


## MARKET RESEARCH SYSTEM II

<b>1. Competences</b>	To manage products and services marketing process from the market diagnosis, selling strategies and administrative tools, in order to meet client's needs, to contribute to the national and international competitiveness and positioning of the corporation.
<b>1. Term</b>	Third
<b>2. Theoretical hours</b>	25
<b>3. Practical hours</b>	50
<b>4. Total hours</b>	75
<b>5. Weekly hours</b>	5
<b>6. Objective</b>	Students will formulate qualitative and international market research through the use of analysis methods and techniques to identify business opportunities.

Learning Unit	Hours		
	Theoretical	Practical	Total
<b>I. Qualitative Market Research</b>	15	35	50
<b>II. International Market Research</b>	10	15	25
<b>Total</b>	<b>25</b>	<b>50</b>	<b>75</b>


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### Learning Units

<b>1. Learning Unit</b>	<b>I. Qualitative Market Research</b>
<b>2. Theoretical Hours</b>	15
<b>3. Practical Hours</b>	35
<b>4. Total</b>	50
<b>5. Objective</b>	Students will carry out qualitative market research to detect opportunities in the market.


Topic	Knowledge	Skills	Values/ Behavior
Market research process	<p>To identify the types of market qualitative studies:</p> <ul style="list-style-type: none"> <li>- Group session</li> <li>- In-depth interview</li> <li>- Projective techniques</li> <li>- Panel</li> <li>- Mystery shopper</li> </ul> <p>To describe market research process:</p> <ul style="list-style-type: none"> <li>- Planning</li> <li>- Budgets</li> <li>- Data collection</li> <li>- Information processing</li> <li>- Results elaboration and presentation.</li> </ul>		<p>Disciplined</p> <p>Responsible</p> <p>Planning ability</p> <p>Observant</p> <p>Analytical</p> <p>Critical</p>

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Topic	Knowledge	Skills	Values/ Behavior
Group session technique	<p>To identify types of group session:</p> <ul style="list-style-type: none"> <li>- Focus group</li> <li>- Discussion group</li> <li>- Brainstorming</li> <li>- Projective sessions</li> <li>- Psychodramas</li> </ul> <p>To describe group session technique stages:</p> <ul style="list-style-type: none"> <li>- Session type selection</li> <li>- Qualitative sampling</li> <li>- Panelists recruitment</li> <li>- Information analysis</li> <li>- Results presentation</li> </ul>	To organize group sessions.	<p>Researcher</p> <p>Ethical</p> <p>Disciplined</p> <p>Responsible</p> <p>Planning ability</p> <p>Observant</p> <p>Creative</p> <p>Leadership ability</p> <p>Analytical</p> <p>Critical</p>

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Topic	Knowledge	Skills	Values/ Behavior
In-depth interview technique	To describe the in-depth interview technique and its methodology: - To determine the study specific profile - Interview script - Interviewees recruitment - Interview development - Information analysis - Results presentation	To carry out in-depth interviews.	Researcher Ethical Disciplined Responsible Planning ability Observant Creative Leadership ability Analytical Critical

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Topic	Knowledge	Skills	Values/ Behavior
Projective and observation techniques	<p>To identify projective techniques and their importance in marketing decision making:</p> <ul style="list-style-type: none"> <li>- Construction</li> <li>- Association</li> <li>- Complementation</li> <li>- Expression</li> </ul> <p>To describe observation methodology:</p> <ul style="list-style-type: none"> <li>- Problem formulation</li> <li>- Data collection and recording</li> <li>- Data analysis and interpretation</li> <li>- Results disclosure</li> </ul>	To carry out behavioral and environmental observations in market studies.	<p>Disciplined</p> <p>Responsible</p> <p>Planning ability</p> <p>Observant</p> <p>Analytical</p> <p>Critical</p> <p>Researcher</p>
Panel	<p>To describe panel technique and its methodology:</p> <ul style="list-style-type: none"> <li>- Sample selection</li> <li>- Information collection</li> <li>- Data interpretation</li> <li>- Briefings presentation</li> </ul> <p>To identify panel types:</p> <ul style="list-style-type: none"> <li>- Consumer</li> <li>- Distributors or retailers</li> <li>- Professionals</li> </ul>	To carry out consumer panels considering their methodology.	<p>Ethical</p> <p>Disciplined</p> <p>Responsible</p> <p>Planning ability</p> <p>Observant</p> <p>Creative</p> <p>Leadership ability</p> <p>Analytical</p> <p>Critical</p>

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Topic	Knowledge	Skills	Values/ Behavior
Mystery shopper technique	To describe mystery shopper technique and its methodology: <ul style="list-style-type: none"> <li>- Research objectives</li> <li>- Questionnaire design according to the project</li> <li>- Implementation logistics</li> <li>- Point of sale evaluation</li> <li>- Point of Sale material evaluation (POP)</li> <li>- Technical Knowledge evaluation</li> <li>- Sales process evaluation</li> <li>- Quantitative and qualitative analysis</li> <li>- Results disclosure and recommendations</li> </ul>	To perform mystery shopper studies.	Ethical Disciplined Responsible Planning ability Observant Creative Leadership ability Analytical Critical

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## MARKET RESEARCH SYSTEM II

### ASSESSMENT PROCESS

Learning Outcome	Learning Process	Assessment Instruments
<p>To integrate a market qualitative study including:</p> <ul style="list-style-type: none"> <li>- Planning</li> <li>- Budgets</li> <li>- Types of selected study and its justification (group session, in-depth interview, projective techniques, panel and mystery shopper)</li> <li>- Data collection</li> <li>- Information processing</li> <li>- Results elaboration and presentation</li> </ul>	<ol style="list-style-type: none"> <li>1. To identify market qualitative studies types.</li> <li>2. To understand market research process.</li> <li>3. To develop qualitative studies techniques.</li> </ol>	<p>Project</p> <p>Rubric</p>

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## MARKET RESEARCH SYSTEM II

### *TEACHING-LEARNING PROCESS*

Teaching Methodologies	Teaching Materials
Collaborative teams Project-based learning Cases analysis	Projector Screen Board Computer Audio and video equipment Gesell camera

### *TRAINING FACILITIES*

Classroom	Languages Lab/Workshop	Corporation
X		

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## MARKET RESEARCH SYSTEM II


### Learning Units

<b>1. Learning Unit</b>	<b>II. International Market Research</b>
<b>2. Theoretical Hours</b>	10
<b>3. Practical Hours</b>	15
<b>4. Total</b>	25
<b>5. Objective</b>	Students will carry out international market research to detect potential markets.

Topic	Knowledge	Skills	Values/ Behavior
Foreign markets briefings	To identify government entities promoting foreign trade and the foreign markets briefings they elaborate: -Promexico -PYME Exporta		Analytical Ethical Proactive Responsible Organized


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Topic	Knowledge	Skills	Values/ Behavior
Environment Analysis	<p>To understand the importance of target country characteristics for research design.</p> <p>To identify factors affecting the research design:</p> <ul style="list-style-type: none"> <li>- Social</li> <li>- Cultural</li> <li>- Political</li> <li>- Economical</li> <li>- Environmental</li> <li>- Legal</li> <li>- Market</li> <li>- Demographical</li> <li>- Infrastructure</li> </ul>	<p>To determine factors affecting the research design.</p>	<p>Analytical</p> <p>Assertive</p> <p>Empathetic</p> <p>Teamwork</p> <p>Proactive</p> <p>Initiative</p> <p>Ethical</p> <p>Honest</p>
International Markets research process	<p>To describe international markets research process:</p> <ul style="list-style-type: none"> <li>- Information needs identification</li> <li>- Problem definition</li> <li>- Analysis unit election</li> <li>- Secondary data availability examination</li> <li>- Cost-benefit analysis of carrying out an investigation</li> <li>- Research design</li> <li>- Data collection</li> <li>- Data analysis</li> <li>- Briefing elaboration</li> </ul>	<p>To carry out problems approaches in international market studies.</p> <p>To select information sources and analysis units.</p> <p>To propose international markets research design.</p> <p>To perform data collection and processing.</p> <p>To structure international markets research briefings.</p>	<p>Ethical</p> <p>Disciplined</p> <p>Responsible</p> <p>Planning ability</p> <p>Creative</p> <p>Teamwork</p> <p>Leadership ability</p> <p>Analytical</p> <p>Assertive</p> <p>Communication skills</p>

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**MARKET RESEARCH SYSTEM II**  
ASSESSMENT PROCESS

Learning Outcome	Learning Process	Assessment Instruments
<p>From a case, to elaborate an international markets research report containing:</p> <ul style="list-style-type: none"> <li>- Problem definition</li> <li>- Analysis unit election</li> <li>- Secondary data</li> <li>- Cost-benefit analysis of performing research</li> <li>- Research design</li> <li>- Data collection</li> <li>- Data analysis</li> <li>- Conclusions and recommendations</li> <li>- Queried information sources</li> </ul>	<ol style="list-style-type: none"> <li>1. To identify government entities promoting foreign trade.</li> <li>2. To understand target market characteristics that influence research design.</li> <li>3. To describe international markets research process.</li> <li>4. To carry out international markets research.</li> </ol>	<p>Case study</p> <p>Rubric</p>

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## MARKET RESEARCH SYSTEM II

### *TEACHING-LEARNING PROCESS*

Teaching Methodologies	Teaching Materials
Research tasks Collaborative teams Cases analysis	Board Projector Computer Multimedia Internet Printed material

### *TRAINING FACILITIES*


Classroom	Languages Lab/Workshop	Corporation
X		

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## MARKET RESEARCH SYSTEM II


### ABILITIES DERIVED FROM PROFESSIONAL COMPETENCIES TO WHICH THE SUBJECT CONTRIBUTES

Ability	Performance Criteria
<p>To diagnose the corporation's condition through the use of financial, administrative and researching tools, as well as to analyze functional areas in order to plan the commercialization process.</p>	<p>Students elaborate a corporation diagnosis including:</p> <ul style="list-style-type: none"> <li>- organizational philosophy</li> <li>- organizational objectives</li> <li>- financial analysis:               <ul style="list-style-type: none"> <li>- Vertical method                   <ul style="list-style-type: none"> <li>- Financial reasons</li> <li>- Integral percentages</li> <li>- Critical point</li> </ul> </li> <li>- Horizontal method                   <ul style="list-style-type: none"> <li>- Tendencies</li> <li>- Percentage change</li> </ul> </li> </ul> </li> <li>- Installed capacity</li> <li>- Positioning in the market</li> <li>- Product analysis</li> <li>- Distribution channels</li> <li>- Competitiveness of sales force</li> <li>- Client portfolio behavior</li> <li>- Public perception</li> <li>- Identification of strengths and weaknesses.</li> </ul>


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<p>To determine competition positioning through the study of its competitive advantages, weaknesses, use of methods and techniques, in order to identify the corporation's opportunities in the market.</p>	<p>Students deliver the competition analysis including:</p> <ul style="list-style-type: none"> <li>- participation in the market</li> <li>- positioning in the market</li> <li>- Competitive and comparative advantages matrix: <ul style="list-style-type: none"> <li>- Price</li> <li>- Product quality</li> <li>- Service quality</li> <li>- Distribution channels</li> <li>- Delivery time</li> <li>- Advertising</li> <li>- Payment terms</li> <li>- After-sales service</li> </ul> </li> <li>- Analysis and interpretation of results</li> <li>- Opportunity identification.</li> </ul>
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Ability	Performance Criteria
<p>To perform national and international market research through an analysis of environment and the use of quantitative and qualitative methods, for commercial decision making.</p>	<p>Students present a report of markets research including:</p> <ul style="list-style-type: none"> <li>- Executive overview</li> <li>- Research statement (problem, objective, hypothesis, research methodology, technical proposal, instrument for information gathering)</li> <li>- Data gathering and management</li> <li>- Results analysis and interpretation</li> <li>- Conclusions and recommendations.</li> </ul>
<p>To formulate national and international business ideas through business projects methodology, in order to harness detected opportunities.</p>	<p>Students present a draft at a profile level containing:</p> <p>Executive overview</p> <p>Definition of goods or service</p> <p>Market analysis</p> <p>Technical analysis:</p> <ul style="list-style-type: none"> <li>- Organizational</li> <li>- Legal</li> <li>- Production</li> <li>- Environmental impact</li> </ul> <p>Financial analysis</p> <p>Pre-feasibility analysis</p> <p>Conclusions</p>


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<p>To elaborate sales programs based on sales projections and through resources analysis and strategies design, to achieve commercial goals.</p>	<p>Students elaborate a sales program containing:</p> <ul style="list-style-type: none"> <li>- projection</li> <li>- objectives</li> <li>- goals</li> <li>- strategies</li> <li>- budgets</li> <li>- activities timetable</li> </ul>
<p>To organize sales forces through functions assignments, sales methods and administrative techniques, in order to achieve commercial goals.</p>	<p>Students present a sales department structure proposal including:</p> <ul style="list-style-type: none"> <li>- Organizational philosophy</li> <li>- Sales area Organizational Structure</li> <li>- Profiles and positions description</li> <li>- Salespersons selection</li> <li>- Training plan</li> <li>- Incentives plan</li> </ul>

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*BIBLIOGRAPHY*

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