MARK6101
Strategic Skills for Marketing

Master of Marketing Core Course
6 UOC (units of credit)

Course Outline (as at January 25, 2016)
Semester 1, 2016

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge:  Professor John Roberts  
Room:  Quad 3053  
Phone No:  9385 9698  
Email:  johnr@agsm.edu.au  
Consultation Times – Saturday 4 pm (or by appointment)

There are no tutors in this course

2 COURSE DETAILS

2.1 Teaching Times and Locations

The Time and Location are:

Dates:  Saturday, April 30; Saturday, May 7; Saturday May 14; Saturday, May 21; Saturday, May 28; Saturday, June 4
Time:  9.00 a.m. to 4.00 p.m.
Location:  Australian School of Business Building, Room 115

2.2 Units of Credit

The course is worth 6 units of credit. There is no parallel teaching in this course.

2.3 Summary of Course

I aim to equip participants with the business skills and techniques necessary to operate in marketing. There are three modules to the course: (a) Market opportunity analysis. We consider basic types of quantitative and qualitative data for assisting in marketing analysis, environmental scanning, and option generation (April 30 and May 14); (b) Financial analysis for marketers. We will look at the language of accounting and finance and see how that relates to making marketing accountable for its actions (May 7); and (c) Analysis for marketing management (May 21 and 28). This section deals with brand assets, customer analysis and market response to the marketing mix. Themes include: customer profitability analysis, measuring marketing assets (brand equity, customer satisfaction), measuring ROI of marketing programs, measuring promotion and advertising effectiveness. For managers to assess and demonstrate the impact of investments in marketing, they need accurate measurement tools and systems that link non-financial measures (such as customer satisfaction, brand equity, market orientation, and market share) to the financial measures used by CEOs and CFOs.

2.4 Course Aims and Relationship to Other Courses

This course builds upon and extends marketing concepts and models that you will have studied in other marketing courses. A study of strategic skills also complements the wider array of elective subjects taught in the Master of Marketing program.
2.5 Student Learning Outcomes

The prime objective of this course is to help you develop your knowledge and skills in the areas of the marketing function where you can gain leverage: that is, how you can maximise the returns to your endeavours on dimensions that are critical to your organization. The content of this course should enhance your capacity to make a significant contribution to the strategic decision-making processes and marketing outcomes in your organization, as a senior marketing manager, strategic planner, general manager or board member.

To achieve this objective, I will give specific attention to enhance your capacity to:

1. Identify and analyse processes whereby strategic decisions are made in an organization.
2. Analyse the competitive environment and search for new opportunities for sustained profitable growth.
3. Understand the key interfaces and linkages between finance and marketing.
4. Evaluate the financial impact of marketing expenditures.
5. Develop a measurement-based approach to allocating resources across your marketing portfolio and evaluating intangible assets, such as brand equity and customer satisfaction.
6. Identify marketing problems in a specific business situation then apply analytical skills to creatively solve problems and make informed decisions.
7. Expose you to some of the competing perspectives on strategic marketing management and to challenge you to define and develop your own approach for dealing with complex problems in the context of high uncertainty and inadequate information.

UNSW School of Business Graduate Attributes

This course contributes to your development of the following UNSW School of Business Graduate Attributes, which are the qualities, skills and understandings that we want you to have by the completion of your degree.

<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>1. Knowledge</td>
<td>1-7</td>
<td>Exam</td>
</tr>
<tr>
<td>2. Critical thinking and problem solving</td>
<td>2, 4, 5, 6</td>
<td>Class participation (case analysis) Written: Project report and Starbucks extension Oral: Class participation</td>
</tr>
<tr>
<td>3. Communication</td>
<td>6</td>
<td>Written: Project report Oral: Class participation</td>
</tr>
<tr>
<td>4. Teamwork</td>
<td>2, 6</td>
<td>Project and Starbucks</td>
</tr>
<tr>
<td>5. Ethical, social, and environmental responsibility</td>
<td>2, 6, 7</td>
<td>Class participation Project report</td>
</tr>
</tbody>
</table>
More information on the UNSW School of Business Graduate Attributes and how they align with the UNSW Graduate Attributes is available on the School website (Learning and Teaching > Program Learning Goals and Outcomes).

At the end of this course, you should be able to apply a framework to address issues arising in the setting of marketing strategy. You should be able to estimate the financial implications of various forms of marketing activity, as well as being capable of assessing their effect on intermediate consumer constructs (such as customer satisfaction). Finally, you should have the skills and imagination to assess where marketing assets can leveraged and where they need to be defended.

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to learning and teaching

This course will utilise a range of learning and teaching approaches including lectures, case studies, reading material, visiting speakers and video material. Active student participation and preparation to the classes will form an important element of the course and its evaluation.

3.2 Learning Activities and Teaching Strategies

The course stresses interactive teaching and discovery based learning.

- The lectures will be interactive; and I will look for active student contributions through discussion and questioning that reflects your reading and experience.
- The targeted readings for each topic reinforce the understanding and learning experience. Unless indicated otherwise, they are examinable.
- Cases and guest lecturers encourage you to explore theoretical concepts in a practical situation.
- The minor project is designed to help further develop your research, analytic and communication skills.
- The design of assessment tasks reinforces crucial knowledge and skills areas.

The sessions will be run by a combination of lecture, external presentations from industry experts, class discussion, case studies and presentations.

For you to practise your skills and for me to be able to evaluate your progress in doing so, you should provide a brief write up of each case (after Federal Express B), undertake an update of the Starbucks case, address a real world marketing strategy problem, and sit a take home exam.

Active participation is an important component of the Master of Marketing program. All students are expected to participate in class discussions and activities as well as, at various times throughout the session, make contributions in class. For each class meeting articles will be assigned. Students are expected to have read the articles before coming to the class.

Computers and mobile devices are not allowed to be used in class (unless the instructor indicates otherwise) – surfing and texting emerge as an inevitable and regrettable result, and is highly distracting for everyone.
4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 50; and
- perform satisfactorily in all assessment tasks (see below).

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Learning outcomes assessed</th>
<th>Graduate Attributes assessed</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Preparation</td>
<td>20%</td>
<td>1-7</td>
<td>1, 4, 5</td>
<td>5 weeks</td>
<td>Throughout course</td>
</tr>
<tr>
<td>Case project</td>
<td>15%</td>
<td>1-7</td>
<td>2, 3, 4</td>
<td>5 pages</td>
<td>May 21, 2016</td>
</tr>
<tr>
<td>Group Mini-Project</td>
<td>25%</td>
<td>1-7</td>
<td>2, 3, 5</td>
<td>12 pages</td>
<td>June 10, 2016</td>
</tr>
<tr>
<td>Take Home Exam</td>
<td>40%</td>
<td>1-7</td>
<td>1, 3, 4, 5</td>
<td>1 week</td>
<td>June 13, 2016</td>
</tr>
</tbody>
</table>

Master of Marketing Grade and Mark ranges

I will provide feedback to you during the session as quickly as I can in the form of a letter grade as follows. This follows the grading system used on other postgraduate degrees in the UNSW School of Business.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>75 - 100</td>
<td>A superior to outstanding performance</td>
</tr>
<tr>
<td>B</td>
<td>60 - 74</td>
<td>A good performance</td>
</tr>
<tr>
<td>C</td>
<td>50 - 59</td>
<td>An acceptable level of performance</td>
</tr>
<tr>
<td>Fail</td>
<td>0–49</td>
<td>Performance below minimum level of competence</td>
</tr>
</tbody>
</table>

Course results will be released to students and are available via MyUNSW as a mark following an UNSW School of Business Faculty sub-committee meeting to approve distribution of marks.

4.3 Assessment Format

4.3.1 Class preparation and case analysis

Due date: Throughout course
Weight: 20%
Length: Write up: 2 pages MAXIMUM per article, plus discussion contribution

Active preparation and participation are important components of the Master of Marketing program. You will be assessed on your ability to contribute to class discussion of case studies, designated readings and questions from the course lecturer.
Class Preparation

Because this course relies heavily on conceptual articles and case materials, extensive before class preparation and in class participation are required to ensure the class’s success. What you get from this course will depend on what you put in – not just in terms of your reading and analysis of the articles and cases, but your willingness to question and to seek alternate perspectives, to be clear about your own position, and to defend your arguments.

Guide to Article Analysis. The following set of questions is provided to guide your analysis of the readings assigned in this course.

1. What is the purpose of this article? What problem or issue does it address?
2. What are the basic assumptions/assertions/values that underlie this piece?
3. What is the basic argument/thesis? What are the major findings and conclusions?
4. What problems or concerns are you left with? How does it contribute to your overall understanding of a company strategy and marketing’s contribution to it?

Guide to Case Analysis. Preparation for a case discussion should:

1. Begin with a rapid reading of the assigned case and other materials.
2. Then, it is worthwhile to review the discussion questions provided in the session outline for clues as to what issues require special attention.
3. The next step is normally to re-read the case carefully, taking notes that sort information, facts, and observations under a number of relevant headings. Push yourself to reach tentative conclusions before you come to class.
4. Finally, preparation will include notes that can be used to guide your contribution in class discussions.

Preparation Notes

I expect you to make brief notes or outlines before coming to class. You should prepare notes (1-2 pages) for each case study that will be discussed in that week (after FedEx on April 30).

Preparation notes are to be loaded on Moodle before class. Late participation notes submission will not be considered. Case analyses may be conducted in groups and, in fact, I would encourage you to do so.

4.3.2 Case project

Due date: May 21 by 5PM
Weight: 15%
Length: 5 pages MAXIMUM of text (10 pages MAXIMUM with appendix)
Please number all pages starting from the Management Summary.
Font Size: 12 point, Times New Roman, 10 point Arial or 11 point Calibri
Spacing: Double spacing with margins 1” on all sides (top, left, bottom, and right)
Presentation: 10 Power Point slides MAXIMUM
Submission: Upload to Moodle (You may email an electronic version to me as well)

On May 14, we will discuss the Starbucks case. While the case provides an excellent vehicle to analyse growth (and defence) opportunities, much has happened since then, and much has been written about it. I would like you to write a postscript to update the questions that we addressed in class to see how the issues facing Howard Schultz are different today from those in the mid 1990s. (Note that information for this project should not influence your
analysis for class discussion – we do not need the benefit of hindsight.) I will provide a more
detailed set of instructions on Moodle.

4.3.3 Group mini-project

Due date: Presentation: June 4; Report: June 10 by 5PM
Weight: 25%
Length: 12 pages MAXIMUM of text (20 pages MAXIMUM with appendix)
Please number all pages starting from the Management Summary.
Font Size: 12 point, Times New Roman, 10 point Arial or 11 point Calibri
Spacing: Double spacing with margins 1” on all sides (top, left, bottom, and right)
Presentation: 10 Power Point slides MAXIMUM
Submission: Upload to Moodle (You may email an electronic version to me as well)
Assessment: Peer evaluation (see Form 1 on the last page)

You have been contracted to undertake a strategic marketing analysis for a company. (This
may be either an Australian company or an international company competing within
Australia). The mini-project may be as specific or general as you choose. It should be done
in groups of four or five people. Groups will be formed in Session 1. The project will be in two
phases:

Project scoping – Problem definition

The first part of the project involves the Group identifying a suitable topic for its selected
organization/product/service. This will provide a description of:

- The company you intend to analyse and a very brief background
- The problem within the company that you intend to address
- A short description of how you intend to address the problem that you have set
- Your team members and their skills

Project reporting – Summary of findings

The second part of the project will involve the reporting of your findings, including:

- A presentation and a final report. Depending on how many teams we have, the
  presentation should last for between 15 and 20 minutes. I have purposely scheduled
  the handing in of the project a few days after the presentation so that you can
  incorporate any feedback.
- The report should be addressed to either the organization’s Executive Committee or
  Board of Directors
- I will give you a detailed description of the project soon after our first session.

Select your company/industry carefully. You will find the project more manageable if you
focus on a small industry or industry sub-sector. Smaller problems are much easier to
address than more general ones. Scoping documents with team members must be emailed to: johnr@agsm.edu.au by Thursday, May 12.

4.3.4 Take home exam

Due date: June 13 by 5PM
Weight: 40%
Length: Please use formatted exam which indicates length of answers desired.
Submission: Upload to Moodle (You may email an electronic version to JHR as well)

The take home exam will be in short answer format. I will provide a Trial Exam, with and
without sample solutions.
4.3.5 Penalties for late lodgement of assignments

Students submitting work late will be subject to a penalty 0.5% for each hour after the deadline it arrives. For group work, this applies to the whole group.

4.3.6 Balance of work in groups

Most groups work very well and are able to self-police to ensure that there is a reasonable distribution and balance of the tasks that different members undertake. However, to allow for the possibility that work is shared unevenly, I have included as the last page of this document a peer evaluation form to enable you to evaluate the amount of effort put in by other members of the group. If the scores seem unusual I reserve the right to return to you (in the first instance) to discuss the reasons for your evaluation. Your mark for class participation will stem 50% from your individual contribution in class and 50% from the group case notes. 50% of group work marks will be moderated by the peer evaluation forms.

Quality Assurance

The School of Business actively monitors student learning and quality of the student experience. 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 School programs. All material used for such processes will be treated as confidential.

Assignments will generally be marked and be made available for student collection two weeks after the due date.

Marked assignments that are due after the completion of the course can be collected during office hours Monday to Thursday from the School of Marketing Office on the 3rd Floor Quadrangle Building. It is students’ responsibility to collect them. In the case of group assignments, students should nominate one group member to collect their marked group assignment. If you are making a special trip to the UNSW you should first check with School of Marketing Office to confirm assignments are available for collection at the time you are coming to the School.

5 COURSE RESOURCES

There is no textbook for this course. We will be borrowing ideas from a series of different sources, but primarily from Harvard Business School cases and Harvard Business Review articles. I will give a comprehensive recommended reading list for those who are interested in pursuing these topics we cover further. However, this reading list will not be examinable in the Take Home Exam. I will discuss with you in class what I would like you to get out of each article and distribute a document that covers this issue.

I will also distribute magazine articles, primarily through Moodle, to demonstrate the use of the ideas we develop in practice.
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 end of semester CATEI evaluations. This is the first time that this course has been taught by this instructor (although he has taught extensively at the UNSW and elsewhere previously). For that reason, your feedback is particularly valuable on this occasion.

7 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Framework for marketing analysis:</td>
<td>Dolan (598-06)</td>
</tr>
<tr>
<td>Week 1</td>
<td>- Framework for marketing strategy</td>
<td>Levitt</td>
</tr>
<tr>
<td>May 2</td>
<td>- Strategic Audit: Internal Analysis</td>
<td>Hambrick and Fredrikson</td>
</tr>
<tr>
<td></td>
<td>- Case discussion: Federal Express (B)</td>
<td>Federal Express (B)</td>
</tr>
<tr>
<td></td>
<td>- Guest lecturer: David Donnelly</td>
<td></td>
</tr>
<tr>
<td>Session 2</td>
<td>Relating Marketing to Finance &amp; Accounting:</td>
<td>Court et al. (McK Q)</td>
</tr>
<tr>
<td>Week 2</td>
<td>- Strategic Audit: External Analysis</td>
<td>Luehrman</td>
</tr>
<tr>
<td>May 9</td>
<td>- Marketing arithmetic</td>
<td>Best</td>
</tr>
<tr>
<td></td>
<td>- Making Marketing Accountable</td>
<td>Dolan (599-011)</td>
</tr>
<tr>
<td></td>
<td>- Case discussion: Webvan</td>
<td>Webvan</td>
</tr>
<tr>
<td>Session 3</td>
<td>Identifying and calibrating opportunities:</td>
<td>Gluck et al. (McK Q)</td>
</tr>
<tr>
<td>Week 3</td>
<td>- Growth and estimating Mr Ansoff</td>
<td>Day</td>
</tr>
<tr>
<td>May 16</td>
<td>- Calibrating defensive moves</td>
<td>Kim and Mauborgne</td>
</tr>
<tr>
<td></td>
<td>- Case discussion: Starbucks</td>
<td>Starbucks</td>
</tr>
<tr>
<td></td>
<td>- Guest lecturer: Tony Surtees</td>
<td></td>
</tr>
<tr>
<td>Session 4</td>
<td>Brand and marketing mix analysis:</td>
<td>Aaker</td>
</tr>
<tr>
<td>Week 4</td>
<td>- Brand roles and value propositions</td>
<td>Roberts</td>
</tr>
<tr>
<td>May 23</td>
<td>- Marketing mix response analysis</td>
<td>Gupta and Davin</td>
</tr>
<tr>
<td></td>
<td>- Case discussion: Toyota in Europe (A)</td>
<td>Toyota in Europe (A)</td>
</tr>
<tr>
<td></td>
<td>- Guest lecturer: Damian Borchok</td>
<td></td>
</tr>
<tr>
<td>Session 5</td>
<td>Customer Management and Calibration:</td>
<td>Rust, Moorman and Bhalla</td>
</tr>
<tr>
<td>Week 5</td>
<td>- A framework for customer analysis</td>
<td>Ofek</td>
</tr>
<tr>
<td>May 30</td>
<td>- Issues in customer management</td>
<td>Hanssens, Thorpe &amp; Finkbeiner</td>
</tr>
<tr>
<td></td>
<td>- Case discussion: HubSpot</td>
<td>Roberts</td>
</tr>
<tr>
<td></td>
<td>- Marketing metrics</td>
<td>HubSpot</td>
</tr>
<tr>
<td>Session 6</td>
<td>Wrap up and synthesis:</td>
<td>Gupta</td>
</tr>
<tr>
<td>Week 6</td>
<td>- Student presentations</td>
<td>Kane et al.</td>
</tr>
<tr>
<td>June 6</td>
<td>- Student issues and summary</td>
<td>Ridgway, Hayes and Watts</td>
</tr>
<tr>
<td></td>
<td>- Guest lecturer: Emma Bruce</td>
<td>Logman</td>
</tr>
</tbody>
</table>
8 PEER EVALUATIONS

PEER EVALUATION FOR GROUP PROJECTS

MARK 6101, Session 1, 2016

The purpose of this form is to allow you to evaluate the relative contribution of the members of your group to the group project. In making your evaluation, you should divide 100 points among the members of the group, other than yourself. Thus, the total in each column should be 100.

Your name: ____________________________

Group Topic:
__________________________________________________________________________
__________________________________________________________________________

<table>
<thead>
<tr>
<th>Team member (s) name</th>
<th>Conceptualisation</th>
<th>Project execution</th>
<th>Team work</th>
<th>Overall contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Please provide brief comments on the scores you gave:

You can email this or hand it to me in the last class.

Thank you very much for your input
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

9 PROGRAM LEARNING GOALS AND OUTCOMES

The UNSW School of Business 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.

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 UNSW School of 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>UNSW School of Business Postgraduate Coursework Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Knowledge:</strong> 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>
</tr>
<tr>
<td><strong>2. Critical thinking and problem solving:</strong> 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>
</tr>
<tr>
<td><strong>3. Communication:</strong> Our graduates will be effective communicators in professional contexts. You should be able to:</td>
</tr>
<tr>
<td>a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and</td>
</tr>
<tr>
<td>b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</td>
</tr>
<tr>
<td><strong>4. Teamwork:</strong> 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><strong>5. Ethical, social and environmental responsibility:</strong> Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and 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. Consider social and cultural implications of business and/or management practice.</td>
</tr>
</tbody>
</table>
10 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: http://www.lc.unsw.edu.au/plagiarism/index.html as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm.

To see if you understand plagiarism, do this short quiz: 

For information on how to acknowledge your sources and reference correctly, see: http://www.lc.unsw.edu.au/onlib/ref.html.

For the School of Business Harvard Referencing Guide, see the ASB Referencing and Plagiarism webpage (Business School >Learning and Teaching>Student services> Referencing and plagiarism).

11 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.


For information for staff on how UNSW defines plagiarism, the types of penalties that apply and the protocol around handling plagiarism cases, see: ‘Student Academic Integrity & Managing Plagiarism: Guidelines for Staff (Updated Feb 2012)’ (CTRL + Click).

For the UNSW Policy on Academic Misconduct and Student Misconduct (includes Plagiarism), click here.

11.1 Workload for Master of Marketing Courses

For a Master of Marketing elective course (3UOC) it is expected that you will spend at least ten hours per week studying including 3 hours in class sessions.

For a Master of Marketing core course (6UOC) it is expected that you will spend at least twenty hours per week studying including 6 hours in class sessions.

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 for staff and students on expected workload: https://my.unsw.edu.au/student/atoz/UnitsOfCredit.html

11.2 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.

Reference for 80% guideline is at: https://my.unsw.edu.au/student/atoz/AttendanceAbsence.html

11.3 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://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html

11.4 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/.

11.5 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.

12 SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS

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:
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 channel > 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://my.unsw.edu.au/student/atoz/SpecialConsideration.html.

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.

13 STUDENT RESOURCES AND SUPPORT

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

- **UNSW School of Business Education Development Unit (EDU)**
  [http://www.asb.unsw.edu.au/learningandteaching](http://www.asb.unsw.edu.au/learningandteaching)  Click on ‘Student Services’.  Academic writing, study skills and maths support specifically for School of Business students. Services include workshops, online resources, and individual consultations.  EDU Office: Room GO7, Ground Floor, Business School Building (opposite Student Centre); Phone: 9385 5584; Email: edu@unsw.edu.au. Visit us on Facebook: [www.facebook.com/educationdevelopmentunit](http://www.facebook.com/educationdevelopmentunit).

- **UNSW School of Business Student Centre** [http://www.asb.unsw.edu.au/requests](http://www.asb.unsw.edu.au/requests)  Advice and direction on all aspects of admission, enrolment and graduation. Ground Floor, West Wing, Business School Building; Phone: 9385 3189

- **Moodle eLearning Support:** For online help using Moodle, follow the links from [www.elearning.unsw.edu.au](http://www.elearning.unsw.edu.au) to Moodle / Support for Students. 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))  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:** 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)  UNSW Library Annex (Ground floor).

- **UNSW Counselling and Psychological Services**
  [http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au)  Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping with Stress’ and ‘Procrastination’.  Office: Level 2, Quadrangle East Wing; Phone: 9385 5418.

- **Student Equity & Disabilities Unit** [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)  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.