Faculty of Commerce and Economics
School of Marketing

MARK6022
ADVERTISING AND SALES PROMOTION
IMPLEMENTATION

COURSE OUTLINE
SESSION 2, 2006
1. COURSE STAFF

Course Coordinator  Martin Salkild  
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1.1 Communication with Staff

Feel free to email or call my mobile or home/office number at any reasonable hour. If the mobile is not operating, rather than leaving a voicemail, please SMS your name and contact number and a brief message for me to reply as soon as practicable.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations

Time  
7 x 3 hour lectures from 6.00pm to 9.00pm each Wednesday from 26th July to 6th September.

Location  
MAT 107 in the Mathews Building

2.2 Units of Credit

MARK6022 is a 3 credit point subject

2.3 Relationship of this course to other course offerings

Advertising and Sales Promotion Implementation relates to most other courses in the Master of Marketing in that it is a practical based course allowing students to experience how theory learned in other courses relates to the communications industry in practice.

2.4 Approach to learning and teaching

Today’s marketing manager must be far more than an expert marketing planner with a working knowledge of the advertising and sales promotion processes.

In this era of unbundled advertising agency structures, the professional marketing manager must be able to appoint, brief, work with and coordinate the activities of a range of marketing communications suppliers including:

- Media strategy
- Creative strategy
- Mainstream advertising
- Online advertising
- Direct marketing
- Promotion marketing
• CRM (existing customer relationship management and promotion)
• Research and tracking

The marketing manager must also be sensitive to fostering an accountable and long term relationship with all these communications suppliers.

The course has been developed to give the student marketing manager a practical understanding of all the principal communications disciplines shown above.

Teaching and learning will be achieved through guest lectures by leading communications specialists in all the principal areas of the communications mix.

During the course, students will be expected to study reading assignments prior to each class so they can better contribute to the weekly topics and gain maximum value from the course. (See sections 7 and 9 for details.)

3. COURSE AIMS AND OUTCOMES

3.1 Course Aims

This course aims to bridge the gap between the theory and practice of marketing communications implementation.

Marketing managers are trained to prepare well thought out marketing communications plans. The communications industry has professionals who are committed to producing highly effective creative work. So why don't we always get great results?

One viewpoint from Rossiter and Bellman in “Marketing Communications” (our primary reading resource for this course) is that marketing managers sometimes fail to apply appropriate methods and judgements in evaluating creative recommendations.

Another viewpoint from Martin Salkild, is that marketing managers would benefit from a more practical understanding of what communications suppliers can really do for them, and how they as marketing managers can help create an environment where communications suppliers can better do their job.

Thus the intended outcome for this course is that students will not only understand best marketing practice, but will also understand what communications suppliers can achieve for them: understand what these suppliers need to do their job well: and understand how to help them to achieve great results.

In simplest terms it can be called “getting the best out of the best”.

3.2 Student Learning Outcomes

By the end of this course, you should have a wider appreciation of current communications thinking and practice from some of Australia’s leading marketing communications practitioners.

As a result, you should able to:

- work with media and creative strategists to prepare an effective communications brief
- decide which of the various communications disciplines are the most appropriate for your needs
• apply guidelines to help you evaluate marketing communications recommendations
• decide what form of research is needed to evaluate or monitor programs
• build and maintain effective working relationships with all your communications suppliers

3.3 Teaching Strategies

The course of will be conducted as if it were an interactive advertising and sales promotion seminar running over seven evenings.

Communications industry professionals will present guest lectures on their area of specialisation. Guest lectures will be interactive with students free to ask questions and, where appropriate, participate in mini-workshops.

As this course does not include tutorials, each week will commence with questions from the previous week and a discussion of relevant, current communications topics from the advertising trade press and the media sections of leading newspapers over the past week.

In week 1, Chris Thomas, General Manager of The AFA (Advertising Federation of Australia), will set the scene for “Effective Advertising Implementation” by reviewing three case studies of award winning campaigns from recent AFA Advertising Effectiveness Awards.

In week 1, we will set an assignment for 25% of the course marks based on critiquing two advertisements. This assignment will be due in week 4. If possible, marked assignments will be handed back to students in week 5 to provide some extra guidance in completing the major assignment.

In week 2, students will form agency teams to experience what it is like to “sit on the other side of the fence”. The class will receive a real and current marketing communications brief from Robyn Rowlison, Marketing and Communications Manager of Life Education Australia, a charity organisation providing drug education to Australian school students. The teams will have five weeks to develop and present integrated communications recommendations in response to the brief.

The class presentations in week 7 in verbal and written form will constitute the major assessment for the course representing 75% of course marks. (See section 5.2 for assessment details.)

4. STUDENT RESPONSIBILITIES AND CONDUCT

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

4.1 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.
5. Learning Assessment

5.1 Formal Requirements

To pass this course you must:

- achieve a mark of at least 50% in all three assessable components
- participate actively in the course by attending 80% of lectures. As a seven lecture course this means you must attend at least six of the seven lectures.

5.2 Assessment Details

Assignment 1: Creative Critique; Worth up to 25% of course mark; Due 16 August

Everyone involved in marketing communications needs to be able to form and express opinions about advertising.

Whether we are looking at ads that have been produced in response to a creative brief, or we just see an ad in a TV show or a magazine, we need to be able to give a more reasoned response than “It’s no good” or “It’s great” or “I just don’t like it”.

We have to understand and explain why we feel that way. We need a set of criteria to help support or qualify our initial reactions.

Week 1 will include a discussion on “good” and “bad” advertising. We will review some established techniques for assessing advertising. On the basis of learnings in weeks 1, 2 and 3, you will be asked to select, in your professional opinion, the best and worst ad in the Good Weekend Colour Magazine of Saturday 29 July and prepare a written critique as to why these two ads are the best and worst in that edition. You will also write a creative brief for the “worst” ad as if you were briefing a creative team to turn it into something significantly more effective.

Your creative brief will be based on formats discussed in week 2.

Assignment Format

- Please think about the quality of your document’s presentation format as if you were preparing a submission to your management or to a client.
- Ensure your name, the date, the course name and the assignment topic are clearly identified on the front cover.
- Type in one and a half spacing in an easy-to-read font such as 11pt Arial with appropriate headings throughout.
- Keep your document clear and to the point without unnecessary padding.
- Include tearsheets or colour copies of the ads you are critiquing.

Assignment 2: Life Education Communications Strategy and Recommendations; Worth up to 50% of course mark; Due 6 September

In week 2 you will be presented with the real life marketing communications brief from Life Education Australia.

You will form into agency groups of four or five students (group sizes dependent on final class numbers) to respond to the brief. It will be your decision who in the agency group takes on which roles and prepares which sections of your response to the brief.
In total you will have five weeks to conduct your background inquiries, devise your strategy, and prepare your recommendations and your presentation document. Your document and any hard copy exhibits must be capable of making your case in a stand alone scenario as if your immediate client had passed the presentation on to a senior colleague for review.

It will be up to you how large or involved your presentation becomes. You have to think as if you were the advertising agency or communications consortium making the presentation to the client. Make the document as persuasive as it needs to be to get your points across and your recommendations accepted.

Make sure your document will hold the attention of the reader. Make sure the reader can understand where you are heading and follow the logic of your recommendations to the point where they say “Yes, that makes sense, let’s do it.”

There will be an opportunity at the half way mark around week 4 or 5 to put any additional questions to Life Education Australia.

**Marks will be based on:**

- Comprehension of the client brief
- Quality of background inquiry into the product, consumer and market
- Strategic insights and creative brief
- Overall clarity of thinking
- Effective use of the budget
- Originality, freshness and creativity of your recommendations
- Integration of the various components of your recommendations
- Long term campaignability of your recommendations
- “Reader friendly” style of your presentation
- Inclusion of a “Wow” factor that no one else has thought of and sets your recommendations apart from the rest of the class.

**Assignment 3: Life Education Australia Communications Presentation; Worth up to 25% of course mark; Due 6 September**

This will be the “living and breathing” presentation of your written recommendations. This will be the first time the judges (think of them as your client) have heard any of your thinking or seen your recommendations.

Remember that the judges are watching your presentation in the hope of having something presented to them that they can approve. They are on your side.

You will be free to use whatever presentation aids you choose: Powerpoint, whiteboard, flip charts, layouts, audio, video, handouts, etc, etc.

The presentation will not be a straight read of everything in your written submission. You will have to choose what parts to use on the day to present a clear case for your recommendations.

All members of the agency team must participate in the presentation, but do not need “equal billing” in terms of minutes speaking. However, whatever each member contributes must be relevant and integrated into the whole presentation.
Presentation timing will be 20 to 25 minutes with an additional five minutes allowed for questions from the judges. Groups will be penalised for going beyond 25 minutes, so make sure you rehearse well beforehand and don’t end up saying “We’re sorry, we didn’t have enough time to make it shorter.”

Marks will be based on:

- Well structured and to the point
- Effective use of presentation techniques
- Seamless transfers between presenters
- Persuasive and convincing recommendations
- Ability to engage the class (and the judges)

Note re group work and possible individual weighting of group mark

Past experience has shown that effective groups are those that are able to:

- meet regularly;
- develop and follow a work plan and timetable;
- divide the work according to each member’s strengths, and as evenly as possible;
- encourage open communication, participation and the sharing of ideas;
- and have fun.

It is suggested a diary be kept by one of the group members to minute meeting times, attendance, issues discussed, and delegation of work to members. If student groups are having problems with one or more group members not meeting group obligations, they should first try to work out differences themselves amongst the group. If this is not successful, set up a meeting with the coordinator as soon as possible. Don’t wait until problems escalate, and please don’t raise issues about problems with group dynamics after the presentations when it is too late to affect the outcome.

Group members will be asked to complete a peer evaluation of the contribution of each group member, including themselves. These evaluations will be used to determine students’ final marks for the group assessments and may result in the individual mark for each student being weighted up or down from the group mark by a factor of up to plus or minus 10% of the group mark.

For example, if there are consistently poor evaluations of any group members, their individual marks may be varied accordingly from the group mark. However, cohesive groups will not have any variations for individual students. It is therefore in your interest to make your group works harmoniously and effectively to ensure it delivers high quality output.

Working in groups is always challenging, but this is how campaign development happens in real life. In group work, students also tend to learn a great deal from fellow group members as the project progresses.
5.3 Assignment Submission Procedure

Assignment 1, the advertising critique briefed in week 1 must be submitted in week 4, Wednesday 16 August. This will give you time to benefit from the lecture in week 2 on creative strategy and the creative brief, and in week 3 on creative.

Assignment 2, the group presentations of Life Education communication recommendations, will be briefed in week 2, Wednesday 2 August, and made during the session in week 7, Wednesday 6 September.

Assignment 3, the group written report for Life Education communication recommendations, must be handed in on week 7, Wednesday 6 September

5.4 Late Submission

Information about late submission of assignments, including penalties, is available on the School of Marketing’s website at:


5.5 Special Consideration and Supplementary examinations

Details relating to procedures for special consideration 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 in which to lodge a special consideration form.

5.6 Assignment Format

As described in section 5.2 above

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

John R Rossiter and Steven Bellman (2005) *Marketing Communications* Pearson
Education Australia

David Horchover (2002) *Sales Promotion*  · Available from Diesel· ebooks.com or
elx.com.au

Additional Reference Material

Wells Burnett Moriarty *Advertising Principles and Practice* is a useful book which
has good reference on some topics not covered in depth in Rossiter and Bellman,
such as direct marketing and online advertising. The 7th edition was published in 2005. However, this book is not obligatory reading for the course.

Journals
For weekly discussion at each lecture, please make sure you have read the latest B&T and Ad News, plus the advertising and media sections in the Financial Review on Monday and The Australian and Sydney Morning Herald on Thursday.

7.2 Other Resources, Support and Information
The University and the Faculty provide a wide range of support services for students, including:
- Learning and study support;
- Counselling support;
- Library training and support services;
- Disability support services;

In addition, it is important that all students are familiar with University and Faculty policies and procedures in relation to such issues as:
- Examination procedures and advice concerning illness or misadventure;
- Supplementary Examinations;
- Occupational Health and Safety policies and expectations;

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

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

9. COURSE SCHEDULE
Each three hour lecture will be divided into two roughly equal sessions with a coffee break in between.

As this course amounts to a combined all-in-one lecture/tutorial format, each week will commence with up to half an hour for questions from the previous week; a review of the reading set for the current week; and a discussion of any topics of relevant interest from the advertising trade press and newspaper coverage of the communications industry over the past week eg AdNews, B&T, The Financial Review on Monday, The Australian and SMH on Thursday.

The evening will then comprise two guest lectures of about one hour each.
Reading to prepare for week 1:
Rossiter & Bellman: Preface
   Ch 1: Marcoms and the brand  p3 – p21
   Ch 2: How marcoms work p24 – p39
   Ch 7: Components of an ad  p123 – p126

Week 1: Wednesday 27 July - Clients and Effective Advertising

Overview
Student/Coordinator introductions. Review course outline. Questions re content, books, reading, handouts, WebCT, etc.

Session I: The Marketing Client’s Role - Martin Salkild, Course Coordinator
- The marketing manager/client as the hub in the unbundled world.
- Who is responsible for what?
- What is the marketing manager’s responsibility for the brand.
- What does the marketing manager need to be good at?

Class exercise
Form a viewpoint about “good” and “bad” advertising and how to evaluate advertising. Class will work in pairs to evaluate advertising from multiple copies of the same magazine (provided by coordinator) using criteria reviewed in class.

Session II: Components of Effective Campaigns - Chris Thomas, General Manager, AFA
- Case studies from recent AFA Advertising Effectiveness Awards as examples of campaigns which work
- The role of the client in contributing to the result

The session will conclude with setting Assignment 1 due in week 4.

Reading for week 2:
Creative Strategy:
Rossiter & Bellman  Ch 3: Brand positioning T·C·B positioning model  p42 – p59
   Ch 4: Benefit positioning I-D-U benefit analysis  p62 – p75
   Ch 7: The creative brief  p126 – p131

Week 2: Wednesday 3 August - Creative Strategy and the Client Brief

Discussion
Preparing the agency brief: Which comes first: the media strategy or the creative strategy?

Session I: Creative Strategy - Steve Sheppard, Principal, Brand Story
- Knowing the brand
- Finding the insight
- The creative brief
Session II: The Client Brief - Robyn Rowlison, Marketing and Communications Manager, Life Education Australia

Robyn will present and answer questions on Life Education’s current marketing communications brief. Students will form teams to act as a consortium of communications suppliers to present their response to the brief in week 7.

Reading for week 3:
Creative:
Rossiter & Bellman Ch 7: The creative idea p131 – p146

Research:
Rossiter & Bellman Ch 10: Pre-testing rough ads p212 – p230

Week 3: Wednesday 10 August - Creative and Research

Session I: The Creative Process - Jane Caro, Creative Director
• Developing messages for different media

Session II: Evaluating and Monitoring - Neil Doyle, Regional Qualitative Director, Millward Brown Firefly
• Pre testing vs Post testing vs Tracking

Reading for week 4:
Sales Promotion:
David Horchover Sales Promotion: Read the whole book. But this will not be hard; the book is a less than A5 sized and only 100 pages. It is a quick read.
Rossiter & Bellman Ch 15: Sales promotions p347 – p371

Media Strategy:
Rossiter & Bellman Ch 9: Attention tactics p188 – p288
Ch 11: Media type selection p235 – p244

Week 4: Wednesday 17 August - Promotion Marketing and Media Planning

Session I: Promotion Marketing - Mike Da Silva, CEO, MDSA Promotion Marketing
• Connecting brands to customers

Session II: Media Strategy - Steve Allen, Managing Director, Essence Media
• Media consumption
• How to decide which media to select
Reading for week 5:
Direct Marketing:
Reading to be advised

Online Advertising:
Rossiter & Bellman  Ch 9: Attention Tactics p204 – p206

Week 5: Wednesday 24 August - Direct Marketing and the Web

Session I: Direct Marketing - Nick Mercer, Managing Director, Mercer Bell
• How DM promotional ideas can drive incremental sales

Session II: Online Advertising - Kerry Field, Business Director, mOne
• The evolution of internet advertising
• How the internet can deliver against specific objectives
• Examples of how advertisers are embracing internet advertising (includes a case study)

Reading for week 6:
To be advised

Week 6: Wednesday 31 August - Customer and Business Partner Relationships

Session I: CRM - Mark Woodrow, Executive Director, Galaxy Marcoms
• Web based customer retention
• Customer maximisation and acquisition
• Customer acquisition strategies using DM
• CRM opportunities for Australia’s top 200 companies
• Using web analytics and research to enhance marketing and online customers

Session II: Tracking the Agency Relationship - Richard Goodrich, Aprais
• What makes relationships work well and go wrong
• What is the client’s responsibility for fixing the problems
• ROI issues in the relationship
• Learnings for choosing suppliers and new business pitching

Week 7: Wednesday 7 September - Life Education Agency Presentations

Judges:
Robyn Rowlison, Marketing and Comms Manager, Life Education Australia
Ross Moyle, Marketing Director, Australian Institute of Management
Martin Salkild, Course Coordinator