Australian School of Business
School of Marketing

MASTER OF COMMERCE (MARKETING)

MARK5801
MARKETING MANAGEMENT

COURSE OUTLINE
SESSION 2, 2008

Version 3a: 27 July 2008: Please throw out earlier versions

Any revisions to readings, etc. will be advised in later versions of this course outline.
1. COURSE STAFF

Lecturer:
Professor Adrian Payne
Level 3, Room 3048 Quadrangle Building
Phone: 9385 3390; Email: a.payne@unsw.edu.au
Consultation: By appointment via email

Tutors:
Daisy Liu - Associate Lecturer
Level 3, Room 3050 Quadrangle Building
Phone: 9385 3191; Email: d.liu@unsw.edu.au
Consultation: Monday 2-3 pm

Ehsan Ahmed – Tutor
Level 3, Room 3003 Quadrangle Building
Phone: 9385 3384, Email: ehsan1087@yahoo.com
Consultation: Monday 2 – 3 p.m.

1.1 Communication with Staff
Professor Payne is likely to be in his office on Mondays 1.30pm – 2.30pm. However, he is generally available to answer questions or inquiries. If you’re thinking of coming to my office please email me first.

Contact outside of class times: If you have any questions about the course, please email me at the address above. I will endeavour to respond to enquiries promptly. However, keep in mind I may be teaching other classes or working on research projects when you make an enquiry, and therefore there may be a delay in getting back to you. Please note that email correspondence will be dealt with periodically – once every couple days, not 24/7.

Please communicate with the tutors by e-mail – e-mail addresses are shown above.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations

Lectures: Mondays 4.30pm to 6.00pm.
Tutorials: Mondays 3.00pm to 4.30pm and 6.00pm to 7.30pm

Please refer to the class schedule at the end of this course outline for times, dates of class and locations. Most classes include a lecture of 1.5 hours at Central Lecture Block 1, and a tutorial for 1.5 hours before or after the lecture (unless alternative timing is also scheduled). The class schedule shows which afternoons/evenings when there will be tutorials held. Please note these carefully. Location of tutorials will depend on which tutorial you register for.

(Please note lectures in this course are also offered in the first semester of each year (from March to June) at 6.00pm-7.30pm, with tutorials at 7.30pm -9.00pm)

2.2 Units of Credit
Marketing Management is worth 6 OUC.

2.3 Parallel Teaching in the Course
There is no parallel teaching of undergraduates and postgraduates students in this course.

2.4 Relationship of this course to other course offerings
Marketing Management (MARK5801) is a disciplinary core subject offered under the Master of Commerce program. It builds on the basic 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.
3. COURSE AIMS AND LEARNING 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

(The A# references below refers to the UNSW Post-Graduate Attributes that have been identified as important by the University)

By the end of the course you should be able to:

- Develop skills in scholarly enquiry:
  - Appreciate how marketing research is conducted at academic level, and translated into practical managerial knowledge. (A1)
  - Develop independent secondary and primary research skills of collection, analysis and critical evaluation of marketing information. (A5)
- Understand major concepts and research in strategic marketing management. (A2)
- Think critically, independently and creatively about marketing management concepts and application. (A3)
- Be able to apply these concepts to practical situation and case studies involving marketing management.
- Engage in independent reflective learning. (A4)
- Integrate marketing management concepts into a framework that be applied to the analysis of both micro and macro market dynamics. (A6)
- Practice and improve your own group-work skills. (A8, A9)
- Develop appreciation for ethical practices and social responsibility application of marketing management concepts. (A11)
- Improve your analytical, managerial and the presentation skills (A12)

3.3 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. The textbook readings are supplemented by case study readings. These case studies provide the opportunity for you to apply concepts discussed in the lectures.

3.4 Teaching Strategies

The approach to teaching in Marketing Management relies on active class participation and engagement/application of the course material. The lectures will introduce the relevant concepts and theory of marketing management. The tutorials apply the theory and concepts discussed in textbook, readings and the lectures. The following teaching strategies align with the course aims in order to achieve the UNSW Graduate Attributes:

Lectures:
In the lecture I will be outlining the main theoretical concepts in marketing management (A2). The engagement/involvement with the course concepts will be enhanced by video excerpts (exercises?) and case study presentations and discussions. These will also address ethical implications and social responsibility involved in applying marketing management concepts in the marketplace (A11). Some lecture activities and questions will help engage you in active elaboration and creative thinking about the course concepts.
Throughout the semester, you will work on a major group project involving development of a group report and presentation on a Strategic Marketing Success for a real business/product. The aim of this group project is to integrate the information learned in the lectures, readings and tutorials. This task is designed to promote critical, independent and creative thinking about the course concepts (A3, A6).

**Tutorials:**
Most tutorials involve a simulated boardroom presentation by students that aims to apply the concepts learned in the lectures, readings and case studies to a concrete marketing situation or problem, and to encourage active peer learning. You will be organized in your tutorials into a group team of 4-5 students. In most tutorials your group will take the role of a “management team” and will present their strategy for the company/product discussed in that week’s case study (A12). Another group team will be allocated the role of being members of the board of directors, while the rest of the class will represent the shareholders. The job of the board of directors and the shareholders is to analyse the strategy of the management team, question and comment on the likely success of the proposed initiatives. This boardroom format forms a key part of the active peer learning approach in the course.

1. Discussion during class is encouraged because it leads to deeper understanding of concepts and issues in marketing management. These discussions are important because they reinforce the course concepts introduced during the lectures and emphasize deep, rather than surface, understanding (A2). **For each class discussion, you will need to prepare by writing a one-page reflective summary of the case study readings assigned for the relevant week (A4). These should be handed to the tutor at the end of the tutorial. These will count towards your class participation mark!**

2. The boardroom format is designed to promote applications of the marketing management concepts and theory to practical marketing situations. The emphasis is on creativity and critical evaluation of the task in light of the underlying theoretical concepts (A3).

3. Class presentation is designed to encourage group work, communication skills, and allow exposure of your ideas and creative approaches to solving marketing management problems in a competitive business scenario (A8, A9, A12). The presentations will be based on case studies set for each week. Each week a group team of students will analyse a case study of a company and present their solution to a specific marketing problem or situation faced by the company. Presenters will provide us with their understanding of the substantive concepts, and the creative application of those concepts to marketing management.

4. **CONTINUAL COURSE EVALUATION AND 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.

Your feedback is valuable and has a real impact on the course improvement. The inclusion of active peer learning, video clips and class exercises in group settings is a direct result of the feedback provided by students in the past years. One of the improvements this year, following the feedback from students, is the inclusion of an optional objective class-participation assessment process to help ensure all students participate fully in group work.

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><strong>Group Team Case Study</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Presentation</td>
<td>10%</td>
<td>In the assigned tutorial</td>
</tr>
<tr>
<td>• Group Case Write up</td>
<td>10%</td>
<td>In the assigned tutorial</td>
</tr>
<tr>
<td><strong>Major Group Project</strong></td>
<td>30%</td>
<td>20/10/2008</td>
</tr>
<tr>
<td><strong>Tutorial Participation</strong></td>
<td>10%</td>
<td>During tutorials</td>
</tr>
<tr>
<td><strong>Final Exam</strong></td>
<td>40%</td>
<td>In exam period</td>
</tr>
</tbody>
</table>

100%

*You have to pass this component to pass the subject!

**GROUP ASSESSMENT (GROUPS OF 3-5):**

**Group Team Case Presentation (10%)** [aka the apprentice]

[Critical and creative thinking, (A3, A12)]

Refer to the case studies and the discussion topics set for each week. The aim of the case presentation is for you to present answers to a specific marketing problem or situation 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 another scheduled group team each week) of 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 or situation. 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 to make the presentation interesting and plan for and encourage discussions during and after your presentation.

**Group Team Case Write up. (10%)** [1500 words]

[Application and integration of concepts (A3, A6)]

The case write up should be no longer than 1500 words excluding appendices, and should include a copy of the presentation slides as an 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 detail, analysis and explanation behind your strategy.

The team written assignment and accompanying slides are to be submitted as follows:

1. **Typed version** of the assignment and accompanying slides to be handed to your tutor at the start of the session that is scheduled for your presentation.

2. **Electronic version** of assignment and slides to be emailed to your Tutor before the start of the session that is scheduled for your presentation.
Group Major Project. (30%) [3000 words]
[Integration and secondary research skills (A6, A5)]

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 18 August 2008 and must register your intention with your tutor by email by that date together with two 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 30% 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) – do you mean accompanying appendix or you mean they also need to make powerpoint slides even for the major written report? A bit confused here?

The team written assignment and accompanying slides are to be submitted as follows:
   1. Typed version of the assignment and accompanying slides to be placed in to the Essay box at the School of Marketing 3rd floor Quadrangle Building by 6.00 pm on 20th October 2008.
   2. Electronic version of assignment and slides to be emailed to Daisy Liu by 6.00 pm on 20th October 2008.

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 and justification for their selection
   2. Use of data (qualitative and quantitative) to demonstrate achievement of success criteria
   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 Assignment Cover Sheet. Copies of the assessment assignment cover sheet are available on the School of Marketing website. If you have any queries, please raise them with your tutor well in advance of the presentation.

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

Writing style: The report should be no longer than 3000 words excluding the appendices. It should start with an executive summary and include a table of contents. Clear headings and sub-headings should break up the report into distinct but logically related sections. Paragraphs
(rather than point form) should be concise and focused on describing the marketing strategy and its application.

**Important note:** Professional work in the discipline of marketing is highly dependent on making an effective contribution in teams. You are expected to effectively manage the group workload within your team. If there is a problem with one or more students not making a broadly equal contribution an adjustment of individual marks from the group mean, based on peer evaluation of your individual performance and contribution to group work, may be undertaken. In the event of such an unfortunate event occurring, two group members should approach their tutor so this can be recorded and peer evaluation assessment sheets will be issued to that group. These sheets will be used to evaluate the overall contribution to group work of each of that team’s members.

**INDIVIDUAL ASSESSMENT:**
**Tutorial Participation (10%)**

[Active and reflective peer learning (A4)]

**Downside risk:** Everyone is expected to read **all** the case studies set for each week prior to the class tutorial. 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.) Tutors should be handed your summary in at the start of each tutorial.

**Upside risk:** Participation marks above zero will be awarded based on individual contribution to discussions during the semester and having a name card in front of you at each tutorial (layout of tutorial room permitting). This means making intelligent comments, asking relevant questions, and providing arguments related to the discussion topics. You need to turn up also!

**Final Exam (40%)**
I will advise you on the structure and nature of the final exam late 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 is planned to be 3 hours long, and is likely to include a case study (one that is shorter than those you analyse in class). This means that by doing the tutorial case study summaries and participating in the case study discussions you are already training yourself for the final exam!

**5.3 Assignment Format**
Please remember that all assignments must include the UNSW School of Marketing cover sheet an that he stated assignment length excludes appendices and references. (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.
5.4 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. Penalties apply for late submission.

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

5.6 Special Consideration and Supplementary Examinations

UNSW Policy and Process for Special Consideration
(see https://my.unsw.edu.au/student/atoz/SpecialConsideration.html)
- 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;
- Applying for special consideration does not automatically mean that you will be granted additional assessment or that you will be awarded an amended result;
- If you are making an application for special consideration (through UNSW Central Administration) please notify your Lecturer in Charge;
- Please note that a register of applications for Special Consideration is maintained. History of previous applications for Special Consideration is taken into account when considering each case.

ASB Policy and Process for Special Consideration and Supplementary Exams
In the ASB, requests for special consideration are determined by a Faculty wide panel which will advise the Lecturer in Charge of appropriate action.

If the Faculty panel (see above) grants a special consideration request, this may entitle the student to sit a supplementary examination. In such cases the following procedures will apply:

- Supplementary exams will be scheduled centrally and will usually be held approximately two weeks after the formal examination period.
- Where a student is granted a supplementary examination as a result of a request for special consideration, the student’s original exam (if completed) will not be marked and only the mark achieved in the supplementary examination will count towards the final grade.

Further information concerning supplementary examinations is available on the ‘Policies and Guidelines for Current Students’ page of the ASB website:
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: [http://www.lc.unsw.edu.au/plagiarism/index.html](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, website, 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](http://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 RESPONSIBILITIES AND CONDUCT

7.1 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.

7.2 Attendance

Your regular and punctual attendance at lectures and tutorials is expected in this course and will be recorded. 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.

7.3 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

7.4 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course website. 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.

8. STUDENT RESOURCES

8.1 Course Resources

- **The textbook:**

- **Case studies:**
  - Details will be provided in the first class session.

- **Additional useful textbook readings:**

**Additional article readings** are listed in the course schedule or will be advised in class.
8.2 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.

Learning and Study Support:
- **ASB Education Development Unit**
  The Education Development Unit (EDU) provides learning support and assistance to all students in the ASB, to enable them to enhance the quality of their learning. The EDU services are free, and tailored to meet the academic needs of students in the Australian School of Business.

  The role of the EDU is to provide
  - A range of support initiatives for students from the Australian School of Business in relation to their transition to university;
  - Learning skills development, resources and activities for Business students
  - Academic writing and skills workshops throughout the session;
  - Printed and online study skills resources, such as referencing guides, report writing and exam preparation;
  - A drop-in EDU Office containing books and resources that can be borrowed;
  - A limited consultation service for students with individual or small group learning needs.

  The EDU website [www.business.unsw.edu.au/edu](http://www.business.unsw.edu.au/edu) contains information, online resources and useful links as well as providing information and dates for workshops. More information about the EDU services including resources, workshop details and registration, and consultation request forms are available from the EDU Office.

  **EDU Contact Details**
  Location: Room GO7Ground Floor, West Wing, Australian School of Business Building
  Telephone: 02 9385 5584
  Email: Edu@unsw.edu.au
  Website [www.business.unsw.edu.au/edu](http://www.business.unsw.edu.au/edu)

- **UNSW Learning Centre** ([http://www.lc.unsw.edu.au](http://www.lc.unsw.edu.au))
  In addition to the EDU services, the UNSW Learning Centre provides academic skills support services for all UNSW students. The Learning Centre is located on Level 2 of the Library and can be contacted by phone: 9385 3890 or through their website.

  **Technical support:**
  For any technical support issues (difficulty logging in to websites, problems downloading documents, etc) you can contact the UNSW IT Service Desk at:
  (02) 9385 1333 ; Email: servicedesk@unsw.edu.au

  **Counselling support** - [http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au)
Students experiencing problems of a personal or academic nature are encouraged to contact the Counselling Service at UNSW. This consultation service is free and confidential and run by professional counsellors. The Counselling Service also conducts workshops on topics such as ‘Coping with Stress’ and ‘Procrastination’. The Counselling Service is located on Level 2, Quadrangle East Wing, and can be contacted on 9385 5418.

**Library training and support services** - [http://info.library.unsw.edu.au](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.studentequity.unsw.edu.au/disabil.html](http://www.studentequity.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](https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html))


### 8.3 Semester 2 2008 Key Dates

It is your responsibility to ensure that:

1. You are recorded by the University as being correctly enrolled in all your courses.

2. You have successfully completed all prerequisite courses. Any work done in courses for which prerequisites have not been fulfilled will be disregarded (unless an exemption has been granted), and no credit given or grade awarded.

3. **Week Zero commences 21 July** (although note some variation to this may occur due to the Papal visit). **Monday 28 July** is the first day of Semester 2 classes. **Sunday 3 August** is the last day you can enrol in Semester 2 courses.

   **Sunday 31 August** is the last day for students to discontinue without financial penalty (and the last date to finalise arrangements for HECS-HELP and FEE_HELP).

   **Sunday 7 September** is the last day to discontinue without academic penalty.

   The mid-semester break runs from **27 September to 6 October (inclusive)**

4. You organise your affairs to take account of examination and other assessment dates where these are known. Be aware that your final examination may fall at any time during the semester’s examination period. The scheduling of examinations is controlled by the University administration. No early examinations are possible. The examination period for Semester 2, 2008, falls between **29 October and 14 November**.

5. When the provisional examination timetable is released, ensure that you have no clashes or unreasonable difficulty in attending the scheduled examinations. The final examination timetable for Semester 2 is released in October (date TBA).

6. Students in ASB classes can expect to sit any **supplementary exams** granted, on a common date. That date will be advised during the semester but will normally be about 2 weeks after the end of the exam period (around the end of November). It is your responsibility to check the ASB website and ensure that you are available to take the exam on the scheduled date.

A full list of UNSW Key Dates is located at:  
[https://my.unsw.edu.au/student/resources/KeyDates.html](https://my.unsw.edu.au/student/resources/KeyDates.html)
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Readings</th>
<th>Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>28/7</td>
<td>Introduction: Marketing concept and marketing’s role in the organization.</td>
<td>No Tutorials</td>
</tr>
<tr>
<td>2</td>
<td>4/8</td>
<td>Review of key concepts 1 Strategic marketing concepts.</td>
<td>Discussion: Focus: Admin (Groups, presentations)</td>
</tr>
<tr>
<td>3</td>
<td>11/8</td>
<td>Review of key concepts 2 Consumer analysis &amp; behaviour concepts.</td>
<td>Presentation 1 Case Study: MULTI-ELECTRONIQE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Text: Ch2, Ch15 Read: Mastering Case Study Analysis (handout)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>18/8</td>
<td>Marketing Strategy &amp; Planning 1: Internal analysis</td>
<td>Presentation 2 Case Study: TESCO</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Text: Ch3, Ch6, Ch7</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>25/9</td>
<td>Marketing Strategy &amp; Planning 2: External analysis</td>
<td>Presentation 3 Case Study: COCA-COLA IN CHINA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Text: Ch4, Ch5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>1/9</td>
<td>Marketing Strategy &amp; Planning 3: External analysis</td>
<td>Presentation 4 Case Study: FIRST DIRECT BANK</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Text: Ch8, Ch9, Ch10</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>8/9</td>
<td>Marketing Strategy &amp; Planning 4: Opportunities and threats</td>
<td>Presentation 5 Case Study: ROLLS-ROYCE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Text: Ch11, Ch12</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>15/9</td>
<td>Marketing options &amp; positioning strategy</td>
<td>Presentation 6 Case Study: SOUTHWEST AIRLINES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Text: Ch14</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>22/9</td>
<td>Sources of competitive advantage and cultural issues</td>
<td>Presentation 7 Case Study: NORDSTROM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Text: Ch13, Ch14, Ch16</td>
<td></td>
</tr>
<tr>
<td>[29/9]</td>
<td></td>
<td>Mid-Session Break – Recess Week</td>
<td>Mid-Session Break – Recess Week</td>
</tr>
<tr>
<td>10</td>
<td>6/10</td>
<td>NO CLASS LABOR DAY HOLIDAY</td>
<td>NO TUTORIALS LABOR DAY HOLIDAY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NO LECTURES LABOR DAY HOLIDAY</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>13/10</td>
<td>Creating value through branding</td>
<td>No Tutorials at 3 pm or 6 pm–allocated time for group project completion Reminder: Project Due by 6 pm on 20/10/2008</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guest Lecturer: Mr. Tim Heberden, Managing Director, Brand Finance Pty Ltd Read Text: Ch19, Ch20</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>20/10</td>
<td>Course Review Case Study on Implementation of Strategy</td>
<td>No Tutorials at 3 pm or 6 pm–Reminder: Project Due by 6 pm on 20/10/2008</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Note: this class will last for approx 2 hours from 4.30 - 6.30pm - but no tutorials this week)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: Adrian Payne, Approaching Acquisitions Strategically Read: Case Study: A CLASSIC: THE LEISURE GROUP This case study will be explored with the whole group in CLB1 at 4.30pm!</td>
<td></td>
</tr>
</tbody>
</table>

1 The textbook chapter readings are an indication only of content relevant to that lecture as the structure of the textbook does not directly follow the course outline. You must read all the chapters in the textbook.
10. LECTURER-IN-CHARGE

Professor Adrian Payne  PhD MEd MSc FCIM FRSA FRMIT

Adrian joined the University of New South Wales as a Professor of Marketing in 2006. Prior to this he was Professor of Services and Relationship Marketing, Academic Leader of the Marketing Group and Director of the Centre for Customer Relationship Management at the Cranfield School of Management, Cranfield University, UK. Earlier he worked at the Melbourne Business School, at the University of Melbourne.

Prior to joining academia, he worked as an executive in industry. He was chief executive of a manufacturing company and he has held senior appointments in corporate planning and marketing. He has practical experience in marketing, market research, corporate planning and general management.

He is an authority on Relationship Marketing, Customer Relationship Management and Services Marketing and is an author of fourteen books and numerous journal articles on these topics.
11. CLASS TUTORIALS & CLASS PREPARATION – ASSIGNED TASKS

An important note

Dear Students

As you read through the case studies for the class tutorials you will see that we have a very rich range of industry situations and country locations. You’ll notice a number of these are from the Cranfield School of Management, Cranfield University in the UK. Cranfield is the location of the European Case Clearing House and the faculty there is very active in writing case studies as a practical means of educating executives. The case studies represent leading or interesting companies and have been carefully chosen by me from the hundreds of case studies that are available.

The case studies cover: the business-to-business sector (e.g. Multi-electronique and Rolls-Royce); retailing (e.g. Tesco and Nordstrom); consumer goods (e.g. Coca-Cola and The Leisure Group); and services (e.g. First Direct bank and Southwest Airlines). They are set in a variety of countries - Belgium, China, the UK and the USA. The case studies have been carefully selected and range from those which had recently been written, e.g., Tesco in April 2008, through to all-time classics e.g., The Leisure Group written some decades ago. (The Leisure Group case study was previously voted by my students as one of the best case studies they have ever learnt from - despite its age! It will be interesting to see if you agree.)

Overall the broad approach you should take for most of the case studies is to analyse the competitive position, assess their marketing strategy and develop a view on the future business strategy and the marketing planning they should undertake.

We have set out below some questions which you may find helpful to address in your analysis. However, you must not constrain yourself just to these issues. Make sure you think about the strategic marketing and planning issues also.

For the group teams who will be presenting a given case study, you should do your research on the Internet and use other resources such as the library to collect up to date information to enrich your presentations. (Note for Multi-Electronique the company name is disguised, so you will not find information on the company, but you may find information on the sector.) You should also do extra research on any specific subject you consider necessary (e.g., if the topic of ‘scenarios’ are not discussed in detail in the lecture or in the textbook, you should do some additional research on them and use any relevant material you discover in your presentation.)

Good luck with your presentations. You should view them as an adventure in learning about what makes marketing work in world-class companies, as well as learning some of the problems that can arise in large corporations.

We look forward to sharing this learning journey with you

Best wishes

Professor Adrian Payne
11. CLASS TUTORIALS & CLASS PREPARATION – ASSIGNED TASKS (cont’d)

WEEK 2
ADMINISTRATION: FORMATION OF GROUPS
Form a group of 3 to 5 members and choose a case study topic and the week in which you will present it. Choose your group members wisely. Group work forms a major part of assessment in this course. However, management of group dynamics is your responsibility. Keep in mind that assignment of clear responsibilities as well as development of consistent group norms, such as regular meetings, communication, and division of labour, are essential for cohesive group performance. (Nevertheless, you will have the opportunity of requesting peer evaluation of individual contribution to group work at the end of the semester if a group team member(s) does not pull his/her/their weight.)

WEEK 3 - PRESENTATION 1
CASE STUDY: MULTI-ELECTRONIQUE
Handout: Read the handout called Mastering Case Study Analysis. Consider the recommended approach.

Reread the three paragraphs in bold in note from lecturer on page 15

Questions for group teams to consider
1. What marketing problems confront Michel Jane?
2. Undertake a SWOT analysis (strengths, weaknesses, opportunities and threats) for the existing avionics engineering business.
3. Undertake a SWOT analysis for the new commercial engineering connector business.
4. What segmentation bases are relevant in the new commercial connector business? Which ones are best?
5. Undertake a marketing mix comparison contrasting the marketing mix elements of product, price, promotion, place and service. What conclusions do you come to as a consequence of doing a marketing mix comparison?
6. What should Multi-Electronique’s marketing strategy be?

WEEK 4 - PRESENTATION 2
CASE STUDY: TESCO
Reread the three paragraphs in bold in note from lecturer on page 15

Questions for group teams to consider
1. From the viewpoint of a Tesco customer, what do you consider to be the key components of brand value?
2. How effectively does the Tesco brand perform on each component? What is its current position?
3. What should its future marketing strategy be in the UK? Are you concerned by potential anti-competitive action by Government. Present your strategy to the Board
4. How can Tesco utilize their customer database to implement a strategic customer management program?
5. Assume Tesco, in a recent highly secretive Board meeting, has just decided to enter the Australian market. What should their marketing strategy be for this market? – your team is to make market entry successful. Present your strategy to the Board. You may focus your presentation more specifically if you wish

Remember: You should compliment the data in the case with any further relevant information from other sources
WEEK 5 - PRESENTATION 3

CASE STUDY: COCA-COLA IN CHINA
Reread the three paragraphs in bold in note from lecturer on page 15

Questions for group teams to consider
Taking a 5 year view of the Chinese soft drinks market:
1. Review the PESTE analysis and five forces of competition (Use additional data / expert opinion if you like)
2. Prepare a brief description of a scenario, identifying the possible consequences for Coca-Cola. Give your scenario a title
3. Say what the probability of your scenario is out of 100%
4. Using the marketing mix, identify 3 strategies that would be important in your scenario
5. How do you think competitors such as Pepsi would react to this scenario?

WEEK 6 - PRESENTATION 4

CASE STUDY: FIRST DIRECT BANK
Reread the three paragraphs in bold in note from lecturer on page 15

Questions for group teams to consider
1. How can a company create and maintain good relationships with its customers? Evaluate First Direct's performance relative to these factors.
2. What are the relative roles of information technology and employees in First Direct’s relationship building strategy?
3. What threats and opportunities face First Direct as it seeks to both retain existing customers and attract new ones?
4. What are the long-term implications, for its relationships with customers, of moving into on-line home banking services and other products you identify?
5. How can First Direct “industrialise” (i.e., scale up) its approach to customer relationships if it increases dramatically in size?
6. How can First Direct transfer their approach to customer relationships to other companies in units within the HSBC Group?

WEEK 7 - PRESENTATION 5

CASE STUDY: Rolls-Royce Aviation and the Development of ‘TotalCare’
Reread the three paragraphs in bold in note from lecturer on page 15

Questions for group teams to consider
1. What industry and situational conditions contributed to the rapid development of long-term service agreements?
2. In what ways did the move to long-term service agreements ‘align’ the interests of engine manufacturers and airlines?
3. What arguments would a manufacturer such as Rolls-Royce need to use to get airlines to trust them sufficiently to take the risk of ‘outsourcing’ engine management?
4. What lessons do you think Rolls-Royce should take from the experience of other outsourcing arrangements (such as track maintenance in the UK rail industry)?
5. What strategic marketing-related issues do you think Rolls-Royce will face over the next few years?
6. What recommendations would you make to Rolls-Royce for their future management and development of TotalCare?
WEEK 8 - PRESENTATION 6

CASE STUDY: SOUTHWEST AIRLINES
Reread the three paragraphs in bold in note from lecturer on page 15

Questions for group teams to consider
1. In what ways might airline customers be segmented? Which segments or niches would you consider Southwest’s prime targets? Which segments probably would not be?
2. Discuss the pros and cons for expansion of Southwest beyond short hauls. Which arguments do you see as most compelling?
3. Do you think it is likely that Southwest will remain dominant in its niche despite the array of discount carriers? Why or why not?
4. Herb Kelleher has decided not to retire and has grand ideas for expanding Southwest Airlines. “I am going on until I am 90!”
   You are his marketing director.
   - Please develop strategic marketing plans for expanding the company into Australia.
   - Kelleher has also asked you to evaluate these plans and assess their strength in the competitive market.
   - Please also offer other strategic options as to how you would increase the profits of the company.
5. What is your forecast for the competitive environment of the airline industry ten years from now?

WEEK 9 - PRESENTATION 7

CASE STUDY: Nordstrom
Reread the three paragraphs in bold in note from lecturer on page 15

It has been said that Nordstrom operates like a Japanese Company. Many of the large department store chains whose territories Nordstrom has successfully invaded have attempted to steal its “secret”. None have succeeded. Your challenge is to uncover the essence of Nordstrom’s formula. Take into account that this fledgling chain did not embark on a program of national expansion until the early 1970s. As a late starter, it had to surmount formidable barriers to entry. For example:
- Competing head-to-head with established department store chains like Macys, Bloomingdales and Saks Fifth Avenue, each of which had a strong consumer franchise.
- Buying land at inflated prices and building new stores at a time when the cost of capital was high and established competitors had long since written off most of their facilities’ expenses.
- Obsessed with service, Nordstrom shoulders labour costs that are at least twice those of its competition.

Questions for group teams to consider
Explain how Nordstrom has overcome competitive barriers, and continues to thrive in an intensely competitive industry.
1. Evaluate Nordstrom with reference to the McKinsey ‘Seven S’ framework
2. What do you think of Nordstrom’s strategy?
3. Based on updated material from Internet, etc. what should be their marketing strategy/plan (this Question should be a major thrust for your tutorial presentations)
4. Apart from the head-to-head competition with other department store chains like Macys, Saks Fifth Avenue, Nordstrom also faces the competition with specialty stores. How should Nordstrom differentiate itself from these specialty stores and attract their customers?
WEEK 12 – COURSE REVIEW & CASE STUDY DISCUSSION FOR ALL STUDENTS AT 4.30 P.M

Note: For this week only, a case study will run with us all in the full lecture group together in CLB1 at 4.30 pm (i.e., there are no tutorials at 3 pm and 6.pm! )

The class will run for approximately two hours (two and a half hours max) to cover the following topics

Course review:
- a brief overview of the course and a reminder of what is examinable (so make sure you are there!)
- the course evaluation

Implementation of Strategy
- case study: The Leisure Group

CASE STUDY: THE LEISURE GROUP
Read:
1) The Leisure Group
2) Approaching Acquisitions Strategically

Coverage: The case is a vehicle to explore managing acquisitions in the context of the relationship between: the corporate level strategy (for The Leisure Group); the business level strategy (Himalayan Industries), and functional level strategy (for marketing, operations and finance).

Questions for Discussion:
1. Why has TLG done well?
2. What limitations, if any, do you see?
3. To what extent were TLG achieving their objectives?
4. What should be TLG’s mission?
5. What do you think of their acquisition strategy? Is Himalayan Industries (HI) a logical acquisition candidate.
6. Why has HI been unsuccessful? What substitutes success for HI?
7. Should they adopt a segmentation approach?
8. What should be the key elements of their marketing plan and operations strategy for the back-pack product range?

Please note:
All students should be thoroughly prepared for this case study in the class session. You should be as well prepared for this class session as you are for your tutorial case study presentations. Your group team will not be asked to make a formal presentation in class, but individually you may be asked to stand up (or to come to the front of class) and give your response to any of the questions above.

However, your group team should discuss the case and put together a very brief telegram (or email) – max. 10 words – to be placed on the front desk in lecture room at 4.30 pm at the start of the lecture. The telegram/email should be to Mr Banta & Mr Hinchcliffe – (max 10 words) and should answer the question:

“Would you buy the Himalayan Industries business? If so, how much would you pay for it?”