



# Oregon State University College of Business



## BA 496/596 Marketing Research Practicum Fall Quarter 2005

<http://classes.bus.oregonstate.edu/ba496>

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### Course Materials

Required Text: Churchill, Gilbert A., Jr., and Dawn Iacobucci (2002), *Marketing Research: Methodological Foundations*, 8<sup>th</sup> edition, Fort Worth, TX: Harcourt College Publishers.

Other readings may be assigned later in the term.

Required Packet: A packet of supplementary materials will be available in the BA496/596 Public Folder.

Optional Texts: Turabian, Kate L. (1996), *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6<sup>th</sup> edition, Chicago, IL: The University of Chicago Press.

Hacker, Diane (1995), *A Writer's Reference*, 3rd edition, Boston, MA: Bedford Books, St. Martin's Press.

### Background

As you have learned in your 15+ years of school, each instructor has their own idiosyncrasies. Below are four items that I don't believe are unique, but may give you a better sense of who I am.

- I believe a strong sense of ethics is an important personal characteristic.
- Activity falling under the umbrella of academic dishonesty\* will be prosecuted to the fullest extent allowed. Assigning an "F" for the course is the action I have pursued in the past.
- I believe in the worth of the individual, and everyone's right to participate in the academic process. Therefore, discrimination based on race, color, national origin, religion, sex, age, or disability will not be tolerated in class.
- What comprises an "educated" person and what I believe "education" is all about.

Socrates gave no diplomas or degrees, and would have subjected any disciple who demanded one to a disconcerting catechism on the nature of true knowledge. G. M. Trevelyan (1876-1962)

What is the hardest task in the world? To think. Ralph Waldo Emerson (1803-1882)

Spoon feeding in the long run teaches us nothing but the shape of the spoon. E. M. Forster (1879-1970)

Science may have found a cure for most evils; but it has found no remedy for the worst of them all – the apathy of human beings. Helen Keller (1880-1968)

Loyalty to a petrified opinion never yet broke a chain or freed a human soul. Mark Twain (1835-1910)

Every act of conscious learning requires the willingness to suffer an injury to one's self-esteem. That is why young children, before they are aware of their own self-importance, learn so easily; and why older persons, especially if vain or important, cannot learn at all. Thomas Szasz (b. 1920)

Work is life, you know, and without it, there's nothing but fear and insecurity. John Lennon (1940-80)

Mediocrity is easy, the good things take time. Bob Seger from "Lock and Load" (1995)

Would you teach your children to tell the truth/ Would you take the high road if you could choose/ Do you believe you're a victim of a great compromise/ 'Cause I believe you could change your mind and change our lives. John Mellencamp from "Your Life is Now" (1998)

The liberally educated person is one who is able to resist the easy and preferred answers, not because she is obstinate but because she knows others worthy of consideration. Allan Bloom (1930-92)

One final comment; research is great stuff! I hope I can convey some of my excitement about research to you.

\***Academic Dishonesty** is defined as seeking to "claim credit for the work or effort of another person." This may include cheating, fabrication (falsification or invention of any information), assisting in dishonesty, tampering and plagiarism (representing the words or ideas of another person as one's own). → <http://success.oregonstate.edu/study/honesty.cfm>

## Course Objectives

Introduce the student to marketing research including ethical questions that may arise in business situations. The student is not expected to be a “Market Researcher” when they complete the course. But students are expected to have a basic understanding of the field, an appreciation of the complexities involved in research, have an idea what questions to ask, and where to find sources of information that might lead to answers.

An additional pedagogical objective is to reinforce the lecture and text with writing.

## Class Meetings

- Lecture and discussion format
- Supervised practical application of material
- Complete assigned work on schedule
- Read the material before class

## Exercises, etc.

- Exercises and short essays may be assigned
- Not all exercises will be graded
- Unannounced quizzes may occur after the midterm
- Announced quizzes provide examples of the difficulty of exam questions

## Exams

- One midterm exam will be given
- Early in November
- Old exams *are not* on file in the library
- Multiple choice, true/false, short essay
- Calculation questions/problems (“do-able” on a hand held calculator), look beyond definitions to application

## Project

- Apply the concepts discussed in lecture and the text
- Group effort is only as strong as its weakest part
- Teams of students will work on the project

In your group look for:

- Different talents – writing, statistics, computer and organizational skills are needed
- Compatible goals – the grade you want to earn in the class and motivation
- Compatible schedules – class schedule, work schedule, bright and early or night-owl
- Compatible work habits – done early or always procrastinate, and effort given

## Team Ground Rules

- Respect each person
- Criticize only ideas, not people
- Question and participate
- Share responsibility
- Keep an open mind
- Listen constructively

## Writing

### Formal Writing

- Spelling, typos, grammar, good sentence structure and clear writing are very important
- The “traditional” writing assignment, i.e., term paper, is the research report

### Informal Writing

- Reinforce the lecture and text material
- Typically counted as “checks” (see below)
- Preparation for the formal writing assignment
- Three types; 1) in-class questions, 2) weekly project memos, and 3) a professional journal

## Check Account

- The majority of checks are *only available in class*, there is no opportunity for makeup work
- Exam Office Visit in the week following the return of the exam (returned Tuesday, visit through the following Monday)
- Approximately 100 checks available
- Beginning of term ‘Introduction Office Visit:’ introduce yourself and visit for a few minutes
- Introduction Office Visit: visit on the 28<sup>th</sup> or 29<sup>th</sup> → 3 checks, or visit on the 30<sup>th</sup>, 3<sup>rd</sup> or 4<sup>th</sup> and get 2 checks, or visit on the 5<sup>th</sup> or 6<sup>th</sup> for 1 check

## Impact of Checks

- 90+ percent of available “checks” = 4 percentage point bonus (course grade of 83.2% => 87.2%)
- 75-89.99 percent, the course grade is unchanged
- 65 - 74.99 percent of checks course grade will *drop by 6 percentage points*
- 55-64.99 percent, *drop 12 percentage points*, etc.

## Sources of Checks

Activity	Checks
Starter question	12
Summary question	10
In-class writing/Exercises	8
Weekly memos (2 memos @ 5)	10
Journal entries	26

Activity	Checks
Announced Quizzes (3 quizzes @ 5)	15
Office visit	3
Exam review visit	2
Report reviewing (3 reviews @ 4)	12

## Grading

Midterm exam	40%	93%+ = A	77-79.99% = C+
Q Administration	15%	90-92.99% = A-	73-76.99% = C
Final report	45%	87-89.99% = B+	70-72.99% = C-
TOTAL*	<u>100%</u>	83-86.99% = B	60-69.99% = D
		80-82.99% = B-	< 60 percent = F

\* – see “Check Account” section for an additional impact on the course grade

## Copies of Work

It is the student’s responsibility to keep graded copies of assignments until the end of the term. Please be aware that there are gremlins, poltergeists, and other similar forces in the universe, and occasionally the dog really did eat it (or in my house, it would be as likely that the 11 year-old made a squadron of paper airplanes with it). The point is, 1) storage media sometimes “goes south” for no apparent reason, and 2) there are a variety of man-made and natural disasters that occur on a daily basis. In regard to #1, maintain multiple copies of your work-in-progress on multiple diskettes/pen drives/CDs/etc. (ideally, backup copies would be made as you are working, rather than only when you have finished for the day), and with respect for #2, do not keep multiple copies all in the same place.

## Additional Resources – with Thanks to Professor Mark Edwards in the Sociology Department

**Check out the website** for SOC416 <http://osu.orst.edu/instruct/soc416> , Class Review Materials.../ Computer Instructions (?) - “Writing about Quantitative Data” and “Writing Conclusions” may both be useful when you are writing Section IV. Look in the “Computer Instructions” section. URLs are as follows:

<http://oregonstate.edu/instruct/soc416/edwards/w2004/writedata.html>

<http://oregonstate.edu/instruct/soc416/edwards/w2004/conclusions.html>

## Schedule<sup>+</sup>

Week	Meeting	Topic	Chapter*
1	27 Sept	Speed Review of Descriptive Research	1; 2: 44 to end, 4: 107 to end, 9, Appendix 9A
	29 Sept	Sampling	10
2	4 Oct	Sampling, Sample Size	10, 11

\* – the Topic and Chapter assignments are subject to change based on student reaction to the material – that is, the class sometimes goes faster or slower than scheduled. **If changes are made in due dates, I will announce them in class and write the information on the board, generally at least one class in advance of the due date for an assignment, etc.**

<sup>+</sup> – a complete schedule which includes chapter assignments and project related deadlines is included in the Project packet.

## **BA496 Marketing Research: Comments from Students (now Alumni)**

### Some comments about the **relevance** of this course:

In this course not everything is ready to go at the instructor's whim. It does involve real world people with real world time - it can cause some real headaches, but the experience was worth the effort.

This class is as close to real business experience as any you will take at OSU...You are "graded" on your performance on several areas. Such as group work, typing, critical thinking, research, preparedness and many others...write down all "due" dates on one calendar...have 2 "set" meeting times each week in the final ½ of course and 1 each week before that.

Project gives you a feel of what marketing research is about – touches on what [the] real world does – Vivian Estañó

The emphasis, unlike most other classes, is not on the traditional book lectures that are often provided. Instead, it provides hands-on experience...a market research [project] gives an in-depth look at a subject most of us know less about than we initially think.

The class had a lot of good practical information. Working on a real-world problem was a good way to show the value of the whole process.

[BA496 is] the most "real-to-business" class among marketing courses.

If you are just going through the motions you will not enjoy this class. However, if you really understand the way things work, and why they work you will do just fine. – Rick Dooley

### Some "**general**" comments from students:

Believe! The notes from us [alumni] you are reading are true...we found out almost too late. – Heather Graham

This packet has 95% of the general information that is required for the report. The detailed info comes from three sources: 1) the textbook, 2) the research done for the class, and, 3) Bexell 434.

After learning the appropriate information (@ the time it seemed useless) in BA396, it all came together when doing the research [project]

Never be afraid to speak with Hal about anything concerning the class. / Utilize Professor Koenig's willingness to help out

Communicate with Professor Koenig, if he doesn't know what's going on with you, he can't help you.

Do not miss class at all. It is important to always be there to make sure you do not miss any project information.

Hal works with you, and he is easy to approach and [you] can ask him anything about the projects or marketing in general.

Start early...otherwise you'll get behind and die a horrible death at the end of the term.

Make sure you actually read the book before you come to class. It will make it much easier to understand the material...If you are having trouble in the class don't be afraid to talk to Hal in his office, he is a very nice guy and won't bite.

If you have never "planned" before, do so now! / Be prepared to be as organized as you have ever been

Failing to prepare is preparing for failure in this course.

It is very important to stay organized and on task with the project. By making a plan and setting due dates for each section to be due, the project will go much smoother – Chelsea Humphrey

You must stay caught up with everything to do well. None of it is all that difficult. There is just a lot to do...organize and get on your project early. -- Steve Williams

Future students should be aware that this class may take more time (especially writing the final report) than most classes... Future students also need to know how much [sic] statistics this class uses. [Prof. K.] did do a good job of reviewing statistics though.

## Comments from Students (continued)

Even though the word “quiz” seems easy, there [*sic*] Not! Take time to study notes & the text a day before quiz date.

Take early [project report] writings seriously and do them well the first time...dead week is crunch time, regardless of how well you prepare...ask questions...the class is interesting and you learn a lot with the project...don't slack on studying for the tests...it is not an easy course...it is not an impossible course...it is a time consuming course...write well, or learn to (quickly)... attend every class...completing the course/project (will be) is rewarding... group requires good division of labor.

First off, I think it is very important for the student to understand everything that is discussed A.S.A.P. and not fall behind... [very important] to keep up with assigned readings and to keep up with the project...The end of the term tends to be a bit strenuous in this class so the student should try early on in the term to get ahead so that they can concentrate on the project at the end of the term. -- Wade Clem

Try to keep up on the readings in the book. The lectures will make more sense if you have read the material first.

If a concept is unclear, be sure to visit Dr. Koenig right away ... you need to know all your vocabulary definitions cold.

### Some comments about “groups:”

Communicated to the professor: At the end of the term, a group was discussing one member's inability to make it to group meetings, or be there on time, through out the term. The guilty party, trying to defend himself, asked “well, couldn't you call me when I didn't show up?,” to which another group member replied, “I'm not your *mother*.”

It is imperative that group members communicate, otherwise you will crash & burn.

Meet with your group members constantly and e-mail, call each other. Try to split up the sections evenly within the group and try to work in pairs so one [person] doesn't struggle.

Set up weekly meetings w/group even if nothing is due that week and make it same day & time.

Leadership skills are very important because someone needs to take responsibility for the delegation and follow-up of other's work regarding the different sections.

Have an appointed person on your team to check ALL due dates: revision memos, [weekly] memos..., evaluations of reviews, drafts, etc.

Conflict is a part of group projects: SUCK IT UP, DEAL WITH IT.

Do whatever it takes to be a good group member because there is no getting around the group.

[students] have to come to class every day - too much info is explained about the project to miss a day, it also makes your group frustrated as hell because they have to spend half of their group meetings explaining stuff to you.

I would recommend scheduling several group meetings at a time. This will assure the group of finishing each phase.

I would advise that if nobody in the group is taking the role of leader that they should. The group works well if somebody takes charge and gets things moving each week. -- Aaron Sass.

future students [need] 1)...to work well with others, 2)...to think about ethical and forthright disclosure when dealing with the public, 3) an honest effort by the student to grasp all concept areas of the course, even if someone else in their group is covering that part of the report (i.e., learn your cross-tabs and what makes them significant) -- Scott M. Paquin

Hope you get someone anal (organized) in your group who will set out a schedule. And for God sake, follow it -- Mark Foley

### Some comments about the class project:

I think the project overall was a good way to learn about marketing research...The phone calls were a good experience also although very time consuming...I would say not to underestimate the time it takes to put together any type of meaningful Jenny data

Procrastination is not an option. / Don't rely on one disk, ... [we] learned that one the hard way!

Pay attention so you know what you're doing. It's really frustrating trying to write your section when you're all confused.

Don't assume you know how to use [the stat software]. When Hal says, "You might want to try and run the program," you might want to try and run the program. One person alone cannot have the only understanding of [the stat software] in your group.

Show up regularly – best way to know what is going on. Lecture is best time to answer any questions regarding [the] project. The thing I stress the most: DO NOT PROCRASTINATE. Be organized. Have meetings at least once/week – Ryan Guttridge

Set deadlines early and often, and put the effort into working it through before the last few weeks of the term. [This effort] will let you sleep every night of dead week. – Andrew Ruess

It would be a good idea to call all 10 of your contact names for the project on the first day to get a handle on it.

Have fun with the phone calls...it can really be good times!

Section IV is the largest, hardest, and by far the most time consuming – start early. / Section 4 was a \*itch – Andrew Choruby.

The class project is a big one! Plan to get assignments done early and meet with your group often.

Keep up on your journal every day or so; it is a great resource for ...working on the project. Everything is in one place.

Use Hal's office hours. Don't be afraid to ask questions. You will fee confused at times, so use Hal. He is your best resource.

Finish sections early 'cause editing can be a \*itch. Journal needs to be done every day. -- Jeff Haynes

I know this is cliché but do not do the project at the last minute! You will be up for hours and in the end you will produce crap.

Use the memo as a way to play out when your group is going to meet. You will get a lot more out of your group if you plan in advance.

If something on the project is unclear then get it straightened out quick before it's too late. Do this by asking Hal

Ask Hal questions – It's seriously OK to ask. / These projects look hard and time consuming but they are fun to do.

The statistics, though they seemed very confusing, are not hard. Hal does a good job explaining and working through them – Charles Brooks

The biggest recommendation...start writing the journal right away, and don't forget to enter ANYTHING, otherwise you're in trouble at the end of the term!

I think it was great that portions of the paper (rough draft) were due early in the term. This pushed us to continue.

Make sure you have more than just a "rough draft" for [in-class reviews]. The reviews are very useful.

Know that the good [in-class] reviews are the ones that have completely ripped your paper apart. The more ink, the better.

Write the sections of the report that are reviewed in class to the best of your ability – the better it is, the better criticism and the better your final version

Start interviewing people as soon as you can. You will need all the time you will be given...[this class] requires a great deal of time and effort. You will be challenged, but for me it is worth it...To do well in midterms, you can not miss more than one class.

There is a premium on class attendance, the book and/or handouts are not enough to do well on the exams. It is much easier to understand if you can be in class...High point - the project was very helpful to see how the real world works in Mktg. Research, even though it is an incredible amount of work!

Some comments about exams:

be aware that there is a lot of hard work involved and the tests basically reflect class notes [cf. next comment]. Some of the good aspects of the class were the “computer notes,” class structure, and the cooperation and approachability of the instructor...Students should also know that class attendance is very important.

Ninety percent of the tests were from the text. / The midterm is the final. Treat it like one. – JD Stanley

I recommend outlining the chapters and if you don't understand any topics talk to Hal – Rachel Dahl

Study the assigned chapters far before their lecture and the exam. The more exposure you have the higher your grade becomes.  
– Andrew Ruess

The tests are not hard but not easy. You need to learn the terminology before each test.

When you study for exams, know the applications, not just the definitions of terms.

STUDY HARD for the tests! / [The tests] are challenging but not impossible.