

MARKETING RESEARCH II -- MKT 791

Spring 1996

Wednesdays -- 1:40-4:30

BA 341

SYLLABUS

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COURSE OVERVIEW

Research II is the final seminar for doctoral students in Marketing. This capstone course emphasizes integration of analytical skills, with the conceptual/theoretical knowledge, that a more advanced student has developed. Accordingly, the course focuses on the practical use of multivariate analytical tools to address a research question. Part I of the course covers measure development and assessment. Part II is a survey of multivariate analysis techniques used commonly in behavioral research.

REQUIRED MATERIALS

- Aldenderfer, Mark S. and Roger K. Blashfield (1984), *Cluster Analysis*, Newbury Park, CA.: Sage, QASS #44.
- Bray, James H. and Scott E. Maxwell (1985), *Multivariate Analysis of Variance*, Newbury Park, CA: Sage, QASS #54.
- DeVellis, Robert F. (1991), *Scale Development: Theory and Applications*, Newbury Park, CA: Sage.
- Hair, Joseph F., Jr., Rolph E. Anderson, Ronald L. Tatham, and William C. Black (1992), *Multivariate Data Analysis with Readings*, 3rd ed., New York: Macmillan Publishing Company
- Hatcher, Larry (1994), *A Step-by-Step to Using the SAS System for Factor Analysis and Structural Equation Modeling*, Cary, NC: SAS Institute.
- Klecka, William R. (1980), *Discriminant Analysis*, Newbury Park, CA: Sage, QASS #19.
- Rudestam, Kjell Erik and Rae R. Newton (1992), *Surviving Your Dissertation: A comprehensive Guide to Content and Process*, Newbury Park, Sage.
- Thompson, Bruce (1984), *Canonical Correlation Analysis: Uses and Interpretation*, Newbury Park, CA., Sage, QASS #47.
- Wolf, Fredric M. (1986), *Meta-Analysis: Quantitative Methods for Research Synthesis*, Newbury Park, CA: Sage, QASS #59.

You will need:

A data set. Beg, borrow, or steal (just kidding) a data set, if you don't have one. My preference is that you run assignments on data with which you are familiar. You will use

these data in addition to those published in the Hair, et al., text.

Access to SAS. SAS runs under the Windows and CMS environments.

A reading list detailing required readings will be distributed each week. Where appropriate, I will provide a file containing a master copy of each assigned articles. Reproducing the readings is your responsibility.

DARNED USEFUL BUT NOT REQUIRED MATERIALS

SAS Manuals. We will use SAS for all hands-on data analyses. You will find ready access to SAS manuals (preferably version 6) a great benefit.

THESE ARE A FEW OF MY FAVORITE (MULTIVARIATE) THINGS . . .

Hayduk, Leslie A. (1987), *Structural Equation Modeling with LISREL: Essentials and Advances*, Baltimore, MD: Johns Hopkins University Press.

Loehlin, John C. (1992), *Latent Variable Models: An Introduction to Factor, Path, and Structural Analysis*, Hillsdale, 2nd ed., NJ: Lawrence Erlbaum.

Pedhazur, Elazar J. (1982), *Multiple Regression in Behavioral Research: Explanation and Prediction*, 2nd edition, New York: Holt, Rinehart and Winston.

Stevens, James (1992), *Applied Multivariate Statistics for the Social Sciences*, 2nd ed., Hillsdale, NJ: Lawrence Erlbaum.

SEMINAR PERFORMANCE EVALUATION

1. Quality of your participation in class discussions (40%).

Your (energetic) participation in class discussions drives the seminar. The quality of the seminar experience (for all of us) depends directly on the caliber of the contributions *you* make to weekly discussions. Don't be bashful!

Discussions will emphasize integrating the readings--treating them as a set. How do the readings Connect? Diverge? Complement? Disagree? Are disagreements irreconcilable? Etc. Keep this in mind while perusing assigned readings.

I encourage you to bring to bear on the discussions materials and ideas beyond those on the week's reading list--this seminar is *not* an isolated island. A non-exhaustive list of possible additions include readings from other seminars, personal experiences, readings you have stumbled across, and articles from current issues of major journals. Be forewarned and prepared: I expect you to be current with the major journals (*JCR*, *JM*, *JMR*, etc.).

2. Performance on written exercises (30%).

I assign written exercises throughout the semester. Thoroughness, thoughtfulness, originality, and accuracy are key factors in my evaluation of your work. As these assignments are learning exercises, I grade them much like a journal referee evaluates a manuscript. "Accept" and "revise and resubmit" are the two possible outcomes of my evaluation.

3. Final Exam (30%)

The comprehensive style final exam will require you to integrate and demonstrate your understanding of the material covered over the course of the semester.

ORGANIZATION OF THE SEMINAR

We will explore the material in something approximating the order it is encountered in a research project.

Week Beginning	Topic
1--January 15	What's my style?
2--January 22	Colloquium on Doing a Dissertation
3--January 29	Is another study necessary? Literature reviews, meta-analysis, and replication.
4--February 5	Finding, using, and creating measures.
5--February 12	Measure quality assessment (MQA) I: Exploratory factor analysis (and principle components analysis).
6--February 19	MQA II: Introducing . . . confirmatory factor analysis.
7--February 26	MQA III: CFA cont'd and MTMM madness.
8--March 4	Testing construct relations: Let's get structural . . . structural . . .
March 11	Spring catch-up week ' '
9--March 18	The full CSA model cont'd. and concluded.
10--March 25	Canonical correlation analysis.
11--April 1	Multiple regression and discriminant analysis.
12--April 8	Multivariate analysis of variance.
13--April 15	ANOVA, ANCOVA, interpretation of interaction effects, pairwise comparisons.
14--April 22	Grab Bag: Categorical data analysis, multidimensional scaling and cluster analysis
15--May 29	Putting it all together.
May 6	Finals week