



MARKETING RESEARCH Spring 2006

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Class Days: Mon, Tues
Class Time: 1.15 – 2.45
Office Hrs: Mon, Tues
10.00 – 12.00

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 need to 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 24th. There will be a grade penalty for exceeding the page limit.

2. Squid Homework Assignments:

Three short homework assignments will be due on the 3rd, 11th, and 17th of April, 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 four students, you will develop and pretest a conjoint analysis survey on a topic of your own choosing. This will require the use of Sawtooth software and either EXCEL or SPSS. The final conjoint report will be due at or before 4.00 pm on Friday, May 26th. Further 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%

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, 8th 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, Joseph, 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", Journal of Marketing Research, pp. 156-163.

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

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

MARKETING RESEARCH: COURSE OUTLINE

No.	Date	Topic(s)	Readings and Assignments
1	March 27	The Research Process Measurement Scales	Chapter 3, Chapter 4 (pp. 74-78), Chapter 10 (pp. 267-269), Chapter 15 (pp. 457-460), Scan Squid #0 through #4.
2	March 28	Questionnaire Design	Chapters 8, 9, 10 Review Squid #1 (Questionnaire).
3	April 3	Basic Data Analysis Crosstabs	Chapter 14; Review Squid #5, #11, #12, #13 HW 1 (Squid #6) due at beginning of class Squid project partner preferences due to Tammy.Stebbins@Dartmouth.edu by 4.00 pm.
4	April 4	Finding Commonalities Among Variables Factor Analysis	Chapter 18 (pp. 568-585) Review Squid #14.
5	April 10	Factor Analysis (contd.) Using Factor Scores	Squid #14 (continued) Zinkhan, G. "Rating Industrial Advertisements"; Lieberman, M. "Key Driver Analysis"
6	April 11	Predicting Group Membership Discriminant Analysis	Chapter 18 (pp. 554-568) ; Review Squid #5 & #15 HW #2 (Squid #8) due at beginning of class.
7	April 17	Catch-up Session Squid Review	Review Squid #10, #16 HW #3 (Squid #9) due at beginning of class.
8	April 18	Sampling Issues	Chapter 11, Chapter 13 Case: MassNORML (A)
9	April 24	Introduction to Conjoint Analysis	Appendix of Chapter 17 Green et al. "Evaluating New Products; Curry, J. "After the Basics" Squid final paper due at beginning of class.
10	April 25	Variations in Conjoint Analysis	Note on conjoint analysis; Sawtooth Software demo.

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Conjoint project group preferences due to Tammy Stebbins in Chase 308 on Wednesday, April 26th by 4.00 pm.

11	May 1	Market Simulation with Conjoint Analysis	Case: Colgate Wave Pricing Study
12	May 2	Cluster Analysis	Chapter 18 (pp. 585-603)

Conjoint project proposals due to Tammy Stebbins in Chase 308 on Wednesday, May 3rd, by 4.00 pm.

13	May 8	Guest Speaker: Don LeBlanc, T'95, Senior Vice President, Staples.	
14	May 9	Research Design Summary	Chapter 5 and review of questionnaire design and sampling readings Case: Cellular Radiotelephone

Conjoint surveys due for upload to William.C.Martin@Dartmouth.edu on Thursday, May 11th, by 4.00 pm.

15	May 15	Qualitative Research Guest Speaker: Elyse Kane Director of Consumer Insights, Colgate Palmolive	Chapter 4 Zaltman, G. "Metaphorically Speaking"; Sweet, C. "Anatomy of an On-Line Focus Group"; Langer, J. & N. Brody "Mix or Match" Collage exercise due in class. Start conjoint project data collection.
16	May 16	Issues in Causal Research Issues in Online Research	Chapter 6 Bachmann et al. "E-mail and Snail Mail Face Off in Rematch"; Tuten, et al. "Banner-Advertised Web Surveys".
17	May 22	Pretest Market Models	Note on Pretest Market Models Case: Nestle Contadina Pizza and Pasta
18	May 23	Course Review	Ensure that all conjoint project questions and problems are cleared up by this day.

Conjoint final paper due to Tammy Stebbins in Chase 308 on Friday, May 26th, by 4.00 pm.

Research Methodology. Primary research is carried out through Email interactions, telephonic interviews, and one-on-one interviews and discussions to gain a crisp, clear, and accurate understanding of each market, category, segment, and sub-segment across geographies. We have a strong global database comprising participants, experts, and veterans across a range of industries, sectors, verticals, and markets, through whom we validate our data and analysis results. A typical research interview fulfills the following functions: Provides first-hand information and analysis on market size, consumer Marketing Research: Methodological Foundations 12th ed. Dawn Iacobucci. Owen Graduate School of Management. Order directly from Amazon: Iacobucci & Churchill, Marketing Research: Methodological Foundations, 12e. Acknowledgments. I'd like to thank Gil Churchill, a wonderful coauthor and mentor. Find great deals on eBay for marketing research: methodological foundations. Shop with confidence. Marketing Research: Methodological Foundations by Churchill, Gilbert A. Pre-Owned. C \$7.61. From United States. Buy It Now. +C \$30.48 shipping. Marketing Research: Methodological Foundations. Secondary market research is research carried out by other people that you want to use. This could include studies carried out by researchers or financial data released by companies. Market research methods. The methods in this list cover both areas. Which ones you want to use will depend on your aims. Have a browse through and see what fits. Focus groups. A simple concept but one that can be hard to put into practice. You get a bunch of people into a room, record them, and ask them about whatever you want.