

## TEACHING PLAN FOR

### ● MARKETING RESEARCH I

#### 1. Basic description

**Name of the course:** Marketing Research I

**Academic year:** 2013-2014

**Year:** 3rd

**Term:** 2nd

**Degree / Course:** Bachelor's Degree in International Business and Marketing

**Code:** 43201

**Number of credits:** 4

**Total number of hours committed:** 100

**Teaching language:** English

**Lecturer:** Petar Balachev

**Seminar Sessions Professors:** Ester Solana, Cristiana Zito

**Timetable:**

#### GROUP 1:

Tuesday 10:30-12:45

Seminars - Groups 101, 102, 103

101 Thursday 11:15-12:10

102 Thursday 12:15-13:10

103 Thursday 13:15-14:10

#### GROUP 2:

Tuesday 08:00-10:15

Seminars - Groups 201, 202, 203

201 Thursday 08:00-08:55

202 Thursday 09:00-09:55

203 Thursday 10:00-10:55

Office hour: Tuesday 12:30-13:30

#### 2. Presentation of the course

This course has been developed in order to make the students familiar with the generation and use of relevant market(ing) information that permits to optimize the marketing decisions, thus providing them with valuable skills for their future profession careers. The course introduces a definition of marketing research and key related concepts in order to enable the students to understand the role and importance of marketing research and how it contributes to the overall organizational goals.

In order to achieve the above mentioned objectives the course first provides an overview of the marketing research process and design. Then we build on that understanding of the general functioning of marketing research by delving into its methodological aspects. The course introduces the students to the different types of data and the most common data collection techniques used by the researchers. We also pay special attention to three methodological aspects that are critical for guaranteeing proper marketing research output – measurement, sampling, and questionnaire design. The last part of the course is dedicated to obtaining insights about the application and use of marketing research in communication/advertising, new product/service development, and client life cycle management

### 3. Competences to be achieved in the course

General competences	Specific competences
<p style="text-align: center;">Instrumental competences</p> <p>G.I.1. Ability to search, analyse, assess and summarise information.            G.I.2. Ability to relate concepts and knowledge from different areas.            G.I.4. Ability to tackle and solve problems.            G.I.5. Ability to take decisions in complex and changing environments.            G.I.6. Ability to develop, present and defend arguments.            G.I.8. Oral and written competence in communicating in English.</p> <p style="text-align: center;">General personal competences</p> <p>G.P.6. Capacity to foresee events.</p> <p style="text-align: center;">Generic systemic competences</p> <p>G.S.1. Ability to apply creativity.            G.S.2. Ability to observe.</p> <p style="text-align: center;">Competences for applicability</p> <p>G.A.1. Ability to apply acquired knowledge and skills.            G.A.2. Ability to use quantitative criteria and qualitative insights when taking decisions.            G.A.3. Ability to search and exploit new information sources.</p>	<p style="text-align: center;">Disciplinary competences</p> <p>E.D.11. Introduce the basic marketing tools and capacitate for planning commercial strategies.</p> <p style="text-align: center;">Professional competences</p> <p>E.P.1. Ability to understand the decisions taken by economic agents and their interaction in the markets.            E.P.2. Ability to analyse economic and market indicators when taking decisions within the organisation.            E.P.17. Ability to express and understand spoken and written communication in English at an advanced level in the international business environment.            E.P.21. Ability to search and use various information sources.            E.P.22. Ability to contrast knowledge obtained in the learning process and adapt it to real situations.            E.P.23. Ability to apply and expand upon abstract reasoning.            E.P.24. Develop the ability to synthesise.</p>

The above competences interrelate with the basic competences set out in Royal Decree 1393/2007, namely:

a. competence to **comprehend knowledge, on the basis of general secondary education**

- b. competence to **apply knowledge** to day-to-day work in international management or marketing, in particular, ability to develop and defend arguments and to solve problems
- c. competence to **gather and interpret relevant data**, enabling the development of critical judgements on the economic and social reality
- d. competence to **communicate and transmit information** (ideas, problems, solutions) to a specialised and non-specialised public
- e. competence to **develop learning activities** in a relatively autonomous manner.

In order to establish a correspondence between the basic competences and those developed in the degree, these are grouped according to two criteria. Thus, the competences developed in the subject are structured into those that are seen as a development or specification of basic competences and those that define the professional profile of the graduate, with respect to general and specific competences.

**Basic competence: understanding of knowledge**

- I. General competences G.S.2, G.A.2*
- II. Specific competences E.P.1*

**Basic competence: application of knowledge**

- I. General competences G.I.2, G.S.1*
- II. Specific competences E.P.23*

**Basic competence: gather and interpret data**

- I. General competences G.I.1, G.P.6, G.A.3*
- II. Specific competences E.P.2, E.P.24*

**Basic competence: communicate and transmit information**

- I. General competences G.I.6, G.I.8*
- II. Specific competences E.P.17*

**Basic competence: develop learning activities**

- I. General competences G.I.4*
- II. Specific competences E.P.21, E.P.22*

**Competences that define the professional profile which are not included under basic competences**

In general, these competences combine the following key elements for professionalising students in the area of international business and marketing:

- provide students with the capacity to adapt to dynamic teams and environments
- provide students with the capacity to create their own integral vision of the operation of a business or international marketing project
- provide students with the capacity to take complex decisions and carry out negotiation processes

- I. General competences G.I.5, G.A.1*
- II. Specific competences E.D.11*

## **4. Contents**

### Topic 1(Week 1)

Introduction to Marketing Research.

- Definition, Role and importance for business.
- Organization of marketing research – internal and external stakeholders and service providers
- Approaches to marketing research.

### Topic 2

The Research Process (Week 2)

- Overview of the marketing research process
- Zoom-in on problem definition and formulation – the importance of proper problem definition and formulation; approaches to problem definition and formulation.
- Zoom-in on research design – different types of research design – nature and fit of use

### Topic 3 (Weeks 2; 3; 4; 5)

Data Collection Methods

- Secondary vs primary Data
- Quantitative research methods
- Qualitative research methods

### Topic 4 (Weeks 5; 6; 7; 8)

Snapshots of Other Key Methodological Aspects

- Measurement
- Questionnaire design
- Sampling

### Topic 5 (Weeks 8 & 9)

Marketing Research – Applications & Cases

- Marketing research and communication/advertising
- Marketing research and new product/service development
- Marketing research and client life cycle management

### Topic 6 (Week 10)

Wrap-up session - Review of the identified key and challenging topics; Mock Exam

## 5. Assessment

### Regular term evaluation

The final grade will be determined by the weighted average of various continuous evaluation activities and a final exam. In order to pass the course, the student should sit for the final exam and **the Final Exam** grade should be 4 or greater. If the student does not obtain a minimum of 4 in the, the final grade will be the final exam grade. In case of not attending the exam, the student will receive a "not presented" grade.

Assessment elements	Time period	Type of assessment		Assessment agent			Type of activity	Grouping		Weight (%)
		Comp	Opt	Teacher	Self-eval	Co-eval		Indiv.	Group (#)	
Lecture Class Participation	Throughout the course	X		X			Conceptual, analytical, synthesis	X		5
Seminars – Participation Case/Exercise Discussions	Throughout the course	X		X			Application, analytical, synthesis	X		15
Seminars – Written Case/Exercise Solutions	Weekly	X		X			Application, analytical, synthesis	X	X	20
Final Exam	Exam Week	X		X			Conceptual, application, analytical, synthesis	X		60

## Extraordinary evaluation

Continuous Evaluation: The continuous evaluation component of the grade is carried over to the extraordinary exam session. Its weight is the same as for the regular term evaluation: 40% of the course grade.

Final exam: Sitting for the final exam is a necessary condition to pass the course. The weight of the final exam in the course grade is 60%. In order to pass the course, the student must obtain a minimum exam grade of 4. In case of not attending the exam, the student will receive a "not presented" grade.

## Evaluation of competences:

	GI 1	GI 2	GI 3	GI 4	GI 5	GI 6	GI 8	GA 1	GA 2	GS 1	GS 2	GS 4	GS 6	ED 1	EP 1	EP 2	EP 7	EP 1	EP 2	EP 2	Pro pi as
Lecture Class Participation							X										X				X
Seminars – Participation Case/Exercise Discussions				X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X
Seminars – Written Case/Exercise Solutions	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X			X
Final Exam							X										X				X

## 6. Bibliography and teaching resources

- Basic bibliography
  - Churchill, Gilbert A. & Iacobucci, Dawn (2010). Marketing Research: Methodological Foundations. South-Western Cengage Learning.
  - Churchill, Gilbert A. (2002). Marketing Research: Methodological Foundations. Harcourt College Publishers
- Supplementary bibliography
  - Malhorta, Naresh K. & Birks, David F. (2003), Marketing Research: An Applied Approach. Pearson Education
  - Burns, Alvin C. & Bush, Ronald F. (2006), Marketing Research. Pearson Education
- Teaching Resources
  - Powerpoint slides for each session which will be uploaded in Aul@-Esci (Moodle platform)
  - Articles related to subject and case studies

## 7. Methodology

IN CLASSROOM	DIRECTED (OUTSIDE CLASSROOM)	AUTONOMOUS
Professor: - Professor's exposition - Doubts and questions resolutions  Student: -Case/Exercises discussions - Final exam	Professor: - Reading and assessment of case study reports. - Reading and assessment of marketing plan sections.  Student: - Case/Exercises preparation	Student: - Reading of material before class - Personal individual study of the subject - Preparation for the final exam

## 8. Scheduling activities

1) Allocation of hours between theory and practical lessons:

2 h of lecture and 1 h of seminar

2) Scheduling activities under the curriculum:

- In the classroom: Lecture classes, Seminars, Face-to-face tutorials
- Outside the classroom: Group work, Individual work (reports, exercises...), Independent study

Week	Activity in the classroom Grouping/type of activity	Time	Activity outside the classroom Grouping/type of activity	Time
Week 1 Session 1	Topic 1	2 h 55min	Reading and preparing the cases;  Group organization	4 h
Week 2 Session 2 1 Seminar	Topic 2 & 3  Case/Exercise discussion	2 h 55 min	Case preparation (individual+groups)	4 h 3 h
Week 3 Session 3 2 Seminar	Topic 3  Case/Exercise discussion	2 h 55 min	Case preparation (individual+groups)	3 h 5 h

Week 4 Session 4 3 Seminar	Topic 3 Case/Exercise discussion	2 h 55 min	Case preparation (individual+groups)	2 h 4 h
Week 5 Session 5 4 Seminar	Topic 3&4 Case/Exercise discussion	2 h 55 min	Case preparation (individual+groups)	2 h 6 h
Week 6 Session 6 5 Seminar	Topic 4 Case/Exercise discussion	2 h 55 min	Case preparation (individual+groups)	3 h 5 h
Week 7 Session 7 6 Seminar	Topic 4 Case/Exercise discussion	2 h 55 min	Case preparation (individual+groups)	5 h 4 h
Week 8 Session 8 7 Seminar	Topic 4&5 Case/Exercise discussion	2 h 55 min	Case preparation (individual+groups)	5 h
Week 9 Session 9 8 Seminar	Topic 5 Case/Exercise discussion	2 h 55 min	Case preparation (individual+groups)	6 h
Week 10 Session 10 9 Seminar	Topic 6: Wrap up Mock exam	2 h 55 min	Preparing final exam	3 h 8 h
Week final exams				