Strategic Marketing  
MARK3082  

Course Outline  
Semester 1, 2016  

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

PART A: COURSE-SPECIFIC INFORMATION

1  STAFF CONTACT DETAILS  
2  COURSE DETAILS  

2.1 Teaching Times and Locations  
2.2 Units of Credit  
2.3 Summary of Course  
2.4 Course Aims and Relationship to Other Courses  
2.5 Student Learning Outcomes (SLO)  

3  LEARNING AND TEACHING ACTIVITIES  

3.1 Approach to Learning and Teaching in the Course  
3.2 Learning Activities and Teaching Strategies  

4  ASSESSMENT  

4.1 Formal Requirements  
4.2 Assessment Details  
4.3 Assessment Format  
4.4 Assignment Submission Procedure  
4.5 Late Submission  

5  COURSE RESOURCES  

6  COURSE EVALUATION AND DEVELOPMENT  

7  COURSE SCHEDULE  

PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8  PROGRAM LEARNING GOALS AND OUTCOMES  

9  ACADEMIC HONESTY AND PLAGIARISM  

10  STUDENT RESPONSIBILITIES AND CONDUCT  

10.1 Workload  
10.2 Attendance  
10.3 General Conduct and Behaviour  
10.4 Health and Safety  
10.5 Keeping Informed  

11  SPECIAL CONSIDERATION  

12  STUDENT RESOURCES AND SUPPORT  

PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Facilitators: Dr Marion Burford (L.I.C. for administrative issues)
Room: QUAD 3013
Phone No: 9385 3739
Email: m.burford@UNSW.edu.au
Consultation Times – Mondays, 2pm – 3pm (or by appointment)

&

Dr Jenny J. Lee
Room: QUAD 3014
Phone No: 9385 2696
Email: jylee@UNSW.edu.au
Consultation Times – Tuesdays, 1pm - 2pm (or by appointment)

When communicating with your course facilitator, please 1) use your UNSW email address as often there are problems in receiving/replying to non-student email addresses. Also make sure to include 2) your full name, student number and workshop/seminar day.

2 COURSE DETAILS

2.1 Teaching Times and Locations

Pre-workshop/ seminar preparation (1+ hour) – Requirements posted on Moodle (1 week prior)

Workshop/ seminars (2 hours) start in Week 1(to Week 13): The Time and Location are:
- Monday 11am to 1pm Business School Building Room G26
- Tuesday 2pm to 4pm Business School Building Room G26

2.2 Units of Credit

The course is worth 6 units of credit.

2.3 Summary of Course

Strategic Marketing is a final year course for the marketing major, providing students with the opportunity to develop their critical thinking skills, as well as deepening their overall understanding of marketing now and into the future. This course will to some extent draw upon student’s prior learning to help explore strategic decision making frameworks and approaches. In doing so, students should develop a deeper appreciation of the overarching role of marketing and its contribution to the success of organizations – be they business, not-for-profit or governmental organizations.

Strategic thinking deals with the future - where uncertainty and change is a given. In keeping with the aim of Strategic Marketing – to foster strategic thinkers – the course will be delivered in a ‘flipped mode’. Here the lecturer will be more of a facilitator – working closely with students - helping and guiding them as they learn through individual preparation, and through group discussion and activities. There are no formal lectures and each student has the responsibility of ‘keeping up to speed’ by coming fully prepared for the two-hour class workshops. Thus the pre-class preparation replaces a formal lecture and is very important for each student to gain the most from this course. These structured preparation tasks will generally take at least an hour and it is suggested that they be done a few days before class to allow students to assimilate the sometimes complex ideas and concepts. In most sessions the level of individual preparation will be evaluated. During the face-to-face time students need to actively engage with the different activities and tasks – helping each other to iron out any difficulty in understanding concepts/tasks, and thereby get the most out of the short period of available class time.
In sum, this Strategic Marketing course enables students to take a broader look at how the various marketing disciplinary elements interact; evaluate complex situations; and understand how marketing as a discipline will meet the challenges of the evolving domestic and global market spaces.

2.4 Course Aims and Relationship to Other Courses
This course is a final year course of the undergraduate marketing major - exploring, evaluating decision-making situations that underpin innovative and competitive marketing strategy options. It will draw on the diverse knowledge and skills developed in all the previous marketing subjects. The central focus is to foster research, evaluative and critical-thinking skills. These skills will enable students to better cope with the uncertainties they will face on graduation. Initially graduates are unlikely to be the strategic managers – rather they will be expected to provide the background briefing information that will support strategic marketing planning, implementation and monitoring. Thus this course sets out to develop and consolidate a 'strategic mind-set' to future challenges.

There is a level of assumed knowledge in marketing associated with this course, though it is acknowledged that students will come to the course with a range of different subject combinations. Students are required to have completed MARK1012, MARK2051 and MARK2052. In order to gain the most from this course it is recommended that you also have completed five or six marketing courses in total.

The overall objectives of the course are:
- to explore issues in strategic marketing decision making and planning;
- to introduce some of the practical tools enabling development, evaluation and implementation of effective marketing strategies;
- to provide theories, frameworks and examples relating to the management of critical aspects of strategic marketing activity and
- to provide an opportunity to evaluate strategy options in a systematic fashion.

2.5 Student Learning Outcomes (SLO)
On successful completion of this final year marketing course you should have:

Acquired insights into strategic marketing in the local and global business environments – SLO 1.
- Developed an understanding of how the various sub-areas of marketing knowledge work together to provide depth to situation analyses.
- Increased your awareness of the challenges facing marketers in meeting the needs of future markets by exploring specific situations / cases.
- Heightened your awareness of marketing's contribution to society through discussion of ethical and professional conduct and issues in sustainability, environmental concerns and corporate social responsibility (monitoring and evaluating current media stories).

Developed critical thinking skills in relation to both tactical and strategic decision making and implementation – SLO 2.
- Acquired an understanding of a repertoire of tools available to support the development of sustainable competitive advantage.

Developed team decision making skills (communication, planning and management) – SLO 3.
- Demonstrated high levels of task and self-management (pre-preparation, in-class activities and project task).
Strengthened your ability to explore and evaluate marketing situations with less than perfect knowledge – SLO 4.

- Understood the nature of 'ill-defined' problems by evaluating case examples.
- Refined your information literacy skills.
- Further developed your written and verbal communication skills.

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 analyst and strategic thinker'). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. 'think with a strategic mind set').

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

<table>
<thead>
<tr>
<th>Business Undergraduate Program Learning Goals and Outcomes</th>
</tr>
</thead>
<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>
</tr>
<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>
</tr>
<tr>
<td>3. Communication: Our graduates will be effective professional communicators. You should be able to:</td>
</tr>
<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>
</tr>
<tr>
<td>b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.</td>
</tr>
<tr>
<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>
</tr>
<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 should 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>
</tr>
</tbody>
</table>

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>Student 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 undergraduate students:</td>
<td>On successful completion of the course, you should be able to: (see 2.5 Student Learning Outcomes SLO above)</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td>1 Knowledge *</td>
<td>Explain how marketing theory can help explore and evaluate a marketing scenario or situation (SLO 1)</td>
<td>Workshop / seminar case - individual preparation, Final exam</td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>Use market analysis tools and frameworks to analyse a case. (SLO 2)</td>
<td>Workshop / seminar case - individual preparation &amp; group presentation</td>
</tr>
<tr>
<td>3a Written communication *</td>
<td>Construct written work which is logically and professionally presented. (SLO 4)</td>
<td>Workshop / seminar case – individual preparation</td>
</tr>
<tr>
<td>3b Oral communication</td>
<td>Communicate ideas in a succinct and clear manner. (SLO 2 &amp; SLO 4)</td>
<td>Workshop / seminar case – group presentation</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>Work collaboratively to complete a task. (SLO 3)</td>
<td>Workshop / seminar activities and tasks – case group presentation, Simulation (group)</td>
</tr>
<tr>
<td>5a Ethical, social and environmental responsibility *</td>
<td>Explain the role of ethical, social and environmental responsibility marketing strategies in relation to broader marketing objectives. (SLO 1 &amp; SLO 4)</td>
<td>Workshop / seminar activities and tasks, Workshop / seminar case preparation &amp; presentation, Final exam</td>
</tr>
<tr>
<td>5b Social and cultural awareness *</td>
<td>Discuss strategic marketing options that address social and/or cultural issues. (SLO 1)</td>
<td>Workshop / seminar activities and tasks, Workshop / seminar case preparation &amp; presentation, Final exam</td>
</tr>
</tbody>
</table>

* Individual assessment for Assurance of Learning AOL (achieving program goals)

### 3 LEARNING AND TEACHING ACTIVITIES

#### 3.1 Approach to Learning and Teaching in the Course

Strategic Marketing will most likely be taken in your final undergraduate year. It represents the transition from ‘student’ to ‘practitioner’ and as such seeks to enhance life-long skills in learning. A high degree of independence is expected in your approach to mastering this subject, as a marketing professional needs to be flexible, creative and thorough. Above all a ‘good’ marketing manager needs to have an ability to work cooperatively, as the delivery of a ‘product’ requires both coordination and collaboration within the organization and with other external players in the market. To this end, there is an emphasis on self-directed, co-operative learning and group-work in this course.

This course will be taught in a ‘flipped classroom’ format and relies heavily on students undertaking set preparation work prior to their Workshop / seminar.
It is a challenging course requiring consistent weekly attention; it cannot be left to the last minute, nor can it be successfully completed with rote learning. There will be assigned text chapters and some additional readings and to provide the foundation for the individual student’s further exploration of current issues in the wider media (academic and professional sources) of the ideas and concepts canvassed. You will be encouraged to research deeply, to evaluate, think and then to encapsulate the results clearly and succinctly in both written and oral communications.

It is a given that student involvement has a strong link to learning outcomes; therefore students need to actively participate in all activities. The workshops / seminars are designed to encourage deeper exploration of core concepts through both individual and group activities focusing on real world scenarios, a simulation and the assigned cases. The issues discussed may be contentious, complex and challenging and very seldom is there a ‘right’ answer. The strategic marketing course is a great opportunity to take ownership of your learning, helping students to develop greater confidence in tackling uncertainty and change.

3.2 Learning Activities and Teaching Strategies

Moodle e-learning will provide a communication medium to support all aspects of the course. Each week’s preparation requirements will be posted one week prior to the. However, the most important learning platform in this course is the weekly two hour interactive session to be held in the ‘flipped classroom’ – a dedicated active-learning space designed to facilitate peer-to-peer learning. Here there will be a variety of activities ranging from short in-class tests to assess your understanding of the pre-class preparation material, case discussion and analysis and sessions where you are able to run the simulation as a group competition (after initial individual preparation and group planning – see 4.2).

There are 12 workshop / seminars (starting in Week 1 and finishing in Week 13). There is no seminar in Week 8 due to the Monday public holiday. Given the nature of the ‘flipped classroom’, you will be required to attend each week for the full 2 hours. In-class tests and other assessment exercises may be held at different times during the class. Please note - poor attendance will be taken into account according to the university policy (e.g. final exam exclusion).

The workshop / seminars (in no particular order) will have the common elements of:

- individual tests or tasks to evaluate your level of preparation
- discussion / application &
- debrief / follow-up.

The first half of the semester has a stronger theory emphasis with an overview of the theories, concepts and frameworks associated with strategic marketing. The course will then move to the exploration and application of strategy to a business simulation. Using a range of case scenarios, this course will further explore emerging issues that are shaping strategic marketing today and into the future. For instance, issues within cases may include how social-cultural and ethical factors impact on the strategic choices being made by organizations.

Feedback from the CATEI was that the course offered “a very open participative / collaborative approach to teaching”; and “encourages critical thinking and the application of
theory to practical experiences”. However, for many students this was their first experience of
a self-directed ‘flipped classroom’ and this proved a challenge as there was less obvious
structure to the course in this format. What students did enjoy was the opportunity to interact
with each other. The groups in class were randomly assigned and this meant that students
expanded the number of people they knew, with comments that group work in this course
was enjoyable. Both the simulation and the case presentations were seen as effective
assessment formats to support the course aims.

4 ASSESSMENT

4.1 Formal Requirements

Your regular, punctual and continuous (whole of 2 hours) attendance at class workshops /
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 (see Part B).

In order to pass this course, you must:

- prepare for, and be actively involved in workshop / seminars;
- achieve a composite mark of at least 50;
- make a satisfactory attempt at all assessment tasks (see below); and
- achieve a satisfactory level of performance in the Final Exam. (Any student having an
overall mark of 50% or more, but a below satisfactory level of performance in the
Final Exam (i.e. 45%), may be given an UF grade

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>4.a Workshop / seminar preparation assessed in-class readiness assurance tests (called RATs)</td>
<td>3 x 5% = 15%</td>
<td>10 minutes per RAT</td>
<td>2 best RAT from RATs 1-5 Plus top RAT from second half of the course (RATS 6-8)</td>
</tr>
<tr>
<td>4.b Simulation: Group (preparation assessed with a RAT, and that each student has completed a full run of the simulation)</td>
<td>Individual preparation &amp; Group performance and debrief 15%</td>
<td>Details to be listed on Moodle (for discussion in Weeks 2)</td>
<td>Preparation before Week 5 class Group planning session – during Week 5 Group simulation In-class competitive round -Week 6 Debrief before 5pm on the Thursday of Week 6</td>
</tr>
<tr>
<td>4.c Workshop / seminar individual case preparation and group case presentation (with class feedback)</td>
<td>Individual 20%, Group 15%, Critique – individual evaluation feedback 5%</td>
<td>Details to be listed on Moodle (for discussion in Week 1 and Week 7)</td>
<td>Individual - due two (2) weeks before group presentation (e.g. Week 9 for Week 11 groups &amp; Week 10 for Week 12 groups). Group presentations in Weeks 11 &amp; 12 Individual evaluation feedback for each case presentation (except your own presentation) Weeks 10 &amp; 11</td>
</tr>
</tbody>
</table>
4.3 Assessment Format

Please see separate detailed assessment information for all assessments, including assessment criteria. This will be posted on Moodle by Week 1 (or as required during the semester).

The following information is ONLY a general guide to the assessment formats.

4.a Workshop / seminar activities, tasks and tests

Format: Individual tests or tasks that assess your level of preparation. They can be a mix of styles: multiple choice and short answer. Answers will then be reviewed as a group activity.

Timing: These can be scheduled at any time during the Workshop / seminar (up to 10 minutes duration). 2 tests from Weeks 2-6 will count. The third test will be taken from the student’s best test in the later part of the course (including the simulation planning week).

Weighting: 3 selected tests (5% each) - 15% of final grade. Please note – that poor attendance will impact on the awarding of these marks (see attendance requirements). Tests / tasks cannot be ‘made-up’ should a class be missed due to miss-adventure, as they test the student’s preparation for that specific week.

4.b Individual preparation & Group Simulation

Individual simulation preparation (prior to Week 5).

Format: Each student must have read the case associated with the simulation (tested with RAT 5) and completed at least one full run of the simulation in the week prior to the group planning meeting in Week 5.

Weighting: Ungraded perquisite; 0% of final grade. However, if one full run is not completed, then only 60% of the group simulation mark will be assigned. Note that the Week 5 RAT qualifies to be considered as a ‘best’ RAT (see 4a. above), though it also ensures preparation for the simulation.

&

Group simulation practice and competitive runs (Weeks 5 & 6).

Format: A written debrief of group performance is due in Week 6 -- details to be listed on Moodle. Submission for this debrief will be via Turnitin Moodle.

Weighting: 10% of final grade for debrief and 5% of final grade for simulation performance relative to the class’ performance.

4.c Workshop / seminar case preparation: Individual, Group presentation & Critique (individual feedback on presentations)

Individual case preparation – due two weeks prior to the group presentation week (i.e Week 9 for the Week 11 groups AND Week 10 for Week 12 groups).

Format: Written case analysis (see Moodle for details in Week 1). To be submitted via Turnitin (on course Moodle site).

Weighting: 20% of final grade.

&

Group case presentations (as scheduled in one of Weeks 11 or 12).

Format: Two groups for each case – ‘duelling cases’.
In-class presentation (10 minutes) and 2 page class hand out (plus a separate reference list). Groups are to hand in to facilitator the following: copies of any visual aid material used in the presentation, a 1 page plan of the presentation (who is doing which parts and the timings), a copy of the 2 page class handout and reference list (see Moodle for more detailed specifications). All group members are to speak.

Weighting: 5% of final grade.

&

Critique - Class feedback on ‘duelling’ case presentations.

Format: A feedback sheet that allows each student to give constructive evaluation and feedback on the two different case presentations is required – to be handed to the facilitator at the end of that seminar. (Weeks 11 and 12).

Weighting: 5% of final grade.

4.d Final Exam - To be held in the scheduled exam period.

Format: A prescribed case and short answer questions.

Weighting: 30% of final grade.

4.4 Assignment Submission Procedure

All individual work will be submitted via Turnitin on Moodle. Only one upload will be allowed for assignments so please DO NOT submit a draft as you will not be able to resubmit. It is expected that you are familiar with the need to avoid plagiarism (should you be in any doubt then seek guidance before you submit as penalties will apply to any material not appropriately referenced (in accordance with the university guidelines).

Unless otherwise stated, group work will be given to your facilitator in class, at the time of the scheduled activity.

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

All important assessment information and communication for this course is to be found on the course Moodle site.

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

Prescribed text:
Reed, P., 2015, Strategic Marketing: Decision making and planning, Cengage Learning, Melbourne, 4th ed.

Additional textbook resources:

The following UNSW library databases are also useful sources:
UNSW Library: Subject Guides; Passport GMID; IMFelibrary and World Bank Open data

The following journals are also useful sources:
Journal of Strategic Marketing (a suggested journal for additional reading)
& other marketing journals
European Journal of Marketing
Journal of Business Ethics
Journal of Consumer Research
Journal of Macromarketing
Journal of Marketing
Marketing Science

The following websites are also useful sources: BuzzFeed, Mumbrella

Please note: Wikipedia, Marketingteach, Quick MBA etc. websites are good starting points for your research but they CANNOT be used as references in this course – you need to read the original sources to ensure that you understand what is being said.

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. In this course, we will seek your feedback through a survey specifically designed to assess your experience in the ‘flipped classroom’. Feedback from previous students indicated strategic marketing was challenging given that there were not always clear guidelines and uncertainty. As a result of this feedback, the course has been redesigned to enable greater opportunity to develop a deeper understanding through group discussion and activity in a classroom dedicated to support peer-to-peer interaction. The assessment in S1 2016 has been streamlined to provide more structure to the course requirements.

7 COURSE SCHEDULE
Important Note: This is only a basic timetable of topics. The complete timetable including detailed chapter, article, and case readings is available from Moodle for students enrolled in the course.
**Workshop / Seminar Schedule**

Workshop / Seminars start in Week 1 and finish in Week 13. Please note RATs are numbered for the Week that they are tested in.

<table>
<thead>
<tr>
<th>Week 1 29 February</th>
<th>Revisiting Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understand:</strong></td>
<td>Course outline / ‘flipped classroom’</td>
</tr>
<tr>
<td><strong>Discuss:</strong></td>
<td>Background to marketing</td>
</tr>
<tr>
<td><strong>Tasks / activities</strong></td>
<td>Textbook: Reed Ch. 1</td>
</tr>
<tr>
<td><strong>Group ‘getting to know you’ activities</strong></td>
<td>Learning style inventory</td>
</tr>
<tr>
<td><strong>RAT 1</strong></td>
<td>RAT 1 – based on course outline (this is a practice RAT – 0 marks)</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Week 2 7 March</th>
<th>Strategic Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understand:</strong></td>
<td>Strategic thinking &amp; decision making; strategic analysis</td>
</tr>
<tr>
<td><strong>Discuss:</strong></td>
<td>Strategic thinking &amp; decision making; strategic analysis</td>
</tr>
<tr>
<td><strong>Tasks / activities</strong></td>
<td>Reed Ch.s 2 &amp; 3</td>
</tr>
<tr>
<td><strong>RAT 2</strong></td>
<td>RAT 2 - Ch.s 1, 2 &amp; 3 (&amp; readings)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3 14 March</th>
<th>Framing strategy setting I</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understand:</strong></td>
<td>Strategy development &amp; high-level decision making</td>
</tr>
<tr>
<td><strong>Discuss:</strong></td>
<td>Differing approaches to developing strategy</td>
</tr>
<tr>
<td><strong>Tasks / activities</strong></td>
<td>Reed Ch.s 4 [&amp; 5]</td>
</tr>
<tr>
<td><strong>RAT 3</strong></td>
<td>RAT 3 - Ch 4 (&amp; readings)</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Week 4 21 March</th>
<th>Framing strategy setting II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understand:</strong></td>
<td>STPD &amp; Customer value creation</td>
</tr>
<tr>
<td><strong>Discuss:</strong></td>
<td>Differing approaches to developing strategy (e.g. simulation approaches)</td>
</tr>
<tr>
<td><strong>Tasks / activities</strong></td>
<td>Reed Ch.s 5 &amp; 6</td>
</tr>
<tr>
<td><strong>RAT 4</strong></td>
<td>RAT 4 - Ch.s 5 &amp; 6 (&amp; readings)</td>
</tr>
</tbody>
</table>

Mid-semester break: Friday 25 March – Saturday 2 April inclusive

<table>
<thead>
<tr>
<th>Week 5 4 April</th>
<th>Strategy for simulation – Group planning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understand:</strong></td>
<td>Situation Analysis and monitoring performance</td>
</tr>
<tr>
<td><strong>Discuss:</strong></td>
<td>Preparation for simulation</td>
</tr>
<tr>
<td><strong>Tasks / activities</strong></td>
<td>Reed Ch.s 3 Appendix &amp; Ch. 11 (Additional reading Ch 12)</td>
</tr>
<tr>
<td><strong>RAT 5</strong></td>
<td>RAT 5 – based on simulation preparation Simulation planning meeting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6 11 April</th>
<th>Simulation – competitive run</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Application:</strong></td>
<td>Real time competitive run</td>
</tr>
<tr>
<td><strong>Competition:</strong></td>
<td>Groups to run simulation in real time</td>
</tr>
<tr>
<td><strong>Debrief</strong></td>
<td>No RAT Group simulation competitive round Group debrief of simulation due (by Thursday of Week 6)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7 18 April</th>
<th>Developing strategy I</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understand:</strong></td>
<td>Market penetration strategies</td>
</tr>
<tr>
<td><strong>Discuss:</strong></td>
<td>Strategy development</td>
</tr>
<tr>
<td><strong>Tasks / activities</strong></td>
<td>Reed Ch. 7</td>
</tr>
<tr>
<td><strong>RAT 7</strong></td>
<td>RAT 7 – Ch. 7 (&amp; readings)</td>
</tr>
<tr>
<td>Week 8</td>
<td></td>
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<td>-------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>25 April</td>
<td><em>(Monday 25 April is Anzac Day public holiday)</em></td>
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<td>Week 9</td>
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<tr>
<td>2 May</td>
<td><strong>Developing strategy II</strong></td>
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<td>Week 10</td>
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<tr>
<td>9 May</td>
<td><strong>Developing strategy III</strong></td>
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<tr>
<td>Week 11</td>
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<tr>
<td>16 May</td>
<td>‘Duelling case’ presentations: 3 cases – 6 Groups</td>
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<tr>
<td>Week 12</td>
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<tr>
<td>23 May</td>
<td>‘Duelling case’ presentations: 2 cases – 4 Groups</td>
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<tr>
<td>Week 13</td>
<td></td>
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<tr>
<td>30 May</td>
<td>Course recap</td>
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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 Postgraduate Coursework Program Learning Goals and Outcomes</th>
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</thead>
<tbody>
<tr>
<td>1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts. You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.</td>
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<tr>
<td>2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues. You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.</td>
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<tr>
<td>3. Communication: Our graduates will be effective communicators in professional contexts. You should be able to: a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</td>
</tr>
<tr>
<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 ethical, social, cultural and environmental implications of business issues and practice.</td>
</tr>
</tbody>
</table>
You should be able to:

a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and  
b. Consider social and cultural implications of business and /or management practice.

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, and in online activities, 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 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://safety.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 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, 2016 are:
   - 12th July – exams for the School of Accounting
   - 13th July – exams for all Schools except Accounting and Economics
   - 14th 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.

Special consideration and assessments other than the Final Exam in undergraduate courses:
Please note all medical certificates addressing non-attendance needs to be processed through MyUNSW -https://student.unsw.edu.au/special-consideration.

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
  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
  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. For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

- **UNSW Learning Centre**
  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

- **IT Service Centre**

- **UNSW Counselling and Psychological Services**
  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; Email: counselling@unsw.edu.au

- **Student Equity & Disabilities Unit**
  http://www.stuandequity.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