MARK6112
Advanced Topics in Marketing

Course Outline
Semester 1, 2015

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

## PART A: COURSE-SPECIFIC INFORMATION

1. STAFF CONTACT DETAILS  
2. COURSE DETAILS
   - 2.1 Teaching Times and Locations  
   - 2.2 Units of Credit  
   - 2.3 Summary of Course  
   - 2.4 Course Aims and Relationship to Other Courses  
   - 2.5 Student Learning Outcomes

3. LEARNING AND TEACHING ACTIVITIES
   - 3.1 Approach to Learning and Teaching in the Course  
   - 3.2 Learning Activities and Teaching Strategies

4. ASSESSMENT
   - 4.1 Formal Requirements  
   - 4.2 Assessment Details  
   - 4.3 Assessment Format  
   - 4.4 Assignment Submission Procedure  
   - 4.5 Late Submission

5. COURSE RESOURCES

6. COURSE EVALUATION AND DEVELOPMENT

7. COURSE SCHEDULE

## PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8. PROGRAM LEARNING GOALS AND OUTCOMES

9. ACADEMIC HONESTY AND PLAGIARISM

10. STUDENT RESPONSIBILITIES AND CONDUCT
   - 10.1 Workload  
   - 10.2 Attendance  
   - 10.3 General Conduct and Behaviour  
   - 10.4 Occupational Health and Safety  
   - 10.5 Keeping Informed

11. SPECIAL CONSIDERATION
PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturer-in-charge: Dr. Mathew Chylinski
Room QUAD3025
Phone No: 9385 3344
Email: m.chylinski@unsw.edu.au
Consultation Times – Monday 5.00pm-6.00pm (or by appointment)

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Room</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer (Part 1)</td>
<td>Dr. Chylinski</td>
<td><a href="mailto:m.chylinski@unsw.edu.au">m.chylinski@unsw.edu.au</a></td>
<td>QUAD3025</td>
<td>93853344</td>
</tr>
<tr>
<td>Lecturer (Part 2)</td>
<td>Mr. Cochrane</td>
<td><a href="mailto:c.cochrane@unsw.edu.au">c.cochrane@unsw.edu.au</a></td>
<td>TBA</td>
<td>0419359557</td>
</tr>
</tbody>
</table>

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1 (to Week 12): The Time and Location are: Mondays 6pm – 9pm
UNSW Business School Building, Room 115

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

2.3 Summary of Course
The underlying philosophy of this course is that an understanding of consumer behaviour is pivotal to commercial success and a company’s overall performance. More specifically, managers need to know how consumers think, react and behave, in order to design new products, modify existing ones and decide on marketing strategy. In this course we will explore a variety of ways in which understanding consumers at a deep - not superficial - level lead to successful marketing strategies.

Consumer behaviour is very complex and understanding, predicting and modelling it is non-trivial. There is no single ‘magic bullet’ and different approaches offer different ‘lenses’ on the issue. The course is composed of two parts that provide distinct perspectives on consumer behaviour.

Part 1 (The Quantitative Perspective) focuses on the contextual determinants of buyer behaviour which can be observed, measured, and acted upon by an organisation. It provides a platform for loyalty, retention, recommendation, and relationship building. We examine issues to do with habit, loyalty, and switching. Specifically, we consider aspects of the behavioural decision theory and its implications for marketing management. We conclude by examining emerging consumer behaviours, giving particular attention to new technologies.

Part 2 (The Qualitative Perspective) focuses on qualitative approaches to studying and understanding consumers and in particular the specific approach of ethnography. Ethnography focuses on the importance of the cultural frame and cultural meanings. It employs a variety of data gathering tools all sharing a commitment to studying communities and cultures in their natural settings through participant observation and other forms of personal data gathering. Interviews, observation, online forums, photography and film are all part of the ethnographer’s toolkit.
In the business world, ethnography is a popular research method in a growing number of organizations. Companies such as Intel, Procter & Gamble, Nokia, Harley Davidson, and Microsoft have teams of ethnographers researching product design and exploring new market opportunities. Many market research firms either specialize in ethnographic work or include it among their product portfolio. Ethnographies have helped companies develop an in-depth understanding of consumer segments, create empathetic product designs, and generate insights into future consumer trends.

2.4 Course Aims and Relationship to Other Courses

This course is designed for postgraduate students who seek careers in which they will help influence the performance of an organisation through sales and strategic marketing decisions. Sales derive from the behaviour and actions of consumers, customers, buyers and clients. Predicting, understanding and measuring customer behaviour is critically important. In business, consumer behaviour is often measured in terms of purchasing, repeat-buying, duplicate buying, retention and switching. Part 1 of the course will impart an understanding of these measures. The use of practical real-world projects and exercises help show how the concepts and tools explored in this course can be in business to understand consumers and brands, and how this understanding can be applied to the marketing mix and marketing management. Assessment and exercises will focus on application of consumer behaviour concepts to solving marketing problems.

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 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 UNSW 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 Knowledge</td>
<td>Explain the assumptions of standard models of buyer behaviour.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use analytical skills to present information relevant to problems in buyer behaviour.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain why better understanding consumers can be valuable in marketing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apply research tools so as to get “closer” to consumers</td>
<td></td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>Use the standard models of buyer behaviour to interpret and analyse real problems in marketing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contribute to designing appropriate consumer research studies to help solve business problems</td>
<td></td>
</tr>
<tr>
<td>3a Written communication</td>
<td>Construct written work which is logically and professionally presented.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Tutorial Discussion (Part 1)
- Exercises 1-4
- Group projects
- Class discussion
- Individual exercises (Part 2)
- Exercises 1, 3
- Personal learning journal and reflection
3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course
This course has been designed to be:

- Rigorous and informed, in that we consider what is known about consumer behaviour through business practice, research and scholarship;

- Encouraging of critical and independent thinking, including an assessment of the validity of claims made about consumer behaviour. In part 2, the lectures and readings will equip you with a basic understanding of ethnographic approaches to gaining consumer insight, the benefits of these kinds of approaches and a toolkit of methodologies. However, you will gain the most from this subject by further selective independent reading, from the project work for the course and from an exploration of the topic on the Internet.

- Professionally relevant – by looking at workable frameworks, exploring real-world examples and projects, industry best practices, and developing knowledge/skill that will be of value in the workplace;

- Engaging, in the sense of actively having to resolve theoretical and practical problems through written assignments, cases, exercises, classroom/group discussions;

- Diverse in the use of learning and assessment methods, from conventional exams to hands-on exercises;

- Reflective, by relating formal approaches to consumer behaviour to experiences in daily life (we are all buyers of consumer goods and services, many of us also buy on behalf of our businesses).

3.2 Learning Activities and Teaching Strategies
This is a classroom-based course and, as such, the approach will be fairly didactic. However, we will try to vary the pace by having a mix of formal lectures, exercises, case studies and critiques. In Part 2, the approach to learning is quite practical, we will develop skills and then you will
practice implementing them and we will discuss issues and problems to help you overcome them.

The purpose of the lectures is to give you some frameworks for consumer behaviour. These frameworks draw on the accumulated wisdom of both marketing practitioners and academics. It is to be hoped that in looking at these frameworks we can focus on best practice, rather than merely hold up a mirror to what is found in the Australian marketplace at large.

Equally important, lectures provide a forum for debate and discussion, and for a more hands-on approach to the tasks involved in consumer behaviour. A certain proportion of the work will be undertaken in groups, and it will be necessary to engage in group study outside formal working hours. This is your opportunity to apply the material presented in lectures and to use knowledge gleaned from readings and experiences.

Self-study is important too. You cannot expect to develop the desired level of knowledge and skill from merely attending lectures. There are course readings – read them! Also, your attention is drawn to supplementary readings – you are not expected to read all of these, but you should study a selection of them. In particular, many of the readings will highlight alternative perspectives and they will help you hone your skills in making critical evaluations.

4 ASSESSMENT

4.1 Formal Requirements
In order to pass this course, you must:
- achieve a composite mark of at least 50;
- attendance record of at least 80%; 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>Part 1:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise 1 (Report)</td>
<td>20%</td>
<td>750 words</td>
<td>Week 5 (before the lecture)</td>
</tr>
<tr>
<td>Exercise 2 (Presentation)</td>
<td>15%</td>
<td>20 min</td>
<td>Week 6 (in the lecture)</td>
</tr>
<tr>
<td>Part 2:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise 3 (parts a,b,c,d)</td>
<td>30%</td>
<td></td>
<td>Weeks 8, 9, 10, 11 (due before lectures)</td>
</tr>
<tr>
<td>Exercise 4 (Presentation)</td>
<td>15%</td>
<td>20 min</td>
<td>Week 12 (in the lecture)</td>
</tr>
<tr>
<td>(i) Personal learning journal and (ii) reflection on the course</td>
<td>10%</td>
<td></td>
<td>4 June 2015</td>
</tr>
<tr>
<td>On-going:</td>
<td>10%</td>
<td></td>
<td>On-going</td>
</tr>
</tbody>
</table>
Details of each assessment task:

4.3 Assessment Format

Part 1

(1) Exercise 1 (individual Report)
The first exercise is based on four marketing scenarios. You must choose ONE scenario and consult the relevant academic literature (suggested below) to develop a solution for that scenario. The scenarios will be posted on Moodle. The purpose is to help you link academic research with specific marketing problems. This kind of work is often performed by consultants who must solve specific problems for their clients. The maximum length is 750 words.

Assessment Criteria
Work will be assessed into broad grading categories (A, B, etc.), based on the correctness and insightfulness of your answers.
The purpose of this assignment is to:

- Link practical problems with academic research;
- provide an opportunity to link our broad topic to a specific example;
- give you some feedback in the course.

(2) Exercise 2 (Group Presentation)
The second UBB exercise is to deconstruct a specific example of buyer behaviour. In small groups (2-4 people) you are asked to describe buyer behaviour in a specific context. I would like the context to be meaningful to you (e.g., a context where you currently work or have previously worked) – this will help to ground our classroom discussions in the realities and practicalities of a particular context. We need to agree the contexts and group compositions in week 1. You will choose your group project in PART 1 and will be exploring the same topic in PART 2 (see suggested topics in description of group work in Part 2. You will not be limited to those topics but you must agree on the topic with the instructors prior to your presentations).

All groups will be required to make a presentation in week 6 – copies of your slides to be handed in at this time. This should provide thoughts about your example. Please refer to section 7.5 for general guidelines on written assignments. Work must be submitted at the end of class in week 6, accompanied by a signed Assignment Cover Sheet – do not submit by email. Early submissions will be accepted, late ones will be penalized.

Note: Depending on the number of groups, it may be necessary to schedule extra time for presentations. This will be discussed with the class.
PART 2
Exercise 3: INTERVIEW GUIDE

You will each write an interview guide for how you think you should best approach the interviews to explore further your chosen group topic

The guide needs to set up the flow for the interview, cover the main areas for exploration and questioning, and suggests some key prompts and areas to probe

We will already have discussed some principles of writing a guide in class, there is a section on this in your set text Interviewing Users by Steve Portigal, and we have provided examples on Moodle

It is important that you design your interview guide with open-ended questions and broad areas for discussion, to make it flow more like a conversation, rather than have a list of survey questions.

You will need to submit your guide via the relevant assignment dropbox on Moodle by Monday 27 April 2015 6pm

Assessment criteria exercise 3
1. Well structured guide (20%)
   Topic areas make sense
   Starts broad and then zones in
   Topic areas and prompts
   Simple and concise
   Builds trust early
   Balance (enough context and enough on particular subject)

2. Open ended and encourages storytelling and descriptive behaviour (30%)
   Open ended Qs
   Questions that invite descriptive behaviour
   Questions that encourage participant to describe particular events
   Insightful prompts
   Attitudes and feelings
3. Good questioning techniques and sensible flow: (20%)
   Context qs that are relevant to topic
   Questions that don’t make assumptions. Fresh eyes.
   Avoid technical language
   Not either/or questions - how do you….
   Build trust early
      General behaviour, specific behaviour and then fine detail
      Flow that makes sense to participants

4. Interesting prompts and question areas that get to the crux of the issue (20%)
   Interesting Qs
   Provocative

5. Set up and ethics (10%)
   Intro
   No right/wrong answers
   Recording
   Confidentiality
   Release

Exercise 4: CONDUCT INTERVIEW (1 of 2) PLUS WRITTEN OVERVIEW OF IT

Before you begin this individual task, as a group you must have done the following:

- Decided the aspect or angle that you think as a group you might like to explore (there is always room to adapt this later as you discover new findings / avenues)
- Decided WHO you will be interviewing (so that your group project is consistent and focused). NB Not everyone in the group needs to interview the same people but there needs to be an overall plan.
- Agreed an interview guide that ALL your team members will use (for consistency across the project). The interview guide that you use for the interviews should combine the best elements from all of your team members guides and anything else you have learned from feedback in class.
Make an appointment to do the interviews, preferably in your subject’s own space (e.g. home, office etc.). Inform the person that the interview might take anywhere between 45 and 60 minutes. Mention to them you will be recording the interview. Also ask them if it is OK to take any pictures while you are there.

Bring a tape/digital recorder to record your interviews or be prepared to take extensive notes. Conduct the interviews. Listen carefully as the person speaks and be professional and courteous. The interview should be more like a conversation rather than a question and answer investigation. If you wish you may take notes however this can be distracting to the interviewee and affect your ability to observe their emotional reactions and connect deeply with what they are saying. Immediately after you finish and leave, we recommend you write field notes based on your observations/impressions, usually a couple of pages of notes. Write the time and date and the name and any other details of the person(s) interviewed.

For each interview, you will need to submit an overview of important findings and insights you made (10 – 15 points) and supporting quotes you found interesting / revealing which illustrate these observations/insights. To do this, look back over your field notes, contemplate what you have seen and refer back to the recording you have made so you can find and transcribe the most interesting and/or important quotes. You need to make it clear for the quotes you use, why you find that quote especially interesting and be sure it illustrates the point you are trying to make. This exercise should be 3 – 5 pages per interview.

You need to submit this written account of your FIRST INTERVIEW via MOODLE by Monday 4 May 2015 6pm

**Assessment criteria exercises 4 and 5**

1. Interesting insights and observations (45%)
   Thoughtful observations
   Relevant to topic
   Alignment or non-alignment with cultural norms
   Observations on specific behaviour (how)
   Specific examples as well as generalisations
2. Linking what the person said with who they are (20%)
Some sense of who person is and context of their lives

3. Quotes that illustrate the points being made: (25%)
Pithy
Relevant to point being illustrated

4. Suitable length and depth (10%)
10 – 15 bullet points, 3 – 5 pages
Covers key subject matter in suitable depth

Exercise 5: CONDUCT INTERVIEW (2 of 2) PLUS WRITTEN OVERVIEW OF IT

We would expect your written interview to show developing skills and interviewing sophistication

You need to submit this written account of your FIRST INTERVIEW via MOODLE by Monday 11 May 2015 6pm

Exercise 6: VISUAL OBSERVATION EXERCISE

Before you begin this individual task, as a group you must have done the following:

• Decided the aspect or angle that you think as a group you might like to explore (there is always room to adapt this later as you discover new findings / avenues)
• Decided WHO you will be interviewing (so that your group project is consistent and focused). NB Not everyone in the group needs to interview the same people but there needs to be an overall plan.
• Decided WHAT behaviour/setting etc. you will be observing. NB Not everyone in the group needs to observe the same behaviour setting, in fact variety may be important here but there needs to be an overall plan.
For this exercise, you will have to select a relevant research setting for your group project (for example a coffee shop or home breakfast occasion if you have picked coffee culture, a driving journey with someone driving for the road safety project, or an occasion where people are actually using social media for the brands and social media project). You need to observe this behaviour very closely as well as document some portions of the setting or the process visually, either through photographs or video. If there are some aspects of the process you do not fully understand you can ask exploratory or clarifying questions of your subject so you can get clearer about the significance or purpose.

In a written account, no more than 1-2 pages, describe in fine detail what you saw. Try to interpret, speculate, and extrapolate from the scene, but beware of imposing your own value system. The aim is to understand from the participant subjects point-of-view what matters and what is important. We would like to see the paper laid out beginning with a description of the physical setting and ambience, then of the participants, and anyone else involved and what you can infer from their appearance, and then of their behaviours, and what you can infer from these. Do not worry if you fail to cover "everything." An observation grid which helps you identify all the different things to look for will be provided. To make things easier you can use the same subject as one of your interviewees, and combine the observation exercise and interview into a single occasion. E.g. observe someone in a café and then conduct the interview afterwards, OR discuss social media usage, its role and meaning and then observe actual behaviour on social media.

You need to submit this written account of your visual observation via MOODLE by Monday 18 May 2015 6pm

**Assessment criteria exercise 6**

Describe behaviour and context in fine detail: 25%

Use an observation grid or similar effectively to explore all aspects of what is being observed: 15%

Notice or comment on tools, systems, media, symbolic objects and rituals: 10%
Make relevant connections /associations between the behavior observed, the subject and the topic being explored: 25%

Make interesting conclusions and analysis about what is being observed and how this reflects, differs from or highlights aspects of cultural or expected norms: 25%

PERSONAL LEARNING JOURNAL AND REFLECTION ON THE COURSE

We want you to reflect on two things:

1) how you would now improve on EACH OF your different exercises (i interview guide, ii interviews, iii observation from what you have learned over the course. This is an opportunity for you to identify the limitations of your own research (what could you have done better?) and your ability to evaluate yourself. (APPROX. 600 WORDS)

2) what you now feel are the benefits of using an the different approaches you have learned about. What can be learned by to talking to and observing consumers in depth and reflecting on the meanings of behaviours and attitudes within the frame of contemporary culture and how that is different from what you can learn from other kinds of research (e.g. quantitative studies). How does this kind of learning differ from the more structured, quantitative approaches explored in PART 1. What did you learn from the different techniques covered in these exercises / over the course? How are these techniques complementary to each other and to other kinds of research? What are the limits/benefits of an ethnographic approach and of quantitative approaches? What you have learned from the class and how you can apply these learnings to the business world?

(APPROX. 800 - 1000 WORDS)

At the end of your report, please include your peer review form (see Appendix 5).

You need to submit this personal learning journal and reflection on the course via MOODLE by Monday 1 June 2015 6pm

GROUP PROJECTS (Part 2)

First of all, it’s important to understand that the individual work you do for your individual assessment tasks in PART 2 will essentially form the fieldwork for your group project.

You will choose your group project in PART 1 and will be exploring the same topic in PART 2. Below, we have given you an example group project based on coffee culture in Sydney. Your particular projects, the angle you choose to explore will be decided by your group but should be discussed with Charlie Cochrane, your lecturer for STAGE 2 to be sure you are on the right track. We will try to find you suitable readings and give you pointers and help about your approach.
Coffee Culture

Overview of the project
To talk about “coffee culture” rather than simply to talk about coffee, is to recognize that the way we consume coffee, for example in large Australian cities, is very specific to who and where we are, and the changing meanings of coffee and its role in society. The fact that the US coffee chain Starbucks was so unsuccessful in trying to replicate the American way of selling and consuming coffee in Australia indicates that Australian consumers have very different expectations. Furthermore, we can say that coffee has a variety of symbolic meanings and that these meanings will vary across cultures. As Denny and Sunderland explain in the preface of their book “[the] consumption [of coffee], and its meanings are cultural matters that can only be understood with attention to cultural context, whether in Benton Harbor, Michigan, or Bangkok, Thailand.” (p. 16).

Equally it’s true that even in Australia, coffee is not one thing to all people. Whilst for some ‘coffee’ means consuming instant coffee at home alone, for others it might be a social experience at Gloria Jeans. Even amongst different cafes, the choice of café and the coffee they serve may have much significance. Coffee has a wide range of different meanings and functions depending on the user and who they are.

For this project, you will have to describe for us something about the culture of coffee in Sydney today. You will do this by observing people drinking coffee and talking to them about coffee. Some of the questions that may help you structure your inquiry are: what are all the different ways/occasions that people consume coffee? What are the rituals people go through when consuming coffee? What are the cultural meanings of coffee? How are these changing? How does coffee culture and coffee drinking appear to be evolving? Be very aware of who it is that you are talking to and how their frame of reference may not be the same as that of others. Eventually, you will have to think about and develop commercial implications for your findings.

Project Structure
Here we want to give you as much help as possible to design your project from beginning to end. This is not a strict guide, but should give you an idea of what we expect to see you do.

1. Long interviews
The first stage of the project involves each group member talking to and interviewing 2 people about their coffee consumption, or their non consumption, if you decide that interviewing people who do not drink coffee is important.

2. Observation exercise
Each group member will have to do at least one observation in a public or private setting. An example of observation in a public setting may be spending an hour on a coffee shop on campus and taking notes about the activities taking place, how people act and react. An example of private observation may be going to one of your friends’ places in the morning, a coffee drinker, and watch him/her go through his breakfast ritual. The goal of this exercise is to capture in detail what people do and how, to complement our analysis.

3. Rituals and symbols
Each group member will write about relevant rituals and symbols that they have observed / heard about

4. Data Analysis (we will explore how to analyse your data in class 4)
Your analysis should develop a nuanced understanding of the different behaviours around and meanings of coffee in contemporary Sydney culture. We want you to show us the different ways coffee exists in people’s lives as a functional, ritual and social object/activity. Where does coffee sit in relation to other parts of people’s lives, who they see themselves as being, how they structure time, and/or interact with others. How is it different to other kinds of drinks? Having developed this matrix of meanings, we need to understand how different brands (connected with coffee) have exploited these meanings.

5. Commercial Implications

Here you have to think about what this could mean for a company involved in the some aspect of the coffee business: what are the ideas for new product development or new service development that you can come up with based on your study? What advice would you give advertising agency on fresh or relevant ways sell coffee in Australia?

Useful Books and Articles

Group Presentations
For these group presentations, we are going to evaluate you the same way a market research or a consulting company would be evaluated: your presentation must have impact. We want to really encourage you to be creative with your presentation, both in terms of format and content. For your group presentation, we want to see if you are able to tell a compelling story about your most interesting findings. What we are looking for here, are not presentations where you show us in great detail what you have done, but a presentation where you focus on the most interesting and surprising findings of your project, as well as the most promising market applications for these findings.

You are free to experiment with the format of the presentation. Your only constraint is time: you will have only 20 - 25 minutes to deliver your presentation. We will be very strict about this and you will be penalized by two points for every minute you go past 25 minutes. This is to ensure everybody has the same amount of time, and we are able to wrap up the class on time.

You do not have to include specific sections in your presentations. But you will have to do two things well: tell us what your most interesting and surprising findings were; tell us what this may mean in terms of commercial implications. Include a short section about methodology – not to reiterate that you did interviews and observations but to explain who you talked to, why you chose them, what you observed and why.
What we encourage you to do is to find a structure for your findings so they tell a story

You will be evaluated on the following criteria:

1. Compelling Delivery: Did the team make efforts to connect and engage with the audience by delivering a lively and impactful presentation? Did the team focus on surprising and interesting findings rather than a bullet point of unsurprising statements? [30%]

2. Well-Structured and Surprising Description of your Findings: most company executives will be most interested in getting some fresh insights about their brand or their category. So here we want to evaluate whether you have found a good story to tell your findings, that you have structured your findings in such a way that we really go away thinking we have learnt something new. [40%]

3. Incisive Managerial Recommendations: are your recommendations linked to your findings? Is your recommendations innovative, showing out-of-the-box thinking? Are your recommendations realistic and feasible? [30%]

Group presentations and accompanying powerpoint deck to be submitted during Lecture 12 on 25 May 2015

Assessment Criteria Part 1

Formal assessment criteria are attached at the end of this. The criteria include: insights into the behaviour of buyers in your chosen context, your ability to make use of theory/frameworks, and research support.

The purpose of this assignment is to:

- set our classroom based discussions into a particular context;
- apply theoretical concepts in a specific business context, in order to integrate theory and practice in understanding buyer behaviour;
- work effectively and discursively in a group environment.

(3) Participation
I am keen to have your thoughtful and constructive contribution to class discussion. You need to come to class prepared to discuss readings, cases, exercises and other course materials. If you do not attend classes regularly, you put aspects of your final grade in great peril. As noted in section 7.2, you are required to attend at least 80% of classes.

Assessment Criteria
Participation will be assessed into broad grading categories (A, B, etc.). You will not get full marks simply for turning up to class – I am assessing the quality of your contribution.

Purpose of Assessing Participation
The purpose is to:

- recognise your contribution to in-class debate and discussion;
- encourage you to articulate and communicate your (informed) points of view;
- assist your fellow classmates to gain a better understanding of the topic area.

4.4 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.

4.5 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

PART 1
The stance taken in this course occasionally runs counter to most standard textbooks. This is one of the justifications for having the course otherwise you could simply study the material by reading a book.

Nevertheless, I recommend the following books and you should find copies in the library and the bookshop:


A very useful and relevant business-oriented book in this field is:


Several supplementary readings may be placed on Moodle.

Supplementary readings are not mandatory, but they should be read selectively to give you a broader, deeper and more critical understanding of the material presented in this course. Keep in mind that these readings are merely a selection of the relevant papers. They have been chosen to illustrate a point or provide a perspective on a subject under discussion, but you should try to track down additional readings.

For Exercise 2 you are encouraged to read more widely. Textbooks, specialist books, popular books, case-histories, journals, web-sites, market research reports, inside knowledge, etc. – all these can be of help. A list of further sources is available on Blackboard.

Typically, you will gain much more from this course by trying to get below the surface of the subject. So, do not only rely on formal lectures, assignments, readings, etc. Here are a few suggestions on how to do this:
• Reflect on your own behaviour and that of people around you. How often do you buy particular products, services and brands? Do you think your buying behaviour is normal? How would you know? Why might we be interested in this as marketers? In an organisational setting, what information do you capture about the behaviour of your buyers? How do you use this information (or does it gather dust on top of your filing cabinet)?

• As an experienced business person you are probably in the habit of scanning relevant trade/business magazines and online resources such as The Economist, McKinsey Quarterly, Forbes, Boss Magazine, AdMap, Professional Marketing, B&T Weekly, AdNews, Mumbrella etc. These tend to have a lot of industry gossip, but look past this and see what insights they can provide into buyer behaviour (and what they fail to say!).

• You know only too well that success in marketing isn’t a purely intellectual matter. It also depends on application, motivation, insight and flare. Certain skills are honed in this course (see section 3), but I do not claim this is a substitute for experience. So, try to practice your skills outside the classroom – if you are working, take the ideas we discuss back to the workplace and assess whether they help or hinder (let me know if they hinder!).

These are just a few of the ways in which you can help to make UBB ‘come alive’. Of course, you need the formal knowledge as well, otherwise you will merely have a long list of anecdotes, gut-feelings and war-stories.

PART 2
The textbooks for part 2 of the course are:

Interviewing users. Steve Portigal. Rosenfeld 2014

Doing Anthropology in Consumer Research, Sunderland, Patricia L
Left Coast Press 2007

Specific readings, links, videos, etc. and an extended recommended reading list will be posted on Moodle

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

6 COURSE EVALUATION AND DEVELOPMENT
An example of possible wording:
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 [e.g. end of semester CATEI evaluations and …] Feedback from previous students indicated … As a result of this feedback, …
## 7 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Discussion</th>
<th>Activity</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>INTRODUCTIONS AND OVERVIEW</strong></td>
<td></td>
<td>Course Overview</td>
<td>Mathew Chylinski &amp; Charlie Cochrane</td>
</tr>
<tr>
<td>w/c 2 March</td>
<td>- The Importance of CB (the $ impact)</td>
<td></td>
<td>Find your Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The ethnographic approach How this can deliver a different perspective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Models of CB (Leverage points &amp; choice)</td>
<td></td>
<td>Do we need models?</td>
<td>Mathew Chylinski</td>
</tr>
<tr>
<td>w/c 9 March</td>
<td>Framedworks for Judgment &amp; Decision Making (The fuzzy, the messy, and the unpleasant)</td>
<td></td>
<td>Where do preferences come from?</td>
<td>Mathew Chylinski</td>
</tr>
<tr>
<td>Week 3</td>
<td>Behavioural Decision Theory (Tricks of the trade)</td>
<td></td>
<td>Can we change them?</td>
<td>Mathew Chylinski</td>
</tr>
<tr>
<td>w/c 16 March</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Self v. Others (Blind man and an elephant)</td>
<td></td>
<td>Why won’t they learn?</td>
<td>Exercise 1</td>
</tr>
<tr>
<td>w/c 30 March</td>
<td></td>
<td></td>
<td></td>
<td>Mathew Chylinski</td>
</tr>
<tr>
<td></td>
<td>Mid-semester break: Good Friday 3rd April - Sunday 12 April</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>The Future is Here (Will technology save us…)</td>
<td>Presentations</td>
<td>Exercise 2 (Presentation)</td>
<td>Mathew Chylinski</td>
</tr>
<tr>
<td>w/c 13 April</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Overview of Ethnography Writing an interview guide</td>
<td></td>
<td>Read case histories before lecture</td>
<td>Charlie Cochrane</td>
</tr>
<tr>
<td>w/c 20 April</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>The Ethnographic Interview</td>
<td></td>
<td>Exercise 3</td>
<td>Charlie Cochrane</td>
</tr>
<tr>
<td>w/c 27 April</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Observations Skills</td>
<td></td>
<td>Exercise 4</td>
<td>Charlie Cochrane</td>
</tr>
<tr>
<td>w/c 4 May</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Data Analysis</td>
<td></td>
<td>Exercise 5</td>
<td>Charlie Cochrane</td>
</tr>
<tr>
<td>w/c 11 May</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Community Ritual and Symbols</td>
<td></td>
<td>Exercise 6</td>
<td>Charlie Cochrane</td>
</tr>
<tr>
<td>w/c 18 May</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Group Presentations</td>
<td></td>
<td>Peer assessment</td>
<td>Mathew Chylinski &amp; Charlie Cochrane</td>
</tr>
<tr>
<td>w/c 25 May</td>
<td>Different methodological approaches and their benefits</td>
<td></td>
<td></td>
<td></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 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.

### Business Undergraduate Program Learning Goals and Outcomes

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

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

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

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

5. **Ethical, social and environmental responsibility:** Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice. You will be able to:
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b. Identify social and cultural implications of business situations.

### Business Postgraduate Coursework Program Learning Goals and Outcomes

1. **Knowledge:** Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and...
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:
- Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose,
- 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:
- Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice,
- Consider social and cultural implications of business and/or management practice.

### 9 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: [https://student.unsw.edu.au/plagiarism](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).

### 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](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 web site. 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.