

**University of Colorado at Boulder  
Leeds School of Business**

MKTG 3350  
Marketing Research

Spring 2011  
Professor Yacheng Sun

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Class meets: 3:30-4:45pm, Koelbel 102  
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Office hours: Wednesday and Friday 1:00 -2:00 pm, and by appointment

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**Prerequisites:** Successful completion of BCOR 1020, 2050, and 52 credit hours. In accordance with Marketing Division policy, prerequisites for this course will be strictly enforced- no exceptions. Enrollment in this course without the required prerequisites will result in an administratively drop. Thus, if this applies to you, you are strongly advised to drop this course immediately and register for a course for which you do have the required prerequisites.

### **Course Overview and Objectives**

Market research is about providing relevant, accurate and timely information for marketing decisions. Whether or not you ever work in a marketing research function, at some point in your career, you most likely will need to deal with marketing research, either as a practitioner or as a user.

The emphasis of this course is on marketing research as an aid to managerial decision-making. The course is primarily aimed at prospective users of marketing research. It will be a useful preparatory course for prospective practitioners of marketing research. Students will obtain a broad understanding of the purposes and principles that underlie the practice of marketing research. Familiarity with some statistical analysis software (Microsoft Excel, SPSS etc.) will be useful.

Upon successful completion of the course, students should be able to ask appropriate research questions, collect and analyze the necessary information, and provide recommendations that help resolve the issues when confronted with a business problem.

### **Text**

*Basic Marketing Research – Naresh K. Malhotra (Third edition), Prentice Hall, 2009.*  
(e-book available at <http://www.coursesmart.com>)

## Course Format

Lectures, class discussions, project assignments and text reading will form the major learning vehicles. The lectures are designed to reinforce and expand upon the material in the text. Discussions are aimed at bringing new perspectives to the material in the text and fostering the application of text and lecture content to marketing management situations. Some of the discussions will arise during the lectures; others will be based on cases. Each student is expected to prepare the assigned material, to attend class and to actively participate in class discussions.

## Leeds School Grading Policy

Starting fall 2009, the faculty and administration of the Leeds School decided to institute a new grading policy in order to strengthen the rigor of our programs and the value of your degrees. The guidelines are:

### Course Level Maximum Average Course Grade

1000 and 2000	2.5
<b>3000</b>	<b>2.8</b>
4000	3.0
5000	3.2
6000 and MBA Core	3.4
MBA Electives	3.6

Requests for exceptions to the policy can be made to the Leeds School administration in exceptional circumstances.

## Grading

Component	Points	Tentative Date
Exam 1	250 points	February 22 <sup>nd</sup>
Exam 2	250 points	April 19 <sup>th</sup>
Team Project	300 points	
Homework Assignment	100 points	
Participation scores	100 points	Various dates
Total	1000 points	

The final grade is calculated on the weighted value of all the components. Each of these components is described below.

Exams There will be two in-class exams consisting of multiple choice questions. The second exam will have more emphasis on topics covered after the first exam. The exams are closed book and closed notes, but you may bring one sheet of paper (8½ x 11 inches, one side) on which you may write anything you like. You should also bring a non-programmable calculator. Each of the

exams will contribute 20% to your final grade. The total contribution of the exams to your final grade is 40%. No make-up exams will be given before or after the exam, with the only exception being the case of serious illness with presentation of a valid doctor's note.

Group Project During the course of the semester, you will be involved in a group project. As the first step, you must form teams. The size of the teams will depend on class enrollment and will be announced in class. Each group will work on a project, which is designed to give you research experiences by completing a series of mini studies. It will help you to (1) appreciate the role of market research in guiding intelligent managerial decisions; (2) learn how to conduct exploratory research and use the findings thereof to pin down the right research questions; (3) learn how to set up and test hypotheses in order to provide answers to the research questions and (4) familiarize with the various quantitative and qualitative techniques covered in the classroom. Substantively, this project involves using market research to propose a profitable change in the marketing mix (e.g., price, promotion) of a business in Boulder. The project consists of two parts. The first part (Task #1 - #3) is exploratory; aimed at formulating the right research questions and hypotheses. Specifically, task #1 asks you to name the focal business and identify its competitors. Task # 2 requires searching for secondary data and recent market intelligence to understand the current problems/opportunities facing the focal business. Task #3a and Task #3b generate additional customer insights from observation studies and in-depth interviews. The second part of the project (Task #4-#6) is conclusive, aimed at providing actionable recommendations for the marketing managers. Specifically, Task # 4 focuses on designing and administering a survey study to systematically collect data from a representative sample of customers. Task #5 requires analysis of the data and synthesizing all previous work into a formal research report. Finally each team will make an in-class presentation (Task #6).

Deliverables for the project include:

- For each of the intermediate tasks (task #1-#4) - a brief, typewritten report;
- A questionnaire (task #4);
- A final research report that integrates all the findings from the intermediate tasks and the survey study (task #5);
- An in-class presentation

Note that all relevant deadlines for the group project are indicated in the course schedule (Appendix A).

I will be happy to help you during each stage of the group project, but it will be difficult, or even impossible to help you if your questions are vague. Therefore, it is important that you ask well-defined, specific questions.

*Peer Evaluation and Work Norms* It is well understood that the performance of a project teams critically depends on the conscientious contribution from each and every group member. To discourage potential free-riding behavior during the project process, I ask every student to fill a peer-evaluation sheet that rates the perceived contribution of the other group members. This sheet is due at the final exam and will be held strictly confidential by the instructor. While a student is always guaranteed to receive a half of his project score (the fixed part), I will use the

average contribution ratings received by a student to determine the other half of his or her individual project scores (the variable part).

For example, imagine a hypothetical group which consists of 4 group members, A, B, C and D, and suppose the group as a whole receives an overall 290 points for the project. A, one of the group member, gives himself 100% rating on the group contribution, and he receives 100%, 100% and 90% ratings from B, C and D, then his average contribution rating is 97.5%  $(100\%+100\%+100\%+90\%)/4$ . In this case, the total score received by A is the sum of the fixed part of the participation score, which is 145  $(290*50\%)$ , and the variable part, which is  $97.5\%*145 = 141.5$ . Thus the total project score received by A will be 286.5.

*Note on Statistical Analysis* You may use any software package you like to analyze your data. You are responsible for learning how to use the package on your own. Several statistical packages are available in the CU computer labs. Depending on what analyses are required for your project, some spreadsheet packages may suffice. If you need any help, please consult me.

Home Assignments One or more short homework may be assigned in order to reinforce the understanding of certain critical learning components.

Class Participation you are expected to contribute to class discussions. Please carefully go through your assigned readings so that you are in a better position to ask questions and comment on the material covered in class. This will make the learning process much more enjoyable for both you and me! Class attendance and participation will be monitored. Attendance is a necessary but not sufficient condition for a good participation grade. Credit will be given more on the basis of quality than quantity. Attendance to guest speakers' lectures is required and failure to do so will result in a mandatory 20 points deduction (out of 100) from your grade.

### **Class Policy**

You are expected to:

Be on time and be prepared: if you for some reason failed to prepare yourself for class, please notify me before the beginning of the class period. This avoids embarrassment as I may cold-call students.

Attend regularly: try to attend each class as absences will lower your class participation grade. Also, if changes in exam procedure, exam date, exam coverage, assignments, etc. are announced in class you are responsible for knowing this information.

Arrive on time: late-comers are very disturbing. Tardiness will have a significant negative impact on your participation grade.

Respect assignment deadlines: assignments have to be submitted at the beginning of a class period on the due date. If you do not submit on time, you forfeit a grade on the assignments.

Be honest: CU honor code is strictly enforced. For details on the code, please visit <http://www.colorado.edu/academics/honorcode/>

Cheating and plagiarism are serious offenses and will result in a grade of "F" for the assignment/test for all parties involved.

### **Feedback**

If you have any question or concern about the course content, teaching, grading, or if you have any suggestion for improvement in the above area, please do not hesitate to discuss them with me.

**Appendix A**  
**MKTG 3350 Spring 2011 Academic Calendar**

Week	Date	Schedule	Readings	Project
1	Jan 11	Overview	Syllabus	
	Jan 13	Role of Research in Marketing	Slides & Handout	
2	Jan 18	Marketing Research Industry	Slides & Handout	
	Jan 20	Marketing Research Process	Chapter 2	
3	Jan 25	Research Design	Chapter 3	
	Jan 27	Qualitative research I	Slides & Handout	Task 1 due
4	Feb 1	Qualitative research II <b>Guest speaker</b>	Slides & Handout	
	Feb 3	Survey Research and Interviews	Chapter 7	
5	Feb 8	Measurement	Chapter 9 & 10	
	Feb 10	Questionnaire Design	Chapter 11	Task 2 due
6	Feb 15	Sampling I	Chapter 12	
	Feb 16	Review		
7	Feb 22	<b>Exam 1</b>		
	Feb 24	Sampling II	Chapter 13	
8	Mar 1	Experimental Research	Chapter 8	Task 3 due
	Mar 3	Secondary and syndicated data sources	Chapter 5	
9	Mar 8	Data collection and Preparation	Chapter 14	
	Mar 10	Data Analysis I	Chapter 15	
10	Mar 15	Data Analysis II	Chapter 16	
	Mar 17	Hypothesis Testing	Slides	Task 4 due
11	Spring break – No Class			
12	Mar 29	Hypothesis Testing II <b>Guest Speaker</b>	Slides	
	Mar 31	Correlation Analysis	Chapter 18	
13	Apr 5	Regression Analysis	Chapter 18	
	Apr 7	Conjoint Analysis	Slides & Handout	
14	Apr 12	Research Proposal	Slides & Handout	
	Apr 14	Review		Task 5 due
15	Apr 19	<b>Exam 2</b>		
	Apr 21	Presenting Research Findings	Slides & Handout	
16	Apr 26	<b>Project Day</b>		
	Apr 28	Project Presentation		<b>Final research report due</b>
17	End of Semester			
Dates on the course calendar are subject to change at the instructors’ discretion.				