

School of Marketing and International Business

Mark 405
RESEARCH METHODS IN MARKETING

Trimester 1 2006

COURSE OUTLINE

Contact Details

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Teaching Excellence Award Winner 1999 and 2001 (VUW)
National Teaching Excellence Award Winner 2002
Research Excellence Award Winner 2005 (VUW)

Class Times and Room Numbers

Lectures/workshops, Monday 14.40-17.30, RWW 129 and computer lab sessions (location to be advised)

Examination period 6 June – 25 June 2006

Course Objectives

MARK 405 is designed to introduce Honours students in Marketing to the principles and practice of research. The course covers the fundamentals of the research process, the statistical analysis and modelling of data, and qualitative approaches to research, all with a focus on issues specific to Marketing.

Upon successful completion of MARK 405, you will:

- Be better able to read, understand and interpret the Marketing literature
- Critically evaluate research output in the Marketing literature from a philosophical and methodological point of view
- Understand the uses and limitations of common tools for analysing qualitative and quantitative data (including issues of measurement, scaling, sampling, validity and reliability, hypothesis testing, causality and presentation of results)
- Develop competence in using data to assist in decisions
- Be prepared for further study and research in Marketing

Please note: The Honours Marketing program is dissertation based. Students conduct research and turn in a completed dissertation at the end of the second semester (Mark 409). A primary objective of Mark 405 is for students to have:

- A completed Proposal for Research at the end of the first semester,
- Gained approval from the Faculty Ethics Committee to conduct the research (if required).

Course Content

Class sessions will generally consist of lectures, discussions and some computer laboratory sessions. All students are expected to take active roles in the discussions. You should plan on attending *each* class session, and on being thoroughly prepared to discuss any analyses that have been assigned. Active and thoughtful participation is expected during the class meetings.

The following topics will be covered during the trimester:

- Research Approaches
- The Research Process and Problem Formulation
- Setting Research Objectives
- Conceptual Model Development and formulating hypotheses/propositions
- Research Design
- Data Collection Methods and Forms
- Sample Design
- Data Analysis (quantitative and qualitative)
- Hypothesis Testing

Readings

Course Text: Cavana, R., Delahaye, B. and Sekaran, U. (2001), Applied Business Research, John Wiley & Sons.

In addition a set of articles published in the international marketing literature will be distributed to support course content and relevant material from a computer program manual will be provided for the computer lab sessions - *SPSS: Analysis Without Anguish*, Coakes, S. J and L. G. Steed, (2001).

Assessment Requirements

The course will be assessed on the basis of 60% coursework and 40% final examination (three hours). All pieces of assessment will contribute to and test the course objectives.

The coursework consists of 6 assignments:

Assignment	Due date	Percentage of final mark
Research Proposal – Part 1 (verbal and written)	Verbal: Monday 3 April 2006 Written: Monday 24 April 2006 at class	20%
Research Proposal – Part 11 (written)	Monday 22 May 2006 at class	20%

Research Proposal – Part 11 (seminar presentation)	Monday 22 May 2006	10%
Research Exercises (2)	Both exercises - Friday 2 June 2006 by 5pm – Room RH1116 (Dr Nick Ashill)	5% each (total of 10%)

Research Proposal Assignment

This piece of work is designed to have a structure similar to that required for MCA thesis work. However, the scale of the work to be tackled is necessarily smaller. The Proposal will be submitted in two (overlapping) parts.

PART I

The **written part** of Part I should include the following:

- A review/statement of the **research problem** to be studied and its importance. The material covered in weeks 3 and 4 should be consulted in developing the problem statement.
- A **review of the literature** relating to the problem under study, leading to an explication of key findings, and the identification of unanswered questions.
- A clear statement of the resultant research objectives.
- A **model** that describes the constructs relevant to the problem and the relationships among them.¹
- A clearly stated research approach (the material covered in week 5 will be very useful in developing research a suitable research approach).

The Verbal Portion of Part 1

The verbal part consists of a **10-minute presentation** of the proposal. The verbal presentation should include the following:

- (1) A **title and Your Name**.
- (2) A **description of the research problem** and why you find it interesting.
- (3) A brief **review of the literature** outlining key findings, and unanswered questions.
- (4) A clear statement of research objectives.
- (5) A **model** you think describes the constructs relevant to the research problem and the relationships among them. The model can be verbal, “boxes and arrows,” mathematical, or more than one of these.
- (6) A **description of the research approach** you propose to take and why you think it is appropriate.

¹ The review of the literature will be an on-going process, but it should be sufficiently extensive in Part I for you to develop a synthesis of all the findings from the literature review that leads to a conceptualisation of the research problem, in **model form**. This model should specify, where appropriate, the important issues, constructs, and their inter-relationships. You may modify the conclusions regarding what are the important issues, constructs and/or the model representation during the remainder of the semester (or even during the research conducted during the second semester), but for Part 1 you should have a defensible synthesis and model.

The presentation will not be marked directly. However, **one point will be deducted** from the written part if the above points are not covered during the presentation. Obviously, only extreme carelessness can result in an incomplete presentation.

Do not read your presentation (either written out in detail, or off detailed notes). For short presentations, such as required for this course, you should be able to present using overheads or Power Point slides that consist of key words and phrases that provide talking points. You should practice your presentation so that you may do it working off the talking points. **One point may be deducted** from the written portion score if you read your presentation.

IMPORTANT NOTE: By 7pm the day before the presentation (Sunday 2 April 2006), email me your Power Point presentation slides (no more than 6-9 slides).² I will preload the slides onto a notebook to be used in class. Please bring your presentation to class on a floppy disk (as a back-up, in case of technological disaster).

Note: Points 1 through 4 (above) should be covered in 5 minutes. Points 5 and 6 can take the rest of the time. However, you do not have to cover the model during the presentation in the same detail you will cover it in the written part. The primary purpose of the presentation is to inform your classmates (and any faculty members in the session) of what you are doing so that they may pass along any idea or references they may come across while working on their own projects. It also gives practice for the seminar later in the semester.

Presentation Part 1 Due: Monday 3 April 2006 (at class)
Presentation Written Part 1 Due: Monday 24 April 2006 (at class)

PART II

Part II will include a Research Design, which shows how the various research questions/sub questions will be addressed; an operationalisation of the conceptual framework developed in Part 1 (and possibly modified), which includes concept/construct definitions; statements regarding the proposed methods of measurement and scaling design (including draft interview schedules and/or questionnaires); proposed sampling design; instrumentation (method of data collection); use of secondary data; proposed methods of data analysis, including a formal statement of hypotheses where appropriate, and a statement of the proposed report format. **A copy of the application to the Faculty HEC, requesting approval of the proposed research should also be included.**

The length of the written report will vary, depending on the topic, but 15-20 pages of text (plus technical appendix) would be the norm.

Seminar

At the end of the semester (second last week of classes), students will present their proposals in a seminar to faculty members. Those attending will include the course controller and the student's supervisor (at a minimum). Presentations will be approximately 20 minutes in

² The first four slides should be a title slide with your name, one headed "Description of the Research Problem," one titled "A Synthesis of the Literature" and one titled "Research Objectives". These four slides should be followed by one titled "The model" and one titled the "Research Approach".

length, with a significant reduction in marks for those taking less, or more time. More details on the seminar presentations will be handed out toward the end of the semester.

Seminar Presentation Due Monday 22 May 2006
Written Document Due Monday 22 May 2006

NB: More detailed guidelines for the Written and Seminar Presentation components of Part II will be handed out later in the term.

NB: You may subsequently elect to execute this research proposal, under the guise of MARK 409 Dissertation. The administrative arrangements for facilitating this integration will be discussed during the first class.

VERY IMPORTANT: You must have a prospective supervisor for your Research Proposal by **Friday 10th March 2005**. Please email the name of your supervisor by **4pm on Friday 10th March 2006 or earlier**.

In order to get a supervisor, it helps to have *some* idea of what type of research project you would like to do for your dissertation. Your ideas may change (and therefore your supervisor). Nevertheless, you *must* have some faculty member with whom you are nominally working with by the second week of the semester. It may help in getting ideas for research to visit some faculty during the first two weeks and find out their interests and to ask for suggestions for possible research topics. In the end however, the choice of a topic is up to you. Choose a topic that you are interested in! You must meet on a regular basis with your supervisor (a weekly meeting is HIGHLY recommended).

The Research Exercises

Two data analysis exercises will be assigned during the trimester. They will involve working with the results of an existing study (to be handed out). Students are required to execute an analysis using the data and present a set of findings.

One key part of the exercises is to introduce various approaches to data analysis that help you formulate your proposal. However, since you do not have to go through the process of actually conducting the research, emphasis also will be placed on conceptual aspects of the research, i.e., what do the results of the analyses actually mean in “human” terms. More detailed coverage of analysis approaches will be given during the second semester as part of MARK 409.

Exercise 1: Confirmatory Factor and Reliability Analysis of a Data Set

Exercise 2: Tests of Significance (Hypothesis Testing)

A second important goal of the exercises is developing some expertise in presentation of the result, i.e., developing charts and figures that are appropriate, that have a professional appearance, and communicate a point well. As with all Honours assignments, other relevant issues include whether the explanations are clear, meaningful, and accurate, whether the overall appearance of the document is professional, whether it has a logical flow, and whether it actually makes the points that it aims to make.

Final Examination

The final examination accounts for 40% of the assessment weighting for this course, and students will be expected to draw on what they have learned from the readings, lectures and assignments. The examination will be comprehensive. The date and time of the three-hour exam will be notified on official university exam timetables.

Penalties

Late work will be accepted without penalty with good reason (e.g., a medical certificate) and prior permission. In other cases, five marks will be deducted (out of 100) for each day, or part day, the assignment is late.

Mandatory Course Requirements

Students must obtain at least 50% in the final exam, and 50% overall, to obtain a pass grade for this course.

Workload

You should expect to devote about 12-14 hours per week of independent study to this course.

Communication of Additional Information

Announcements regarding assignment due dates will be made in class and via e-mail. Data files for the research exercises cases will be distributed via e-mail. Please make sure that I have your up-to-date e-mail address and that your account has sufficient space available to receive the data files.

Return of assignments

Assignments will be returned in class. Uncollected assignments will be held by the SMIB office (RH 1121) for three months following the end of term, and disposed of after that time.

Guidelines for written assignments

Students are encouraged to use the 'SMIB Guidelines to Written Material and Referencing' for information as to how to present, submit, organise and reference their work. These guidelines, including examples of appropriate essay, report, and academic research formats, are available online at www.vuw.ac.nz/ibproject/referencing.htm.

Statistical software

We will use the SPSS software, version 11.0, for in-class examples. This software is available on the student machines on level 2 of Rutherford House.

Important Considerations for Writing

1. Spell checking and proof reading are crucial. Be careful to leave yourself sufficient time to complete these important tasks prior to submitting your work.
2. Information taken from other sources should be properly cited and referenced. Failure to do so represents intellectual dishonesty, which is taken very seriously in the academic community. Cited references should be listed at the end of the paper, in a format that provides complete information, allowing the interested and motivated reader to delve into the finer details of your argument (see guidelines for written assignments for correct referencing style).

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student Administration Office

The Student Administration Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications. To check for opening hours call the office on (04) 463 5376.

Easterfield (EA) - FCA/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce & Administration and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office is available for the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- FCA Student Administration forms (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

Check with the Student Administration Office for opening times (04) 463 5376.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: www.vuw.ac.nz/policy/StudentConduct.

The policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/StaffConduct.

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School

or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website:

www.vuw.ac.nz/policy/AcademicGrievances.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at:

www.vuw.ac.nz/home/studying/plagiarism.html.

Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: disability@vuw.ac.nz. The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/ or email student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email education@vuwsa.org.nz.

Manaaki Pihipihinga Maori and Pacific Mentoring programme (Faculties of Humanities and Social sciences and Commerce and Administration).

- **What:** Academic Mentoring for Maori and Pacific students studying at all levels in the above faculties. Weekly sessions for an hour with a mentor to go over assignments and any questions from tutorials or lectures. Registered students can use the faculty's study rooms and computer suite at any time at Kelburn and Pipitea.
- Mature student and Post grad network

If you would like to register as a mentor or mentee please contact the coordinator.

Where:

Melissa Dunlop
Programme Coordinator
Room 109 D
14 Kelburn Parade: back courtyard
Ph: (04) 463 6015
Email: Maori-Pacific-Mentoring@vuw.ac.nz

Please Note: A mentoring room will also be running at Pipitea Campus starting January. Please contact the Programme Coordinator for details.

Schedule for MARK 405

Dates	Topic and Readings
27 th February (Week 1)	<p>Course Introduction</p> <p>Introduction to the Research Process</p>
6 th March (Week 2)	<p>Research Tools and Resources - Janet Keilar, Faculty Librarian – RW 202</p>
13 th March (Week 3)	<p>The Research Process and Problem Formulation</p> <p><i>Completing a literature review and synthesising this literature Research gap identification, conceptual model development and formulation of research objectives</i></p> <p><u>Reading</u> Chapters 1, 2 and 3 Articles:</p> <ol style="list-style-type: none"> 1. Low, G.S., Cravens, D.W., Grant, K. and Moncrief, W.C. (2001), “Antecedents and consequences of salesperson burnout”, <i>European Journal of Marketing</i>, 35, (5/6), pp. 587-611. 2. Singh, J., Goolsby, J.R. and Rhoads, G.K. (1994), “Behavioral and Psychological Consequences of Boundary Spanning Burnout for Customer Service Representatives”, <i>Journal of Marketing Research</i>, 31, (November), pp. 558-569. 3. Ashill, N.J., Carruthers, J. and Krisjanous, J. (2005), “Antecedents and Outcomes of service recovery performance in a public health-care environment”, <i>Journal of Services Marketing</i>, 19, (5), pp. 293-308. 4. Hamlin, R.P. and Wilson, T. (2004), “The Impact of Cause Branding on Consumer Reactions to Products: Does Product/Cause ‘Fit’ Really Matter?” <i>Journal of Marketing Management</i>, 20, (7), pp. 663-681. 5. Cui, Y., Trent, E.S., Sullivan, P.M. and Matiru, G.N. (2003), “Cause-related marketing: how generation Y responds”, <i>International Journal of Retail and Distribution Management</i>, 31, (6), 310-320. 6. Reynolds, K.L. and Harris, L.C. (2005), “When service failure is not service failure: an exploration of the forms and motives of “illegitimate” customer complaining”, <i>Journal of Services Marketing</i>, 19, (5), pp. 321-335. 7. Ashill, N.J., Meadows, S. and Stewart, D. (2001), “Factors influencing boundary spanner stress and subsequent managerial intervention”, <i>Journal of Strategic Marketing</i>, 9, (4), pp. 269-284.
20 th March (Week 4)	<p>The Research Process and Problem Formulation (Contd)</p> <p><u>Reading</u> Chapters 1, 2 and 3 Articles:</p> <ol style="list-style-type: none"> 1. Low, G.S., Cravens, D.W., Grant, K. and Moncrief, W.C. (2001),

	<p>“Antecedents and consequences of salesperson burnout”, <i>European Journal of Marketing</i>, 35, (5/6), pp. 587-611.</p> <ol style="list-style-type: none"> 2. Singh, J., Goolsby, J.R. and Rhoads, G.K. (1994), “Behavioral and Psychological Consequences of Boundary Spanning Burnout for Customer Service Representatives”, <i>Journal of Marketing Research</i>, 31, (November), pp. 558-569. 3. Ashill, N.J., Carruthers, J. and Krisjanous, J. (2005), “Antecedents and Outcomes of service recovery performance in a public health-care environment”, <i>Journal of Services Marketing</i>, 19, (5), pp. 293-308. 4. Hamlin, R.P. and Wilson, T. (2004), “The Impact of Cause Branding on Consumer Reactions to Products: Does Product/Cause ‘Fit’ Really Matter?” <i>Journal of Marketing Management</i>, 20, (7), pp. 663-681. 5. Cui, Y., Trent, E.S., Sullivan, P.M. and Matiru, G.N. (2003), “Cause-related marketing: how generation Y responds”, <i>International Journal of Retail and Distribution Management</i>, 31, (6), 310-320. 6. Reynolds, K.L. and Harris, L.C. (2005), “When service failure is not service failure: an exploration of the forms and motives of “illegitimate” customer complaining”, <i>Journal of Services Marketing</i>, 19, (5), pp. 321-335. 7. Ashill, N.J., Meadows, S. and Stewart, D. (2001), “Factors influencing boundary spanner stress and subsequent managerial intervention”, <i>Journal of Strategic Marketing</i>, 9, (4), pp. 269-284.
<p>27 March (Week 5)</p>	<p>Research Design</p> <ol style="list-style-type: none"> a. Types of Research Design b. Exploratory Research c. Descriptive Research d. Causal Designs <p><u>Reading</u> Chapters 5 and 12 Articles:</p> <ol style="list-style-type: none"> 1. Low, G.S., Cravens, D.W., Grant, K. and Moncrief, W.C. (2001), “Antecedents and consequences of salesperson burnout”, <i>European Journal of Marketing</i>, 35, (5/6), pp. 587-611. 2. Singh, J., Goolsby, J.R. and Rhoads, G.K. (1994), “Behavioral and Psychological Consequences of Boundary Spanning Burnout for Customer Service Representatives”, <i>Journal of Marketing Research</i>, 31, (November), pp. 558-569. 3. Ashill, N.J., Carruthers, J. and Krisjanous, J. (2005), “Antecedents and Outcomes of service recovery performance in a public health-care environment”, <i>Journal of Services Marketing</i>, 19, (5), pp. 293-308. 4. Hamlin, R.P. and Wilson, T. (2004), “The Impact of Cause Branding on Consumer Reactions to Products: Does Product/Cause ‘Fit’ Really Matter?” <i>Journal of Marketing Management</i>, 20, (7), pp. 663-681. 5. Cui, Y., Trent, E.S., Sullivan, P.M. and Matiru, G.N. (2003),

	<p>“Cause-related marketing: how generation Y responds”, International Journal of Retail and Distribution Management, 31, (6), 310-320.</p> <p>6. Reynolds, K.L. and Harris, L.C. (2005), “When service failure is not service failure: an exploration of the forms and motives of “illegitimate” customer complaining”, Journal of Services Marketing, 19, (5), pp. 321-335.</p> <p>7. Ashill, N.J., Meadows, S. and Stewart, D. (2001), “Factors influencing boundary spanner stress and subsequent managerial intervention”, Journal of Strategic Marketing, 9, (4), pp. 269-284.</p>
<p>3rd April (Week 6)</p>	<p>Part 1 Presentations</p> <p>Qualitative Research Methods</p> <p><u>Reading</u> Chapters 6 and 7 Articles:</p> <ol style="list-style-type: none"> 1. Reynolds, K.L. and Harris, L.C. (2005), “When service failure is not service failure: an exploration of the forms and motives of “illegitimate” customer complaining”, Journal of Services Marketing, 19, (5), pp. 321-335. 2. Ashill, N.J., Meadows, S. and Stewart, D. (2001), “Factors influencing boundary spanner stress and subsequent managerial intervention”, Journal of Strategic Marketing, 9, (4), pp. 269-284.
<p>24th April (Week 7)</p>	<p>Quantitative Research Methods</p> <p>Measurement Questionnaire Design</p> <p><u>Reading</u> Chapters 8, 9 and 10 Articles:</p> <ol style="list-style-type: none"> 1. Low, G.S., Cravens, D.W., Grant, K. and Moncrief, W.C. (2001), “Antecedents and consequences of salesperson burnout”, European Journal of Marketing, 35, (5/6), pp. 587-611. 2. Singh, J., Goolsby, J.R. and Rhoads, G.K. (1994), “Behavioral and Psychological Consequences of Boundary Spanning Burnout for Customer Service Representatives”, Journal of Marketing Research, 31, (November), pp. 558-569. 3. Ashill, N.J., Carruthers, J. and Krisjanous, J. (2005), “Antecedents and Outcomes of service recovery performance in a public health-care environment”, Journal of Services Marketing, 19, (5), pp. 293-308.
<p>1st May (Week 8)</p>	<p>Quantitative Research Methods (Contd)</p> <p>Sample Design</p> <ol style="list-style-type: none"> a. Sampling Procedures b. Sample Size <p><u>Reading</u></p>

	<p>Chapter 11</p> <p>Articles:</p> <ol style="list-style-type: none"> 1. Low, G.S., Cravens, D.W., Grant, K. and Moncrief, W.C. (2001), "Antecedents and consequences of salesperson burnout", <i>European Journal of Marketing</i>, 35, (5/6), pp. 587-611. 2. Singh, J., Goolsby, J.R. and Rhoads, G.K. (1994), "Behavioral and Psychological Consequences of Boundary Spanning Burnout for Customer Service Representatives", <i>Journal of Marketing Research</i>, 31, (November), pp. 558-569. 3. Ashill, N.J., Carruthers, J. and Krisjanous, J. (2005), "Antecedents and Outcomes of service recovery performance in a public health-care environment", <i>Journal of Services Marketing</i>, 19, (5), pp. 293-308.
<p>8th May (Week 9)</p>	<p>Data Analysis: Preliminary Steps</p> <ol style="list-style-type: none"> a. Cleaning data to identify mistakes b. The role of SPSS in data analysis c. The importance of data analysis objectives <p>Data Analysis: Carrying out the Analysis</p> <ol style="list-style-type: none"> a. Data coding b. Transforming Variables c. Descriptive Statistics <p>Computer Lab Session – location to be advised</p> <p><u>Reading</u> Chapter 13 Diamantopoulos and Schlegelmilch (2000) – Chapter 4 'Have you cleaned your data and found the mistakes you made?' Diamantopoulos and Schlegelmilch (2000) – Chapter 7 'Why not take it easy initially and describe your data?' Diamantopoulos and Schlegelmilch (2000) – Chapter 8 'Can you use few numbers in place of many to summarise?'</p>
<p>15th May (Week 10)</p>	<p>Data Analysis (Contd)</p> <p>Data Reduction Methods and Reliability Analysis</p> <p>Human Ethics Committee (HEC) applications – the process of gaining ethics approval for your research project</p> <p>Computer Lab Session – location to be advised</p> <p><u>Reading:</u> Chapter 13 Coakes and Steed (2001) – Chapter 15 'Reliability Analysis' and Chapter 16 'Factor Analysis'</p>
<p>22nd May (Week 11)</p>	<p>Part 11 Presentations (Seminars)</p>
<p>29th May (Week 12)</p>	<p>Hypothesis Testing</p> <ol style="list-style-type: none"> a. Tests of Significance b. Types of test. Parametric vs. Nonparametric tests

c. Analysis of variance (ANOVA)

Computer Lab Session – location to be advised

Reading:

Chapter 13

Diamantopoulos and Schlegelmilch (2000) – Chapter 10 ‘How about sitting back and hypothesising?’

Diamantopoulos and Schlegelmilch (2000) – Chapter 12 ‘Getting started: making comparisons’

Diamantopoulos and Schlegelmilch (2000) – Chapter 13 ‘Getting adventurous: searching for relationships’

Course Review and Examination Guidelines