WILMINGTON UNIVERSITY
COLLEGE OF BUSINESS
BASIC COURSE INFORMATION

COURSE TITLE: Marketing Research

COURSE NUMBER: BMK 321

I. RATIONALE:

Rapid changes in the business world are creating new decision situations that demand creative solutions and better skills for the acquisition and use of information. Business decision makers and the marketing research industry have been forced to rethink their notions of information and of the practices used to acquire and generate data and information. Today, students entering the marketing and/or business field need to have a greater awareness and appreciation of how identifying, searching, gathering, analyzing and interpreting secondary and primary data “fits” into the newest business paradigm: better customer relationship management.

II. MAJOR INSTRUCTIONAL GOALS:

GOAL A:
Identify the role and value of marketing research.

Learning Outcomes: The student will:

A-1 Describe and explain the impact marketing research has on marketing decision making.
A-2 Demonstrate how marketing research fits into the marketing planning process.
A-3 Demonstrate ethical dimensions associated with marketing research.
A-4 Understand emerging trends and new skills associated with marketing research.
A-5 Describe the major environmental factors influencing marketing research and explain their impact on the research process.
A-6 Identify and explain the major components of a research proposal.
A-7 Understand how secondary data fit into the marketing research process.
A-8 Explain how secondary data fit into the customer relationship management process.
A-9 Demonstrate and apply secondary data and how it can be used in problem solving.
A-10 Identify sources of external secondary data.
GOAL B:
Identify technology in the research process

Learning Outcomes: The student will:

B-1 Understand the essential elements that make up a customer relationship management program.
B-2 Describe the relationship that exists between marketing research and customer relationship illustrate the process of data collection for a customer relationship management program.
B-4 Understand the purpose of a marketing decision support system (MDSS)
B-5 Understand and explain the relationship between information processing and the MDSS.
B-6 Provide examples of output from an MDSS.

GOAL C:
Design a marketing research project

Learning Outcomes: The student will:

C-1 Identify the fundamental differences between qualitative and quantitative research methods and explain their appropriateness in creating useful managerial information.
C-2 Describe and explain two popular qualitative techniques used in gathering primary data.
C-3 Explain focus groups, the importance of a moderator, and how the findings are used to improve decision making.
C-4 Explain the advantages and disadvantages of using quantitative, descriptive survey research designs to collect primary data.
C-5 Discuss the many types of survey methods available to researchers. Identify and discuss the factors that drive the choice of survey methods.
C-6 Describe and explain the importance of and differences between the variables used in experimental research design.
C-7 Explain the theoretical importance and impact of internal, external, and construct validity in experiments and interpreting functional relationships.

GOAL D:
Gather and collect accurate data

Learning Outcomes: The student will:

D-1 Identify and explain the different roles of sampling in the overall information research process.
D-2 Distinguish between probability and non-probability sampling methods.
D-3 Explain what scale measurement is, and describe how to correctly apply it in collecting raw data from respondents.
D-4 Explain what constructs are, how they are developed, and why they are important to measurement and scale designs.
D-5 Design Likert, semantic differential, and behavior intention scales, and explain their strengths and weaknesses.
D-6 Identify and discuss the critical aspects of consumer attitudes and other marketplace phenomena that require measurement to allow us to make better decisions.

GOAL E:
Prepare data, analyze data and report data

Learning Outcomes: The student will:

E-1 Illustrate the process of preparing data for preliminary analysis.
E-2 Demonstrate the procedure for assuring data validation.
E-3 Understand how to prepare graphical presentations of data.
E-4 Calculate the mean, median and mode as measures of central tendency.
E-5 Explain the range and standard deviation of a frequency distribution as measure of dispersion.
E-6 Understand the difference between independent and related samples.
E-7 Distinguish between dependence and interdependence methods.
E-8 Understand the primary objectives of a research report.
E-9 Explain how a marketing research report is organized.
E-10 Understand the importance of presentations in marketing research.

III. SUPPLEMENTAL MATERIALS:

MARKETING RESEARCH RUBRIC, BMK 321

Project/Presentation Rubric: Marketing Research Name: _______________

There are 10 categories. Each category is worth a maximum of 5 points, totaling 50 points.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 = A</th>
<th>3 = B</th>
<th>2 = C</th>
<th>1 = D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Objectives</td>
<td>All topics are addressed and all objectives answered with elaborate details</td>
<td>All topics are addressed and most objectives are answered with good details.</td>
<td>Some topics are addressed and few objectives are answered with details.</td>
<td>Topics are not addressed and objectives are not answered.</td>
</tr>
<tr>
<td>Research Questions</td>
<td>Questionnaires were complete and submitted with elaborate detail.</td>
<td>Questionnaires were complete and submitted with some detail.</td>
<td>Questionnaires were complete and submitted with little detail.</td>
<td>Questionnaires were incomplete or not submitted at all.</td>
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<tr>
<td>Data</td>
<td>Specific procedural information is provided in detail and is relevant to the collection of both primary and secondary data.</td>
<td>Specific procedural information is provided in some detail and is relevant to the collection of both primary and secondary data.</td>
<td>Specific procedural information is provided with little detail and is somewhat relevant to the collection of both primary and secondary data.</td>
<td>Specific procedural information is provided without detail and is irrelevant to the collection of both primary and secondary data.</td>
</tr>
<tr>
<td>Research Methods</td>
<td>Specific research methods are provided in elaborate detail and may include phone interviews, questionnaires, mall intercept, random sampling, target marketing.</td>
<td>Specific research methods are provided with some detail and may include phone interviews, questionnaires, mall intercept, random sampling, target marketing.</td>
<td>Specific research methods are provided with little detail and may include phone interviews, questionnaires, mall intercept, random sampling, target marketing.</td>
<td>Specific research methods are not provided.</td>
</tr>
<tr>
<td>Graphic Organizers</td>
<td>Graphic organizers are provided in elaborate detail and may include findings displayed in tables, graphs or charts.</td>
<td>Graphic organizers are provided in some detail and may include findings displayed in tables, graphs or charts.</td>
<td>Graphic organizers are provided with little detail and may include findings displayed in tables, graphs or charts.</td>
<td>Graphic organizers such as tables, graphs or charts are not provided.</td>
</tr>
<tr>
<td>Interpretation</td>
<td>An accurate interpretation and summation of the findings are provided with elaborate detail.</td>
<td>An accurate interpretation and summation of the findings are provided with some detail.</td>
<td>An accurate interpretation and summation of the findings are provided with little detail.</td>
<td>An accurate interpretation and summation of the findings are not provided.</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>Excellent and well detailed conclusions are stated and based on data analysis.</td>
<td>Some conclusions are stated and based on data analysis.</td>
<td>A few conclusions are stated and based on data analysis.</td>
<td>No conclusions are stated and based on data analysis.</td>
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</table>
**PowerPoint**

<table>
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<tr>
<th>Description</th>
<th>PowerPoint slides are well-detailed; one slide per page and a hard copy on 3.5 disk was used. Final copy is submitted on paper.</th>
<th>PowerPoint slides are somewhat detailed, one slide per page and a hard copy on 3.5 disk was used. Final copy is submitted on paper.</th>
<th>PowerPoint slides have few details, one or more slides per page and a hard copy on 3.5 disk was used. Final copy is submitted on paper.</th>
<th>PowerPoint slides have few, if any, details, more than one slide per page. A hard copy on 3.5 disk was not used. The final copy was not submitted on paper.</th>
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**Time-Limit**

<table>
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<tr>
<th>Duration</th>
<th>Presentation is 15-20 minutes long.</th>
<th>Presentation is 10-15 minutes long.</th>
<th>Presentation is 5-10 minutes long.</th>
<th>Presentation is less than 5 minutes.</th>
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</thead>
</table>

**Recommendations**

<table>
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<tr>
<th>Thoughtful recommendations and suggestions for the implementation are provided in elaborate detail.</th>
<th>Thoughtful recommendations and suggestions for the implementation are provided with some detail.</th>
<th>Thoughtful recommendations and suggestions for the implementation are provided with little detail.</th>
<th>Thoughtful recommendations and suggestions for the implementation are not provided.</th>
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Created by Goodwin K. Cobb IV for the purpose of Marketing Research - BMK321 Wilmington University

Total score ________  Mean score ________  Letter Grade ________