

Existing and Special Topics Course

NOV 16 2005

Course: Marketing Research MKTG 421

Instructor of Record: See attached form phone: 724-357-3170 e-mail: sciulli@iup.edu
 "Request to Assign Faculty"

Step One: Department or its Curriculum Committee

The committee has reviewed the proposal to offer the above course using distance education technology, and responds to the CBA criteria as follows:

1. Will an instructor who is qualified in the distance education delivery method as well as the discipline teach the course? Yes No
2. Will the technology serve as a suitable substitute for the traditional classroom? Yes No
3. Are there suitable opportunities for interaction between the instructor and student? Yes No
4. a. Will there be suitable methods used to evaluate student achievement? Yes No
 b. Have reasonable efforts been made to insure the integrity of evaluation methods (academic honesty) Yes No

5. Recommendation:

Positive (The objectives of the course can be met via distance education.)

Negative

See attached form "Request for Assign Faculty"
 signature of department designee date

If positive recommendation, immediately forward copies of this form and attached materials to the Provost and the Liberal Studies Office for consideration by the University-Wide Undergraduate Curriculum Committee. Dual-level courses also require review by Graduate Committee for graduate-level offering. Send information copies to 1) the college curriculum committee, 2) dean of the college, and 3) Dean of the School of Continuing Education.

Step Two: UNIVERSITY-WIDE UNDERGRADUATE CURRICULUM COMMITTEE

Positive recommendation 1/31/05

Negative recommendation 1/20 Gail S Sechrist 1/31/05
 signature of committee chair date

Forward this form to the Provost within 24 calendar days after review by committee. *with approved obje ctives*
The committee examined this proposal + foundation 11/30 that it had no syllabus
It took till 1-18-05 to receive the corrected syllabi.

Step Three: Provost

Approved as distance education course

Rejected as distance education course

[Signature] 2/2/05
 signature of Provost date

Step Four:

Forward materials to Dean of the School of Continuing Education.

JAN 31 2005

Request to Assign Faculty Member to Teach a Previously Approved Distance Education Course

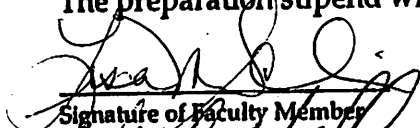
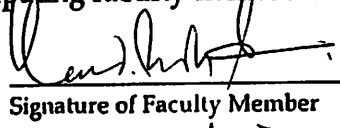
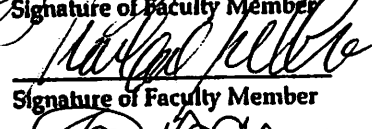
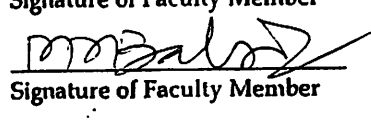
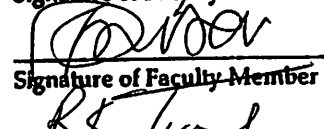
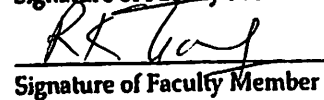
This course has been previously approved by a university-wide curriculum committee and the Provost to be taught via distance education technologies.

Course Number and Title: MKTG 421 Marketing Research

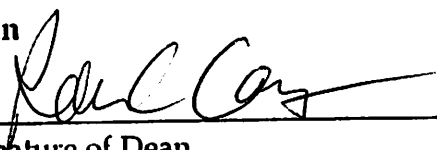
Step One: Department: Marketing

The department curriculum committee has reviewed the syllabus and representative modules prepared by the faculty members listed below. We verify that the course continues to meet the objectives stated in the original syllabus and the faculty members listed are capable in the discipline as well as distance education teaching. This distance education version of the course may be offered beginning Spring 2005 Semester Year

The preparation stipend will be shared by participating faculty members.

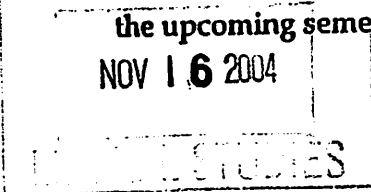
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Approved:  12 NOV 04
Signature of Department Chairperson Date

Step Two: College Dean
Approved:  11/12/04
Signature of Dean Date

Step Three: Submit signed Request, syllabus, and representative modules to Office of Associate Provost, Sutton 209. List the course and faculty member(s) assigned to teach it for the upcoming semester on Banner. Be sure to use 800 series for section number.

NOV 16 2004



Jean Serio

From: "Holly Griffith" <hgriff@iup.edu>
To: "Jean Serio" <jserio@iup.edu>
Sent: Tuesday, November 16, 2004 1:49 PM
Subject: Faculty Names for Online Courses

Dear Jean:

The following faculty names are listed on the request forms for MKTG 320 and MKTG 421:

Lisa M. Sculli
Charlene Bebko
Krish Krishnan
Rajendar Garg
Varinder Sharma
Madan Batra

If you have any other questions, feel free to contact me. Thanks for your help!

Holly Griffith
Secretary of Marketing Department
Eberly College of Business & Information Technology
Indiana University of Pennsylvania
Indiana, PA 15705
724-357-3170
Email: hgriff@iup.edu

The course is divided into two parts. Part one includes theoretical concepts and part two includes analytical methods and cases. Part one will be instructed by Dr. Lisa Sciulli and part two will be instructed by Dr. Krish Krishnan as follows:

PART ONE: THEORETICAL CONCEPTS (Dr. Lisa Sciulli)

- Role of Marketing Research and Gathering Marketing Intelligence
- Marketing Research Process
- Problem Formulation
- Research Design and Exploratory Research
- Descriptive and Causal Research Design
- Primary, Secondary, and Standardized Data
- Collecting Information by Communication and Observation
- Designing the Questionnaire or Observation Form
- Measurement of Attitudes, Perceptions, and Preferences

PART TWO: ANALYTICAL METHODS AND CASES (Dr. Krish Krishnan)

- Approaches to Sampling and Determining Sample Size
- Data Collection Techniques and Improving Response rates
- Data Analysis – Coding, Editing and Preliminary Steps
- Introduction to SPSS as a data analysis tool
- Frequency Distributions and Cross Tabulations
- Hypothesis Testing
- Correlations and Regression Analysis Techniques
- Factor analysis and Discriminant Analysis
- Organizing and presenting marketing research reports
- Managing Marketing Research and Research Ethics

GRADING:

Three exams will be scheduled during the term. Two exams will be held during the term and one final exam. The exams may consist of multiple choice, short answer, and data analysis questions covering both assigned readings and discussions. In addition, students will be responsible for taking quizzes and participating in case discussions using Web CT. Quality of the student's discussions will be taken under consideration when determining your final grade.

THE GRADING POLICY IS AS FOLLOWS:

PART ONE: EXAM I	20%
EXAM II	20%
Web CT Quizzes, Case Discussions, and Chats	20%
PART TWO: FINAL EXAM	20%
Web CT Quizzes, Case Discussions, and Chats	20%
	<hr/>
	TOTAL 100%

Students are responsible for reading assigned materials, participating in discussions, and taking exams at the scheduled times. Make-up examinations and late assignments will be permitted only in serious and unanticipated circumstances which in our judgment warrant an extension. You should notify the instructor in advance if you are encountering a serious problem. Make-up examinations and late assignments will be granted only to those students who notify the instructor at the latest by the day after the scheduled examination or the day after an assignment is due and who can present documentation to demonstrate the severity of the non-academic circumstances which caused them to miss the examination or due date. After that date the grade for an examination or assignment is 0.

A high speed internet connection with a PC with sound capabilities is recommended. It is necessary that you have Microsoft Word, SPSS (Statistical Analysis Software – available in Eberly College Computer Labs), and PowerPoint on your system. Academic integrity will be maintained by randomized tests and quizzes as well as fixed time allotments for completion of tasks. Thus, each test and quiz is unique. In addition, multi-assessment tools have been incorporated into the course to ensure academic integrity and adequacy of teaching instruction.

COURSE OUTLINE:

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Week #1	Introduction to Marketing Research	Ch. 1, 2
	Course Overview The Role of Marketing Research Who Does Marketing Research Job Opportunities in Marketing Research Gathering Marketing Intelligence Decision Support Systems Trends in Obtaining Marketing Intelligence	
Week #2	Process of Marketing Research	Ch. 3 Ch. 4 (65-68)
	Sequence of Steps in Marketing Research Marketing Research Ethics The Research Agreement The Research Proposal	
	Types of Research Design and Exploratory Research	Ch. 5
	Research Design as a Plan of Action Types of Research Design Exploratory Research Literature Search Experience Survey Focus Groups	
	Student Assignment ---- Students will conduct observation study and discuss results online	
Week #3	Descriptive and Causal Research	Ch. 6
	Descriptive Research Designs Longitudinal Analysis Cross-Sectional Analysis Causal Research Designs Concept of Causality Internal and External Validity Experimentation in Marketing Research Types of Test Markets	
	Student Assignment Cont. ---- Students will discuss observation study results	
	Secondary Data Standardized Marketing Information Services	Ch. 7, 8

Advantages and Disadvantages of Secondary Data
 Types of Secondary Data – Internal and External
 Profiling Customers
 Measuring Product Sales and Market Share
 Measuring Advertising Exposure and Effectiveness

Week #4

EXAMINATION #1

Week #5

Collecting Primary Data

Ch. 9

Types of Primary Data
 Demographic / Socioeconomic Characteristics
 Psychological / Lifestyle Characteristics
 Attitudes and Opinions
 Obtaining Primary Data
 Versatility, Speed, Cost, Objectivity, and Accuracy

Collecting Information by Communication
 Collecting Information by Observation

Ch. 10, 11

Communication Methods
 Structured and Unstructured Questionnaires
 Methods of Administering Questionnaires
 Methods of Observation
 Structured and Unstructured Observation

Week #6

Case Analysis

(Case materials will be provided. Students should be prepared to discuss case and present ideas, opinions, and comments.)

Designing the Questionnaire or Observation Form

Ch. 12

Questionnaire Design
 Specify What Information will be Sought
 Determine Type of Questionnaire and Method of Administration
 Content, Form, Wording, Sequence, Characteristics of Questionnaires

Week #7

Measurement Basics

Ch. 13

Scales of Measurement
 Nominal, Ordinal, Interval, Ratio Scales
 Measurement Problems
 Variations in Measured Scores
 Classification and Assessment Error
 Developing Measures

	Measuring Attitudes, Perceptions, and Preferences	Ch. 14
	Attitude-Scaling Procedures Self-Report Attitude Scales Other Rating Scales Designing Scales Interpreting Scales Conjoint Analysis	
Week #8	EXAMINATION #2	
Week #9	Basics of Sampling in data collection Article: Sampling Issues in Cyber Surveys	Ch. 15 & 16
	Sample Size determination Sampling and Non Sampling errors Response rates and how to improve it	Ch. 17 & 18
Week #10	Preliminary Steps in Data Coding and Analysis Introduction to Car Ownership Study	Ch. 19 & 20 pages 538-539
	Introduction to SPSS Car Ownership Data Analysis with SPSS Frequency Distributions and Cross Tabulations Managerial Interpretations of the analysis	
Week #11	Introduction to NFO Coffee Study Brand Loyalty Analysis using NFO Coffee Study Forming meaningful research questions Interpreting SPSS results NFO analysis	pages 568-571
	Case: Office of Student Financial Services SPSS data set up for the case Research Questions for the case SPSS data analysis for the case	pages 624-631
Week #12	Case: Transitional Housing Inc. Research Questions for the case Data Analysis for the case Managerial Implications of the results	pages 632-641
	Case: Fabhus, Inc. Research Objectives of the case Data Analysis for the case	pages 642-644
Week #13	Case: Marty's Department Stores Problem Definition in the case Data Analysis for the case Managerial Recommendations for the case	pages 650-653

Week #14	Case: Telecard.com Setting up hypothesis for the case Data Analysis and Interpretation	pages 645-649
	Designing and Presenting the Research Report Ethics in Marketing Research	Ch. 22

FINAL EXAM

As Per Official Final Exam Schedule

SUPPLEMENTAL READINGS:

Blackwell, Roger and Stephan, Tina, Brands That Rock, Wiley, 2003.

Cram, Tony, Customer That Count, Prentice Hall, 2001.

Davis, Joel, Advertising Research: Theory and Practice, Prentice Hall, Inc. 1997.

Hoyer, Wayne and MacInnis, Deborah, Consumer Behavior, Houghton Mifflin, 2004.

Kotler, Philip and Armstrong, Gary, Principles of Marketing, Prentice Hall, 2004.

McKeown, Max, Why They Don't Buy. Make Your Online Customer Experience Work, Prentice Hall, 2002.

Zikmund, William G., Exploring Marketing Research, Thomson, South-Western, 2003.

INDIANA UNIVERSITY OF PENNSYLVANIA

Eberly College of Business and Information Technology

MARKETING RESEARCH

MKTG 421 / 521

Sections 8B1, 8NB, 801

WebCT based online course

Lisa M. Sciulli, Ph.D.
(724) 357-5774
(412) 828-1832
406C ECB
SCIULLI@IUP.EDU

Krish Krishnan, Ph.D.
(724) 357-2522
(724) 388-2988
301 ECB
KRISHNAN@IUP.EDU

TEXT: Churchill, Gilbert A. and Brown, Tom J., Basic Marketing Research, Thomson, South-Western, Fifth Edition, 2004.

Additional Readings: Course web site contains supplemental materials.

There will be absolute enforcement of every prerequisite for course work offered by the Eberly College of Business and Information Technology. The individual course withdrawal deadline date (the end of the first two-thirds of the academic term) of November 5, 2004 will be enforced. You may complete this withdrawal through the computer registration system. A Request for a Deadline Waiver must be sought through the Assistant Dean for Academic Services in Room 208. Requests will only be granted: 1) A contingent upon documentation of catastrophic circumstances as stated in the IUP Undergraduate Catalog; and/or 2) through written feedback from the instructor noting advisement to the student to postpone withdrawing pending an additional test or assignment.

CATALOG DESCRIPTION: Three Credits (Prerequisites: MKTG 320 and MATH 214)

Nature, methods, analysis, and applications of present-day marketing research techniques utilized in the solution of practical marketing problems.

COURSE OBJECTIVES:

Students will be able to understand the nature and type of information needed for marketing decision-making. They will learn the steps involved in the marketing research process and understand the theory and practice of research design. Students will gain experience in data collection procedures and techniques in marketing using statistical tools for data analysis and interpretation. In addition, students will prepare client oriented marketing research reports.

Ethical issues as well as corporate image and responsibilities will be debated. Instruction will be conducted online via WebCT. The objectives will be achieved through discussion questions, assigned readings including text and articles, chat discussions, quizzes, and tests. This WebCt based online course will use the assigned text and supporting materials designed by the publisher as well as other materials provided by the instructors.

PART ONE: THEORETICAL CONCEPTS (Dr. Lisa Sciulli)

- Role of Marketing Research and Gathering Marketing Intelligence
- Marketing Research Process
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 Classification and Assessment Error
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	Measuring Attitudes, Perceptions, and Preferences	Ch. 14
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 Setting up hypothesis for the case
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Kotler, Philip and Armstrong, Gary, Principles of Marketing, Prentice Hall, 2004.

McKeown, Max, Why They Don't Buy. Make Your Online Customer Experience Work, Prentice Hall, 2002.

Zikmund, William G., Exploring Marketing Research, Thomson, South-Western, 2003.

Subject: Marketing Research Course

Message no. 1**Author:** Lisa Sciulli (MKTG421LS)**Date:** Thursday, September 2, 2004 10:46am

A Marketing Research Course is relevant and useful ONLY for those who are going to be professional marketing researchers. Do you agree or disagree with this statement. Why? or Why Not?

[Reply](#) [Reply privately](#) [Quote](#) [Download](#) [Close](#)



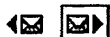
Subject: Ethics of Mystery Shopping

Message no. 32**Author:** Lisa Sciulli (MKTG421LS)**Date:** Wednesday, September 8, 2004 10:39am

Mystery Shopping is a process where a researcher (or employee of a marketing research company) PRETENDS to be a customer and visits/shops a store/resteraunt and then writes a report on the quality of service recieved/shopping experience etc. Employees of the store/shop being visited are unaware of this observation process.

Do you think that Mystery Shopping method of marketing research is ETHICAL or UNETHICAL? Justify your position.

[Reply](#) [Reply privately](#) [Quote](#) [Download](#) [⋮](#) [Close](#)



Syllabus of Record

MKTG 421: Marketing Research

I. Course Description:

MKTG	421	Marketing Research	3 lecture hours/ 0 lab hours/ 3 semester hours
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Prerequisite: MKTG 320 and MATH 214 (Or Equivalent)

Nature, methods, analysis, and applications of present-day marketing research techniques utilized in the solution of practical marketing problems.

II. Course Objectives:

Students will be able to

1. Understand the nature and type of information needed for marketing decision-making.
2. Learn the steps involved in the Marketing Research Process
3. Understand the theory and practice of Research Design
4. Have experience in data collection procedures and techniques in marketing
5. Use statistical tools for data analysis and interpretation
6. Prepare client oriented marketing research reports

III. Course Outline

(Each of the following sessions will be of 1.5 hour duration)

- 1) Introduction to the role of Marketing Research in Marketing Decision Making
- 2) Student Research Project Overview
- 3) Problem Definition and the Research Process
- 4) Secondary Data and Databases
- 5) Qualitative Research Techniques
- 6) Marketing Research and Total Quality Management
- 7) Survey Research
- 8) Primary Data Collection
- 9) Test#1 (Includes Sections 1 through 8)
- 10) The concept of Measurement in Marketing Research

- 11) Questionnaire Design
- 12) Measurement Scales and Psychological Measurement
- 13) Sample Design and Sample Size Determination
- 14) Data Collection and Field Procedures
- 15) Non-Sampling Errors and Solutions
- 16) Test#2 (Includes sections 10 through 15)
- 17) Data Processing and Fundamental Data Analysis
- 18) Using SPSS for Data Analysis
- 19) Data Analysis: Testing for Differences
- 20) Data Analysis: Basic hypothesis testing
- 21) Data Analysis: Correlation and Regression
- 22) Data Analysis: Multivariate Techniques
- 23) Communicating the Research Results
- 24) Managing Marketing Research and Research Ethics
- 25) Student Research Project Presentations
- 26) Student Research Project Presentations (Continued)
- 27) Final Exam Review
- 28) Final Exam (Covers sections 17-24) (1.5 hours)(During final exam week)

IV. Evaluation Methods:

The course will have four evaluation components:

- | | |
|--------------------|-----|
| 1. Test#1 | 25% |
| 2. Test#2 | 25% |
| 3. Final Exam | 25% |
| 4. Student Project | 25% |

Student Project:

Students (in groups of three) will carry out a marketing research project involving a survey design, data collection, analysis and report preparation from a list of projects to be provided by the instructor. Evaluation of the project will be based on the quality of the final report and class presentation.

Grades will be assigned as follows: A: 90%+, B: 80%-89%, C: 70%-79%, D: 60-70%; F: Below 70%.

V. Required Texts and Supplemental Books and Readings:

McDaniel and Gates: **Marketing Research 5/E**, South Western, 2002

VI. Special Resource Requirements

SPSS Statistical Analysis Software (Available in Eberly College Computer Labs)

VII. Bibliography

1. Jarboe, Glen, **The Marketing Research Project Manual, 4/E**, South Western, 1999.
2. McDaniel, Carl and Roger Gates, **Marketing Research: The Impact of the Internet with Student CD-ROM and InfoTrac, 5/E**, South Western, 2001.
3. Shao, Alan, **Marketing Research: An Aid to Decision Making, 2/E**, South Western, 2002.
4. Jakacki, Bernard, **Marketing Research and Alternate Media**, South Western, 1999.
5. Cadotte, Ernest, **Experiencing Marketing Strategy at the Marketplace**, South Western, 1999.
6. Churchill, Gilbert, **Marketing Research: Methodological Foundations, 7/E**, Prentice Hall, 1999.

Table of Contents

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 - 1.1. Powerpoint Presentation/ Chapter 1
 - ▼ 1.2. Articles for Analysis
 - 1.2.1. 'Pros, adopters benefit from industry evolution'
 - 1.2.2. Online chat discussion with partner
 - 1.3. Discussion Question for the week
 - 1.4. Chapter 1 Quiz
- 2. Ch.3 Navigating the Righteous Course (Research Ethics)
- 3. Ch.4 Problem-Definition in Marketing Research Studies
- ▼ 4. Part Two Dr. Krishnan
 - 4.1. Ch.15 Additional Reading: Cyber Surveys
 - 4.2. Ch.15 Lecture Power Point Slides
 - 4.3. Ch.15 Lecture Notes
 - 4.4. Ch.16 Lecture Power Point Slides
 - 4.5. Ch.16 Lecture Notes

Title: **Pros, adopters benefit from industry evolution.**

Authors: Coates, Dan¹

Source: Marketing News; 6/15/2004, Vol. 38 Issue 11, p14, 2p, 1c

Abstract: Looks at changes and trends in the survey research or marketing research industry. Impact of the advent of Internet data collection techniques on survey research; Elements underlying the change brought by the Internet on marketing; Ways in which companies can leverage the benefits of Internet technologies; Questions raised by the emergence of amateur and semi-professional researchers.

Author Affiliations: ¹Vice president of SPSS surveys and samples, Chicago-based SPSS Inc.

Full Text Word Count: 1173

ISSN: 0025-3790

Accession Number: *13374350*

Database: Business Source Premier

Notes: Check PILOT for holdings

Section: Special report

RESEARCH • 50 ways to weave your survey

Pros, adopters benefit from industry evolution

The survey research industry is undergoing a period of subtle, yet significant change. The return of advertising spending over the last year has cascaded into the hands of survey research agencies, but the imprint left behind by the millennial downturn can clearly be seen from the way that spending has returned. Changes in finance, operations and even methodologies, and the way the industry has repositioned itself, gives directional insight into how companies will behave moving forward. These changes and trends are forcing a new approach to survey research--an approach that recognizes varying research needs and blends traditional practices with new methods in order to meet those needs.

The Internet's Brave New World

The most dramatic impact on survey research has been the advent of Internet data collection techniques. While traditional probability sampling methods such as telephone research took a rickshaw back from the slump, the Internet took the bullet train. Internet research began taking orders immediately, eating half of the other guy's lunch before he made it into the office. Estimates as to the speed with which Web-based surveys are replacing traditional data collection are continually being revised upward. A recent research industry study indicates that U.S. online research spending grew by 24% in 2003, and the industry is now approaching the billion-dollar mark.

That the Internet has changed the way that marketers interact with survey respondents, favoring a more convenient communications medium, is hardly surprising. However, other twists came along with this first element of change.

First, while the marketing research industry equivocated over the Internet's ability to safely and accurately replace traditional methods, marketers started conducting their own validation experiments. They have decided that the Internet, combined with quota-based sampling, does a reasonable job of serving their needs. Meanwhile, in the wake of wide press coverage of Do-Not-Call legislation, American households have decided to check out of the telephone research game--regardless of the fact that the legislation does not apply to survey research. Some Americans still volunteer for phone surveys, but a fundamental difference exists between those who volunteer for a phone survey and those objectively selected through a random sample.

While the Internet's ability to represent the entire population has not been definitively proven, marketers who are interested in examining subpopulations based on specific characteristics have voted with their research budgets. They are convinced that a 45-year-old BMW driver who earns more than \$100,000 a year and is not online is equivalent to one that is. In this assumption the industry may be headed for another "Dewey defeats Truman" moment.

As we await an accredited verdict on Internet sampling's validity, companies can safely leverage the benefits of Internet technologies in a number of ways:

- ◆ If your organization provides intranet, Web or e-mail access to all employees, you should conduct all internal research online. The ability to author, deploy, collect and analyze data online will cut costs dramatically and provide a convenient and accessible process for busy staff.
- ◆ Begin developing electronic relationships with current customers, and use Net technologies to create an ongoing channel for survey research. You'll never be sorry that you asked for an e-mail address and, with permission, you can have dialogue after dialogue within this low-cost, efficient environment.
- ◆ Consider mixing methodologies. Rather than garner survey participation only from those with phones or only those online, consider balancing your quota cells against Internet usage statistics, giving respondents a choice. Given the fact that online participation can be lower among some ethnic and economic strata, some effective blending of Web and mall intercepts have allowed marketers to look at the entire market rather than the technologically enabled subset.

In-sourcing, do-it-yourself research

Meanwhile, under pressure to cut costs, marketers in-sourced a number of key research initiatives. They lessened the role of the research agency as the middleman and either outsourced the data collection to cheaper online research providers, or built their own online research operations to manage the task. Indeed, marketing research agencies have realized that once the initial intellectual capital is applied to the survey instrument, they must work hard to add value to the project more from a consultative point of view than an operational one. With such heavy competition within the field-and-tab side of the industry, and with even the corporate market research department itself playing the game, agencies succeed mostly by telling their clients "what it means" rather than merely delivering "what they said."

Finally, the rise of the amateur and semiprofessional researcher has begun. In a research study of American Marketing Association membership conducted by SPSS in May 2003, 60% of respondents said they were not professional researchers, meaning they do not conduct survey research for a living. Classified as adopters, two-thirds of this group actively conducts research. Additionally, 64% of adopters said they were beginners or completely new to research. As the task of conducting survey research moves outside the professional research ranks, we face a number of significant questions:

- ◆ Are academic institutions doing all they can to maintain a baseline of research acumen within the average business school graduate?
- ◆ Has the industry been motivated to develop training and development programs for their clients or are they stubbornly pursuing the all-or-nothing approach?
- ◆ Are the tools being used to conduct research (authoring, sampling, data collection, reporting and analysis) developed with neophytes in mind as well as experts?
- ◆ Can methodologies and practices be packaged in such a way as to encourage off-the-shelf consumption rather than an agency-driven customized approach?
- ◆ Can survey research providers (professional survey research firms) and survey research suppliers (vendors who supply survey research firms with products and services) effectively debundle their activities to create a collaborative approach?

Application Service Provider (ASP) research platforms (most often offered under a do-it-yourself model) have created interest and some trial during the downturn and subsequent resurgence, but haven't delivered a compelling alternative to traditional agency approaches. One of the reasons may be that marketers sometimes want help and sometimes want to do it themselves--but always want to use the same tools to drive the results and analysis into a standardized platform.

Collaboration is the key

The point is that there isn't one perfect survey research method or solution. Variety is the spice of life and the spice of survey research. The idea is to select the survey research method that will best meet a research consumer's needs, regardless of whether the research is conducted through the Internet, in-sourced or outsourced or done through an ASP.

By creating a flexible workflow between the research consumer and supplier and an understanding of all available survey research methods, a collaborative survey research program can combine all of the reliability of survey research traditions with all of the benefits of newly emerging online methods and practices.

PHOTO (COLOR)

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By Dan Coates

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Item: 13374350

**Quiz and Survey Management** : Question Database


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 0 Available :  0 Due soon

Display:

November 4, 2004 3:55pm

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 **Q01**

Availability: September 2, 2004 10:20am - September 18, 2004 11:00pm (Conditional)

Duration: 20 minutes : Points: / 100

Results

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 **Q02**

Availability: September 6, 2004 11:05pm - September 18, 2004 11:55pm (Conditional)

Duration: 25 minutes : Points: / 100

Results

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 **Q03**

Availability: September 8, 2004 10:20am - September 17, 2004 11:55pm

Duration: 25 minutes : Points: / 100

Results

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 **Q04**

Availability: October 6, 2004 10:10am - October 19, 2004 11:55pm

Duration: 70 minutes : Points: / 100

Results

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### Multiple Choice Question

**Question**

Category: ch1

\*Title:

Quizzes that use this question:

Q01

\*Question:

Equation:

Format  HTML  Text

Image

**Settings**

Allow students to choose:  One answer  Multiple answers

Scoring:  Cumulative  All or nothing

Allow negative score:  Yes  No

Answer layout:  Vertical  Horizontal

Answer order:  Randomized  As listed below

Indices:  Numbers  Letters

**Answers**

Answer 1:  Correct answer

Format  HTML  Text

Value (%):

Feedback 1:

Format  HTML  Text

Answer 2:

Correct answer

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Value (%):

Feedback 2:

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Answer 3:

Correct answer

`<span style='font-size:12pt; font-family:"Times New Roman"; color:#000000;'>The definition emphasizes the function as a link between`

Format  HTML  Text

Value (%):

Feedback 3:

Incorrect.

Format  HTML  Text

Answer 4:

Correct answer

`<span style='font-size:12pt; font-family:"Times New Roman"; color:#000000;'>The definition states that marketing research is focused on`

Format  HTML  Text

Value (%):

Feedback 4:

Correct.

Format  HTML  Text

Answer 5:

Correct answer

`<span style='font-size:12pt; font-family:"Times New Roman"; color:#000000;'>Neither b nor d is consistent with the definition.</span>`

Format  HTML  Text

Value (%):

Feedback 5:

Incorrect.

Format  HTML  Text

**General Feedback**

General feedback:

Format  HTML  Text

**Additional Fields**

Used By1:

\*Required Fields