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**GRANDE PRAIRIE REGIONAL COLLEGE
BUSINESS ADMINISTRATION
COURSE OUTLINE**

BA 2200 - MARKETING RESEARCH 3(3-0)

INSTRUCTOR: Donald Brown

OFFICE: C413

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532-1119 (home)

TEXT: The Marketing Research Project Manual, Second Edition,
Glen Jarboe; West Publishing Company; 1993

PREREQUISITES: BA 1050 (Math & Stats.) and BA 1090 (Marketing)

COURSE DESCRIPTION: This course will help the student identify, structure and solve marketing problems. The evolution of the usefulness of marketing research to help solve specific marketing problems is covered. Also, the design and implementation of sound research projects at the least possible cost is covered. Using analytical skills and the basic underlying principles, you will learn how to design a decisional research project.

COURSE OBJECTIVES: Marketing research is the function which links the consumer to the marketer through information. You will be expected to specify the information requirements to address specific marketing issues; design the method for collecting information; manage and implement the data collection process; analyze the results; and communicate the findings to actual clients.

EVALUATION: The following components will determine your final grade:

Mid-Term Test	20%
Case (Individual)	20%
Progress Report(s)	20%
Final Report	40%

Final Report is due December 7, 6:30 p.m.

LONG PAPER GUIDELINES

Based on the principle that knowledge unapplied is knowledge ungained this paper asks you to use the knowledge acquired in either or both of BA 1380/BA 2390. The purposes of this paper are:

1. to acquaint students with survey design techniques
2. to test insight into OB material
3. to be of service to the College/Community via research findings

GENERAL GUIDELINES

Value: 30% of final grade

Expected Length: 10 typed pages double spaced plus appendices

Due Date: Friday before the last two weeks of classes, at 3 p.m. Lateness penalty of 10% per school day late for 2 days; then paper will not be graded.

Marking Schemes:

- | | | |
|----|----------------|--|
| 4 | Description: | Description of data - What do they say? |
| 4 | Survey Design: | Valid and reliable data |
| 15 | Analysis: | Use of data - What do they mean?
Use of models to explain findings. |
| 3 | Action Plan: | Based on analysis, realism, feasibility (Value to client) |
| 4 | Format/Style: | English quality, structure, meaningful display of ease of reading data |

Important:

1. Refer to Chapter 7 and 8 in "Marketing Research in Canada" - on reserve in the LRC. Also, samples of previous excellent reports are available from instructor.
2. Questionnaire design is an iterative process - consult me often please.

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SPECIFIC GUIDELINES

4. Where possible, degrees of responses are preferred to yes/no responses.

eg.

Strongly
Disagree

1

2

3

4

Strongly
Agree

5

5. Display data as follows (typically):

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>Total</u>	
Raw #	4	2	9	12	12	41	Weighted
%	9.8	4.9	21.9	29.3	34.1	100.0	Mean =
						3.73	

These breakdowns should be in the appendices.

6. Rarely are responses uniform. Therefore, it is usually illuminating to test differences (dependent variable) according to demographics (independent variable). The most common independent variables are age, sex, marital status, year in programme, specialization, etc.
7. Fully "milk" the data. After mechanically "crunching the numbers" try to get the sense of them: what do they mean, what's surprising, what correlations can be made, what common denominators are apparent, etc.?
8. Graphic displays often help to highlight differences, anomalies, etc. Histograms (bar charts), graphs, pie charts etc. all help here.
9. Correlation is NOT causality
eg. There is a very high correlation between which division wins the Superbowl and stock market performance but clearly the former does not cause the latter.
10. In the body, draw conclusions and inferences from the data - do not force your reader to do so.
11. Leave your biases/politics etc. at home. Data are the anchor for this project and the objective is truth seeking not opinion flogging.

TESTS:

Only those students who contact me **BEFORE** a scheduled test will be permitted to write a supplemental. In most cases, supplementals are waived and the value of the final exam is increased to compensate for the test not written. This can be risky so it is far preferable to write the test. If you are unable to write a test call me or leave a message- please make sure that the message has a time on it.

HAND INS:

My policy is to deduct 10% per school date late to a maximum of two days after which do not bother to hand in the assignment. It is my objective to get next class feedback (ie. hand in on Friday get paper back on Monday) so once papers are returned, late papers cannot be accepted.

PUNCTUALITY/ATTENDANCE:

Classes will start on time all the time and reviews of material already covered will not be provided for late students. Attendance in my courses is super important as my policy is that you will only be tested on material covered in class. Please make arrangements with a fellow student to pick up hand outs if you are absent.

NOTES:

The test of good notes is whether they are meaningful and helpful when you need them. It has been my experience that students require more than what is written on the board. I use abbreviations/acronyms/buzz words extensively so **PLEASE** seek clarification as we proceed.

ASSISTANCE:

The onus is on the student to seek help if required. I shall presume satisfactory progress and comprehension unless I hear to the contrary. There is no shame whatsoever in seeking assistance and I shall happily provide it, but **YOU** must initiate the process. please do so early as it is rather difficult to help in a significant way the day before the exam.

My office hours are only a guide to my availability. Please feel free to wander in as you see fit. I may be busy and will have to set an appointment time for you. **YOU ARE NOT BOTHERING FACULTY WHEN YOU ASK FOR HELP: YOU ARE ASKING US TO DO OUR JOBS.**

I am comfortable with calls at home before 10:00 p.m. and am willing to meet on weekends if necessary.

If you are confused by a point in class do yourself (and the rest of the class) a favour by seeking clarification at the time.