80239 - Marketing Research

Teaching Guide Information

Subject: Elective
Teaching language:

 Plenary session: Group 1: English

Number of credits: 6.0
Term: Second quarter

1. Basic description

Academic center: Escola Superior de Comerç Internacional
Degree / Course: InternationalBusiness Program
Contact ahours: 45
Total number of hours committed: 150
Lecturer: Roger Pagà (roger.paga@prof.esci.upf.edu)
Timetable: SIGMA schedule
Office hours: Wednesday, 19:00h - 20:00h.

2. Presentation of the course

?Should our company start selling in a foreign market??, ?Should our company choose a different endorser for one of its brands??, ?Should our company invest in CSR?? Although organizational decisions can be very diverse, there is at least one thing they have in common: to make those decisions in an informed way, market research is needed.

In this course, the student will learn how to think like a market researcher. This will involve familiarizing oneself with the so-called **market research process**: a systematic approach in which decisions-to-be-made (e.g., should we invest in CSR?) are transformed into more specific, and measurable questions (e.g., how does our target audience perceive companies in our sector that engage in CSR?). Then, those more specific and measurable questions are answered by collecting data, which requires deciding on a suitable methodology (How should we learn more about our target audience?s CSR perceptions: should we do depth interviews? Online surveys? Something else entirely?). Thus, the market research process is both about **1) identifying the right information to make decisions, and 2) identifying how to best obtain that information**. This course will focus on both aspects of the market research process and how to use them to optimize organizational decisions.

Furthermore, and since Market Research tends to focus on the consumer, this course will also cover some **consumer behavior topics** that will allow students to understand how consumers think, and why they think in the way they do.

3. Educational and learning process outcomes

General competences	Specific competences
Instrumental competences G.I.1. Ability to search, analyze, 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.	**Disciplinary competences** E.D.11. Introduce the basic marketing tools and capacitate for planning commercial strategies. **Professional competences** E.P.1. Ability to understand the

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.

General personal
G.P.6. Capacity to foresee events.

Generic systemic competences

G.S.1. Ability to apply creativity.

G.S.2. Ability to observe.

Competences for applicability

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.

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

The above competences reflect 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 the 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 specialist and non-specialist audience.

e. Competence to **develop learning activities** in a relatively autonomous manner.

The competences worked on in the course are divided into two groups: those seen as a development or specification of a basic competence; and those that hone graduates' professional profile 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 hone graduates' professional profile which are not included under basic competences

In general, these competences combine the following key elements for honing students' professional profile 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

Learning outcomes

Students will know how to structure and run a market research project by establishing the sample size, selecting the suitable mechanisms to run it and presenting it.

The competences, the learning outcomes, the assessment elements and the quality of the learning process included in this Teaching Plan will not be affected if during the academic trimester the teaching model has to switch either to an hybrid model (combination of face-to-face and on-line sessions) or to a complete on-line model.

4. Contents

Unit 1: An Introduction to Market Research

Unit 2: The Market Research Process: Problem Definition and Approach Development

Unit 3: The Market Research Process: Formulation of the Research Design

Unit 4: The Research Design in detail: Qualitative Research Techniques

Unit 5: The Research Design in detail: Quantitative Research Techniques

Unit 6: Market Research 2.0: Market Research in the context of Digital Marketing

Unit 7: Consumer Behavior: Motivation and Emotion

Unit 8: Consumer Behavior: Decision Making

5. Assessment

Assessment Criteria	Weight (%)
Final Exam	50%
PowerPoint presentations	20%
Assignments	20%
Attendance/Participation	10%

Taking the final exam is a necessary condition to pass the subject. In case of not attending the final exam, the student will obtain a "no show" qualification.

Total or partial copy and/or plagiarism will imply a failure in the subject with a final grade of zero points and no access to the make-up exam. According to the academic regulations specified in the Disciplinary rules for students of Universitat Pompeu Fabra, other additional sanctions may apply depending on the seriousness of the offence.

In case of divergence between the evaluation criteria established in the Learning Plan and the Teaching Guide, those established in the Learning Plan will prevail.

6. Sustainable Development Goals

The course contents and competences are related to the following sustainable development goals (SDG):
SDG 3: Good Health and Well-being
SDG 4: Quality education
SDG 8: Decent work and economic growth
SDG 9: Industry, innovation and infrastructure
SDG 12: Responsible consumption and production