

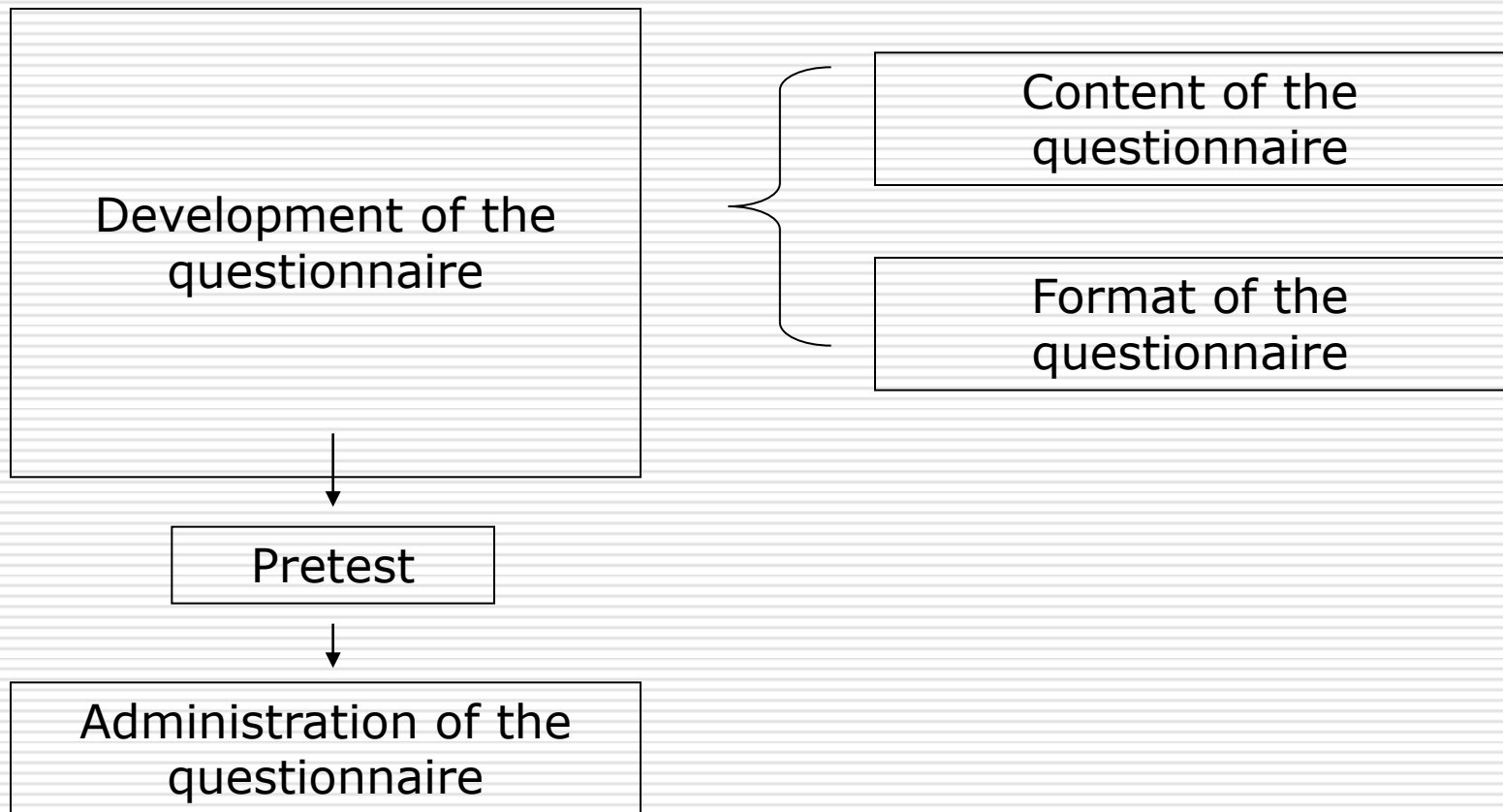
Questionnaire Design Process

Ing. Klára Kašparová, Ph.D.

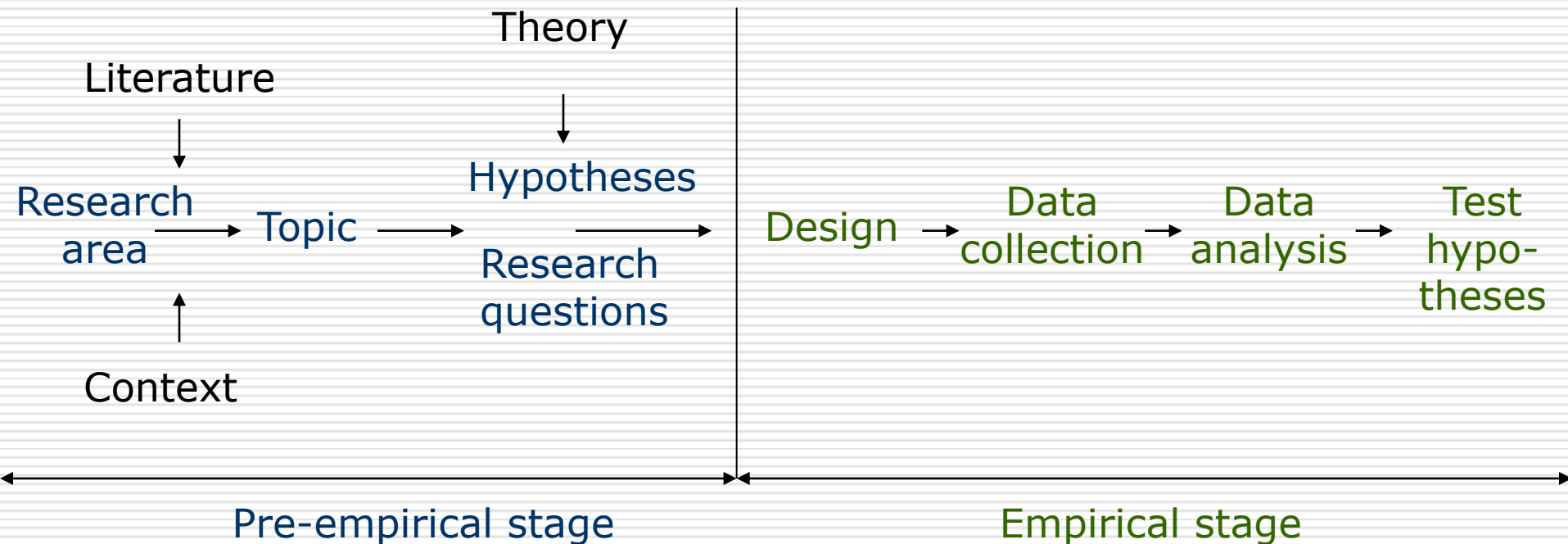
Department of Corporate Economy

e-mail: klarad@econ.muni.cz

Structure of the lecture



Simplified model of research



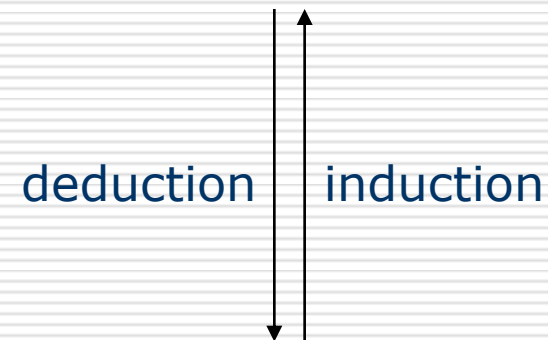
Source: Punch, Developing effective research proposals, 2006 -

<http://books.google.cz/books?id=PFHV8oajR7gC&printsec=frontcover&dq=Developing+effective+research+proposals+punch&hl=cs&sa=X&ei=JdGbUPWdEYTMsgaaqYCIDA&ved=0CC8Q6AEwAA>

Hierarchy of concepts

- Research area
- Research topic(s)
- General research questions
- Specific research questions
- Data collection questions

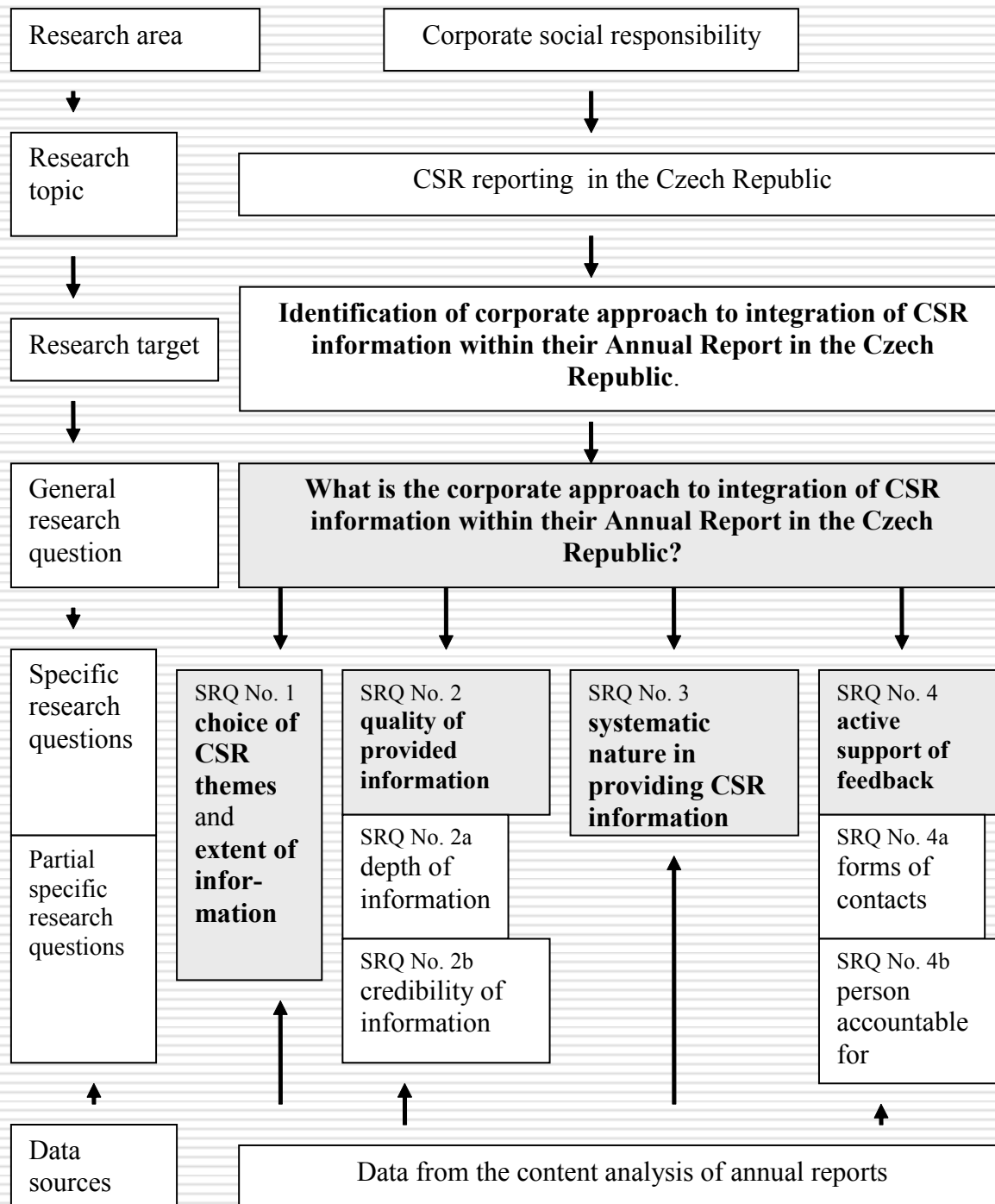
Most general,
most abstract



Most specific,
most concrete

Watch **empirical criterion**

Ex:



Ex: Research of Faculty of Economics and Administration and Research Centre

□ **Research area**

Competitiveness

□ **Research topic**

Factors influencing competitiveness of companies

□ **General research questions**

1. What is the relationship between application of CSR activities and competitiveness of companies?
2. To what extent companies use CSR activities?
3. What is the relationship between company characteristic and application of CSR activities?

etc.

□ **Specific research questions**


- 2a. What is the frequency of used types of CSR activities in particular companies?
- 3a. Does the size of company (based on number of employees) affect frequency of used types of CSR activities?
- 3b. Does the sector affect frequency of used types of CSR activities?

etc. ...

Ex: Research of Faculty of Economics and Administration and Research Centre

□ Data collection questions

B 6.1. Kterými formami se Váš podnik angažuje ve smyslu tzv. společenské odpovědnosti podniků (CSR)?

Forma		1 ANO	2 NE	Příklad
199 Firemní dobrovolnictví	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	akční den, mentoring, partnerství v managementu, stínování, sociální praxe
200 Firemní dárcovství	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	materiální dary, payroll giving, matchingový fond, služby pro bono, ostatní finanční dary
201 Firemní nadace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
202 Partnerské programy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	rozvojové projekty, secondment, poskytování stipendií
203 Sponzoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	cause related marketing, jiné formy sponzoringu
204 Snižování dopadů na životní prostředí	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
205 Jiné formy: 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

← Based on 2a

B 3.1. Uvedte počty zaměstnanců Vašeho podniku dle níže specifikovaných skupin.

Uvedte průměrný roční přepočtený stav zaměstnanců

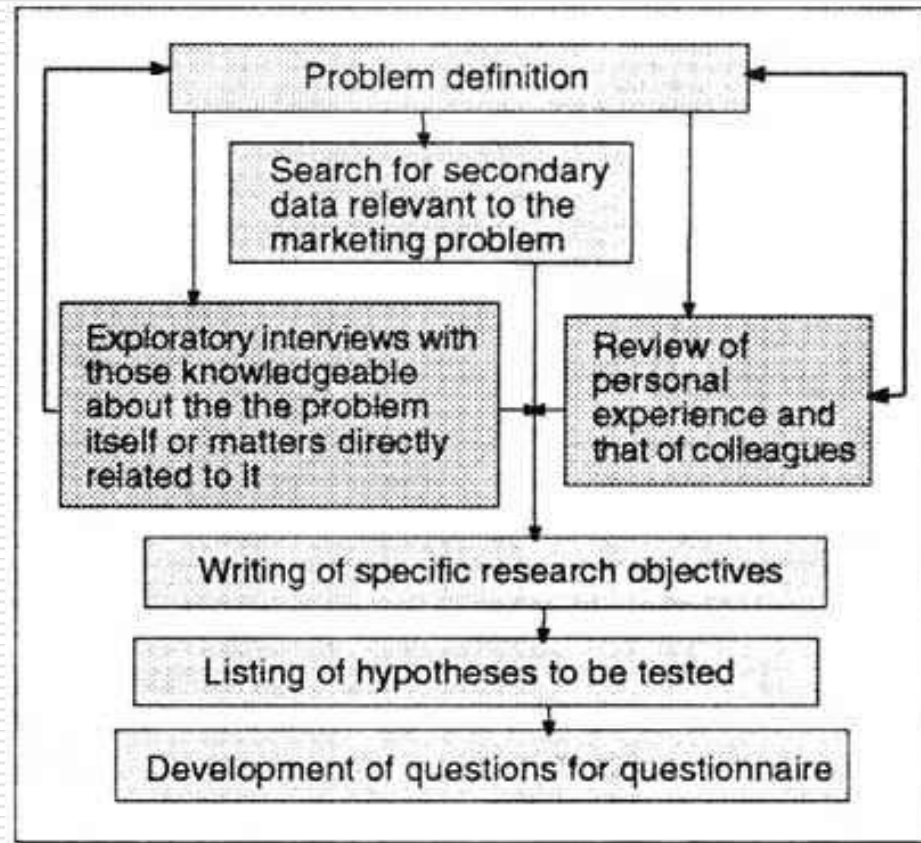
	Minulý trend	Stávající situace	Budoucí trend
86 Celkem zaměstnanců	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

← Based on 3a

← Based on 3b

Information about **sector** was found **in other way**.

Another view on the process



Content of the questionnaire

is determined by:

- ❑ research targets/research questions
(literature review, results of surveys – similar topic, pilot study)
 - ❑ type of research
 - ❑ choice of channel for distribution of the questionnaire
 - ❑ resources
(financial and human resources, time limitation)
-

Content of the questionnaire – pilot survey

Ex: Measurement of Citizens' satisfaction with public service

Attributes of satisfaction were identified through personal interviewing, focus group, etc.

- **rewrite** obtained information
- look for the **action verb** describing the behavior of employees of organization (**clerk gave me advice**) or **adjective** which describes important characteristic of service (**information panels are clearly visible**)
- make **groups** (categories) of similar answers

Content of the questionnaire – pilot survey

Ex: Measurement of Citizens' satisfaction with public service

The aim of question was to identify positive and negative experiences of citizens during the visit of concrete authority

Answer no. 1: When I arrived, clerk doesn't look at me.

Answer no. 2: Toilet was untidy. There was no toilet paper.

Answer no. 3: There were a lot of people and only two chairs.

Answer no. 4: Clerk was personable. She said me hello and was smiling at me.

Answer no. 5: There are no pens. So if you forget it, it is a big problem to fill in the form.

Answer no. 6: I was not waiting for a long time.

Content of the questionnaire – pilot survey

Ex: Measurement of Citizens' satisfaction with public service

The aim of question was to identified positive and negative experiences of citizens during the visit of concrete authority

- Answer no. 1: When I arrived, clerk doesn't look at me.
Answer no. 2: Toilet was untidy. There was no toilet paper.
Answer no. 3: There were a lot of people and only two chair.
Answer no. 4: Clerk was personable. She said me hello and was smiling at me.
Answer no. 5: There are no pens. So if you forget it, it is a big problem to fill in the form.
Answer no. 6: I was not waiting for a long time.

Answers no. 1 and 4 say something about personnel

Answer no. 2 about sanitary facility

Answers no. 3 and 5 about convenience of visitors

Answer no. 6 about waiting time

Content of the questionnaire

is determined by:

- research targets/research questions
(literature review, results of surveys – similar topic, pilot study)
 - type of research
 - choice of channel for distribution of the questionnaire
 - resources
(time limitation, financial and human resources)
-

Content of questionnaire – time limitation

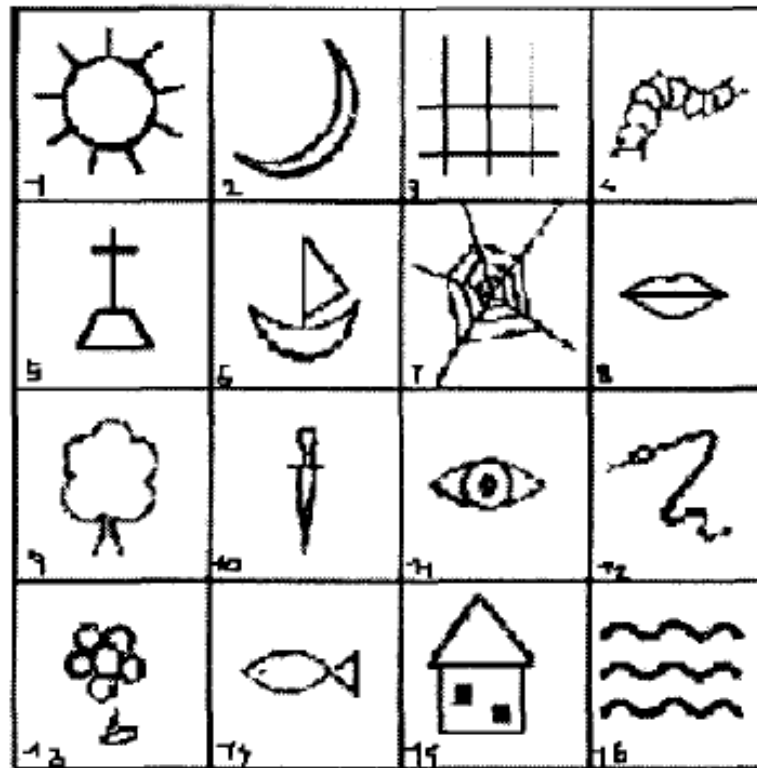
- target no. 1: Determine the relationship between parents' education and method of disciplining children for mild, moderate, and severe infractions.
- target no. 2: Determine the parents' satisfaction with their attained educational level.
- ...

Topics	No. of questions	Information collected
Educational level	1	Last year of school completed
Satisfaction with the current educational status	1	Yes, no
Discipline methods	8	Methods (e.g. talking, hitting) for mild (e.g. not answering question), moderate (e.g. Coming home more than one hour late), and severe (e.g. not coming home at all) infractions
...		

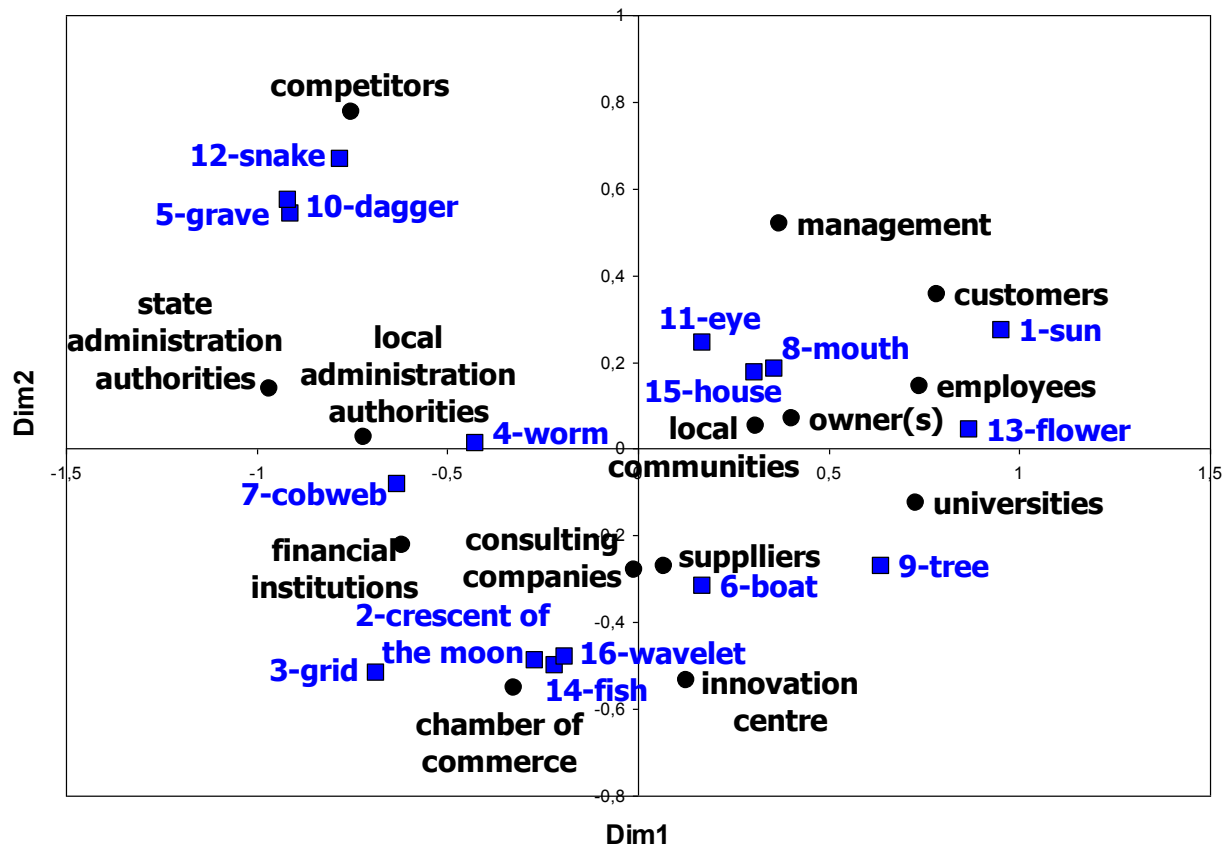
Content of questionnaire – human resources

- expertise and availability of human resources

semantic selection test



Ex: Research about Mutual Attitudes of Small Enterprises and Local Authorities



Content of the questionnaire – questions

- open-ended
- closed-ended with ordered responses
- closed-ended with unordered responses choice
- partially close-ended
- dichotomous
- filter

What topic do you feel should be the main program emphasis for net year?
(Circle number of your answer.)

1 effective parenting
2 child development
3 guidance and discipline
4 communication
5 other (please specify)

What would you like to see as the main program emphasis next year?

Have you ever smoked marijuana?
1 yes
2 no

Please enter your gender:
male female

If yes, about how many times have you smoked marijuana during the two weeks?

A never
B once
C 2 to 5 times
D 6 to 10 times
E more than 10 times

Which of these four topics would you most like to see as the primary program emphasis next year? (Circle number of your answer.)

1 effective parenting
2 child development
3 guidance and discipline
4 communication

How important to you are each of the following possible program emphases? (Circle one for each item.)

	none	little	some	much
A effective parenting	1	2	3	4
B child development	1	2	3	4
C guidance and discipline	1	2	3	4
D communication	1	2	3	4

Content of the questionnaire – asking survey questions

- ❑ Ask purposeful questions
(quality of service of airline travel x questions about readings habits, possession of animal)
- ❑ Ask concrete questions, time limited
(Did you enjoy the play? x Did you enjoy the first act of the play? x Did you find comedy scenes in the play's first act funny?)
- ❑ Use conventional language
(Please try to define the degree of importance of individual **stakeholder** you have mentioned for your company success in the market. x Please try to define the degree of importance of individual **subject** you...)

- ❑ Don't use incomprehensible (unclear) phrasing
- ❑ Avoid abbreviations, jargon
- ❑ Avoid biasing words and phrases
- ❑ Avoid negative questions
- ❑ Avoid two-edged questions

Content of the questionnaire – asking survey questions

- ❑ Ask purposeful questions
- ❑ Ask concrete questions, time limited
- ❑ Use conventional language

- ❑ Don't use incomprehensible (unclear) phrasing
(Is health care accessible in the town you live? – occurrence of general or specialized health care, surgery hour, possibility of parking, within reach of public transport,...Place of residence? – Brno, South Moravia, The Czech Republic, Lipová 41a,...)
- ❑ Avoid abbreviations, jargon
- ❑ Avoid biasing words and phrases
(Unwillingness of workers discourages customer from the next visit.)
- ❑ Avoid negative questions
(I don't agree that clerks aren't helpful.)
- ❑ Avoid two-edged questions
(How often do you buy or read Times?)

Content of the questionnaire – construction of response categories

Response categorie must be:

- exhaustive
 - mutually exclusive
 - set up to allow the respondent to provide multiple answers when relevant
 - when appropriate, provide for a „residual other“ category
-

Content of the questionnaire – responses

- free response (open-ended response)
- forced choice
- likert scales
- multiple choice

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200 Firemní dárcovství	<input type="checkbox"/> ANO <input type="checkbox"/> NE	materiální dary, payroll giving, matc služby pro bono, ostatní finanční da
201 Firemní nadace	<input type="checkbox"/> ANO <input type="checkbox"/> NE	

U následujících otázek zakroužkujte příslušnou hodnotu bodovací škály.

A 12. **Konkurenční boj** na trzích produktů, kde působí
25 Váš podnik, je:

Hodnocení Vašeho podniku					Vliv na konkurenceschopnost Vašeho podniku				
velmi nízký (1)	nízký (2)	střední (3)	vyšší (4)	velmi vysoký (5)	silně negativní vliv	mírně negativní vliv	žádný vliv	mírně pozitivní vliv	silně pozitivní vliv
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Content of the questionnaire – instruction

- 3 kinds of instructions are necessary **(general, transitional, question answering)**

A FAKTORY KONKURENCESCHOPNOSTI PODNIKU

Konkurenceschopnost je chápána jako schopnost podniku obstát v soutěži s konkurenty na trhu produktů (tj. výrobků resp. služeb). Podnik vysoce konkurenceschopný disponuje značnou konkurenční výhodou, to znamená, že je v řadě důležitých oblastí (v řadě faktorů) lepší než jeho významní konkurenti, což mu umožňuje být na trhu úspěšnější než tito konkurenti.

Dotazník se skládá ze dvou částí. Část A zjišťuje názory respondenta na faktory konkurenceschopnosti šetřeného podniku, část B zjišťuje charakteristiky daného podniku.

Informace zjišťované prostřednictvím dotazníku nepředstavují většinou přesné a podrobné statistické údaje, které by bylo třeba složitě vyhledávat v podnikových databázích. Jde spíše o získávání názorů a kvalifikovaných odhadů.

Vysvětlivky k tabulkám uvedeným v části B

V dotazníku nejde jen o zachycení stávajícího stavu, ale též o postižení vývojových trendů.

Z tohoto důvodu je ve většině tabulek sledována nejen stávající situace, ale též minulý trend a budoucí trend.





Dynamika vývoje je zachycena takto:

Minulý trend – trend v uplynulých cca pěti letech (tj. od cca roku 2002); na základě rámcového hodnocení se uvede, zda sledovaná veličina převážně rostla ↗, zůstávala stejná →, nebo nastával pokles ↘.



Format of the questionnaire

- ❑ order of the questions
(easy-to-difficult progression, logical order, ? demographic questions placement)
- ❑ length
- ❑ vertical or horizontal format for answers

B 4.5. Uvedte specifičnost produktů Vašeho podniku.

Specifičnost	Podíl na tržbách
158 Velmi specifické produkty ^A	
159 Spíše specifické produkty	
160 Spíše standardizované produkty	
161 Velmi standardizované produkty ^B	
Celkem	100 %

B 3.7. Uvedte, které typy zaměstnaneckých výhod Váš podnik poskytuje.

Typ zaměstnaneckých výhod	Komu:
116 Akciové opce	<input type="checkbox"/> 1 nikomu <input type="checkbox"/> 2 všem <input type="checkbox"/> 3 některým 
117 Služební automobil k soukromým účelům	<input type="checkbox"/> 1 nikomu <input type="checkbox"/> 2 všem <input type="checkbox"/> 3 některým 

Format of the questionnaire

- assignment indexes to questions and answers
- size, fonts and highlighting of letters
- consistency

U následujících otázek zakroužkujte příslušnou hodnotu bodovací škály.

B4. ODBĚRATELÉ, ZÁKAZNÍCI

A1. Které podniky patří k **nejvýznamnějším konkurentům** Vašeho podniku v České republice?

- free space
- splitting questions between pages
- contrast

Vysvětlivky **A** Uvede se odhad procentuálního podílu na tržbách.
B „Region“: jedná se o zákazníky nacházející se do vzdálenosti zhruba 50km od sídla podniku, resp. jeho příslušné provozovny,
C Uvede se export celkem.

B 3.7. Uvedte, které **typy zaměstnaneckých výhod** Váš podnik poskytuje.

	Typ zaměstnaneckých výhod			Komu:				
116	Akciové opce	1	nikomu	2	všem	3	některým	
117	Služební automobil k soukromým účelům	1	nikomu	2	všem	3	některým	

Pretesting the questionnaire

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

You should find answers to the questions below:

- Does each question measure what it is intended to measure?
- Do respondents understand all the words?
- Are questions interpreted similarly by all respondents?
- Does each close-ended question have an answer that applies to each respondent?
- Does the questionnaire create positive impression – one that motivates people to answer it?
- Are some responses missing?
- Does any aspect of the questionnaire suggest bias on the part of the researcher?

Administration of the questionnaire

– cover letter

14 kinds of information should be included:

- Use of letterhead
 - Information about sponsorship
 - Dates
 - Salutation
 - Purpose of the study
 - Reasons why an individual's participation is important
 - Incentives to encourage respondent participation
 - Use of advance letters
 - How material incentives will be provided or distributed
 - Realistic estimate of the time required to complete the questionnaire
 - How and why the respondent was chosen
 - Explanation of confidentiality and how the data will be handled
 - Provision of a name and phone number to call for information
 - When and how to return the questionnaire
-