Unit Outline*

MKTG8505 / MKTG7403

Marketing and Society

Semester 2, 2011
Crawley

Associate Professor Dave Webb

Business School
www.business.uwa.edu.au

* This Unit Outline should be read in conjunction with the Business School Unit Outline Supplement available on the Current Students web site http://www.business.uwa.edu.au/students
UNIT DESCRIPTION

Introduction

This advanced unit in marketing is designed to develop your knowledge about issues of global societal concern often not covered in traditional marketing units. Each session, building upon what you know already, will provide you with advanced marketing knowledge necessary to make sound marketing decisions that take into consideration the wider consequences of marketing activity.

Throughout this unit you will be introduced to many concepts. Some will be new to you, some will not. Some will be unfamiliar to the traditional field of marketing, some will not. Whatever the case, your thinking will be challenged. Indeed, some of these challenges you may find personally uncomfortable and confronting. You should put all this into perspective and treat this unit as an opportunity to stretch your thinking beyond the borders of traditional accepted notions. If you do this, you will have benefited from this unit in ways that are of value not only to you but also others with whom you connect. Overall, I am confident that you will enjoy this unit and find it the learning experience that you are hoping for.

Unit Content

You should know in advance that I will NOT necessarily be sticking to the outline of lectures shown in this document.

In this advanced unit I will make extensive use of alternative materials. The following summary structure provides you with a guide only of the broad areas that we will be covering. We will go beyond this material and may well develop our own as we proceed! This is part of the process of learning which at this postgraduate level I maintain should be flexible. If you disagree, you should NOT be doing this unit!

Each 3 hour session will comprise of a formal lecture component, class exercises based on covered case studies and when permitting, a period during which we shall collectively discuss the reading material assigned for the week preceding each session. Note that I may provide a comment or two and invite you to debate the issue among yourselves. We will also cover oral skills development during these sessions by having you present ad lib material prepared in class.

The Goal of the Unit

This advanced unit in marketing explores the interplay between marketing and society both domestically and internationally. Consideration is given not only to traditional but also to non-traditional markets. In terms of the latter, a large part of the unit investigates the application of marketing thought on what are referred to as ‘bottom of the pyramid’ consumers. Linked to the above, we also consider market’s impact on the environment and pay particular attention to the public policy implications of marketing action.

Learning Outcomes

Following this unit you will:

- Develop an appreciative understanding of marketing’s contribution to global well-being.
- Develop skills in the application of marketing decision making to assess and provide potential solutions to many varied marketing problems.
- Improve skills and abilities in holistic and creative thinking and be able to adapt acquired knowledge to new situations.
- Enhance your written and oral communication skills.
Educational Principles and Graduate Attributes

To achieve the above, you will:

- Explore the societal, environmental and policy consequences of many marketing issues and as a result be better positioned to make more sustainable goods and service-related decisions.
- Be introduced to the ‘life-goal’ concepts of life satisfaction, well-being, and quality of life (QOL).
- Develop a deeper appreciation of how marketing can positively enhance the aforementioned life-goals.
- Learn how new technologies can be applied toward the achievement of the above in a more sustainable and yet still profitable manner.
- Review issues of public policy and marketing concern both in Australia and globally.
- Question accepted wisdom and be open to new ideas and possibilities.
- Work independently and in a team.
- Submit written reports, adhering to the ‘communications policy’ for excellence.
- Discuss and formally present orally on specified topics during lecture sessions and at the end of the semester.

Principles of Responsible Management Education (PRME)

This unit is designed cognisant of the Principles for Responsible Management Education (PRME). The mission of the PRME initiative is to guide and champion responsible management education, research and thought leadership globally.

The PRME are inspired by internationally accepted values such as the principles of the United Nations Global Compact. They seek to establish a process of continuous improvement among institutions of management education in order to develop a new generation of business leaders capable of managing the complex challenges faced by business and society in the 21st century (http://www.unprme.org/index.php).

The design and content of this unit meet each of the six PRME of: purpose, values, method, research, partnership and dialogue.

Prerequisites

This unit assumes that students possess at least a basic level of marketing knowledge which even if you have not studied marketing before, you have all acquired as consumers. Also, it is expected that students have an adequate command of:

- English and related communication skills – students are expected to understand and follow the principles of accepted expression and style.
- Basic mathematical and statistical skills – students are expected to possess basic numerical skills.
- Library and other contemporary online research skills.

If you are not well prepared in any of the above areas you should make every effort to remedy the situation through undertaking additional reading and/or practice. Do not hesitate to ask me for advice. You may also find ‘student services’ a useful source of advice in these areas.

http://www.studentservices.uwa.edu.au/ss/learning
TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

In a supportive environment this unit will challenge students in ways that may take some out of their comfort zones. This should be viewed as healthy learning. By participating in this unit, students will have the opportunity to engage with many educational modalities which may include, among others:

- Individual and group based learning
- Debate and oral presentation work
- Reflective learning
- Learning journal and report writing

Learning Journal and Team Project Log

Students are asked to keep a learning journal in which they record their contributions to class discussions and also document any questions or insights that arise during the class. Whenever we can, time will be provided at the end of each class for making journal entries and for discussing these entries. Please bring along a booklet to each class that can be used for this purpose. Although learning journals will not directly be assessed, they will be useful for revision purposes and for providing guidance for self-directed learning. It is your responsibility to keep these up-to-date and to make them available for review if requested by your unit coordinator, Dr Dave Webb.

Further, this unit includes a team-based assessment. You should keep a similar team project log record of each meeting held detailing what was discussed at each meeting and by whom, and also, any tasks allocated together with the identification of person responsible and any date information i.e., when to be completed by etc.

You should identify a meeting facilitator and record keeper for each meeting and furthermore rotate these roles for each subsequent meeting (noting these details for each meeting too). Again, this diary/log is not assessed but you will find it a useful resource for managing your project as well as meetings, and in addition, noting who has done what (or not as the case may be!).

NOTE, in this regard, this unit will make use of SPARKPLUS for individual team contribution peer assessment. You can read more on this later in this document and also in the Student Handbook. Also, please note in the lecture outline found on pages 8 - 10 that you will be engaging in 3 assessments (weeks 4, 8 and 12). Weeks 4 and 8 (Trials 1 and 2) provide you with qualitative peer feedback on how you are doing within your team, and Week 12 includes a quantitative component which will be used to calculate your final mark for Assessments 1 and 2.

Teaching and learning evaluation

You will be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students' Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

All units offered by the UWA Business School are periodically evaluated and the feedback from students taken into account when the unit is updated. For example, we have received comments from past students that it would be useful to include more current affairs issues and so, in response to this feedback, I have included a greater emphasis on developing exercises which incorporate such issues.
Attendance

Participation in class, which includes active listening to lectures and getting fully involved in other activities, is an important part of the learning process and it is therefore important that you attend classes. More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials’. Where a student, due to exceptional circumstances, is unable to attend a scheduled class, they are required to obtain prior approval of the unit coordinator to be absent from that class. Any student absent from class without having had such absence approved by the unit coordinator may be referred to the faculty for advice and may be required to withdraw from the unit.

CONTACT DETAILS

I recommend that you regularly access your student email account/s as well as WebCT for this unit (at least 3 * per week). Important information regarding the unit is often communicated to your student email accounts and WebCT and will not be automatically forwarded to private email addresses. It is up to you to ensure that you keep up to date with such communications.

<table>
<thead>
<tr>
<th>Unit Coordinator / Lecturer</th>
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</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Associate Professor Dave Webb</td>
</tr>
<tr>
<td>Email:</td>
</tr>
<tr>
<td><a href="mailto:dave.webb@uwa.edu.au">dave.webb@uwa.edu.au</a></td>
</tr>
<tr>
<td>Phone:</td>
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<tr>
<td>6488 7380</td>
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<td>Fax:</td>
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<tr>
<td>6488 1004</td>
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<tr>
<td>Consultation hours:</td>
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<td>Tuesdays, 2.00pm – 4.00pm by appointment</td>
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<td>Lecture day &amp; time</td>
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<td>Wednesday, 2.00pm – 5.00pm</td>
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<td>Lecture venue:</td>
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<td>BUSN: 242 Case Study Room</td>
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TEXTBOOK(S) & RESOURCES

Unit Website

The URL for the unit website is: http://webct.uwa.edu.au

Recommended/required text(s)

The primary topics discussed in the unit will be covered by the text book shown below and also supported with Journal articles (Unit reader).

- UNIT READER: In addition to the above text, I have compiled a compulsory course reader which is available from the COOP bookstore. This material will supplement your understanding of key Marketing & Society topics and is compulsory reading.
Lecture handouts

If you are absent when I distribute a handout in class, you may print yourself a copy from WebCT. All materials handed out in class will be posted to WebCT within 24 hours of their delivery.

References


Software requirements

To successfully complete the assessment in this unit, students will need to use Microsoft office (or similar) applications i.e. Word, PowerPoint, the internet and electronic databases.
Additional Resources and Reading Material

Related Journals:
- Journal of Macromarketing
- Journal of Happiness Studies
- Social Indicators Research
- Journal of Public Policy and Marketing
- Journal of Non-Profit and Public policy Marketing
- Journal of Consumer Culture
- Journal of Consumer Research
- Psychology and Marketing

UNIT SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics covered</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>03 August 1. Introduction to the unit and development of a Marketing and</td>
<td>Schulz (2007) (Reading 1)</td>
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<tr>
<td></td>
<td>Society framework 2. Introduction to unit text 'The Fortune at the Bottom of</td>
<td>Prahalad Preface (xiii-xix)</td>
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<td></td>
<td>the Pyramid’</td>
<td>Prahalad (Pp. 3-24)</td>
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<td></td>
<td>the Bottom of the Pyramid (BOP)</td>
<td>Santos and Laczniak (2009) (Reading 3)</td>
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<td></td>
<td>3. Case study (Casas Bahia)</td>
<td>Prahalad: Retail for the Poor Pp. 207-218</td>
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<td></td>
<td>2. Marketing with integrity and the Service Dominant Logic</td>
<td>Abele &amp; Murphy (2008) (Reading 5)</td>
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1 For each case study, generally a set of questions will be given in a preceding lecture directing student preparation of the case material.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Authors/References</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2. Broadening the concept of happiness – Film</td>
<td>Peterson et al. (2010) <strong>(Reading 8)</strong></td>
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<td></td>
<td>3. Case study (Voxivia: Health alerts for all)</td>
<td>Prahalad: Pp. 345-355</td>
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<td></td>
<td>4. Case Study (ICICI Bank: Innovations in Finance)</td>
<td>Prahalad: Ch. 3, Pp. 73-88</td>
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<td></td>
<td>Prahalad: Financing the Poor Pp. 299-319</td>
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<tr>
<td>7 Sept</td>
<td>1. The Growth and Development of Non-Profit Marketing</td>
<td>Sargeant et al. (2002) <strong>(Reading 10)</strong></td>
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<td></td>
<td>2. Case Study: The Tibetan Support Programme partnering with AFAP (Australian Foundation for the Peoples of Asia and the Pacific Ltd) and, The Snowland Service Group.</td>
<td>Opportunity to review readings to date</td>
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<td></td>
<td>4. E+Co/Tecnosol – Innovations in Energy</td>
<td></td>
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<tr>
<td>9 Oct</td>
<td>Study Break</td>
<td>Reading revision</td>
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<tr>
<td></td>
<td>1. Sustainable Marketing Contd.</td>
<td>Prahalad (Ch. 4, Pp. 89 -102)</td>
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<td></td>
<td>2. The Ecosystem for Wealth Creation</td>
<td>Prosthetics for the poor Pp. 275-282</td>
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<td></td>
<td>3. Case study: Jaipur foot</td>
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<tr>
<td>10 Oct</td>
<td>1. Public Policy Marketing (1)</td>
<td>Sirgy (2008); <strong>(Reading 13)</strong></td>
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<td>2. Reducing Corruption: Transaction Governance Capacity</td>
<td>Prahalad (Ch. 5, Pp. 103-124)</td>
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<td></td>
<td>3. Case Study (Jaipur Rugs: Global supply chains)</td>
<td>Prahalad: Connecting rural India to global markets Pp. 175-206</td>
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<td>Date</td>
<td>Event</td>
<td>Reading/Resource</td>
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<td>19 Oct</td>
<td>1. Public Policy Marketing (2)</td>
<td>Sheth (2011) &lt;br&gt; (Reading 14)</td>
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<td></td>
<td>2. Development as Social Transformation</td>
<td>Prahalad (Ch. 6, Pp. 125-139)</td>
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<td></td>
<td>3. Case Study (The Hunger Project)</td>
<td>Guest presenter</td>
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<tr>
<td>26 Oct</td>
<td>SPARK EVALUATION MAIN (open full week – Deadline 28 October)</td>
<td>Student Presentations of Case studies</td>
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<td></td>
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<td>CEO Reactions to the concept and the book, Prahalad: Pp. 141-169</td>
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<tr>
<td>02 Nov</td>
<td>Student Presentations of Case studies plus review of unit.</td>
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<tr>
<td>TBA</td>
<td>Examination</td>
<td>TBA</td>
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NB: References for readings are provided in full on Page 7 of this outline.
ASSESSMENT MECHANISM

The purpose of assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work provides you with an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

Assessment mechanism summary

For both MKTG8505 and MKTG7403 students

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Due date</th>
</tr>
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<tbody>
<tr>
<td>Assessment 1 – Case Study</td>
<td>30%</td>
<td>4.00pm 14th October 2011</td>
</tr>
<tr>
<td>NB: Your individual final score will be</td>
<td></td>
<td>Submit written case studies</td>
</tr>
<tr>
<td>subject to SPARK modification if</td>
<td></td>
<td>and instructor notes to</td>
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<td>applicable</td>
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<td>WEBCT</td>
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<tr>
<td>Assessment 2 – Presentation</td>
<td>10%</td>
<td>4.00pm 17th October 2011</td>
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<tr>
<td>NB: Your individual final score will be</td>
<td></td>
<td>Submit Powerpoint</td>
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<tr>
<td>subject to SPARK modification if</td>
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<td>presentations to WEBCT</td>
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<tr>
<td>applicable</td>
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<tr>
<td>Actual Presentations</td>
<td></td>
<td>26th October 2011 and 2nd</td>
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<tr>
<td></td>
<td></td>
<td>November 2011</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>60%</td>
<td>TBA – Organised centrally</td>
</tr>
<tr>
<td>Final exam (MKTG8505) - 2 Hours</td>
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<td>via UWA Exams</td>
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<tr>
<td>Final exam (MKTG7403) - 2 Hours</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Note 1: Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

Note 2: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.

Note 3: Applications for extensions on assignments should be made in writing to the unit coordinator and will only be granted in exceptional circumstances.

Assessment components

Assessment 1 – Written Case Study 30% (Work in Teams of 3 students)

- For this assessment I am asking you to write a case study on a relevant issue related to the content matter covered in this unit.
- You are writing this case study for students either at the UG or PG level – You need to decide who you are writing for (your target audience) and prepare your case accordingly.
- In addition to the case text itself, I am also asking you to produce associated teaching materials for use in the application of your case in a classroom setting.
- Note that if your project is of a sufficiently high enough standard, your case study could receive publication consideration for a small dedicated case-study text which I hope to compile at some later point in time.
Here’s a breakdown of what I want you to do:

1. **Find two other people** to work with (work in teams of three).

2. **Select any Marketing & Society issue** mentioned in a reputed academic journal or other reputable source. As a suggested first step, scan through your readings for this unit for ideas.
   
a. Note that the issue you chose to focus on should be of demonstrable societal importance, have clear marketing implications and, be of current interest.

3. **Write a short (non-assessed) one page summary** outlining what you are going to be looking at and then submit this to me via email ([dave.webb@uwa.edu.au](mailto:dave.webb@uwa.edu.au)) before 4.00pm, Friday 19th August 2011.
   
a. Your one-page summary should include (using points i. to v. below as headings):
   1. Identification of your target audience i.e., undergraduate students taking a first class in social marketing, or a postgraduate class in marketing and society etc (these are ideas only).
   2. This case is targeted at…………
   3. A brief overview of your case –
   4. This case is about….include organisation and any context information as appropriate.
   5. Describe why you have chosen this case.
   6. What do you propose your target audience will learn from working on your case? – what do you want them to learn?
   7. Having worked on this case students will learn……..
   8. What kinds of questions might you set them so that they can learn what you want them to learn?

4. Then, **arrange to see me between the 22nd – 26th August** to discuss your work. A 15 minute appointment can be booked between 1.00pm and 1.45pm on the above days. You need to have spoken to me before you commence work on your case study.

The main tasks after you have received a go ahead from me:

5. **Write a short 'case study' of not more than 2000 words** (excluding tables and appendices).
   
a. At the foot of the case text you should: **Write a set of 4 questions to accompany your case**. The idea is that from an address of the questions, the learning objectives (see 6b) established for your case can be achieved. (**15% for Case and Qs**).

Then as a separate section you should (Worth 15% of mark):

6. **Write Instructor notes (2000 words) to include**:
   
a. **Provide a very brief overview of the case** and what it is about

   b. **Provide a set of clear and specific learning objectives** - These would be structured using the following format:

   1. After working on this case study students will be able to…you fill in the missing bits.
   2. Note that the learning objectives will be related to what you want students to gain from working on your case.
   3. Hence, they are likely to dictate the type and format of the questions mentioned in 5a above.
   4. If you have 4 questions you might find 4 learning objectives appropriate i.e., where each question enables each learning objective to be achieved because by responding to your question students will achieve what you want them to achieve via your learning objectives.
c. **Provide answers to each of the questions set.**
   i. Note that the focus is on accuracy and brevity. You should not write the answers in full as if you were answering the questions (you don’t have the word count to do this!), rather, you should provide a template of what might be considered suitable answer points.
   ii. You should include model point answers differentiating HD and Pass students i.e.,
      1. An HD student will likely cover the following points: examples of points follow...........
      2. A Pass student will likely cover the following points: examples of points follow...........

Please also note the following:

- **Do not carry out any primary research for this assignment.** This means, no surveys and no interviews. Use secondary (existing) information sources only.

**Case Submission:**

1. One copy of the assignment in word.doc (2003) format (not pdf) should be submitted to WebCT by 4.00pm on 14th October 2011.
2. See also presentation submission on page 15.

**Assignment examples**

Please ask the Postgraduate Office to view copies of past assignments – **You may not** remove these from the office so you will need to read them there.

**What not to look at:**

Some topics tend to be particularly complex to work on. Because I want you to get the best mark possible for this unit, I would like you to stay clear of these. I will discuss your specific ideas with you more when you come and see me.

**Writing Your Case: Some Pointers**

We all know what a case study is, but; the burning question perhaps on all your minds now that I’ve asked you to write one is – Yes Dave but how?

The following few pointers are an attempt to get you started in the right direction. You will find it helpful to have read the Naumes and Naumes (1999) article before going through this material (I’ll be handing these out at the start of the semester).

1. First go through our readings (text and articles) and pick a context that interests you, this could be retail, it could be tourism, or it could even be education, health care; whatever you like as long as it has to do with this unit Marketing & Society.

2. Next, what you need to do is define what the case is to be about. You might find it helpful to write a paragraph along the lines of: This case is about .................fill in detail here. –You decide based on what interests you. Once you have determined what you want your case to be about, you now have to select an organisation or context to be the subject of your case.

3. Now you want to be able to establish the case learning objectives from an educational perspective. Examples of these include: to develop concepts, understand techniques, acquire skill in the use of techniques, acquire skill in the analysis of business problems, etc.
   a. The objectives that you specify should determine the direction that you take for development of your questions, what you include in the case text body and, the presentation of your case.
4. Writing the case – read chapter 6 Naumes and Naumes (1999). In addition, the following Table from the aforementioned authors is also useful.

**TABLE 7.1** Elements of a Well-Written Case

This is not an all-inclusive checklist but is intended to help you identify some of the most common trouble spots in case writing. Depending on your objectives for the case, not all of these questions may apply.

**Message**
- Is there a hook?
- What are the key issues or learning objectives that students should identify?
- Are there linkages to theory or models in your field?
- Do the case characteristics match your chosen educational objective? (See Table 2.1)

**Details**
- Is there sufficient information for students to carry out your desired analysis?
- Is there more information than needed? If so, is its purpose to lend realistic complexity? To add interesting details? To allow students to follow red herrings and make judgments?
- Are there characters with whom students can identify?
- Do the characters speak in their own words, when possible?
- Is the material organized in a logical fashion?
- Are there exhibits, with detailed explanatory material? If not, should there be exhibits?
- Is the timing of events clear?

**Style**
- Is the case entirely in past tense (except for direct quotes)?
- Is the tone objective? (i.e., no value judgments, such as "obviously," "excellent manager," etc., unless they are in direct quotes)
- Does the case have "life"?

5. With respect to the instructor’s notes that I have asked you to prepare – you may find the following guidelines established also by Naumes and Naumes (1999) to be useful (Table 8.1):

**TABLE 8.1** Checklist for a Well-Written Instructor’s Manual

This is not necessarily an all-inclusive list that will catch every possible problem. Use it as a guide to help you identify areas where your IM could be strengthened. Not all items will apply to every IM.

Does the IM include:
- A brief description of the research methods employed?
- Specification of the course or courses where the case fits?
- Indication of the position of the case within that course or courses? The level of students targeted? Prerequisite concepts that students should have studied, if any?
- Learning objectives—what students should gain by discussing this case?
- Key issues on which students might take sides?
- Links to theoretical frameworks of the field, including potential ancillary readings?
- A brief summary of the case, including decisions to be made by key actors (if any)?
- Assignment questions for student preparation? Do they flow logically?
- Complete analyses and answers to the assigned questions, including points differentiating outstanding students from others (what should an "A" student see, that others might not)?
- Information provided in the IM that is not in the case?
- A plan for the flow of discussion, with sample discussion questions and expected classroom dynamics? (A blackboard plan is optional here but often useful.)
- Indication of the time needed to teach the case effectively?
- Time schedule for use of audiovisual materials, if any accompany the case?
- Potential topics for summary remarks at the end of the case?
- Data workouts or other explanatory exhibits?
- An epilogue (what really happened, if known)?
- At least one specimen of an outstanding student paper, from a written case analysis assignment (including assignment question)?

**SOURCE:** Adapted from an unpublished form developed by George Puia, editor, for the *Case Research Journal.*
Assessment 2: Case Study Oral Presentation (10% for this section)

In addition to the above written submission, you are formally required to present your case study and instructor notes etc. to a panel of judges during the final sessions of the unit. In terms of the presentation you should note the following:

- Oral presentations of cases will involve everyone.
- No oral presentation is to be read (notes cards will be permitted as reference guides only).
- Student presentations are to be made in a relaxed, confident and professional manner.
- Levity and light-heartedness can enhance the presentation with appropriate timing and style.
- Presentations are to be carefully practiced and are not to exceed the allocated time limit (15 minutes + 5 minutes discussion).
- Everyone will actively engage in the presentation and the discussion that follows the presentation.
- A computer presentation program or overhead slides are to be used for visual aids.
- Other types of visual aids may also be used if necessary. Don't go overboard with bells and whistles. This is not what makes for a good presentation!
- **All students must attend** both presentation days.

Presentation Submission

- Please submit your Microsoft Powerpoint presentation to me via WebCT by 4.00pm 17th October, 2011 irrespective of the date of your presentation which you will be notified of during the semester.
- Please keep your file size down to below 3mb.

Submission of assignments

- All assignments must be submitted on the due date. You are reminded to keep a copy for yourself of the work that you submit for assessment.
- Late assignments will attract a penalty of 10% per day or part thereof. This penalty will be waived by the lecturer only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.
- Papers of excessive length will also attract a penalty. The penalty will be 10% for each 250 words (per page), or part thereof, over the limit.
- Assignments will be returned within two weeks of submission. You will be notified via WebCT when they are ready for your collection from the Postgraduate Office.

Assessment 3 – Examination (60%)

- Whether you are enrolled in MKTG8505 (6 points), MKTG7403 (6 points), your unit will include a 2-hour written examination (plus ten minutes reading).
- Details regarding the examination format will be provided closer to the examination date.
- You will be notified of details regarding the examination date/time in the usual way from the examinations office.
Team Assessment (individual contributions)

The online tool SPARKPLUS will be used to assess individual contributions to team/group work. You will be required to provide feedback to, and receive feedback from, your team members. Based on a series of answers from each team member SPARKPLUS automatically produces two weighting factors: your SPA and SAPA.

SPA Factor

The SPA or Self and Peer Assessment factor is a measure of how the team overall viewed the contribution of each member to the team. This factor may be used to adjust team marks into individual marks using the following formula:

\[
\text{Individual mark} = \text{team mark} \times \text{individual's SPA}
\]

For example, a team assignment scores 80%. There are 3 students in the team.

- Student 1 has a SPA factor of 0.9 reflecting a less than average contribution to the team and is awarded an individual mark of \(80 \times 0.9 = 72\%\)
- Student 2 has a SPA factor of 1 reflecting an average contribution to the team and is awarded an individual mark of \(80 \times 1 = 80\%\)
- Student 3 has a SPA factor of 1.1 reflecting an above average contribution to the team and is awarded an individual mark of \(80 \times 1.1 = 88\%\)

SAPA Factor

The second factor calculated is the SAPA factor. This is the ratio of a student's own self-assessment rating compared to the average rating of their contribution by their peers. It provides a student with feedback about how the rest of the team perceives the individual student’s contribution.

For example, a SAPA factor greater than 1 means that a student has rated their own performance higher than they were rated by their peers. Conversely, a SAPA factor less than 1 means that a student has rated their own performance lower than they were rated by their peers.

Why are we using SPARKPLUS?

SPARKPLUS not only makes team work fairer but also encourages the development of professional skills. These skills include giving and receiving positive and negative feedback, resolving conflict, collaborating, assessing your work and the work of your peers, and developing your professional judgment. These are important graduate attributes which are part of the learning outcomes for your degree and are also important to employers. Full participation will enhance both your learning outcomes and your team experience.

How are we using SPARKPLUS?

This (the team-based) project is an assessed item and marks are allocated to this task. As such, you are expected to fully participate in this task and required to submit valid assessments. If you do not complete the task you will receive zero marks for this component of the assessment.

At all times the unit coordinator retains the right to exercise discretion in relation to application of the SPA factor to the final team mark for all team members. This discretion may be exercised particularly in situations where, in the opinion of the unit coordinator, a team member(s) has / have inadvertently or intentionally, misused SPARKPLUS.
Objections

Initially the released SPA and SAPA factors will be preliminary and only become official after any protests are considered. Any student believing their SPARK assessments were unfair may lodge an objection. Any objection to your assessment ratings must be made in writing. Each objection must be max of 500 words clearly outlining why you believe your rating is unfair. Your protest will be reviewed and may be discussed with the other members of your team. Objections must be lodged within 3 days from the date that the SPARKPLUS assessments are released.

The lodgement of an objection will be considered as a request for reassessment of the entire team. Hence if a student lodges an objection the marks for the entire team will be reassessed and released after the objection has been considered. In considering any objection the log books and or meeting minutes for a team will be reviewed.

Student Guild

Phone: (+61 8) 6488 2295
Facsimile: (+61 8) 6488 1041
E-mail: enquiries@guild.uwa.edu.au
Website: http://www.guild.uwa.edu.au

Charter of Student Rights and Responsibilities


Appeals against academic assessment

The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status (refer http://www.secretariat.uwa.edu.au/home/policies/appeals).
Appendix A: – Student Information Form

The following information will help me get to know you a little better and possibly as a result, enable me to customise our discussions to your interests. Thank you.

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<td>My career interests:</td>
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<td>My hobbies:</td>
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1. I have read the unit outline for Marketing & Society MKTG8505/MKTG7403 Semester 2, 2011 and, I agree to abide by the policies and procedures outlined therein.

2. I further grant permission for Dr. Dave Webb to publish any material submitted by me as part of this unit (only with my permission after consultation with me and my team members and, with me/each of us as named contributors).

3. If you do NOT agree with any of the above, please discuss with me.

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Appendix A: – Student Information Form (Please complete and return to me at the end of the first session) – Thank you.

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| Signature: | Date: |