Faculty of Business
School of Marketing

MARK6012
UNDERSTANDING BUYER BEHAVIOUR
(UBB)

COURSE OUTLINE
SESSION 1, 2007

(DRAFT: 20/02/2007 - SUBJECT TO REVISION)
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1. COURSE STAFF

Lecturer-in-Charge:
Professor Mark Uncles
School of Marketing
Room 301 John Goodsell Building

Email: m.uncles@unsw.edu.au

1.1 Communication with Staff

Consultation times:
Immediately after class or Tuesdays 1.00-2.00pm
Other times by appointment

Contact outside of consultation and class times:
If you have any questions about the course, please email me at the address above. I will endeavour to respond to enquiries promptly. However, keep in mind I may be teaching other classes or working on research projects when you make an enquiry, and therefore there may be a delay in getting back to you. In particular, email correspondence will be dealt with periodically – once every couple days, not 24/7.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching Times and Locations
Lectures will take place in G02, Tuesdays 6.00-9.00pm. The building is located at D16 on the campus map and can be approached at ground floor level from Quadrangle Lawn or from Gate 4, High Street.

2.2 Units of Credit
The course is an elective on the Master of Marketing degree, carrying three units of credit. It is denoted by the abbreviation "UBB".

2.3 Relationship of This Course to Other Course Offerings

Pre-requisites
UBB is not a first course on consumer behaviour (CB). It is assumed you have previously studied CB, as conventionally taught on business courses. If you do not have this background I suggest you familiarise yourself with a standard CB textbook. See, for example:


You are assumed to have successfully completed all prerequisite courses. Any work done in courses for which prerequisites have not been fulfilled will be disregarded (unless an exemption has been granted), and no credit given nor grade awarded.

**Synergies**

You are encouraged to make linkages with previous studies, particularly consumer behaviour and marketing research. Your learning is likely to be more effective when prior experiences and prior knowledge are explicitly recognised and built upon. You should take responsibility for doing this.

UBB complements other consumer behaviour courses (MARK6013 Advances in Consumer Analysis, MARK6014 Society and Consumption, MARK6015 Consumer Judgment and Choice Processes). In addition, UBB will inform the practice and study of brand management (MARK6020 Product & Brand Management) and CRM (MARK6006 Customer Relationship Management).

Some aspects of B2B marketing are considered on this course, but my bias is **heavily** toward B2C – please be aware of this when you enrol. Other courses explicitly consider B2B contexts (MARK6004 Business-to-Business Marketing, and MARK6007 Managing Marketing Relationships, Alliances & Networks). Furthermore, although there are differences between B2B and B2C marketing, perhaps there aren’t as many as people think.

Note: not all these other courses are offered every year.

**2.4 Approach to Learning and Teaching**

This course has been designed to be:

- **Rigorous and informed**, in that we consider what is known about UBB through business practice, research and scholarship;
- **Encouraging of critical and independent thinking**, including an assessment of the validity of claims made about CB and UBB;
- **Professionally relevant** – by looking at workable frameworks, 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 UBB 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. COURSE AIMS AND OUTCOMES

3.1 Course Aims
Sales derive from the behaviour and actions of consumers, customers, buyers and clients. Such behaviour is measured in terms of purchasing, repeat-buying, duplicate buying, retention and switching. An understanding of these measures, and associated patterns and models, is critically important and forms the core of the course.

Practical uses of this knowledge are considered: auditing the performance of established brands, predicting and evaluating the performance of new brands, checking the nature of unfamiliar markets, of partitioned markets and of dynamic situations (for example, as a result of price-promotions, advertising, the introduction of loyalty-programs, and new product launches).

Practical exercises illustrate the implications for understanding consumers, brands, the marketing mix and marketing management.

3.2 Student Learning Outcomes
The course gives you an understanding of:
• The principles of UBB;
• The fact that there are alternative ways to think about UBB;
• An appreciation of some of the controversies that exist in this field;
• An appreciation of some of the research that has been undertaken in this field;
• The significant impact of all this on highly practical aspects of marketing thought and practice.

In addition, the course equips you with certain skills:
• The basic skills necessary to examine and analyse buyer behaviour;
• The capacity to analyse specific problems and challenges in UBB, and to devise sound and practical responses to these problems;
• The ability to use resources (e.g., marketing research, research studies, expert advice, etc.) in an informed and skilful way as part of the process of understanding buyer behaviour;
• A capacity to assess different viewpoints and to think cogently and critically about these viewpoints.

Once equipped with these levels of knowledge and skill you should be able to consider issues of theoretical and practical significance (from the abstract question of “what is buyer behaviour?” to the more down-to-earth question of “how do my consumers/customers behave?”).

However, a word of warning: in a 7-week course we cannot consider all aspects of UBB, and certainly not all aspects of CB. Our coverage will be highly selective and partial. Most examples will come from B2C marketing. All courses offer a particular
viewpoint, but this one presents a non-standard viewpoint. More traditional approaches to CB, and more B2B-focused courses, are available elsewhere on the masters program.

3.3 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 and critiques.

The purpose of the lectures is to give you some frameworks for UBB. 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 UBB. This is your opportunity to apply the material presented in lectures and to use knowledge gleaned from readings and experiences. 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.

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. COURSE SCHEDULE

Lecture dates, topics and assignments are shown in the following table. All times are Tuesdays 6.00-9.00pm.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<td>Introduction</td>
<td></td>
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<tr>
<td>1</td>
<td>27.02.07</td>
<td>Course overview</td>
<td>Set Assignments</td>
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<td></td>
<td></td>
<td>Importance of UBB</td>
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<td></td>
<td></td>
<td>Understanding Buyers</td>
<td></td>
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<tr>
<td>2</td>
<td>06.03.07</td>
<td>Behavioural Consumer Behaviour</td>
<td>Submit UBB Exercise 1: Armed to the Teeth</td>
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<tr>
<td>3</td>
<td>13.03.07</td>
<td>Behavioural Segmentation</td>
<td>Submit UBB Exercise 2: Car Challenge</td>
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<td>4</td>
<td>20.03.07</td>
<td>Behavioural Loyalty</td>
<td>Submit Paper Critique</td>
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<td></td>
<td>Broader Perspectives</td>
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<tr>
<td>5</td>
<td>27.03.07</td>
<td>Behavioural Convergence &amp; Divergence</td>
<td>Submit Paper Critique</td>
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<td>6</td>
<td>03.04.07</td>
<td>Savvy New Consumers</td>
<td>Guest Speaker</td>
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<td>7</td>
<td>17.04.07</td>
<td>Critical New Consumers</td>
<td>Submit UBB Exercise 3: Deconstructing Behaviour</td>
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There are three sections:

- **Importance of the topic.** UBB is of direct commercial importance because it lies at the heart of revenue generation. Also, it is of consequential importance, in that it provides a platform for loyalty, retention, recommendation, and relationship building.
- **Understanding buyers.** We examine straight re-buys and complex buys by consumers. Issues to do with habit, loyalty, switching and duplication are studied. This is where most of our time will be spent.
- **Broader perspectives.** The similarities and differences in buyer behaviour across nations are explored, putting the themes of this course into a far broader international context. We conclude by identifying ‘savvy new consumers’ and ‘critical new consumers’ and discuss implications for UBB.

5. **LEARNING ASSESSMENT**

5.1 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).

5.2 Assessment Details

Assessment comprises:

- UBB Exercise 1 10% Individual mark
- UBB Exercise 2 10% Individual mark
- Paper Critiques 20% Individual mark
- UBB Exercise 3 – presentation 20% Group mark
- UBB Exercise 3 – report 40% Group mark

Prior to the final class you will be given your grades for UBB exercises 1 and 2 and the paper critiques (40% of the total grade).

(1) **UBB Exercise 1**

In our first class you will be given a case to complete individually. Your written answers must be handed to me at the start of the following class (week 2, 06.03.07). For general guidance on written assignments, see section 7.5.

Please make a copy of your work because this will form the basis of your contribution to discussion during our class in week 2. We shall debrief the assignment in week 2, therefore I cannot accept late submissions – you will simply forfeit 10% if the assignment isn’t completed or is submitted late.

The purpose if this assignment is to:

- make sure you understand some of the details of UBB;
• provide an opportunity to link our broad topic to a specific example;
• give you some feedback early in the course.

(2) UBB Exercise 2
This will follow a similar format to the first exercise. Details to follow. This will form the basis of your contribution during our class in week 3.

(3) Paper Critiques
You will be expected to read and critique two articles – to be handed in at the start of the relevant class. You will be allocated two time slots over weeks 4 (20.03.07), 5 (27.03.07) and 6 (03.04.07). These critiques should comprise 2-pages (single-sided, 12-point font, 1.5-spacing). You may attach appendixes and by all means refer to articles on and off the reading list. For general guidance on written assignments, see section 7.5.

Your critiques will be assessed, for a maximum grade of 10% per write-up. Once again, I cannot accept late submissions because we shall debrief these critiques in class – you will forfeit 10% per write-up if the assignment isn’t completed or if it is submitted late.

Despite the fact that only two critiques will be assessed, you should take care to read the readings every week. Only by doing this conscientiously and thoroughly will you gain maximum benefit from this course.

The purpose of these critiques is to help you to:
• evaluate and assess the information presented to you, in order to make informed comments and observations;
• appreciate the strengths and weaknesses of our extant knowledge in this field;
• identify links between what you are reading and broader issues that you encounter in business life.

(4) UBB Exercise 3
The third UBB exercise is to deconstruct a specific example of buyer behaviour. In small groups (2-3 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. The exact requirements for this exercise will be explained after we have debriefed exercise 1. At that stage we will compose the groups and agree the contexts.

All groups will be required to make a presentation in week 7 (17.04.07) – copies of your slides to be handed in at this time. Presentations will be assessed, accounting for 20% of the final grade. Your written assignment will be assessed for a maximum group grade of 40%. Please refer to section 7.5 for general guidelines on written assignments. Work must be submitted to the Marketing Assignment Box on the third floor of the John Goodsell Building, by 6pm on Friday 20.04.07, accompanied by a signed Assignment Cover Sheet – do not submit by email. Early submissions will be accepted, late ones will be penalized.

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.

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.

I will be assessing your contribution when you present paper critiques and during debriefs for UBB Exercises 1, 2 and 3.

The purpose of assessing participation 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.

6. STUDENT RESOURCES

6.1 Required Readings

There is no prescribed textbook – the stance taken in this course 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 will recommend a few books as the course progresses. A very useful and relevant business-oriented book in this field is:


In the absence of a required textbook, you will be expected to read the readings that I provide each week. You might care to look at one in advance of our class because it embodies much of my thinking on the topic of UBB (copies will provided on Web CT Vista during the course):


Some of the formal aspects of UBB are addressed in the following:

East, Robert (1997) Consumer Behaviour: Advances and Applications in Marketing, Prentice Hall, London (the author is working on a new edition, and some draft copies might be available during the course)
6.2 Supplementary Readings

For each topic in this course several supplementary readings will be placed on Web CT Vista.

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.

6.3 Sources of Further Information

For UBB Exercise 3 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 will be provided on Web CT Vista.

6.4 Informal Learning

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 such as The Economist, McKinsey Quarterly, Forbes, Boss Magazine, AdMap, Professional Marketing, B&T Weekly, AdNews, 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 skill. 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.

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.
6.5 Other Resources, Support and Information

The University and the Faculty provide a wide range of support services for students, including:

- **Learning and study support**
  - FoB Education Development Unit (http://education.fce.unsw.edu.au)
  - UNSW Learning Centre (http://www.lc.unsw.edu.au)
  - EdTec – WebCT information (http://www.edtec.unsw.edu.au)

- **Counselling support** - http://www.counselling.unsw.edu.au

- **Library training and support services** - http://info.library.unsw.edu.au

- **Disability Support Services** – Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator or the Equity Officer (http://www.equity.unsw.edu.au/disabil.html). Early notification is essential to enable any necessary adjustments to be made.

7. STUDENT RESPONSIBILITIES AND CONDUCT

The extent to which the goals of this course are achieved partly depends on us, but overwhelmingly it depends on you. You are responsible for managing the workload, reading the course material, attending classes, engaging constructively in discussions, etc.

7.1 Workload

It is expected that you will spend at least ten 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. Those working full-time take note!

7.2 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.

Be punctual – late entry is very disruptive to other members of the class and it puts you at a disadvantage because you would have missed the lecture/tutorial overview.

7.3 General Conduct and Behaviour

Class participation is welcome, providing it is constructive, to the point, and directed through the lecturer. Wise-cracks are permitted, providing they are truly incisive! Other forms of participation and background chatter are not acceptable –
if you have an urge to discuss *Home and Away* or *Desperate Housewives* please do so before or after class (unless we are having a session on TV viewing behaviour!).

Please turn off mobile phones during lectures. Also, the recording or filming of lectures is *not* permitted without prior consent.

More generally, 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 is not acceptable and you may be asked to leave the class. More information on student conduct is available at: https://my.unsw.edu.au

### 7.4 Occupational Health and Safety

You are expected to understand relevant Occupational Health and Safety policies and student responsibilities, these are summarised at the following site: http://www.riskman.unsw.edu.au/ohs/Policies%20&%20Procedures/UNSW%20OH%20S%20Accountability.pdf

### 7.5 Written Work

**Writing Style**

Some of you may be copywriters, which would be wonderful. For the rest, you do not have to be copywriters. Nevertheless, it is worth keeping in mind the discipline of a good copywriter – to be brief, concise and succinct, and to write clearly in a way that communicates to the intended audience. If it helps, keep in mind how a busy senior manager (your boss?) is likely to react to your work.

Failure to write clearly will have an impact on your grade, especially if it is impossible to assess your understanding of marketing concepts because of problems with your written English. In short, be professional in both content and presentation.

**Plagiarism**

You are encouraged to read widely and draw on different sources of information. However, when doing this you must reference your sources. Guidelines on how to do this are provided in the “Guide to the Presentation of Assignments”, available on the School of Marketing web-page (www.marketing.unsw.edu.au). Moreover, if you make a direct quotation, you must fully cite the source and give page numbers. Failure to do so is plagiarism, and this will result in the loss of your written assignment grades.

More generally, the University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. See Appendix A for a summary of the rules. For full information regarding policies, penalties and information to help you avoid plagiarism see:

http://www.lc.unsw.edu.au/plagiarism/index.html

Note that the rules on plagiarism apply equally to Web-based sources. Give as precise a reference as possible so that another reader could find the section you have quoted. Also, do not solely rely on web-based sources – not everything is to be found on the web (yet!).
Submission of written material
Observe the submission deadlines. Penalties apply if submissions are late.

All written material should be submitted in hardcopy – do not submit using email. Allow a 2cm margin, use 12-point font size and 1.5 line-spacing. Avoid the use of bulky folders – these will not fit into our assignment boxes and they are awkward for me to carry and return. Do not hand in written work where each page is enclosed in a clear plastic envelope – this makes it hard for me to give feedback.

You are advised to make a copy of all work submitted for assessment, and keep returned marked assignments and essays.

Confidentiality of material
Assignment material will be treated in confidence and only seen by those who are directly involved in assessment – unless you, the author, agree otherwise. If something is particularly confidential you may wish to highlight the fact on your cover sheet when submitting the work.

7.6 Special Consideration
UNSW policies and processes for Special Consideration apply in case of illness or misadventure, see https://my.unsw.edu.au/student/atoz/SpecialConsideration.html. Specifically:

- Applications for special consideration (including supplementary examinations) must go through UNSW Central administration (within 3 working days of the assessment/examination to which it refers) – applications will not be accepted by teaching staff;
- Applying for special consideration does not automatically mean that you will be granted additional assessment or that you will be awarded an amended result;
- If you are making an application for special consideration (through UNSW Central Administration) please notify your Lecturer-in-Charge in writing;
- Please note: a register of applications for Special Consideration is maintained. History of previous applications for Special Consideration is taken into account when considering each case.

7.7 Grades
Grades are non-negotiable. Do not waste your time and mine by trying to haggle.

If you have not performed as well as you expected, re-double your efforts to understand the course material, read more about the subject, talk through the material with your peers, give more time to course preparation, edit and revise written work before you submit it, revise and practice more thoroughly before the examination. Taking these courses of action will be more productive than attempting to have your grades altered.

7.8 Keeping Informed
You should take note of all announcements made in lectures 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.

You are expected to keep the university informed of all changes to your contact details.

7.9 Key Dates
It is your responsibility to ensure that you are recorded by the University as being correctly enrolled in all your courses. A full list of Key Dates is located at: http://my.unsw.edu.au/student/resources/KeyDates.html

8. CONTINUAL COURSE IMPROVEMENT

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 (http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm) is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.

9. YOUR LECTURER-IN-CHARGE

Lecturer-in-Charge: Mark Uncles
I am a Professor of Marketing at the University of New South Wales (UNSW). My research interests include: buyer behaviour, store patronage, consumer loyalty, and brand management. In recent years the Australian Research Council (ARC) has supported my work on brand choice by Chinese consumers, brand relationship dynamics, and the application of geographic information systems (GIS) in marketing. Publications have appeared in international journals such as: Sloan Management Review; Marketing Science; Journal of Retailing; Journal of Advertising Research; International Journal of Research in Marketing; Journal of Business Research; Journal of Service Research and European Journal of Marketing. I am on the editorial board of seven journals and serve as area editor of the Australian Management Journal. Two of these journals are specialist publications in the field of brand management: the Journal of Product & Brand Management and Journal of Brand Management. Until recently I was co-editor of the Australasian Marketing Journal. My co-authored publication, The Penguin Dictionary of Business (Penguin Books), is recommended for those wanting an overview of business and management terminology.

At UNSW, I served as Head of the School of Marketing for seven years, sat on all executive committees of the Faculty of Commerce & Economics, and was twice elected onto the Academic Board of the University. I am on the Board and Executive of the UNSW Alumni Association. Previously I have held appointments at London Business School (nine years) and Bradford Management Centre (two years), and visiting positions at the Australian Graduate School of Management (six-months) and Judge Business School, University of Cambridge (six-months).
have worked closely with professional bodies in Australia – such as Australian Direct Marketing Association (ADMA) and the Advertising Federation of Australia (AFA) – and overseas. In 2007 I am chairing the IAB Australian Interactive Advertising Awards. As a consultant I have worked with multinationals, including Heinz, Unilever, Kraft, P&G and Shell.

I am a long-serving member of the European Marketing Academy (EMAC), the Academy of Marketing (AM), the INFORMS Society on Marketing Science (ISMS), the American Marketing Association (AMA), and the Australian & New Zealand Marketing Academy (ANZMAC). I co-chaired major international conferences for AM, ISMS and ANZMAC. In 2005 ANZMAC awarded me a Distinguished Fellowship. And what you really want to know – I am married, with two young boys and a pampered dog.

**APPENDIX: ACADEMIC HONESTY AND PLAGIARISM**

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see:

http://www.lc.unsw.edu.au/plagiarism/index.html

Plagiarism is the presentation of the thoughts or work of another as one’s own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement;

- paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;

- piecing together sections of the work of others into a new whole;

- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,

- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:
The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle
† Adapted with kind permission from the University of Melbourne.