2006/2007

BLOCKBOOK

Online Marketing Rearch
Winter Course

International Business Studies
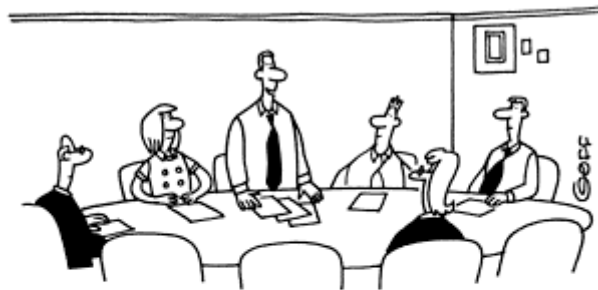
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"Here's our plan: Think of an innovation, implement it, sell the other departments on it, and take it to the marketplace."

… says the marketing manager

1. Online Marketing Research Winter Course: Positioning and Objectives

The course can be considered as an intermediate marketing research course. It is aimed at all inbound master marketing students. The purpose is to fill a gap between different university bachelor programs especially in the field of marketing research. Basic managerial and marketing knowledge is a prerequisite when attending this course.

The course ist two-fold. The first part are Problem Based Learning (PBL) Tasks where you will learn the basic principles of Marketing Research through discussion and self study. Next, through a real-life company-based marketing research assignment students are confronted with a business situation of designing an appropriate research design, gathering, analyzing and interpreting research results - a crucial function within international marketing management.

The workload of this *Online Winter Course* is assumed to be 60-80 hours, distributed over 4 weeks. Depending on your previous experiences with Market Research, the amount of time spent on this course will differ. Although it is unlikely that you will become the perfect market researcher, we do believe that this course will improve your chances to get a good start. **This Winter Course is entirely <u>voluntary</u> and does not give a guarantee for a successful start/completion of your studies.**

2. Structure of the Course

In contrast to all other courses at UM, you will not meet your lecturer/tutor and your fellow students in person. Your lecture room, study room and cafe for small talk will only be located at our Electronic Learning Environment University Maastricht (ELEUM) at and to discuss online with your fellow students. In other words, you will study at your own pace, location and preferred time this winter, while at the same time you have the opportunity to contact your fellow students and lecturer(s).

Maastricht University uses the so-called Problem-Based Learning-approach (PBL). This approach requires an active participation of you and your fellow students in class. Your teacher has a passive (coaching) role, which is probably contrary to the situation you are familiar with. All courses that you will take at the Maastricht University will be based on PBL. Every week, you will meet in class with your fellow students once or twice for two hours to discuss problems that came up while analysing so-called "tasks". You will have to prepare the answers for these problems in your own time. Studies have shown that PBL improves your communication skills, knowledge and motivation and hence future career opportunities to a larger extent than the "standard teaching approach".

Parallel to the PBL sessions, students perform a marketing research. The aim is to give students the opportunity to conduct and experience a real-life marketing research.

Next to the tutorial meetings, there will be a limited number of online lectures, mainly in support of the marketing research.

3. Required Activities

3.1 Online Tutorial group meetings/Participation in discussion forum

The purpose of the Online tutorial group meetings is to get a better grip on the theories, their relevance, interdependencies and applications to the real world. Although you will not be required to go to class at a specific time, you are expected to participate actively in our discussion forum developed by Maastricht University called *Polaris*.

This discussion forum allows for so-called "a-synchronous learning", implying that you can share your knowledge, questions, answers, insights at the time you prefer while at the same time the others can do so at a time their preference. This is different than chatting programs like MSN/Yahoo Messenger, where you actually have to be present at exactly the same time as your fellow students.

In order to make sure that you can benefit from the insights of your fellow students (vice versa), you are expected to participate **at least twice a week** in the discussion forum in the following manner:

1. Check the discussion forum whether all possible *difficult words* in the respective task(s) are listed and answered

2. Check the discussion forum whether all possible *learning goals* from the respective task(s) are given and answered: A learning goal (LG) in this course is a question based on a problem from the respective task

3. Check the discussion forum whether all possible *questions* from your fellow students and lecturer(s) are answered. A question can arise from the literature, video or additional literature that is not directly tackled by the respective task.

If one (or more) of these points are not covered to your opinion, you should create a new message where you list a new difficult word, learning goal or question and/or create a reply for answering a difficult word, learning goal or question. Even if your fellow students have already started with the task well before you started, you can always share your insights or bring up new questions which will benefit your fellow students as well. Lecturers of the Online Winter Course will regularly check the discussions. In case a problem can not be answered by the students, the lecturer(s) might step in by providing helpful hints. In addition, the lecturer(s) might ask additional questions and help with the learning process. To illustrate how this system works Task 0 will be moderated by the lecturer. For the technicalities on how to work with Polaris, see Polaris manual in ELEUM.

3. 2 Week 1, 2, 3 tests

In order to stimulate everyone to prepare for the discussion of the tasks as well as for the final exam, everyone has to make a multiple-choice test about the required chapters of the textbook on ELEUM. For each week, there will be one test consisting of 20 questions. We expect that you first study the required chapters, try to do the practice test (if available), and finally,

perhaps after studying again, the Weekly test. The final exam consists of (similar) questions of the Weekly tests on ELEUM. Therefore, making the Weekly tests is a good preparation for your written exam. For the technicalities on how to make an Assessment, see ELEUM manual, page 2-3.

3.3. Final Exam

The final exam consists of 40 multiple-choice questions.

3.4 Grading

Your final grade of Online Winter Course Marketing is a combination of the activities you have undertaken during the course. Some activities have a higher weight than others. The final grade is composed as follows:

- Participation in discussion forums   (40%)
- Average Grade Week 1-2-3 test   (20%)
- Final Exam Week 4   (40%)

If the final grade is 5.5 or higher, you will successfully complete the Online Winter Course Marketing and will receive a Certificate of Proof.

4. Bibliography

Obligatory literature

Malhotra, N.K., Peterson, M. 2006. Basic Marketing Research – A Decision-Making Approach (2nd Edition) Pearson, Prencitce Hall; ISBN 0-13-197121-2

5. Composition of the Planning Group

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6. Marketing Research

Brief Company Background

Reckitt Benckiser is a truly global company with a consumer-oriented vision, operations in 60 countries and sales in 180 countries. Reckitt Benckiser is about passionately delivering better solutions in household cleaning and health & personal care to customers and consumers, wherever they may be, for the ultimate purpose of creating shareholder value. This vision defines both their purpose and our values as a company.

Reckitt Benckiser Germany
Reckitt Benckiser has several operations in Germany: Reckitt Benckiser Deutschland GmbH acts as a Marketing and Sales company. Located in Mannheim, this unit is responsible for coordinating activities in Germany, Austria, Switzerland and the Netherlands.

Amongst other things, Reckitt Benckiser Produktions GmbH in Ladenburg produces the automatic-dishwasher detergent Calgonit, as well as the water softener Calgon.

Based in Weinheim, Kukident GmbH manufactures products within the area of denture care, such as cleaners and fixatives. Reckitt Benckiser Detergent GmbH operates as a Holding Company and includes our Consumer Service Department.

In 2006 Reckitt Benckiser completes acquisition of Boots Healthcare International, gaining a new platform for growth in the attractive OTC (over the counter) healthcare market.

<u>Marketing Research Project:</u>

Hair removal for women is a well known and heavily discussed topic among young women and girls. But within the recent years a trend towards male hair removal developed. Not only among the gay society, but testimonials like David Beckham and Co, even made hair removal on the male chest, or down to the intimate zone of men and women, en vogue.

Reckitt Benckiser is present in the market of cosmetic female hair removal with their brand Veet. Veet currently has a penetration of 3,4% with a wide range of chemical and mechanic hair removal products for women. From Veet hair removal crème and mousse to warm and cold wax products.

Now, in line with the trend towards a more modern and styled male image, the so-called metrosexual man, Reckitt Benckiser entered the male cosmetic hair removal market. 2006 Veet launched "Veet for Men".

Reckitt Benckiser would like to understand:

1) How do male consumers understand the brand Veet and Veet for Men?
2) How do they think about hair removal? Would they use it? And where?
3) Which method would they apply?
4) Are there any differences in attitudes towards male hair removal driven behind demographic differences?
5) Based on your learnings out of the research, how would you recommend Reckitt Benckiser to support their Veet for Men launch?
   a. In terms of marketing activities
   b. and which target groups should be defined?

This case will be used throught the four weeks and a marketing research will be conducted on its basis. The different tasks will portray problems and issues a researcher will encounter throught the complete market research. Each week three tasks will be discussed and additional case information will be given.

7. Tasks

Preparation of Tasks

As an illustration of how we expect you to participate online in the Problem Based Learning format, we have created "Task 0". Task 0 will be moderated by the lecturer and you will be guided through the different stages of the (online) Problem Based Learning (PBL) process.

The general steps which you should take when you are working on a task, are:

*Step 1: Read the task and see if there are any **difficult words** and check whether somebody else has already defined such words on ELEUM;*

    a. If not, state the difficult word in ELEUM;

    b. If yes, see if you agree with the definition of the difficult word and use the "thumbs up" button 👍 ;

    c. If others have stated difficult words that are not difficult for you, try to explain their meaning to your fellow students.

*Step 2: What are the main **problems** of the task according to you and check if somebody else has already defined these problems on ELEUM;*

    a. If not, state the problem(s) in a question-type form (**learning goals**);

    b. If yes, see if you agree with the formulation of the **learning goal**(s).

Step 3: Try to answer one (or more) learning goal(s):

    a. By common sense, prior knowledge and/or experience;

    b. Referring to (additional) literature;

    c. Referring to the videos/animated graphs;

Step 4: See if you agree with the answers of the learning goals:

    a. If not, state why you do not agree with the answer;

    b. If you partly disagree/agree, state what should be added to the answer to receive your complete approval.

    c. If yes, use the "thumbs up" button 👍 ;

    d. If 3 or more students have agreed with the answer (without that anyone has disagreed), the learning goal is answered sufficiently and you can proceed with the remaining learning goals.

Step 5: Try to summarize the main points of the entire discussion and see whether all learning goals and questions are answered:

    a. If not, go back to step 3;

    b. If yes, close the discussion by making a short summary and continue with the next task.

The grading of the discussions will depend first and foremost on *qualitative contributions*. In other words, the argumentation used in Step 3, 4a/b and 5, the usage of (additional) literature to solve a problem and helping other students and the group as a whole. In addition, *quantitative contributions* (number of posts, agreed/disagreed, visits to ELEUM, etc.) will also determine the grade for Polaris.

At the end of each week the tasks for the upcoming week will be posted on ELEUM à Communication à POLARIS Knowledge Builder