



# MKTG2017

## Qualitative Insights

Session 1, In person-scheduled-weekday, North Ryde 2022

*Department of Marketing*

### Contents

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<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	2
<a href="#"><u>General Assessment Information</u></a>	3
<a href="#"><u>Assessment Tasks</u></a>	3
<a href="#"><u>Delivery and Resources</u></a>	5
<a href="#"><u>Unit Schedule</u></a>	8
<a href="#"><u>Policies and Procedures</u></a>	8
<a href="#"><u>Changes from Previous Offering</u></a>	10

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Dr Helen Siuki

[helen.siuki@mq.edu.au](mailto:helen.siuki@mq.edu.au)

Contact via email

3 Management Drive, room 147

Thursday 11am-12pm

Credit points

10

Prerequisites

40cp at 1000 level or above including MKTG1001 or MKTG101

Corequisites

MKTG1003 or MKTG203

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 global sustainable thinking to create coherent and theoretically rigorous arguments to address marketing problems.

## General Assessment Information

**Late submissions of assessments** Unless a Special Consideration request has been submitted and approved, no extensions will be granted. **There will be a deduction of 10% of the total available assessment-task marks made from the total awarded mark for each 24-hour period or part thereof that the submission is late. Late submissions will only be accepted up to 96 hours after the due date and time.**

**No late submissions will be accepted for timed assessments – e.g., quizzes, online tests.**

**Table 1: Penalty calculation based on submission time**

Submission time after the due date (including weekends)	Penalty (% of available assessment task mark)	Example: for a non-timed assessment task marked out of 30
< 24 hours	10%	10% x 30 marks = 3-mark deduction
24-48 hours	20%	20% x 30 marks = 6-mark deduction
48-72 hours	30%	30% x 30 marks = 9-mark deduction
72-96 hours	40%	40% x 30 marks = 12-mark deduction
> 96 hours	100%	Assignment won't be accepted

**Special Consideration** To request an extension on the due date/time for a timed or non-timed assessment task, you must submit a Special Consideration application. An application for Special Consideration does not guarantee approval.

The approved extension date for a student becomes the new due date for that student. The late submission penalties above then apply as of the new due date.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Qualitative Analysis</a>	45%	No	Week 10
<a href="#">Practice-Based Task</a>	40%	No	Week 2 to Week 13

Name	Weighting	Hurdle	Due
<a href="#">Video Presentations</a>	15%	No	Week 13

## Qualitative Analysis

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

Indicative Time on Task <sup>2</sup>: 20 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 1,000 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.

## Practice-Based Task

Assessment Type <sup>1</sup>: Practice-based task

Indicative Time on Task <sup>2</sup>: 15 hours

Due: **Week 2 to Week 13**

Weighting: **40%**

Various practice-based tasks will be given throughout the semester. Some of these are take-home tasks, others are to be completed during the workshops. They might include completion of worksheets, hands-on practices etc. There will be minimum four random collections of those tasks. Each task is worth 10%.

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.

- Demonstrate global sustainable thinking to create coherent and theoretically rigorous arguments to address marketing problems.

## 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 global sustainable thinking to create coherent and theoretically rigorous arguments to address marketing problems.

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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

**Lectures, seminars and computer laboratories:**

- This course will be delivered in online and face-to-face modes.

Students enrolled in ONLINE DELIVERY: there will be **1-hour online pre-recorded lecture on a weekly basis, plus a 1.5-hour online weekly workshop, and 0.5-hour asynchronous activities.**

Students enrolled in FACE-TO-FACE DELIVERY: there will be **1-hour online pre-recorded lecture on a weekly basis, plus a 1.5-hour face-to-face weekly workshop on campus, and 0.5-hour asynchronous activities.**

Students are expected to review the lecture material, complete the readings, watch any video content and prepare the discussion questions in advance of the weekly workshop.

- The timetable for classes can be found on the University website at: <http://www.timetable.s.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*, 46(3), pp.460-482.
- Akaka, M.A. and Schau, H.J., 2019. Value creation in consumption journeys: recursive reflexivity and practice continuity. *Journal of the Academy of Marketing Science*, 47(3), pp.499-515.
- 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.

#### **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.
- 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.
- Spiggle, S., 1994. Analysis and interpretation of qualitative data in consumer research. *Journal of Consumer Research*, 21(3), pp.491-503.
- 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, etc.

#### **Unit Web Page**

- The web page for this unit can be found at: iLearn <http://ilearn.mq.edu.au>
- All announcements and resources will be available on the web site. Resource materials include lecture slides, assessment tasks, and links to journal articles and videos. There is also a forum for student interaction and contact with faculty. You should consult the course Website several times per week for messages and updates.

## Unit Schedule

Please refer to [iLearn](#).

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)



## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Student Support

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

### The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the 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

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)

## Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## 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.

## Changes from Previous Offering

No major changes from previous offering.