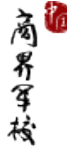




PHBS
北京大学汇丰商学院



Marketing Research

(2019-2020, 1st Module)

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I. Course Description

Marketing research is the systematic and objective identification, collection, analysis, dissemination, and use of information for the purpose of generating insights to improve decision making related to marketing problems and opportunities. Marketing Research serves as a central basis for marketing decision making; therefore, it is critical for a manager to understand marketing research and be able to specify what needs to be studied, how to study it, and how to interpret the results. The goal of this course is to familiarize students with the fundamentals of marketing research and enhance their abilities to define and solve marketing problems.

II. Course Objectives

- To improve students' problem definition skills: the ability to identify a management problem and translate the management problem into a marketing research question
- To develop research design skills: evaluate the various research designs and select the most cost-effective one for the research question
- To empower students with the necessary skills of implementing a research design: skills in data collection, data analysis with SPSS, and presentation of research findings
- To provide students with hands-on experience in each step of a marketing research process

To this end, the course is organized into the following sections: problem definition, research design formulation, data collection, data analysis, and output presentation. To achieve the above objectives, we will use a combination of lectures, case discussions, and hands-on exercises in research for marketing insights. Most lectures will consist of theory, applications, and SPSS demonstration.

III. Course Design

1. Textbook

Celsi Hair, Daivid Ortinau and Robert Bush (2017) *Essentials of Marketing Research* (4th edition), McGraw-Hill International Edition, ISBN: 978-0-078-112119.

Naresh K. Malhotra, Dan Nunan and David F. Birks (2017) *Marketing Research: An applied approach* (5th edition), Pearson Education, ISBN: 978-0273725855

2. Grading

	%
Participation	15
Homework assignments(individual)	20
Midterm (individual)	25
Group project (group work)	40

A. Class Participation

You are expected to attend each class **on time**. If you do need to come to class late, or leave early, please let me know ahead of time.

You are also expected to read the text materials and contribute to class discussion by both listening carefully to your classmates and speaking out your own viewpoints. Learning depends heavily upon thorough and lively participation. Since I may from time to time call on individuals even when their hands are not raised, you should let me know before the start of class if some emergency has made it impossible for you to be prepared adequately for that class. Naturally, there are students who do not feel comfortable contributing verbally in the classroom. We should all try to make the classroom atmosphere as congenial as possible to assist all of our colleagues in the class

participation process. This does not, however, mean that you must agree with every comment offered by your classmates (i.e., it's ok to disagree).

Please display your **name card**. My classes are very interactive, and so it is important for me to know who you are.

B. Homework Assignments

Throughout the semester, you will be given **four** hands-on exercises and a **one-week** window to finish each exercise. Each student must hand on his/her own answer sheet, and I only accept **hard-copy** submissions. I prefer the solutions to be concise, precise, and typed. If the problem set involves SPSS computation, you need to **cut and paste** the relevant output into a word file/pdf and **summarize** the results. **Do not** print the whole SPSS worksheet and output.

Late assignment: If you hand in your solutions one day late, you will get 75% of the full original marks; if you hand in by two days late, you can only get 50% of it, and so on. You will receive no credit for the problem set if you hand in your answers after I hand out or post the solutions.

C. Midterm

There will be an in-class midterm exam. It focuses more on your understanding of the course materials. Details will be provided as the course goes on.

D. Group Project

This is a continuing project through the entire semester, with exercises in every stage of a marketing research process. The project will give you an opportunity to design and conduct a fully-fledged piece of marketing research in an area of your own choice. Specifically, your group will need to identify a **real** marketing research problem, write a research proposal, choose a research design, collect data, analyze the data, write up a research report, and present your research to your class. **Your project must involve quantitative data collection via questionnaire design and surveys, and data analysis.** Since the research project will involve a considerable amount of time and effort, it is vitally important that you work on a project that you find interesting. **Keep the project**

within a manageable scale, both in terms of time and money. I will not be able to provide any financial assistance to your group project.

Throughout the project, I will serve as an advisor and would be available to answer questions. However, it is your responsibility to make sure that your project is completed in a timely manner. You must anticipate potential problems and plan ahead. Your grade on this project will depend on **your group's grade** and **your contribution factor**, which is determined by your group's peer evaluations of your performance.

Group project evaluation: your group project will be evaluated in a holistic way. Research question definition, implementation, data analysis and presentations are all important. Every step matters!

The score distribution of group project is (the total is 40%)

- Research proposal 5%
- Exploratory research 5%
- Questionnaire design 5%
- Presentation 10%
- Final Report 15%

Contribution factor: In the peer evaluation, if you think your group members complete their due amount of work (or more), you can evaluate their contribution factors as 100%. If you think some group member contribute little (shirk), you may evaluate their contribution factors as less than 100%. A student's contribution factor is the average across those given by all of his/her group members. I hope this will help to mitigate the "free rider" problem that is common in teamwork.

The project consists of **4 stages:**

Stage 1:

Activities: Form your group and select a research topic

Each group should have at least three but no more than five members. If you are unable to find teammates, please e-mail me and we will do random matching. No change in group members is allowed after class 2.

Each group should have its own name to be used throughout the course. Be creative on the group name. Consider it the brand name of your group. If you have a slogan for your group, feel free to use it.

Each group should provide a color photo of the whole team. Please add a note indicating the corresponding name of each person (official name and nick name used in the name tag) in the photo.

Stage 2:

Activities: Refine research problems and design

Outputs: A presentation of the research proposal (class 5) and a research proposal (Due in class 7)

Once you get the feedback from me, you should start working on a formal research proposal. It is recommended that you submit the proposal as soon as possible (even before the deadline) so that you can start conducting exploratory research (Stage 3). Please limit your proposal to three to five pages.

The research proposal should include details about:

- **Problem formulation**

- 1) What is (are) the decision problem(s)?
- 2) What are the research problems?

- **Research design**

- 1) To address each of the research problem, what research design and method will you adopt?

- **Plan for data collection and analysis**

- 1) For each of the research method, how will you collect the data? E.g., who will you recruit as the participants for your interview or focus group? How many? Through what channel (face-to-face, phone, online, etc)?
- 2) For each of the method, how will you analyze the data if you collect them?

- **Time schedule**

Stage 3:

Activities: Conduct exploratory research and draft a questionnaire for descriptive research

Outputs: Summary of exploratory research and questionnaire design (Due in class 10)

In this stage, you should conduct some exploratory research that helps you revise your research plan and design your questionnaire for more in-depth data analysis.

Each group should submit 1) a summary report of the exploratory research and 2) a draft of questionnaire design.

For each research method you used, state the objectives (what are the research problems to be addressed), provide details about how you collected the data (who are the subjects, where and how did you conduct the study), and finally interpret and conclude the results (what are the key findings).

It is strongly recommended that you videotape the focus group studies or depth interviews if feasible. The videos may be quite useful later (in presentation or writing the final report). You can submit one of the videos (small-size) as part of your report.

Having all the results from the exploratory research, if you decide to make changes to the original research problems you started with, you should summarize and discuss the changes.

The summary report should not exceed 10 pages.

In a separate document, please provide a draft of your questionnaire for the descriptive research in the next stage. If you design the questionnaire using some online tool, please provide a screenshot of each page.

Stage 4:

Activities: Conduct descriptive research and analyze data

Output 1: Oral presentation (class 17, 18)

The presentation should summarize the essential elements of your research project.

Because of time constraint, it is recommended that the presentation cover the most important points and results of the research project. Some minor findings or technical details can be summarized in the final report.

Output 2: Final report (Due in class 18)

After your presentation, each group should write up a final report that is no more than 15 pages (excluding the appendix, cover page and table of content).

Similar to the oral presentation, the final report should cover the key process of marketing research that you have learned in class. Since the exploratory research has already been summarized in details in the report of Stage 3, you should simply provide a very brief summary of the exploratory results and place the emphasis on the descriptive research.

IV. Academic Honesty & Plagiarism

It is important for a student's effort and credit to be recognized through class assessment. Credits earned for a student work due to efforts done by others are clearly unfair. Deliberate dishonesty is considered academic misconducts, which include plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.

All assessments are subject to academic misconduct check. Misconduct check may include reproducing the assessment, providing a copy to another member of faculty, and/or communicate a copy of this assignment to the PHBS Discipline Committee. A suspected plagiarized document/assignment submitted to a plagiarism checking service may be kept in its database for future reference purpose.

Where violation is suspected, penalties will be implemented. The penalties for academic misconduct may include: deduction of honor points, a mark of zero on the assessment, a fail grade for the whole course, and reference of the matter to the Peking University Registrar.

For more information of plagiarism, please refer to PHBS Student Handbook.

V. Course Schedule

Class	Contents	Reading	Assignment Due
1	Introduction to Marketing Research	Hair et al (2017): Chapter 1	Assignment 1 handed out, due in class 3
2	Marketing Research: Process and Proposals	Hair et al (2017): Chapter 2	Team Formation
3	Qualitative Research Design	Hair et al (2017): Chapters 3 & 4	
4	Descriptive and Causal Research Design I	Hair et al (2017): Chapters 5 Malhotra et al. (2017) Chapter 11	
5	Causal Research Design II	Malhotra et al. (2017) Chapter 11	Presentation and feedback of group project proposal
6	Sampling	Hair et al (2017): Chapter 6	Assignment 2 handed out, due in class 8
7	Measurement & Scaling	Hair et al (2017): Chapter 7	Group project proposal due
8	Questionnaire Design SPSS demonstration	Hair et al (2017): Chapter 8	
9	Qualitative Data Analysis	Hair et al (2017): Chapter 9	
10	Data Preparation for Quantitative Analysis	Hair et al (2017): Chapter 10	Assignment 3 handed out, due in class 12, summary of exploratory research and questionnaire design due
11	Mid-term		
12	Data Analysis: Hypothesis Testing	Malhotra et al. (2017) Chapter 18	
13	Data Analysis: Analysis of Variance (ANOVA) and Covariance (ANCOVA)	Malhotra et al. (2017) Chapter 19	
14	Data Analysis: Correlation Analysis and Regression Analysis	Hair et al (2017): Chapter 12	Assignment 4 handed out, due in class 16
15	Data Analysis: Discriminant Analysis, Factor Analysis and Cluster Analysis	Malhotra et al. (2017) Chapter 21, 22 & 23	

16	Data Analysis Multidimensional Scaling and Conjoint Analysis	Malhotra et al. (2017) Chapter 24	
17	Final Presentation		
18	Final Presentation		Final project report due, peer evaluation form due