DESCRIPTION AND OBJECTIVES
The course provides the conceptual and technical foundations of marketing research methodology. The purpose is to help students acquire basic marketing research concepts along with relevant skills via hands-on experience. Specifically, upon completion of the course you will:

1. Have a good understanding of the research process.
2. Be able to evaluate the quality of a research proposal.
3. Be able to design and implement specific research projects.
4. Be able to analyze and interpret data.
5. Be able to communicate research findings in the language of decision makers.

Another major purpose of the course is to help students improve their skills and abilities for effective project management, work in an international teamwork environment, leadership, communication and presentation of ideas, integration of knowledge, critical thinking and analytical problem solving, and effective use of technology for solving business problems. This purpose will be accomplished primarily by teamwork that is required for the completion of a set of projects during the semester and a comprehensive project report which is also presented in class as part of the final exam.

COURSE CONDUCT AND EXPECTATIONS
The course is based on lectures, discussions, assigned readings, assignments and exercises. You are expected to have completed assignments, read the assigned material and thought about it before, and rework class exercises and demonstrations after each class session.

The course has three major components that are intertwined: learning the basic concepts and definitions (tip for success: read the chapters carefully on a timely basis!), applying statistics to marketing research data (tip for success: go to http://onlinestatbook.com/rvls.html and take advantage of the virtual lab to refresh your basic statistics knowledge and skills, use the tutorial services provided by Business Learning Center in FCBE 256, and do not miss in class lectures and sample applications!), and hands on experience with SPSS (Statistical package for the social sciences) software (also an introduction to SAS Enterprise Guide) for data analysis (tip for success: rework every example after each class demonstration!).

There is no reason why you should not have an outstanding learning experience in this course if you exhibit the following characteristics. You are a student who:
• is curious and interested in learning the material,
• follows instructions carefully, but also exhibits creativity and imagination,
• is an active participant; asks appropriate questions and responds to questions,
• works well in a team environment,
• invests at least 3 hours outside the class for each hour spent in the class,
• is interested in developing strong verbal and written communications skills, and
• is interested in improving critical thinking ability.

**Your commitment** to the class is critical for the learning process. As such, the success of the course is dependent on your commitment to the "4 Ps" of student involvement. Borrowing from Professor Shapiro of Harvard, these are:

1. **Preparation**: If you do not read the assigned material and engage in thoughtful preparation on a timely basis, you cannot have a meaningful learning experience in this course.
2. **Presence**: If you are not present you cannot learn and, more importantly, cannot add your unique thoughts and insight to the class discussion. You are expected to attend class regularly and take all exams. Normally, there will be no makeup for missed exams. In the case of illness documented and approved by appropriate offices at the University, you will be given a makeup test during the final exam week or at an earlier date. The assignment schedule and procedures in this class are subject to change as deemed necessary by the instructor. It is your responsibility to stay informed of any changes in the course calendar, assignments, and deadlines. All changes will be announced in class.
3. **Promptness**: Students who enter the classroom late disrupt the discussion and any other activity underway, slowing down the learning process. Therefore, please be prompt.
4. **Participation**: Your learning experience is best facilitated by regular participation. You have the responsibility to contribute to the learning process by sharing your knowledge, insight, judgment and experiences with the class.

**My pledge** to you includes, among others, the following: be accessible 24/7, come to class prepared and organized, nurture a learning environment, and never lack enthusiasm.

If your expectations are not being met or, if you are concerned about your grade or other course related matters, please talk to me as soon as possible during the semester. Appropriate accommodations will be provided to students with disabilities who present a memo from Student Disability Services (SDS).

**ADMINISTRATIVE INFORMATION**
To maximize learning, several Guidelines for Professional Conduct apply in this class. In particular, cheating, plagiarism, and collusion will not be tolerated. (Refer to the University of Memphis Student Handbook for more information.)

Academic misconduct and classroom misconduct can result in serious penalties, including receipt of a failing grade in the class, suspension, and expulsion from the University.

PERFORMANCE EVALUATION

Your performance will be evaluated on the basis of quizzes and tests, individual assignments, team assignments, and a comprehensive final project. Questions for tests may be drawn from the text, assigned outside readings, exercises, lectures and discussion materials. The primary aim of the tests and projects is to give you the opportunity to demonstrate applications of various marketing research concepts and tools, critical thinking, and interpretation and presentation of analytical results. **Open book and open notes policy is in effect for all tests/quizzes.** The following grading system will be used:

<table>
<thead>
<tr>
<th>Tests and Assignments</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>25pts</td>
</tr>
<tr>
<td>Test 2</td>
<td>25pts</td>
</tr>
<tr>
<td>Team Assignments(TA)*</td>
<td>20pts</td>
</tr>
<tr>
<td>Final Project (teamwork or individual)</td>
<td>30pts <em>(Details will posted on the course Web site)</em></td>
</tr>
</tbody>
</table>

*Team Assignments:

Team assignments are an integral part of the course. Self-selected teams of 4 individuals will be formed no later than the end of the fourth class session of the semester. Each team should be diverse enough to reflect the composition of the class in terms of ethnic background, gender and nationality. Each team will assume a “creative” name as a marketing research ‘firm’. The team will be known with this company name during the entire semester. Once teams are established, ideally they will remain intact until the course has been completed. However, the majority of members of a team may decide to fire a member, but no one can resign from the team. If a team member is fired, he/she will be responsible for the rest of the assignments as an individual, and will lose 25% of his/her scores that were earned while working as part of the team. You should let me know as soon as possible if your team is not functioning well. For the Final Project, you will be free to preserve your team or you may quit your team and conduct the project alone.

Each team member will evaluate other team members separately by the end of the semester. This is done by assigning a letter grade with a justification statement to each member to reflect his/her contribution to the team effort (A = Excellent contributor, B = Good, C = Average, D = Barely satisfactory, and F = Not a satisfactory contributor to the team effort). The evaluations will be submitted to the instructor on or before the final exam meeting in one sealed envelop (each evaluator submits one sealed envelop containing his/her evaluations of each team member). The peer evaluations are very important and remain confidential unless a grade appeal is initiated by a student. Each evaluator will be judged in terms candor and thoroughness of the peer evaluations he/she submitted and evaluations provided by other team members. The peer evaluations will be used as a subjective input for the determination of the course grade.

**TENTATIVE COURSE CALENDAR AND SCHEDULE** *(Subject to change as deemed necessary by the instructor)*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic Coverage</th>
<th>Chapter(s)</th>
<th>Tests and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Introduction &amp; Orientation</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Problem Definition/Research Design</td>
<td>2, 3</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Exploratory/Descriptive/Causal Research</td>
<td>4-7</td>
<td></td>
</tr>
</tbody>
</table>
**February**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Page Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Causal Research/Measurement and Scaling</td>
<td>7, 8, 9</td>
<td>TA1 due: 2/11</td>
</tr>
<tr>
<td>9</td>
<td>Measurement/Questionnaire and Form Design</td>
<td>8-10, 19</td>
<td>Test 1: 2/23</td>
</tr>
<tr>
<td>16</td>
<td>Sampling Methods and Sample Size</td>
<td>11-12</td>
<td>TA2 due: 2/25</td>
</tr>
<tr>
<td>23</td>
<td>Sample Size/Fieldwork: Data Collection</td>
<td>12-13</td>
<td></td>
</tr>
</tbody>
</table>

**March**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Page Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Fieldwork/Initial Data Analysis</td>
<td>13-14</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td><strong>SPRING BREAK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Hypothesis Testing Related to Differences</td>
<td>15-16</td>
<td>TA3 due: 3/18</td>
</tr>
<tr>
<td>23</td>
<td>Hypothesis Testing: ANOVA</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Correlation &amp; Regression</td>
<td>17</td>
<td>TA4 due: 3/30</td>
</tr>
</tbody>
</table>

**April**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Page Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Correlation &amp; Regression/Discriminant/Logit</td>
<td>18</td>
<td>TA5 due: 4/15</td>
</tr>
<tr>
<td>13</td>
<td>Cluster Analysis/MDS/Conjoint</td>
<td>20, 21</td>
<td>Test 2: 4/22</td>
</tr>
<tr>
<td>20</td>
<td>Review and Applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Report preparation</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Thursday, May 6: 5:30pm -7:30pm</strong></td>
<td></td>
<td>Final Exam Project Report and Presentation</td>
</tr>
</tbody>
</table>

*NOTE: EACH WEEK HAS TWO SESSIONS (TUESDAY AND THURSDAY). EXACT DATES OF TESTS WILL BE DETERMINED IN CLASS.*

**TENTATIVE LIST AND DUE DATES OF HOMEWORK ASSIGNMENTS** (Additional assignments will be added as deemed necessary by the instructor):

**Team Assignment #1:**

**CASE 2.2 (page 392): Who Is the Host with the Most?**

**Due Date:** 5:30pm on Tuesday, February 11, 2010.

**Nature of Assignment:** Submit a written “marketing research proposal” to Holiday Inn Management (Note: Case questions are all relevant to the research proposal in that a good research proposal will contain answers to these questions in appropriate sections of the proposal without mentioning the questions! However, you do not need to answer the questions. Do not try to develop a questionnaire since this will be asked of you later in another assignment).

**Expectations:** Professionalism. Meeting the deadline, good writing and presentation, and good reasoning in light of course content.

**Team Assignment #2:**

**CASE:** AutoZone Data

**Due Date:** 5:30pm on Thursday, February 25, 2010

**Nature of Assignment:** Conduct the required analysis and interpret results.

Consider the following variables in your AutoZone data file:
Sat1 to Sat3 (this multiple-item scale is intended to measure customer satisfaction-CS), Stor2 to Stor7 (intended to measure access convenience-AC), and Stor9 to Stor12 (intended to measure transaction convenience-TC).

1. Comment on the reliability and validity of these multiple-item measures.
2. Assuming each measure (multiple-item scale) is reliable and valid; create new variables representing CS, AC and TC. Determine if these variables depend on (vary across) household income levels.
3. Make actionable recommendations to AutoZone management using your results?

Expectations: Submit a professionally written and prepared report to AutoZone Management based on your data analysis results.

Team Assignment #3:

CASE 2.2 (page 392): Who Is the Host with the Most?
Due Date: 5:30pm on Thursday, March 18, 2010
Nature of Assignment: Develop an appropriate questionnaire to meet the research needs of Holiday Inn Management. Make sure the questionnaire is precoded (for creating a data file) and addresses the research objectives set for the project.

Expectations: Professionalism. Meeting the deadline, good writing and presentation, and good reasoning in light of course content.

Team Assignment #4:

CASE: AutoZone (AZ) Data
Due Date: 5:30pm on Tuesday, March 30, 2010
Nature of Assignment: Conduct the required analysis and interpret results.
1. Determine population estimates for the following:
   - Those who repair vehicles to make a living on a part time basis
   - Those who think AutoZone prices are “much lower“ than the competitors
   - Average overall satisfaction (SAT1)
   - Average likelihood of continuing to shop with AutoZone
2. Discount retailers such as AutoZone generally appeal low income consumers. AutoZone managers believe of those customers who are “Very Satisfied” overall, more than half of them have household incomes less than $26,000 a year. Does the evidence support their belief?
3. With respect to those who are “very likely” to continue to shop with AutoZone, AutoZone managers believe that they (a) view AutoZone’s prices to be lower than the competition, (b) view overall quality of AutoZone to be better than the competition, (c) view AutoZone’s quality of service to be better than the competition, and (d) (c) view AutoZone’s quality of part to be better than the competition. Does the survey support or refute the managers’ hypotheses? Interpret your findings.

Expectations: Submit a professionally written report to AZ Management based on your analysis results.
Assignment #6:

CASE: AutoZone (AZ) Data

Due Date: 5:30pm Thursday, April 15, 2010

Nature of Assignment: Conduct the required analysis and interpret results.

1. AutoZone managers wonder if AutoZone is more appealing to women than it is to men or vice versa.
2. Is AutoZone more appealing to African Americans than it is to Hispanic/Latinos?
3. With respect to overall ratings of AutoZone, do customers rate AutoZone more or less favorably on the quality of parts relative to quality of services?
4. Are AutoZone customers more or less satisfied with products compared services provided by AutoZone?
5. Does overall satisfaction vary across education, income, age? (Hint: you may want to recode education, age and income into new variables with smaller number of groups. Example: low, middle and high income groups).
6. Create a new variable by recoding STOR11 (1 through 4 = Unhappy Checkout, 5 = Happy Checkout) to distinguish between those who are not completely happy with check out line versus those who rate AutoZone “much better” (completely happy) than the competition. Is there a relationship between this new variable and age, income, education and gender? If so, what is the nature of the relationship? Could such information be used by AutoZone for improvement efforts? How?

Expectations: Submit a professionally written report to AZ Management based on your data analysis results.