

MACQUARIE
UNIVERSITY



FACULTY OF
BUSINESS AND ECONOMICS

MKTG 208
Marketing Management

Semester 1, 2010.

Department of Business

MACQUARIE UNIVERSITY
Faculty of Business and Economics
MKTG208 MARKETING MANAGEMENT
UNIT OUTLINE

Unit Convenor: Ms Leanne Carter
Lecturer in Charge: Ms Leanne Carter
Tutor: Ms Linda Taylor-Burton

Lecture: <http://www.timetables.mq.edu.au/>

Tutorials: <http://www.timetables.mq.edu.au/>

Prerequisites: **MKTG101 or BBA101.**
(NCCW BBA313)

Students should read the Unit Outline carefully at the beginning of the semester. It contains important information about the unit. If anything is unclear, please consult the unit convenor.

ABOUT THIS UNIT

MKTG208 is a 3 credit point subject. This unit extends the material learnt in MKTG101- Fundamentals of Marketing in reference to the customer and the organization. Marketing management is no longer a department within the company- it is a company-wide undertaking. Successful marketing management includes developing marketing strategies and plans, connecting with customers, building strong brands, shaping the market offerings, delivering and communicating value, capturing marketing insights and creating successful long-term growth..

This unit focuses on formulating and implementing marketing management strategies and policies. The marketing management process is important at all levels of the organization, regardless of the title applied to the activity. Typically, it is called corporate marketing, strategic marketing, or marketing management. For our purposes they all involve essentially the same process, even though the actors and activities may differ. The course will provide you with a systematic framework for understanding marketing management and strategy.

Accordingly, the course emphasizes the following:

- Primary and changing perspectives on marketing management in the New Economy.
- The impact of interactive media on marketing management.
- Applied marketing management and strategy, domestic and global.
- An international focus in developing marketing management and strategy.

The course is intended for:

- Marketing students who wish to deepen their understanding of marketing management in a strategy-planning context.
- Non-marketing students who desire a course in marketing strategy, with a management and planning orientation.

TEACHING STAFF

Convenor/Lecturer In Charge-

Ms Leanne Carter

Building E4A Room 631

Tel: 9850 6467

Email: lcarter@efs.mq.edu.au

Consultation Times: Mondays 12.30 to 1.30pm
and

Tuesdays 3.00pm to 4.00pm

And other times by appointment.

Tutor- Ms Linda Taylor-Burton

Email: linda.taylorburton@mq.edu.au

Consultation Times: Wednesdays 11.00am -12.00noon or at other times by appointment.

CLASSES

Lecture:

Tuesday 4.00pm to 6.00pm in X5BT1

Tutorials: see

<http://www.timetables.mq.edu.au/>

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

Kotler, P., Keller, K.L. and Burton, S., **Marketing Management, (2009)**, Pearson Education Australia.

Additional/Recommended Reading (held in Special Reserve):

Aaker, David, (2001) *Strategic Market Management*, 6th Edition, Wiley, New York.

Keller, L.K., (2003) *Strategic Brand Management*, 2nd edition, Prentice Hall, New Jersey.

Articles Related to Marketing Management

Aaker, David A. and L. Gary Shansby (1982), "Positioning Your Product," Business Horizons, (May-June), 56-62.

Aaker, David A (1997), "Should You Take Your Brand to Where the Action Is?," Harvard business review, (Sep-Oct), 136-143.

Day, George S. (1977), "Diagnosing the Product Portfolio," Journal of Marketing, 41 (April), 29-38.

Day, George S., (1994), "The Capabilities of Market-Driven Organizations," Journal of Marketing, 58 (October), 37-52.

Day, George S., Allan D. Schocker and Rajendra K. Srivastava (1979), "Customer-Oriented Approaches to Identifying Product-Markets," Journal of Marketing, 43 (Fall), 8-19.

Dolan, Robert J. (1995), "How Do You Know When Your Price is Right?" Harvard Business Review, (Sept-Oct), 174-183

Jaworski, Bernard J. and Ajay K. Kohli (1993), "Market Orientation: Antecedents and Consequences," Journal of Marketing, 57 (July), 53-70.

Kohli, Ajay K. and Bernard J. Jaworski (1990), "Market Orientation: The Construct, Research Propositions, and Managerial Implications," Journal of Marketing, 54 (April), 1-18.

Morgan, Robert M. and Shelby D. Hunt (1994), "The Commitment-Trust Theory of Relationship Marketing," Journal of Marketing, 58 (July), 20-38.

Narver, John C. and Stanley F. Slater (1990), "The Effect of Market Orientation on Business Profitability," Journal of Marketing, 54 (October), 20-35.

Shapiro, Benson (1988), "What the Hell is Market-Oriented?," Harvard Business Review, (Nov-Dec), 119-125.

Slater, Stanley F. and John C. Narver (1994), "Market Orientation, Customer Value and Superior Performance," Business Horizons, (March/April), 22-28.

Webster, Frederick E. Jr., (1992), "The Changing Role of Marketing in the Corporation," Journal of Marketing, 56 (October), 1-17.

In addition to these there may be a number of journal articles added to BLACKBOARD during the semester. Material from any (or all) of these may be used for examination purposes.

Other Recommended Reading

In addition to the required textbook for this Unit and suggested readings above, you should familiarise yourself with the relevant periodical section of the library. Journals recommended for your study in marketing include:

- Journal of Marketing
- Journal of Consumer Research
- Harvard Business Review
- Journal of the Academy of Marketing Science
- Business Review Weekly
- European Journal of Marketing

Recommended Research Databases

You should also access these key research databases available for access through the library. Databases recommended for your study in marketing management include:

- Ebscohost:
 - Academic Search Elite
 - Business Source Premier
- Wiley Interscience
- Global Market Information Database
- Google Scholar (only when logged in via the Macquarie University website)
- Ulrich International Periodicals (for peer-reviewed journal checking)

UNIT WEB PAGE

This unit is supported by a web Page on BLACKBOARD. You can log into this using the following address: <https://learn.mq.edu.au/>

LEARNING OBJECTIVES AND OUTCOMES

This course is concerned with the development, evaluation, and implementation of marketing management in complex environments. The course deals primarily with an in-depth analysis of a variety of concepts, theories, facts, analytical procedures, techniques, and models. The course addresses strategic issues such as:

- What business should we be in?
- What are our long-term objectives?
- What is our sustainable marketing competitive advantage?
- Should we diversify?
- How should marketing resources be allocated?
- What marketing opportunities and threats do we face?
- What are our marketing organizational strengths and weaknesses?

- What are our marketing strategic alternatives?

Learning Outcomes:

1. To outline the scope of marketing management and recognize marketing decision-making tools and management of all of the elements of the marketing plan.
2. To apply marketing planning and decision-making skills. (We will be building upon these principles throughout this course especially those principles that you have learned in Fundamentals of Marketing).
3. To become familiar with the range of decisions implicit in strategic marketing management and planning.
4. To develop skill in using a variety of analytical frameworks for making marketing decisions.
5. To develop skills in planning a variety of marketing management tools, ranging from new product entry strategy to international market product life cycle management and strategy.
6. To develop skill in organizing for effective strategic marketing and in implementing the market planning process.
7. Critically analyse, discuss, and evaluate the literature on marketing topics in relation to the relevant theories
8. Apply marketing techniques and theories to develop creative solutions to marketing problems
9. Demonstrate use of written and oral skills to integrate key marketing theoretic concepts and to create a coherent and theoretically rigorous argument
10. Use secondary research skills to collect, collate and integrate scholarly peer reviewed journal opinion on applied marketing topics

RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

Knowledge and understanding of marketing management are assessed by a mixture of examination, assignments and presentation. Marks in this unit will be allocated on the following basis:

1) Individual Essay	20 marks
2) Individual Participation in Weekly Tutorials	10 marks
3) Weekly Assignment (Group Report and Presentation)	20 marks
4) Final Examination	50 marks
Total:	100 marks

Assessment Summary

A summary of the assessment for this Unit is provided in the table below. Please see section 8.2 onwards for details of each assessment task.

Assessment Task	Due Date	Weight	Learning Objectives
Essay (2,000 words)	Week 6 due in hardcopy Wednesday 30 th March by 4.00pm. (in BESS)	20%	1, 6, 7, 8, 9, 10
Tutorial Participation	Weeks 2 to 13 inclusive	10%	2, 3, 4, 5, 6, 7, 8, 9, 10.
Group Presentation (40 Minutes) and Report (2,000- 3,000 words)	Presented during tutorials. See weekly schedule on page 13 for dates.	20%	2, 3, 5, 6, 8, 9, 10
Final Examination	See University Examination Timetable.	50%	1, 2, 3, 4, 5, 7, 8, 9

Grading for this course is as follows:

1. **INDIVIDUAL ESSAY** **20%**
Due: Wednesday 30 March at 4.00pm in BESS

ESSAY TOPIC: INTERNAL MARKETING

Consider the existing conceptualization, dimensions and impact of internal marketing (and internal market orientation) and employer-employee exchanges in the internal market in the context of Marketing Management literature. Consider how internal marketing might have a positive impact on marketing planning especially in terms of customer satisfaction, relative competitive position, and employee performance. Integrate recent research and practical examples to support your answer in relation to marketing management.

This assignment is to be completed on an individual basis. It is designed to test your understanding of a major conceptual issue that underlies marketing management theory. The assignment should be concise, clearly argued, and typed single-sided, on A4 paper, using 12pt font, 1.5 line spacing, with your student name and identification number in the footer of each page. The length is to be no longer than 2000 words (excluding introduction, conclusion, any tables and references).

SUGGESTED REFERENCES TO GET YOU STARTED:

Gounaris, S. (2006), "Measuring internal market orientation in services: some empirical evidence", *Journal of Business Research*, Vol. 59 No.4, pp.432-48.

Grönroos, Christian, (1998), "Marketing services: the case of a missing product", *Journal of Business and Industrial Marketing*, Vol. 13, No. 4/5, pp. 322-338.

Gummesson, E. (1991), "Marketing-orientation revisited: the crucial role of the part-time marketer", *European Journal of Marketing*, Vol. 25 No.2, pp.60-75

Lings, L.N. (2004), "Internal market orientation: constructs and consequences", *Journal of Business Research*, Vol. 57 No.4, pp.405-13.

Piercy, N. (1995), "Customer satisfaction and the internal market: marketing our customers to our employees", *Journal of Marketing Practice: Applied Marketing Science*, Vol. 1 No.1, pp.22-44

Rafiq, M., Ahmed, P.K. (1993), "The scope of internal marketing: defining the boundary between marketing and human resource management", *Journal of Marketing Management*, Vol. 9 pp.219-32.

The essay must do these things:

- 1) be organized around and related directly to the topic
- 2) synthesize results into a summary of what is and is not known, and
- 3) identify areas of controversy in the literature.

It is expected that you would have a minimum of 6 quality journal article references from academic journals, and at most 5 references from textbooks. As you will be reviewing many published works it is important that you correctly reference and acknowledge all sources, both in-text and in your reference list.

(See marking guide at end of this unit outline).

This **INDIVIDUAL ESSAY** will be submitted through **TURNITIN randomly**. To ensure you have adhered to referencing rules and procedures you have the opportunity to process your assignment **BEFORE** submission through TURNITIN to check for compliance. After assignments are submitted a random sample of 10 to 15% of assignments will be tested through TURNITIN. Penalties will apply for non-compliant assignments.

2. WEEKLY PARTICIPATION IN TUTORIALS (INDIVIDUAL) FOR 12 WEEKS

10 Marks

Prior to each tutorial, all students are expected to answer a set of questions related to each lecture and chapters (SEE LECTURE SCHEDULE FOR TOPICS). You should come to Tutorials with these answers prepared to allow you to participate in discussion (approximately 500 word per week). This will assist you in enlightened discussion as each group conducts their presentation.

These topics are assessable and all will be included in the final exam. Group presentations will not be uploaded onto blackboard so it is imperative that you prepare your own answers prior to tutorials, and take your own notes during class for examination purposes.

You will be awarded a mark out of 10 for participation. (See Marking Guide at end of unit outline for these criteria.

3. TUTORIAL REPORT AND PRESENTATION GROUP TASK

(due at the allocated tutorial as per lecture/tutorial schedule) **20 marks**

20 Marks for Quality of Topic allocated to Group (2 000 – 3 000 words and a 30 minute presentation).

In week 2 (the first tutorial), you will form into groups of 4 to 6 students. The tutor will then allocate your group a topic that you must present to the class and lead discussion for the tutorial.

The topic that you have been allocated for that week as the leading group will be the topic that is graded for a mark out of 20 that will go towards your final grade. Your group will receive a mark out of 15 for the report and a mark out of 5 for the presentation.

Your Tutor will explain the procedural issues of handing in these tasks, discussion of these tasks and marks allocated for these tasks.

4. FINAL EXAMINATION

50%

A three hour written examination will be held in the examination period. The examination will include questions relating to The Lectures, Textbooks, Tutorial work, your group projects, essay, any case studies and videos presented, and any other materials discussed in lectures or distributed on “BLACKBOARD”. You will be expected to be able to ***apply*** your knowledge. To simply feedback lecture notes (or any other materials) *will not* guarantee a pass.

Exam Hint: One component of the exam will be a component incorporating a reflective journal of the weekly tutorial activities. It is highly recommended that you prepare before each tutorial a set of notes that will be incorporated into this journal that can then be studied for the exam. You will find it too difficult to collate these notes at the end of semester.

Further details of the exam structure will be given in lectures as the semester progresses.

Note: To obtain a passing grade in this unit you must pass the final examination. No other marks will be considered unless a pass is obtained in the final examination.

STUDENT ROLES AND RESPONSIBILITIES

1. Attend class and prepare for the class by reading the material before the scheduled lecture and tutorial period. My lectures feature numerous practical and real life examples of the course principles in action that show how marketers use these concepts in everyday marketing. Missing a lecture may impede your ability to understand fully the concepts and principles covered. I suggest that you use a “buddy” system to ensure that if you miss a class that you get the appropriate notes from the lecture and please do not ask me to repeat a missed lecture for your benefit.
2. Understand that all of the material presented during the class lectures *may be* incorporated into exams, or other forms of evaluating student performance. You are responsible to ensure that you take appropriate notes of the class lectures, so when and if materials from the lectures appear on an exam, you have studied the correct material.
3. Understand that all written assignments are due at the time of the class in which they pertain and at no other time. I **cannot accept late assignments.**
4. Many of my classes/subjects will contain some degree of business math.
5. Your role and responsibility includes a desire to learn and contribute to the learning experience for the group by actively participating in class discussions and exercises. I exercise the right to call on any student at any time for class participation and to judge your preparedness for the class.
6. You should arrive at class on time to avoid disrupting the class. Mobile phones, pagers, iPods and PDAs should be turned off before entering the classroom. Working on assignments from other courses or studying for other exams, reading outside materials unrelated to the course, talking with fellow students during lectures, sleeping in class, and any other disruptive behaviour(s) is(are) not permitted.
7. BONUS 5 MARKS can be earned for this unit by participation in a Marketing Planning Competition with Microsoft. More details will be announced separately. Watch BLACKBOARD for details.

TEACHING AND LEARNING STRATEGY

WEEK	CHAPTER READINGS	CHAPTER TOPIC	TUTORIAL ACTIVITIES
1	1	Defining Marketing for the 21 st Century	
1	2	Developing Marketing Strategies and Plans	
2	3	Gathering Information and Scanning the Environment Case: AMEX	Group formation Topic allocation for tutorials as per group list.
2	4	Conducting Marketing Research and Forecasting Demand	
2	5	Creating Customer Value, Satisfaction, and Loyalty	
3	6	Analyzing Consumer Markets Case: HARLEY-DAVIDSON	
3	7	Analyzing Business Markets Case: GOOGLE	<u>Survey Research</u> Read the sources (in textbook) on the concept of “neuromarketing” and comment on whether such brain research is ethical or not ethical because such research may lead to more marketing manipulation.
4	8	Identifying Market Segments and Targets Case: MARRIOTT	<u>Behavioural, Cognitive and Affective</u> Select 6 print advertisements and identify their behavioural, cognitive, and affective parts. Discuss how they feel reading the advertisement.
5	9	Creating Brand Equity	<u>Life Stage</u> The Marketing Insight, <i>Marketing to</i>

		Case: AMERICAN EXPRESS (REVISITED FOR BRANDING)	<p><i>Generation Y</i>, is a compilation of thoughts and notes from a number of sources. Read each of these sources and share your thoughts as well as comments about what they have read in class.</p> <p>Specifically, are these authors “on-target” when it comes to characterizing their generation? Are these insights an oversimplification of the buying habits of their generation? Are there any “missing insights” from these readings that will have a profound impact on future marketing strategies?</p>
5	10	<p>Crafting the Brand Positioning</p> <p>Case: PROCTOR & GAMBLE</p>	
6	11	<p>Dealing with Competition</p> <p>Case: DUNKIN DONUTS</p>	<p><u>Points-of-Difference</u></p> <p>Determining the proper competitive frame of reference requires understanding consumer behaviour and the consideration sets consumers use in making brand choices. For a set of five products or services (selected by the students) research these companies and provide the companies’ (and its products’) value proposition in a matrix similar to Table 10.1.</p> <p>Due: INDIVIDUAL ASSIGNMENT ESSAY-Internal Marketing</p>
7	12	Setting Product Strategy	<p><u>Competitive Forces</u></p> <p>Michael Porter’s Five Forces model is as applicable today as it was when it was introduced. Select a market or</p>

		<p>Case: GENERAL ELECTRIC</p> <p>Case: WILD PLANET</p> <p>Case: HARLEY-DAVIDSON (REVISITED FOR PRODUCT STRATEGY)</p>	<p>market segment (tertiary education, supermarket industry, mobile phones, etc.) and using Michael Porter’s model, completely define these five forces for the market or market segment. Who are the potential entrants, who are the suppliers (and how much power do they have), who are the buyers (and what sort of buying power do they have), what are the substitutes and how is the industry segmented (market share is a good indicator of segmentation for this project)? Student’s analysis and answers should be comprehensive.</p>
8	13	<p>Designing and Managing Services</p> <p>MARKETING MANAGEMENT DISCUSSION:</p> <ul style="list-style-type: none"> • Services Marketing of a University • Service Failure Stories • Product marketing VS Services Marketing Debate 	<p><u>Product Differentiation</u></p> <p>Product differentiation is essential to the branding process. In choosing to differentiate a product, a marketer has the choice of form, features, performance quality, conformance quality, durability, reliability, repairability, and style. Collect examples of 6 currently produced products that have been differentiated and branded for each of these design parameters.</p>
9	14	<p>Developing Pricing Strategies and Programs</p> <p>Case: GENERAL ELECTRIC (revise in light of pricing strategies)</p>	<p><u>Marketing Strategies for Service Firms</u></p> <p>In the Marketing Memo entitled, “Recommendations for Improving Service Quality”, the authors Berry, Parasuraman, and Zeithaml, offer 10 lessons that they maintain are essential for improving service quality across service industries. Analyze Macquarie University against these 10 criteria and list their recommendations for improvement.</p>
10	15	Designing and	<u>How Companies Price</u>

		Managing Integrated Marketing Channels	Paul W. Farris and David J. Reibstein, in their article, “ <i>How Prices, Expenditures, and Profits Are Linked</i> ,” Harvard Business Review (November-December 1979); pp. 173–184, found a relationship between relative price, relative quality, and relative advertising . Read the full report, and discuss the validity of this study in light of the consumer information explosion that has occurred due to the emergence of the Internet. Are these relationships still valid today? If not, why or what has caused them to change?
10	16	Managing Retailing, Wholesaling, and Logistics Case: SWISS ARMY	
11	17	Designing and Managing Integrated Marketing Communications	<u>New Retailing Models of Success</u> New retail forms and combinations is one of the trends in retailing today. Examples include supermarkets with banks and bookstores featuring coffee shops. After reading the material in this chapter, ask the students to “speculate” on potential new retail forms or retail combinations yet undeveloped. In their selection of a “new” form of retailing or combination of retailers, ask the students to defend their choices using the ideas and concepts presented in Chapter 16.
11	18	Managing Mass Communications: Advertising, Sales Promotions, Events and Experiences, and Public	

		Relations	
11	19	<p>Managing Personal Communications: Direct and Interactive Marketing, Word of Mouth, and Personal Selling</p> <p>Case: CRISPIN PORTER+BOGUSKY</p>	
12	20	<p>Introducing New Market Offerings</p>	<p><u>Buzz and Viral Marketing</u></p> <p>Research appropriate Internet sites, and documents, illustrating the power of the “buzz” and “viral marketing” about products and / or services. Which ones do they think are effective and why?</p>
12	21	<p>Tapping into Global Markets</p> <p>MARKETING DISCUSSION Discuss your favorite brands? Where do they come from? Where and how they are made or provided? Do you think it would affect your perceptions of quality or satisfaction?</p>	
13	22	<p>Managing a Holistic Marketing Organization</p> <p>Case: HONEST TEA</p>	<p><u>New Product/Market Strategy</u></p> <p>In the opening vignette of the chapter, Johnson & Johnson is noted for being one of the most innovative U.S. companies. Other innovative companies exist as well. Find at least three companies that have introduced numerous new products into the marketplace over the last two years. What characteristics do all of these companies share? What has been their success rate?</p>

EXAMINATIONS

The University examination period in the first half of the year 2010 is from 9 June to 25 June. You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.

<http://www.timetables.mq.edu.au/exam>

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at <http://www.reg.mq.edu.au/Forms/APSCon.pdf>

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is the final day of the official examination period.

PLAGIARISM

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Undergraduate Studies* or on the web at: <http://www.student.mq.edu.au/plagiarism/>

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

UNIVERSITY POLICY ON GRADING

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG). On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results. It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit. The process of

scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark. For an explanation of the policy see <http://www.mq.edu.au/senate/rules/Guidelines2003.doc>

or

<http://www.mq.edu.au/senate/rules/detailedguidelines.doc>

STUDENT SUPPORT SERVICES

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>

Grade

Assessment and Feedback Marking Guide

Assessment Task: INDIVIDUAL Essay: Internal Marketing

Unit Code: MKTG208

Student Name: _____

Assessor Name: _____ **Date:** _____

Assessed Unit Learning Outcome(s)

Primary Learning Outcomes:

- Critically analyse, discuss, and evaluate the literature on marketing topics in relation to the relevant theories (learning outcome 7)
- Demonstrate use of written skills to integrate key marketing theoretic concepts and to create a coherent and theoretically rigorous argument (learning outcome 9)
- Use secondary research skills to collect, collate and integrate scholarly peer reviewed journal opinion on applied marketing topics (learning outcome 10)

Secondary Learning Outcomes:

- Outline the scope of marketing management and recognize marketing decision-making tools and management of all of the elements of the marketing plan (learning outcome 1)
- Develop skill in organizing for effective strategic marketing and in implementing the market planning (process learning outcome 6)
- Apply marketing techniques and theories to develop creative solutions to marketing problems (learning outcome 8)

General Standards as Applied to this Assignment

<u>High Distinction</u> 85-100%	<p>The student demonstrates the competencies in Distinction standard and in addition demonstrates;</p> <ul style="list-style-type: none">• Insightful and comprehensive identification and discussion of key scholarly literature concerning the specialist marketing topic. Advanced understanding of the relevant marketing theory leading to defensible generalizations.• Demonstrates capacity to use new insights to critically appraise literature, ideas and arguments, draws well-supported conclusions, and applies relevant theory.• Uses creative examples, possible extensions, and applications of theory.• The work has been written, referenced and presented to an exemplary, publishable, academic standard, and presents a compelling and effective argument/discussion.
<u>Distinction</u> 75-84%	<p>The student demonstrates the competencies in Credit standard and in addition;</p> <ul style="list-style-type: none">• Demonstrates selectivity and uses judgment in determining the importance of readings and ideas. Develops a progressive, convincing, and clear argument throughout the work.• Shows evidence of wide reading and synthesis of ideas.• Demonstrates a comprehensive understanding of the relevant theory.• Demonstrates capacity to evaluate and critically appraise literature, ideas and arguments, draw appropriate conclusions and apply relevant theory.• The work has been written and presented to a high academic standard, and presents a coherent argument.

<u>Credit</u> 65-74%	<p>The student demonstrates the competencies in Pass standard, and in addition;</p> <ul style="list-style-type: none"> • Demonstrates the understanding of key marketing concepts, theories, and issues. Key literature in marketing identified and discussed. Demonstrates a sound understanding of relevant theory. • Demonstrates a sound capacity to appraise literature, ideas and arguments, to draw limited conclusions and apply relevant theory. • May sometimes lapse into description rather than providing analysis and evaluation. • Provides a satisfactorily structured, sourced, and referenced work which is clearly written and grammatically accurate in terms of spelling. Some significant improvements needed to meet a standard suitable for publication. Argument/discussion is credible.
<u>Pass</u> 50-64% <u>Conceded Pass</u> 45-49%	<p>The student demonstrates the following;</p> <ul style="list-style-type: none"> • Most of the key marketing concepts, theories, and issues in the specialist marketing topic are identified and discussed. Conveys a basic understanding of the relevant theory. • The work demonstrates a limited capacity to appraise literature, ideas and arguments, draw appropriate conclusions and apply relevant theory. • The work provides little or no evidence of critical analysis and may simply restate or describe. The work is not synthesised or integrated and lacks depth of analysis. • Relies extensively on text, or limited readings providing little evidence of research. May demonstrate a narrow focus. • The work is presented with sufficient coherence and clarity for the reader to understand the ideas and arguments being proposed. Improvements to writing such as structure, grammar and referencing are required to meet academic writing standards. Argument/discussion has some flaws.
<u>Fail</u> 0-44%	<p>The student may demonstrate some or all of the following;</p> <ul style="list-style-type: none"> • Has not identified key scholarly literature concerning the specialist marketing topic. Conveys little evidence of understanding of relevant theory. • The work conveys little evidence of the capacity to appraise literature, ideas and arguments, to draw appropriate conclusions and apply relevant theory. • Demonstrates a failure to identify the issues. • Demonstrates a failure to answer the question or misinterprets the question. • Does not provide evidence of the minimum scholarly reading requirements (6). • The work demonstrates little understanding or appreciation of standards required for academic writing. Improvements in terms of clarity, grammar, spelling, quotations, referencing or presentation are required to achieve an acceptable standard. Argument/discussion is fundamentally flawed. • Assessment is not handed in on time.
<u>General Comments</u>	

Communication and Referencing

		Good	Need to improve	Comments	
Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Sentence Structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Punctuation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Referencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Word count	Yes <input type="checkbox"/> No <input type="checkbox"/>		Pagination	Yes <input type="checkbox"/> No <input type="checkbox"/>	

MKTG208 MARKETING MANAGEMENT
Tutorial Participation --- (10%)
Marking Criteria

Mark	Criteria
10 - 8.5 (HD)	Very frequently and consistently made insightful comments and questions.
	Very frequently and consistently provided high quality answers to pre-set tutorial questions.
	Very frequently and consistently participated in tutorial discussions and activities.
	Was not disruptive in class.
	Gave excellent feedback to or asked about contents of oral presentation.
7.5 - 8.4 (D)	Attended at least 10 tutorials.
	Very frequently and consistently provided high quality answers to pre-set tutorial questions.
	Very frequently and consistently participated in tutorial discussions and activities.
	Was not disruptive in class.
	Gave very good feedback to or asked about contents of oral presentation.
6.5- 7.4 (Cr)	Attended at least 10 tutorials.
	Frequently provided good quality answers to pre-set tutorial questions.
	Frequently participated in tutorial discussions and activities.
	Was not disruptive in class.
5- 6.4 (P)	Attended at least 10 tutorials.
	Occasionally provided good quality answers to pre-set tutorial questions.
	Frequently participated in tutorial discussions and activities.
	Was not disruptive in class.
4.5- 4.9 (PC)	Attended at least 10 tutorials.
	Very rarely provided good quality answers to pre-set tutorial questions
	Participated in tutorial discussions and activities
	Was not disruptive in class
3.5- 4.4 (F)	Attended 9 tutorials.
	Participated in tutorial discussions and activities.
	Was not disruptive in class
2- 3.4 (F)	Attended 8 tutorials.
	Participated in tutorial discussions and activities.
	Was not disruptive in class
1.9- 1 (F)	Attended 7 tutorials.
	Participated in tutorial discussions and activities.
	Was not disruptive in class.
0 (F)	Attended less than 7 tutorials.

MKTG208 MARKETING MANAGEMENT
Tutorial Report and Presentation-- Group Mark 15%
Marking Criteria and Feedback Sheet

STUDENT NAME: _____ SID: _____

TUTORIAL Day and Time: _____

Assessed Unit Learning Outcome(s)
<p>Primary Learning Outcomes:</p> <ul style="list-style-type: none"> • Apply marketing planning and decision-making skills (learning outcome 2) • To become familiar with the range of decisions implicit in strategic marketing management and planning (learning outcome 3) • To develop skills in planning a variety of marketing management tools, ranging from new product entry strategy to international market product life cycle management and strategy (learning outcome 5) • Use secondary research skills to collect, collate and integrate scholarly peer reviewed journal opinion on applied marketing topics marketing techniques and theories to develop creative solutions to marketing problems (learning outcome 10) • Develop skill in organising for effective strategic marketing and implementing the market planning process (learning outcome 6) • Apply marketing techniques and theories to develop creative solutions to marketing problems (learning outcome 8) <p>Secondary Learning Outcomes:</p> <ul style="list-style-type: none"> • Demonstrate use of written and oral skills to integrate key marketing theoretic concepts and to create a coherent and theoretically rigorous argument (process learning outcome 9)

I have awarded your tutorial assignment a mark out of 15:							
This is because your presentation achieved the listed criteria at a (√):							
- High Distinction (HD) Excellent level of quality (2.25 –2.5)							
- Distinction (D) Very Good level of quality (2)							
- Credit (Cr) Good level of quality (1.75)							
- Pass (P) Fair level of quality (1.25-1.5)							
- Fail (F) Poor level of quality (less than 1.25)							
	HD	D	CR	P	F		
Attempted all questions.						Attempted less than half of the questions.	
Answers to questions are fairly correct.						Answers to questions are not correct.	
Supporting arguments and/or calculations are provided.						Supporting arguments and/or calculations are not provided.	
Students used their own words to answer questions and/or made proper citations.						Student used sentences in the textbook or from lecture notes and/or references without proper citation.	
Answers are clearly articulated and/or written.						Answers to questions are difficult to understand and/or read.	

NOTES ON INTERNAL MARKETING TO GET YOU STARTED

Internal marketing (IM) is an ongoing process that occurs strictly within a company or organization whereby the functional process aligns, motivates and empowers employees at all management levels to consistently deliver a satisfying customer experience. According to Burkitt and Zealley, "the challenge for internal marketing is not only to get the right messages across, but to embed them in such a way that they both change and reinforce employee behaviour" [1].

Key concepts of internal marketing include:

- IM functioning as a continual internal 'upskilling' process.
- Alignment of the organization's purpose with employee behavior.
- Employees internalizing the core values of the organization.
- Motivation, reframing and empowerment of employee attitude.
- Inside-out management approach.
- Retaining a positive customer experience throughout the business objectives.

The following are the features of an internal marketing-oriented business:

1. Creating enabling culture: this is done when employees are empowered by management through allowing creativity, innovation, allowing initiatives and accountability and responsibility of their decisions.
2. Practising participative hiring: that is involving current employees in the process of hiring new employees.
3. Ensuring equitable recognition and reward: business must exercise employee recognition with reward to what employee has achieved.
4. Demonstrating fairness during hard times: fair treatment of employees when faced with hard times and difficult moments like death of the near family members. This can be achieved by setting aside emergency funds.
5. Good organisation structure that allows learning, total quality management and re-engineering.

Benefits of Internal Marketing

- Internal marketing encourages the internal market (employees) to perform better;
- empowers employees and gives them accountability and responsibility;
- creates common understanding of the business organisation;
- encourages employees to offer superb service to clients by appreciating their valuable contribution to the success of the business;
- helps non-marketing staff to learn and be able to perform their tasks in a marketing-like manner;
- improves customers' retention and individual employee development;
- integrates business culture, structure, human resources management, vision and strategy with the employees' professional and social needs;
- creates good coordination and cooperation among departments of the business.

Problems affecting successful implementation of Internal Marketing.

1. Managerial incompetence in interpersonal, technical and conceptual skills is some of the stumbling blocks against successful internal marketing.
2. Poor understanding of internal marketing concept.
3. Individual conflict and conflict between departments makes the implementation of internal marketing difficult.
4. Rigid organisational structure coupled by bureaucratic leadership hinders success of internal marketing.
5. Ignoring and not listening to subordinate staff.
6. The tendency of ignoring employees' importance and treating them like any other tools of the business.
7. Unnecessary protection of information against employees.
8. Resistance to change.

[1] Burkitt, Hugh and John Zealley: Marketing Excellence: Winning companies reveal the secret to their success, Page 295, John Wiley & Sons

http://en.wikipedia.org/wiki/Internal_marketing accessed 9th February, 2010.

There are to be NO Wikipedia references in your essay! This is the only wiki reference that you need to read. The research you conduct will be in scholarly journals and textbooks.