Fancher Golf Center

As a boy growing up in Harrisonburg Virginia, Brian Fancher dreamed f being a professional golfer. His remarkable talent prompted his teammates to select him as team captain of the high school golf team during both his junior and senior year. And he led the team to many tournament championships. This success did not go unnoticed by college coaches, and he was offered scholarships by the University of Texas at Austin, UCLA, Stanford and Pepperdine University. He chose Pepperdine. Brian’s freshman year was unremarkable; he emerged as the team’s star during his sophomore year. During his last two seasons, he experienced enough success to begin believing his dream of a professional career would come to fruition. After graduation he pursued his goal by entering the PGA Qualifying Tournament but failed to qualify. Dejected he returned home to Virginia and worked for a year as an assistant teaching professional at a local country club. The following year his fortunes changed when he qualified at the PGA Q-school and received his PGA card. In his first season on the tour, he missed enough money to keep his playing card. His financial situation changed the next season when in the first tournament he lost a sudden death playoff, came in second place, and earned $631,700.00. He had six mo0re top 10 finishes, earning him a total of $2,243,500, before tragedy struck. While playing the first round of a tournament, Brian’s club caught a tree root during his downswing, resulting in serious wrist and shoulder injuries. He was informed his playing days were over.

Feeling confused by what had transpired, Brian returned home to seek solace and counsel from his mainly. Shortly thereafter, his mother experienced serious health problems; this made him decide to remain in his hometown. Despite his bitter disappointment, Brian still loved golf and wanted to earn his living by being involved in the game someway. Several friends urged him to begin offering golf lessons, but his year at the country club made him realize he wanted more independence than that job offered.

Based on discussions with people in the community he began to believe there might be an opportunity to invest what remained of his earnings to create a “Golf Center” in Harrisonburg. The concept was t have state of the art indoor and outdoor training facilities. Initially, he would provide all of the golf instruction, but more instructors would be hired as finances permitted. The Fancher Golf Center would also offer high end golf equipment along with custom club fitting services. Brian felt confident he could create excitement and interest by periodically inviting friends from the PGA tour to come to the center for playing exhibitions, question and answer forums, and autograph sessions. Harrison, Virginia is a quiet unassuming community of approximately 41,000 people located in the heart of the Shenandoah Valley. A central fixture in town is James Madison University which enrolls over 16,000 students. There are a few smaller communities in the immediate vicinity, but Brian and his associates were hopeful the city of Staunton, because its population of roughly 24,000 has a similar demographic profile as Harrisonburg, might be a viable secondary market even though it is located 25 miles to the south. To obtain assistance in testing the viability of his business Brian contacted the Shenandoah Valley Small business development Center which is housed for JMU. The center arranged for JMU students in a marketing research course to conduct some research on his behalf. Discussions between Brian, the marketing research professor and students produce the following list of research problems: Among the population of (1) permanent Harrisonburg residents 18-70 years of age, (2) JMU students and (3) Staunton residents 18-70 years if age:

1. Determine the percentage of consumers who classify themselves as serious golfers.
2. Determine the frequency of playing golf during the spring (march-may), summer (june-august) and fall (September-November) seasons.
3. Measure the level of satisfaction with current playing abilities.
4. Measure the level of satisfaction with current (a) golf instruction opportunities, (b) high end gold equipment sources, and (c) club fitting services in the area.
5. Measure evaluations of the proposed golf center concept.
6. Measure intentions to utilize (a) the golf instruction services or (b) club fitting services if the proposed golf center were opened.

The marketing professor divided the class into three teams. Each team conducted a study that addressed all of the research objectives for one of the three target populations. Presented next are brief descriptions of how the teams collected the data for their studies.

TEAM 1

This team focused on the permanent Harrisonburg residents 18-70 years old population. Using the intercept method, they administered a survey at Valley Mall. Of the 613 shoppers they approached 227 were within the designated age range, and 143 of these shoppers agreed to complete the survey.

TEAM 2

This team conducted a study of the JMU student population. Because two members had extensive experience building web pages, the group decided to take an innovative approach. They obtained the e-mail distribution lists for 12 campus organizations and sent an e-mail message to every fourth person on each list (a total of 2,219) asking the person to visi9t the team’s website and complete an online survey. Using this approach, the team obtained 392 questionnaires.

TEAM 3

This team examined the “Staunton residents 18-70 years of age population. Because Staunton is 25 miles away the team decided to conduct telephone interviews. Moreover, the Small Business Development Center agreed to pay for the long distance calls as long as they were made from the centers during normal business hours (8 a.m-5p.m). Using systematic sampling, and the Staunton telephone directory as a sampling frame they made 472 calls and obtained 96 completed surveys.

Questions: These questions are what I need answers for, I am totally confused and do noit know how to answer these for marketing research/statistics

1. For each team, identify all of the types of error that were likely introduced by the data collection process. Discuss why you believe particular procedures produced each type of error you identify.
2. What could have been done to prevent/minimize each type of error by conducting the study differently?
3. What might be done t0 deal with each type of error now that is has occurred?