

**MARKETING DEPARTMENT
The Wharton School
THE UNIVERSITY OF PENNSYLVANIA**

**Marketing Research
Mktg 756/212 Sections 001
Fall 2002**

Course Syllabus and Schedule

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| <i>Instructor:</i> | Professor Jehoshua (Josh) Eliashberg STE 700 JMHH; Tel. 215-898-5246 Email: eliashberg@wharton.upenn.edu |
| <i>Graders/Assistants:</i> | Anita Elberse Email: elberse@wharton.upenn.edu Tel: 215-898-7235 Ye Hu Email: huye@Wharton.upenn.edu Tel: 215-898-1239 |
| <i>Secretary:</i> | Kimberlynn Taylor 215-898-8244 |
| <i>Office Hours:</i> | Wednesdays, 4:30 – 6:00PM and by appointment |
| <i>Required Text</i> | Aaker, David A., V. Kumar and George S. Day (AKD) Marketing Research (Seventh Edition), Wiley, New York |
| <i>Group Project Due Dates:</i> | Sept. 23; Sept. 30; Nov. 6; Dec. 9 |
| <i>Final Examination</i> | TBA |

Overview and Objectives

The goal of the course is to present students with the fundamentals of Marketing Research. To this end the course is organized into two major parts: 1) understanding the managerial problem and designing the research accordingly, and 2) analyzing the data and making recommendations.

Marketing research is about collecting quality information for better decision-making. Because information collection is costly, it is important to understand when it is and when it is not worthwhile conducting marketing research. More information does not always imply higher profit! In the first part of the course, we will learn how one can decide whether to conduct marketing research. Moreover, ultimately, when we analyze the data, it is the quality of the data that will drive the benefits managers obtain from the research. We will address various issues in designing research and collecting data for maximal quality.

In the second part, we will learn the various tools of marketing research and how they should be and are used to analyze the data for better decision-making. An effective use of an appropriate tool will guarantee valuable recommendations at minimal cost with a high likelihood of being implemented.

Course Materials and Approach

In the course we will use a variety of readings and cases. The most important readings and complete list of cases are contained in the course bulk pack. In addition, lecture notes and handouts will be made available throughout the semester. The readings are designed to introduce marketing research concepts and principles. Cases will allow us to examine, in detail, the application of particular marketing research approaches and techniques. There will also be a number of guest lecturers who will share perspectives into the practice of marketing research. Please note that there may some changes in the dates they are scheduled to visit the class.

Assessment

Your final grade in the course will be based on both individual and group work. The evaluation is as follows:

| | |
|-------------------------------------|-----|
| A. Class Participation (individual) | 10% |
| B. Individual Assignment | 20% |
| C. Group Project Assignments | 40% |
| D. Final Examination (individual) | 30% |

Please note that no late assignment will be accepted. The due dates for the assignments are listed on the course schedule, and a more detailed outline of the evaluation procedure and requirements for A through D, is included at the end of this document.

Schedule of Class Meetings

In most instances I will not lecture from the textbook, but will assume that you have read the relevant material prior to coming to class. Nevertheless, we will discuss issues related to textbook material during the class and there will be opportunities for clarification.

Dates in bold underlined type (e.g., **Sept. 23**) indicate classes for which there will be material to hand in to the instructor at the beginning of the class.

**Marketing 212/756
Fall 2002
Professor J. Eliashberg
Course Schedule**

| Date | Session # | Topic, Readings, Cases, Assignments | AKD |
|----------------------|------------------|---|--------------------|
| Mon. Sept 9 | 1 | Introduction <ul style="list-style-type: none"> • Objective of this course • What you will learn • How to obtain most benefits from the course • Course administrative issues Reading "Marketing Research" | Ch. 1, 2 |
| Wed. Sept. 11 | 2 | The Market Research Process Reading "'Backward' Market Research" | Ch. 3, 4 |
| Mon. Sept. 16 | | No Class | |
| Wed. Sept. 18 | 3 | More or Less Marketing Research? Reading <ul style="list-style-type: none"> • "The Value of Information" • "Exercises on the Value of Information" • "Cost Conscious Marketing Research" • Bayesian Analysis | P. 61 |
| Mon. Sept 23 | 4 | Secondary and Standardized Sources of Marketing Data Case Promotion of Rocket Soups Due List of Group Members | Ch. 5, 6 P. 147 |
| Wed. Sept. 25 | 5 | Primary Data Collection Case Mountain Bell Telephone Company | Ch. 8, 9 P. 213 |
| Mon. Sept. 30 | 6 | Measuring Attitudes and Intentions Due One-page problem definition | Ch 10, 11 |
| Wed. Oct. 2 | 7 | Questionnaire Design Case Compact Lemon | Ch. 12 P. 329 |
| Mon. Oct. 7 | 8 | Causality and Experimentation Reading "Causal Inference" Case N-Rich Coffee Creamer | Ch. 13 |
| Wed. Oct. 9 | 9 | The Entertainment Industry: Trends and Research Needs | |
| Mon. Oct. 14 | 10 | Sampling and Sample Size Reading <ul style="list-style-type: none"> • Please review your statistics notes !!! • "Non-Sampling vs. Sampling Errors in Survey Research" | Ch. 14, 15 |

| Date | Session # | Topic, Readings, Cases, Assignments | AKD |
|---------------------|-----------|---|------------------------|
| <u>Wed. Oct. 16</u> | 11 | Case Summary of Part 1: E.T.Phone Home Inc.: Forecasting Business Demand | |
| | | Due Individual Assignment (five single-spaced pages): <ul style="list-style-type: none"> Evaluate and propose, if necessary, improvements for the research methodology employed by Digitron in conducting the survey. | |
| Mon. Oct. 21 | 12 | Guest Speaker (tentative) | |
| Wed. Oct. 23 | 13 | Fundamentals of Data Analysis/ Introduction to Hypotheses Testing | Ch. 16 |
| Mon. Oct. 28 | 14 | Hypotheses Testing (Cont.) | Ch. 17, 18 |
| Wed. Oct. 30 | 15 | Correlation Analysis and Simple Regression Analysis Reading • “Forecasting with Regression Analysis” Case “Colonial Broadcasting Company” | Ch. 19 |
| Mon. Nov. 4 | 16 | Guest Speaker (tentative) | |
| <u>Wed. Nov. 6</u> | 17 | Projects Progress Reports: Group Presentations (10 minutes each): <ul style="list-style-type: none"> Problem Research Objectives Research Design Questionnaire Preliminary Findings Due Presentation Slides | |
| Mon. Nov. 11 | 18 | Conjoint Analysis Reading: “New way to Measure...” “Commercial Use of Conjoint Analysis” | Ch. 22, Pp. 594-601 |
| Wed. Nov. 13 | 19 | Factor Analysis: The Fundamental Issues Reading: “Analyzing Consumers Perceptions” | Ch. 21, Pp. 553-565 |
| Mon. Nov. 18 | 20 | Preparing the Data and Running Conjoint Analysis and Factor Analysis | |
| Wed. Nov. 20 | 21 | Guest Speaker (tentative) | |
| Mon. Nov. 25 | 22 | Chi-Square and ANOVA Tests Reading: “Analyzing Experimental Data (ANOVA): The Basic Ideas” | P. 474 |
| Wed. Nov. 27 | 23 | Projects Consultation In Class | |
| Mon. Dec. 2 | 24 | Summary of the Course, Review, Q’s and A’s | |

| Date | Session # | Topic, Readings, Cases, Assignments | AKD |
|--------------------|-----------|--|-----|
| Wed. Dec. 4 | 25 | Projects Presentations (20 minutes each) | |
| <u>Mon. Dec. 9</u> | 26 | Projects Presentations Due 15-page Group Project Report | |

University of Pennsylvania
The Wharton School
Marketing 212/756 --Fall 2002
Professor Jehoshua Eliashberg

Course Bulk pack: Table of Contents

1. "Marketing Research" HBS 9-592-034
2. "Andreasen A. (1985), "Backward' Marketing Research," *Harvard Business Review*, Reprint #85301.
3. "The Value of Information" HBS 9-191-138
4. "Exercises on the Value of Information" HBS 9-893-006
5. Andreasen, A. (1983), "Cost-Conscious Marketing Research," *Harvard Business Review*, 61, 4 Reprint #83401.
6. Larson, E. (1992), "Watching Americans Watch TV," *The Atlantic Monthly*, March 1992
7. "N-Rich Coffee Creamer" Case
8. Assael, H. and J. Keon (1982), "Nonsampling vs. Sampling Errors in Survey Research," *Journal of Marketing*, 46, pp 114-123.
9. "E.T. Phone Home Inc.: Forecasting Business Demand," HBS 9-583-121
10. "Forecasting with Regression Analysis," HBS 9-894-007
11. Colonial Broadcasting Co. (A), HBS case 9-894-011
12. Green, P. and Y. Wind (1975), "New Way to Measure Consumers' Judgments," *Harvard Business Review*, 53, 4, Reprint# 75404.
13. Cattin, P. and D. Wittink (1982), "Commercial Use of Conjoint Analysis: A Survey," *Journal of Marketing*, 46, pp 44-53.
14. "Analyzing Consumer Perceptions," HBS 9-599-110
15. "Eastman Kodak Company: Funtime Film," HBS 9-594-111

Assessment Details

A. Class Participation/Preparation (15%)

Every session of the course will involve interaction in the form of class discussion. I expect each class member to be prepared at all times to comment in any class session. To reinforce this expectation, I reserve the right to “cold call” throughout the ensuing discussion (whether or not the class member’s hand is raised).

Some class sessions in this course follow a case discussion format. The case method is not always an efficient learning vehicle, but it is one of the most effective means of sharpening your decision-making abilities, requiring you to be an active participant in resolving a marketing research problem. The assigned cases (some of them are short cases from the text) are intended to give you an opportunity to practice various concepts and methods. Further, the case method provides a vehicle by which to understand better the managerial situation. Finally, the discussion forum provides an opportunity to argue your position and to learn from others by listening to their comments and criticisms.

I expect class members to select their own project groups and to be responsible for managing the division of labor within the group. Experience indicates that the best group size is **five** persons. Please submit a typewritten list of the persons comprising your group to me at the beginning of the fourth class session (*September 23, 2002*).

Evaluating class participation. Grading class participation is necessarily subjective. Some of the criteria for evaluating effective class participation include:

1. Is the participant prepared? Do comments show evidence of analysis of the case? Do comments add to our understanding of the situation? Does the participant go beyond simple repetition of case facts without analysis and conclusions?
2. Is the participant a good listener? Are the points made relevant to the discussion? Are they linked to the comments of others? Is the participant willing to interact with other class members?
3. Is the participant an effective communicator? Are concepts presented in a concise and convincing fashion?

Keep in mind that your grade for class participation is not simply a function of the amount of “air time” you take up. In general, I will evaluate you on how well you respond to questions and on how effectively you take into account the comments and analyses of your classmates. Part of your class participation grade is based on class session attendance.

Case preparation. In preparing for cases prior to class, I recommend that you read the case more than once. The first reading should give you a feeling of what the case is about and the types of data contained in the case. Many people like to underline or otherwise mark up their cases to pick out important points relating to the business and the situation; e.g., customer behavior and

trends, marketing research problem, feasibility of obtaining information, etc. Be sure to pay attention to the exhibits in the case: these often contain information that will be useful in analyzing the situation.

B. Individual Assignment (15%)

The assignment must be completed on your own and it is due on **October 16th**. There is a strict upper limit of **five** single-spaced pages of text (assuming 12-point font size and one inch margins). The assignment involves a constructive criticism of the market research methodology employed in the E.T.Phone Home Inc. case in surveying the market for cellular phone.

C. Group Project (30%)

The group project will give you an opportunity to design and conduct a fully-fledged piece of marketing research in an area of your own choosing. Since the research project will involve a considerable amount of time and effort, it is vitally important that you work on a project that you find interesting. **Group size should be five students.**

The project will expose you to four aspects of the marketing research process: 1) Problem specification, 2) Research strategy selection, 3) Research design, and 4) Research execution. The project will consist of three phases. On **September 30th**, you will be expected to turn in a one-page summary of a real business problem, which will be the focus on your study. You may select any real business problem provided that it is relevant for marketing and it requires gathering of primary information. Examples include forecasting the potential demand of new product, measuring consumer attitudes towards an existing set of product offerings, constructing the competitive set of an existing product, or assessing the likely effect of a change in price on revenue for a mature product. In the one-page summary, you should clearly identify the marketing problem you are working on and translate this problem into a set of sharply posed and answerable research questions.

On **November 6th**, you will be asked to present in class your progress report and submit your presentation slides. On **December 9th**, the final report is due. Each group will also be asked to make an in-class final project presentation in the last two sessions. I will let you know the sequence of the presentations as soon as the projects groups are finalized. The written report should be no longer than **twenty** pages in total (including exhibits and other attachments) and should:

1. Define the problem to be investigated and the purpose to be served by the study;
2. Justify the choice of research strategy (in terms of strengths and weaknesses relative to alternative approaches);
3. Include a copy of the questionnaire or moderator guideline used;
4. Describe in detail the method you used;
5. Identify what you have learned through this study (generally using data analysis to come to these conclusions); and
6. Recommend next steps to be followed (if any) that arise out of your marketing research study.

D. Final Examination (40%)

It is open-book and open-note. The schedule of the final examination will be announced

Group Project Self-Evaluation Form

The purpose of this evaluation form is to communicate the contribution of each individual in the group. Do this by allocating points among group members: give more points to individuals who did more work or for some reason deserve more credit; give less points to individuals who did less work or for some reason deserve less credit. The total points available for the entire group **including yourself** is 100. Therefore, if there are five members in your group, and if you feel that each member did their fair share of the work, then give 20 points to each member. If you give one or more members more than 20 points, then one or more other members must receive less than 20 points. I will consider confidentially all of the evaluations turned in by the group and any other relevant information that emerges during the term in assigning points for the Individual Effort component of the project. (Of course, you may as a group decide jointly how you will make the point allocations, if you so desire.)

Project Title:

| | Group Member | Points |
|--------------------|---------------------|---------------|
| Your Name: | _____ | _____ |
| Other Members: | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |
| Comments (if any): | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |
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| | _____ | _____ |
| | _____ | _____ |