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</th>
<th><a href="http://web.biz.uwa.edu.au/units/mgmt8550/">http://web.biz.uwa.edu.au/units/mgmt8550/</a></th>
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<td>“Preparations Before You Start” assignment. This group is a</td>
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<tr>
<td></td>
<td>major source for class announcements and communication.</td>
</tr>
<tr>
<td>Instructors</td>
<td>Jamie Murphy</td>
</tr>
<tr>
<td></td>
<td>Madeleine Mei Tan</td>
</tr>
<tr>
<td></td>
<td>Lim Say Beng</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:jmurphy@biz.uwa.edu.au">jmurphy@biz.uwa.edu.au</a> (Jamie)</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:mtan@gsm.uwa.edu.au">mtan@gsm.uwa.edu.au</a> (Madeleine)</td>
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<tr>
<td></td>
<td><a href="mailto:sblimr@gmail.com">sblimr@gmail.com</a> (Say Beng)</td>
</tr>
<tr>
<td>Phone:</td>
<td>+61 8 6488 1979 (Jamie)</td>
</tr>
<tr>
<td></td>
<td>+61 4 0222 0661 (Madeleine)</td>
</tr>
<tr>
<td>Skype:</td>
<td>“ jamiejr ”</td>
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<td></td>
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<td>Consultation:</td>
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<tr>
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<td>As per seminar dates</td>
</tr>
<tr>
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<td>PSB Academy</td>
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</table>

### Your instructors

**Jamie Murphy**... Interspersed with working as the European Marketing Manager for US-based sports companies and owning restaurants, Jamie Murphy earned an MBA, Masters in Communication and PhD. His university experience includes full-time positions in the US and Australia, and visiting positions in Australia, Austria, Canada, France and Switzerland. Dr Murphy’s speaking engagements include conferences and invited presentations in Asia, the Middle East, Europe, South America and the US.

Madeleine Tan… Not many marketing academics can claim to have wrestled a lion; bungee jumped from the top of Lippo Tower, discovered a cure for the common cold and circled Earth in the Mir space station. *Neither can Madeleine!* A calm, reserved yet immensely engaging explorer, she is modest to a fault, adored by all and full of human kindness… But only on blue moons!

Madeleine’s industry experience includes telecommunications, construction, building materials trading, retailing and education industries. Whilst traveling Europe, she graduated with a double degree BA (Hons) in Marketing and Accounting in London. After a stint as an accountant, she realised her knack for Marketing! Following that, she spent some years managing the marketing activities of a building materials supplier across Singapore, Malaysia and Indonesia.

She obtained her MBA in 1999 at UWA with several prizes; including Dux in Business-to-Business Marketing, The Water Corp. Prize in Strategic Management – the MBA capstone unit, and the Grad. Management Association (GMA) Prize for Best MBA Student. Following this, she was appointed by the GSM to various roles with the school’s international marketing activities, most recently as the Director of the Singapore MBA Program for a couple of years before taking her current role as Portfolio Manager at Lotterywest, the lotteries governing body in Western Australia. She is a member with the Chartered Institute of Marketing (CIM-UK), Australian Institute of Management (AIM) and is the current elected Council Treasurer of the Graduate Management Association (GMA). She enjoys royalties from co-authored teaching cases and manuals for Entrepreneurship and New Business Ventures and works on further publications. When time permits, Madeleine works on her PhD. Once she can afford time and money (*rarely at the same time!*), she travels; and has experienced over 30 countries so far.

Lim Say Beng… Say Beng has numerous professional and academic qualifications, including a BSc (Honours) in Applied Chemistry (Chemical Engineering) & Chemistry from the University of Singapore, a Graduate Diploma in Marketing Management from the Singapore Institute of Management/Marketing Institute of Singapore, a Diploma in Marketing from the Institute of Marketing (UK), and an MBA (Strategic Management) from the University of Strathclyde, UK.

He is a Member of the British Institute of Management, a Senior Member of the Singapore Computer Society (since 1981), and has been Chairman of the Special Interest Group Board, Singapore Computer Society (1981-1989), a Member of the Professional Development Board, Singapore Computer Society (1984-1989), a Member of the Diploma in Computer Studies Panel, National Productivity Board (1981-1988), and Chairman and facilitator of several local and international IT conferences and workshops.

He is currently (since 1995) Vice President, Cash Management Services Product Development, for United Overseas Bank Ltd. Previously, he was the Deputy Director of the Information Communication
Institute of Singapore, the Executive Director, Consultancy Services and Product Development, for Organization Technology Pte Ltd, a Senior Teaching Associate for the Institute of Systems Science at the University of Singapore, and a Section Head Manager for Esso Singapore Pte Ltd, responsible, among other things, for marketing planning and research, as well as advertising and promotion, for Esso products in Singapore.

UNIT DESCRIPTION

Introduction

Welcome to Marketing Principles! Is marketing common sense or the pivotal determinant of business success? In either case, marketing is an essential part of the skills and knowledge base in modern management. According to Professor Philip Kotler, conventional marketing is unsuitable for tomorrow’s marketing strategies and the challenges of the information age. This course rises to the challenge by combining the best of the old with the possibilities of the new. Aimed at managers responsible for determining the direction of marketing activities, this unit instils an appreciation of marketing’s strengths and weaknesses, whilst recognising its potential contribution to the organisation.

By the end of this unit, you should have a fuller appreciation of: the marketing function; marketing decision making; marketing mix; forecasting demand; market segmentation; behavioural issues; marketing strategies; product as a marketing variable; channel strategy; promotion budgeting and strategies; pricing decisions; and the evaluation and control of marketing management. Yet this unit emphasises these concepts at a strategic level, rather than in-depth training in tactics and technicalities. Marketing Principles establishes a foundation for subsequent marketing units and provides an understanding of the application and role of marketing within the broader business environment.

Whatever you seek: a job in consumer goods or business-to-business marketing, a better way to market your company’s product, government funding for an expedition to Italy to unearth ancient urns, a publisher for your newest novel, convincing people to quit dangerous habits like smoking or offensive traditions like child labour… you will be more successful if you understand marketing, how it works, and its effects on 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 marketing traditional products such as toothpaste or soap. You will also gain a solid understanding of why thinking like a marketer and marketing with a social conscience is crucial to the survival of any organisation today.
The unit description

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.

The goal of the unit

This unit integrates marketing theory and practice in an enjoyable manner. To achieve this goal, you must actively contribute to class discussion (20% of your total grade).

Broad Learning outcomes

On completion of this unit, you should be able to:
1. Understand current marketing terminology, concepts and theories.
2. Formulate and justify marketing strategies and plans using marketing theories, models and concepts.
3. Integrate business environment analyses into marketing strategies and tactics, using frameworks from marketing theories, models and concepts.
4. Apply marketing concepts to business problems and cases.
5. Apply your learning in your day-to-day management role.

These outcomes provide a framework for teaching and assessment in the unit.

Prerequisites

The prerequisites for this unit are: NIL

Key dates

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due date</th>
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<tbody>
<tr>
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<td>10%</td>
<td>Stream 1: 3rd Aug Stream 2: 31st July</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
<td>28 September</td>
</tr>
<tr>
<td>Major Group Project</td>
<td>35% (25 + 10)</td>
<td>Stream 1: 18th Sept Stream 2: 13th Sept</td>
</tr>
<tr>
<td>Class, tutorial participation and quizzes</td>
<td>20%</td>
<td>On-going assessment</td>
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TEACHING AND LEARNING RESPONSIBILITIES

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.

Use of student feedback

As per the GSM’s policy, all units are periodically evaluated and the feedback from students taken into account when the unit is updated.

Based on student feedback, we have implemented a range of assessment methods and focus on drawing on industry expertise. In the previous year, students have enjoyed learning from representatives from industry.

Do feel free to continuously give us formal as well as informal feedback on how to improve your learning experience and enjoyment of Marketing!

ASSESSMENT MECHANISM

The purpose of assessment

There are several reasons for having assessable tasks in an academic program, such as encouraging you to explore and understand the subject more fully. Your graded work indicates to you how much you have achieved. Providing feedback on your work is also part of the learning process.

More specifically, assessment will reflect your understanding of marketing, your ability to apply strategic (rather than intuitive) thought to markets, the competitive environment and the marketing process. To this end, the major project offers an opportunity to exhibit a management approach to high-level marketing.

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

Respect Group Work

Working with others is integral to the UWA MBA programme. In addition to individual assessments, you will work with a group. By the end of the first block session, you should have formed a group of four to five people. If not, you will be assigned to a group.

Please refer to the following assessment guidelines and to the attached group contract for more information on your group project.
Do Your Own Work

All work submitted by individuals or groups must be the work of only that individual or group, for only this course and not done for any other course by the current members or anyone else. You are welcome to talk with anyone you like while preparing for any part of this course, or get guidance from your tutor, but what you submit must be your own work. Violation of these premises is grounds for prosecution under the rules of the University, and will be dealt with under the rules regarding breaches of academic dishonesty.

Classroom Decorum

Classes is both educational AND fun if we work together to make it that way. A good way to ensure enjoyable and productive classes is for everyone to be mindful of the impact that their behaviour has on others, to make a conscious effort to treat others with courtesy and respect, and to behave in an appropriate workplace manner. This includes:

- Advising the lecturer beforehand of possible absences from class
- Arriving at class on time and remaining throughout the class period
- Coming to class prepared and willing to participate
- Minimising distracting noises and actions (e.g. not eating during class, turning mobile phones off)
- Listening when others are speaking and not interrupting
- Engaging in healthy debate of issues and ideas without personal attacks
- Respecting the cultural and ethnic backgrounds of other students
- Using humour appropriately
- Helping class members that need assistance
- Finding solutions to issues/problems that may arise
- Refraining from using sexist or offensive language

PLEASE turn off mobile phones, pagers and other electronic devices that could be distracting during class. If you have an emergency situation that requires you to be contacted quickly, please advise Jamie, Madeleine, or Say Beng at the beginning of class.

Assessment details

<table>
<thead>
<tr>
<th>Component</th>
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<tr>
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</table>
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. 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 have the right to scale marks where it is considered necessary to maintain consistency and fairness.
Assessment components

Assessment 1: Individual Paper (15%)

Due: Stream 1 & Stream 2: 17th Aug, 2006 (7pm)

Description

Hand in an individual research essay before the start of the class, from the following general topic headings or a sub-topic within one of these headings. If you want to discuss an unlisted topic, email Jamie or Madeleine first for permission):

1. **Advertising/Marketing Communications**: Acquiring, retaining and growing customers; advertising; media; promotional ROI; packaging; sales promotion; brand publicity; Integrated Media Communications (IMC); interactivity/two-way customer dialogue; brand contact points; cross-functional integration; etc.

2. **Branding**: Building brands; brand strategies; value and measurement of brand value and equity; valuation of the brand portfolio; global branding; co-branding and licensing; brand protection issues and piracy; sub-brands versus corporate brands; e-branding; brand-consumer relationships; brand extensions; etc.

3. **Consumer Behaviour**: Creating customer value; consumer decision-making; segmentation; the experiential aspects of consumption; social, situational, and cultural influences on consumer behaviour; post-purchase evaluation processes; environmental and other influences on behaviour; etc.

4. **Retailing, Distribution and Logistics Issues in Marketing**: Channel mix and coordination; channel network management; selecting and managing partners; the value chain; channel logistics; retailing strategies; merchandising; the retail environment; franchising; vertical coordination and process integration; trends and developments internationally; etc.

5. **Entrepreneurship, Innovation and New Product Development**: Innovative and entrepreneurial thinking in marketing; reasons for entrepreneurial successes and failures in marketing; integrated product development; risks of a new product launch; new products diffusion; innovation strategies in marketing; consumer-centric innovation; innovation and imitation; the role of technology in entrepreneurship; etc.

6. **Relationship Marketing**: Advances in relationship marketing; execution of relationship marketing practices; customer retention; managing relationships with brand, channel, and employees; customer loyalty measurement and valuation; the strategic alignment between information technology, and relationship marketing; commitment; loyalty; etc.

7. **Marketing in International and Cross-cultural Environments**: The effectiveness of global marketing; market assessment and entry decisions; export and import marketing issues; international cooperation strategies; comparative marketing systems, cross-cultural
investigations into factors that can impact the progress of a business project where stakeholders are culturally different.

8. **Electronic Marketing**: The impact of technology in marketing; educating the market on new technologies; development of technology-based and knowledge-based products and services; the role of technology in new market/product creation; the role of technology in the service delivery process including e-service; etc.

9. **Personal Selling and Sales Management**: Customer Relationship Management (CRM); Sales Force Automation (SFA); new models of the organisation of the sales force; direct marketing and selling applications; studies of sales force effectiveness in multiple channel sales contexts; new perspectives in the salesperson-customer interaction; etc.

10. **Social, Not-For-Profit and Political Marketing**: Marketing that focuses on benefiting society rather than commercial profit; prevention of undesirable behaviours in society; issues unique to government and the not-for-profit sectors; the use of marketing concepts and techniques in all spheres of political activity (e.g. voting and media); etc.

11. **Pricing and Financial Issues in Marketing**: Pricing strategies; integrating pricing with value; financial models (e.g. brand equity, customer retention); optimising marketing expenditure; customer lifetime value; etc.

12. **Services Marketing**: The effect of technological, human, and operational mechanisms on the design, development or implementation of services; service alliances; customer and employee interactions; service employee and customer performance; service recovery; service quality; customer’s role in creating service; etc.

13. **Strategic Marketing and Market Orientation**: Marketing strategy formulation and implementation; market evolution and dynamics; managing marketing knowledge; managerial decision-making; cooperation and strategic alliances; competitive, growth and disinvestment strategies; market and customer orientation of organisation; measuring marketing performance; etc.

14. **Sports, Arts and Heritage Marketing**: Marketing experiences; marketing of intangible products (such as teams, art galleries and heritage icons); sports, art and heritage organisation partnerships with business; sports, art and heritage management excellence; application of existing theoretical models apply to this new area; volunteers; fund-raising; etc.

15. **Tourism Marketing**: Sustainable development; strategic partnerships and alliances in the industry; trends and forecasts; risk management in tourism; the role of technology in tourism; indigenous issues; inbound tourism; the customer experience; evaluation and marketing of tourist destinations; etc.

**WORD LIMIT – 1,000 to 1,250 words, excluding the reference list and appendices (please include the word count on your title page). Please note that we will not read anything beyond 1,250 words.**
Assessment criteria
Marks will be allocated for structure and ease of reading, logic of presentation and arguments, sense and breadth and depth of research and analysis. All sources should be properly referenced using the Harvard system (see the section on Referencing below). A suggested, but not prescriptive structure would be:

- **Title Page** *(ID number, not your name, including word count)*
- **Executive Summary** *(one paragraph) ~ 150 words*
- **Introduce Topic** ~ 100 words
- **Literature Review** *(cite at least five scholarly/peer-reviewed articles) and Application of the topic idea to your own business or the Singapore market (your own opinion) ~ 700 words*
- **Conclusion/Evaluation** ~ 250 words
- **List of References**
- **Appendices** *(if needed)*

Marking Template (Individual Assignment)
Please submit this as:

- 1.5 line spacing
- 12pt. Times New Roman or 11pt. Arial
- 2.5 cm margins all sides
- Double sided printing if possible (kill less trees!)
- NO BINDINGS – PLEASE STAPLE OR CLIP ONLY
- You may like to check your referencing with Turnitin on www.turnitin.com
- Please adhere to one consistent spelling style only. For example, if you are using American, Australian or British spelling, stay consistent – do your spell check and DON'T mix styles!

**PLAGIARISM NOTE:** Plagiarism is not tolerated at the GSM. Please read the school policy on plagiarism in the ‘Acknowledgements and Plagiarism’ information on page 22 - 23

<table>
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<th>Score</th>
<th>Description</th>
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<tr>
<td>7.4-8.9</td>
<td>(P) Generally a descriptive rather than an analytical approach; demonstrates some understanding of the issues involved and to applies the analytical frameworks that have been developed in the course. Draws primarily upon course materials for referencing.</td>
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<tr>
<td>9-10.4</td>
<td>(CR) Demonstrates an understanding of the analytical frameworks developed in the course and an understanding of concepts and issues; identifies key issues and presents a logical discussion, but with some (minor) conceptual errors or gaps between analysis and conclusions. Draws upon an adequate range of references and other materials. Solid and reasonable arguments.</td>
</tr>
</tbody>
</table>
### Assessment 2: Mid-Term Test (10%)

**When**
- Stream 1: 3rd Aug
- Stream 2: 31st July

**Description**
While the balance of the assessment is based on your self-exploration and practical application of the course content, the mid-trimester test examines your understanding of theoretical concepts from eight textbook chapters: 1-6, 8, 9. This 50-minute test (preceded by 10-minutes reading time) includes multiple choice and short answer questions.

**Assessment criteria**
In addition to testing your knowledge of marketing theory through the multiple choice component, the short answer questions will test your analytical skills and practical application of the theory.

### Assessment 3: Final Exam (20%)

**When:**
- Thurs, 28th Sept 2006.

**Description**
Again, the final exam examines your understanding of theoretical concepts from the following nine textbook chapters: 7, 10 - 17. This three hour test (preceded by 10-minutes reading time) includes multiple choice and short answer questions.

**Assessment criteria**
In addition to directly testing your knowledge of marketing theory through the multiple choice component, the short answer questions test your analytical skills and practical application of theory.
Assessment 4: Major Group Project

(35% = 25% written project and 10% presentation)

Group / Team Contract: Please refer to the attached Group / Team Contract guide. You may also download a softcopy from the unit website.

CONTRACTS DUE: after Lunch Break on Saturday, 15th July
REPORTS DUE: Stream 1: 18th Sept
Stream 2: 13th Sept

Description:
Choose a real company and develop an innovative marketing plan for 2007. Here is your chance to discuss creative marketing, since companies must innovate to succeed. It may be better to choose a medium to large company. You could also base your report on publicly available information from a company listed on the SGX or other stock market exchange, although a benefit of this assignment can be forming relationships with the management of a real company.

Choose your team members in the first block teaching and hand in your group contract to Madeleine or Jamie. Communicate to Say Beng, the name of your chosen company by end of your first tutorial on:
- Stream 1: 26th July,
- Stream 2: 20th July.

You will present your plan in a written report and a class presentation in the last tutorial session:
- Stream 1: 18th Sept,
- Stream 2: 13th Sept.

The contents of your marketing plan should consist of:

- **Executive Summary** (1 page max): Outlining the plan's goals, recommendations and expected outcomes.
- **Current Marketing Situation** (1-2 pages): Background on the company and its macroeconomic and microeconomic environment.
- **Opportunity and Issue Analysis** (2-3 pages): Identifies the main opportunities found in a SWOT analysis and the key issues likely to affect the organisation. Justify the importance (the "so what") of each issue using marketing theory. Quantify your opportunities so that they are comparable (e.g., using dollars, ROI, NPV, etc.). Note: This is the highlights of a SWOT analysis—you can attach a more detailed SWOT analysis as an appendix.
• **Objectives** (1-2 pages): These should be SMART objectives (Specific, Measurable, Actionable, Realistic, Time tabled). Justify why you chose these objectives using marketing or strategic theory rather than mere historical extrapolation.

• **Marketing Strategy** (1-2 pages): Define the company's overall strategy, and then describe the portfolio of strategies targeted towards individual market segments that your company will use to achieve this overall strategy. For each targeted segment, summarise the marketing mix (the 4Ps) that will be used. Justify why these strategies will work using marketing theory.

• **Action Programs** (2-3 pages): Here, you detail the tactics the company will use, identifying the who, what, when, and how for each tactic, and explaining why they align with strategies for your targeted segments and your overall strategy. Justify why these tactics will work using evidence from the marketing literature.

• **Financial Projections** (1-2 pages): Forecast total revenue and costs for 2006, and use this to generate a return on investment for your company's marketing budget. You must support your forecasts, by walking the reader through your calculations and justifying them.

• **Implementation Controls** (1-2 pages): Indicate the upper and lower levels of expectation for your 2006 forecasts. What will you do if actual figures are outside these expectations? How will your company respond to likely environmental developments (e.g., a price war, etc.)?

Write your plan (25% of your final grade) towards an informed reader, with the body of the report analytically concise (maximum 15 pages, 1.5 spaced, 12-point font, 2.5 cm margins on all sides).

You may attach up to five pages of exhibits. They should be judicious, and referred to and explained in the body of the report. Use titles and subtitles as managers need to find information quickly. Use tables and graphs to illustrate your points. All tables and graphs must be numbered and titled. Most importantly, *make an argument for your plan*. For any statement you make, such as p therefore q, justify why p is the case (e.g., using numbers or diagrams), and justify why q should result (e.g., cite peer-reviewed journal articles). Parts of your written report may be in bulleted points.

The final presentation (10% of your final grade) will take place during the final tutorial (7-10pm, Stream 1: 18th Sept, and Stream 2: 13th Sept.). The time allowed depends on the number of groups presenting, and in the past, groups have been allowed about 15-minutes for presentation (strictly enforced) followed by five minutes of Q&A from the class. Not all members of the group must conduct the presentation. These presentations will be marked by everyone in the class (half of the 10%, i.e., 5% of your final mark) as well as by the tutor (the other 5%).

**Assessment**
The main purpose of this assignment is for you and your team to experience developing a Marketing Plan. This project is to be jointly written with your team members.
Marking Template (Marketing Plan)

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<tr>
<th>0–17 (N)</th>
<th>The work fails to reach a standard commensurate with the first passing level (see below)</th>
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<tbody>
<tr>
<td>17.5-20.5 (P)</td>
<td>Generally a descriptive rather than an analytical approach; able to demonstrate some understanding of the issues involved and does demonstrate the ability to apply the analytical frameworks that have been developed in the course. Draws primarily upon course materials for referencing.</td>
</tr>
<tr>
<td>21-24 (CR)</td>
<td>Demonstrates an understanding of the analytical frameworks developed in the course and an understanding of concepts and issues; able to identify key issues and present a logical discussion, but with some (minor) conceptual errors or gaps between analysis and conclusions. Draws upon an adequate range of references and other materials. Solid and reasonable arguments.</td>
</tr>
<tr>
<td>24.5-27.5 (D)</td>
<td>Clear understanding of theory, concepts, and issues, analyses using the course’s analytical frameworks, identifies and evaluates some critical issues. Draws on relevant academic and other material. Some more peripheral issues dwelt on, but this does not detract too much from the main arguments. Good use of sources, reads well, good arguments, easy to follow.</td>
</tr>
<tr>
<td>28-35 (HD)</td>
<td>Clear understanding of theory, concepts and issues, uses the course’s analytical frameworks, but also goes beyond this to take a critical and even innovative perspective. Well-balanced, alternative explanations developed, most critical aspects dealt with, peripheral issues are not concentrated on, logically consistent, and well-structured. Draws on a wide range of sources but all are relevant, evaluation of sources expertly handled. Articulate, and reads well with arguments flowing naturally and convincingly.</td>
</tr>
</tbody>
</table>

Marking Template (Presentation)

Group presentations will be marked (out of 5) using the following headings:

1. **Relevant?** – Quality of information provided and ability to follow their reasoning.
2. **Coherent?** – How well the presentation fits together as a whole. Does it tell a story? Is it targeted at management?
3. **Concise?** – Relative importance of information vs. time spent on it.
5. **SWOT?** – Macro and micro environments discussed, including competitors.
6. **Logical?** Discussion leads up to and justifies their conclusions.
7. **Identifies and evaluates critical issues?** – Nothing important overlooked, no side issues dwelt on.
8. **Understanding of marketing theory, concepts, and issues?** – Relevant literature cited.
9. **Complete?** – Were there any key factors or gaps that they missed?
10. **Overall?** – How would you rate their performance?
If you wish, you can provide a confidential evaluation of the contribution of each member to the group project paper and presentation to translate your group score into individual scores. Ask Jamie or Madeleine to send you the teamwork evaluation form, by email. The purpose of this is to ensure that the mark obtained by each group member reflects their fair share of the work required of group assignments.

**Assessment 5: Participation (20%)**

**Classes are a mix of lectures, cases, quizzes and exercises, with an emphasis on student participation.**

Expect a Quiz at each block lecture and tutorial. These 10 – minute quizzes will be drawn from your prescribed readings and start PROMPTLY at the time stipulated. Latecomers lose the allocated time. Your mark will be based on the best 5 quizzes administered.

Your contribution to class discussions forms an essential part of this course. This course requires your active participation in both individual and group discussions and your informed viewpoint on the lecture topics. Thus, keeping up on your readings and preparing for each class will significantly enhance your class experience and participation mark. The participation mark recognises your class contributions and is distributed in accordance with the following chart:

**Marking Template (Participation)**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td><strong>Present, not disruptive.</strong></td>
</tr>
<tr>
<td></td>
<td>Infrequent involvement in discussion.</td>
</tr>
<tr>
<td></td>
<td>Tries to respond when called upon but offers very little.</td>
</tr>
<tr>
<td>5-6</td>
<td><strong>Demonstrates adequate preparation.</strong></td>
</tr>
<tr>
<td></td>
<td>Knows basic material, case or reading facts but doesn’t show evidence of analysis or interpretation.</td>
</tr>
<tr>
<td></td>
<td>Offers straightforward information without elaboration when called upon by the instructor.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates sporadic involvement.</td>
</tr>
<tr>
<td>7-8</td>
<td><strong>Demonstrates good preparation.</strong></td>
</tr>
<tr>
<td></td>
<td>Knows readings and facts well and has thought through implications.</td>
</tr>
<tr>
<td></td>
<td>Offers interpretations and analysis of issues (more than just facts) to class.</td>
</tr>
<tr>
<td></td>
<td>Contributes well to discussion in an ongoing way and questions the contributions made by other students in a constructive way.</td>
</tr>
<tr>
<td></td>
<td>Offers and supports suggestions that may be counter to the majority opinion.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates consistent ongoing involvement.</td>
</tr>
<tr>
<td>9-10</td>
<td><strong>Demonstrates excellent preparation.</strong></td>
</tr>
<tr>
<td>10</td>
<td>Has thought through topic concepts and issues exceptionally well relating them to other material (including readings, course handouts, discussions and experiences).</td>
</tr>
<tr>
<td></td>
<td>Offers analysis, synthesis and evaluation of issues discussed.</td>
</tr>
</tbody>
</table>
| Connects discussions to develop new approaches that take the class further into a particular issue.  
| Responds thoughtfully to other students’ comments and contributes to cooperative argument building.  
| Demonstrates ongoing very active involvement.  

PLEASE note that simply asking a question in class does not constitute a ‘class contribution’. While there is an expected level of contribution to the class and group discussions, the quantity of talking is less important than the quality of your contribution. Quizzes are graded on accuracy of responses and may constitute up to half (10% value) of your total grade.

**Submission of assignments**

Assignments should be submitted in the **BEGINNING** of 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.

Assignments will be returned in class or through the PSB reception.

It is the intention that the marked assignments will be returned within two weeks of submission.

**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 copied 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.

PLEASE NOTE: As a group member, all of you are responsible for the outcomes of the group assessment. IF ANY OF YOUR GROUP MEMBERS HAVE PLAGIARISED ANY SECTIONS OF THE GROUP ASSIGNMENT, THE WHOLE GROUP IS PENALISED ACCORDINGLY! (Not negotiable)
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’

It is important to reference sources used in your written work properly, if only to substantiate your points. The GSM prefers the Harvard style. If you are unfamiliar with this style, the UWA library staff has prepared notes for your guidance, ‘Citing your sources Harvard Style’
http://www.library.uwa.edu.au/guides/citingsources/harvard.html. Below are the main points from that webpage.

Citing your sources - Harvard style

The Harvard system has two components:

Citation: provides brief details of the author and date of publication for referencing the work in the body of the text;

Reference List: a list at the end of the essay or assignment of all references used with additional details provided to help identify each source. Every reference cited in the text should be listed in the reference list and vice versa.

Citation - How to reference a work in the text

Productivity was improved throughout the factory (Bond 1991).

According to Bond (1991) productivity was improved throughout the factory.

"Private ownership allows wealth to be distributed unequally" (Bond 1991, p. 253).

(Bond 1991, pp. 253-264)

According to Bond (1991, p. 253) productivity was improved throughout the factory.

(Bond 1998, vol. 2, pp. 54-70)

(Bond & Norrish 1992) [2 authors]

(Bond, Norrish & Burton 1994) [3 authors]

(Bond et al. 1996) [If there are more than 3 authors]

(Bond 1993a) … (Bond 1993b) [If the same author is listed 2 or more times in your reference list]

(Bond, A. R. 1991) … (Bond, E. W. 1991) [If authors have the same family name]

(ed. Black 1998) [Editor but no author]

(A history of Greece 1994) [Anonymous works]

(The Age 13 Aug. 1998, p. 7) [Newspaper articles]

(CSIRO 1996) [Organisation is the author]
Reference List - How to do a list of references [various examples listed in alphabetical order]


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

This is linked to from the how to Use EndNote 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 http://www.publishing.uwa.edu.au/handbooks/interfaculty/PFAAAA.html

TEXTBOOKS AND RESOURCES

Website: http://web.biz.uwa.edu.au/units/mgmt8550/
Yahoo! Group: http://finance.groups.yahoo.com/group/sing-mba/

You join this group by invitation only, through your “Preparations Before You Start” assignment. This forum will be a major source of announcements and communication with the whole class.

Textbook(s)

The required book for this unit is:

We use this book as a guide for assessing your written assessments:
Additional resources and reading material

These books provide you with more detailed and relevant explanations of marketing concepts:


(* highly recommended)

In addition to marketing related articles in popular business publications, libraries hold innumerable marketing texts and journals. Students should become familiar with them and read beyond the text. Journals relevant to this course include:

UNIT STRUCTURE

* Preparations before you start *

(this task is a small portion of your participation mark):

For stream #1 please send to: – jmurphy@biz.uwa.edu.au,
For stream #2 please send to: – mtan@gsm.uwa.edu.au

A short email with:
Your name, email, phone number and best method of contact

1. a few sentences (one paragraph maximum) describing yourself and your Marketing experience and skills or lack thereof. For example, have you participated in marketing surveys? Have you put together a marketing plan? Typically, do you do any marketing in your workplace?

2. at least one objective you have for this unit. (ie. what you hope to get from this unit)

3. at least one question, request, comment or concern you have about your Marketing unit. This may even be terminology or concepts in the assigned readings that you do not understand.

NOTE:

- Do **not** send any of your assignments as an attachment.
- Do **not** use any special formatting or html in your email. Send your email message as PLAIN TEXT only.
- Use this subject heading on your email:

  *** "Marketing Prep Brief - (Your name)" ***

Pre-Readings for Block 1

- Read chapters 1-6, 8, 9 of the text, as well as the prescribed articles for the first weekend of block teaching.
- **Ensure you are ready to discuss the following materials in class.**
- “Marketing Myopia” article (After reading “Marketing Myopia” answer the following questions (bullet points form is fine – but be prepared to speak to your answers)
What business is your organisation (or the one you intend to work in) really in?

On a scale from 0 (totally myopic) to 10 (20-20 vision), where would you place the organisation’s present marketing state, and why?

What changes do you think might improve the organisation’s ‘marketing’ sight?

**Seminar topics – subject to change**

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>7pm - 10 pm</td>
<td><strong>How Useful is Marketing?</strong></td>
<td>(J), (M)</td>
</tr>
<tr>
<td></td>
<td>- Course introduction – and personal introductions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What is “marketing”?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mini Case: <em>Boon Company</em></td>
<td></td>
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<tr>
<td></td>
<td>(case provided in class)</td>
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</tr>
<tr>
<td></td>
<td>- Marketing myopia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Adopting a marketing orientation</td>
<td></td>
</tr>
</tbody>
</table>

**Assignments and Referencing Expectations**

- Overview on how to get through the assessments and getting the most out of this unit
- Plagiarism – and how to avoid it

**Assessment:**

Quiz @ after break

**Text**

- Chapter 1

**Readings:**

- Levitt: “Marketing Myopia”
- Day: “The Market Driven Organization”
- Jaworski and Kohli: “Market Orientation: Antecedents and Consequences”

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>7pm-10pm</td>
<td><strong>Marketing in the 21st Century</strong></td>
<td>(J), (M)</td>
</tr>
<tr>
<td></td>
<td>- Building customer satisfaction, value and retention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Customer Relationship Management (CRM) (M)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- E-Marketing (J)</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment:**

Quiz @ after break
<table>
<thead>
<tr>
<th>Lecture</th>
<th>Stream 1 &amp; Stream 2</th>
<th>Sat, 15th July</th>
<th>9am – 6pm</th>
</tr>
</thead>
</table>

**Text**
- Chapters 2 and 3

**Readings**
- Murphy, “Domain Dilemmas”
- Winer: “A Framework for CRM”
- Oliver: “Whence Consumer Loyalty?”
- Pine, Peppers & Rogers: “Do You Want to Keep Your Customers Forever?”

<table>
<thead>
<tr>
<th>Marketing Planning and Research</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text</strong></td>
<td></td>
</tr>
<tr>
<td>- Chapters 4 and 5</td>
<td></td>
</tr>
</tbody>
</table>

**Marketing Planning and Research**
- Strategic planning
- Understanding the internal and external environments
- Measuring buying intention

**Additional Readings**
- Porter: “What is Strategy?”
- Day: “Deciding How to Compete”

**Assessment:**
Quiz @ after lunch break

**Pre-lecture Prep activity (for class discussion):**
Buyer Behaviour (Consumer). Take the VALS survey and see where you fit!
Website:
http://www.sric-bi.com/VALS/presurvey.shtml
NOTE: Please note that you will be asked for an e-mail address to which your profile results can be sent. Click on the ‘privacy policy’ link first if privacy concerns you.
[I took the survey and did not include my email address, but still got the results on the web.]

**Marketplace Behaviour**
- The buying process
- Differences in buyer behaviour
- Segmenting and targeting
- Competitor behaviour

**Text**
- Chapters 6, 8 and 9
### (Continued)

**Readings:**
- Ang & Yeo: “McDonald’s Hello Kitty Promotion Case”
- Rafii & Kampas: “How to Identify Your Enemies Before They Destroy You”
- Gouillart & Sturdivant: “Spend a Day in the Life of Your Customers”

<table>
<thead>
<tr>
<th>Tute</th>
<th>Stream 1: 26th July</th>
<th>Stream 2: 20th July</th>
<th>7pm-10pm</th>
<th><strong>GROUP ASSIGNMENT COMPANY NAME DUE</strong></th>
</tr>
</thead>
</table>

**Marketing Planning and Research**
- Understanding the internal and external environments
- Measuring buying intention

**Assessment:**
Quiz @ after break

**Text**
- Chapters 4 and 5

**Readings**
- Gibson: “Defining Marketing Problems”
- Davenport, Harris, & Kohli: “How Do They Know Their Customers So Well?”

### Tute Stream 1: 3rd Aug Stream 2: 31st July 7pm-10pm

**Business to Business Marketing**
- Analysing business markets and networks
- Business buying behaviour

**Assessment:**
**MID-TERM TEST**

**Text**
- Chapter 7

**Readings:**
- Griffith & Pol: “Segmenting Industrial Markets”
<table>
<thead>
<tr>
<th>Lecture</th>
<th>Stream 1 &amp; Stream 2</th>
<th>7pm-10pm</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs 17th Aug</td>
<td>INDIVIDUAL ASSIGNMENT DUE PRIOR TO LECTURE COMMENCEMENT</td>
<td></td>
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<tr>
<td><strong>4Ps - The First P: Product</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Product positioning</td>
<td></td>
<td></td>
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<td>• Product lifecycle</td>
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<tr>
<td>• New product development</td>
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<tr>
<td>• Branding (intro to Sat session on Promotion)</td>
<td></td>
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<tr>
<td><strong>Assessment:</strong></td>
<td>Quiz @ after break</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Text</strong></td>
<td>Chapters 10 and 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Readings</strong></td>
<td>Cooper &amp; Kleinschmidt: “New Product Performance: What Distinguishes the Star Products”</td>
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<td></td>
<td>Vriens &amp; Ter Hofstede: “Linking Attributes, Benefits, and Consumer Values”</td>
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<td></td>
<td>Connell et al.: “Troubling Successes and Good Failures”</td>
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<td></td>
<td>MacMillan &amp; McGrath: “Discover Your Product’s Hidden Potential”</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Lecture</th>
<th>Stream 1 &amp; Stream 2</th>
<th>7pm-10pm</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri, 18th Aug</td>
<td><strong>4Ps – The Next P: Price</strong></td>
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<tr>
<td></td>
<td>• Setting the right price</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Assessment:</strong></td>
<td>Quiz @ after break</td>
<td></td>
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<tr>
<td></td>
<td><strong>Text</strong></td>
<td>Chapters 13</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Readings</strong></td>
<td>Dolan: “How Do You Know When the Price is Right?”</td>
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<td></td>
<td></td>
<td>Urbany: “Are Your Prices Too Low?”</td>
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<td></td>
<td></td>
<td>Srinivasan et al.: “Who Benefits From Price Promotions?”</td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>Stream 1 &amp; Stream 2</td>
<td>9am – 6pm</td>
<td>4Ps – Third of The Ps: Promotion</td>
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<td></td>
<td>Sat, 19th Aug</td>
<td></td>
<td>Promotional strategy</td>
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<td></td>
<td>Integrated marketing communications</td>
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<td></td>
<td></td>
<td></td>
<td>Managing the sales force</td>
</tr>
</tbody>
</table>

**Assessment:**
Quiz @ after break

**Text**
- 16, and 17

**Readings**
- Srinivasan et al.: “Who Benefits From Price Promotions?” (same from yesterday’s list)
- Vakratsas & Ambler: “How Advertising Works”

**The Seven Ps of Services**
- Services marketing
- Event marketing
- Social, political, cause, and non-profit marketing

**Text:**
- Chapter 12

**Additional Readings**
- Jones & Sasser: “Why Satisfied Customers Defect”
- Berry, Zeithaml, & Parasuraman: “Five Imperatives for Improving Service Quality”

<table>
<thead>
<tr>
<th>Tute</th>
<th>Stream 1: 6th Sept Stream 2: 30th Aug</th>
<th>7pm-10pm</th>
<th>4Ps - The Fourth P: Place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Logistics and supply chains</td>
</tr>
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<td></td>
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<td></td>
<td>Distribution and retailing</td>
</tr>
</tbody>
</table>

**Assessment:**
Quiz @ after break

**Text**
- Chapters 14 & 15

**Additional Readings**
- Fisher: “What is the Right Supply Chain for Your Product?”
• Magretta: “Fast, Global and Entrepreneurial: Supply Chain Management Hong Kong Style”
• Magrath & Hardy: “Avoiding the Pitfalls in Managing Distribution Channels”

<table>
<thead>
<tr>
<th>Tute</th>
<th>Stream 1: 18th Sept Stream 2: 13th Sept</th>
<th>7pm-10pm</th>
<th>- MAJOR ASSIGNMENT DUE - Group Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>Thurs, 28 Sept 2006</td>
<td>2 pm –5pm</td>
<td>-FINAL EXAM-</td>
</tr>
</tbody>
</table>

**Note**

In addition to references provided, you should read widely. Where time permits, detailed discussion of selected case studies will be undertaken in class. You should read the prescribed case studies BEFORE the class and be prepared to contribute to analysis and discussion in an informed manner. Similarly, read the chapters for each topic before class.

**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.
Team Contract

All group members should meet to discuss each point openly and honestly. On a separate document, please address each point in 25-75 words. Each member should print and sign their name. Please submit no later than 1pm on Saturday.

1. Give a brief statement that outlines how your team will work together, its atmosphere and goals for this project. Goals can include many things such as assessment mark, finished product, and cultural experience.

2. Who is the team spokesperson? Is there a team leader(s), if so, who? Have you assigned specific functions to each member, if so, what?

3. How, and how often, will your team communicate? Must every member be present for every meeting? If a member is running late for a meeting or assignment, whom should they contact and how? Relating to the first point, how will decisions be made?

4. What is your team policy on participation? Will each member participate equally at all times? If not, what exceptions will be made?

5. How will you deal with a member failing to attend a meeting or not submitting their assigned work on time? What steps will you take before consulting Jamie or Madeleine?

6. How would you like me to assign your team grade? Should everyone get the same mark? If not, what do you suggest? For example, you could create a peer evaluation such as this.

   Did the team member contribute:
   • A fair share of time needed to complete the project? (Includes group meetings.)
   • Insights and ideas to the group?
   • Their fair share of information gathering, website building and report writing?
   • To the group’s feeling of goodwill and cooperative spirit?

7. What are your team deliverables and deadlines? In other words, what specific goals have you set and when will you meet them. Your final goal, delivering your finished group project, should be no later than 7pm on 18 September for Stream 1 and 13 September for Stream 2.