

<b>Topic Overview</b>	
<b>Topic</b>	BAFS Elective Part – Business Management Module – Marketing Management M07: Marketing Research
<b>Level</b>	S5/S6
<b>Duration</b>	3 lessons (40 minutes per lesson)

**Learning objectives:**

1. To recognise the importance of marketing research;
2. To understand the steps in the marketing research process;
3. To apply basic principles in designing marketing research; and
4. To analyse data and report research findings.

**Overview of Contents:**

Lesson 1	Marketing Research Design (Part I)
Lesson 2	Marketing Research Design (Part II)
Lesson 3	Data Analysis and Preparation of Market Research Report

**Resources:**

- Topic Overview and Teaching Plan
- PowerPoint Presentation
- Student Worksheet

**Suggested Activities:**

- Group Discussion
- Selection Game
- Sequencing Game
- Case Study
- Design and Conduct Questionnaire Survey

Lesson 1	
<b>Theme</b>	Marketing Research Design (Part I)
<b>Duration</b>	40 minutes

### Expected Learning Outcomes:

Upon completion of this session, students will be able to:

1. Explain the importance and major objectives of marketing research;
2. Describe the process of conducting a marketing research;
3. Set marketing research objectives; and
4. Understand the different survey contact methods.

### Teaching Sequence and Time Allocation:

Activities	Reference	Time Allocation
<b>Part I: Introduction</b>		
<ul style="list-style-type: none"> <li>✧ Teacher begins the lesson by asking students if they agree with the statement “<i>Common sense of an experienced businessman is as good as, if not better than, findings from marketing research.</i>”</li> <li>✧ <b>Activity 1: Research or not?</b> <ul style="list-style-type: none"> <li>■ Ask students to discuss the above statement and then write down their views in the student worksheet.</li> <li>■ Teacher wraps up the activity by stating that marketing research is common and important for business decision-making.</li> </ul> </li> </ul>	PPT#1-3 Student Worksheet p.1	5 minutes
<b>Part II: Content</b>		
<ul style="list-style-type: none"> <li>✧ Teacher leads students to think about how to start doing market research.</li> <li>✧ <b>Activity 2: Marketing research process</b> <ul style="list-style-type: none"> <li>■ Students arrange the correct sequence of a typical marketing research process</li> <li>■ Teacher provides and explains the correct order.</li> </ul> </li> <li>✧ Students are reminded that the steps to conduct a marketing research may vary among different surveys.</li> </ul>	PPT#4-6 Student Worksheet p.2	6 minutes

<ul style="list-style-type: none"> <li>✧ Teacher explains that the first step in the marketing research process, that is, defining the problem. In practice, it means clarifying the specific marketing research objectives.</li> <li>✧ <b>Activity 3: Marketing research objectives</b> <ul style="list-style-type: none"> <li>■ Students are asked to distinguish marketing and non-marketing objectives.</li> <li>■ Teacher concludes the activity by stating the objectives of most marketing research is to understand the market and effectiveness of marketing mix.</li> </ul> </li> </ul>	<p>PPT#7-10 Student Worksheet p.3</p>	<p>6 minutes</p>
<ul style="list-style-type: none"> <li>✧ <b>Activity 4: Case Study</b> <ul style="list-style-type: none"> <li>■ Students should read the case of a traditional Chinese oil, “Fah Heung Yoew 花香油” and then complete the relevant tasks.</li> <li>■ As the new Assistant Marketing Manager of the company, students should define the problem of ‘Fah Heung Yoew 花香油’ and suggest 2 marketing research objectives for the case.</li> <li>■ Teacher shows suggested examples to students and reminds them that the objectives must be relevant to the specific marketing situation or campaign.</li> </ul> </li> </ul>	<p>PPT#11-13 Student Worksheet pp.4-5</p>	<p>10 minutes</p>
<ul style="list-style-type: none"> <li>✧ Teacher explains that both primary and secondary data are needed to achieve marketing research objectives.</li> <li>✧ Inspire students to name the kind of information that might be found in secondary data.</li> </ul>	<p>PPT#14-16</p>	<p>3 minutes</p>
<ul style="list-style-type: none"> <li>✧ In Step 3 of the marketing research process, teacher stresses that it is important for company to collect primary data for specific business situations.</li> <li>✧ <b>Activity 5: Select appropriate research approach</b> <ul style="list-style-type: none"> <li>■ Different research approaches are shown and students are asked to match the definitions and appropriate situations in this activity.</li> </ul> </li> </ul>	<p>PPT#17-18 Student Worksheet p.6</p>	<p>8 minutes</p>

<b>Part III: Conclusion</b>		
✧ Teacher concludes that in the case of “Fah Heung Yoew 花香油” questionnaire survey is a more appropriate research approach to collect views of consumers.		
✧ To prepare for the next lesson, students are advised to use the search engine to find questionnaire survey examples to familiarise themselves with different question types.	PPT#19-20	2 minutes

<b>Lesson 2</b>	
<b>Theme</b>	Marketing Research Design (Part II)
<b>Duration</b>	40 minutes

**Expected Learning Outcomes:**

Upon completion of this lesson, students will be able to:

1. Identify various design research instruments and techniques;
2. Recognise different types of marketing research questions ;
3. Decide sample plan, contact methods, places and times for conducting a research survey;  
and
4. Execute a simple research programme.

**Teaching Sequence and Time Allocation:**

Activities	Reference	Time Allocation
<b>Part I: Introduction</b>		
✧ Teacher starts the lesson by reminding students that Step 4 of the marketing research process is to “Design research instruments and techniques.”	PPT#21	2 minutes
<b>Part II: Content</b>		
✧ <b>Activity 6: Setting research question</b> <ul style="list-style-type: none"> <li>■ Teacher introduces to students different types of questions used in a questionnaire, then asks students to develop their own questions for the case of “Fah Heung Yoew 花香油”.</li> </ul>	PPT#22-30 Student Worksheet p.7	10 minutes
✧ Teacher explains to students that Step 5 of marketing research process is to set the sample plan which includes deciding the number of samples and the selection of sampling technique. ✧ Before deciding the sample plan, teacher would help students to understand the meaning “samples”, and then introduces different types of sampling technique to them.	PPT#31-33	3 minutes

<p>✧ <b>Activity 7: Sampling techniques</b></p> <ul style="list-style-type: none"> <li>■ Teacher asks students to complete the Matching Game.</li> <li>■ Teacher provides and explains the answers to enhance students' understanding on different sampling techniques</li> </ul>	PPT#34-35 Student Worksheet p.8	8 minutes
<p>✧ Teacher proposes a sample plan for students to conduct a market research on “Fah Heung Yoew”.</p>	PPT#36	2 minutes
<p>✧ Teacher explains to students that Step 6 in the marketing research process involves deciding the survey contact methods (how), places (where) and times (when).</p> <p>✧ <b>Activity 8: Comparison of different survey contact methods</b></p> <ul style="list-style-type: none"> <li>■ 3 commonly used survey contact methods are introduced. Students should complete the comparison table on the strengths and weaknesses of the 3 survey contact methods.</li> <li>■ Teacher concludes that each type of survey contact methods has its strengths and weaknesses. Business should choose an appropriate method regarding the business situations, such as the cost/benefit, urgency or accuracy considerations.</li> </ul>	PPT#37-40 Student Worksheet p.9	10 minutes
<p>✧ In Step 7 of the marketing research process, teacher explains to students that executing the research programme involves scheduling exactly when and how to train the researchers; when and how to collect the data.</p>	PPT#41	3 minutes
<b>Part III: Conclusion</b>		
<p>✧ Ask students to use the questionnaire developed in Activity 6 to conduct a simple research on “Fah Heung Yoew 花香油”. The data collected will be used in the next lesson.</p> <p>✧ The last 2 steps of the marketing research process will be covered in the next lesson.</p>	PPT#42-43	2 minutes

<b>Lesson 3</b>	
<b>Theme</b>	Data Analysis and Preparation of Market Research Report
<b>Duration</b>	40 minutes

**Expected Learning Outcomes:**

Upon completion of this session, students will be able to:

1. Understand how to analyse research data; and
2. Present the research result in a simple report format.

**Teaching Sequence and Time Allocation:**

Activities	Reference	Time Allocation
<b>Part I: Introduction</b>		
✧ Teacher starts the lesson by recapping the first 7 steps of conducting a marketing research covered in Lessons 1 and 2, then begins the discussion on the last 2 steps – ‘analysing data’ & ‘preparation of research report’.	PPT#44	5 minutes
<b>Part II: Content</b>		
✧ <b>Activity 9(a) — (c): Data analysis</b> <ul style="list-style-type: none"> <li>■ Teacher demonstrates how to               <ul style="list-style-type: none"> <li>(a) analyse ratings with percentage distribution;</li> <li>(b) analyse ratings with averaging;</li> <li>(c) analyse survey results in crosstab table, and answer relevant questions.</li> </ul> </li> <li>■ Following teacher’s example, students should analyse the research data they have collected on “Fah Heung Yoew 花香油” with the basic techniques introduced in this activity.</li> </ul>	PPT#45-54 Student Worksheet pp.10-12	20 minutes
✧ Teacher explains how to summarise research findings and make recommendations based on the research results.	PPT#55-57	12 minutes

<p>✧ <b>Activity 10: Making recommendation based on research results</b></p> <ul style="list-style-type: none"> <li>■ Students are required to take the role as the Assistant Marketing Manager of the Fah Heung Yoew Company and make recommendations based on the research results from previous analyses.</li> <li>■ Invite students to share their views in class and teacher gives comments.</li> </ul>	<p>Student Worksheet p.13</p>	
<p><b>Part III: Conclusion</b></p>		
<p>✧ Teacher concludes that the quality of the recommendations in the research report depends how well each step in the marketing research process is set, with sufficient business knowledge and experience.</p>	<p>PPT#58-59</p>	<p>3 minutes</p>



# BAFS Elective Part Business Management Module – Marketing Management

## Topic M07: Marketing Research

Technology Education Section  
Curriculum Development Institute  
Education Bureau, HKSARG  
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### Introduction

This session will enhance students' understanding on the importance of conducting marketing research and the steps in the marketing research process. Students will have to apply the basic principles in designing a market research through classroom activities and learn how to prepare marketing report.

### Duration

Three 40-minute lessons

### Contents

- Lesson 1 – Marketing Research Design (Part I)
- Lesson 2 – Marketing Research Design (Part II)
- Lesson 3 – Data Analysis and Preparation of Market Research Report

## Activity 1: Research or not?



“Common sense of an experienced businessman is as good as, if not better than, findings from marketing research.”



What's your  
point of view?

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### Lesson 1

#### Activity 1

#### Learning Objectives:

To understand the importance of conducting marketing research.

#### Instructions:

1. Teacher shows the slide to students to arouse their interest in the discussion of whether conducting a marketing research is important or not.
2. Referring to Student Worksheet p.1, teacher asks students to put down their view on the statement “**Common sense of an experienced businessman is as good as, if not better than, findings from marketing research.**”
3. After a brief discussion, go to the next slide for the suggested argument and conclusion to Activity 1.

## Activity 1: Conclusion



Marketing Research is **common & important** for business decision-making.

### Real life examples:

- (1) 7-11 opening new stores
- (2) McDonald's launching a new product

### Conclusion to Activity 1:

#### Suggested reasons for opposing marketing research

- Expensive (for small companies with low budget) to plan and conduct marketing research.
- Time consuming to plan and conduct marketing research.
- Experienced businessmen can make correct judgments with their common sense, which would be as good as, if not better than, relying on a marketing research analysis.
- Do not have staff with the experience or knowledge to conduct marketing research.
- A big task to select and monitor an external marketing research agent in conducting a survey.

#### Suggested reasons to support marketing research

- A wrong decision may be made without statistical support leading to a big loss in business (e.g. launch a product with no market; use an inappropriate spokesman).
- An opportunity to uncover and utilise the staff talent (who may have the experience or knowledge in doing marketing research).
- Time and money can be saved if we perform marketing research to help us make better decisions.
- Risky to rely too much on experience instead of research data and evidence, especially in an ever-changing working environment. Staff don't have the confidence or competence to make decisions without concrete factual support.
- A staff learning opportunity to participate in selecting and monitoring an external marketing research agent in conducting a survey.
- Teacher concludes that **Marketing Research is important for business.**
- Although there are good reasons to not conduct a marketing research project, it is more common for businesses to conduct research of some kind to gain insight, and knowledge to support their decisions.

Teacher gives two real life examples, 7-11 and McDonald's to further illustrate the concept:

- Observe that there are more than one 7-11 store on the same street. To ensure that each store could generate sufficient sales for its survival and growth, 7-11 conducts extensive market research to make sure neighborhood market size will support the stores.
- McDonald's conducts various marketing research studies to ensure that a new product will be successful. One way is test market the product for a specified period of time to assess interest and acceptance while collecting customer views.

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Teacher asks students to suggest how they would begin a marketing research.

Go to the next slide to start Activity 2 on the sequencing game for the steps in a typical marketing research process.

## Activity 2: Steps in a typical marketing research process



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### Activity 2:

#### Instructions:

1. Teacher asks students to complete the Sequencing Game in Student Worksheet p. 2 by identifying the steps in a typical marketing research process.
2. Students have to arrange the correct sequence by writing down the alphabetical letter on the left column of the Student Worksheet.
3. Teacher explains the steps of a typical marketing research process with the answers provided in the next slide.

## Activity 2: Answer



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### Activity 2: Answer

#### Steps:

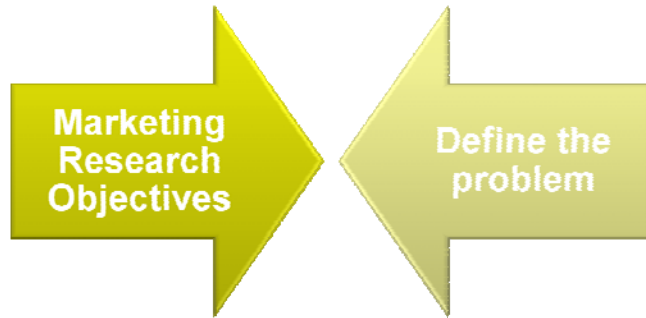
1. Define the problem (i.e. to decide what information needs to be collected) – e.g. the market of an existing product is aging. The younger market population is assessed for comments on the new package or brand name.
2. Collect data – e.g. Search the library and the internet to find a similar questionnaire survey for reference.
3. Select research approach – e.g. Choose to collect and analyse primary data by observing respondent behavior, or conduct a questionnaire survey.
4. Design research instruments and techniques – e.g. Design a questionnaire survey to solicit the views from the target population, say the youth group.
5. Determine sample plan – e.g. Collect 500 samples using random samples technique.
6. Decide contact methods, places and times – e.g. Researchers ask 500 respondents (250 male / 250 female) to answer the printed questionnaire survey face-to-face in Mongkok, TST, Causeway Bay, Sha Tin Town center, and Tuen Mun from the period July to August 2008.
7. Execute research programme – e.g. Schedule to select and train researchers to conduct street research.
8. Analyse data collected – e.g. Input the data into Excel worksheets and use the SPSS programme to draw tables and chart the data for analysis.
9. Prepare research report – e.g. draw conclusions from research results and present findings in the proper format.

#### Remarks:

Teacher reminds students that although the steps to conduct a marketing research may vary among different surveys, all of them should follow a sequence starting from "Defining the problem" to "Preparing research report".

**Source: Marketing research process** - Introduction to Business Studies, p. 497, C.N. Cheng, Revised Edition, 2000 Hong Kong Educational Publishing Co.

## Step 1: Define the problem



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### Step 1:

Teacher explains that the first step in the marketing research process is to define the problem clearly. This also means that marketing research objectives must be clarified.

Go to the next slide to start Activity 3 on marketing research objectives.

## Activity 3: Marketing research objectives



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### Activity 3 :

#### Learning Objectives:

To identify typical marketing research objectives.

#### Instructions:

1. Teacher asks students to complete Activity 3 on Student Worksheet p.3.
2. Students should identify the major marketing research objectives by putting a ✓ in the appropriate checkbox.
3. Teacher shows the answers to students in Slides 9 and 10.

## Activity 3: Conclusion and Answer (1)



- to understand why customers buy or not buy a product
- to see if customers would accept a price increase
- to see how competitors will react to our advertising campaign
- to evaluate the design of a product package
- to see if customers will like the new brand name
- to find out if a new store should be set up in TST or not
- to study whether the secondary school students have the consumption to buy a new game



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### Activity 3 : Answer

1. "✓" to understand why customers buy or not buy a product
2. X to design the production flow of a factory
3. "✓" to see if customers would accept a price increase
4. X to decide on the staff training schedule
5. X to recruit some customer service people
6. "✓" to see how competitors will react to our advertising campaign
7. "✓" to evaluate the design of a product package
8. "✓" to see if customers will like the new brand name
9. "✓" to find out if a new store should be set up in TST or not
10. "✓" to study whether the secondary school students have the consumption to buy a new game
11. X to see if the cost of production can be cut down or not
12. X to monitor the number of visitors going into the museum

## Activity 3: Conclusion and Answer (2)



- to design the production flow of a factory
- to decide on the staff training schedule
- to recruit some customer service people
- to see if the cost of production can be cut down or not
- to monitor the number of visitors going into the museum



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### Activity 3 : Conclusion

Teacher summarises that most marketing research aims to understanding the consumers (market) and the effectiveness of the marketing mix (4Ps), as well as the competitors.

The above examples are, however, research with other objectives such as production, human resources and so on.

After making the conclusion, go to the next slide to learn how to write marketing objectives.

## Activity 4: Case Study



Read the case

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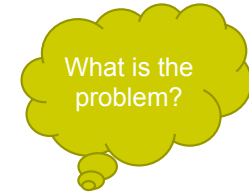
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### Activity 4

#### Instructions:

1. Teacher asks students to read the case of a traditional Chinese oil, "Fah Heung Yoew 花香油" on Student Worksheet p.4 and complete the subsequent task.
2. Teacher uses this activity to help students write appropriate marketing research objectives for the Fah Heung Yoew case.

## Activity 4: Case Study



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### Instructions (cont'd):

3. Teacher asks students to assume the role of the new Assistant Marketing Manager and to suggest 2 marketing research objectives for the case of Fah Heung Yoew 花香油.
4. After reading the case, students should first define the problem(s) the company is encountering, then suggest two marketing research objectives addressing the problem(s).
5. Go to the next slide for suggested answers.

## Activity 4: Case Study – Suggested Answer



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### Activity 4: Suggested Answer

Teacher shows the suggested marketing research objectives on the slide for students' reference.

Teacher should remind students that marketing objectives must be relevant to the specific marketing situation or campaign. In this case the objectives should pinpoint to the youth's response to the new brand name.

## Step 2: Collect data



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### Step 2:

Having set the marketing research objectives, teacher points out to students that we need to find ways to achieve those objectives by collecting Primary and/or Secondary data for analysis.

#### Remarks:

**Primary data** refers to raw data collected by the researchers directly through observation, surveys or experiments, etc. for specific purpose, e.g. asking the views of individual consumers for their attitude on a price increase.

**Secondary data** refers to information that already exists somewhere, having been collected for another purpose, e.g. a research report done by another company on another product; or a government statistical report on the import of shoes in 2008.

## Step 2: Collect secondary data



Government agency



Research company

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### Step 2 (cont'd):

Teacher gives further elaboration on why and how to collect secondary data.

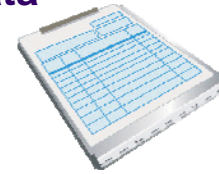
Teacher explains that companies can buy or get free secondary data that gives researchers low-cost information (as compared to collect primary data), e.g. why consumers buy more of a competitive product after they change the packaging.

With the hints given in the slide, ask students to name the sources of secondary data.

- **Internet** – e.g. e-journal
- **Government agencies** – e.g. statistical reports or economic forecast.
- **Library** – e.g. consumer behaviour theories and models, research reports.
- **Research companies** – e.g. research reports for sales.

Go to the next slide on collecting primary data.

## Collect primary data



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Teacher further explains that companies must get primary data to help them make decisions on product specific situations that secondary data cannot provide, e.g. would consumers buy more of our product after we change the packaging?

With the hints given in the slide, ask students to suggest a few kinds of research approach in collecting primary data, including

- **Observation**
- **Questionnaire survey**
- **Measurement**
- **Interview**

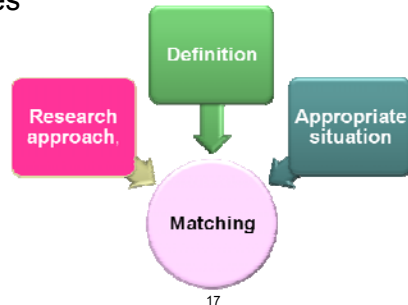
Go to the next slide to discuss how to select the appropriate research approach.



## Step 3: Select appropriate research approach – Activity 5



Referring to Student Worksheet p.6, complete the matching exercise on marketing research approaches



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### Step 3:

### Activity 5

#### Instructions:

1. Teacher asks students to complete the Matching Game in Student Worksheet p.6.
2. This activity aims to help students understand how different marketing research approaches are implemented in various situations.
3. Go to the next slide for the answer.

## Activity 5 - Answer



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### Activity 5: Answer

1. Observation – **F.** researcher observes customer behavior rather than asking questions. E.g. count the no. of people entering the shop – **III.** Knowing the potential number of people who may enter a shop in a particular shopping mall.
2. Measurement – **E.** use a bio-metric device to measure actual subject responses. – **II.** Measure the heartbeat rate of a consumer while showing them an advertisement.
3. Focus group – **A.** to solicit the views of a selective group usually ranged from 3 to 8 representative samples – **V.** What kind of new features would consumers add to a sports car?
4. Personal interview – **B.** Face-to-face, one-to-one interviews with individuals or company representatives to obtain in-depth, qualitative information – **IV.** Collect a descriptive view of how business buyers decide to buy or not buy a product
5. Web tracking – **C.** Use computer software or other technology to record the web behavior, e.g. using cookie to record the IP address – **I.** Understand the behavioural pattern of what consumers would put into their electronic shopping cart.
6. Questionnaire survey – **D.** Collect a descriptive view of how business buyers consider buying or not buying a product – **VI.** Understand the proportion of consumers who like or dislike certain features of a product.

Teacher may add any other examples of research approach.

## Questionnaire Survey



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### After-class exercise:

Teacher explains that a Questionnaire survey is an appropriate research approach for the marketing research objectives in our case of "Fah Heung Yoew 花香油".

To prepare for the next lesson, students are advised to use the search engine to find examples of questionnaire surveys to familiarise themselves with different question types.

[A website for reference: [www.my3q.com](http://www.my3q.com) ]

## End of Lesson 1

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Teacher wraps up the lesson by recapping the important objectives and steps of conducting a marketing research.

Ask students to review examples of Questionnaire surveys. These will help them design their own questionnaire survey in the next lesson.

### End of Lesson 1

## Lesson 2 – Conducting a Marketing Research (cont'd)



- Step 1: Define the problem**
- Step 2: Collect data**
- Step 3: Select research approach**

### *Steps to be covered in this lesson:*

- Step 4: Design research instruments and techniques
- Step 5: Decide sample plan
- Step 6: Decide contact methods, places and times
- Step 7: Execute research programme

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### Lesson 2

Teacher starts the lesson by recapping the first 3 steps of conducting a marketing research.

Go to the next slide to continue the discussion from Step 4.

## Step 4: Design Research Instruments and Techniques



**(Questionnaire survey)**

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### Step 4:

Teacher explains that Step 4 of the marketing research process is designing research instruments and techniques. We will learn how to design a questionnaire survey, which is an appropriate research approach for the marketing research objectives in our case of "Fah Heung Yoew 花香油" to solicit consumer views.

To design a questionnaire survey, students should learn how to set different types of questions in a questionnaire.

Go to the next slide for Activity 6 on setting research questions.

## Activity 6: Writing Question

Assume that the objective of the market research is “to rebrand its name from 花香油 to 勁涼爽, with a view to rejuvenate its image and to explore the youth market.”

Familiarise with different types of questions

Referring to Student Worksheet pp.4-5, form your own questions for conducting the market research on rebranding of 花香油

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### Activity 6:

#### Learning Objectives:

To understand the features of different types of questions and learn how to set similar questions.

#### Instructions:

1. Ask students to form groups of 4-5 and guide them through slides 23 to 29 to recognise different types of questions.
2. After introducing each of the question types, ask each group to form a question for the market research on Fah Heung Yoew 花香油 in that particular question type and fill in the Student Worksheet p.7.
3. After discussion, teacher may ask each group to read out their questions and give feedback on their suggestions.

## Activity 6: Yes/No Questions

Ask for factual information

Example:

Have you heard of this brand of product before?

Ans: Yes / No

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### Activity 6:

#### Yes/No questions

#### Instructions:

1. Teacher explains to students that **Yes/No questions require** respondents to choose either **Yes** or **No** as the choice.
2. This type of question asks consumers for some factual information, like what they have done or learnt before. Sometimes it is also used as a **Leading** question to differentiate between users and non-users. Non-users may not need to continue answering subsequent questions.
3. Teacher asks students to write their question in the Student Worksheet p.7.
4. Suggested question: **Have you used Chinese medicated oil** Fah Heung Yoew 花香油 **before?**

## Activity 6: Opinion Rating Question



Asking for opinion and expecting an answer showing the degree of agreement or disagreement

Example: "Brand Name of the product" is a factor affecting your purchase. Do you agree?

1-Strongly disagree; 2-Disagree;  
3-Neutral; 4- Agree; 5-Strongly agree

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### Activity 6:

#### Opinion rating questions

##### Instructions:

1. Teacher explains that **Opinion rating questions** are used to allow respondents to express their opinion by simply circling a rate within a given range, say from 1 to 5 (or 1 to 10) on a particular issue.
2. This type of question often demands an answer showing the degree of agreement or disagreement (an opinion)
3. Teacher asks students to write their own question in Student Worksheet p.7.
4. Suggested question: **The brand name 勁涼爽 gives you a feeling of being young. Do you agree?**

## Activity 6: Questions with more than one possible responses



When analysing this type of question, each response may be treated individually as one yes/no question.

Example : Which of the following 3 factors do you consider most important for this brand?  
(select a maximum of 3 choices)

a) packaging b) logo c) color  
d) name e) association with product

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### Activity 6:

#### Questions with more than one possible response

##### Instructions:

1. Teacher explains that this type of question differs from a simple single choice question in that respondents can select more than one choice. In this example, there could be more than one factor affecting the respondents choice.
2. Students take care when analysing data from this type of question. For example, if there are 5 choices available, students may treat them as 5 yes/no questions in the analysis.
3. Teacher asks students to write their own question in Student Worksheet p.7.
4. Suggested question: From where did you hear about this product?  
1) Newspaper  
2) TV commercials  
3) Magazine  
4) Friends  
5) Family

## Activity 6: Questions with only One Possible Response



Example : When did you buy this product last time?

a) within 1 week   b) 2 to 4 weeks   c) within 3 months   d) over 3 months

### Activity 6:

#### Questions with only one possible response

##### Instructions:

1. Teacher explains that this type of question has only 1 option from the given choices.
2. Teacher asks students to write their own question in Student Worksheet p.7.
3. Suggested question: Which of the following new brand names is better than the old name 'Fah Heung Yoew 花香油'?  
a) 醒神水   b) 勁涼爽   c) 清香露   d) 活力素   e) 清香油

## Activity 6: Questions for Differentiating Market Segments



Criteria for differentiating market segment: e.g. age; education level; marital status; religion.

Example : Gender:

Male / Female

### Activity 6:

#### Questions for differentiating the different market segments

##### Instructions:

1. Teacher explains that this type of question is often used to differentiate the different market segments (by gender in this case) in a crosstab analysis.
2. Teacher asks students to write their own question in Student Worksheet p.7.
3. Suggested question: Education level – a) primary b) secondary c) post-secondary d) higher degree

## Activity 6: Open-ended Question



Often used to ask for views / suggestions with no fixed answers

Example : Suggest a new name for the brand:



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### Activity 6:

#### Open-ended questions

#### Instructions:

1. Teacher explains that Open-ended questions are often necessary because the answers are not fixed. Respondents are free to express their views and give suggestions freely.
2. Closed-ended questions, are commonly used because the answers are chosen from a fixed (closed) list. It helps respondents quickly complete the questionnaire. Also researchers can limit the choice to a fixed number to make the analysis easier and more meaningful.
3. Teacher asks students to write their own question in Student Worksheet p.7.
4. Suggested question: Why do you like this new brand name?

## Activity 6: Conclusion



Ask someone to fill in the questionnaire to check if it needs to be improved.

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### Activity 6: Conclusion

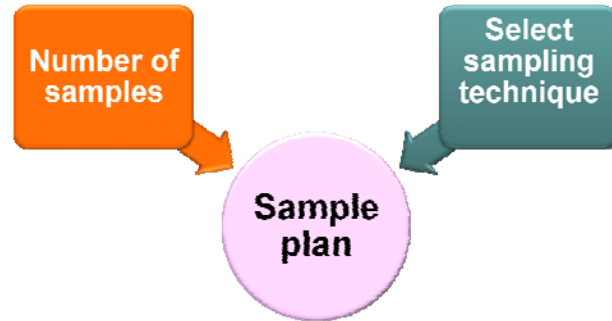
After going through Slides 23 to 29, time should be allowed for discussion and filling in Student Worksheet p.7.

Students have to check answers against the marketing objectives to see if these questions are appropriate.

Ask a few students to fill in the questionnaire to determine if it needs revising. Teacher may remind students that they have to conduct some market research with their revised questionnaire at a later stage.

Go to the next slide for the next step of the marketing research process.

## Step 5: Decide the sample plan



But, what are “samples”?

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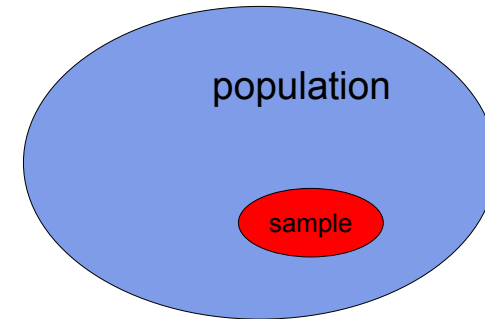
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### Step 5:

Teacher explains that a sample plan includes deciding the number of samples to be collected and the sampling technique to be used.

Teacher points out that before deciding on the sample plan, we must first understand what are “samples”, and the different types of sampling techniques.

## Samples & Population



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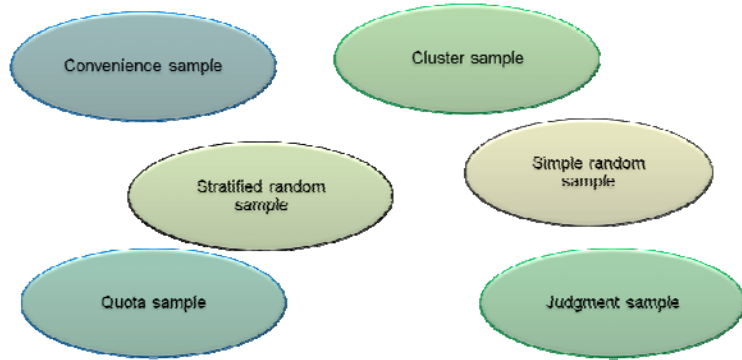
### Step 5 (cont'd):

Teacher explains that Sampling is a technique used to choose a segment (sample) of the population (all the potential target audiences).

Usually researchers collect the samples from the overall population that represent the views of the entire population. This is done because it is impossible or impractical as well as costly and time consuming to collect the views from the entire population.



## Sampling Techniques



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### Step 5 (cont'd):

Teacher explains that with an appropriate sampling technique, the responses can represent the view of the entire population.

Teacher introduces examples of various sampling techniques in Activity 7 Student Worksheet p.8.

## Activity 7: Sampling Techniques



Referring to Student Worksheet p.8, complete the matching exercise on Sampling techniques.



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### Activity 7

#### Instructions:

1. Teacher asks students to complete the Matching Game in Student Worksheet p.8.
2. This activity helps students understand different sampling techniques.
3. Go to the next slide for the answer.

## Activity 7: Answers

1. Simple random sample
  - F. Every member of the population has a known and equal chance of selection.
2. Stratified random sample
  - B. The population is divided into mutually exclusive groups such as age groups, and random samples are drawn from each group.
3. Cluster (area) sample
  - D. The population is divided into mutually exclusive groups such as blocks, and the researcher draws a sample of the groups to interview.
4. Judgment sample
  - A. The researcher uses his or her judgment to select population members who are good prospects for accurate information.
5. Quota sample
  - C. The researcher finds and interviews a prescribed number of people in each of several categories.
6. Convenience sample
  - E. The researcher selects the easiest population members from which to obtain information.

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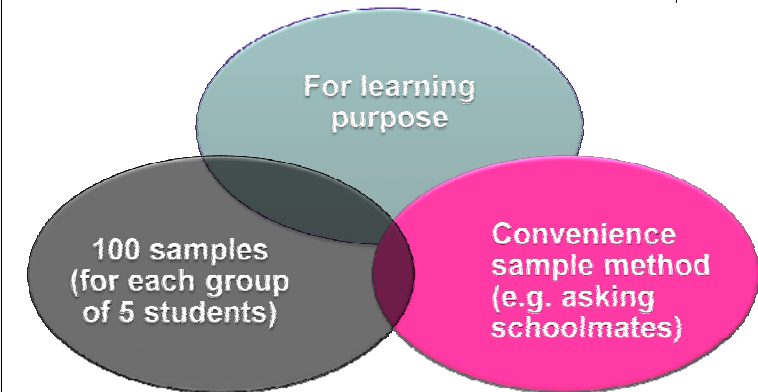
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Teacher shows the answers and explains each of the sampling techniques.

## Step 5: Our sample plan



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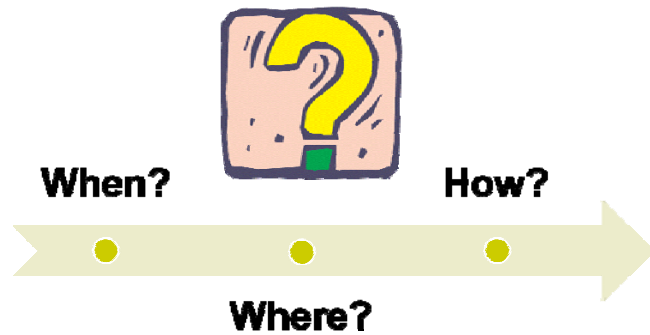


Teacher asks each group to develop a sample plan (i.e. decide the sample technique and sample size) to conduct the market research on rebranding Fah Heung Yoew 花香油 with the previously developed questionnaire.

To enhance learning, each student takes 20 samples. Each group of 5 will collect 100 samples so that everyone has an opportunity to collect the respondents views.

Using the "Convenience sample technique" is a more practical (convenient) method for learning purposes.

## Step 6: Survey Contact Methods



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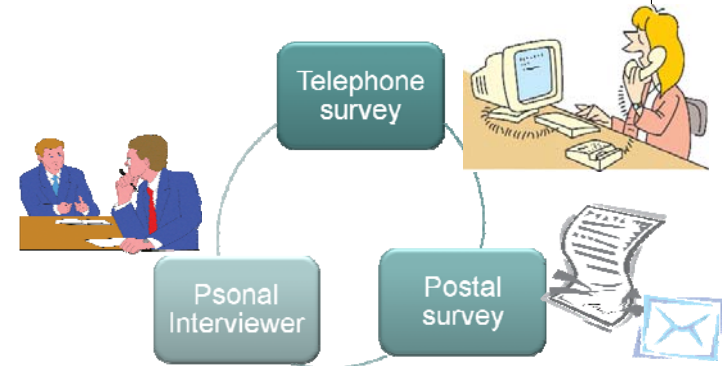
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### Step 6:

Teacher explains that before they actually go out to collect data, they must set a detailed execution plan (i.e. decide the survey contact methods, places and time).

Teacher points out that in a single research project, data could be collected by more than one contact method, in more than one place, at more than one time period. But again, for learning purposes, we choose only one contact method, one place, and one time period in our research on Fah Heung Yoew 花香油 .

## Activity 8: Comparison of different survey contact methods



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### Activity 8

#### Instructions:

1. To explore the characteristics of the 3 most commonly used **survey contact methods** (Telephone survey, Postal survey, Personal Interview), teacher asks to students to complete the Student Worksheet p.9 by comparing the strengths and weaknesses of these 3 survey contact methods.
2. Go to the next slide for answer and conclusion.

## Activity 8: Comparison of survey contact methods



	Telephone survey	Postal survey	Personal Interview
1. Response rate	medium	low	high
2. Speed of responses	quick	slow	slow
3. Speed of collecting responses	quick	slow	slow
4. Geographic coverage	wide	wide	narrow
5. Complexity of questions	low	high	high
6. Control over respondents	little	little	more
7. Observe respondents' reaction	no	no	yes
8. Duration to conduct survey	short	long	long
9. Researcher's bias in collecting views	less	less	more
10. Cost of conducting survey	low	high	high

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### Activity 8: Conclusion

#### Instructions:

1. With this slide displayed, teacher explains the answers on the strengths and weaknesses of the 3 survey contact methods.
2. Teacher concludes that each method has its strengths and weaknesses. Businesses must decide which one is more appropriate for their situation by considering factors like the cost/benefit, urgency or accuracy.
3. Teacher reminds students that more than one survey contact method could be used for a single research project to provide a more holistic picture.

#### Remarks:

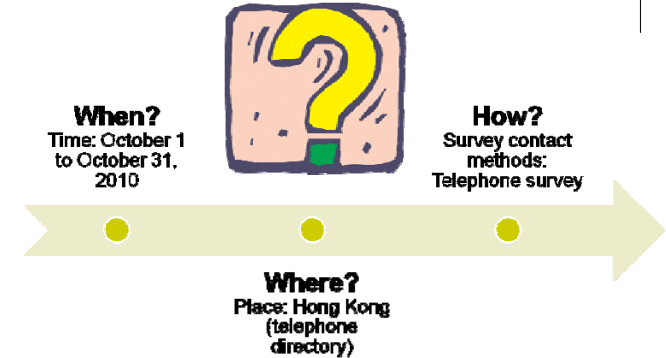
Conditions for using Telephone survey, Postal survey and Personal Interview:

**Telephone survey** is good for research study that demands quick and timely responses with simple questions being asked via the phone, e.g. views/ratings on government officials in Hong Kong. Simple statistical analysis like frequency or percentage distribution of responses is good enough.

**Postal survey** is suitable for more complex study that respondents need to spend more time reading and understanding the questions, e.g. studying the attitude and behaviour of consumers' responses to a change of new brand name.

**Personal Interview** is usually used for qualitative analysis, instead of quantitative (statistical) analysis, e.g. a pilot study to understand the opinion of coffee drinkers to a new coffee product.

## Step 6: Survey Contact Methods



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### Step 6:

Having compared the strengths and weaknesses of the three most commonly used survey contact methods, ask students to select the most appropriate method for conducting the research on Fah Heung Yoew 花香油.

Students should be able to point out that postal survey is not feasible for the simulation exercise as its speed of collecting responses is low; geographic coverage is wide, cost is high etc.

## Step 7: Execute the Research Programme



Make telephone calls every night at home until the number of samples are reached.

Researchers (i.e. students) are trained (briefed) before conducting the research.



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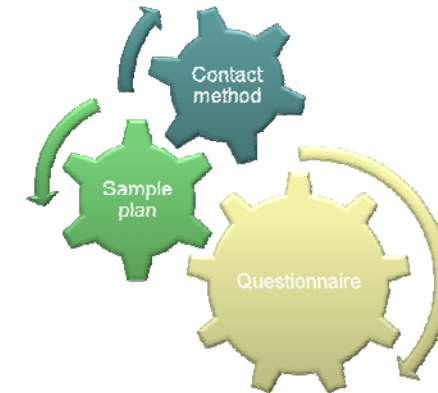
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### Step 7:

Teacher explains that executing the research programme involves scheduling exactly when and how to train the researchers; when and how to collect the data.

For safety and practical reasons, teacher asks students to conduct the personal interview at school to collect the required number of samples.

## After-class exercise - conduct the survey & collect data before next lesson



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### After-class exercise

To prepare for the next lesson, students must use the questionnaire draft developed in the lesson for the “Fah Heung Yoew 花香油” case and conduct the survey as planned. The survey results will be used for analysis in the next lesson.

### Remarks:

Teacher may consider using students' data for analysis in the next lesson, or for convenience purpose, use the predefined data as shown in the powerpoint slides to illustrate how to analyse data collected from survey.



## End of Lesson 2

Teacher recaps the concept covered in this lesson, then inform students that the last 2 steps of the marketing research process will be discussed in Lesson 3.

### End of Lesson 2



## Conducting a Marketing Research (cont'd)

- Step 1: Define the problem
- Step 2: Collect data
- Step 3: Select research approach
- Step 4: Design research instruments and techniques
- Step 5: Decide sample plan
- Step 6: Decide contact methods, places and times
- Step 7: Execute research programme

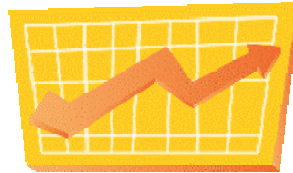
### Steps to be covered in this lesson:

- Step 8: Analyse data collected
- Step 9: Prepare research report

### Lesson 3

Teacher recaps steps 1 to 7 of conducting a marketing research.

## Step 8: Analyse data



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### Step 8:

Teacher explains that there are many techniques for analysing data and demonstrates how to analyse research results.

Go to the next slide for the analysis.

## Activity 9 (a): Analyse Ratings with Percentage Distribution



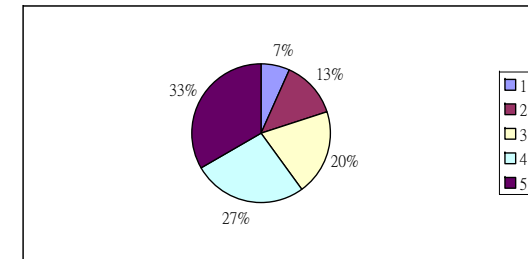
Response
5
1
4
2
3
5
4
2
1
1
5
1
4
2
3
5
4
2
1
1

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“Name of the product” is a factor affecting your purchase.  
Do you agree?  
1-Strongly disagree; 2-Disagree; 3-Neutral; 4- Agree; 5- Strongly agree



### Activity 9 (a)

#### Learning Objectives:

To analyse on ratings with percentage distribution

#### Instructions:

1. Teacher explains that other than a simple frequency response count, a basic technique to look at ratings is by its percentage distribution.
2. Teacher presents the slide to students explaining that the pie chart is drawn based on the data (responses) stated on the left column for the question: “**Name of the product**” is a factor affecting your purchase.
3. The pie chart shows the **percentage distribution** of ratings ranging from **strongly disagree** to **strongly agree**,  
(1-Strongly disagree; 2-Disagree; 3-Neutral; 4- Agree; 5-Strongly agree)
4. Based on the given research results, students should answer the 2 questions on Student Worksheet p.10.

## Activity 9 (a): Analyse Ratings with Percentage distribution based on the following 2 questions



1. Did the respondents tend to agree or disagree with the statement that "name of the product" is a factor affecting your purchase?

2. Do you consider the name a factor?

Hint: 7% (1-Strongly disagree) + 13% (2-Disagree) = 20%  
27% (4- Agree) + 33% (5-Strongly agree) = 60%

### Activity 9 (a)

#### Instructions:

1. Teacher lead students to answer the question by showing them a hint as shown in the slide.
2. Teacher then asks students to discuss within their group, draw a conclusion and fill in the student Student Worksheet.
3. After discussion, go to the next slide for the suggested answer.

## Activity 9 (a): Analyse Ratings with Percentage Distribution



1. Did the respondents tend to agree or disagree with the statement that "name of the product" is a factor affecting your purchase?

*Answer: More respondents (60%) tend to agree or strongly agree with the statement.*

2. Do you consider the name a factor?

*Answer: Assuming that an overall response over 50% is saying 'agree', 'name of the product' would become a factor; an overall response under 50%, 'name of the product' would become a non-factor. The new brand name of the product should be considered a factor.*

### Activity 9 (a): Answer

Teacher shows the suggested answer to students and helps them understand how to analyse ratings with a percentage distribution.

Go to the next slide to see a different technique for analysing the same data set.



## Activity 9 (b): Analyse Ratings with Averaging



Response
5
1
4
2
3
5
4
2
1
1
5
1
4
2
3
5
4
2
1
1

Average rating = Sum of all responses / # of responses

In this example, Average rating =  
 $(5+1+4+2+3+5+4+2+1+1+5+1+4+2+3+5+4+2+1+1)/20$   
 $=56 / 20 = 2.8$

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### Activity 9 (b)

#### Learning Objectives:

To analyse ratings with averaging.

#### Instructions:

1. Teacher presents the slide explaining that a different technique (i.e. 'averaging') can be used to analyse the same data set (responses) stated on the left column for the question: **"Name of the product" is a factor affecting your purchase.**
2. The average rating is calculated as shown on the slide.

## Activity 9 (b): Analyse Ratings with Averaging - Questions



Now based on the average rating, how would you answer the following 2 questions?

1. Did the respondents tend to agree or disagree with the statement that "name of the product" is a factor affecting your purchase on average?

2. Do you consider the name a factor using average rating?

[Hint: average rating = 2.8]

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### Activity 9 (b)

#### Instructions (cont'd):

3. Ask students to answer the two questions in Student Worksheet p.11 with the average rating.
4. Teacher may provide a hint to students by reminding them to compare the highest and lowest rating of the question with the average rating achieved.
5. Go to the next slide for the suggested answer and conclusion.

## Activity 9 (b): Analyse Ratings with Averaging - Conclusion



**Q1.** *On average, there is no strong view on whether agree or disagree with the statement.*

**Q2.**

*- A high value of Average rating (close to 5) means that it would be a strong factor,  
- A low value of Average rating (close to 1) means that it would be a non-factor.  
- Assuming that an Average rating over 3 would be a factor, the name of the product could not be considered as a factor of purchase based on the Average rating method alone.*

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### Activity 9 (b): Answer and Conclusion

Teacher shows the answers to students and explain to them how to analyse the ratings with Averaging.

## Activity 9 (c): Analyse Survey Results in Crosstab Tables



	Q 1		
Q 2	F	M	Total
a	0	8	8
b	2	0	2
c	0	2	2
d	8	0	8
Total	10	10	20

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### Activity 9 (c)

#### Learning Objectives:

To analyse survey results of different questions presented in crosstab tables.

#### Instructions:

1. Teacher presents the slide explaining that using crosstab tables can explore the relationships between the variables of two different questions, e.g. Question 1 (Gender) and Question 2 (last time the product was bought).

## Activity 9 (c): Analyse Different Questions in Crosstab Tables



1. Did the respondents buy frequently?
2. Did the Male or Female respondents buy more frequently?

Hint: Assuming that choice **a) & b)** represent **frequent purchase**; choice **c) & d)** represent **infrequent purchase**

### Activity 9 (c)

#### Instructions (cont'd):

2. Ask students to discuss in their groups and answer the above two questions based on the research result of Student Worksheet p.12.
3. Go to the next slide for the conclusion.

## Activity 9 (c): Analyse Different Questions in Crosstab Tables



1. Did the respondents buy frequently?
  - The total response of a) & b) (representing frequent purchase) is 10.
  - Also, the total response of c) & d) (representing infrequent purchase) is 10.
  - Hence, we cannot say that the respondents buy frequently or infrequently.

2. Did the Male or Female respondents buy more frequently?
  - More Male respondents (8+0) choose (a) & (b)
  - More Female respondents (0+8) choose (c) & (d).
  - Hence, Males buy more frequently than Females.

### Activity 9 (c): Conclusion

Teacher shows the answer and helps students understand how to analyse the data from different questions in crosstab tables.

## Step 9: Prepare Research Report



1. Summarising the research findings
2. Making recommendations



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### Step 9:

Teacher explains how to prepare a report based on research results:

- (1) Summarising the research findings; and
- (2) Making recommendations based on the findings.

Go to the next slide to start Activity 10 (Student Worksheet p.13).

## Activity 10: Make Recommendations based on the Research Results



### Research finding (1)

- a. More respondents agree that 'name of a product' is a factor affecting their purchase.
- b. 'Name' of product' is a factor affecting customer behaviour.



### Research finding (2)

Based on the result from average rating method alone, there is no strong view on whether the 'new brand name' is a factor affecting customer's purchase on average.



### Research finding (3)

Males buy more frequently than females.



Recommendations



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### Activity 10:

#### Learning Objectives:

To make recommendations based on conclusions drawn from the analysis.

#### Instructions:

1. Teacher summarises the research findings as shown in the slide, then asks students to make recommendations accordingly.
2. Teacher may ask students to discuss with their group members and complete Student Worksheet p.13.
3. Go to the next slide for the suggested recommendations.

## Activity 10: Recommendation



**Recommendation (1)** : The company may consider changing a new brand name to attract customers as research found that the name of product would affect consumers' decision on their purchase. However, more research is needed to find out customers' preference on the old brand name over the new one.

**Recommendation (2)** : Average rating method may not be the appropriate research analysis method to use in this situation. The company may consider using other research methods, like crosstab analysis, to dig in the data before proposing a business recommendation.

**Recommendation (3):**

- ① The company should continue to strengthen the male market.
- ② It should explore more on the female market, e.g. develop a different product to serve their needs.

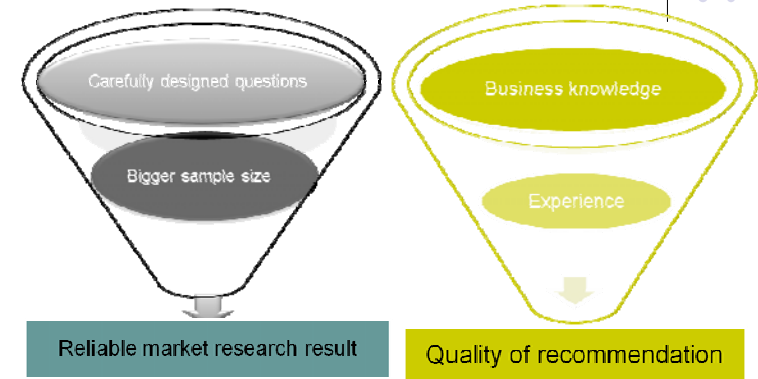
### Activity 10:

Teacher shows the recommendations and help them understand how these simple, but practical recommendations can help in making business decisions.

Ask students to work in groups, summarise their research findings and try to make a few recommendations based on their research findings.

Teacher may ask students to present their findings in the next lesson.

## Conclusion



Teacher concludes the Fah Heung Yoew 花香油 case showing only the basic techniques in conducting marketing research. In reality, reliable market research must have a much bigger sample size and the analysis will be much more complicated.

Teacher should also remind students that the quality of the recommendations relies heavily on the researchers' business knowledge and experience.



# The End

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**End of Lesson 3**

BAFS Elective Part - Business Management Module - Marketing Management

Topic M07: Marketing Research

**Activity 1: Research or not?**

On the topic about the importance of marketing research, some people argue that "Common sense of an experienced businessman is as good as, if not better than, findings from marketing research."

**Task:** Discuss why you 'agree' or 'disagree' with the statement and state your reasons below.

Agree	Disagree

**Activity 2: Marketing Research Process**

**Task:** Arrange the steps of a typical marketing research process below.  
Write down the alphabetical letter in the left column.

1. \_\_\_\_      A. Prepare research report
2. \_\_\_\_      B. Design research instruments and techniques
3. \_\_\_\_      C. Decide the contact methods, places and times
4. \_\_\_\_      D. Execute the research programme
5. \_\_\_\_      E. Decide on the sample plan
6. \_\_\_\_      F. Analyse the data collected
7. \_\_\_\_      G. Collect data
8. \_\_\_\_      H. Select the research approach
9. \_\_\_\_      I. Define the problem



### Activity 3: Marketing Research Objectives

**Task:** From the following list identify the major objectives of marketing research. Put a  $\checkmark$  in the checkbox to make your choice.

1.  to understand why customers buy or not buy a product
2.  to design the production flow of a factory
3.  to see if customers will accept a price increase
4.  to decide the staff training schedule
5.  to recruit customer service people
6.  reveal how competitors react to our advertising campaigns
7.  to evaluate the design of product packaging
8.  to see if customers like the new brand name
9.  to determine if a new store should be set up in TST or not
10.  to study whether the secondary school students are interested in buying a new game
11.  to see if the cost of production can be reduced or not
12.  to monitor the number of visitors going into the museum

## Activity 4: Case Study

Read the following case carefully and complete the task on the next page.

You have just joined a traditional company as an Assistant Marketing Manager. The major product line of the company is a traditional Chinese oil, "Fah Heung Yoew 花香油". Your boss, the Marketing Manager, is explaining the market situation to you.

"Fah Heung Yoew 花香油" has a long history, up to 5 generations of the company founder. It is well accepted by a large market of Chinese customers, especially those over 50 years of age. As these customers are getting older and fewer, sales volume and the number of customers have dropped sharply over the past 10 years. There are few new customers, in particular, from the younger population in Hong Kong.

The management has decided to expand the market to attract potential younger customers. However, initial market research showed that the youth market did not find the brand name "Fah Heung Yoew 花香油" attractive. They felt only grandparents would use this type of oil. They felt ashamed to use or even carry a bottle of Fah Heung Yoew in their pocket.

After long discussions, the company developed 2 proposals: (1) renaming; and (2) repackaging. The marketing team intends to launch a new marketing plan to rename "Fah Heung Yoew 花香油" to "Super Cool 勁涼爽", to project a younger, more energetic image to capture the youth market.



**Task:** As the new Assistant Marketing Manager, you are now asked to suggest 2 marketing research objectives for the "Fah Heung Yoew" case.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Activity 5: Select Appropriate Research Approach

**Task:** Match the **Research approaches (1-6)** with their corresponding **Definitions (A-F)** and select the **Appropriate situations (I-VI)** for using these approaches and then write down your answers on the table below.

### Research approaches

- |                       |                 |                         |
|-----------------------|-----------------|-------------------------|
| 1. Observation        | 2. Measurement  | 3. Focus group          |
| 4. Personal interview | 5. Web tracking | 6. Questionnaire survey |

### Definitions

- A. Solicit the views of selective groups of usually ranged from 3 to 8 representative samples.
- B. Face-to-face, one-to-one interviews with individuals or company representatives to obtain in-depth, qualitative information.
- C. Use computer software or other technology to record the web behavior, e.g. using cookie to record the IP address.
- D. Collect data through conducting surveys with a set of representative samples for statistical, quantitative analysis.
- E. Use bio-metric device to measure the actual subject responses.
- F. Researcher observes behavior rather than asking questions.

### Appropriate situations

- I. Understand the behavioural patterns of what consumers would put into their electronic shopping cart.
- II. Measure the heart beat response of a consumer by showing an advertisement.
- III. Know the potential number of people entering a shop in a particular shopping mall.
- IV. Collect a descriptive view of how business buyers consider buying or not buying a product.
- V. What kind of new features would consumers add to a sports car?
- VI. Understand the proportion of consumers who like or dislike certain features of a product.

### Matching Table:

Research approaches	Definitions	Appropriate situations
1		
2		
3		
4		
5		
6		

## Activity 6: Setting Research Questions

*It is a follow-up exercise of Activity 4 (Case Study)-Student Worksheet p. 4*

As the Assistant Marketing Manager of the company, you are asked to draft a research customer questionnaire to obtain responses to help rebrand the Chinese oil, 'Fah Heung Yoew 花香油'. You should construct 6 relevant questions in the formats suggested below. Write your suggestions in the space provided.

**Q 1: Yes/No questions**

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**Q 2: Opinion rating questions**

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**Q 3: Questions with more than one possible response**

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**Q 4: Questions with only one possible response**

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**Q 5: Question for differentiating different market segments**

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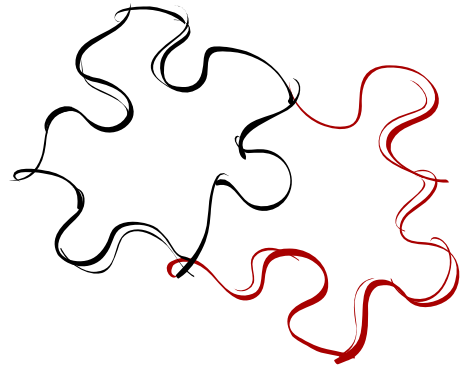
**Q6: Open-ended questions**

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## Activity 7: Sampling Techniques

**Task:** Match the Sampling techniques with the appropriate description.

1. Simple random sample
2. Stratified random sample
3. Cluster (area) sample
4. Judgment sample
5. Quota sample
6. Convenience sample



- \_\_\_\_\_ A. The researcher uses his or her judgment to select population members who are good prospects to gather accurate information.
- \_\_\_\_\_ B. The population is segmented into mutually exclusive groups such as age groups, and random samples are drawn from each group.
- \_\_\_\_\_ C. Researcher interviews a prescribed number of people in each of several categories.
- \_\_\_\_\_ D. The population is divided into mutually exclusive groups such as blocks, and the researcher draws a sample of the groups to interview.
- \_\_\_\_\_ E. The researcher selects the easiest population members from which to obtain information.
- \_\_\_\_\_ F. Every member of the population has an equal chance of selection.

## Activity 8: Comparison of Different Survey Contact Methods

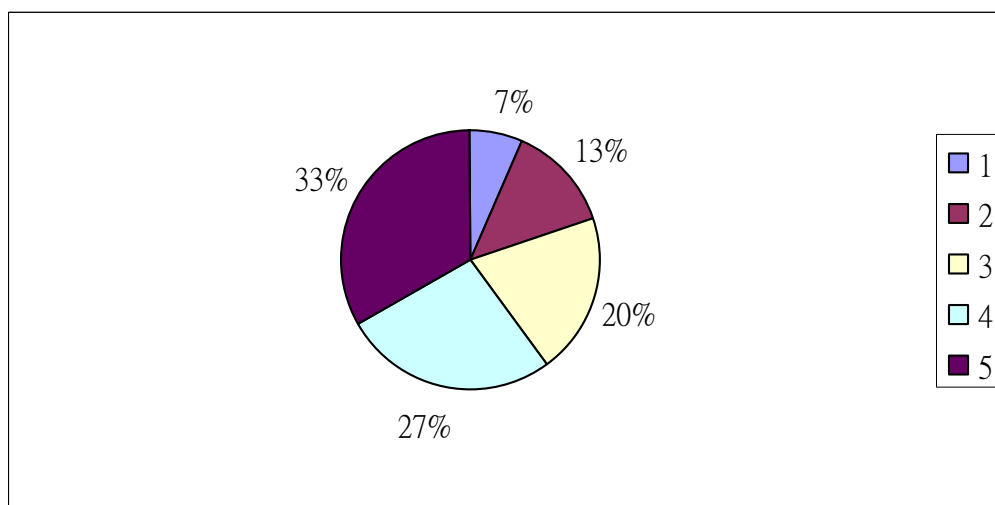
**Task:** Compare the following three survey contact methods and complete the following table by circling the appropriate answer.

	Telephone survey	Postal survey	Personal Interview
1. Response rate	high / medium / low	high / medium / low	high / medium / low
2. Speed of responses	quick / slow	quick / slow	quick / slow
3. Speed of collecting responses	quick / slow	quick / slow	quick / slow
4. Geographic coverage	wide / narrow	wide / narrow	wide / narrow
5. Complexity of questions	high / low	high / low	high / low
6. Control over respondents	more / little	more / little	more / little
7. Observe respondents' reaction	yes / no	yes / no	yes / no
8. Duration to conduct survey	long / short	long / short	long / short
9. Bias exists	more / less	more / less	more / less
10. Cost of conducting survey	high / low	high / low	high / low

## Activity 9 (a): Analyse Ratings with Percentage Distribution

**Question for analysis:** "Name of the product" is a factor affecting your purchase. Do you agree? (1-Strongly disagree; 2-Disagree; 3-Neutral; 4- Agree; 5-Strongly agree)

**Task:** Use the pie chart provided below showing the **percentage distribution** of the ratings to answer the following two questions.



1. Did the respondents tend to agree or disagree with the statement that "name of the product" is a factor affecting your purchase?

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---

2. Do you consider the "name of the product" a factor affecting the customer behaviour?

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## Activity 9 (b): Analyse Ratings with Averaging

**Question for analysis:** "Name of the product" is a factor affecting your purchase. Do you agree? (1-Strongly disagree; 2-Disagree; 3-Neutral; 4- Agree; 5-Strongly agree)

**Task:** Use average rating to analyse the data provided below in order to answer the following two questions:

**20 responses to the question:**

1	3	2	5	5	4	2	2	5	4
4	4	1	5	3	5	2	5	5	4

**Average rating = Sum of all responses / # of responses**

In this example,

$$\text{Average rating} = (1+3+2+5+5+4+2+2+5+4+4+4+1+5+3+5+2+5+5+4)/20$$

$$=56 / 20 = 2.8$$

1. Did the respondents tend to agree or disagree with the statement that "name of the product" is a factor affecting your purchase **on average**?

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2. Do you consider the name of the product a factor affecting consumer behaviour using **average rating**?

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### Activity 9 (c): Analyse Questions in Crosstab Tables.

Question for analysis:

Q1: Gender: Male / Female

Q2: When did you buy this product last?

a) within 1 week b) 2 to 4 weeks c) within 3 months d) beyond 3 months

A crosstab table is drawn for Q1 against Q2.

Count	Q 1		
	F	M	Total
Q 2			
a	0	8	8
b	2	0	2
c	0	2	2
d	8	0	8
Total	10	10	20

**Task:** Analyse data presented in crosstab table and answer the following two questions.

1. Did the respondents buy frequently? (assuming that choice **a**) & **b**) represent **frequent purchase**; choice **c**) & **d**) represent **infrequent purchase**)

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2. Did the **Male** or **Female** respondents buy more frequently?

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## Activity 10: Making Recommendation based on Research Results

**Task:** Assuming you are the Assistant Marketing Manager, make recommendations based on the research results from the previous analyses in Activity 9.

### Research finding (1)

- The brand name would be considered a factor affecting consumer behaviour.

#### Recommendation:

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**Research finding (2)** - Based on the average rating method alone, there was no strong view on whether the "brand name" was a factor affecting customer's purchase on average.

#### Recommendation:

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**Research finding (3)** - Males bought more frequently than females.

#### Recommendation:

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