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| 1. A famous case in the 1980s involved Coca-Cola introducing New Coke after much research. The failure of New Coke was largely due to   |  |  |  | | --- | --- | --- | |  | a. | a narrow conception of the research. | |  | b. | uneven caliber of researchers. | |  | c. | poor problem definition. | |  | d. | late and occasional erroneous findings. | |  | e. | personality and presentation differences. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | The release and imminent failure of the New Coke campaign stemmed from a lack of the correct problem definition by Coca-Cola. See 3-0: Introduction. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.01 -  Specify the key steps in problem formulation. | | *DATE CREATED:* | 7/19/2017 5:23 AM | | *DATE MODIFIED:* | 7/19/2017 5:26 AM | |

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| 2. The process of trying to identify specific areas where additional information is needed about the marketing environment is called   |  |  |  | | --- | --- | --- | |  | a. | problem formulation. | |  | b. | environmental analysis. | |  | c. | information assessment. | |  | d. | survey scope. | |  | e. | research focus. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Problem formulation refers to the process of trying to identify specific areas where additional information is needed about the marketing environment. See 3-1: Problems Versus Opportunities. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.01 -  Specify the key steps in problem formulation. | | *DATE CREATED:* | 7/19/2017 5:27 AM | | *DATE MODIFIED:* | 7/19/2017 5:29 AM | |

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| 3. In marketing research, a \_\_\_\_\_\_\_ is something that needs information regardless of whether the organization originally viewed the situation as a problem or an opportunity.   |  |  |  | | --- | --- | --- | |  | a. | situation | |  | b. | study | |  | c. | project | |  | d. | plan | |  | e. | problem |  |  |  | | --- | --- | | *ANSWER:* | e | | *RATIONALE:* | Something that needs information, regardless of whether the organization originally viewed the situation as a problem or an opportunity is called a “problem”. See 3-1: Problems Versus Opportunities. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.01 -  Specify the key steps in problem formulation. | | *DATE CREATED:* | 7/19/2017 5:29 AM | | *DATE MODIFIED:* | 7/19/2017 5:34 AM | |

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| 4. The best way to avoid the trap of researching the wrong problem is to   |  |  |  | | --- | --- | --- | |  | a. | research all possible problems. | |  | b. | define the research problem broadly. | |  | c. | delay research until the problem is properly defined. | |  | d. | All of these are correct. | |  | e. | None of these are correct. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | The best way for a company to avoid the trap of researching the wrong problem is to delay research until the problem is properly defined. See 3-2: The Problem Formulation Process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.01 -  Specify the key steps in problem formulation. | | *DATE CREATED:* | 7/19/2017 5:35 AM | | *DATE MODIFIED:* | 7/19/2017 5:37 AM | |

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| 5. Defining the problem is among the most difficult aspects of the marketing research process because of the \_\_\_\_\_\_\_\_\_\_ of every situation a manager may encounter.   |  |  |  | | --- | --- | --- | |  | a. | complexity | |  | b. | urgency | |  | c. | riskiness | |  | d. | uniqueness | |  | e. | subjectiveness |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | The difficulty with defining the problem is largely due to the uniqueness of every situation that a manger may encounter. See 3-2: The Problem Formulation Process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.01 -  Specify the key steps in problem formulation. | | *DATE CREATED:* | 7/19/2017 5:37 AM | | *DATE MODIFIED:* | 7/19/2017 5:40 AM | |

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| 6. Which of the following is NOT one of the six steps in problem definition identified in Chapter 3?   |  |  |  | | --- | --- | --- | |  | a. | State the manager’s decision problem | |  | b. | Prepare research request agreement | |  | c. | Secure funding | |  | d. | Meet with client | |  | e. | Clarify the problem/opportunity |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | All of these are steps in the problem definition process except “Secure funding”. See 3-2: The Problem Formulation Process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.01 -  Specify the key steps in problem formulation. | | *DATE CREATED:* | 7/19/2017 5:41 AM | | *DATE MODIFIED:* | 7/19/2017 5:43 AM | |

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| 7. Meeting with the client should be done at the earliest stages of a research project for which of the following reasons?   |  |  |  | | --- | --- | --- | |  | a. | To avoid duplicating efforts | |  | b. | Because it is essential that managers and researchers are able to communicate openly | |  | c. | To get as much information as possible from the manager with respect to the problem/opportunity | |  | d. | Both to communicate openly and to get as much information as possible from the manager | |  | e. | None of these are correct. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Meeting with the client should be done during the earliest stages of a research project to both ensure that communication between managers and researchers is open and to also get as much information as possible from the manager about the problem/opportunity. See 3-2: The Problem Formulation Process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.02 -  Discuss two goals of the initial meeting with the research client. | | *DATE CREATED:* | 7/19/2017 5:44 AM | | *DATE MODIFIED:* | 9/20/2017 1:47 PM | |

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| 8. A marketing researcher is meeting with a manager who has identified a problem. During the initial meeting, the researcher asks, "Why do you think this situation has occurred?" How many times is it recommended for the researcher to ask "why" to dive deeper into possible causes of the problem?   |  |  |  | | --- | --- | --- | |  | a. | Two | |  | b. | Five | |  | c. | Three | |  | d. | One | |  | e. | Four |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | It is recommended that the researcher asks “why?” five times to dive deeper into the possible causes. See 3-2: The Problem Formulation Process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.02 -  Discuss two goals of the initial meeting with the research client. | | *DATE CREATED:* | 7/19/2017 5:47 AM | | *DATE MODIFIED:* | 7/19/2017 5:50 AM | |

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| 9. The two fundamental sources of marketing research problems are   |  |  |  | | --- | --- | --- | |  | a. | ineffective advertising and change. | |  | b. | poor sales and ineffective advertising. | |  | c. | planned change and unplanned change. | |  | d. | technological advancement and customer suggestions. | |  | e. | poor management and unplanned change. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | The two fundamental sources of marketing research problems are both planned change and unplanned change. See 3-2: The Problem Formulation Process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.03 -  Discuss the two general sources of marketing problems/opportunities. | | *DATE CREATED:* | 7/19/2017 5:50 AM | | *DATE MODIFIED:* | 7/19/2017 5:53 AM | |

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| 10. Serendipity, or chance ideas, as a source of marketing research problems, might arise from   |  |  |  | | --- | --- | --- | |  | a. | customer complaint letters. | |  | b. | salesperson’s call reports. | |  | c. | comments in trade publication. | |  | d. | customer calls to toll-free service assistance centers. | |  | e. | All of these are sources of chance ideas. |  |  |  | | --- | --- | | *ANSWER:* | e | | *RATIONALE:* | All of these are potential sources of chance ideas. See 3-2: The Problem Formulation Process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.03 -  Discuss the two general sources of marketing problems/opportunities. | | *DATE CREATED:* | 7/19/2017 5:53 AM | | *DATE MODIFIED:* | 7/19/2017 7:33 AM | |

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| 11. A company selling a food product had received a number of complaints about its packaging. After researching the complaints, the company switched packaging, and sales increased significantly. In marketing research terms, this type of change is best understood as   |  |  |  | | --- | --- | --- | |  | a. | product change. | |  | b. | packaging change. | |  | c. | unplanned change. | |  | d. | planned change. | |  | e. | materials change. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | This type of change is considered an unplanned change. See 3-2: The Problem Formulation Process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Apply | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.03 -  Discuss the two general sources of marketing problems/opportunities. | | *DATE CREATED:* | 7/19/2017 5:56 AM | | *DATE MODIFIED:* | 7/19/2017 5:59 AM | |

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| 12. Planned change is oriented more toward the \_\_\_\_\_\_ and is \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | present; reactive | |  | b. | future; proactive | |  | c. | past; proactive | |  | d. | future; reactive | |  | e. | past; reactive |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Planned change is oriented more toward the future and is proactive in nature. See 3-2: The Problem Formulation Process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.03 -  Discuss the two general sources of marketing problems/opportunities. | | *DATE CREATED:* | 7/19/2017 5:59 AM | | *DATE MODIFIED:* | 7/19/2017 6:02 AM | |

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| 13. Unplanned change tends to be oriented more toward the \_\_\_\_\_\_ and is \_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | present; reactive | |  | b. | future; proactive | |  | c. | past; proactive | |  | d. | future; reactive | |  | e. | past; reactive |  |  |  | | --- | --- | | *ANSWER:* | e | | *RATIONALE:* | Unplanned change tends to be oriented more towards the past and is often reactive in nature. See 3-2: The Problem Formulation Process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *ACCREDITING STANDARDS:* | 3.03 - Discuss the two general sources of marketing problems/opportunities. | | *DATE CREATED:* | 7/19/2017 6:02 AM | | *DATE MODIFIED:* | 7/19/2017 6:06 AM | |

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| 14. The main purpose of marketing research brought about by planned change is to   |  |  |  | | --- | --- | --- | |  | a. | decide how to implement change. | |  | b. | find out what is happening and why. | |  | c. | describe changes in the internal environment. | |  | d. | describe changes in the external environment. | |  | e. | capture and evaluate the new idea. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Planned change’s purpose is primarily directed towards deciding how to implement change. See 3-2: The Problem Formulation Process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.03 -  Discuss the two general sources of marketing problems/opportunities. | | *DATE CREATED:* | 7/19/2017 6:07 AM | | *DATE MODIFIED:* | 7/19/2017 6:10 AM | |

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| 15. Step two of the process of defining the problem is to clarify the problem/opportunity, which involves helping   |  |  |  | | --- | --- | --- | |  | a. | managers get precisely to the heart of the problem. | |  | b. | managers perform their own diagnosis of the problem. | |  | c. | managers prescribe a treatment to the problem. | |  | d. | All of these are correct. | |  | e. | None of these are correct. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | The second step in the problem formulation process involves helping managers get precisely to the heart of the problem. See 3-2: The Problem Formulation Process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.04 -  Explain why the researcher must be actively involved in problem formulation. | | *DATE CREATED:* | 7/19/2017 6:10 AM | | *DATE MODIFIED:* | 9/20/2017 1:45 PM | |

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| 16. Many managers, particularly those who have been with a company for a long time, are afflicted with "\_\_\_\_\_\_\_\_\_\_\_\_", which can get in the way of understanding the true nature of a problem.   |  |  |  | | --- | --- | --- | |  | a. | group think | |  | b. | paralysis of analysis | |  | c. | normal thinking | |  | d. | loyalty bias | |  | e. | creative thinking |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Many managers who have been with a company for a long time can be afflicted with “normal thinking”. See 3-2: The Problem Formulation Process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.04 -  Explain why the researcher must be actively involved in problem formulation. | | *DATE CREATED:* | 7/19/2017 6:13 AM | | *DATE MODIFIED:* | 7/19/2017 6:16 AM | |

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| 17. After working through the first two steps of the process of problem definition, the researcher should be in a position to state the manager's   |  |  |  | | --- | --- | --- | |  | a. | root problem cause. | |  | b. | Buy-in. | |  | c. | change resistance. | |  | d. | resolution timeframe. | |  | e. | decision problem. |  |  |  | | --- | --- | | *ANSWER:* | e | | *RATIONALE:* | After working through the first two steps of the process of problem definition, the researcher should be in a position to state the manager's decision problem—the basic problem/opportunity facing the manager for which marketing research is intended to provide answers. See 3-2: The Problem Formulation Process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.05 -  Distinguish between two types of decision problems. | | *DATE CREATED:* | 7/19/2017 6:17 AM | | *DATE MODIFIED:* | 7/19/2017 7:35 AM | |

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| 18. A well-stated decision problem   |  |  |  | | --- | --- | --- | |  | a. | takes the manager’s perspective. | |  | b. | is as simple as possible. | |  | c. | takes the form of a question. | |  | d. | All of these are correct. | |  | e. | None of these are correct. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | All of these are components of a well-stated decision problem. See 3-2: The Problem Formulation Process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.05 -  Distinguish between two types of decision problems. | | *DATE CREATED:* | 7/19/2017 6:23 AM | | *DATE MODIFIED:* | 9/20/2017 1:46 PM | |

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| 19. A discovery-oriented decision problem is best defined as a   |  |  |  | | --- | --- | --- | |  | a. | decision problem that typically seeks to answer “what” or “why” questions. | |  | b. | restatement of the decision problem in research terms. | |  | c. | decision problem that typically seeks to answer "how" questions. | |  | d. | written statement that describes the marketing problem. | |  | e. | All of these are correct. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | A discovery-oriented decision problem is best defined as a decision problem that typically seeks to answer “what” or “why” questions. See 3-2: The Problem Formulation Process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.05 -  Distinguish between two types of decision problems. | | *DATE CREATED:* | 7/19/2017 6:25 AM | | *DATE MODIFIED:* | 7/19/2017 6:27 AM | |

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| 20. The main purpose of discovery-oriented marketing research is to   |  |  |  | | --- | --- | --- | |  | a. | decide what to do about a planned change. | |  | b. | find out what is happening and why. | |  | c. | describe changes in the internal environment. | |  | d. | describe changes in the external environment. | |  | e. | capture and evaluate the new idea. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | The main purpose of discover-oriented marketing research is to find out what is happening and why it is happening. See 3-2: The Problem Formulation Process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.05 -  Distinguish between two types of decision problems. | | *DATE CREATED:* | 7/19/2017 6:27 AM | | *DATE MODIFIED:* | 7/19/2017 6:30 AM | |

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| 21. Discovery-oriented research rarely solves a problem in the sense of providing   |  |  |  | | --- | --- | --- | |  | a. | quantitative data. | |  | b. | actionable results. | |  | c. | cause and effect. | |  | d. | qualitative data. | |  | e. | noticeable improvement. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Discover-oriented research typically does not result in actionable results for a problem. See 3-2: The Problem Formulation Process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.05 -  Distinguish between two types of decision problems. | | *DATE CREATED:* | 7/19/2017 6:30 AM | | *DATE MODIFIED:* | 7/19/2017 6:32 AM | |

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| 22. Strategy-oriented decision problems are aimed squarely at   |  |  |  | | --- | --- | --- | |  | a. | large organizations. | |  | b. | tactical situations. | |  | c. | complex problems. | |  | d. | making decisions. | |  | e. | All of these are correct. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Strategy-oriented decision problems are aimed at making decisions. See 3-2: The Problem Formulation Process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.05 -  Distinguish between two types of decision problems. | | *DATE CREATED:* | 7/19/2017 6:33 AM | | *DATE MODIFIED:* | 7/19/2017 6:35 AM | |

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| 23. Step four of the process of defining the problem is to develop possible \_\_\_\_\_\_\_\_, a restatement of the decision problem in research terms written from the researcher's perspective.   |  |  |  | | --- | --- | --- | |  | a. | research approaches | |  | b. | research abstracts | |  | c. | research problems | |  | d. | research methods | |  | e. | research experiments |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | A restatement of the decision problem in research terms written from the researcher's perspective is known as the research problem. See 3-2: The Problem Formulation Process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.06 -  Distinguish between a decision problem and a research problem. | | *DATE CREATED:* | 7/19/2017 6:35 AM | | *DATE MODIFIED:* | 7/19/2017 6:38 AM | |

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| 24. Ideas about possible research problems can come from   |  |  |  | | --- | --- | --- | |  | a. | the client during the process of clarifying the problem. | |  | b. | exploratory research. | |  | c. | the researcher’s experience. | |  | d. | All of these are correct. | |  | e. | None of these are correct. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | All of these are potential sources of ideas about possible research problems. See 3-2: The Problem Formulation Process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.06 -  Distinguish between a decision problem and a research problem. | | *DATE CREATED:* | 7/19/2017 6:38 AM | | *DATE MODIFIED:* | 7/19/2017 6:40 AM | |

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| 25. Step five of the problem definition process is to select research problem(s) to be addressed. Which of the following statements about this step is TRUE?   |  |  |  | | --- | --- | --- | |  | a. | Marketing researchers should allow managers to vote on which research problems to address. | |  | b. | Marketing researchers should address every research problem that has been identified. | |  | c. | Marketing researchers should address the research problems for which they are reasonably sure they can get favorable results. | |  | d. | Researchers should attempt to address the identified research problems regardless of the cost of obtaining information. | |  | e. | Researchers must carefully review each identified research problem in terms of trade-off between the information to be obtained versus the costs of obtaining that information. |  |  |  | | --- | --- | | *ANSWER:* | e | | *RATIONALE:* | In regard to research problems, researchers must carefully review each identified research problem in terms of trade-off between the information to be obtained versus the costs of obtaining that information. See 3-2: The Problem Formulation Process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.06 -  Distinguish between a decision problem and a research problem. | | *DATE CREATED:* | 7/19/2017 6:45 AM | | *DATE MODIFIED:* | 7/19/2017 7:38 AM | |

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| 26. Step six in the process of defining the problem is the preparation of a written research request agreement. Which of the following is NOT one of the components of this agreement?   |  |  |  | | --- | --- | --- | |  | a. | SWOT analysis | |  | b. | Logistics | |  | c. | Decision problem | |  | d. | Research problem(s) | |  | e. | Background |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | All of the above are components of a written research agreement except a SWOT analysis. See 3-2: The Problem Formulation Process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.07 -  Describe the research request agreement. | | *DATE CREATED:* | 7/19/2017 6:48 AM | | *DATE MODIFIED:* | 7/19/2017 6:50 AM | |

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| 27. The research request agreement pays little attention to   |  |  |  | | --- | --- | --- | |  | a. | research methods. | |  | b. | population and subgroups. | |  | c. | the way each piece of information will be used. | |  | d. | estimates of time and money available to conduct the research. | |  | e. | the underlying question confronting the manager. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | The research request agreement pays little attention to actual research methods. See 3-2: The Problem Formulation Process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.07 -  Describe the research request agreement. | | *DATE CREATED:* | 7/19/2017 6:50 AM | | *DATE MODIFIED:* | 7/19/2017 6:52 AM | |

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| 28. An explanation of the data sources and research methodology to be used in the research project should be included in the   |  |  |  | | --- | --- | --- | |  | a. | research outline. | |  | b. | research request. | |  | c. | cost/benefit analysis of the project. | |  | d. | research proposal. | |  | e. | initial research prospectus. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | A research proposal should include an explanation of the data sources and research methodology to be used in the research project. See 3-3: The Research Proposal. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.08 -  Outline the various elements of the research proposal. | | *DATE CREATED:* | 7/19/2017 6:52 AM | | *DATE MODIFIED:* | 7/19/2017 6:55 AM | |

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| 29. The research proposal   |  |  |  | | --- | --- | --- | |  | a. | is used primarily to summarize the problem definition process. | |  | b. | does not include proposed research methods. | |  | c. | provides the researcher another opportunity to make sure that the proposed research will provide information needed to address the decision problem. | |  | d. | should be no longer than two (2) pages. | |  | e. | cannot be changed once it has been accepted by the manager. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | A written statement that provides the researcher another opportunity to make sure that the proposed research will provide information needed to address the decision problem is called the research proposal. See 3-3: The Research Proposal. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.08 -  Outline the various elements of the research proposal. | | *DATE CREATED:* | 7/19/2017 6:55 AM | | *DATE MODIFIED:* | 7/19/2017 6:57 AM | |

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| 30. Which of the following sections would NOT appear in a research proposal?   |  |  |  | | --- | --- | --- | |  | a. | Purpose and limits of the project | |  | b. | Research results | |  | c. | Data sources and research methodology | |  | d. | Estimate of time and personnel requirements | |  | e. | All of these would be in a research proposal. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | All of these would appear in a research proposal except the actual research results. See 3-3: The Research Proposal. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.08 -  Outline the various elements of the research proposal. | | *DATE CREATED:* | 7/19/2017 6:57 AM | | *DATE MODIFIED:* | 7/19/2017 7:00 AM | |

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| 31. A \_\_\_\_\_\_\_\_ is simply a document that describes, a specifically as possible, the nature of the problem for which research is sought and that asks providers to offer proposals.   |  |  |  | | --- | --- | --- | |  | a. | research requisition | |  | b. | scope of work | |  | c. | request for proposal | |  | d. | research contract | |  | e. | bid for services |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | A request for proposal is a document that describes, a specifically as possible, the nature of the problem for which research is sought and that asks providers to offer proposals. See 3-4: Choosing a Research Supplier. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.09 -  Describe the purpose of a request-for-proposal (RFP). | | *DATE CREATED:* | 7/19/2017 7:00 AM | | *DATE MODIFIED:* | 7/19/2017 7:03 AM | |

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| 32. A marketing researcher can take all the necessary steps and get perfectly valid answers—only to dis-cover that he or she was asking the wrong questions.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.01 -  Specify the key steps in problem formulation. | | *DATE CREATED:* | 7/19/2017 7:03 AM | | *DATE MODIFIED:* | 7/26/2017 4:53 AM | |

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| 33. A small fraction of marketing research is conducted to track changes in consumer preferences.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.02 -  Discuss two goals of the initial meeting with the research client. | | *DATE CREATED:* | 7/19/2017 7:05 AM | | *DATE MODIFIED:* | 7/26/2017 4:54 AM | |

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| 34. One of the most important things a researcher can do for a manager is to provide the same perspective of the problem/opportunity.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.04 -  Explain why the researcher must be actively involved in problem formulation. | | *DATE CREATED:* | 7/19/2017 7:07 AM | | *DATE MODIFIED:* | 7/26/2017 4:54 AM | |

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| 35. If possible, researchers should attempt to conduct strategy-oriented research.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.05 -  Distinguish between two types of decision problems. | | *DATE CREATED:* | 7/19/2017 7:09 AM | | *DATE MODIFIED:* | 7/26/2017 4:55 AM | |

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| 36. In most cases, decision makers will fund research on all possible decision problems.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.05 -  Distinguish between two types of decision problems. | | *DATE CREATED:* | 7/19/2017 7:11 AM | | *DATE MODIFIED:* | 7/26/2017 4:56 AM | |

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| 37. It is better to address one or two research problems fully than to try to tackle multiple issues and do a half-baked job on each.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.06 -  Distinguish between a decision problem and a research problem. | | *DATE CREATED:* | 7/19/2017 7:13 AM | | *DATE MODIFIED:* | 7/26/2017 4:56 AM | |

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| 38. An important advantage of using an outside research firm is the degree of objectivity it brings to a project.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.09 -  Describe the purpose of a request-for-proposal (RFP). | | *DATE CREATED:* | 7/19/2017 7:14 AM | | *DATE MODIFIED:* | 7/26/2017 4:57 AM | |

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| 39. When using an outside research firm, experts suggest that managers seek proposals from at least ten companies.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.09 -  Describe the purpose of a request-for-proposal (RFP). | | *DATE CREATED:* | 7/19/2017 7:16 AM | | *DATE MODIFIED:* | 7/26/2017 4:57 AM | |

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| 40. A research problem is a restatement of the decision problem in research terms from the researcher’s perspective.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.06 -  Distinguish between a decision problem and a research problem. | | *DATE CREATED:* | 7/19/2017 7:18 AM | | *DATE MODIFIED:* | 7/26/2017 4:58 AM | |

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| 41. The best way to avoid the trap of researching the wrong problem is to wait until the problem is properly defined.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.01 -  Specify the key steps in problem formulation. | | *DATE CREATED:* | 7/19/2017 7:20 AM | | *DATE MODIFIED:* | 7/26/2017 4:58 AM | |

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| 42. Problem formulation involves more science than art and must be approached with great care.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.01 -  Specify the key steps in problem formulation. | | *DATE CREATED:* | 7/19/2017 7:22 AM | | *DATE MODIFIED:* | 7/26/2017 4:59 AM | |

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| 43. Normal thinking often can get in the way of understanding the true nature of a problem.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.04 -  Explain why the researcher must be actively involved in problem formulation. | | *DATE CREATED:* | 7/19/2017 7:23 AM | | *DATE MODIFIED:* | 7/26/2017 4:59 AM | |

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| 44. A decision problem is the problem/opportunity as seen by a manager.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Remember | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.05 -  Distinguish between two types of decision problems. | | *DATE CREATED:* | 7/19/2017 7:25 AM | | *DATE MODIFIED:* | 7/26/2017 5:00 AM | |

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| 45. Serendipity, or chance ideas, can be a source of marketing research problems. Discuss all the drivers or sources of this type of research.   |  |  | | --- | --- | | *ANSWER:* | Serendipity, or chance ideas, might arise from (1) customer complaint letters, (2) salesperson's call reports, (3) comments in trade publications, and (4) customer calls to toll-free service assistance centers. Other comments within this vein could also be acceptable.  ​ | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Understand | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 3.03 -  Discuss the two general sources of marketing problems/opportunities. | | *DATE CREATED:* | 7/19/2017 7:27 AM | | *DATE MODIFIED:* | 7/26/2017 12:10 AM | |