Faculty of Business
School of Marketing

MARK2052
MARKETING RESEARCH

COURSE OUTLINE
SESSION 1, 2007
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1. COURSE STAFF

Lecturer: Dr Tania Bucic
Consultation time: Tue 11.00am to 12.00pm and by appointment
Location: John Goodsell Bldg, Room 310
Contact ph: 9385 3315
Email: t.bucic@unsw.edu.au

Teaching staff:
Name: Emma Wong
Consultation time: Wed 3.30pm to 4.30pm; Fri 3.00pm to 4.00pm
Location: John Goodsell Bldg, Room 311
Contact ph: 9385 3384
Email: emmawong_99@yahoo.com

Name: Zhirong Duan
Consultation time: Wed 4.30pm to 6.00pm
Location: John Goodsell Bldg, Room 245
Contact ph: 9385 2641
Email: zhirongd@student.unsw.edu.au

1.1 Communication with Staff
For contact outside of tutorial time, please use the above-listed details. Staff will be available for consultation at the specified times – no appointment needs to be made if you wish to see your tutor or lecturer at this time. If you require contact outside of this time, please email or phone the staff member with your question or to negotiate an alternate and mutually suitable consultation arrangement.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations
Updated information regarding tutorial times and locations can be found on the School of Marketing website:
www.marketing.unsw.edu.au/TIMETABLE/S1UG.pdf
Please check the website for most current information. The lectures will be at the following times and locations:

TUESDAY 2-4pm

You MUST go to the Lecture at the scheduled time. There are no repeat lectures and lectures are NOT recorded. For your tutorials, you MUST enrol online through MyUNSW – this is the only way to do it. You can ONLY attend the tutorial in which you are enrolled and it is YOUR responsibility to ensure that you are in a suitable timeslot. Tutors can NOT change your tutorial allocation.

2.2 Units of Credit
MARK2052 is a 6 credit point subject.
2.3 Parallel teaching in the course
The pre-requisite is MARK1012. MARK2052 is usually studied in parallel with MARK2051 – Consumer Behaviour.

2.3 Relationship of this course to other course offerings
Marketing research is a subject that offers insights into the practice of understanding market needs and wants. It is a very important area of marketing as it provides the intelligence for many managerial decisions. Marketing Research (MARK2052) has been designed to provide students with a practical introduction to marketing research techniques and concepts. It requires a basic level of understanding of marketing terminology and knowledge. This foundation knowledge should have been gained from the pre-requisite, MARK1012.

2.5 Approach to learning and teaching
MARK2052 is a “hands on” course. Students undertake a group research project to gain a thorough understanding of the research process. The project requires each step in the research process – from problem definition, to research design, to data collection methods, to analysis of data, to the interpretation and reporting of results – to be fully explored. This is a demanding project that will take the entire semester to complete. By the time the project is completed, students will have mastered an array of valuable skills.

This course focuses on the role of a researcher-market intelligence gatherer operating within an individual firm. The structure puts emphasis on two main areas: (1) the development of a conceptual understanding of marketing research problems, and (2) application of this understanding through experience-based learning activities. I have organised the course in this manner because I believe that the activities and exercises engage students in a suitable and effective way, enabling a deep learning. This occurs through tasks encouraging the development of reasoning and application skills. From experience and student feedback, it is best to support the development of learners by setting pre-meeting tasks (eg readings), presenting information (eg lecture), reinforcing with practical examples (eg videos, in-lecture examples, tutorial work) and then allowing students to apply the information (eg projects, assessments).

In this course, the staff are responsible for providing a learning direction for students. This is done with the use of course outlines and other materials that will become available throughout the semester. However, the learners also have responsibilities. Students must ensure that they have read recommended materials prior to meetings (lectures and tutorials), they must contribute to discussions, make clear any ambiguities and be willing to learn and to undertake activities that are important for learning. Students must complete set tasks and be active in lectures and tutorials AND they must also be proactive in their own learning. The best learning happens when a student wants to learn.
3. COURSE AIMS AND OUTCOMES

3.1 Course Aims
The broad objective of the course is to introduce students to major concepts and theories relevant to the study and practice of marketing research. Specifically, the course aims to achieve the following:

i. To introduce students to the scope and function of marketing research by explaining its role within companies, what it does, what it should be doing, how it helps to make the company successful.

ii. Clarify the general misconception that marketing research is just “telemarketing” by showing that understanding customer needs and satisfying them is a sophisticated process which requires a good understanding of multiple inter-related concepts and procedures.

iii. To introduce students to qualitative research techniques.

iv. To facilitate introductory experience in project management.

v. Encourage development of interpersonal skills useful for marketing roles.

3.2 Student Learning Outcomes
This subject aims to assist you in obtaining the following learning outcomes:

1. To understand the steps involved in conducting a marketing research project. That is, to attain skills related to:
   - the process of problem identification
   - diagnosing, measuring and exploring marketing problems
   - primary and secondary data collection
   - constructing quantitative measurement instruments
   - verbal and written communication

2. To develop an informed analytic approach to studying customers and markets

3. To develop (some) qualitative research skills.

4. Become confident and conversant with the terminology, frames of reference, and approaches to research employed by marketing practitioners, academics and researchers.

5. Further develop critical analysis and problem solving competencies in marketing.

6. To practise and apply effective groupwork activities (e.g. time management, task division, responsibility sharing, negotiation, conflict resolution).

3.3 Teaching Strategies
MARK2052 is taught using the format of a lecture and tutorial series. Lectures will be used to present main concepts and supporting examples. This will be done with the use of discussions, videos, powerpoint presentations and a practical project. Multimedia will support topics covered by engaging students and setting a context for the material. This promotes understanding and encourages participation.

Tutorials will be used to give students an opportunity to engage in learning exercises, projects and discussion in small groups. Tutorials encourage a high level of student involvement to ensure that topics are understood. Students will also have an opportunity to apply learned concepts in a hands-on project. To maximise potential value derived from lectures, students are expected to have read the
prescribed material (eg text book chapters) and attended the lecture prior to attending the corresponding tutorial.

4. STUDENT RESPONSIBILITIES AND CONDUCT
For additional information regarding your responsibilities regarding workload, general conduct and behaviour, and keeping informed, please refer to the School of Marketing’s website.  

4.1 Workload
It is expected that you will spend at least ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

**NB:** Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities. The practical project in this course will require your effort on an ongoing basis throughout the semester.

4.2 Attendance
Your regular and punctual attendance at lectures and tutorials is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

4.3 General Conduct and Behaviour
You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. Likewise, it is not acceptable to be talking in lectures or tutorials when the instructor is speaking, or turning up to class late.

If you find that you are having difficulties with this subject, please approach your tutor as a first port-of-call – all tutors have consultation times in which they are available to see you. If issues cannot be resolved there, please contact the Lecturer-in-charge (details on page 3). At consultation times, you should feel free to approach staff about any subject related issue – for example, lecture material, tutorial activities, learning difficulties, assessment details, groupwork, etc.

More information on student conduct is available at: www.my.unsw.edu.au

4.4 Keeping informed
You should take note of all announcements made in lectures, tutorials or on the course web site [www.webct.unsw.edu.au]. You will be able to download lecture notes from this site, post and read discussion comments and view other material that is relevant to the course. It is YOUR responsibility to check WebCT AND your official university email account. Staff will assume that you are upto date with current information and latest announcements. Furthermore, from time to time, the University will send important announcements to your university email address without providing you with a paper copy. You will be deemed to have received this information. Any changes to the course outline and any information
conveyed verbally in the lectures, written on WebCT or in emails will be binding at
the time of release. If is YOUR responsibility to be aware of the information.

5. LEARNING ASSESSMENT

5.1 Formal Requirements

The formal requirements to pass this course are outlined below:

In order to pass this course, you must:

- Score at least 20/40 for the individual component of the subject
- The pass mark for this subject is 50/100
- make a satisfactory attempt at all assessment tasks (see below); and
- attend (at least 80%) lectures and tutorials; and

5.2 Assessment Details

In this section, details of your assessment are provided. You will be assessed on
two main areas: individual and group work. Individual assessment consists of (a)
tutorial component, and (b) final exam. The Group assessment consists of a
research report, comprising 3 parts. All details are provided below.

NOTE:
* To pass this course – you must obtain at least 20/40 for the individual component
BEFORE your group marks will count.

### INDIVIDUAL COMPONENTS

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorials</td>
<td>10%</td>
</tr>
<tr>
<td>Progress quiz 1</td>
<td>15%</td>
</tr>
<tr>
<td>Progress quiz 2</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Total: 40%**

### GROUP COMPONENTS

<table>
<thead>
<tr>
<th>Part</th>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Proposal</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>Report</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>Final presentation</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Total: 60%**

### TOTAL

**Total: 100%**

**INDIVIDUAL COMPONENTS**

**Tutorial component: 10%**

Tutorials are of 1.5 hours duration commencing in week 2. The tutorial program
consists of a discussion of various research issues in the form of case analyses and other
exercises designed to give students a better understanding of practical issues involved in
market research. Your tutorial mark will be based on attendance, participation in
tutorial exercises/activities and regular and worthwhile contributions to class discussion.
Tutorials give an opportunity to:
- explore the basic marketing research concepts presented in lectures
- apply these concepts to particular situations
- discuss the limitations of various techniques and how this impacts on the use of market research findings
- obtain, select and organise marketing research information
- express yourself clearly and persuasively
- make an independent assessment of a situation and justify your position
- work in a co-operative manner with other class members

To successfully complete this subject, you must attend 80% of tutorials. Students must attend the tutorial in which they are enrolled.

Quizzes: 30%
In tutorials you will also have TWO PROGRESS QUIZZES (each worth 15%). These will take place in WEEK 5 and WEEK 10. More details will be provided in the lectures closer to the time. NOTE that quizzes will NOT be made available outside the tutorial time and will not be repeated for any student who misses it, regardless of the reason.

Final Examination: NIL
There will be NO final exam for this subject.

Group Component: 60%
Groups will consist of (no more than) 5 people – within the SAME tutorial. Cross tutorial groups are not acceptable. This will be a research project for a “real life” company, for whom you will investigate a broad management / marketing problem. Your project consists of three parts (listed below). You will be awarded grades [Fail, P, C, DN, HD] for these assessments – no number grades will be released. A project brief will be provided by the client in lectures – (WEEK 3) – you must attend this lecture.

<table>
<thead>
<tr>
<th>Part 1: Proposal</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 2: Report</td>
<td>30%</td>
</tr>
<tr>
<td>Part 3: Final presentation</td>
<td>10%</td>
</tr>
</tbody>
</table>

IMPORTANT GROUP ASSESSMENT DATES:
WEEK 5 Part 1: Proposal (20%)
This report focus is on problem definition and secondary research. Contents:
- the problem discovery stage – background to set the project in context
- secondary research - information to help define the problem (literature review)
- your problem/opportunity statement-definition and research questions
- a comprehensive list of databases and other sources used (use library-based sources – ie relevant academic journals/publications, NOT just Google)
- timeline for the completion of the project (plan all aspects inc. editing)
- a mind map/table illustrating your thought process for planning the search and subsequent execution of project stages

The report should be no more than 7 A4 pages, using 12pt Times New Roman font, 1.5 spacing. From this report you will be told whether your stated problem is clear
and well defined and whether your research to date appears relevant and comprehensive. You will be given a grade, not a mark. You will then be ready for the next stage of your assignment.

**WEEK 11 Part 2: Report (30%)**

This report should be detailed and should cover all the work that you have done for this project during the semester. You will need to include A revised version of PART 1 again as this will be the first part of your qualitative report. You will be expected to have completely rewritten PART 1 in accordance with the feedback that you received from your tutor before you include it in this report. The remaining stages of this assessment will include:

- Research Design / Methodology. This includes details of fieldwork (what approaches do you plan to use? How will you implement this? Etc. give all details including breakdown of timings, samples, etc.
- Report findings of fieldwork – summaries, explanations, analyses of interviews, focus groups, observations, case studies, etc. Here, you must present evidence of your fieldwork (eg by including transcripts in appendices).
- Discussion of findings and relate these to the original research objectives and problem statement.
- Limitations and Recommendations (based on the qualitative work you have compiled and analysed).
- Direction for further research: Quantitative approach
- Pilot survey. You must include the pilot survey and provide an explanation of how you tested this and the refinements that were made. You may include this in the appendices to validate your actual survey which should be included in the report (at the end, in Further Research section).
- Final survey (this is the final survey – after pilot testing that you will use for the quantitative phase of this project – done in subsequent subject, Marketing Analysis).

The report should be no more than 20-25 A4 pages (including the proposal sections), 12pt, Times New Roman font and 1.5 spacing. You will be given a grade, not a mark. (NOTE: if you would like an appendix to be read thoroughly, you must indicate this via reference through the body text).

**WEEK 11 Part 3: Final Presentation (10%)**

This presentation is to be done by each group within tutorial time. Your tutor will allocate the order of presentations. You will be required to present the main parts of your project – that you feel highlight your findings, best. It is advisable to include some discussion on the methodology section, the sampling plan, the fieldwork including pilot testing and why you included selected constructs for your final survey. You may include other information you feel is relevant. Each presentation is to be for no longer than 10 minutes.

**Peer Assessment:**
Towards the end of session, you will be given the option of completing Peer Evaluations for your team members. If there is a consistent unequal contributor in your group, this will be your chance to submit your concerns in writing. Please note that if this issue arises, it is your responsibility to raise the matter initially (and
well before the end of session) within your group, then with your Tutor and finally, with the Coordinator if the matter cannot be solved at the tutorial level. If there is sufficient evidence of a lack of contribution/performance within the team, individual project marks may be altered.

**NOTE:**
PRESENTATIONS NOT COMPLETED ON DUE DATE WILL NOT BE HEARD AT ANY OTHER TIME. ie YOU WILL RECEIVE A ZERO SCORE.
WRITTEN PROJECTS RECEIVED AFTER THE DUE DATE AND TIME WILL BE SUBJECT TO A LATE PENALTY OF 10% PER DAY OR PART DAY. COMPUTER PROBLEMS, WORK COMMITMENTS, ETC. ARE NO EXCUSE FOR LATENESS.

**General Guidelines for the Group Project:**
- The assignment must be typed NOT hand-written.
- Absolutely NO plagiarism - you must acknowledge all sources of any facts, ideas which are not your own.
- Correct referencing: Reports that are submitted with no, incorrect or poor referencing will be returned unmarked, attaining a zero grade. Please read the online Referencing Guide: http://www.ic.unsw.edu.au/onlib/ref.html
- If you’re still unsure about referencing, visit the following website and test your knowledge: http://library2.fairfield.edu/instruction/ramona/plagicourt.html
- The emphasis is not on how many pages you report has but on how clearly expressed and supported arguments are, as well as the inclusion of creative ideas.
- Properly used bullet points, diagrams and graphs enhance the readability of your report. However, please note that the whole report should not be just a series of bullet points – use them to list. Make sure the report represents a coherent argument from start to finish. Leave enough time to thoroughly edit the final report.

**MARKING GUIDE** (guideline only–used at tutor’s discretion)

**Presentation Checklist and Feedback Sheet**

Group Number:_______ Date:____/____/____ MARK:___ / 10

The ticks below indicate where you stand with regard to each set of statements. A tick in the extreme left box means that the statement on the left is true and therefore is of high distinction quality. The boxes from left to right are abbreviated by H (for high distinction), D (for distinction), C (for credit), P (for pass) and F (for fail) respectively. Ticks to the left within a box are better than ticks to the right.

<table>
<thead>
<tr>
<th></th>
<th>H</th>
<th>D</th>
<th>C</th>
<th>P</th>
<th>F</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARK</td>
<td>85-</td>
<td>75-</td>
<td>65-</td>
<td>50-</td>
<td>&lt;50</td>
<td></td>
</tr>
<tr>
<td>GROUP</td>
<td>100</td>
<td>84</td>
<td>74</td>
<td>64</td>
<td></td>
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</tr>
</tbody>
</table>

**FIRST IMPRESSIONS**
Speaker appeared confident and purposeful, gaining audience attention from the outset

**PRESENTATION STRUCTURE**

- **Intro** – made topic clear
- **Intro** – purpose clear
- **Intro** – organisational framework made clear
- **Body** – main points made clear
- **Body** – sufficient info and detail provided
- **Body** – appropriate & adequate examples given
- **Body** – Discussion flowed logically
- **Conclusion** – ending signalled adequately
- **Conclusion** – main points summarised adequately/recommendations made
- **Conclusion** – final message clear and easy to remember

**General** - Language appropriate

**COPING WITH QUESTIONS**

- Audience searched for questions
- Questions handled adeptly
- Speaker maintained control of discussion

**DELIVERY**

- Speech clear and audible to entire audience
- Talk given with engagement and enthusiasm
- Presentation addressed to all parts of audience
- Eye contact throughout presentation
- Speaker kept to time limit
- Good use of time without rushing at the end
- Pace neither too fast nor too slow
- Speaker did not rely on written notes

**VISUAL AIDS & HANDOUTS**

- Visual aids well prepared
- Visual aids clearly visible to entire audience
- Speaker familiar with visual aids
- Effective use made of visual aids

Additional Comments:
5.3 Assignment Submission Procedure
Typed assignments must be handed in to tutors on specified days and times. You will be informed of these closer to the date.

5.4 Late Submission
Late submission of assignments will attract a penalty of 10% per day or part thereof.

5.5 Special Consideration and Supplementary examinations
There will be no supplementary exams given for this subject. If you require special consideration, you must present relevant certificates to Student Q and follow the official process. Do not attempt to ask tutors or lecturers for consideration as they are not authorised to give this to you unless it comes through the official channels.

Details relating to procedures for special consideration can be found at:
http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=_Current_SpecialConsideration

NOTE: You only have 3 days from the due date of the assessment/exam in which to lodge a special consideration form.

5.6 Assignment Format
(see group work section)

6. ACADEMIC HONESTY AND PLAGIARISM
The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see:
www.my.unsw.edu.au/student/atoz/Plagiarism

Plagiarism is the presentation of the thoughts or work of another as one’s own.* Examples include:
- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement;
- paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.
The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle
† Adapted with kind permission from the University of Melbourne.

7. STUDENT RESOURCES

7.1 Course Resources

Prescribed Text book:

Additional readings:
- Assignment instructions, course announcements and any additional material that becomes important throughout the semester will be posted on WebCT.
- Recommended Internet sites:
  www.library.unsw.edu.au (look at linked databases for relevant information)

Journals/periodicals:

NEWSPAPERS/MAGAZINES
Business Review Weekly (BRW)
Harvard Business Review
Journal of Marketing Research Section

ACADEMIC JOURNALS
Journal of Marketing
The Australian (Marketing Section)
Sydney Morning Herald (Business Section)
Journal of Retailing
7.2 Other Resources, Support and Information

The University and the Faculty provide a wide range of support services for students, including:

- Learning and study support;
- Counselling support;
- Library training and support services;
- Disability support services;

In addition, it is important that all students are familiar with University and Faculty policies and procedures in relation to such issues as:

- Examination procedures and advice concerning illness or misadventure;
- Supplementary Examinations;
- Occupational Health and Safety policies and expectations;

For information and links relating to the above services, please see [note School web pages where this information is presented]

8. CONTINUAL COURSE IMPROVEMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process (http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm) is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.

9. COURSE SCHEDULE

Please see below for a table of lecture topics and tutorial activities. You will be expected to keep up to date with this timetable. Any changes will be announced in lecture. The lecturer will assume that you have read the relevant topic prior to attending the lecture.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Chapter</th>
<th>Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>26 Feb</td>
<td>Introduction to marketing research</td>
<td>1</td>
<td>NO TUTORIAL</td>
</tr>
<tr>
<td>2</td>
<td>5 Mar</td>
<td>Research process; Problem definition; Research objectives</td>
<td>2 &amp; 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Overview:</strong> 1st Tutorial: introduction and icebreakers. Announce group formations for next week. Revisit assessment components and associated details.</td>
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<tr>
<td></td>
<td></td>
<td><strong>Group discussion:</strong> Revisit what is MR? Problem statement? Research questions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>12 Mar</td>
<td>Research design and the proposal Special event: CLIENT PROJECT BRIEFING</td>
<td>4</td>
<td></td>
</tr>
<tr>
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<td></td>
<td><strong>Overview:</strong> Groups to be formed in tutorials and member details to be given to tutor (max. 5 people per group). Practise generating research problems and objectives from management questions. Task set for next week – 5 min presentations per group</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>19 Mar</td>
<td>Secondary data methods</td>
<td>5</td>
<td></td>
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<td></td>
<td></td>
<td><strong>Overview:</strong> 5 min. presentations per group: what is your group’s research question &amp; objectives? Constructive feedback will be given by tutor and peers. <strong>Group discussion:</strong> what is a literature review? What is a conceptual model? Give examples. What relevance do these have in the market research process and for survey work? Write an outline for a 1-2 page literature review for this project (preparation for assessment in the tutorial time).</td>
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</table>
| 5 | 26 Mar | Qualitative research methods *Part I*  
(proposal due to your tutor in your tutorials) | 6 & 7 | *Overview: MINI QUIZ*  
Pre-survey steps: revisiting the literature review. As a class, brainstorm all the relevant and pertinent aspects of the topic as uncovered in the literature review. Discuss how to organise these into a neat diagram directing your proposed research · draw an outline of a conceptual model.  
In your groups, construct a conceptual map similar to the one done as a class. Discuss how you would use this model to assist in addressing the research problem.  
Progress quiz #1 today (worth 15%) |
|---|---|---|---|---|
| 6 | 2 Apr | Qualitative research methods *Part II*  
NOTE: Lecture is ON this week, but tutorials are NOT. Instead, you MUST make an appointment to see your tutor. | 8 & 12 | *At a pre-arranged time with your tutor: collect feedback on your proposal – discuss where you need to improve. ALL group members must be present to collect the assignment (or marks will be deducted for no-show).*  
*Group discussion:* write up of qualitative results. What do you do with these?  
HOMEWORK: Start thinking about how to develop your survey (interview) tool. |

6/4/07 - 15/4/07 EASTER BREAK – NO LECTURES, NO TUTORIALS  
(Revisit and refine initial fieldwork plans and revise the qualitative survey tool so you can start implementation next week.)
### Overview:
Return of quiz #1 scores.

Using proposal feedback, the literature review, the conceptual model and your reflections since those activities, refine your research design. Students should bring along records of fieldwork for discussion.

### Discussion:
How are you finding fieldwork so far?
QUAL FINDINGS - What are commonalities that you are finding when interviewing people? What are the main difficulties you are encountering? How can these be overcome?

Are these suitable qualitative methods that you are using? What are the sorts of questions that you are asking? Are these suitable?

How to compile a survey from the qualitative research results?

Using material developed last week, feedback from your initial research and your qualitative fieldwork, construct an outline for a pilot questionnaire. (This will require you having written up your qualitative research results – linked to last week’s tutorial). Your tutor should be able to provide some general feedback on this initial pilot survey.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>8</td>
<td>23 Apr</td>
</tr>
<tr>
<td></td>
<td>Sampling: design, procedures and considerations</td>
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<tr>
<td></td>
<td>(fieldwork continues - qualitative data collection and continue with</td>
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<tr>
<td></td>
<td>pilot testing questionnaire tool)</td>
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<td>NB: WED 25/04/07 is a Public Holiday (Uni closed)</td>
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<tr>
<td>9</td>
<td>30 Apr</td>
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<tr>
<td></td>
<td>NO LECTURE: Student time to compile fieldwork</td>
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<td></td>
<td>(complete ALL fieldwork, coding and recording)</td>
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<td>In lieu of formal tutorial, MAKE AN APPOINTMENT TO HAVE A PROGRESS</td>
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<td></td>
<td>CONSULTATION WITH YOUR TUTOR (Attendance is recorded).</td>
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<td></td>
<td>Student time to compile fieldwork</td>
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<tr>
<td>10</td>
<td>7 May</td>
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<tr>
<td></td>
<td>Data preparation</td>
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<td></td>
<td>Progress quiz #2 (worth 15%)</td>
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<tr>
<td>13</td>
<td><strong>Overview:</strong></td>
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<td>Revisit sampling. Matching sampling plans to situations. Which is</td>
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<td>relevant for your project design?</td>
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<td>Practising setting out your survey so that you are able to code it,</td>
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</tbody>
</table>
|       | to enable a transformation of the data into information!}
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>14 May  Communication and presentation of results</td>
<td>Overview: Presentation by all groups – 10 minute presentation on the most critical parts of your report/project. Worth 10%. Best presentations will be selected to present to client.</td>
</tr>
<tr>
<td>12</td>
<td>21 May Making connections: project and subject  Written Project due in tutorials this week</td>
<td>Overview: Return of quiz marks Tutors will give feedback on presentations this week. You must ensure that you have completed peer evaluations.</td>
</tr>
<tr>
<td>13</td>
<td>28 May THE PROJECT: Reporting back to the Client Student presentation to Client in this lecture (best student presentations will be selected to present to the client during lecture time)</td>
<td>Overview: Tutorial debate (prep for S2: Market Analysis): Key differences between qualitative and quantitative approach to research. (Tutor to allocate specific argument in tutorials).</td>
</tr>
<tr>
<td>14</td>
<td>4 June Where to next? Explanations! Course connections and mapping.</td>
<td>Overview: Reports to be returned and discussed with students. All marks achieved thus far in the course will be given to students in tutorials by their tutors. All students must be present to receive their marks. If you do not come you will not get your marks or your report.</td>
</tr>
</tbody>
</table>

NB All project related work will be returned with a letter grade only. No number marks will be issued to students.