



Market Research

MBA 549

Southwestern College Professional Studies

COURSE SYLLABUS

I. Course Catalog Description

Market research strategies and methods for diverse markets are studied in this course. Learners define the purpose and goals of research, appraise and select research methods, manage a research project, analyze results, and make recommendations. *Prerequisites: MBA 530 and MBA 510.*

II. Required and Supplementary Instructional Materials

Kaden, R.J., Linda, G., and Prince, M. (2012). *Leading edge marketing research*. Thousand Oaks, CA: SAGE Publications.

Petit, R., (2007). *Learning from winners*. New York, NY: Taylor & Francis.

III. Learning Outcomes

Learning outcomes describe the knowledge, skills, values, and attitudes that learners gain as the result of a particular learning experience. Southwestern College Professional Studies has learning outcomes specific to each course and each [undergraduate](#) and [graduate](#) program of study, as well as [institution-wide outcomes](#) related to the mission and vision of the college. Outcomes can help learners and instructors focus on the big picture of the learning experience and can help inform potential employers about a graduate's knowledge and skills.

Upon successfully completing this course, the learner will be able to:

1. Justify market research as a fundamental business function and its requisite integration throughout an organization.
2. Evaluate the potential value and outcome of alternative research methods and technologies for select market research projects.
3. Create an effective market research design for a complex market initiative.
4. Apply industry standards for research ethics and conduct.
5. Conduct a market research project, utilizing project management principles and practices.
6. Analyze market research results utilizing qualitative and quantitative techniques and associated technologies.
7. Recommend evidence-based market strategies and activities supported by market research findings and results.

At the end of the course, learners may vary in their ability to achieve these outcomes. You are more likely to achieve these outcomes only if you attend class and/or online activities as required by the syllabus, complete the requirements for all assignments to the best of your ability, participate actively in class activities and group work as directed, and study diligently for exams.

IV. Course Policies

Students are expected to read and abide by the course policies located in the instructor-specific syllabus in the blackboard course.

V. Course Requirements:

Requirements	Number of Assignments	Points Possible	Percent of Grade
Discussions	12	240	24%
Blog Posts	5	80	8%

Requirements	Number of Assignments	Points Possible	Percent of Grade
Unit 1 Pre-Research Exercise	1	40	4%
Unit 2 Mixed Methods Brief	1	90	9%
Unit 4 Group Project and Presentation (Mastery Assignment)	1	200	20%
Unit 5 Business Research Analysis	1	100	10%
Unit 6 Final Project (Mastery Assignment)	1	250	25%
Total Points		1000	100%

VI. Course at a Glance:

Unit	Reading & Preparation Activities	Graded Work Due
1	<ul style="list-style-type: none"> View presentation (9:33) by Leslie Chaffin, "Market(ing) Research: An Exciting Time to be Involved" Read all rubrics for the graded assessments in this course provided under the "Faculty & Course Info" tab on the course site Read Kaden, Part 1 and Chapters 2, 6, 7 and 8 Read Petit, Part 2 Read the "MBA 549 Final Project Instructions" located in Unit 6 Read blog post by Scott Smith, PhD's Marketing Research 101 series: "Market Research vs. Marketing Research--What's the Difference?" Review "Casros Code of Standards and Ethics" Read "The Code of Marketing Research Standards" from the Marketing Research Association, Inc. Read "Five Reasons Why Marketing Research Matters," 2013, Fletcher. View video (3:10): "Top 10 Mistakes to Avoid in Market Research" (2013) Read "Not just what they want, but why they want it: traditional market research to deep customer insights," Price, et. al., 2015. Review the SlideShare slides, "The Marketing Research Process" (for review of the research process specific to marketing questions) 	<ul style="list-style-type: none"> Unit 1.1 Discussion Unit 1.2 Discussion Unit 1 Blog Post Unit 1 Pre-Research Exercise
2	<ul style="list-style-type: none"> Read Kaden, Chapters 3-5 and 11 and 16 Read Petit, Case 2 "Creating A New Business Model--Lexus" Read "Faster, Easier, More Impactful Research," Bryson, 2015 Listen to at least two of the 2015 Qual360 interviews (5-7:00 min. each) Read "The Utility of Item Response Modeling in Marketing Research," Raykov & Calatone, 2014 	<ul style="list-style-type: none"> Unit 2.1 Discussion Unit 2.2 Discussion Unit 2 Blog Post Unit 2 Mixed Methods Brief

Unit	Reading & Preparation Activities	Graded Work Due
3	<ul style="list-style-type: none"> • Read Kaden, Chapters 10, 12 and 14 • Read Petit, Case 6 “Reaching Multiple Consumer Segments with a Powerful Idea” • Read Pew Research Center’s “The Whys and Hows of Generations Research” (2015) • Read “The impact of generational cohorts on status consumption: an exploratory look at generational cohort and demographics on status consumption,” by Eastman and Liu, 2012 • View the SlideShare “Beyond Demographic Boundary: Determining Generational Values by Cohorts,” • Read “Maximum difference scaling: Exploring the impact of design on research results,” Furlan & Turner, 2013 • Read “How to Write High Impact Marketing Research Reports” • Read blog post from QuickTapSurvey (2013), “Why Museum Visitor Surveys Are a Must Have Marketing Tool” • Read the Case Study by Wilson & Fellows (2015), “Tacoma Art Museum: Will Less Be More?” 	<ul style="list-style-type: none"> • Unit 3.1 Discussion • Unit 3.2 Discussion • Unit 3 Outline for Tacoma Art Museum Group Project • Unit 3 Blog Post
4	<ul style="list-style-type: none"> • Read Kaden, Chapters 9 and 15 • Read Petit, Case 3 “Smashing Category Traditions” • Read “Accounting for Social-Desirability Bias in Survey Sampling,” Gittleman, et. al., 2015 • Read “Analyzing the Data: How to Analyze Your Data Like a Survey Scientist” • View video (48:44): “Data Analysis - 10 Things I Wish Someone Had Told Me about Data Analysis” (48:44) • Read “Standardization and Adaptation of International Marketing Mix Activities: A Case Study” by Akgun, et. al., 2014 • Read “Global Brand Architecture Position and Market-Based Performance: The Moderating Role of Culture,” Alikabar, et. al., 2013 • Read “Consumer Ethnocentrism, National Identity, and Consumer Cosmopolitanism as Drivers of Consumer Behavior: A Social Identity Theory Perspective,” 2015 Zeugner-Roth, et. al. • Review the slide presentation “Qualitative Data Analysis,” 2009, Nigatu 	<ul style="list-style-type: none"> • Unit 4.1 Discussion • Unit 4.2 Discussion • Unit 4 Blog Post • Unit 4 Tacoma Art Museum Group Project Report and Presentation (Mastery Assignment)

Unit	Reading & Preparation Activities	Graded Work Due
5	<ul style="list-style-type: none"> • Read Kaden, Chapter 17-18 • Read Petit, Case 1 “Seizing a New Business Opportunity” • Read “The 8 Criteria that Distinguish B2B Markets from B2C,” 2015, Priority Metrics Group. • Read “On Improving the Conceptual Foundations of International Research,” Douglas & Craig, 2006 • Read “In researching emerging markets, anthropology often trumps statistics,” Nailer, et. al., 2015 • Read “The Top 3 B2B Questions for 2016,” MarketingProfs, 2016 	<ul style="list-style-type: none"> • Unit 5.1 Discussion • Unit 5.2 Discussion • Unit 5 Blog Post • Unit 5 Business Research Analysis
6	<ul style="list-style-type: none"> • Read Kaden, the Epilogue • Read “Six Market Research Trends for 2016” by Kirk Hendrickson, 2015 	<ul style="list-style-type: none"> • Unit 6.1 Discussion • Unit 6.2 Discussion • Unit 6 Final Project (Mastery Assignment)

VII. Other Policies and Requirements

Follow this link to the Southwestern College Professional Studies [Standard Syllabus](#) in Blackboard. You may be required to log in.