

# Supplements Sampler

## Listing and Examples of All Supplements for Clow-James 3e



### Available Supplements

Instructor Supplements	Price
Instructor's Manual	Gratis
Test Item File (formatted for LMS vendors)	Gratis
PowerPoint Lecture Slides	Gratis
Digital or Paperback Review Copy	Gratis
Video Lab Worksheet Answers	Gratis
Student Supplements	
SPSS Files	Gratis
Video Labs	Gratis
Lecture Guide	\$7.95
Quizlet Study Apps	\$9.95

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## More About the Instructor Supplements\*

### Overview of the Supplements in the Instructor Resource Folder

\*All Supplements Written by the Authors

**Instructor's Manual** The instructor's manual provides an outline of each chapter that can be used as a guide for lectures. Answers to the Critical Thinking Exercises and Dealing with Data feature are provided. Notes related to the Lakeside Grill continuing case are also included. Suggestions for class discussion and the use of the other teaching resources are also provided.

**Test Item File (formatted for major LMS vendors)** The test item files consist of true-false, multiple-choice, and short-answer questions. Answers to each are given along with the chapter section from which the question was taken. The questions range from simple memory exercises to those requiring more sophisticated thought processes and answers.

**SPSS Data Sets** A number of data sets are provided at the accompanying website, <http://www.clowjames.net/students.html>

While these data sets are designed to accompany specific sections of the text, such as Dealing with Data, they can be used for additional exercises or analysis. In addition to the data sets, detailed instructions are provided for using SPSS on the website. These instructions can be used to supplement classroom instruction or be assigned to students, allowing the instructor to focus class time on other topics. For individuals teaching an online course, these instructions are especially valuable.

**PowerPoint® Lecture Slides** A full set of PowerPoint® lecture slides is provided for each chapter. These slides highlight the key points of the chapter. Especially useful are all of the graphs, tables, and charts that are featured in the text. In addition, SPSS results are shown for the Statistics Review and Dealing with Data sections.

**Video Labs** The authors have identified some excellent YouTube videos that can be used with the textbook. These are available at <http://www.clowjames.net/videos.html>. There are a half-dozen or so videos per chapter, along with worksheet questions that you can assign. We also provide suggested answers to the worksheet in the instructor resource folder. These worksheets can be used as a review of major topics presented in the chapters. Since they are not created by the authors, the videos present the information from a different angle. Hearing the same thing from different sources can enhance recall and learning of materials. The videos can be especially useful for online marketing research classes. The video list is continually updated to ensure research topics are adequately covered.

# Clow James Instructor Manual

## Chapter 8: Sampling Procedures

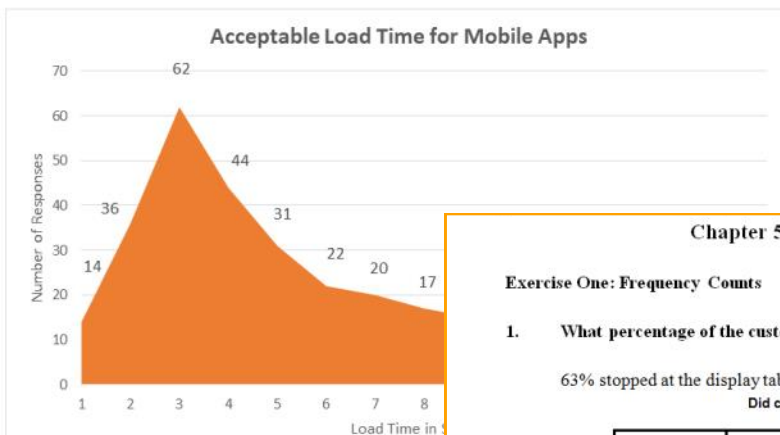
### Chapter Overview:

Sampling is the topic of Chapter 8. Marketing research relies heavily on sampling since rarely is a population small enough to be surveyed. If done properly, a sample can provide results that accurately reflect the population. The first section of the chapter presents the sampling process. It begins by defining the population to be studied. A sample frame is then identified. The sample frame is the list of potential respondents from the population. The challenge is finding a sample frame that allows every member of a population the opportunity to be selected. After the sample frame is identified, a sampling procedure is chosen. While probability sampling is used by most marketing research firms, some type of nonprobability sampling is used by many. Nonprobability sampling includes a convenience sample, judgment sample, quota sample and samples options are a simple random sample, systematic random sample, cluster sample. The fourth step is to decide on the sample size. Various methods are used, such as general practice, previous studies, statistical formula, sample size table. Then the last step is the actual selection of the sample. Online panels allow for faster data collection.

### Lecture Outline:

- 6.2 Why Use Survey Research
  - Survey research is one of the most popular forms of marketing research. Surveys are an effective means of answering the "W" questions and tend to be more quantitative than qualitative. The methods of collecting survey data have shifted to digital forms.
- 6.3 Survey Research Time Frame
  - a. Cross-sectional studies are conducted at a single point in time and provide a snapshot of a subject or topic. It is the most frequent type of marketing research.
  - b. Longitudinal studies ask the same questions multiple times. Longitudinal studies often use the same set of subjects, but can use different subjects with each

## Chapter 12 Statistics Reporting Exercise Answers



Panel studies and marketing tracking studies are types of longitudinal studies since the panel members are surveyed over time.

## Chapter 5 Dealing with Data Answers

### Exercise One: Frequency Counts

1. What percentage of the customers stopped at the display table?

63% stopped at the display table.

Did customer stop at display table?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	63	63.0	63.0	63.0
No	37	37.0	37.0	100.0
Total	100	100.0	100.0	

## Chapter 3 Critical Thinking Exercises

1. Suppose that the U.S. census revealed the following data about the racial profile of a zip code in North Carolina. Compute the index numbers for each line of data for the North Carolina zip code in reference to the US percentages. What conclusions can you draw from this information?

	Number	Zip Code %	U.S. %	Index
One Race	30,533	98.3%	97.6%	100.7
Two or more races	527	1.7%	2.4%	70.8
One Race				
White	22,063	71.0%	75.1%	94.5
Black or African American	7,418	23.9%	12.3%	194.3
Hispanic or Latino (of any race)	993	3.2%	12.5%	25.6
American Indian and Alaska Native	169	0.5%	0.9%	55.5
Asian	518	1.7%	3.6%	47.2
Native Hawaiian and Other Pacific Islander	19	0.1%	0.1%	100
Some other race	346	1.1%	5.5%	20

NOTE: Some students may forget to multiply their results by 100 in order to convert percentages to an index number.

For each of the four sub-variables: how much time spent examining, number of jeans tried on, and

Number of jeans examined at the	Number of jeans tried on from the	Number of jeans purchased from
---------------------------------	-----------------------------------	--------------------------------

## Overview of the Test Item File

\*Written by the Authors

Tally of Clow James 2e Test Items				
Chapter	T/F	M/C	Short Answer	Total
1	32	42	6	80
2	43	55	5	103
3	33	47	5	85
4	44	63	7	114
5	47	59	10	116
6	40	73	12	125
7	34	49	6	89
8	43	53	5	101
9	34	41	6	81
10	42	56	6	104
11	42	64	11	117
12	31	40	8	79
13	41	66	8	115
14	<u>38</u>	<u>44</u>	<u>9</u>	<u>91</u>
	544	752	104	1400

### Chapter 14 Research Reports and Presentations

#### TRUE/FALSE

- The quality of a marketing research report is directly related to the effort put into the report by the research staff.

ANS: T      PTS: 1      REF: 14-2

- The first and ultimate goal of written reports is to effectively communicate the findings of the marketing research.

ANS: T

- Writing effective research reports is a difficult task.

- The \_\_\_\_\_ should be on the front cover of the marketing research report.
  - title page
  - executive summary
  - table of contents
  - introduction

ANS: A      PTS: 1      REF: 14-3a

- The title that is given on the title page of the marketing research report should
  - always be complete sentences
  - convey the essence of the topic contained in the report
  - be in all caps

#### MULTIPLE CHOICE

- What is the difference between findings and interpretations in a marketing research report?

ANS:

Findings are the result of data analysis. Interpretations put these findings into a context the listener or reader can more easily understand.

PTS: 1      REF: 14-2b

#### SHORT ANSWER

- What is the difference between conclusions and recommendations in a marketing research report?

ANS:

Conclusions expand upon interpretations and attempt to explain what the results of the study actually mean. Recommendations are courses of actions that should be taken by the client based on the findings.

PTS: 1      REF: 14-2c

- Identify the sections of a long format marketing research report.

The title page of a marketing research report is the first page of the report. It contains the report title, report date, report preparer, report preparer's title, firm for which the report is prepared, and firm for which the report is prepared.



## Overview of the PowerPoint® Lecture Slides\*

\*All Slides were written by the authors

Tally of Clow James 2e  
Lecture Slides

Chapter	Slides
1	30
2	40
3	37
4	45
5	41
6	49
7	40
8	47
9	49
10	56
11	49
12	45
13	35
14	33
	596

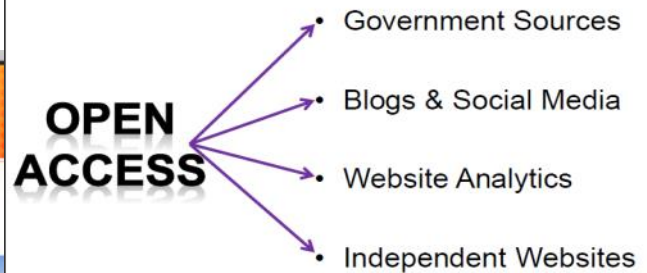
## Elements of Experimental Design

- Dependent variable
- Independent variable
- Treatment
- Subjects
- Validity
- Internal validity
- External validity



Figure 3.9

Open Access Sources of Secondary Data



3-17

Figure 11.18

Example of Visualization in a Gamified Survey

Which of the following countries would you most like to visit?



China



Egypt



Australia



Germany



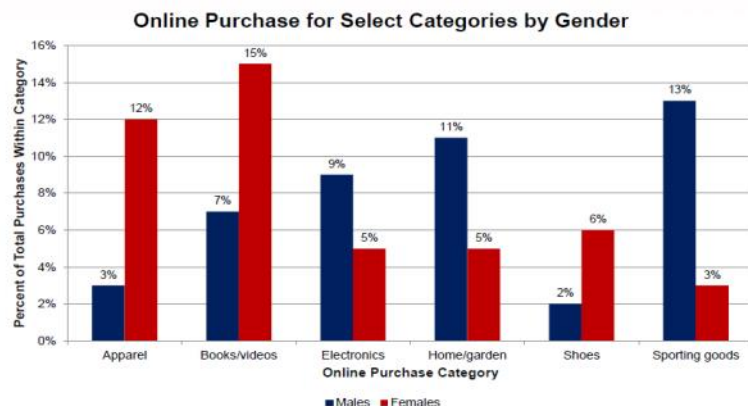
Mexico



England

Figure 14.13

Online Purchase as a Percent of Total Purchases



14-24

## Overview of the Video Lab

\*All Exercises were written by Ken Clow

- Link: <http://www.clowjames.net/videos.html>
- On average, a half dozen YouTube videos selected and annotated by Ken Clow
- Includes Exercise Worksheet for assignments
- Includes Suggested Worksheet Answers for Instructors

# Marketing Research Principles

## Putting Research into Practice 3e

Kenneth E. Clow and Karen E. James

## Chapter 5

Observation Research

### Videos



[Videos Menu](#)

[Home](#)

[Blog](#)

[Datasets](#)

Topic	Video Link	Title and Description (time)
Ethnographic Research		<b>Ethnographic Research and Technology</b> Stacey Graiko presents a brief history of ethnography and then talks about how technology has changed the way it is conducted today. (4:29) <a href="#">Access Worksheet</a>
		<b>Case Studies in Ethnography</b> Produced by On-Site Research Associates, this video presents three case studies using ethnography. (5:42) <a href="#">Access Worksheet</a>
		<b>Shopping Insights</b> This video shows a research company filming shoppers then asking them to make comments as they watch their behavior. (7:28) <a href="#">Access Worksheet</a>
		<b>Next Generation Text Analytics</b> This video gives a brief history of text coding then explains the Next Generation Text <a href="#">Access Worksheet</a>

### Marketing Research Principles (2e)

Kenneth E. Clow and Karen E. James

#### Video Lab Worksheet



Chapter: Five  
Video Title: *Case Studies in Ethnography*  
Video Creator: On-Site Research Associates  
Video Link: [https://www.youtube.com/watch?v=jiVZ6BHB\\_iM](https://www.youtube.com/watch?v=jiVZ6BHB_iM)

Please watch the video and answer the following questions.

1. Describe the "Pulse of America Trend" study. How this study used by businesses?
2. Describe the "Kitchen Use and Psychology" study.
3. Define the terms ethnographic, ethnovision, and ethnovision. Provide an example of each.
4. Suppose Keurig wanted to learn more about how people used Keurig coffeemakers, what they thought about it, and what they liked and disliked. Which of the three types of ethnographic studies would provide this information? Justify your choice.

Suggested Answers for Worksheet Questions  
available for instructors. Write us at

[info@textbookmedia.com](mailto:info@textbookmedia.com)