

HKBM7000

Approaches to Research and Academic Communications Day 5 (14 August 2021)

Result Presentation
International Research
Ethical Issues

[1]

Topics

- Results Presentation
- International Research
- Research Ethics

[2]

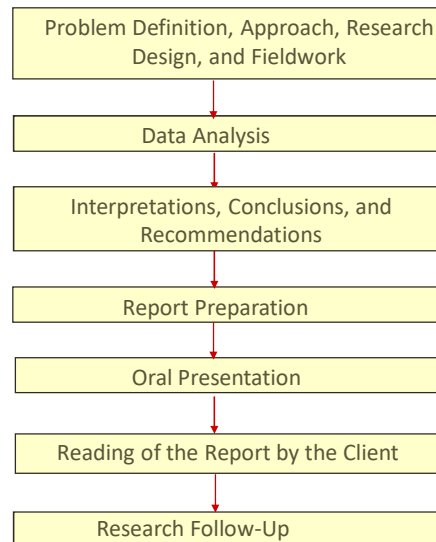
RESULTS PRESENTATION

Importance of the Report and Presentation

For the following reasons, the report and its presentation are important parts of the research project:

1. They are the tangible products of the research effort.
2. Management decisions are guided by the report and the presentation.
3. The involvement of many managers in the project is limited to the written report and the oral presentation.
4. Management's decision to undertake marketing research in the future or to use the particular research supplier again will be influenced by the perceived usefulness of the report and the presentation.

The Report Preparation and Presentation Process



Report Format

- I. Title page
- II. Letter of transmittal
- III. Letter of authorization
- IV. Table of contents
- V. List of tables
- VI. List of graphs
- VII. List of appendices
- VIII. List of exhibits
- IX. Executive summary
 - a. Major findings
 - b. Conclusions
 - c. Recommendations

Report Format

- X. Problem definition
 - a. Background to the problem
 - b. Statement of the problem
- XI. Approach to the problem
- XII. Research design
 - a. Type of research design
 - b. Information needs
 - c. Data collection from secondary sources
 - d. Data collection from primary sources
 - e. Scaling techniques
 - f. Questionnaire development and pretesting
 - g. Sampling techniques
 - h. Fieldwork

Report Format

- XIII. Data analysis
 - a. Methodology
 - b. Plan of data analysis
- XIV. Results
- XV. Limitations and caveats
- XVI. Conclusions and recommendations
- XVII. Exhibits
 - a. Questionnaires and forms
 - b. Statistical output
 - c. Lists

TNS-Global Guidelines: Title Page

Use client language in title – avoid "research-eze."

- "Practices Followed in Selecting Long-Distance Carriers" is better than "Long-Distance Service Study."
- "Customers' Reactions to an Expanded Financial/Insurance Relationship" is better than "Relationship Study."

TNS-Global Guidelines: Conclusions

Conclusions concerning, for example:

- customer behavior
- customer attitudes or perceptions
- the nature of the markets studied

Generally, in studies with samples designed to represent the market. Avoid interesting results that are not relevant to the conclusions.

- May be in the form of statement or paragraphs
- Use subheadings to identify conclusions covering different subjects or market segments

TNS-Global Guidelines: Recommendations

Recommendations regarding actions that should be taken or considered in light of the research results:

- Add/drop a product
- What to say in advertising—advertising positioning
- Market segments to select as primary targets
- How to price product
- Further research that should be considered

Should be related to the stated purpose of the research.

Sometimes omitted, for example:

- Client staff members want to author the recommendations
- Study designed merely to familiarize client with a market

Most clients are interested in our suggestions, in spite of the fact that we may not be familiar with internal financial issues and other internal corporate factors.

Report Writing

- **Readers.** A report should be written for a specific reader or readers: the marketing managers who will use the results.
- **Easy to follow.** The report should be easy to follow. It should be structured logically and written clearly.
- **Presentable and professional appearance.** The look of a report is important.
- **Objective.** Objectivity is a virtue that should guide report writing. The rule is, "Tell it like it is."
- **Reinforce text with tables and graphs.** It is important to reinforce key information in the text with tables, graphs, pictures, maps, and other visual devices.
- **Terse.** A report should be terse and concise. Yet, brevity should not be achieved at the expense of completeness.

Guidelines for Tables

- **Title and number.** Every table should have a number (1a) and title (1b).
- **Arrangement of data items.** The arrangement of data items in a table should emphasize the most significant aspect of the data.
- **Basis of measurement.** The basis or unit of measurement should be clearly stated (3a).
- **Leaders, rulings, spaces.** *Leaders*, dots or hyphens used to lead the eye horizontally, impart uniformity and improve readability (4a). Instead of ruling the table horizontally or vertically, white spaces (4b) are used to set off data items. Skipping lines after different sections of the data can also assist the eye. Horizontal rules (4c) are often used after the headings.
- **Explanations and comments: Headings, stubs, and footnotes.** Designations placed over the vertical columns are called headings (5a). Designations placed in the left-hand column are called stubs (5b). Information that cannot be incorporated in the table should be explained by footnotes (5c).
- **Sources of the data.** If the data contained in the table are secondary, the source of data should be cited (6a).

U.S. Auto Sales 2003 - 2007

TABLE 23.1
U.S. Automotive Sales 2003-2007

	2003	2004	2005	2006	2007
GM.....	4,756,403	4,707,416	4,517,730	4,124,645	3,866,620
Ford.....	3,811,000	3,623,000	3,443,000	3,051,000	2,836,000
Chrysler...	2,129,000	2,287,000	2,305,000	2,087,000	2,100,000
Honda.....	1,982,000	2,103,000	2,271,000	2,556,000	2,942,000
Toyota.....	1,558,000	1,575,000	1,575,000	1,682,000	1,788,000
Nissan.....	856,000	1,013,000	1,075,000	1,035,000	1,100,000
Other*	1,907,597	1,991,584	1,800,345	2,016,193	1,467,380
Total.....	17,000,000	17,300,000	16,987,075	16,551,838	16,100,000

* - includes all other producers
Source: Company Websites

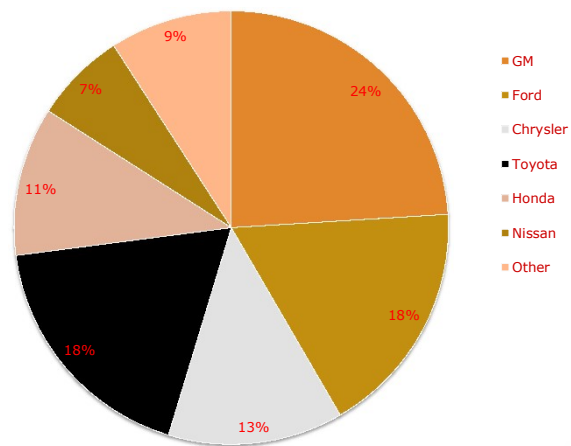
Guidelines for Graphs: Geographic and Other Maps

- **Geographic maps** can pertain to countries, states, counties, sales territories, and other divisions.
- Chapter 21 shows examples of **product-positioning maps**.

Guidelines for Graphs: Round or Pie Charts

- In a **pie chart**, the area of each section, as a percentage of the total area of the circle, reflects the percentage associated with the value of a specific variable.
- A pie chart is not useful for displaying relationships over time or relationships among several variables.
- As a general guideline, a pie chart should not require more than seven sections.

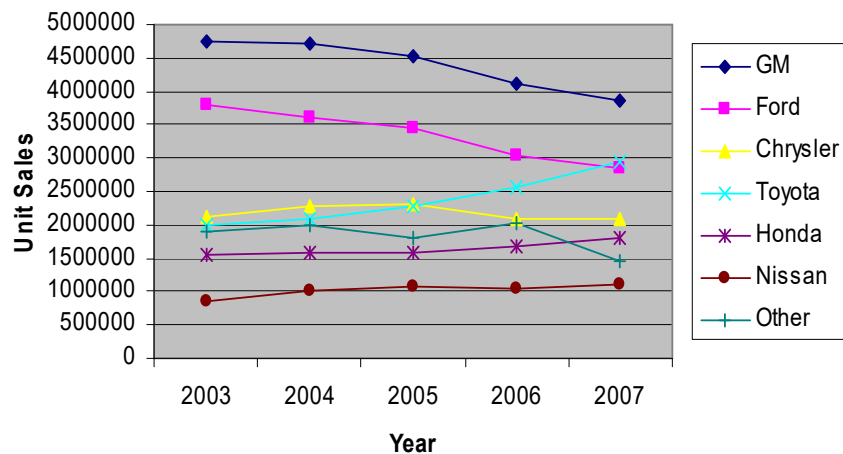
Pie Chart of 2007 U.S. Auto Sales



Guidelines for Graphs: Line Charts

- A **line chart** connects a series of data points using continuous lines.
- This is an attractive way of illustrating trends and changes over time.
- Several series can be compared on the same chart, and forecasts, interpolations, and extrapolations can be shown.

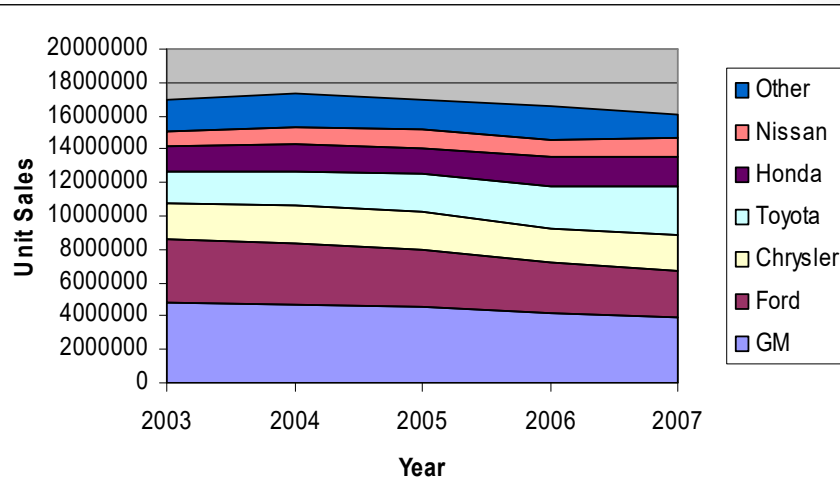
Line Chart of Total U.S. Auto Sales



Guidelines for Graphs: Line Charts

- A **stratum chart** is a set of line charts in which the data are successively aggregated over the series.
- Areas between the line charts display the magnitudes of the relevant variables.

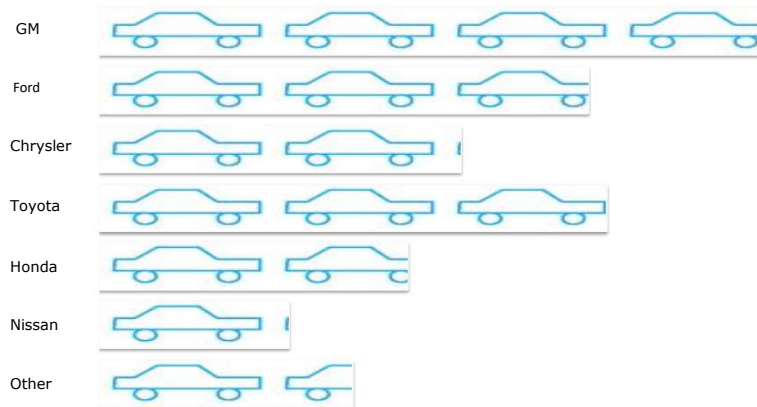
Stratum Chart of Total U.S. Auto Sales



Guidelines for Graphs: Pictographs

- A **pictograph** uses small pictures or symbols to display the data.
- Pictographs do not depict results precisely. Hence, caution should be exercised when using them.

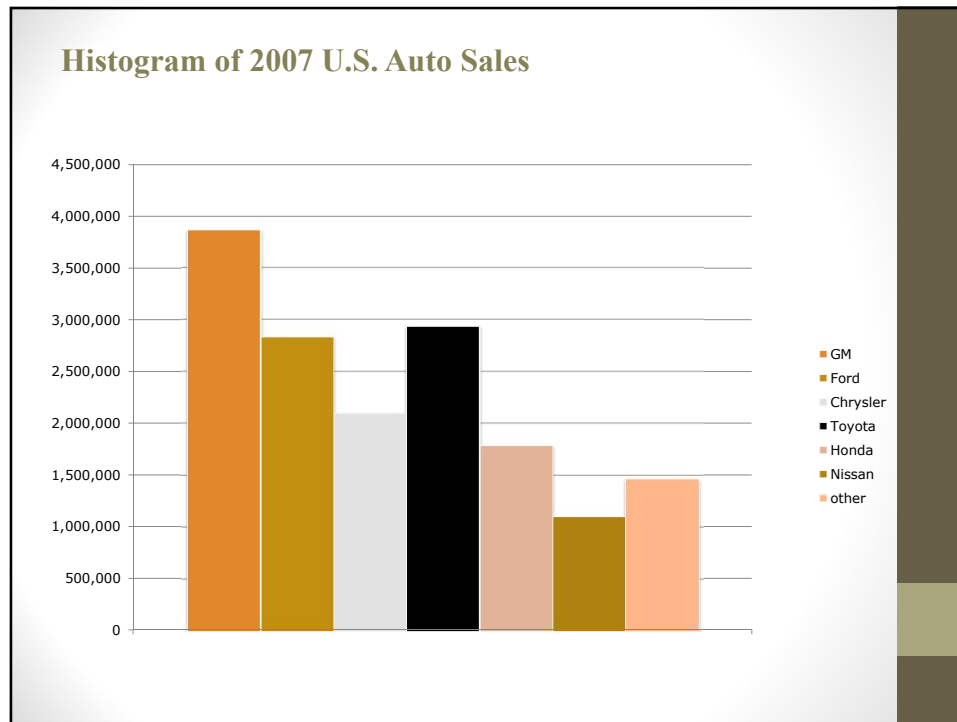
Pictograph for 2007 U.S. Auto Sales



*Each Symbol Equals 1,000,000 Units

Guidelines for Graphs: Histograms and Bar Charts

- A **bar chart** displays data in various bars that may be positioned horizontally or vertically.
- The **histogram** is a vertical bar chart in which the height of the bars represents the relative or cumulative frequency of occurrence of a specific variable.



Guidelines for Graphs: Schematic Figures and Flow Charts

- **Schematic figures** and **flow charts** take on a number of different forms. They can be used to display the steps or components of a process, as in Figure 22.1.
- Another useful form of these charts is a **classification diagram**. Examples of classification charts for classifying secondary data were provided in Chapter 4 (Figures 4.1 to 4.4).
- An example of a flow chart for questionnaire design was given in Chapter 10 (Figure 10.2).

Oral Presentation

- The key to an effective presentation is preparation.
- A written script or detailed outline should be prepared following the format of the written report.
- The presentation must be geared to the audience.
- The presentation should be rehearsed several times before it is made to the management.
- Visual aids, such as tables and graphs, should be displayed with a variety of media.
- It is important to maintain eye contact and interact with the audience during the presentation.

Oral Presentation

- Filler words like "uh," "y'know," and "all right," should not be used.
- The **"Tell 'Em" principle** is effective for structuring a presentation.
- Another useful guideline is the **"KISS 'Em" principle**, which states: Keep It Simple and Straightforward (hence the acronym KISS).
- Body language should be employed.
- The speaker should vary the volume, pitch, voice quality, articulation, and rate while speaking.
- The presentation should terminate with a strong closing.

Reading the Research Report

- **Addresses the Problem** – The problem being addressed should be clearly identified and the relevant background information provided.
- The **research design** should be clearly described in non-technical terms.
- **Execution of the Research Procedures** – The reader should pay special attention to the manner in which the research procedures were executed.
- **Numbers and statistics** reported in tables and graphs should be examined carefully by the reader.

Reading the Research Report

- **Interpretation and Conclusions** – The interpretation of the basic results should be differentiated from the results per se. Any conclusions or recommendations made without a specification of the underlying assumptions or limitations should be treated cautiously by the reader.
- **Generalizability** – It is the responsibility of the researcher to provide evidence regarding the reliability, validity, and generalizability of the findings.
- **Disclosure** – The reader should carefully examine whether the spirit in which the report was written indicates an honest and complete disclosure of the research procedures and results.

Research Follow-up

- **Assisting the Client** – The researcher should answer questions that may arise and help the client to implement the findings.
- **Evaluation of the Research Project** – Every marketing research project provides an opportunity for learning and the researcher should critically evaluate the entire project to obtain new insights and knowledge.

INTERNATIONAL RESEARCH

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Why repeat a research across countries?

- Develop universal theories
- Investigate the impacts of country-level variables
 - Culture
 - Social practices
 - National wealth
 - Political economy
- Find out international differences for market segmentation or “glocalization” strategies

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Survey Methods: Telephone Interviewing and CATI

- In the United States and Canada, **telephone interviewing** is the dominant mode of questionnaire administration. The same situation exists in some European countries, such as Sweden and the Netherlands.
- In many other European countries, such as Great Britain, Finland, and Portugal, telephone interviewing is not the most popular method.
- In Hong Kong, 96% of households can be contacted by telephone. Yet, given the culture, this is not the most important mode of data collection.
- In developing countries, only a few households have telephones. Telephone directories tend to be incomplete and outdated. In many cultures, face-to-face relationships are predominant. These factors severely limit the use of telephone interviewing.
- Telephone interviews are most useful with relatively upscale consumers who are accustomed to business transactions by phone or consumers who can be reached by phone and can express themselves easily.

Survey Methods: In-Home Personal Interviews

- Due to high cost, the use of **in-home personal interviews** has declined in the United States and Canada, but this is the dominant mode of collecting survey data in many parts of Europe (e.g., Switzerland and Portugal) and the developing world.
- The majority of the surveys are done door-to-door, while some quick sociopolitical polls are carried out on the street using accidental routes.

Survey Methods: Mall Intercept and CAPI

- **Mall intercepts** constitute about 15% of the interviews in Canada and 20% in the United States.
- While mall intercepts are being conducted in some European countries, such as Sweden, they are not popular in Europe or developing countries.
- In contrast, **central location/street interviews** constitute the dominant method of collecting survey data in France and the Netherlands.
- However, some interesting developments with respect to **computer-assisted personal interviewing (CAPI)** are taking place in Europe.

Survey Methods: Mail Interviews

- Because of low cost, **mail interviews** continue to be used in most developed countries where literacy is high and the postal system is well developed.
- Mail interviews constitute 6.2% of the interviews in Canada and 7% in the United States. In countries where the educational level of the population is extremely high (Denmark, Finland, Iceland, Norway, Sweden, and the Netherlands), mail interviews are common.
- In Africa, Asia, and South America, however, the use of mail surveys and mail panels is low because of illiteracy and the large proportion of population living in rural areas.
- Mail surveys are typically more effective in industrial international marketing research, although it is difficult to identify the appropriate respondent within each firm and to personalize the address.

Survey Methods: Mail and Scanner Panels

- **Mail panels** are extensively used in the UK, France, West Germany, and the Netherlands. Mail and diary panels are also available in Finland, Sweden, Italy, Spain, and other European countries.
- Use of **scanner panels** may increase with the advent of new technology. For example, in Germany, two agencies (A. C. Nielsen and GfK-Nurnberg) have installed fully electronic scanner test markets, based on the Behavior Scan model from the United States. Nielsen will use on-the-air television; GfK, cable.

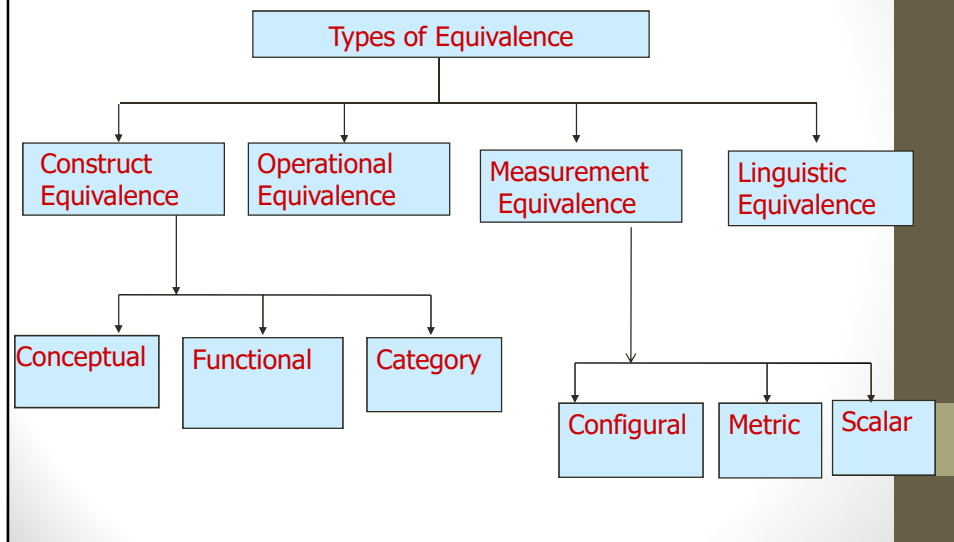
Survey Methods: Electronic Surveys

- In the U.S. and Canada, the use of **e-mail** and the **Internet surveys** is growing not only with business and institutional respondents but also with households.
- The popularity of both e-mail and Internet surveys is also growing overseas. Both these types of surveys are increasingly being used in Western Europe where the access to the Internet is freely available.
- However, in some parts of Eastern Europe and in other developing countries, e-mail access is restricted and Internet availability is even poorer. Hence, these methods are not suitable for surveying the general population in these countries.
- Multinational firms are using both e-mail and the Internet to survey their employees worldwide.
- An important consideration in selecting the methods of administering questionnaires is to ensure equivalence and comparability across countries.

Unique Challenges

- Can all data be simply put together and analyzed?
- Multi-level analyses
- Some equivalence needs to be established beforehand

Scaling and Measurement Equivalence in International Marketing Research



Measurement and Scaling

- **Construct equivalence** concerns whether the marketing constructs have the same meaning and significance in different countries. Construct equivalence is comprised of conceptual equivalence, functional equivalence, and category equivalence.
- **Conceptual equivalence** deals with the interpretation of brands, products, consumer behavior, and marketing effort, e.g., special sales.
- **Functional equivalence** examines whether a given concept or behavior serves the same role or function in different countries, e.g., bicycles.
- **Category equivalence** refers to the category in which stimuli like products, brands, and behaviors are grouped, e.g., principal shopper.

Measurement and Scaling

- **Measurement equivalence** concerns the comparability of responses to particular (sets of) items. It comprises of configural, metric, and scalar equivalence.
- **Configural equivalence** concerns the relationships of measured items to the latent constructs; the patterns of factor loadings should be the same.
- **Metric equivalence** refers to the unit of measurement; the factor loadings should be the same.
- **Scalar equivalence** refers to both the unit of measurement and the constant in the equation between the construct and the items measuring the construct (the intercept).

Measurement and Scaling

- **Operational equivalence** concerns how theoretical constructs are operationalized to make measurements, e.g., leisure.
- **Linguistic equivalence** refers to both the spoken and the written language forms used in scales, questionnaires, and interviewing. The scales and other verbal stimuli should be translated so that they are readily understood by respondents in different countries and have equivalent meaning.

Questionnaire Translation: Back Translation

- In **back translation**, the questionnaire is translated from the base language by a bilingual speaker whose native language is the language into which the questionnaire is being translated.
- This version is then retranslated back into the original language by a bilingual whose native language is the initial or base language.
- Translation errors can then be identified.
- Several repeat translations and back translations may be necessary to develop equivalent questionnaires, and this process can be cumbersome and time consuming.

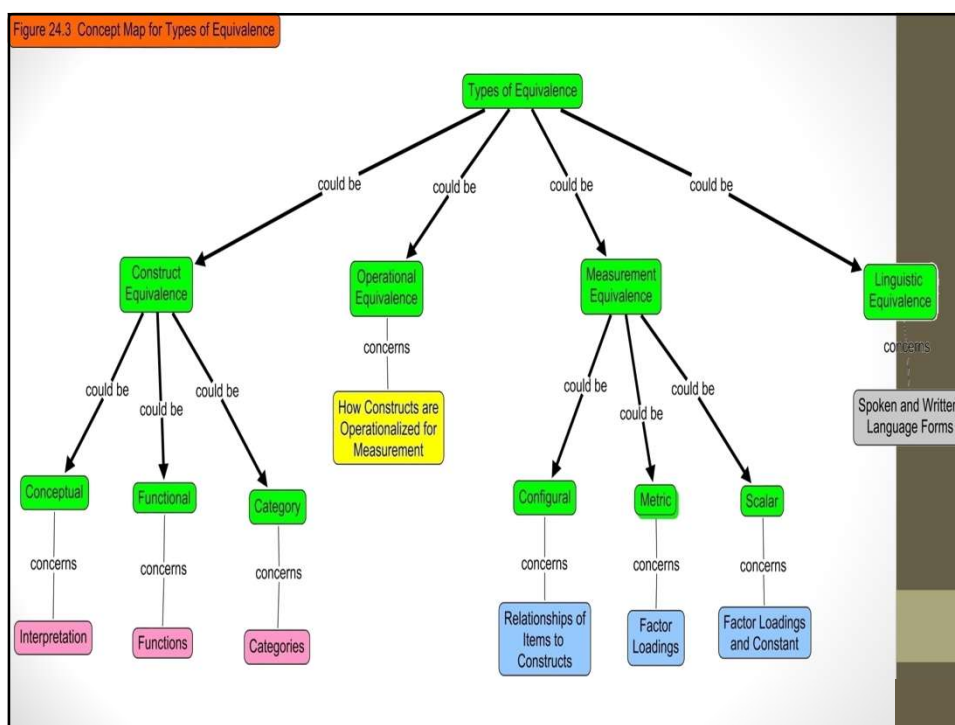
Questionnaire Translation: Parallel Translation

- In **parallel translation**, a committee of translators, each of whom is fluent in at least two of the languages in which the questionnaire will be administered, discusses alternative versions of the questionnaire and makes modifications until consensus is reached.
- In countries where several languages are spoken, the questionnaire should be translated into the language of each respondent subgroup.
- It is important that any nonverbal stimuli (pictures and advertisements) also be translated using similar procedures.

Statistical Software

INTERVIEWER by VOXCO of Montreal (Quebec), Canada (www.voxco.com) provides bilingual interviewing capability for computer-assisted telephone interviewing (CATI). With two keystrokes, operators can switch from a questionnaire written in English to the same questionnaire written in Spanish. INTERVIEWER offered switching capability between most of the major languages as of 2009.

Figure 24.3 Concept Map for Types of Equivalence



RESEARCH ETHICS

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Ethical Issues

- Ethical issues related to the respondents and the general public are of primary concern.
- Disguise can violate the respondents' right to know and result in psychological harm.
- In debriefing sessions, respondents should be informed about the true purpose and given opportunities to ask questions.
- The use of qualitative research results for questionable purposes raises ethical concerns

Ethical Issues

- Deceptive procedures that violate respondents' right to privacy and informed consent should be avoided.
- Video- or audio-taping the respondents without their prior knowledge or consent raises ethical concerns.
- The comfort level of the respondents should be addressed.
- Physical or psychological hazards

The Unabomber

Ted Kaczynski



- https://en.wikipedia.org/wiki/Ted_Kaczynski

Famous Controversial Studies

- Milgram's Obedience Studies
- The Stanford Prison Experiment
- Why are they unethical?

[53]

First, an example brought to us by Radio Lab

- <https://www.wnycstudios.org/podcasts/radiolab/episodes/91721-oops>
- "Be Careful What you Plan for" Beginning at the 5 minute mark.

[54]

Murray Experiment Follow Up

- Review the summary of the APA guidelines for experiments
- Which regulations would disqualify the Murray experiment from IRB approval?
 - Be specific
 - Is there ambiguity/do you need more info?

[55]

Additional examples

- 2 other studies that WERE conducted.
- Consider how these studies could pass IRB regulations
- After each example, there will be a slide with topics to discuss with your partner

[56]

Ethical Dilemma 1 **Middlemist, Knowles, and Matter (1976)**

Middlemist, Knowles, and Matter (1976) conducted a study investigating whether or not invasions of personal space are physiologically, as well as psychologically, arousing. The experiment was run in a men's lavatory in which the investigators closed off one or another urinal. Participants were forced to urinate either in the urinal next to a male confederate of the experimenter or in the urinal one away from the confederate. A second confederate positioned in a toilet stall adjacent to the urinals observed the subjects via periscope and recorded the latency to onset of urination and its duration.

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Ethical Dilemma 1 **Middlemist, Knowles, and Matter (1976)**

- Ethical issues to consider
 - Invasion of privacy
 - Is it ethical?
 - Informed consent
 - Do you need it?
 - Debriefing
 - Should you?



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Ethical Dilemma 2

Harari, Harari, and White (1985)

In a field experiment conducted by Harari, Harari, and White (1985), male participants walking alone or in groups were exposed to a simulated rape. As participants walked along a path to a parking lot, a male and a female confederate of the experimenters acted out a simulated rape. (The male grabbed the female around the waist, put his hand over her mouth, and dragged her into some bushes. The female screamed for help.) Observers stationed at various points recorded the number of participants who offered help. Prior to actual intervention, participants were stopped and told of the true purpose of the experiment. The results showed that 85 percent of the participants walking in groups offered help to the victim, whereas 65 percent of the participants walking alone offered help. Support was found for the idea that individuals in groups are as likely, if not more likely, to help when the victim is clearly in need of help.

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Ethical Dilemma 2

Harari, Harari, and White (1985)

- Ethical Issues to Consider
 - Informed consent
 - Is it ethical not to get it in advance?
 - Impact on participants
 - What might it be?
 - Justifiable? Reversible? Experimenter's obligations?
 - Debriefing
 - How to do it?
 - Unpredictability of participant responses
 - What if one of them had a gun?

[60]

APA Ethical Guidelines

- General Principles:
 - A. Beneficence and nonmaleficence – do no harm
 - B. Fidelity and Responsibility – establish trust, be professional
 - C. Integrity – don't falsify
 - D. Justice – be fair to all participants
 - E. Respect for people's rights and dignity – special care for vulnerable populations

[61]

APA Ethical Guidelines

- Human Relations
 - A. Avoiding Harm
 - B. Informed consent must be clear
 - C. Assent of participants not able to fully consent themselves
 - Privacy and Confidentiality
 - A. Maintain confidentiality
 - B. Explain limits of confidentiality
 - C. Recording permission

[62]

APA Ethical Guidelines

- Research and Publication - contents of consent:
 - A. Purpose of research
 - B. Right to decline/withdraw
 - C. Risks and Benefits
 - D. Incentive
 - E. Contact info

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APA Ethical Guidelines

- Client/patient student and subordinate research participation
 - A. Protect participants from penalties for declining/withdrawing
 - B. If part of a course alternative must be offered
- Dispensing with informed consent
 - A. When there is no expectation of harm AND one of the following
 - B. Anonymous questionnaires, archival material, naturalistic observation
 - C. Evaluation of normal educational practices
 - D. Organizational related factors

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APA Ethical Guidelines

- Offering Inducement
 - A. Avoid coercing participation
- Deception in Research
 - A. Research must have significant value
 - B. No severe pain or emotional distress
 - C. Integral to the design (no other way to test this)
- Debriefing
 - A. Explain and correct misperceptions
 - B. Counteract any harm
 - C. If withholding is necessary take steps to minimize harm

[65]

Problems with Deception

- Ethical issues
 - Self Esteem
 - Being duped
 - Finding out something negative
 - Failure of real informed consent
- Bias issues
 - Tainting the participants for future studies
 - Deceived participants act differently

[66]

Ethical Issues From Student Projects

- Priming anxiety – example from previous year
- Asking about mental health in general
- Asking about sexuality
- Other issues?

[67]

THE END

[68]