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# About the Course

## Timetable

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<th>Seminar Number</th>
<th>Topic</th>
<th>Seminar Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (5 March)</td>
<td>1</td>
<td>Introduction and Course Overview</td>
<td>I Wilkinson, J. Cadeaux, P. Patterson</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>No class</td>
<td></td>
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<tr>
<td>2 (12 March)</td>
<td>3</td>
<td>History of Marketing Though</td>
<td>R. Layton</td>
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<tr>
<td></td>
<td>4</td>
<td>Marketing Theory and Marketing Practice</td>
<td>I Wilkinson</td>
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<tr>
<td>3 (19 March)</td>
<td>5</td>
<td>The Domain of Marketing</td>
<td>I Wilkinson</td>
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<td></td>
<td>6</td>
<td>Resource and Capability Based Views</td>
<td>I Wilkinson</td>
</tr>
<tr>
<td>26 March &amp; April 2</td>
<td></td>
<td>Easter Break (No Class)</td>
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<tr>
<td>4 (9 April)</td>
<td>7</td>
<td>Market Orientation</td>
<td>I Wilkinson</td>
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<tr>
<td></td>
<td>8</td>
<td>Marketing Strategy</td>
<td>J. Cadeaux</td>
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<tr>
<td>5 (16 April)</td>
<td>9</td>
<td>Practices in Marketing Science</td>
<td>P. Morrison</td>
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<td></td>
<td>10</td>
<td>Relationship Marketing</td>
<td>P. Patterson</td>
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<tr>
<td>6 (23 April)</td>
<td>11</td>
<td>B2B Marketing and the IMP Perspective</td>
<td>I Wilkinson</td>
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<td></td>
<td>12</td>
<td>Macro Marketing</td>
<td>R Layton</td>
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<tr>
<td>7 (30 April)</td>
<td>13</td>
<td>Course Review and Presentations</td>
<td>I Wilkinson</td>
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<tr>
<td></td>
<td>14</td>
<td>Presentations Continued</td>
<td></td>
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<tr>
<td>7th May</td>
<td></td>
<td>Final Exam</td>
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Course Overview

This course introduces students to various perspectives and approaches to marketing that show how marketing theory and practice has developed and what the major contemporary issues for marketing theory and practice are. Both micro and macro marketing perspectives are considered as well as American, European and Australasian perspectives.

Assumed Knowledge

All students should have completed an undergraduate degree in marketing or the equivalent.

Course Aims

The aims of this course are:

- To introduce students to major issues in marketing theory and practice
- To develop in students an appreciation of the role of theory in developing marketing practice
- To broaden and deepen student’s understanding and appreciation of the nature and role of marketing in society and the economy
- To provide students with an opportunity to critically reflect upon the way marketing is practiced in the organisations they work for
- To develop in students an ability to understand and critically review contemporary academic and non-academic writing on marketing
- To provide a common foundation for further study in marketing

Course Coordinator

Ian Wilkinson was educated in the UK and Australia and has held academic posts at various American, European as well as Australian universities, including: Berkeley, Bath, Cincinnati, Temple, Lancaster, Stockholm School of Economics and UIBE, Beijing. He has published three books and over 150 research papers and he is a member of the editorial review board of eight international journals. His current work focuses the development and management of interfirm relations and networks in domestic and international business and the dynamics of markets and industrial networks, including an interest in complexity theory and its implications for marketing and management. He has been a consultant to many firms and organisations, was a member of the Australian Government’s Trade Policy Advisory Committee and a judge of the Multicultural Marketing Awards.
Course Structure

Week

1. **5 March 2005**
   am) Welcome, Introductions and Course Overview

2. **12 March 2005**
   am) History of Marketing Thought


Questions

1. Is the “standard chronology” of business development through production, sales and marketing orientations still of value? What are the limitations of this model? Where might it be useful?

2. The functional, commodity and institutional approaches were dominant in marketing thinking pre World War 2. In discarding them have we “thrown the baby out with the bathwater”?

3. Wroe Alderson in his book Dynamic Marketing Behaviour published in 1965 argued strongly for the development of a theory of marketing. Realistically, since then there has been little interest in meeting this challenge. Is a formal theory of marketing possible and/or desirable? If yes, what might it look like? How could it be used – by managers? academics? If no, why not?

4. What does the future hold for the discipline of marketing – is it simply increasing specialisation or integration? How should social issues and concerns be factored into the development of the discipline? Should marketing have something to say about the regulation of competition? About consumer legislation? About environmental tradeoffs and debates? About corporate social responsibility
12 March (pm) Marketing Theory and Marketing Practice

Readings:


D. Gray and I. Wilkinson “‘It’s all very well in theory but will marketing practitioners actually use it?’” Australia New Zealand Marketing Academy (ANZMAC) Annual Conference, Wellington NZ, December 2004

C. C. Lundberg “Is there really nothing so practical as a good theory” Business Horizons 47: 5 2004 7-14

Discussion Questions

1) Distinguish between normative and positive types of theory. How are they related?

2) “It’s all very well in theory but no good in practice” What does this statement mean and how valid is it? Should or should not marketing managers study marketing theory?

3) Give an example of a useful marketing theory you or others have used. What made it useful and why?

4) Do managers have marketing theories?

5) What are the causes of the discrepancies between the types of marketing theories produced by marketing academics and the types required by users of such theories? Should they read academic marketing journals?
3)  19 March 2005

(am) The Domain of Marketing

Readings:


S. Hunt “General Theories and Fundamental Explananda in Marketing” *Journal of Marketing* Fall 1983, 9-17


Additional Reading

S. Vargo and R. Lusch “Evolving to a New Dominant Logic for Marketing” *Journal of Marketing* 68 (January), 2004, 1-17

Discussion Questions

1) Distinguish between the “Marketing Concept” and the “Concept of Marketing”

What concepts of marketing are reflected in the readings? Are the 4Ps a valid concept of marketing?

2) Marketing has been defined as the study of market exchange. What other types of exchange are there and how does market exchange differ from these other types? What types of work has to be done to bring about market exchange and who does it?

3) How does Alderson’s analytical framework differ from traditional marketing textbook frameworks?

4) Philip Kotler wrote an article with the title “Buying is marketing too” In what sense is buying part of marketing and marketing management?
19 March (pm) Resource and Capability Based Views

Readings


Song, M., Droge, C. Hanvanich, S. Calantone, R. “Marketing and technology resource complementarity: an analysis of their interaction effect in two environmental contexts” Strategic Management Journal, 26 (3) March 2005, 259-276  (ignore the technical issues discussed and pay attention to the substantive issues)


Discussion Questions

1) Is the resource based view a tautology? If so is it still relevant and useful?
2) How can the resource based view of competition be used by managers to improve their competitiveness? What are the limitations, problems or difficulties involved?
3) What are the main types of firm competences required to survive and prosper in today’s business environment? What sorts of evidence do managers want to identify particular resources or competencies they need to develop?
4) Can key resources and competencies be developed by a firm or are they inherited? How might key competences be developed?
5) Are suppliers or customers’ resources and competences part of a firm’s resources and competences? What are the problems in using those resources? Does this suggest other types of resources or competencies a firm
3. **9 April am) Market Orientation**

**Readings**


**Additional Reading**


**Discussion Questions**

1) “The empirical studies of the association between market orientation and firm performance tell us more about when managers think they are market oriented than about the impact of market orientation on performance” Discuss

2) In a study of Japanese firms and their major customers (see additional reading) it was found that company self-assessments of their customer orientation was not correlated with customer assessments and that customer orientation as reported by customers is positively related to business performance. Further, customers’ perceptions are significantly more important than the marketer’s own perceptions in accounting for performance differences. How do you explain these results and what does it mean for management and for the role and importance of market orientation?

3) How can we show whether market orientation drives firm performance or firm performance drives market orientation?

4) How can a market orientation be developed in a firm? What is the relationship between a firm’s market orientation and the other key resources and competences that were discussed in an earlier class?

5) Clayton Christensen in his book *The Innovators Dilemma* points to examples of disruptive technological changes where firms who were more responsive to their customers lost out in developing new technologies. When is a market orientation appropriate and when is it not appropriate? What are the assumptions underlying the effectiveness of a market orientation?
9 April (pm) Marketing Strategy: Product Market Definition, Competitive Response, and Market Segmentation

Readings


Discussion Questions

1) What is a marketing strategy? How might we distinguish between a strategic marketing decision and a marketing strategy decision?

2) Why is product market definition essential for understanding marketing strategy and for measuring marketing performance?

3) What is a “customer-oriented” approach to defining a product market?

4) What is the difference between a product market and a target market?

5) What is the difference between a target market and a market segment?

6) What are the potentials and difficulties in a developing a competition-based approach to market segmentation?

7) In what sense do information resources become a basis for segmentation decisions, whilst knowledge resources become a basis for target market selection decisions?
4. **16 April 2005**

**Readings**


Brody, E. I. “Marketing engineering at BBDO” *Interfaces*; May/Jun 2001; 31, 3

Lilien; Gary L Rangaswamy, Arvind “The marketing engineering imperative: Introduction to the special issue” *Interfaces* 31(May/Jun) 2001


Lodish, Leonard M “Building marketing models that make money” *Interfaces*; 31 (May/June) 2001


**Discussion Questions**

*To be Advised*
16 April (pm) Relationship Marketing

Readings


Discussion Questions

1) Is a relationship marketing program appropriate for all types of firms? Or should some firms simply focus on transaction marketing and customer satisfaction?

2) How far can firms recreate the corner store mentality?

3) What are your views (based on personal experience) on the Fournier et al article?

4) Should all customers be created equal?
5. 23 April 2005

(am) B2B Marketing and the IMP Perspective

Readings


Discussion Questions

1) What are the differences between customer relationship management in consumer markets and business to business relationship management?

2) Woolworths is engaged in a major project to restructure its supply chain in order to create a more efficient and effective system. This involves changing the nature of the relations with its suppliers from a number that have been adversarial and/or arms length market type relations to more collaborative and closely coordinated relations. What advice would you offer Woolworths about changing relations to more collaborative forms?

3) Michael Porter, in his book on Competitive Strategy, argues as follows: “Spread purchases… in such a way as to improve the firm’s bargaining position. The business given to each supplier must be large enough to cause the supplier concern over losing it… Purchasing everything from one supplier may yield that supplier too much of an opportunity to exercise power or build switching costs… A purchaser would seek to create as much supplier dependence on its business as possible and reap the maximum volume discounts without exposing itself to too great a risk of falling prey to switching costs…. Create a threat of backward integration.” A manager in a business article comments: “The conventional wisdom is that business is war, cooperation is for wimps, and winning is everything. Boundaries must therefore be firmly established and defended, communication restricted.” To what extent do you agree with this argument?

4) Map the value net for a firm you are familiar with. Identify significant inter-organisational relations, the functions they provide the firm and the issues involved in managing the relation. What other types of relations might be relevant for the firm to consider?


Taxation Ruling 97/20 Income Tax: *Arm’s length transfer pricing methodologies for international dealings.*

**Questions**

1) How might insights from macromarketing assist in the process of recovery from a major natural disaster such as the recent tsunami in Southern Asia?

2) Are the issues described in the Visanathan et al paper simply part of a wider concern about marketing system dysfunction? In Australia, is this a factor in concerns about Redfern, Palm Island, and outback communities? How might these issues be studied?

3) Should we take Stephen Brown seriously? Is marketing practice reshaping society in ways that we might come to regret? Is this a matter for imposed regulation? For industry self-regulation?

4) Given that about 60% of world trade in goods and services takes place within MNC enterprises and that managers are able to set transfer prices in ways that can shift profits from high tax to low tax environments it is not surprising that tax authorities are very concerned to ensure that profits earned in a country are taxed in that country. Most countries today accept the OECD approach and use the concept of an arm’s length price to determine the appropriate transfer price in cross country dealings. This Ruling sets out Australia’s approach to the determination of an arm’s length price and was followed by a series of further Rulings on specific issues. Looked at from a marketing perspective what are the strengths and where are the weaknesses in the Ruling?
6. **30 April 2005**

   (am) **Review of Course: Bringing it together. Presentations of reports**

   **Readings**


7. **7th May Final Exam**

**Workload**

It is expected that you will normally spend 10 to 12 hours a week studying for this course. In addition to attending classes, you will need to devote time to:

- Reading and researching
- Class preparation of readings and discussion questions
- Preparation of written reports on assigned readings/discussion questions
- Assessment tasks

In periods where you need to complete assignments or prepare for examinations the time required may be greater.

Please note that Faculty reviews consistently show that two factors have a detrimental effect on students’ academic performance:

- Undertaking an excessive workload of study and paid employment
- Poor time management, especially insufficient time devoted to study outside of classes

You should take the required workload into account when planning how to balance study with paid employment and other activities.

**Format and teaching approach**

The course consists of 3 hour sessions held of Saturday mornings and afternoons for the first 7 weeks of the university semester. It is delivered by several senior academics from the School of Marketing, focusing on particular areas of their expertise. A participative teaching style is adopted throughout. Each week a set of readings is assigned as well as discussion questions which will for the basis for the class. Students are expected to read all the assigned readings for each week and to prepare written reports and presentations for particular readings and/or discussion questions as assigned by the lecturers.
Staff and contacts

Course Coordinator

Course Coordinator: Ian Wilkinson
Email address: i.wilkinson@unsw.edu.au
Telephone: 9385 3298
Location: Room 301 John Goodsell Building

Additional Teaching staff

Professor Paul Patterson, Head, School of Marketing, UNSW
Professor Roger A Layton, Emeritus Professor, School of Marketing, UNSW
A/Professor Pam Morrison, Research Director, School of Marketing, UNSW
Dr. Jack Cadeaux, Director of Masters of Marketing, School of Marketing, UNSW

Resources

The prescribed textbook/s for this course is:


Additional readings are assigned for each week

WebCT

Master of Marketing courses use a WebCT environment for all on-line components. WebCT course sites may include such resources as lecture notes, timetables, class profiles, staff contact details and discussion areas. The WebCT site for this course can be accessed from the WebCT log-in page at:
Assessment

All assessment tasks are subject to the following SISTM policies:

Any number of the assessment components may be scaled to a mean of 60%.

All components of assessment must be completed at a satisfactory level (normally a minimum mark of 50%). If this level of performance is not achieved in any component a UF will be awarded.

Team members are expected to work in a harmonious and professional manner.

This course will be assessed in accordance with the School’s assessment policies that can be found at: sistm.web.unsw.edu.au

Summary of requirements

The table below provides an overview of the assessment tasks, due dates and relative weighting

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Due date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings and Discussion Question Reports</td>
<td>As assigned</td>
<td>20%</td>
</tr>
<tr>
<td>Critical Reflections Essay</td>
<td>30th April</td>
<td>30%</td>
</tr>
<tr>
<td>Presentations and participation</td>
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<td>10%</td>
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<tr>
<td>Final Examination</td>
<td>7 May</td>
<td>40%</td>
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<tr>
<td>TOTAL</td>
<td></td>
<td>100%</td>
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Assignment 1 – Written reports on readings or discussion questions

Due: Each week students will be assigned readings or discussion questions to critically review and discuss and to present to the class. Word length: 2-3 typed pages.

- Presentations may use 2-3 overhead slides to summarise main points
- For Readings:
  - Summarise main points and contributions
  - Critically evaluate the arguments and evidence presented
  - Relate the issues discussed to other readings and to professional experience as appropriate
  - Identify other issues arising.
- Discussion Questions:
  - Take a point of view on the issues involved and provide supporting arguments for the view taken
  - Relate your arguments to assigned readings plus other research and experience
  - Propose relevant issues for class discussion
Assignment 2 – Critical Reflection Project

Due: April 30th. Word length: Max 15 pages plus appendices

The project will reflect the emphasis of the course on being able to understand and use different perspectives of marketing. Your task will be as follows:

1. Identify which marketing perspectives appear to dominate in your own organisation (or the organisation you are most familiar with), and the appropriateness (including relative strengths and weaknesses) of these perspectives given the organisation’s marketing objectives; and

2. Suggest opportunities for improvement that could be realised if concepts and tools from perspectives not currently in use were adopted. This should take the form a marketing agenda for senior management that outlines what actions should be taken (and by whom) to significantly improve the value added by marketing.

You should take the perspective of the CMO (Chief Marketing Officer) who has been asked to conduct a high level audit of the organisation’s marketing activities and provide recommendations for improvement. In assessing the project, we will be looking for the following:

• thorough, focused and insightful analysis;
• a demonstrated understanding of the different perspectives covered by the course;
• an ability to apply these perspectives;
• creative recommendations;
• realism; and
• well argued and presented communication

Presentation and participation

Active participation is an important component of the Master Marketing. All students are expected to participate in class discussions and activities as well as, at various times throughout the session, make presentations in class.

Final Examination

The final exam will be a 3-hour written paper with a choice of 4 essay questions from 8. The essay questions will be based on the discussion questions use in the course and other issues arising in discussion and presentations.

All exams are conducted in accordance with the UNSW Rules for the Conduct of Examinations and it is the student’s responsibility to be familiar with these rules. For more information, refer to the Master of Marketing Student Information Guide or the UNSW examination website at:


Any review of assessment results will be conducted in accordance with the School's assessment policies that can be found at: insert web address
Grading and feedback

All assignments and examinations are assessed using the Fail, Pass, Credit, Distinction and High Distinction grading system (see table below)

<table>
<thead>
<tr>
<th>Code</th>
<th>Grade</th>
<th>% Mark</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>HD</td>
<td>High Distinction</td>
<td>85-100</td>
<td>An outstanding performance</td>
</tr>
<tr>
<td>DN</td>
<td>Distinction</td>
<td>75-84</td>
<td>A superior, well above average performance</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>65-74</td>
<td>A good, above average performance</td>
</tr>
<tr>
<td>PS</td>
<td>Pass</td>
<td>50-64</td>
<td>An acceptable level of performance</td>
</tr>
<tr>
<td>FL</td>
<td>Fail</td>
<td>0-49</td>
<td>Unsatisfactory performance</td>
</tr>
</tbody>
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Assignment submission

Unless otherwise arranged with the lecturer, all assessment must be submitted in the class in which it is due.

Late submission

Assignments are due on the date indicated in this overview. Extensions will only be granted on medical or compassionate grounds under extreme circumstances, and will not be granted because of work and other commitments. Requests for extensions must be made in writing to the lecturer prior to the due date. Medical certificates or other evidence of extreme misfortune must be attached and must contain information that justifies the extension sought.

Late submission of assignments will incur a penalty of 10% of the percentage weight of the assessment component per day after the due date. An extension in the time of submission will only be granted under exceptional circumstances by the lecturer-in-charge. In all cases documented evidence must be provided.

Word count & assignment format

Word count limits are a guide but assignments significantly greater than this will be penalised. All assessment should include an assignment cover sheet clearly indicating date submitted, course number and name, students name and contact details and course coordinator. Written work such as essays should be typed in 12point font, double spaced and stapled with allowance made (3 cm on each side) in the margin for comments and feedback. Please do not bind assignments.
Student responsibilities

Attendance and participation

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. It is important to note that if students attend less than eighty per cent of their possible classes they may be refused final assessment. All requests for non-attendance at class must be submitted to your lecturer or the Director, Master of Marketing.

Academic honesty

Students and staff are governed by the normal laws which regulate our daily lives. But in addition the University has its own code of rules and conduct. This is because good conduct and academic honesty are fundamental to the mission of the University as an institution devoted to the pursuit of excellence in scholarship and research, and to the service of society. These principles apply not only to students but to the whole University community, including staff engaged in research. They have been developed over many years and are widely supported by staff and students. Staff and students are committed to good conduct and academic honesty and are keen to see that these values and principles are upheld.

The University Council has defined student misconduct as follows (29th August 1994): Student misconduct includes student academic misconduct and also encompasses conduct which impairs the reasonable freedom of other persons to pursue their studies or research or to participate in the life of the University.

It is the responsibility of all students to familiarise themselves with the rules that govern student and academic misconduct. For more information, please see: http://www.student.unsw.edu.au/academiclife/assessment/academic_misconduct.shtml

Plagiarism

Plagiarism is considered academic misconduct and, as such, will be severely penalised. Plagiarism involves using the work of another person and presenting it as one’s own. Acts of plagiarism include copying parts of a document without acknowledging and providing the source for each quotation or piece of borrowed material. These rules against plagiarism apply whatever the source of the work relied upon may be, whether printed, stored on a compact disc or other medium, found on the World Wide Web or Internet.

Similarly, using or extracting another person’s concepts, experimental results or conclusions, summarising another person’s work or, where, there is collaborative preparatory work, submitting substantially the same final version of any material as another student constitutes plagiarism.

It is your responsibility to make sure you acknowledge within your writing where you have “sourced” the information, ideas and facts etc.
The basic principles are that you should not attempt to pass off the work of another person as your own, and it should be possible for a reader to check the information and ideas that you have used by going to the original source material. Acknowledgment should be sufficiently accurate to enable the source to be located speedily. If you are unsure whether, or how, to make acknowledgment consult your lecturer.

For more information on plagiarism and how to avoid it, visit the UNSW Learning Centre website: http://www.lc.unsw.edu.au/onlib/plag.html