Research and Analysis for Management Decisions  
MGMT 6272

Instructor:  
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Goals:  
This class is designed to provide an understanding and practical application of the nature of information in the modern world, business research, and decision making utilizing research methods, quantitative analysis, information theory, and service learning.

Resources:  

Computer Program: The class will utilize a learning program from the Harvard Business School called “Quantitative Methods Online Course.” Each student must complete the assignment. Your progress will be graded by an on-line exam. That exam is worth 10% of your total grade. The instructor will be able to see your work as you go through the exercise. Each student must complete this course before midnight 9/19. There is a cost involved ($64.50) and you must register and pay the fee.

Follow these instructions:  

How to get to the Harvard Program:  
Goto:  https://cb.hbsp.harvard.edu/cbmp/access/38723365

When you first visit the site, you must complete a short registration process, which asks you to supply your name and email address and to create user names and passwords

If you experience technical difficulty, please contact Tech Help:  
1-800-810-8858 or 1-617-783-7700 or techhelp@hbsp.harvard.edu. Their business hours are 8am-6pm ET, Monday-Friday.

Text: Clayson, Marketing Research: A Pragmatic Guide, 3rd Ed. Erudition Books. The text can be downloaded from the class website. It is free.

Computer Programs: Students should have access to SPSS. It can be found in the CBA computer labs. If you cannot (or will not) use SPSS, you may utilize Excel, but the student is responsible for data conversion and accuracy.
Group Project: You are required to complete a group project for a real (not virtual or made-up) organization, company, or business. The nature of this selection will be explained below.

You will work in groups of 3 to 5 (depending upon the size of class and other factors). Your project must have the following components: 1) an organization; 2) a problem to be solved, or a learning opportunity; 3) a literature review relevant to the problem and organization; 4) the creation of a survey and survey instrument to investigate the problem; 5) data gathered; 6) data analysis; 7) recommendation to solve problem; 8) a formal written report; and 9) a presentation to class. All members of the research group will receive the same grade. Each member of the group will be evaluated by all other members. That evaluation can change your individual project grade by half a grade point (i.e., for example, from a B to a B-). Your presentation will be evaluated by the complete class. That evaluation can change the group grade by no more than a half grade point. You may remove a member from your group by 1) contacting the instructor; and 2) giving the person the firing message in a face-to-face meeting. The person fired then must complete a project by themselves, assigned by the instructor, or fail the course.

Schedule:

August 24  Introduction to Measurement.
The scientific method
What is information?

August 31  What is a number? Measurement without Numbers
Concept of scales and scaling: Constructs: Observation, Interviews, Focus groups

Complete inventories:
   Complete Hurtt’s questionnaire first, and then read the article.
2. Then go to: home.business.utah.edu/actdp/Acctg%207000/Instrument.doc
   Write a one page critique of the papers and your experience with the scale.

September 7  Labor Day  (no class)

8  Introduction to questionnaire design.
Why a question is not always a question
Types of questions

14  Types of questionnaires
Pitfalls and mistakes

(CBB 13) What should a questionnaire look like?
Formatting… Sequencing
How inputting and analyzing data determines how a questionnaire appears

Exam I

Intro to Analysis
Sampling, Data Gathering
Why a person need not fear statistics?
What are statistics?
The universal pattern

Probability and decision making

Practical applied statistics.
The six statistics that will answer 90% of your questions.
Review of computer programs

Chi-Square and Z-tests

t-test
Correlation

Regression and Presentations

Presentations and Final Exam

Applications:

1. Complete inventories found on August 31
   Due: 9/08

2. Hypothetical Construct:
   a. Produce a research paper explaining what a “hypothetical construct” is and how to measure one. The paper should be about four pages in length (not counting references or figures), and should contain at least five references.
   b. Now, using what you learned, create and define a hypothetical construct for the concept of ATTRACTIVE. Then using each type of numeric scale (nominal, ordinal, interval, ratio; at least one of each) create a measure that would create Millihelens, or the beauty that would launch one ship for each numerical type. Reference all citations used.
Submit both parts a and b on: 9/21

4. Produce a research paper explaining how to create a questionnaire and the methodology to measure the probability that customers will become brand loyal. Minimum: Eight pages: at least eight references). Your report must include at the end a questionnaire you created from what you learned researching this topic. Due: 10/6

6. Group project: You must complete a business research project.

   ID group members, and individual review of Tom’s Shoes Due 8/31
   ID project: Due 9/15 Project Prospectus: Due 9/28
   Presentation: Due 10/26 or 11/02
   Project report, and individual reflection: No later than 11/6

The project offers a unique opportunity for service. Business research is very expensive. Small firms and service-oriented organizations can seldom afford to engage in this activity. By completing these projects, you and the class will give the community about a quarter to half a million dollar’s worth of service at no charge. This project offers a unique opportunity for you as a future business leader to give service, while learning the importance and value of that service, and at the same time learning your craft and teaching others.

This project involves a number of activities for you as an individual and for your group in which you will be working.

1. As an individual:
   a. Become familiar with a model of business that combines community service with business goals (Use the example of Tom’s Shoes and others).
   b. Think about how information can be used by your organization. What do they need to know? In what form should that knowledge be presented? How should it be explained? What will they do with it, and how could you persuade them to use it in a fashion that will benefit them maximally?

2. As a group:
   a. Select your team members. If possible, members of a team should not be all from the same country.

3. As a group:
   a. Find a client. You are interested in service opportunities and the expansion of community and individual services. The ideal client would be a service organization for which you could create a solution that would make the organization more successful and allow that organization to have a larger impact on the issues they were created to address.

4. As a group:
a. Meet with your client. Discuss how you can be of service to them. Learn about their issues.
   b. You are there to learn from them, not to teach or to preach. They are doing you a favor if they allow you to do a project for them. Always treat your client (and the client’s personnel and customers) with kindness and respect.

5. As an individual:
   a. Volunteer several hours of your time within their organization to familiarize yourself with the organization and with what they do. More importantly, familiarize yourself with the people they deal with and serve.

6. As a group:
   a. Write a prospectus. Outline the project in detail. It is due on 9/29.
   b. Collect and analyze your data. Do not ignore what you learn from the client and the client’s customers or agents.
   c. Create your report and presentation. Make suggestions to your client. At this point you want your group and the client to learn as much as possible.

8. As an individual:
   a. Submit a “reflection.” This is a paper that should address the following issues and questions.
      - Explain your role in the project?
      - What have you learned that you didn’t know at the beginning of the project?
      - What have you learned from the people involved in this project? What have they learned from you?
      - What have you learned from the client in this project? What has the client learned from you?
      - What have you learned about yourself by doing this project?
      - What have you learned about the community?
      - How did this project build a bridge between you and the people your client serves?
      - How did this project build a bridge between the university and the people your client serves?
      - What would you recommend to the next student who might do the same assignment?

9. As a group:
   a. Submit your final report to the instructor no later than 11/6.
   b. Include in your report when your client received their copy of the report.
   c. Include in your report that your client has received the evaluation of your project given to you by the instructor.

Points allocated:
   Harvard exercise 10%
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<th>Task</th>
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<td>Inventory</td>
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