

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

**Marketing Research  
Marketing 212  
Fall 2007**

**Course Syllabus and Schedule**

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<i>Office Hours:</i>	Wednesdays, 3:30 – 5:00PM and by appointment
<i>Required Text</i>	Churchill and Iacobucci (CI) Marketing Research (Ninth Edition)
<i>Required Bulk pack:</i>	Available via Wharton Reprographics

**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. These two parts receive equal attention in the class through lectures, case studies, and applications.

Marketing research is about collecting quality information for better decision-making. More information does not necessarily imply better decision or higher profit! We will address various issues in designing research and collecting data for maximal quality. We will also review various tools of marketing research, used to analyze the data for better decision-making. An effective use of an appropriate tool will guarantee valuable recommendations at minimal cost and with a high likelihood of the recommendations being implemented.

**Course Materials and Approach**

In the course we will use a variety of readings, cases, and applications. The most important readings and complete list of cases are contained in the course bulk pack. In addition, lecture notes will be made available on the **course webCafé** throughout the semester. The readings are designed to introduce marketing research concepts and principles. Cases will allow examining, in detail, the applications of particular marketing research approaches and

techniques. The course emphasizes applications and there will be a number of guest lecturers who will share perspectives into the practice of marketing research.

**Please note that there may be some changes in the dates the guests 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:

Exam	30%
Two Small Assignments (to be described)	20%
Group Project Assignment—paper due last day of class	30%
Class Participation	20%

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 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.

**Marketing 212**  
**Fall 2007**  
**Professor J. Eliashberg**  
**Tentative Course Schedule**

<b>Date</b>	<b>Session #</b>	<b>Topic, Readings, Cases, Assignments</b>	<b>CI</b>
W. Sept 5	1	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Overview of the course</li> <li>• What you will learn</li> <li>• Course administrative issues</li> <li>• The research process and design</li> </ul> <b>Readings:</b> <ul style="list-style-type: none"> <li>• “Marketing Research” (in BP)</li> <li>• “Note on Market Research” (in BP)</li> </ul>	Read Ch. 1,3
M. Sept. 10	2	<b>Measurements in Marketing Research</b>	Read Ch. 10
W. Sept. 12	3	<b>Marketing Problems and Data Analysis</b> <b>Hypotheses Testing</b>	Skim Ch. 15 (pp. 453-465) Read Appendix 15 (pp. 468-478) Read Ch. 16 (pp. 481-493)
M. Sept 17	4	<b>Secondary Sources of Marketing Data</b> <b>Case: Promotion of Rocket Soups (in BP)</b> <b>Due: List of Groups Members</b>	Read Ch. 7
W. Sept. 19	5	<b>Application/Guest Speaker</b>	
M. Sept. 24	6	<b>Primary Data collection and Questionnaire Design</b> <b>Case: “Compact Lemon” (in BP)</b> “Canterbury Travel” (in BP) <b>Due: One-page problem definition</b>	Ch. 8,9
W. Sept. 26	7	<b>Correlation and Regression Analysis</b> <b>Case: “Forecasting with Regression Analysis”(in BP)</b> “Colonial Broadcasting Company” (in BP)	Read Ch. 17 (pp. 511-531)
M. Oct. 1	8	<b>Application/Guest Speaker</b>	
W. Oct. 3	9	<b>Conjoint Analysis</b> <b>Readings: “New way to Measure... (in BP)</b> “Thirty Years of Conjoint Analysis” (in BP)	Read Appendix 17 (pp. 535-550)
M. Oct. 8	10	<b>Application/Guest Speaker</b>	

<b>Date</b>	<b>Session #</b>	<b>Topic, Readings, Cases, Assignments</b>	<b>CI</b>
W. Oct. 10	11	<b>Sampling Issues</b> “Non-Sampling vs. Sampling Errors in Survey Research” (in BP) <b>Review, Q&amp;A</b>	Read Ch. 11, 12
M. Oct. 22	12	<b>Factor Analysis: The Fundamental Issues</b> <b>Readings:</b> “Analyzing Consumers Perceptions” (in BP) “Better Branding” (in BP)	Read Ch. 18- pp. 568-585
W. Oct. 24	13	<b>Chi-Square Tests</b> <b>ANOVA Tests</b>	Read Appendix 14 pp. 440-442 and Appendix 16 pp. 497-501
M. Oct. 29	14	<b>Application/Guest Speaker</b>	
W. Oct. 31	15	<b>Causality and Experimentation</b> <b>Readings:</b> <b>Case:</b> “N-Rich Coffee Creamer” (in BP) <b>Due: Small Assignment#1</b>	Read Ch. 6
M. Nov. 5	16	<b>Application/Preparing the Inputs and Running Conjoint Analysis and Factor Analysis</b>	
W. Nov. 7	17	<b>Application/Guest Speaker</b>	
M. Nov. 12	18	<i>Exam</i>	
W. Nov. 14	19	<b>Application/Guest Speaker</b>	
M. Nov. 19	20	<b>Case: E. T. Phone Home Inc: Forecasting Demand (in BP)</b> Discussion issues: evaluate and propose, if necessary, improvements for the research employed by Digitron.	
W. Nov. 21	21	<b>Application/Guest Speaker</b> <b>Due: Small Assignment #2</b>	
M. Nov. 26	22	<b>Marketing Research in the Entertainment Industry</b>	
W. Nov. 28	23	<b>Application/Review and Preparation for Projects Presentations</b>	
M. Dec. 3	24	<b>Projects Presentations (20 minutes each)</b>	
W. Dec. 5	25	<b>Projects Presentations (cont.)</b> <b>Due: Group Project Report</b>	

**University of Pennsylvania  
The Wharton School  
Marketing 212 --Fall 2007  
Professor Jehoshua Eliashberg**

**Course Bulk pack: Table of Contents**

“Marketing Research” (HBS, 9-592-034)  
“Note on Market Research” (Stanford, Case E-165)  
“Promotion of Rocket Soups”  
“Forecasting with Regression Analysis,” (HBS, 9-894-007)  
“Colonial Broadcasting Co. (A),” (HBS, 9-894-011)  
“Compact Lemon” Case  
“Canterbury Travel” Case  
“Green, P. and Y. Wind (1975), “New Way to Measure Consumers’ Judgments,” (*Harvard Business Review*, 53, 4, Reprint# 75404)  
“Green, P A. Krieger and Y. Wind (2001) “Thirty Years of Conjoint Analysis: Reflections and Prospects”  
“Assael, H. and J. Keon (1982), “Nonsampling vs. Sampling Errors in Survey Research,” *Journal of Marketing*, 46, pp 114-123  
“N-Rich Coffee Creamer” Case  
“Analyzing Consumer Perceptions,” (HBS, 9-599-110)  
“Better Branding”  
“E.T. Phone Home Inc.: Forecasting Business Demand,” (HBS, 9-583-121)  
“Polyphonics HMI: Mixing Music and Math” (HBS, 9-506-009)  
“Cinemex” (HBS, 9-898-108)

## Assessment Details

### Class Participation/Preparation

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 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.

Evaluating class participation: Grading class participation is necessarily subjective. The criteria for evaluating effective class participation include:

1. Is the participant prepared? Do comments show evidence of analysis of the case? Do the comments add to our understanding of the situation? Does the participant go beyond simple repetition of case facts?
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.

## Small Assignments

The purpose of these exercises is to give you “hand-on” experience with designing research and data analyses. These assignments will help clarify the concepts and techniques discussed in the classroom. The due dates are given in the class schedule.

## Group Project

The group project will give you an opportunity to design and conduct a **full-fledged** marketing research project 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 **four-six**. I expect class members to select their own project groups and to be responsible for managing the division of labor within the group. Please submit a typewritten list of the persons comprising your group to me at the end of the fourth class session.

You may select any real business problem provided that it is relevant for marketing and requires gathering of primary information. Examples include forecasting the potential demand of new product, measuring consumer attitudes and demand for an existing or new set of product offerings, analyzing the competitive set of an existing product, or assessing the likely effect of a change in price on revenues for a mature product. In the one-page problem definition, 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 and design.

Presenting research results convincingly to an audience is, in my opinion, a critical task. The last two sessions will give you such an opportunity (20 minutes per presentation). Each group will be asked to make an in-class **final project presentation** in these sessions. (**Chapter 19** in the text provides some useful guidelines for successful presentations). The other members of the class are expected to participate and act as the client. I will let you know the sequence of the presentations prior to December. The final written report should be no longer than **twenty** double-spaced pages in total (excluding exhibits and other attachments) and should follow the report format described in the text (again, please see **Chapter 19**). The final report is due on **the last class meeting**.

## Exam

The exam is open-book. Previous exams will be posted on the webCafé.

## 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 fewer points to individuals who did less work or for some reason deserve less credit. The total points available for the entire group **including you** are 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:**

	<b>Group Member</b>	<b>Points</b>
Your Name:	_____	_____
Other Members:	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

Comments (if any):

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