by the due dates in the syllabus. The best write-ups will be posted on the course website, so that you can review your work and compare it with other different participants in the class (grades will not be disclosed).

Case analysis must be typewritten and please use APA format (I prefer single spacing as the only exception). You may include exhibits or appendices in your write-ups. Exhibits and appendices do not count toward the page limit. The format for the written case analyses is as follows:

1. Executive summary (20%). This should define the problem, identify and expound on the key facts and analysis, and finally provide an outline with details of your recommendations.
2. Problem Statement (10%). The case analysis should begin with a very brief description of the background and key players in the scenario. This description provides a context for the problem. Insure you state the problem at hand.
3. Analysis and evaluation (50%). Identification of ALL important issues, use information presented in the case and concepts, theories, and/or past empirical research reported in the text to understand why the problems and issues have developed and why they are important. The analysis of each issue should be developed to provide the necessary background to lead to defining one or more reasonable alternative solutions to the problem.
4. Recommendations (20%). Recommended actions will evolve out of your analysis of the issues. Decide what should be done (or what should have been done). Be very clear on WHY you have chosen this action. Justify your decision with facts from the case and concepts FROM TEXT. Use sound analyses and reasoning.

TURNITIN.COM: The project should be submitted in 2 places. It should be submitted to the Dropbox (as a word file attachment) AND www.turnitin.com **NO LATER THAN MIDNIGHT.**   Please use the following info to submit your project to turnitit.com.   YOU MUST CREATE AN ACCOUNT IN TURNITIN.COM first, then you will be able to access this class. Both papers should be submitted to this website. The key information is below. **No paper will be accepted for grading if the turnitin.com percentage is greater than 30%.**

Class: MKT 572 01W
Turnitin class id: 5291877
Turnitin password: 572fall12

ACCESS AND NAVIGATION
Access and Log in Information
This course was developed and will be facilitated utilizing eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

COMMUNICATION AND SUPPORT
Interaction with Instructor Statement
For personal concerns or questions, email is the best way to contact us. We generally check email several times each day and you can expect a response within 48 hours. Most questions will be answered within 24 hours. Replies will be sent to your myLeo email address.

 If you have a question that affects the entire class, the Virtual Office is a better way to clarify the answer. That way we can explain once instead of answering the same question multiple times. Always check your home page for Announcements when you login. I expect students will check their email daily and login at least 4 times per week during a summer session.

Student Support
Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.
- **Help:** Click on the *'Help'* button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc…)
- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

COURSE AND UNIVERSITY POLICIES
Drop a Course
A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page. Monday, May 15 is the last day to drop with no refund and a grade of Q.

Incompletes
Incompletes are only given when a student has completed all work up to the last 2 weeks of the term, and has an extenuating circumstance. Students only have access to the eCollege course for two weeks following the final day of the term. Therefore, incompletes are rarely given.

ADA Statement
Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce

Course Schedule

WEEK/DATES	TOPICS	CHAP	ASSIGNMENTS
Week 1 8/27 – 9/2	Introduction	M 1	Review Syl., Bio, Hon. Policy 8/30 Chat Thu 8/30
Week 2 9/3 – 9/9	Ethics & Exploratory Research	M 2,3	Discussion Board Due 9/4
Week 3 9/10– 9/16	Secondary Data	M 4,5	Chat 9/16 Discussion Board Due 9/11
Week 4 9/17 – 9/23	Online Mkt Research	M 6,7	Discussion Board Due 9/18
Week 5 9/24 – 9/30	Exam		Exam Due 9/25
Week 6 10/1 – 10/7	Primary Data	M 8,9	Group Members Due 10/2 Chat 10/1 Discussion Board Due 10/2
Week 7 10/8 – 10/14	Scales and Questionnaires	M 10,11,12	Discussion Board Due 10/9
Week 8 10/15– 10/21	Sampling and Sample Size	M 13,14	Chat 10/18 Discussion Board Due 10/16
Week 9 10/22 – 10/28	Exam		Exam Due 10/23
Week 10 10/29 – 11/4	Processing Data & Testing	M 15,16	Chat 10/29

			Discussion Board Due 10/30
Week 11 11/5 - 11/11	Correlation and Regression	M 17	 Discussion Board Due 11/6
Week 12 11/12 - 11/18	Multivariate and Communication	M 18,19	Chat 11/11 Discussion Board Due 11/13
Week 13 11/19– 11/25	Exam		Exam Due 11/20
Week 14 11/26 – 12/2	Case Analysis		Chat 11/29
Week 15 12/3 – 12/9	Case Analysis		Case Analysis Due 12/4
Week 16 12/10 - 12/16	Final Exam Week		