



Market Research

MBA 549 [all sections]

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. Course Delivery

There are two forms of course delivery Ground and Online:

Ground courses, or those that meet face-to-face on a weekly basis, also have an online component, which means some of the course content is delivered online. Southwestern College utilizes the Blackboard (Bb) learning management system.

Online courses typically contain a blend of synchronous (real-time) and asynchronous (not real-time) material. Depending on the course, you may be required at times to interact “live,” which might mean attending a scheduled Collaborate session. You may also be required to view or listen to a lecture or other video on a specific date and time. Of course, if there are circumstances that prohibit you from logging in to a scheduled synchronous activity, an alternate assignment will be provided. Please refer to the [Course at a Glance](#) section which will note any synchronous activities.

IV. 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.

V. Expectations

Learners can expect the instructor to:

- Respond to e-mail and phone contact attempts promptly (if you do not receive a response after 48 hours please follow-up as a technology glitch may have occurred)
- Substantially participate in weekly discussions/lecture
- Employ impartial and consistent grading practices
- Provide assignment grades and feedback in one week or less

Instructors can expect the learner to:

- Review the syllabus in its entirety requesting clarification prior to beginning week 1 coursework
- Obtain access to the required course materials prior to the class start date or notify the instructor of any delay no later than Tuesday of week 1 of the course
- Submit course assignment questions with enough notice to receive and incorporate feedback prior to the assignment due date (see [course late policy](#))
- Possess basic skills in Microsoft Office, and have the ability to access Blackboard
- Include the [course ID](#) (Ex: CORE101) on all e-mail correspondence
- Check Blackboard course announcements often during the course
- Communicate with instructors and classmates in a professional and respectful manner
- Substantially participate in weekly discussion/lecture (it is strongly suggested that Bb posts be prepared in a word processing software application then checked for grammar errors prior to submission)
- Submit assignments via the appropriate avenue (e.g. discussion board, Bb assignment link, etc.)
- Adhere to the Southwestern College [Student Code of Conduct](#) and [Standards of Academic Integrity](#)
- Create and submit original work

VI. Grading Scale and Criteria

<u>Grade</u>	<u>Quality Points</u>	<u>Course Scale</u>
A+	4.00	100%
A	4.00	94.0-99.9%
A-	3.67	90.0-93.9%
B+	3.33	87.0-89.9%
B	3.00	84.0-86.9%
B-	2.67	80.0-83.9%
C+	2.33	77.0-79.9%
C	2.00	74.0-76.9%
C-	1.67	70.0-73.9%
D+	1.33	67.0-69.9%
D	1.00	64.0-66.9%
D-	0.67	60.0-63.9%
F	0.00	< 60.0%

<u>Grade:</u>	<u>Criteria and Guidelines:</u>
A+	The grade of A+ is reserved for a perfect score (100%) of all work in a course.
A	Superior work: Superior performance that far exceeds the minimum expectations and demonstrates an excellent understanding of the concepts addressed in the course.
B	Above average work: Good performance that exceeds the minimum expectations and demonstrates a higher than average understanding of the concepts addressed in the course.
C	Average Work: Adequate performance that meets the minimal expectations and demonstrates a basic understanding of the concepts addressed in the course.
D	Minimally acceptable work for receiving credit: Below average performance that does not meet the minimum expectations and/or does not demonstrate a basic understanding of the concepts addressed in the course.
F	Failure: Unacceptable performance (in a professional context, this means “you’re fired.”)
WF	Withdraw/Fail: A final grade of WF will be recorded for learners who either never access/attend or submit any assignments for courses.
WD, AW, I, S, W, WM	Please refer to the Grading System section of the appropriate catalog.

VII. College Policies

Students are expected to read and abide by the college policies as listed in the appropriate catalog:

- [Undergraduate Catalog](#): For learners who do not possess a bachelor’s degree, are pursuing an additional bachelor’s degree or for graduate learners who are enrolled in 100-400 level courses.
- [Graduate Catalog](#): For learners who have earned a bachelor’s degree and are pursuing a master’s degree or graduate level certificate or learners who are enrolled in 500+ level courses.

[Non-Discrimination Policy](#)

[Student Code of Conduct](#)

[Academic Integrity Policy](#)

[Policies for Dealing with Violations of Academic Integrity](#)

[Incomplete Policy](#)

[Withdraw Policy](#)

VIII. Course Policies

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

IX. [Technology Requirements](#)

X. Citation

Check the Academic Resources link in the course menu of your Blackboard course to find the specific requirements and resources for formatting manuscripts and documenting various kinds of sources when submitting written work.

XI. SafeAssign®

This instructor may use SafeAssign®, which is a system that allows for checking the originality of writing and proper citing. Your assignments may be run through this software.

XII. Course Requirements:

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

XIII. 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)

XIV. College Resources

[Advising](#)

[Self-Service](#)

[Withdraw Form](#)

[Blackboard Learn](#)

[SCPS Bookstore](#)

[Deets Library](#)

[Online Writing Center](#): View this brief [video tutorial](#) that explains how to enroll in Blackboard

IT Support: Marilyn.clements@sckans.edu or 888-684-5335 x.121

XV. ADA Compliance Statement

Students in this course who have a disability preventing them from fully demonstrating their academic abilities should contact Steve Kramer, Disability Services Coordinator. This will begin the disability verification process and allow discussion of accommodations. He can be reached at (620) 229-6307 or (toll free) at 1-800-846-1543, or by email at steve.kramer@sckans.edu. The web page for Disability Services can be found here: <http://www.sckans.edu/student-services/1st-class/sc-access/>.

XVI. Senior Capstone and Graduate Projects:

The majority of the programs offered by Southwestern College Professional Studies conclude with a Senior Capstone or Graduate Project. During the Capstone or Project course students will be required to retrieve papers, assignments and projects that they created during their entire program of study. For this reason it is imperative that students design a method of storing program course work for use during their final class at Southwestern College Professional Studies.