RESEARCH METHODOLOGY IN MARKETING (MBA 8641)
FALL 2007
W 6:00 – 8:45 (BARTLEY 026)

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“Tell me and I forget,
Teach me and I remember,
Involve me and I learn.”
– Ben Franklin

COURSE DESCRIPTION:

This course will cover the basics on how to gather, analyze, and interpret data about markets and consumers. The first half of the course will be focus on problem formulation, research design, and questionnaire design. The second half of the course will focus on data analysis and interpreting research findings.

VALUE OF THE COURSE:

Marketing research skills are critical in making well-informed managerial decisions. Most students will not choose to pursue a career as a marketing researcher; however all students will definitely be users of research information. My goal is to help you learn enough about research methods to give you confidence in identifying problems that can be solved with research, choosing the appropriate design and analysis that will address the problem, and interpreting the output from data analysis so that you can use it to make strategic decisions.

In particular, this course will give you a sound foundation for using a variety of data for making marketing decisions including:

- Secondary Data (e.g., library databases, internal databases)
- Qualitative Data (e.g., focus groups, ethnographies, interviews)
- Quantitative Data (e.g., experiments, survey research)

In addition, you will learn to identify the circumstances under which the different types of study designs and data collection methods are most appropriate to address the problem at hand.
COURSE OBJECTIVES:

By the end of the course, students should be able to:

1. Identify and define decision problems
2. Identify what information is needed to solve various types of classic decision problems
3. Design a research project to suit the problem and collect the relevant data
4. Analyze the data, interpret the results, and make decisions
5. Implement all aspects of the marketing research process in an ethical and socially responsible manner

LEARNING ENVIRONMENT AND CLASS PARTICIPATION:

I always try to avoid a strict lecture environment in the classes I teach. For this class in particular, I will play the role of “discussion moderator” rather than lecturer. I’ve found that this type of classroom environment can either be highly conducive to student learning or disastrous. The deciding factor is the extent to which students come to class prepared. Thus, it is crucial that you stay current with your reading and spend adequate time becoming intimately familiar with the readings and datasets. If you are not able to adequately prepare for class, please let me know ahead of time so that I can refrain from calling on you.

Participation: Class participation is an important component of your grade. I will consider both the quality and quantity of your contributions to our class. Please notify me in advance if you must miss class. You are fully expected to contribute to class discussion. This requires you to dig a bit deeper into the material and find angles to attack the problems that others may not have thought of.

Presentations / Data Analysis Assignments: You will be asked to team up and present one topical section and lead class discussion on the related analysis assignment. I expect that you will spend at least 30 minutes or so presenting an overview of the method and then another 15-20 minutes leading class discussion on the homework. I encourage you to make your presentation interactive and to engage the class while you present the critical issues and your solutions. When it is your turn to lead the class discussion, I expect you to come prepared to actually take charge of the class for an hour. Be as creative as you like in leading your peers through the complexities of the method and analysis problem.
**COURSE MATERIALS:**


Other outside readings and datasets will be posted on the course website.

**COURSE WEBSITE:**

The course website can be found at: http://www85.homepage.villanova.edu/jeremy.kees/

Here, you will find all course materials including the syllabus (this document), schedule, assignments, readings, etc. The website will be updated periodically as the semester goes on.

**INCLEMENT WEATHER POLICY AND CLASS CANCELLATIONS:**

If Villanova is open, class will be held at the scheduled time. If you have a long commute to campus and are nervous about the road conditions, please don't chance it. If class is canceled I will notify students by e-mail or via the course website.

**EXAMINATIONS:**

You will be expected to take one midterm exam. **Make-up exams must be scheduled prior to the exam date; otherwise, you will be forced to take a make-up exam on our scheduled final exam date immediately following the final exam.** If you know you are going to be out of town on October 10, PLEASE make arrangements with me to take the midterm exam early so that you don't have to wait until the end of the semester to take the make-up.

**ACADEMIC INTEGRITY:**

Any instances of academic dishonesty will be dealt with swiftly and severely according to the Villanova University Academic Integrity Code available at: http://www.vpaa.villanova.edu/academicintegrity/code.html
**STUDENTS WITH DISABILITIES:**

I will do my best to accommodate any student who has a disability that may affect their success in this course. I ask that you meet with me regarding any special accommodations you may need by the second week of class.

**GRADES:**

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<tr>
<th>Maximum Points Possible</th>
<th>Grades as a Percentage of Total Points Possible:</th>
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<tbody>
<tr>
<td>Midterm Exam = 200</td>
<td>&gt; 93% = A</td>
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<tr>
<td>Team Special Topic / Analysis Presentation = 100</td>
<td>90-92% = A-</td>
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<tr>
<td>Graded Individual Analysis Assignments (2 at 25 points each) = 50</td>
<td>87-89% = B+</td>
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<tr>
<td>Hank’s Project = 250</td>
<td>84-86% = B</td>
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<td><strong>Total possible points = 600</strong></td>
<td>80-83% = B-</td>
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***Syllabus May Be Subject To Change (but probably not)***