MARK2054
MARKET ANALYSIS

COURSE OUTLINE
SESSION 2, 2007
1. COURSE STAFF

Lecturer: Jennifer Harris
   Room: JG 305 (location will change end Aug)
   Phone: 9385 1823
   Email: jennifer.harris@unsw.edu.au
   Consultation: Wed 10-12pm
   Other times by appointment

Tutors:
   Cathy Xu
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   Email: cy.xu@unsw.edu.au
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   Zhirong Duan
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   Consultation: Tues 4-5pm

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   Consultation: Tues 3-4pm

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 eLearning Vista. Any question on eLearning Vista will be answered within 24 hours.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations
The lecture for this course takes place between 4-6pm on Wednesday in Ritchie Theatre.
Tutorials will take place each week in the Faculty’s 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 through the School of Marketing’s website (www.marketing.unsw.edu.au), or through my.unsw. Enrolment in tutorials is only via my.unsw.

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 you 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) as they apply to marketing phenomena. Practical experience will be gained in many of these techniques. The personal computer and the statistical software SPSS v15 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.

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](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 tutorials 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, you will then need 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 course!
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 final exam (i.e., at least 25/50)

If you do not pass the final exam, then you will receive a UF grade

5.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Component Weighting</th>
<th>Due Date</th>
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</thead>
<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>
<td></td>
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<tr>
<td>Interim Report</td>
<td>15%</td>
<td>Friday, 7 September</td>
</tr>
<tr>
<td>Final Publication</td>
<td>25%</td>
<td>Friday, 19 October</td>
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<tr>
<td>Tutorial Component</td>
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<tr>
<td>Peer group support</td>
<td>10%</td>
<td>Throughout session</td>
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**Final Exam**
The final exam will take place in the formal examination period at the end of the session (9/11/2007 – 27/11/2007). 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 (therefore is tied to learning outcomes 2 and 3).

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

**Project**
The project is to be done in groups of 3 or 4 people from the same tutorial (Each tutorial will have a total of 5 groups). 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. As such it is inextricably linked to all learning outcomes. 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 the 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 Vista by the end of week 2.

Total marks for the project is 40% being made up of 15% for the interim report and 25% for the final publication.

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

The interim report should provide the reader with a detailed description of the data, eg 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:**
- Presentation of the report overall
- Clarity and flow of report, internal referencing
- Appropriateness of techniques used and their correct interpretation
- How well the “story” is told – its depth and added value (eg 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 25% **Due 12.30pm Friday, 19 October**

The final publication will then provide an insight into the research problem, ie 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 (ie defend their work). Supporting documentation (ie summary tables) will need to be provided for your work. This supporting documentation is to be handed in by **12.30pm Friday 19 October**. A copy of the PowerPoint slides for the presentation is to be handed in by **12.30pm Friday 26 October**. However, presentations will take place in tutorials throughout week 14 (ie 29 October – 2 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
- 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 10% 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. (Each tutorial will have a total of 5 groups.) 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. Consolidation weeks are set aside 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, of the Quadrangle 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.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
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 School of Marketing cover page is to be used when submitting any assessment. A copy of this can be downloaded from webCT Vista or obtained next to the essay boxes on the 3rd floor of the Quadrangle building.

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:

http://www.lc.unsw.edu.au/plagiarism/index.html

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](http://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, 2006, "Marketing Research – An Applied Orientation", 3rd edition, Prentice Hall. (This is the same text that was set for MARK2052 in session 1, 2007.)

  G. Francis, "Introduction to SPSS for Windows v 14.0 and 15.0", 5th edition, Pearson, (packaged with SPSS v15 student version CD)

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

  **Analysis Techniques**

  Aaker, Kumar & Day
  Burns & Bush
  Churchill, G.A.,
  Sudaman & Blair
  Worchester & Downham
  Zikmund

  Marketing Research, Wiley, 2004
  Marketing Research, 2nd Ed, Prentice Hall, 1998
  Marketing Research, Methodological Foundations, Addison Wesley, 1999
  Consumer Market Research Handbook, North Holland, 1986
Hair, Anderson, Tatham & Black  
Multivariate Data Analysis, 1998, Prentice Hall

Hooley & Hussey  

SPSS help –  
Coakes and Steed  
SPSS Without the Anguish (various versions of SPSS available), 2000, John Wiley & Sons Australia

Pavkov & Pierce  
Ready Set Go!, 2001, Mayfield Publishing Company

➢ eLearning Vista: Only students officially enrolled in this course can gain access to these facilities through the site: http://www.vista.elearning.unsw.edu.au  This site will be used in a number of ways:
  ○ Lecture notes. These will be available from 4pm 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 Tuesday. 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 Vista 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 Vista 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 Vista. 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**
  - FACULTY Education Development Unit (http://education.fce.unsw.edu.au)
  - UNSW Learning Centre (http://www.lc.unsw.edu.au)
  - EdTec – WebCT information (http://www.edtec.unsw.edu.au)

- **Counselling support**: http://www.counselling.unsw.edu.au

- **Library training and support services**: http://info.library.unsw.edu.au

- **Disability Support Services** – Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator or the Equity Officer (http://www.equity.unsw.edu.au/disabil.html). Early notification is essential to enable any necessary adjustments to be made.

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

- **Examination procedures** and advice concerning illness or misadventure (https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html)


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/content/course_prog_support/catei.cfm?ss=0) 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.
# Course Schedule

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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| 1    | 25 Jul | Introduction – Overview of Course Administration Review of measurement | Check location of your tutorial
|      |       |                                                                      | Project briefing |
| 2    | 1 Aug | Data Preparation and Profiling the Customer  
Coding: understanding data set; graphing.  
Means, standard deviation, frequency | Tutorials commence  
Reading: Mal et al, Ch 13: Ch 14 p530-540: p570-571: Appendix 14B |
| 3    | 8 Aug | Profiling the Customer (ctd)  
*Crosstabs and chi-square*  
Introduction to Hypothesis testing  
*One sample t-tests* | Reading: Mal et al, Ch 14 p540-553: p563-568  
Access to project database by end of this week |
| 4    | 15 Aug | Understanding the Target Market  
*T-tests - 2 sample cases* | Reading: Mal et al Ch 14 p553-559 |
| 5    | 22 Aug | Examining Multiple groups  
*ANOVA* | Reading: Mal et al Ch 15 (in particular p590-598) + App 15B |
| 6    | 29 Aug | Consolidation of concepts so far | |
| 7    | 5 Sept | Exploring Relationships (1)  
Stage 1 of project due at end of this week ie 7 Sept |
| 8    | 12 Sept | Exploring Relationships (2)  
*Regression* | Reading: Mal et al, Ch 18 p701-711 |
| 9    | 19 Sept | Grouping Customer Similarities (1)  
*Factor analysis*  
Presenting Data and Results | Reading: Mal et al Ch 20 p751-765 + App 20C |
|      | 26 Sept | **BREAK WEEK** | |
| 10   | 3 Oct  | Use of Analysis in the real world  
Reporting Quantitative results | To be handed out in class. |
| 11   | 10 Oct | Consolidation of concepts | |
| 12   | 17 Oct | Developments in Analysis  
*Data Mining Techniques* | No formal tutorials – opportunity for group meetings with tutors and finalising report  
Stage 2 of project:  
Report – 12.30pm 19Oct |
| 13   | 24 Oct | Overview  
Exam details | Stage 2 of project:  
Copy of Slides – 12.30pm 26 Oct |
| 14   | 31 Oct | Presentation of results | No lecture -  
Presentations during tutorials |