Faculty of Business
School of Marketing

MARK5800
CUSTOMER AND MARKET ANALYSIS

COURSE OUTLINE
SESSION 1, 2007
1. COURSE STAFF
Lecturer: Dr Jennifer Harris
Room: JG 305
Phone: 9385 1823
Email: Jennifer.Harris@unsw.edu.au

1.1 Communication with Staff
Consultation: Wednesday, 4-6pm
Other times, by appointment
If you wish to contact me outside these times, please do so by email. Questions of a
general nature regarding any piece of assessment should be placed in the
discussion section of Vista. Any question on Vista will be answered within 24
hours.

2. INFORMATION ABOUT THE COURSE
2.1 Teaching times and Locations
Meeting times for this course for the session will be on Wed 6-9pm in CLB 1.

Workshops:
These are scheduled for 8 weeks during the session (Refer to Class Schedule
for exact dates). Two workshops will be run, both from 7.30-9pm; one will take
place in CLB 1, the other in LIB1042. Enrolment in the workshop may be
done via www.my.unsw.edu.au. However, so that each workshop will be
approximately the same size, some reallocation may be necessary (once final
course numbers are known). This will be finalised in week 2. In the weeks
that workshops are not run, the class for that week will run from 6-9pm in
CLB 1.

2.2 Units of Credit
This course is worth 6 UOC.

2.3 Relationship of this course to other course offerings
Customer and Market Analysis is one of two disciplinary core courses for any student
wishing to obtain a Marketing specialization within the MCom. The knowledge you
gain in this course will be applied in each marketing course that follows.

2.4 Approach to learning and teaching
From experience, I have found that students are more receptive to learning when
relevance and realism are present, therefore contextualising theory is important. It
is also important for students to be challenged, in terms of being able to defend
their ideas and, in some cases, to extend themselves beyond their comfort zone.
Many avenues must be presented through which learning can take place to take
account of various learning styles, thus work is presented in audio and visual
formats, technology is incorporated wherever possible and independent learning
opportunities are also provided. An open and supportive environment is
couraged to promote communication and understanding.
3. COURSE AIMS AND OUTCOMES

3.1 Course Aims
To make viable marketing decisions an organization needs to understand its customers and potential customers and the markets in which it currently operates or might enter. Market analysis assesses product demand, characteristics of current and prospective buyers and users, the behaviour and profitability of market segments, as well as the competitive, social and technological environment. Students who complete this course will have a good understanding of how and why consumers and business buyers purchase products and the forces that can affect the performance of market offerings. They will also have a good understanding of key concepts and procedures for the planning and management of customer audits and market analysis.

3.2 Student Learning Outcomes
By the end of this course you should:
- Have an understanding of the basic concepts and major research that has relevance to consumer behaviour.
- Be able to integrate these concepts into a framework that can be applied to the analysis of the individual consumer and the market.
- Be able to provide examples of how a marketer uses the knowledge of consumer behaviour in marketing strategies.
- Have improved written and oral communication skills so that you can communicate competently and confidently in discussions related to research and expression of personal viewpoints.
- Be able to confidently and empathetically evaluate work and ideas presented by peers.
- Be able to work efficiently and effectively in a teamwork environment to achieve specific outcomes.
- Have improved skills in finding and accessing information effectively and evaluating its quality and relevance, particularly with respect to its use by marketers.

3.3 Teaching Strategies
Though this course meets in blocks of 3 hours, only a portion of each block will be taken up with a traditional lecture. The majority of the time will be a combination of discussion (large and small group), presentations, exercises, videos and guest speakers. To facilitate discussion during this time, students are expected to have done the assigned reading before attending the class.

In the “lecture-like” component, I will cover the major concepts and theories in each topic and provide some examples of how a marketer makes use of these theories, and the implications for their strategies. Students will be involved as much as possible by being asked to provide examples or to provide comments and opinions on various issues. On occasions, small group discussions will be used to provide an opportunity for students to reflect and exchange views. Guest speakers, and possibly some videos, will be used to illustrate how an organization uses various...
aspects of consumer behaviour in their day to day operations and their overall strategies.

The aim of the workshops is to provide you with an opportunity to explore a particular concept/issue in consumer behaviour in more depth, further improve your oral communication skills by presenting your thoughts in a structured form to peers and to facilitate more extensive discussion in a relaxed environment. In each workshop, a group of students will present their analysis of an assigned case and are encouraged to involve the class as much as possible, either via activities, questions or exercises. After the presentation of the case, another assigned group or groups may then be chosen to lead discussion arising from the presentation, encouraging all members of the class to share their thoughts. All discussion should take place in a non-threatening environment. The lecturer/tutor will take a minor role in the workshops. They will be there to observe the activities, encourage involvement, make sure things go smoothly and, at time, may introduce additional exercises/discussion on further issues.

There is not enough time in the meetings to discuss all pertinent issues in depth. Therefore students are expected to go beyond just what is covered in these classes in order to deepen their knowledge. This can be achieved in a number of ways:

- Reading the respective chapters in the text (this expands on what is covered in lectures), taking notes and thinking of possible applications as you read;
- Participating in any bulletin board discussion/exercise on Vista.

These activities are seen to be key to developing self-learning. To further foster this, online quizzes (through Vista) may be offered during the session so that you have the opportunity to gauge your understanding of key concepts. These quizzes will NOT be assessable.

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?G1_ID=System.LoggedOutInheritableArea&maxWnd=_Current_Policies

4.1 Attendance

Your regular and punctual attendance at lectures and workshops 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.
5. LEARNING ASSESSMENT

5.1 Formal Requirements

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Due Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Examination</td>
<td>Formal exam period</td>
<td>45</td>
</tr>
<tr>
<td>Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal</td>
<td>18 April</td>
<td>(5)</td>
</tr>
<tr>
<td>Report</td>
<td>1 June</td>
<td>(20)</td>
</tr>
<tr>
<td>Presentation</td>
<td>6 June</td>
<td>(10)</td>
</tr>
<tr>
<td>Workshop</td>
<td>Throughout session</td>
<td>10</td>
</tr>
<tr>
<td>Course Participation</td>
<td>Throughout session</td>
<td>10</td>
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<td>TOTAL</td>
<td></td>
<td>100%</td>
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**NOTE:**

In order to pass this course, you must:
- achieve a composite mark of at least 50; and
- pass the final exam

If you do not pass the final exam you will receive a UF (unsatisfactory fail) grade for this course.

5.2 Assessment Details

i) Final Exam
The final exam will take place on in the formal exam period (15/6/2007 – 3/7/2007). It will be a 2 hour, closed book exam. It will draw on work covered in lectures, discussions, guest speakers, videos and the project. The structure of the exam will be discussed in class in week 12.

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

ii) Project
A project is undertaken since it provides an opportunity for the students to “put into practice” what has been discussed in class, as well as gaining a more in depth appreciation for one aspect of consumer behaviour. Full details will be provided in the project brief, to be handed out at our first meeting. However, an overview follows.

The project, to be done in groups of 3-5 people (exact number depends on final enrolment in course), will involve the investigation and analysis of a particular aspect of consumer behaviour. Groups will pick their topic from a list provided on the project brief. All topics will be covered across the groups. The project will involve reading and analysing relevant academic and popular press articles on the topic, as well as conducting your own empirical research.
Project Proposal
Since the best outcomes are achieved when the group consistently and steadily works on the project over the course of the session, each group, on 18 April, will have a short meeting with the lecturer to discuss their progress on the project to date and any particular issues they may have. At this meeting the group is to submit a 1-2 page summary of progress to date. This summary should provide a brief background to the issue the group is investigating, the objectives of their investigation and how they plan to obtain this information. All group members are to attend this meeting. This proposal is worth 5%.

Project Report and Presentation
Each group is required to hand in a written report on their investigation by 1pm on Friday 1 June. In addition, each group will give a short presentation (10 mins) on their area of investigation and what they found. These presentations will take place during class on 6 June.

Full details on what is expected in the project report and presentation will contained in the project brief. A copy of the marking sheet, including marking criteria will be placed on Vista by end of week 2.

You are referred to the School of Marketing’s “Guide to Presentations and Assignments” for information on structure, referencing and quotations. The guide is available through “Course and Timetables” page on the School’s web site (www.marketing.unsw.edu.au).

Group Contribution
Each member of the group is expected to contribute equally to the completion of the report and presentation. Peer feedback will be obtained after the task is completed. The lecturer reserves the right to adjust individual group member’s marks on the basis of any discrepancies in contribution arising from this feedback.

iii) Workshop
Groups of approximately 4-5 students (actual number dependent on class size) will be assigned a case to present to the class in a specific week. Cases will be assigned in week 2. The case will be related to a particular topic. The group will present the major issues involved in the case and then lead the class in discussion and activities. The presentation aspect of the case is NOT to be a repetition of the lecture material. Whole class involvement is an essential component. This may be done via exercises, quizzes, use of pictures, ads, role plays, small group discussion based around an article relevant to the topic etc. The aim is to make it entertaining, as well as instructive.

The presentation/workshop will run for 30-40 mins, and will be worth 10% of your final mark. All group members need to be actively involved in the presentation/workshop. Each group member will receive the same mark unless the lecturer is charge is presented, in writing, why this should not be the case. The decision of the lecturer-in-charge will be final.
iv) Course Participation

Participation in the course is worth 10% of your final mark. Your mark for this component will depend on your attendance at each meeting and your general level of involvement in classes (both lecture and workshop).

Attendance – 3%:
Students who attend less than 80% of classes, without medical certificates, will need to explain to the lecturer-in-charge why they should not receive 0% for this participation component.

General level of involvement in classes – 7%:
It is expected that students make every effort to make a worthwhile contribution in classes because much of your understanding in this course will come from the interchange of ideas between students. To encourage this, your participation in class throughout the session will contribute to your final grade. Therefore, not only will your attendance at each class be noted, but also your effort to offer constructive comments during class discussions, evidence of completing the assigned readings, active participation in any class exercises (and case discussion) and willingness to bring to class relevant marketing examples on the topic for the week. Small group discussion, in addition to whole class discussion, will be used wherever possible to encourage involvement.

A general indication as to how various efforts will be assessed are:
6-7%: Exceptional involvement in all classes: consistently adds value to the classes through their comments, ideas and suggestions; clear evidence of having completed required readings for each meeting; consistently provides/brings relevant examples to class and completes all assigned exercises.
4.75-5.75%: Good level of active involvement in all classes: obvious effort at participating in discussions to add value through their comments, ideas and suggestions; often completed required readings for each meeting; on most occasions provides relevant examples to class and completes majority of exercises.
3.5-4.5%: Some active involvement in classes, however more effort could be made; evidence of completing some readings for meetings; occasionally brings relevant examples to classes and completes some exercises.
Below 3.5%: Very little or no involvement on class discussions; little evidence of completing required readings; provided very little in the way of examples in class and completed very few or no exercises.

5.3 Assignment Submission Procedure

Projects are to be submitted by placing them in the labelled essay box on the 3rd floor of the John Goodsell building. Before submitting, please make sure you have attached the required signed cover sheet.

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 at:


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

Please note that the lodgement of a special consideration form does NOT automatically result in consideration being granted.

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. Students are expected to attach the cover page provided by the School of Marketing. This can be downloaded from Vista or collected from the shelves near the essay boxes on the 3rd floor of John Goodsell 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:

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](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

**Text:**

The text for this course is available from the University Bookshop:


**Sources for additional reading:**

There are many consumer behaviour texts available in the library that you may find useful for many of the areas discussed in the course. For example,


References for conducting Qualitative Research (useful for the project):


Useful reference for gaining an understanding of behaviour:


Marketing journals, for example:

- Journal of Consumer Research
- Australasian Marketing Journal
- Journal of the Academy of Marketing Science
- Business Review Weekly
- Harvard Business Review

Useful Internet sites:


**Vista**

Vista (this is a new version of webCT) facilities will be used throughout this course. Only students officially enrolled in this course can gain access to these facilities through the site: [http://www.vista.elearning.unsw.edu.au](http://www.vista.elearning.unsw.edu.au)

This site will be used in a number of ways:

- Distribution of lecture notes (These will be available a minimum of 24 hrs before the lecture.)
- Announcements and messages regarding the course.
- Exercises and discussion questions. These may be available from time to time for students to enhance their understanding of a particular area. Though your answers to these exercises do NOT count towards your final mark, your active participation in them would greatly extend your understanding of this course.
- Bulletin board: vehicle to obtain feedback/clarification on issues; central location to launch discussions on points of interest. All students are strongly encouraged to contribute to any issues raised on this site.
- Links to useful sites.
- Online quizzes (timed, limited release)
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;

AMSRS Certificate in Market Research

Consumer and Market Analysis is an accredited course of the Australian Market and Social Research Society (AMSRS). After completing this subject, as well as other specified UNSW marketing courses, students can apply to the AMSRS to obtain the Certificate in Market Research. Information and application forms can be downloaded from a page on the AMSRS’s website (http://www.amsrs.com.au/index.cfm?a=detail&id=140&eid=21). The following subjects need to be completed to obtain the Certificate:

Students to complete:
COMM5002 Managing Value for Creation 1  
MARK5800 Customer and Market Analysis  
MARK5801 Marketing Management and Marketing Strategy  
MARK5811 Applied Marketing Research

Plus one from the following list:
MARK5810 Marketing Communication and Promotion  
MARK5812 Distribution, Retail Channels and Logistics  
MARK5813 Product Development and Brand Management

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 the course.
### 9. Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading*</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>28 Feb</td>
<td>Introduction to Consumer Analysis Course administration</td>
<td>Reading: Ch 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>7 March</td>
<td>Basis of Market Segmentation</td>
<td>Reading: Ch 2</td>
<td>Project Introduction – group formation and topic allocation finalized Workshop case allocation</td>
</tr>
<tr>
<td>3</td>
<td>14 March</td>
<td>Consumer Motivation</td>
<td>Reading: Ch 3</td>
<td>Workshop 1: National Alcohol Campaign, p61</td>
</tr>
<tr>
<td>4</td>
<td>21 March</td>
<td>Consumer Personality</td>
<td>Reading: Ch 4</td>
<td>Workshop 2: Colluding with creativity, p91</td>
</tr>
<tr>
<td>5</td>
<td>28 March</td>
<td>Consumer Perception</td>
<td>Reading: Ch 5</td>
<td>Workshop 3: Involvement, Self-concept and Murdoch magazines, p125</td>
</tr>
<tr>
<td>6</td>
<td>4 April</td>
<td>Learning and Involvement</td>
<td>Reading: Ch 6</td>
<td>Workshop 4: WD-40, p170</td>
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<tr>
<td></td>
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<td></td>
<td><strong>MID-SESSION BREAK</strong></td>
</tr>
<tr>
<td>7</td>
<td>18 April</td>
<td>Nature of Attitudes</td>
<td>Reading: Ch 7</td>
<td>Project Proposals meetings: 4.30-6pm and 7.30-9pm</td>
</tr>
<tr>
<td>8</td>
<td>25 April</td>
<td><em>ANZAC DAY – PUBLIC HOLIDAY</em></td>
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<td>NO CLASS</td>
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<tr>
<td>9</td>
<td>2 May</td>
<td>Social Influences – Family and Social class</td>
<td>Reading: Ch 9 and 10</td>
<td>Workshop 5: Cool Communities p252</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
<td>Reading:</td>
<td>Workshop</td>
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<td>10 May</td>
<td>9</td>
<td>Culture and Subcultures</td>
<td>Ch 11 and 12</td>
<td>Workshop 6: The Growth in the Non-Traditional Household, p320</td>
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<tr>
<td>11 May</td>
<td>16</td>
<td>Decision-making process</td>
<td>Ch 14</td>
<td>Workshop 7: Western Union – Take it home, p424</td>
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<tr>
<td>12 May</td>
<td>23</td>
<td>Review of Course</td>
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<td>Workshop 8: Auctions, p497</td>
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<tr>
<td>13 May</td>
<td>30</td>
<td>Finalising project</td>
<td></td>
<td>No formal class</td>
</tr>
<tr>
<td>14 June</td>
<td>6</td>
<td>Project Presentations</td>
<td></td>
<td>Project presentations during class</td>
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*All readings and cases from Schiffman et al text.*