

## MAP 4CI – CLA with business focus on statistics

### Day 2 – Things to consider – Creating a survey

#### Minds On

Have the students choose a partner. Then assign each pair one of the case studies from the text pg. 209 and 210 make sure ½ the class gets one and ½ the class gets the other. Give students time to answer the questions with their partner on pg. 208. Then have them pair up with a group that did the other case study and answer the reflection questions on the bottom of pg. 208.

#### Lesson

Getting the right info.

- KISS
- Your questionnaire should be as short as possible.
- Make a mental distinction between what is essential to know (get all), what would be useful to know (get some) and what would be unnecessary (get none).
- If the question is not important enough to include in your report, it probably should be eliminated.

Use Simple Words and Imagery

- Survey recipients may have a variety of backgrounds so use simple language.
- For example, "What is the frequency of your automotive travel to your parents' residents in the last 30 days?" is better understood as, "About how many times in the last 30 days have you driven to your parent's home?"
- Spacing and ease of read
- Don't bunch of questions too closely, it can become difficult to read

Relax your grammar

- Relax your grammatical standards if the questions sound too formal.
- For example, the word "who" is appropriate in many instances when "whom" is technically correct.

Assure common understanding

- Write questions that everyone will understand in the same way.
- Don't assume that everyone has the same understanding of the facts or a common basis of knowledge.
- Identify even commonly used abbreviations to be certain that everyone understands.
- No acronyms

Start with easier questions

- Start the survey with questions that are likely to sound interesting and attract the respondents' attention.
- Save the questions that might be difficult or threatening for later.

Question order

- Start with simple demographics and geographics
- Habits second
- Opinions and concepts third

■Voicing questions in the third person can be less threatening than questions voiced in the second question (you vs. one)

Avoid Double Negatives

- Respondents can easily be confused deciphering the meaning of a question that uses two negative words.
- "Don't not"

Balance Rating Scales

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- When the question requires respondents to use a rating scale, mediate the scale so that there is room for both extremes.

Don't make list of choices too long

- If the list of answer categories is long and unfamiliar, it is difficult for respondents to evaluate all of them.
- Keep the list of choices short
- Vertical is better than horizontal

Avoid difficult questions

- Some questions involve concepts that are difficult for many people to understand
- Such as "what does existentialism mean to you?"

State what you mean

- If you have to use a difficult term:
  - Define it
  - Provide an unbiased example

Avoid difficult recall questions

- People's memories are increasingly unreliable as you ask them to recall events farther and farther back in time.
- You will get far more accurate information from people if you ask, "About how many times in the last month have you gone out and seen a movie in a movie theater or drive-in?" rather than, "About how many times last year did you go out and see a movie in a movie theater or drive-in?"

Put questions in logical order

- The issues raised in one question can influence how people think about subsequent questions.
- It is good to ask a general question and then ask more specific questions.
- For example, you should avoid asking a series of questions about a free banking service and then question about the most important factors in selecting a bank.

Pre-test Survey

- It is better to identify a problem during the pretest than after you have published the survey.
- Before sending a survey to a target audience, send it out as a test to a small number of people.
- After they have completed the survey, brainstorm with them to see if they had problems answering any questions.
- It would help if they explained what the question meant to them and whether it was valid to the questionnaire or not.

Name the Survey

- Some people discard an electronic message based entirely on its subject or sender.
- you should consider other titles that will interest the recipients

Introduction

- Once a recipient opens your survey, you may still need to motivate him or her to complete it.

The introduction should be short and includes:

- Purpose of the survey
- Why it is important to hear from the correspondent
- What may be done with the results
- What possible impacts may occur with the results?
- Person to contact for questions about the survey.
- Due date for response

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Avoid bias at all costs!

- **bias** – unintended influence on a response

Types of bias:

- Leading questions – Questions that suggest they should answer a certain way
- Lack of possible answers – There is no option that relates to the respondent
- Language bias – Using slang or terms that are unclear to some.
- Gender bias – Questions that are related specifically to one gender
- Racial bias – Questions that are related specifically to one race
- Scale bias – An unbalanced scale
- Sampling bias – a chosen sample doesn't represent the population
- Non-response bias – surveys not returned or questions not answered which will influence the result
- Household bias – one type of respondent is overrepresented because groupings of different sizes are polled equally

Exercise

- With a partner, create a simple one page survey that you can give to another pair
  - Subject: High school students and smoking
- You have fifteen minutes to complete the survey
- The other pair will fill out the survey, then review the survey to see how well it fits into the rules on the previous slide
- They will return the survey to you with a one page summary of the pros and cons of your survey design

Sampling

- Can not survey your entire market – why?
  - By selecting your sampling method you increase accuracy of understanding of a pre-determined target market
1. Random sampling – When you randomly ask people to take your survey.
  2. Systematic sampling – When you decide to choose every nth number of the population to use. Eg. Every 10<sup>th</sup> customer
  3. Cluster sampling – A small group of the entire population is selected because they are already clustered together. Eg. Surveying a math class.
  4. Convenience sampling – Is when you choose people who are convenient for you. Eg. Friends, family
  5. Self-selected sampling – When it is voluntary to complete. Eg. Mail in survey

### **Market Research Process**

- Establish the goals of the project - What you want to learn
- Determine your sample - Whom you will interview
- Choose interviewing methodology - How you will interview
- Create your questionnaire - What you will ask
- Pre-test the questionnaire, if practical - Test the questions
- Conduct interviews and enter data - Ask the questions
- Analyze the data - Produce the reports
- Conclude

### Consolidation

In the text complete Pg. 214 #5, 12, 13