Chapter 11

Questionnaire and Form Design
Focus of this Chapter

• Questionnaire Design
• Design of Observation Form

Relationship to Previous Chapters

• Research Design Components (Chapter 3)
• Basic Types of Scales (Chapter 9)

• Continuous and Itemized Rating Scales (Chapter 10)

Relationship to Marketing Research Process

Problem Definition
Approach to Problem
Research Design
Field Work
Data Preparation and Analysis
Report Preparation and Presentation
Figure 11.2 Questionnaire & Form Design: An Overview
Opening Vignette

Importance of Questionnaire

Questionnaire Design Process (Fig 11.3)

Specifying the Information Needed and Interviewing Method

Determining Individual Question Content

Overcome Inability and Unwillingness to Answer

Choosing Question Structure (Fig 11.4)

Choosing Question Wording

Application to Contemporary Issues

International | Social Media | Ethics

What Would You Do?

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Determine the Order of Questions (Fig 11.5)

Identify the Form and Layout

Reproduce the Questionnaire

Eliminate Bugs by Pretesting (Table 11.1)

Observation Forms

International | Social Media | Ethics
Questionnaire Definition

- A **questionnaire** is a formalized set of questions for obtaining information from respondents.
Questionnaire Objectives

- It must translate the information needed into a set of specific questions that the respondents can and will answer.

- A questionnaire must uplift, motivate, and encourage the respondent to become involved in the interview, to cooperate, and to complete the interview.

- A questionnaire should minimize response error.
Figure 11.3 Questionnaire Design Process

Specify the Information Needed

Specify the Type of Interviewing Method

Determine the Content of Individual Questions

Design the Question to Overcome the Respondent’s Inability and Unwillingness to Answer

Decide on the Question Structure
Figure 11.3 Questionnaire Design Process (Cont.)

1. Determine the Question Wording
2. Arrange the Questions in Proper Order
3. Identify the Form and Layout
4. Reproduce the Questionnaire
5. Eliminate Bugs by Pretesting

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## Effect of Interviewing Method on Questionnaire Design

### Department Store Project

**Mail, E-mail, or Internet Questionnaire**

Please rank order the following department stores in order of your preference to shop at these stores. Begin by picking out the one store that you like most and assign it a number 1. Then find the second most preferred department store and assign it a number 2. Continue this procedure until you have ranked all the stores in order of preference. The least preferred store should be assigned a rank of 10. No two stores should receive the same rank number.

<table>
<thead>
<tr>
<th>Store</th>
<th>Rank Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lord &amp; Taylor</td>
<td></td>
</tr>
<tr>
<td>2. Macy’s</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Walmart</td>
<td></td>
</tr>
</tbody>
</table>
## Effect of Interviewing Method on Questionnaire Design (Cont.)

**Telephone Questionnaire**

I will read to you the names of some department stores. Please rate them in terms of your preference to shop at these stores. Use a ten point scale, where 1 denotes Not So Preferred and 10 denotes Greatly Preferred. Numbers between 1 and 10 reflect intermediate degrees of preference. Again, please remember that the higher the number, the greater the degree of preference. Now, please tell me your preference to shop at .......(READ ONE STORE AT A TIME)

<table>
<thead>
<tr>
<th>Store</th>
<th>Not so Preferred</th>
<th>Greatly Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lord &amp; Taylor</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>2. Macy’s</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>10. Walmart</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>
**Effect of Interviewing Method on Questionnaire Design (Cont.)**

**Personal Questionnaire**

(HAND DEPARTMENT STORE CARDS TO THE RESPONDENT.) Here is a set of department store names, each written on a separate card. Please examine these cards carefully. (GIVE RESPONDENT TIME). Now, please examine these cards again and pull out that card which has the name of the store you like the most, i.e., your most preferred store for shopping. (RECORD THE STORE NAME AND KEEP THIS CARD WITH YOU). Now, please examine the remaining nine cards. Of these remaining nine stores, what is your most preferred store for shopping? (REPEAT THIS PROCEDURE SEQUENTIALLY UNTIL THE RESPONDENT HAS ONLY ONE CARD LEFT.)

<table>
<thead>
<tr>
<th>Store Rank</th>
<th>Name of Store</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
</tbody>
</table>
Individual Question Content:
Is the Question Necessary?

- If there is no satisfactory use for the data resulting from a question, that question should be eliminated.
Sometimes, several questions are needed to obtain the required information in an unambiguous manner. Consider the question:

“Do you think Coca-Cola is a tasty and refreshing soft drink?”  
(Incorrect)

Such a question is called a **double-barrelled question**, because two or more questions are combined into one. To obtain the required information, two distinct questions should be asked:

“Do you think Coca-Cola is a tasty soft drink?” and  
“Do you think Coca-Cola is a refreshing soft drink?”  
(Correct)
Overcoming Inability To Answer: Is the Respondent Informed?

- In situations where not all respondents are likely to be informed about the topic of interest, **filter questions** that measure familiarity and past experience should be asked before questions about the topics themselves.

- A “don't know” option appears to reduce uninformed responses without reducing the response rate.
Overcoming Inability To Answer: Can the Respondent Remember?

How many gallons of soft drinks did you consume during the last four weeks? (Incorrect)

How often do you consume soft drinks in a typical week? (Correct)

1. ___ Less than once a week
2. ___ 1 to 3 times per week
3. ___ 4 to 6 times per week
4. ___ 7 or more times per week
Overcoming Inability To Answer: Can the Respondent Articulate?

- Respondents may be unable to articulate certain types of responses, e.g., describe the atmosphere of a department store.

- Respondents should be given aids, such as pictures, maps, and descriptions to help them articulate their responses.
Most respondents are unwilling to devote a lot of effort to provide information.
Overcoming Unwillingness To Answer

Please list all the departments from which you purchased merchandise on your most recent shopping trip to a department store. (Incorrect)

In the list that follows, please check all the departments from which you purchased merchandise on your most recent shopping trip to a department store.

1. Women's dresses ____
2. Men's apparel ____
3. Children's apparel ____
4. Cosmetics ____
5. ______________________
6. ______________________
7. ______________________
8. Jewelry ____
9. Other (please specify) ____ (Correct)
Overcoming Unwillingness To Answer (Cont.)

Context
- Respondents are unwilling to respond to questions which they consider to be inappropriate for the given context.
- The researcher should manipulate the context so that the request for information seems appropriate.

Legitimate Purpose
- Explaining why the data are needed can make the request for the information seem legitimate and increase the respondents' willingness to answer.

Sensitive Information
- Respondents are unwilling to disclose, at least accurately, sensitive information because this may cause embarrassment or threaten the respondent's prestige or self-image.
Overcoming Unwillingness To Answer: Increasing the Willingness of Respondents

- Place sensitive topics at the end of the questionnaire.
- Preface the question with a statement that the behavior of interest is common.
- Ask the question using the third-person technique (see Chapter 5): Phrase the question as if it referred to other people.
- Hide the question in a group of other questions which respondents are willing to answer. The entire list of questions can then be asked quickly.
- Provide response categories rather than asking for specific figures.
- Use randomized techniques.
Figure 11.4 Types of Questions

1. Unstructured
   - Multiple Choice
   - Dichotomous

2. Structured
   - Scales
Choosing Question Structure: Unstructured Questions

- **Unstructured questions** are open-ended questions that respondents answer in their own words.

  Do you intend to buy a new car within the next six months?
**Structured questions** specify the set of response alternatives and the response format. A structured question may be multiple-choice, dichotomous, or a scale.
Choosing Question Structure: Multiple-Choice Questions

- In multiple-choice questions, the researcher provides a choice of answers and respondents are asked to select one or more of the alternatives given.

Do you intend to buy a new car within the next six months?

____ Definitely will not buy
____ Probably will not buy
____ Undecided
____ Probably will buy
____ Definitely will buy
____ Other (please specify)
Choosing Question Structure: Dichotomous Questions

- A **dichotomous question** has only two response alternatives: yes or no, agree or disagree, and so on.
- Often, the two alternatives of interest are supplemented by a neutral alternative, such as “no opinion,” “don't know,” “both,” or “none.”

Do you intend to buy a new car within the next six months?

_____ Yes
_____ No
_____ Don't know
Choosing Question Structure Scales

- Scales were discussed in detail in Chapters 8 and 9:

Do you intend to buy a new car within the next six months?

<table>
<thead>
<tr>
<th>Definitely will not buy</th>
<th>Probably will not buy</th>
<th>Undecided</th>
<th>Probably will buy</th>
<th>Definitely will buy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Question Type</td>
<td>Advantages</td>
<td>Disadvantages</td>
<td>Comments</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Unstructured</strong></td>
<td>Good as first questions</td>
<td>Potential for interviewer bias</td>
<td>Useful for exploratory research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Responses are less biased</td>
<td>Coding is costly and time consuming</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can provide rich insights</td>
<td>Greater weight to articulate respondents</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unsuitable for self-administered questionnaires</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Multiple-Choice</strong></td>
<td>Interviewer bias is reduced</td>
<td>Order or position bias</td>
<td>Responses should be mutually exclusive and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Easy to code and analyze</td>
<td>Difficult to design response options</td>
<td>collectively exhaustive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Improved respondent co-operation</td>
<td></td>
<td>Useful in large surveys</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Question Type</th>
<th>Advantages</th>
<th>Disadvantages</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dichotomous</td>
<td>Same as multiple-choice</td>
<td>Wording can bias the responses</td>
<td>Use split ballot technique</td>
</tr>
<tr>
<td>Scales</td>
<td>Same as multiple-choice</td>
<td>Difficult to design multi-item scales</td>
<td>Scales should be evaluated for reliability, validity, and generalizability</td>
</tr>
</tbody>
</table>
Choosing Question Wording:
Define the Issue

- Define the issue in terms of who, what, when, where, why, and way (the six Ws). Who, what, when, and where are particularly important.

Which brand of shampoo do you use? (Incorrect)

Which brand or brands of shampoo have you personally used at home during the last month? In case of more than one brand, please list all the brands that apply. (Correct)
## Choosing Question Wording

<table>
<thead>
<tr>
<th>The W's</th>
<th>Defining the Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who</strong></td>
<td><strong>The Respondent</strong></td>
</tr>
<tr>
<td></td>
<td>It is not clear whether this question relates to the individual respondent or the respondent's total household.</td>
</tr>
<tr>
<td><strong>What</strong></td>
<td><strong>The Brand of Shampoo</strong></td>
</tr>
<tr>
<td></td>
<td>It is unclear how the respondent is to answer this question if more than one brand is used.</td>
</tr>
<tr>
<td><strong>When</strong></td>
<td><strong>Unclear</strong></td>
</tr>
<tr>
<td></td>
<td>The time frame is not specified in this question. The respondent could interpret it as meaning the shampoo used this morning, this week, or over the past year.</td>
</tr>
<tr>
<td><strong>Where</strong></td>
<td><strong>Not Specified</strong></td>
</tr>
<tr>
<td></td>
<td>At home, at the gym, on the road?</td>
</tr>
</tbody>
</table>
Choosing Question Wording:
Use Ordinary Words

“Do you think the distribution of soft drinks is adequate?”

(Incorrect)

“Do you think soft drinks are readily available when you want to buy them?”

(Correct)
Choosing Question Wording:
Use Unambiguous Words

In a typical month, how often do you shop in department stores?

_____ Never
_____ Occasionally
_____ Sometimes
_____ Often
_____ Regularly  (Incorrect)

In a typical month, how often do you shop in department stores?

_____ Less than once
_____ 1 or 2 times
_____ 3 or 4 times
_____ More than 4 times  (Correct)
Choosing Question Wording: Avoid Leading or Biasing Questions

A *leading question* is one that clues the respondent to what the answer should be, as in the following:

Do you think that patriotic Americans should buy imported automobiles when that would put American labor out of work?

- [ ] Yes
- [ ] No
- [ ] Don't know

(Incorrect)

Do you think that Americans should buy imported automobiles?

- [ ] Yes
- [ ] No
- [ ] Don't know

(Correct)
Choosing Question Wording: Avoid Implicit Alternatives

An alternative that is not explicitly expressed in the options is an implicit alternative.

1. Do you like to fly when traveling short distances? (Incorrect)

2. Do you like to fly when traveling short distances, or would you rather drive? (Correct)
Choosing Question Wording:
Avoid Implicit Assumptions

Questions should not be worded so that the answer is dependent upon implicit assumptions about what will happen as a consequence.

1. Are you in favor of a balanced budget?  
   (Incorrect)

2. Are you in favor of a balanced budget if it would result in an increase in the personal income tax?  
   (Correct)
Choosing Question Wording: Avoid Generalizations and Estimates

“What is the annual per capita expenditure on groceries in your household?”

“What is the monthly (or weekly) expenditure on groceries in your household?”

“How many members are there in your household?”
Questions that are in the form of statements should be worded both positively and negatively.
Determining the Order of Questions

Opening Questions
- The opening questions should be interesting, simple, and non-threatening.

Type of Information
- As a general guideline, basic information should be obtained first, followed by classification, and finally, identification information.

Difficult Questions
- Difficult questions or questions which are sensitive, embarrassing, complex, or dull, should be placed late in the sequence.
Determining the Order of Questions (Cont.)

Effect on Subsequent Questions
- General questions should precede the specific questions (funnel approach).

Q1: “What considerations are important to you in selecting a department store?”

Q2: “In selecting a department store, how important is convenience of location?”  
(Correct)
Figure 11.5
The Funnel Approach to Ordering Questions
Determining the Order of Questions (Cont.)

**Logical Order**
The following guidelines should be followed for branching questions:

- The question being branched (the one to which the respondent is being directed) should be placed as close as possible to the question causing the branching.

- The branching questions should be ordered so that the respondents cannot anticipate what additional information will be required.
<table>
<thead>
<tr>
<th>Question Type</th>
<th>Nature</th>
<th>Function</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifying/Screening</td>
<td>Focus on respondent inclusion criteria</td>
<td>To determine if a respondent is eligible to participate in the survey</td>
<td>Who in your household does most of the shopping for groceries?</td>
</tr>
<tr>
<td>Questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introductory Questions/warm-ups</td>
<td>Broad, easy questions</td>
<td>To break the ice and put the respondent at ease</td>
<td>How often do you shop for groceries?</td>
</tr>
<tr>
<td>Main Questions: Easy</td>
<td>Related to the information needed but easy to answer</td>
<td>To focus on the survey topic and reassure the respondent that survey is easy</td>
<td>How important is each of the following factors in selecting a supermarket?</td>
</tr>
</tbody>
</table>
### Table 11.2 (Cont.)
The General Ordering of Questions in a Questionnaire

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Nature</th>
<th>Function</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main questions:</strong> More difficult</td>
<td>Related to the information needed but may be difficult to answer</td>
<td>To obtain the rest of the information needed</td>
<td>How would you rank order the following eight supermarkets in terms of your preference to shop?</td>
</tr>
<tr>
<td><strong>Psychographics /Lifestyles</strong></td>
<td>Not relevant in all surveys</td>
<td>To obtain personality related information</td>
<td>Please indicate your degree of dis/agreement with the following statements</td>
</tr>
<tr>
<td><strong>Demographics</strong></td>
<td>Personal information</td>
<td>To classify the respondents</td>
<td>What was your household’s total annual last year?</td>
</tr>
<tr>
<td><strong>Identification Information</strong></td>
<td>Name, address, telephone</td>
<td>To identify the respondent</td>
<td>Name:</td>
</tr>
</tbody>
</table>

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Form and Layout

- Divide a questionnaire into several parts.
- The questions in each part should be numbered, particularly when branching questions are used.
- The questionnaires should preferably be precoded.
- The questionnaires themselves should be numbered serially.
The American Lawyer
A Confidential Survey of Our Subscribers

(Please ignore the numbers alongside the answers. They are only to help us in data processing.)

1. Considering all the times you pick it up, about how much time, in total, do you spend reading or looking through a typical issue of THE AMERICAN LAWYER?

<table>
<thead>
<tr>
<th>Time Range</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 30 minutes</td>
<td>1</td>
</tr>
<tr>
<td>30 to 59 minutes</td>
<td>2</td>
</tr>
<tr>
<td>1 hour to 1 hour 29 minutes</td>
<td>3</td>
</tr>
<tr>
<td>1 1/2 hours to 1 hour 59 minutes</td>
<td>4</td>
</tr>
<tr>
<td>2 hours to 2 hours 59 minutes</td>
<td>5</td>
</tr>
<tr>
<td>3 hours or more</td>
<td>6</td>
</tr>
</tbody>
</table>
Reproduction of the Questionnaire

- The questionnaire should be reproduced on good-quality paper and have a professional appearance.
- Questionnaires should take the form of a booklet rather than a number of sheets of paper clipped or stapled together.
- Each question should be reproduced on a single page (or double-page spread).
- Vertical response columns should be used for individual questions.
- Grids are useful when there are a number of related questions which use the same set of response categories.
- The tendency to crowd questions together to make the questionnaire look shorter should be avoided.
- Directions or instructions for individual questions should be placed as close to the questions as possible.
Pretesting

**Pretesting** refers to the testing of the questionnaire on a small sample of respondents to identify and eliminate potential problems.

- A questionnaire should not be used in the field survey without adequate pretesting.
- All aspects of the questionnaire should be tested, including question content, wording, sequence, form and layout, question difficulty, and instructions.
- The respondents for the pretest and for the actual survey should be drawn from the same population.
- Pretests are best done by personal interviews, even if the actual survey is to be conducted by mail, telephone, or electronic means, because interviewers can observe respondents' reactions and attitudes.
Pretesting (Cont.)

- After the necessary changes have been made, another pretest could be conducted by mail, telephone, or electronic means if those methods are to be used in the actual survey.
- A variety of interviewers should be used for pretests.
- The pretest sample size varies from 15 to 30 respondents for each wave.
- Protocol analysis and debriefing are two commonly used procedures in pretesting.
- Finally, the responses obtained from the pretest should be coded and analyzed.
Observational Forms

**Department Store Project**

- **Who:** Purchasers, browsers, males, females, parents with children, or children alone.
- **What:** Products/brands considered, products/brands purchased, size, price of package inspected, or influence of children or other family members.
- **When:** Day, hour, date of observation.
- **Where:** Inside the store, checkout counter, or type of department within the store.
- **Why:** Influence of price, brand name, package size, promotion, or family members on the purchase.
- **Way:** Personal observer disguised as sales clerk, undisguised personal observer, hidden camera, or obtrusive mechanical device.
### Table 11.3 Questionnaire Design Check-List

**Step 1 Specify The Information Needed**

1. Ensure that the information obtained fully addresses all the components of the problem.

2. Have a clear idea of the target population.

**Step 2 Type of Interviewing Method**

1. Review the type of interviewing method determined based on considerations discussed in Chapter 7.

**Step 3 Individual Question Content**

1. Is the question necessary?

2. Are several questions needed instead of one to obtain the required information in an unambiguous manner?

3. Do not use double-barreled questions.
Step 4 Overcoming Inability and Unwillingness to Answer

1. Is the respondent informed?

2. If respondents are not likely to be informed, filter questions that measure familiarity, product use, and past experience should be asked before questions about the topics themselves.

3. Can the respondent remember?

4. Questions which do not provide the respondent with cues can underestimate the actual occurrence of an event.

5. Can the respondent articulate?

6. Minimize the effort required of the respondents.

7. Make the request for information seem legitimate.

8. Is the information sensitive?
Step 5 Choosing Question Structure

1. Open-ended questions are useful both in exploratory research and as opening questions.

2. Use structured questions whenever possible.

3. In multiple-choice questions, the response alternatives should include the set of all possible choices and should be mutually exclusive.

4. In a dichotomous question, if a substantial proportion of the respondents can be expected to be neutral, include a neutral alternative.

5. Consider the use of the split ballot technique to reduce order bias in dichotomous and multiple-choice questions.

6. If the response alternatives are numerous, consider using more than one question.
Step 6  Choosing Question Wording

1. Define the issue in terms of who, what, when, where, why, and way (the six Ws).

2. Use ordinary words. Words should match the vocabulary level of the respondents.

3. Avoid ambiguous words: usually, normally, frequently, often, regularly, occasionally, sometimes, etc.

4. Avoid leading questions that clue the respondent to what the answer should be.
Step 6 Choosing Question Wording (Cont.)

5. Avoid implicit alternatives that are not explicitly expressed in the options.

6. Avoid implicit assumptions.

7. Respondent should not have to make generalizations or compute estimates.

8. Use positive and negative statements.
Step 7 Determine the Order of Questions

1. The opening questions should be interesting, simple, and nonthreatening.

2. Qualifying questions should serve as the opening questions.

3. Basic information should be obtained first, followed by classification, and finally, identification information.

4. Difficult, sensitive, or complex questions should be placed late in the sequence.

5. General questions should precede the specific questions.

6. Questions should be asked in a logical order.
Step 8  Form and Layout

1. Divide a questionnaire into several parts.

2. Questions in each part should be numbered.

3. The questionnaire should be precoded.

4. The questionnaires themselves should be numbered serially.
Table 11.3 Questionnaire Design Check-List (Cont.)

Step 9  Reproduction of the Questionnaire

1. The questionnaire should have a professional appearance.

2. Booklet format should be used for long questionnaires.

3. Each question should be reproduced on a single page (or double-page spread).

4. The tendency to crowd questions to make the questionnaire look shorter should be avoided.

5. Directions or instructions for individual questions should be placed as close to the questions as possible.
### Table 11.3 Questionnaire Design Check-List (Cont.)

#### Step 10 Pretesting

1. Pretesting should be done always.

2. All aspects of the questionnaire should be tested, including question content, wording, sequence, form and layout, question difficulty, and instructions.

3. The respondents in the pretest should be similar to those who will be included in the actual survey.

4. Begin the pretest by using personal interviews.

5. Pretest should also be conducted by mail, telephone, or electronically if those methods are to be used in the actual survey.
6. A variety of interviewers should be used for pretests.

7. The pretest sample size is small, varying from 15 to 30 respondents for the initial testing.

8. After each significant revision of the questionnaire, another pretest should be conducted, using a different sample of respondents.

9. The responses obtained from the pretest should be coded and analyzed.
A Question Should

- Define the issue
  - Who, What, When, Where, Why, and Way
- Use ordinary words
  - Words Should Match the Vocabulary Level of Respondents
- Use unambiguous words
  - Avoid Usually, Normally, Regularly, Frequently, Sometimes, etc.
- Avoid leading or biasing the respondent
  - Do Not Bias or Clue the respondent to What the Answer Should Be
- Use dual statements
  - Statements Should be Positive and Negative
International Marketing Research

- The questionnaire or research instrument should be designed to be sensitive to cultural differences encountered in international research.
- Although personal interviewing is the dominant survey method in international marketing research, different interviewing methods might be used in different countries. Therefore, the questionnaire must be adaptable to a variety of administration methods.
- In countries with lower levels of education or product experience, two or more simple questions rather than a single complex question should be used.
Unstructured questions are more sensitive to differences in educational levels than are structured questions, and should be used with caution in countries with high illiteracy rates.

In addition to design considerations, the researcher must also pay close attention to translation issues.

Two sets of pretests are recommended. The translated questionnaire should be pretested on respondents who speak only their native language, as well as on bilingual subjects.

The pretest data from administering the questionnaire in different countries or cultures should be analyzed, and the pattern of responses compared, to detect any cultural biases.
Marketing Research & Social Media

- Analysis of social media can help in developing questions that are appropriate in terms of content, structure and wording, and deciding on the order of questions.

- The general principles and guidelines remain the same for questionnaires to be used in surveys to be conducted in social media.
Ethics in Marketing Research

- In consideration of the respondents, questions that are confusing, that exceed the respondents’ ability, that are difficult, or that are otherwise improperly worded should be avoided.
- When asking sensitive questions, researchers should attempt to minimize the respondents’ discomfort.
- Overly long questionnaires should be avoided. Overly long questionnaires are a burden on the respondents and adversely affect the quality of responses.
- The researcher has the ethical responsibility to design a questionnaire that obtains the required data in an unbiased manner.
- If the questionnaire is not thoroughly pretested, an ethical breach has occurred.
Acronym: Questionnaire

The objectives and steps involved in developing a questionnaire may be defined by the acronym QUESTIONNAIRE:

Objectives
Q questions that respondents can answer
U plift the respondent
E rror elimination
Acronym: Questionnaire (Cont.)

Steps
S  pecify the information needed
T  ype of interviewing method
I  ndividual question content
O  vercoming inability and unwillingness to answer
N  onstructured versus structured questions
N  onbiased question wording
A  rrange the questions in proper order
I  dentify form and layout
R  eproduction of the questionnaire
E  liminate bugs by pretesting
Acronym: Words

The guidelines for question wording may be summarized by the acronym WORDS:

W ho, what, when, where, why, and way
O bjective questions: Avoid leading questions
R egularly, normally, usually, etc., should be avoided
D ual statements (positive and negative)
S imple, ordinary words
Acronym: Order

The guidelines for deciding on the order of questions may be summarized by the acronym ORDER:

O pening questions: simple
R udimentary or basic information should be obtained first
D ifficult questions toward the end
E xamine the influence on subsequent questions (funnel approach)
R eview the sequence to ensure a logical order
Acronym: Reproduce

The guidelines for reproducing a questionnaire may be summarized by the acronym REPRODUCE:

R esponse category format
E ntire question on a page
P rofessional appearance
R educe costs
O vercrowding should be avoided
D irections or instructions
U se of booklets
C olor coding
E asy to read
Acronym: Pretest

The guidelines for pretesting a questionnaire may be summarized by the acronym PRETEST:

P rotocol analysis and debriefing
R espondents from the same population
E xtent: extensive
T ype of interviewing method
E diting and analysis
S ample size: 15 to 30 per iteration
T ype of interviewers