Faculty of Commerce and Economics
School of Marketing

MARK2054
MARKET ANALYSIS

COURSE OUTLINE
SESSION 2, 2005
1. COURSE STAFF

Lecturer: Jennifer Harris
Room: JG 305
Phone: 9385 1823
Email: Jennifer.Harris@unsw.edu.au
Consultation: Wed 10-12pm

Tutors:
Marion Burford
Room: JG 135
Phone: 9385 3739
Email: m.burford@unsw.edu.au
Consultation: TBA

Gary Buttriss
Room: JG 318
Phone: 9385 1824
Email: g.buttriss@unsw.edu.au
Consultation: TBA

1.1 Communication with Staff
Each member of staff has specified consultation times, listed above. If you wish to contact a member of staff outside these times, please do so by email. Questions of a general nature regarding any piece of assessment should be placed on the bulletin board on webCT. Any question on webCT will be answered within 24 hours.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations
The lecture for this course takes place on Monday, 1-3pm, in CLB7. Tutorials will take place each week in the FCE computer labs and will be of 1½ hrs duration. Tutorials commence in week 2. Information on the times and location of tutorials can be found on the School of Marketing’s website (www.marketing.unsw.edu.au) or on the notice board next to the lift on the 3rd floor, John Goodsell building. Enrolment in tutorials is by TAS. This means that it is up to you to put your preferences in before the cut off date if you want any chance of getting your preferred time. (Information on enrolling in TAS and access dates can be found at www.fce.unsw.edu.au)

2.2 Units of Credit
Market Analysis is worth 6 OUC.

2.3 Relationship of this course to other course offerings
MARK2054 is a core course for students wishing to complete a major in Marketing within the BCom. It draws on the information learnt in MARK2051 and is seen as a “sister” subject of MARK2052 Marketing Research. In particular, this course extends the project commenced in MARK2052 to the quantitative stage, as well as linking the analytic material learned in MARK2052 with practical issues in marketing management.
2.4 Approach to learning and teaching
This course is constructed so as to challenge you, encourage you to develop independent thinking and to take responsibility for your own learning. From experience, we have found that students are more receptive to learning when relevance and realism are present. Therefore a student-centred and process based approach is taken in this course. All aspects of this course are designed to support your learning. By instructing you in the basic tools of analysis, then providing repeated opportunities for you to practice these skills to solidify your understanding, you will then have the confidence to apply this learning and skills to a “live” project, where you guide its direction. To obtain full benefits from this course, you must be willing to extend yourself beyond your comfort zone.

3. COURSE AIMS AND OUTCOMES

3.1 Course Aims
Market Analysis aims to provide the student with an insight into the analysis of marketing data. A range of techniques is reviewed (from descriptive statistics to predictive modeling) and new techniques are learned (perceptual mapping, factor analysis, cluster analysis) as they apply to marketing phenomena. Practical experience will be gained in many of these techniques. The personal computer and the statistical software SPSS v12 will be used extensively throughout the course for completing analysis-based tasks. Overall, you will become more confident in handling and interpreting quantitative data in marketing situations.

3.2 Student Learning Outcomes
By the end of this course you should be able to:

• Use SPSS to analyse a variety of data typically collected by marketers.
• Explain when and how a range of statistical techniques may be applied to marketing situations.
• Translate the output from statistical analyses into a language that is understandable to marketing managers
• Competently and confidently communicate (verbal and written) the true meaning of statistical output.
• Adequately self-reflect and self-assess behaviour in teamwork situations.

3.3 Teaching Strategies
Teaching in this course will be via lectures, tutorials, computer workshops and the occasional guest speaker.

➢ Lectures: In lectures I will introduce a range of various statistical techniques that may be used by marketers to understand marketing problems. Each technique will be introduced within the context of a marketing problem to convey how and why it is used. The emphasis will be on understanding the basis of each technique, how it can be applied, and what the results mean for a marketer. Learning of formulae is not a concern. SPSS will be used as the tool to demonstrate what information these techniques can provide. I will presume you have completed the required reading for the week before you attend the lecture.
Tutorials: These will be used to reinforce material covered in lectures and deal with additional issues and viewpoints related to lecture material. This will be done by having you actively involved in your learning. The tutorial program, based around SPSS, is very practical and is designed to develop your skills in the use of this program. Each week you will be using the computer to learn how to use SPSS and to carry out a range of exercises on a particular analysis technique. After the tutor has demonstrated the statistical technique for the week and briefly highlighted any relevant theoretical issues, a group of students will lead the tutorial in practical exercises for 20-30 mins (peer group support). Using examples from the project database, these students will demonstrate and provide exercises on how the technique can be applied to get meaning from data. Time will also be allocated most weeks to work on the project. More details will be provided in the tutorial program handout, provided by your tutor in week 2.

Optional computer workshop: In week 5 or 6 an optional computer workshop may be run (depending on interest) for those students who would like gain extra confidence in using SPSS. In this 2 hour workshop I will give you a set of simple exercises to do (based on what has been covered in classes to date) and staff will be on hand to help you with any problems.

4. STUDENT RESPONSIBILITIES AND CONDUCT

For information on your responsibilities regarding workload, general conduct and behaviour, and keeping informed, please refer to the School of Marketing’s website. http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=_Current_Policies

4.1 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of tutorials they may be refused final assessment. In this regard, tutors will keep a record of your weekly attendance and I will be notified if you miss 2 tutorials. In this situation, I will notify you (by your University email) of this situation and you will be asked to come and discuss the reason(s) for your non-attendance. If, after this meeting, further tutorials are missed, then you will have to explain why you should be allowed to attend the final examination.

However, due to the nature of this course, it is strongly recommended that you do not miss any tutorials. A strong relationship has been found between the number of tutorials missed and poor performance in this subject!
5. LEARNING ASSESSMENT

5.1 Formal Requirements
In order to pass this course, you must:

- achieve a composite mark of at least 50; and
- achieve at least 50% in total from the individual components of assessment (see below).

If you do not pass the individual components, then you will receive a UF grade.

5.2 Assessment Details

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<thead>
<tr>
<th>Assessment Component</th>
<th>Component Weighting</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Exam Component</td>
<td></td>
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<tr>
<td>*Final Exam</td>
<td>50%</td>
<td>Formal exam period</td>
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<tr>
<td>Project Component</td>
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<tr>
<td>Interim Report</td>
<td>15%</td>
<td>Week 7</td>
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<tr>
<td>Final Publication</td>
<td>30%</td>
<td>Week 13</td>
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<tr>
<td>Tutorial Component</td>
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</tr>
<tr>
<td>Peer group support</td>
<td>5%</td>
<td>Throughout session</td>
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</table>

* Individual component

Final Exam
The final exam will take place in the formal examination period at the end of the session (11/11/05 – 29/11/05). It will be a closed book exam. The structure of the exam will be discussed in detail in the last weeks of the session; however the majority of it will be based around the interpretation of output. The exam is designed to provide an individual assessment of the depth of your knowledge of the statistical techniques and your competence in explaining their meaning.

All students are expected to sit for the final exam at the specified time.

Project
The project is to be done in groups of 4 people from the same tutorial. This is required since time is allocated in each tutorial to work on specific components of the project. The project provides you with the opportunity to take your knowledge of the techniques in the course and apply them to a real situation. The project continues the theme of the project you undertook in MARK2052 in the first session. Whereas the project for MARK2052 finished with the development of an instrument for conclusive research, the project for MARK2054 is concerned with the analysis of the data collected from this instrument. This will entail you applying a range of statistical techniques to the data to provide the necessary information. You will not be told exactly what analyses to perform. The course provides you with a “toolbox” of techniques, and then you, with your group, will need to decide the best ones to use to answer your objectives. Background to the problem and the specific research objectives will be provided in the brief, which will be handed out in the lecture in week 1. A copy of the marking/feedback sheet containing full details of the marking criteria will be placed on webCT by the end of week 2.
Total marks for the project is 45% being made up of 15% for the interim report and 30% for the final publication.

**Stage 1: Interim Report:** Worth 15% **Due 10.45am Friday 9 Sept** (ie END of week 7)

The interim report should provide the reader with a detailed description of the data e.g. a profile of the sample, how they answered the questions, any differences in views between subgroups. (It will cover the techniques learned up to and including week 6.) The report should be no more than 6-8 pages, with supporting documentation in an appendix.

Marking criteria:

- Successful collection and entering of questionnaires
- Presentation of the report overall
- Clarity and flow of report
- Appropriateness of techniques used
- How well the “story” is told – its depth and added value (e.g. the usefulness of your information – does it help the reader to understand the data, how well it is communicated.)
- Cohesion of the group (shared effort), based on the report, the peer feedback and weekly diary reports from tutorial.

**Stage 2: Final Publication:** Worth 30% **Due 9.45am Monday, 24 October**

The final publication will then provide an insight into the research problem i.e. the findings. This will entail you applying a range of statistical techniques to the data to provide information on the research objectives. The key results from these analyses will then be conveyed through a short presentation after which groups may be expected to answer questions about their work (i.e. defend their work). Supporting documentation (i.e. summary tables) will need to be provided for your work. This supporting documentation is to be handed in by 9.45am Monday 24 October. A copy of the PowerPoint slides for the presentation is to be handed in by 10.45am Friday 28 October. However, presentations will take place in tutorials throughout week 14 (i.e. 31 October – 4 November). More details will be provided in the project brief (week 1).

Marking criteria:

- Overall relevancy of information
- Overall depth of insight for the chosen objectives
- Overall clarity, conciseness, creativity, interest and originality
- Presentation – communication of key ideas, defence of work
- Appropriateness of Poster – ability to clearly convey key result(s)
- Adequacy of the “Details of Results” document and appropriateness of techniques used; “matching” of documentation with presentation
- Group cohesion and degree to which all members visibly contribute, based on presentation, report, peer feedback and weekly diary reports from tutorial.

Peer evaluation of group member's contribution will be carried out after each stage of the project. I reserve the right to vary individual member's marks after considering these evaluations.
Peer Group Support

Peer group support will contribute 5% to your final mark for this subject. This mark will be a combination of your attendance at tutorials, possession of a positive attitude and willingness to help others during tutorials and participation in any formally assigned activities. The primary formally assigned activity will be a student group led demonstration of an allocated statistical technique to a data set. Groups will consist of 3 or 4 members. (The exact number in the group is dependent on tutorial size.) Group members and topic allocation will be done in the first two weeks of tutorials. The students leading the demonstration will be expected to:

- Lead the tutorial in exercises on the statistical technique for 20-30mins. The exercises should be drawn from the project questionnaire and data set. Emphasis should be placed on communication and class involvement so as to increase the class' understanding of the topic area. This involvement may be in the form of activities and exercises however it should involve a substantial amount of computer work. The implications of the results from these exercises should also to be discussed.

Marking criteria:

- How well the analytical situation being addressed is explained
- Clarity of the application of the technique to the data set, and interpretation of the output
- How well the material is communicated (use of supporting material)
- Effectiveness of exercises in terms of involvement and understanding of the tutorial members
- The perception of group cohesion and equity in all aspects of the tasks
- Attendance at tutorials.
- Positive attitude and willingness to participate in tutorials

Computer Skills

The development of your practical skills in SPSS is essential for you to gain the most out of this course. Though an assessment of these practical skills will not directly contribute to your overall mark for this course, they will be tested at various stages in tutorials throughout the session so that you are aware of any areas that may need improvement. An optional tutorial will also be provided (depending on demand) to help you gain more confidence in this area.

5.3 Assignment Submission Procedure

Projects (interim report and final publication report) are to be submitted on or before the due date by lodging in the marked essay box located on the 3rd floor, John Goodsell building.

5.4 Late Submission

Information about late submission of assignments, including penalties, is available on the School of Marketing’s website

5.5 Special Consideration and Supplementary examinations
Details relating to procedures for special consideration and supplementary exams can be found on the School of Marketing’s website:

http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutIn
heritableArea&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
Project reports are to be typed, 12pt, at least 1½ spacing, 2.5cm margins. It is not necessary that the reports are bound, however, they must be secured tightly to avoid any pages becoming displaced. The cover page should contain the following information: Full names and student numbers of all members of group, subject number and name, project title and date of submission.

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 texts (available from UNSW bookshop)
  
  N. Malhotra, J. Hall, M. Shaw and P. Oppenheim, 2002, “Marketing Research – An Applied Orientation”, 2nd edition, Prentice Hall. (This is the same text that was set for MARK2052 in session 1, 2005.)


- The following is a list of books you may find useful as additional sources of information

  Analysis Techniques * ·
  Aaker, Kumar & Day Marketing Research, Wiley, 2004
  Burns & Bush Marketing Research, 2nd Ed, Prentice Hall, 1998
WebCT: Only students officially enrolled in this course can gain access to these facilities through the site: http://www.webct.unsw.edu.au This site will be used in a number of ways:

- Lecture notes. These will be available from 6pm the day before the lecture. However, you are strongly advised NOT to rely entirely on these notes as they would only cover the major points discussed in lectures. Many other issues and examples raised in lectures may not be available through this medium.

- Weekly tutorial handouts, outlining topics to be covered in tutorials for that week, will be available from 9am each Monday. Other tutorial handouts providing details of particular techniques covered each week, will ONLY be available IN TUTORIALS.

- Handouts. A copy of this outline and most major handouts provided in this course will generally be available on webCT as they are produced.

- Announcements. Check this site regularly for announcements and messages regarding this course.

- Discussion. At times extra exercises and/or discussion questions may be placed on webCT for you to think about. You are strongly encouraged to post your thoughts on these issues and to comment on other students’ thoughts.

- Revision quizzes. At various stages multiple choice quizzes may be accessible via webCT. These quizzes will not be part of your assessment but are put here as an aid to your learning and revision. Other multiple choice quizzes are available through the online resources that accompany the text for this course.

- Bulletin board. To be used as a vehicle to obtain feedback/clarification on issues. All students are strongly encouraged to contribute to any issues raised on this site ie use it as a vehicle for peer learning. All questions relating to the project are to be asked via the bulletin board. Questions asked via email will not be answered.

- Links to useful internet sites. Any sites found which are relevant to this course will be linked via this page. If you come across any useful sites let me know and these may be added as well.
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

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.

If at any time you have any concerns with your progress or any aspects of the course, please feel free to contact me to discuss your concerns. I hope you enjoy this course and come out of it not just with knowledge of the content, but also feeling more comfortable and confident dealing with quantitative data.
### 9. Course Schedule (provisional – to be confirmed in Week 1)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25 July</td>
<td>Introduction – Overview of Course Administration</td>
<td>Check your tutorial allocation (TAS)</td>
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<tr>
<td></td>
<td></td>
<td>Review of measurement</td>
<td><strong>Project briefing</strong></td>
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<tr>
<td>2</td>
<td>1 Aug</td>
<td>Data Preparation and Profiling the Customer</td>
<td>Tutorials commence</td>
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<tr>
<td></td>
<td></td>
<td><em>Coding: understanding data set; graphing.</em></td>
<td>Reading: Mal et al Ch 12; Ch 13 p466-476</td>
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<td></td>
<td><em>Means, standard deviation, frequency</em></td>
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<tr>
<td>3</td>
<td>8 Aug</td>
<td>Profiling the Customer (ctd)</td>
<td>Reading: Mal et al Ch 13 p476-489; p497-506</td>
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<td><em>Crosstabs and chi-square</em></td>
<td>Access to project database by end of this week</td>
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<td></td>
<td><em>Introduction to Hypothesis testing One sample t-tests</em></td>
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<tr>
<td>4</td>
<td>15 Aug</td>
<td>Understanding the Target Market <em>T-tests</em> - 2 sample cases*</td>
<td>Reading: Mal et al Ch 13 p489-494</td>
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<tr>
<td>5</td>
<td>22 Aug</td>
<td>Examining Multiple groups ANOVA</td>
<td>Reading: Mal et al Ch 14 (in particular p516-524) + App 14B</td>
</tr>
<tr>
<td>7</td>
<td>5 Sept</td>
<td>Exploring Relationships (2) <em>Regression</em></td>
<td>Reading: Mal et al Ch 15 p553-573</td>
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<td><strong>Stage 1 of project due at end of this week is 9 Sept</strong></td>
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<tr>
<td>8</td>
<td>12 Sept</td>
<td>Grouping Customer Similarities <em>Factor analysis</em></td>
<td>Reading: Mal et al Ch 17 + App 17C</td>
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<td></td>
<td>Presenting Data and Results</td>
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<td>9</td>
<td>19 Sept</td>
<td>Grouping Customer Similarities (2) <em>Scale testing</em></td>
<td>Reading: Mal et al Ch 19, p662-674</td>
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<td>Identifying Competitors and Unmet Needs</td>
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<td><em>Perceptual maps and MDS</em></td>
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<td>10</td>
<td>26 Sept</td>
<td><strong>BREAK WEEK</strong></td>
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<td><em>Public Holiday</em></td>
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<td><strong>No lecture or tutorials this week</strong></td>
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<tr>
<td>11</td>
<td>3 Oct</td>
<td>Grouping Customers <em>Cluster Analysis</em></td>
<td>Reading: Mal et al Ch 18 +App 18B</td>
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<tr>
<td>12</td>
<td>10 Oct</td>
<td>Developments in Analysis <em>Data Mining Techniques</em></td>
<td><strong>Guest lecture</strong></td>
</tr>
<tr>
<td>13</td>
<td>17 Oct</td>
<td>Overview Exams details</td>
<td>Stage 2 of project due Report – 9.45am 24 Oct</td>
</tr>
<tr>
<td></td>
<td>17 Oct</td>
<td><em>Report – 9.45am 24 Oct Copy of Slides – 10.45am 28 Oct</em></td>
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<tr>
<td>14</td>
<td>24 Oct</td>
<td>Presentation of results</td>
<td><strong>Presentations during lecture time and tutorials</strong></td>
</tr>
<tr>
<td>15</td>
<td>1 Nov</td>
<td>Presentations of results</td>
<td></td>
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