

Marketing 382: Marketing Research

Spring 2004

Thursday 2:00 – 6:00 PM

Unique No. 04240

CBA 4.304

Instructor: Dr. Mark I. Alpert, Marketing Department
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This marketing research course has been designed to provide a contemporary experience in the use of marketing research and analysis to support managerial decision-making. Working with corporate sponsors including Dell, General Mills, IBM and other key UT employers, we have designed a project-based “real-world” look at the use of market research to guide marketing management decisions. We will cover the key topics of decision analysis, problem identification, and all areas of marketing research methods from the viewpoint of managerial decision support. Extensive use of industry guest speakers, cases, and group projects will involve students in all aspects of applying marketing research tools and methods to identify and help solve marketing problems.

This course is intended to be an applications approach to marketing research. We shall work with companies and non-profit organizations to identify strategic marketing challenges which they face, and will recommend actions based on our analyses of their competitive environments. The experience gained in working with management, as well as the research and analysis that these consulting projects will entail, will help to gain valuable work experience and position students for rewarding careers upon graduation.

Students will choose teams of 4-6 members, and these groups will select a client and problem area from a list of those topics submitted by organizations seeking our help as consultants. As an option, student groups may work on a business research project of their own choosing. Common to all projects will be the analysis of the competitive market environment, selecting target customer groups, research and analysis of key marketing information on customer and competitive behavior, and the development of marketing strategies directed at achieving the objectives of the client organization, taking into account relevant constraints that it faces.

The course structure will involve formal class sessions covering topics such as problem definition, information needs assessment, secondary (including Internet) and primary data analyses, questionnaire and experimental design, and applications of statistical analysis of marketing data. We shall also have regular meetings with the client organizations, and with the instructor in his office. We will work as consulting teams on a series of target dates, as the projects progress throughout the semester. Students will be evaluated primarily on the basis of the written report and oral presentation to be completed near the end of the semester, their ability to meet deadlines, and their contributions made in discussion in the classroom and group-

instructor meetings. In that sense, the work and its evaluation will parallel that which will be encountered in the full-time jobs for which students are preparing.

As they are in the workplace, group meetings will be a significant part of the course. Individual work must be done prior to and between these meetings, so that projects will keep on schedule. Meetings will then be a productive exchange of what has been accomplished, as well as planning sessions for what comes next. Each meeting should have a pre-determined agenda, and members are to bring copies of discussion materials (e.g., survey drafts, work plans, and the like) for each participant. **Whenever possible, please send copies of the agenda and these materials 24 hours in advance to me at Alpertm@mail.utexas.edu; with a copy to malpert101@aol.com**

In order to reward those who contribute to the teams and discourage "free-riding," peer evaluations will be gathered from team members and given significant weight in determining individuals' grades for the group project. In groups whose members contribute equally, individual grades will be the same as those for the group. If substantial variance exists among the members' contributions, grades will be varied accordingly. In this course, as in life, the ability to be depended upon to do your part will determine your success, as well as the group's. It will be important for group members to communicate their expectations, as well as to seek and provide feedback, so that the group will divide the work effectively, and that gaps in performance and effort can be remedied.

This course is recommended for students interested in careers in marketing research, packaged goods marketing, marketing management, Internet marketing, industrial and technology marketing, financial management, and other fields where the ability to interact with research specialists and apply their recommendations may be enhanced by knowledge of the strengths and limitations of these approaches.

Text and Materials:

- A. Required Text: Gilbert A. Churchill, Jr. and Dawn Iacobucci, Marketing Research, eighth edition, Harcourt Press, 2002 (text). Note: Comes with SPSS student software, which allows powerful (hopefully insightful) data analysis.
- B. Reserve Materials: PCL Library under Alpert, Mkt. 382. A packet containing these items may be obtained from IT Copy, MLK and Lavaca.

Course Outline:

Jan. 22 Marketing Research Environments
Churchill (text), Chapters 1 and 2.

Choose Teams and Course Project Topics

Jan. 29 The Marketing Research Process
Text Chapters 3, and 4.

Feb 5 Secondary Data Analysis & Forecasting
Text, Chapter 6 and Appendix 6A.

1-page statements of project scope and outline due.

Feb. 12 Observation, Focus Groups, and Other Qualitative Methods
Text, Chapter 4

Five-page work-plan (project steps, key sources, team member and task responsibility matrix, timing) due.

Feb. 19 Surveys, Determinant Attribute Analysis & Sampling Theory & Application

Text, Chapters 7-9, 10-12.

James H. Myers and Mark I. Alpert, "Determinant Buying Attitudes: Meaning and Measurement," Marketing Management, (Summer 1997), 50-56.

Groups will prepare sampling plans, including sample size, source of names & method of accessing sample (address, phone numbers, random dialing, etc.), follow-up procedures, rationale for each. (5-10 pages).

Feb. 26 Questionnaire Design
Text, Chapters 8 and 9.

Questionnaire Evaluation Assignment: Each group will draft a questionnaire to be used in their group's research project. Interview 6-10 strangers representative of the target survey population, and bring a 3 page critique of the questionnaire with you to class. Surveys should be mailed or posted (if web-surveys) by April 2.

Mar. 2 – Mar. 26 Mid-Term Exams, Spring Break and TEXAS+ Curriculum

Apr. 1 Data Processing & Analysis
Text, Chapters 14-15 and Appendices; Do SPSS Tutorial.

Groups will bring statements of research hypotheses (and reasons for them), and statistical testing procedures to be used (5 pages). **Bring revised surveys and/or web-based instruments to class. E-mail to me by March 31.**

Apr. 8 Multiple Regression Analysis
Text, Chapter 16 and Appendix 16B.
G. David Hughes, "Developing Market Strategy through Multiple Regression," Journal of Marketing Reserach, 3 (November 1966), 412-15.
Critique this article's approach to the managerial problem investigated (sample, questionnaires, completeness), as well as its use of regression and the validity/limitations of its conclusions. Each student writes 1-2 page critique, due in class.

Collect Survey Data April 2-10.

Apr. 15 Multiple Discriminant Analysis
Text, Chapter 17 and Appendix 17A.
R. Y. Awh and D. Waters, "A Discriminant Analysis of Economic, Demographic and Attitudinal Characteristics of Bank Charge-Card Holders: A Case Study," Journal of Finance, 29 (June 1974), 973-80.
Critique this article's approach to the managerial problem investigated (sample, questionnaires, completeness), as well as its use of discriminant analysis and the validity/limitations of its conclusions. Each student writes 1-2 page critique, due in class.

Send survey codesheets, managerial questions (and hypotheses), and final surveys to TA and to me. Schedule meetings with TA for coaching on SPSS.

Apr. 22 Product/Concept Testing and Conjoint Measurement
Text, Appendix 9B.
Paul E. Green, J. Douglas Carroll and Stephen M. Goldberg, "A General Approach to Product Design Optimization Via Conjoint Analysis," Journal of Marketing (Summer 1981), 17-37.
Dick R. Wittink and Philippe Cattin, "Commercial Use of Conjoint Analysis: An Update," Journal of Marketing (July 1989), 91-96.

Bring Sample Tables for Report to Class, along with Pertinent Output to Discuss.

Apr. 29 Presenting Reports and Recommendations
Text, Chapter 18.

Polished Drafts Due. Please turn in one hard copy, and e-mail MS Word files to me, with complete report and supporting appendices & tables.

Written Report Feedback & Revision Suggestions Provided by May 4.

May 6 Oral Presentations
Students will invite sponsors to attend 20 minute classroom presentations (plus 5 minute question & answers). Presentations based on polished drafts. Final reports will incorporate feedback.

Revised Written Reports (both hard copy and electronic copy, with all supporting statistics, tables, and raw data) and Peer Evaluations Due May. 7 (Noon) in CBA 7.202. Please send a duplicate copy to the

sponsor, along with a letter of transmission of the finished report (e-mail or copy letter to me).

Additions or changes to these assignments may be given in class. The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.