

THE UNIVERSITY OF  
NEW SOUTH WALES



Faculty of Business  
School of Marketing

**MARK6022  
ADVERTISING AND SALES PROMOTION  
IMPLEMENTATION**

**COURSE OUTLINE  
SESSION 1, 2007  
(UPDATED 07/05/07)**

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## **1. COURSE STAFF**

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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 Tuesday from 08 May to 19 June.

#### **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
- 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 really excel in their work for the marketer.

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 motivate 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 be 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 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 any questions from the previous week and a discussion of relevant communications topics from the advertising trade press and the media sections of leading newspapers over the past week.

In week 1, Leif Stromnes, previously head of strategic planning, and now Managing Partner of DDB Sydney, will set the scene for “*Effective Advertising Implementation*” by reviewing 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 and preparing a creative brief. This assignment will be due in week 4. Marked assignments will be handed back to students in week 5 to provide extra guidance in completing the major assignment due in week 7.

In week 3, 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 Chris Thomas, CEO of Transplant Australia. The brief will seek a communications strategy and a communications program to increase the profile of Transplant Australia and the need for organ and tissue donations. The teams will have four 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](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 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 25% of course mark. Due 29 May**

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 on TV, the web, or in a magazine, we need to be able to give a more reasoned response than “It’s no good” or “It’s great” or “I 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 simple techniques for assessing advertising. On the basis of learnings in weeks 1 and 2, you will be asked to select, in your opinion, the single most effective and least effective ads in the Good Weekend Colour Magazine of Saturday 12 May and prepare written critiques of each. For the least effective ad, you will also prepare a creative brief that could direct and inspire a creative team to produce a significantly improved advertisement. 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 using the University’s Assignment Cover Sheet.
- Type in one and a half spacing in an easy-to-read font such as 11pt Arial or 12 pt Times 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: Transplant Australia Communications Strategy and Recommendations**

**Worth 50% of course mark. Due 19 June**

In week 3 you will be presented with the real life marketing communications brief from Transplant Australia.

You will form into three person agency teams to respond to the brief. It will be your decision who in the agency group takes on which tasks or roles and who prepares which sections of your response to the brief.

In total you will have four weeks to conduct your background inquiries, devise your strategy, and prepare your recommendations and your 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 in week 5 to put any additional questions to Transplant 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: Transplant Australia Communications Presentation**

**Worth to 25% of course mark; Due 19 June**

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 and what parts to leave out 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 minutes with five minutes allowed for questions.

**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 enjoy the process.

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 resolve differences themselves. 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 problems after the presentation when it is too late to help you find a solution.

**Group members will be asked to complete a peer evaluation of the contribution of each group member, including themselves.** These evaluations *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.

Cohesive groups will not have any variations for individual students. It is therefore in your interest to make your group work 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 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, Tuesday 29 May. This will give you time to benefit from the lecture in week 2 on creative strategy and the creative brief.

Assignment 2, the group written report for Transplant Australia communication recommendations, will be briefed in week 3, Tuesday 22 May, and must be submitted in week 7, Tuesday 19 June.

Assignment 3, the group presentations of Transplant Australia communication recommendations, will be made during the session in week 7, Tuesday 19 June.

### 5.4 Late Submission

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

[http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI\\_ID=System.LoggedOutInheritableArea&maxWnd= Current Policies](http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd= Current Policies)

### 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](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](http://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](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 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 Reading and Listening Reference Material

Wells Moriarty Burnett *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 7<sup>th</sup> edition was published in 2005. However this book is not obligatory reading for the course.

Students are also urged to download and listen to the *AdNews Podcast* series on Innovation and Agency Reinvention. Some of Australia's top communicators speakers give thought provoking 15 minute presentations on topics of relevance to

our course. Visit [www.yaffa.com.au/podcast](http://www.yaffa.com.au/podcast) to download the topics to a personal computer or mp3 player.

### 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

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 relevance from the advertising trade press and newspaper coverage of the communications industry over the past week.

The evening will then run with two guest lectures speaking for about an hour each.

### Reading to prepare for week 1:

Rossiter & Bellman Preface	
Rossiter & Bellman Ch 1: Marcoms and the brand	p3 – p21
Rossiter & Bellman Ch 2: How marcoms work	p24 – p39
Rossiter & Bellman Ch 7: Components of an ad	p123 – p126

### Week 1: Tuesday 8 May - Clients and Effective Advertising

#### Overview

Student/Coordinator introductions. Review course outline. Questions re content, books, reading, class notes on the course website on WebCT Vista, 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?

As a class exercise, students will form a viewpoint about effective and ineffective advertising. Class will work in pairs to evaluate advertising from a magazine provided by coordinator using criteria reviewed in class.

#### Session II: Components of Effective Campaigns

**Leif Stromnes, Managing Partner, DDB Sydney**

- 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:

Rossiter & Bellman Ch 7: The creative idea	p131 – p146
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Creative strategy:

Rossiter & Bellman Ch 3: Brand positioning	p42 – p59
Rossiter & Bellman Ch 4: Benefit positioning	p62 – p75
Rossiter & Bellman Ch 7: The creative brief	p126 – p131

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## Week 2: Tuesday 15 May - Creative and Strategy

### **Session I: The Creative Process - Jane Caro, Creative Director**

- How to create persuasive advertising.

### **Session II: Creative Strategy - Steve Sheppard, Principal, Brand Story**

- Knowing the brand
- Finding the insight
- The creative brief

### **Reading for week 3:**

#### Sales Promotion:

David Horchover Sales Promotion: Read the whole book which is  
pocket sized and is a quick read.

Rossiter & Bellman Ch 15: Sales promotions p347 – p371

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## Week 3: Tuesday 22 May - Promotion Marketing and the Client Brief

### **Session I: Promotion Marketing - Mike Da Silva, CEO, MDSA Promotion Marketing**

- Connecting brands to customers

### **Session II: The Client Brief - Chris Thomas, CEO, Transplant Australia**

Chris will present Transplant Australia's current marketing communications brief. Students will form teams to act as a consortium of communications suppliers to present their response to the brief for the Major Assignment in week 7.

### **Reading for week 4:**

#### Media strategy:

Rossiter & Bellman Ch 9: Attention tactics p188 – p204

Rossiter & Bellman Ch 11: Media type selection p235 – p244

#### Research:

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

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## Week 4: Tuesday 29 May - Media and Research

### **Session I: Media Strategy - Steve Allen, Managing Director, Essence Media**

- Media consumption
- How to decide which media to select

### **Session II: Evaluating and Monitoring**

Neil Doyle, Principal, DeltaMV Knowledge Solutions

- Pre testing vs Post testing vs Tracking

### **Reading for week 5:**

#### Online advertising:

Rossiter & Bellman Ch 9: Attention Tactics p204 – p206

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### **Week 5: Tuesday 5 June - Digital Marketing**

#### **Session I: The Digital Landscape - Kerry Field, Director, MindShare Interaction**

- The evolution of internet advertising
- How advertisers are using internet advertising
- How the internet can help build brands

#### **Session II: Online Marketing - Tom Petryshen, CEO, Amplify**

- Search engine marketing
- Integrating digital with other mediums
- Tracking

#### **Reading for week 6:**

To be advised

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### **Week 6: Tuesday 12 June - 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, Principal, 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
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### **Week 7: Tuesday 19 June - Transplant Australia Agency Presentations**

Judges:

Chris Thomas, CEO Transplant Australia

Ross Moyle, Marketing Director, Australian Institute of Management

Martin Salkild, Course Coordinator