Should I do a survey?

<table>
<thead>
<tr>
<th>Research Objectives</th>
<th>Research Design</th>
<th>Research Method Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>To gain background information, to define terms, to clarify problems and hypotheses, to establish research priorities</td>
<td>Exploratory</td>
<td>Secondary data analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Focus groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observational research</td>
</tr>
<tr>
<td>To describe and measure marketing phenomena (who, what, when, where, and how)</td>
<td>Discursive</td>
<td>Cross-sectional survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Longitudinal Survey</td>
</tr>
<tr>
<td>To determine causality, to make “if then” statements</td>
<td>Causal</td>
<td>Experiments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Test Markets</td>
</tr>
</tbody>
</table>
Surveys

Does the data already exist?

Can the respondent give me the information I need?

Types of Surveys

- Door to Door Interviews
- Executive Interviews
- Mall Intercept Interviews
- Telephone Interviews
- Mail Surveys

Self Administered Questionnaires

Online Surveys

Length?

Access? Availability?

Open or closed questions?

Ability to probe?
Surveys

How do I get more people to complete my survey?

Surveys

How to Increase Response Rate

- Brevity
- Monetary incentives
- Premiums (pencil, pen, keychain, etc.)
- Postage stamp rather than metered envelope
- Self addressed, stamped return address envelope
- Personalized address and well written cover letter
- Entry into drawings for prizes
- Affiliation with universities or research institutions
- Multiple mailings
- Bonus marks (*need REB approval)
- Timing
Surveys

Increasing Response Rate for On-Line Surveys

Brevity
Minimize instructions
Begin with questions that will engage participant's attention
Keep questions as simple as possible
Use visuals/graphics

Don't make survey complex or difficult to navigate
Remind respondents about incentives and explain how to obtain them
Let respondents see progression through survey and how much remains
Pretest online survey

Creating an On-Line Questionnaire

Needs to load quickly (people won't wait)
Needs to look good no matter what device is being used
Use buttons when 5 or fewer choices to a single response questions
Use drop down menus when more than 5 choices for a single response
Use check boxes when multiple answers
Include an "Other" option
Be careful of default answers (no opinion, don't know, none of the above) - these should never be the first option listed
What makes a good questionnaire?

- Does it provide the information to make decisions
  
  - Discard or revise any question that does not contribute to decision problem
  
  - Have all parties involved sign off on questionnaire

- Does it consider the respondent
  
  - Poorly designed and lengthy questionnaires turn off future respondents (60% of people contacted refuse to participate)
  
  - Use wording geared to participants
What Makes a Good Questionnaire

Does it meet coding and editing requirements

4a. Do you usually use a cream rinse or a hair conditioner?
   o No (skip to 5A)  o Yes (continue to 4b)

4b. Is the cream rinse one that is poured on or sprayed on?
   o Cream rinse is poured  o Cream rinse is sprayed

4c. How often do you use the cream rinse?
   o Less than once a week  o Once a week  o More than once a week

5a. How would you describe the texture of your hair?
   o Fine  o Coarse  o Regular

Spreadsheet:

<table>
<thead>
<tr>
<th>4a</th>
<th>4b</th>
<th>4c</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Types of Questions

3. Determining a Question Response Format

⭐ Open ended questions

- Rich array of information
- Biased toward the articulate respondent
- If self-administered survey, can lead to answers of no value to researcher

What advantage, if any, do you think ordering on-line offers compared to buying from a local retail outlet?
Surveys

3. Determining a Question Response Format

★ Dichotomous questions

Choose between two answers

Easy to administer and analyze

Sometimes a neutral response is added

Prone to a large amount of measurement error (positive wordings results in positive responses)

Fails to indicate intensity of feelings

Do you prefer margaritas frozen or on the rocks?

- Frozen
- On the rocks

Would you purchase gasoline priced at $1.00 per liter above current prices if you were guaranteed twice the kilometers per hour?

- Yes
- No

Questionnaire

3. Determining a Question Response Format

★ Multiple choice questions

Which of the following sports does a member of your household watch or participate in? (Check all that apply)

- Tennis
- Lacrosse
- Golf
- Track and Field
- Hockey
- Motocross
- Football
- Other

Including yourself, how many people are in your household?

- One
- Two
- Three
- Four or more

★ Scaled response questions

<table>
<thead>
<tr>
<th>Please rate your satisfaction</th>
<th>Very Satisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to access the web page</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>
Questionnaire

3. Determining a Question Response Format

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- Motocross
- Other

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- One
- Two
- Three
- Four or more

★ Scaled response questions

Please rate your satisfaction

<table>
<thead>
<tr>
<th></th>
<th>Very Satisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to access the web page</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Ability to locate restaurant menu</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Ability to locate hours of operation</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

Surveys

Position Bias: order of alternatives matter

[Compared to a year ago] the amount of time spent watching television by my household is...

<table>
<thead>
<tr>
<th>Response</th>
<th>Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much greater</td>
<td>First</td>
</tr>
<tr>
<td>Somewhat greater</td>
<td>Second</td>
</tr>
<tr>
<td>About the same</td>
<td>Middle</td>
</tr>
<tr>
<td>Somewhat less</td>
<td>Fourth</td>
</tr>
<tr>
<td>Much less</td>
<td>Last</td>
</tr>
</tbody>
</table>
How do I build attitude scales?

**Graphic Rating Scale**

Measurement scale that includes a graphic continuum, anchored by two extremes

- Simple to use
- Enable fine distinctions
- Assumes that participant can distinguish between points on the scale
- Tendency toward middle of the scale
- Responses are treated as interval data

**How comfortable is the Mountain Equipment Co-op backpack?**

![Graphic Rating Scale](image)
Canadians have a tendency toward the middle

Can be reduced by providing an even number of options

<table>
<thead>
<tr>
<th>Very satisfied</th>
<th>Very dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

However, less options reduce the sensitivity of your scale

---

**Surveys**

**Itemized Rating Scale**

Measurement scales in which the respondent selects an answer from a limited number of ordered categories

If offered, how likely would you be to use the following areas on this site?

<table>
<thead>
<tr>
<th>a. Auctions</th>
<th>b. Fee-Based Education Tools</th>
<th>c. Event Registration</th>
<th>d. Online Shopping Marketplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all likely to use</td>
<td>Not at all likely to use</td>
<td>Not at all likely to use</td>
<td>Not at all likely to use</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>

Extremely likely to use

How interested would you be in obtaining additional information about the product?

- Extremely interested
- Very interested
- Somewhat interested
- Not very interested
- Not at all interested

Please rate your satisfaction

<table>
<thead>
<tr>
<th>Ability to access the web page</th>
<th>Ability to locate restaurant menu</th>
<th>Ability to locate hours of operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>Very Satisfied</td>
<td>Very Satisfied</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td>Very Dissatisfied</td>
<td>Very Dissatisfied</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
### Surveys

<table>
<thead>
<tr>
<th>Purchase Intent</th>
<th>Definitely will buy</th>
<th>Probably will buy</th>
<th>Probably will not buy</th>
<th>Definitely will not buy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Agreement</td>
<td>Strongly agree</td>
<td>Somewhat agree</td>
<td>Neither agree or disagree</td>
<td>Somewhat disagree</td>
</tr>
<tr>
<td>Quality</td>
<td>Very good</td>
<td>Good</td>
<td>Neither good or bad</td>
<td>Fair</td>
</tr>
<tr>
<td>Dependability</td>
<td>Completely dependable</td>
<td>Somewhat dependable</td>
<td>Not very dependable</td>
<td>Not dependable</td>
</tr>
<tr>
<td>Style</td>
<td>Very stylish</td>
<td>Somewhat stylish</td>
<td>Not very stylish</td>
<td>Completely unstylish</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>Completely satisfied</td>
<td>Somewhat satisfied</td>
<td>Neither satisfied or dissatisfied</td>
<td>Somewhat dissatisfied</td>
</tr>
<tr>
<td>Cost</td>
<td>Extremely expensive</td>
<td>Expensive</td>
<td>Neither expensive or inexpensive</td>
<td>Slightly inexpensive</td>
</tr>
<tr>
<td>Ease of Use</td>
<td>Very easy to use</td>
<td>Somewhat easy to use</td>
<td>Not very easy to use</td>
<td>Difficult to use</td>
</tr>
</tbody>
</table>

### Likert Scale

Measurement scale in which the respondent specifies a level of agreement or disagreement with statements expressing either a favorable or unfavorable attitude toward the concept under study.

Assign numbers to results.

Find total score for each participant.

High scores indicate favorable responses for favorable comments and unfavorable responses for unfavorable comments.

Low scores indicate unfavorable responses for favorable comments and favorable responses for unfavorable comments.
Surveys

Rank Order Scales

Measurement scales in which the respondent compares two or more items and ranks them

Responses are treated as ordinal data

Easy to use and understand

Realistic representation of the choices people make

Respondents first preference may not be listed

No indication how far apart items are in a respondents mind

Rank the following hamburgers:

- McDonalds
- Dairy Queen
- Burger King
- 5 Guys
- Wendys

Surveys

Constant Sum Scales

Measurement scale that asks the respondent to divide a given number of points, typically 100, among 2 or more attributes, based on their importance to the participant

Creates problems when participants have difficulty adding and subtracting

Does not work well with more than 10 items

Characteristics of Running Shoes

- Comfortable to wear
- Long lasting
- Brand name
- Looks cool
- Designed for a particular sport
- Good value for money
- Made in Canada

100 points
4. Decide on Question Wording

⭐ Make sure wording is clear

Use simple words

Most researchers are more educated than the typical respondent
Gear to high school level

Avoid ambiguous words and questions

How often do you rent movies from Blockbuster for viewing at home?

- Never
- Occasionally
- Sometimes
- Often
- Regularly
- Always
4. Decide on Question Wording

★ Make sure wording is clear
Avoid double-barreled questions

Think back to the last meal you purchased at a fast food restaurant. How satisfied were you with the price and the quality of service that you received?

- Very Dissatisfied
- Dissatisfied
- Neutral
- Satisfied
- Very Satisfied

4. Decide on Question Wording

★ Avoid biasing the respondent
Avoid leading questions

Do you feel that limiting taxes by law is an effective way to stop the government from picking your pocket every payday?

- Yes
- No
- Undecided

Avoid unstated alternatives

Would you like to have a job, if it were possible? 19% no
Would you prefer to have a job or do you prefer to do just your housework? 68% no
Surveys

4. Decide on Question Wording

★ Avoid biasing the respondent

Avoid assumed consequences

Many experts believe that placing price controls on crude oil will result in lower gasoline prices, but may also mean lower gasoline production, gasoline rationing, and longer lines at the pump. Are you in favor of placing price controls on crude oil?

- Yes
- No
- Undecided

Alternative: Are you in favor of placing price controls on crude oil if it would produce gas rationing?

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Source: Based on Albert J. Unger, “Projectable Surveys: Separating Useful Data from Illusions,” Business Marketing 71, December 1986, p. 90, CRAIN Communications, Inc.
4. Decide on Question Wording

★ Consider the respondent's ability to answer the question

Avoid generalizations and estimates

Keep referenced time periods short

Rather than asking "how many salespersons did you see last year", use a much shorter time frame.

Ask "how many salespersons did you see last week", the researcher can then multiply by 52 to get a year, rather than getting the respondent to do the estimating

4. Decide on Question Wording

★ Consider the respondent's ability to answer the question

A question worded to imply a respondent should be able to answer it, can elicit a reply that is nothing more than a wild guess

Creates measurement error

Solution: screen

★ Consider the respondent's willingness to answer the question

Don't include questions of a sensitive nature unless you absolutely have to
Tip: Guarantee respondents that their answers will be completely anonymous— but only if you will actually carry through on your promise. Anonymity is possible with any method of data collection, but with anything other than mail questionnaires, the respondent must rely on you to remove his or her name from the data record. If you cannot promise anonymity, at least promise that respondents’ answers will be held in confidence and that information specific to them will not be given to anyone else. Then keep your word.

Tip: Put any sensitive questions near the end of the questionnaire. This will allow the researcher and the respondent a little time to develop trust and rapport, especially with personal interviews and telephone interviews. There’s another practical advantage, too: If the respondent decides to stop answering questions at that point, at least they’ve already completed most of the interview.

Tip: Use a countermasking statement that indicates that the behavior or attitude in question is not unusual. For example, a question about household financial difficulties might be preceded by the following statement: “Recent studies show that one of every four households has trouble meeting its monthly financial obligations.” Doing this way makes it easier for a respondent to admit the potentially embarrassing information.

Tip: Phrase the question in terms of other people and how they might feel or act; for example, “Do you think most people cheat on their income taxes?” Only if the question is more likely to reveal their attitudes and behaviors in sensitive areas when asked about other people than if you ask them directly about their own attitudes and behaviors.

Tip: Ask for general answers, rather than specific answers, when seeking sensitive information. One frequently used approach is to measure the response by having respondents check one of several categories instead of providing the precise answer. If you need to know a respondent’s age, for example, rather than ask for his actual age in years, let him check one of the following boxes:

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 20</td>
<td></td>
</tr>
<tr>
<td>20-29</td>
<td></td>
</tr>
<tr>
<td>30-39</td>
<td></td>
</tr>
<tr>
<td>40-49</td>
<td></td>
</tr>
<tr>
<td>50-59</td>
<td></td>
</tr>
<tr>
<td>60-69</td>
<td></td>
</tr>
<tr>
<td>70 or older</td>
<td></td>
</tr>
</tbody>
</table>

Although you won’t be able to calculate the precise average age for the sample respondents, it usually isn’t necessary to do so anyway.

Tip: Use the randomized-response model. (With this technique, the respondent is typically given two questions, either of which can be answered yes or no. One question deals with a simple, non-sensitive issue, while the other specifically addresses the sensitive issue being studied. Using some random approach, such as flipping a coin or using a coin's number or hand, respondents are instructed to answer one or the other question, . . . but the interviewer never knows which question they actually answered. That’s what makes the approach work. Respondents feel free to answer truthfully because they know that the interviewer will never know if “yes” is in reference to the sensitive or non-sensitive question. The test is easy. Because we know the probability of a “yes” answer on the innocent question before asking it and the probability of answering the sensitive question [60% based on the coin flip], we can back our way into the proportion of the sample that answered “yes” to the sensitive question. See Technically Speaking 14.1 for details of how the randomized-response model works. Here’s the only catch: Because we can never know specifically which respondents have admitted to the sensitive issue, there is no way for us to look at the relationship between their behavior and other variables such as demographic characteristics.

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### Words to Avoid

<table>
<thead>
<tr>
<th>Poor Wording</th>
<th>Why the Wording Is Poor</th>
<th>Better Wording</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Did you consider all options before you decided to purchase your home theater system?</td>
<td>There may be a huge number of options or too many for a consumer to even know about, let alone consider one by one.</td>
</tr>
<tr>
<td>Always</td>
<td>Do you always buy audio products from Bose?</td>
<td>“Always” means every purchase every time with no exceptions.</td>
</tr>
<tr>
<td>Any</td>
<td>Did you have any concerns about the price?</td>
<td>Even the smallest concern qualifies as “any,” and small concerns are usually insignificant.</td>
</tr>
<tr>
<td>Anybody</td>
<td>Did you talk to anybody about home theater systems before you made your decision?</td>
<td>This includes family, friends, co-workers, sales personnel, neighbors, parents, teachers, and anybody else on the planet.</td>
</tr>
<tr>
<td></td>
<td>What is the best feature on your new home theater system?</td>
<td>“Best” implies that there is a single feature that stands out, but it is possible that features were of equal importance or that combinations of features are important.</td>
</tr>
<tr>
<td>Poor Wording</td>
<td>Why the Wording Is Poor</td>
<td>Better Wording</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Best</td>
<td>What is the best feature on your new home theatre system?</td>
<td>&quot;Best&quot; implies that there is a single feature that stands out, but it is possible that features were of equal importance or that combinations of features are important.</td>
</tr>
<tr>
<td>Ever</td>
<td>Have you ever seen a home theatre system?</td>
<td>&quot;Every&quot; means on any occasion in one's past lifetime.</td>
</tr>
<tr>
<td>Every</td>
<td>Do you consult Consumer Reports every time you purchase a major item?</td>
<td>&quot;Every&quot; means without fail, or otherwise no way without doing this.</td>
</tr>
<tr>
<td>Most</td>
<td>What was the most important factor that convinced you it was time to make this purchase?</td>
<td>There may not be a single most important factor; there may be factors of equal importance, or there may be combinations of factors that are relevant.</td>
</tr>
<tr>
<td>Never</td>
<td>Would you say that you never think about an extended warranty when making a major electronics purchase?</td>
<td>&quot;Never&quot; means not ever, without fail.</td>
</tr>
<tr>
<td>Worst</td>
<td>Is the high price the worst aspect of purchasing a home theatre system?</td>
<td>There may not be a single bad or worst factor; there may be ties for last place or combinations of factors that make for &quot;worst&quot; aspects.</td>
</tr>
</tbody>
</table>

**Surveys**

**Problem Words - Proceed with Caution**

**And**
- Can signal that you may be combining two questions.
- Make sure you are only asking one question per question

**Bad**
- People are less willing to criticize than praise.
- Asking "what things are bad about your job" will not elicit as many criticisms as "what things are not good about your job"

**Government**
- Specify whether local, federal, or provincial so that all respondents are talking about the same thing

**If**
- Associated with confusing directions or skip patterns. If using skip patterns, clearly identify question numbers.

**Like**
- "Do you think leafy vegetables like spinach should be in the daily diet?"
- Using examples in questions can bias response. Use only if absolutely necessary

**Dinner**
- Refers to main meal of the day, which for some people is at noon and for others it is in the evening
Problem Words - Proceed with Caution

Not
Avoid using not in your questions if your respondents are answering yes or no, double negatives are confusing.

Or
Associated with double questions and false dilemmas ("Do you prefer the Liberal or Conservative candidate?")

You
Can have a collective meaning. "How many TVs did you repair last month?" is problematic when asked of a TV repairman. Does it refer to the repairman or his shop?

Where
Everyone has a different frame of reference. "Where did you read that" could be answered as:
1) At home on my couch
2) In the Globe and Mail
3) In an advertisement
or
In an advertisement while at home on my couch reading the Globe and Mail.
## 5. Establish Questionnaire Flow and Layout

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Question Location</th>
<th>Example</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screens</td>
<td>First question asked</td>
<td>Have you shopped at the Gap in the past month?</td>
<td>Used to select the respondent desired by the researcher</td>
</tr>
<tr>
<td>Warm-ups (general questions)</td>
<td>Immediately after any screens</td>
<td>How often do you go shopping?</td>
<td>Easy to answer; shows respondent that survey is easy; generates interest</td>
</tr>
<tr>
<td>Transitions (prompters build interest back up)</td>
<td>Prior to major sections of questions or changes in question format</td>
<td>Now, for the next few questions, I want to ask about your family's TV viewing habits.</td>
<td>Notifies respondent that the subject or format will change</td>
</tr>
<tr>
<td>Complicated and difficult to answer questions</td>
<td>Middle of the questionnaire</td>
<td>Rate each of the following 10 stores on friendliness of their salespeople on a scale of 1 to 7.</td>
<td>Respondent has committed to completing questionnaire, can see not many questions left</td>
</tr>
<tr>
<td>Position sensitive, threatening, classification, and demographic questions</td>
<td>Last section</td>
<td>What is the highest level of education you have attained?</td>
<td>Questions that are personal and possibly offensive are placed at the end of the questionnaire</td>
</tr>
</tbody>
</table>
5. Establish Questionnaire Flow and Layout

★ Allow plenty of space for open ended questions

★ Put instructions in capital letters
   Separates the questions from the instructions

★ Use proper introduction
   To gain trust, interviewer should provide his or her name
   Explain nature of study
   State that no selling will be involved
   Tell respondent approximate length of survey

Hello, my name is _______ and I'm calling from (company). Today/Tonight we are calling to gather opinions regarding (general subject), and are not selling anything. This study will take approximately (length) and may be monitored (and recorded) for quality purposes. We would appreciate your time. May I include your opinions?

- Council for Marketing and Opinion Research
The faculty of the Donald School of Business want students to be more engaged: more engaged with each other, with faculty, with the course material, and with the community. Please help recognize the courses and instructors who are enabling you to be more actively involved in the learning process.

Please provide examples of what instructors in the Donald School of Business are doing to improve the quality of your education.

This survey is voluntary and anonymous. You may skip any or all questions you do not wish to answer. You may stop the survey at any time without penalty. The information will be used by the Curriculum Delivery Task Team in the Donald School of Business to recognize exceptional faculty and identify ways in which the Donald School of Business can increase its use of applied learning. With the exception of the last question on the survey, all instructor and course names provided will be included in the results of the survey. It takes approximately five to ten minutes to complete this survey.

5. Establish Questionnaire Flow and Layout

⭐ Use proper closing

Thank the respondent for his or her time

Express the hope that the respondent had a positive experience and would be willing to participate in future marketing research

Remind the respondent that his or her opinions count

Thank you for your time and co-operation. I hope this experience was a pleasant one and that you will participate in other marketing research projects in the future. Please remember that your opinions count! Have a good day/evening.

- Council for Marketing and Opinion Research
6. Evaluate the Questionnaire

★ Is the question necessary?

Each question must serve a purpose

Unless the question is a screen, warm-up, or transition, it must be directly related to an objective

★ Is the questionnaire too long?

Pre-test questionnaire to determine length

Mall or telephone interviews should be no longer than 20 minutes

Internet surveys should be less than 15 minutes

Respondents prefer surveys that are between 6 and 10 minutes

6. Evaluate the Questionnaire

★ Will the questions provide the information needed to accomplish the research objectives?

Sufficient numbers and types of questions to meet objectives

To make sure objectives are met and questions are necessary:

1) List out the objectives

2) Write the corresponding question numbers under each objective

3) If no questions are under an objective, then questions need to be added

4) If questions are not screen, warm-up, or transition and do not fall under an objective, remove the question
Who should complete your survey?

Selecting a Sampling Method for Your Survey

Sampling Methods

Probability Sample
- Systematic
- Stratified
- Cluster

Non-probability Sample
- Simple Random
- Quota
- Snowball
- Convenience
- Judgement
### Surveys

#### Probability Sample

- Know the change of being selected
- Sampling error can be computed
- Results can be projected on total population
- Ex) 5% of sample said fuel efficiency was the most important feature in a new vehicle. 5% of new car buyers +/- sampling error look for fuel efficiency when purchasing a new car.

#### Non-probability Sample

- Unknown chance of being selected
- Do not know to what degree sample represents population
- Cannot calculate sampling error or project results on population
- Increased error/bias is possible
- Gathered quickly
- Cheaper than probability sample

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#### Surveys

#### Probability Sample

- Simple Random
  - equal chance for everyone to be selected
- Systematic
  - select every X person from a random list
- Stratified
  - representation from sub-groups (strata)
- Cluster
  - randomly select areas, then randomly select within the area

#### Non-probability Sample

- Convenience
  - use people who are easily accessible when majority of population would not have relevant knowledge
- Judgment
  - researcher selects participants that would best represent population survey is about
- Quota
  - select a specific number of participants with each characteristics
- Snowball
  - participants refer other participants