MNGT5356
Digital Business and Marketing Strategy

Course Outline
Session 4, 2017

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Course Coordinator and Facilitator: Craig Tapper
Phone: 0414 616 012
Email: craig.tapper@unsw.edu.au
Consultation Times: Before or after scheduled classes (or by appointment)
Outside of class contact times, students should feel free to email or call on the mobile phone number provided to make contact and discuss issues. Appointment times can be arranged for face-to-face meetings as required.

2 COURSE DETAILS

2.1 Teaching Times and Locations
There will be two two-day workshops for this course, one in February and one in March. Information about these and their locations can be found on the AGSM website and by logging in to the Google Calendar.

In addition to the workshops, there are a series of independent coaching/mentoring sessions for participating students – these are scheduled differently for the full-time and part-time MBA programs. Specifically:

1. Students of the AGSM full-time MBA program will meet with Craig at the AGSM Kensington Campus from 09:30-10:15 on the following Fridays:
   13 & 27 January, 10 & 24 February, 10 & 31 March 2017

2. Students of the part-time MBA programs will participate in webinars lead by Craig from 19:30-20:15 on the following dates:
   23 January, 6 & 27 February, 13 & 27 March 2017

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

2.3 Summary of Course
The course is structured around developing an appreciation that industries and organisations today are being disrupted by new and emerging digital business models that transform and generate superior ecosystems, offer superior value propositions for customers and are based on faster, more agile and more value-accretive structures, economies and efficiencies.

So we will start by developing an appreciation of the structures, strategies and practices that drive these new and emerging digital business models and then explore how marketing, in particular, is playing a critical role in identifying, defining, creating and delivering these new value propositions using, and by creating, real-time dialogues and omni-channel experiences for the increasingly digitally savvy, empowered and demanding customers.
We will collaborate to discover, understand and apply key concepts and models from state-of-the-art research (including research from the major consulting houses such as BCG, Bain, McKinsey and Accenture, as well as academic literature). We will use this to identify how to understand and anticipate new possibilities in ecosystems and the business models they enable, how to generate change, and how and why strategic management and marketing in a digital marketplace differs from traditional models and frameworks. In particular, we will explore the emergence of digital or platform ecosystems and how real-time customised marketing at scale co-creates value with ‘always on, networked customers’ built on real-time customer and channel insights derived from data analytics and ‘big data’. The course will have a particular focus on marketing services using an omni-channel (through the line) mindset.

The course involves understanding theoretical concepts and applying them in class to case studies, presentations by guest speakers from industry, in class and between class in a team project to develop a digital marketing strategy in a live business application setting. Students will be involved not just by listening and absorbing concepts and frameworks, but also by delivering content sessions, conducting research on key issues and practices in the marketing of services in a digital environment and in applying the knowledge in an applied business setting.

2.4 Course Aims and Relationship to Other Courses

This course focuses on the key elements (business models, strategies, channels, culture, communications, strategy, operations, people and technology) that leaders of organisations must integrate to establish and sustain digital or omni-channel business models. This includes creating ‘signature value’ exchanges in real-time with digitally engaged and empowered customers (both B2B and B2C). While the course examines broad issues in creating and managing a digital business, an additional core theme is to glean lessons for managing in a digital marketing omni-channel, real time, agile marketing environment.

This course flows from and more deeply develops a number of concepts that students will have completed in their core Marketing Management and Strategy/Strategic Management subjects. This course is built on the understanding that digitisation and analytics are driving one of the most fundamental transformations in organisational, and particularly marketing, strategy in a century – perhaps since the industrial revolution and certainly in the post-Second World War era.

This course is based on the recognition that the strategies needed to build businesses that create, communicate and deliver unique value propositions to targeted segments in a global and digital ecosystem and marketplace differ from the traditional strategies based on ‘bricks and mortar, mindsets and models’. It is based on evidence from the transformations already well underway in a range of industries including technology, telecommunications, media, software services, entertainment, banking, finance and investment, legal and consulting advice, public and private health, tourism, travel and accommodation, insurance, music distribution, retail, search engines and online social networking. It is also based on the recognition that the business models, strategies, leadership and marketing required in such environments are fundamentally different from how business and marketing strategy have been managed previously. Extending the understandings generated in the study of Marketing Management and Strategy, this course will investigate the unique challenges and particular disciplines and approaches that lead to success in marketing in a digitally disrupted marketplace, and create a platform for the later integrative strategy subjects and projects.
2.5 Course Learning Outcomes

By the end of this course, you should be able to:

1. explain the range of forces that are disrupting industries, such as globalisation and digitisation
2. describe how these forces have transformed the elements of viable business models in industries undergoing digital transformation
3. explain the characteristics of successful strategic leadership in a digital ecosystem
4. explain the characteristics of successful marketing in a digital enabled, omni-channel, real-time global marketing environment
5. collaborate in a team to generate an effective digitally relevant business/marketing plan
6. analyse and apply tools to identify issues and create superior performance in a digital ecosystem
7. communicate a recommended strategy solution to an executive or executive team
8. apply the tools appropriate to design and operate an effective digital business/marketing plan.

The Course Learning Outcomes are focused on what you should be able to do by the end of this course if you participate fully in the 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 UNSW 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’).

<table>
<thead>
<tr>
<th>MBA Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Goal 1: Business Management Knowledge</strong></td>
</tr>
<tr>
<td>Students should be able to identify and apply current knowledge of disciplinary and interdisciplinary theory and professional practice to general management and business within diverse situations</td>
</tr>
<tr>
<td><strong>Learning Goal 2: Critical Thinking</strong></td>
</tr>
<tr>
<td>Students should understand and be able to identify, research and analyse complex issues and problems in business and develop appropriate solutions</td>
</tr>
<tr>
<td><strong>Learning Goal 3: Communication</strong></td>
</tr>
<tr>
<td>Students should be able to produce written documents and oral presentations that communicate effectively complex disciplinary ideas and information for the intended audience and purpose</td>
</tr>
<tr>
<td><strong>Learning Goal 4: Teamwork</strong></td>
</tr>
<tr>
<td>Students should be able to participate collaboratively and responsibly in teams and to reflect upon their own contribution to the team and on the necessary processes and knowledge within the team to achieve specified outcomes</td>
</tr>
<tr>
<td><strong>Learning Goal 5: Responsible Business</strong></td>
</tr>
<tr>
<td>Students should be able to appraise ethical, environmental and sustainability considerations in decision making and in practice in business</td>
</tr>
<tr>
<td>Students should be able to consider the social and cultural implications of management practices and of business activities</td>
</tr>
<tr>
<td><strong>Learning Goal 6: Leadership</strong></td>
</tr>
<tr>
<td>Students should be able to reflect upon their own personal leadership style and the leadership needs of business and of teams</td>
</tr>
</tbody>
</table>
Learning Goal 7: International Perspective
Students should understand the needs of undertaking business within a global context
Students should be able to apply business management knowledge to business situations within global markets with due recognition for differences in cultural, legal, commercial and other issues

Learning Goal 8: Risk Management
Students should be able to demonstrate an understanding of the limits in precision and the risks associated with business models
Students should be able to appraise risk and to develop risk mitigation strategies applicable to business undertaken within uncertain and volatile environments

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

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This course helps you to</strong></td>
<td><strong>On successful completion of the course, you should be able to:</strong></td>
<td><strong>This learning outcome will be assessed in the following items:</strong></td>
</tr>
<tr>
<td><strong>achieve the following MBA Program Learning Goals</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Business Management Knowledge</td>
<td>• explain the range of forces that are disrupting industries such as globalisation and digitisation</td>
<td>• Reflective Report &amp; Individual Assignment</td>
</tr>
<tr>
<td></td>
<td>• explain the characteristics of successful marketing in a digital enabled, omni-channel, real-time global marketing environment</td>
<td>• Reflective Report &amp; Individual Assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Team Presentation</td>
</tr>
<tr>
<td>2 Critical Thinking</td>
<td>• analyse and apply tools to identify issues and create superior performance in a digital ecosystem</td>
<td>• Reflective Report &amp; Individual Assignment</td>
</tr>
<tr>
<td></td>
<td>• apply the tools appropriate to design and operate an effective digital business/marketing plan</td>
<td>• Team Presentation</td>
</tr>
<tr>
<td></td>
<td>• describe how these forces have transformed the elements of viable business models in industries undergoing digital transformation</td>
<td></td>
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<tr>
<td>3 Communication</td>
<td>• communicate a recommended strategy solution to an executive or executive team</td>
<td>• Individual Assignment</td>
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<tr>
<td></td>
<td></td>
<td>• Team Presentation</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>• collaborate in a team to generate an effective digitally relevant business/marketing plan</td>
<td>Individual Reflection on the effectiveness of Team Activities</td>
</tr>
<tr>
<td>5 Responsible Business</td>
<td>Not specifically addressed in this course, but will be incorporated as appropriate in regular class discussions</td>
<td></td>
</tr>
<tr>
<td>6 Leadership</td>
<td>• explain the characteristics of successful strategic leadership in a digital ecosystem</td>
<td>• Individual Assignment</td>
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<td></td>
<td></td>
<td>• Team Presentation</td>
</tr>
<tr>
<td>7 International Perspective</td>
<td>• explain the range of forces that are disrupting industries such as globalisation and digitisation</td>
<td>• Reflective Report and Individual Assignment</td>
</tr>
<tr>
<td>8 Risk Management</td>
<td>Not specifically addressed in this course</td>
<td></td>
</tr>
</tbody>
</table>
3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course
The approach to learning and teaching is highly interactive and will involve in-class activities, guest speakers, simulations, case studies, reflections and debates on best practices, as well as preparation before class and reflection after class using multimedia and readings.

All students are expected to offer insights and to share their experiences, as will the Facilitator who is not only an experienced teacher of marketing (and digital marketing in particular) but has a multi-decade career as a business executive and marketing practitioner and consultant in Australia and internationally in a range of industries including telecommunications, management consulting, commercial services, retail management, public health services, banking, conferences and events, and executive education.

The learning and teaching philosophy is based on the belief that the most effective learning for adults in higher education comes via interactive and applied experiences. Therefore, while some lectures and content discovery will play a foundation part of activities (not necessarily always in class) the exploration of practical applications via case studies, field research, guest speakers and individual and team research will play just as important a role. The key challenges from each class will be how to apply models, concepts, frameworks and research to the practice of managing and marketing a digital business in a national and international setting. Students will be expected to come to class prepared, having studied class materials, read key readings and sections of relevant texts, and researched relevant examples. They must be prepared to discuss, challenge and debate the application of what they are reading to the practices of services marketing management.

3.2 Learning Activities and Teaching Strategies
The course will include presentations typically accompanied by PowerPoint presentations, some short in-class information sessions, some discussion of key models, concepts and frameworks accompanied by individual and team application exercises, case studies and field research activities. These will be integrated progressively to create a platform of reasoned conclusions about (1) what strategies in digital and omni-channel business and marketing strategy are most effective; (2) why they are effective; and (3) how they shape and guide the role of managers in digital and omni-channel organisations.

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

The assessment for this course has been designed to help all students to maximise their individual learning opportunities. The assessment items cover and apply all the main knowledge and skills areas in the course. In particular, they provide you with an opportunity to:

- practise, display and improve individual business-report communication and presentation skills relevant to digital marketing management using both textual and multimedia
- develop skills in gathering information through research, analysing and evaluating data and using it as the basis for reasoned arguments and strategy recommendations
- share ideas, knowledge and to consider and evaluate different perspectives on common issues
- receive ongoing feedback as the basis for adjusting and improving your independent learning
- simulate, as far as possible, real-world problem solving and practice in an environment in which you feel safe to experiment and learn
- synthesise and integrate the core concepts and issues raised in the course materials, lectures and activities.

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Description</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Report</td>
<td>20%</td>
<td>A Reflective Report of 1,500 words double-spaced 12 point font detailing key lessons gained in the first quarter of the course</td>
<td>No later than 23:59 on Sunday 5 February 2017</td>
</tr>
<tr>
<td>Individual assignment</td>
<td>35%</td>
<td>2,500 words double spaced in 12 point font or equivalent audio or video presentation</td>
<td>No later than 23:59 on Sunday 19 March 2017</td>
</tr>
<tr>
<td>Team Report</td>
<td>30%</td>
<td>3,500 words double spaced in 12 point font or equivalent audio or video presentation</td>
<td>No later than 23:59 on Sunday 9 April 2017</td>
</tr>
<tr>
<td>Individual Reflection on the learning(s) from Team Activities</td>
<td>15%</td>
<td>A 3-5 minute visual and audio or video presentation</td>
<td>No later than 23:59 on Thursday 13 April 2017</td>
</tr>
</tbody>
</table>

Marking Criteria

The criteria against which the team presentation, team report and individual assignment will be evaluated are detailed in the following section. Each nominated assessment criterion will be evaluated using the following grading scale (details of these and their relationship to the assessment criteria is covered in the Marking Rubric section):

- **High Distinction** – your response to this assessment task indicates a level of competence clearly greater than that expected of MBA students at this point in their studies.
- **Distinction** – your response to this assessment task in places (but not consistently) indicates a level of competence that at times is greater than that expected of MBA students at this point in their studies.
- **Credit** – your response to this assessment task indicates a level of competence consistent with that expected of MBA students at this point in their studies.
- **Pass** – your response to this assessment task indicates a level of competence that is in places less than that expected of MBA students at this point in their studies.
Detailed explanations of the various assignment tasks follow.

Reflective Report (20% of marks for the course)

Students are required to submit a reflective report of no more than 1,500 words +/- 10%, double-spaced in 12-point font by 23:59 on Sunday 5 February 2017. The report is required to capture and detail at least one key lesson or insight derived from any of the materials covered in Topics 1 to 4.

The report should address the following three issues:

1. What was the model, concept or framework covered in the materials of the course up to and including Workshop 1 that you thought was most valuable or insightful?  
   (10 marks)

   **Assessment criteria:**
   - Degree to which the student has demonstrated understanding of digital business and marketing models, concepts and frameworks covered in the course.

2. Explain in detail how the model, concept or framework is used or applied. This means that you need to detail the model, concept or framework in sufficient depth to demonstrate you understand them.  
   (30 marks)

   **Assessment criteria:**
   - Degree to which the student has applied models, concepts and frameworks covered in the course to relevant evidence and data and derived insights through that process.

3. Outline how the use of the model, concept or framework that you have selected should influence the practice of strategic and marketing management in a specific organisational management setting.

   **Note:** In demonstrating this last criterion you are required to specifically relate the concept to a particular organisational setting such as ‘strategic management and marketing for a major retail bank…’ or ‘strategic management and marketing a professional advisory firm such as a major management consultancy…’ and not simply recount generalised lessons. However, the choice of setting or illustration has no impact on the mark – you are free to use any relevant services marketing setting to illustrate the practical application.  
   (60 marks)

   **Assessment criteria:**
   - Degree to which the student has demonstrated understanding of digital business and marketing models, concepts and frameworks covered in the course.
   - Degree to which the student has applied models, concepts and frameworks covered in the course to relevant evidence and data and derived insights through that process.
   - Degree to which the student has used insights derived from analyses to construct well-reasoned arguments for positions and conclusions that they have taken.
Individual Assignment (35% of marks for the course)

Students are required to submit a report of no more than 2,500 words +/−10%, double-spaced in 12-point font by 23:59 on Sunday 19 March 2017.

The report must analyse and critique the digital marketing strategies of an organisation of the student’s own choosing (i.e. each student can nominate the organisation whose digital marketing strategies they wish to critique) against concepts, models and frameworks covered in Topics 1 to 8 of the course.

Each student is required to present a report based on the critique of the digital business and marketing strategies used by the organisation or a business unit or brand controlled by the organisation.

The report can be in written form or the equivalent amount of content in an audio or video format (i.e. a limit of 2,500 words double-spaced in 12-point font is set for a written format report; any student who prefers to submit a podcast/audio or video report would be required to deliver content of about the same number of words and images).

While the assignment topic (target organisation) can vary, the issues that must be addressed in the assignment are as follows.

Issue 1 (15% of assignment marks):
What is the organisation’s approach to digital marketing – specifically, what is the focus or what are the digital marketing activities, practices and strategies being employed in the organisation’s marketing program?

Assessment criteria:

- Degree to which the student has demonstrated understanding of digital business and marketing models, concepts and frameworks covered in the course.
- Degree to which the student has applied models, concepts and frameworks covered in the course to relevant evidence and data and derived insights through that process.

Issue 2 (35% of assignment marks):
Are the digital marketing activities, practices and strategies being employed in the organisation’s marketing program effective considering:

- the targeted segment needs and wants
- the objectives that the organisation is seeking to achieve?

Assessment criteria:

- Degree to which the student has demonstrated understanding of digital business and marketing models, concepts and frameworks covered in the course.
- Degree to which the student has applied models, concepts and frameworks covered in the course to relevant evidence and data and derived insights through that process.

Issue 3 (25% of assignment marks):
Given the insight and analyses of the digital marketing activities, practices and strategies being employed in the organisation’s marketing program obtained earlier, what are they doing right and what could be improved?

Assessment criteria:

- Degree to which the student has used insights derived from analyses to construct well-reasoned arguments for positions and conclusions that they have taken.
• Degree to which the student communicates in an appropriate, professional and engaging manner.

**Issue 4 (25% of assignment marks):**
Recommend ways you think the organisation can improve its services marketing efforts.

**Assessment criteria:**
• Degree to which the student has used insights derived from analyses to construct well-reasoned arguments for positions and conclusions that they have taken.
• Degree to which the student communicates in an appropriate, professional and engaging manner.

In evaluating your report, feedback will be given on how well you address each of the assignment tasks. The following table provides feedback on your assignment against the nominated assessment criteria.

<table>
<thead>
<tr>
<th>Issue 1 (15% of assignment marks):</th>
<th>High Distinction</th>
<th>Distinction</th>
<th>Credit</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the organisation’s approach to digital marketing – specifically what is the focus or what are the digital marketing activities, practices and strategies being employed in the organisation’s marketing program?</td>
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</tbody>
</table>

<table>
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<tr>
<th>Issue 2 (35% of assignment marks):</th>
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<tbody>
<tr>
<td>Are the digital marketing activities, practices and strategies being employed in the organisation’s marketing program effective considering:</td>
</tr>
<tr>
<td>• the targeted segment needs and wants</td>
</tr>
<tr>
<td>• the objectives that the organisation is seeking to achieve</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue 3 (25% of assignment marks):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given the insight and analyses of the digital marketing activities, practices and strategies being employed in the organisation’s marketing program obtained earlier, what are they doing right and what are they doing that could be improved?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue 4 (25% of assignment marks):</th>
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</thead>
<tbody>
<tr>
<td>Recommend ways you think that the organisation can improve its digital marketing efforts.</td>
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<table>
<thead>
<tr>
<th>Overall Grade</th>
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</table>

**Team Presentation (30% of marks for the course)**
All students are required to participate fully in a team of three to five members. The team is required to develop and present a report related to the following issues and scenario.

**Scenario:** You are asked to present digital business and marketing strategies to address a real ‘live’ digital marketing problem being experienced by an organisation operating in the Australian or international market. Because of confidentiality issues and the potential for conflict between the current employment of students attending from part-time MBA programs, the specific focus of the assignment will be different for students of the full-time and part-time MBA programs.
Students of the Full-time MBA program will be briefed by a member of the senior management team of a leading Australian organisation. The student team(s) will be tasked to develop a plan to resolve the digital business or digital marketing problem that the organisation is facing in the marketplace.

Students of the Part-time MBA programs will be required to identify a digital business or digital marketing challenge (issue or opportunity) in their own organisations. Students will be formed into teams at Workshop 1 and will determine which digital challenge they wish to focus on (i.e. teams will select from one of the digital challenges brought to the workshop by individual team members).

Teams will be required to conduct necessary research and analyses to understand the issues and the ecosystem and market. Based on the analyses that the team conducts, team members are to prepare and present a report outlining a plan to aid the organisation to develop and execute a program to address the digital challenge.

Teams will be required to incorporate relevant models, frameworks and concepts covered in Topics 1 to 10 and at Workshops 1 and 2 that team members identify as being specifically relevant to the problems.

Teams are required to develop and deliver a written report of 3,500 words +/- 10%, double spaced in 12-point font. Alternatively, teams may present the equivalent amount as a video or audio/visual presentation (i.e. a audio or video presentation equivalent to 3,500 words +/- 10%) to communicate key findings and recommendations.

The report/video/audio-visual presentation must address the following:

1. Based on insights derived via analyses that the team conducts, develop and recommend business and marketing strategy options available to the organisation to achieve its objectives and address the issues raised in the brief.

   Assessment criteria:
   - Degree to which the student has demonstrated understanding of digital business and marketing models, concepts and frameworks covered in the course.
   - Degree to which the student has applied models, concepts and frameworks covered in the course to relevant evidence and data and derived insights through that process.

2. Recommend and justify a particular set of strategies to achieve the objectives.

   Assessment criteria:
   - Degree to which the student has applied models, concepts and frameworks covered in the course to relevant evidence and data and derived insights through that process.
   - Degree to which the student has used insights derived from analyses to construct well-reasoned arguments for positions and conclusions that they have taken.

3. Outline the implementation, coordination and control processes that you suggest the organisation will require to ensure that the recommended strategy is effective.

   Assessment criteria:
   - Degree to which the student has demonstrated understanding of digital business and marketing models, concepts and frameworks covered in the course.
   - Degree to which the student has used insights derived from analyses to construct well-reasoned arguments for positions and conclusions that they have taken.
• Degree to which the student communicates in an appropriate, professional and engaging manner.

Note: All recommendations must be justified and reasoned arguments must be offered to support them.

In evaluating your team’s presentation, feedback will be given on how well your team addresses each of the issues detailed below. The following table provides feedback on your assignment against the nominated assessment criteria.

<table>
<thead>
<tr>
<th>High Distinction</th>
<th>Distinction</th>
<th>Credit</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the analyses that the team conducts, develop and recommend business and marketing strategy options available to the organisation to achieve its objectives and address the issues raised in the brief.</td>
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</tr>
<tr>
<td>Recommend and justify a particular set of strategies to achieve the objectives.</td>
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</tr>
<tr>
<td>Outline the implementation, coordination and control processes that you identify the organisation will require to ensure that the recommended strategy is effective.</td>
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</tbody>
</table>

Overall Grade

Individual Reflection on the Learning(s) from Team Activities (15% of marks for the course)

As you will have noted from the Program Learning Goals and Outcomes, we aim to help you to develop skills in:

• critical thinking, and
• teamwork.

To help you achieve these learning goals (and to allow us to assess you against these) during those parts of the session when you are working in a team, you are encouraged to keep a regular journal or blog in which you should reflect and capture insights on the experiences that you encounter during the team assignment, what you learn about your own contribution to teams and the management of teams generally.

At the conclusion of the session you are required to submit a video or audio/visual presentation detailing your reflections on what you learned about your own team participation and about working effectively in teams as a result of being involved in the team assignment.

In particular, your video/audio-visual presentation should address the following three issues:

1. What strengths did you identify from observing your ‘best’ contributions to the team? This is about what you think you did that helped the team perform, and how this behaviour proved useful in collaborating in a team project. (4 marks)

2. What areas you think you could improve upon in the way in which you work when you are collaborating in teams – and what you plan to do about improving your skills for contributing to teams. (4 marks)

3. What have you learned about the management of teams from the experience of this team – what broader lessons did this experience reveal for
you and how can you use these lessons as part of your management practice in the future? (7 marks)

Assessment criteria:

- Degree to which the student has used insights derived from analyses to construct well-reasoned arguments for positions and conclusions that they have taken.
- Degree to which the student communicates in an appropriate, professional and engaging manner.

4.3 Marking Rubric

<table>
<thead>
<tr>
<th>Marking Criterion</th>
<th>High Distinction</th>
<th>Distinction</th>
<th>Credit</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree to which the student has demonstrated understanding of models, concepts and frameworks covered in the course.</td>
<td>The response clearly demonstrates not only understanding of each of the relevant course models, concepts and frameworks but integrates these in new and sophisticated ways.</td>
<td>The response demonstrates a detailed and accurate understanding of the models, concepts and frameworks covered in the course.</td>
<td>The response demonstrates a sound understanding of an appropriate range of the models, concepts and frameworks covered in the course.</td>
<td>The response fails to demonstrate detailed understanding of the minimal range of the models, concepts and frameworks covered in the course or the understanding that is demonstrated is incorrect.</td>
<td></td>
</tr>
<tr>
<td>Degree to which the student has applied models, concepts and frameworks covered in the course to relevant evidence and data and derived insights through that process.</td>
<td>The response applies relevant course models, concepts and frameworks covered in the course to a wide range of relevant data and information in both a detailed and innovative manner. A range of original, innovative and action-oriented insights have been derived.</td>
<td>The response applies relevant course models, concepts and frameworks covered in the course to a range of relevant data and information in a detailed manner. Appropriate and action-oriented insights have been drawn.</td>
<td>Course models, concepts and frameworks have either not been applied to relevant facts and scenarios for the task or have been applied in ways that fail to indicate skill in using the concepts, models and frameworks in practical ways. Rudimentary insights have been drawn.</td>
<td>Course model, concepts and frameworks have either not been applied to facts and scenarios relevant to the task or have been applied in ways that are incorrect.</td>
<td></td>
</tr>
<tr>
<td>Degree to which the student has used insights derived from analyses to construct well-reasoned arguments for positions and conclusions that they have taken.</td>
<td>The original and sophisticated insights are derived through analysis and have been used to form the basis for persuasive argument in favour of positions taken. Powerful reasoning or justification draws on multiple sources of evidence-based insight.</td>
<td>The propositions and arguments advanced to support positions and findings are supported by appropriate evidence and clear reasoning or justification drawing on appropriate sources of evidence-based insight.</td>
<td>Some evidence is offered to support the propositions and arguments. However, this is rudimentary and derived only from minimal sources. The reasoning or justification for findings and positions is offered, but this is not consistent or substantial and is open to challenge or alternative interpretation.</td>
<td>Little and/or contradictory evidence is offered to support the propositions and arguments. The significance of the evidence is not explained appropriately and/or is derived from few sources. The reasoning or justifications for findings and positions is poorly connected or not adequately explained.</td>
<td></td>
</tr>
<tr>
<td>Degree to which the student communicates in an appropriate, professional and engaging manner.</td>
<td>Information and arguments are conveyed in a style that is engaging, thought provoking, convincing and professional.</td>
<td>Information and arguments are conveyed in a style that is relevant, focused, persuasive and professional.</td>
<td>Information and arguments are not well conveyed, are unclear, not persuasive or may be conveyed in a style that is inappropriate.</td>
<td>Information and arguments are missing, lack any relevance, fail to persuade and/or the presentation style is unprofessional.</td>
<td></td>
</tr>
</tbody>
</table>

Course outline
4.4 Assignment Preparation and Submission

Unless otherwise stipulated in the specific details for each of your assignments, please prepare and submit your assignments in accordance with the following.

Assignment length

What is included in the word count?
- Executive Summary (if required), all text, tables, figures, diagrams and charts, appendices and table of contents (if required)

What is excluded from the word count?
- Reference list or bibliography

Any text (including appendices) that goes beyond the word count will not be read in grading the assignment.

Assignment format

For consistency across all assignments, students are required to supply assignments in a standard format, which is detailed below. Assignments should always be submitted in Word format.

<table>
<thead>
<tr>
<th>Headings</th>
<th>Body text</th>
<th>Page setup</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Font: Times New Roman&lt;br&gt;• Font size: 12 points&lt;br&gt;• Line spacing: Double&lt;br&gt;• Text style: Bold</td>
<td>• Font: Times New Roman&lt;br&gt;• Font size: 12 point&lt;br&gt;• Line spacing: Double&lt;br&gt;• Text style: Normal</td>
<td>• Top: 2.54 cm&lt;br&gt;• Bottom: 2.54 cm&lt;br&gt;• Left: 3.17 cm&lt;br&gt;• Right: 3.17 cm&lt;br&gt;• Header: 1.25 cm&lt;br&gt;• Footer: 1.25 cm</td>
</tr>
</tbody>
</table>

Note: The left and right margins are wider than the default margins in Word.

Paragraph breaks

First line indent: 1.27cm

Diagrams and tables

Students are encouraged to include diagrams and tables in their assessments, but must ensure they do not take up more than 20% of the assignment.

Diagrams and tables must:
- be formatted with single line spacing
- be formatted with a minimum font size of 8 points
- be positioned vertically in between paragraphs.

Assignment file name

Please use the following naming convention for each assignment.

```
z9999999_surname_[XXXX1111]_17s4_Ass1
```

where:
- z9999999 is your student ID – please insert your surname
- XXXX1111 is the course code
- 17s4 is the session name (2017, Session 4)
- Ass1 is the Assignment number (Ass2 for Assignment 2)

Assignment submission

1. You must submit your assignment through your online classroom as per the instructions in your LMS User Manual.

2. Assignment submission in your LMS is performed via Turnitin, the similarity detection software used by UNSW students and teaching staff to prevent plagiarism by ensuring referencing is correct and that work has not been inadvertently copied from elsewhere. You can access Turnitin under the ‘Assessments’ section in your Moodle course site.

3. You are able to submit a draft version of your assignment prior to the due date. This enables you to view the Turnitin similarity report on your work and decide whether it complies with the guidelines regarding referencing and plagiarism, before you submit your final version for marking. More information about plagiarism can be found here: https://student.unsw.edu.au/plagiarism

4. Please note that draft assignments submitted in this way will be regarded as the final version at the due date if you have not uploaded a subsequent, finalised version (each file uploaded overwrites the previous version).

5. Late submissions are possible but will be marked as such and will be subject to late penalties of 5% of the assignment weighting for each day late. If for any reason you are unable to submit a late submission via Turnitin please contact your Facilitator or AGSM Student Experience.

6. Extensions to assignment deadlines will be granted only in exceptional circumstances, and where adequate supporting documentation can be provided. Please note that work commitments do not constitute grounds for an extension. Requests must be made through the special consideration process. For details about this process, see: https://student.unsw.edu.au/special-consideration

7. You will be advised of your mark by your Facilitator within 14 days of assignment submission date.

8. Please keep a copy of your assignment.

Quality Assurance

The UNSW 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 UNSW BUSINESS SCHOOL programs. All material used for such processes will be treated as confidential and will not be related to course grades.
5 COURSE RESOURCES

There is no set textbook for this course. Specific readings will be uploaded into Moodle for each topic. Students are encouraged to also research and read more widely.

6 OTHER RESOURCES

BusinessThink is UNSW’s free, online business publication. It is a platform for business research, analysis and opinion. If you would like to subscribe to BusinessThink, and receive the free monthly e-newsletter with the latest in research, opinion and business, go to http://www.businessthink.unsw.edu.au.

7 COURSE EVALUATION AND DEVELOPMENT

Feedback is sought from students about the courses offered in the AGSM MBA Program, and continual improvements are made based on this feedback. Feedback is generally collected early on in the session, and subsequently communicated to students. Significant changes to courses and programs within the Program based on formal end-of-Session feedback are communicated to subsequent cohorts of students.

8 COURSE SCHEDULE

Topics 1 to 6 will be covered in Workshop 1 and Topics 7 to 13 will be covered in Workshop 2 (see the class Google calendar for the Workshop dates)

<table>
<thead>
<tr>
<th>Topics</th>
<th>Lecture Topic</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction – New perspectives on organisational leadership and business models in the digital economy. The disruption of the traditional business model and the role of digitisation in creating and defining new models.</td>
<td>Readings 1 &amp; 2 accessed via Moodle</td>
</tr>
<tr>
<td>2</td>
<td>The characteristics and elements of success in a global and digital world – what are the defining characteristics of success and what does ‘best practice’ look like in a global digital marketplace.</td>
<td>Readings 3 &amp; 4 accessed via Moodle</td>
</tr>
<tr>
<td>3</td>
<td>Understanding eco-systems – the role of disruption and multi (omni) channels and distribution – including understanding the impact of mobile and online channels on businesses and customer experience.</td>
<td>Readings 5 &amp; 6 accessed via Moodle</td>
</tr>
<tr>
<td>4</td>
<td>Customer behaviour, personas and journey maps – pain points and moments of truth. The customer decision journey and the digitising of the journey.</td>
<td>Readings 7 &amp; 8 accessed via Moodle</td>
</tr>
<tr>
<td>5</td>
<td>Creating value through experiences – managing the customer experience, designing and managing a delivery and customer service function and crafting the customer experience in a digital market and omni-channel environment.</td>
<td>Readings 9 &amp; 10 accessed via Moodle</td>
</tr>
<tr>
<td>6</td>
<td>Developing digital market offerings (1) – what do we mean by ‘value propositions’, how are they created and managed in a competitive digital market.</td>
<td>Readings 11 &amp; 12 accessed via Moodle</td>
</tr>
<tr>
<td>Topics</td>
<td>Lecture Topic</td>
<td>References</td>
</tr>
<tr>
<td>--------</td>
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</tr>
<tr>
<td>8</td>
<td>Developing digital market offerings (3) – building and managing eco-systems. How to design, create and manage digital platforms and omni-channel capability.</td>
<td>Readings 15, 16 &amp; 17 accessed via Moodle</td>
</tr>
<tr>
<td>9</td>
<td>Integrated Marketing Communication for digital marketing. Communicating in digital channels (including insight-driven integration of social media).</td>
<td>Readings 18 &amp; 19 accessed via Moodle</td>
</tr>
<tr>
<td>11</td>
<td>Digital Marketing Planning – elements of effective plans.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Course Wrap-Up – the importance of Digital Business and Marketing Strategy and key learning about management practice – particularly in a digitally enabled, globalised omni-channel world</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Digital Marketing Practical Applications</td>
<td></td>
</tr>
</tbody>
</table>
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1. ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: https://student.unsw.edu.au/plagiarism as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm.

To see if you understand plagiarism, do this short quiz: https://student.unsw.edu.au/plagiarism-quiz

For information on how to acknowledge your sources and reference correctly, see: https://student.unsw.edu.au/referencing


2. 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.

2.1 AGSM MBA Programs and UNSW policies

In general, UNSW policies apply to staff and students of AGSM MBA Programs. Where there are additional points or procedures which apply specifically to AGSM MBA Programs they are set out on the AGSM website:

https://www.business.unsw.edu.au/agsm/students/resources/students-rights-responsibilities

If students are in doubt about the policy or procedure relating to a particular matter they should seek advice from the Student Experience. Information and policies on these topics can be found in the ‘A-Z Student Guide’: https://student.unsw.edu.au/guide

See, especially, information on ‘Attendance and Absence’, ‘Assessment Information’, ‘Examinations’, ‘Workload’ and policies such as ‘Occupational Health and Safety’.

2.2 Workload

It is expected that you will spend at least 10 hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, 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.

2.3 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.

https://www.business.unsw.edu.au/agsm/students/student-enrolment-information#attendance-participation

2.4 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/guide

2.5 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://safety.unsw.edu.au/

2.6 Keeping Informed

You should take note of all announcements made in class or on the course website. From time to time, the University will send important announcements to your university email 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.

3. STUDENT RESOURCES AND SUPPORT

3.1 eLearning

To access Moodle, go to: https://moodle.telt.unsw.edu.au/login/index.php
Login with your student zID (username) and zPass (password).

3.2 Moodle eLearning support

Should you have any difficulties accessing your course online, please contact the eLearning support below:

For login issues:

UNSW IT Service Centre
Hours: Monday to Friday: 8.00am – 8.00pm
Saturday and Sunday: 11.00am – 2.00pm
Email: ITServiceCentre@unsw.edu.au
Phone: Internal: x51333
External: 02 9385 1333
International: +61 2 9385 1333
For assistance in using Moodle, including how to upload assessments:

The AGSM eLearning Coordinator
Hours: Monday to Friday: 9.00am – 5.00pm
Email: elearning@agsm.edu.au
Phone: Internal: x19541
       External: 02 9931 9541
       International: +61 2 9931 9541

For help with technical issues and problems:

External TELT Support
Hours: Monday to Friday: 7.30am – 9.30pm
       Saturdays and Sundays: 8.30am – 4.30pm
Email: externalteltsupport@unsw.edu.au
Phone: Internal: x53331
       External: 02 9385 3331
       International: +61 2 9385 3331

3.3 Administrative support

Student Experience
If you have any administrative queries, they should be addressed to Student Experience.
Student Experience
AGSM MBA Programs
UNSW Business School
SYDNEY NSW 2052
Tel: +61 2 9931 9400
Email: studentexperience@agsm.edu.au

3.4 Additional student resources and support

The University and the UNSW 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: +61 2 9385 5584; Email: edu@unsw.edu.au

- UNSW Learning Centre
  http://www.lc.unsw.edu.au
  Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- Library training and search support services
  http://info.library.unsw.edu.au/web/services/services.html

- UNSW Counselling and Psychological Services
  https://student.unsw.edu.au/wellbeing
Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling.
Office: Level 2, East Wing, Quadrangle Building;
Phone: +61 2 9385 5418.

- **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: +61 2 9385 4734; Email: seadu@unsw.edu.au