MNGT5251
Marketing Management

Course Outline
Session 2, 2014

Part A:
Course-Specific Information

Part B:
Key Policies, Student Responsibilities and Support
Table of Content

PART A: COURSE-SPECIFIC INFORMATION 1
1. STAFF CONTACT DETAILS 1
2. COURSE DETAILS 1
   2.1 Teaching Times and Locations 1
   2.2 Units of Credit 1
   2.3 Summary of Course 1
   2.4 Course Aims and Relationship to Other Courses 1
   2.5 Student Learning Outcomes 2
3. LEARNING AND TEACHING ACTIVITIES 3
   3.1 Approach to Learning and Teaching in the Course 3
   3.2 Learning Activities and Teaching Strategies 4
4. ASSESSMENT 4
   4.1 Formal Requirements 4
   4.2 Assessment Details 4
   4.3 Late Submission 10
5. COURSE RESOURCES 10
6. COURSE EVALUATION AND DEVELOPMENT 10
7. COURSE SCHEDULE 11

PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT 13
1. PROGRAM LEARNING GOALS AND OUTCOMES 13
2. ACADEMIC HONESTY AND PLAGIARISM 14
3. STUDENT RESPONSIBILITIES AND CONDUCT 15
   3.1 Workload 15
   3.2 Attendance 15
   3.3 General Conduct and Behaviour 16
   3.4 Occupational Health and Safety 16
   3.5 Keeping Informed 16
4. SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS 16
5. STUDENT RESOURCES AND SUPPORT 17

APPENDIX A: ASSESSMENT GUIDE FOR PART A 19

APPENDIX B: ASSESSMENT GUIDE FOR PART B 20

APPENDIX C: PEER EVALUATION FORM 21
PART A: COURSE-SPECIFIC INFORMATION

1. STAFF CONTACT DETAILS

Lecturer in charge: Dr. Dean Wilkie
Email address: d.wilkie@unsw.edu.au
Telephone: 9385 9708
Location: Room 3016 Quad Building
Consultation: Tuesday 2.00pm – 4.00pm

If you wish to contact me outside of class and consultation times, please do so by email or phone.

2. COURSE DETAILS

2.1 Teaching Times and Locations

Updated information about class times and locations can be found on the AGSM website and by logging in to the Google Calendar.

Teaching times: Tuesdays, 9:30am –12:20am
Teaching location: JBR

2.2 Units of Credit

The course is worth 6 units of credit. There is no parallel teaching in this course.

2.3 Summary of Course

The marketing management process generally involves the tasks of defining markets, capturing consumer insights, building the brand, shaping market offerings and creating and communicating value. Traditionally, the responsibility for the tasks has been with the marketing department. However, more and more organisations are viewing the marketing management process as an organisation wide responsibility. This course seeks to develop your understanding of marketing, the marketing management process, and how a broad, integrated approach to marketing is often necessary in order to gain a competitive advantage.

2.4 Course Aims and Relationship to Other Courses

This course is offered as part of the first year core in the Masters of Business Administration program. It aims to give students:

● A greater understanding of the role marketing plays in an organisation
● An understanding of the tools, frameworks and core marketing concepts used to assist in making marketing-related decisions
• An appreciation of the key linkages between marketing and other business functions
• A solid foundation for further course work in marketing

2.5 Student Learning Outcomes

Upon completion of this course, you should be able to:

1. Articulate the role of marketing in the performance of any organisation
2. Articulate the contribution of marketing activities in delivering value to the consumer and to stakeholders
3. Conduct a market analysis and appreciate the ‘science’ behind marketing decisions
4. Develop and appreciate the challenges in the implementation of marketing plans

<table>
<thead>
<tr>
<th>MBA Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Goal 1: Business Management Knowledge</strong></td>
</tr>
<tr>
<td>Students should be able to identify and apply current knowledge of disciplinary and interdisciplinary theory and professional practice to general management and business within diverse situations</td>
</tr>
<tr>
<td><strong>Learning Goal 2: Critical Thinking</strong></td>
</tr>
<tr>
<td>Students should understand and be able to identify, research and analyse complex issues and problems in business and develop appropriate solutions</td>
</tr>
<tr>
<td><strong>Learning Goal 3: Communication</strong></td>
</tr>
<tr>
<td>Students should be able to produce written documents and oral presentations that communicate effectively complex disciplinary ideas and information for the intended audience and purpose</td>
</tr>
<tr>
<td><strong>Learning Goal 4: Teamwork</strong></td>
</tr>
<tr>
<td>Students should be able to participate collaboratively and responsibly in teams and to reflect upon their own contribution to the team and on the necessary processes and knowledge within the team to achieve specified outcomes</td>
</tr>
<tr>
<td><strong>Learning Goal 5: Responsible Business</strong></td>
</tr>
<tr>
<td>Students should be able to appraise ethical, environmental and sustainability considerations in decision making and in practice in business</td>
</tr>
<tr>
<td>Students should be able to consider the social and cultural implications of management practices and of business activities</td>
</tr>
<tr>
<td><strong>Learning Goal 6: Leadership</strong></td>
</tr>
<tr>
<td>Students should be able to reflect upon their own personal leadership style and the leadership needs of business and of teams</td>
</tr>
<tr>
<td><strong>Learning Goal 7: International Perspective</strong></td>
</tr>
<tr>
<td>Students should understand the needs of undertaking business within a global context</td>
</tr>
<tr>
<td>Students should be able to apply business management knowledge to business situations within global markets with due recognition for differences in cultural, legal, commercial and other issues</td>
</tr>
</tbody>
</table>
Learning Goal 8: Risk Management
Students should be able to demonstrate an understanding of the limits in precision and the risks associated with business models
Students should be able to appraise risk and to develop risk mitigation strategies applicable to business undertaken within uncertain and volatile environments

For more information on the Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all ASB postgraduate coursework students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td>1 Business Management Knowledge</td>
<td>1,2,3,4</td>
<td>Part A: Preliminary market analysis</td>
</tr>
<tr>
<td>2 Critical Thinking</td>
<td>1,2,3,4</td>
<td>Part B: Final analysis and recommendation</td>
</tr>
<tr>
<td>3 Communication</td>
<td>1,2,3,4</td>
<td></td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>3</td>
<td>Participation</td>
</tr>
<tr>
<td>5 Responsible Business</td>
<td>-</td>
<td>Not assessed but discussed throughout the course.</td>
</tr>
<tr>
<td>6 Leadership</td>
<td>-</td>
<td>Not assessed</td>
</tr>
<tr>
<td>7 International Perspective</td>
<td>-</td>
<td>Part A: Preliminary market analysis</td>
</tr>
<tr>
<td>8 Risk Management</td>
<td>3</td>
<td>Part B: Final analysis and recommendation</td>
</tr>
</tbody>
</table>

3. LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

A good understanding of marketing is crucial to the performance of any manager. After all, if there are no customers to contend with, other areas of a business are somewhat theoretical!

What you get out of this course is correlated with what you put in. My objective is to add value to your weekly readings by either introducing you to additional facets of marketing, discussing selected concepts in greater detail or challenging established frameworks. Therefore, my lectures consist of a mix of theoretical concepts, discussions and practical exercises.
In discussing topics in class, I place a very high value on respect for one another’s points of view. At the same time, there may be instances, in the interest of meeting course objectives in a timely manner, when I will be unable to solicit input from every student who has a viewpoint. Students bring important expectations, and significant experience, to the class. Minimally, you must expect us to be prepared, enthusiastic, constructive and approachable. Please contact me if I am not “matching” expectations. Obviously, I will have more latitude for accommodation/reconciliation/adjustment if difficulties are addressed early in the quarter.

3.2 Learning Activities and Teaching Strategies

This course employs a variety of teaching methods, including lecture, individual and group exercises, as well as case studies. This is a challenging course, but will be a valuable learning experience. The material will help you analyse and understand the role of marketing within an organisation, develop and gain support for marketing plans and ultimately deliver strong results. It will also help you reflect on your decision making approach and offer a platform upon which you can assess your own strengths and areas for improvements.

4. ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

4.2 Assessment Details

The course will be graded on the following criteria:

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Learning Outcomes Assessed</th>
<th>ASB Graduate Attributes assessed</th>
<th>Due Date</th>
<th>Where to turn in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A: Preliminary market analysis</td>
<td>20%</td>
<td>1,2,3,4</td>
<td>1,2,3,4,5,7,8</td>
<td>1st of July</td>
<td>Turnitin via Moodle</td>
</tr>
<tr>
<td>Part B: Final analysis and recommendation</td>
<td>20%</td>
<td>1,2,3,4</td>
<td>1,2,3,4,5,7,8</td>
<td>8th of August</td>
<td>Turnitin via Moodle</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>1,2,4</td>
<td>2,3,4</td>
<td>8th of August</td>
<td>In class</td>
</tr>
<tr>
<td>Final exam</td>
<td>50%</td>
<td>1,2,3,4</td>
<td>1,2,3,5</td>
<td>TBC</td>
<td>JBR</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.2.1 Group Report: Part A – The market audit

This 12 page written report requires that your group conducts a market audit of one of the below organisations.
Guidelines to consider in developing the report

Part 1 – Understanding the organisation

The aim is to provide the reader with a snapshot as to what the organisation does, why it has been successful (or not) and what it stands for.

- Provide a brief overview of the organisation in terms of what it sells, analyse its mission statement and how its history has shaped the organisation (e.g., the development of core competencies).
- Identify and prove the organisation’s marketing orientation and comment on how this impacts their market definition. Again, has the marketing orientation changed over the years and if so, why?
- Describe the current state of the organisation’s resources (financial, capital, human, research and development, marketing) and where these resources are invested. Are these resource levels expected to change and how do you expect the organisation to respond to this?
- What has been the organisation’s core strategy? Has their growth strategy changed over the years? If so, understand the reasons why.
- Provide a brief overview of the organisations performance from a financial and marketing perspective. Some common marketing metrics include market share, brand awareness, advertising spend, % of satisfied customers, marketing expenditure to sales ratio.
- Identify the organisation’s marketing goals and objectives. Are these objectives are consistent or inconsistent with the organisation’s mission statement, recent trends in the external environment and the customer environment.

Note: it is important to understand if the organisation has been divided into Strategic Business Units (SBUs). If the organisation has been divided into SBUs, after you analyse the organisations overall situation, it is important to then select one SBU to focus on otherwise the market audit will be too big and too general to be effective

Part 2 – Understanding the customer

- Identify how the organisation has segmented the market and provide a profile of each segment. Assess each segment and identify the most attractive segment/s for the organisation to pursue.
- Who is the organisation’s current target? What are their needs and benefits sought? Determine what is the organisation’s current positioning.
- It is often beneficial to also understand why non-users of the organisation are ‘non-users’ as a potential strategy is to convert these customers to users.
How are the organisation’s products or services consumed or used? Are there consumption situations that influence the customer’s behaviour? Is it influenced by factors such as seasonality?

Identify the important players in the purchase process (the purchaser, the user, the influencer etc.) and explain how they influence the customer.

Understand the relationship customers have with the organisation. Are they generally brand loyal or switch brands regularly? Do they seek a long-term ‘relationship’ with the brand or are they driven by functional/rational benefits?

Does the organisation have strengths regarding the components of a brand (i.e., imagery, symbols, benefits)? The summation of this will help you understand how strong the organisation’s brand is as an asset.

Identify the role of intermediaries (e.g., retailers, wholesalers, online stores) on the customer’s purchase. Are these intermediaries strategies and values consistent with the organisation’s and does this have the potential to impact the organisations performance?

**Part 3 – Understanding the external environment**

Provide an overview of the market. What is its size and growth? What stage of the lifecycle is it in?

Identify the economic trends that may affect purchase behaviour or the resources of the organisation. These may include the conditions of the national / state / or local economy. It may be economic factors that affect the ability of the target market to purchase the product.

What are the current and potential political and legal issues that may affect the organisation in producing the product or may affect the purchase behaviour of customers?

Identify how technology trends have or will change the way in which the organisation does business. Has technology affected / improved / or provided opportunities / threats for the organisation? Has technology affected the customer’s needs/ preferences and behaviour?

Sociocultural trends can affect how the organisation produces the product or how customers use the product. As an example, do customers have a growing expectation that the organisation will be more ethical and socially responsible?

Analyse the competitive dynamics in the market by considering Porter’s five forces and identify the dominant factors that the organisation needs to consider.

Identify the major competitors and their characteristics in terms of size, growth, market share, profitability and marketing capabilities. What factors have contributed to their success (or decline)? What are their major strengths and weaknesses?

What segments do the main competitors target and what is their positioning? How does this impact your organisation? Identify the organisation’s nearest competitors?
What is the organisation's competitive strategy within the market? Are they a market leader, challenger, niche? Do they focus on cost-leadership or differentiation? Discuss the implications.

Part 4 – Assessing the current situation

In order to formulate a strategy, what needs to come from the market audit is a set of conclusions about the organisation’s situation

- Identify the critical success factors within the market. What things must be done exceptionally well to operate in the industry? What factors cause organisations to underperform?
- Assess where your organisation is position with respect to the critical success factors. Remember this will largely depend on its relative strength compared to competitors.
- Conduct a SWOT analysis and present the key points. Then assess whether the organisation has the strengths to capitalise on the opportunities. Are there threats which the organisation needs to address? Does the organisation need to turn any weaknesses into strengths?
- Relate your analysis to the organisation’s core strategy, competitive strategy and marketing objectives. How realistic are these, given the anticipated environment, including the actions of competitors and the organisation’s level of resources?
- Based on your assessment, is the organisation pursuing the right segment/s and does it have the right positioning. If not, which segment/s should the organisation pursue and what positioning should it take? How well equipped is the organisation for targeting this segment?

Additional comments

To be an effective in marketing, a person must be precise in written and oral communications. They have to organise their thoughts clearly and make points logically, supporting them with data and arguments. Therefore, the following criteria will help in developing your report

1. The better reports integrate the concepts developed in the lectures, study materials and situations found either in written cases or with other organisations.
2. Statements and inferences need to be justified with evidence and / or research.
3. The report is 12 pages long, which means that you cannot include everything. Be selective with what you include with your aim being to give the reader an instant grasp of the business. A good audit will give the reader confidence to write the marketing objectives themself.
4. Remember that that the objective is not to convince the reader about how great an organisation is. You are assessing the organisation and therefore, you need to remain impartial and detached from the organisation.
5. Do not rely solely on only a couple of information sources. In addition, sometimes
the best information you will find on an organisation is from a competitor or a case
study within a textbook.

6. Much of the work you do on a marketing audit will not get used within the
document. To demonstrate the level of analysis that has gone into a report, many
students have placed information like matrices into the appendix. Therefore, what
is included in the appendix of the report will not be counted as word count. Marking
criteria – see Appendix A.

4.2.2 The final report

Each team is required to compile a 12 page final report on the key findings of Parts A
and B. Essentially it is about communicating where the organisation is now, where it
wants to go (or where you believe it should go) and how can the marketing function
help the organisation get there. Your team’s final report should include the following
sections.

<table>
<thead>
<tr>
<th>Executive summary</th>
<th>Presents an overview of the report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation analysis</td>
<td>Summary of the current situation.</td>
</tr>
<tr>
<td>Performance review</td>
<td>Review the organisation’s and key competitors past performance relating to the marketing strategy (e.g. elements of the marketing mix.).</td>
</tr>
<tr>
<td>Updated SWOT and key issue analysis</td>
<td>Identify the main opportunities and threats to the products and the relative strengths and weaknesses of the organisation.</td>
</tr>
<tr>
<td>Critical assumptions</td>
<td>Clearly identify the critical assumptions that have been made about the future.</td>
</tr>
<tr>
<td>Objectives</td>
<td>Specify the recommended growth strategy and provide recommendations on how the marketing mix can help the organisation achieve it.</td>
</tr>
</tbody>
</table>

Part A of the group report will not cover in enough detail the elements from Weeks 6 –
9. In order to provide the content for the performance review and provide a more
comprehensive SWOT and key issue analysis, your group needs to undertake a
marketing mix analysis. Below is a list of factors that you should consider when
compiling the performance review and updating the SWOT.

Product (or service) strategy

- Identify the organisation’s product (or service) strategy. Assess whether it has the
  potential to deliver the organisation’s required growth.
- Try and ascertain whether the organisation has developed new offerings recently
  and how often they launch new offerings. This will help give you an understanding
  of their NPD process/orientation.
- Identify how the organisation’s portfolio compares to competitors and the
  implications that come from this. Does any offering (or overall portfolio) provide the
  organisation with a competitive advantage? Are there competitors that have a
  superior NPD process?
Based on what segment/s you believe the organisation should pursue and its positioning, can you identify ways in which the organisation can improve its offerings? Are there unmet needs, are competitors offering something better? Are there important gaps or opportunities that organisation should develop offerings for?

**Pricing**
- Assess whether the organisation’s pricing strategy will assist in helping deliver the required growth and is consistent with its desired positioning.
- How have the external factors of competition and customer behaviour affected the organisation’s pricing strategy?
- Examine whether the organisation has used price and/or offerings to improve perceived value and retain customers.

**Marketing Communications**
- Use the six steps in planning marketing communications to help identify and assess the communication strategy of your organisation.
- Examine if this has changed over the last 5 years and if so, understand the reasons why.
- Compare the organisation’s strategy to competitors and identify the implications that come from this. Is there anything that competitors are doing that your organisation can learn from?

**Overall**
- Identify the key elements of the organisation’s marketing mix. What is working well and what is not? How does this compare to competitors and the market?
- What conclusions do you come to as a consequence of doing a marketing mix comparison?

Marking criteria – see Appendix A and Appendix B.

**4.2.3 Participation and peer assessment**

The structure of the course relies heavily on class participation. Therefore, half of your participation mark will be allocated based on your contribution to discussions and participation in exercises. The other half of your mark will come through a peer assessment. All team members must submit a peer assessment of the contributions of each group member and themselves (See Appendix C).

**4.2.4 Final exam**

The final exam is cumulative (3 hours + 10 mins reading time) and will emphasise concepts from the readings and issues raised in class discussions. Short problems and essay questions can be expected. The exam is open book.
The examination will be done on word processors.

Marks will be allocated as follows:

1. Demonstrated knowledge of the concepts covered in the course materials as they apply to the problems posed.
2. Ability to integrate the concepts learned in the different units of the course.
3. A well-structured and thought-out answer.

The examination will test your understanding of, and capacity to, apply the concepts, theories and models of marketing management to business situations.

4.3 Late Submission

AGSM MBA Programs applies a daily penalty of 5% to late assignments. This policy was reviewed in October 2009 in light of the fact that certain schools within the Australian School of Business apply a 10% penalty. The decision of AGSM MBA Programs following this review was that current 5% penalty is appropriate to all of our programs and will remain unchanged.

Refer to policy at: http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/assessmentsandexaminations/Pages/default.aspx

Quality Assurance

The ASB is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of ASB programs. All material used for such processes will be treated as confidential and will not be related to course grades.

5. COURSE RESOURCES

A folder containing each week's readings will be provided. Case studies and other material will be handed out in class.

Some recommended textbooks include


6. COURSE EVALUATION AND DEVELOPMENT

Mid- and end-of-Session feedback is sought from students about the courses offered in the AGSM MBA Program, and continual improvements are made based on this feedback. The mid-Session feedback is collected in weeks 3 or 4, and communicated to students in the class following its collection. Significant changes to courses and programs within the Program based on end-of-Session feedback are communicated to subsequent cohorts of students.
## 7. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>27th of May</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Date</strong></td>
<td><strong>Topic</strong></td>
</tr>
<tr>
<td></td>
<td>The evolution of marketing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Core concepts of marketing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● The different marketing orientations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Developing marketing plans</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Mission statements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Portfolio assessment tools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● <em>Marketing in Action</em> – Developing a GE / McKinsey portfolio matrix</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case study – Pedigree growth strategy (Part A)</td>
<td>Units 1 and 11</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>3rd of June</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understanding <em>consumer</em> behaviour</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Learning, memory and the decision process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conducting a marketing SWOT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case study – Snapple Part 1</td>
<td>Unit 3</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>10th of June</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Building strong brands</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● The components of a brand</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● The brand pyramid</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case study – Snapple Part 2</td>
<td></td>
</tr>
<tr>
<td><strong>Week 4a</strong></td>
<td><strong>17th of June</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Segmentation and positioning (Part 1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Segmenting a market</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Evaluating and selecting a target</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● <em>Marketing in Action</em> – Conducting a segmentation analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Units 4 and 5</td>
</tr>
<tr>
<td><strong>Week 4b</strong></td>
<td><strong>17th of June</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Segmentation and positioning (Part 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Positioning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● <em>Marketing in Action</em> – Developing a perceptual map</td>
<td></td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td><strong>24th of June</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Buying Brands: Behavioural Patterns, Models and Theories</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Guest Lecturer – Professor Mark Uncles</td>
<td></td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td><strong>1st of July</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrated Marketing Communications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● <em>Marketing in Action</em> – Evaluating a creative concept</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Case Study – Pedigree growth strategy (Part B)</td>
<td></td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td><strong>8th of July</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Products and the new product development process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Industry guest: Neil Mecardo – Development Manager Blackmores Vitamins</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● <em>Marketing in Action</em> – Conducting a conjoint analysis</td>
<td></td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td><strong>15th of July</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pricing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Case Study – Marlboro Friday</td>
<td></td>
</tr>
</tbody>
</table>

MNGT5251 – Marketing Management  11
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| Week 9 (1.5hrs) 22\(^{nd}\) of July | Distribution  
  - Guest Lecturer - Associate Professor Jack Caudeax               | Units 8                                        |
| Week 10 31\(^{st}\) of July  
(Note: Thursday date) | Satisfaction, loyalty and relationship marketing  
  - *Marketing in Action* – Calculating customer Lifetime Value         | Unit 10 Reichheld & Sasser (1990)             |
| Week 11 5\(^{th}\) of August  
(Note: Thursday date) | Marketing ethics  
Review of course                                                     |                                               |
1. PROGRAM LEARNING GOALS AND OUTCOMES

The Australian School of Business Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all ASB students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.
MBA Program Learning Goals and Outcomes

Learning Goal 1: Business Management Knowledge
Students should be able to identify and apply current knowledge of disciplinary and interdisciplinary theory and professional practice to general management and business within diverse situations.

Learning Goal 2: Critical Thinking
Students should understand and be able to identify, research and analyse complex issues and problems in business and develop appropriate solutions.

Learning Goal 3: Communication
Students should be able to produce written documents and oral presentations that communicate effectively complex disciplinary ideas and information for the intended audience and purpose.

Learning Goal 4: Teamwork
Students should be able to participate collaboratively and responsibly in teams and to reflect upon their own contribution to the team and on the necessary processes and knowledge within the team to achieve specified outcomes.

Learning Goal 5: Responsible Business
Students should be able to appraise ethical, environmental and sustainability considerations in decision making and in practice in business.

Students should be able to consider the social and cultural implications of management practices and of business activities.

Learning Goal 6: Leadership
Students should be able to reflect upon their own personal leadership style and the leadership needs of business and of teams.

Learning Goal 7: International Perspective
Students should understand the needs of undertaking business within a global context.

Students should be able to apply business management knowledge to business situations within global markets with due recognition for differences in cultural, legal, commercial and other issues.

Learning Goal 8: Risk Management
Students should be able to demonstrate an understanding of the limits in precision and the risks associated with business models.

Students should be able to appraise risk and to develop risk mitigation strategies applicable to business undertaken within uncertain and volatile environments.

2. ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm.

To see if you understand plagiarism, do this short quiz: http://www.lc.unsw.edu.au/plagiarism/plagquiz.html
For information on how to acknowledge your sources and reference correctly, see: [http://www.lc.unsw.edu.au/onlib/ref.html](http://www.lc.unsw.edu.au/onlib/ref.html)

For the ASB Harvard Referencing Guide, see the ASB Referencing and Plagiarism webpage (ASB >Learning and Teaching>Student services> Referencing and plagiarism)

### 3. STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

**AGSM MBA Programs and UNSW policies**

In general, UNSW policies apply to staff and students of AGSM MBA Programs. Where there are additional points or procedures which apply specifically to AGSM MBA Programs they are set out on the AGSM website: [http://www.asb.unsw.edu.au/currentstudents/agsmba/studentresources/studentsrightsandresponsibilities/Pages/default.aspx](http://www.asb.unsw.edu.au/currentstudents/agsmba/studentresources/studentsrightsandresponsibilities/Pages/default.aspx)

If students are in doubt about the policy or procedure relating to a particular matter they should seek advice from the Student Experience. Information and policies on these topics can be found in the ‘A-Z Student Guide’: [https://my.unsw.edu.au/student/atoz/A.html](https://my.unsw.edu.au/student/atoz/A.html). See, especially, information on ‘Attendance and Absence’, ‘Academic Misconduct’, ‘Assessment Information’, ‘Examinations’, ‘Student Responsibilities’, ‘Workload’ and policies such as ‘Occupational Health and Safety’.

#### 3.1 Workload

It is expected that you will spend at least ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

#### 3.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. [http://www.asb.unsw.edu.au/currentstudents/agsmba/academicinformation/enrolmentinformation/Pages/default.aspx#class attendance](http://www.asb.unsw.edu.au/currentstudents/agsmba/academicinformation/enrolmentinformation/Pages/default.aspx#class attendance)
3.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: https://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html

3.4 Occupational Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://www.ohs.unsw.edu.au/.

3.5 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

4. SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS

You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress. For both general and specific information on ‘special considerations’ contact Student Experience and the lecturer-in-charge: Also see http://www.asb.unsw.edu.au/currentstudents/agmsmba/academicinformation/assessmentsandexaminations/Pages/default.aspx#exams

and myUNSW


General Information on Special Consideration:

1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment due date (Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully the instructions and conditions at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html.
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct.

3. Applications will **not** be accepted by teaching staff. Student Experience will be automatically notified when you lodge an online application for special consideration.

4. Decisions and recommendations are only made by Student Experience, **not** by tutors.

5. Applying for special consideration **does not** automatically mean that you will be granted a supplementary exam or other concession.

**Special Consideration and the Final Exam:**

Applications for special consideration in relation to the final exam are considered by an AGSM Student Experience panel to which lecturers-in-charge provide their recommendations for each request.

If you attend the regular final exam, you are extremely unlikely to be granted a supplementary exam. Hence if you are too ill to perform up to your normal standard in the regular final exam, **you are strongly advised not to attend**. However, granting of a supplementary exam in such cases is not automatic. You would still need to satisfy the criteria stated above.

5. **STUDENT RESOURCES AND SUPPORT**

The University and the ASB provide a wide range of support services for students:

- **AGSM Student Experience**
  
  Advice and direction on all aspects of enrolment, timetables and graduation.
  
  Ground Floor – Blue Counter, AGSM Building (G27),
  
  Ph: 9931 9400
  
  E: studentexperience@agsm.edu.au

- **eLearning Support:** For online help using Moodle, follow the links from [http://teaching.unsw.edu.au/moodle-students](http://teaching.unsw.edu.au/moodle-students)

  **For login issues**
  
  Contact the **UNSW IT Service Centre**:
  
  **Hours:** Monday–Friday 8am – 8pm
  
  Saturday–Sunday 11am – 2pm
  
  **Email:** ITServiceCentre@unsw.edu.au
  
  **Phone:** (02) 9385 1333; **International:** +61 2 9385 1333

  **For assistance in using Moodle, including how to upload assessments**
  
  Contact the **AGSM Elearning Coordinator**:
  
  **Hours:** Monday – Friday, 9am – 5pm
  
  **Email:** elearning@agsm.edu.au
Phone:  (02) 9931 9541; International: +61 2 9931 9541

For help with technical issues and problems
Contact the External TELT Service Centre:
Hours:  Monday–Friday 7.30am – 9.30pm
        Saturday–Sunday 8.30am – 4.30pm
Email:  externalteltsupport@unsw.edu.au
Phone:  (02) 9385 3331; International: +61 2 9385 3331

- ASB Education Development Unit (EDU)
  http://www.asb.unsw.edu.au/learningandteaching
  Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online and printed resources, and individual consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Ph: +61 2 9385 5584; Email: edu@unsw.edu.au

- UNSW Learning Centre  www.lc.unsw.edu.au
  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

- IT Service Centre: Technical support for problems logging in to websites, downloading documents etc. https://www.it.unsw.edu.au/students/index.html
  UNSW Library Annexe (Ground floor)

- UNSW Counselling and Psychological Services
  http://www.counselling.unsw.edu.au
  Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping With Stress’ and ‘Procrastination’.
  Office: Level 2, Quadrangle East Wing; Ph: +61 2 9385 5418

- Student Equity & Disabilities Unit  http://www.studentequity.unsw.edu.au 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; Ph: +61 2 9385 4734
### Appendix A: Assessment guide for Part A

| Criteria                                      | Below Expectations                                                                                                                                                                                                 | Meets Expectations                                                                                                                                                                                                 | Exceeds Expectations                                                                                                                                                                                                 |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
| 1. Logical development and coherence         | • Poor development of analysis, unclear focus and/or possibly irrelevant or repetitive material making it difficult to follow the main arguments  
• A considerable amount of irrelevant material                                                                                                                                                                                               | • Sufficiently clear and logical direction that allows the reader to follow the development of main arguments, although some sections could be developed further/more fully  
• Generally relevant material                                                                                                                                                                                                                                                                  | • Main arguments are developed logically, clearly and build on each other, which leaves the reader understanding where the company is now, where it wants to go, and what it needs to consider in order to get there.  
• No irrelevant material                                                                                                                                                                                                                                                                   |
| 2. Market audit                              | • Superficial understanding of the organisation, the market, the customer and the competition  
• Does not present a coherent and quantifiable analysis                                                                                                                                                                                                                                         | • Reasonable understanding of the organisation, the market, the customer and the competition  
• The use of numbers has assisted the audit, however the conclusions drawn could be more insightful and/or more numbers were needed                                                                                                                                               | • Demonstrated an extensive understanding of the of the organisation, the market, the customer and the competition  
• An extensive use of numbers and the conclusions drawn were insightful and appropriate                                                                                                                                                                                                     |
| 3. Use of marketing tools, concepts, frameworks and research | • Attempted to incorporate some tools, concepts and frameworks however, it did not add value to the audit  
• Research lacks depth and breadth, which has impacted the level of analysis and/or has biased the analysis                                                                                                                                                                           | • Used some tools, concepts and frameworks to add value to the audit  
• Research has the required depth and breadth                                                                                                                                                                                                                                                  | • Effectively used marketing concepts, tools and frameworks to communicate a point of view  
• The report contains a very solid depth and breadth of research                                                                                                                                                                                                                           |
| 4. SWOT analysis and summary                 | • The SWOT contained generalised comments that do not consider the specifics of the organisation  
• Made some effort to summarise the situation that the organisation faces however, the conclusions are vaguely connected to the analysis and organisation’s objectives  
• Not many actionable conclusions drawn                                                                                                                                                                                                                                                     | • Provides reasonable commentary on the strengths, weaknesses, opportunities and threats facing the organisation  
• Provided a sufficient summary of the situation the organisation faces with some connection to the organisation’s objectives, but could be more insightful and/or focused                                                                                                                                 | • Superior use of the SWOT analysis to provide direction for the organisation. (i.e., identified the important factors, related it back to the specific segments etc)  
• The summary provided a comprehensive analysis of the organisation, which was relevant to the organisation’s objectives, insightful and convincing                                                                                                                                 |
| 5. Clear, accurate communication of ideas and referencing | • Ideas and information to be conveyed appear confused or unclear due to inappropriate or incorrect language (e.g., incorrect grammar, vocabulary, technical expressions)  
• Sources not referenced appropriately / accurately                                                                                                                                                                                                                                           | • Main ideas and information are generally expressed clearly and accurately  
• Some information could be conveyed more concisely, directly and/or accurately  
• Referencing of sources in-text and in reference list mainly accurate                                                                                                                                                               | • All ideas and information expressed clearly, concisely and accurately  
• Language and expression convey in-depth knowledge  
• All sources referenced accurately                                                                                                                                                                                                                                                     |
Appendix B: Assessment guide for Part B

In **addition** to the 5 criteria for Assessment A, a sixth criteria will be included.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
</table>
| 1. Incorporation of new content  | - There does not appear to be much progression in content from the first written report  
                                 | - Limited information on the marketing mix elements                                 | - Has made an satisfactory effort to include the new content into the report       | - Has made an superior effort to include the new content into the report          |
|                                  | - Recommendations are not implementable                                             | - Demonstrated a reasonable understanding of the marketing mix elements and how the organisation can use these elements to achieve their objectives | - Demonstrated a comprehensive understanding of marketing mix elements and how the organisation can use these elements to achieve their objectives and create a competitive advantage |
|                                  |                                                                                     | - Recommendations are somewhat implementable but more evidence is needed as to why they will be effective | - All recommendations insightful, implementable and evidence is provided as to why they will be effective |
# Appendix C: Peer Evaluation form

<table>
<thead>
<tr>
<th>Group Members (list by name)</th>
<th>Commitment to team and reliability</th>
<th>Originality and initiative</th>
<th>Amount of work contributed</th>
</tr>
</thead>
<tbody>
<tr>
<td>YOU:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General comments:**
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

**INSTRUCTIONS:** Give each group member (including yourself) a score on attributes I, II and III using a 1 to 5 scale where:

1 = Free rider, contributions were well below my expectations of a team member and did not adequately do the work requested of them. 3 = Sound contributor, met my expectations of a team member. 5 = Outstanding contributor, exceeded many of my expectations of a team member.

Attributes
1) High commitment to team, cooperative, receptive to criticisms and suggestions, worked well with others, attended meetings and participated. Reliable, high quality of work output, produced results, got work done on schedule.
2) Displayed originality and initiative in contributions. Contributions frequently showed imagination. Contributions had high impact.
3) Shouldered a large part of the workload, did a large part of the analysis, background research or write-up