Unit Outline

Special Topics in Marketing:
Marketing across cultures and sub-cultures

MKTG8405 (6 points)
MKTG8605 (8 points)

Semester 1, 2009
Crawley Campus

Assoc Prof Julie Lee

Business School
www.business.uwa.edu.au
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UNIT DESCRIPTION

Introduction
Welcome to the Special Topics Unit, Marketing across cultures and subcultures!

Culture is a complex and often misunderstood influence on our daily lives. It penetrates our inner being subconsciously and at a deep level. Culture is learned; but it is also forgotten, in the sense that we cease to be conscious of its existence as a learned behaviour. However, to participate effectively in the wider global context we need to understand our own and others cultural meaning systems, cultural practices and the cultural assumptions we use on a daily basis.

The failure to understand culture and its influences throughout the world has lead to needless conflict at the individual and group level, as well as many missed opportunities. A better understanding of your own and others cultural makeup will help you become a more insightful person and a more effective marketer.

Unit content

This course adopts a cross-cultural rather than global or international approach to learning about marketing interactions. It focuses on similarities and differences across cultures to identify what is culture specific (emic) and what is universal (etic). To do this, we examine both the context and the interactions (e.g., people-people; people-products; people-organizations) that influence the effectiveness of marketing.

Culture has many layers. It is not about groups of people; it is about the implicit and explicit patterns of meanings, practices and objects that form the contexts in which people live. These patterns reside not only in our birthplace, our ethnicity and our religious affiliations, but also in the cultural transformation processes that occurs when we interact with other cultural forces. Culture is not a single given force; it is dynamic and multifaceted; and sometimes situationally specific.

Part 1 of this unit focuses on the cultural variable. The aim is to better understand what culture is and the extent of its influence in our lives and the lives of other people. We delineate the components of culture and identify etic and emic elements.

Part 2 of this unit focuses on understanding the local and global influences on elements of consumer behaviour and the consumer market place. The aim is to identify the impact of culture on consumers and gain a deeper understanding of cultural influences on aspects of consumer behaviour.

Part 3 will focus on the impact of culture on marketing interactions. The aim is to identify the impact of culture on the product, price and distribution elements of marketing and gain a deeper understanding of cultural influences on aspects of these elements.

Part 4 will focus on the impact of culture on marketing communications. The aim is to identify the impact of language and culture on marketing communications and gain a deeper understanding of cultural influences on aspects of advertising, personal selling, public relations, bribery and ethical issues.
The Goal of the Unit

The goal of this unit is to raise your awareness, understanding and capacity to act effectively in an intercultural marketing context.

Learning outcomes

On completion of this unit, you should be able to a) identify cultural and global influences on consumers and marketing interactions and b) fully comprehend and critically assess:

- The etic and emic components of culture;
- The local and global influences on consumers and on marketing interactions;
- A selection of qualitative and quantitative research methods designed to investigation of the impact of culture on marketing interactions; and
- The impact of culture on selected aspects of marketing interactions.

Educational Principles

This unit follows UWA’s educational principles and is intended to enable students to:

- master the subject matter at internationally-recognised levels and standards;
- acquire the skills required to learn, and to continue through life to learn, from a variety of sources and experiences;
- adapt acquired knowledge to new situations;
- communicate in English clearly, concisely and logically;
- think and reason logically and creatively;
- undertake problem identification, analysis and solution;
- question accepted wisdom and be open to new ideas and possibilities;
- acquire mature judgment and responsibility in ethical, moral, social, and practical, as well as academic matters;
- work independently and in groups; and
- acquire cross-cultural and other competencies to take a citizenship and leadership role in the local, national or international community.

Prerequisites

The prerequisites for this unit are:

- Good 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 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 for advice. You may also find ‘student services’ a useful source of advice in these areas.

http://www.studentservices.uwa.edu.au/ss/students/learning

In addition, many useful support courses and workshops are available through the Reid Library.

http://www.library.uwa.edu.au/education_training_and_support/online_courses
CONTACT DETAILS

I strongly advise students to regularly access their student email accounts and WebCT. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

<table>
<thead>
<tr>
<th>Unit coordinator/lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>name: Julie Anne Lee</td>
</tr>
<tr>
<td>email: <a href="mailto:Julie.lee@uwa.edu.au">Julie.lee@uwa.edu.au</a></td>
</tr>
<tr>
<td>phone: 6488 2912</td>
</tr>
<tr>
<td>fax: 6488 1004</td>
</tr>
<tr>
<td>consultation hours:</td>
</tr>
<tr>
<td>Please email me in advance and ask for me at reception.</td>
</tr>
<tr>
<td>lecture times: 2pm to 4:45pm Tuesday</td>
</tr>
<tr>
<td>lecture building &amp; room:</td>
</tr>
<tr>
<td>Myers St Building Seminar Room 1</td>
</tr>
<tr>
<td>Unit Web Site URL</td>
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**Lecturer: Associate Professor Julie Lee**

Julie Lee is currently an Associate Professor in the area of Marketing. Since completing her PhD in Business Administration from the University of Illinois in 1996, she has been a faculty member at several universities, including the University of Miami and the University of Hawaii. Throughout this time she has been an active member of each university community, including roles such as the Director of Doctoral Programs at the UWA Business School (2007- June 2008) and Behavioral Lab Coordinator at the University of Hawaii (1997-2000).

Julie has taught undergraduate, MBA and Doctoral courses in marketing research, international marketing research, research methods (PhD), international consumer behaviour, consumer behaviour, international marketing, marketing principles and marketing strategy. Her research interests focus on cross-cultural consumer behaviour. Most recently she has been examining personal values across cultures and cross-cultural shopping behaviour with Geoff Soutar and other colleagues and doctoral students. Most of this work originated from a large ARC grant, (with Geoff Soutar) which allowed multiple data collection efforts across 10 countries. To date, this data has also been used by six doctoral students in their thesis. Julie has published widely, including articles in the Journal of Consumer Psychology, Psychology & Marketing, Journal of Cross-Cultural Psychology, Journal of Personality Assessment, Journal of Business Research, International Marketing Review, Tourism Management, Journal of Applied Social Psychology, Journal of Euromarketing, Journal of Information Technology and Tourism, and Boletín de Psicología. Her book with Jean-Claude Usunier, Marketing Across Cultures, 5th edition, is a comprehensive analysis of research in international marketing.
TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

This unit will encourage a deeper understanding of culture and its influences on the marketing environment by including the following approaches to learning:

- Critical incidents
- Case studies
- Reflective learning
- Debate and oral presentations
- Research and report writing

Some of these approaches will focus on independent learning, whereas others will benefit from group participation and interaction. The environment of the classroom will be supportive, however it is expected that both lecturer and students will challenge each other to acquire higher levels of cross-cultural competencies.

Students are required to read and comprehend all of the readings assigned each week. The class time will focus on a deeper understanding of the content of the material included in the assigned readings. As such, it is imperative that students attend all classes. If you are unable to attend a class, you should ask another student in the class to collect any handouts and outline the material discussed in the missed class.

Charter of student rights and responsibilities

This Charter of Student Rights and Responsibilities upholds the fundamental rights of students who undertake their education at the University of Western Australia.

It recognises that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University’s role of awarding formal academic qualifications to students, the University must strive to instil in all students independent scholarly learning, critical judgement, academic integrity and ethical sensitivity.

Please refer to the guild website the full charter of student rights, located at http://www.secretariat.uwa.edu.au/home/policies/charter

Teaching and learning evaluation

You will be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Student’s 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.

Both SPOT and SURF data are valuable to the development and evolution of this unit. The success of this unit depends on its relevance to students; as such your feedback through these processes is important.
### ASSESSMENT MECHANISM

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Weight</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Participation</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>Assignment Part A: Market Profile</strong> (individual or in pairs)</td>
<td>5%</td>
<td>Presentations in class <em>either</em> 17(^{th}) or 24(^{th}) March.</td>
</tr>
<tr>
<td></td>
<td>• Presentation (10 minute max)</td>
<td>15%</td>
<td>Paper due by 5pm Friday 20(^{th}) March</td>
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<tr>
<td></td>
<td>• Paper (7 – 10 pages depending on credit points and individual or pairs)</td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>Assignment Part B: Consumer insights</strong> (individual or in pairs)</td>
<td>5%</td>
<td>Presentations in class 7(^{th}) April.</td>
</tr>
<tr>
<td></td>
<td>• Presentation (10 minute max)</td>
<td>20%</td>
<td>Paper due by 5pm Friday 10(^{th}) April</td>
</tr>
<tr>
<td></td>
<td>• Paper (7 – 10 pages depending on credit points and individual or pairs)</td>
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<tr>
<td>4</td>
<td><strong>Final Assignment Part A, B &amp; C</strong> (individual or in pairs)</td>
<td>5%</td>
<td>Presentations in class between April 28(^{th}) and May 19(^{th}).</td>
</tr>
<tr>
<td></td>
<td>• Presentation Part C (10 minute max)</td>
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<td>Paper due by noon Monday June 1(^{st}).</td>
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<tr>
<td></td>
<td>• Part C Paper (7-10 page max + appendix depending on credit points and individual or pairs)</td>
<td>5%</td>
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<td></td>
<td>20%</td>
<td></td>
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<tr>
<td>5</td>
<td><strong>Learning Journal</strong> (individual only)</td>
<td>15%</td>
<td>Journal due by Monday May 25(^{th}) noon.</td>
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<td></td>
<td>5-7 pages</td>
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**NOTE1:** Students failing to attend at least 80% of classes during the semester or failing to hand in an assessment task will receive a grade of FC (Failed component) for the unit. The grade FC indicates failure to complete an identified essential assessment component and means failure of the unit.

**NOTE2:** The penalty imposed for exceeding the word limits in assignments will be proportional to the page limit. That is, for a 20 page limit paper, an extra half page or part thereof will attract a 2.5% grade reduction, whereas for a 5 page limit paper, an extra half page of part thereof will attract a 10% grade reduction.

**NOTE3:** Unless an approved extension is given prior to the due date, the recommended standard late penalty of 10% of the awarded mark per calendar day or part thereof will apply. Assignments will be accepted up to ten days late but no further.
Assessment details

Assessment item 1: Assignment Part A: Market Profile
(Australia, NZ, USA, UK, Germany, Brazil, China, South Korea, Japan, Singapore)

- Presentations in class either 17th or 24th March.
- Paper due by 5pm Friday 20th March
- This assignment (PART A) can be completed on an individual basis or in pairs. The expectation is that the work will be significantly more detailed if you are enrolled in the 8 point unit and/or doing the assignment in pairs.
  - 6 credit unit individual = 5 page max + appendix
  - 6 credit unit pairs = 7 page max + appendix
  - 8 credit unit individual = 7 page max + appendix
  - 8 credit unit pairs = 10 page max + appendix
- The report should include the following material:
  - Detailed product/brand information, including a description, categorizations (e.g., hedonic or utilitarian, public or private), availability, and available marketing mix information.
  - Secondary data detailing the country, population and/or subculture factors, including the geographic, economic, political, socio-cultural environment of the countries, or region, and their potential influence of marketing mix elements, such as product (e.g., small product size due to housing density), distribution (e.g., transportation issues lead to a local distribution system), price (e.g., easy product comparison in local markets lead to bargaining) and communication (e.g., multiple languages lead to message difficulties).
  - Application of cultural theory to proposed some potential consumer insights.
  - References cited in the paper should be included at the end of the report (appendix) in Harvard format.
  - A maximum of 4 tables and graphs can also be included as appendices.
- The grading for this report will follow the standard of assessment page, of this course outline.
- The presentation should focus on the highlights of the report. The better the presentation is, the better the feedback will be for the development of this and the final paper. Each presentation is expected to be 5-10 minutes long, with a constructive criticism period (questions and suggestions) to follow. PowerPoint will be available in the class and it is expected that your presentation will be emailed to the Lecturer by noon on the presentation date. Make sure the slides include the most important information.
  While the Lecture will grade the presentations, everyone attending class will provide written comments and suggestions for your paper. The content of these comments will be counted toward their participation.
  Your presentation will be graded according to the following categories:
  - Was it Coherent? Does it fit together as a whole to tell a story?
  - Was the analysis deep enough? Appropriate, relevant and insightful?
  - Did it identify and evaluate critical issues? Nothing important overlooked, no side issues dwelt on.
  - Was it logical? Conclusions supported?
  - Was it concise? Relative importance of information vs. time spent on it.
  - Did it illustrate a sound understanding of the relevant theory, concepts, and issues?
Assessment item 2: Assignment Part B: Consumer Insights  
(Topic areas to be discussed with Lecturer prior to beginning the assignment)

- Presentations in class 7th April.
- Paper due by 5 pm Friday 10th April.
- This assignment (PART B) can be completed on an individual basis or in pairs. The expectation is that the work will be significantly more detailed if you are enrolled in the 8 point unit and/or doing the assignment in pairs.
  - 6 credit unit individual = 7 page max + appendix
  - 6 credit unit pairs = 9 page max + appendix
  - 8 credit unit individual = 9 page max + appendix
  - 8 credit unit pairs = 10 page max + appendix

- The report should include the following material:
  - A literature review of the expected cultural influences on the selected area of consumer behaviour.
  - Research questions to be empirically examined, based on the literature review.
  - Advantages and disadvantages of the survey data collection method. Suggested alternative methods to explore the area.
  - References cited in the paper should be included at the end of the report (appendix) in Harvard format.
  - Tables and graphs can also be included as appendices. The maximum number is 4.

  The grading for this report will follow the standard of assessment page, of this course outline.

- The presentation should focus on the highlights of the report and follow the instructions detailed in Assessment item 1. Your presentation will be graded according to the following categories detailed in Assessment item 1.
Assessment item 3: Final Assignment Part A, B, & Results
(Research questions and analysis plan to be discussed with Lecturer prior to beginning the assignment)

- Presentations in class between April 28th and May 19th.
- Paper due by noon Monday June 1st.
- This assignment (PART C) can be completed on an individual basis or in pairs. The expectation is that the work will be significantly more detailed if you are enrolled in the 8 point unit and/or doing the assignment in pairs.
  - 6 credit unit individual = 7 page max + appendix
  - 6 credit unit pairs = 9 page max + appendix
  - 8 credit unit individual = 9 page max + appendix
  - 8 credit unit pairs = 10 page max + appendix
- The report should include the following material:
  - Intro & Problem statement
  - Part A final version of the Market Profile paper
    - Product/brand information
    - Secondary Data
  - Part B final version of the Consumer insights paper
    - Theoretical literature review
    - Research questions
    - Outline of Methodology
  - Part C Comparative study
    - You will be provided with actual survey data from two countries as similar as possible to your country and consumer papers.
    - Research questions
    - Results
    - Implications
    - Future questions
  - References cited in the paper should be included at the end of the report (appendix) in Harvard format.
  - Tables and graphs can also be included as appendices. The maximum number is 6.

The grading for this report will follow the standard of assessment page, of this course outline.

- The presentation should focus on the highlights of the report and follow the instructions detailed in Assessment item 1. Your presentation will be graded according to the following categories detailed in Assessment item 1.
Assessment item 4: Learning Journal

This will be a record of ongoing work and personal reflection throughout the semester. It can include personal insights generated from any of the following:

- class material, readings and discussions;
- concrete experiences and/or reflective observation of prior interactions, including your own feelings, thoughts and observations that relate to culture influences; and
- active experimentation, in terms of how you can put your learning into action (e.g., specific actions/behaviours) to improve your future interactions or avoid problems.

This journal will be assessed on the range, quality, and relevance of sources and the depth and insight of your reflections.

The grading for the journal will follow the standard of assessment page, of this course outline.

Assessment item 5: Participation

A mark (10%) has been included as the class participation component of the overall assessment. Your thoughtful participation in discussions is an important aspect of this unit. It will enhance the learning process for you and your colleagues and add to your enjoyment of the course. Learning is an active rather than a passive process. Accordingly, this course specifically invites, expects and assesses your active participation.

*Note:* I would like to encourage everyone, even those less comfortable with speaking in public, to participate in a constructive manner by asking questions of each other, offering insights and getting involved in class activities. However, if you are uncomfortable doing this and need time to get used to the process, I am willing to consider participation on WebCT discussions as a contributor to the participation grade.

<table>
<thead>
<tr>
<th>P</th>
<th>Attendance</th>
</tr>
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<tbody>
<tr>
<td>CR</td>
<td>Perfunctory participation</td>
</tr>
<tr>
<td>D</td>
<td>Active constructive participation</td>
</tr>
<tr>
<td>HD</td>
<td>Insightful constructive participation</td>
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All assignments can be uploaded into WebCT or emailed to the Lecturer at Julie.lee@uwa.edu.au. If you are concerned that formatting may not transfer well, then you may submit a hard copy to the front desk of the Business School, in addition to the electronic copy. If you do submit a hard copy, please remember to attach an Assignment Cover Sheet to the front. You can download and print your Assignment Cover Sheet from the Students web page http://www.business.uwa.edu.au/students/assessments. All cover pages printed from this website contain a barcode unique to each student. Once submitted through the pigeon hole at the Student Centre, the barcode will be scanned and recorded electronically. An automatic email will be sent to your UWA email address, notifying you that your assignment has been submitted and recorded successfully. If you do not receive this acknowledgement email, please contact the relevant Business School Postgraduate Student Centre (studentcentre-pg@biz.uwa.edu.au) ph 6488 3980).
Standard of Assessment

The Business School must ensure that the processes of assessment are fair and are designed to maintain the standards of the School and its students. The School follows the University of Western Australia’s grading system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>HD</td>
<td>(Higher distinction)</td>
<td>80-100%</td>
</tr>
<tr>
<td>D</td>
<td>(Distinction)</td>
<td>70-79%</td>
</tr>
<tr>
<td>CR</td>
<td>(Credit pass)</td>
<td>60-69%</td>
</tr>
<tr>
<td>P</td>
<td>(Pass)</td>
<td>50-59%</td>
</tr>
<tr>
<td>N+</td>
<td>(Fail)</td>
<td>45-49%</td>
</tr>
<tr>
<td>N</td>
<td>(Fail)</td>
<td>0-44%</td>
</tr>
<tr>
<td>FC</td>
<td>(Failed component)</td>
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</table>

The School awards marks leading to these grades by using the following general criteria which are presented here as a clear indication of the School’s expectations. These general criteria may be supplemented by specific standards with regard to a particular assignment.

**HD** The student has a clear understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well-articulated analysis within the analytic framework presented in the unit. The student is able to draw widely from the academic literature and elsewhere but maintains relevance.

**D** The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic framework presented in the unit and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other material.

**CR** The student demonstrates an understanding of the analytic framework developed in the unit and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions. The student is able to draw upon an adequate range of references and other materials.

**P** The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does not demonstrate the ability to apply the analytic framework which had been developed in the unit. Draws primarily upon unit materials for referencing.

**N+** The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies analytic framework developed in the unit, omitting key factors and, for example, drawing conclusions which are not related to the preceding discussion.

**N** The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to unit framework and shows not effort to identify or address critical aspects of the topic.

**FC** Failure of the unit due to failure to complete an identified essential assessment component.
Special Consideration and Deferred Assessment

If something exceptional and beyond your control has interfered with your ability to study in the normal way you should consider completing an application for special consideration. The forms can be obtained at the Business School Undergraduate Student Centre or Postgraduate Student Centre, or from the Student Administration website http://www.studentadmin.uwa.edu.au/welcome/forms

Supplementary Assessment

Supplementary Assessment is not offered by the Business School.

Ethical Scholarship, Academic Literacy and Academic Misconduct

Ethical scholarship is the pursuit of scholarly enquiry marked by honesty and integrity.

Academic Literacy is the capacity to undertake study and research, and to communicate findings and knowledge, in a manner appropriate to the particular disciplinary conventions and scholarly standards expected at university level.

Academic misconduct is any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or defeats the purpose of that assessment. Students must not engage in academic misconduct. Any such activity undermines an ethos of ethical scholarship. Academic misconduct includes, but is not limited to cheating, or attempting to cheat, through:

- Collusion
- Inappropriate collaboration
- Plagiarism
- Misrepresenting or fabricating data or results or other assessable work
- Inappropriate electronic data sourcing/collection
- Breaching rules specified for the conduct of examinations in a way that may compromise or defeat the purposes of assessment.

Penalties for academic misconduct vary according to seriousness of the case, and may include the requirement to do further work or repeat work; deduction of marks; the award of zero marks for the assessment; failure of one or more units; suspension from a course of study; exclusion from the University, non-conferral of a degree, diploma or other award to which the student would otherwise have been entitled. Refer to the Ethical Scholarship, Academic Literacy and Academic Misconduct located on the University’s website at http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_staff/policies/student_related_policies/academic_conduct
Academic Conduct Essentials (ACE)

All newly enrolled students are required to complete a short compulsory online unit called Academic Conduct Essentials (ACE) within the first 10 weeks of semester. ACE introduces students to essential knowledge regarding ethical scholarship, it helps prepare them for the expectations they will need to meet during their university career and it informs them of correct academic conduct.

ACE can be accessed via WebCT (http://webct6.uwa.edu.au). In order to pass the unit, the unit quiz must be completed with a mark of 80% or greater. To gain the required pass mark students may attempt the quiz as many times as they wish. Completion of the unit will be recorded as an Ungraded Pass (UP) on the student’s academic record. Non-completion (NC) within the required timeframe will also be documented on formal academic records (ie, in either case the grade will appear on transcripts). More information on ACE is available at http://ace.uwa.edu.au

Acknowledging sources of information

In the course of your individual and team work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, web sites and other electronic sources, original case sources, lecture materials. All assignments that you submit must acknowledge all the different sources you have used. Not to acknowledge your sources is plagiarism, a form of dishonesty. Plagiarism is the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. Neither the School nor the University accepts ignorance or the fact that a student’s previous acts of plagiarism had been undetected as a defence.

In order to avoid engaging in plagiarism it is your responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. Close paraphrasing in which you change a few phrases around, leave a clause out of a long sentence or put the original sentences in a different order is still plagiarism. To mark words as a quotation the entire text that has been copied should be enclosed within the quotation marks. If the copied text is four or more lines in length, it may be more appropriate to set it as a separate and indented paragraph. Each time that text is copied, the source must be acknowledged with a reference citation, including the page number.

If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should seek the advice of your lecturer.

The UWA Business School has the following regulation on Plagiarism: “The Faculty will promote the highest levels of probity and honesty amongst students and will provide instruction on ethical conduct. By submitting assignments and other work for assessment, students acknowledge Faculty's duty to guard against plagiarism, including by electronic means such as Turnitin or Mydropbox. A lecturer may require students submitting written or electronic work to sign a Plagiarism Declaration Form indicating that the work is original.”
Business IRIS (Introductory Research and Information Skills)

From Semester 1, 2009 all commencing undergraduate students are required to complete Business IRIS within the first 10 weeks of semester. (Postgraduate students will normally complete Business IRIS as part of their Orientation program.) Business IRIS is an online, self-paced unit that provides an introduction to the skills needed to find and use information effectively and efficiently when studying in Business. Topics covered include how to locate and use library resources, the search process and search strategies, how and why to reference work, and evaluating online sources.

Business IRIS is a WebCT unit containing 8 modules, the final one being a self-test module. It is recommended that you work through the modules in the order they are presented and finish with the Test Yourself quiz and survey. Multiple attempts at the quiz are allowed. Completion of the unit will be recorded as an Ungraded Pass (UP) or Ungraded Fail (UF) on your academic record.

Appeals against academic assessment

In the first instance, students are strongly advised to talk informally to the lecturer about the grade awarded. The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair. Any student making an appeal is under an obligation to establish a prima facie case by providing particular and substantial reasons for the appeal. It is recommended that students contact the Guild Education Officers to aid them in the appeals process.

There is a 20 day time limit for making any such appeal. An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark originally awarded. The University regulations relating to appeals and the form on which the appeal should be lodged can be found at http://www.secretariat.uwa.edu.au/home/policies/appeals

Student Guild contact details

The University of Western Australia Student Guild
35 Stirling Highway
Crawley WA 6009
Phone: (+61 8) 6488 2295
Facsimile: (+61 8) 6488 1041
E-mail: enquiries@guild.uwa.edu.au
Website: http://www.guild.uwa.edu.au
UNIT OUTLINE FOR [UNIT TITLE]

TEXTBOOK(S) & RESOURCES

Unit Website


Recommended/required text(s)

- Additional resources & reading material will be provided in class and uploaded into WebCT.

Additional resources & reading material

- A few of the available Journals include:
  - Journal of Consumer Psychology
  - Journal of Consumer Research
  - Journal of Cross-Cultural Psychology
  - Psychology & Marketing
  - International Marketing Review
  - Journal of Business Research
  - Journal of International Marketing
  - Journal of Marketing
  - International Journal of Research in Marketing
  - Journal of Global Marketing

- A few of the Databases and search engines include:
  - Google Scholar
  - Business Resource Premier
  - Proquest 5000
# UNIT SCHEDULE

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topic</th>
<th>Readings to be done before</th>
<th>Assessment Due</th>
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<tbody>
<tr>
<td>1 24 February</td>
<td>Introduction to the unit</td>
<td></td>
<td></td>
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<tr>
<td>2 3 March</td>
<td>The cultural process and cultural dynamics</td>
<td>Chapter 1 &amp; 2 (Skim Chapter 3)</td>
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<tr>
<td>3 10 March</td>
<td>Cultural dynamics (continued)</td>
<td>Chapter 3 + readings</td>
<td></td>
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</tbody>
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| 4 17 March | Cross cultural consumer behaviour | Chapter 4 + readings | • Assign A presentations in class  
• Paper A due Friday 20\textsuperscript{th} by 5pm |
| 5 24 March | Cross cultural consumer behaviour | Chapter 4 & 5 + readings | • Assign A presentations in class (continued) |
| 6 31 March | Cross cultural market research | Chapter 6 + readings | |
| 7 7 April | Marketing strategy | Chapter 7 + readings | • Assign B presentations in class  
• Paper B due Friday 10\textsuperscript{th} by 5pm |
| 8 13 April | Mid-semester break | | |
| 9 21 April | Interactions with products and services | Chapter 8 & 9 + readings | |
| 10 28 April | Interactions with price | Chapter 10 + readings | • Any product result presentations in class |
| 11 5 May | Interactions with distribution channels | Chapter 11 + readings | • Any pricing result presentations in class |
| 12 12 May | Language, culture and communication | Chapter 12 + readings | • Any distribution result presentations in class |
| 13 19 May | Interaction with marketing communications | Chapter 13 & 14 + readings | • Any communication result presentations in class |
| 14 26 May | Intercultural Negotiations | Readings | • Learning journal due Monday 25\textsuperscript{th} by noon.  
• Final Paper (A, B & C) due Monday June 1\textsuperscript{st}, by noon. |