

**State University of New York at Oswego  
School of Business  
Marketing and Management Department**

**Fall 2009**

**Mkt. 375 – MARKETING RESEARCH**

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TEXT: Basic Marketing Research; Churchill & Brown  
Thomson South-Western 2007

MANUAL: The Marketing Research Project Manual  
Molinari, McGraw-Hill/Irwin 2006

**I. COURSE OBJECTIVES**

At the conclusion of the course, the student should be able to:

1. Identify the role of Marketing Research within the organization.
2. Identify a marketing problem and plan a research design to solve the problem.
3. Understand the various techniques involved in information gathering.
4. Understand the basic stages of the research process.
5. Understand basic methods in which to analyze data.
6. Develop an understanding of utilization of market research findings.
7. Identify ways in which the Internet is used in marketing research.
8. This course serves as partial fulfillment towards the General Education writing requirements for Marketing majors. Accordingly, students will gain experience in collaborative writing, for all aspects of the research project.

**II. COURSE CONDITIONS**

1. Regular classroom attendance in assigned section is expected. Three absences are considered excessive and may result in the student being dropped.
2. Class participation is encouraged and will be a significant factor in determining the grade.
3. All exams and other work become the property of the instructor. ***Certain examples of your work may be included in future publication of the Project Manual or in Instructor notes that accompany the Project Manual.***
4. If any classes have to be canceled, tests will be rescheduled for the next class period, assignments will be collected at the next class period, and students should check their e-mail for announcements.
5. Tests and other assignments may not be made up, except in cases of long illness or other extenuating circumstances (which shall be approved by the instructor).
6. **COMMON COURTESY SHALL PREVAIL IN THIS CLASS 1.0.** Please arrive on time, and don't disrupt class by leaving the room during class. I am sure we can agree that any kind of disruptive behavior is unacceptable and should not be tolerated.
7. **COMMON COURTESY 2.0: TEXTING IS DISTRACTING TO THE STUDENT AND THE PROFESSOR. DON'T DO IT IN THIS CLASS!....EVER!**
8. If you have a disabling condition, which might interfere with your ability to successfully complete this course, please contact me.

9. Intellectual integrity on the part of all students is basic to individual growth and development through college course work. Any form of intellectual dishonesty is a serious concern and will be dealt with in accordance with college policy

### III. GRADES

Test 1	50 points
Test 2	50 points
Test 3	50 points
Test 4	50 points
Research Project	100 points
Class Participation	15 points
Peer Evaluation	<u>15 points</u>
	330 POINTS

This grading schedule will be modified where appropriate to give the student the “benefit of the doubt.” The final grade is designed to reflect consistency of overall performance, improving performance, and contribution to the course.

Because your grade will be based on a number of different elements, your success in the course does not hinge on any single outcome. However, your independent reading and study of your text assignments is a core element of the course. A second core element is the performance of your team in the research project. Your preparation and contribution to the project along with your independent reading of the text will be basic contributors to how well you do.

The tests during the term will involve about 50 questions each, and they will sample about evenly the general concepts and the details presented in the text and in class. You should recognize from the beginning that there is much more material in your reading assignments, cases etc. than is possible to cover in detail in class. Lectures and class discussions will only touch on some of the most important issues. Thus, although tests tend to place more emphasis on topics that are covered in both the text and in class, the focus of the tests is on the core material from you reading. Class lectures or other assignments will be directly relevant to your understanding of the material and other aspects of your performance (i.e., quality of your research project) but the exams will go into depth on what you have been assigned to read.

I return graded tests and discuss them in class as quickly as possible--usually the period after they are given. I take up the test booklets at the end of the discussion. However, you are welcome to come by at any point to review your test in more detail if you wish--and I will be pleased to go over your test with you personally if you have questions or concerns that are not discussed in the class review of the exam.

### Office Hours

I look forward to the opportunity to get to know you during the term. I will be glad to talk to you about any aspect of the course- or for that matter anything that is on your mind. Please let me know if I can help. I will hold regular office hours from 9:15-12 on Tuesday and Thursday. You do not need an appointment to drop in during office hours, but if you can't make those hours, I would be pleased to see you at a time more convenient for you. I'll be in my office and available much of the time that I'm not in class and am glad to have you drop by my office whenever it's convenient for you. However, I do have other courses, committee responsibilities etc., so the best way to be certain

that we'll have a chance to talk is to let me know that you're coming.

## **Daily Assignments and Class Participation**

Most class sessions will follow a lecture/discussion format. Lectures will be related to the assigned readings--and devoted to presentation and discussion of concepts, frameworks, and techniques useful for assessing marketing opportunities and developing marketing programs. But, some of the time in class will be devoted specifically to discussion of the assignment material—issues associated with the marketing research project. The syllabus outlines the specifics of the assignments. In many cases, these do require a substantial time commitment. Preparation is important.

The class provides an opportunity for you to develop abilities in communicating with others about your ideas and approaches for dealing with marketing management problems. This is important. After graduation you will spend much of your professional career doing just that--regardless of the specific career area you pursue. The potential of this opportunity is only fully realized if you make meaningful contributions to the course in class discussions and debate.

In general, prepared and constructive participation in class is expected. However, I try to weight it as a positive, not as a negative. In other words, effective contributions to class tend to help grades, not hurt them. I recognize that some students simply do not like to speak out in class--and that others are quick to take all the "air time" that is available. I don't want to penalize someone who in general is less inclined to talk in class. However, I do "cold call" and there is a difference between not being prepared to respond when called on and simply wishing to be less verbal. Students who show a pattern of not being prepared will be graded down on class participation.

Evaluating the quality of class participation is necessarily subjective. It is based on the direct substantive contribution of the participation, and on the indirect indicators of quality participation.

The significance of substantive ("content") contributions will be evaluated relative to the context of the assignment and class discussion. It is also useful to think about criteria that are used in evaluating process-oriented aspects of class participation. These are summarized by the set of questions listed below:

- \* Is the participant a good listener?
- \* Are the points made--or questions raised--relevant to the discussion?
- \* Are points linked to the comments of others, but not just a restatement of a point that has already been made?
- \* Do comments show evidence of thorough analysis of the assignment?
- \* Do comments contribute to our understanding of the situation?
- \* Is there a willingness to participate?
- \* Is there a willingness to test new ideas or are all comments "safe" (e.g. repetition of assignment facts without analysis and conclusions)?
- \* Do comments show an understanding of theories, concepts, and analytical devices presented in class lectures or assigned reading materials?
- \* Do comments and questions reflect a critical but open-minded weighing of alternative and sometimes conflicting points of view, or are they limited to advocacy of previously held beliefs?

## MARKETING RESEARCH PROJECT

An important part of this course is the marketing research project. This project requires a great deal of outside work. The student who is unable or unwilling to devote considerable time to the project is advised to withdraw and register in the semester when such time is available.

You will be a member of a 3-4 person team. Each member will need to contribute a great deal; therefore your colleagues will expect considerable effort on your part.

The project itself involves the design of a marketing research study. While each team will be given considerable freedom to follow their own interest in the choice of the problem situation, it must use a field research strategy that requires information directly from respondents.

The focus of the projects this year will be described fully in class. For now, I would like to share a few thoughts about the project. This project is designed to provide a “hands on” learning experience in marketing research. As such, it also has associated with it a learning culture that may differ significantly from many other courses. Much of the learning that takes place will occur outside of the formal classroom setting. The benefits to the course participants will be directly related to the quality and quantity of the effort expended on course related activities by each student.

The biggest problem you will face with the project is one of management. You will have to manage your team, your fellow team members and yourself. Time management and priority setting will be crucial throughout the project. Use this course as an opportunity to practice and further develop your management skills.

Because the project is a group effort, each team member will rate the cooperation and performance of other members of their team. If lack of participation is observed during the early part of the semester, the group should warn the student. If lack of participation persists, the offending team member may be dropped from the team. The instructor will intervene only at the request of a team member or members.

The marketing research project manual has been designed to assist you as you progress throughout the semester. **Refer to it often.**

The following schedule will serve as a guide for your project and will be closely adhered to. These assignments are due on the scheduled date. **You should arrange a time to meet with me in my office to go over each submission.** Feedback is important and I can best give this to you by discussing the strengths and weaknesses of your work. **Don't wait for me to hand these back with comments! I probably won't.**

September 11	Team members names submitted	(PM.1)
September 18	Problem chosen, submitted for approval;	(PM.2)
September 25	Situation Analysis (with Research Objectives and Information needs)	(PM.3)
October 7	3 page review of the literature	(PM.5)
October 21	Methodology	(PM.6)
November 9	Draft of questionnaire	(PM.7)
November 23	Sampling Plan	(PM.8)
December 14	Final Report	(PM.11)

The Final Report should include:

- A statement of the research purposes and objectives to be serviced by the research.

- A description and justification of the chosen research strategy (in terms of strengths and weaknesses relative to alternative designs.)
- A survey research instrument that could be taken into the field, and a description of the sampling plan and other relevant issues in the administration of the instrument.
- A brief outline of the proposed analysis strategy indicating how the data will be used to answer the management problems (Mock up tables should be included.)
- A review of the literature, organized around previous research that includes coverage of models, methodologies, and measures.

#### TENTATIVE SCHEDULE FOR Fall 2009

<b>Part 1</b>		<b>Chapter</b>	<b>Manual</b>
August 31	Introduction to the course		
September 2	Role of Marketing Research	1	
September 4	Research Process	3	<b>PM.1</b>
September 9	Research Ethics	3	<b>PM.2</b>
September 11	Problem Definition	4	<b>PM.3</b>
September 14	The Marketing Research Project		
September 16	Research Designs	5	<b>PM.4</b>
September 18	Exploratory Research	5	
September 21	Descriptive Research Design	6	
September 23	<b>Test 1</b>		
<b>Part 2</b>			
September 25	Review test 1; Causal research design	6	
September 29	Causal research design	6	
September 30	Secondary Data	7	<b>PM.5</b>
October 2	Secondary Data	7	
October 5	Standardized Marketing Information	8	
October 7	Student presentations of project status		
October 9	Student presentations of project status		
October 12	Collecting Primary Data	9	<b>PM.6</b>
October 14	Collecting Information by Communication	10	
October 16	Collecting Information by Communication	10	
October 19	<b>Test 2</b>		
<b>Part 3</b>			
October 21	Review of Test 2; Measurement	12	
October 23	Project – Consulting with other groups		
October 26	Measurement Basics	12	
October 28	Measuring Attitudes	13	
October 30	Measuring Attitudes	13	
November 2	Questionnaire Design	14	<b>PM.7</b>
November 4	Questionnaire Design	14	
November 6	Sampling	15	<b>PM.8</b>
November 9	Sampling	15	

November 11                      Sampling  
November 13                      **Test 3**

**Part 4**

November 16	Review test 3: Sampling distribution	15A	
November 18	Sample Size	16	
November 20	Sample Size	16	
November 23	Nonsampling Errors	17	
November 25-29	Thanksgiving Recess- Football, food , friends!		
November 30	Data Analysis	18	<b>PM.9</b>
December 2	Data Analysis	18	<b>PM.10</b>
December 4	Data Analysis	19	
December 7	Data Analysis	19	<b>PM.11</b>
December 9	Catch up		
December 11	Catch up		
<b>TEST 4</b>	<b>9:10 class</b>	<b>December 16</b>	<b>8-10 am</b>

**Note: The tentative schedule utilizes  
PM – Project manual**