1. COURSE STAFF

Lecturer: Dr Tania Bucic
Consultation time: TBA
Location: John Goodsell Bldg, Room 310
Contact ph: 9385 3315
Email: t.bucic@unsw.edu.au

Teaching staff:
Name: Gary Buttriss
Consultation time: TBA
Location: TBA
Contact ph: 9385 1284
Email: g.buttriss@unsw.edu.au

Name: Cathy Xu
Consultation time: TBA
Location: TBA
Contact ph: TBA
Email: cy.xu@unsw.edu.au

Name: Stephanie Huang
Consultation time: TBA
Location: TBA
Contact ph: TBA
Email: TBA

1.1 Communication with Staff
For contact outside of tutorial time, please use the above-listed details. Staff will be available for consultation at the specified times – no appointment needs to be made if you wish to see your tutor or lecturer at this time. If you require contact outside of this time, please email or phone the staff member with your question or to negotiate an alternate and mutually suitable consultation arrangement.

2. INFORMATION ABOUT THE COURSE

1.0 Teaching times and Locations
Updated information regarding tutorial times and locations can be found on the School of Marketing website: www.marketing.unsw.edu.au/TIMETABLE/S2UG.pdf
Please check the website for most current information. The lectures will be at the following times and locations:

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONDAY 11am-1pm</td>
<td>MATB</td>
</tr>
<tr>
<td>MONDAY 4pm-6pm</td>
<td>CLB4</td>
</tr>
</tbody>
</table>

You MUST go to your selected Lecture time. This means EITHER Monday (am) OR Monday (pm). You MUST enrol in tutorials via TAS – this is the only way to do it. You can ONLY attend the tutorial in which you are enrolled. Tutors can NOT allow you to change tutorials. Choose carefully as spaces fill up quickly.
1.2 Units of Credit
MARK1012 is a 6 credit point subject.

2.3 Parallel teaching in the course
There are no pre- or co-requisites for MARK1012.

2.4 Relationship of this course to other course offerings
Marketing Fundamentals (MARK1012) has been designed to provide students with a basic introduction to marketing concepts. This provides an ideal overview of the marketing discipline to enable students to be well equipped with knowledge of fundamentals, enabling active engagement in specialised subjects in the major.

2.5 Approach to learning and teaching
This course focuses on the role of a marketing manager operating within an individual firm. The structure puts emphasis on two main areas: (1) the development of a conceptual understanding of marketing problems, and (2) application of this understanding through experience-based learning activities. I have organised the course in this manner because I believe that the activities and exercises engage students in a suitable and effective way, enabling a deeper understanding of issues critical to marketing. This occurs through tasks encouraging the development of reasoning and application skills. From experience and student feedback, it is best to support the development of learners by setting pre-meeting tasks (eg readings), presenting information (eg lecture), reinforcing with practical examples (eg videos, in-lecture examples, tutorial work) and then allowing students to apply the information (eg projects, assessments).

In this course, the staff are responsible for providing a learning direction for students. This is done with the use of course outlines and other materials that will become available throughout the semester. However, the learners also have responsibilities. Students must ensure that they have read recommended materials prior to meetings (lectures and tutorials), they must contribute to discussions, make clear any ambiguities and be willing to learn and to undertake activities that are important for learning. Students must complete set tasks and be active in lectures and tutorials AND they must also be proactive in their own learning. The best learning happens when a student wants to learn.

3. Course Aims and Outcomes

3.1 Course Aims
The broad objective of the course is to introduce students to major concepts and theories relevant to the study and practice of marketing. Specifically, the course aims to achieve the following:

i. Clarify the general misconception that marketing is just “sales” or “advertising” by showing that understanding customer needs and satisfying them is a sophisticated process which requires a good understanding of many inter-related concepts.

ii. Illustrate how the marketing function operates within companies, what it does, what it should be doing, how it helps to make the company successful.

iii. Show the universal nature of the marketing concept – ie. where there are people there will be marketing. Whether it is a business market, consumer
goods, services or non-profit organisation, marketing will have a role. Many non-traditional marketers, lawyers, theatre groups, community groups etc are increasingly looking at marketing to help them achieve their goals.

Encourage the development of interpersonal skills that are useful for marketing management roles.

3.2 Student Learning Outcomes
This subject aims to assist you in obtaining the following learning outcomes:

0. Further development of public speaking and interpersonal skills using groupwork activities and tutorial exercises.
0. Gain increased confidence in making presentations to an informed audience.
0. Become confident and conversant with the terminology, frames of reference, and approaches to research employed by marketing practitioners, academics and researchers
0. Further develop critical analysis and problem solving competencies in marketing
0. To practise and apply effective groupwork activities (time management, task division, responsibility sharing, negotiation, conflict resolution)

3.3 Teaching Strategies
MARK1012 is taught using the format of a lecture and tutorial series. Lectures will be used to present main concepts and supporting examples. This will be done with the use of discussions, videos, powerpoint presentations. The use of multimedia will support the topic covered by engaging students and setting a context for the material to be embedded in. This will promote understanding and encourage participation.

Tutorials will be used to give students an opportunity to engage in learning exercises, projects and discussion in small groups. Tutorials encourage a high level of student involvement to ensure that topics are understood. Students will also have an opportunity to apply learned concepts in a hands-on project. To maximise potential value derived from lectures, students are expected to have read the prescribed material (eg text book chapters) prior to attending the corresponding lecture and tutorial.

4. STUDENT RESPONSIBILITIES AND CONDUCT
For additional information regarding your responsibilities regarding workload, general conduct and behaviour, and keeping informed, please refer to the School of Marketing’s website.

4.1 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.

NB: 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. This is particularly important for first year subjects.

4.2 Attendance
Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

4.3 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. Likewise, it is not acceptable to be talking in lectures or tutorials when the instructor is speaking, or turning up to class late.

If you find that you are having difficulties with this subject, please approach your tutor as a first port-of-call – all tutors have consultation times in which they are available to see you. If issues cannot be resolved there, please contact the Lecturer-in-charge (details on page 3). At consultation times, you should feel free to approach staff about any subject related issue – for example, lecture material, tutorial activities, learning difficulties, assessment details, groupwork, etc.

More information on student conduct is available at: www.my.unsw.edu.au

4.4 Keeping informed
You should take note of all announcements made in lectures, tutorials or on the course web site [www.webct.unsw.edu.au]. You will be able to download lecture notes from this site, post and read discussion comments and view other material that is relevant to the course. It is YOUR responsibility to check WebCT AND your official university email account. Staff will assume that you are up to date with current information and latest announcements. Furthermore, from time to time, the University will send important announcements to your university email address without providing you with a paper copy. You will be deemed to have received this information.

5. LEARNING ASSESSMENT

5.1 Formal Requirements
The formal requirements to pass this course are outlined below:

In order to pass this course, you must:

- achieve a composite mark of at least 50/100; and
- make a satisfactory attempt at all assessment tasks (see below); and
- attend lectures and tutorials; and
- pass the final exam.

5.2 Assessment Details
In this section, details of your assessment are provided. You will be assessed on two main areas: individual and group work. The individual work will include multiple choice and written exams and the group work will involve team-based activities. The reason for this division is that you are expected to show a base level of understanding of the subject to pass the course and be eligible to continue to
other subjects in the degree in a satisfactory manner. You must obtain a pass mark for the individual component (50%) before group marks are counted towards a final grade. A satisfactory attempt must be made at ALL assessment components for you to be eligible to pass the course.

**Individual Components**

- Three multiple choice tests (2 best count) 20%
- Final Examination 25%

**Group Components**

- Case analysis & presentation 20%
- Contribution to group discussions 5%
- Group Project 30%
- TOTAL 100%

**Individual Components**

**Multiple choice tests ~20%**
There will be three (3) multiple choice tests to complete throughout the session. These will be progressive and will cover a small number of chapters in each test (specific chapters will be advised in lectures). The objective of this strategy is to avoid “cramming” for one bigger exam. Using this approach, you will be required to study progressively through the semester. The purpose of the exams if to test your familiarity with terminology, definitions and common thinking in the marketing field, connecting with Learning Outcome 3. Once you have completed all three exams, only the two (2) best marks will be recorded. The exact dates of these exams will be announced in lectures. These multiple choice tests will be done online, using WebCT. They will be set to a timer and all exams will be randomised to ensure that no two students get the same exam. It is YOUR responsibility to complete these exams in the allocated timeframe. They will NOT be re-run and you will only be allowed to submit an answer once. The two (2) best will count for 20% of your total grade for this subject.

**Final Examination ~25%**
The final examination will cover the topics from the entire course (text book and lecture notes). The final examination will be two hours in duration, closed book and will comprise of short-answer questions. It will be held during the examination period and timetabled by the University. The purpose of the examination is to enhance and assess critical thinking and problem solving skills, as well as to ensure that students have focussed sufficiently on key terminology and concepts in marketing, as used by practitioners, academics and researchers.

**Group Components (conducted in tutorials)**

**Case analysis & presentation AND contribution to group discussions ~25%**
This assessment will ensure that you develop critical analysis skills and problem solving. In addition, it will provide a platform for you to improve your presentation and public speaking skills.
In your tutorial, you will be divided into groups of no more than 4 students. This will happen in Week 4 so you must ensure that you are present. If you are not present you will be allocated into a group and will not be permitted to change. There will be NO changes to groups at any point, or for any reason, after Week 4. In these groups, you will be required to present two (2) case studies to the class and undertake the group project for this subject. You will NOT be permitted to form groups across classes.

Your group will be allocated two (2) cases. You will have to present BOTH to the class in a scheduled timeslot. The first presentation will NOT count for marks. You will be required to do this as a practise-run for which you will receive constructive feedback so that you are better positioned for the next case presentation, for which you will receive marks. The practise-run of presentations will take place in Weeks 5 & 6. The second set will commence starting Week 7. Your tutor will clarify which cases you have been allocated and when you need to present these. This is a compulsory requirement of the subject and constitutes part of your “participation” mark.

Specific instructions: Your group will be required to present answers to the case study question(s) (as related to the topics that have been covered to date), while the rest of the class asks additional questions. Each case will be a mini-summary of the relevant topic and will therefore be useful for class revision of key concepts. The presentations will be scheduled for 20 minutes per group and you must consult the subject outline for additional questions – as specified in the tutorial schedule. You must address ALL questions allocated to your group. If you are not present when you are scheduled to present your case, you will receive 0/10 for this piece of assessment. You ARE required to hand in written evidence of your preparation for this assessment.

The marking guide for presentations is attached on pages 9 & 10 of this outline. This will be discussed in your tutorials, by your tutor. Students must actively participate in tutorial discussions. This will require familiarity with the cases and topics, ability to ask constructive questions and willingness to contribute to a positive discussion environment.

**Group Project (30%)**
Each group will be required to complete the major assignment. This assignment will require you to develop a modified marketing plan for a “new” product. You will be given more details about your specific product in tutorials. The project will be due on Monday 17th October 2005. This project will provide students with opportunity for application of marketing terminology and frameworks in a practical manner, as used by practitioners, academics and researchers.

**General Guidelines for the Group Project:**
- The assignment must be typed NOT hand-written.
- Absolutely NO plagiarism - you must acknowledge all sources of any facts, ideas which are not your own.
- Correct referencing: Reports that are submitted with no, incorrect or poor referencing will be returned unmarked, attaining a zero grade. Please read the online Referencing Guide: http://www.mc.unsw.edu.au/onlib/ref.html
If you’re still unsure about referencing, visit the following website and test your knowledge: http://library2.fairfield.edu/instruction/ramona/plagicourt.html

The emphasis is not on how many pages you report has but on how clearly expressed and supported arguments are, as well as the inclusion of creative ideas.

Properly used bullet points, diagrams and graphs enhance the readability of your report. However, please note that the whole report should not be just a series of bullet points – use them to list. Make sure the report represents a coherent argument from start to finish. Leave enough time to thoroughly edit the final report.

**MARKING CRITERIA**

**Presentation Checklist and Feedback Sheet**

Group Number:_______ Date:____/____/____ MARK:___ / 10

The ticks below indicate where you stand with regard to each set of statements. A tick in the extreme left box means that the statement on the left is true and therefore is of high distinction quality. The boxes from left to right are abbreviated by H (for high distinction), D (for distinction), C (for credit), P (for pass) and F (for fail) respectively. Ticks to the left within a box are better than ticks to the right.

<table>
<thead>
<tr>
<th></th>
<th>H</th>
<th>D</th>
<th>C</th>
<th>P</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT - (Worth 70%)</strong></td>
<td>85-100</td>
<td>75-84</td>
<td>65-74</td>
<td>50-64</td>
<td>&lt;50</td>
</tr>
<tr>
<td>Question answered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Question ignored</td>
</tr>
<tr>
<td>Question covered in depth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Superficial answer to question</td>
</tr>
<tr>
<td>Convincing &amp; logical argument</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Rambling argument lacking totally in credibility</td>
</tr>
<tr>
<td>Rigorous critique of key concepts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lack of demonstration of key concepts</td>
</tr>
<tr>
<td>Relevant to the question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little relevance and waffly</td>
</tr>
<tr>
<td>Original and creative thoughts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little evidence of creative thoughts</td>
</tr>
<tr>
<td>Critical and evaluative analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Statement of facts and no analysis of relative importance of issues</td>
</tr>
<tr>
<td><strong>PRESENTATION - (Worth 30%)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Delivery not well formulated</td>
</tr>
<tr>
<td>Lack of reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Read from notes or heavy use of notes</td>
</tr>
<tr>
<td>Attention grabbing introduction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Started with an introduction</td>
</tr>
<tr>
<td>Answered the question immediately</td>
<td>Started with details of case</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>----------------------------------</td>
<td>-----------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overheads clear, specific, readable</td>
<td>Overheads too complex with a lot of words or figures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kept within time limit</td>
<td>Went over time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfers from student to student</td>
<td>Presentation lost its momentum at the changeovers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TUTOR COMMENTS ON PRESENTATION:**

The things you did well in your presentation:

1. 

2. 

3. 

4. 

The things you need to improve to deliver a better presentation:

1. 

2. 

3. 

4.
5.3 Assignment Submission Procedure
Assignments must be handed in to tutors on specified days and times. You will be informed of these closer to the date.

5.4 Late Submission
Late submission of assignments will attract a penalty of 10% per day or part thereof.

5.5 Special Consideration and Supplementary examinations
There will be no supplementary exams given for this subject. If you require special consideration, you must present relevant certificates to Student Q and follow the official process. Do not attempt to ask tutors or lecturers for consideration as they are not authorised to give this to you unless it comes through the official channels.

Details relating to procedures for special consideration can be found at:
http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=_Current_SpecialConsideration

NOTE: You only have 3 days from the due date of the assessment/exam in which to lodge a special consideration form.

5.6 Assignment Format
(see group work section)

6. ACADEMIC HONESTY AND PLAGIARISM
The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see:
www.my.unsw.edu.au/student/atoz/Plagiarism

Plagiarism is the presentation of the thoughts or work of another as one’s own.* Examples include:
• direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement:
• paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
• piecing together sections of the work of others into a new whole;
• presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
• claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.
The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle
† Adapted with kind permission from the University of Melbourne.

7. STUDENT RESOURCES

7.1 Course Resources

➤ Prescribed Text book:


➤ Additional readings:


➤ Assignment instructions, course announcements and any additional material that becomes important throughout the semester will be posted on WebCT.

➤ Recommended Internet sites:

www.myphlip.pearson.cmg.com - URL to access additional information and current issues in marketing in Australia.

www.library.unsw.edu.au (look at linked databases for relevant information)
8. CONTINUAL COURSE IMPROVEMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Process (http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm) is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.

9. COURSE SCHEDULE

Please see below for a table of lecture topics and tutorial activities. You will be expected to keep up to date with this timetable. Any changes will be announced in lecture. The lecturer will assume that you have read the relevant topic prior to attending the lecture.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Chapter</th>
<th>Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25 July</td>
<td>Creating value</td>
<td>1</td>
<td>No Tutorials this week</td>
</tr>
<tr>
<td>2</td>
<td>1 Aug</td>
<td>Customers, Strategy and Planning</td>
<td>2, 3, 4</td>
<td>Tutorials start this week. Check attendance. Tutorial activity: Ice-breakers. <strong>Discussion questions:</strong> – what is marketing? What does it address? The marketing concept. The societal marketing concept.</td>
</tr>
<tr>
<td>3</td>
<td>8 Aug</td>
<td>Marketing Information and Marketing Research</td>
<td>6</td>
<td><strong>Tutorial activity:</strong> discussing what makes a “good” case study analysis and presentation; what makes a bad one. What makes a good presentation? What makes a bad one?</td>
</tr>
<tr>
<td>4</td>
<td>15 Aug</td>
<td>Consumer Behaviour and Business Behaviour</td>
<td>7, 8</td>
<td>Form groups of 4. Give details to Tutor. Allocate cases – 2 per group. <strong>Discuss</strong> requirements of cases in general. Discussion of last lecture topic – address main frameworks. <strong>Reminder:</strong> next week case presentations (practise ones begin)</td>
</tr>
<tr>
<td>5</td>
<td>22 Aug</td>
<td>Segmentation, Targeting &amp; Positioning</td>
<td>10</td>
<td><strong>Practise</strong> presentations – Groups 1, 2, 3 ALL groups must address the following questions relating to a case: a) You must an outline of core concepts relevant to the topic that your case is embedded in b) How/why are these concepts relevant to your case study scenario? c) Answer case study questions ➢ <strong>Group1:</strong> as allocated in tutorial ➢ <strong>Group2:</strong> as allocated in tutorial ➢ <strong>Group3:</strong> as allocated in tutorial Tutor Feedback to be given</td>
</tr>
<tr>
<td>6</td>
<td>29 Aug</td>
<td>Products: Goods and Services</td>
<td>11</td>
<td><strong>Practise</strong> presentations – Groups 4,5,6</td>
</tr>
<tr>
<td>Group</td>
<td>Date</td>
<td>Topic</td>
<td>Tutor Feedback</td>
<td></td>
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<tr>
<td>-------</td>
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<td></td>
</tr>
<tr>
<td>Group 4</td>
<td>7 5 Sept</td>
<td>New Products</td>
<td></td>
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<tr>
<td>Group 5</td>
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<tr>
<td>Group 6</td>
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<tr>
<td>Group 7</td>
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**Tutor Feedback to be given**

**Case presentation set 2: Group 1**

**CASE: as allocated in tutorial**

a) You must an outline of core concepts relevant to the topic that your case is embedded in
b) How/why are these concepts relevant to your case study scenario?
c) Answer case study questions

**Tutorial discussion topic:**

Business markets are far more complex than consumer markets in many ways. Comment on how any two (2) of the following factors add to the complexity:

a) market structure and demand
b) types of decisions and the decision process
c) nature of the buying unit and the buying centre concept
d) the need for the building of alliances and relationships between companies

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<table>
<thead>
<tr>
<th>Group 2</th>
<th>8 12 Sept</th>
<th>Pricing</th>
<th></th>
</tr>
</thead>
</table>

**Case presentation set 2: Group 2**

**CASE: as allocated in tutorial**

a) You must an outline of core concepts relevant to the topic that your case is embedded in
b) How/why are these concepts relevant to your case study scenario?
c) Answer case study questions
### MULTIPLE CHOICE TEST 2(OF 3)
- AVAILABLE THURSDAY

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>19 Sept</td>
<td>Logistics; Retailing, Wholesaling</td>
<td>14, 15</td>
</tr>
</tbody>
</table>

**Tutorial discussion topic:**
Market segmentation, market targeting and market positioning are seen as strategies to be used by a marketer. Comment on the factors that a marketer needs to consider when forecasting the above strategies.

**Case presentation set 2: Group 3**
- **CASE: as allocated in tutorial**
  - a) You must an outline of core concepts relevant to the topic that your case is embedded in
  - b) How/why are these concepts relevant to your case study scenario?
  - c) Answer case study questions

**Tutorial discussion topic:**
Revisit main concepts of “pricing”. Discuss the relevance of pricing in the context of the 4P’s of marketing.

**SEMESTER BREAK 26 SEPTEMBER TO 3 OCTOBER**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>10 Oct</td>
<td>Advertising and Public Relations</td>
<td>16</td>
</tr>
<tr>
<td>11</td>
<td>10 Oct</td>
<td>Advertising and Public Relations</td>
<td>16</td>
</tr>
</tbody>
</table>

**Case presentation set 2: Group 4**
- **CASE: as allocated in tutorial**
  - a) You must an outline of core concepts relevant to the topic that your case is embedded in
  - b) How/why are these concepts relevant to your case study scenario?
  - c) Answer case study questions

**Tutorial discussion topic:**
Most non-profit organisations provide services as distinct from commercial organisations that often only provide goods. Comment on how the five (5) characteristics of
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Group/Case Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>17 Oct</td>
<td>Sales Promotion; Direct and Online Marketing</td>
<td>GROUP ASSIGNMENT DUE TODAY! 17, 18 Case presentation set 2: Group 5 CASE: as allocated in tutorial a) You must an outline of core concepts relevant to the topic that your case is embedded in b) How/why are these concepts relevant to your case study scenario? c) Answer case study questions</td>
</tr>
<tr>
<td>13</td>
<td>24 Oct</td>
<td>A Borderless Marketplace; Ethics</td>
<td>MULTIPLE CHOICE TEST 3(OF 3) ON WEBCT - AVAILABLE THURSDAY 21, 22 Case presentation set 2: Group 6 CASE: as allocated in tutorial a) You must an outline of core concepts relevant to the topic that your case is embedded in b) How/why are these concepts relevant to your case study scenario? c) Answer case study questions</td>
</tr>
<tr>
<td>14</td>
<td>31 Oct</td>
<td>Revision</td>
<td>(Optional) Drop in tutorials</td>
</tr>
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