



UCD Michael Smurfit Graduate Business School
Carysfort Avenue
Blackrock
Co Dublin

GLOBAL NETWORK IMMERSION WEEK

Digital Marketing: Understanding Opportunities and Devising Strategies

**UCD Michael Smurfit Graduate Business School
DUBLIN 2013**

CONTENTS

A WORD FROM THE PROGRAMME DIRECTOR	3
BACKGROUND ON UCD	4
PROGRAMME SCHEDULE	5
ACADEMIC TEAM	8
PROGRAMME DESCRIPTION	11
CONTINUOUS ASSESSMENT	15
Group Project	15
Individual Project (Learning Journal)	16
GRADING SYSTEM	21
CODE OF PRACTICE FOR PARTICIPANTS	22
SMURFIT SCHOOL INFORMATION	22

A WORD FROM THE PROGRAMME DIRECTOR

October 2013

Dear Students,

I welcome you to Global Network Immersion Week on *“Digital Marketing: Understanding Opportunities and Devising Strategies”* at the UCD Smurfit Business School.

Digital Technologies and the Internet have dramatically changed the way that businesses identify, communicate with, and sell to customers. The rapid replacement of traditional media by social networking sites, mobile applications, blogs, and video sharing sites has created an urgent demand for professionals who can think innovatively about how to capture and capitalise on the opportunities of an enormous audience through digital channels. The immersion week in Dublin, “the digital capital of Europe,” will allow participants to understand consumer behaviour changes, digital marketing communications opportunities and digital business models and strategies. The programme that we have put together includes in-depth academic knowledge, company visits, guest-speakers, case study and group assignments. Also we are proud to introduce you to the Leadership Speaker Series which you will gain insight about in the programme schedule on page 5 of this handbook. The Leadership Speaker Series features thought leaders in the digital industry. The individuals in the Speaker Series lead the way in their fields and are invited to share their stories, expertise and advice with MBA’s GNAM participants.

What we will need from you is a willingness to engage individually, and collectively, in the classroom and in your own study time. In order to benefit most from your time in UCD Smurfit School, it is important that you prepare for the individual sessions carefully and engage in the post-module assignments systematically to consolidate your learning.

Wishing you a most successful study time.

*On Behalf of the teaching team,
Dr. Laurent Muzellec,
Programme Director MSc. in Digital Marketing*

BACKGROUND ON UCD

University College Dublin

The quality of education and learning in Ireland has always been a matter of pride. Educational institutions form a vital part of the Irish heritage and University College Dublin, the largest university in Ireland, has played a central role in the evolution of the Irish nation. Graduates of University College Dublin have also contributed significantly to the education of many nations around the world.

The origins of University College Dublin go back to 1850, and it received its charter as a constituent College of the National University of Ireland in 1908. Many famous people studied at University College Dublin in its early years, most notably, James Joyce, whose writing is known worldwide, and Gerald Manley Hopkins, a highly regarded poet. This university has also played a pivotal role in the development of the Irish nation; the treaty that established the Irish Free State in 1922 was ratified in its premises and many of this country's business and government leaders have been graduates or Faculty members.

University College Dublin has continued to flourish in recent decades and is now the largest university in Ireland. Today the participant population exceeds 20,000.

UCD School of Business (formerly the Faculty of Commerce) dates back to the foundation of University College Dublin in 1908, and the Bachelor of Commerce degree was the standard business qualification for many generations of Irish managers. The new undergraduate business school, UCD Quinn School of Business, based on the large, modern Belfield campus, opened its doors in September 2002. We have over 2,000 undergraduate participants enjoying this new facility.

The post-graduate programmes offered were consolidated within the UCD Michael Smurfit Graduate Business School in 1987, and is located on a refurbished campus in Blackrock, County Dublin. The Blackrock Campus offers state-of-the-art facilities for business education, on a par with leading international business schools, and is an impressive home for the high quality programmes offered by the UCD Michael Smurfit Graduate Business School.

Many post-graduate degrees and diplomas have been introduced in recent years, including the Master of Business Administration, the Master in Management, the MSc in Digital Marketing and MSc in Business Analytics amongst many others. By now, there are over 1,000 post-graduate participants enrolled each year in the school, with approximately one-quarter of these coming from abroad.

PROGRAMME SCHEDULE

Sunday, October 13

Students arrive and check into hotels on their own

7pm Informal gathering at Bar

Monday, October 14

8.00 Continental Breakfast (Restaurant)

Registration Materials/distribution

8.30 Brief Welcome and Programme Overview (N204)

Dr. Laurent Muzellec, Dr. Marius Claudy

9.30 Class Session (N204)

Revisiting the Marketing Framework through Digital Lenses- Dr. Laurent Muzellec

11.30 Campus Tour

12.30 Lunch

13.30 Class Session

Marketing to the Digital Consumers – Dr. Laurent Muzellec

15.00 Break

15.30 Leadership Speaker Series 1: Mr. Aidan Cullen, Head of Digital Communicorp Group

19.00 Gathering at the Brazen Head Bar, 20 Lower Bridge Street, Dublin

Note: finger food will be supplied at bar but you will need to bring cash/card for beverage.

Tuesday, October 15

8.00 Continental Breakfast (Restaurant)

8.30 Class Session (N204)

Web Analytics and Data Driven Marketing – Dr. Marius Claudy

11.30 Leadership Speaker Series 2: Mr. Conor Lynch, CEO Connector 360

12.30 Lunch

13.30 Assignment Preparation (N107, E116 & Syndicate Room 1-7 & 12)

19.00 Extra Curricular Activity: Literary Pub Crawl

Note: Meeting at the Duke Pub, 9 Duke Street, Dublin 2 at 18.40

Note: Admission has been paid for Literary Pub Crawl but you will need to bring cash/card for beverage

Wednesday, October 16

8.00 Continental Breakfast (Restaurant)

8.30 Class Session (N204)

Digital Marketing Strategy and Business Models – Prof. Mary Lambkin

11.30 Leadership Speaker Series 3: Mr. Adam Ferguson, Customer Acquisition Manager, Ezetop

12.30 Lunch (Bus departs at 1.15 for Facebook)

13.30 Company Visit: Facebook

16.30 Extra Curricular Activity: Guinness Storehouse

Note: Admission has been paid for into Guinness Storehouse but you will need to bring cash/card for beverage

Thursday, October 17

8.00 Continental Breakfast (Restaurant)

8.30 Class Session (N204)

Digital Marketing Communication: the Advent of Social, Mobile and Local Marketing-

Prof. Damien McLoughlin

11.30 Leadership Speaker Series 4: TBC

12.30 Lunch (Bus departs at 12.45)

13.30 Company Visit: Google European HQ

16.30 Class Session at Hubspot European Headquarters

Inbound Marketing – Guest Lecturer, Brian Halligan, CEO of Hubspot and MIT

Friday, October 18

- 9.30 Continental Breakfast (Restaurant)
 - 10.30 Final Presentations (N204)
 - 13.00 Lunch (Ouzos Blackrock) & Wrap-up Session
 - 15.30 END OF PROGRAMME
-

ACADEMIC TEAM

Dr. Laurent Muzellec

Laurent is the academic director for the MSc. in Digital Marketing. He teaches marketing management and digital marketing at master's and executive education level. He previously taught at Dublin City University and ESSCA, School of Management. Prior to his academic career, he worked as a product manager for an internet company in Paris and as a trade representative at the French Embassy Trade Office in New York. He also worked as an internet consultant for Volkswagen A.G. in Germany. His research interests pertain to the field of corporate rebranding, fictional brands and (reverse) product placement and social media marketing. His articles have appeared in *Industrial Marketing Management*, *Marketing Theory*, *Journal of Product and Brand Management* and the *European Journal of Marketing*. His qualifications include a B.A. from Sciences-Po Bordeaux, an MBA from Texas A& M International University and a Ph.D. from UCD Michael Smurfit Graduate Business School.



Professor Damien Mc Loughlin

Damien is Professor of Marketing and Associate Dean at UCD Michael Smurfit Graduate Business School. He has served on the faculty of the S.C. Johnson Graduate School of Management at Cornell University, Asia's leading business school, the Indian School of Business and in the executive education division of Harvard Business School. Known internationally as a Strategic Marketing specialist, Damien has published more than seventy papers in prestigious international journals and conferences including *Industrial Marketing Management*, *Journal of Business Research* and *Journal of Strategic Marketing* and also published a book with David A. Aaker of UC Berkeley, *Strategic Market Management: Global Edition*. Damien has worked with a number of the world's leading firms including Alltech, Google, Hewlett-Packard and Microsoft. He designed and currently leads Alltech's Global Advanced Management Development Programme, Bord Bia's Marketing Fellowship Programme, and previously Google's Marketing Academy for the EMEA region.



Professor Mary Lambkin

Mary is Professor of Marketing and Head of the Marketing subject area at the Smurfit Business School which is part of University College Dublin. Her qualifications include an MBA from UCD and a PhD from the University of Toronto. She teaches marketing strategy and publishes widely on topics in that area. Her research interests centre on the evolution of competitive structures in new markets, on market consolidation through mergers and acquisitions, and on the creation and implementation of successful marketing strategies.



She is also active in the marketing profession and the business world, having served as Chairman of the Marketing Society of Ireland and as a member of the Board of the Marketing Institute of Ireland. She is currently a non-executive director of Citibank Europe plc which is part of Citigroup.

Dr. Marius Claudy

Marius recently joined UCD Business School as a Lecturer in Marketing. Educated at the University of Erfurt (Germany), University of St. Andrews (Scotland), and Dublin Institute of Technology, Marius' research is concerned with marketing of innovation. Marius' work has disseminated in international journals and at conferences and he is currently involved in a number of research collaborations with academics and businesses in Ireland and the US. Before Marius pursued an academic career he worked as an Economist for the Department for Work and Pensions in London, during which he conducted strategic analyses in areas of social-welfare and labour market politics as well as climate change.



Guest lecturer:

Brian Halligan, CEO Hubspot and Senior Lecturer at MIT



Brian is the CEO and co-founder of HubSpot, an Internet marketing company based in Cambridge, Massachusetts, and is also a Senior Lecturer at MIT. Halligan uses the term inbound marketing to describe the type of marketing he advocates. He has co-authored two books on marketing: *Inbound Marketing: Get Found Using Google, Social Media, and Blogs* with HubSpot co-founder Dharmesh Shah and *Marketing Lessons from the Grateful Dead: What Every Business Can Learn from the Most Iconic Band in History* with David Meerman Scott.

CONFIRMED CORPORATE VISITS

Google Dublin (EU HQ): Located in the heart of the historic dockyards district (a.k.a. Silicon Dock), Google has helped put Dublin on the map as a technology hub in Europe. The office is made up of thousands of Googlers from over 65 countries, overseeing sales and infrastructure for our businesses in Europe, the Middle East and Africa.



Ireland's number one visitor attraction, providing an unforgettable welcome and a magical journey deep into the heart of the world famous GUINNESS® brand and company. This historical building is central to Dublin's and Ireland's heritage, and has been continually updated to create a blend of fascinating industrial tradition with a contemporary edge. The seven floors bring to life the rich heritage of GUINNESS®, telling the story from its origins here at St. James's Gate in Dublin to its growth as a global brand, known all around the world.



Facebook

Facebook Dublin (EU HQ): Located at Hanover Quay, Facebook is now growing from strength to strength. This office has approximately 400 employees based out of this operation.



PROGRAMME DESCRIPTION

Programme Content

The programme consists of the following 6 sessions - that you need to account for in your learning journal- and a group project that you will present on the last day of the programme.

Session 1 and 2: Marketing to the digital consumer (L. Muzellec)

These initial two sessions will examine how digital technologies have changed the relationship between businesses and customers and what marketers need to do about it. Setting the scene for the rest of the course, it reveals how the internet and mobile technologies have fundamentally changed key aspects of marketing. It will examine both the theoretical and practical aspects of digital consumer behaviour, market segmentation, targeting and market reach through Search Engine Optimisation (SEO) and paid search and social media marketing. It will also examine the effects of e-WOM and the need to integrate brand recommendations in digital marketing communication strategy.

Pre Class Assignment:

Case Study: Facebook

Answer the following Case Questions:

- Why do people use Facebook and what do they do when they are there?
- Using examples, evaluate the success of Facebook fan pages
- Evaluate the success of advertising on Facebook.
- Which of the three options should Facebook emphasize as it seeks to monetize.

Readings:

Facebook

Ways to Win Shoppers at the Zero Moment of Truth Handbook by Google available at <http://www.zeromomentoftruth.com/>

Kaplan, A. M., & Haenlein, M. (2011). Two hearts in three-quarter time: How to waltz the social media/viral marketing dance. *Business Horizons*, 54(3), 253–263.

Huy, Q., & Shipilov, A. (2012). The Key to Social Media Success Within Organizations. *MIT Sloan Management Review*, 54(1), 73–81.

Lipsman, A. et al., 2012. The Power of “Like”: How Brands Reach (and Influence) Fans through Social-Media Marketing. *Journal of Advertising Research*, 52(1), p.40.

Session 3: Web Data Analytics and Data Driven Marketing (M. Claudy)

Conventional retailing is becoming passe, as on-line retailing is the new mantra of the 21st century's business environment. Physical store retailers are outsourcing their on-line business activities to digital service agencies to dwell in the lore of on-line trading. Companies are in a rush to make every consumer's website visit into a sales conversion. To accomplish this target they are coming up with analytical, neuromarketing techniques and implementing them to jot down cutting edge marketing strategies. The Netflix Prize 2009 is one of its kind methodologies where web analytics are used to cut a unique algorithm to flood a visitor with intelligent advice. It catalyses the buying behaviour of the visitor and influences his thought process to press the buy button. This eventually enhances the company's business to greater heights. The case deals with the use of analytics and neuromarketing techniques in the cutting edge marketing research methodologies. It emphasises the significance of these techniques in tracking consumer behaviour on-line as well as off-line. Holistically, it spotlights two basic questions - how can companies leverage these techniques to track down consumer behaviour accurately, and how do they help in formulating unique marketing strategies?"

Reading:

- Netflix Prize 2009: Neuromarketing Research for Online Shoppers
- How Companies Market Online: A McKinsey Global Survey (2008)
- <http://sachinuppal.files.wordpress.com/2008/03/mckinsey-how-companies-are-using-online-marketing.pdf>
- At Kearney: Unleashing the Shopper Marketing Engine
- <http://www.atkearney.com/documents/10192/677c54ab-cac1-4d2e-802c-49d47d767275>

Additional Reading:

- Rigby and Lendingham (2006) CRM Done Right. Harvard Business Review
- Davenport, T (2006), Competing on Analytics, Harvard Business Review. January
- Loveman, G. (2003), Diamonds in the Data Mine, Harvard Business Review. May

Session 4: Digital Marketing Strategy and Business Models (M. Lambkin)

A business model articulates the logic for how a business creates and delivers value to customers. It also specifies the financial architecture of revenues, costs, and profits associated with delivering that value. In short, a business model defines how the enterprise creates and delivers value to customers, and then converts payments received into profits. A good business model yields value propositions that are compelling to customers, while enabling significant value capture by the business, and an acceptable cost and risk structure.

The growth of the Internet has raised fundamental new questions about how businesses deliver value to the customer, and how they can capture value from delivering new information services that users often expect to receive without charge. Many Internet businesses serve two markets - B2B and B2C - joined together by a single electronic platform. These businesses create value by connecting these separate markets through acting as intermediaries, but the respective importance given to the business audience (B2B) and the consumer audience (B2C) in the business model of Internet ventures is not well understood.

This session examines the business models of Internet firms, identifying the various architectures that have emerged, and exploring how they evolve over time. The company Groupon is used to provide a focus to explore some of the key issues.

Reading:

- Business Models, Business Strategy and Innovation, David J. Teece
- Annual Report Groupon

Session 5: Digital Marketing Communication (D. Mc Loughlin)

This session will cover the topic of digital marketing communication and will focus on video sharing platforms (Youtube) as a way to generate awareness and develop consumer-brand relationship. This purpose of this session is to showcase the different roles of advertising (e.g., generate awareness, product trial, brand- building) and how these roles impact different stages in the consumer's decision making process. In addition, ads placed in different media (e.g., TV, online) are more or less effective at each role and to teach students how to align Message, Media and Metrics. This is accomplished by choosing the media most appropriate for each advertising role, defining the appropriate metric of interest and selecting the creative message that is most likely to optimize of the chosen metric.

Pre Class Assignment:

Case Study: Pepsi-Lipton Brisk

Answer the following Case Questions:

- Should Brisk be advertised on primetime TV or with viral ads in the months following the Super Bowl ad? What are the benefits of each media? What are the costs?
- How are the ways in which target consumers view ads in each media different? Which differences matter most to the protagonists? Can these consumer behaviors be factored into a single measure that helps the protagonists compare the benefits of each media?
- Which of the four ad concepts should Mary Barnard and Marisol Tamaro choose? What elements matter?
- What does Mekanism mean by engagement? How do they attempt to increase engagement with the brand using viral ads?

Reading:

- Pepsi-Lipton Brisk, Teixeira, Thales S.; Caverly, Alison.

Session 6: Guest Lecture: Inbound Marketing

Inbound marketing is a term coined by Hubspot to signify that marketing communication has shifted from interruption-based advertising to consumer-driven on demand marketing solutions. This session is original as Brian Halligan (CEO of Hubspot) will be teaching the case that has been written about his own company. The session will take place at Hubspot European headquarters so to benefit from this session, we invite you to prepare the case and come to session with your own set of questions that you would like to ask to Brian Halligan.

Pre Class Assignment:

Case: Inbound Marketing at Hubspot

Answer the following Case Questions:

- Is Hubspot serving the right set of customers? Given its position as a start-up company, should it widen its focus to serve any customers that comes its way? Or should they narrow their market and focus solely on Owner Ollies or Marketers Marys?
- Are Halligan and Shah too stubborn by not doing outbound marketing?

Reading:

- Hubspot

Final Session: Student Project Presentation

Most strategic decisions are made by top management teams because they involve complex judgments and require diversity of input and team commitment to implementation. This is your chance to demonstrate this capability. See details of the assignment hereafter.

CONTINUOUS ASSESSMENT

The programme is assessed by continuous assessment work. Participants will not sit exams. All continuous assessment is completed by participants individually for 60% (Learning Journal) and in groups: Group Project (40%). Some sessions require pre-coursework in addition to the post-coursework which is set for each of the eight sessions. Where assignments are for completion by participants on an individual basis, any evidence of plagiarism or copying of another participant's material will be severely penalised.

The Participant Code for University College Dublin states that the following constitutes a breach of discipline:

Plagiarism, that is the copying of another person's writings or works or ideas in any thesis, essay, project, laboratory report or other exercise which forms part of the requirements for an academic course where such copying is either unauthorised by the copyright owner or unacknowledged in the thesis, essay, project, laboratory report or other exercise or both.

This relates to all work to be submitted. Please refer to the University Policy on Plagiarism & Procedures at http://www.ucd.ie/stu_codeandpolicy.htm

Assessment break down is

- 60% Individual (learning journal which includes all relevant assignment required by the module lecturer, e.g. answer to the case questions, in-class exercise etc.)
- 40% Group: Project presentation.

GROUP PRESENTATION (40% of the Final Mark)

Students will be placed into teams of 6 students from diverse schools. Each group is required to present to the class on final day of the programme (Friday). You will pick an idea from any of the classes you found interesting and relevant to management. You need to explain the idea to the class and explain the important implications of the idea for managers.

The deliverable is a 15 minutes presentation no more than 8 slides and no more than 15 pictures. Three faculty members will judge the presentations and will ask each team questions.

LEARNING JOURNAL (60% of the final Mark)

As part of the assessment for your modules you are required to keep a Learning Journal throughout the week and submit the journal by email to Laurent.muzellec@ucd.ie before October 25th 12AM (Irish Time). The purpose of the learning journal is to encourage you to engage with the course material, to transfer course content to your work practices and to capture what you have learned throughout the week.

What is expected is that you go beyond just describing what was covered in class or what you read in the textbook by: **1) attempting to engage critically with the material on the basis of your own professional experience and observations, and, 2) attempting to apply what you have learned to your work context.** It is intended to encourage you to engage in a deep approach to learning and to demonstrate the highest levels of learning, i.e. application, analysis, synthesis and evaluation.

The following sections will explain what a learning journal is, the purpose of a learning journal, how to write a learning journal and finally how a learning journal will be assessed by your lecturer.

What is a Learning Journal?

A learning journal is a personalised reflective log that records your learning over a certain period of time and for each particular topic/module. It is a very useful personal development tool which allows you to reflect on how your study and learning is developing over a period of time, what you are learning and the relevance or application of this learning to your own experiences in a work setting. The content of your learning journal will be unique to you and the themes or issues identified in your learning journal may be very different to those of your study group members or classmates.

When writing a Learning Journal it is expected that you update your journal after each module on at least one learning point or topic of your or your lecturer's choosing. The recommended approach is to spend some time after each module reviewing the material you have studied, how you went about learning it, what you found interesting or challenging, how what you have learned relates to the 'real' world of your work and your own experiences, any gaps in the theories reviewed, any comparisons between one debate and another etc.

What a Learning Journal is not

A learning journal is not a simple log of what you did during each module or what you read. Instead, it is a reflection on your specific learning the module and how this learning transfers to your work setting.

The Purpose of a Learning Journal

The writing of a learning journal can serve many purposes including the following (Moon, 1999):

- To record experience
- To facilitate learning from experience
- To transfer classroom learning to your work context
- To support understanding and the representation of learning
- To develop critical thinking or the development of a questioning attitude
- To increase active involvement in and ownership of learning
- To increase ability in reflection and thinking
- To enhance reflective practice

How to Write a Learning Journal

There are a number of ingredients of reflective journal writing and it is important that you bear these in mind when writing your journal. Among the main ingredients include:

- Good journal structure, with the identification of suitable headings for the themes or issues discussed
- Variety of issues discussed
- Identification of any action required as a result of reflection
- Go beyond mere description
- Personal – reference to your own experience
- Links between theory and practice
- Relationship of journal entries to coursework
- Links between different modules you are studying

Types of Learning Journal Entries

A learning journal could contain an entry for:

- What you learned during this module
- Did you learn something interesting or unexpected about a particular topic?
- How does the 'real' world relate to the course content? What aspects of the course can you relate to your own experience? What aspects of the course conflict with your own experience? How would you reconcile such conflicts? Do you have to do more reading, or discussion with your colleagues? Do you have to reconsider how you view your work practices? Or can you conclude that a specific body of literature or theory does just not fit your own experiences?
- What did you learn from the case studies or module assignment and how did you research and plan this assignment? You might like to comment on how you evaluated any literature or readings you found etc.
- Reflect upon some discussion which took place in class during a module – what was interesting about the discussion, how did experiences outlined by some students in relation to the application of the course material relate to your experience? How would you reconcile potential discrepancies?

- Reflection upon the course material and your thoughts, comments or observations on the course content/readings/case studies etc.

When writing an entry for a learning journal, it is often useful to keep the following checklist of essential questions in mind:

- What were my aims for the module?
- What was my prior knowledge of the issue at hand?
- What did I review?
- What did I learn that was new?
- What did I find that was most useful?
- What did I not find useful about it? What might be the reason for this?
- And most importantly: How could I apply what I learned in my work practice?

Assessment of Learning Journals

The overall aim of learning journals is two-fold:

- 1) To develop transferable skills in students, and
- 2) To improve your learning.

Moon (1999) has identified a number of additional factors to be considered when assessing learning journals, as follows:

- Overall presentation
- Number and regularity of entries
- Clarity and good observation in presentation of events or issues
- Evidence of speculation
- Evidence of a willingness to revise ideas
- Honesty and self-assessment
- Thoroughness of reflection and self-awareness
- Depth and detail of reflective accounts
- Evidence of creative thinking
- Evidence of critical thinking
- A deep approach to the subject matter of the journal/module
- Representation of different cognitive skills (synthesis, analysis, evaluation etc.)
- Relationship of the entries in the journal to any relevant coursework, theories etc.
- Match of the content and outcomes of the journal work to course objectives, learning outcomes for the journal or purposes that the journal is intended to fulfil
- Questions that arise from the reflective processes and on which to reflect further

These may also be taken into account by your module lecturer in assessing your learning journal.

Presentation and Structure of a Learning Journal

Participants are expected to use their own initiative in finding materials and in progressing their research. Participants should type their work and make sure it is carefully proof-read giving particular attention to presentation. The document should be clearly and concisely written, show evidence of originality in knowledge and interpretation.

Typing of Assignments

Assignments should be typewritten with a margin of at least 4cm. on the left hand side. Adequate margins should also be left on the other three edges. Pages should be typed in space and a half or double spacing.

Participants are warned that they will be required to correct any typographical errors to the satisfaction of the internal examiners before the award of the diploma is approved. Therefore careful proof-reading is essential prior to submission of coursework.

Title Page

The title page shall give the following information in the order listed:

- (a) Full title of the assignment;
- (b) Full name of the author, followed, if desired, by any qualifications and distinctions;
- (c) The author's UCD student number, as printed on his/her student card.
- (d) Date of submission.

Table of Contents

The table of contents shall immediately follow the title page. It shall list in sequence, with page numbers, all relevant subdivisions of the project, including the title of chapters, sections and subsections, as appropriate; the list of references; the list of abbreviations and other functional parts of the whole project; any appendices.

List of Tables and Illustrations

The list of tables and illustrations shall follow the table of contents and should list all tables, photographs, diagrams etc., in the order in which they occur in the text.

Abbreviations/Acronyms

Where abbreviations are used a key shall be provided. Abbreviations may be used at the discretion of the author. Generally speaking, participants are advised not to use too many abbreviations or acronyms. For an abbreviation not in common use, the terms shall be given in full at the first instance followed by the abbreviation in brackets.

Page Numbers

All pages, including tables, appendices and references, should be serially numbered except for the title page. The first section of the project (i.e. Table of contents, List of tables and illustrations, Abstract, Acknowledgements etc.) should be numbered using roman numerals (i.e. i, ii, iii iv...). Commencing with chapter one, page numbers should start with page 1 and be numbered using Arabic numerals (i.e. 1, 2, 3...). Major sections and subsections in each chapter may be numbered in Arabic numerals.

References

Projects shall contain a full list of references, using the Harvard style of referencing.

Submission of Assignments

Assignments should be submitted by email to Laurent.muzellec@ucd.ie no later than 12.00 midnight on the date set for submission by each module leader. In the interests of fairness, assignments submitted after the submission deadline will be subject to penalty. In line with university policy, assignments received any time within one week after the due date will have the grade awarded reduced by two grade points. Work received thereafter but within two weeks of the due date will have the grade reduced by four grade points. Work submitted later than two weeks after the due date cannot be accepted and a student will not pass that particular assignment.

All assignments should be submitted using your own name in the file-name.

ASSIGNMENT GRADING

UCD employs a grading system when assessing student performance and awards.

The table below sets out the Grades, GPA and equivalent descriptor

GRADE	GPA*	DESCRIPTION	DEGREE AWARD
A+	4.2	Excellent	H1 = GPA 3.68 or above
A+	4.0		
A-	3.8		
B+	3.6	Very Good	H2.1 = GPA from 3.08 to 3.67
B	3.4		
B-	3.2		
C+	3.0	Good	H2.2 = GPA from 2.48 to 3.07
C	2.8		
C-	2.6		
D+	2.4	Acceptable	Pass = GPA from 2.00 to 2.47
D	2.2		
D-	2.0		
E	1.6	Marginal	
F	1.0	Fail	
G	0.0	Unacceptable	

* Please note that a GPA is calculated only when the module is complete and does not apply to assessment components

For further information please see the Academic Regulations

http://www.ucd.ie/registry/academicsecretariat/academic_regs.pdf

<http://www.ucd.ie/registry/academicsecretariat/pol.htm>

CODE OF PRACTICE FOR PARTICIPANTS

Course Materials

This Study Guide specifies what pre-reading is necessary prior to attendance. Where pre-class preparation applies, details of this including submission deadlines are specified.

Punctuality

Sessions begin at the times listed on timetables or otherwise communicated.

Telephones

Mobile Phones and electronic devices should be turned off during module sessions.

SMURFIT SCHOOL INFORMATION

Study Facilities

There are a number of student study areas:

Common Room	(Ground Floor, off Lobby)
Graduate Student Study Room	(First Floor, E-block, above Services desk)
Syndicate Rooms	(First Floor, N205)
Library	

Printing & Photocopying Services

Copi-Print:

Location: Oval Room, Ground Floor
Telephone: 01 716 8016
Fax: 01 716 8055
Opening Hours: 9.30am - 6.00pm Monday – Friday (term time)

UCD IT Services

UCD IT Services deal with all aspects of technical infrastructure, networking and computer account administration (e-mail server, intranet and internet access).

Telephone: 01 716 2700
E-mail: ithelpdesk@ucd.ie
Web: www.ucd.ie/itservices/itsupport

Services Centre

Located on the ground floor in Building E, facilities provided by the Services Centre include:

- Directions to outlying campus buildings and facilities
- Advice in emergency situations
- Maintenance issues, security and lost property
- First Aid box/First Aid service and AED machine

Telephone: 01 716 8908
E-mail: services.blackrock@ucd.ie

Service Desk Opening Hours

7.30 am – 9.30 pm Monday – Friday

8.00 am – 4.30 pm Saturdays

Closed Sundays & Bank Holidays. Open four Sundays before examination sessions from 8am – 4.30pm.

Building Access Hours

Monday – Friday (7.30am – 9.30pm)

Saturday access (8.00am – 4.30pm)

No access on Sundays

Emergencies

In the case of all general emergencies, you should contact Services at +353 1 716 8908 / 8907 (24 hours). In the event of no reply/line busy, contact the Services Emergency Line, +353 1 716 7999 (24 hours). All requirements for Emergency Services such as Gardai, Ambulance, Fire Brigade should be contacted through Services at the above number. All security incidents should be reported to Services immediately. Services will then assist you in handling the incident.

Restaurant – Opening Hours

8.00 am – 7.30 pm

Monday – Thursday (in term)

8.00 am – 4.00 pm

Friday (in term)

8.30 am – 2.00 pm

Saturday (in term)

Common Room

Located on the ground floor at the end of the main entrance hall, facilities include vending machines offering tea, coffee, snacks and soft drinks.

Car, Motorbike and Bicycle Parking Facilities

UCD Michael Smurfit Graduate Business School is subject to the UCD Car Parking Policy:

- UCD campus car parks are strictly for use by UCD staff, UCD students, Non-UCD staff working on campus and those visiting or conducting business on campus. The Pay and Display car parks are accessible to anyone visiting the campus but are limited to 5 hours maximum stay for those paying with cash.
- Car parks will be randomly monitored to ensure that they are only being used by those described above.
- Staff monitoring car parks may ask drivers to produce appropriate ID or stipulate a reason for parking. Appropriate ID is deemed to be one of the following: UCD Staff (Staff Card), UCD Student (UCD Student Card or welcome letter for new students).
- Persons checking ID must be treated with dignity and respect at all times.
- Parking is limited on campus and car parks are filled daily on a first come first served basis.
- Car park users must adhere to all signage and park in designated spaces only. Infringements will result in vehicles being clamped. Do not succumb to the temptation to park illegally as car parks are regularly patrolled by a clamping company – Release Fee: €80.

- Please remember that at certain peak times car parking spaces are extremely limited. Such peak times include: weekends (weekend students in attendance), conferrals, conferences, examinations etc.
- There are restrictions for off-campus car parking (Avoca Avenue, Carysfort Avenue) and it is advised not to park in these areas as substantial fines may be incurred.

Banking Facilities:

There is an ATM machine located at the entrance to D-block building