Australian School of Business
School of Marketing

MARK5810
MARKETING COMMUNICATION AND PROMOTION

COURSE OUTLINE
SESSION 2, 2007
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1. COURSE STAFF
Course co-ordinator: Dr. Mohammed A Razzaque
Office: John Goodsell Bldg Room 320A
Consultation times: Friday 3-430pm or by appointment
Telephone: 9385-1435
Email: ma.razzaque@unsw.edu.au

1.1 Communication with Staff
If you need to consult me outside the listed consultations hours, call and make an appointment. Alternatively feel free to email me and I shall try to get back to you as soon as possible.

*Please note that your email message to me MUST originate from your official UNSW email account (z12345@student.unsw.edu.au). This confirms your identity as a student and protects the confidentiality and sensitivity of information.*

2. INFORMATION ABOUT THE COURSE

2.1 TEACHING TIMES AND LOCATIONS

**Lectures**

On days when no tutorial is scheduled
Class 7174 18:00 – 21:00 CLB 3 M. Razzaque

On days when tutorials are scheduled
Class 7174 18:00 – 19:30 CLB 3 M. Razzaque

**Tutorials (On selected days only)**

Friday Class 7175 16:30 – 18:00 CLB 3 M. Razzaque
Friday Class 7176 19:30 – 21:00 CLB 3 M Razzaque

2.2 Units of Credit
The course MARK5810 is worth 6 OC.
2.3 Relationship of this course to other course offerings

The course MARK5810 - marketing communication and promotion - is about ‘promotion’ - one of the Ps of the marketing mix. It links marketing management concepts learnt in other marketing courses with the contextual perspective involving the different elements that underpin and contribute to integrated marketing communications. A study of MARK5810 complements the wider array of subjects taught in the MComm, marketing specialisation, and the MComm in general.

2.4 Approach to learning and teaching

Mark 5810 has been designed to provide students with a general understanding of marketing communication and promotion. It will be taught in an application-oriented fashion. The various concepts and principles will be taught through brief lectures, tutorials, class discussions, problem solving and case analysis. The emphasis is on experience-based learning; it will draw upon the experience of both students and teaching staff to provide practical examples of the models and concepts in the area of marketing communication and promotion. The diverse cultural mix of students will be used to provide practical examples of how culture impacts on a range of communication and promotion issues. Assignments and case presentations will be used to reinforce concepts in both a cross cultural and contextual settings.

3. COURSE DESCRIPTION, AIMS AND OUTCOMES

3.1 Course Aims

Promotion is one of the elements of a company’s marketing mix – one of the Ps. The way to grow a business is through marketing - a discipline concerned with creation of ‘value’ and exchange of ‘values’ between marketers and their customers. No company can succeed in value creation and exchange facilitation without a creative approach to marketing where everything must change on a regular basis and these changes must be made known to prospective or actual customers. This is where the communication and promotion function comes in. It is very closely related to the basic purpose of business which “is to create customers”. Creating awareness of the firm’s offerings is the task of the communication and promotion function. The advantages gained by a company through the marketing of quality products at competitive prices may be lost if due attention is not given to communication and promotion.

As consumers, we purchase goods and services every day. However, to make us buy these products, the firms offering them try to appeal to our basic motives and desires with enough strength to move us toward action i.e., purchase. As consumers and/or B2B customers, we encounter and often deliberately seek
communication from a variety of sources. But motivating someone to buy something is not easy. It requires effective communication, which involves an integrated approach and requires a distinctive approach to marketing strategy - both in its development and implementation. Given the ever increasing complexity of business, globalization, fierce competition and ever changing customer behaviour among others, special understanding and skills are required to create and communicate an appeal that motivates customers. To understand the role of Advertising and Promotion in today's business world, one must recognize how a firm can use all the promotional tools to communicate with its customers.

This course is devoted to explaining marketing communications from the strategic perspective of the decision makers both inside and outside the firm. More specifically, it is designed to provide students with an understanding of the various components of communication streams flowing into and out of an organisation, their application in real life situation and managerial implications. Various topics are viewed from the vantage point of the key individual involved, such as the account manager, brand manager, creative, media buyer, and even the webmaster, with careful consideration of accountability issues in every chapter.

Today almost everyone in the world is influenced to some extent by advertising and other forms of promotional activities. Organizations in both the private and public sectors, irrespective of whether they are big or small, profit oriented or non-profit, have learned that the ability to communicate effectively and efficiently with their target audiences is critical to their success. Keeping this in view, a central theme of the course is, to introduce students to major concepts and theories relevant to the study and practice of marketing communication and promotion. After completing the course, students should become conversant with the terminology, frames of reference, and approaches to research employed by marketing practitioners, academics and researchers and develop skills related to critical analysis and problem solving in this area. A related, second objective of the course is to stimulate students to pursue further studies in the subject while providing a firm foundation for it. The more general aim of the course is, however,

- To inform you about the best current thinking on marketing communication and promotion through contemporary readings, current case analysis, lectures seminars and research.
- To familiarise you with various aspects of promotional mix which companies provides and customers experience.
- To immerse you in the communication and promotional issues facing a business firms, so that you can apply your knowledge & skills in analysis and problem-solving.

As you complete this course, it is expected that you will emerge as a more knowledgeable marketing manager and/or consultant, a more informed and demanding consumer, and a more considerate and customer-aware manufacturer or service provider. You may even have a very enjoyable time in the process!
3.2 Student Learning Outcomes

At the completion of this course students should be able to:

1. Explain why communication and promotion are important to modern business and demonstrate how this impacts firm’s marketing strategies.

2. Explain the various components of promotional mix, their dynamics, design and their implication to the firm.

3. Demonstrate their ability to use the various tools available to marketing communication planners and provide guidelines as to their application as well as understand their implications for strategy development.

4. Develop an integrated approach to communication management covering the full spectrum of marketing communication tools.

5. Develop communication strategies and implement them,

3.3 Teaching Strategies

This course will be conducted on a lecture and discussion basis. It will draw upon the experience of both lecturer and students, via classroom discussion, to provide relevance using concepts, models and real world examples. Tutorials will be used to strengthen their understanding through interactive discussion, debate, and case studies. Tutorial sessions would give students an opportunity to further engage with their peers and to improve their presentation skills by case presentations. Finally the major project will allow students to draw on their everyday experiences to see how the various promotional concepts and theories can be applied.

It is your responsibility to study the reading assignments prior to class in order that you may contribute, participate intelligently and thus gain maximum value from the course.

- The lectures will primarily summarise and synthesise the key points in the chapters and readings and to explain and/or elaborate upon the more difficult principles
- The tutorials will be primarily used for case study presentations of service organisations, practical projects and discussion of assigned readings to reinforce concepts.

3.4 Course Schedule

The Course Schedule is presented on page 7.

3.5 Tutorial Schedule

The tutorial schedule is presented on page 8.
<table>
<thead>
<tr>
<th>Lecture #, Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. July 27</td>
<td>Introduction to marketing communication, The communication Process</td>
<td>Chapter 1, Chapter 2</td>
</tr>
<tr>
<td>2. August 3</td>
<td>Persuasion in Marketing Communication</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>3. August 10</td>
<td>Market segmentation and brand positioning</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>4. August 17</td>
<td>Advertising management</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>5. August 24</td>
<td>Advertisement Strategy and Implementation</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>6. August 31</td>
<td>Evaluating advertising effectiveness</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>7. September 7</td>
<td><strong>Public Holiday</strong></td>
<td></td>
</tr>
<tr>
<td>8. September 14</td>
<td>Media Strategies</td>
<td>Chapters 8 &amp; 9</td>
</tr>
<tr>
<td>9. September 21</td>
<td>Media Planning and Analysis</td>
<td>Chapter 10</td>
</tr>
<tr>
<td></td>
<td><strong>Mid Session Break</strong></td>
<td></td>
</tr>
<tr>
<td>10. October 5</td>
<td>Elements of IMC (I)</td>
<td>Chapters 12 &amp; 11</td>
</tr>
<tr>
<td>11. October 12</td>
<td>Elements of IMC (II)</td>
<td>Chapters 14 &amp; 13</td>
</tr>
<tr>
<td>12. October 19</td>
<td>Regulatory Issues/Project Presentation</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>13. October 26</td>
<td>Project Presentation</td>
<td></td>
</tr>
<tr>
<td>14. November 2</td>
<td>Final Examination</td>
<td></td>
</tr>
</tbody>
</table>

*Note: CBS = W. Chitty, N. Barker and A. Shimp (2005), Integrated Marketing Communications, First Pacific Rim Edition, Thomson, Sydney*
# Tutorial/Presentation Schedule

*This time table is subject to change. Changes would be announced by week 2.*

<table>
<thead>
<tr>
<th>Lecture #, Date</th>
<th>Presentation Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. July 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. August 3</td>
<td></td>
<td>No Tutorial</td>
</tr>
<tr>
<td>3. August 10</td>
<td>The Nike KTBA SMS Challenge (pp. 79 – 82)</td>
<td>Case Discussion</td>
</tr>
<tr>
<td>4. August 17</td>
<td></td>
<td>No Tutorial</td>
</tr>
<tr>
<td>5. August 24</td>
<td>Brand Repositioning of McDonald’s New Zealand (pp. 110 – 117)</td>
<td>Case Presentation</td>
</tr>
<tr>
<td>6. August 31</td>
<td></td>
<td>No Tutorial</td>
</tr>
<tr>
<td>7. September 7</td>
<td></td>
<td>No Tutorial</td>
</tr>
<tr>
<td>8. September 14</td>
<td>Mainland New Zealand (pp. 213 – 219)</td>
<td>Case Presentation</td>
</tr>
<tr>
<td>9. September 21</td>
<td>Mid session Break</td>
<td></td>
</tr>
<tr>
<td>10. October 5</td>
<td>Brand in a Bubble (pp. 311 – 315)</td>
<td>Case discussion</td>
</tr>
<tr>
<td>11. October 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. October 19</td>
<td>Major Project Presentation</td>
<td>4 groups</td>
</tr>
<tr>
<td>13. October 26</td>
<td>Major Project Presentation</td>
<td>7 groups</td>
</tr>
<tr>
<td>14. November 2</td>
<td></td>
<td>Final Examination</td>
</tr>
</tbody>
</table>


## 4. Student Responsibilities and Conduct

For information on your responsibilities regarding workload and keeping informed, please refer to the School of Marketing’s website.


### 4.1 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.
4.2 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

5. LEARNING ASSESSMENT

5.1 Formal Requirements

In order to pass this course, you must:

- perform satisfactorily in all assessment tasks
- achieve a composite mark of at least 50; and
- gain at least 50% of the allocated marks in the final exam.

5.2 Assessment Details

A summary of various Assessment components are presented in the Table below.

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Component Weighting</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>50%</td>
<td>During the formal exam period</td>
</tr>
<tr>
<td>Major Assignment (Group)</td>
<td>30%</td>
<td>October 19, 2005</td>
</tr>
<tr>
<td>Case Discussion (Group)/Internet-based Assignment (Group)</td>
<td>15%</td>
<td>Throughout session</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
<td>Throughout session</td>
</tr>
</tbody>
</table>

Collectively, these assessments are designed to test your:

- understanding of the concepts and theories,
- ability to relate and apply them to real managerial issues and problems,
- ability to examine issues in a cross cultural framework,
- presentation skills
5.2.1 Final Examination (worth 50%)

The final examination consists of multiple choice questions (10 marks), a short case study (20 marks) and a couple of short essay questions (20 marks). More information about the final examination and its format (if there is a change) would be provided before the final examination.

5.2.2 Major Assignment (Due 19 October; worth 30%)

You are expected to complete a major project in groups of 4 students. Topics would be assigned to you in due course. The assignment is expected to test your understanding of the subject matter covered in this course and your ability to implement them in real life situation.

5.2.3 Assignment Format

Your report should be typed in 12 point Times Roman font, double spaced, and have 1.00" margin in all four sides. It should contain appropriate headings and sub-headings. The project must not exceed 3000 words excluding the cover page, the content page, appendix and bibliography.

Note 1: It is your responsibility to keep a written copy of your assignment.

Presentation Time: 18 minutes, with 7 minutes for questions.

A copy of the Evaluation Criteria for presentation is contained on the following page.

Evaluation Criteria for Final Assignment Report

<table>
<thead>
<tr>
<th>Background Research [30%]</th>
<th>Excel</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of project objective [10%]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depth of explanation of relevant concepts and theories [10%]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducted a critical review of the literature [10%]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Analysis [50%]</td>
<td>Excel</td>
<td>Very Good</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
<tr>
<td>Analyses of the key aspects [20%]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity and insightfulness [10%]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of charts and other visuals [10%]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soundness of analysis [10%]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report Structure and Presentation [20%]</td>
<td>Excel</td>
<td>Very Good</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
<tr>
<td>Logical sequence, use of heading/subheading [10%]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to maintain reader’s interest [5%]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct referencing of sources [5%]</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
The key criteria for a good PowerPoint presentation are:

- Engage your audience with eye contact and the spoken word. PowerPoint only supports your words.
- Don’t over-complicate your slides with too much information.
- Minimise the number of slides and keep the slides simple.
- Don’t simply read the PowerPoint.

The Presentation Schedule can be found later in this Course Schedule

5.2.4 Case Discussion (worth 15%)

Four cases would be discussed in the tutorial sessions. Each of these cases will be assigned to three different groups. Each group is required to analyse the assigned case and be prepared to make an in-class presentation (as part of a group). A short written report (1500 words maximum) is required.

A copy of the Evaluation Criteria is contained on the following page.

EVALUATION CRITERIA for CASE PRESENTATION

1. Identification of Case/Assignment Issues
   * Case issues accurately and completely identified?  
   * Relative importance of issues described?  
   * Adequate background information provided?

2. Issues Effectively Addressed Using Promotion Concepts/Models/Frameworks
   * Concepts integrated with case analysis  
   * Options for resolving the case issues identified?  
   * Rationale provided for choosing an option(s)? or 
   * Appropriate external material presented?  
   * Convincing and interesting?

3. Audience Involvement
   * Effectively encouraged audience involvement?  
   * Presentation tailored to target audience?

CASE:__________________________________
TEAM:_______________________________________________________________
MARK:______________________
5.3 Assignment Submission Procedure
Assignments are to be handed over to the lecturer on the designated date.

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 Participation/Weekly Course Discussion. (worth 5%)
In basic marketing, you learned about the 4 'Ps' of Marketing Management, these being Product, Price, Promotion and Place. There are four equally important 4 'Ps' of student involvement in case and assigned reading discussion for this course. These are Punctuality in class attendance, adequate Preparation for the topic, regular and active Participation in class discussion and exercise of Passion in learning and pursuing new knowledge. Attendance in class is very important as it directly affects your participation marks. Students who enter the classroom late disrupt the discussion and the learning process. If the student does not read and analyse the case, and then formulate an action plan, the case discussion will mean little. Each student's learning is best facilitated by regular participation. More important, the student has the responsibility to share his or her understanding and judgement with the class to advance the group's collective skills and knowledge. Finally, you must have the passion to learn.

6. Academic Honesty and Plagiarism
The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see: www.my.unsw.edu.au/student/atoz/Plagiarism
Plagiarism is the presentation of the thoughts or work of another as one’s own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement;

- paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;

- piecing together sections of the work of others into a new whole;

- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,

- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

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

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

www.lc.unsw.edu.au/plagiarism

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

- correct referencing practices;

- paraphrasing, summarising, essay writing, and time management;

- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

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

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

† Adapted with kind permission from the University of Melbourne.
7. STUDENT RESOURCES

7.1 Course Resources

Prescribed text

Additional Reference Material. (UNSW library)
To be announced later.

Journals
- Ad Age Daily
- McKinsey Quarterly
- Harvard Business Review
- European Journal of Marketing
- Journal of the Academy of Marketing Science
- Journal of Management Consulting
- Journal of Marketing
- Sloan Management Review

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. **CONTINUOUS COURSE IMPROVEMENT**

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