MARKETING RESEARCH
Spring 2010

Professor: Kusum L. Ailawadi   **Class Days:** Mon, Tue
Office/Phone: Tuck 311, 62845   **Class Time:** 1.15 – 2.45, 3.00 – 4.30
Coordinator: Annette Lyman   **Office Hrs:** Mon, Tue 10.00 – 12.30
Office/Phone: Tuck 310, 62772   Other times by appt.

COURSE OBJECTIVES:
This course is intended to make you a well-informed user of state-of-the-art marketing research. By "user", I mean someone who can formulate and structure marketing problems, recommend the marketing research that should be undertaken, appreciate what can and cannot be learned from marketing research, gather and analyze quantitative marketing data, and make effective decisions based on those data. You will not become a methodological expert in this course but you will be able to design and conduct some important analyses yourself. The skills covered in this course are applicable to marketing problems encountered in both consumer and business-to-business markets, and public and private sectors. These skills are particularly useful if you plan to go into a consulting or marketing career.

Although the technical nature of the course will often require the use of a mini-lecture, the class sessions will mainly be discussions. My role will be to help you explore and understand the issues for the day by asking questions that you may not have asked yourself, and trying to answer those that you have raised but not been able to answer. Some of your notes from "Statistics for Managers" will come in handy, especially those on hypothesis testing and regression. So, dig them out!

COURSE REQUIREMENTS:
The course utilizes four tools: a textbook, selected cases and readings, homework assignments and, most importantly, two "hands-on" projects. You will also use SPSS for Windows, Excel, and Sawtooth conjoint analysis software. The course requirements are described below in some detail.

1. **Squid Project:**
   The research problem is to determine whether there is strong potential for a mass-marketed domestic seafood product made from squid. The project entails the analysis of data from a professionally administered survey as well as collection of secondary information. This is a major project designed to enhance your analysis skills. It requires you to conduct a detailed market analysis using sophisticated techniques, synthesize the findings from that analysis and couple them with creative thought to make a marketing decision. You will work in pairs on this project. It will culminate in a double-spaced, typed report of at most six pages (excluding charts and other appendices), due in the fifth week of the course, at the beginning of class on Monday, April 19th. There will be a grade penalty for exceeding the page limit.

2. **Squid Homework Assignments:**
Three short homework assignments will be due on March 29th, April 6th, and April 12th, respectively. These assignments relate to the squid project, and will involve interpreting cross-tabulations, factor analysis, regression, and discriminant analysis. You can hand these assignments in jointly with your partner on the squid project. The purpose of these homework assignments is to ensure that any confusion you might have in interpreting these analyses is cleared up before you use them in your final squid project report.

3. **Conjoint Project:**
Working in teams of 4-5 students, you will design and execute a conjoint analysis survey on a topic to be provided in class. Analysis of the conjoint data will require the use of Sawtooth and SPSS software. The conjoint survey and the final report will be due by 3.00 pm on Friday, April 30th and Friday May 21st respectively. Details on the conjoint project are provided in the course packet.

4. **Readings:**
I have assigned readings from the text and some other sources for each class meeting. They provide necessary background for class discussion and the completion of assignments. Descriptions of some advanced analytical methods may be difficult to grasp fully at the first reading. Please skim those sections before class to acquaint yourself with the topic and then go back and work through the details after we discuss them in class.

5. **Cases:**
We will discuss four cases that illustrate some of the Marketing Research concepts and techniques covered in the course. I expect you to come to class fully prepared with a comprehensive analysis of each case and your recommendations. Discussion questions for each case are included in the course packet.

6. **Class Participation:**
The learning experience in any course depends, in large part, upon the quality of class discussion. Please read and give some thought to each day's assigned material and come to class with your notes properly organized, ready to participate in the discussion. Clearly, I do not expect you to always have the right answers when we are discussing a new analytical technique. Evidence that you have done the reading and absorbed it to the best of your ability is all I ask for. Remember that thoughtful questions leading to a rich class discussion are often as valuable as thoughtful answers.

My expectations are different for the discussion of cases. You should be able to lead the case discussion with carefully thought through answers to the assigned discussion questions. These answers should be backed up by quantitative analysis where applicable. Please note that participation in case discussions will be weighted more heavily than other class sessions in determining your class participation grade.

GRADING SCHEME:

Class Participation	20%	Squid Project	35%
Homework	10%	Conjoint Project	35%
		(Survey document 15%; Final report 20%)	

HONOR CODE:

In general, group discussion is encouraged for class preparation and assignments, but, ultimately, any work to which you put your name must reflect your understanding of the material. The squid project has specific honor code instructions that are provided separately.

ATTENDANCE POLICY:

Much of the learning in this course will occur in class as we understand how to use some important marketing research techniques and as you share your analyses and questions with each other. Therefore, attendance at all class sessions is expected, and you cannot "make up" for class participation with written work. Except in an unforeseen emergency, I expect to be informed beforehand if you need to miss a class. Please note that missing more than two class sessions for unexcused reasons (i.e., reasons other than family emergency, illness, or religious observance) will entail a grade penalty over and above the direct impact on class participation.

REQUIRED MATERIAL:

1. **Text:**

Title:	Marketing Research: Methodological Foundations
Authors:	Gilbert A. Churchill and Dawn Iacobucci
Edition:	Ninth edition, 2005
Publisher:	Thomson South-Western Publishers.

2. **Cases, Readings and Assignments:**

   Included in course packet or will be distributed in class.

SOME ADDITIONAL REFERENCES:

I. **General Textbooks**

Aaker, David, V. Kumar and George Day (1995), Marketing Research, 8^h edition, John Wiley & Sons.

Dillon, William R., Madden, Thomas J., and Firtle, Neil H. (1993), Essentials of Marketing Research, 1st edition, Richard D. Irwin, Inc.

Malhotra, Naresh, (2004), Marketing Research: An Applied Orientation, 4th edition, Pearson/Prentice Hall.

**II.	Research Design**

Assael, Henry, and John Keon (1982), "Non-Sampling vs. Sampling Errors in Survey Research", Journal of Marketing, 46, 114-123.

Greenbaum, Thomas L. (1998), The Handbook for Focus Group Research, Sage Publications.

Kerlinger, Fred N. (1986), Foundations of Behavioral Research, 3rd edition, Holt, Rinehart & Winston.

Stewart, David, and Michael A. Kamins (1993), Secondary Research: Information, Sources and Methods, Applied Social Research Methods, Volume 4, Sage Publications.

Sudman, S., and Bradburn, N. (1982), Asking Questions, Jossey-Bass Publishers.

Sudman, Seymour (1976), Applied Sampling, Academic Press.

**III.	Measurement**

Bearden, William O., Richard Netemeyer, and Mary F. Mobley (1993), Handbook of Marketing Scales: Multi-Item Measures for Marketing and Consumer Behavior Research, Sage Publications.

Bohrnstedt, G.W. (1970), "Reliability and Validity Assessment in Attitude Measurement", Chapter 3 in Attitude Measurement, ed. G.F. Summers, Rand McNally.

Campbell, D.T., and Fiske, D.W. (1959), "Convergent and Discriminant Validation by the Multitrait-Multimethod Matrix", Psychological Bulletin, 56, pp. 81-105.

Thurstone, L.L. (1927), "The Law of Comparative Judgement", Psychological Review, Vol. 34, pp. 273-286.

Torgerson, W.S. (1958), Theory and Method of Scaling, Wiley & Sons

**IV.	Analysis**

Hair, Joeseph, Rolph Anderson, Ronald Tatham, and William Black (1995), Multivariate Data Analysis, 4th edition, Prentice-Hall Publishers.

Dillon, W.R, and M. Goldstein (1984), Multivariate Analysis: Methods and Applications, Wiley & Sons.

Elrod, Terry, Louviere, J.J., and Davey, K.K. (1992), "An Empirical Comparison of Ratings-Based and Choice-Based Conjoint Models", Journal of Marketing Research, Vol. XXIX, pp.368-377.

Johnston, J. (1984), Econometric Methods, McGraw Hill Book Co.

Morrison, D.G. (1969) "On the Interpretation of Discriminant Analysis", <u>Journal of Marketing Research</u>, pp. 156-163.

Stewart, David W. (1981), "The Application and Misapplication of Factor Analysis in Marketing Research", <u>Journal of Marketing Research</u>, Vol. XVIII, pp. 51-62.

Tabachnik, Barbara G., and Fidell, L.S. (1983), <u>Using Multivariate Statistics</u>, Harper & Row.