

# walkthrough

## Bringing Research to Life reveals research in the trenches.

Much of research activity isn't obvious or visible. These opening vignettes are designed to take the student behind the door marked RESEARCH. Through the activities of the principals at Henry & Associates, students learn about research projects, many that were revealed to the authors *off the record*. The characters and names of companies are fictional, but the research activities they describe are real—and happening behind the scenes in hundreds of firms every day.

### >bringingresearchtolife

Jason Henry and Sara Arens, partners in Henry & Associates, are just wrapping up a Web-based briefing on the MindWriter project. Jason and Sara are in Boca Raton, Florida. Myra Wines, MindWriter's director of consumer affairs is participating from Atlanta, as are others, including Jean-Claude Malraison, MindWriter's general manager, who joined from Delhi, India, and Gracie Uhura, MindWriter's marketing manager, and her staff, who joined from a conference room in their Austin, Texas, facility.

"Based on the poll results that are on your screen, you have reached a strong consensus on your first priority. The research strongly supports that you should be negotiating stronger courier contracts to address the in-transit damage issues. Congratulations," concluded Jason.

"That wraps up our briefing, today. Sara and I are happy to respond to any e-mail questions any of you might have after reading the summary report that has been delivered to your e-mail. Our e-mail address is on screen, and it is also on the cover of the report. Myra, I'm handing control of the meeting back to you."

As Myra started to conclude the meeting, Sara was holding up a sign in front of Jason that read, "Turn off your microphone." Jason gave a thumbs-up sign and clicked off his mic.

"Thank you, Jason," stated Myra. "The research has clarified some critical issues for us and you have helped us focus on some probable solutions. This concludes the meeting. I'll be following up soon with an e-mail that contains a link to the recorded archive of this presentation, allowing you to share it with your staff. You will also be asked to participate in a brief survey when you close the Web-presentation window. I'd really appreciate your taking the three minutes it will take to complete the survey. Thank you all for attending."

As soon as the audience audio was disconnected, Myra indicated, "That went well, Jason. The use of the Q&A tool to obtain their pre-report ideas for action was a stroke of genius. When you posted the results as a poll and had them indicate their first priority, they all over the board. It helped them understand that

one purpose of the research and today's meeting was to bring them all together."

"Sara gets the credit for that stroke of genius," claimed Jason after removing his microphone and clicking on his speakerphone. "She is a strong proponent of interaction in our briefings. And she continually invents new ways to get people involved and keep them engaged."

"Kudos, Sara," exclaimed Myra. "Who gets the credit for simplifying the monthly comparison chart?"

"Those honors actually go to our intern, Sammie Grayson," shared Sara. "I told her while it was a suitable graph for the written report; it was much too complex a visual for the presentation. She did a great job. I'll pass on your praise."

"Well," asked Myra, "where do we go from here?"

"Jason and I will field any questions for the next week from you or your staff," explained Sara. "Then we will consider this project complete—until you contact us again."

"About that," Myra paused, "I've just received an e-mail from Jean-Claude. He wants to meet with you both about a new project he has in mind. He asks if he could pick you up at the Boca airport on Friday, about 2:30 P.M. He says his flying office will have you back in time for an early dinner."

Sara consulted her iPhone and indicated she was available. Jason looked at his own calendar and smiled across the desk at Sara. "Tell Jean-Claude we'll meet him at the airport. Any idea what this new project is about?"

"Not a clue!"

## >chapter 2

### Ethics in Business Research

#### >learningobjectives

After reading this chapter, you should understand . . .

- 1 What issues are covered in research ethics.
- 2 The goal of "no harm" for all research activities and what constitutes "no harm" for participant, researcher, and research sponsor.
- 3 The differing ethical dilemmas and responsibilities of researchers, sponsors, and research assistants.
- 4 The role of ethical codes of conduct in professional associations.

## Learning Objectives serve as memory flags.

Learning objectives serve as a road map as students start their journey into the chapter. Read first, these objectives subconsciously encourage students to seek relevant material, definitions, and exhibits.

## Special tools for today's visual learner.

A transformation is taking place in many of our classrooms. During the last decade, more and more of our students have become visual—not verbal—learners. Verbal learners learn primarily from reading text. Visual learners need pictures, diagrams, and graphs to clarify and reinforce what the text relates.

Integrated research process exhibits reveal a rich and complex process in an understandable way.

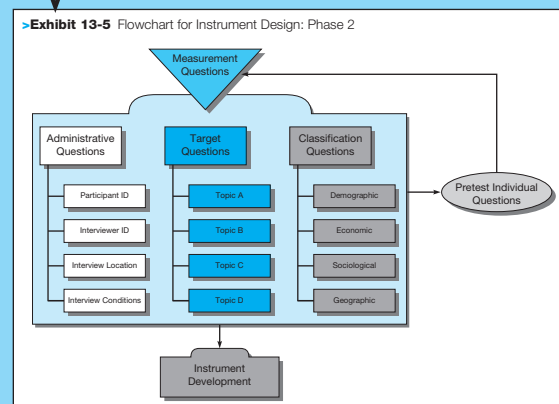
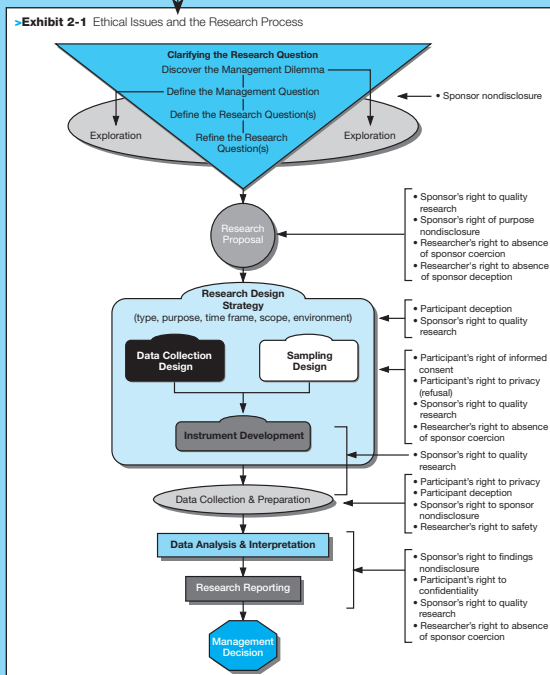
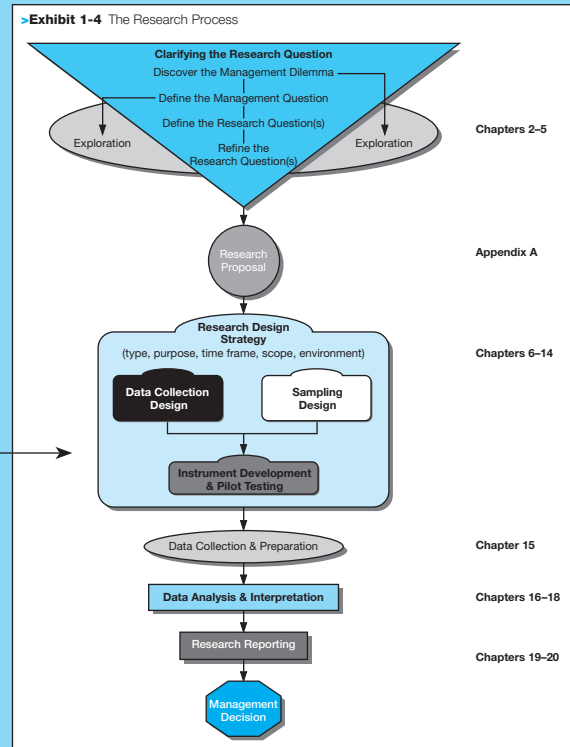
Every textbook has exhibits. We use these tables and line drawings to bring key concepts to life and make complex concepts more understandable.

Within our array of exhibits is a very special series of **32 fully integrated research process exhibits**. Each exhibit in this series shares symbols, shapes, and colors with others in the series.

Exhibit 1-3 is the overview exhibit of the research process, to which all other exhibits related to the process will link.

Subsequent exhibits (like this one for survey design) show more detail in a part of this process.

Another exhibit in the series might layer the main process exhibit with additional information (like this exhibit from the ethics chapter).



Some topics deserve more attention—with their own chapter!

## An emphasis on presentation.

Increasingly, researchers are making oral presentations of their findings through Web-driven technologies. We address this and other oral presentation formats and issues with a separate chapter.

**>chapter 20**  
Presenting Insights and Findings:  
Oral Presentations

**>learning objectives**  
After reading this chapter, you should understand . . .

- 1 How the oral research presentation differs from and is similar to traditional public speaking.
- 2 Why historical rhetorical theory has practical influence on business presentation skills in the 21st century.
- 3 How to plan for the research presentation.
- 4 The frameworks and patterns of organizing a presentation.
- 5 The uses and differences between the types of materials designed to support your points.
- 6 How proficiency in research presentations requires designing good visuals and knowing how to use them effectively.
- 7 The importance of delivery to getting and holding the audience's attention.
- 8 Why practice is an essential ingredient to success and how to do it; and, what needs to be assembled and checked to be certain that arrangements for the occasion and venue are ready.

## All researchers increasingly need qualitative skills.

Researchers increasingly admit that quantitative research can't reveal all they need to know to make smart business decisions. We capture the best of the current qualitative methods and reveal where and how they are used.

**>chapter 7**  
Qualitative Research

**>learning objectives**  
After reading this chapter, you should understand . . .

- 1 How qualitative methods differ from quantitative methods.
- 2 The controversy surrounding qualitative research.
- 3 The types of decisions that use qualitative methods.
- 4 The variety of qualitative research methods.

## Help in moving from management dilemma to research design.

This is where talented people can steer research in the wrong or right direction. We devote a chapter to providing students with a methodology for making the right decisions more often.

**>chapter 5**  
Clarifying the Research Question through  
Secondary Data and Exploration

**>learning objectives**  
After reading this chapter, you should understand . . .

- 1 The purposes and process of exploratory research.
- 2 Two types and three levels of management decision-related secondary sources.
- 3 Five types of external information and the five critical factors for evaluating the value of a source and its content.
- 4 The process of using exploratory research to understand the management dilemma and work through the stages of analysis necessary to formulate the research question (and, ultimately, investigative questions and measurement questions).
- 5 What is involved in internal data mining and how internal data-mining techniques differ from literature searches.

## Ethical issues get the attention they deserve.

Ethical issues abound in business research but may go unnoticed by students who need a framework to discuss and understand these issues. We devote a chapter to building that framework.

**>chapter 2**  
Ethics in Business Research

**>learning objectives**  
After reading this chapter, you should understand . . .

- 1 What issues are covered in research ethics.
- 2 The goal of "no harm" for all research activities and what constitutes "no harm" for participant, researcher, and research sponsor.
- 3 The differing ethical dilemmas and responsibilities of researchers, sponsors, and research assistants.
- 4 The role of ethical codes of conduct in professional associations.

“Today, it would be remiss to say that the privacy profession is anything but flourishing. Companies are increasingly hiring privacy officers and even elevating them to C-suite positions; the European Commission has proposed a statute in its amended data protection framework that would require data protection officers at certain organizations, and at the International Association of Privacy Professionals (IAPP) membership recently hit 10,000 worldwide.”  
Angelique Carson, CIPP/US,  
International Association of Privacy Professionals

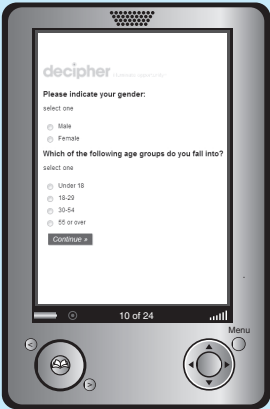
**> snapshot**

### The Challenges and Solutions to Mobile Questionnaire Design

"As researchers, we need to be sensitive to the unique challenges respondents face when completing surveys on mobile devices," shared Kristin Luck, CEO of Decipher. "Small screens, inflexible device-specific user input methods, and potentially slow data transfer speeds all combine to make the survey completion process more difficult than on a typical computer. Couple those hindrances with reduced attention spans and a lower frustration threshold and it's clear that, as researchers, we must be proactive in the design of both the questionnaire and user-interface in order to accommodate mobile respondents and provide them with an excellent survey experience."

Decipher researchers follow key guidelines when designing surveys for mobile devices like smart phones and tablets.

- **Ask 10 or fewer questions**
  - Minimize page refreshes—longer wait times reduce participation.
  - Ask few questions per page—many mobile devices have limited memory.
- **Use simple question modes—to minimize scrolling**
  - Keep question and answer text short—due to smaller screens.
  - If unavoidable, limit scrolling to one dimension (vertical is better than horizontal).
  - Use single-response or multiple-response radio button or checkbox questions rather than multidimension grid questions.
  - Limit open-end questions—to minimize typing.
  - Keep answer options to a short list.
  - For necessary longer answer-list options, use drop-down box (but limit these as they require more clicks to answer).
- **Minimize all non-essential content**
  - If used, limit logos to the first or last survey page.
  - Limit privacy policy to first or last survey page.



- Debate use of progress bar—it may encourage completion but also may require scrolling.
- **Minimize distraction**
  - Use simple, high-contrast color schemes—phones have limited color palettes.
  - Minimize JavaScript due to bandwidth concerns.
  - Eliminate Flash on surveys—due to incompatibility with iPhone.

Luck is passionate about making sure that researchers recognize the special requirements of designing for mobile as mobile surveys grow in use and projected use. S shares her expertise at conferences worldwide. [www.decipherinc.com](http://www.decipherinc.com)

be asked of participants. Four questions, covering numerous issues, guide the instrument designer in selecting appropriate question content:

- Should this question be asked (does it match the study objective)?
- Is the question of proper scope and coverage?
- Can the participant adequately answer this question as asked?
- Will the participant willingly answer this question as asked?


Students learn by and deserve the best examples.

**Snapshots are research examples from the researcher's perspective.**

Snapshots are like mini-cases: They help a student understand a concept in the text by giving a current example. As mini-cases they are perfect for lively class discussion. Each one focuses on a particular application of the research process as it applies to a particular firm and project. You'll find more than 82 of these timely research examples throughout the text and more in the Instructor's Manual.

**Web addresses** speed secondary data searches on companies involved with the example.

**Icons help students link parts of a richer, more complex example, told over a series of chapters.**

 Some examples are so rich in detail that one Snapshot or exhibit just isn't sufficient. MindWriter is a computer laptop manufacturer that prides itself on customer service, especially when it comes to laptop repair at its CompleteCare center. Each time you see this icon in the text, you'll be learning more about the customer satisfaction research that Henry & Associates is doing.

## The Closeup offers a more in-depth examination of a key example.

Sometimes you just need more time and space to showcase all the detail of an example. This glimpse of the Closeup from Chapter 16 reveals two pages from a discussion on tabular data.

### >closeup

#### Using Tables to Understand Data

Because the researcher's primary job is to discover the message revealed by the data, he or she needs every tool to reveal the message. Authors Sally Bigwood and Melissa Spore in their book *Presenting Numbers, Tables, and Charts* suggest that the table is the ultimate tool for extracting knowledge from data.

The presence of any number within a table is for comparison with a similar number—from last year, from another candidate, from another machine, against a goal, and so forth. Using the author's rules for table creation, a researcher exploring data by constructing a table should:

- **Round numbers.**
  - Rounded numbers can be most easily compared, enabling us to more easily determine the ratio or relationship of one number to another.
  - If precision is critical to the number (e.g., you are researching taxes or design specifications or drug interactions), don't round the numbers.
- **Arrange the numbers to reveal patterns.**
  - Order numbers from largest to smallest number.
    - In a vertically arranged table, order the largest number at the top.
    - In a horizontal arrangement, order the largest numbers on the left.
  - When looking for changes over time, order the numbers by year, from most distant (left or top) to most recent.
- **Use averages, totals, or percentages to achieve focus.**
  - An average provides a point for comparison.
    - Don't use an average if the raw data reveal a bimodal distribution.
  - Totals emphasize the big picture.
  - Percentages show proportionate relationships more easily than raw data.
- **Compare like scales in a single table.**
  - Convert numbers to a common scale when the numbers reflect different scales (e.g., grams versus ounces of cereal consumption; monthly salary data versus hourly wage data).
- **Choose simplicity over complexity.**
  - Several smaller tables reveal patterns better rather than one large, complex table.
  - Complex tables are used as a convenient reference source for multiple elements of data.
- **Use empty space and design to guide the eye to numbers that must be compared and to make patterns and exceptions stand out.**
  - Design a table with a smaller number of columns than rows.
  - Single-space numbers that must be compared.
  - Use gridlines to group numbers within a table; avoid gridlines between numbers that must be compared.
  - Use empty space to create gutters between numbers in simple tables.
  - Right-align column headers and table numbers.
- **Summarize each data display.**
  - Write a phrase or sentence that summarizes your interpretation of the data presented; don't leave interpretation to chance.
    - Summary statements might be used as the title of a table or chart in the final research report.
    - The summary need not mention any numbers.
- **Label and title tables for clarity of message.**
  - Titles should be comprehensive: include what (subject of the title or message), where (if data have a geographic base), when (date or time period covered), and unit of measure.
  - Include common information in the title: it lengthens a title but shortens the table's column headings.
  - Avoid abbreviations in column headings unless well known by your audience.
  - Avoid footnotes; if used, use symbols—like the asterisk—rather than numbers (numbers used as footnotes can be confused with the content numbers of the table).
  - For reference, provide an understated source line for later reference.

### >closeupcont'd

**AN EXAMPLE**

Assume you were determining whether to expand into western Europe with distribution facilities to service online purchases of your specialty goods company.

**Table 1** Spending by Internet Users in Selected Western European Countries 2010 (EUROs in Billions)

|                | Annual Spending | Annual Purchases |
|----------------|-----------------|------------------|
| France         | Euro 664.5      | 16               |
| Germany        | Euro 658.0      | 20               |
| Italy          | Euro 345.5      | 14               |
| Spain          | Euro 560.1      | 10               |
| United Kingdom | Euro 2284.9     | 36               |

We start with the above table that presents data developed from several studies on online shopping and purchasing behavior in selected countries in western Europe. The data are ordered alphabetically by country. While arranging in alphabetical order may be ideal for randomization or reduction of bias, it isn't a logical choice for clarity of data presentation.

What data might you need to help you make your decision about distribution facilities? Do you need to know the average transaction size? If you don't know the conversion rate of the euro to the dollar, can you interpret the table? Should you put your investment in the United Kingdom or elsewhere?

**Table 2** ES Per Capita One-Year Online Spending (2010)

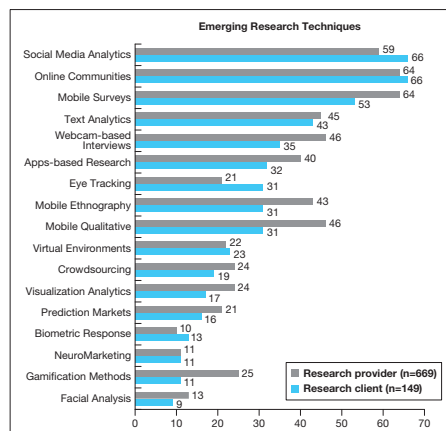
|                | Annual Spending (EUROs) | Average Annual Purchases | Annual Spending (US\$) |
|----------------|-------------------------|--------------------------|------------------------|
| United Kingdom | 2284.9                  | 36                       | 1736.2                 |
| Germany        | 658.0                   | 20                       | 500.0                  |
| France         | 664.5                   | 16                       | 505.0                  |
| Italy          | 345.5                   | 14                       | 262.6                  |
| Spain          | 560.1                   | 10                       | 425.6                  |

Currency Exchange Rate: 1 US\$ = 1.316 EURO

Table 2 recasts the data using Bigwood and Spore's guidelines. First the table title has changed; now the annual period on which the spending data are based is more obvious, as well as the fact that we are looking at spending per capita for the top 5 European Union performers, known as the ES. We've also changed the column headers to reflect currency, and we have right-justified the headers and the numbers. We've rearranged the table by Average Spending (EURO) in descending order and interpreted the (EURO) column by adding a dollar conversion column. We might not need the rightmost column if we were euro spenders ourselves but, if we are more familiar with another currency, the addition of this column helps us interpret the data. With this arrangement, does Germany look attractive? While it might not currently appear to be as strong a contender as the United Kingdom, we know it is fiscally strong and located in a more central location to the other countries being considered.

## PicProfile offers a memory visual to enhance an example.

In research, as in life, sometimes a picture is worth more than words. Sometimes you need to see what is being described to fully understand the foundation research principle.



According to the 2012 Greenbook Research Industry Trends (GRIT) report, the top four emerging techniques, among both research buyers and providers all involve Internet use. "A big climber, from actual 2011 to expected 2012, is Mobile Surveys, with clients/buyers jumping from a current 17% to an expected 53% and vendors expecting the increase to be from 24% to 64%." Some speculate that the mobile survey may be approaching its tipping point. Other methodologies, like Mobile Qualitative, Mobile Ethnography, and Gamification, are getting a lot of buzz in the industry, but have yet to capture buyer/client support to the same degree that they have earned researcher interest. As in previous studies, researcher interest tends to lead on methodology. <http://www.greenbook.org/PDFs/GRIT-S12-Full.pdf>

Source: "Spring 2012 Greenbook Research Trends Report," GreenBook® | New York AMA Communication Services Inc., February 2012, p. 22. Leonard Murphy, "GRIT Sneak Peek: What Emerging Research Techniques Will Be Used in 2012?" Greenbook, posted February 20, 2012. Downloaded April 18, 2012, <http://www.greenbookblog.org/2012/02/20/grit-sneak-peek-what-emerging-research-techniques-will-be-used-in-2012/>.

>picprofile

## Learning aids cement the concepts.

# Discussion questions that go one step further.

Five types of discussion questions reveal differing levels of understanding—from knowing a definition to applying a concept.

### discussion questions

#### Terms in Review

- 1 How does qualitative research differ from quantitative research?
- 2 How do data from qualitative research differ from data in quantitative research?
- 3 Why do senior executives feel more comfortable relying on quantitative data than qualitative data? How might a qualitative research company lessen the senior-level executive's skepticism?
- 4 Distinguish between structured, semistructured, and unstructured interviews.

#### Making Research Decisions

- 5 Assume you are a manufacturer of small kitchen electronics, like Hamilton Beach/Proctor Silex, and you want to determine if some innovative designs with unusual shapes and colors developed for the European market could be successfully marketed in the U.S. market. What qualitative research would you recommend, and why?
- 6 NCR Corporation, known as a world leader in ATMs, point-of-sale (POS) retail checkout scanners, and check-in kiosks at airports, announced in June 2009 that it would move its world headquarters from Dayton (OH)

### >key terms

|                         |                                     |                        |
|-------------------------|-------------------------------------|------------------------|
| bibliography 98         | handbook 99                         | primary sources 98     |
| data marts 102          | index 98                            | research questions 112 |
| data mining 102         | individual depth interview (IDI) 94 | secondary sources 96   |
| data warehouse 102      | investigative questions 113         | source evaluation 100  |
| dictionary 98           | literature search 94                | tertiary sources 97    |
| directory 100           | management question 108             |                        |
| encyclopedia 98         | measurement questions 118           |                        |
| expert interview 94     | custom-designed 118                 |                        |
| exploratory research 94 | predesigned 118                     |                        |

Key terms indexed at the end of the chapter and defined in the glossary.

### >discussion questions

#### Terms in Review

- 1 Explain how each of the five evaluation factors for a secondary source influences its management decision-making value.
  - a. Purpose
  - b. Scope
  - c. Authority
  - d. Audience

6 You have been approached by the editor of *Gentlemen's Magazine* to carry out a research study. The magazine has been unsuccessful in attracting shoe manufacturers as advertisers. When the sales reps tried to secure advertising from shoe manufacturers, they were told men's clothing stores are a small and dying segment of their business. Since *Gentlemen's Magazine* goes chiefly to men's clothing stores, the manufacturers reasoned that it was, therefore, not a good vehicle for their advertising. The editor believes that a survey (a mail questionnaire) of men's clothing stores in the United States will probably show that these stores are important outlets for men's shoes and are not declining in importance as shoe outlets. He asks you to develop a proposal for the study and submit it to him. Develop the management-research question hierarchy that will help you to develop a specific proposal.

7 Develop the management-research question hierarchy for a management dilemma you face at work or with an organization to which you volunteer.

8 How might you use data mining if you were a human resources officer or a supervising manager?

9 Using Exhibits 5-6, 5-8, 5-9, 5-10, and 5-12, state the research question and describe the search plan that Jason should have conducted before his brainstorming sessions with Myra Wines. What government sources should be included in Jason's search?

Glossary reinforces the importance of learning the language of research.

**mail survey** a relatively low-cost self-administered study both delivered and returned via mail.

**main effect** the average direct influence that a particular treatment of the IV has on the DV independent of other factors.

**management dilemma** the problem or opportunity that requires a decision; a symptom of a problem or an early indication of an opportunity.

**management question** the management dilemma restated in question format; categorized as "choice of objectives," "generation and evaluation of solutions," or "troubleshooting or control of a situation."

**management report** a report written for the nontechnically oriented manager or client.

**management-research question hierarchy** process of sequential question formulation that leads a manager or researcher from management dilemma to measurement questions.

**manuscript reading** the verbatim reading of a fully written presentation.

**mapping rates** a scheme for assigning numbers to aspects of an empirical event.

**marginal** a term for the column and row totals in a cross-tabulation.

**matching** a process analogous to quota sampling for assigning participants to experimental and control groups by having participants match every descriptive characteristic used in the research; used when random assignment is not possible; an attempt to eliminate the effect of confounding variables that group participants so that the confounding variable is present proportionally in each group.

**MDS** see **multidimensional scaling**.

**mean** the arithmetic average of a data distribution.

**mean square** the variance computed on an average or mean.

**measurement** assigning numbers to empirical events in compliance with a mapping rule.

**measurement questions** the questions asked of the participants or the observations that must be recorded.

**measures of location** term for measure of central tendency in a distribution of data; see also **central tendency**.

**measures of shape** statistics that describe departures from the symmetry of a distribution; a.k.a. **moments**, **skewness**, and **kurtosis**.

**measures of spread** statistics that describe how scores cluster or scatter in a distribution; a.k.a. **dispersion** or **variability** (variance, standard deviation, range, interquartile range, and

**mini-group** a group interview involving two to six people.

**missing data** information that is missing about a participant or data record; should be discovered and rectified during data preparation phase of analysis; e.g., miscoded data, out-of-range data, or extreme values.

**mode** the most frequently occurring value in a data distribution; data may have more than one mode.

**model** a representation of a system that is constructed to study some aspect of that system or the system as a whole.

**moderating variable (MV)** a second independent variable, believed to have a significant contributory or contingent effect on the originally stated IV-DV relationship.

**moderator** a trained interviewer used for group interviews such as focus groups.

**monitoring** a classification of data collection that includes observations and data mining of organizational databases.

**motivated sequence** a presentation planning approach that involves the ordering of ideas to follow the normal processes of human thinking; motivates an audience to respond to the presenter's purpose.

**multicollinearity** occurs when more than two independent variables are highly correlated.

**multidimensional scale** a scale that seeks to simultaneously measure more than one attribute of the participant or object.

**multidimensional scaling (MDS)** a scaling technique to simultaneously measure more than one attribute of the participant or object; results are usually mapped; develops a geometric picture or map of the locations of some objects relative to others in various dimensions or properties; especially useful for difficult-to-measure constructs.

**multiphase sampling** see **double sampling**.

**multiple-choice, multiple-response scale** a scale that offers the participant multiple options and solicits one or more answers (nominal or ordinal data); a.k.a. **checkboxlist**.

**multiple-choice question** a measurement question that offers more than two category responses but seeks a single answer.

**multiple-choice, single-response scale** a scale that poses more than two category responses but seeks a single answer, or one that seeks a single rating from a gradation of preference, interest, or agreement (nominal or ordinal data); a.k.a. **multiple-choice question**.

**multiple comparison tests** compare group means following the finding of a statistically significant *F* test.

## Supplements offer the tools students and faculty ask for . . . and more.

On the book's Online Learning Center ([www.mhhe.com/cooper12e](http://www.mhhe.com/cooper12e)), students will find cases (like this new one) and data sets, a research proposal, a sample student project, and supplemental material for several chapters, including templates for charting data, how the research industry works, bibliographic databases searching tips, complex experimental designs, test markets, pretesting, and multivariate analysis. You'll also find 34 cases, nine of which are full video cases. Also, several written cases have video components included.

### >cases

## Marcus Thomas LLC Tests Hypothesis for Troy-Bilt Creative Development

>Abstract

Troy-Bilt® works with Marcus Thomas LLC to develop marketing communications, including television advertising campaigns. As part of its creative development, Marcus Thomas needed to understand what motivated the yardwork enthusiast, and what makes television advertising most effective within the lawn and garden industry. Marcus Thomas developed a hypothesis that "consumers who are in the market to purchase a product process television advertising differently than those who are not in the market for lawn and garden equipment." It used an online survey employing a control group, with embedded video, to test this hypothesis and develop the subsequent ad campaign. [www.marcusthomasllc.com](http://www.marcusthomasllc.com); [www.troybilt.com](http://www.troybilt.com)