MKTG 390 MARKETING RESEARCH - CLASS SYLLABUS
Spring Semester 2014
(Subject to revision or correction)

I. **Instructor:** Dr. John H. Summey
   **Office:** 231-A Rehn Hall
   **Telephone:** 453-4341
   **Class Hours:** 11:45 thru 3:15 Tuesday & Thursday
   **Office Hours:** 11:45 to 12:30 and after class from ~ 3:30 to 4:30 Tuesday & Thursday
   *Other times by appointment please!*


   The hard bound text has changed from 20 to 16 chapters, so you will need the newer version if you want the hard back text.

   A text book Web Site with sample tests for this text is available at:
   [http://wps.prenhall.com/bp_burns_research_7](http://wps.prenhall.com/bp_burns_research_7)

   The SPSS Student Assistant is available for download from that site.

   A collection of class handouts will be made available by email, on a networking site, or in class as the semester progresses. You are responsible for the content of all of them.

III. **Prerequisites:**
   Junior standing (i.e. 56 hours completed).

   **A course in statistics completed with a grade of “C” or higher prior to beginning this class.** No exceptions. This requirement is *mandatory*. If it is determined later in the semester that you do not have the prerequisite, **you will be dropped from the course! ! !**

IV. **Course Objectives:**

   This is a “hands on” course the heart of which is a research project. It is a demanding project that will take the entire semester to complete. When it is completed you will have had the opportunity to learn how to use a wide array of extremely valuable data analysis tools.

   The emphasis in this class is on the "construction of understanding" with the help and support of an instructor. The teaching format is experiential learning. **It is the student’s responsibility to actively attempt to learn through doing rather than passively being “taught.”**

   At the conclusion of the course each student will have had the opportunity to develop skills based on comprehension of marketing research from both a decision-making (user) orientation and a researcher orientation. Specifically, the student will have the opportunity to learn to:

   1. **State the information needed** for marketing problem solving in the form of a research proposal.

   2. **Identify** the different **sources** from which the marketing information needed for solving that problem may be obtained.
3. **Propose and design a questionnaire** for acquiring that information.

4. **Execute** correct methods of **data collection**.

5. **Conduct** appropriate **statistical analysis** on the questionnaire data.

6. **Write a formal report** about and make an oral presentation of the results of that analysis.

7. **Explain the basic processes** for conducting marketing research that generates information useful when making marketing decisions.

To facilitate effective utilization of the lecture time and the time of your classmates, it is strongly advised that everyone read the chapter before it will be covered in class. Sometimes you may not fully understand the concepts explained in the text, but nevertheless you are expected to read before you attend the class.

There **may** be **short, surprise quizzes** that would be conducted at the **beginning/during the course/end of the lecture session** and you are responsible for the chapter that is scheduled to be covered on the day of the quiz.

**V. Exams:**

There are **few, if any**, acceptable reasons for missing an exam and those reasons **must be communicated** to the instructor **before the exam**. The instructor requires that students provide **written documentation** of the reason for missing an exam. The documentation requested must then be provided before a makeup exam may be taken. Unless otherwise arranged in advance, makeup exams should be taken before an exam’s results are returned at the next scheduled class period.

**THE RULE:** Students must use a cover sheet to keep their answers covered during exams. Students who fail to keep their exams covered must return all exam materials to the instructor or his designated proctor if requested to do so. That is **"THE RULE"** for exam taking in this class. The final decision is the instructor's or his proctor.

**VI. Academic Dishonesty:**

Students found guilty of committing **acts of academic dishonesty shall receive at least a grade of “F” in the course.** See the COBA publication "Policies and Procedures for Acts of Academic Dishonesty" for details.

The bottom line is that academic dishonesty is unfair to other students, lowers standards within COBA, and **will not be tolerated** in this class.

[NOTE: Falsifying the data collected for the class project is an act of academic dishonesty.]

**VII. Class Participation:**

Active class participation is essential to the full development of your knowledge of marketing research. It is therefore important that students remain up-to-date on reading assignments. Class participation in discussions of current events and class subject matter is encouraged at all class meetings.

**VIII. Term Project:**

A term project involving the development, administration, and analysis of a questionnaire is required for this class. Students will work in teams for the design, administration, and data processing of the questionnaire. Each team will prepare a final report detailing the analysis of the
findings of their research. The final report prepared for the project will be retained by the instructor for reference by students in future classes.

A **PEER EVALUATION** will be used to evaluate the quality of each student’s contribution to his or her team's project. Each student’s final grade for the project will be based on his or her peer evaluation score. The team member with the highest peer evaluation score will receive 100% of the grade on the final report. The other team members will receive a grade based on their score as a proportion of the highest score. For example, if a student's score represented 80% of the highest peer evaluation score received by anyone on the team and the paper received a grade of 90%, that student's project grade would be recorded as 80% of the 90 resulting in a final grade of 72% of the points awarded to the project report.

**Note:** Students who do not do their fair share of work or good quality work on the project should expect that they will receive low scores on the peer evaluation. Your team members determine what constitutes your fair share of the work and evaluate the quality of your work.

A sample copy of the **peer evaluation instrument**, which you will use in evaluating your work by the members of the research team, is included as part XIII of this part of the syllabus.

**Note 1:** Students who do not do their fair share of work or good quality work on the project should expect that they will receive low scores on the peer evaluation. Your team members determine what constitutes your fair share of the work and evaluate the quality of your work.

A sample copy of the **peer evaluation instrument**, which you will use in evaluating your work by the members of the research team, is included as part XIII of this part of the syllabus.

**Note 2:** When a project team member is contributing significantly less to the project than other team members the team should contact the instructor and request an intervention to motivate the negligent student. In an extreme case when the team members unanimously agree, a negligent team member may be asked to leave the team. When that occurs, the negligent team member who has been removed from the team will be required to complete and submit all project components on their own. Alternatively, there may be a situation in which one or two team members are not satisfied with the team dynamics and want to work on their own. In that case, the dissatisfied student(s) may request permission to break off from the team and complete the project independently.

**IX. Students with Disabilities:**

Students with documented disabilities who may need academic adjustments or auxiliary aids or services for this course are encouraged to contact Disability Support Services, Woody Hall B150, 618-453-5738. Students may obtain official information about disabilities from the Disability Support Services web site at: [www.disabilityservices.siu.edu](http://www.disabilityservices.siu.edu).

**X. During Class:**

To ensure that everyone has an equal opportunity to benefit from class, students should observe common courtesy and respect the rights of others. Some professional courtesy rules that should be observed in the classroom are:

1) **Turn off all cell phones and personal electronic equipment** out of respect for the professor and other students.
2) Please refrain from talking in class unless you are addressing the professor or the whole class.
3) You may not surf the Internet, use instant messaging, or text message anyone during class.
Deviations from student expectations will affect your class participation grade.

If it appears to me that you are particularly unprepared for class or not abiding by these expectations, I reserve the right to ask you to leave the room. Continued enrollment in this course indicates agreement with these policies.

XI. Grading Scale:

The official grading scale for this class will be a 10% scale using the point system below. [NOTE: One letter grade ~ 170 points.] Any final grade average below 60% of the total points available will be considered failing. The total points available may fluctuate from the total below depending upon class circumstances. Individual tests will be curved.

At the end of the term, the final letter grade will be determined by a subjective curve based on the overall performance of the class. Grades below 60% of the total points available will not benefit from this final curve as they are, by definition, failing. The structure of the grading process is as follows:

Text related (37%)
- Exams on Text: 800 points
- Statistics Homework: 10 points
- Surprise In-Class Quizzes: (up to 40 points may be available)

SPSS related (23%)
- SPSS Exam: 50 points
- SPSS Assignments: 195 points
- SPSS Cases: 70 points

Project related (33%)
- Qualtrics friend survey: 35 points
- Project Assignments: 115 points
- Final Project: 300 points
- Project Presentation: 30 points

Overall (7%)
- Class Contribution**: 100 points

Total Points*: ~ ~ 1705  [NOTE: that is 170 points per letter grade]

* NOTE: The total points available and subsequently the grading scale may change by the end of the semester as quizzes or assignments are added or subtracted in response to changing activities or conditions.

** Your class contribution/professionalism grade is based on an overall evaluation of:
- Class attendance (includes arriving on time), contribution to class discussions, teamwork in groups, timely completion of survey data collection, accuracy in collecting data according to protocol, and professionalism in and out of class including working appropriately with other team members, department staff, the professor, and his graduate assistants.

Cell phones must be turned off during class. Ringing/vibrating phones, text messaging, instant messaging, and surfing the Internet (cell/smart phone or PC) are disruptive to the class and are deemed to be unprofessional behavior for grading purposes.

Phones should not be on, so walking out during class to take a phone call or for any other reason is very disruptive to the class and will be considered very unprofessional behavior for grading purposes.
No laptops use is allowed during class unless it is a designated class activity.

XII  **Emergency Procedures:**

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program.

Emergency response information is available on posters in buildings on campus, available on the BERT’s website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Public Safety’s website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

XIII. **Peer Evaluation Instruments:**

A sample copy of the peer evaluation instrument appears on the next page of this syllabus.
MKTG 390 MARKETING RESEARCH
RATING FORM FOR GROUP MEMBER'S CONTRIBUTION TO THE PROJECT

Using the scale to the right, rate each of your teammates on each of the evaluation criteria listed below. For example, if you believe your teammate has done a "good" job relative to the first criteria, then place a "5" in the blank next to that criteria.

Rate yourself on the right side below

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<tr>
<th>Criteria</th>
<th>7 - extremely good</th>
<th>6 - very good</th>
<th>5 - good</th>
<th>4 - somewhat good</th>
<th>3 - neither good nor bad</th>
<th>2 - somewhat bad</th>
<th>1 - bad</th>
<th>0 - terrible</th>
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<td>Attendance at group meetings</td>
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<td>Quality of contribution to group discussions</td>
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<td>Amount of time spent on project compared to other members</td>
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<td>Quality of contribution to writing final report</td>
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<td>Contribution to team spirit</td>
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TOTAL SCORE  

COMMENTS: (All comments you have about team member's participation will be helpful. Please support all ratings of 4 or below with informative comments on the back.)
DETAILS OF ASSIGNMENTS
MKTG 390 MARKETING RESEARCH
(Subject to revision & correction)

WEEK 1: January 13 - 17

Explanation of class objectives.
Review of syllabus.
Review of assignments.
Explanation of class project requirements.
Explanation of Peer Evaluation form, the process for its completion, and its use for establishing individual grades on the research project.

LECTURE TOPICS:

Chapter 1 – Introduction to Marketing Research
Chapter 2 – Explaining the Marketing Research Process

SPSS ASSIGNMENTS to get you started. Complete these before attending the lab session.
1. Install the SPSS Student Assistant and SPSS Program on your or a lab computer:
   http://wps.prenhall.com/bp_burns_research_7  [Link to: SPSS Tutorial and Datasets]
2. View “How to use the ScreenCam”
3. View SPSS Quick Tour, Part 1
4. View SPSS Quick Tour, Part 2
5. View SPSS Video – Getting SPSS Help
6. Start SPSS. Browse through the program’s drop down menus. Click on them to see what is there.
   Download and open the GlobalMotors.sav data set in SPSS from the text book web site. [See H 322 or P 352 for questionnaire]  Save this to a flash drive for future use.
   Explore! SPSS is a big, powerful, easy to use, and “very cool” program! !

WEEK 2: January 20 - 24

It is recommended that you assemble your research team, consisting of five (5) members, before coming to the mandatory SPSS lab. That way you can learn together. No all male or all female groups will be allowed.

It is your responsibility to ensure that you have members who can meet at convenient times. It is also very useful, if not essential, to have one or more members who know how to use a word processor and one or more who understand basic statistics. The team should plan to come to the required lab and assist each other in learning SPSS.

LECTURE

Chapter 3 – The Marketing Research Process and Defining the Problem and Research Objectives
Chapter 4 – Research Design
EXAM 1 on Chapters 1, 2, & 3  Second Class of Week 2  [100 points]

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NON-OPTIONAL COMPUTER LAB ASSISTANCE SESSION (10 SPSS points)  for attending and completing the first two assignments individually.  No points if you do not attend the lab, stay the two hours and work, or fail to complete the two assignments INDIVIDUALLY.

Day: Mon & Tue  Date: Jan 21 & 22  Time: 6:00 till 9:00  Place: Rehn 17

Bring your text with you (The last chapter in the text - Preparing the Research Report & Presentation- explains some things. You will be working on your homework. There will not be a lecture during this time.

SPSS ASSIGNMENT #1: Due in Marketing Department Friday at noon of Week 2

View both Milk Bone I and Milk Bone II ScreenCams

Using Data Set Supplied on this page: [Note: there are 4 printouts to turn in!]

   Turn in printouts for: (1) the basic data and (2) the value labels (10 SPSS points)

2. View the Coca-Cola ScreenCam

3. Enter a new variable between “Case” and “Biscuit Brand” and label it “Gender.”
   Alternate coding the rows setting male = 1 and female = 2. Add value labels.

4. And then print out the value labels for the new data set. (10 SPSS points for parts 4 & 5).

5. Then, sort the Milk Bone data in ascending order of the age of the dog and print it out.
   (Select Data → Sort cases options for sorting and be sure to check on the ascending order icon in the sort cases screen)

6. Hand write your name, section number, the date, and assignment title on every page.

Milk Bone Exercise: Entering, Saving, and Labeling Data in SPSS® for Windows™

Now that you have SPSS® for Windows™, Student Version installed on your computer, you can begin working with it, and this exercise will introduce you to the basics of entering data, specifying variable names, and saving data in a file. [NOTE: you will be entering the data (i.e., the numbers) in all 4 columns below]

Marketing researchers work with numbers arranged in rows and columns, normally called a data set. The rows pertain to cases, while the columns are separate variables within each case. In this chapter, we used dog biscuits as an example, so let us suppose that Milk Bone did a study and asked dog owners three questions: (1) What brand of dog biscuit do you buy? (2) Does your dog have a pedigree? and (3) How old is your dog? Here is a list of the answers [i.e. the numbers] along with the value labels.
CASE  
(DOG OWNER)  BISCUIT BRAND  PEDIGREE?  AGE OF DOG
1  Milk Bone (1)  Yes (1)  4
2  Pooch Plus (2)  No (2)  5
3  Milk Bone (1)  Yes (1)  4
4  Beggar’s Bits (3)  No (2)  2
5  Milk Bone (1)  No (2)  3
6  Pooch Plus (2)  No (2)  4
7  Milk Bone (1)  Yes (1)  1
8  Pooch Plus (2)  No (2)  10
9  Milk Bone (1)  Yes (1)  8
10  Beggar’s Bits (3)  No (2)  7

Notice that a number has been indicated in parentheses beside each brand and the yes or no answer as to the dog’s pedigree. These numbers constitute the data set that you will enter in the SPSS spreadsheet by using the SPSS Data Editor.

Your SPSS Student Assistant program will instruct you on how to enter data, specify variable names, and save a data set file. From the Main Menu of the SPSS Student Assistant, select “Milk Bone: Entering and Saving Data.” When you have completed reviewing this selection, you will be ready to enter the Milk Bone data with the SPSS Data Editor. **Enter all four (4) columns of data.**

**MILK BONE: LABELING VARIABLES AND LABELING VALUES**

When a marketing researcher works with data regardless of whether it is secondary or primary data, the raw numbers are often code values such as a “1” standing for “yes” and a “2” signifying “no.” Also, you know one of the constraints of SPSS® for Windows™, Student Version, is that a variable name can be no more than 8 characters in length.

If you have a large number of variables, it will be difficult to remember what every variable name stands for, and it will be even more difficult to remember what the code numbers used for each variable signify. To overcome these frustrations, SPSS® for Windows™, Student Version, allows for a descriptive phrase associated with each variable label. Plus, it provides for a verbal description of each code number or variable value.

The SPSS Student Assistant will instruct you on variable labels and value labels when you access the menu item, “Milk Bone Biscuits: Modifying and Labeling Variables.” After you review this material, use SPSS® for Windows™, Student Version, to produce your own variable labels and value labels for the data set file you created after the last exercise session.

**NOTE:**

You must prove that you did the work, so if you are asked to create something using the SPSS program, then you must turn in a copy of what you created!!
If you work with other people on the homework, remember that your answers to questions must look (i.e., be stated) different from your associate’s answers. If not different, all similar sets of homework will receive grades of zero (0) points for that entire assignment!

Note: If you leave your work on a hard drive in the lab and someone copies it, you are still subject to this rule and the penalty!

All answers to homework questions unless otherwise specified, must be typed and must have your name, section number, the date, and the title/# of the assignment on every page for both typed pages and computer printouts!

Names should be on the top right hand corner of your assignment submission.

For all charts, such as pie or bar charts, that information must be included on the chart in the “footnote” section of the “titles” option. Pages must be sequenced and numbered in the order of the assigned activities.

Homework not typed, not in order, not properly labeled, not stapled together, or which duplicates another students work will receive a grade of “0 points.”

Points will be deducted on all assignments for incorrect or low quality work.

Late penalties: Unless stated otherwise, two (2) assignment points will be deducted for each day an assignment for which points are awarded is late. Unless otherwise stated, the loss is limited to the number of points associated with the assignment.

NOTE: Some of the SPSS assignments are being revised, so you may be given updated assignments in class.

WEEK 3: January 27 – 31

Research teams now formed consisting of five (5) students. No all male or all female groups allowed. It is your responsibility to ensure that you have members who can meet at convenient times. It is also very useful, if not essential, to have one or more members who know how to use a word processor and one or more who understand basic statistics.

All groups will be referred to as research agencies. You should select an appropriate name for your agency and turn in your agency's name on Tuesday or Thursday of this week.

ASSIGNED READING: Chapter 15 – The Research Report [Chapter 16 in hardbound text]

LECTURE

Chapter 5 – Understanding Research Design
EXAM 2 on Chapter 15 [or H 16] – Second Class of Week 3  [40 points]

SPSS ASSIGNMENT #2: Due in Marketing Department Friday at noon of Week 3

View “Your SPSS Data Sets Provided by Burns & Bush” ScreenCam.

Browse through the Data View and the Variable View to see what it looks like

Homework: Complete the two exercises below. (30 SPSS points)

Download “GlobalMotors.sav” data set from http://wps.prenhall.com/bp_burns_research_6
Click on Chapter 1 to get menu. [See page H 460 or P 503 for questionnaire]

Prepare a pie chart for “We need to do something to slow global warming.”

- Select Graphs → Legacy Dialogs → Pie chart option.
- Then select the “summarize by group of cases” option and click Define.
- Click on the percents box to set up the pie definitions.
- Click on the title box and then add a title to the top and your assignment info in the footnote section.
- Double click on the pie chart. You will open the Chart editor. In the editor, right click on the pie chart and select Show Data Labels. This will display the percent values of each response on the pie chart.
- Make the slice for “Strongly Agree” slide out from the pie. (Use the Explode option when you right click on the pie in the chart editor to get this done)

Prepare a cluster bar chart for “Gasoline prices will remain high in the future” with clusters defined by gender. [See Chapter 15 in paper and 16 in hardbound text]

- Select Graphs → Legacy Dialogs → Bar option.
- Then select Cluster bar charts AND summarize for group of cases option and click Define
- Be sure to use “% of cases”
- Define the bars for the graph and select gender as the clustering variable.
- Click on the title box and then add a title to the top and your assignment info in the footnote section.
- Double click on the Bar chart. You will open the Chart editor. In the editor, right click on the chart and select Show Data Labels. This will display the percent values of each response on the bar graph.
- **Place your ID information at bottoms of all charts! Label all segments** of the pie charts with value labels and percentages.
• Put percentages in white background boxes on all bars in the bar charts.

• Label all columns in the bar charts.

OTHER ASSIGNMENTS:
Research topics assigned to or approved for student's research agencies.
Name for your research agency due first class of Week 4

WEEK 4: February 3 - 7

LECTURE

Qualtrics program and assignment presented this week

Chapter 7 - Evaluating Survey Data Collection Methods
Chapter 8 - Understanding Measurement, Developing Questions, & Designing Questionnaires

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EXAM 3 on Chapters 4 & 7 Second Class of Week 4 [80 points]

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Qualtrics Assignment – Due by noon on Monday of Week 5

Qualtrics program introduced and assignment explained in class.

PART 1 – 25 points

1. Your survey with the Description, 5 types of questions, and transition picture in the following order (You lose points if you do not follow this order of questions)
   – Description
   – Yes/No question
   – Select one Matrix
   – Transition Picture
   – Select all Matrix
   – Rank Order
   – Open end Numeric

2. A bar chart generated from Qualtrics based on at least 5 responses

PART 2 – 10 points

Once you get the responses, download the SPSS data file and do the following using SPSS

3. Create a pie chart for a select one matrix item with the slice with largest responses exploded
4. Descriptive statistics for the open ended numeric question
   – Mean, Standard Deviation, and Variance

Other ASSIGNMENTS:

Project Proposal: It should be prepared this week using the format spelled out in your text in Chapter 4. See also the sample survey objectives on pages 220, 221, and 225.
Proposal and model of the problem are due on Tuesday.

A sample model appears below (a couple of pages).

(15 project assignment points for model &
10 points for proposal)

The proposal should start with your team name on your team’s letterhead and a short (5 to 8 lines in one or two short paragraphs) biography of each team member. The biography should describe the skills and abilities you bring to the group. It is used to sell your research team to potential clients, so spell out the assets you bring to the table. This represents the “proof” to a potential client that they should hire your team for a project!

Two examples of biographies:

SIR Consultants, Inc. research team is consists of five, creative, innovative, and determined individuals. Each member of our team, while all coming from both different educational and life experienced backgrounds, has one specific and common interest; the improvement of your company through our carefully thought out research design, strategy, and application.

Let us introduce you to the team:

The first team member, __________, is from _________, IL and is currently a senior majoring in Marketing with a minor in Agribusiness Economics. She is a member of Alpha Gamma Delta, where she served as their president in 2006. Her time in Alpha Gamma Delta has taught her a great deal about being a leader. The first team member, __________, is from _________, IL and is currently a senior majoring in Marketing with a minor in Agribusiness Economics. She is a member of Alpha Gamma Delta, where she served as their president in 2006. Her time in Alpha Gamma Delta has taught her a great deal about being a leader.

_________ has a strong work ethic and a passion for any task given to her. She has consistently been a valuable resource and high performing asset at SIR Consultants, Inc.
Sample Model for 390 Projects

Consumer Review Sites

Demographics
- Occupation of user
- Income of user
- Highest level of education obtained by users
- Gender of user
- Age of user (+26)

Excitement Motives
- Thrilling
- Exciting
- Interactive
- Other Users
- Enjoyment

Personal Expression
- Feel Obligated
- Well Respected

Moral Beliefs
- Simple: Challenging
- Negative: Positive

Attitudes
- Worthless: Valuable
- Not Important: Important
- Percent Truthful

Usage
- How efficient
- How frequently
- How often
- How often

Which Sites
- Amazon.com
- AskAPatient.com
- ConsumerReports.org
- Eopinions
- Ebay.com

Other Users

Publish Information

Review Information

AskAPatient.com

ConsumerReports.org

MKTG 390 - Marketing Research
Spring 2014

Southern Illinois University Carbondale
SPSS ASSIGNMENT #3: Due in Marketing Department **Friday at noon** of Week 4

View Red Lobster Restaurant: Recoding and Computing Variables

Answer questions below: *(20 SPSS points)*

Below are the paired ratings for Red Lobster and Jake's Seafood Restaurant for 12 respondents for each of three different restaurant features.

<table>
<thead>
<tr>
<th>PRICES</th>
<th>SERVICE</th>
<th>MENU</th>
</tr>
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<tbody>
<tr>
<td><strong>Red Lobster</strong></td>
<td><strong>Jake's</strong></td>
<td><strong>Red Lobster</strong></td>
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<td>7</td>
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<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>3</td>
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<tr>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

The 7-point ratings were obtained on a questionnaire that instructed respondents to rate each restaurant from low-to-high prices, fast-to-slow service, and wide-to-limited menu. Input these responses into an SPSS for Windows data set. (Print it out)

1. **Recode** the service and menu ratings so they are negative-to-positive. This means that the 1 becomes a 7, the 2 becomes a 6, and so forth. Think of it as 7 ending up as strongly agree and 1 as strongly disagree. (Print it out)

For this exercise, go through the Red Lobster screen in the SPSS student assistant and use the Transform \(\rightarrow\) Recode \(\rightarrow\) Recode into same variables option.

2. **Compute** separate average overall ratings for Red Lobster and for Jake's Seafood Restaurant using the three attributes of: prices, service, and menu. You should have two columns of results, one for each restaurant. It will appear to the right of the data spreadsheet.

3. **Compute the difference** between the averages for each restaurant for each respondent and put that difference in its own column. It will also appear to the right side of the data spreadsheet. (Print it out)

4. Inspect your computed differences across all twelve respondents, and tell the grader which restaurant has a better overall perceived image. **Yes, you will have to figure it out and write it down.**

OTHER ASSIGNMENTS:

Name for your research agency due *first class* of Week 4
WEEK 5: February 10 - 14

LECTURE
Chapter 9 — Evaluating Survey Data collection Methods

EXAM 4 on Chapter 8 Second Class of Week 5 [60 points]

SPSS ASSIGNMENT #4: Due in Marketing Department Friday at noon of Week 5

View: Noxzema Skin Cream: Selecting Cases ScreenCam

After viewing it: Open the GlobalMotors.sav data file that you downloaded

Using the select cases function, select cases for males (see page H 463 or P 503 of text for questionnaire)

Selecting Cases: Go to Data → Select Cases.
Select “If condition is satisfied” option and define the condition (gender = male) by clicking on the If icon below the option

Make a simple bar chart of the “education” variable results for males using percentages
Select Graphs → Legacy Dialogs → Bar option.

Then select Simple bar charts AND summarize for group of cases option and click Define

Be sure to use “% of cases”

Define the bars for the graph.
Click on the title box and then add a title to the top and your assignment info in the footnote section.

Double click on the Bar chart. You will open the Chart editor. In the editor, right click on the chart and select Show Data Labels. This will display the percent values of each response on the bar graph.

Add percentages in boxes to each bar.

Turn in your charts complete with titles and “footnotes” with your name and assignment information on each chart. (15 SPSS points)

NOTE: Alternatively in SPSS there is a simpler way of doing this by selecting the DATA → SPLIT FILE → ORGANIZE OUTPUT BY GROUPS OPTION and adding the gender variable to the box provided in the dialog box. Then follow the normal steps of creating the simple graph. The advantage is that charts for both male and female will be created automatically
Start writing your questionnaire early this week! Use your proposal and model as your guide as to the questions you need. You are expected to use Likert scales, ranking questions, satisfaction measures, or whatever scales are needed.

Next Week: Due by 3 P.M., Wednesday of Week 6

*Questionnaire written, pre-tested, and rewritten three times (minimum) between Friday of week 4 and Wednesday of week 6.* Note: *You should use Qualtrics to write it.*

(NOTE: *This is not an easy assignment,* so get started this week. Hard work now will make your life much easier when you have to analyze the questionnaire! !) Third version is due on next Wednesday!

The third or later version of your questionnaire must be discussed with Dr. Summey in a ~2 hour out-of-class session to evaluate and grade your work.

**Be sure** your questionnaire is in the best possible form and **it has been extensively pretested** so that you will make a very good impression on the grader.

WEEK 6: February 17 - 21

**LECTURE**

Chapter 10 - Determining the Size of a Sample
Chapter 11 – Dealing with Field Work and Data Quality Issues

************************************************************************

**EXAM 5 on Chapter 9** Second Class of Week 6  [40 points]

************************************************************************

**PROJECT ASSIGNMENTS:**

**A. By Wednesday of this week (Week 6)**

Schedule an appointment with your instructor to discuss third or later version of your thoroughly pretested questionnaire.

**B. Due Wednesday of this week (Week 6)**

1. Questionnaire due in the best possible form that your research agency can produce. **Up to 40 project assignment points possible.** Points will be deducted for errors or low quality work with **automatic 20 points lost** for lack of evidence of good pretesting.

2. Corrected or updated version of your agencies research proposal and model due at the same time as questionnaire.

**Your entire research group** meets with the instructor for a one to two-hour tutorial class session between Wednesday and Friday to present and defend your proposal and to demonstrate that the questionnaire answers all of the research objectives in the proposal. **Bring the proposal and at least three copies of the questionnaire to this meeting.** Team members not in attendance will have points deducted.
You must have me designated as a “collaborator” with all options on your Qualtrics questionnaire file so I can access your questionnaire. My account name for that purpose is: summey@cba.siu.edu

SPSS ASSIGNMENT #5:  [Due Friday at noon]

View: Descriptive Statistics for Nominal Data
View: Descriptive Statistics for Scaled Data

Complete the assignment below, answer the questions, and turn in printouts of your work for (30 SPSS points) [See text pages 503 – 505 for questionnaire]

Open the GlobalMotors.sav data set and use: analyze – descriptive statistics – frequencies

SPSS commands to compute the requested statistics and answer the questions for each of the following:

1) The variable marital status is nominal level data. Use the frequencies program to compute the “mode” for these data.
   a) State what the “mode” shows about the data (i.e. interpret the result)

2) The variable incat [income] is ordinal level data. Use the frequencies program to compute the “mode” and the “median” for these data.
   a) State what the “mode” and the “median” show about the data (i.e. interpret the results)

3) The variable gasoline2 for “Americans use too much gasoline” is interval level data. Use the frequencies program to compute the mean, standard deviation, and variance for these data.
   a) Interpret and state what the mean says about the population.
   b) What does the standard deviation for this variable tell you about the distribution of the population? (Explain what it means, i.e., what story does it tell about the results.)

Be sure you write out the answers to each question above.

WEEK 7: February 24 - 28

EXAM 6 on Chapter 10 & 11 First Class of Week 7  [100 points]

LECTURE

Chapter 13 - Determining the Size of a Sample

STATISTICS HOMEWORK:  Due at class on Thursday of this week (10 statistics homework points) [Note: Yes, in order to complete this assignment you will have to read the chapter and figure out how to solve the problems before we cover the material in class!  [This particular homework does not need to be typed, but write out your answers showing
all required calculations, and formulae legibly on a clean white or lined paper.  Please, no torn, jagged edges on left edge of paper!]

1. Using the formulas provided in your text, determine the approximate sample sizes for each of the following cases, all with precision (allowable error) of + or - 5 percent:
   a. Variability of 35%, confidence level of 95%
   b. Variability of 70%, confidence level of 99%
   c. Variability of 15%, confidence level of 90%
   d. Unknown variability, confidence level of 95%

2. Last year, Lipton Tea Company conducted a mall-intercept study at six regional malls around the country and found that 20% of the public preferred tea over coffee as a mid afternoon hot drinks.

   This year, Lipton wants to have a nationwide telephone survey performed with random digit dialing.
   a. What sample size should be used in this year's study in order to achieve an accuracy level of + or - 4% at the 99% level of confidence?
   b. What sample size would be needed at the 90% level of confidence?
   c. What sample size would be needed at the 95% level of confidence?

SPSS ASSIGNMENTS:
None this week ☺, so that you can collect data.

WEEK 8: March 3 - 7

************************************************************************
EXAM 7 on Chapters 12  Thursday Class of Week 8  [100 points]
************************************************************************

BONUS POINTS – 30 bonus points for each team member if everyone in your group scores 80% or better on exam 7. [Note: that is after the curve is applied!]

   If all but one of the members (n-1) on your team scores 80% or better on exam 8, then you get 15 bonus points.

   It is not that it is all that hard, it really isn't.  And, you have to know it to do the rest of the project, sooo... this is an incentive for you to learn it now (and get the extra points) rather than having to learn it later anyway!! ]

LECTURE

   Chapter 13-Implementing Basic Differences Tests
   Chapter 14 – Making Use of Association Tests

FINAL PROJECT’S DATA COLLECTION ASSIGNMENT:

   Final Qualtrics made available to teams for data collection from a larger population.

   All groups get the same questionnaire.
Procedures for conducting the survey will be handed out in class.  

**Bonus of 40 points** for correctly completing the collection of the required # of surveys by the deadline.

**SPSS ASSIGNMENT #6:** Due in Marketing Department **Friday noon** of Week 8  
View: Establishing Confidence Intervals for Means  
View: Testing a Hypothesis for a Mean

**CASE ASSIGNMENT:** Due in Marketing Department by **Friday at noon** of Week 8  
Refer to Case 13.3 Global Motors Descriptive Analysis (Page H 321 or P 351  

1. **[15 Points]** In order to describe a population, it is often useful to estimate population parameters using confidence intervals. Using the questionnaire on page H 321 or P 351 and the data in GlobalMotors.sav, estimate the **population parameters** for:  
   a. Probability of buying a small (2 seat) hybrid auto within 3 years.  
   b. Number of people in households.  
   c. Hybrid autos that use alternative fuels will slow down global warming.

2. **[15 Points]** Global Motors executives have the following beliefs. Test these beliefs using a one-sample **t-test**. Explain the result of each test below.  
   a. People will **strongly agree** that “hybrid autos that use alternative fuels will slow down global warming.”  
   b. People will be **neutral** (4 on the scale) on the statement “Very small autos with very high mpg’s will keep gas prices stable.”

Submit all SPSS tests printouts that you used in your analysis along with your typed answers to the questions.

**Spring Break – March 8 - 16**

**WEEK 9: March 17 - 21**

**LECTURE**  
Chapter 14 - Making Use of Associations Tests  

*************************************************************************  
EXAM 8 on Chapter 13 **Second Class** (Thursday) of Week 9 **[100 points]**  
*************************************************************************

**BONUS POINTS – 30 bonus points** for each team member if everyone in your group scores 80% or better on exam 8. [Note: that is after the curve is applied! ☺ ]
If all but one of the members (n-1) on your team scores 80% or better on exam 8, then you get 15 bonus points.

It is not that it is all that hard, it really isn’t. Besides, you have to know it to do the rest of the project, sooo… this is an incentive for you to learn it now (and get the extra points) rather than have to learn it later anyway!!

SPSS ASSIGNMENT #7: Due Friday at 3:00

View: SPSS Results Coach and Case Studies Video (This one is very useful).
View: Genie in the Bottle: Statistics Coach (Also extremely useful)
View: Assessing Differences in Means for Two Groups (independent)
View: Assessing Differences in Means for Two Groups (paired)
View: Applying ANOVA (Analysis of Variance)

Analysis of Variance Homework: Refer to Page 517 to 523 of the text. [559 to 562 in paperback]

Answer the following questions: (20 SPSS points)

1. Conduct a one-way analysis of variance using the GlobalMotors.sav data with "education" as the factor variable and “Gasoline emissions contribute to global warming” as the dependent variable. Specify the Duncan test as the “Post Hoc” analysis procedure. [NOTE: Post Hoc is at the bottom of the box.] Print out the results.

2. State the null and alternate hypothesis for the comparison of means.

3. Circle the cell in the table with the appropriate test for your hypothesis and interpret the information provided by that test.

4. Refer to the Duncan test. Interpret the results that appear in that table, i.e., which means are different from each other.

CASE ASSIGNMENT: Due in Marketing Department at noon on Friday of Week 9

Refer to Case 12.2 Global Motors survey instrument (Page H 320 or P 352)

Answer the following questions

**Independent Samples t-test:** (25 case points)

1. Open the GlobalMotors.sav data set in SPSS and conduct an independent samples t-test using the group “gender” [code the range on "gender" as 0 and 1] and testing differences in their responses to the variable “small autos with high mpg’s will keep gas prices stable (small1).” Examine the Levine’s test for equality of variance. State the null and alternate hypotheses for that test. Using the Levine’s test results, circle the significance for the test for that hypothesis. Interpret the results of the test.

2. State the null and alternate hypotheses for the comparison of means t-test. Circle the significance for the test for that hypothesis. Interpret the result of that test.

**Paired Samples t-test:** (25 case points)
3. When do you use a **paired samples t-test**?

4. Open the Global Motors.sav data set in SPSS and conduct a paired samples t-test using the variables: prices 1 (Gasoline prices will remain high in the future) and "prices2" (Gasoline prices are too high now). Print the results.

5. State the null and alternate hypotheses for your test for the paired comparison of two means. **Circle the significance for the test** for that hypothesis. Interpret the results of the test.

**Circle the statistics on the printout that you used** to test the hypothesis and interpret the results of the test.

Submit all SPSS results used in your analysis along with your answers to the questions.

**Profile Analysis (20 case points) [Due Monday of Week 10]**

1. Open the GlobalMotors.sav data set in SPSS and prepare a profile the 5 statements for vehicle type preferences in question about “preferences for various types of hybrid automobile models” using the profile analysis format below. (You have to create the profile format in MSWord.)

   Use an “independent sample t-test” with “gender” as the grouping variable for all 5 variables to get the means and standard deviations.

   Use the “groups statistics” output table’s means as the basis for plotting your profile.

   Copy and insert the “group statistics” table below your profile analysis chart.

2. Interpret the patterns of the means plotted in the profile analysis.

   (For daring students, this chart can be completed in Excel as a line graph. **If you chose to do this, you are on your own to figure it out using the Wizard in Excel. However, those who use Excel successfully will receive 5 Bonus points.**)

An example of a profile analysis appears below:

**Figure 1-16: Profile Analysis - Means by gender for those who have visited the Web site**

<table>
<thead>
<tr>
<th></th>
<th>Strongly</th>
<th>Moderately</th>
<th>Slightly</th>
<th>Neither</th>
<th>Slightly</th>
<th>Moderately</th>
<th>Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

1. XYZ’s web site provides helpful answers to my questions.

2. XYZ’s Web site is user friendly.
### Key

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
</tr>
</tbody>
</table>

### Group Statistics

<table>
<thead>
<tr>
<th>Indicate your gender.</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCH's web site provides helpful answers to my questions. Male</td>
<td>141</td>
<td>5.22</td>
<td>1.248</td>
</tr>
<tr>
<td>Female</td>
<td>30</td>
<td>5.47</td>
<td>1.332</td>
</tr>
<tr>
<td>NCH's web site is user friendly. Male</td>
<td>126</td>
<td>5.45</td>
<td>1.184</td>
</tr>
<tr>
<td>Female</td>
<td>27</td>
<td>5.93</td>
<td>1.141</td>
</tr>
</tbody>
</table>
Profile Analysis Done Using Excel Program

<table>
<thead>
<tr>
<th></th>
<th>Strongly</th>
<th>Moderately</th>
<th>Slightly</th>
<th>Neither</th>
<th>Slightly</th>
<th>Moderately</th>
<th>Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree</td>
<td>Agree</td>
<td>Agree</td>
<td>Agree</td>
<td>Agree</td>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>1. Hybrid autos that use alternative fuels will reduce fuel emissions.</td>
<td>I... + ....</td>
<td>I... + ....</td>
<td>I... + ....</td>
<td>I... + ....</td>
<td>I... + ....</td>
<td>I... + ....</td>
<td>I... + ....</td>
</tr>
<tr>
<td>2. Hybrid autos that use alternative fuels will keep gas prices down.</td>
<td>I... + ....</td>
<td>I... + ....</td>
<td>I... + ....</td>
<td>I... + ....</td>
<td>I... + ....</td>
<td>I... + ....</td>
<td>I... + ....</td>
</tr>
<tr>
<td>3. Hybrid autos that use alternative fuels will slow down global warming.</td>
<td>I... + ....</td>
<td>I... + ....</td>
<td>I... + ....</td>
<td>I... + ....</td>
<td>I... + ....</td>
<td>I... + ....</td>
<td>I... + ....</td>
</tr>
</tbody>
</table>

**KEY:**

- MALE: 
- FEMALE: 

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WEEK 10: March 24 – 28

************************************************************************

EXAM 9 on Chapter 14  Second Class of Week 10  [100 points]

************************************************************************

Once again, BONUS POINTS – **30 bonus points** for each team member if everyone in your group scores 80% or better on exam 9. [Note: that is after the curve is applied! 😊 ]

If all but one of the members (n-1) on your team scores 80% or better on exam 9, then you get 50 bonus points.

**LECTURE**

Guidance on data analysis and report writing

**SPSS ASSIGNMENT #8:** Due Thursday at class

View: Setting up and Analyzing Crosstabs

Watch the ScreenCam and answer the following questions: **(40 SPSS points)**
1. Using the Global Motors data set, conduct a crosstab analysis for “age” by “Economy 4 seat hybrid as a preference”

2. Use Tau-c as the statistic and specify row, column, & total for the cells. Print out the results.

3. State the null and alternate hypotheses for this test.

4. Use the printout information to conduct a test of the null hypothesis using the results of the Tau C analysis and explain your findings. Circle the results on the printout.

5. Circle the cell in the table for “Between 25 and 34” and “Very undesirable.” Explain (interpret), in order from top to bottom, all four values in that cell.

View: Working with Correlations

Using the AAConcepts data set, conduct a correlation analysis of “prices3” by “hybridprob”– “Probability of buying a standard sized hybrid auto within 3 years” and answer the following questions: (10 SPSS points)

1. State the null and alternate hypothesis for the correlation analysis.

2. Do you accept or reject the null hypothesis?

3. Explain (interpret), from top to bottom, each value in the top right hand cell in the table.

ASSIGNMENT:

Due Thursday at class. Correct indication of the "level of data" for each question in your questionnaire (i.e., nominal, ordinal, interval, or ratio). (Loss of 2 points for each one incorrect.) *total of up to 10 project assignment points*

Start writing the First Objective Thursday of this week!

Work on it Saturday and Sunday!

(This assignment is not that hard, but since you have never done this before, it will take longer to do than you can possibly imagine!)

WEEK 11: May 31 – April 4

LECTURE

Chapter 5 – Secondary Data and Packaged Information

Chapter 6 - Qualitative Research Techniques

ASSIGNMENT: Objective I & Demographic Analysis are due at 3:00 pm on Friday of this Week (40 project assignment points possible)

****Lots of points will be deducted for incorrect and low quality work****

Write up the research results for your First Objective! A good first objective to analyze is the “attitude toward or perceptions of” objective. It uses profile analysis of Likert scales plus t-tests or ANOVA to test for significant differences. It typically also requires crosstab analysis for
additional insight. Use the information in Chapter 20 [Preparing the Research Report and Presentation] of your text to guide you in structuring your report.

Start writing the First Objective very early this week!

(This assignment is not that hard, but since you have never done this before, it will take longer to do than you can possibly imagine!)

Some Key Writing Tips:

Use the report format in Chapter 20 of your text
Expensive paper is not necessary for this or the final report.
State each objective and sub-objective in the Table of Contents
Number all tables and figures using numbers that indicate the objective and the table. For example table 1-12.
Reference tables in your discussion using table numbers. For example: (See table 1-3).
Reference figures using figure numbers. For example: (See figure 1-1).
NOTE: Establish causal direction from the left side in setting up your crosstab tables.
Set “0” to missing value for all analysis unless “0” is one of your responses that you want to analyze.
If you use “9” or "99" for “don’t know” or other non-responses, be sure to designate it as a “missing value” before calculating means or conducting crosstab analysis.
Do not forget to do a weighted rank analysis on all ranking questions.
You may need to collapse some of your Likert scale cells to a smaller number of responses, but to not collapse them all the way to a dichotomous agree-disagree form.
You must use appropriate bar charts, etc. to illustrate your findings.

OVER THE WEEKEND:

Prepare an outline (plan) for the analysis to be completed for the remainder of the paper. If you can get started doing the SPSS and writing up the analysis, you will be in excellent shape for completing the project on time.

Start writing the remaining objective(s).
Write an Appendix on the problems with and suggested corrections to the questionnaire.
Put the project proposal in final form for the paper.
Sampling plan in final form with description of how data were actually collected.
Summary questionnaire in final form for the paper.
Sample questionnaire in final form in a word or PDF file.
Draft table of contents prepared with all parts properly identified and formatted.
Title page for the final paper prepared in final form.
Several backups prepared for all of the above work!!!!!
WEEK 12: April 7 – 11

LECTURE

Chapter 8 - Utilizing Exploratory and Qualitative Research Techniques

Guidance on completing the project early and correctly.

************************************************************************

EXAM 10 on Chapters 5 & 6 Second Class of Week 12 [60 points]

************************************************************************

PROJECT ASSIGNMENTS: To be completed this week!!

Objective 1 rewritten in final form for the paper with all Tables and Figures properly titled and numbered.

Complete all writing and assembly of the complete report and all appendices

WEEK 13: April 14 – 18

50 BONUS assignment points for early turn-in of final paper correctly written and in correct form by 12:00 pm on Monday of week 13!!

This is a printed copy of your report.

NOTE: Do not bind the report!

For each day it is turned in after Monday, you get 10 less bonus points. (Tuesday week 13 – 40 points, and so on till Friday week 13 – 10 points)

Monday week 14 is the absolute deadline when no bonus is obtained. Later than Monday week 14, there is a 10 point per day penalty for lateness.

[Note: If the report is incorrect and needs to be reworked after you turn it in, you will lose all of the bonus points.]

LECTURE

Guidance on completing project early

Materials and information relevant to marketing research.

ASSIGNMENTS:

Your final report should be written and assembled by 3:00 p.m. on Friday of this week. Start early!

If you are not very systematic, it can take a long time to put it together correctly.

WEEK 14: April 21 - 25

FINAL REPORT IS DUE BY 3 PM ON FRIDAY. [300 points]
This is a “printed” version of the report. It must be in complete and correct form including any additional objectives and all corrections to earlier objectives.

In addition, 10 project assignment points will be lost for each day late starting with 10 points after 12:01 pm on Monday. Another 10 points deducted after 12:01 pm on Tuesday, and 10 points for each day after that. A weekend counts as one day.

* PLEASE NOTE: Your grade on the project is separate from the loss of assignment points associated with the report being turned in late.

For the final report, you must turn in:

One (1) printed copy of your final report plus all prior report pages that have instructor comments on them.

SUMMARY QUESTIONNAIRE is not required with this submission.

Your report should have all pages numbered consecutively and have heavier weight or colored page dividers between each major objective and at the start of the appendices of the report.

No tab pages are needed.

THE REPORT SHOULD NOT BE BOUND. Use clips to hold it together. You can get clips from your instructor or his GAs if you do not have them.

After it has been reviewed, graded, and approved, you should turn:

One labeled CD containing:

1. A file with the final edited version of your SPSS data set for the project
2. An MSWord file with the entire report in it [in a single file]
3. A separate MSWord or PDF file for the questionnaire
4. Your PowerPoint presentation
5. Please make sure all report documents will open correctly in MSWord or Adobe Reader and that the SPSS file will open correctly in that program.

[Note: The CD copy of all final report materials is retained by your instructor for reference by future classes.]

WEEK 15: April 28 – May 2

ASSIGNMENTS:

ORAL PRESENTATIONS OF YOUR FINDINGS THIS WEEK *30 points*

Presentation Requirements

Schedule a time with your instructor.

**Business attire is required.** [This means dress shirt and a tie for the men!]

Each group will make a 10-minute presentation.

All group members must participate in the oral presentation and there will be a separate grade for each presenter.

**Under no circumstances should you read your portion of the presentation from the pages of the report or from prepared notes.**

Use of computer based presentation software such as Power Point is required.

I am expecting well-rehearsed and professional quality presentations.

**Presentation Evaluation**

The following criteria will be used:

- Clarity of presentation
- Organization and use of time
- Quality of visual aids
- Maintained audience interest
- Professionalism of presenter

THE PEER EVALUATION IS DUE ON THE DAY OF THE PRESENTATION. FOR PRESENTATIONS ON FRIDAY, IT IS DUE NO LATER THAN ONE HOUR AFTER THE PRESENTATION.

The peer evaluation is a confidential document you provide to me. I do not tell the other team members the score you gave them or your comments about them.

Do not let someone coerce you by saying "let’s all give each other perfect grades" when they have not earned it. You can simply agree with them for convenience sake and then give them the grade they deserve.

Everyone can be given a perfect score if they earn it. Some groups just work extremely well and everyone contributes high quality work. If so, they deserve a high score on the form.

If someone performs poorly, it is important that you provide comments so that I know what was going on that caused that low score.

The peer evaluation is due on the day of your presentation. You may bring it to the presentation in an envelope or you may put it in a sealed envelope and slide it under my office door or hand it to one of my GAs. It should not be given to student workers to put in my mail box.

**NOTE: (10 project assignment points lost for each day the peer evaluation form is late.)** [This creates major hassles, so don’t do it!]
The weekend counts as 1 day. **A maximum of 50 assignment points can be lost.**

**WEEK 16: May 5 - 9 FINAL EXAM SCHEDULE**

12:35 ------------------------------- Fri, May 9 10:10 a.m.-12:10 p.m.

02:00 ------------------------------- Wed, May 7 3:10-5:10 p.m.
### What’s my grade for MKTG 390?

<table>
<thead>
<tr>
<th>EXAM POINTS</th>
<th>Your grade</th>
<th>Out of:</th>
<th>Points lost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1 - Chapters 1, 2, 3, &amp; 4</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Exam 2 - Chapter 20</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Exam 3 - Chapters 5 &amp; 9</td>
<td></td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Exam 4 - Chapters 10 &amp; 11</td>
<td></td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Exam 5 - Chapter 12</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Exam 6 - Chapter 14</td>
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<td>Exam 7 - Chapters 13 &amp; 15</td>
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<td>Exam 8 - Chapter 16</td>
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<td>Exam 9 - Chapter 17 &amp; 18</td>
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<td>Exam 10 - Chapters 6, 7, &amp; 8</td>
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<th>STATISTICS</th>
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<tr>
<td>Homework - Week 7</td>
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<td>Bonus Test (Stats Quiz - an extra credit or bonus point opportunity)</td>
<td>(~10) Bonus pts.</td>
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<tr>
<td>Bonus for Group Performance on test 8</td>
<td>(~40) Bonus pts.</td>
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<td>Bonus for Group Performance on test 9</td>
<td>(~40) Bonus pts.</td>
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<tr>
<th>SPSS WORK</th>
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<tr>
<td>Lab attendance</td>
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<td>Week 2 – Milk Bone</td>
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<td>Week 3 – Purchases on the Internet</td>
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<td>Week 4 – Red Lobster</td>
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<td>Week 5 – Noxzema Skin Cream</td>
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<td>Week 6 – AA Concepts Data Set - Compute Statistics</td>
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<td>Week 9 – ANOVA on AA Concepts</td>
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<td>Week 10 – Analyzing Crosstabs for AA Concepts</td>
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<td>Week 10 – Correlation Analysis for AA Concepts</td>
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<td>SPSS Exam</td>
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<tr>
<td>Case 15.2 – Auto Online Web Usage Survey</td>
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<td>Case 15.3 – AA Concept t-tests</td>
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<td>Case 15.3 – AA Concept Profile Analysis</td>
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<td><strong>SUB-TOTAL</strong></td>
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<th>Qualtrics &amp; Pilot Survey</th>
<th>Your grade</th>
<th>Out of:</th>
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<tr>
<td>Qualtrics – Create Survey &amp; Collect Data</td>
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<td>Qualtrics – Import Survey Data Into SPSS</td>
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<td>Pilot Survey – to Qualtrics</td>
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<td>Pilot Survey - Frequencies</td>
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<tr>
<th>PROJECT RELATED WORK</th>
<th>Your grade</th>
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<tr>
<td>Project assignments</td>
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<tr>
<td>Proposal</td>
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<tr>
<td>Model</td>
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<tr>
<td>Questionnaire</td>
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<tr>
<td>Bonus for participating in doctoral student research project</td>
<td>(~30) – Bonus</td>
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<tr>
<td>Bonus for 15 surveys of final questionnaire completed on time</td>
<td>(~40) - Bonus</td>
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<tr>
<td>Correct Levels of data</td>
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<tr>
<td>Objective 1 on time and in correct form</td>
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<tr>
<td>Bonus for turning in project in correct form – Friday of Week 13</td>
<td>(50) – Bonus</td>
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<tr>
<td><strong>PROJECT WORK SUB-TOTAL</strong></td>
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<td><strong>115 Regular Pts</strong></td>
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| Project presentation | | 30 | |
To: summey390@aol.com
Subj: Former MKTG 390 Student -- xxxxx

Hello Dr. Summey,

I hope everything is going well with you.

I'm not sure if you remember me, but I was a student in your MKTG 390 class (several times over). I just wanted to let you know that I've been working at a Market Research agency that specializes in CPG and Food & Beverage for the past few months. I'm a project director so I create the screeners/Qx's, handle client contact, oversee study execution and request the appropriate stats testing and any advanced analytics.

I really enjoy what I am doing and I utilize what you've taught me on a daily basis. I apologize for not being a model student (by any stretch), but I wanted to be sure that you knew how much of an impact your class has had on me! Tell your current students that they WILL use what you're teaching; regardless of their job title. Thinking statistically is an essential function of any job!

Thanks again for all of your help! Feel free to message me back or call my cell phone (xxxxxxxx) at any time.

Best Regards,

To: Summey390@aol.com
Sent: 9/6/2012 3:14:24 P.M. Central Daylight Time
Subj: Thank You

Dr. Summey,

I hope all is well for you and you're semester has began smoothly.

I wanted to take a moment of your time to tell you how truly thankful I am for all of your guidance in my undergraduate career. Now that I am in a globally ranked graduate program, I am facing challenges unlike any others I faced in undergraduate work...besides in your courses.

I can't tell you how helpful it was to be pushed to excel through an intense work load and high expectations. Every time I am told that I have a new case analysis due the next class period, I remember how hard I worked in both your sales management course and your marketing research course and push through.

I feel that your courses were two of the only courses to adequately prepare me for the next level in my education, and I really can't thank you enough for that. I also earned a position as a marketing research assistant in the Center for Executive Education. The staff was impressed by my knowledge of marketing research and intense work ethic, two traits I enhanced during my time in your courses.

Thank you again for all of your assistance; both in admissions to graduate school and in preparation for graduate school. I hope to speak with you again soon.

--
Mark Decker
University of Tennessee - Knoxville
MBA Candidate - 2013
Supply Chain Management
January 6, 2013

Dr Summey,

I took your class back in spring 2010. Although it was one of the most challenging courses at SIU i took, and i can say I did not love the work load at the time, it has paid of greatly.

I recently was given the opportunity to be the consultant to the CEO of Go Ground working directly with his client the NCAA as well as the Texas Longhorns as his chief marketing analyst. The sole reason I was given such a great job with no previous job experience at a marketing firm (I was working for a logistics brokerage doing inside sales previously) was my knowledge i received in your class. I spoke with him and was able to "paint a picture" for him after sorting through some of the NCAA's data. Essentially the travel system for all collegiate sports teams is managed by his company.

My job entails sifting through the data in SQL and PHP and then generating reports for him as well as the NCAA. Essentially it is very like the project we did for fanatchicks.com. I use SAS to determine strong points, weaknesses, generate quarterly reports detailing how the system has benefited NCAA as well as identifying future trends that will save money. Essentially its a very challenging job with many all nighters much like your class but the opportunity to work alongside the CEO of a company is a learning experience of a life time. Especially at age 24.

I just wanted to thank you for being an excellent educator. Despite how long ago i took your class I still remember almost everything, I even use my formulas sheets from your class well at work. Thank you again. Hope al is well at SIU.

If you wouldn't mind I would like to ask you some questions in the coming months in regards to some of the work I am doing. It would be reassuring to have your input on some of the reports I will present before going into a large meeting with top Executives from the NCAA.

I also assume you may not still have a copy saved of our report we did for fanatchicks, but if you do I would greatly appreciate it if you could send me a copy. I would like to review it.

Best regards,

Blaine Schultz