General Information

Unit convenor and teaching staff
Unit Convenor
Steven D’Alessandro
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Contact via steven.dalessandro@mq.edu.au

Credit points
3

Prerequisites
MKTG101

Corequisites

Co-badged status

Unit description
This unit examines the external and internal factors that influence people's behaviour in a buying situation. It provides a conceptual understanding of consumer behaviour—integrating theories from psychology, sociology, and economics. Topics covered include: marketers’ and consumer views of consumer behaviour; market segmentation and product positioning; understanding consumer motivation; consumer personality, values, and involvement; consumer perception; consumer learning; habit, and brand loyalty; consumer attitudes; cultural, social, situational, household influences on the consumer; the influence of salespersons and advertising on the consumer; pre-purchase, purchase and post-purchase decision processes of the consumer; and organisational buying behaviour.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes
1. Discuss the rationale for studying consumer behaviour.
2. Identify and explain factors which influence consumer behaviour.
3. Demonstrate how knowledge of consumer behaviour can be applied to marketing.
4. Attain relevant generic capabilities.
Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Test</td>
<td>15%</td>
<td>Week 7</td>
</tr>
<tr>
<td>Assessed Coursework</td>
<td>15%</td>
<td>Every tutorial</td>
</tr>
<tr>
<td>Group Projects (3)</td>
<td>30%</td>
<td>Week 5, 9, 12</td>
</tr>
<tr>
<td>Final Examination</td>
<td>40%</td>
<td>University Examination Period</td>
</tr>
</tbody>
</table>

Class Test
Due: **Week 7**  
Weighting: **15%**

**Submission**

The aim of this assessment is to give you feedback on your level of understanding of consumer behaviour principles. There will be one multiple-choice question test consisting of 80 questions and will be 90 minutes long. The Class test is worth 15% and will examine material covered up to and including the date of the test. Unlike Group Reports this work is done individually.

**Extension**

There will be no deferrals for these tests. Students who cannot attend this Class test will have a higher weighting on their exam. For example, a student who cannot attend the Class test would have an exam worth 5% of their grade. Please bear in mind that a doctor's certificate is required for students unable to attend the in class test.

This Assessment Task relates to the following Learning Outcomes:
- Discuss the rationale for studying consumer behaviour.
- Identify and explain factors which influence consumer behaviour.

Assessed Coursework
Due: **Every tutorial**  
Weighting: **15%**

**Submission**

At the beginning of each class, students are to submit no more than two pages of typed answers to the tutorial questions. These will marked and returned the following week. The goal of Assessed Coursework is to reward preparation and to have students more informed in tutorials. Assessed Coursework will be marked from 0 (no report), 2.5 (attempted but still needs help) to 5 (attempted successfully most exercises) to a
maximum of 15%. **Tutorial participation will be collected in the tutorial on a randomly basis three (3) times during the semester. You should expect your work to be collected every tutorial**

**Extension**

No extensions will be granted. Students who have not submitted the task prior to the deadline will be awarded a mark of 0 for the task, except for cases in which an application for special consideration is made and approved.

This Assessment Task relates to the following Learning Outcomes:

- Discuss the rationale for studying consumer behaviour.
- Identify and explain factors which influence consumer behaviour.

**Group Projects (3)**

**Due:** **Week 5, 9, 12**

**Weighting:** **30%**

**Submission**

This assessment seeks to ascertain students' abilities to work in collaboration and apply the consumer principles learnt in the course to different cultural settings. Students will arrange themselves into groups of five by completing the online **Group signup tool on Moodle**. You are unable to submit an assignment online until this is done. You need also submit a group contract (see Policy on Group Projects) before you start your group project. At the end of semester you are also required to complete an individual evaluation of your contribution versus that of other group members. This a confidential online survey accessed using the **Assessments tool**. Students who do not complete a group contract at the beginning and an individual evaluation have no recourse (cause of complaint) for their final group project mark. Responsibility for the management of groups is the students own.

These groups must be within the same tutorial. Each group will submit three assignments. Each assignment covers the application of consumer behaviour theories in different countries in the South East Asian Region. A good way to start is to examine the relevant chapters in the Pecotich and Shultz text as well as Schiffman et al. At least one real world example of each the consumer behaviour theory and concept discussed in the relevant chapters of both texts should be included in your report. The example could be print, scanned images, a link to You-tube video. **A minimum of five academic journals should be cited and correctly referenced.**

These group reports are submitted online to Moodle after the Wiki has been compiled. Students are required to check for plagiarism using the **Turnitin** tool also available from i-learn. In the end, the assignment that is submitted online for grading is also assessed for plagiarism, using **Turnitin** and a variety of other online tools. Any group with a similarity rating of 30% and above will automatically receive a grade of zero. The use of previous student papers will receive a grade -1, for each reference to a student paper found via Turnitin.

**Group Report 1:** China, Chapters 1-4 of Schiffman. Compare and contrast as to how two (2) aspects or theories of consumer behaviour as discussed in Schiffman applies to this country and how it differs from
that in Australia. Show how this may provide a marketing opportunity for an Australian exporter. This is due at the end of week 5, 31st of August.

**Group Report 2**: South Korea, Chapters 5-9 of Schiffman. Compare and contrast as to how two (2) aspects or theories of consumer behaviour as discussed in Schiffman applies to this country and how it differs from that in Australia. Show how this may provide a marketing opportunity for an Australia exporter. This is due at the end of week 9, 12th of October.

**Group Report 3**: Malaysia, Chapters 10-13 of Schiffman. Compare and contrast as to how two (2) aspects or theories of consumer behaviour as discussed in Schiffman applies to this country and how it differs from that in Australia. Show how this may provide a marketing opportunity for an Australia exporter. This is due at the end of week 12, 2nd of November.

A marking template for the assignments is available from Moodle. Your analysis must be substantiated by the use of relevant illustrative examples that show the application of relevant consumer behaviour theories. Write no more than five pages on each assignment (not including references and examples). As this is a group assessment, procedures as attached to the end of the course outline must be followed by all students. All referencing must be the Harvard style see [http://www.lib.monash.edu.au/tutorials/citing/harvard.html](http://www.lib.monash.edu.au/tutorials/citing/harvard.html).

One member of the group submits the assignment on behalf of the group. The assignments will be assessed online by your tutor and marked with an online grade form, which is similar to the marking template in this unit outline. Students can access their grades and feedback from Moodle.

All individual grades for Group Reports will be moderated by peer evaluation and/or the judgement of the lecturer. We use an overall peer assessment survey at the end of semester. The lecturer has the final say in the adjustment of group-work marks taking into account peer assessment ratings.

You may be removed from the group, if in the opinion of others and on the decision of the lecturer you are not contributing. This may be based on peer evaluation. Students in this situation will submit all group work on an individual basis. There is to be no-free riding in this course.

In disputes over contributions to group work, you have 24 hours to provide physical evidence of your contribution to the unit coordinator. If you cannot do so the decision to moderate your group mark and or remove you from the group stands.

All assignments are to be submitted online no later than 11.59 p.m. Friday on the week of semester they are due.

**Extension**

No extensions will be granted. Late tasks will be accepted up to 72 hours after the submission deadline. There will be a deduction of 20% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission - 40% penalty). This penalty does not apply for cases in which an application for special consideration is made and approved.

**Penalties**
Any group with a similarity rating of 30% and above will automatically receive a grade of zero. The use of previous student papers will receive a grade -1, for each reference to a student paper found via Turnitin.

Late tasks will be accepted up to 72 hours after the submission deadline. There will be a deduction of 20% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission - 40% penalty). This penalty does not apply for cases in which an application for special consideration is made and approved.

You may be removed from the group, if in the opinion of others and on the decision of the lecturer you are not contributing. This may be based on peer evaluation. Students in this situation will submit all group work on an individual basis. There is to be no-free riding in this course.

This Assessment Task relates to the following Learning Outcomes:

- Identify and explain factors which influence consumer behaviour.
- Demonstrate how knowledge of consumer behaviour can be applied to marketing.
- Attain relevant generic capabilities.

Final Examination

Due: University Examination Period
Weighting: 40%

Examination conditions

A Final Examination is included as an assessment task for this unit to provide assurance that:

i) the product belongs to the student and
ii) the student has attained the knowledge and skills tested in the exam.

The Final Examination will cover materials from the entire course over a two-hour period.

The Final Examination is a test of your understanding of the important principals of consumer behaviour. The examination will be of two hours duration and may comprise multiple choice and/or short essay questions, similar to those covered in the tutorials. The exam will be based upon material covered in lectures, tutorials, readings and the textbooks.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. The University’s policy on special consideration process is available at http://www.mq.edu.au/policy/docs/special_consideration/policy.html.
If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period. (Individual Faculties may wish to signal when the Faculties’ Supplementary Exams are normally scheduled.)

The Macquarie university examination policy details the principles and conduct of examinations at the University. The policy is available at: [http://www.mq.edu.au/policy/docs/examination/policy.htm](http://www.mq.edu.au/policy/docs/examination/policy.htm)

**What is required to complete the unit satisfactorily**

Students must demonstrate a comprehensive understanding of the course and interpretive and analytical ability in multiple choice and/or written sections.

**Note:** You are required to attend at least 10 out of the 13 tutorials. Failure to do so without an adequate reason (illness or special consideration) will result in a grade of FA 0

This Assessment Task relates to the following Learning Outcomes:

- Discuss the rationale for studying consumer behaviour.
- Identify and explain factors which influence consumer behaviour.
- Demonstrate how knowledge of consumer behaviour can be applied to marketing.
- Attain relevant generic capabilities.

**Delivery and Resources**

**Classes**

The classes for this subject entail three hours of face-to-face teaching:

- A two hour lecture.
- A one-hour (1 hr.) tutorial (from the week commencing second week of semester).

Participants are required to attend the sessions in which they are registered. Attempts to register in a different tutorial can be made online where space allows. Where attempts to register online fail, a written request to the course coordinator may be considered.

The timetable for classes can be found on the University web site at: [http://www.timetables.mq.edu.au/](http://www.timetables.mq.edu.au/)

**Prizes**

Prizes for this unit


**Required and Recommended Texts and/or Materials**

**Prescribed Text**

Recommended:


Recommended Reading

- Psychology & Marketing
- Journal of Product & Brand Management
- Australasian Marketing Journal
- Journal of Economic Psychology
- Journal of Retailing & Consumer Services
- Journal of Advertising
- Journal of Retailing
- Journal of Consumer Culture
- Journal of Consumer Behaviour
- European Journal of Marketing
- International Journal of Research in Marketing
- Journal of Consumer Marketing
- Journal of Business Research
- Journal of Consumer Research
- Journal of the Academy of Marketing Science
- Journal of Marketing
- Journal of Advertising Research

Technology Used and Required

The unit web page is a vital resource in this unit. iLearn, or Moodle resources include: lecture notes, practice quizzes, online sign-ups for groups, links, course materials and assignment research information. All Group Reports are submitted online. Students should have access to the internet at home and/or the university. Access to Moodle is only available for students who have successfully enrolled in this unit.

Unit Web Page

Course material is available on the learning management system (iLearn)

The web page for this unit can be found at: http://www.handbook.mq.edu.au/2012/Units/UGUnit/MKTG203

Teaching and Learning Strategy

Teaching is delivered in weekly lectures and tutorials. Learning activities include individual and group tasks that are to be completed during private study and in tutorials. Participants are expected to read in advance of lectures, participate in tutorials and complete all set tasks.
It is to your benefit to attend all lectures and tutorials. The unit coordinator is happy to discuss issues with you and to clarify points made in class as long as you make the effort to understand the point first by attending lectures and reading the prescribed readings. Please do not ask the coordinator to assist you in understanding a point if you have not attended the lecture or read the materials.

This course forms part of your professional education. We feel that it is important that you experience the interactions with ideas, your peers and your tutor that are provided through the workshops. Indeed, it seems to us that it is not possible to engage adequately with this unit, and to fulfil its objectives, without completing the tutorial activities. While most students willingly accept this participation as a part of their professional responsibility some, for various reasons, do not participate fully. Therefore, we have found it necessary to make satisfactory lecture and workshop attendance an expected and measured component of the unit.

Attendance at lectures is strongly recommended. If you are unable to attend a lecture or series of lectures for any reason, it is strongly suggested that you discuss this with the lecturer or unit coordinator to ensure that you have not been disadvantaged. For example, it may be suggested that you obtain a medical certificate as evidence that you experienced health problems during semester.

Of course, all the material covered in the lectures and tutorials is assessable in the Group Reports and Class test exam. Attendance at all 12 tutorials is mandated. An attendance record for all students will be maintained and your preparation and participation in these classes will be assessed.

Note: You are required to attend at least 10 out of the 13 tutorials. Failure to do so without an adequate reason (illness or special consideration) will result in a grade of FA 0.

### Unit Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapters</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 1.   | 1.       | Introduction  
|      |          | What is Consumer Behaviour?  
|      |          | Formation of Groups |
| 2.   | 2        | Understanding Consumers and Market Segments  
|      |          | Consumer needs and motivations |
| 3.   | 3 and 4  | Consumer personality and the self concept  
<p>|      |          | Consumer perception |</p>
<table>
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<tr>
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<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>Learning and consumer involvement.</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>Group Assignment #1 The nature of consumer attitudes.</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>Social influences on buyer behaviour.</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Class test (Time and Venue TBA)</td>
</tr>
</tbody>
</table>
| 8 | 8 and 9 | The Family  
Social Class                                               |
| 9 | 10 | The influence of culture on consumer behaviour                  |
|   |   | Cross cultural consumer behaviour: An international perspective |
|   |   | Group Assignment #2                                             |
| 10 | 11 | Sub cultural aspects of consumer behaviour                      |
| 11 | 12 | Decision making                                                 |
| 12 | 13 | Consumer influence and the diffusion of innovations              |
|   |   | Group Assignment #3                                             |
| 13 | | Summary lecture Exam Revision                                   |

### Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](http://www.mq.edu.au/policy/docs/). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- **Special Consideration Policy** [http://www.mq.edu.au/policy/docs/special_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)
In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

**Academic Honesty**

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at [http://www.mq.edu.au/policy/docs/academic_honesty/policy.html](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html)

**Grades**

Macquarie University uses the following grades in coursework units of study:

- HD - High Distinction
- D - Distinction
- CR - Credit
- P - Pass
- F - Fail

Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy which is available at:


**Grading Appeals and Final Examination Script Viewing**

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.


**Special Consideration Policy**

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A
Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

**Learning outcomes**

- Demonstrate how knowledge of consumer behaviour can be applied to marketing.
- Attain relevant generic capabilities.
Assessment task

• Group Projects (3)

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

• Attain relevant generic capabilities.

Assessment tasks

• Class Test
• Assessed Coursework
• Final Examination

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

• Identify and explain factors which influence consumer behaviour.
• Attain relevant generic capabilities.

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:
Learning outcomes

• Discuss the rationale for studying consumer behaviour.
• Identify and explain factors which influence consumer behaviour.
• Demonstrate how knowledge of consumer behaviour can be applied to marketing.
• Attain relevant generic capabilities.

Assessment task

• Group Projects (3)

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

• Demonstrate how knowledge of consumer behaviour can be applied to marketing.
• Attain relevant generic capabilities.

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

• Attain relevant generic capabilities.

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:
Learning outcomes

• Discuss the rationale for studying consumer behaviour.
• Identify and explain factors which influence consumer behaviour.

Assessment tasks

• Class Test
• Assessed Coursework
• Group Projects (3)
• Final Examination

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcome

• Attain relevant generic capabilities.

Assessment task

• Group Projects (3)

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

• Discuss the rationale for studying consumer behaviour.
• Attain relevant generic capabilities.

Assessment task

• Group Projects (3)
Policy on Group Projects

Unit Policy on Group Reports

- Group Reports are an important means of students learning teamwork and help foster collaborative learning.

- Skills learnt in Group Reports are considered invaluable by employers as most tasks assigned it the workplaces are done by groups not individuals.

Students in groups, however, should learn to manage themselves and resolve conflict that may occur with Group Reports.

In particular students should

- All sign the group charter and give a copy of it to their tutor.

- Notify the course coordinator of any conflict or problems with the group by Day 2 of the course.

- Keep a record of individual inputs into group work.

- Complete the peer assessment form and include with the group project.

- In the event that student received a poor student assessment on group project, that student has 24 hours from the time of being notified by course coordinator to produce evidence of their efforts in the project. If they fail to do no, the student's grade as amended by their group peers will stand.

- If a group is unable to resolve any differences then the course coordinator may split the group or reallocate its members.

GROUP CHARTER

(This is to be submitted online using the Assignment tool before the first group presentation).

It is a normal business practice to get all agreements that are designed to be binding on the parties involved, put into writing. It is suggested that you decide what problems you wish to see overcome and provide some solutions as to how it could be done. It is further suggested that you now take the time to establish the acceptable group norms and behaviours that you will enforce by exclusion from the group, for any and all individuals who do not conform. Below is a ‘group contract’ that will bind you all to what YOU ALL decide, till the group is dissolved when the final seminar is concluded. You need to hand a copy of this charter to your tutor by the end of week 2 of the course.

GROUP CONTRACT

It is agreed that the members of this group will:

1

2

3

4

5
It is freely signed to by the parties who have signed below, that all group members listed as signatories, are bound by their signatures to carry out all duties and obligations and in return, they bind all other to give the same assurance.

Grade desired

I Ph
I Ph
I Ph
I Ph
I Ph

have read and signed this understanding that the ultimate sanction of dismissal from the group will require me to do all the assignments in the outline on my own to the same standard as a group of 4 would.

**GROUP CHARTER**

This is a chapter that you, both as individuals and as groups, have with regard to the behaviour and conduct of the group and the members that comprise it. Many of you may have reservations about working with groups, you may feel it is culturally inappropriate to work with someone of another culture. While all these may be valid reasons to you, they do not necessarily find credence among others. As the world into which you are going to work, will demand closer working relationships, across cultures, genders and all manner of diversity, it is advisable you learn to learn from the opportunities that arise from group work. Be they good, or bad.

What are your rights? Well, for each right you have, comes a corresponding obligation. Each group member has a right to expect a certain standard of performance from each group member and each member a certain level of performance from the rest of the group. Consider what is listed below:

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>OBLIGATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE GROUP</td>
<td>THE MEMBER</td>
</tr>
<tr>
<td>Has the right to expect members to be on time.</td>
<td>You have the obligation to be on time.</td>
</tr>
<tr>
<td>Has the right to expect high quality work.</td>
<td>You have the obligation to provide work of high quality.</td>
</tr>
</tbody>
</table>
Has the right to have all members in attendance at all group meetings. | You have the obligation to inform the group, in ADVANCE, if you cannot attend.
---|---
Has the right to expect full input and participation from each group member. | You have the obligation to speak up FREQUENTLY, to add your own contribution.
Has the right to dismiss a group member who chooses not to perform. | You have the obligation to support your group’s decision even if it means a friend is involved.
Has the right to debate another’s point of view, but without criticising the individual. | You have the obligation to critically analyse the statements of others, but without being critical of the person.
Has the right to expect the full and strenuous support of all members, at all times. | You have the obligation to deliver that support, at all times.
Has the right to allow other group members to hold different opinions. | You have the obligation to act as a ‘devil’s advocate’ when you feel the situation requires you to do so.

**Evaluation of Group Performance**

(This is done as an online survey accessed via Moodle at the end of the semester)

Name ________________________________

On the following scale 1 = poor contribution, 3 = acceptable level of contribution and 5 = excellent contribution.

**Self Assessment**

I contributed to the group performance by:

How would you rate your contribution 1 2 3 4 5

**Other Group members**

1. __________________________ contributed to the group’s performance by:

How would you rate this members contribution 1 2 3 4 5

2. __________________________ contributed to the group’s performance by:

How would you rate this members contribution 1 2 3 4 5

3. __________________________ contributed to the group’s performance by:
How would you rate this member’s contribution: 1 2 3 4 5

- - - - - - - - - - - - - - - -

What do you think were the group’s strengths?

What skills and issues do you think it would be helpful for you to work on next time you work in a group?

Peer Assessment Form

Confidential

Please indicate what you feel was the relative contribution that you and your team mates made to the group project this semester. Give a rating score to each group member so that the scores add up to 100 points.

<table>
<thead>
<tr>
<th>Name</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yourself</td>
<td></td>
</tr>
<tr>
<td>Member #2</td>
<td></td>
</tr>
<tr>
<td>Member #3</td>
<td></td>
</tr>
<tr>
<td>Member #4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100 points</td>
</tr>
</tbody>
</table>

Any special comments or issues you wish us to take into account?

Please fold this form and give to Your Tutor.

Tutorial Time: Day: Tutor:

Research and Practice

- This unit gives you practice in applying research findings in your Group Reports.
- This unit gives you opportunities to conduct your own secondary research.
Changes since First Published

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/08/2012</td>
<td>The Description was updated.</td>
</tr>
<tr>
<td>03/08/2012</td>
<td>The Description was updated.</td>
</tr>
<tr>
<td>26/07/2012</td>
<td>The Description was updated.</td>
</tr>
<tr>
<td>13/07/2012</td>
<td>The Description was updated.</td>
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<tr>
<td>30/01/2012</td>
<td>The Description was updated.</td>
</tr>
<tr>
<td>30/01/2012</td>
<td>The Description was updated.</td>
</tr>
</tbody>
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