Course Outline 2017
MKTG 700 (717+718): Research Ideas in Marketing (30 POINTS)

Semester 2 (1175)

Course Prescription
A critical precursor to the 60pt research dissertation, this course provides the ground work to transform students into professional researchers. Working critically with the literature and being aware of ethical implications are integral parts of any research. This course provides the necessary skills related to the literature review and ethical conduct that will prepare students for carrying out their own empirical research work in marketing.

Goals of the Course
In this course, you will learn how to (1) conduct a comprehensive critical literature review, (2) identify the gaps in extant knowledge, (3) develop research propositions to address these gaps, and to consider (4) the methodological and ethical implications of conducting empirical research in marketing. In doing so, you will learn how to develop your topic and to connect your propositions to the academic literature, as well as to any relevant practitioner literature. You will learn how to present what other researchers have already done, how to integrate and synthesize different studies, to critically evaluate and articulate that research, and demonstrate how the research propositions you develop can contribute to a knowledge base in a credible way.

Learning Outcomes
Students who pass this course will be able to:

1. Plan and manage a small supervised research project on a specific topic in their subject area

2. Present their research ideas coherently and in an appropriate written and verbal format.

3. Understand the ethical implications of conducting marketing research

Content Outline
- Regular supervision meetings
- Attend at least six MKTG departmental research seminars
- Complete an assignment on research ethics in marketing
- Conduct a critical literature review and research proposal on a substantial topic in MKTG: 10,000 words. 100%
- Prepare a presentation of the research idea/proposal

Learning and Teaching

Learning occurs during meetings in your supervisor's office and through attendance at the departmental research seminars.

The course runs for twelve weeks. Students will meet their supervisors 1-2 hours every 1-2 weeks, for a total of approximately 12 hrs supervision. Further supervision and mentoring will occur by electronic means. Finally, students are required to attend and sign-in to at least six departmental research seminars during the semester.

Teaching Staff

Your supervisor is the first point of contact.

PG co-ordinators
Dr Mike Lee, Yuri Seo, and Laszlo Sajtos

Email msw.lee@auckland.ac.nz; y.seo@auckalnd.ac.nz; l.sajtos@auckland.ac.nz

Learning Resources

Important information will be provided on CANVAS, but students will find the bulk of literature review resources themselves.

Assessment

Assessment Task	Weighting	Learning Outcomes Assessed
Attend six dept seminars	Requirement	1,3
Assignment on research ethics	Requirement	1,2,3
Present research proposal	Requirement	1, 2, 3
10,000 word research proposal	100%	1, 2, 3
No Exam		
TOTAL	100%	

Content Outline

Week	Milestone	Details
1	Intro lecture	Academic writing and your research project.
2	Meet Supervisors	Establish deadlines with your supervisors.
3		
4		
5	Introduction draft **Presentation**	Hand in soft copy to supervisor. **10 minute presentation of your preliminary research idea**
6		
		Mid Semester break
7	Lit review draft	Hand in soft copy to supervisor.
8		
9		
10		
11	Full draft	Hand in soft copy to supervisor.
12-14	**Research Proposal Due**	**Hand in soft and hard copy to supervisor by 4pm Friday of Week 14.**

1. An **ethics assignment** based on the University of Auckland Human Participants Ethics Committee (UAHPEC) guidelines for research, must take place in the second half of the semester.

2. Students must attend at least **six Departmental research** seminars during the course of the semester.

Research proposal (100%)

The purpose of this proposal is to develop and clarify a potential research project that you and your supervisor are confident is realistic, achievable, and well-grounded in an appropriate literature review and methodology.

Format

The research design should include:

A. Introduction – about 1000 words
- Proposed title
- Research question
- Set the scene: What is the research about? Why does it interest you? Why is it academically important or interesting? Is it also important or interesting to practitioners?
- Background: What knowledge, if any, do you already have about the empirical situation you are addressing, if you are doing empirical research?

B. Literature Review – about 5000 words:
- Your literature review will lay the conceptual groundwork for a potential contribution to that topic, by developing a relevant research question. What is original about what you want to do?
- You should construct an argument, rather than merely providing a description of the relevant literature. You should argue the need for, and relevance of, your research question by setting it within the context of past research. This requires that you critically evaluate and synthesise the relevant literature to demonstrate the significance and value of your study.
- The literature review will culminate with the expression of logical hypotheses, propositions, and/or a conceptual framework.

C. Discussion of conceptual framework or explanation of hypotheses. – about 1000 words
- In this brief section you explain your reasoning behind your hypotheses and/or conceptual framework.

D. Methodology – about 1500 words
- Which research strategies and philosophies of knowledge will you draw on? What kind of design will be used and why?
- Methods: what exactly will you be doing? What are the data collection methods to be used? What types of data should be collected? How will this be done? What could be the problems of collecting these types of data? How will access be gained to participants and organisations? How many studies (interviews, surveys, observations, etc.) will be conducted and why? In which ways will the methods and design answer your research questions?
- Analysis: What, in general terms, will be done with the data you collect? What kinds of analytical techniques is it likely you will use? What are their limitations? How will these analyses address and answer the research questions? How are you going to construct your argument, i.e., how are you going to draw together theory and data

in a way that allows readers to follow you and be able to judge for themselves the judgements or conclusions you have reached?
- Ethical considerations: Are there potential conflicts of interest, or areas of ethical sensitivity which may occur before, during or after the research? What cultural or cross-cultural issues are relevant?
- Credibility: How do you address the issues of reliability and validity or trustworthiness that are relevant to your methodology?

E. Planning – about 1000 words
- Research skills: Which professional experience or research training do you already have that will be relevant to this project? Which aspects of your research skills would you like to improve?
- Resources: What kind of resources, e.g., budget; equipment, etc. will you need to complete this project?
- Timetable: Give a timetable with dates for each milestone. Include a Plan B – what will you do if you cannot get the data you are planning for by the dates you have in mind? What alternative sources or types of data will you use?

F. Conclusion (no more than 200 words) and References (as required)
- A brief conclusion of your research proposal.
- Accurate reference list of all work cited.

Assessment criteria
Overall, the research proposal should take the form of an academic essay and include an appropriate structure that demonstrates an ability to:
- understand the theoretical aspects of research design, especially methodology
- design a viable and realistic project.
- argue convincingly for the academic credibility of the project.
- understand ethical issues in research.
- explain the relevance of all these issues to your project in your own words.
- produce research documents to a professional academic standard.
- write proficiently and in an interesting manner.

In particular, the literature review component should:
- involve a critical evaluation of the relevant literature
- be referenced appropriately
- present the construction of an argument to demonstrate the relevance of your research question

Inclusive Learning
Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with any member of the teaching team.