MARK6108
STRATEGIC DIGITAL MARKETING & CUSTOMER EXPERIENCE

Course Outline
Semester 2, 2015

Part A: Course-Specific Information
Part B: Key Policies, Student Responsibilities and Support
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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturer-in-charge: Michael Zeederberg
Phone No: 9516 5480
Email: mike.zeederberg@zuni.com.au
Consultation Times: By appointment via email. I am generally available to answer questions by email or phone and I will respond to all enquiries within 48 hours.

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1 (to Week 12): The Time and Location are:
Thursday 30th July (Week 1), 6-9pm,
Room:ASBus 115

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

2.3 Summary of Course
Over the past 25 years, the world has undergone a transformation that has led to huge shifts in how we absorb and process information and interact with one another. This transformation powered by digital has an array of implications on business models, audiences and the wider community. This course examines the manner in which the world has undergone a digital transformation and what this means for brands and consumers alike. The contemporary consumer has evolved - much like our role as marketers. Long gone are the days of conventional marketing models that work on traditional media. Now consumers operate in a complex and fragmented media environment who demand more from the brands that service them. How can contemporary marketers understand the digital landscape to better engage with their audiences?

A central theme of this course is examining various strategic toolsets and frameworks contemporary marketers adopt. Notably, this course will examine the role of content marketing and the impact it has on the digital strategy. As main drivers of the digital strategy, the class will learn how marketers manage digital within an organization. Certain channels such as the website and mobile will be examined in detail.

Perhaps the most important element of managing a brand’s digital footprint is managing its social media presence. This course will look into the role of each social channel- Facebook, LinkedIn, Twitter, Sina Webo, Whatsapp, Snapchat, Vine, YouTube, Pinterest, Instagram and Periscope. Specifically, elements such as rules of engagement, dashboards and ROI modeling will be examined.

The course is a balanced mix of the theory of digital marketing, and hands-on practical exercises, assignments and discussions that ensure the knowledge gained can immediately be utilised in the workplace.
2.4 Course Aims and Relationship to Other Courses

This course aims to equip students with an understanding of the contemporary context marketers operate in today. As future marketers, students will learn about the role of content marketing, how to manage a brand’s digital footprint and how to operate in an ever-changing social media landscape. Essentially, students will learn how to adopt a customer centric approach to their future marketing tasks, and be guided through a number of hands-on assignments that are immediately applicable to marketing practices.

2.5 Student Learning Outcomes

By the end of this course, you should be able to:
1. Illustrate the changing consumer landscape and the implications it has for brands
2. Apply different business management models to the challenge of addressing digital transformation in businesses
3. Explain the need to adopt a consumer centric approach
4. Conduct consumer research into channel use around a product, and develop digitally focused customer journeys
5. Demonstrate the importance of content planning
6. Develop and implement a basic content marketing plan, and assess it’s impact
7. Understand how to manage your brand’s digital footprint across channels
8. Assess the benefits of various social media platforms and how they would be used to solve business marketing challenges

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 an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).

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

### Business Postgraduate Coursework Program Learning Goals and Outcomes

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.

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.

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.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all Business 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 Knowledge</td>
<td>Illustrate the changing consumer landscape and the implications it has for brands.</td>
<td>In-tutorial discussions</td>
</tr>
<tr>
<td></td>
<td>Explain the need to adopt a consumer centric approach.</td>
<td>Assignment One</td>
</tr>
<tr>
<td></td>
<td>Apply different business management models to the challenge of addressing digital transformation in businesses</td>
<td>Final Exam</td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>Demonstrate the importance of content planning.</td>
<td>In-tutorial discussions</td>
</tr>
<tr>
<td></td>
<td>Understand how to manage your brand’s digital footprint across channels.</td>
<td>Assignment One</td>
</tr>
<tr>
<td></td>
<td>Assess the benefits of various social media platforms.</td>
<td>Assignment Two</td>
</tr>
<tr>
<td></td>
<td>Conduct consumer research into channel use around a product, and</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
3 Learning and Teaching Activities

3.1 Approach to Learning and Teaching in the Course
This course aims to deliver content in the form of an interactive seminar every week instead of a lecture and tutorial format. To gain the most out of this subject, students are advised to engage with the content by actively voicing their opinions and participating in class discussions.

The classes will be a mixture of topic discussion, case studies and exercises, with relevant readings for each week’s topic.

4 Assessment

4.1 Formal Requirements
In order to pass this course, you must:
• Achieve a composite mark of at least 50; and
• Make a satisfactory attempt at all assessment tasks (see below).
### 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>Assessment One</td>
<td>30%</td>
<td>Survey and Survey results – 20 questions Analysis – 1,000 words Personas – 1 page each Customer Journey x 2 – as per template</td>
<td>Week 8</td>
</tr>
<tr>
<td>Assessment Two</td>
<td>30%</td>
<td>Content strategy and content plan – 1,000 words Channel activity – minimum 1 posting a week Channel reporting and analysis – 1,000 words</td>
<td>Week 12</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
<td>In class exam 2 x 2 written pages per case study</td>
<td></td>
</tr>
<tr>
<td>Tutorial Participation</td>
<td>10%</td>
<td>One page</td>
<td>Week 12</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment One: Understanding customers – developing customer journeys**

**Background**

In the digital space, consumers are constantly ahead of brands – using digital channels in new and unexpected ways, finding content, passing opinions and discussing products, and using digital channels to research and purchase products. A key part of a marketer’s challenge is understanding how consumers use digital channels as part of the purchase process, and how to create marketing activity that engages with consumers in that process. This assessment focuses around the development of 2 key customer journeys by the student, based on research and customer understanding.

**Task**

Choose a product relevant to your life, either the business you work for, or something you are particularly interested in. Based on your understanding of the product, identify a potential target audience for your product.

Based on the discussions in week 3, develop a customer survey that will allow you to understand a great deal more about your target audience. The questions need to cover:

- The role that the internet plays in their purchase of the product – what channels do they use at each stage of the purchase funnel, what information is important to the decision making process at each step and what are typical examples of sites that would be used (e.g., If a product review site is used, which one)
- How online and offline channels interact with regard to purchasing the product.
- Insights into the target audience and their behaviour – demographic information, level of digital engagement, category engagement.

A maximum of 15 questions can be used.
Put this survey into Survey Monkey and circulate to the potential target audience, soliciting at least 20 responses. This can either be work related, or via friends and family.

Using the Survey Monkey toolset, analyse the responses, looking for patterns, segments, insights and patterns and document your analysis. Use this insight to develop personas (at least 2, no more than 5) based on the templates discussed in class.

Using these personas, and the customer journey template discussed in class, develop at least 2 (no more than 4) key customer journeys for your personas, looking at activities along the journey, the channels to be used, the functionality required by channel and the core content and messaging needed at each step.

Submit a copy of your survey questions, a download of the results, your analysis of the data, copies of your personas and copies of your customer journeys by the due date.

**Format**

Survey questions – Word document  
Survey responses – pdf results file downloaded from Survey Monkey  
Analysis of the survey – 1,000 words  
Personas – 1 page per persona  
Customer Journeys – 1 excel spreadsheet per journey (no more than 4)

Please use easy to read fonts such as 11 p Arial or 12 Helvetica & double spacing. Ensure your name, student number, date, course name and the University’s Assignment Cover Sheet is included.

Submissions: Please submit through Moodle

**Assessment Two – Content Marketing and social media channel management**

**Background**

Content marketing is the new black, in the marketing world, with brands looking to create useful and interesting content as a key way to engage with consumers and create brand affinity. Social media channels are largely content driven, and provide strong platforms for brands to leverage their content assets and build assets of relevant and interested consumers that can then be targeted with product messages.

**Task**

Develop a content strategy and content plan for the social media channel of your choice

Choose a topic, cause, subject matter or area of interest that you know about, are interested in or that is relevant to your work. Use the content marketing frameworks discussed in Week 4 to develop a content strategy and content plan around your topic, and decide on a social media channel to execute your plan in. You may only use a
maximum of 2 channels, but can choose any channel suited to your target audience and content, eg. Facebook, LinkedIn, Tumblr, Twitter, Instagram, Vine, YouTube etc. You may NOT use a website or email.

Set up your social media presence, and throughout the rest of the course, manage your channel, creating and posting content around your subject matter and endeavouring to build a following. Experiment with different types of content, different approaches to acquiring followers and ways of engaging with your audience. Track and document all your experiments and findings, and track the performance of your channel every week, looking at metrics around content views, size of following, content engagement and specialised metrics relevant to your channel. You need to post at least once a week to your channel.

Be aware of all content and copyright laws when creating content, and ensure that you act within the policies and terms of service of your chosen channel.

From week 5 onwards in each lecture, students will be chosen at random to showcase their channel to the class, explain what they are doing and what their learnings have been. You need to be prepared to showcase your channel when required, and will be assessed on this discussion.

Write up your findings from your channel, including what worked and what didn’t, your final results in terms of followers and relevant metrics and what you would do differently if you did it again.

Submissions and format

- Content strategy and content plan – Word document – 1,000 words
- Link to the channel and channel activity
- Analysis of activity and results – Word document – 1,000 words

Samples and examples

https://twitter.com/@factsandtrivia
http://thisadvertisinglife.tumblr.com/
http://textsfromlastnight.tumblr.com/
https://twitter.com/TFLN
https://www.youtube.com/user/Fred
https://vine.co/Christian.Delgrosso
https://instagram.com/andrewknapp/
https://www.facebook.com/pages/Text-From-Dog/
http://tinderlines.com/
Final Exam

The exam is a closed book exam that will assess your ability to apply the principles that you have learned through the course to specific marketing scenarios and challenges.

You will be provided with 4 case studies outlining a specific business, its digital marketing challenges and constraints. Choose 2, and develop a strategic digital marketing solution to solve the challenge, outlining both processes and approaches, as well as your suggested solution to the specific problem.

The exam will be 2 hours, and you need to submit no more than 2 written pages per case study in response to your 2 chosen case studies.

Class Participation

Active participation is an important component of the Masters of Marketing. All students are expected to take the initiative to participate in class discussions. You will be assessed on your ability to discuss intelligently and contribute to class discussion of case studies, designated readings and questions from the course lecturer. Class participation is worth 10% of the course mark.

Part of your participation and class participation marks involves you bringing and using a name card in each session.

Each student is required to submit a brief one page log to the course lecturer detailing their individual class participation in the course (i.e. the contribution to the discussion and case studies, not just show up). You should therefore keep a brief class-by-class log of your involvement each week.

You must complete this one page participation log by Week 12 and submit it via Moodle.

4.3 Assignment Submission Procedure

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 student’s 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.

Master of Marketing Grade and Mark ranges

The progressive assessment during the session (either by assignments, participation and/or a mid-session examination), grades 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 as a final mark are released to students and are made available **ONLY** via MyUNSW (not by the lecturer) following a UNSW Business School Faculty sub-committee meeting to approve distribution of marks.

### 4.4 Late Submission

**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

The digital space moves exceptionally quickly and new channels, approaches, examples and case studies are released every day, so students are encouraged to sign up to some of the resources listed below, and to complete the readings before each session.

#### Week 1

*Niraj Dawar, HBR When Marketing is Strategy* 2013

[https://hbr.org/2013/12/when-marketing-is-strategy/ar/pr?utm_source=twitterfeed&utm_medium=twitter](https://hbr.org/2013/12/when-marketing-is-strategy/ar/pr?utm_source=twitterfeed&utm_medium=twitter)

*The worst error in business strategy according to Professor Michael Porter, Marketing Magazine*


*What you need to know about Australia’s changing media landscape*


#### Week 2
- Digital maturity model
  *Adobe Digital Marketing model assessment*
  [http://adobemarketingpro.com/#/marketing/start](http://adobemarketingpro.com/#/marketing/start)

- Digital disruption vs transformation
  *BCG Perspectives, 2015 - New CEO’s Guide to Transformations*
  [https://www.bcgperspectives.com/content/articles/technology_strategy_digital_economy_enabling_big_data_building_capabilities_really_matter/](https://www.bcgperspectives.com/content/articles/technology_strategy_digital_economy_enabling_big_data_building_capabilities_really_matter/)
  *Long live the single individual view*

- Use of data- big data
  *BCG Perspectives- Big data*
  [https://www.bcgperspectives.com/content/articles/technology_strategy_digital_economy_enabling_big_data_building_capabilities_really_matter/](https://www.bcgperspectives.com/content/articles/technology_strategy_digital_economy_enabling_big_data_building_capabilities_really_matter/)

- Marketing Worldview
  Changing business models & competitor industries
  *Rise of collaborative consumption- any article from here!*
  [http://rachelbotsman.com/work/#writing](http://rachelbotsman.com/work/#writing)

**Week 3**

- Move towards customer centricity
  *Customer-Centric Marketing*
  [https://www.custora.com/university/for-marketers/customer-centric-marketing/basic/introduction](https://www.custora.com/university/for-marketers/customer-centric-marketing/basic/introduction)

  *Problem with customer centricity, Financial Brand*

  *Banking on customer centricity, Mc Kinsey*

- Creating personas
  *Marketing Personas a beginners guide*

- Contemporary customer journey (demonstrate how contemporary path to purchase, decision making process has changed)
Tools: CX Journey Mapping Toolkit

Using maps to bring customer journey to life

The Customer Journey to Online Purchase- Think with Google

Week 4

- Introduction to content marketing- what, why
How content marketing compares to traditional advertising

State of content marketing, Percolate
https://blog.percolate.com/2013/11/the-state-of-content-marketing/

- Process & frameworks
Periodic table of content marketing

- Tools to create: Canva
25 Content marketing tools

- Elements of creating a content strategy

- Role of branding & story telling
Persuasion and the power of story
http://www.youtube.com/watch?v=AL-PAzrpqUQ

- Metrics of measuring content success
Content Marketing: How to Measure Effectiveness
http://www.socialmediatoday.com/content/content-marketing-how-measure-effectiveness-infographic

Week 5

- How to create a digital strategy
10 presentations to help you become a digital planning genius

- Where does it fit within the overall business strategy
Developing a global digital strategy, McKinsey
http://www.mckinsey.com/insights/strategy/developing_a_global_digital_strategy?cid=other-eml-alt-mip-mck-oth-1410
How big brand execs take the digital leap?
http://digiday.com/brands/brand-execs-digital-leap/

- Managing digital within an organization
Who should lead digital strategy?

Digital Audit
http://www.digitalstrategyconsulting.com/digitalmarketingaudits/

- Organizational change
Neil Perkin, Which organizational structure would you choose? E –Consultancy
https://econsultancy.com/blog/66266-which-organisational-structure-would-you-choose-for-marketing-and-digital-redux/

Week 6

- Structure
There’s No One-Size-Fits-All Internet: Why Audience Should Determine Website Design

- Role
Role of corporate website and customer journey

- Best practices, building and designing
Research reveals the five worst things you could do to your website

- User flows, UX
15 tiny UX that make all the difference
https://econsultancy.com/blog/63938-15-tiny-ux-elements-that-can-make-a-big-difference

How to choose the right UX for your product
http://www.dtelepathy.com/ux-metrics/#heart

Extensive guide to UX

- Analytical elements- SEO, SEM
How search works- Google
http://www.google.com/search/about/insidesearch/howsearchworks/thestory

- Price of SEO
https://econsultancy.com/blog/8595-the-price-of-seo-infographic
- How does content help with SEO?
  http://searchengineland.com/infographic-why-content-for-seo-96834

Week 7
- Prevalence of mobile & implications on shopping behavior
  5 new mobile marketing strategies
  5 mobile customer experiences from SXSW

Mobile revolution

- Design & build changes
  Are you ready for Google’s mobile algorithm change? Are you ready for Google’s mobile algorithm change?
  http://thenextweb.com/google/2015/04/22/are-you-ready-for-googles-mobile-algorithm-change/
  Native vs mobile app
  http://sixrevisions.com/mobile/native-app-vs-mobile-web-app-comparison/

Week 8

What’s Your Personal Social Media Strategy?
By Soumitra Dutta
Harvard Business Review - Nov 01, 2010

What’s Your Social Media Strategy?

By H. James Wilson; P.J. Guinan; Salvatore Parise; Bruce D. Weinberg

Buzzfeed just cracked the code on how social content spreads

Sensis 2015’ How Australian people and businesses are using social media?’
Week 9

- Role in telling stories/ content
  Why Video Content Belongs At Every Stage of Your Buyer’s Journey

Demystifying social media- McKinsey Report

How to create Pinterest content that connects

Week 10

China social trends
http://www.slideshare.net/liblog/6-trends-of-china-social-meida-and-consumer-insights

Banking on social listening
http://resources.synthesio.com/ebook_banking.html

Trust on social media

Social media crisis management plan
http://firebrand.net/blog/social-media-crisis-plan/

Week 11

- What sort of KPIs, business matrix, dashboards, ROI modeling can we use to measure the effectiveness of our digital footprint?

Marketers guide to Google Analytics

Twitter analytics tool
http://blog.proresource.com/8-free-cool-twitter-tools-you-may-not-know-about/

Week 12

Review most recent winners in the gallery on www.creativestandard.net.au,
The following blogs and sites are also recommended as additional reference material:

**DIGITAL MARKETING – STRATEGY/OVERVIEW**

- **Econsultancy** - Digital marketing general
- **Marketing Profs** - Digital marketing general
- **Hubspot** - Inbound marketing, social media, SEO, strategy, analytics
- **eMarketer** - Research / analysis
- **Seth Godin** - Marketing / branding (general)
- **Social Media Examiner** – Social media general
- **Convince & Convert** - Social media and content marketing
- **Content Marketing Institute** - Content marketing
- **Moz** – SEO / digital marketing general
- **Kissmetrics** – Analytics / digital marketing general
- **Digital Buzz** - Digital interactive
- **Viral Blog** – Viral marketing
- **Online Marketing Blog** - Digital PR, social and search engine marketing
- **Digital Marketing Ramblings** – Digital marketing general
- **Marketing Tech Blog** – Digital marketing general

**SOCIAL MEDIA - GENERAL**

- **Social Media Examiner** - “Your guide to the social media jungle”
- **Convince & Convert** - social media strategy and content marketing strategy
- **Danny Brown** - “human side of social media marketing"
- **Chris Brogan** - social media
- **Brian Solis** – a digital analyst, sociologist, and futurist, Solis has influenced the effects of emerging media on the convergence of marketing, communications, and publishing.
- **Social Media Explorer** - social media general – PR slant
- **Web Strategy by Jeremiah** - Web strategy
- **Social Fresh** - Conferences and training
- **We Are Social** – global conversation agency
- **Social Razor** - tools and technology
- **Sprout Social** - news, articles & industry updates
- **Sysomos** - “where social media and the real world collide”
• **Social Media B2B** - news and discussion
  
• **PROBlogger** - Blogging
  
• **Jeff Bullas** - Helping business and personal brands with digital marketing including social media with blogs, Twitter, Facebook, LinkedIn, YouTube and search engine optimization

**RESEARCH/DATA/ANALYTICS**

• **eMarketer** - Research, analysis, trends
  
• **Compete** - “Optimize your digital marketing, business development, media planning and competitive strategy with Compete’s online consumer behavior insights”
  
• **Forrester** – research

**MARKETING - GENERAL**

• **Seth Godin** - Marketing / branding (general)
  
• **Harvard Business** - general marketing articles
  
• **Neuromarketing** - marketing research that studies consumers’ sensorimotor, cognitive, and affective response to marketing stimuli
  
• **Growmap** - generating more business, sales, leads, or visitors for different types of Web sites and businesses
  
• **Jim’s Marketing Blog** - tips and ideas to help grow your business
  
• **Mumbrella** – “Covers everything under Australia’s media and marketing and entertainment umbrella”
  
• **Duct Tape Marketing** - Forbes favourite for small business and marketing
  
• **Web Ink Now** - viral marketing strategies using blogs, news releases, ebooks and online media
  
• **Marketo** - latest trends and proven best practices in modern marketing

**ROI/CONVERSION ANALYTICS**

• **Kissmetrics** - Customer intelligence & web analytics
  
• **Online Behaviour** – Marketing measurement & optimization
  
• **Which Test Won** – Conversion optimization
  
• **Marketing Experiments** - Optimization related experiments and case studies
  
• **Occam’s Razor** – Digital marketing & web analytics
The Top Online publications – with multiple articles published per day – for Digital / Marketing / Communications

- **Mashable** - Social media, tech and more
- **ClickZ** - Interactive marketing news, information, commentary, advice, opinion, research, and reference in the world, online or off
- **Marketing Land** - Internet marketing news and analysis, along with columns covering practical tips and strategies
- **Brand Republic – Digital Marketing** – Digital marketing section of online magazine that covers advertising, marketing, media and PR in general
- **Ad Age – Digital** - Digital section of online magazine covering news, intelligence and conversation for marketing and media communities
- **Marketing Week – News** - Marketing news, opinion and information. Covering advertising, media, PR, online marketing
- **Media Bistro** – Social media, advertising & PR, TV & video and more
- **PSFK** - Advertising, design, retail & technology
- **The Drum** - News for the marketing & media industries

6  COURSE EVALUATION AND DEVELOPMENT
Every 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 using end of semester CATEI in class evaluation forms. This gives you the opportunity to evaluate the course, the content and the lecturer anonymously.

7  COURSE SCHEDULE

**Seminar Schedule**

Lectures start in Week 1 and finish in Week 12.

<table>
<thead>
<tr>
<th>COURSE SCHEDULE</th>
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<tbody>
<tr>
<td><strong>Week</strong></td>
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<tr>
<td>Week 1 Thursday 30 July</td>
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<td>Week 2</td>
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<td>Thur 6 August</td>
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<table>
<thead>
<tr>
<th>Week 3</th>
<th>Understanding customers</th>
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<tbody>
<tr>
<td>13 August</td>
<td>Evolution of Kotler’s models</td>
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<tr>
<td></td>
<td>Move towards customer centricity</td>
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<tr>
<td></td>
<td>Contemporary customer journey (demonstrate how contemporary path to purchase, decision making process has changed)</td>
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<td>Creating personas</td>
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**Class participation**
- Developing a persona & customer journey

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Content marketing</th>
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<tbody>
<tr>
<td>20 August</td>
<td>Introduction to content marketing - what, why</td>
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<td>Stage of creating content</td>
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<td>Process &amp; frameworks</td>
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<td>Tools to create: Canva</td>
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<td>Elements of creating a content strategy</td>
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<td>Role of branding</td>
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<td>Metrics of measuring content success</td>
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<td>What are the four types of content to plan? What are the content creation options? What are the four models for distributing content?</td>
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<td></td>
<td>Case studies: Like a Girl, NRMA Living Well Navigator, IFLS, Redbull, Bupa</td>
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</tbody>
</table>

**Class participation**
- Manage the development and implementation of a content piece

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Strategic models</th>
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<tbody>
<tr>
<td>27 August</td>
<td>How to create a digital strategy</td>
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<td>Where does it fit within the overall business strategy</td>
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<td>Managing digital within an organization -</td>
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<td>Organizational change</td>
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<thead>
<tr>
<th>Week 6</th>
<th>Channel planning (1): Website</th>
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<tr>
<td>3 September</td>
<td>Structure</td>
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<td></td>
<td>Role</td>
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<td>Best practices, building and designing</td>
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<td>User flows, UX</td>
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<td>Analytical elements - SEO, SEM</td>
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<tr>
<td>Week</td>
<td>Date</td>
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<td>10 Sept</td>
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<td>17 Sept</td>
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<td>24 Sept</td>
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**Class presentations**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Social Media – Image and visual story telling</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>- Examining Youtube, Pinterest, Instagram, Vine, Snapchat &amp; Periscope</td>
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<tr>
<td></td>
<td></td>
<td>- Rules of engagement</td>
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<tr>
<td></td>
<td></td>
<td>- Role in telling stories/ content</td>
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</tbody>
</table>

Mid-semester break: Saturday 26 September - Monday 5 October inclusive

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Social Media – The business channels</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- Examining Linkedin &amp; Slideshare</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Rules of engagement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Role in telling stories/ content</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Analytics</th>
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<tbody>
<tr>
<td></td>
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<td>- What sort of KPIs, business matrix, dashboards, ROI modeling can</td>
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<td>we use to measure the effectiveness of our digital footprint?</td>
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<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Case studies and problem solving</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>- Deconstructing a marketing/digital problem faced by a client</td>
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<td></td>
<td></td>
<td>- Class involvement in how to tackle it &amp; propose solutions</td>
</tr>
</tbody>
</table>
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 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>
</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: 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>
</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 will be able to: a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and</td>
</tr>
</tbody>
</table>
b. Identify social and cultural implications of business situations.

<table>
<thead>
<tr>
<th>Business Postgraduate Coursework Program Learning Goals and Outcomes</th>
</tr>
</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>
</tr>
<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>
</tr>
<tr>
<td>3. Communication: 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>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 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>
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</tbody>
</table>

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](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](http://subjectguides.library.unsw.edu.au/elise)

To see if you understand plagiarism, do this short quiz: [https://student.unsw.edu.au/plagiarism-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](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: [https://www.gs.unsw.edu.au/policy/documents/plagiarismpolicy.pdf](https://www.gs.unsw.edu.au/policy/documents/plagiarismpolicy.pdf)
10 STUDENT RESPONSIBILITIES AND CONDUCT

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

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

10.1 Workload

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

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

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

10.2 Attendance

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

10.3 General Conduct and Behaviour

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

10.4 Occupational Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://www.ohs.unsw.edu.au/.

10.5 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course website. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.
11 SPECIAL CONSIDERATION
You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General information on special consideration for undergraduate and postgraduate courses:

1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: https://student.unsw.edu.au/special-consideration

2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.

3. Applications will not be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.

4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), not by tutors.

5. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.

6. Special consideration requests do not allow lecturers-in-charge to award students additional marks.

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**: 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