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1. COURSE STAFF

Lecturer:
Professor Adrian Payne
John Goodsell Building, Room: 324 (note: School of Marketing offices will be moving to the Quadrangle Building in late August, during Session 2. My office is planned to be on Level 3, Room 3048)
Phone: 9385 3390; Email: a.payne@unsw.edu.au
Consultation: By appointment via email

Tutor:
Daisy Liu
John Goodsell Building, Room: 248 (note: School of Marketing offices will be moving to the Quadrangle Building in late August, during Session 2. Daisy’s office is planned to be on Level 3, Room 3046)
Phone: 9385 3814; Email: z3133883@student.unsw.edu.au
Consultation: Tuesday 3-4 pm

1.1 Communication with Staff
I am likely to be in the office on Monday 3.00 – 5.00 pm. However, I am generally available to answer questions or inquiries. If you're thinking of coming to my office please email me first.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations
Mondays, 6pm to 9pm. Please refer to the class overview on the previous page for times, dates of class and locations. It includes a lecture of 1.5 hours Central Lecture Block 4, and a tutorial for 1.5 hours following the lecture (unless another timing is also scheduled). The class schedule shows which evenings you will have tutorials.

2.2 Units of Credit
Marketing Management is worth 6 OUC.

2.3 Relationship of this course to other course offerings
Marketing Management (MARK5801) is a disciplinary core subject offered under the Master of Commence program. It builds on the basics marketing and consumer behaviour concepts of MARK5800. This course takes a strategic perspective on market competition and strives to apply the marketing management concepts within that strategic framework. Although the course is designed primarily with a marketing focus, it may be of interest to students seeking a major in other disciplines (e.g.: economics, management, accounting, or finance) who have a particular interest in management and strategic market competition.

2.4 Approach to learning and teaching
Marketing Management is designed to challenge you, encourage you to think for yourselves and even take responsibility for your own learning. The course is delivered in a seminar form, where mutual discussion, analysis and application of key concepts and recent research findings are crucial to development of a deeper understanding of strategic market competition. To obtain full benefits from this course, I suggest you extend yourself… beyond your comfort zone. That means pro-actively participate in the discussions and the seminars.
3. COURSE AIMS AND OUTCOMES

3.1 Course Aims
The aim of MARK5801 Marketing Management is to develop an appreciation and understanding of the more advanced aspects of marketing management. The course is relevant to those of you who want to understand a market strategic competition from a managerial point of view. The aim is to prepare you for a future role as marketing managers, consultants or advisors. The goal is to improve your ability to understand, critically analyse, and apply current research in marketing to concrete management problems.

3.2 Student Learning Outcomes
By the end of the course you should be able to:

• Understand and critically discuss the main concepts involved in strategic marketing management.
• Apply those concepts to concrete marketing problems.
• Improve your decision making strategies.

3.3 Teaching Strategies
The general approach to teaching in Marketing Management will take the form of a series of seminars divided into lectures and tutorials. The seminar approach is designed to get you talking and me providing the context for your discussions. However, in each seminar we will make sure we cover the following components:

1. In the first part of each seminar I will typically give a lecture outlining the main theoretical concepts in Marketing Management. This will set the context for your own presentations.
2. You will present in the tutorials. The presentations will be based on recent case studies set for each week. These will be done in groups. Each week a group of students will analyse a case study and present their solution to a specific marketing problem faced by the company in the case study. Presenters will provide us with their understanding of the substantive concepts, and the creative application of those concepts to marketing management. The success of the presentations will partly depend on the level of discussion you are able to generate in class.
3. You are all expected to take part in the seminar discussions. This means making constructive comments, statements and asking relevant questions. You have to prepare for each tutorial discussion by summarising the case studies (1 page typed summary for each case study) and writing down a set of questions, discussion points, and solutions to the marketing problems in the case study. (Please note these summaries are for your own benefit. They will not be marked and returned to you, but will provide evidence of your participation in this subject.)
4. STUDENT RESPONSIBILITIES AND CONDUCT

For information on your responsibilities regarding workload, general conduct and behaviour, and keeping informed, please refer to the School of Marketing's website. http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?G1_ID=System.LoggedOutInheritableArea&maxWnd=_Current_Policies

4.1 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. …And I will be extremely displeased if you go AWOL on me too.

5. LEARNING ASSESSMENT

5.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 50; and
- achieve at least 50% from the individual component of assessment (see below).

If you do not pass the individual component, then you will receive a UF grade.

5.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Component Weighting</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Case Presentation</td>
<td>10%</td>
<td>TBD</td>
</tr>
<tr>
<td>Group Case Write up</td>
<td>10%</td>
<td>TBD</td>
</tr>
<tr>
<td>Major Group Project</td>
<td>30%</td>
<td>29/10/2007</td>
</tr>
<tr>
<td>Tutorial Participation*</td>
<td>10%</td>
<td>N/A</td>
</tr>
<tr>
<td>Final Exam*</td>
<td>40%</td>
<td>TBA</td>
</tr>
</tbody>
</table>

100%

*You have to pass this component to pass the subject!
Group Assessment (Groups of Three to Five):

Group Case Presentation (10%) [aka the apprentice]
Refer to the case studies and the discussion topics set for each week. The aim of the case presentation is for you to present solution to a specific marketing problem described in the case study. You should think of your presentation as a presentation to the board of directors on the future course of action and the strategic direction for your company. As such, you have to convince the board of directors (i.e.: myself and few ‘chosen’ students each week) the merits of your strategy. However, your focus should also be on the application of the marketing management and marketing strategy concepts to the given marketing problem. This means that you not only have to present your marketing strategy for the company, but also justify why you have chosen a specific course of action in terms of the theoretical concepts from the lectures and your readings. You should integrate all the information into a consistent argument. The quality of your argument will be the major determinant of your presentation mark. Assessment of the presentation will also depend on your presentation style and the level of discussion that you are able to generate during and following the presentation. Hence you will need make the presentation interesting and plan for and encourage discussion during and after the presentation.

Group Case Write up. (10%) [1500 words]
The case write up should be no longer than 1500 words, and should include a copy of the presentation slides in the appendix. The topic of the write up is the same as that of your presentation. It is the report to the board of directors outlining your situational analysis, and the proposed strategic direction for the company in your selected case study. However, I strongly discourage you from just reading the report during the presentation [I know, hard to believe but it does happen]. The difference between the presentation and the report is that of focus. The presentation is a summary. It only needs to go into the main aspects of your analysis and strategy, while making the delivery creative and interesting [i.e.: keep the class awake ☺]. On the other hand, the case write up needs to have more analytical detail and explanation behind your strategy.

Group Major Project. (30%) [3000 words]

Strategic Marketing Success (SMS) Report
A feature of this course is a learning team group assignment on a “Strategic Marketing Success”. The team should be the same as for case study presentations and will consist of 3-5 students. You should choose a company/product/service which has achieved demonstrable market place success through developing an effective marketing strategy. The criteria for what constitutes a “success” is left to you and these should be made explicit in your report– this will form an important element of your report. You should identify and research your company primarily through published and on-line sources rather than being reliant on contact with the company to obtain information.

You should have decided which company/product/service you wish to focus on by the class on Monday 20 August 2007 and must register your intention with Adrian Payne by email by that date together with back-up companies. The first to register can stake their claim. You should have two back up companies in the event another team gets in first or you experience difficulties in data collection. Registration will involve each team/group submitting

1. the name of your SMS company, product or service, and
2. the name, email address, phone nos. and student number of each member.

A team mark will be awarded for the assignment which is worth 40 percent of your final mark so a substantial effort is expected from this assignment. Your written report should be a maximum of 3,000 words (plus up to 15 accompanying slides or exhibits).

The team written assignment and accompanying slides are to be submitted to Adrian Payne as follows:
1. Typed version of the assignment and accompanying slides to be placed in to the Essay box at the School of Marketing by 6.00 pm on 29th October 2007.

2. Electronic version of assignment and slides to be emailed to Adrian Payne by 6.00 pm on 29th October 2007.

Use all your skills for maximum impact in this assignment. Please take the SMS seriously – so it is an instructive learning opportunity for all class members. Particular attention should be paid to the content, e.g. coherence of the “story”, application of strategic marketing concepts, depth of understanding and analytical rigour.

The following criteria will be used to evaluate the written group assignment
1. Definition of success criteria
2. Use of data (qualitative and quantitative) to demonstrate achievement of success
3. Critical analysis of evidence for SMS
4. Creativity
5. Effective communication of SMS report (clarity and style)

All assignments must be accompanied by an Assessment Cover Sheet. Copies of the assessment cover sheet are available on the School of Marketing website.

If you have any queries, please raise them with Adrian Payne well in advance of the presentation.

Note: It is your responsibility to keep written copies of your assignment(s).

INDIVIDUAL ASSESSMENT:

Tutorial Participation (10%)
Downside risk:
Everyone is expected to read all the case studies set for each week prior to the seminar. You will have to produce a short (max. one page) analysis of each case study. These will demonstrate how you apply concepts from the course and the text and other readings to the cases. You will analyze the market situation faced by the company. Based on your analysis you need to explore a set of strategic marketing options for the company, calibrate their likely effectiveness, and propose a marketing strategy. Evaluate your proposed strategy in reference to concepts and theory discussed in the course.

A single failure to produce the summaries (without a good reason) will earn you a big fat zero for participation. (My colleague calls this his anti-procrastination incentive scheme or “anti-PIS” for short.) We will collect all of the relevant summaries at the end of each seminar.

Upside risk:
Participation marks above zero will be awarded based on individual contribution to discussions during the semester. This means making intelligent comments, asking relevant questions, and providing arguments related to the discussion topics.

Final Exam (40%)
I will advise you on the structure and nature of the final exam later in the semester. The provisional exam timetable does not come out before the last couple of weeks of the session; hence we will not know the date and the location of the final exam until much later in the session.

One thing that I can tell you at this stage is that the exam will be 3 hours long, and is likely to include a case study (one that is somewhat shorter to those you analyse in class). This means that by doing the tutorial case summaries and participating in the discussions you are already training for the final exam.
5.3 Assignment Submission Procedure
 Assignments are to be submitted on or before the due date at the seminar, or by lodging in the marked essay box located on the Third Floor, Quadrangle Building in the School of Marketing – for major group project.

5.4 Late Submission
 Information about late submission of assignments, including penalties, is available on the School of Marketing’s website


5.5 Special Consideration and Supplementary examinations
 Details relating to procedures for special consideration and supplementary exams 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
 Each assignment length excludes appendices and references. However, all appendices must be relevant to the assignment and clearly referenced in the main body of the assignment. Each assignment should have a title page with each group member’s name and student number. Sub-headings and a table of contents are welcomed.

Extra readings are also encouraged. I want evidence that you had thought about, researched and analysed each of the topics. The higher pedagogical goals of demonstrated understanding and insight will guide assessment of the assignments. This means that you must infuse your own ideas and construct own arguments, rather than simply repeat what you read in the articles, books or the lecture notes.
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

➢ The textbook:

➢ Case studies:
  Some of the case studies will be available on webct and some will need to be purchased. Details will be provided on webct before the second class session.

➢ Additional useful textbook readings:

➢ Additional article readings are listed in the course schedule. Most of the articles should be conveniently located on the WebCT Vista. Any that might be missing you will have to hunt down yourselves; which means you get to find out where the library is.

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; Counselling support; Library training and support services; Disability support services.

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

- Examination procedures and advice concerning illness or misadventure; Supplementary Examinations; Occupational Health and Safety policies and expectations;

For information and links relating to the above services, please see [note School web pages where this information is presented.

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](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: SESSION 2 - 2007

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<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Readings</th>
<th>Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: Marketing concept and marketing’s role in the organization.</td>
<td>No Tutorials</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Review of key concepts 1 Strategic marketing concepts.</td>
<td>Discussion: Focus: Admin (Groups, presentations)</td>
<td></td>
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<tr>
<td>3</td>
<td>Review of key concepts 2 Consumer analysis &amp; behaviour concepts.</td>
<td>Presentation 1 Case Study: MULTI-ELECTRONIQUE</td>
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<td></td>
<td></td>
<td>Text: Ch2 Mastering Case Study Analysis (handout)</td>
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<tr>
<td>4</td>
<td>Marketing Strategy &amp; Planning 1: Internal analysis</td>
<td>Presentation 2 Case Study: TESCO: From UK high-street value-chain to global super-retailer</td>
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<tr>
<td></td>
<td></td>
<td>Text: Ch3, Ch6</td>
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<td>5</td>
<td>Marketing Strategy &amp; Planning 2: External analysis</td>
<td>Presentation 3 Case Study: COCA-COLA IN CHINA</td>
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<td></td>
<td>Text: Ch7, Ch12</td>
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<tr>
<td>6</td>
<td>Marketing Strategy &amp; Planning 3: External analysis</td>
<td>Presentation 4 Case Study: FIRST DIRECT BANK</td>
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<tr>
<td></td>
<td></td>
<td>Text: Ch5, Ch8, Ch10</td>
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<tr>
<td>7</td>
<td>Marketing Strategy &amp; Planning 4: Opportunities and threats</td>
<td>Presentation 5 Case Study: ROLLS-ROYCE</td>
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<td></td>
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<td>Text: Ch12, Ch13</td>
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<td>8</td>
<td>Marketing options &amp; positioning strategy</td>
<td>Presentation 6 Case Study: SOUTHWEST AIRLINES</td>
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<td></td>
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<td>Text: Ch14</td>
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<td>9</td>
<td>Sources of competitive advantage and cultural issues</td>
<td>Presentation 7 Case Study: NORDSTROM</td>
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<td></td>
<td></td>
<td>Text: Ch15, Ch16, Ch17</td>
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<tr>
<td>10</td>
<td>Mid-Session Break – Recess Week</td>
<td>Mid-Session Break – Recess Week</td>
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<tr>
<td>11</td>
<td>NO CLASS LABOR DAY HOLIDAY</td>
<td>NO TUTORIALS LABOR DAY HOLIDAY</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Creating value through branding</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visiter: Mr. Tim Heberton, Managing Director, Brand Finance Pty Ltd Any readings to be posted on webCT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Implementation of Strategy /Course Review</td>
<td>Case Study: A CLASSIC: THE LEISURE GROUP</td>
<td></td>
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<tr>
<td></td>
<td>Text: Ch19</td>
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<tr>
<td>14</td>
<td>No Lecture</td>
<td>No Tutorials</td>
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<tr>
<td></td>
<td>GROUP PROJECT COMPLETION</td>
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<tr>
<td>15</td>
<td>No Lecture</td>
<td>Project Due by 6 pm</td>
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<tr>
<td></td>
<td>GROUP PROJECT COMPLETION</td>
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Note: some of the case studies will be available on web ct and some will need to be purchased. details will be provided on webct before the second class

¹ The textbook chapter readings are an indication only. You must read all the chapters in the textbook.