



SCHOOL OF BUSINESS AND CREATIVE DESIGN

Business & Business Administration Department

Course Outline - Winter 2014

MKT 4213

BUSINESS INTELLIGENCE II

Prepared by: Y.L. Clarke

Date: December 2012

Revised by: C. Vandenende

Date: December 2013

APPROVED BY: Yvonne Clarke, Associate Dean

Prerequisites: MKT 3213 Business Intelligence I

Corequisite:

Prerequisite for:

1. Course Description

Business Intelligence II is the second of two research courses designed to develop research techniques and skills that meet the needs of today's business. In Business Intelligence I students became proficient in secondary research gathering, analysis and reporting. In Business Intelligence II, students will build on these skills and apply them to the development of primary research instruments. Students will learn how to design and conduct exploratory research and use the results to guide the development of survey research. Students will learn how to tabulate, evaluate and analyze the results of a survey and prepare a high-quality research report using the reporting skills they learned in Business Intelligence I.

2. General Education and Essential Employability Skills

This course provides the following provincial Essential Employability Skills:

- #1: Communication
- #2: Numeracy
- #3: Critical Thinking and Problem Solving
- #4: Information Management
- #5: Interpersonal
- #6: Personal

Is this course approved as a General Education course?

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No

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Yes

Students should refer to their program's restricted General Education courses for final determination.

3. Learning Outcomes

Upon successful completion of the course, the learner will be able to:

1. Evaluate various types of marketing research and understand its role in management decision making.
2. Understand the steps in marketing research.
3. Discuss the importance of problem definition.
4. Design and undertake exploratory research and qualitative analysis.
5. Identify the various types of primary research and determine when they should be used.
6. Prepare and carry out a survey identifying its errors and biases.
7. Identify sample limitations.

8. Conduct a marketing research project including: survey design and testing; sample selection; data tabulation and analysis; formulate conclusions; and prepare a professional report and presentation.
9. Apply ethical decision making to marketing research.

4. Course Objectives

(The number in brackets at the end of each objective refers to the learning outcome from section 3.)

Unit 1 – Introduction to Marketing Research

Learning Outcome
Reference Number

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|-----|---|--------|
| 1.1 | Explain the managerial value of marketing research and the role it plays in the development and implementation of marketing strategy. | [1, 8] |
| 1.2 | Define marketing research. | [1, 8] |
| 1.3 | Discuss the difference between basic and applied marketing research. | [1, 8] |
| 1.4 | Classify the different categories of marketing research. | [1, 8] |
| 1.5 | Explain when marketing research should be conducted. | [1, 8] |

Unit 2 – The Marketing Research Process

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|-----|---|--------------|
| 2.1 | List the steps in the marketing research process. | [2, 8, 9] |
| 2.2 | Explain importance of properly defining the problem. | [2, 3, 8, 9] |
| 2.3 | Identify the sources of problems. | [2, 3, 8, 9] |
| 2.4 | Explain difference between problems and symptoms. | [2, 3, 8, 9] |
| 2.5 | Determine research objectives. | [2, 8, 9] |
| 2.6 | Identify and briefly discuss the various decision alternatives available to the researcher during each stage of the research process. | [2, 8, 9] |

Unit 3 – Exploratory, Descriptive and Causal Research

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| 3.1 | Describe the major emphasis of each of the three basic types of research design. | [4, 8] |
| 3.2 | Describe the key characteristics and basic uses of exploratory research. | [4, 8] |
| 3.3 | Discuss the various types of exploratory research and describe each. | [4, 8] |
| 3.4 | Discuss the difference between cross-sectional and | [4, 8] |

- longitudinal descriptive research designs.
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|-----|--|--------|
| 3.5 | Explain the difference between a continuous panel and a discontinuous panel. | [4, 8] |
| 3.6 | Clarify the difference between laboratory experiments and field experiments. | [4, 8] |
| 3.7 | Distinguish among a standard test market, a controlled test market, and a simulated test market. | [4, 8] |
| 3.8 | Design a focus group. | [4, 8] |

Unit 4 – Primary Research Design

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|-----|---|--------|
| 4.1 | List the seven kinds of primary data about individuals that interest marketers. | [5, 9] |
| 4.2 | Evaluate the different means of obtaining primary data including observation, experiments, personal interviews, telephone interviews, and computer-assisted interviews, including online surveys. | [5, 9] |
| 4.3 | State the specific advantages of each method of data collection. | [5, 9] |

Unit 5 – Observational Research

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| 5.1 | List the important considerations in the use of observational methods of data collection. | [5, 9] |
| 5.2 | Cite the main reason researchers may choose to disguise the presence of an observer in a study. | [5, 9] |
| 5.3 | Explain the advantages and disadvantages of conducting an observational experiment in a laboratory setting. | [5, 9] |
| 5.4 | Discuss four types of mechanical observational research. | [5, 9] |

Unit 6 – Questionnaire Design

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| 6.1 | Explain the concept of <i>structure</i> as it relates to questionnaires. | [6, 8, 9] |
| 6.2 | Cite the drawbacks of using high degrees of structure. | [6, 8, 9] |
| 6.3 | Explain what is meant by <i>disguise</i> in a questionnaire context. | [6, 8, 9] |
| 6.4 | Differentiate among the main methods of administering questionnaires. | [6, 8, 9] |
| 6.5 | Discuss three important aspects used to compare the four different methods of administering questionnaires. | [6, 8, 9] |
| 6.6 | Cite some of the techniques researchers use to secure respondents' cooperation in answering sensitive questions. | [6, 8, 9] |

6.7	List some of the primary rules researchers should keep in mind in trying to develop bias-free questions.	[6, 8, 9]
6.8	Explain what the funnel approach to question sequencing is.	[6, 8, 9]
6.9	Explain the difference between basic information and classification information, and tell which should be asked first in a questionnaire.	[6, 8, 9]
6.10	Explain the role of pretesting in the questionnaire development.	[6, 8, 9]

Unit 7 – Measurement Scales

7.1	Define the term <i>measurement</i> as it is used in marketing research.	[6, 8, 9]
7.2	List the four scales (levels) of measurement.	[6, 8, 9]
7.3	Distinguish between the some widely used attitude scaling techniques in marketing research.	[6, 8, 9]
7.4	List some other key decisions to be made when designing scales.	[6, 8, 9]
7.5	Explain the concept of validity as it relates to measuring instruments.	[6, 8, 9]
7.6	Design survey questions using the appropriate scales.	[6, 8, 9]

Unit 8 – Sampling Designs and Procedure

8.1	Explain the difference between a parameter and a statistic.	[7, 8, 9]
8.2	Explain the difference between a probability sample and a nonprobability sample.	[7, 8, 9]
8.3	List the primary types of nonprobability samples.	[7, 8, 9]
8.4	List the primary types of probability samples.	[7, 8, 9]
8.5	Discuss the concept of total sampling elements (TSE).	[7, 8, 9]
8.6	Cite three factors that influence the necessary sample size.	[7, 8, 9]
8.7	Explain the relationship between population size and sample size.	[7, 8, 9]
8.8	Determine the sampling procedure for a survey.	[7, 8, 9]

Unit 9 – Data Collection

9.1	Describe the five types of error that can enter a study.	[6, 8, 9]
9.2	Review the types of data analysis performed by market researchers	[6, 8, 9]
9.3	Give the general definition for response rate.	[6, 8, 9]

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| 9.4 | Discuss several ways in which response rates might be improved. | [6, 8, 9] |
| 9.5 | Conduct data collection for a survey. | [6, 8, 9] |

Unit 10 – Basic Data Analysis

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| 10.1 | Explain the purpose of the editing process. | [6, 7, 8, 9] |
| 10.2 | Define what coding is. | [6, 7, 8, 9] |
| 10.3 | Describe the kinds of information contained in a codebook. | [6, 7, 8, 9] |
| 10.4 | Describe common methods for cleaning the data file. | [6, 7, 8, 9] |
| 10.5 | Discuss options for dealing with missing data in analyses. | [6, 7, 8, 9] |
| 10.6 | Summarize, rearrange, order and manipulate the survey data. | [6, 7, 8, 9] |
| 10.7 | Compute and refine simple tabulations and cross-tabulations. | [6, 7, 8, 9] |
| 10.8 | Use percentages to help explain the nature of relationships. | [6, 7, 8, 9] |
| 10.9 | Summarize and rank order data. | [6, 7, 8, 9] |

Unit 11 – The Research Report and Presentation

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| 11.1 | Prepare a professional research report. | [6, 7, 8, 9] |
| 11.2 | Deliver a professional presentation of the research findings. | [6, 7, 8, 9] |

5. Resources and Supplies

a. Required

Brown, T. J., & Suter, T. (2012). *MR*. Mason, Ohio: South-Western, Cengage Learning.

b. Supplemental

Weekly lessons, readings, quizzes, support materials and assignments will be available on LION. Check LION daily.

6. Methodology (Teaching/Learning Methods)

This is a hybrid course.

The classroom portion of the course will consist of lectures, mini cases, research examples, and class discussions designed to explain the concepts and principles of

marketing research. Cases will be used as a means of projecting the student into actual problems or situations faced by marketing researchers.

One class each week will be online. Students should set a specific time each week in their schedule to do their online class. The online materials and activities will form the foundation of specific classes that will be identified on the course schedule. Students should be prepared to bring the related materials and activities to class.

7. Student Evaluation

A grade of D is the passing grade for this course. Some programs, however, may require a higher grade in order to progress through and graduate from the program. Students should check the program requirements for their particular program.

The following elements will determine the student's final grade.

Evaluation Item	Value
10 Online Quizzes @ 1% each	10%
Focus Group	10%
3 tests: #1 - 10%; #2 and #3 - 15% each	40%
Research Report	30%
Research Presentation	10%
Total	100%

The round off mathematical principle will be used. Percentages are converted to letter grades and grade points as follows:

Mark (%)	Grade	Grade Point	Mark	Grade	Grade Point
94-100	A+	4.0	67-69	C+	2.3
87-93	A	3.7	63-66	C	2.0
80-86	A-	3.5	60-62	C-	1.7
77-79	B+	3.2	50-59	D	1.0
73-76	B	3.0	0-49	F	0.0
70-72	B-	2.7			

Missed Assignment Policy

Testing: Adequate notice will be given of impending tests, and if the student is not present, the result will be recorded as zero. The instructor may make an exception and allow a test to be written at a time other than that scheduled provided:

- a. a medical certificate is presented as proof of the student's inability to have been present at the scheduled time, or
- b. the instructor has agreed IN ADVANCE that there is justification for the student not being present at the scheduled time.

Students who do not regularly attend classes forfeit the right to be considered for making up a missed test.

Students who write in the Students with Disabilities Office or the International Centre must remind the professor, in writing, at least 48 hours before a test of the intention to write in that location. Otherwise the student will be expected to write in the classroom.

Plagiarism: Plagiarism is a serious academic offence subject to disciplinary action as described in the Lambton College policy Students' Rights and Responsibilities: Cheating Policy. Plagiarism means representing the work of others as one's own and is an act of academic dishonesty.

Plagiarism includes:

- Submitting as one's own work material which was wholly or in part written or produced by someone else
- Failing to give proper credit for information retrieved from print and electronic sources
- Presenting the ideas of others as if the ideas were new and original
- Downloading material from the Internet and presenting this information without giving proper credit

To avoid plagiarism, learn how to incorporate material appropriately in your writing and provide proper documentation

8. Academic Integrity

Lambton College is committed to high ethical standards in all academic activities within the College, including research, reporting and learning assessment (e.g. tests, lab reports, essays).

The cornerstone of academic integrity and professional reputation is principled conduct. All scholastic and academic activity must be free of all forms of academic dishonesty, including copying, plagiarism and cheating.

Lambton College will not tolerate any academic dishonesty, a position reflected in Lambton College policy. Students should make themselves familiar with the Students Rights and Responsibilities Policy, located on the MyLambton website for details

concerning academic dishonesty and the penalties for dishonesty and unethical conduct.

Questions regarding this policy, or requests for additional clarification, should be directed to the [Lambton College Centre for Academic Integrity](#)

9. Related Items

Students with Disabilities

If you are a student with a disability please identify your needs to the professor and/or the Accessibility Centre so that support services can be arranged for you. You can do this by making an appointment at the Accessibility Centre, Room L103 ext.3427 or by arranging a personal interview with the professor to discuss your needs.

Student Rights and Responsibility Policy

Acceptable behaviour in class is established by the instructor and is expected by all students. Any form of harassment or violence will not be tolerated. Action will be taken as outlined in Lambton College policy.

Cheating and plagiarism are serious academic offences subject to disciplinary action. It is the student's responsibility to be aware of the cheating policy as described in the Lambton College Student Rights and Responsibilities policy. For further information on all of these policies, links may be found on the Lambton College website.

Prior Learning Assessment Statement

This course is eligible for Prior Learning Assessment

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Yes

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No

If yes has been selected, you may choose to contact the Counselling Department for advice on Prior Learning Assessment.

Date of Withdrawal without Academic Penalty

Please consult the Academic Regulations and Registrar's published dates.

Waiver of Responsibility

Every attempt has been made to ensure the accuracy of this information as of the date of publication. The content may be modified, without notice, as deemed appropriate by the College.

Note: It is the student's responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.