MARK2051
Consumer Behaviour

Course Outline
Semester 1, 2015

Part A: Course-Specific Information
Part B: Key Policies, Student Responsibilities and Support
Table of Contents

PART A: COURSE-SPECIFIC INFORMATION  1
1 STAFF CONTACT DETAILS  1
2 COURSE DETAILS  1
2.1 Teaching Times and Locations  1
2.2 Units of Credit  1
2.3 Summary of Course  1
2.4 Course Aims and Relationship to Other Courses  1
2.5 Student Learning Outcomes  2
3 LEARNING AND TEACHING ACTIVITIES  3
3.1 Approach to Learning and Teaching in the Course  3
3.2 Learning Activities and Teaching Strategies  4
4 ASSESSMENT  5
4.1 Formal Requirements  5
4.2 Assessment Details  5
4.3 Assessment Format  6
4.4 Assignment Submission Procedure  10
4.5 Late Submission  10
5 COURSE RESOURCES  11
6 COURSE EVALUATION AND DEVELOPMENT  11
7 COURSE SCHEDULE  12
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT  25
8 PROGRAM LEARNING GOALS AND OUTCOMES  25
9 ACADEMIC HONESTY AND PLAGIARISM  26
10 STUDENT RESPONSIBILITIES AND CONDUCT  26
10.1 Workload  26
10.2 Attendance  26
10.3 General Conduct and Behaviour  26
10.4 Occupational Health and Safety  26
10.5 Keeping Informed  27
11 SPECIAL CONSIDERATION  27
12 STUDENT RESOURCES AND SUPPORT  28
PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Room</th>
<th>Phone</th>
<th>Consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer-in-charge</td>
<td>Dr. Mathew Chylinski</td>
<td><a href="mailto:m.chylinski@unsw.edu.au">m.chylinski@unsw.edu.au</a></td>
<td>Quad3025</td>
<td>X53344</td>
<td>Monday 5pm-6pm</td>
</tr>
<tr>
<td>Tutor</td>
<td>Gavin Northey</td>
<td><a href="mailto:g.northey@unsw.edu.au">g.northey@unsw.edu.au</a></td>
<td>QUAD3045</td>
<td>Email only</td>
<td>Friday 12-12.00</td>
</tr>
<tr>
<td>Tutor</td>
<td>Sarah Duffy</td>
<td><a href="mailto:sarah.duffy@unsw.edu.au">sarah.duffy@unsw.edu.au</a></td>
<td>Quad3056</td>
<td>X52637</td>
<td>Wednesday 5pm-6pm</td>
</tr>
<tr>
<td>Tutor</td>
<td>Vicki Andonopoulos</td>
<td><a href="mailto:vickiandonopoulos@gmail.com">vickiandonopoulos@gmail.com</a></td>
<td>TBA</td>
<td>0432501849</td>
<td>Thursday 2pm-3pm</td>
</tr>
</tbody>
</table>

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1 (to Week 12): The Time and Location are: on Tuesdays 2.00pm-4.00pm, at Sir John Clancy Auditorium.

Tutorials start in Week 2 (to Week 13). A full list of tutorials, times and tutors will be on the Course Website.

2.2 Units of Credit
The course is worth 6 units of credit.

2.3 Summary of Course
The need for marketers to understand why consumers act as they do in the marketplace is the crux of this subject. Students are equipped with theoretical and conceptual knowledge of consumer behaviour, drawing heavily on both psychological and sociological viewpoints. This includes the psychology of individual decision-making and choice, patterns of behaviour exhibited by aggregate groups of consumers, and also the sociological and cultural influences on consumer attitudes and behaviour. This prepares students for making informed decisions about how to manage and respond to the needs and wants of consumers.

2.4 Course Aims and Relationship to Other Courses
MARK2051 Consumer Behaviour is a compulsory course for students completing their marketing major, and requires the successful completion of MARK 1012.

The aim of this course is to develop an appreciation and understanding of the core aspects of consumer psychology. The course is relevant to those of you who want to understand a human behaviour from an economic and marketing perspective. The aim is to prepare you for a future role as marketing managers, consultants or advisors. The goal is to improve your ability to understand, critically analyse, and apply current research in consumer behaviour to concrete management problems.

This subject studies the consumer in terms of the psychological and sociological explanations of market behaviour. Understanding consumer underlies all marketing activities. It is at the core of the consumer-centric approach to marketing, and has direct implications for marketing.
communication (MARK2053), marketing research (MARK2052), and marketing strategy (MARK3082).

Topics of study include attention, perception, motivation, involvement, attitude, decision-making and the impact of reference groups on marketplace behaviour. Throughout the course, these topics are applied to marketing strategy (MARK3082) and marketing research (MARK2052), as a way of implementing consumer behaviour theory to concrete marketing problems.

The interrelation between the consumer behaviour (MARK2051) course and the marketing research (MARK2052) course is particularly strong. The lectures and the assignments in MARK2051 have relevance to the information presented in MARK2052 lectures.

2.5 Student Learning Outcomes
The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate students in the Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).

For more information on the Undergraduate Program Learning Goals and Outcomes, see Part B of the course outline.

Business Undergraduate Program Learning Goals and Outcomes

1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.
   You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.
   You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective professional communicators.
   You should be able to:
   a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
   b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

4. Teamwork: Our graduates will be effective team participants.
   You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.
   You should be able to:
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b. Identify social and cultural implications of business situations.
The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all Business School undergraduate students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
</tbody>
</table>
| 1 Knowledge | Develop understanding of major concepts and published research in specific areas of psychology and sociology, which have relevance to consumer behaviour. Apply consumer behaviour concepts to practical situations involving marketing strategy, and marketing research. | • Tutorial Problems  
• Presentation A  
• Quiz 1,2  
• Exam |
| 2 Critical thinking and problem solving  
Creativity in problem solving | Foster creativity in problem solving | • Video project  
• Presentation B  
• Exam |
| 3a Written communication | Construct written work which is logically and professionally presented. | • Exam |
| 3b Oral communication | Improve your, presentation skills  
Apply your creativity in communicating a product related message | • Presentation A and B |
| 4 Teamwork | Apply relevant theories and concepts of group behaviour taught in the course to improve your own group-work skills | • Video project  
• Presentation A and B |
| 5a Ethical, environmental and sustainability responsibility | Develop appreciation for ethical practices and social responsibility in application of consumer behaviour concepts. | • Video project  
• Presentation B |
| 5b Social and cultural awareness | Increase awareness of social ethics | • Video project  
• Presentation B |

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

Consumer Behaviour is designed to challenge you, encourage you to think for yourselves and take responsibility for your own learning. The course is delivered in a standard lecture/tutorial format. However, emphasis is placed on active learning during lectures and tutorials. The primary aim of the lectures is to introduce you to the theory and concepts in consumer behaviour in an involving and a stimulating environment. Use of video, audio, examples and lecture activities is made in that respect. Tutorials on the other hand encourage active learning.
via mutual discussion, active peer learning, class activities, and practical application of key concepts to marketing problems.

To obtain full benefits from this course, I suggest you extend yourself beyond your comfort zone. That means pro-actively participate in the discussions, class activities and the lectures. The textbook readings are supplemented by article references. These readings promote a deeper understanding of the course concepts, and help develop the critical thinking and evaluation skills.

3.2 Learning Activities and Teaching Strategies

The approach to teaching in Consumer Behaviour relies on active class participation and engagement with the course material. The lectures will introduce the relevant concepts and theory of consumer behaviour. The tutorials apply the theory and concepts discussed in the lectures. The following teaching strategies align with the course aims in order to achieve the graduate attributes:

Lectures:
• In the lecture I will be outlining the main theoretical concepts in consumer behaviour. The engagement/involvement with the course concepts will be enhanced by frequent video and audio clip and presentations. These will also focus on the ethical implications and social responsibility involved in applying consumer behaviour concepts in the marketplace. Short lecture activities will help engage you in active elaboration and creative thinking about the course concepts.
• Throughout the twelve weeks of lectures, you will construct your own model of consumer behaviour, based on the information presented in the lectures and reinforced during tutorials. This task is designed to promote critical, independent and creative thinking about the course concepts.

Tutorials:
• Each tutorial is divided into three equal sections.
  1. Class discussion is designed to promote active peer learning and discussion to encourage deeper understanding of concepts and issues in consumer behaviour. These are discussions important because they reinforce the course concepts introduced during the lectures and emphasize deep rather than surface understanding. For each class discussion, you will need to prepare by writing a one-page reflective summary of the readings assigned for the relevant week.
  2. Tutorial task is designed to promote application of the consumer behaviour concepts and theory to practical marketing situations. The emphasis is on creativity and critical evaluation of the task in light of the underlying theoretical concepts. Class presentation is designed to encourage group work, communication skills, and allow exposure of your ideas and creative approaches solving consumer behaviour problems.
4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).
- achieve at least 50% of the exam mark

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Participation</td>
<td>10%</td>
<td></td>
<td>Throughout session (5% by week 6, &amp; 5% by week 12)</td>
</tr>
<tr>
<td>(Individual work)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation A: Lect. Topics</td>
<td>10%</td>
<td>20min</td>
<td>In the assigned tutorial</td>
</tr>
<tr>
<td>(Group work)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quiz 1: Lect. Topics</td>
<td>5%</td>
<td>60min</td>
<td>Week 6 (during lecture time)</td>
</tr>
<tr>
<td>(Individual work)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quiz 2: Lect. Topics</td>
<td>5%</td>
<td>60min</td>
<td>Week 11 (during lecture time)</td>
</tr>
<tr>
<td>(Individual work)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation B: Video Assignn.</td>
<td>20%</td>
<td>20min</td>
<td>In the last two tutorials of the session</td>
</tr>
<tr>
<td>(Group work)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>47%</td>
<td>2hours</td>
<td>In exam period</td>
</tr>
<tr>
<td>(Individual work)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Participation*</td>
<td>3%</td>
<td></td>
<td>TBA</td>
</tr>
<tr>
<td>(Individual work)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 3% of the total marks in the course can be exchanged for participation in a faculty run research projects. That is, students will have the option of participating as respondents in a research project. Those who choose to participate will automatically receive 3% of the total course grade. Those who choose not to participate will make up the 3% of total marks by doing an alternative piece of assessment – completing the review of the assigned journal article readings.
4.3 Assessment Format

Tutorial Participation [10%] (Individual)

Applying theory; Deepening understanding

Attendance is compulsory. If you miss more than two tutorial sessions without medical certificates, you may receive a failing grade for the course. To achieve a high grade you must offer constructive comments during class discussions. You will receive an interim participation mark in Week 6 to give you an indication of your tutorial performance.

Presentation A [10%] (Group work)

Improving analytical skills; Developing group work skills

Your group will give a presentation about one of the week’s lecture topics and their related journal articles. In the presentation you need to complete two tasks (i) present a mock quiz to the class and (ii) present a real world example of an interesting aspect of Consumer Behaviour theory from the related week’s lecture.

(i) The mock quiz; you will review all the learning materials including the lecture slides and the assigned readings for the particular week. Based on those materials you will create 3 multiple choice questions (1 correct answer out of 5 options for each question) and bring them to class (you will need to make enough paper copies for each student in the class). While you setup your presentation the students in the class will attempt to answer the mock quiz you have created. These answers will not marked, however they will be used to engage students with your presentation. Once students complete the mock quiz (max 10min) you will then present the answers as part of your presentation. The focus will be on explaining why you think your chosen answer was the correct one and why the other multiple choice alternatives were not the correct answers. However, the trick is to make your presentation informative as well as entertaining. So the more illustrations, examples, and fun facts you can use to justify your explanations the better you will do.

(ii) The real world example; Here the idea is not to repeat the lecture content, but to choose an interesting aspect of the week’s topic, supplement it with journal article readings, and provide the class with interesting example of those theories in marketing. The presentation should be “edu-tainment,” that is, informative and entertaining. Theory must be included, but we must enjoy the way you present it. Keep your audience awake and happy. All members of the group must participate in the verbal presentation. To improve your presentation style you should refer to books on the topic in the UNSW library.

Note1: The presentation including the mock quiz, parts (i) and (ii) should be no more than 20min long. All slides, handouts, and quiz questions as well as any other materials must be submitted on Moodle prior to the presentation.

Note2: Group work is assessed according to performance on the grading criteria included in this course outline. The adjustment of individual marks from the group mean is based on peer evaluation of your performance and contribution to group work.
Quiz 1 [5%] (Individual work)  
**Improving knowledge**
Quiz 1 will be a set of multiple choice questions and will cover lectures 1-5.  
**Note:** The mock quizzes which you will do in tutorial classes are not marked (see above) but are designed as practice for the quiz 1.

Quiz 2 [5%] (Individual work)  
**Improving knowledge**
Quiz 2 will be a set of multiple choice questions and will cover lectures 5-10.  
**Note:** The mock quizzes which you will do in tutorial classes are not marked (see above) but are designed as practice for the quiz 2.

Video Project (Group work) [For grading see Presentation B]  
**Applying theory; Deepening engagement.**

Motivation: In the current marketplace, enhanced by Web 2.0 communication technologies such as YouTube, consumers no longer are passive recipients of marketing messages. Instead, they take active part in creating and disseminating product and brand information. Understanding these new consumer behaviours is the focus of the individual project.

Your group will place themselves in the role of the consumer to create a short (3 min) “YouTube-style” video about an assigned (in tutorials) brand of bottled water. You will apply your understanding of consumer behaviour theories discussed in the course to create a persuasive and engaging video message. This is your chance to get creative. You may want to appear in the video yourself, or show other consumers in their natural settings; you can report an actual event, or completely make up the story. There is no restriction on the creative content and the more imaginative the video the better. Your aim is to attract “YouTube viewers” to your point of view on this brand. This means engaging their interest by capturing attention, persuading to change their preferences, and motivating them to engage in behaviour towards to the brand.

Since not all brand messages consumers create on YouTube are positive, some may be negative; you will be assigned a particular point of view on the brand (positive or negative). Your “YouTube-style” video needs to convey this point of view; that is, the message type (positive/negative) must be clear.

Assessment: The project is worth 20% of your mark in MARK2051. The mark is contingent on you completing all progress tasks. The progress tasks require you to upload your videos to UNSW-TV [https://tv.unsw.edu.au/webtop/login.cfm](https://tv.unsw.edu.au/webtop/login.cfm), and present your video to the class (see Presentation B). The presentation B is a group assignment and is worth 20% of your mark in MARK2051/2151. The video itself is not marked.

**Videos:**
Videos are fun 😊 they are focused on the creative approach and application of consumer behaviour concepts. They are not focused on technical quality, and videos themselves are not marked. Rather, the objective is to make the video engaging for a viewer, and have fun doing it; the more creative the better.

For the purpose of the project you can use a dedicated video camera. However, most digital photo cameras also record video, as do many mobile phones. Laptops and desktop computers have webcams, which may be of use. The digital recording format does not matter, as long as you can transfer the video to a computer.
Once on your computer you can edit the video with Windows Movie Maker, or Apple iMovie. Edited videos can be saved in any format, and then uploaded to UNSW-TV https://tv.unsw.edu.au/webtop/login.cfm. UNSW-TV will automatically trans-code the videos to its own format. The videos will be stored on the UNSW-TV website and will not be broadcast. They are a teaching tool, and are covered “Under The Act” which means that you may use third party media, but you only own the original part of the video content you create. Here is a short list of free video editing software: http://www.desktop-video-guide.com/top-5-free-video-editing-software-review.html

**Upload instructions:** Go to UNSW-TV https://tv.unsw.edu.au/webtop/login.cfm, login with your student number and zpass, click the upload media button, select the upload template, and follow the instruction on the screen.

**Presentation B [20%] (Group work)**

*Applying consumer behaviour concepts to marketing scenario.*

Your group will give a presentation about the video project. The video itself is not graded. However, the presentation based on the video is marked. The objective of the presentation is to deconstruct your video for the audience in terms of consumer behaviour concepts taught in the lectures. Your group will need to justify why and how specific concepts in consumer behaviour have been applied in the video. All members of the group must participate in the verbal presentation. To improve your presentation style you should refer to books on the topic in the UNSW library.

**Note:** Group work is assessed according to performance on the grading criteria included in this course outline. The adjustment of individual marks from the group mean is based on peer evaluation of your performance and contribution to group work.

Each student will evaluate the contributions of their group members (not themselves) in Week 12 using the School of Marketing’s WebPA Peer Assessment on the course Moodle site. 20% of group marks, i.e. 6 of 30 marks (Presentations A and B) will be adjusted based on the peer assessment results to reflect the contribution of each student to the group project.

WebPA is based on a detailed list of evaluation criteria to rate team work skills, an important program learning goal of undergraduate degrees offered by the UNSW Business School. Group members bring different strengths to a project, and this should be reflected in your ratings, i.e. do not give each group member exactly the same score.

Each student’s contribution score will be the average of the points received from their group members. Adjustments to individual marks will be calculated where an individual student’s peer evaluation score is below 3. A score of 0 results in a downward adjustment of 20%, scores between 1 and 2 in 10-15%, 2-3 in 5-10%.

*Copies of the marking sheets for each of the group assessment components are attached in Part B, Section 5: Additional Course Materials.*
The Final Exam [47%] (Individual)

*Integrating concepts.*

The purpose of the exam is to bring in all the concepts and learning during the entire course. All aspects of the course are assessable in the exam, including information in all lectures, readings and tutorial activities.

A key question in the exam requires you to develop, and discuss in the exam, your interpretation and critical evaluation of the complete model of consumer behaviour. The exam may also include short answer and essay type questions focused on selected topics from the course.

**NOTE: To be held during exam period.** A complete structure of the exam will be advised in the second half of the course. However, references to the key question in the exam, and the concepts necessary for the integrative development of the model of consumer behaviour, will be provided during the lectures throughout the session.

*Optional Research Participation [3%] – Surveys*

You have a choice of participating in two faculty run research project when such a project becomes available. When you decide to participate you will receive 3% credit in the course as incentive for taking part in the research project.

The faculty at the UNSW School of Marketing, in addition to their teaching interests, are actively engaged in pursuing original research interests that push the boundaries of the Marketing discipline. Such research has implications for improved understanding of consumers, management practices, corporate organisation, and social policy directives. The established findings of academic research are the core basis of teaching and knowledge dissemination at the University. Being part of the university culture students are encouraged to explore the research environment at UNSW and experience the process of knowledge generation by participating in faculty administered research projects. These projects will likely closely relate to the topics studied in the course and represent the cutting edge of research in the topic area.

Participation in the faculty administered research projects is encouraged, but is not compulsory. Students who choose to participate in a faculty run research project are entitled to 3% credit in the course. To receive the 3% credit students must return a research participation receipt, signed by both the student and the research invigilator, to the INVESTIGATOR in charge of the research project. The receipt acts as a record of a student’s participation in the research project.

Students should not participate in more than one research project in any one semester. Students who choose not to participate in a research project earn the 3% credit by engaging in a piece of assessment, which is the standard requirement in the course.

Alternatively, if you decide not to participate in the research project you will make up the 5% of total marks by completing a review of assigned journal articles. Further information provided in class.
Each student will evaluate the contributions of their group members no later than Week 12 using the School of Marketing’s WebPA Peer Assessment on the course Moodle site. 20% of group marks, i.e. 6 course marks will be adjusted based on the peer assessment results to reflect the contribution of each student to the group project.

WebPA is based on a detailed list of evaluation criteria to rate teamwork skills, an important program learning goal of undergraduate degrees offered by the UNSW Business School. Group members bring different strengths to a project, and this should be reflected in your ratings, i.e. do not give each group member exactly the same score.

Each student’s contribution score will be the average of the points received from their group members. Adjustments to individual marks will be calculated where an individual student’s peer evaluation score is below 3. A score of 0 results in a downward adjustment of 20%, scores between 1 and 2 in 10-15%, 2-3 in 5-10%.

4.4 Assignment Submission Procedure
Any written assignments are to be submitted on or before the due date in your tutorials and on Moodle (Please see Table 4.2 for details)

4.5 Late Submission
Late submission will incur a penalty of 10% of the percentage weight of the assessment component or part thereof per day (including weekends) after the due date, and will not be accepted after 5 working days. An assignment is considered late if either the paper copy or the electronic copy has not been submitted on time.

Quality Assurance
The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.
5 COURSE RESOURCES

Compulsory Reading Material:

Articles listed in the course outline.
(Some of these may be available via the On-Line Reserve at the UNSW library. Most are directly available via the ABI/Inform Database.). We want you to navigate these databases to become familiar in how to find academic articles.

Recommended Readings:


The website for this course is on Moodle at:
http://moodle.telt.unsw.edu.au

6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.

In addition to the CATEI process, the tutors in consumer behaviour MARK2051 conduct ‘critical incidence questionnaires’ to determine the qualitative aspects of your learning experience during the course. These help sustain the continual improvement and development of the course.

Your feedback is valuable and has a real impact on the course improvement. The inclusion of active peer learning, audio and video clips, and class exercises in large group settings is a direct result of the feedback provided by students in the past years. One of the key improvements following the feedback from students is the inclusion of a more objective class-participation assessment process.
## COURSE SCHEDULE

<table>
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<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Readings</th>
<th>Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td>Course outline ☺</td>
<td>NO TUTORIALS</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Chapters/References</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Tutorial Discussion</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Mid-semester break: Good Friday 3rd April -Sunday 12 April</strong></td>
</tr>
</tbody>
</table>
| Week 6 | 13 April   | **QUIZ 1 [5%]**                             | Review and Quiz preparation                                                         | **Tutorial Discussion:**  
**the Model of Consumer Behaviour** |
|        |            | **Developing the Model of Consumer Behaviour** | **Chapter 9; Neal, Quester & Hawkins**                                               |                                 |
| Week 7 | 20 April   | **Preference Formation: Learning**         | **Tutorial Discussion**                                                              | **Presentation A No 4** (Effects of repeated product interaction on consumer preferences over time) |
|        |            |                                            | Chapter 10; Neal, Quester & Hawkins                                                 |                                 |
| Week 8 | 27 April   | **Motivation & Emotion**                   | **Tutorial Discussion**                                                              | **Presentation A No 5** (The role of emotions in information evaluation and consumer choice behaviour) |
|        |            |                                            | Chapter 11; Neal, Quester & Hawkins                                                 |                                 |
| Week 9 | 4 May      | **Attitude & Personality**                | **Tutorial Discussion**                                                              | **Presentation A No 6** (The consistency between attitude, and consumer choice) |
|        |            |                                            | Chapter 12; Neal, Quester & Hawkins                                                |                                 |
|----------------|-----------------------------|-----------------------------------------------------------------|---------------------------------------------------------------|
| Week 12 25 May | Revision | Video Presentations | Presentations B Video Assignment |
| Week 13 1 June | NO LECTURES | | NO TUTORIALS |
TUTORIAL OUTLINE

Week 2:

Course Introduction / Consumer Behaviour and Marketing Strategy

- Chapter 1 & 2
  1. Tutor introduction.
  2. Go through course assessment with the tutor.
  3. Student hyper-speed introductions.
  4. Choose presentation and team members for group presentations. Note that the presentation forms the basis of your term project. For topics see weeks 3, 4, 5, 6, 8, 9, & 10.
  5. Discuss the readings set for this week (see course outline). Based on your understanding of the readings and the lecture materials for this week prepare an answer to the discussion questions below. Use these answers to argue your case in the general class discussion.
  6. Tutorial task. Form a group of 3-5 to do this task. In point form, write a maximum one page answer to the task question below. Present the answer to the class.

Note: The main focus of the tutorial will be the mock quiz and the presentation, as well as feedback to support the lecture material. Discussion questions and tutorial tasks will help in this but should primarily be used as basis for self-study and exam revision.

Discussion Questions (Theory):
Describe the generic elements of any marketing strategy? What is the goal of a marketing strategy? What do you see as the link between the marketing strategy and consumer behaviour? Does marketing strategy influence consumer behaviour or does consumer behaviour dictate the marketing strategy? What is the customer-centric approach to marketing, and what are its costs and benefits? What is the rational choice theory? Is the assumption of maximisation and the notion that “more is always better” a good representation of consumer behaviour? What factors are necessary to understand consumer behaviour? What role do you see for marketing strategy in generating customer satisfaction while meeting organisational goals of profit and market share?

Tutorial task (Application):
You are a member of the marketing team intending to launch a new website offering a choice of ring tones targeted at 12-17 year olds. Describe the kind of features on the website that would or not include? How would you insure that you maximise customer satisfaction? How would you inform your target market about the website? How would you launch the website? What marketing tactics would you use to elicit loyalty from your customer base? For example would you offer loyalty cards/points etc? Would you run competitions? If so, what would the prizes be like?
Week 3: Problem Recognition and Consumer Goals

Presentation/Assignment Topic No 1:
Topic: The impact of consumer goals on product attribute evaluation.

(i) The Mock Quiz (20min)
Consider the available course materials including readings, lecture slides, and the discussion questions below. Structure a three multiple choice questions that will be the basis of your presentation. Uses these to engage the class in a review of the concepts from the lecture.

**Note:** allow 10min for students in the class to complete the quiz while you setup your presentation. Use next 10min to provide a summary of the course materials. Your focus should be on explaining the correct answers to the quiz Your ability to explain and justify your answer, as well as how entertaining you make it for the class will determine your performance in this section.

(ii) The Real Life Example (10min)
Understanding consumer goals is crucial to marketers attempting to predict how consumers will value product attributes in different consumption contexts. For example, a consumer’s evaluation of the comprehensiveness of a WWW search engine may differ depending on whether the consumer’s goal is to find specific information on the Web or to randomly browse. Your project should investigate the effect that consumer goals have on consumers’ product evaluations. In this presentation you must relate your project to the above general topic area. However, you have considerable freedom in terms of the specific focus of the project. For example, you can choose to focus on a single product, or a variety of products. You may look at a specific consumer goal at one point in time (single consumption experience) or over time (repeated consumption) to determine if consumer goals change or vary with experience. Alternatively, you may look at a set of goals, or even a wider goal hierarchy. The scope of the project and its specific application is up to you.

**Note:** The project must present a real world example that best illustrates your point. You will then explain how the CB theory is reflected in this example. Your ability to explain the example in terms of the CB theory will determine your performance in in this section.

**Note:** The main focus of the tutorial will be the mock quiz and the presentation, as well as feedback to support the lecture material. Discussion questions and tutorial tasks will help in this but should primarily be used as basis for self-study and exam revision.

**Discussion Questions:**
How would you define consumer goal(s)? What is the difference between a consumer goal and a need state? Discuss the concept of goal hierarchy or goal-continuum. How do consumer goals and needs affect consumer behaviour? What is their role in problem recognition? What is their impact on consumer information processing? How can we develop marketing strategy based on our understanding of consumer goals? Discuss the influence of the situation, context and the external factors on consumer behaviour. Specifically what is the impact of situational factors on consumer needs? How does these affect consumer goals?

**Tutorial Task:**
Form a group of 3-5 to do this task. What is the long interview technique? What other primary data collection techniques are available? How has the long interview technique been used in marketing research? How is it used in Woodside and Wilson’s (1995) study? What are the advantages and disadvantages of the technique? How would you use it in your term project?
Week 4: Stimulus Perception

Presentation/Assignment Topic No 2:
Topic: The role of conscious awareness in product attribute perception.

(i) The Mock Quiz (20min)
Consider the available course materials including readings, lecture slides, and the discussion questions below. Structure a three multiple choice questions that will be the basis of your presentation. Uses these to engage the class in a review of the concepts from the lecture.

Note: allow 10min for students in the class to complete the quiz while you setup your presentation. Use next 10min to provide a summary of the course materials. Your focus should be on explaining the correct answers to the quiz. Your ability to explain and justify your answer, as well as how entertaining you make it for the class will determine your performance in this section.

(ii) The Real Life Example (10min)
There is a consensus in the literature that perception of product related stimuli is an important factor in consumer information processing and choice behaviour. However, whether this perception must be conscious is debatable. Your project should investigate the effect that conscious/unconscious perception of stimuli may have of consumer’s product evaluations or behaviour. In your presentation you must relate the project to the above general topic area. However, the specific research question and the focus of the project are up to you. For example, you may look at what consumers themselves feel affects their behaviour, that is do consumers believe in unconscious influences on their behaviour. Alternatively, you may attempt to discover unconscious effects objectively by presenting your consumers with a set of stimuli (e.g.: product attributes, advertising messages etc.), and then asking them to discuss and/or evaluate those stimuli. The scope of the project and its specific application is up to you.

Note: The project must present a real world example that best illustrates your point. You will then explain how the CB theory is reflected in this example. Your ability to explain the example in terms of the CB theory will determine your performance in in this section.

Note: The main focus of the tutorial will be the mock quiz and the presentation, as well as feedback to support the lecture material. Discussion questions and tutorial tasks will help in this but should primarily be used as basis for self-study and exam revision.

Discussion Questions:
Discuss the concept of sensory perception. What is its role in consumer information processing? How can it be used in developing marketing strategies? Is perception malleable? What are some of the ways in which perception can be manipulated? What are the ethical issues faced by marketers interested in affecting behaviour through strategic presentation of stimuli? What should consumers know about the effects of perception in order to make sovereign and informed choices in the market? Does subliminal advertising work? Is it an effective marketing tool?

Tutorial Task:
Form a group of 3-5 to do this task. Develop a print advertising message. Discuss the relevant theory and concepts of stimulus perception, which you’ve included in its development. What are the implications of consumer perception on developing a marketing strategy for your new brand.
Week 5: Preference Construction: Information Search and Evaluation

Presentation/Assignment Topic No 3:

(i) The Mock Quiz (20min)
Consider the available course materials including readings, lecture slides, and the discussion questions below. Structure a three multiple choice questions that will be the basis of your presentation. Uses these to engage the class in a review of the concepts from the lecture.

Note: allow 10min for students in the class to complete the quiz while you setup your presentation. Use next 10min to provide a summary of the course materials. Your focus should be on explaining the correct answers to the quiz. Your ability to explain and justify your answer, as well as how entertaining you make it for the class will determine your performance in this section.

(ii) The Real Life Example (10min)
Traditional economic theory assumes that consumers have stable preferences which they reveal through choice. However, research in consumer behaviour provides evidence which argues that in situations of new product evaluation consumers may attempt to construct their preferences. Investigate whether and how consumers may construct their preferences when faced with new products in the market. In your presentation you must relate the project to the above general topic area. However, the specific research question is up to you. For example, you can focus on finding different ways in which consumers may construct preferences for different products. Alternatively, you may focus on the evaluation of the same product under different information levels or different ways of presenting the information. The scope of the project and its specific application is up to you.

Note: The project must present a real world example that best illustrates your point. You will then explain how the CB theory is reflected in this example. Your ability to explain the example in terms of the CB theory will determine your performance in this section.

Note: The main focus of the tutorial will be the mock quiz and the presentation, as well as feedback to support the lecture material. Discussion questions and tutorial tasks will help in this but should primarily be used as basis for self-study and exam revision.

Discussion Questions:
Discuss the factors involved in preference development. What is the role of consumer goals in preference construction? What is the impact of information availability? Do you think the economic assumption of consumers having perfect information is a reasonable one? How would imperfect information availability alter consumer decision making compared to decisions made under perfect information? What is the role of information search? Do you believe consumers have well-defined preferences which they bring to a choice situation? Support your answer with theory and examples.

Tutorial Task:
Form a group of 3-5 to do this task. You are the marketing manager of a line of fashion sunglasses sold through up-market department stores. Your task is to reposition the brand to appeal to a younger age group. Explain how an understanding of preference construction would assist you in the design of the market research program that will form the basis of your strategy.
Week 6

The tutorial is focused on two tasks: Firstly, we review and provide feedback on the quiz; Secondly, we discuss the model of consumer behaviour.

Model of Consumer Behaviour
A key pillar of the course is the process where you develop your own version of a model of consumer behaviour. Active learning demands that each student takes charge of his or her learning. By thinking through the problem of the consumer behaviour model, linking the concepts from the lectures and arriving at a unique solution you will develop a deep understanding of CB beyond rote memorization.

Rather than present you with a version of a CB model you can memorize; we ask you to think about it and develop your own version of the model. Accordingly, instructors will not provide you with a model to memorize; however they will help and guide you in how to best think about constructing such a model.

The instructors will evaluate your work and provide feedback whether you are on the right track. For example, they may advise you whether your model is comprehensive and sufficiently detailed; whether is it parsimonious at the same time; and can it be explained under exam conditions.

Note: A key question in the exam requires you to develop, and discuss in the exam, your interpretation and critical evaluation of the complete model of consumer behaviour.

In the exam you will need to provide a graphical representation of your model, and give a written description of the graphic. There is no one right answer. The success will depend on how well you are able to explain and justify the variables and the connections between the variables you have made in your model.

Note: By all means consider as many sources of information outside the materials provided in the course. Keep in mind however that the end product is your own model of CB. In the past students have been known to receive zero for this section of the exam because they inadvertently replicated a CB model from a textbook or a website. Given that you must pass the exam to pass the course, and that the CB model question is worth 60% of your exam; be careful not to fall in the similar trap.

However, the real test of the active approach to learning will be whether you remember your model of consumer behaviour in 5 or 10 years’ time.
Week 7: Preference Formation: Learning

Presentation/Assignment Topic No 4: Topic: Effects of repeated product interaction on consumer preferences over time.

(i) The Mock Quiz (20min)
Consider the available course materials including readings, lecture slides, and the discussion questions below. Structure a three multiple choice questions that will be the basis of your presentation. Uses these to engage the class in a review of the concepts from the lecture.

Note: allow 10min for students in the class to complete the quiz while you setup your presentation. Use next 10min to provide a summary of the course materials. Your focus should be on explaining the correct answers to the quiz. Your ability to explain and justify your answer, as well as how entertaining you make it for the class will determine your performance in this section.

(ii) The Real Life Example (10min)
Assuming that consumers are faced with a new product, for which they may not have well-defined preferences, what is the effect of repeated interaction (whether by use, observation or word of mouth) with that product on their preferences for the product? Do those preferences change over time as consumers get more information about the product? In your presentation you must relate the project to the above general topic area. However, the specific research question is up to you. For example, you can focus on different ways in which consumers can learn about products, and how these affect their preferences. Alternatively, you may focus on discovering consumer preferences to the same product under a single learning rule as consumers get more exposure to the product over time.

Note: The project must present a real world example that best illustrates your point. You will then explain how the CB theory is reflected in this example. Your ability to explain the example in terms of the CB theory will determine your performance in this section.

Note: The main focus of the tutorial will be the mock quiz and the presentation, as well as feedback to support the lecture material. Discussion questions and tutorial tasks will help in this but should primarily be used as basis for self-study and exam revision.

Discussion Questions:
Define learning? How can learning be measured? What types of learning are relevant for marketing? Discuss the relation between consumer preferences and learning over time. How can understanding of consumer learning processes, as well as consumer goals, help marketers develop more effective market strategies? What is the difference between preference construction and preference formation, is there any difference? Suggest how you could use marketing strategy to accelerate the process of preference formation?

Tutorial Task:
Form a group of 3-5 to do this task. Choose one product and explain how you would apply the concepts of associative learning (see Wasserman & Miller, 1997) of position the product relative to a relevant consumer goal. How would you use the same concepts to reposition the product relative to a different consumer goal?
Week 8: Motivation and Emotion

Presentation/Assignment Topic No 5:
Topic: The role of emotions in information evaluation and consumer choice behaviour.

(i) The Mock Quiz (20min)
Consider the available course materials including readings, lecture slides, and the discussion questions below. Structure a three multiple choice questions that will be the basis of your presentation. Uses these to engage the class in a review of the concepts from the lecture.

Note: allow 10min for students in the class to complete the quiz while you setup your presentation. Use next 10min to provide a summary of the course materials. Your focus should be on explaining the correct answers to the quiz. Your ability to explain and justify your answer, as well as how entertaining you make it for the class will determine your performance in this section.

(ii) The Real Life Example (10min)
There is growing evidence that consumers are not simply rational computing machines. Emotions often intervene in consumer judgement and affect the evaluation of product attributes. In your presentation relate the project to the above general topic area. However, the specific research question is up to you. For example, you may want to focus on how often consumers base their judgements on emotions. Alternatively, you may attempt to discover how emotional appeals to humour, fear, or guilt affect consumer decision making.

Note: The project must present a real world example that best illustrates your point. You will then explain how the CB theory is reflected in this example. Your ability to explain the example in terms of the CB theory will determine your performance in in this section.

Note: The main focus of the tutorial will be the mock quiz and the presentation, as well as feedback to support the lecture material. Discussion questions and tutorial tasks will help in this but should primarily be used as basis for self-study and exam revision.

Discussion Questions:
Discuss the concept of consumer motivation in relation to consumer needs and goals. What is the relation between biological needs and cognitive goals as drivers of consumer motivation? How can concepts of motivation be applied to marketing strategy? What is the relation between motivation and emotion? Are consumers inherently rational or are they primarily driven by emotions and subconscious impulses? What may be the relation between emotions and consumer goals (see attribution theory)? Are emotions basically mechanistic biological processes that will eventually be completely described by research in neuroscience? How does understanding of consumer emotions help in positioning products for competitive advantage?

Tutorial Task:
Form a group of 3-5 to do this task. Your marketing team has been charged with responding to a competitive threat in the market. One of your strongest competitors, BMW, has just introduced a new model that is superior in quality and features to your current Toyota Lexus. Your task is to design a marketing strategy that will prevent a market share decline by repositioning towards stronger emotional bonds with the customers.
Week 9: Attitude and Personality

Presentation/Assignment Topic No 6:
Topic: The consistency between attitude and consumer choice behaviour.

(i) The Mock Quiz (20min)
Consider the available course materials including readings, lecture slides, and the discussion questions below. Structure a three multiple choice questions that will be the basis of your presentation. Uses these to engage the class in a review of the concepts from the lecture.

Note: allow 10min for students in the class to complete the quiz while you setup your presentation. Use next 10min to provide a summary of the course materials. Your focus should be on explaining the correct answers to the quiz. Your ability to explain and justify your answer, as well as how entertaining you make it for the class will determine your performance in this section.

(ii) The Real Life Example (10min)
The key assumption behind much of consumer behaviour research and theory is the consistency between attitude and choice behaviour. In your project analyse whether this assumption is a reasonable one. Are there departures between attitude and consumer choices or do consumers always make choice decisions based on their stated attitudes? In your presentation relate the project to the above general topic area. However, the specific research question is up to you. For example, you may want to focus on factors determining how often consumers report their choices to be consistent with their attitudes. Alternatively, you may find out consumer attitudes to two products; one with a favourable and one with an unfavourable attitude.

Note: The project must present a real world example that best illustrates your point. You will then explain how the CB theory is reflected in this example. Your ability to explain the example in terms of the CB theory will determine your performance in this section.

Note: The main focus of the tutorial will be the mock quiz and the presentation, as well as feedback to support the lecture material. Discussion questions and tutorial tasks will help in this but should primarily be used as basis for self-study and exam revision.

Discussion Questions:
What is attitude and how does it link with the concept of consumer personality? Do you think applying marketing strategy to change consumer attitudes is a. possible, b. desirable, c. ethical? What does this mean for consumer personality? Is there such a thing as personality?

Tutorial Task:
Form a group of 3-5 to do this task. In recent years films like “Supersize me” have dramatized the adverse effects of eating fast foods, while recent research in social marketing has emphasised the growing obesity ‘epidemic’ in Australia. Your marketing consultancy team has just been hired by the department of health to promote either a less acceptable attitude towards obesity, just as smoking has become in recent decades, or more acceptable attitude towards healthy body image. Choose one and design a marketing campaign aimed at changing consumer attitudes. What considerations influenced your choice of approach?
Week 10: Post-purchase and Satisfaction

Presentation/Assignment Topic No 7:
Topic: Determinants of customer satisfaction; implications for post-purchase behaviour.

(i) The Mock Quiz (20min)
Consider the available course materials including readings, lecture slides, and the discussion questions below. Structure a three multiple choice questions that will be the basis of your presentation. Uses these to engage the class in a review of the concepts from the lecture.

Note: allow 10min for students in the class to complete the quiz while you setup your presentation. Use next 10min to provide a summary of the course materials. Your focus should be on explaining the correct answers to the quiz. Your ability to explain and justify your answer, as well as how entertaining you make it for the class will determine your performance in this section.

(ii) The Real Life Example (10min)
Reinforcement and satisfaction are closely linked concepts. The subjective experience of satisfaction has reinforcing effects on consumer behaviour. Analyse the components of satisfaction with product attributes that may lead to reinforcement of certain consumer behaviours. In your presentation relate the project to the above general topic area. However, the specific research question is up to you. For example, you may want to focus on what factors lead to satisfaction/dis-satisfaction with a particular product (i.e.: what is the reinforcement value of the product) and how this affects future intentions to purchase. Alternatively, you may attempt to discover how consumers deal with positive or negative consumption events; and what are the consequences of this for the marketers.

Note: The project must present a real world example that best illustrates your point. You will then explain how the CB theory is reflected in this example. Your ability to explain the example in terms of the CB theory will determine your performance in in this section.

Note: The main focus of the tutorial will be the mock quiz and the presentation, as well as feedback to support the lecture material. Discussion questions and tutorial tasks will help in this but should primarily be used as basis for self-study and exam revision.

Discussion Questions:
Pulling together your knowledge of consumer goals, motivation, information processing, and learning discuss the effect that post-purchase satisfaction has on preference for product attributes. How do emotions and personality affect the post purchase process? Can consistent post-purchase behaviour be explained in terms of personality traits? What does this mean for marketing strategy concerned with targeting and positioning product offerings? How can post-purchase satisfaction impact on the marketing goals of profitability and growth? How could you create competitive advantage in the market by focusing on customer post-purchase behaviour and satisfaction?
Week 11

The tutorial is focused on two tasks: Firstly, we review and provide feedback on the quiz; Secondly, we discuss the model of consumer behaviour.

**Model of Consumer Behaviour**

A key pillar of the course is the process where you develop your own version of a model of consumer behaviour. Active learning demands that each student takes charge of his or her learning. By thinking through the problem of the consumer behaviour model, linking the concepts from the lectures and arriving at a unique solution you will develop a deep understanding of CB beyond rote memorization.

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The instructors will evaluate your work and provide feedback whether you are on the right track. For example, they may advise you whether your model is comprehensive and sufficiently detailed; whether is it parsimonious at the same time; and can it be explained under exam conditions.

**Note: A key question in the exam requires you to develop, and discuss in the exam, your interpretation and critical evaluation of the complete model of consumer behaviour.**

In the exam you will need to provide a graphical representation of your model, and give a written description of the graphic. There is no one right answer. The success will depend on how well you are able to explain and justify the variables and the connections between the variables you have made in your model.

Note: By all means consider as many sources of information outside the materials provided in the course. Keep in mind however that the end product is your own model of CB. In the past students have been known to receive zero for this section of the exam because they inadvertently replicated a CB model from a textbook or a website. Given that you must pass the exam to pass the course, and that the CB model question is worth 60% of your exam; be careful not to fall in the similar trap.

However, the real test of the active approach to learning will be whether you remember your model of consumer behaviour in 5 or 10 years’ time.
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8 PROGRAM LEARNING GOALS AND OUTCOMES

The Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you and are sought by employers.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all Business students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

<table>
<thead>
<tr>
<th>Business Undergraduate Program Learning Goals and Outcomes</th>
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<tbody>
<tr>
<td>1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts. You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.</td>
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<tr>
<td>2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers. You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.</td>
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<tr>
<td>3. Communication: Our graduates will be effective professional communicators. You should be able to:</td>
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<tr>
<td>a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and</td>
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<tr>
<td>b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.</td>
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<td>4. Teamwork: Our graduates will be effective team participants. You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.</td>
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<tr>
<td>5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice. You will be able to:</td>
</tr>
<tr>
<td>a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and</td>
</tr>
<tr>
<td>b. Identify social and cultural implications of business situations.</td>
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9 ACADEMIC HONESTY AND PLAGIARISM
The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: https://student.unsw.edu.au/plagiarism as well as the guidelines in the online ELISE tutorials for all new UNSW students: http://subjectguides.library.unsw.edu.au/elise

To see if you understand plagiarism, do this short quiz: https://student.unsw.edu.au/plagiarism-quiz

For information on how to acknowledge your sources and reference correctly, see: https://student.unsw.edu.au/harvard-referencing

For the Business School Harvard Referencing Guide, see the Business Referencing and Plagiarism webpage (Business > Students > Learning support > Resources > Referencing and plagiarism).

10 STUDENT RESPONSIBILITIES AND CONDUCT
Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in UNSW Current Students ‘Managing your Program’ webpages: https://student.unsw.edu.au/program.

10.1 Workload
It is expected that you will spend at least nine to ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, online activities and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your Moodle course websites in the first week of semester. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

Information on expected workload: https://student.unsw.edu.au/uoc

10.2 Attendance
Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. For more information, see: https://student.unsw.edu.au/attendance

10.3 General Conduct and Behaviour
You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: https://student.unsw.edu.au/conduct

10.4 Occupational Health and Safety
UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://www.ohs.unsw.edu.au/.
10.5 Keeping Informed
You should take note of all announcements made in lectures, tutorials or on the course website. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

11 SPECIAL CONSIDERATION
You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General Information on Special Consideration for Undergraduate and Postgraduate courses:
1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: https://student.unsw.edu.au/special-consideration
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will not be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), not by tutors.
5. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests do not allow lecturers-in-charge to award students additional marks.

Business School Policy on requests for Special Consideration for Final Exams in Undergraduate Courses:
The lecturer-in-charge will need to be satisfied on each of the following before supporting a request for special consideration:

1. Does the medical certificate contain all relevant information? For a medical certificate to be accepted, the degree of illness, and impact on the student, must be stated by the medical practitioner (severe, moderate, mild). A certificate without this will not be valid.
2. Has the student performed satisfactorily in the other assessment items? Satisfactory performance would require at least at least 45% in each assignment and meeting the obligation to have attended 80% of classes.
3. Does the student have a history of previous applications for special consideration? A history of previous applications may preclude a student from being granted special consideration.

Special Consideration and the Final Exam in undergraduate courses:
Applications for special consideration in relation to the final exam are considered by a Business School Faculty panel to which lecturers-in-charge provide their recommendations for each request. If the Faculty panel grants a special consideration request, this will entitle the student to sit a
supplementary examination. No other form of consideration will be granted. The following procedures will apply:

1. Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. The dates for Business School supplementary exams for Semester 1, 2015 are:
   - 14th July – exams for the School of Accounting
   - 15th July – exams for all Schools except Accounting and Economics
   - 16th July – exams for the School of Economics

   If a student lodges a special consideration for the final exam, they are stating they will be available on the above dates. **Supplementary exams will not be held at any other time.**

2. Where a student is granted a supplementary examination as a result of a request for special consideration, the student’s original exam (if completed) will be ignored and only the mark achieved in the supplementary examination will count towards the final grade. Failure to attend the supplementary exam will not entitle the student to have the original exam paper marked and may result in a zero mark for the final exam.

If you attend the regular final exam, you are extremely unlikely to be granted a supplementary exam. Hence if you are too ill to perform up to your normal standard in the regular final exam, you are strongly advised not to attend. However, granting of a supplementary exam in such cases is not automatic. You would still need to satisfy the criteria stated above.

The Business School’s ‘Special Consideration and Supplementary Examination Policy and Procedures for Final Exams for Undergraduate Courses’ is available at: www.business.unsw.edu.au/Students-Site/Documents-supplementary_exam_procedures.pdf

12 STUDENT RESOURCES AND SUPPORT

The University and the Business School provide a wide range of support services for students, including:

- **Business School Education Development Unit (EDU)**
  [https://www.business.unsw.edu.au/students/resources/learning-support](https://www.business.unsw.edu.au/students/resources/learning-support)  
  The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 5584; Email: edu@unsw.edu.au.

- **Business Student Centre** [https://www.business.unsw.edu.au/students/resources/student-centre](https://www.business.unsw.edu.au/students/resources/student-centre)  
  Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.

- **Moodle eLearning Support**
  For online help using Moodle, go to: [https://student.unsw.edu.au/moodle-support](https://student.unsw.edu.au/moodle-support). For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

- **UNSW Learning Centre** [www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)  
  Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**
  [http://info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)
• **IT Service Centre**: Provides technical support for problems logging in to websites, downloading documents etc. [https://www.it.unsw.edu.au/students/index.html](https://www.it.unsw.edu.au/students/index.html) Office: UNSW Library Annexe (Ground floor). Ph: 9385 1333.

• **UNSW Counselling and Psychological Services**
  [https://student.unsw.edu.au/wellbeing](https://student.unsw.edu.au/wellbeing) Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418.

• **Student Equity & Disabilities Unit** [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au) Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: seadu@unsw.edu.au