



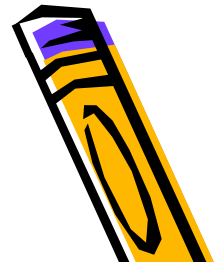
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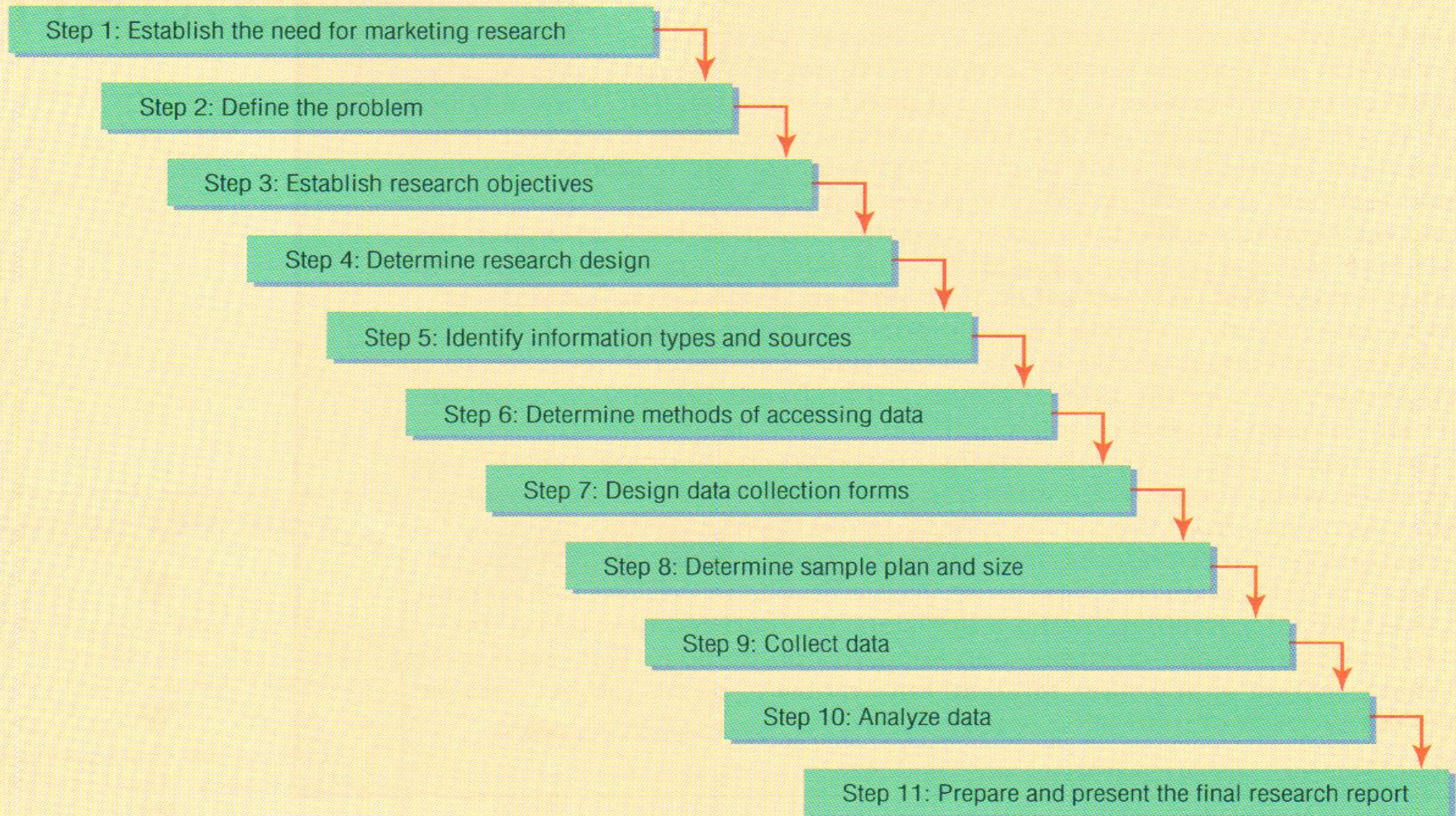


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Chapter 2 The Marketing Research Process

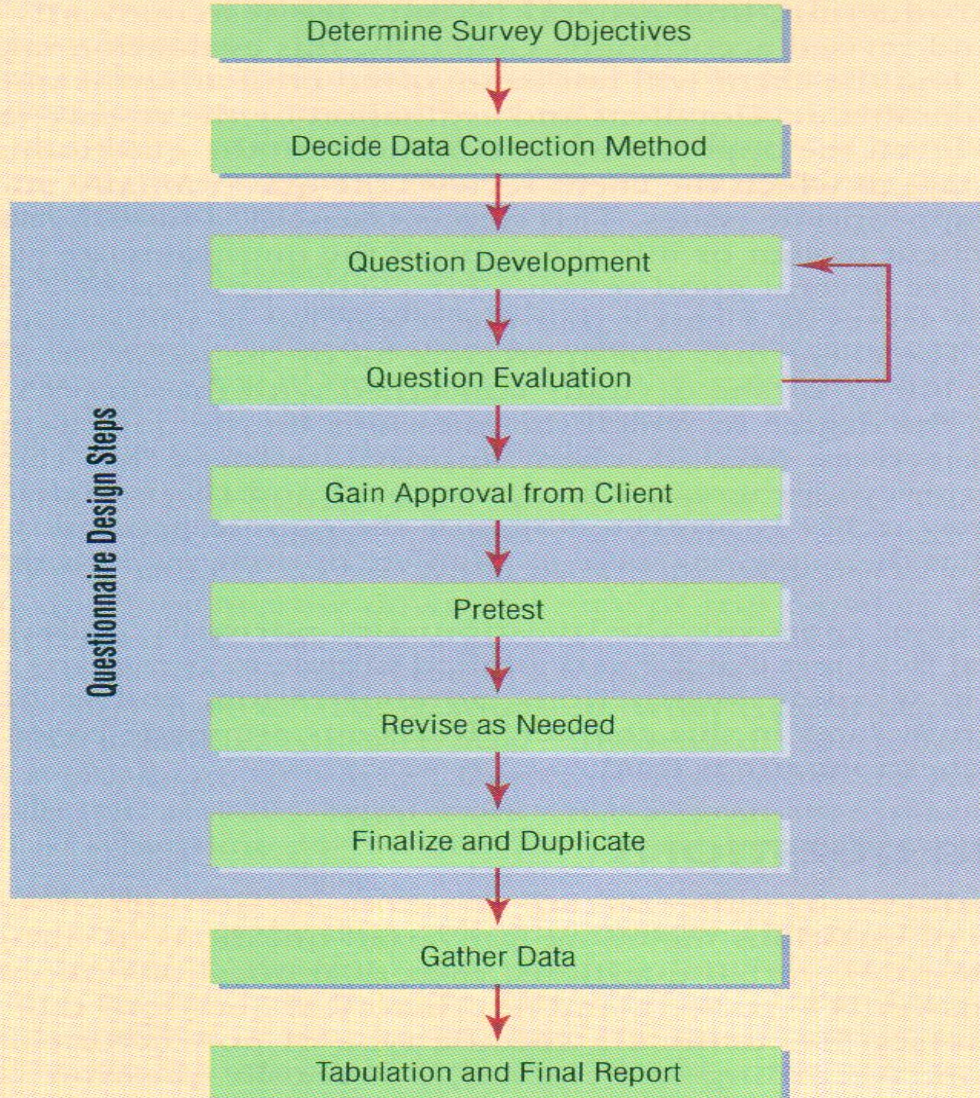


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The questionnaire development process



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Developing questions

"Did you see the broken headlight?" → Don't know

"Did you see a broken headlight?" → Yes

Question Bias refers to the ability of a question's wording or format to influence respondents' answers



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The 5 "Shoulds" of question wording

1. The question should be focused on a single issue or topic

"What type of hotel do you usually stay in when on a trip?"



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A more focused version is:

"When you are on a family vacation and stay in a hotel at your destination, what type of hotel do you typically use?"

Good questionnaires are very specific in terms of identifying issues for respondents



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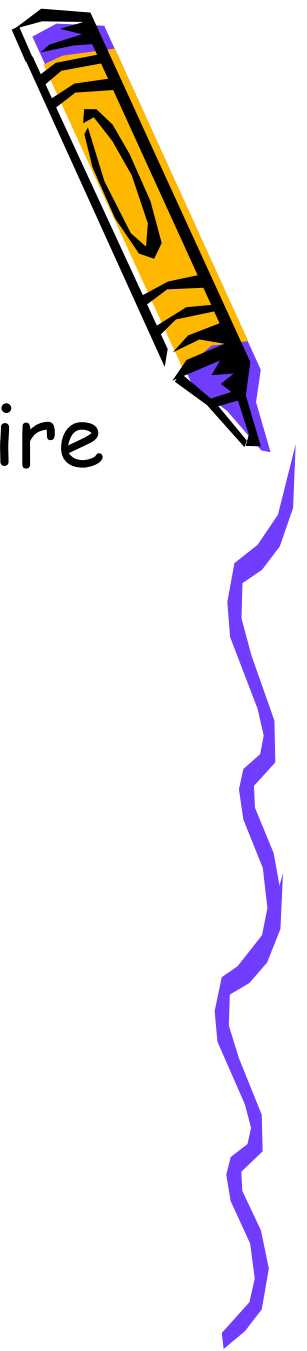
2. The question should be brief

"What are the considerations that would come to your mind while you are confronted with the decision to have some type of repair done on the automatic icemaker in your refrigerator assuming that you noticed it was not making ice cubes as well as it did when you first bought it?"



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Parsimony is important in questionnaire design!

A better, brief format would be:

"If your icemaker was not working right, how would you correct the problem?"



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3. The question should be interpreted the same way by all respondents

- "How many children do you have?"



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- "How many children under the age of 18 live with you in your home?"



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4. The question should use the respondent's core vocabulary.

"Did the premiums offered by the store attract you to it?"

- "Was the offer of a free gift a reason for your last visit to The Village clothing store?"

Core vocabularies differ from subculture to subculture and from one profession to another.



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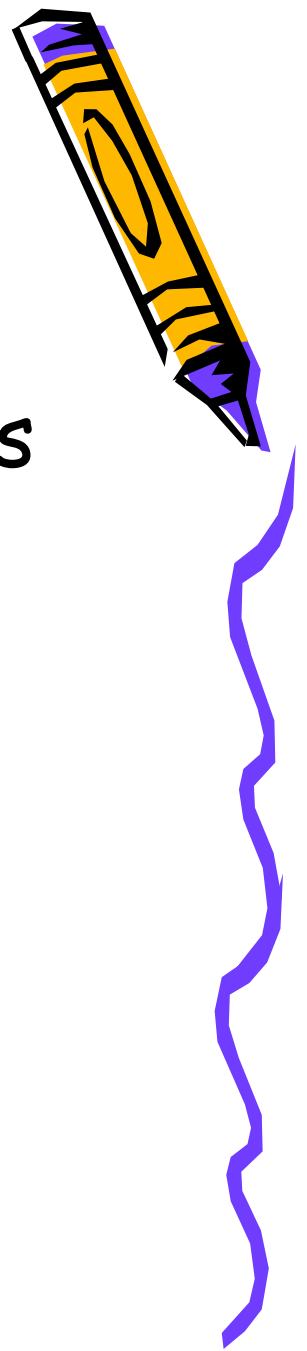
5. The question should be a grammatically simple sentence if possible.

- "If you were looking for an automobile that would be used by the head of your household who is primarily responsible for driving your children to and from school, music lessons, and friends' houses, how much would you and your spouse discuss the safety features of one of the cars you took for a test drive?"



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- "Would you and your spouse discuss the safety features of a family care?"

If "yes"

- "Would you discuss safety 'very little', 'some', 'a good deal', or 'to a great extent'?"



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The 10 "Should Nots" of question wording

1. The question should not assume criteria that are not obvious

When questions require respondents judgments, those judgments assume criteria.

- "How important do you think it is for a Circle K convenience store to have a well-lighted parking lot?"



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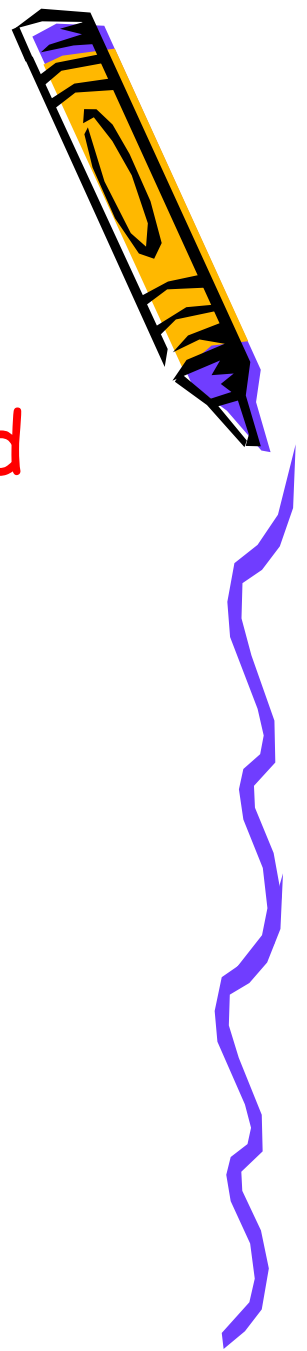
A well-designed questionnaire specifies criteria upon which judgments should be based.

The better approach is to phrase the question as, "How important is it **for you** that a Circle K store has a lighted parking lot?"



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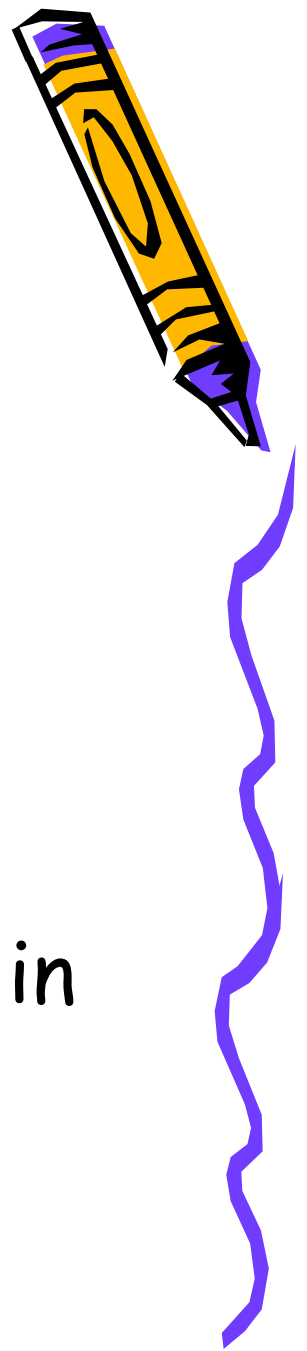
2. The question should not be beyond the respondent's ability or experience.

Questions should not transcend the respondent's experience.



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3. The question should not use a specific example to represent a general case.
 - "Do you recall any advertising for Sears in the last week such as the inserts that are sometimes placed in your newspaper?"



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The problem with using a specific example to represent a general case is that respondents will concentrate on a specific example.

- "Did you notice any newspaper, TV, radio or mailed adv. for Sears in the last week?"



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4. The Question should not ask the respondent to recall specifics when only generalities will be remembered.

- "How much was the price per gallon of gasoline when you last bought some at a convenience store?"



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Keep in mind that respondents do not have a perfect memory. Do not ask questions that require respondents to recall specifics that they are not likely to remember.

- "The last time you bought gasoline at a convenience store, do you recall it costing more, less or about the same per gallon as at a gasoline station?"



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5. The question should not require the respondent to guess a generalization.
 - "When you buy fresh fish at the supermarket, do you worry about its freshness?"
 - "If you bought a new 35-millimeter automatic focus camera at a catalog showroom store, would you ask the store clerk about its warranty?"



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Instead of requiring the respondent to guess a generalization, ask a question with greater specificity.

- "In the last 5 times you bought fresh fish at the supermarket, how many times did you worry about its freshness?"
- "Would you be 'unlikely', 'somewhat likely', 'likely', or 'extremely likely' to ask the clerk about the camera's warranty?"



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6. The question should not ask for details that cannot be related

Avoid questions that ask for information that is too detailed to remember.

"How many total minutes you have used e-mail?"

"How many persons have you send e-mail?"



"The total number of minutes spend on average during a day on e-mail?"

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7. The question should not use words that overstate the condition

An overstated question might be:

- "How much do you think you would pay for a pair of sunglasses that will protect your eyes from the sun's harmful ultraviolet rays, which are known to cause blindness?"



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Overstatements, either positive or negative, should be replaced with neutral statements.

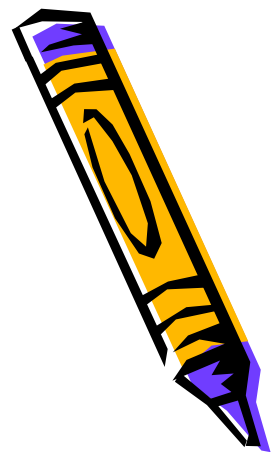
A more acceptable question wording would be:

- "How much would you pay for sunglasses that will protect your eyes from the sun's rays?"



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8. The question should not have ambiguous wording

2 forms of ambiguous can occur:

1. The question designer might use a word that has several legitimate connotations for any one respondent.

- "When your puppy has an accident, do you discipline it?"

2. The question designer might inadvertently select a word that has different interpretations for different subgroups of respondents. (клубника)



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9. The question should not be "Double-barreled"

- "Were you satisfied with the food and service?"

Sometimes double-barreled questions are not as obvious.

_____ full-time employment

_____ full-time student

_____ part-time student

_____ unemployed

_____ retired



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10. The question should not lead the respondent to a particular answer.

A leading question is worded in such a way as to give the respondent a clue as to how to answer.

- "Don't you see some danger in the new policy?"

Rephrasing the question as:

- "Do you see any danger in the new policy?"



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- Cadillac owners will be satisfied car owners, won't they?
- Have you heard Celine Dion's new CD everyone is talking about?

Closed-ended questions can be leading as well.

- "How well do you like the Holiday Host Online Reservation Service?"

_____ extremely well

_____ very well

_____ pretty well

_____ not too well



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Discussion question:

Using a _____ as the topic of a survey, define and give examples of questions that

- (a) Are leading
- (b) Are doubled-barreled
- (c) Use assumed criteria



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Five Functions of Introduction

- *Identification of the surveyor/respondent*
 - Undisguised
 - Disguised
- *Purpose of survey*
- *Explanation of respondent selection*
- *Request for participation/provide incentive*
 - Incentives
 - Anonymity
 - Confidentiality
- *Screening of respondent*



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Typical question sequence

The organization of sets of questions should follow some understandable logic.

Question types:

1. Screens

- "Have you shopped a Gap in the past month?"
- "Is this your first visit to this store?"



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2. Warm-up.

- "How often do you go shopping?"
- Sex _____m _____f
- Name _____



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3. Transitions (statements and questions)

- "Now, for the next few questions, I want to ask about your family's TV viewing habits"
- "Next I am going to read several statements and, after each, I want you to tell me if you agree or disagree with this statement"

A skip question - is one whose answer affects which question will be answered next.



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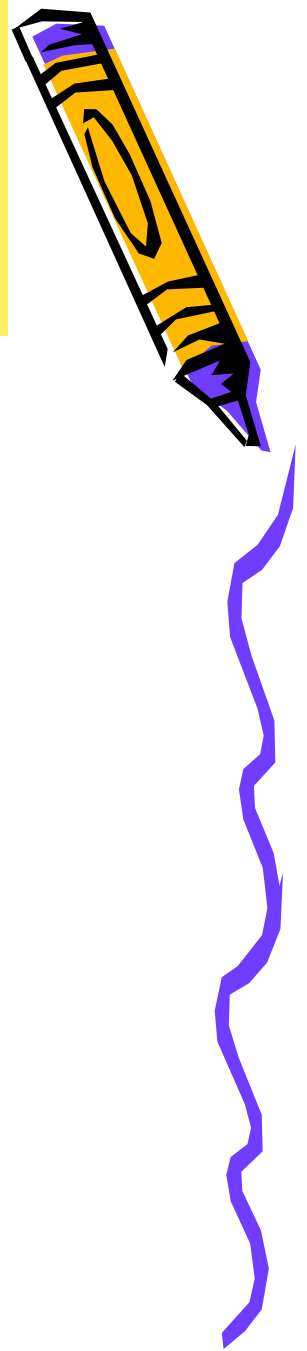
4. Complicated and difficult-to-answer questions

- "Rate each of the following 10 stores on the friendliness of their sales-people on a scale of 1 to 7".
- "How likely are you to purchase each of the following items in the next three months?".



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5. Classification and demographic questions

- "What is the highest level of education you have attained?"
- Questions about income level

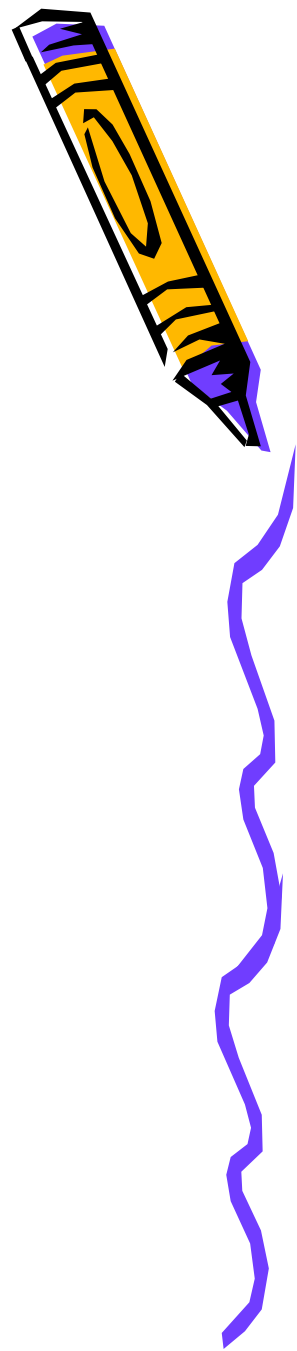


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Approaches to question flow

- ✓ The funnel approach
- ✓ The work approach
- ✓ The section approach



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Precoding the Questionnaire

- ***Precoding:*** placement of numbers on the questionnaire to facilitate data entry after the survey has been conducted
- ***Numbers are preferred for two reasons:***
 - Numbers are easier and faster to keystroke into a computer file
 - Computer tabulation programs are more efficient when they process numbers



Table 11.3 Examples of Precodes on the Final Questionnaire

1. Have you purchased a Godfather's pizza in the last month?
 Yes (1) No (2) Unsure (3)
2. The last time you bought a Godfather's pizza, did you (check only one):
 - Have it delivered to your house? (1)
 - Have it delivered to your place of work? (2)
 - Pick it up yourself? (3)
 - Eat it at the pizza parlor? (4)
 - Purchase it some other way? (5)
3. In your opinion, the taste of a Godfather's pizza is (check only one):
 - Poor (1)
 - Fair (2)
 - Good (3)
 - Excellent (4)
4. Which of the following toppings do you typically have on your pizza? (Check all that apply.)

<input type="checkbox"/> Green pepper	(0;1)	
<input type="checkbox"/> Onion	(0;1)	(Note: the 0;1 indicates the
<input type="checkbox"/> Mushroom	(0;1)	coding system that will be used.
<input type="checkbox"/> Sausage	(0;1)	Typically, no precode such as this
<input type="checkbox"/> Pepperoni	(0;1)	is placed on the questionnaire. Each
<input type="checkbox"/> Hot peppers	(0;1)	response category must be defined
<input type="checkbox"/> Black olives	(0;1)	as a separate question.)
<input type="checkbox"/> Anchovies	(0;1)	
5. How do you rate the speediness of Godfather's in-restaurant service once you have ordered?
 (Circle the appropriate number if a 1 means very slow and a 7 means very fast.)

Very									Very
Slow	1	2	3	4	5	6	7		Fast
6. Please indicate your age: Years (Note: No precode is used as the respondent will write in two-digit number.)

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Designing Observation Forms

- **Observation forms:** prepared for the researchers to record the behaviors observed by researchers in observation studies
- **Structuring observational studies**
- **Build-up and break-down approaches**
 - **Build-up:** perform observations first, then build categories
 - **Break-down:** categories are created before observation and provided on observation forms



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There is a need to group observations into logical categories:

- One scheme is to group them by the type of juice bought: (1) fresh oranges, (2) bottled, (3) canned, (4) refrigerated fresh, and (5) frozen.

For each one of these we might identify alternative approaches to selection of a brand such as

- (1) Picked brand immediately, (2) picked brand after inspecting others, (3) inspected but did not buy, or (4) did not stop at this area

A separate categorical scheme would be the shopping party:

- One shopper, 2 adults, 1 adult and child(ren)...

