Dr. Joan M. Phillips  
Office Phone: 312-915-7815  
E-mail Address: jphillips@luc.edu  
Maguire Office #438  
1 East Pearson, Chicago, IL  60611  
Office Hours: Tuesday and Thursday 11:15 am -12:15 pm (and by appointment)

MARK 461, Research Methods in Marketing, Fall 2014  
Tu 6:00pm-9:00pm, Maguire Hall 330

CATALOG DESCRIPTION

Prerequisites: MARK 460 and ISOM 491.  
Students must attend the first class.  

This course develops an understanding of survey research and its role in developing marketing strategies.

Outcome: Students formulate research problems and design a research study, including the development of a questionnaire, selection of an appropriate sample and analysis data. A formal written research proposal or research report culminates the course.

REQUIRED COURSE MATERIALS

Readings:

- Articles—Available via Sakai and the LUC Library e-resources.

Software:

- Qualtrics Survey Software—Available to Quinlan students and accessible via [http://loyolaquinlan.qualtrics.com](http://loyolaquinlan.qualtrics.com)
- SPSS—Available to Quinlan students and accessible via the Financial Services & Business Analytics Lab (Maguire Hall 330)
COURSE OVERVIEW

As the complexity of the problems facing marketing managers has increased in recent years, so has their need for information—about the market environment, about the competition, and particularly about the customers. It is now a virtual certainty that every marketing manager (and many managers in other functional areas in general management) will come in close contact with marketing research frequently throughout his or her career in business.

This course is designed primarily for managers who will be using marketing research rather than actually doing the marketing research. For managers to be intelligent users of marketing research, they need to have a good understanding of the various steps in the marketing research process, but do not need quite the depth of understanding of each of the steps that a marketing research supplier does.

TEACHING METHODOLOGY

Four learning vehicles will be used in the course: (a) readings, (b) lectures, (c) discussion, and (d) assignments that allow for the application of concepts and methods discussed in class to real-world situations.

COURSE OBJECTIVES & LEARNING OUTCOMES

1. Learn fundamental principles, generalizations, and theories.
2. Acquiring an interest in learning more by asking questions and seeking answers.
3. Learn how to find and use resources for answering questions and solving problems.
4. Develop specific skills, competencies, and points of view needed by professionals in the field.

GRADING POLICIES
Your course grade will be based on the following components:

- Mid-term Exam: 25%
- Class Research Project (weighted by peer evaluations): 40%
- Assignments: 25%
- Participation and Professionalism: 10%

A brief description of each component follows. Specific details will be discussed in class.

**Mid-Term Exam:** The purpose of the mid-term exam is to help you to understand and synthesize the course material. The exam will be comprised of a mix of short answer and multiple-choice questions, with content drawn from readings and from class. The questions will
focus on the application of concepts and techniques. You will not be expected to memorize
detailed information from the text or from cases. The date of the exam is noted on the schedule.

**Class Project:** The objective of the class project is to provide you with experience applying the
concepts and methods of marketing research to a real marketing problem. In addition, the project
will give you additional experience working as a team. Specific details about the project will be
discussed in class. Your project grade will be weighted by your peer evaluations.

**Assignments:** These exercises are intended to give you hands-on experience working with the
concepts and methods discussed in class and will serve as the basis for class discussion. The
assignments will comprise 25% of your final grade. I will discuss submission requirements in
class. Remember, completing these assignments will also help your participation grade and will
help you develop the skills necessary to do well on exams and on the group project.

**Participation:** To a large extent, learning in this class is related to your willingness to expose
your insights and viewpoints to the critical judgment of your classmates. Thus, each one of you
is expected to contribute to class discussions. This includes preparation for class by doing the
assigned reading, thoroughly preparing any assigned problems, and presenting your opinions or
summaries of material covered in class. The basis for class participation is quality, not quantity.
Attendance is a necessary but not sufficient condition for participation. If you do not actively
participate, you will receive a very low participation grade even if you attend every class. I will
assign a participation grade after each class session using the following scale:

-1. Detracted from discussion, arrived late, or left classroom early
0. Not present
1. Present, did not contribute
2. Average participation
3. Above average participation
4. Outstanding participation

**Quinlan School of Business Policies:**

**Attendance**

Quinlan School of Business: Class attendance and participation are fundamental
components of learning, so punctual attendance at all classes, for the full class meeting
period, is expected of Quinlan students. Faculty may set participation policies unique to
their courses and use class participation as a component of the final grade. The student is
responsible for any assignments or requirements missed during an absence.

Mark 461: As this class is best considered an experiential learning *practicum*, the quality of your
learning experience depends on the quality of your participation and on the quality of your
classmates’ participation. Therefore, everyone’s preparation, attendance, and participation are
needed for us to collectively achieve our learning objectives. Too many absences (2 or more)
may negatively impact your final. Also, as you might expect, attending class on exam days and
your team’s presentation days is particularly important. All students MUST attend the first class.
Make-Up Examinations

Quinlan School of Business: Loyola University academic policy provides that tests or examinations may be given during the semester or summer sessions as often as deemed advisable by the instructor. Because Quinlan faculty believe examinations represent a critical component of student learning, required examinations should be taken during the regularly scheduled class period. Make-up examinations are discouraged. Exceptions may be granted only by the faculty member or department chair, and only for unavoidable circumstances (illness verified by a signed physician’s note, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, or religious observance). A make-up final examination may be scheduled only with the permission of the appropriate Quinlan Assistant or Associate Dean.

If a make-up examination must be given, it is the responsibility of the faculty member to prepare, schedule, and proctor the exam. The only regular exception is for a student athlete, who may use the testing services of the Athletics Department to complete a make-up examination. For a student with a documented special testing need, please consult University policy concerning use of the testing center in Sullivan Center at Lake Shore Campus.

Mark 461: Make up exams and quizzes will generally not be given unless the absence has been excused by the University (see examples above). Also, as noted in a later section, late assignments will not be accepted.

Academic Integrity

Quinlan School of Business: All members of the Quinlan School shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, cheating, misrepresentation, fabrication, and falsehood…Plagiarism or cheating on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of “F” for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved.

For further information about expectations for academic integrity and sanctions for violations, consult the complete Quinlan School of Business Honor Code and Statement of Academic Integrity on the Quinlan website:

Mark 461: Academic integrity is what we all expect from ourselves and each other. Violations will be reported to the appropriate honor committee. Please remember that it is your job to report suspected infractions also.

Mark 461 Professionalism Policies

Electronic Gadgets: Please turn off all phones, email, and Internet connections, and anything that beeps, buzzes, or jingles prior to class. Also, do not electronically record (video or audio) class lectures or presentations without prior permission.
**Punctuality:** Please arrive on time. Arriving late (or leaving early) disturbs my concentration and distracts your classmates. In short, tardiness impairs the learning environment. (This is why “late seating” is not permitted in theaters, opera houses, and concert halls—especially for big ticket performances!)

**Victuals:** Although drinking non-odoriferous beverages are fine, please no eating or nibbling during class. Breaks will be taken and snacks can be consumed at that time.
## Mark 461: RESEARCH METHODS IN MARKETING
### Fall Quarter 2014 Schedule and Assignments
(subject to change)

<table>
<thead>
<tr>
<th>Class Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td><strong>Class 1</strong> 26 Aug</td>
<td><strong>Class 2</strong> 2 Sept</td>
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<tr>
<td>Course overview</td>
<td><strong>GUEST: Ms. Gabby Annala</strong>, Business Librarian</td>
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<tr>
<td>Introduction to marketing research</td>
<td><strong>Using Secondary Sources of Information</strong></td>
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<tr>
<td>The marketing research process</td>
<td><strong>Assignment #1:</strong> TBA in class</td>
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<td>Cost considerations</td>
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<tr>
<td>Ethical issues in marketing research</td>
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<td>Problem definition</td>
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<td>Types of marketing research and sources of information</td>
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<tr>
<td>Error considerations</td>
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<td>Form research teams</td>
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Read:
- S&A Chapter 1 & 2
- “Marketing Research” in *Marketing Ethics*

Read:
- S&A Chapters 3 & 4
- “Backwards Marketing Research”
- “Cost-Conscious Marketing Research”

Read:
- S&A Chapter 5, 6, & 8
- Skim:
  - “When Good Research Goes Bad”
  - “Ethnographic Research: A Key To Strategy”
  - “A Review and Comparative Analysis of Laddering Research Methods” (130-139)
  - “Boost Your Marketing ROI with Experimental Design”
| Class 4: 16 Sept | Descriptive Research: Surveys  
• Measurement & Questionnaire Design  
• Qualtrics Training  
• Sampling Procedures  
• Assignment #3: TBA in class | Read: S&A Chapters 7, 9 & 10  
Skim: “How Surveys Influence Customers”  
“Reading the Public Mind”  
View @ Qualtrics University—Online Training Programs: “Basic Training”  
“Best Practices” |
|-----------------|-------------------------------------------------|
| Class 5: 23 Sept | Hypothesis Testing  
• Univariate Analysis  
• Bivariate Analysis  
• Fun with SPSS  
• Work on project | Read: S&A Chapters 11 & 12  
SPSS tutorials  
Assignment #4: TBA in class |
| Class 6: 30 Sept | Multivariate Analysis  
• More fun with SPSS  
• Work on project | Exam due  
Skim: S&A Chapter 13 |
| Class 7: 7 Oct | The Research Report and its Presentation  
• Even more fun with SPSS  
• Work on project | Read: S&A Chapter 15  
Assignment #5 TBA |
| Class 8: 14 Oct | Work on project | Work on project |
| Class 9: 21 Oct | Work on project | Work on project |
| Class 10: 28 Oct | Final project presentations | Work on project |