Master of Business Administration

Unit Outline

MGMT8550
Marketing Principles

Quarter 3
2006

Jakarta

This unit studies the marketing function; marketing decision making and the marketing mix; forecasting demand; market segmentation and related behavioural issues; marketing strategies; product as a marketing variable; channel strategy; promotion budgeting and allocation, promotion and advertising strategies; pricing decisions; and evaluation and control of marketing management.
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<tr>
<th>Unit Web Site URL</th>
<th>Dr Donald Ee</th>
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<tbody>
<tr>
<td>Lecturer</td>
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<td>Email:</td>
<td><a href="mailto:donald.ee@bigpond.com.au">donald.ee@bigpond.com.au</a></td>
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<td>Phone:</td>
<td>0438924707 (office hours please)</td>
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<td>Fax:</td>
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<tr>
<td>Consultation Hours:</td>
<td>During block teaching</td>
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<tr>
<td>Lecture Times:</td>
<td>As specified by university's schedule</td>
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<tr>
<td>Lecture Venue:</td>
<td>Universitas Tarumanagara</td>
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Your lecturer

Dr Donald Ee, is a business and management consultant, who has a successful track record as an entrepreneur and continues to operate his own business ventures in Australia and Singapore as director and shareholder. He co-owns several businesses in the two countries, dealing in telecommunications and office systems, executive counselling and training, events management, specialised photography services, and management consultancy. He also currently teaches at the Graduate School of Management at The University of Western Australia in Perth.

Prior to becoming an entrepreneur and educator, Donald spent more than 20 years in the corporate world holding various senior management positions. He became Managing Director of Ted Bates Limited, an American communications agency at the age of 33, and credited for being the first Asian executive elevated to this high office in Singapore, within the worldwide network which employed over 4000 people. He led the Singapore-based company to work with numerous blue-chip clients from the retail, manufacturing, services and governmental sectors; improving the company’s turnover and profitability by over 300% in his first two years as chief executive, and then subsequently took the company through several rapid growth stages.

He holds a PhD in Administration and Management, and has also completed a Fellows program for ‘entrepreneurship educators’ at Babson College, Boston in the year 2001, to fulfil his other passion for learning, teaching and sharing. A Foundation Fellow of the ‘teaching exchange’ program at the Australian Graduate School of Entrepreneurship in Swinburne University of Technology, Melbourne, he also served as their adjunct professor from 2002 to 2005.

He is frequently asked to speak at universities and corporate organizations both in Australia and overseas. His past involvement in social work and volunteerism; taking leadership role of the Singapore Red Cross, and some other national “family-focused” activities, led to his award of the Public Service Medal (Pingat Bakti Masharakat) by the President of the Republic of Singapore in their 1997 National Day Honours List.

Donald’s current areas of “consulting interest” are in entrepreneurship, corporate development, marketing, managing start-ups, product innovations, corporate re-engineering and crisis management.
UNIT DESCRIPTION

Introduction

Welcome to Marketing Principles!

Is marketing common sense or the most important ingredient of business success? Effective marketing is not about learning a series of facts, but comes from systematic critical thinking and reasoned application of underlying principles in a dynamic marketplace. This course will provide the principles and analytical frameworks and challenge you to use these to make better marketing decisions.

The emphasis in this unit will be on the interpretation and meaning of these concepts at a strategic level, rather than in-depth training in specialised tactics and technicalities. As such, this unit establishes a foundation for subsequent in-depth marketing units and provides an understanding of the application and role of marketing within the broader business environment. Many of the concepts you will learn in this course will be useful for other courses, such as entrepreneurship and strategic management.

Whether you are applying for a job with a consumer goods firm, or in business-to-business marketing, or in a museum; whether you are seeking a better way to market your company’s product, or seeking private or government funding; or a publisher for your latest novel or a way to convince people to give up dangerous habits such as smoking or offensive traditions like child labour; you will be more successful if you understand what marketing is, how it works, and the effect it can have upon people and society. You should finish this course with a strong sense of how to market yourself, your skills, and your ideas, as well as products and services, and with a solid understanding of why thinking like a marketer and thinking about marketing with a social conscience is crucial to the survival of any organization today.

It is expected that you will read the required chapters prior to each class and arm yourself with likely examples of theoretical concepts applied in the real world. Bring your experiences into class and let’s all share them and apply them to the relevant topics covered. This method will allow us to interact, share and learn in a fun and co-operative environment.

The unit description

This unit studies the marketing function; marketing decision making and the marketing mix; forecasting demand; marketing segmentation and related behavioural issues; marketing strategies; product as a marketing variable; channel strategy; promotion budgeting and allocation, promotion and advertising strategies; pricing decisions; and evaluation and control of marketing management.

The goal of the unit

Your goal for this unit is to develop an understanding of marketing at the strategic and tactical levels. Our goal is to stimulate this process. Specifically, the unit will focus on developing your knowledge and skills in the application of advanced frameworks, concepts, and methods for marketing decision-making in a dynamic marketplace. The unit introduces numerous business concepts that will be built on in other MBA units.
Learning outcomes

On completion of this unit, you should be able to:
- Apply suitable and proven marketing concepts and theories in any marketing situation.
- Formulate marketing strategies and tactics based on sound research and logical reasoning.
- Integrate marketing research to improve your decision-making process.
- Apply marketing concepts to solve business problems.
- Develop an effective strategic marketing plan.
- Apply your learning into your day-to-day management role.

Prerequisites

There are no prerequisites for this unit.

Key dates

10 August 2006: Assignment 1 due
9 September 2006: Assignment 2 due
16 September 2006: Examination
TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

Students are expected to attend all lectures and tutorials. If you need to miss more than two lectures during the delivery of the entire unit, you need to provide a justification to the lecturer. Lectures are essential to your learning as interaction with your peers is a primary component of the learning experience. The assignments in this unit are based on project group work and therefore it is important that you are present to participate in the necessary build-up and decision-making. The combination of applied and conceptual learning in this unit provides students with the knowledge and skills required to practise marketing in the real world.

Charter of student rights

This Charter of Student Rights upholds the fundamental rights of students who undertake their education at the University of Western Australia.

It recognises that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University's role of awarding formal academic qualifications to students, the University must strive to instil in all students independent scholarly learning, critical judgement, academic integrity and ethical sensitivity. The charter outlines the rights and responsibilities for both students and staff of the university and you are encouraged to refer to the charter at: http://www.guild.uwa.edu.au/info/student_help/student_rights/charter.shtml.

ASSESSMENT MECHANISM

The purpose of assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work then gives you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

Assessment details

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>20%</td>
<td>10 August 2006</td>
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<tr>
<td>Assignment 2</td>
<td>20%</td>
<td>9 September 2006</td>
</tr>
<tr>
<td>Class participation</td>
<td>15%</td>
<td>Block teaching periods</td>
</tr>
<tr>
<td>Examination</td>
<td>45%</td>
<td>16 September 2006</td>
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The standard of assessment

The Graduate School must ensure that the processes of assessment are fair and are designed to maintain the standards of the School and its students. The School follows the University of Western Australia’s grading system:

- **HD (Higher Distinction)**: 80-100%
- **D (Distinction)**: 70-79%
- **CR (Credit Pass)**: 60-69%
- **P (Pass)**: 50-59%
- **N+ (Fail)**: 45-49%
- **N (Fail)**: 0-44%

The School awards marks leading to these grades by using the following general criteria which are presented here as an indication of the School’s expectations. These general criteria may be supplemented by specific standards provided with regard to a particular assignment.

**HD** The student has a clear understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well-articulated analysis within the analytic framework presented in the course. The student is able to draw widely from the academic literature and elsewhere but maintains relevance.

**D** The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic framework presented in the course and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other material.

**CR** The student demonstrates an understanding of the analytic framework developed in the course and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions shortcoming. The student is able to draw upon an adequate range of references and other materials.

**P** The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does not demonstrate the ability to apply the analytical framework which had been developed in the course. Draws primarily upon course materials for referencing.

**N+** The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies analytic framework developed in course, omitting key factors and, for example, drawing conclusions which are not related to the preceding discussion.

**N** The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to course framework and shows no effort to identify or address critical aspects of the topic.

The scaling of marks to ensure comparability between classes in an acceptable academic practice. The GSM and Board of Examiners has the right to scale marks where it is considered necessary to maintain consistency and fairness.
Assessment components

Assessment 1

Strategic Marketing Plan – Part One
The main purpose of this assignment is for you and your team (not more than 4) to experience developing an initial Strategic Marketing Plan, after attending the first teaching block. The project is to be jointly written with your team members, and must not exceed 10 typed-written pages, excluding references and bibliography. Each team will be given 15 minutes to present verbally during the first class (10 August) of the second teaching block.

Description
Select a consumer product or service and a company marketing the product or service. Your task is to develop a comprehensive Strategic Marketing Plan (Part 1) for the company. The company should be preferably based in Jakarta or any Indonesian city. You will find the project less complex if you choose an organization which has a moderate turnover and employs less than 100 people.
Part One of the Strategic Marketing Plan shall consist of work under the following titles:

1. Introduction - approx. 1 page
2. Situation analysis - approx. 2 pages
3. Problems and opportunity statement - approx. 2 pages
4. Marketing objectives - approx. 1 page
5. Conclusion - approx. 1 page

Some valuable guidelines are provided on pages 278 – 281 of your textbook.

Assessment criteria
This assignment accounts for 20% of the total marks for the unit.
Assessment will be based on clarity of overall analysis, relevance of the environmental analysis to the strategic plan, creativity and logic, identification and practicality of the recommended marketing objectives as well as presentation in class.

Assessment 2

Strategic Marketing Plan – Part Two
This assignment is a continuation from the first project, and you should remain within the same team. The project will be written jointly with your team members and should also not exceed 10 typed-written pages, excluding references, graphs, charts and bibliography. There will be no class presentation of the project. The final typed-written document must be submitted by 9 September to the office.

Description
Your task is to complete the previously submitted Strategic Marketing Plan (Part One), by attaching work under the following new titles:

1. Executive Summary - approx. 1 page (on front cover)
2. Marketing mix strategies - approx. 3 pages (following Conclusion)
3. Budget - approx. 1 page
4. Implementation, evaluation and control - approx. 1 page

Some valuable guidelines are provided on pages 281 – 284 of your textbook.
Assessment criteria
This second project assignment accounts for 20% of the total marks for the unit. Assessment will be based on clarity, creativity and logic of recommended strategies, including supporting material such as graphs, charts and other relevant exhibits. The assessment emphasis will be on content and NOT volume of the document.

Assessment 3

Class Participation
Participation in class, whether it be listening to a lecture, asking constructive questions, or active contribution to class discussions, is an important part of the learning process. For this reason, the GSM has decided not to move to on-line teaching. It is therefore important that you attend classes (and be on time).
Your contribution to class discussions forms an essential part of this course. It will enhance the learning process for you and your colleagues and add to your enjoyment of the course. We have therefore allocated 15% of the total marks of this unit to your participation in class.

Final exam
The final examination will be held on 16 September 2006. It accounts for 45% of the total marks of this unit. The examination will be a formal two-hour session (preceded by 10 minutes reading time). The paper will consist of five essay questions, of which you will be expected to answer only three. The questions will cover both the strategic and tactical components of marketing.

Submission of assignments
Assignments should be submitted in class on the due date or if handed into the office; a standard cover sheet should be used and a receipt issued.
Late assignments will attract a penalty of 5% per day. This penalty will be waived by the lecturer only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.
Papers of excessive length will also attract a penalty. The penalty will be 5% for each 300 words, or part thereof, over the word limit.
ETHICAL SCHOLARSHIP, ACADEMIC LITERACY AND ACADEMIC MISCONDUCT

Ethical scholarship is the pursuit of scholarly enquiry marked by honesty and integrity.

Academic literacy is the capacity to undertake study and research, and to communicate findings and knowledge, in a manner appropriate to the particular disciplinary conventions and scholarly standards expected at university level.

Academic misconduct is any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or defeats the purpose of that assessment. Students must not engage in academic misconduct. Any such activity undermines an ethos of ethical scholarship. Academic misconduct includes, but is not limited to cheating, or attempting to cheat, through:

- Collusion
- Inappropriate collaboration
- Plagiarism (see more details below)
- Misrepresenting or fabricating data or results or other assessable work
- Inappropriate electronic data sourcing/collection
- Breaching rules specified for the conduct of examinations in a way that may compromise or defeat the purposes of assessment.

Penalties for academic misconduct vary according to seriousness of the case, and may include the requirement to do further work or repeat work; deduction of marks; the award of zero marks for the assessment; failure of one or more units; suspension from a course of study; exclusion from the University, non-conferral of a degree, diploma or other award to which the student would otherwise have been entitled. Refer to the Ethical Scholarship, Academic Literacy and Academic Misconduct and individual Faculty policies. For further information on the rules and procedures in respect of appropriate academic conduct you should visit: http://www.teachingandlearning.uwa.edu.au/tl/academic_conduct

Acknowledgements and plagiarism

In the course of your individual and group work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, web sites and other electronic sources, original case sources, lecture materials. All MBA assignments that you submit must acknowledge all the different sources you have used. Not to acknowledge your sources is plagiarism, a form of dishonesty. Plagiarism is the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. Neither the School nor the University accepts ignorance or the fact that a student’s previous acts of plagiarism had been undetected as a defence.

In order to avoid engaging in plagiarism it is your responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. Close paraphrasing in which you change a few phrases around, leave a clause out of a long sentence or put the original sentences in a different order is still plagiarism. To mark words as a quotation the entire text that has been coped should be enclosed within quotation marks. If the copied text is four or more lines in length, it may be more appropriate to set it as a separate and indented paragraph. Each time that text is copied, the source must be acknowledged with a reference citation, including the page number.

Advice on proper referencing is given below. If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should seek the advice of your lecturer.
Referencing

It is important that the referencing of any sources used in your written work is done properly, if only to substantiate the points you are making in your assignment or project. The Harvard style is the preferred and there are some notes for guidance which have been prepared by the library staff: ‘Citing your sources Harvard Style’

Endnote is a really good system for building up a database of references. Not everyone will want to invest the time in using this system but you should consider it if you intend to build up resource materials or plan to undertake extensive research in a particular area. The library staff have also developed a tutoring package: ‘A quick Guide to Using EndNote’ which provides the basics for using EndNote with an essay http://www.library.uwa.edu.au/guides/endnote/quick_endnote.pdf

This is linked to from the how to Use End Note page www.library.uwa.edu.au/guides/endnote/ which provides more comprehensive information.

Appeals against academic assessment

In the first instance, students are strongly advised to talk informally to the lecturer about the grade awarded. The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair. Any student making an appeal is under an obligation to establish a prima facie case by providing particular and substantial reasons for the appeal.

There is a 12 day time limit for making any such appeal. An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark originally awarded. The University regulations relating to appeals and the form on which the appeal should be lodged can be found in the GSM website or at

TEXTBOOKS AND RESOURCES

Textbook(s)
Recommended/required text(s)

Additional/Suggested/Alternate text(s)


# UNIT STRUCTURE

## Seminar topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Day / Time</th>
<th>Topic</th>
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| 6 July       | Thursday 6.30pm – 9.30pm | **Introduction to marketing**<br>
               |                     | *Required Reading*<br>Text Chapter 1 – The changing world of marketing<br>Adapting McCarthy's Four P's (Yudelson 1999) |
| 7 July       | Friday 6.30pm – 9.30pm | **The planning process**<br>
               |                     | *Required Reading*<br>Text Chapter 2 – Process of planning and strategy formation<br>Text Chapter 3 – Strategy analysis |
| 8 July       | Saturday 9.00am – 6.00pm | **Strategy development**<br>
               |                     | *Required Reading*<br>Text Chapter 4 – Strategy development<br>**Segmentation and target marketing**<br>
               |                     | *Required Reading*<br>Text Chapter 5 – Marketing strategies<br>How to identify your enemies (Rafii & Kampas 2002)<br>**Consumer behaviour**<br>
               |                     | *Required Reading*<br>How do they know their customers so well? (Davenport et al. 2001)<br>Marketing to generation® (Brown 2003)<br>**Product planning**<br>
               |                     | *Required Reading*<br>Text Chapter 6 – Product strategies |
| 15, 22, 29 July & 5 August | Saturdays 8.00am – 9.30am | **Tutorials** (arranged locally)                                                            |
| 10 August    | Thursday 6.30pm – 9.30pm | **Pricing**<br>
               |                     | *Required Reading*<br>Text Chapter 7 – Pricing strategies |
| 11 August    | Friday 6.30pm – 9.30pm | **Distribution**<br>
               |                     | *Required Reading*<br>Text Chapter 8 – Distribution and channel management strategies |
| 12 August    | Saturday 9.00am – 6.00pm | **Promotion**<br>
               |                     | *Required Reading*<br>Text Chapters 9, 10 & 11 – Integrated marketing communication strategies; Advertising strategies and tactics; Other integrated marketing communication tools<br>**Services**<br>
               |                     | *Required Reading*<br>Breaking free from product marketing (Shostack 1977)<br>**Finalising the strategic marketing management plan**<br>
               |                     | *Required Reading*<br>Text Chapters 12 & 13 – Strategic marketing management; Writing the strategic marketing plan |
| 19, 26 August, 2&9 Sep. | Saturdays 8.00am – 9.30am | **Tutorials** (arranged locally)                                                            |
| 16 September | Saturday 9.00am – 11.00am | **Examination** |

MGMT8550 Marketing Principles
**Attendance**

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process. For this reason the GSM has decided not to move to on-line teaching. It is, therefore, important that you attend classes (and be on time).

More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminar and tutorials’. Students should not expect to obtain approval to miss more than two classes per unit, unless there are exceptional circumstances.

**Taping of Lectures**

The Graduate School does not provide tape recordings of lectures, however if you do wish to tape record a lecture then as a matter of courtesy, you should obtain the permission of the lecturer first.