MARK6103
Marketing Consulting Project

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

Course Outline
Semester 2, 2015

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Part B: Key Policies, Student Responsibilities and Support
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**PART A: COURSE-SPECIFIC INFORMATION**
1 STAFF CONTACT DETAILS

Course co-ordinator and mentor: Professor Paul Patterson
Room: Quad 3042
Phone: 9385 1105
Email: p.patterson@unsw.edu.au
Consultation Time: By appointment

Team mentor: Kaye Chan
Email: kaye.chan@unsw.edu.au
Consultation Time: By appointment

2 COURSE DETAILS

2.1 Teaching Times and Locations
Each contact meeting will be a full day, 9am-4pm (including 1 hour lunch)
UNSW Business School building, Room 115.

Semester 2 classes comprise: 6 compulsory x Saturdays – September 19, 26, October 10, 17, 31 and November 7, plus one optional Saturday –October 24
(Saturday 3 Oct is recess)

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

2.3 Summary of Course
Three organisations have agreed to collaborate and have students work on providing a solution to a real world marketing problem. Students, working as part of a team, will act as marketing consultants and work on a marketing project as specified by a client organisation. Students will be assigned to groups of 4-5 to act as a consulting team to provide a solution/ set of deliverables to solve a client's marketing problem. The course co-ordinator's role will be primarily that of a coach and mentor to guide teams through the project.

2.4 Course Aims and Relationship to Other Courses
This is a core course of largely INDEPENDENT STUDY where students will apply their marketing knowledge, experience and skills in a practical way. It aims to make students aware of marketing and consulting skills, tools, process and of their own strengths and weaknesses in a consulting environment. It aims to practice those skills and implement existing business and marketing knowledge by providing a set of deliverables to ensure client satisfaction that will lead the client to implement a solution to a marketing problem.

The Marketing Consulting Project course has two fundamental aims: to offer postgraduate students the experience of responding professionally to a real-world marketing problem and to provide the environment in which students with different experience and diverse cultural backgrounds work together to learn by applying that knowledge and experience in a multi-cultural team environment. Furthermore, it allows students to combine theory and practice.
By the end of this course, you should be able to:

1. Distinguish between the symptoms of a client’s marketing problem and the causes of the problem
2. Describe the steps in conducting an effective consulting project
3. Demonstrate the skills of an effective marketing consultant
4. Develop a consulting project plan
5. Apply appropriate marketing research tools and methodologies
6. Demonstrate the ability to work in a team environment with mixed skills and backgrounds, to deliver a quality outcome for a client.
7. Apply accumulated marketing and management knowledge in a practical situation.

In addition, the teamwork component of this course offers you the rich opportunity to develop a number of generic workplace skills which include:

1. Teamwork skills (skills in understanding team dynamics; leadership skills);
2. Analytical and cognitive skills (analysing task requirements; questioning; critically interpreting material; evaluating the work of others);
3. Scheduling task sequence and resources, monitoring and adjusting progress);
4. Collaborative skills (conflict management and resolution; accepting intellectual criticism; flexibility; negotiation and compromise);
5. Communication skills (developing a series of alternative solutions, developing reasoned arguments advocating best fit solutions, conveying these effectively in writing and in a presentation); and
6. Organisational and time management skills.

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 postgraduate coursework 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 a marketing professional’). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g., ‘solve marketing problems collaboratively and responsibly in teams’).

For more information on the Postgraduate Coursework Program Learning Goals and Outcomes, see page 1 of Part B of this course outline.

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 practised 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>
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<tr>
<td>This course helps you to achieve the following learning goals for all Business School postgraduate coursework 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>
<tr>
<td>1</td>
<td>Knowledge</td>
<td>Define and explain the main concepts, principles, analytical tools, and contemporary issues that impact on the marketing discipline. Recognise and explain the inter-relatedness of your business discipline to other business disciplines within an organisation.</td>
</tr>
<tr>
<td>2</td>
<td>Critical thinking and problem solving</td>
<td>Investigate a real business issue by identifying the problem, then applying relevant marketing concepts, frameworks and analytical tools, and recognise when other disciplines may be relevant to providing a solution to the problem. Formulate a plan or process to tackle actual problems or issues. Evaluate and recommend solutions based on the analysis of the problems or issues Apply marketing knowledge and skills in order to develop a robust solution to an unstructured client problem.</td>
</tr>
<tr>
<td>3a</td>
<td>Written communication</td>
<td>Construct written work which is logically and professionally presented.</td>
</tr>
<tr>
<td>3b</td>
<td>Oral communication</td>
<td>Communicate ideas and solutions in a succinct and clear manner.</td>
</tr>
<tr>
<td>4</td>
<td>Teamwork</td>
<td>Manage individual attributes and team dynamics in order to work collaboratively, efficiently &amp; effectively in a team. Contribute effectively to achieving team outcomes. Reflect on own participation and team processes Manage a group project by demonstrating an understanding of planning and process and incorporating them into a client ‘deliverables’ solution</td>
</tr>
</tbody>
</table>
5a. Ethical, environmental & sustainability responsibility | Not specifically addressed in this course. | Not assessed in this course.
---|---|---
5b. Social and cultural awareness | Interact and collaborate with team members from different, experience, disciplinary and cultural backgrounds in an efficient and professional manner. | • Personal Action Learning Review
| | | • Class participation (includes peer review)

### 3 LEARNING AND TEACHING ACTIVITIES

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

A core element of this course is for students to work as a team to deliver a set of deliverables to a client’s marketing problem. In order to benefit from this course, students are required to consider the following:

1. Appreciate the needs of your fellow team members
2. Agree on the description of each team member’s tasks
3. Agree on a timetable of tasks to be performed

But please keep in mind that one of the aims of this course is to give student an opportunity to be *independent and self-reliant* in managing all aspects of a client’s consulting brief.

The course will introduce templates to assist in maximising output within the available time. Consultants typically work in teams and to tight deadlines. Teams may not have all the skills or the perfect amount of data for the project and therefore two key attributes are required (1) research skills (to uncover and integrate primary and secondary data relevant to the client assignment), and (2) effective teamwork based on an assessment of the existing skill set and available data.

**Note:** Teams will be chosen by the Course Co-ordinator based on the nature of a client’s problem, students’ industry experience and skills, undergraduate degrees and cultural background.

#### 3.2 Learning Activities and Teaching Strategies

As the course is largely an *independent* study project, much of the class-time will be allocated for teams to work on their client project. During some weeks no formal lectures or content delivery sessions will be conducted but teams will be allocated meeting times to discuss progress (and seek advice) with the Course Coordinator or mentor (i.e., either Paul Patterson or Kaye Chan).

Client representatives will provide an initial briefing in Week 1, and provide background information to their marketing problem, and schedule an initial meeting for each team at the client’s premises. **Note** – every team members must visit the client premises at least once during the assignment. Other meetings between teams and their client may be via telephone, skype etc as well as face to face at the client premises as required. One member of each team will be designated as a co-ordinator/contact point between the team and client, and with the academic mentor.
The client will attend final presentations by the each student team.

Guest presentations will be given by experienced consultants who will share some of their experiences in the practice of management consulting.

Use of computers and mobile devices is not allowed in class (unless the instructor indicates otherwise) – surfing and texting emerges as an inevitable and regrettable result, and is highly distracting for everyone. Computers and Internet access are required for group work. Additional group work may be required via remote communication (UNSW Moodle, email) or group meetings during the week. Team meetings are expected to continue during periods where no lectures are scheduled and teams will be allocated times to meet with the Course Coordinator or mentor to review progress and receive coaching to ensure effective outcomes from the project.

Non-Disclosure Undertakings

All information you collect is private and confidential and must be destroyed or delivered to your facilitator at the end of the course. Your attention is drawn to a non-disclosure (confidentiality) document which you will be provided to read carefully, before signing. You should ensure that you have read the documents and agree or otherwise to the terms. Each team member is to sign the document.

3.2.1 Principles of effective team work

Though all students are likely to have worked in teams before, it is worth highlighting the principles of effective team work:

- Acting at all times in a courteous and professional manner towards all members.
- Attending team meetings.
- Endeavouring to understand the preferred working style and strengths and weaknesses of each team member.
- Communicating clearly with the team regarding any issues that may affect the operation of the team or completion of tasks.
- Planning with team members the tasks to be undertaken by each team member.
- Completing set tasks by agreed deadlines.
- Notifying team members as soon as possible if a problem arises regarding completion of a set task and proposing a solution that enables the team to keep functioning and working towards completion of the set tasks.
- Working co-operatively with team members to encourage all team members to contribute equally to required activities.
- Drawing on conflict resolution skills to resolve any problems that arise in the effective functioning of the team e.g. if someone is not contributing fairly.

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.
Your regular and punctual attendance at classes is expected. UNSW regulations specify that if a student attends less than 80% of scheduled classes they may be refused final assessment.

### 4.2 Assessment Details

<table>
<thead>
<tr>
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<th>Weight</th>
<th>Length &amp; Description</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1.a) Project Plan</td>
<td>15%</td>
<td>4-5 page plan</td>
<td>Emailed by 11:59am Monday, 5 Oct 2015.</td>
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<tr>
<td>1.b) Milestone Report *</td>
<td></td>
<td>2 pages MSWord</td>
<td>Emailed by 11:59am Thursday, 22 Oct</td>
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<tr>
<td>2. Team Presentation of Results to Client **</td>
<td>30%</td>
<td>30-minute presentation (+ 15 mins Q&amp;A) to an audience of Course Coordinator, other students and the client.</td>
<td>Email slides by 5pm Tuesday 3 November. A hand-out is also to be provided at the presentation. This should take the form of printouts of the presentation slides (2 slides per page). Client presentation in Room 115 on Sat, 7 November.</td>
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<tr>
<td>3. Team Written report **</td>
<td>20%</td>
<td>Maximum 10 pages A4 double-spaced, 12point Times New Roman including an implementation plan.</td>
<td>Provide Course-Co-ordinator with 2ハード copies by 5pm, Tuesday,17 November. In addition a copy should be submitted via Moodle by same deadline.</td>
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<td>5. Individual participation</td>
<td>15%</td>
<td>Attendance, contribution to inclass discussion, working effectively within the team</td>
<td>Ongoing</td>
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**Table Notes:**
* MS Word documents should be double spaced, 12pt Times New Roman, margins of 2.5cm. Footer must include document name, the name of team members or the individual student name for individual reports, date last saved and page numbers. MS Excel or MS Project can be used to prepare and deliver project plans and indicate progress.

** Clients will be requested to assess teams on the quality of solution, coordination, consulting skills, professionalism, team report and presentation. This will influence the assessment (grade) for the report and presentation.

Details of relevant articles or cases will be made available via a Reading List posted on Moodle. Students will periodically be asked for discuss, comment or draw conclusions about the insights gained from the articles as part of class work.

1. **Project Plan and Milestone Reports (15%)**, (7.5% for each report).
A Project Plan is required outlining the work that the team will undertake in order to provide the client with a solution to the identified marketing problem. The project plan should detail:

- your understanding of the client brief (a mark out of 10% will be given)
- the marketing problem(s) that you have interpreted from the brief (20%)
- the sources and methods of gathering primary and secondary data to provide insights to the causes and impacts of the marketing problem (20%)
- the marketing analysis tools and frameworks that you propose to use to analyse the research and information (20%)
- the proposed process to be used for generating and evaluating options to address the marketing problem (10%)
- your recommended process and work plan for gathering, analysing and interpreting the data; preparing and submitting progress reports, preparing and delivering at your final presentation on key findings, and preparing and delivering a final written report. (20%)

The Project Plan should be of no more than 5 pages A4 double spaced 12 point font Times New Roman with 2.5cm margins. Appendices including spreadsheets, task breakdowns, GANTT or PERT charts and critical path analyses, reference source lists, etc are allowed and may exceed the page limit, however the Appendices are for supporting information only – all marks will be based on the information contained in the first five pages.

In consulting practice, the Project Plan is viewed by the client and the Principal Consultant (the role played in this course by the Course Coordinator/Mentor) to clarify expectations, identify and agree the scope of the project, key tasks, milestones and outcomes to be delivered.

The plan should include key steps, allocated resources, estimates of time to be spent, duration of tasks, key milestones and contingencies.

Milestone Report (2 x A4 pages, double-spaced, 12 point font Times New Roman with 2.5cm margins) is to be submitted to identify (1) which issues from the Project Plan are on-track or ahead of plan (2) which issues from the Project Plan are off-track or behind plan (3) what the team has done or proposes to do in order to deliver the required outcomes on time and to the expected level of quality to satisfy the client.

In practice Milestone Reports are used in consulting assignments to update the client sponsor and Lead Consultant. Milestone Reports help in managing client expectations and prepare the client (and other key stakeholders) for any possible time or cost overruns, and whether desired outcomes are likely to be achieved.

The client briefing paper for each team will be provided by the client at the time of their briefing in the first class, by which times teams will be formed.

2. Team Presentation to Client (30%)

The presentation by each team will be of 30 minutes duration (plus 15 minutes Q&A) and delivered to an audience consisting of the Course Coordinator, Mentor, other students and the client.
The presentation is to cover (1) the team’s understanding of the marketing problem (2) a summary of the relevant information gathered during the research phase, and insights derived from analysis of the information (3) a range of preliminary options for possible solutions to the client’s problem (4) a preliminary evaluation of the pros and cons of these options. Feedback from the clients will be given to these preliminary findings, and then should be incorporated in the development of the final written report.

The client and the Course Coordinator will assess the presentation on the following criteria:

- Demonstrated understanding of the client’s brief (a mark out of 10%)
- Quality and coverage of the research and information gathered (15%)
- Demonstration of technical marketing skills by application of a range of relevant marketing models, frameworks and tools used to analyse the data and generate marketing solutions (25%)
- Quality and justification of solution/s to the client’s marketing problem (25%)
- The general quality and effectiveness of the presentation [including Q & A] (25%)

3. Team Written Report (20%)

The report should:

(1) Identify the marketing problem that the team was asked to address
(2) Identify key information and analyses and the insights gained from these
(3) Identify a range of alternative marketing options to resolve the client problem
(4) Recommend a preferred option to be undertaken and
(5) Provide an implementation plan to effectively execute the recommended solution.

The report should be a maximum of 10 pages A4 double-spaced, 12point Times New Roman including an implementation plan. The page limit does not include the cover page or table of contents, and supporting appendices are permitted with no limit. However any supporting appendices will not affect the mark. The mark will be based entirely on the first 10 pages (excluding cover sheet and table of contents).

The Report will be assessed by the client for feasibility and relevance (a mark out of 20 will be determined for this in consultation with the client). In addition the Course Coordinator will assess the report on the following criteria:

- The extent to which the report demonstrates the understanding and application of marketing concepts, frameworks and tools taught on the Master of Marketing program (30%)
- The extent to which the recommendations and implementation proposed address the client’s marketing problems (40%)
- The general quality of the written document as a marketing communication tool (10%)

Note: Confidential Peer feedback will be sought twice during the course, and at end of the course via a form made available on Moodle via WebPA, which is to be submitted to the Course Coordinator via email. Adjustments (up or down) may be made to individual student marks for 1. Project plan; 2. Milestone report; 3. Presentation to client; 4. Final written report, and 5. Participation mark based on the feedback from peers regarding the quality and quantity of contribution of each individual to the final
team performance, and willingness to work **collegially and collaboratively** in the team environment. The criteria outlined on p5 will also be used to evaluate each student’s contribution to teamwork processes and outcomes. Finally please note that it is **COMPULSORY** for students to provide all peer reviews.

4. **Individual Action Learning Review (20%)**

An Action Learning Review is required from each student. The review should be a maximum of five pages A4, double spaced, 12point Times New Roman with 2.5cm margins.

The review should demonstrate (a) the insights you have gained from the experience of working on a real client marketing problem (10%), and (b) as part of a team (10%). This task develops your skills in applying course concepts to analyse your own experience, as well as your skills in self-reflection and independent learning.

This review is regarded as one of the most powerful learning experiences for students. It provides you the opportunity to think critically about your role in and contribution to your team and what you have learned from the experience.

The review should address the following issues:

**Action Learning Review**
1. Identify specific insights that the student has gained from the team project about the effective use of marketing research, analysis and planning processes used to develop and manage marketing plans
2. Describe the marketing frameworks, concepts and marketing tools that proved most useful in working on the client problem, and explain why these were useful.
3. Identify ways in which these insights could be applied to improve the marketing management of another organisation (either one that the students has worked in previously or one that the student knows well)
4. Identify specific lessons that can be derived more broadly from the team project about the management of marketing.
5. Reflect on your own teamwork performance and the effectiveness of the team processes.
6. Reflect on your own strengths and weaknesses during the teamwork and the lessons learnt for future teamwork.

5. **Participation (15%)**

Attendance and contribution to in-class discussion is required. Students dominating class discussion will not lead to higher grades. Assessment will include observation of classroom tasks, team collaboration, contributing to class discussion and evidence of pre-reading.

4.3 **Assessment Format**

Included above in Assessment Details.
4.4 Assignment Submission Procedure
Unless otherwise specified, assignments should be submitted via Email (acknowledgment of these will be confirmed within 48 hours of receipt via return email to the sender's email address).

4.5 Master of Marketing Grade and Mark Ranges
Grades for progressive assessment during the session (either by assignments, participation and/or a mid-session examination) will be provided to students in a form of a letter grade (not as a mark) as follows:

<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 are released to students and are available via MyUNSW as a mark following a Faculty sub-committee meeting to approve distribution of marks.

4.6 Late Submission
Late submission will be considered, if circumstances are provided before the due date (e.g., illness). Information about late submission of assignments, including penalties, is available on the School of Marketing’s website:
http://www.marketing.unsw.edu.au/contribute2/Marketing/current/Late_Submission.htm

5 COURSE RESOURCES
The website for this course is on UNSW Moodle at:
http://lms-Moodle.telt.unsw.edu.au/webapps/portal/frameset.jsp

There is no textbook for this course. However a recommended required reading list will be provided in Week 1.

5.1 Useful Reading Resources


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. The assessment forms will be provided at the final class in November.
## 6 COURSE SCHEDULE

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<th>Week</th>
<th>Date of Lecture</th>
<th>Lecture Content/ Topic</th>
<th>Readings/ Cases</th>
</tr>
</thead>
</table>
| 7    | Saturday 19 September Lecture 1 | Introduction to course  
Case study & discussion of readings  
Team formation  
*Client briefings to all teams* | Lecture: TBA (on Moodle)  
Readings: “Marketing Analysis Toolkit: Situation Analysis”; (Moodle) |
| 8    | Saturday 26 September Lecture 2 | Lecture: Customer Satisfaction (Moodle)  
Case study  
Guest presenter: TBA  
Team meetings to be scheduled with Mentors | Case: TBA (Moodle)  
Reading: TBA (Moodle) |
|      | **Mid Semester Break** |                    |                 |
| 9    | Saturday 10 Oct Lecture 3 | Lecture: Marketing research methodologies  
Guest presenter: TBA  
Team work  
Team meetings to be scheduled with Mentors | Reading: TBA (Moodle) |
| 10   | Saturday 17 October Lecture 4 | Team work  
Guest presenter: TBA  
Team meetings to be scheduled with Mentors | Case: TBA  
Reading: TBA(Moodle) |
| 11   | Saturday 24 October | No formal class scheduled | Independent work by teams |
| 12   | Saturday 31 October Lecture 5 | Mentors to meet & review progress with each team  
Practice presentations by all teams | Readings: TBA |
| 13   | Saturday 7 November Lecture 6 | Final presentations to client, other students and Mentors |                 |
Staff Profiles

Paul G. Patterson PhD, is Professor in the School of Marketing at UNSW Australia. Prior to joining academe, he held management and marketing positions in telecommunications, banking, market research and the public sector, and later an international marketing consultancy firm. He has taught or been visiting professor at universities of Wollongong, Sydney (Graduate School of Management), Michigan State University in USA, Assumption University, Mahidol, Chiang Mai and Thammasat Universities in Thailand, Fudan University, Shanghai, China and the Vietnamese National University. He is an adjunct Professor at Thammasat University.

His research, teaching and consulting interests revolve around management and marketing issues in service industries. In particular his research interests centre on the psychology and behaviour of front-line service employees, service failure and recovery, cross-cultural service encounters and the internationalisation of service firms.


In 2013 he received the American Marketing Association’s Christopher Lovelock Award for Career Contribution to Service Science. In 2010 he was awarded the ANZMAC Researcher of Year award, and in 2008 he received the Outstanding Doctoral Supervision Award from the UNSW Business School.

Kaye Chan is an experienced marketer with extensive experience working in a number of senior roles in marketing, sales and marketing management. These roles have seen her work in with the development and implementation of marketing and business plans in a large variety of categories. Kaye’s teaching experience has covered a breadth or areas and has included: consumer behaviour, media planning, integrated marketing communications, marketing analysis and big data, distribution strategy and retail channels, international marketing, new products and services, creativity and innovation, and marketing strategy.

Kaye has completed a Bachelor of Science (UNSW Australia) and Masters of Commerce (Marketing) from UNSW and is currently finalising her PhD. Her research interests are in understanding consumer behaviour, media brands, advertising effectiveness, media consumption and longitudinal data analysis.
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

7 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 after 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: 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.</td>
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<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 the ethical, social, cultural and environmental implications of business practice. You will be able to: a. Identify and assess ethical, environmental and/or sustainability considerations in business</td>
</tr>
<tr>
<td>Business Postgraduate Coursework Program Learning Goals and Outcomes</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<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>
</tbody>
</table>
| **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. |
| **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 ethical, social, cultural and environmental implications of business issues and practice. 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. |

### 8 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).

For information for staff on how UNSW defines plagiarism, the types of penalties that apply and the protocol around handling plagiarism cases, see:  
9 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.

9.1 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

9.2 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

9.3 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

9.4 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/.

9.5 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.
10 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.

11 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](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; Email: counselling@unsw.edu.au
- **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