Faculty of Business
School of Marketing

MARK6018
DECISION SUPPORT TOOLS FOR MARKETERS

COURSE OUTLINE
SESSION 1, 2007

(DRAFT – FINAL OUTLINE HANDED OUT IN CLASS AT FIRST MEETING)
1. COURSE STAFF

Course Coordinator
Course Coordinator: Dr Jennifer Harris  
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MMktg Administration Contact
Title: Dr Jack Cadeaux  
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Location: John Goodsell building, room 303

1.1 Communication with Staff
Consultation: Wed 4-6pm  
Other times, by appointment
If you wish to contact me outside these times, please do so by email. Questions of a general nature regarding any piece of assessment should be placed in the discussion section of webCT Vista. Any question on webCT Vista will be answered within 24 hours.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations
This course has 3hrs contact per week for 7 weeks on a Thursday. All meetings will take place in the computer laboratory, Quad lab 7.

2.2 Units of Credit
This course is worth 3 units of credit.

2.3 Relationship of this course to other course offerings
This is an elective course in the Masters of Marketing program and lies within the Decision Analytics stream.

2.4 Approach to learning and teaching
From experience, I have found that students are more receptive to learning when relevance and realism are present, therefore contextualising theory is important. It is also important for students to be challenged, in terms of being able to defend their ideas and, in some cases, to extend themselves beyond their comfort zone. An open and supportive environment is encouraged to promote communication and understanding.
3. COURSE AIMS AND OUTCOMES

3.1 Course Aims
The challenge for every customer-oriented organisation consists of identifying potential customers. This innovative course provides an understanding of the role that analytical techniques and models can play to enhance marketing decision-making. Though designed for students with some basic background in quantitative methods, the course is non-mathematical. The focus is on computer-based models, and the emphasis is on application. A selection from the most popular and useful techniques found in marketing today are studied: choice models for customer targeting, conjoint analysis for product design, cluster/discriminant analysis for market segmentation, portfolio models for selection/prioritisation, perceptual mapping for product positioning, new product forecasting for better product planning, and resource allocation for better ways to develop and defend marketing budgets. These are illustrated with cases based on real situations in which an organisation must make tough practical decisions. Students who complete this course will be conversant with modern methods of analysis and decision-support, will understand and be able to use the computer tools in the Marketing Engineering toolkit in a variety of business decision situations, and be in a position to make better use of data when making business decisions. Students are expected to have access to a computer.

3.2 Student Learning Outcomes
By the end of this course you should:

- Be conversant with and understand modern methods of analysis and decision-support
- Have an increased understanding of how analytical techniques and computer models can enhance decision-making by converting data and information to insights and decisions.
- Have first experience with a number of examples demonstrating the value of the analytic approach to business decision situations.
- Be in a position to make better use of data when making business decisions.
- Have improved written and oral communication skills so that you can communicate competently and confidently in discussions related analyses and models for data insight.
- Be able to confidently and empathetically evaluate work and ideas presented by peers.
- Be able to work efficiently and effectively in a teamwork environment to achieve specific outcomes.

3.3 Teaching Strategies
The course has 3 hours of contact per week. This contact time is workshop-like, though most weeks there will be elements of lectures, discussions, exercises and computing laboratory work. To facilitate discussion during this time, students are expected to have done the assigned reading before attending the class. The depth and direction of this course is very much student driven. As the lecturer, I am there to guide and help you in discovering the usefulness of the selected models. Your depth of understanding and appreciation for these models will be determined by how much you are willing to think and question.
At the beginning of each model/module, I will discuss the underlying premise of the model. The depth covered in this introduction, in terms of statistical/mathematical bases, will be guided by the prior knowledge and desires of the students. Insight into how the model works and the information from the output is then acquired by students undertaking a computer tutorial. Once this basic understanding is gained, students then apply the model to a given case, and discuss potential insights. Students are strongly encouraged to go beyond the basic case questions for deeper appreciation.

The Lilien & Rangaswamy modules and associated Market Engineering software will be used throughout this course. The full version of the Marketing Engineering software can be accessed in the computer laboratories. However, it is strongly recommended that the restricted version, which may be purchased through Study.Net (www.study.net), be downloaded and run on your personal computer. The marketing engineering website (www.mktgeng.com) contains very useful information if difficulties are encountered when using the software.

**Learning in this Course**

Lectures in the course will cover the major points of interest in each topic. Students are expected to go beyond these to deepen their knowledge. This can be achieved in a number of ways:

- Read the respective notes with each module (this expands on what is covered in lectures), taking notes and thinking of possible applications as you read. This reading should be done *prior* to the lecture.

- Fully contributing to each case study. Much of your understanding in this subject will be gained through the computer exercises and discussions associated with the case studies. The more you put into these cases, the more you will get out of this course.

- Keep up with current thoughts and issues in the quantitative area by reading professional and popular press and academic journals.

- Participating in any bulletin board discussion/exercise on webct.

Students in this course are also expected to:

- Contribute equally to all group work
- Attend at least 80% of classes. Falling below this level will greatly inhibit a student’s learning from this subject.

**4. STUDENT RESPONSIBILITIES AND CONDUCT**

For information on your responsibilities regarding workload, general conduct and behaviour, and keeping informed, please refer to the School of Marketing’s website. [http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=_Current_Policies](http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=_Current_Policies)

**4.1 Attendance**

Your regular and punctual attendance at the weekly meetings is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.
5. LEARNING ASSESSMENT

5.1 Formal Requirements
The summary table below provides an overview of the assessment tasks, due dates and relative weighting.

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Due date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case presentations/workshops</td>
<td>Throughout session</td>
<td>10</td>
</tr>
<tr>
<td>Case reports (15% each)</td>
<td>Throughout session</td>
<td>30</td>
</tr>
<tr>
<td>Participation</td>
<td>Throughout session</td>
<td>10</td>
</tr>
<tr>
<td>Project (individual)</td>
<td>28 June</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

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.
- **achieve at least 50% in the Project. If this is not achieved, then you will receive a UF, implying that you have not passed this course.**

5.2 Assessment Details

(A) Cases
Due: Throughout session
Weight: 40% in total

Case studies play a very big part in this course. Therefore their completion is vital to the student’s learning. Consequently 40% of the final mark for this course will come from case study related work. All case study work will be done in small groups (size will depend on final class enrolment). ALL members of the group are expected to contribute equally to the reports AND take part in the presentations/discussions.

Three case studies are covered in this course. You are required to hand in a written report from two case studies (15 marks each) and give an oral presentation of the results from one case study (10 marks).

Precise questions for the cases are detailed in each module that can be downloaded from Study.Net (www.study.net).

(i) Case Reports
Weight: 30% (15% per report)

The cases you choose to hand in a written report on are up to you. You may wish to only hand in 2 reports OR you may hand in 3 reports and only have the top 2 marks counted. The reports for these assignments are to be done in groups (size dependent on class numbers). The composition of the group is to remain the same for ALL the
reports and presentations. Team members are expected to work in a harmonious and professional manner.

The report should be a thoughtful 3-4 page overview of what was found out from the case (this will be guided by the case questions) and the implications of these findings. If you plan to hand in a written report for a specific case, it must be BEFORE the oral presentation for that case is given. Reports will NOT be accepted after this time.

(ii) Case Presentations/discussion
Weight: 10%

Each group will be called upon to give one oral presentation/discussion of case findings during the session. The group to present the findings for particular cases will allocated during the first couple of meetings. The presentation/discussion should be 15-20 minutes and cover the material you feel is important to the case. It is not expected that fancy overheads be prepared for each case. The room is fitted with data projection, therefore all you need bring is a disk/memory stick containing your PowerPoint presentation and display it directly. The groups that are not chosen to present in a particular week are expected to have explored the case and should come to the class prepared and willing to assume the role of “sceptical management” in order to respond to (ie critique, argue, praise etc) the presentations. Your involvement on this discussion will contribute to your Participation mark for this course.

Criteria for grading are stated in the Case Report and Presentation document available on the Webct Vista site for this course.

(B) Participation
Due: Throughout session
Weight: 10%

Active participation is an important component of the Master of Marketing. All students are expected to participate in class discussions and activities as well as, at various times throughout the session, make presentations in class. Your participation in all discussions will be assessed in terms of your willingness to get involved, the insightfulness of your comments/questions and your level of preparation for each class.

(C) Project
Due: 6pm, 28 June
Weight: 50% of final mark

Each student will undertake a practical project which will entail the application of models covered in the course to a particular set of data. (Data will be supplied.) The report should cover details of the process undertaken to apply the models and achieve insight into the particular issues, discussion of the findings and the relevance for the company. The report should also include a reflection of what the student has learned from this process and how they may be able to implement some of this learning in
practice (e.g., their work environment). Full details will be provided on a project brief which will be handed out in the first class.

5.3 Assignment Submission Procedure
Unless otherwise arranged with the lecturer, all case reports must be submitted at the beginning of the class in which it is due. No report will be accepted once the presentation/discussion of that case has commenced.

5.4 Late Submission
Information about late submission of assignments, including penalties, is available on the School of Marketing’s website

5.5 Special Consideration and Supplementary examinations
Details relating to procedures for special consideration and supplementary exams can be found at:
http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=_Current_SpecialConsideration

NOTE: You only have 3 days from the due date of the assessment/exam in which to lodge a special consideration form.

5.6 Assignment Format
Each case report is to be no more than 3-4 pages, one and a half spacing, 12 pt type, A4 paper, single-sided paper with 2.5 cm margins. An appendix containing selected relevant output is NOT included in the page limit. Binding of assignments is not necessary; however make sure they are well secured. Page limits are strict and penalties will apply for exceeding the page limit.

6. 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:
www.my.unsw.edu.au/student/atoz/Plagiarism

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:

www.lc.unsw.edu.au/plagiarism

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.
7. STUDENT RESOURCES

7.1 Course Resources
The prescribed textbook for this course consists of a number of modules from Lilien and Rangaswamy’s “Marketing Engineering” series. The specific modules are available electronically through the website Study.Net (www.study.net). (NOTE: For the institution, you need to look under “t” for The University of New South Wales.) Each module contains text material, case, and software on a single subject. Full details on accessing materials will be discussed in the first lecture. (They can also be found on the study.net site).

Other useful resources

Reference Books and journals
Hair, Anderson, Tatham & Black *Multivariate Data Analysis*, Prentice Hall

Various Sage Publications on the different quantitative techniques.

Marketing journals are also useful for applications of many of these techniques, for example:
- Journal of Marketing Research
- Journal of Marketing Science
- Journal of Consumer Research
- Marketing and Research Today
- Journal of the Academy of Marketing Science
- Journal of the Market Research Society

Other – Internet sites
Marketing Engineering website  www.mktg.com

WebCT Vista
The WebCT Vista site for this course can be accessed via: www.vista.elearning.unsw.edu.au. Only students officially enrolled in this course can gain access to these facilities. This site will be used in a number of ways:
- Distribution of lecture notes (These will be available a minimum of 24 hrs before the lecture.)
- Announcements and messages regarding the course
- Bulletin board: vehicle to obtain feedback/clarification on issues. All students are strongly encouraged to contribute to any issues raised on this site.
- Links to useful sites
7.2 Other Resources, Support and Information

Additional learning support, tailored to the needs of FCE students, is available from the Education Development Unit (EDU) in the Faculty. The EDU offers a range of services for FCE students including:

- Academic skills workshops run throughout the session;
- Printed and on-line study skills resources e.g. referencing guide, report writing and exam preparation;
- A drop-in resource centre containing books and audio visual material that can be borrowed;
- A limited consultation service for students with individual or small group learning needs.

More information about the EDU services including on-line resources, workshop details and consultation request forms are available from the EDU website.

Contacts and location:
EDU Web:  http://education.fce.unsw.edu.au
EDU Location:  Room 2039, Level 2 Quadrangle Building

EDU services are free and confidential and are available to students of the Faculty of Commerce and Economics.

Other UNSW support
In addition to the EDU services, the UNSW Learning Centre provides academic skills support services for students. The Learning Centre is located on Level 2 of the Library and can be contacted by Phone: 9385 3890 or through their website: http://www.lc.unsw.edu.au/. Students experiencing problems of an academic or personal nature are encouraged to contact the Counselling Service at UNSW. This service is free and confidential and run by professional counsellors. The Counselling Service is located on Level 2, Quadrangle East Wing, and can be contact on 9385 5418

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 lecturer prior to, or at the commencement of their course, or with the Equity Officer (Disability) in the EADU (9385 4734). Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

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.

If at any time you have any concerns with your progress or any aspects of the course, please feel free to contact me to discuss your concerns. I hope you enjoy this course.
### 9. Course Schedule
**(Preliminary – Final Schedule Available in First Meeting)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Seminar Number</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 10 (10 May) | 1 | Introduction  
Response Models |  |
| 11 (17 May) | 2 | Segmentation and Targeting |  |
| 12 (24 May) | 3 | Introduction to Positioning  
Case: |  |
| 13 (31 May) | 4 | Positioning Decisions |  |
| 14 (7 June) | 5 | Introduction to New product  
Decisions | Case: |
| 15 (14 June) | 6 | New Product Decisions |  |
| 16 (21 June) | 7 | Review  
Case: |  |
| (28 June) | | Project Due |  |