Faculty of Commerce and Economics
School of Marketing

MARK5811
APPLIED MARKETING RESEARCH

COURSE OUTLINE
SESSION 2, 2005
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Course coordinator: Dr. Gary Gregory  
Office: John Goodsell Bldg Room 314  
Consultation times: Wednesday 2-4pm or by appointment  
Telephone: 9385-3389  
Email: g.gregory@unsw.edu.au

1.1 Communication with Staff

If you need to meet with me outside my consultations hours, call and make an appointment. Alternatively feel free to email me and I will attempt to get back to you within 24-48 hours. Additionally, you can post general course enquires relating to any aspect of coursework on the discussion board of the WebCT site for this course. Again, I will attempt to address all enquiries within 24-48 hours.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations

Lecture: Wednesday 6:00 – 9:00 pm  
Venue: QUAD 1027 (Weeks 1-9, 13, 14)

Labs: Wednesday 6:00 – 9:00 pm  
Venue: Quad Lab 4 & 5 (Weeks 10-12)

2.2 Units of Credit

This course is worth 6 credits.

2.3 Relationship of this course to other course offerings

For most businesses, understanding the process involved in systematically collecting information and developing knowledge about the environment and the marketplace is a major key to success. The concept of marketing research is broad in meaning and can be related to all areas of business management where alternatives must be considered and choices made. Marketing research involves the systematic identification, collection, analysis and dissemination of information undertaken to improve managerial decision making across all areas of marketing. In this course we examine various marketing management concepts and models covered in other marketing courses and consider the research process in collecting information and building knowledge necessary for decision making. Examining the marketing research process for a broad array of marketing management decisions further complements the wider array of subjects taught in the MCom, marketing specialisation, and the MCom in general.
2.4 Approach to learning and teaching

This course will involve not only lecture and reading material, but will draw upon the experience of both students and teaching staff to provide practical examples of research models and concepts. This will be achieved by engaging students in classroom discussion, as well guiding students through the marketing research process by collecting, analysing and interpreting data collected in field research. Students will be begin by establishing research questions, and then will proceed to collect and analyse data to address specific research questions. Teaching staff will provide training in how to use the latest statistical software (e.g., SPSS), and students will analyse data using sophisticated multivariate data analysis techniques. Finally, students will be advised on writing up their research results in a managerially-relevant context, culminating in the completion of a formal marketing research report.

3. COURSE AIMS AND OUTCOMES

3.1 Course Aims

Surveys, questionnaires, telephone interviews, the census. We have all taken part in some kind of "research" at some time or other. However, many people do not have an understanding of what comprises “true” market research. How should a market research project be set up? Are there other ways to collect data than through questionnaires? How should the data be analysed and presented? When and why should market research be conducted? These are questions that will be discussed in this course.

Marketing Research aims to present an overview of the field of market research. The emphasis will be upon research for marketing managers and as such will pay particular attention to the role of research in management decision making. The course looks at each stage of the research process – from problem definition, to research design, to design implementation, to data analysis, to reporting of results. Both qualitative and quantitative research methods are discussed.

In order to gain a deeper understanding of what is involved in marketing research, students will undertake a research project. During the session students will also gain an introductory knowledge of SPSS, a sophisticated software package used in statistical analysis of data.

Further the more general aim is:

- Provide an understanding of the scope and function of marketing research.
- Increase knowledge and skills to help in diagnosing and measuring marketing problems.
- Develop skills related to the analysis of marketing data, in particular the use of SPSS.

Students should emerge from this course as knowledgeable business managers, capable of formulating research questions, collecting and analyzing data, and completing marketing research projects. Hopefully, students will learn a great about
marketing research and will be able to apply their knowledge in their personal, disciplinary, and professional endeavors. Ideally, they should gain valuable experience and knowledge and enjoy themselves in the process.

### 3.2 Student Learning Outcomes

At the completion of this course students should be able to:

1. Describe the steps in the marketing research process.
2. Develop an appropriate approach to a marketing research problem.
3. Evaluate research methodologies and their appropriateness in addressing particular marketing problems.
4. Identify options available to researchers for collecting and analyzing marketing research data.
5. Apply various statistical techniques using SPSS in analysing relationships among marketing variables.
6. Write up research results and complete the process of report preparation.

### 3.3 Teaching Strategies

This course will be conducted on a discussion and lecture basis, with the occasional guest speaker from industry. Importantly it will draw upon the experience of both students and lecturer, via classroom discussion, to provide relevance via real world examples of concepts and models. Another important element is the discussion within the framework of assigned readings and up-to-date case studies both in Australia and the Asian region. Computer laboratory sessions will also be used so that students have an opportunity to develop analytical skills and improve their research skills by examining relationships among marketing variables. Finally the major project, a marketing research report, will allow students to draw on their acquired research and analytical skills, to see how the various marketing concepts and theories can be applied to field research data. It is your responsibility to study the reading assignments prior to class in order that you may contribute, participate intelligently and thus gain maximum value from the course.

- The lectures will primarily summarise and synthesise the key points in the chapters and readings and to explain and/or elaborate upon the more difficult principles. Furthermore the lectures will be used to provide real world examples and managerial implications of theories, concepts and models.
- The computer laboratory sessions will primarily be used to develop analytical skills necessary to examine data relationships for the final marketing research report.

### 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 computer laboratory sessions 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.

4.2 General Conduct and Behaviour

Students are expected to conduct themselves with consideration and respect for the needs of their 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. More information on student conduct is available at: www.my.unsw.edu.au

5. LEARNING ASSESSMENT

5.1 Formal Requirements

In order to pass this course, you must:

- perform satisfactorily in all assessment tasks
- achieve a composite mark of at least 50; and
- gain at least 50% of the allocated marks in the final exam.

5.2 Assessment Details

**Course Assessment:**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td><strong>Final Exam</strong></td>
<td>50%</td>
<td>(During the scheduled exam week)</td>
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<tr>
<td><strong>Individual exercises (2)</strong></td>
<td>10%</td>
<td>(Due Oct 12th and Oct 19th)</td>
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<tr>
<td><strong>Project</strong></td>
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<tr>
<td>Stage 1 Report</td>
<td>20%</td>
<td>(Due September 7th)</td>
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<tr>
<td>Final Report</td>
<td>20%</td>
<td>(Due November 2nd)</td>
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<tr>
<td><strong>Total</strong></td>
<td>100%</td>
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**Final Exam**

The final exam will take place in the formal examination period at the end of the session. It will be a 3-hour, closed book exam. It will draw on work covered in lectures, discussions, computer laboratory sessions, and the project. The structure of the exam will be a combination of multiple choice, essay and short answer questions, and data analysis interpretations. Details on specific topics on the exam will be discussed in the last weeks of the session.

**Individual Exercises**
Two exercises will be given to help students with data analysis techniques using of SPSS, and will focus on the analysis of project data. These two exercises will be completed and turned in during weeks 11 and 12 (Oct 12th and Oct 19th), respectively.

**Project**

The project, to be done in groups of up to 4 people, will involve the investigation and analysis of a marketing research problem. 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 first hand experience of providing research for a client. There will be two stages to the project:

**Stage 1:** Worth 20%  Due 7th September (in your lecture time)  
This stage will cover Secondary Research, Qualitative research, Development and pre-testing of a questionnaire.

**Stage 2:** Worth 20%  Due 2nd November (in your lecture time)  
This stage will incorporate stage 1 material, and will also cover analysis of the data collected from the questionnaire and writing a report detailing the findings.

*A project brief will be handed out and discussed in class in week 2.*

**Group Contribution**

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

**5.3 Assignment Submission Procedure**

Assignments are to be handed in to the lecturer in charge in class on the due date.

**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:

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

Your individual assignments will include a copy of the assignment sheet (with questions), your response to each question, along with attached documentation (e.g., computer printouts).

Your stage one and stage two report should be typed, 12 point font and should contain appropriate headings throughout and an appropriately annotated bibliography. All tables, figures, charts, etc. should be referred to and placed within the body text. All relevant printouts from data analysis should be placed in appendices.

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

(A) Text:

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

Malhotra, Hall, Shaw, and Oppenheim, Essentials of Marketing Research –

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

George and Mallery, SPSS for Windows Step by Step: a Simple Guide and
Reference 12.0 Update, 2005, Pearson Prentice Hall Australia

(B) Sources for additional reading:

Numerous marketing research books are available in the library. Each provides an
overview of the issues in marketing research, however some provide in-depth
information in particular areas.

General issues:
Aaker, Kumar & Day Marketing Research, 2004, Wiley & Sons
Zikmund Exploring Marketing Research, 7th Ed, 2000, Dryden

(Many others are available in the UNSW library.)

Qualitative research:
Denzin, Lincoln Handbook of Qualitative Research 2nd ed, 2000, Sage Publications
Kuueger, R  

Morgan & Krueger  
Focus Group Kit, 1998, Sage Publications

**Questionnaire Design:**

Foddy  
Constructing Questions for Interviews & Questionnaires, Theory and Practice in Social Research, Cambridge University Press, 1993

Frazer & Lawley  
Questionnaire Design and Administration, 2000, Wiley

**Surveys:**

Alreck, P  
The Survey Research Handbook, 1995

Australian Bureau of Statistics  

**Quantitative analyses:**

Malhotra, Hall, Shaw & Crisp  

Churchill, G.A.,  
Marketing Research, Methodological Foundations, 1999, Addison Wesley

Diamantopoulos, Schlegelmilch  
Taking the Fear Out of Data Analysis, 1997, Dyrden

**SPSS:**

Francis, Glenda  
Introduction to SPSS v 12 and 11, 2004, Pearson

Norušis, M. J.  

**Marketing journals, for example:**

Journal of Marketing Research
Journal of Consumer Research
Journal of the Market Research Society
Marketing and Research Today
Australasian Journal of Marketing Research
Harvard Business Review
Journal of the Academy of Marketing Science
Business Review Weekly
Marketing

**Useful Internet sites:**

http://www.mrsa.com.au  
Market Research Society of Australia
This site provides an overview of marketing research in Australia, a listing of suppliers of marketing research, the Australian code of ethics, as well as a range of additional information.

http://www.esomar.nl  
The World Association of Research Professionals
This site contains the code of ethics as well as other useful information.
Many large marketing research companies (eg AC Nielsen, Taylor-Nelson Sofres) have a range of marketing research information on their web sites.

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. CONTINUOUS 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

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assigned Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>27 July</td>
<td><strong>Introduction</strong></td>
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<td>Course Outline</td>
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<td><em>The Marketing Research Process</em></td>
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<td><em>The marketing research problem</em></td>
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<td></td>
<td>Reading: Malhotra Ch 1</td>
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<td>2</td>
<td>3 August</td>
<td><strong>Project Briefing</strong></td>
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<td>The approach, research objectives and</td>
<td>Reading: Malhotra Ch 2 <em>Project handed out</em></td>
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<td>research design</td>
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<td><strong>Data Collection Methods</strong></td>
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<td>Secondary Research, electronic and Internet</td>
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<td>Reading: Malhotra Ch 3</td>
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<td>3</td>
<td>10 August</td>
<td><strong>Data Collection Methods</strong></td>
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<td>Qualitative research</td>
<td>Reading: Malhotra Ch 4</td>
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<td>4</td>
<td>17 August</td>
<td><strong>Data Collection Methods</strong></td>
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<td>Descriptive research design: survey,</td>
<td>Reading: Malhotra Ch 5</td>
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<td>observation and Internet</td>
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<td>5</td>
<td>24 August</td>
<td><strong>Measurement and Questionnaire Design</strong></td>
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<td>Questionnaire design, measurement and</td>
<td>Reading: Malhotra Ch 7</td>
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<td>6</td>
<td>31 August</td>
<td><strong>Sampling Design</strong></td>
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<td>Sampling: Design, Procedures and</td>
<td>Reading: Malhotra Ch 8</td>
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<td>Statistical considerations</td>
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<td>7</td>
<td>7 Sept.</td>
<td><strong>Fieldwork</strong></td>
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<td>Field work and data preparation</td>
<td>Reading: Malhotra Ch 9 <em>First Stage Of Project Due</em></td>
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<td>8</td>
<td>14 Sept.</td>
<td><strong>Data preparation using SPSS</strong></td>
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<td>Creating files, variable preparation, etc</td>
<td>SPSS manual: Ch 1-3</td>
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<td>9</td>
<td>21 Sept.</td>
<td><strong>SPSS – Basic Analysis Techniques</strong></td>
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<td>Using SPSS to display data</td>
<td>SPSS manual: Ch 4-7</td>
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<td><strong>Mid-Session Break</strong></td>
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<td>(Sept. 24 – Oct. 4)</td>
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<td>10</td>
<td>5 Oct.</td>
<td><strong>SPSS – Testing Group Relationships</strong></td>
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<td>Using analysis techniques on SPSS: Cross-</td>
<td>Class based in computer laboratories (Quad 4 &amp; 5)</td>
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<td>tabs, Means testing, ANOVA</td>
<td>Reading: Malhotra Ch 10, 11</td>
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<td>SPSS manual: Ch 8-12</td>
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<td>11</td>
<td>12 Oct.</td>
<td><strong>SPSS – Factor Analysis and Reliability</strong></td>
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<td>Using advanced analysis techniques with</td>
<td>Class based in computer laboratories (Quad 4 &amp; 5)</td>
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<td>SPSS: Reducing variables to constructs</td>
<td>Reading: Malhotra Ch 18, 20</td>
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<td>SPSS manual: Ch 18, 20</td>
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<td>12</td>
<td>19 Oct.</td>
<td><strong>SPSS – Correlations and Regression</strong></td>
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<td>Using advanced analysis techniques:</td>
<td>Class based in computer laboratories (Quad 4 &amp; 5)</td>
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<td>Correlations and Regression analysis</td>
<td>Reading: Malhotra Ch 15, 16</td>
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<td>SPSS manual: Ch 15, 16</td>
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<tr>
<td>13</td>
<td>26 Oct.</td>
<td><strong>Project Work</strong></td>
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<td><em>Comp. Labs Quad 4 &amp; 5</em></td>
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<tr>
<td>2 Nov.</td>
<td>Review for Final Exam</td>
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<td>Second Stage Project Due</td>
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