1. COURSE STAFF

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Fax: 9663 1985  
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Consultation Times: Wednesday 2pm – 4pm

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Consultation Times: Wednesday 4pm- 6pm

Dr. Jack Cadeaux completed a BA in Mathematics at Pomona College, an MA in Sociology at Stanford University, and a PhD in Marketing at The University of California, Berkeley. He has taught marketing over the last 20 years at such institutions as the University of the Pacific, the University of Alabama, and, since 1996, at the University of New South Wales. He is a Senior Lecturer and Director of the Master of Marketing Program at UNSW.

David Gray is an associate lecturer in the School of Marketing. David received a Master of Commerce (Economics Honours) degree from University of New South Wales in 1977. He has pursued a business career in marketing and management training holding many senior management positions since that time. David has extensive experience in proposal writing, training, marketing and sales, finance and the management of medium and professional service, finance and insurance businesses. Product knowledge spans professional services, finance, insurance, manufacturing and building materials. In 2002 he was accepted into the doctoral program in Marketing at the University of New South Wales and he now teaches Marketing in the Master of Commerce and Strategic Marketing Management Programs.

1.1 Communication with Staff and WebCT

Students can communicate with lecturers and tutors during their classes or during the advised consultation times specified above or by appointment. All lecture notes will be provided by Webct as defined below.

This course will have a WebCT site. You can access this at: http://www.webct.unsw.edu.au  
WebCT is a critical resource for the course and will be used as follows:
  • All lecture notes, in the form of PowerPoint and PDF files, will be posted under the ‘Lectures’ icon 24 hours before the actual lecture (no hard copies of the notes will be distributed at lectures);  
  • Any course announcements will be made on the ‘Bulletin Board’. Please check this regularly;  
  • The Bulletin Board can also be used by you to communicate with other class members (note that the authors of all messages will identified); and  
  • Links to useful web sites will also be posted on the course Home Page.

Note that the Bulletin Board is not to be relied upon as a means of communicating with the lecturer/tutor (email should be used).
2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations

<table>
<thead>
<tr>
<th>Lecture Details</th>
<th>Tutorial Details</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 3pm – 5pm</td>
<td>T1 Tue 1.30-3 CE G08</td>
<td>Students are required</td>
</tr>
<tr>
<td>Webster B (F. Hall B)</td>
<td>T2 Tue 5-6.30 CE102</td>
<td>to attend one lecture (L)</td>
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<td></td>
<td>T3 Wed 10.30-12 ME 303</td>
<td>and one tutorial.</td>
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<td></td>
<td>T5 Wed 2.30-4 QUAD G034</td>
<td>Total: 3.5hrs/week</td>
</tr>
</tbody>
</table>

2.2 Units of Credit

Faculty: Faculty of Commerce and Economics, School: School of Marketing; Campus: Kensington Campus; Undergraduate; Units of Credit: 6; Contact Hours per Week: 3.5; Prerequisite: MARK2054, MARK3081; Offered: Semester 2 2005

2.3 Relationship of this course to other course offerings

This course integrates knowledge of market analysis with strategic business considerations, to achieve superior performance in sales growth, market share and profit contribution. Topics include: business definition, organisational strategy, and corporate policy; competitive and life-cycle strategies at the level of the business unit; portfolio analysis, diversification, and differentiation; social, ethical, technological, legal and global issues as they impact on marketing performance. Students draw on materials from all previous marketing courses and practical case studies.

2.5 Approach to learning and teaching

The class consists of formal lectures combined with tutorial discussion of assigned text readings and cases and the Markstrat simulation. In a number of places, text and lecture presentations will consider formal models for depicting processes of strategic marketing management. All students should expect to gain some practice in applying such models, when appropriate, in assigned cases and in the Markstrat. Students must also expect to prepare assignments and presentations in a clear and logical manner, particularly in the context of the major project.

3. COURSE AIMS AND OUTCOMES

3.1 Course Aims

This course is about developing and managing innovative competitive marketing strategies. It crosses the traditional boundaries of marketing (as the modern marketer often does), and is therefore influenced by concepts and tools from a range of disciplines, including strategic management, entrepreneurship and finance. The central focus is on how marketing strategy and its management can create superior and sustainable value for both customers and shareholders.
3.2 Student Learning Outcomes

The overall objectives of the course are:

- to introduce a method of strategic thinking and a set of practical tools and concepts that will enable you to develop, evaluate and implement innovative strategies; and

- to provide theories, frameworks and examples relating to the management of critical aspects of strategic marketing activity.

The subject structure consists of four parts.

**Part 1 – Understanding the nature and scope of strategic marketing management**

Part 1 (Weeks 1-3) will lay the foundations for the remainder of the course. It will outline the key issues and realities being faced by strategic marketers, and set out the theoretical and managerial perspectives adopted in this course for addressing them.

**Part 2 – Developing innovative strategies (Weeks 4-7)**

Core concepts and tools will be reviewed during lectures, and will be applied to organisations during the tutorials (see Group Project). This ‘learning by doing’ approach should ensure a deeper understanding of what is involved in developing innovative strategies.

Other important tools and frameworks will be introduced during this stage, and it is expected that you quickly learn the mechanics of these frameworks so that they can practice applying them (the difficult part) throughout the course.

**Part 3 – Managing strategic marketing activities (Weeks 8-9)**

The third part of the course will focus on implementing key aspects of marketing strategy. This will cover topics such as branding, product development and commercialization, marketing communications, pricing and distribution.

**Part 4 – Markstrat Simulation**

Markstrat Online is a strategic simulation game that requires teams to make a series of complex, real world marketing decisions over a simulated period of 7 years. It places teams in a dynamic competitive environment in which they must devise and pursue their own strategy and react to the moves of competitors.

3.3 Teaching Strategies

Each week there will be a two hour lecture covering core concepts, theories, and perspectives in business strategy, utilising illustrative case examples. There will be one tutorial of 1.5 hours each week.
The lectures will be used to cover the basic concepts, frameworks and ideas of the course, while the tutorials will provide you with the opportunity to apply the course concepts to real world situations, through project work and case study discussions. Effective marketers are required to not only master the key tools and techniques of the discipline, but also be able to demonstrate strong analytical, creative, team-work and communication skills. The learning experience offered by this course therefore includes group projects, case studies, class discussions, presentations and business writing.

The key to doing well in this subject is the ability for critical thinking, creativity and analysis. This involves:

- the ability to extract and prioritise key issues and challenges for a business scenario;
- keeping in touch with industry and business developments by reading journal articles, newspapers and business/trade publications; and
- the ability to apply theoretical concepts and frameworks to real-life business examples and scenarios.

4. STUDENT RESPONSIBILITIES AND CONDUCT

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.

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.

4.2 Attendance

Your regular and punctual attendance at lectures and tutorials 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. 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. 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.
5. LEARNING ASSESSMENT

5.1 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).

The final exam will cover all the material in the course, including lecture material, the text and supplementary readings. It will require you to understand and apply the key ideas, models and frameworks included in the course. YOU MUST PASS THE FINAL EXAM TO PASS THE COURSE.

Each student will be required to complete a confidential assessment of his/her own contribution as well as the contribution of other members of his/her group towards the project report. The final exam may also contain a question related to this group project.

5.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Value</th>
<th>Additional information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Group Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Project</td>
<td>30%</td>
<td>Groups of 4 students, completed in three phases</td>
</tr>
<tr>
<td>Markstrat simulation</td>
<td>20%</td>
<td>Groups of 4 students Strategic Marketing simulation game in tutorials</td>
</tr>
<tr>
<td><strong>B. Individual Assessment</strong></td>
<td></td>
<td></td>
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<tr>
<td>Tutorial attendance,</td>
<td>10%</td>
<td>Students must attend at least 80% of tutorials and actively participate in all tutorials</td>
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<tr>
<td>participation and exercises</td>
<td></td>
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<tr>
<td>Final exam</td>
<td>40%</td>
<td>(three hours including essay questions on concepts and case studies) You must pass individual component</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
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5.3 Group Project

You should form groups of four. Each group is to conduct a strategic review of a company, SBU or not-for-profit organization of its choice. This review is to be conducted in three phases:
Phase 1 – Week 3 – Company background: groups should gather and synthesise background information about their chosen organisation and present this during the tutorial in Week 4. The information presented should include:

- The nature and scope of the enterprise;
- An overview of its operations;
- The key issues and challenges it faces; and
- Why it is an interesting subject for a strategic review.

Presentations should not exceed 10 minutes, including questions. All presentation charts should be provided to tutors so they can provide feedback about the project.

Phase 2 – Weeks 5 to 8 – Strategic Analysis: During the tutorials in Weeks 5-8, groups will work on their projects. Tutorials will be ‘working sessions’, which will allow groups to seek assistance/input from their tutors and other students. At the end of these tutorials, each group will be expected to share their analysis and conclusions in a brief 5 minute presentation, inviting feedback and comment. Note that groups will have to collect the data that will be needed for each step prior to each ‘working session’ tutorial.

Phase 3 – Week 9 – Presentation of Strategy: Groups will make a 10 minute (including questions) presentation in week 9 that summarises their conclusions and maps out a number of strategic opportunities for their organisation. It is expected that the strategic analysis and thinking conducted during previous weeks will be drawn upon for this presentation including strategic conclusions and opportunities with well developed arguments and supporting evidence. You should think of this as a consultant’s report which is a coherent argument from start to finish. You should not leave the reader to make inferences from the data you have presented. This means that the argument and data you use to support your points should be made explicit (some of which can be put in an appendix). You are expected to acknowledge the source of ideas and data used in the report. Your assignment should be free of colloquial language and spelling, grammatical and typographical errors.

Marks will be awarded for the following:

- thorough, focused and insightful analysis;
- strategic thinking;
- creative solutions;
- the effective use of tools, techniques and concepts from the course;
- realism; and
- communication and persuasion.

The length of the written Group Project Report [i.e. Company Background, Strategic Analysis and Presentation of Strategy, excluding figures and tables] must not exceed 15 pages. Executive summary, table of contents and Appendices are not considered part of the main report.

The formatting for the Group Project Report is Times Roman, 12 point font double-spaced, 2.5cm margins. Each report must have a cover page with the title of the case, date of presentation, names of the group members, student numbers, and tutorial time. Students must keep a copy of their report.
In the tutorials, feedback forms will be distributed to give you a more accurate means of preparing for the assessment. The grading for this component of the course (30%) will be made up as follows: 5% critique, 7.5% presentation, 17.5% report.

5.4 MarkStrat Online Simulation

Markstrat Online is a strategic simulation game that requires teams to make a series of complex, real world marketing decisions over a simulated period of 7 years. It places teams in a dynamic competitive environment in which they must devise and pursue their own strategy and react to the moves of competitors.

The simulation will be conducted between weeks 10 – 14, with a briefing session taking place during the tutorial in week 10.

As in a true competitive market, teams within each tutorial will be competing against each other. Marks will be allocated according to the relative standing of each team by the end of the game, and from the reflexive learning paper submitted in week 13. More information about the game will be provided during the Week 10 briefing. The Markstrat Online student materials (available from the UNSW Bookshop) consist of a software application – Markstrat Online Team Software – and its documentation: the student handbook. Note that we recommend that at least one full Markstrat Student materials is purchased by each team.

In week 13, a two page report is required from each team answering the following questions.

1. Analyse your team’s past performance.
2. What have been the major strategies pursued?
3. What are the key things you have learned from mistakes/successes to date?
4. What changes (if any) do you intend to make to your future strategies?

5.5 General Marking Criteria for Assessed Work and Examinations

85+ (HD) An outstanding piece of work, showing total mastery of the subject-matter, with a highly developed and mature ability to analyse, synthesise and apply knowledge and concepts. All objectives of the set work are covered, and work is free of errors with a very high level of technical competence. There is evidence of critical reflection; and the work demonstrates some originality of thought, and the ability to tackle questions and issues not previously encountered. Ideas are expressed with fluency.

75-84 (DN) An excellent piece of work, showing a high degree of mastery of the subject-matter, with a well-developed ability to analyse, synthesise and apply knowledge and concepts. All major objectives of the set work are covered, and work is free of all but very minor errors, with a high level of technical competence. There is evidence of critical reflection, and of ability to tackle questions and issues not previously encountered. Ideas are expressed clearly.

65-74 (CR) A good piece of work, showing a sound and thorough grasp of the subject-matter, though possibly lacking in the breadth and depth required for a first-class mark. A good attempt at analysis, synthesis and application of knowledge and concepts, but may be more limited in scope than that required for a mark of 75+. Most objectives of the work set
are covered. Work is generally technically competent, but there may be a few gaps leading
to some errors. Some evidence of critical reflection, and the ability to make a reasonable
attempt at tackling questions and issues not previously encountered. Ideas are expressed
with clarity, with some minor exceptions.

50-64 (PS) A fair piece of work, showing grasp of major elements of the subject-matter
but possibly with some gaps or areas of confusion. Only the basic requirements of the work
set are covered. The attempt at analysis, synthesis and application of knowledge and
concepts is superficial, with a heavy reliance on course materials. Work may contain some
errors, and technical competence is at a routine level only. Ability to tackle questions and
issues not previously encountered is limited. Little critical reflection. Some confusion and
immaturity in expression of ideas.

40-49 (FL) A poor piece of work, showing some familiarity with the subject-matter, but
with major gaps and serious misconceptions. Only some of the basic requirements of the
work set are achieved. Little or no attempt at analysis, synthesis or application of
knowledge, and a low level of technical competence with many errors. Difficulty in
beginning to address questions and issues not previously encountered. Inability to reflect
critically on an argument or viewpoint. Ideas are poorly expressed and structured. The
author would apparently find it difficult to study the topic at a higher level.

30-39 (FL) Serious gaps in knowledge of the subject-matter, and many areas of
confusion. Few or none of the basic requirements of the work set are achieved, and there is
an inability to apply knowledge. Technical competence is poor, with many serious errors.
The student finds it impossible to begin to address questions and issues not previously
encountered. The level of expression and structure is very inadequate. The author would
apparently not be capable of studying the topic at a higher level.

< 30 (FL) A very bad piece of work, showing that the author has failed to engage
seriously with any of the subject-matter involved, and/or demonstrates total confusion over
the requirements of the work set. It is very unlikely that work of a passing standard would
be produced even if the author were given the opportunity to repeat the work.

5.6 Assignment Submission Procedure

All assignments and exercises will be submitted at the beginning of tutorials with
the appropriate cover sheet attached (a copy will placed be on WebCT).

- Major Group Project Phase 1 Presentation Slides due Week 4
- Major Group Project Final Report due Week 9
- MarkStrat reflexive learning paper is due in Week 13

5.7 Late Submission

Late submissions for Markstrat simulation exercises, exercises and the Major Group Project
will be penalised by 10% per day. Note: If reports are due at the beginning of a tutorial,
marks will be deducted if they are not received at the beginning of class. Reports will not be
accepted unless they have the appropriate cover sheet attached.
5.8 Special Consideration and Supplementary examinations

You should consult the section on Supplementary Examinations in the Faculty of Commerce and Economics 2005 Handbook. Be advised that the granting of a supplementary examination is not undertaken lightly. ‘Special Consideration’ is meant to address the problems of students who encounter abnormal and significant difficulties in completing course requirements. It is not an automatic compensation mechanism for failure. In particular, you should note that illness or severe personal problems do not ensure the granting of a supplementary examination. Students who apply for Special Consideration must be available for supplementary examinations during the specified period. Holiday plans are not sufficient reason for non-availability.

Note also that the timing of the exam is determined by the University Registrar and is not negotiable. No alternative times will be available. You should therefore make yourself available for the entire period of the examination period until the actual date is known.

UNSW policy and process for Special Consideration applies (see https://my.unsw.edu.au/student/atoz/SpecialConsideration.html). Specifically:

- Applications for special consideration (including supplementary examinations) must go through UNSW Central administration (within 3 working days of the assessment to which it refers) – applications will not be accepted by teaching staff;
- If you are making an application for special consideration (through UNSW Central Administration) please notify your Lecturer in Charge;
- Please note: a register of applications for Special Consideration is maintained. History of previous applications for Special Consideration is taken into account when considering each case.

5.9 Assignment Format

Information about assignment format - this information can be contained in a separate section in the course outline, as in this example, or located with information about each piece of assessment.

6. ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism.

UNSW rules on Academic Misconduct: Academic misconduct is defined as a breach of rules relating to academic conduct as prescribed by the University and Faculty rules. Academic misconduct includes actions such as taking unauthorised materials into examinations; impersonation in examinations; permitting another student to copy answers in an examination; improperly obtaining prior knowledge of an examination paper and using it in an examination. For full information regarding policies, penalties and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html
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


It will be assumed that you will have read the chapters assigned each week prior to attending lectures. The text covers some of the basic material and provides numerous examples – many of which are Australian. There will also be a small number of additional readings from other sources that will be provided to you via WebCT (see below).

In addition to the lecture material and assigned readings, you may find the following publications to be useful references:


Supplementary References


Other journals and publications of interest to you will include the following:

<table>
<thead>
<tr>
<th>Academic journals</th>
<th>Other publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal of Marketing</td>
<td>The Economist</td>
</tr>
<tr>
<td>Journal of Marketing Research</td>
<td>Fortune</td>
</tr>
<tr>
<td>International Journal of Research in Marketing</td>
<td>Business Review Weekly</td>
</tr>
<tr>
<td>Journal of the Academy of Marketing Science</td>
<td>B&amp;T Weekly</td>
</tr>
<tr>
<td>Australasian Marketing Journal</td>
<td>Australian Financial Review</td>
</tr>
<tr>
<td>Australian Journal of Management</td>
<td>The Australian</td>
</tr>
<tr>
<td>Marketing Intelligence and Planning</td>
<td>Sydney Morning Herald</td>
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<tr>
<td>Harvard Business Review</td>
<td>Marketing</td>
</tr>
<tr>
<td>Sloan Management Review</td>
<td>Campaign</td>
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<tr>
<td>Business Horizons</td>
<td>Professional Marketer</td>
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<tr>
<td>Business Strategy Review</td>
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<tr>
<td>Academy of Management Executive</td>
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<tr>
<td>Journal of Management Studies</td>
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<tr>
<td>Academy of Management Executive</td>
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<tr>
<td>Academy of Management Review</td>
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</tbody>
</table>
7.2 Other Resources, Support and Information

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

- **Learning and study support**
  - FCE Education Development Unit (http://education.fce.unsw.edu.au)
  - UNSW Learning Centre (http://www.lc.unsw.edu.au)
  - EdTec – WebCT information (http://www.edtec.unsw.edu.au)

- **Counselling support** - http://www.counselling.unsw.edu.au

- **Library training and support services** - http://info.library.unsw.edu.au

- **Disability Support Services** – Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator or the Equity Officer (http://www.equity.unsw.edu.au/disabil.html). Early notification is essential to enable any necessary adjustments to be made.

In addition, it is important that all students are familiar with University policies and procedures in relation to such issues as:

- **Examination procedures** and advice concerning illness or misadventure (https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html)

- **Occupational Health and Safety** policies and student responsibilities; (http://www.riskman.unsw.edu.au/ohs/Policies%20%26%20Procedures/UNSW%20OHS%20Accountability.pdf)

8. CONTINUAL COURSE IMPROVEMENT

In week 13 feedback will be sought from students the conduct of MARK3082 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

The course schedule will include a number of additional readings that will be posted on the WebCT. You are expected to have read these *before* the tutorials and lectures.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Tutorial</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1 – Understanding the nature and scope of strategic marketing management</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Introduction to course presented by David Gray</td>
<td>No tutorial</td>
<td>W1</td>
</tr>
<tr>
<td>26/7</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>Strategy, strategic marketing &amp; value creation presented by David Gray</td>
<td>Introduction</td>
<td>W2, 3</td>
</tr>
<tr>
<td>2/8</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>Business Unit Strategy presented by Dr Jack Cadeaux</td>
<td>Case Study – The Wealth Makers (p. 71)</td>
<td>W4</td>
</tr>
<tr>
<td>9/8</td>
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<tr>
<td><strong>Part 2 – Developing innovative strategies</strong></td>
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<tr>
<td>4</td>
<td>Performance &amp; Business Model Analysis presented by Dr Jack Cadeaux</td>
<td>Phase 1 Project Organisation Presentations</td>
<td>W2, W5</td>
</tr>
<tr>
<td>16/8</td>
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<tr>
<td>5</td>
<td>Competitor and industry analysis presented by David Gray</td>
<td>Working Session – Performance Measurement and Current Business Model</td>
<td>Brandenburg &amp; Nalebuff</td>
</tr>
<tr>
<td>23/8</td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>Environmental analysis and scenario planning presented by David Gray</td>
<td>Working Session - Competitor and Industry Analysis. Case Study – Cochlear (p. 194)</td>
<td></td>
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<tr>
<td>30/8</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>Marketing Strategy Focus presented by Dr Jack Cadeaux</td>
<td>Working session -Environmental analysis and Scenario Planning</td>
<td>W6</td>
</tr>
<tr>
<td>6/9</td>
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<tr>
<td><strong>Part 3 – Managing strategic marketing activities</strong></td>
<td></td>
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<tr>
<td>13/9</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>Product/ New Product Development presented by Dr Jack Cadeaux</td>
<td>Phase 3 - Strategy Presentations. Hand in report at beginning of tutorial</td>
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<td>Pricing presented by David Gray</td>
<td>Introduction to MarkStrat Online Case Study - ING Direct (p. 336)</td>
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<td>MarkStrat Online – decisions 1 &amp; 2 Case Study – Virgin (p. 275)</td>
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<td>14</td>
<td>Key take-outs &amp; conclusions presented by Dr Jack Cadeaux</td>
<td>MarkStrat Online – decisions 7 &amp; 8 Final review of MarkStrat</td>
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*Notes: W1 etc. refers to chapters in the Whitwell et al. text.*