Important Notice

The material contained in this study guide is in the nature of general comment only and is not advice on any particular matter. No one should act on the basis of anything contained in this guide without taking appropriate professional advice upon the particular circumstances. The Publisher, the Editors, and the Authors do not accept responsibility for the consequences of any action taken or omitted to be taken by any person, whether a subscriber to this guide or not, as a consequence of anything contained in or omitted from this guide.
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COURSE OVERVIEW
We welcome ideas to improve these course materials.
Please email suggestions to coursematerials@agsm.edu.au

Draft
## Course schedule

### Session 3, 2015

**Principles of Marketing**

<table>
<thead>
<tr>
<th>Week no</th>
<th>Week begins</th>
<th>Unit</th>
<th>Assessment due (% weighting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7 September</td>
<td>1</td>
<td>Participation is assessed throughout the semester (15%)</td>
</tr>
<tr>
<td>2</td>
<td>14 September</td>
<td>2</td>
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<tr>
<td>3</td>
<td>21 September</td>
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<td>4</td>
<td>28 September</td>
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<td>5</td>
<td>5 October*</td>
<td>5</td>
<td></td>
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<tr>
<td>6</td>
<td>12 October</td>
<td>6</td>
<td>Assignment 1 due on Monday 12 October by 9.30am Sydney time – analytical report (15%)</td>
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<tr>
<td>7</td>
<td>19 October</td>
<td>7</td>
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<td>8</td>
<td>26 October</td>
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<td>9</td>
<td>2 November</td>
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<td>10</td>
<td>9 November</td>
<td>10</td>
<td></td>
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<tr>
<td>11</td>
<td>16 November</td>
<td>11</td>
<td>Assignment 2 due on Monday 16 November by 9.30am Sydney time – analytical report (30%)</td>
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<tr>
<td>12</td>
<td>23 November</td>
<td>12</td>
<td></td>
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<tr>
<td>13</td>
<td>30 November</td>
<td>Examination week</td>
<td>Examination** – Friday 4 December – at 10am if sitting on campus (40%)</td>
</tr>
</tbody>
</table>

* Monday 5 October is a public holiday in NSW  
** Examination is 2 hours, open book
Course information

Course-level aims and learning goals

This is an introductory course in the marketing discipline designed to provide you with the basic concepts, tools and techniques used in modern marketing so that you can apply them to real-life problem-solving and decision-making. It can be taken early in your degree program.

The course illustrates how various facets of the marketing function interact with other areas of the business. It presents an overview of where the marketing function fits within the context of the organisation and is an extremely useful foundation course for further development of your general business management skills.

Since its humble beginnings more than half a century ago as the mere application of knowledge borrowed from other disciplines, marketing has evolved and established itself as a distinct discipline. In this era of globalisation the importance of marketing cannot be overemphasised. The success of a firm largely depends on how good its marketing efforts are. A successful marketer today needs to be an economist, a psychologist, a sociologist and a business-savvy strategist, all rolled into one. This is a tall order.

This course takes you for a guided tour through the tools of trade used by marketing professionals in business settings. You’ll learn which tools are used to resolve which problems. You’ll get a sense of how your organisation needs to relate to its world. Most importantly, you’ll learn why and how to win customers.

Some other AGSM courses look at specific marketing situations, such as Business Economics, which covers markets in the economic sense, and E-Business: Strategy and Management, which includes marketing strategies for e-business. Development of New Products and Services looks specifically at marketing new products and services.

Course learning outcomes

After you have completed this course you should be able to:
1. identify and describe the key concepts in marketing and the marketing process
2. apply techniques and frameworks to evaluate and analyse real life marketing problems and marketing decisions with respect to various marketing situations
3. use resources (e.g. marketing research, research studies) in an informed and skilful way as part of the process of developing a marketing plan
4. effectively communicate marketing knowledge in oral and written contexts
5. develop an appreciation for ethical practices and social responsibility in marketing/business practice.
Structure

Unit 1, *What everyone needs to know about marketing*, provides context and a foundation for our studies in marketing principles. You are introduced to the key tools of the marketing mix as used by marketers in response to a fluid and sometimes turbulent environment, to form strategy and hopefully outsmart competitors. You are also introduced to the critical importance of knowing which business you are in and the merits of ethical behaviour and of social responsibility.

Unit 2, *Understanding the marketing environment*, considers the impact of the marketing environment on business operations and how important having an accurate profile of the external and internal environment is to successful marketing strategy. You learn how to build marketing strategy based on knowledge of that environment profile.

Unit 3, *Market segmentation, targeting and positioning: the critical tasks for marketing effectively*, examines different segmentation and positioning strategies and their relationship to each other in the broader marketing task.

Unit 4, *Understanding buying behaviour: business, government and consumer*, develops our understanding of how different types of customers – business customers, government customers and consumer customers – arrive at purchasing decisions. We examine the variables influencing our customer’s behaviour, whether that customer is a business (B2B), a government (B2G), or a consumer (B2C). Only when this is properly understood can we begin developing a meaningful value proposition for that customer.

Unit 5, *The marketing mix: product and pricing strategies*, introduces us to the concept of the marketing mix and how mix strategies such as those relating to the product and its development, as well as how it is priced, must be compatible with each other and support the broader value proposition.

Unit 6, *The marketing mix: distribution and communication strategies*, focuses our attention on how to develop the second two of four mix strategies that apply, whether our product is a physical product or an intangible service.

Unit 7, *The marketing mix: marketing services*, shifts our marketing attention to a further three marketing mix strategies – specifically those related to selection and training of people delivering our service, the process conducted in ensuring consistency and quality in service delivery, and the physical element (often referred to as the servescape), being the environment in which the service delivery takes place.

Unit 8, *Building stronger brand*, leverages from our earlier learning environment profiling strategy development and segmentation, targeting and positioning (STP) to build and manage brand, which is most organisations’ greatest asset. We look closely at this establishment of value as brand equity in the organisation and the means by which we can protect it from harm.
Unit 9, *Satisfaction and loyalty: co-creating and sustaining value*, looks more deeply into what drives the satisfaction of customer needs and wants so that we might more effectively capture and develop loyalty in support of brand development.

Unit 10, *Digital marketing*, discusses the valuable additions of e-marketing and social media, in more detail than previously, to the marketer’s promotion strategy mix. We consider how they might be applied to our business scenario and pay particular attention to some pitfalls that can limit strategic options or even damage brand.

Unit 11, *Internationalisation: marketing across culture*, examines the external environment factor when internationalising, which can force the reassessment of every marketing element in a marketing strategy. For some products and services, little effort is required to adapt strategy to accommodate the cultural differences between the target consumer group and the home market. Some other products and services require significant strategy change. You learn when it matters and what to do.

Unit 12, *Bringing it all together in the marketing plan*, provides a framework for a marketing plan familiar to most businesses. All those strategies, concepts and methods learnt in this course are contextualised – environment analysis, strategy development, mix determinations, implementation methods and paths and monitoring recommendations. Different scenario examples are appraised.
Program quality assurance

A number of international standards are embedded in the program to ensure the courses you study are high quality. At present this includes specific design to meet AACSB accreditation standards (through measurement of students’ program-level learning outcomes), and the United Nations Principles for Responsible Management Education (UNPRME). EQUIS accreditation is also held by UNSW Business School.

Program-level learning goals and outcomes assessed for AACSB accreditation

The Course Learning Outcomes are what you should be able to do by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Course Learning Outcomes will also help you to achieve at least some of the overall Program Learning Goals that are set for all postgraduate coursework students in AGSM programs.

However, course-level learning outcomes are not sufficient to fully describe a student’s skills as they complete the qualification, and so we add an additional set of Program Learning Goals. These specify what we want you to have achieved by the time you successfully complete your degree. As an example, for the Teamwork learning goal we specify: ‘Our graduates will be effective team participants’.

You demonstrate that you have met these Program Learning Goals by achieving specific Program Learning Outcomes that are directly related to each goal. These indicate what you are able to do by the end of your degree. In the case of the Teamwork goal, the related outcome includes: ‘participate collaboratively and responsibly in teams’. Note that the ability to meet these program-level learning goals and outcomes will be measured in each capstone course for your degree program.

The Program Learning Goals (and related outcomes) used across the three streams of Change, Social Impact and Technology are as follows.

1. Knowledge:
   - Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.
   - Learning outcome: Students should be able to identify and apply current knowledge disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. Critical thinking and problem-solving:
   - Our graduates will have critical thinking and problem-solving skills applicable to business and management practice or issues.
   - Learning outcome: Students should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.
3. Communication:
   Our graduates will be effective communicators in professional contexts.
   Learning outcome for 3a – Written Communication: Students should be able to produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.
   Learning outcome for 3b – Oral Communication: Students should be able to produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. Teamwork:
   Our graduates will be effective team participants.
   Learning outcome: Students should be able to participate collaboratively and responsibly in teams, and to reflect on their own teamwork, and on the team’s processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility:
   Our graduates will be aware of ethical, social, cultural and environmental implications of business issues and practice.
   Learning outcome for 5a – Ethical, social and environmental responsibility: Students should be able to identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice.
   Learning outcome for 5b – Social and cultural awareness: Students should be able to consider social and cultural implications of business.

6. Leadership:
   Our graduates will have an understanding of effective leadership.
   Learning outcome: Students should be able to reflect upon their own personal leadership style and on the leadership needs of business and of team.

Associated standards committees and accreditation agencies

AACSB: http://www.aacsb.edu
Association to Advance Collegiate Schools of Business

EQUIS: https://www.efmd.org/accreditation-main/equis
European Quality Improvement System

UNPRME: http://www.unprme.org
UN Principles of Responsible Management Education
Resources

Learning resources
You have four major resources to help you learn:

1. The course materials, comprising the weekly study units with readings, references, insights and commentary. You will do much of your learning outside the classroom by working through the course materials, and by completing the exercises as they arise.

2. Your online or face-to-face classes with your facilitator. The facilitator's job is to guide your learning by conducting class discussion, answering questions that might arise after you have done the week's work, providing insights from his or her practical experience and understanding of theory, providing you with feedback on your assignments, and directing discussions and debates that will occur between you and your co-participants in the classroom.

3. Your co-participants. Your colleagues in the classroom are an invaluable potential source of learning for you. Their work and life, and their willingness to question and argue with the course materials, the facilitator and your views, represent a great learning opportunity. They bring much valuable insight to the learning experience.

4. In addition to course-based resources, please also refer to the AGSM Learning Guide (available in Moodle) for tutorials and guides that will help you learn more about effective study practices and techniques.

Course materials

The course materials comprise this Course Overview, the Assessment Details and 12 Units. Each Unit has a number of associated readings.

Readings

Specific readings are prescribed throughout the Units and are available via active hyperlinks or URLs. Please note that you may be required to enter your UNSW zID and zPass in order to access these hyperlinked readings.

If you experience any problems in accessing the readings, please try the following:

- Search directly for the article on the UNSW Library home page (https://library.unsw.edu.au/) by placing the name of the article in the Search box.
- Search directly for the book excerpt on the UNSW Library home page (https://library.unsw.edu.au/) by placing your course code into the Search box. When you do this all the course readings that are excerpts from books will appear.
Textbook – strongly recommended


If you have no former academic study or practical experience in marketing, then this text is important for you to use in conjunction with reading each week’s course materials with readings. Together, they will equip you to maximise the benefit available to you from this course. If you do have a foundation of academic study or practical experience in marketing, then you may find that the course materials will be sufficient support to your learning each week without this text. If you’re uncertain as to whether you should have this text, please feel welcome to discuss this with your class facilitator or course coordinator.

An e-text of this textbook is available for purchase from the publisher. Students should note that during examinations you are allowed to use electronic devices for the purpose of referring to digital course materials, textbooks and notes only. These devices must not be connected to the internet, Wi-Fi must be disabled and tablets must be in flight mode. They must not be used to type your exam responses.

Additional electronic resources supporting the text are referenced in the textbook as ‘MyMarketingLab’. Note that these resources are not referenced in the course materials, and serve as non-assessable optional learning materials. Their purchase is not required for successful completion of this course.

eLearning

To access Moodle, go to: https://moodle.telt.unsw.edu.au/login/index.php
Login with your student zID (username) and zPass (password).

Moodle eLearning support

Should you have any difficulties accessing your course online, please contact the eLearning support below:

For login issues:

UNSW IT Service Centre

Hours: Monday to Friday: 8am – 8pm
Saturday and Sunday: 11am – 2pm

Email: ITServiceCentre@unsw.edu.au
Phone: Internal: x51333
External: 02 9385 1333
International: +61 2 9385 1333
For help with technical issues and problems:

**External TELT Support**

*Hours:* Monday to Friday: 7.30am – 9.30pm  
Saturdays and Sundays: 8.30am – 4.30pm

*Email:* externalteltsupport@unsw.edu.au  
*Phone:* Internal: x53331  
External: 02 9385 3331  
International: +61 2 9385 3331

**Administrative and eLearning support**

**Student Experience**

If you have administrative queries, they should be addressed to Student Experience.

Student Experience  
AGSM MBA Programs  
UNSW Business School  
SYDNEY NSW 2052  
Phone: +61 2 9931 9400  
Email: studentexperience@agsm.edu.au

**Additional student resources and support**

The University and the UNSW Business School provide a wide range of support services for students, including:

- **Business School Education Development Unit (EDU)**  
  [https://www.business.unsw.edu.au/students/resources/learning-support](https://www.business.unsw.edu.au/students/resources/learning-support)  
  The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations.  
  EDU Office: Level 1, Room 1033, Quadrangle Building.  
  Phone: +61 2 9385 5584; Email: edu@unsw.edu.au  

- **UNSW Learning Centre**  
  [http://www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)  
  Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**  
  [http://info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)
• **UNSW Counselling and Psychological Services**  
  Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling.  
  Office: Level 2, East Wing, Quadrangle Building;  
  Phone: +61 2 9385 5418.

• **Student Equity & Disabilities Unit**  
  [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)  
  Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning.  
  Office: Ground Floor, John Goodsell Building;  
  Phone: +61 2 9385 4734; Email: seadu@unsw.edu.au
Continual course improvement

Our courses are revised each time they run, with updated course overviews and assessment tasks. All courses are reviewed and revised regularly and significant course updates are carried out in line with industry developments.

The AGSM surveys students via the UNSW CATEI system each time a course is offered. The data collected provides anonymous feedback from students on the quality of course content and materials, class facilitation, student support services and the program in general. This student feedback is taken into account in all course revisions.

Student evaluations from the last presentation of the course

Students were very generous in their comments and advice at the conclusion of course delivery in Semester 1. We can see satisfaction in the improvements, such as very recent reading material in support of course notes, the facilitator being a business practitioner and video interviews of practitioners from the field. Comments such as ‘Extremely enlightening course appropriately supported by good course material and a passionate course facilitator’, or similar, were not uncommon and always pleasing to hear.

Those ‘real life videos’ and ‘depth of knowledge that can be used in the workplace immediately’ seem to hit the right chord. The diversity of students was mentioned as a good characteristic too, and we do encourage students to benefit not only from what they are studying, but also from the network of fellow student professionals with whom they are studying.

The course was not without its advice for improvement though, and this is gratefully received. Advice included to: ‘integrate more smaller enterprise examples’ for those students working in or owning startup businesses, ‘increase interaction between students’, ‘provide more focus on digital marketing’, and ‘provide more audio recording of the face-to-face class for access by the online class’.

Coordinator’s response

There is some useful advice in these remarks for our continuous improvement program for *Principles of Marketing*. In response, we will endeavor in this next delivery of the course to: facilitate greater interaction between students via webinar for online classes and increased group contribution to class discussion for the face-to-face (F2F) class; record more F2F class discussion with access to the online cohort (the challenge can be sound quality across a busy interactive room); and seek opportunities to escalate the integration of greater digital marketing examples without compromising the importance of other course strengths such as applying marketing principles to developing brand or market across culture. It’s a pleasure to run the course, as we know it is of great value to business practitioners.
Course staff

Course coordinator

Each course has a Course Coordinator who is responsible for the academic leadership and overall academic integrity of the course. The Course Coordinator selects content and sets assessment tasks, and takes responsibility for specific academic and administrative issues related to the course when it is being offered. Course Coordinators oversee Class Facilitators and ensure that the ongoing standard of facilitation in the course is consistent with the quality requirements of the program.

The Course Coordinator is:

Dr Ian Benton
Email: i.benton@unsw.edu.au

Dr Ian Benton was an accomplished marketing professional, having held Marketing Director roles with American, Japanese, and European technology-based multinationals more than 20 years before joining the AGSM postgraduate teaching program at UNSW in 2006. He continues to manage international marketing consultancy engagements across Europe and Asia. Dr Benton is Course Coordinator and facilitator on the teaching teams of *Principles of Marketing* and *Managing Agile Organisations*. His declared bias is that as students of business and as business practitioners, we should never lose sight of the applicability of good theory to what we do in practice. He’s often heard it said that theory without practice can be boring and that practice without theory to support learning from it is mere anecdote. To achieve transportable knowledge, we need both. Each informs the other.

Class facilitator

The role of your Class Facilitator is to support and enhance the learning process by encouraging interaction amongst participants, providing direction in understanding the course content, assessing participant progress through the course and providing feedback on work submitted. Class Facilitators comprise academics and industry practitioners with relevant backgrounds.

You will be notified of your Class Facilitator’s name and contact details in your class confirmation email sent by AGSM Student Experience. Details will also be available in the gallery section of your online class for face-to-face and distance classes.
Course authors, with acknowledgement

*Principles of Marketing* is a popular course to complete early in an AGSM course of study because it assumes little prior knowledge of the subject and gives students a sound foundation in the practice of marketing in business settings, and in the standards of academic rigour expected across the Program. For that reason, the course is coordinated, facilitated and written by leading practitioners and academics.

The course notes are refreshed every two years or so to keep practical examples and supporting academic readings current.

A major redevelopment of the course was conducted in late 2014 by writers Craig Tapper and Dr Ian Benton. They give special acknowledgement to developers of earlier versions of the course; namely, Professor Murali Chandrashekaran, Professor Grahame Dowling, Professor David Midgley, Professor John Roberts, Professor John Rossiter, Assoc. Professor Mohammed Razzaque, Dr Sharat Mathur (now at Booz Allen Hamilton, USA), Dr Rita Di Mascio, and the late Professor Peter Graham (Griffith University).