SCHOOL OF MARKETING

Marketing and the Consumer
GENC6002

COURSE OUTLINE
Session 2, 2006

INSTRUCTOR
Emma Macdonald
emma.macdonald@student.unsw.edu.au
Room 237, John Goodsell Building
02 -9385 1210

SEMINAR TIME
Thursdays: 3 - 5pm
Biomedical Theatre A

CONSULTATION HOUR
Thursdays: 11-12
Rm 237, John Goodsell
Subject Description

This subject aims to give students an understanding of the relationship between what businesses and marketers do for the consumer and for society on the one hand and what consumers bring to the market and what they seek and obtain from it.

The course provides both a marketing perspective as well as the consumer's point-of-view.

The course is multi-disciplinary—it draws on economics, psychology, anthropology, sociology, and management and planning. It exposes students to diversity of viewpoints, and gives them ample opportunity to exercise their creativity and hands-on learning. The course procedures are eclectic, comprising lectures, discussions, in class group exercises, videos, fieldwork, and student presentations.

Objectives

Knowledge Related Objectives

a) To understand what marketers do and why; and to describe and explain marketing as a field of study.

b) To understand consumer behaviour - how and why consumers buy and how they respond to marketing programs.

c) To understand the relationship between marketing and society including the desirable and undesirable effects of marketing on the consumer and on society.

d) To study ethical issues in marketing, and to examine the role of government, public policy and consumer organizations in shaping ethical behaviour of marketers and consumers.

Student Skills and Aptitude Development Objectives.

e) To provide students an opportunity to think about their own behaviour as consumers.

f) To give students an opportunity to organize their ideas into a written document, to learn to work in groups, to interact in the formal group setting of the classroom, and hone their skills in oral and written communication.

g) Overall, to contribute to students' continuing quest to become responsible, productive, open-minded, and enlightened citizens in the marketplace.
# Subject Outline

<table>
<thead>
<tr>
<th>WK</th>
<th>DATE</th>
<th>SEMINAR TOPIC</th>
<th>GROUP PRESENTATIONS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>27-July</td>
<td>Introduction and course overview. The culture of consumption and values that consumers seek. (SCHIFFMAN Ch 1 / STUDY KIT)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PART ONE: UNDERSTANDING THE CONSUMER**

| 2  | 03-Aug | How the consumer mind works: – Motivation, perception and attitude. (either SCHIFFMAN (Aus) Ch 3-7 or SCHIFFMAN (US) Ch 4-8) | Allocation of PAIRS for weekly presentations |                     |
| 3  | 10-Aug | How society shapes the consumer: – Family groups, social groups and culture. (either SCHIFFMAN (Aus) Ch 8-11 or SCHIFFMAN (US) Ch 10-12) | Week 3 Topic(s) Allocation of GROUPS for weekly presentations |                     |
| 4  | 17-Aug | How consumers choose in the marketplace: – Consumer decision making and consumption. (either SCHIFFMAN (Aus) Ch 14 or SCHIFFMAN (US) Ch 15) (STUDY KIT) | Week 4 Topic(s) Major project proposals due. |                     |
| 5  | 24-Aug | The “buyer-centric revolution” and the rise of the “new” consumer. (STUDY KIT) | Week 5 Topic(s) |                     |

**PART TWO: UNDERSTANDING THE ACTIONS OF MARKETERS**

| 6  | 31-Aug | Placing product offerings into consumer minds: Communications overview. (STUDY KITS) | Week 6 Topic(s) |                     |
| 7  | 07-Sep | Creating satisfied consumers: Customer satisfaction, customer service and technology. (STUDY KITS) | Week 7 Topic(s) |                     |

**PART THREE: MARKETING, CONSUMERS AND SOCIETY**

<table>
<thead>
<tr>
<th>8</th>
<th>14-Sep</th>
<th>Privacy and the challenge of technology (READINGS)</th>
<th>Week 8 Topic(s)</th>
<th></th>
</tr>
</thead>
</table>

**MID-SESSION RECESS 21 SEPTEMBER 2006**

| 9  | 28-Sep | Consumer rights and public watchdog (STUDY KIT) | Week 9 Topic(s) |                     |
| 10 | 05-Oct | Environmentalism and resource sustainability; Marketing ethics and responsibility (STUDY KIT) | Week 10 Topic(s) |                     |
| 11 | 12-Oct | ASSIGNMENT COMPLETION – NO SEMINAR | Overflow | FINAL ASSIGNMENT DUE |
| 12 | 19-Oct | Marketing on the internet and consumer behaviour in e-space (STUDY KIT). | | FINAL PROJECT PRESENTATIONS |
| 13 | 26-Oct | How to shape marketing to create value for Australian consumers – Subject review. | |                     |
| 14 | 02-Nov | Review session | |                     |

**EXAM PERIOD 6-29 NOVEMBER**

Note: Flexible Assessment Component (worth 5%) must be completed by Week 12. Contact Instructor by Week 6 if you have not decided on your preferred Option.
1. **SUBJECT ATTENDANCE**

It is **compulsory** to attend a minimum of **80%** of sessions. This includes being in attendance for the entire duration of each session (i.e. 3pm – 5pm), with the exception of allocated fieldwork days. While this subject has a late afternoon time slot, the above rule will be strictly enforced. Work commitments or other subject commitments are not an acceptable excuse for non-attendance or partial attendance of sessions.

2. **ASSESSMENT COMPONENTS**

<table>
<thead>
<tr>
<th>ASSESSMENT COMPONENT</th>
<th>CONTRIBUTION TO FINAL MARK</th>
<th>COMPONENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly presentation of a discussion topic (in pairs – 2 students)</td>
<td>20%</td>
<td>Including: o 10% presentation and o 10% written submission.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Both due on day of presentation.</td>
</tr>
<tr>
<td>Comprehensive Project (in groups of 4 students)</td>
<td>35%</td>
<td>Including: o 5% project proposal (Week 4) o 20% written submission (Week 12) o 10% presentation (Week 13).</td>
</tr>
<tr>
<td>Flexible assessment component Select one of two options</td>
<td>5%</td>
<td>Either option must be completed by Week 12.</td>
</tr>
<tr>
<td>Students have the option to either: (a) Participate as part of the School of Marketing Subject Pool (usually involves completion of a survey, interview or experiment)</td>
<td>(full marks for satisfactory completion of either option)</td>
<td>If by Week 6, you are unsure of which option you should select, please contact the Instructor.</td>
</tr>
<tr>
<td>OR (b) Submit an article review or a website review.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Examination</td>
<td>40%</td>
<td>Students must pass the final exam to pass the subject.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Short-answer / mini-essay exam.</td>
</tr>
</tbody>
</table>

**** Note: a student who obtains less than a pass (50%) in the Final Examination will receive a grade of Fail for the subject.****
3. **WEEKLY PRESENTATION (20%) - IN PAIRS (ie. with one other student)**

Week 2: Allocation of Pairs and Topic/Weeks.
Weeks 3-10: Presentations by pairs of students. Each pair to present their topic and submit their 1000-word summary in the same week.

The discussion topics and weeks are listed below. Give a **5-minute presentation** to class, plus allow 2 minutes for responding to questions. The time allocated to your team presentation/discussion is strictly enforced in the interests of fairness and to ensure that all of the relevant class content is covered. You need to select your topic and partner by week 2. Presentations commence in Week 3.

At the end of the presentation, the pair of students must hand in a written summary report of the presentation material. This should be a maximum of 1000 words (excluding appendices). The report should be in prose form (not in powerpoint form), however if powerpoint is used in presentation, a copy of it should be attached. This report is due at the beginning or end of class on the day of the presentation.

4. **COMPREHENSIVE PROJECT (35%) - IN GROUPS OF 4**

Week 3: Select your group of 4. Let the Instructor know if in Week 4 you still do not have a group.
Week 4: Submit draft research proposal (worth 5%) including names of your 4 team members.
Week 11: No Seminar scheduled. Use this time to finalise the project.
Week 12: Submit written project (worth 20%) IN-CLASS TO INSTRUCTOR.
Week 13: Present highlights of your project to class (worth 10%).

The written report on this project will be 2000 words per group (excluding appendices). The assignment must be typed in 12-point font, 1.5-spaced with pages numbered. A title page (with project title and student details including names, id numbers, contact phone numbers and signatures) must be included. Use clear, logical and concise language and please carefully edit the assignment for grammatical and spelling errors. Appropriate referencing must be used within the document and a reference list attached. Further details of what the project will entail will be supplied in lectures.

As a group, you are required to give a brief overview of the findings from your project in Week 13. This presentation is worth 10% of your total mark. The nature of this final presentation will depend on the class size. More details to be provided later in the semester.
5. **FLEXIBLE ASSESSMENT COMPONENT (5%)**  
(Full-marks for satisfactory completion of either option)

Students have the option to either:

(a) Participate as part of the School of Marketing Subject Pool (usually involves completion of a survey, interview or experiment)

OR  
(b) Submit a website review or an article review.

Both options are detailed below.

(a) **Research Participation (5%)**

1. Should a project become available, you have a choice of participating in a research project run in the Faculty of Commerce and Economics. Available research projects will be announced in class together with a list of randomly drawn student ID numbers invited for the project.

2. If your ID number is selected and you decide to participate you will receive 5% credit in the course as incentive for taking part in the research project.

3. **RATIONALE FOR RESEARCH PARTICIPATION:** As well as teaching, the staff in the UNSW School of Marketing are actively engaged in pursuing original research interests that push the boundaries of the Marketing discipline. Such research has implications for improved understanding of consumers, management practices, corporate organisation, and social policy directives.

   The established findings of academic research are the core basis of teaching and knowledge dissemination at the University. Being part of the university culture students are encouraged to explore the research environment at UNSW and experience the process of knowledge generation by participating in faculty administered research projects. These projects will likely relate closely to the topics studied in the course and represent the cutting edge of research in the topic area.

4. **PARTICIPATION:** Participation in the faculty administered research projects **is completely voluntary.** Students who choose to participate in a faculty run research project are entitled to 5% credit in the course.

5. **TO CLAIM YOUR CREDIT:** To receive the 5% credit students must return a **research participation receipt**, signed by both the student and the research invigilator, to the lecturer in charge. The receipt acts as a record of a student’s participation in the research project.

6. **IF YOU DO NOT PARTICIPATE THROUGH CHOICE OR CIRCUMSTANCE:** Students who are not selected or choose not to participate in a research project are required to earn the 5% credit by doing the piece of assessment detailed next, which is standard requirement in this course.

(b) **Article Review / Website Review (5%) - INDIVIDUAL**

7. Alternatively, if your ID number is not selected or you decide not to participate in the research project, then complete the following for a full 5% credit:

   (i) Submit a brief analysis (perhaps in a table or using bullet points) of a company website aimed at the consumer which you believe does / does not represent the organisation’s view of the consumer as being an empowered “new” consumer. Justify your conclusion. In a one paragraph recommend how the website could be improved to reach the “new” consumer. Or if it already is successful in this aim, then suggest why it should be used as a model for other companies.  

   (1-2 pages for this entire assignment, maximum). Due WEEK 12 or earlier.

   (ii) A further alternative: Review an article detailing its objectives, strengths, weaknesses, conclusions. Article to be agreed with the Instructor.  

   (1-2 pages for this entire assignment, maximum). Due WEEK 12 or earlier.
6. **FINAL EXAM (40%)**

The final exam will focus on material from the formal lectures and presentations topics. It will consist of short-answer / mini-essay questions. More details will be provided later in the session.

7. **SUBMISSION OF ALL WRITTEN WORK**

Make it readable! Present all written work using 12-font, 1.5 spacing and 2cm margins. A title page (with project title and student details including names, id numbers, contact phone numbers and signatures) must be included. Use clear, logical and concise language and please carefully edit the assignment for grammatical and spelling errors.

Reference appropriately. This means that sentences lifted from published material, including websites, should be placed in “quote marks” and author, year and page included within the text. All sources of ideas, points of view, hard data, examples, etc. should be included in the bibliography.

<Refresh your memory on this important tool of non-fiction writing. See details on Harvard Referencing Style at [http://www.lc.unsw.edu.au/onlib/ref.html](http://www.lc.unsw.edu.au/onlib/ref.html)>

Keep a copy of all your written work in the event the original is lost or a technical error occurs. Please do not use plastic / board / folder covers for written work. Please staple submissions.

Submit by the due date. Late assignments will be subject to a 10% deduction off the maximum marks for each day late. **Contact the Instructor EARLY if you suspect you'll have trouble making a course deadline.**

8. **PRESENTATIONS**

Online resources are available for presentations (from UNSW Learning Centre)

[http://www.lc.unsw.edu.au/onlib/speak.html](http://www.lc.unsw.edu.au/onlib/speak.html) <see the five page document online here which includes sections on Preparing a Presentation based on Course Readings, Planning & Structuring Your Presentation, Preparing to Speak, Giving the Presentation, Tutorial Discussion, Working with Visuals>.

[http://www.lc.unsw.edu.au/onlib/tutsem.html](http://www.lc.unsw.edu.au/onlib/tutsem.html) <see the page here which provides tips that good presenters use> For example, of Learning Centre content see excerpt below:

**Timing**: Most presentations have a time limit, so find out how long your presentation should be. The amount of time you have will determine the amount of information you are able to present. To keep within the allotted time, you need to plan carefully. Consider:

- the time limit
- the amount of information available, and how much of it you can cover
- how much detail you can include
- dividing the material into sections, with subject headings
- the most effective way to present your information (OHTs, slides, videos, handouts, whiteboard etc.)
- deleting less important topics from the paper rather than hurrying to cover everything.
- if you write a 'script', allow roughly 400 words for each five minutes. “
9. WEEKLY DISCUSSION TOPIC CHOICES

General Instructions

The presentation and content will be evaluated on the basis of:

(a) Background Research. This includes
   (i) You must read at least three articles or book chapters from the course reading list / recommended publications. List them in the write-up bibliography. Your discussion should show an understanding of this material.
   (ii) Evidence of relevant fieldwork such as visiting stores, interviewing consumers, and others relevant to your topic.
   (iii) Reviewing company websites, analysing promotional materials / advertising / packaging, etc.

(b) Critical Analysis and Strategic Thinking. This includes identification of relevant issues, application of theoretical knowledge and evidence of creative solutions.

(c) Overall clarity of thinking, teamwork and creativity. Quality of information will also be assessed, for example, written work free of grammatical errors.

Many topics require interviews with 4 to 5 consumers. Due to the rapid pace of change in the world of consumers over the past decade, it may be valuable to obtain a range of ages, for example those over 30 years of age (who remember life as a consumer pre-internet) and those under 25 years. In the written report detail those interviewed by their characteristics, but (to protect their confidentiality), not by name. For example, you might mention your respondents as: Consumer A (age 18, female, heavy-user), Consumer B (age 30, male, irregular user). Or you could refer to your consumers based on a psychological profile, eg. “Female Teen Brand-Fanatic”, “Twenties Guy Cynic”, “Sporty Mum Loyalist”, etc.

Your topic may also benefit from interviews with those responsible for frontline marketing (eg. marketing managers, store managers, customer service managers, sales reps, etc). Again make sure you ask specifically if it is OK to identify an employee of an organisation by name. If they refuse, then use a profile descriptor, such as, “Store Manager – Sydney Suburban Location”.

An interview can involve just an informal chat or a specific list of questions that you have prepared before-hand. In all instances where you are interviewing someone, please remember that they are giving up their time to talk to you. Be respectful, non-judgemental and if required, treat their information confidentially.

Some projects may require visits and observation in the marketplace (eg. visits to stores, or to consumption events, such as a sporting match, tradeshow, etc.) In your report, specifically list the places you visited.

A recommendation from your instructor: “Make use of the great resources available to students at UNSW such as the Learning Centre! Book in for a workshop or go and grab some of their useful handouts.” See APPENDIX A for more info.
Week 3  Culture of consumption and values that consumers seek

Each group interview 4-5 consumers about their consumption of a product in one of these broad categories: (a) food, (b) car, (c) clothing, (d) home furnishings <select one with instructor consent>. Identify the values consumers seek, and how their choices are affected by the values that they seek. Discuss the roles of personal factors such as materialism versus simplicity, attitude to money, product involvement, etc. Overall, what role do these products play in each consumer's life. (What would their life be like if the product and that particular brand / option did not exist?). Based on all interviews combined, comment on the "culture of consumption".

Week 4  Internal influences: Motivation, perception and attitude

Choose one general category, such as beverages (water, coffee, tea, juice, soft drink) and use specific brands (Pump, Nescafe, Twinings, Berri, Coke) to illustrate how marketers use different images to delineate brands. Interview 4-5 consumers about their perceptions of brands in category and draw a perceptual map. Describe how consumers form attitudes towards product categories as well as specific brands. How do motives, needs and perception influence attitude formation? Provide insights as to how these images appeal to consumers’ internal cognitive and emotive processes. Also discuss how consumers can co-create the image of a brand.

Week 5  External influences: Groups, socialisation and culture

Choose either:

(A) REFERENCE GROUP INFLUENCE: Review how reference groups change as consumers move through the family life cycle. Interview 4-5 consumers about their use of one of these products: (a) food, (b) car, (c) clothing, (d) home furnishings. Identify which group/s influence their taste and their purchase decisions. Discuss the types of power and influence reference groups have over consumers. Find examples where marketers have attempted to: (1) appeal to consumer values at various stages in the lifecycle, and (2) have used the importance of reference groups in an ad campaign. Evaluate the effectiveness of this strategy and offer constructive criticism.

(B) IMPACT OF ONLINE “WEAK-TIES”: Discuss the increasing impact of a consumer’s “weak ties” on their attitudes and behaviours in a specific product category. Interview 2-3 consumers who make regular use of information from their online “weak tie” connections (eg. participate in online chatrooms, forums, or discussion boards) and another 2-3 consumers who do not make much use of online networks. Discuss the ways that the online world is changing consumers' sources of information in a particular category. Evaluate the impact of online consumer networks on consumers’ behaviour in the marketplace and on their expectations of organisations. Discuss the implications for organisations who are marketing to consumers in this particular product category.

(C) CULTURAL INFLUENCES: Interview 4-5 consumers who have recently come to Australia (say within the past year). Ask them (a) how they find the culture to be different, and (b) how they have had to adjust or change their consumption of major items such as food, eating out, clothing, leisure activities, socialising, etc. Report for each consumer individually, then write an overall summary about how culture influences consumer behaviour.
Week 6  Consumer decision making

Choose either:

(A) DECISION-MAKING IN THE INFORMATION AGE: Interview 4-5 consumers, trying to understand their decision process for 2 or 3 of their recent product choices including online and offline behaviour. For each consumer, at least one product should be high involvement and one low involvement. Describe their decision processes in terms of (a) consideration set, (b) extent of information search, (c) perceived risk and how consumers handled this, and (d) decision criteria and what clinched the decision. Report for each consumer, then write an overall summary about how decision processes differ between low and high involvement purchases. Discuss how the amount of information available on the internet might be making the traditional decision making model redundant.

(B) MARKETING TO CHILDREN: Identify a range of products which are aimed at children. Be sure to justify why you believe they are aimed at children and the profile of the target market. Interview 3-4 parents about the implications of the marketing approach for this product category. Ask them about how the marketing for this product affects their ability to be responsible parents. Identify the strategies that parents use to deal with product marketing that is aimed at their children. This includes how they will teach their children to be “smart” consumers.

Week 7  Packaging, advertising and the consumer

Choose either:

(A) MARKETING DECEPTION: Visit some retail outlets and find examples of packaging-to-price deception. Also give examples of advertising that in your opinion is deceptive. Present these cases and be sure to include where they appear (what store). Interview 1-2 consumers (or your group members) and discuss why you perceive them to be deceptive practices. Discuss the possible effectiveness of government regulations, industry self-regulation, consumer opinion, and the increasing potential of “consumer power” to eliminate such practices.

(B) ORGANIC PRODUCTS: Identify a product range which claims to be “organic”. Interview 1-2 consumers and discuss their perceptions of organic products, including the product range you have identified. Conduct some secondary research on the degree to which Australian consumers are able to evaluate the claims made by manufacturers that their products are indeed Organic. Evaluate the implications for consumers and marketers. Decide what further actions are required, for example, regulation or consumer action.

Week 8  Communication - Placing products into consumers’ minds

Choose either:

(a) COMMUNICATIONS: Consumers are bombarded with thousands of marketing messages every day. They tend to pay attention to messages which are most relevant and screen out the rest. Select a product category, then collect 5-6 ads in that category (eg. Create a “movie reel” of TV ads, or collect magazine / newspaper ads). Interview 4-5 respondents and using your ad collection, determine: (a) the ability of different ads to grab the consumer’s attention. Also, (b) does the consumer understand the ad, and (c) does it causes different reactions between consumers. Can these differences be explained by whether they are the intended target of the ad? Also ask in more general terms, what techniques consumers use to block-out ads that are not of interest. Report your results for each individual consumer. Then present overall conclusions about the impact of communications and implications for marketing.
(b) ENVIRONMENTAL MARKETING: Choose a well-known organization (e.g., a manufacturer, a retailer, even a government organization, such as a local council) and investigate its efforts at “green marketing”, or how they are becoming more environmentally friendly. Describe your findings. Interview 4-5 consumers and ask for their perceptions of the organization in terms of its environmental friendliness. Based on your interviews with consumers and your secondary research, evaluate the importance of the firm being seen as “green-friendly”, its effectiveness in communicating this to consumers, and the ability it gives it to differentiate from its competitors.

Week 9       Technology and the consumer

Select 2-3 customer service technologies, such as, ATMs, 1900-voice call services, online help, etc. Also select 2-3 technology products, such as, DVD players, portable music devices, mobile handsets, wireless broadband, etc. Based on your individual experience, illustrate the themes identified in class, about how consumers cope with technology, how technologies can create value and how they can become a liability. Next interview 2-3 consumers that you suspect represent a range of attitudes to technology. Describe to what extent that their technology responses illustrate themes discussed in class. Make overall conclusions about the relationship that consumers have with technologies, and the implications for marketing.

Week 10       Marketing ethics

Choose either:

(a) Computer games play a growing role in education, workplace training and in recruitment. They have also been accused of rendering parts of the brain inert, leading to aggression and even to murders (SMH 13-14 May 2006). Investigate how the computer games industry and Australian government is responding to these accusations. Identify any legal restrictions that bound these products. Conduct interviews with 4-5 consumers (ideally a mix of games players, non-players and parents) and discuss their perceptions of computer games. Identify what actions they believe need to be taken by producers, the industry, government and consumers in ensuring that negative outcomes of these products are minimized.

(b) Alternatively, identify another socially questionable, yet entirely legal product, such as poker machines, or mixed drinks aimed at young drinkers, etc. And conduct the same kind of analysis as in (a).

10. READING AND REFERENCE LIST

There is no textbook which adequately covers all the requirements of this course. However, you may wish to acquire a copy of Schiffman’s Consumer Behaviour text in addition to the book of readings for this course. The final exam is based on lecture material, class discussion topics and the assigned weekly readings.

Consumer Behaviour Text:
Either the Australian or the US versions of Schiffman will do. The Australian version is available to buy at the UNSW Bookshop and on short-loan at the UNSW Social Sciences Library. There are also plenty of copies of the US version available to loan at the library.

General Resources

General Texts


Danzinger (2004). Why People Buy Things They Don’t Need: Understanding and predicting consumer behaviour, Dearborn: Chicago, ILL.

Harrison, Newholm and Shaw (2005), The Ethical Consumer, Sage, London


Nader (1993). The Consumer and Corporate Accountability. Harcourt Brace, USA


Szmigin (2003), Understanding the consumer, Sage, London.

Consumer behaviour texts


Marketing Texts


Kotler, many other editions of his introductory marketing textbook available.

Academic research putting the consumer first:

The Journal of Consumer Research for Consumers (run out of University of Western Australia) www.jrconsumers.com

International Centre for Anti-Consumption Research www.icar.auckland.ac.nz

Organisations / Government departments

Advertising Standards Board

Austel

Australian Broadcasting Authority

Australian Bureau of Statistics www.abs.gov.au

Australian Competition and Consumer Commission (ACCC)

Australian Consumers Association (Choice) www.choice.com.au

Australian Direct Marketing Association www.adma.com.au

Advertising Federation of Australia www.afa.org.au


(Previously known as MRSA).

Australian Marketing Institute www ami.org.au
Australian Securities & Investments Commission
B&T advertising, marketing & media magazine www.bandt.com.au
Commonwealth/State Consumer Products Advisory Committee
Department of Fair Trading - State and Federal branches
Federal Bureau of Consumer Affairs
NotGoodEnough www.notgoodenough.org
National Food Authority
Telecommunications Industry Ombudsman
The National Consumer League
Therapeutic Goods Administration

General Academic Marketing Journals
(as ranked by Australian Marketing academics*)
1. Journal of Consumer Research
2. Journal of Marketing
3. Journal of Marketing Research
4. Marketing Science
5. Journal of Retailing
6. Journal of the Academy of Marketing Science
7. Journal of International Business Studies
8. International Journal of Research in Marketing
9. Journal of Advertising
10. Marketing Letters

“Pracademic” journals
Harvard Business Review
MIT Sloan Management Review
California Management Review

Newspapers
Sydney Morning Herald (Business Section)
Australian Financial Review (Marketing & Media section on Mondays)
The Australian newspaper

Magazines
Professional Marketing
Marketing
Ad News
B&T
Business Review Weekly
Far Eastern Economic Review
The Asian Wall Street Journal
The Economist


APPENDIX A - The Learning Centre

The Learning Centre offers academic skills support to all students enrolled at the University of New South Wales. Academic skills include essay writing, exam preparation, reading skills, referencing, time management and presentation skills. Assistance for academic work is provided through workshops, faculty or discipline-based programs, by individual consultations, and through student self-access materials. It has two locations on Kensington campus:

The Learning Centre, Level 2, Library Building (enter through the doors facing the Library Lawn and turn left), Phone: 02 9385 3890, Email: learningcentre@unsw.edu.au

The Learning Centre G23 (Workshops & Resources), Hut G23 (Between the Mathews Building and the Upper Campus Parking Station), Phone: 02 9385 2060, Email: tilc@unsw.edu.au

Opening Hours, Monday to Thursday: 9 am - 5 pm, Friday: 9 am - 2.30 pm

Learning Centre Online resources are at: http://www.lc.unsw.edu.au/