Unit Outline*

MKTG8465

Applied Marketing Research

Semester 1, 2011
Crawley

Assistant Professor Greg Brush

Business School
www.business.uwa.edu.au

* This Unit Outline should be read in conjunction with the Business School Unit Outline Supplement available on the Current Students web site http://www.business.uwa.edu.au/students
UNIT DESCRIPTION

Introduction
Welcome to Applied Marketing Research MKTG8465.

To be an effective marketer, you must be able to use information about the market. This information can come from many sources, including market research. But how do you evaluate the usefulness or accuracy of market information? This unit will empower you to tell good research from bad. You will be able to do this by learning about the marketing research process, the fundamental concepts of marketing research and frequently encountered research topics and techniques.

You will learn about market research by actually doing research. In this formative learning process, you will develop skills to communicate your thoughts clearly and succinctly. You will also learn to work in a research-team environment, where your individual effort will contribute to accomplishing your team’s research task. The knowledge and skills you obtain from undertaking this unit will help you to become a marketer who can critique, design, and implement research.

Unit content
This course covers the fundamental concepts and stages of marketing research provided within an overall structural framework, including: how to integrate stages, carry out research in a scientific manner, read and analyse research reports, and apply research skills. The following topics are covered:

- Introduction to Marketing Research and the Research Process.
- Problem Definition, Research Approach and Design.
- Secondary Data Sources and Qualitative Methods.
- Survey Methods and Questionnaire Design.
- Measurement and Scaling Issues.
- Sampling: Theory, Design and Issues.
- Data Collection and Preparation.
- Data Analysis: Frequencies, Hypothesis Testing and Cross-Tabulation.
- Data Analysis: Testing for Significant Differences, Correlation and Regression.
- Observational Techniques, Experimental Design.
- Writing a Professional Research Report.

The goal of the unit
This course aims to provide students with a background in research methods, issues related to conducting marketing research, data analysis, and methods of evaluation related to marketing. Knowledge of these topics will enable students to both implement and evaluate marketing research during their professional careers.
Learning outcomes

The emphasis in this course is on marketing research as an aid to management decision-making. By the end of the course it is expected that the student will be able to:

1. Display problem analysis skills and an ability to translate a management problem into a feasible research question.
2. Demonstrate a working knowledge of the concepts and methods of marketing research.
3. Recognise with an increased sensitivity the biases and limitations of marketing data.
4. Show an understanding of questionnaire design and sampling theory.
5. Demonstrate competency with the SPSS statistical software package and the ability to use SPSS to input marketing data and analyse the results from various basic statistical techniques.
6. Exhibit an understanding of qualitative and quantitative research methods and their application to marketing research.
7. Produce professional market research reports and presentations.

The first six learning objectives will be assessed through the final examination. All learning objectives will be assessed in the class assignments and practical market research project.

Educational principles and graduate attributes

In this unit, you will be encouraged and facilitated to develop the ability and desire to:

1. Demonstrate your skills and knowledge by critically evaluating and devising solutions for market research problems.
2. Organise, prepare and discuss course work and materials prior to attending lectures.
3. Develop more effective communication skills through class participation and a formal research presentation.
4. Develop competencies to work more effectively in teams through the completion of group work in the lecture sessions and the group project.
5. Demonstrate self-management and independent learning skills through the completion of the prescribed weekly work.

The following table illustrates the coverage of the goals for MKTG8465.
Teaching and learning strategies

Classes are held each week and students are strongly encouraged to attend. These classes will be where the theory and methods of market research are presented. Additionally, these sessions will cover aspects of the team project; include interactive class work and SPSS laboratory work. As it is impossible to fully discuss all the aspects of a given topic within the class time provided, students are required to read the relevant chapters from the prescribed textbook prior to attending the class. Class time will be spent developing and expanding upon the material presented in the required text. A full course programme is provided below.

This unit is designed to provide team-based and problem-based learning. You will address a practical research problem in your team project and present a formal research report and presentation on this. To effectively achieve this you will need to keep up with the prescribed work and consult with me about your progress. In-class sessions will assist with the research process for this assignment. PowerPoint slides for each session will be posted on WebCT prior to the lectures. This is a challenging unit and class attendance and participation is especially important.

This course includes both interactive tutorial-type sessions and laboratory work. These are important opportunities to be able to apply the models and principles learnt in the more formal lecture component of the classes, and develop an understanding and practical experience with the SPSS statistical package. I will also help you with your project during consultation in addition to relevant workshops in the tutorials. Make use of my experience to improve your research process and plan. You should seek clarification of how to apply market research methods, and which methods are more suitable. You are expected to prepare for class sessions and to prepare your project according to the timeline set out in the unit schedule. The seminars will include material from outside the text. This material will be included in the assessments of this unit.

Teaching and learning evaluation

You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students’ Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

Attendance

Participation in class, whether it is listening to the lecture or getting involved in other activities, is an important part of the learning process; therefore it is important that you attend classes. More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials’. Where a student, due to exceptional circumstances, is unable to attend a scheduled class, they are required to obtain prior approval of the unit coordinator to be absent from that class. Any student absent from class without having had such absence approved by the unit coordinator may be referred to the faculty for advice and may be required to withdraw from the unit.

Class attendance and participation will be marked and you will need to attend at least 80 per cent of the classes. Students failing to attend at least 80% of the class sessions during semester will receive a fail grade for this assessment component, unless they present adequate documentary evidence to justify their absence.
CONTACT DETAILS

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

<table>
<thead>
<tr>
<th>Unit coordinator/lecturer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong></td>
<td>Assistant Professor Greg Brush</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:greg.brush@uwa.edu.au">greg.brush@uwa.edu.au</a></td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td>6488 1414</td>
</tr>
<tr>
<td><strong>Consultation hours:</strong></td>
<td>Tuesday, 4.00pm – 4.45pm</td>
</tr>
<tr>
<td><strong>Lecture times:</strong></td>
<td>Tuesdays, 5.00pm – 8.00pm</td>
</tr>
<tr>
<td><strong>Lecture venue:</strong></td>
<td>BUSN:264 Tutorial Room</td>
</tr>
</tbody>
</table>

TEXTBOOK(S) AND RESOURCES

Unit website

WebCT: To access WebCT go to [www.webct.uwa.edu.au](http://www.webct.uwa.edu.au) and log on using your student number and “Pheme” password. The units in which you are enrolled which use WebCT will automatically appear under your name. If this is not the case please contact the WebCT support staff.

Recommended/required text(s)


Software requirements

Microsoft Word®, PowerPoint®, and Excel® or similar applications and SPSS®. You should be able to produce documents to business standards with these tools. Access to a computer is required. Computers with the required programs are available for student use in the UWA computer laboratories. You are required to use SPSS for data analysis tasks in this unit. A student version of SPSS comes with the course text book. However, you should be prepared to spend some time in the labs working with the full version of SPSS.

Additional resources and reading material

Additional books that might be helpful:


Journals

Journal of Marketing
Journal of Consumer Research
Journal of Advertising
Journal of Retailing
Asia Pacific Journal of Marketing
Australian Business
Marketing News
Journal of the Market Research Society

Journal of Marketing Research
Journal of Advertising Research
Business Review Weekly
Harvard Business Review
European Journal of Marketing
Market Research Europe
Journal of Consumer Behavior

Websites & other resources

Google
American Marketing Association
Assoc of Marketing Research Organisations
Australian Bureau of Statistics
Aztec Information System
European Society for Opinion and Marketing Research
Government Communications Unit
Market Research Quality Assurance Inc.
Market Research Society of Australia
Marketing Research Roundtable
Newspoll
OzTAM
World Advertising Research Centre

www.google.com
www.marketingpower.com
www.amro.com.au
www.abs.gov.au
www.aztec.com.au
www.esomar.org
www.gcu.gov.au
www.mrq.com.au
www.mrsa.com.au
www.marketresearchinfo.com
www.newspoll.com.au
www.oztam.com.au
www.WARC.com
## UNIT SCHEDULE

<table>
<thead>
<tr>
<th>Session</th>
<th>Class topic</th>
<th>Interactive activities, workshops &amp; SPSS laboratories</th>
<th>Book chapter</th>
<th>Work to prepare/hand in</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 1 March</td>
<td>Introduction to marketing research and the research process</td>
<td>Introductions Go over assessment outline Form teams and class expectations</td>
<td>1</td>
<td>Form teams, complete group contact details and hand in.</td>
</tr>
<tr>
<td>2 8 March</td>
<td>Problem definition, Research approach and design</td>
<td>Define scope of research Define problems</td>
<td>2,3</td>
<td>Hand in group contact details if not done in week 1.</td>
</tr>
<tr>
<td>3 15 March</td>
<td>Secondary data sources Qualitative research</td>
<td>Literature review Secondary data searching Qualitative research</td>
<td>4-6</td>
<td></td>
</tr>
<tr>
<td>4 22 March</td>
<td>Survey methods and questionnaire design</td>
<td>Workshop on questionnaire development and evaluation</td>
<td>7,11</td>
<td>Bring in secondary data and literature search about topic Narrow scope of research By end of week, clear statement of research topic prepared Think of things to ask in interviews/focus groups</td>
</tr>
<tr>
<td>5 29 March</td>
<td>Measurement and scaling issues</td>
<td>Interview and focus group guide and process discussion</td>
<td>9,10</td>
<td>Start drafting interview/focus group guide. Discuss progress and issues in class</td>
</tr>
<tr>
<td>6 5 April</td>
<td>Sampling theory and design 1</td>
<td>Pre-test guide in class and improve it Consultation</td>
<td>12</td>
<td>Bring final draft interview/focus group guide to class for feedback</td>
</tr>
<tr>
<td>7 12 April</td>
<td>Sampling theory and design 2</td>
<td>Who Wants to be a Millionaire Quiz Consultation</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>8 19 April</td>
<td>Mid-Term Test</td>
<td></td>
<td></td>
<td>Non-teaching break (No Class)</td>
</tr>
<tr>
<td>9 3 May</td>
<td>Data collection and preparation</td>
<td>Lab 1: Introduction to SPSS</td>
<td>14,15</td>
<td>Begin data analysis, start drafting research report</td>
</tr>
<tr>
<td>10 10 May</td>
<td>Data analysis: Frequencies, hypothesis testing and cross-tabulation</td>
<td>Lab 2: Data Analysis 1 and consultation</td>
<td>16</td>
<td>Continue data analysis and writing up research report.</td>
</tr>
<tr>
<td>11 17 May</td>
<td>Data analysis: Testing for significant differences, correlation and regression</td>
<td>Lab 3: Data analysis 2 and consultation</td>
<td>17,18</td>
<td>Finalize data analysis and draft research report</td>
</tr>
</tbody>
</table>
ASSESSMENT MECHANISM

The purpose of assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work provides you with an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

This course uses student centred assessment where you have multiple ways of earning marks. The team project is used because in practical terms and in industry, these types of research project are often team-based. The coursework is formative and summative. Students are expected to reflect on the comments and observations about their project and, if desired, use these to improve subsequent work.

Assessment mechanism summary

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Due date</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class exercises/activities</td>
<td>5%</td>
<td>ongoing</td>
<td></td>
</tr>
<tr>
<td>Term Test</td>
<td>20%</td>
<td>Week 8 in class</td>
<td>More details provided in class</td>
</tr>
<tr>
<td>Research report and presentation</td>
<td>25%</td>
<td>Research report due in-class in week 12, Presentations in-class week 13</td>
<td></td>
</tr>
<tr>
<td>Final exam</td>
<td>50%</td>
<td>TBA</td>
<td>To pass this unit, students are required to achieve a score of at least 40% in the final exam. Students who fail to achieve the minimum standard in the final exam but achieve an accumulated score based on all assessment components for the unit of 50 and above will be awarded a final mark of 48%.</td>
</tr>
</tbody>
</table>

Note 1: Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

Note 2: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.

Note 3: Marking criteria will be provided and made available on WebCT.
Assessment components

Submission deadlines for all written work are firm—late submissions incur a 10% DAILY penalty for that piece of work. Delays in excess of 7 calendar days will result in a grade of ‘zero’.

A high standard of presentation (commercial standards) in all regards is expected. All written assignments will be marked accordingly. As a guide, submissions must be typed, with 1.5 spacing with at least 25 mm left and right margins. All pages must be numbered. Take care that your work does not have spelling and punctuation mistakes.

Class exercises / activities (5%)

This mark is ongoing and awarded for your participation in the seminars. It is based on the quality of your contributions to the discussions.

Mid-term test (20%)

A term test will be held during class in week eight (19 April 2011). The test will be based upon material presented in lectures and your textbook. Format to be advised.

Research report and presentation (25%)

This assignment reports the results of your research. The final report must be of a professional standard. Make your report understandable, translate the findings into “actionable items”, and most importantly, write in plain English. The final report must address these areas:

- Background of problem
- Approach to the problem
- Research design
- Data analysis
- Results
- Limitations and caveats
- Conclusions and recommendations
- Include a comprehensive literature review

The research report is due in-class in week 12. Your findings are to be presented in the Week 13 class. Presentations are limited to 15 minutes for each group; you will be stopped at 15 minutes. Professional dress is required. You must present at your allotted time and will be assigned a mark of “zero” if you fail to do so.

Presentation

- Dress (professional) (10%)
- Quality of PowerPoint® slides (20%)
- Flow (not reading), clarity, persuasiveness, logic, preparation (30%)
- Did it answer the research questions? (40%)

Please see the presentation marking sheet for a detailed breakdown of how your marks will be awarded.

Parameters of the research report

This is a group assignment. It should be not more than 25 pages long (body only) and have an attached two page executive summary. Please check with your instructor the requirements for the executive summary. The report must be 1.5 spaced and use a 12 point serif font. Harvard referencing is required. Printed copies of assignments are to be professionally bound and submitted personally in the first half hour of the seminar, the week that the assignment is due. The final assignment will also be emailed to the lecturer at greg.brush@uwa.edu.au. Please ask your lecturer about the level of work deemed acceptable.
**Examination (50%)**

This examination will be conducted by the UWA examinations office. This examination will be two hours and ten minutes. The format will be discussed in the second half of the semester.

**Submission of assignments**

Please remember to attach an Assignment Cover Sheet to the front of your assignment. You can download and print your Assignment Cover Sheet from the Students web page [http://www.business.uwa.edu.au/students/assessments](http://www.business.uwa.edu.au/students/assessments). You must sign the cover page.

All assignments are to be handed in to your lecturer in the lecture, the week that it is due. Once the lecture finishes (it may finish early), the assignment is deemed to be late. If you are planning to hand in an assignment late, you must make prior arrangements with your lecturer, and obtain his consent. This is normally only possible in cases of student illness or on compassionate grounds.

**Student Guild**

Phone: (+61 8) 6488 2295  
Facsimile: (+61 8) 6488 1041  
E-mail: enquiries@guild.uwa.edu.au  
Website: [http://www.guild.uwa.edu.au](http://www.guild.uwa.edu.au)

**Charter of Student Rights and Responsibilities**

The Charter of Student Rights and Responsibilities outlines the fundamental rights and responsibilities of students who undertake their education at UWA (refer [http://handbooks.uwa.edu.au/undergraduate/poliproc/policies/StudentRights](http://handbooks.uwa.edu.au/undergraduate/poliproc/policies/StudentRights)).

**Appeals against academic assessment**

The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status (refer [http://www.secretariat.uwa.edu.au/home/policies/appeals](http://www.secretariat.uwa.edu.au/home/policies/appeals)).
Groups must consist of four or five members. Please nominate a group leader.

Group Members (Names, Student ID, contact information, and signature):

Group members will endeavour to resolve disputes within the group. If you are experiencing difficulties with group mechanics and cannot work it out, please approach your lecturer prior to handing any work in. The teaching staff will not mediate any complaints that arise after work is handed in.

All group members will get the same mark for group-work unless there is a dispute. This dispute must be formally lodged with the lecturer in writing before handing the assignment in.

Please hand this form to me by Week 2 of the semester. I will keep this form on file until the results for this unit are released.
**Presentation Marking Sheet**

<table>
<thead>
<tr>
<th>Lecturer:</th>
<th>Date/time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation disk</td>
<td>YES</td>
</tr>
<tr>
<td>Overall numerical mark</td>
<td></td>
</tr>
<tr>
<td>Marker:</td>
<td></td>
</tr>
<tr>
<td>Marking guide</td>
<td>(+) Excellent</td>
</tr>
</tbody>
</table>

### Team mark /10

<table>
<thead>
<tr>
<th>Organisation and presentation</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>Problem overview</td>
</tr>
<tr>
<td>Organization of presentation</td>
<td>Literature synthesis</td>
</tr>
<tr>
<td>Speaker balance</td>
<td>Research design</td>
</tr>
<tr>
<td>Understandable</td>
<td>Data analysis and results</td>
</tr>
<tr>
<td>Visual</td>
<td>Implications for management</td>
</tr>
<tr>
<td>Q &amp; A</td>
<td>Implications for marketing theory development</td>
</tr>
<tr>
<td></td>
<td>Limitations and directions for future research</td>
</tr>
<tr>
<td>Overall team mark</td>
<td>Summary</td>
</tr>
</tbody>
</table>

### Individual mark /15

#### Speaker 1

- **Dress**
- **Manner**
- **Flow**
- **Understandable**
- **Acknowledgement/Handoff**
- **Content appropriate**
- **Examples**
- **Individual mark**

#### Speaker 2

- **Dress**
- **Manner**
- **Flow**
- **Understandable**
- **Acknowledgement/Handoff**
- **Content appropriate**
- **Examples**
- **Individual mark**

#### Speaker 3

- **Dress**
- **Manner**
- **Flow**
- **Understandable**
- **Acknowledgement/Handoff**
- **Content appropriate**
- **Examples**
- **Individual mark**

#### Speaker 4

- **Dress**
- **Manner**
- **Flow**
- **Understandable**
- **Acknowledgement/Handoff**
- **Content appropriate**
- **Examples**
- **Individual mark**

#### Speaker 5

- **Dress**
- **Manner**
- **Flow**
- **Understandable**
- **Acknowledgement/Handoff**
- **Content appropriate**
- **Examples**
- **Individual mark**
<table>
<thead>
<tr>
<th>Specific positives</th>
<th>Specific negatives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Oral Communication Skills Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Demonstrated mastery of the content knowledge integral to an effective business presentation:</td>
<td>Demonstrated basic content knowledge integral to a business presentation:</td>
<td>Failed to demonstrate adequate knowledge integral to a business presentation:</td>
</tr>
<tr>
<td></td>
<td>• Topic was introduced in an interesting way and the purpose of the presentation was explained in detail.</td>
<td>• Topic was introduced and the purpose of the talk was clear.</td>
<td>• Introduction lacked essential information.</td>
</tr>
<tr>
<td></td>
<td>• Presentation showed a very good understanding of the topic.</td>
<td>• Presentation showed a good understanding of the topic.</td>
<td>• Presentation showed limited understanding of the topic.</td>
</tr>
<tr>
<td></td>
<td>• Information was well evidenced and always relevant.</td>
<td>• Information had some detail and was mostly relevant.</td>
<td>• Information lacked detail and was sometimes irrelevant.</td>
</tr>
<tr>
<td></td>
<td>• Presentation was summed up clearly and effectively, with key points emphasised.</td>
<td>• Presentation was summed up clearly.</td>
<td>• An attempt was made to conclude the presentation.</td>
</tr>
<tr>
<td><strong>Organisation</strong></td>
<td>Demonstrated ability to plan and organise an effective business presentation:</td>
<td>Demonstrated basic ability to plan and organise a business presentation:</td>
<td>Failed to demonstrated the ability to analyse, synthesise and report:</td>
</tr>
<tr>
<td></td>
<td>• Completely prepared and had obviously rehearsed.</td>
<td>• Pretty well prepared but needed more rehearsing.</td>
<td>• Lacked preparation and did not appear to have been rehearsed.</td>
</tr>
<tr>
<td></td>
<td>• Information was well organised. Links between ideas were clear and ideas flowed logically from one point to the next.</td>
<td>• Information was organised and ideas were explained.</td>
<td>• Information lacked detail and was a bit disjointed.</td>
</tr>
<tr>
<td></td>
<td>• Adhered to the allocated time limit.</td>
<td>• Made some attempt to adhere to the allocated time limit.</td>
<td>• Made no attempt to adhere to the allocated time limit.</td>
</tr>
<tr>
<td><strong>Presentation and Delivery</strong></td>
<td>Demonstrated ability to deliver an effective business presentation:</td>
<td>Demonstrated basic ability to deliver a business presentation:</td>
<td>Failed to demonstrate the ability to deliver a business presentation:</td>
</tr>
<tr>
<td></td>
<td>• Always spoke clearly and with good pace and volume.</td>
<td>• Spoke clearly and with satisfactory pace and volume most of the time.</td>
<td>• Sometimes lacked clarity and was hard to hear.</td>
</tr>
<tr>
<td></td>
<td>• Used appropriate vocabulary and extended the audience’s vocabulary by defining words likely to be new to them.</td>
<td>• Used appropriate vocabulary but sometimes used words the audience was probably unfamiliar with without defining them.</td>
<td>• Vocabulary was mostly appropriate but sometimes used words and phrases not understood by the audience.</td>
</tr>
<tr>
<td></td>
<td>• Stood up straight, looked confident and made eye contact with most people. Invited audience participation and responded to questions with little difficulty.</td>
<td>• Stood up straight and made eye contact with some of the audience. Answered most questions.</td>
<td>• Poor posture and made little effort to make eye contact with the audience. Response to questions indicated a lack of topic knowledge.</td>
</tr>
<tr>
<td></td>
<td>• Visual aids/multimedia were carefully prepared and supported the presentation effectively by adding impact and interest.</td>
<td>• Visual aids/multimedia supported the presentation and reinforced the spoken message.</td>
<td>• Visual aids/multimedia were either not used or were largely ineffective or appeared to have been prepared in a hurry.</td>
</tr>
</tbody>
</table>