

MARKET RESEARCH TECHNIQUES

COURSE: FIRST

SEMESTER: SECOND

TYPE: MANDATORY

LANGUAGE: ENGLISH

CREDITS: 6

PROFESSOR: [SOL GARCÍA TOBAR – BERATTI](#)

OBJECTIVES:

The course *Market Research Techniques* aims to equip students with the key theoretical concepts and empirical methods of marketing research. It provides an explanatory framework of what market investigation represents in national, international and global environments. The key objectives of the course are twofold. Firstly, it introduces an assessment of the current market research processes and techniques applied in different business sectors. Secondly, it aims to enhance students' ability to think in business terms, and help them gain the ability to transform business problems into specific marketing research questions, and identify marketing research techniques to conduct research, gather data, and evaluate findings.

The course is lecture based, combined with real business problems, projects, individual activities, and in-class exercises and discussions. A wide range of research methods, tools and strategies are covered, including in-depth interviews, focus groups, surveys, and data sources and data collection methods. These market research tools are explored in relation to their strengths and weaknesses. Students will have the opportunity to define and solve business problems, develop a research plan, collect and analyze data, present and discuss their findings in a group project.

COMPETENCES:

BASICS

- **CB2** – Learning to apply knowledge in the working environment in a professional way

and gaining skills through elaborating and defending arguments and providing with solutions.

- **CB4** – Capacity of transmitting information, ideas and solutions to a specialized or non- specialized public.

GENERALS

- **CG1** – Observing the global perspective of planning, organizing and managing activities in international business environments.
- **CG2** – Acting proactively, generating ideas and proposals, and implementing initiatives and changes within organizations, as well as showing willingness to geographic mobility.
- **CG3** – Developing the capacity to empathize, adapt, work and lead international, multicultural, interdisciplinary, competitive and complex teams. • **CG5** – Developing substantial communication English skills.
- **CG6** – Seeking and exploiting new informational resources and applying quantitative and qualitative methods in the decision-making process.

TRASVERSALS

- **CT3** – Interacting in global and international contexts, to identify priorities and new business realities that allow the transfer of knowledge, building the capacity to adapt and self-manage in professional environments.
- **CT4** – Showing abilities for professional practice in multidisciplinary and complex environments, networking with groups, whether it is in person or virtually, using Information and Communications Technologies.
- **CT6** – Using various forms of communication, in native or foreign languages.
- **CT7** – Taking the lead in the personal development process, acquiring a complete instruction which allows for learning and living within multicultural contexts.

SPECIFICS

- **CE4** – Acknowledge of main information sources, statistics and economics available, in national and international scale, analyzing and proper use in making decision processes in international business.
- **CE5** – Knowing the cultural social, geopolitical and legislative environments of various international economies to contribute to a better development of the international business.
- **CE6** – Understanding and making use of the continuous changes in various international agreements, which might affect economic relationships between countries, and the activities in the international business environment.
- **CE7** – Acknowledge of different agents and economic and financial institutions roles evaluating their influence and impact on economic global growing, international trading, financial relationships and companies activities.
- **CE8** – Identifying the economic, cultural, political, legal, demographic and technological environments which might bring opportunities and threats for the development of international business activities.
- **CE9** – Plan commercial strategies based on the knowledge of basic tools of international trade.
- **CE10** – Management of activities and taking decisions in several functional areas of an international economic organization.
- **CE11** – Locate, understand and assess the existing information in the international environment to be able to define the target markets, according to the type of company and product.
- **CE12** – Adapting the various communication and negotiation techniques according to the different types of audiences and defining a clear communication and negotiation objective.

LEARNING OUTCOMES:

- **R1** – Students will learn the basic characteristics of different tools for market research.
- **R2** – Students will learn how to identify the phases of a market research strategy.
- **R3** – Students will apply the concepts of sampling methodology in the sampling process.
- **R8** – Students will gain the ability to analyze cases-studies in a global perspective, taking into account the various social, cultural, economic and political factors of various countries.
- **R9** – Students will understand the various sources of information provided in their native and foreign languages.
- **R10** – Students will gain motivation to further improve their personal and professional life.

CONTENTS:

PART 1 – PLANNING A MARKET RESEARCH STUDY

Introduction

Who needs market research?

New roles for market research

The effect of regional culture on the use of market research

The use of market research in business models and frameworks

Consumer and business-to-business market research

The scope of market research information

Quantitative and qualitative research

The market research process

The organization of market research

Market research design

What is worth researching?

Market research suppliers

The market research brief

The market research proposal The
information required.

The accuracy.

The budget.

The timetable.

What to expect in a proposal (return of brief)

Uses of market research Understanding
markets.

Understanding customers.

Understanding and developing the offer

Positioning the brand and communications

PART 2 – QUALITATIVE RESEARCH

Qualitative research

What is qualitative research?

The tools of qualitative research
When to use qualitative research

The uses of qualitative research

Desk research

A veritable gold mine

An important principle of desk research

Industry experts

The Internet

Online market reports The
press.

Company data.

Government statistics.

Trade and industry bodies

Directories and lists

The range of information available from desk research

Planning, recording and evaluating desk research

The limits of desk research

PESTEL & SWOT analysis applied to desk research

Focus groups

The focus group

The people that make up a focus group

When to use focus groups

Areas of special consideration

Planning and recruiting groups

Number of groups

Venues of groups

Getting participants to attend.

The group moderator

Tools of the group moderator

Depth interviewing

Why use depth interviews?

Depth interviews in market research design.

How many depth interviews are needed? The
role of the telephone in depth interviewing
Winning cooperation for the interview.
The principles of interviewing

The interview itself
The line of questioning
Developing the discussion guide for the interview. Probes & prompts

Observation and ethnography

Observation. When to use
observation The audit.

Observation in shopping surveys
Observation in product research
Observation in poster checks
Observation in checking television viewing
Setting up observation programmes Reporting
observational data.

PART 3 – QUANTITATIVE RESEARCH

Quantitative research What is
quantitative research?

Determining the size of the sample.
The tools of the quantitative researcher
What quantitative research is used for Analyzing
quantitative research.

Sampling and statistics Choosing
the size of the sample.

Margin Error & Confidence Level.

Questionnaire design

What is so difficult about designing a questionnaire?
The role of questionnaires

Different types of questionnaires

Different type of questions Behavioral questions.

Attitudinal questions

Classification questions

Three steps in questionnaire layout

Formulating the questions

Arranging the questionnaire layout.

Piloting and testing the draft questionnaire

Special questionnaires

Face-to-face interviewing

Advantages of face-to-face interviews

Disadvantages of face-to-face interviews

Street interviews

Household interviews

Questionnaire design

Response rates to surveys

Hall tests (mall intercepts)

Telephone interviewing

Why interview by telephone?

CATI

The art of telephone interviewing

Limitations of telephone interviewing

Self-completion questionnaires

The ubiquitous self-completion questionnaire

When to use and when not to use self-completion questionnaires

Principles of designing self-completion questionnaires

Good practice in self-completion questionnaires

Online surveys

The life cycles of research methods

Sending out e-surveys

The growth of online panels

The advantages and disadvantages of panel research

Organizing an online survey

Online focus groups

Collecting information from a website

Google and the rise of the DIY researcher

Mobile surveys

Using the net to pose questions

Data analysis

The analysis of closed questions

Data analysis of open-ended questions

Analysis of numerical responses

A note on data validation Multivariate
analysis.

Qualitative data analysis

Semiotics and qualitative research

PART 4 – USING MARKET RESEARCH

Reporting

Common rules for both written reports and presentations

Reporting qualitative data

Reporting quantitative data

Drawing conclusions

Making a presentation

Part 5 – THE MARKET RESEARCH INDUSTRY

International market research

Seeing things more clearly

The structure of the global market research industry

Response rates internationally

Measuring attitudes across nations

Coordinating multi-country studies

Using desk research (secondary research) to carry out international market research.

Research trends

Drivers of change.

Trends in quantitative research.

Trends in qualitative research.

Making questionnaires more engaging.

Trends among users of market research.

Specialization in market research skills.

Ethics in market research

The importance of ethics in market research

Examples of ethical dilemmas for market researchers

Principles guiding the ethics of market researchers

Incentivizing respondents for research

Returning to the ethical dilemmas.

Part 6 – INFORMATION BEYOND RESEARCH

The importance of neuromarketing

Body language: reading the hidden communications of research respondents.

EVALUATION SYSTEM:

Grading System	Weighting
Individual Exam (Mandatory)	40%
10 Individual Class Activities (Optional)	10% (1% each activity)
2 Group Activities (Mandatory)	30% (15% each activity)
Final Project in group (Mandatory)	20%

Dates

- **The exam** will include all of the contents with a practical approach. **Due Date:** See Planning of the subject

Individual & Group Activities

- **Individual Class Activities:** class activities will be done about the contents explained in class and have to be uploaded to Moodle, in a PDF format, after every class. Deliveries are **ONLY ACCEPTED** through Moodle (not accepted by mail).
- **Group Activity # 1: The Brief.** Guidelines will be provided by Moodle. **Due date:** See planning schedule.
- **Group Activity # 2: The Proposal & Research Methods.** Guidelines will be provided by Moodle. **Due date:** See planning schedule.
- **Criteria of activity evaluation:** Research done, creative thinking behind the homework, oratory skills & presentation tools.
- **Way of submission for Activity # 1 & Activity # 2:** written information in **PDF and PowerPoint** to be used in the oral presentation. Deliveries are **ONLY ACCEPTED** through Moodle (not accepted by mail) and the oral presentation will be held in class. Student must deliver just **ONE COPY** per group.

Final Project Assignment in groups

- The final project is about making a research project. Structure of the project – main components: Company description and analysis, market research & analysis, reporting and strategic decisions. Guidelines will be provided by Moodle. **Due date:** See Planning schedule.
- **Criteria of project evaluation:** quality of the written delivered project, oratory skills, research done, proposed strategy & presentation tools.

- **Way of submission:** written information in PDF and PowerPoint to be used in the oral presentation. Deliveries are **ONLY ACCEPTED** through Moodle (not accepted by mail) and the oral presentation will be held in class. Student must deliver just **ONE COPY** per group.

Hand-in conditions: Each activity hand-in conditions will also be mention in the guidelines provided by the professor though in the METHODOLOGY section it is specified.

As specified before, there will one written and individual exam, covering all of the contents seen in class, with a practical approach, and a weigh of 40% of the final grade; the remaining 60% will be obtained by individual and group activities which guidelines will be uploaded, at least, two weeks prior to its delivery date. Nonassistance to the exam will result on a grade of 0 (zero).

The only item that is possible to be recovered in the week of recovery is the exam.

It is necessary for students to get, at least, + 40 pts out of 100 on the exam in order to do the average with the rest of the grades (activity grades).

It is necessary for students to get, at least, + 50 pts out of 100 on the activities average, in order to do the average with the exam.

To pass the subject, the average of activities and the exam has to be equal/over 50/100. Exam and activities average will become the final grade. If a student gets a grade between 40 and 50 out of 100 in the exam, it is not necessary for him/her to take

the complementary exam, **as long as** the activities average represent sufficient mark so that the final average of the subject is 50 out of 100 or higher.

If an activity involves an oral presentation, group students will be graded jointly for the written presentation but may receive a different grade in their oral presentation.

Scenarios for the oral presentation date:

- **Non-attendance (and not justified)** in those classes where an activity must be delivered orally, will be considered as a "not delivered oral presentation", and will suppose a **zero** for that oral presentation for the absent student.
- Those students who **know in advanced that they won't be able to assist to the oral presentation date** and the absence is justified, must prepare a video with
 - his/her part of the presentation in order to **project the video while the rest of the group is making their oral presentation.**
- Those student's that are absence on the delivery date due to **unexpected reasons** (illness) **and can justified** their absence on the activity day will have, at most, **3 business days after the due date in order to send a video, to the professor's email, with the presentation of the activity (their part + the rest of the group parts).** If this is not done within those days it will be considered as not presented, hence a **zero grade.**

The teacher will evaluate the attendance, as well as the active participation, both in the activities elaborations, as well as in the open debates in class. The critical and analytical student vision and thinking will be seen with special importance, as well as

the elaboration of constructive feedback on the proposed activities by the classmates and the oral presentation of the activity in a group. The teacher will consider the progression and continuous evaluation of the student when grading the activities.

METHODOLOGY:

The subject is classroom/Live Streaming-based and combines theoretical knowledge with its practical implementation. Through classroom sessions, the teacher will expose contents of the program using different learning methodologies. Besides making group activities in class to apply what was learned, students must do individual activities during their own personal hours.

Finally, we recommend to the students that they use some hours of personal work to this subject every week in order to consolidate the acquired knowledge of each topic. This personal work will consist of making a review of theoretical aspects given in class, complement them with the basic bibliography and have some exercises done. The professor will consider the development and progress of each student individually.

Any **student who does not sit the exam** and he does not justify his absence on grounds of force majeure, either to Coordination or Academic Tutoring, will lose this opportunity. He will be able to do it in the complementary period, but only in case he meets the requirements for it. If the student has provided a certificate of absence due to a case of force majeure, he will sit the exam on the

complementary date and he will still keep another examination sitting. In case, he would not pass the exam on the complementary date, he will have another opportunity before the last day to record grades.

Any student who **does not make an oral presentation** and he does **not justify** to the teacher that it has been a case of force majeure, **will lose the chance to do it another day.**

Likewise, any student who does **not deliver an activity on deadline** and he does **not justify** to the teacher that it has been due to force majeure, he will **miss the opportunity.**

The student who has not **attended a minimum 80% of classes** within a **week before** the exam (having submitted the supporting documents to his/her tutor), will be **excluded from the ordinary examination.** In this case, the student **will have to attend the complementary exam**, provided that he or she meets the requirements laid out in the study program.

Oral presentations

Oral presentations will be done at the **specific day detailed** by the professor **in the schedule.** Oral presentations for each homework must be done on the designated dates. If the student is **missing that day, unjustified**, this means a **zero grade** for that student. If the **absence is justified**, the student will make the presentation according to what was mentioned in the **“Scenarios for the oral presentation date”** section.

Any presentation format can be used (powerpoint, prezi, etc.) and creativity will be very welcomed. The presentation material has to be uploaded in Moodle according to the guidelines of the activity that are available in Moodle. If the presentation material is not uploaded to the platform, the professor will grade the activity directly with a zero. For group activities students must deliver **only** 1 copy per group through Moodle and individual activities must be delivered by **all** of the students.

Hand-in conditions: Each homework-activity must have a PDF and a Powerpoint/Prezi presentation. Both have to be uploaded to Moodle.

Activity	Percent age weights	Competences and learning outcomes	Conditions	Dedication
10 Individual Class Activities (Optional)	10%	Comp: CB2, CG5, CT6, CT7, CE5, CE8, RA: R1, R9, R10	Individual activity. Can't be recovered. It is optional to deliver on the designated date.	Reading and practice: 4 hours

Activity # 1: Brief	15%	Comp: CB2, CB4, CG1, CG2, CG3, CG5, CT3, CT4, CT6, CT7, CE10, CE12 RA: R1, R2, R9, R10	Group activity. Can't be recovered. It must be delivered on the designated date.	Reading and practice: 10 hours
Activity # 2: Proposal & Research Methods	15%	Comp: CB2, CB4, CG3, CG5, CT3, CT4, CT6, CT7, CE8, CE10, CE12 RA: R1, R3, R9, R10	Group activity. Can't be recovered. It must be delivered on the designated date.	Reading and practice: 6 hours
Final Project: Research Project	20%	Comp: CB2, CB4, CG1, CG2, CG3, CG5, CG6, CT3, CT4, CT6, CT7, CE4, CE5, CE7, CE8, CE9, CE10, CE12 RA: R1, R2, R3, R8, R9, R10	Group activity. Can't be recovered. It must be delivered on the designated date.	Reading and practice: 50 hours
Exam	40%	Comp: CB2, CB4, CG5, CT3, CT6, CT7, CE4, CE6, CE11 RA: R1, R2, R3, R9, R10	Can only be recovered at the complementary period if the student has delivered all of the homework activities.	Reading: 20 hours

Total class hours: 60 hours. **Total dedication outside the classroom:** 110 hours.

Total time of dedication to the subject: 170 hours.

BIBLIOGRAPHY:

Compulsory Reading List

- HAGUE, P.; CUPMAN, J.; HARRISON, M.; TRUMAN, O. (2016). *Market research in practice: An introduction to gaining greater market insight*. (3rd.Edition). Kogan Page.
- BEALL, A. (2014). *Strategic market research: A guide to conducting research that drives businesses*. (2nd Edition). iUniverse.

Optional Reading List

- MALHOTRA, N.; NUNAN, D.; BIRKS, D. (2017). *Marketing Research: An applied approach*. (5th Edition). Pearson.
- GOFFIN, K.; LEMKE, F.; KONERS, U. (2010). *Identifying hidden needs: creating breakthrough products*. (1st Edition). Palgrave Macmillan.
- BERGANZA, M and SAN ROMÁN, J (EDS.) (2005). *Researching communication: A practical guide to methods and techniques of social communication research*. Madrid, McGraw-Hill.
- CORBETTA, PIERGIORGIO (2003). *Methodology and techniques of social research*. Madrid. McGraw-Hill.
- LEVENTHAL, B. (2016). *Geodemographics for marketers: using location analysis for research and marketing*. Kogan Page.
- POOL, H. (2016). *One hour marketing. The entrepreneur's guide to simple effective marketing*. Morgan James Publishing.
- KADEN, R. (2007). *Guerrilla marketing research: Marketing research techniques that can help any business make more money*. Kogan Page.

- KADEN, R.; LINDA, G.; CONRAD, J. (2009). *More guerrilla marketing research asking the right people, the right questions, the right way, and effectively using the answers to make more money*. Kogan Page.
- SARSTEDT, M.; SCHWAIGER, M. (2011). *Measurement and research methods in international marketing*. Emerald Group Publishing Ltd.
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