



# MKTG2017

## Qualitative Insights

Session 2, Special circumstance 2020

*Department of Marketing*

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#### **Disclaimer**

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#### **Notice**

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

## General Information

Unit convenor and teaching staff

Unit Convenor

Cynthia Webster

[cynthia.webster@mq.edu.au](mailto:cynthia.webster@mq.edu.au)

Contact via [cynthia.webster@mq.edu.au](mailto:cynthia.webster@mq.edu.au)

158C 3 Management Dr

Mondays 2-3pm

Credit points

10

Prerequisites

MKTG101 or MKTG1001

Corequisites

Co-badged status

Unit description

Qualitative insights provide organisations with an in-depth perspective of emerging market trends and novel consumer behaviours. Organisations use qualitative insights to better engage and deliver value to their customers, identify new opportunities and fuel their competitive advantage.

This unit equips students with knowledge of the role, theory and methods used in qualitative research. Students will develop skills in qualitative research design, data collection and analysis, including the use of different software packages. Students will also learn how to interpret and translate results to deliver strategic insights, and effectively deliver their findings through both oral and written communication.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

**ULO1:** Apply qualitative research skills and analytic techniques to derive marketing and consumer insights.

**ULO2:** Critically evaluate qualitative approaches, theories and techniques in deriving

research insights.

**ULO3:** Demonstrate sustainable thinking to create coherent and theoretically rigorous arguments to address marketing problems.

## General Assessment Information

Late assessment submissions must also be submitted through the appropriate submission link in [iLearn](#). No extensions will be granted unless an application for [Special Consideration](#) is made and approved. There will be a **deduction of 10%** of the total available marks made from the total awarded mark for each **24 hour period** or part thereof that the submission is late. Late submissions will not be accepted after solutions have been discussed and/or made available.

Note: applications for [Special Consideration Policy](#) must be made within 5 (five) business days of the due date and time.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Design and Participatory Task</a>	20%	No	Week 4
<a href="#">Qualitative Analysis</a>	45%	No	Week 10
<a href="#">Video Presentations</a>	15%	No	Week 13
<a href="#">Debate</a>	20%	No	Week 7

### Design and Participatory Task

Assessment Type <sup>1</sup>: Design Task

Indicative Time on Task <sup>2</sup>: 10 hours

Due: **Week 4**

Weighting: **20%**

This is an individual assessment that involves designing a focus group discussion guide to address a problem related to sustainability and then anonymously participating in an online focus group to generate qualitative data on the topic. Specific instructions and marking guide will be provided on iLearn. 800 word focus group discussion guide and participation in an online focus group

On successful completion you will be able to:

- Apply qualitative research skills and analytic techniques to derive marketing and consumer insights.
- Demonstrate sustainable thinking to create coherent and theoretically rigorous arguments to address marketing problems.

## Qualitative Analysis

Assessment Type <sup>1</sup>: Qualitative analysis task

Indicative Time on Task <sup>2</sup>: 25 hours

Due: **Week 10**

Weighting: **45%**

This is an individual assessment that involves conducting qualitative analysis using NVivo on the data generated in the online focus groups, interpreting results and writing a summary of the insights gained. Specific instructions and marking guide will be provided on iLearn. NVivo analysis and 1000 word results summary

On successful completion you will be able to:

- Apply qualitative research skills and analytic techniques to derive marketing and consumer insights.
- Critically evaluate qualitative approaches, theories and techniques in deriving research insights.

## Video Presentations

Assessment Type <sup>1</sup>: Presentation

Indicative Time on Task <sup>2</sup>: 10 hours

Due: **Week 13**

Weighting: **15%**

This is a group assessment task that involves creating a video presentation examining a sustainability challenge facing the world today by identifying reasons why the issue has not been solved and providing innovative ways marketing can address the problem. 50% will be assessed on individual contribution and 50% based on the group presentation. Specific instructions and marking guide will be provided on iLearn.

On successful completion you will be able to:

- Apply qualitative research skills and analytic techniques to derive marketing and consumer insights.
- Demonstrate sustainable thinking to create coherent and theoretically rigorous arguments to address marketing problems.

## Debate

Assessment Type <sup>1</sup>: Debate

Indicative Time on Task <sup>2</sup>: 10 hours

Due: **Week 7**

Weighting: **20%**

This is an individual assessment that requires preparing a summary of the advantages and

disadvantages of three qualitative techniques supported by theory and then participating in a team debate on the most efficient qualitative technique for deriving research insights. Specific instructions and marking guide will be provided on iLearn.

On successful completion you will be able to:

- Critically evaluate qualitative approaches, theories and techniques in deriving research insights.

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<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

### Delivery and Resources:

#### Lectures, seminars and computer laboratories:

- This unit consists of 3 hours teaching per session, one 1 hour lecture and one 2 hour seminar or computer laboratory.
- The timetable for classes can be found on the University website at: <http://www.timetables.mq.edu.au/>

#### Required and Recommended Texts and/or Materials

##### Required Textbook

- Belk, R. Fischer, E. and Kozinets, R.V. 2013. Qualitative Consumer and Marketing Research. 1<sup>st</sup> edition, Sage. ISBN: 978-0857027672

##### Additional Recommended Textbook:

- Mariampolski, H. 2001 Qualitative Market Research. 1<sup>st</sup> edition, Sage. ISBN: 97807619457

##### Required Video (students are required to view the following videography)

- Kleppe, I. and Caldwell, M. 2011. Walking the Talk, Talking the Walk: Embodied Health Activism in Developing Nations, in *E - European Advances in Consumer Research*, Vol.

9, eds. A. Bradshaw, C. Hackley and P. Maclaran, Duluth, MN: *Association for Consumer Research*, pp. 310-315. Video link: <https://vimeo.com/15311998>

#### Additional Recommended Videos:

- Veer, E. 2014. I'm Struggling: Men's Stories of Mental Illness, in NA - *Advances in Consumer Research*, Vol. 42, eds. J. Cotte and S. Wood, Duluth, MN: *Association for Consumer Research*, pp. 758-758. Video link: <https://vimeo.com/92599682> Password: ACRBaltimore
- O'Rourke, G. and O'Sullivan, S. R. 2016. Wonders of Waste: The Ideological Diffusion of the Upcycling Movement, in E - *European Advances in Consumer Research*, Vol. 44, Duluth, MN: *Association for Consumer Research*. Video link: <https://vimeo.com/170595105>

#### Required Journal Articles (students are required to read the following journal articles)

- Caruana, R., Glozer, S. and Eckhardt, G.M., 2019. 'Alternative Hedonism': Exploring the Role of Pleasure in Moral Markets. *Journal of Business Ethics*, pp.1-16.
- Gollnhofer, J.F., Weijo, H.A. and Schouten, J.W., 2019. Consumer Movements and Value Regimes: Fighting Food Waste in Germany by Building Alternative Object Pathways. *Journal of Consumer Research*. *In press*.
- Longo, C., Shankar, A. and Nuttall, P., 2019. "It's Not Easy Living a Sustainable Lifestyle": How Greater Knowledge Leads to Dilemmas, Tensions and Paralysis. *Journal of Business Ethics*, 154(3), pp.759-779.
- Spiggle, S., 1994. Analysis and interpretation of qualitative data in consumer research. *Journal of Consumer Research*, 21(3), pp.491-503.

#### Additional Recommended Journal Articles:

- Arsel, Z., 2017. Asking questions with reflexive focus: A tutorial on designing and conducting interviews. *Journal of Consumer Research*, 44(4), pp.939-948.
- Belk, R.W., Caldwell, M., Devinney, T.M., Eckhardt, G.M., Henry, P., Kozinets, R. and Plakoyiannaki, E., 2018. Envisioning consumers: how videography can contribute to marketing knowledge. *Journal of Marketing Management*, 34(5-6), pp.432-458.
- Humphreys, A. and Carpenter, G.S., 2018. Status games: Market driving through social influence in the US wine industry. *Journal of Marketing*, 82(5), pp.141-159.
- Koll, O., Von Wallpach, S. and Kreuzer, M., 2010. Multi-method research on consumer-brand associations: Comparing free associations, storytelling, and collages. *Psychology & Marketing*, 27(6), pp.584-602.

- Kozinets, R.V., 2002. The field behind the screen: Using netnography for marketing research in online communities. *Journal of Marketing Research*, 39(1), pp.61-72.
- Thompson, C.J., 1997. Interpreting consumers: A hermeneutical framework for deriving marketing insights from the texts of consumers' consumption stories. *Journal of Marketing Research*, 34(4), pp.438-455.

### Technology Used and Required:

- Students will need to have access to a personal computer, with access to the Internet and word processor software.
- In laboratories, we will use MS-Word, MS-Excel, NVivo, FocusGroupIt, Adobe Spark Video

## Unit Schedule

Please refer to iLearn for full unit schedule details.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit <ask.mq.edu.au> or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills (<mq.edu.au/learningskills>) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at <ask.mq.edu.au>

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#).



The policy applies to all who connect to the MQ network including students.