

MACQUARIE
UNIVERSITY



FACULTY OF
BUSINESS AND ECONOMICS

MKTG 208
Marketing Management

Semester 2, 2010

Department of Business

**MACQUARIE UNIVERSITY
FACULTY OF BUSINESS & ECONOMICS
UNIT OUTLINE**

<u>Unit Convenor:</u>	Ms Leanne Carter
<u>Lecturer in Charge:</u>	Mr. Steve Erichsen
<u>Tutor:</u>	Ms Linda Taylor-Burton
<u>Prerequisites:</u>	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

Ms Leanne Carter

Building E4A Room 631

Email: lcarter@efs.mq.edu.au

Consultation Times: Mondays 12.30 to 1.30pm

And other times by appointment.

Lecturer in Charge

Mr. Steve Erichsen

Email: erichsen@optusnet.com.au

Consultation Times: after lecture or at other times by appointment

Tutor

Ms Linda Taylor-Burton

Email: linda.taylorburton@mq.edu.au

Consultation Times: at times by appointment.

CLASSES

Lecture:

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

Tutorials:

<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.

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 analyze, 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 Assignment	20 marks
2) Individual Tutorial Tasks (Weekly)	10 marks
3) 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.

Assessment Task	Due Date	Weight	Learning Objectives
Individual Assignment	Week 7	20%	1, 2, 3, 4, 5,

	Due in hardcopy Wednesday 15 th September by 4.00pm. (in BESS)		6, 7, 8, 10
Tutorial Tasks	Weeks 2 to 13 inclusive	10%	2, 3, 4, 5, 6, 8, 10.
Group Presentation and Report	Report and Presentation is due at the schedule Tutorials. See weekly schedule for your allocation date.	20%	2, 3, 4, 5, 6, 7, 8, 9, 10
Final Examination	See University Examination Timetable.	50%	1, 2, 3, 4, 5, 8.

Grading for this course is as follows:

1. **INDIVIDUAL ASSIGNMENT Essay on Holistic Marketing**
20%

2,500 words

Due: Wednesday 15 September at 4.00pm in BESS



Define and discuss the concept of holistic marketing. Your discussion should include the following:

1. Describe and analyze the ways holistic marketing can assist organizations to connect with customers.
2. Explain how holistic marketing can build brand/s.
3. Explain how holistic marketing can deliver and communicate value.

Format All documentation, diagrams, tables and spreadsheets should be written as double-spaced, with 2.5cm margins on all sides of the paper, using 12 point Times New Roman font.

The assignment should be 2,500 words. **(and a word count must be included on the assignment)**

Please include all references (Harvard) and sources of data that you have used to compile this report.

See MARKING GUIDE at end of this unit outline.

2. WEEKLY TUTORIALS TASKS (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 TUTORIAL TOPICS). **You should come to Tutorials with these answers prepared to allow you to participate in discussion (approximately 500 words per week).** This will assist you in enlightened discussion as each group conducts their presentation. *Your Tutor will site this homework before tutorial presentation begins. It must be done prior to tutorial to be considered as participation in tutorials.*

These topics are assessable and all may 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 your tutorial tasks prepared weekly. (See Marking Guide at end of unit outline for these criteria.

Note: These tutorial topics relate to the material presented in the previous week's lecture.

3. TUTORIAL REPORT AND PRESENTATION GROUP TASK

(Due at the allocated tutorial as per lecture/tutorial schedule) 20 marks
(2 000 – 3 000 words and a 20 minute presentation and class discussion)

In week 2 (the first tutorial), you will form into groups of 2 to 4 students (depending on the class size). 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 10 for the report and a mark out of 10 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 reflective notes 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. 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. We **cannot accept late assignments**.
4. Some classes may 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. The tutor can 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.

TEACHING AND LEARNING STRATEGY

WEEK /DATE	CHAPTER READINGS	CHAPTER TOPIC	TUTORIAL ACTIVITIES
Week 1 WC 2 ND AUG	Chapter 1	Defining Marketing for the 21 st Century	No tutorial
	Chapter 2	Developing Marketing Strategies and Plans	
Week 2 WC 9 TH AUG	Chapter 3	Gathering Information and Scanning the Environment	<u>TUTORIAL 1</u> Tutor to allocate group formation and topic allocation for future tutorials as per group list.
Week 3 WC 16 TH AUG	Chapter 4	Conducting Marketing Research and Forecasting Demand	<u>TUTORIAL 2</u> Group work on presentation topics
	Chapter 5	Creating Customer Value, Satisfaction, and Loyalty	

Week 4 WC 23 RD AUG	Chapter 6	Analyzing Consumer Markets	<u>TUTORIAL PRESENTATION</u> <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. Support your presentation with external sources, examples and research. Conduct a class discussion about the ethical issues.
	Chapter 7	Analyzing Business Markets	
Week 5 WC 30 TH AUG	Chapter 8	Identifying Market Segments and Targets	<u>TUTORIAL PRESENTATION</u> <u>Ethnic Marketing</u> Culture, subculture and ethnicity are all major influencers of consumer behavior. The size and economic significance of racial/ethnic subcultures in Australia are significant and they represent a viable and largely untapped segment/s. a) Go to ABS and identify significant statistics about the Australian population that would be useful for marketing purposes that offer valuable insights into the growing diversity of the Australian population. b) Identify 3 organisations that have successfully adopted ethnic marketing. Explore how Australia’s cultural diversity has been recognized by these firms in expanding their domestic niche markets and forming new markets. Conduct a class discussion the relevance of your topic.

Week 6 WC 6 TH SEPT	Chapter 9	Creating Brand Equity	<u>TUTORIAL PRESENTATION</u> <u>Life Stage</u> The Marketing Insight (from textbook), <i>Marketing to Generation Y</i> , is a compilation of thoughts and notes from a number of sources. Read each of these sources and share your thoughts. a) Specifically, are these authors “on-target” when it comes to characterizing this generation? b) Are these insights an oversimplification of the buying habits of the generation? c) Are there any “missing insights” from these readings that will have a profound impact on future marketing strategies? Conduct a class discussion the relevance of your topic.
	Chapter 10	Crafting the Brand Positioning	
Week 7 13 TH SEPT	Chapter 11	Dealing with Competition	<u>TUTORIAL PRESENTATION</u> <u>Marketing Debate—Do Brands Have Finite Lives?</u> Often, after a brand begins to slip in the marketplace or disappears altogether, commentators observe, “all brands have their day.” Their rationale is that all brands, in some sense, have a finite life and cannot be expected to be leaders forever. Other experts contend, however, that brands can live forever, and long-term success depends as much on the skill and insight of the marketers involved. <i>Take a position:</i> Brands cannot be expected to last forever <i>versus</i> there is no reason for a brand to ever become obsolete. Run this debate with your group, presenting both sides of the argument. Support with case examples. Due: INDIVIDUAL ASSIGNMENT “Marketing Planning” (To be handed in at BESS)

Mid Semester Break 20th September to 1st October

<p>Week 8 4TH OCT</p>	<p>Chapter 12</p>	<p>Setting Product Strategy</p>										
	<p>Chapter 13</p>	<p>Designing and Managing Services</p>	<p><u>TUTORIAL PRESENTATION</u> <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;</p> <table border="0"> <tr> <td>Product form</td> <td>Features</td> <td>Customization</td> </tr> <tr> <td>Performance</td> <td>Conformance</td> <td>Durability</td> </tr> <tr> <td>Reliability</td> <td>Reparability</td> <td>Style</td> </tr> </table> <p>For each of these 9 product differentiation strategies; collect examples of currently produced products that have been differentiated and branded for each of these parameters.</p> <p>Explain why it is appropriate or not and your presentation should involve a class discussion about your findings.</p>	Product form	Features	Customization	Performance	Conformance	Durability	Reliability	Reparability	Style
Product form	Features	Customization										
Performance	Conformance	Durability										
Reliability	Reparability	Style										
<p>Week 9 11TH OCT</p>	<p>Chapter 14</p>	<p>Developing Pricing Strategies and Programs</p>	<p><u>TUTORIAL PRESENTATION</u> <u>Marketing Strategies for Service Firms</u></p> <p>Macquarie University can be classified as service organizations. How can you apply the marketing principles developed in Chapter 13 to MQ? Do you have any advice as to how they could become better service marketers? Ideas for research may include; referring to its web site, available literature, newspaper articles, its organisation chart & structure, policies, student handbooks, surveys you may conduct, comparisons with other universities, interviews with staff, students, past students or lecturers?</p> <p>Present your evidence and recommendations and conduct a class discussion about your findings.</p>									

Week 10 18 TH OCT	Chapter 15	Designing and Managing Integrated Marketing Channels	<p><u>TUTORIAL PRESENTATION</u> <u>Is the Right Price a Fair Price?</u></p> <p>Prices are often set to satisfy demand or to reflect the premium that consumers are willing to pay for a product or service. Some critics shudder however, at the thought of \$2 bottles of water, \$150 running shoes, and \$500 concert tickets.</p> <p><i>Take a position and <u>debate</u> the following:</i> Prices should reflect the value that consumers are willing to pay <i>versus</i> prices should primarily just reflect the cost involved in making a product or service. Involve the class in this discussion.</p>
	Chapter 16	Managing Retailing, Wholesaling, and Logistics	
Week 11 25 TH OCT	Chapter 17	Designing and Managing Integrated Marketing Communications	<p><u>TUTORIAL PRESENTATION</u> <u>Retailing Models of Success</u></p> <p>Identify 4 different retail stores (eg. David Jones, Aldi and Cosco). For each store, include analysis of the following areas; all answers should include:</p> <ol style="list-style-type: none"> Levels of service: self-service, self-selection, limited service, and Strong retail brand approach, showcase store. Feature exclusive national brands; private label brands; blockbuster distinctive merchandising events; surprise or ever-changing merchandise; newest merchandise first; offer merchandise customizing services; and offer a highly targeted assortment. Services mix: pre-purchase or post-purchase services, ancillary services. Store atmosphere—"look," or "feel." Store activities and experiences: place to congregate, "guests," in-store entertainment <p>Are there any improvements you could suggest? Involve the class in a discussion about your recommendations.</p>
	Chapter 18	Managing Mass Communications: Advertising, Sales Promotions, Events and Experiences, and Public Relations	

	Chapter 19	Managing Personal Communications: Direct and Interactive Marketing, Word of Mouth, and Personal Selling	
Week 12 1 ST NOV	Chapter 20	Introducing New Market Offerings	<u>Buzz and Viral Marketing</u> 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?
	Chapter 21	Tapping into Global Markets	
Week 13 8 TH NOV		Review	<u>New Product Strategies and Type I and II errors</u> <i>A Type I error is rejecting something that is acceptable. Also known as an alpha error.</i> <i>A type II error is accepting something that should have been rejected. Also known as beta error.</i> Find 5 examples of new product ideas that were initially screened and dumped but turned out to be real winners. And find 5 examples of new product ideas that were initially screened and accepted but turned out to be failures. Explain what went wrong in each case.

EXAMINATIONS

A final examination is included as an assessment task for this unit to provide assurance that:

- i) the product belongs to the student and
- ii) the student has attained the knowledge and skills tested in the exam.

A three (3) hour final examination for this unit will be held during the University Examination period.

The University Examination period in First / Second Half Year 2010 is from 17th November, 2010 to 3rd December, 2010.

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. The University's policy on special consideration process is available at:

http://www.mq.edu.au/policy/docs/special_consideration/policy.html

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. (Individual Faculties may wish to signal when the Faculties' Supplementary Exams are normally scheduled.)

The Macquarie university examination policy details the principles and conduct of examinations at the University. The policy is available at:

<http://www.mq.edu.au/policy/docs/examination/policy.htm>

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.mq.edu.au/policy/docs/academic_honesty/policy.html

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.

ACADEMIC HONESTY

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at:

http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

GRADES

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://senate.mq.edu.au/rules/Guidelines2003.doc>

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

GRADING APPEALS AND FINAL EXAMINATION SCRIPT VIEWING

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please

refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

http://www.businessandconomics.mq.edu.au/for/new_and_current_students/undergraduate/admin_central/grade_appeals

SPECIAL CONSIDERATION

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at: http://www.mq.edu.au/policy/docs/special_consideration/procedure.html

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>

IT CONDITIONS OF USE

Access to all student computing facilities within the Faculty of Business and Economics is restricted to authorised coursework for approved units. Student ID cards must be displayed in the locations provided at all times.

Students are expected to act responsibly when utilising University IT facilities. The following regulations apply to the use of computing facilities and online services:

- Accessing inappropriate web sites or downloading inappropriate material is not permitted. Material that is not related to coursework for approved unit is deemed inappropriate.
- Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings.

Non-compliance with these conditions may result in disciplinary action without further notice.

Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.

**MKTG208 MARKETING MANAGEMENT
GROUP MEMBERS**

CLASS DAY TIME

PRESENTATION DUE WEEK

DATE

<p>Group Leader NAME:.....</p> <p>STUDENT ID:.....</p> <p>MOBILE PHONE NO:.....</p> <p>EMAIL:.....</p>
<p>NAME:.....</p> <p>STUDENT ID:.....</p> <p>MOBILE PHONE NO:.....</p> <p>EMAIL:.....</p>
<p>NAME:.....</p> <p>STUDENT ID:.....</p> <p>MOBILE PHONE NO:.....</p> <p>EMAIL:.....</p>
<p>NAME:.....</p> <p>STUDENT ID:.....</p> <p>MOBILE PHONE NO:.....</p> <p>EMAIL:.....</p>

TUTORIAL TOPIC ALLOCATION

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MKTG208 Marketing Management
Weekly Tutorial Tasks (500 words weekly and contribution to discussion) (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.
	Attended at least 10 tutorials.
7.5 - 8.4 (D)	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)	Frequently provided good quality answers to pre-set tutorial questions.
	Frequently participated in tutorial discussions and activities.
	Was not disruptive in class.
	Attended at least 10 tutorials.
5- 6.4 (P)	Occasionally provided good quality answers to pre-set tutorial questions.
	Frequently participated in tutorial discussions and activities.
	Was not disruptive in class.
	Attended at least 10 tutorials.
4.5- 4.9 (PC)	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)	Participated in tutorial discussions and activities.
	Was not disruptive in class
	Attended 9 tutorials.
2- 3.4 (F)	Participated in tutorial discussions and activities.
	Was not disruptive in class
	Attended 8 tutorials.
1.9- 1 (F)	Participated in tutorial discussions and activities.
	Was not disruptive in class.
	Attended 7 tutorials.
0 (F)	Attended less than 7 tutorials.

MKTG208 MARKETING MANAGEMENT
Tutorial Report and Presentation - Group Mark **20%**
Marking Criteria and Feedback Sheet

STUDENT NAME: _____ SID: _____

TUTORIAL Day: _____ Time: _____

MKTG208 MARKETING MANAGEMENT
Report (10%): Marking Criteria and Feedback Sheet

1 mks **Introduction** - **0** **1**
 Clear statement of topic area and purpose of TOPIC
 Defined the major issues (who, what when, where, why)

5 mks **Body of Research** **0** **1** **2** **3** **4** **5**
 Demonstrates understanding of the theory/ies
 Demonstrates further research of topic area
 e.g. library research, databases, literature reviews,
 statistical data, beyond material provided
 Demonstrates use of and interpretation of any data found
 Analysis showing comparisons between findings and
 theories, similarities and differences, etc.

1 mks **Conclusion** - Weighing up findings **0** **1**
 Make recommendations of you own
 E.g. "On the basis of these findings,....."

2 mks **References and Bibliography** **0** **2**
 - no plagiarism
 - all ideas of others correctly cited and referenced

2 mks **General** **0** **1** **2**
 Grammar, spelling and writing mechanics
 Organisation, Logic and Clarity of expression
 Tables, charts and graphs with sources.
 Professional Presentation- Neatness, page numbers, proper margins, etc.

Total Mark: _____ / 10



MKTG208 MARKETING MANAGEMENT

INDIVIDUAL ASSIGNMENT

**An Essay on HOLISTIC MARKETING 2, 500 words
TOPICS TO BE INCLUDED IN THIS ESSAY**

INTRODUCTION

Introduces the topic, details the purpose and structure of the assignment concisely

BODY OF ESSAY

Identification of seminal literature on the topic (minimum of 6 scholarly articles)
Comprehensive analysis and discussion of the literature relevant to the research topic
Themes in the literature were identified, discussed and critically evaluated
Arguments about the topic were outlined and justified with reference to the literature and case examples

INTERNAL MARKETING

- Marketing Department
- Senior Management
- Other Departments

INTEGRATED MARKETING

- Products and Services
- Communications
- Channels

SOCIAL RESPONSIBLE MARKETING

- Ethics
- Environment
- Legal
- Community

RELATIONSHIP MARKETING

- Customers
- Channel
- Partners

CONCLUSION

Summarises the key findings of each section in a concise yet comprehensive manner

REFERENCES /BIBLIOGRAPHY

- ***plagiarism and incorrect referencing earns 0 marks for the essay***
- all ideas of others correctly cited and referenced
- all diagrams/tables/pictures/graphs have identified sources

GENERAL

Evidence of comprehensive search for, and effective recourse to available data and effective use of such data
The identification, conception (if appropriate) and promulgation of supported, detailed and practicable marketing strategies

Organisation, logic of expression, Grammar, spelling and punctuation, vocabulary, writing mechanics, etc.,
Professional Presentation- (Neatness, page numbers, word count, proper margins, etc. within guidelines).

Assessment and Feedback Marking Guide

MKTG208 MARKETING MANAGEMENT

Grade

Assessment Task: INDIVIDUAL Essay: Holistic Marketing

STUDENT NAME: _____

TUTORIAL DAY: _____ **TUTORIAL TIME:** _____

General Standards As Applied To This Assignment

<p><u>High Distinction</u></p> <p>85-100%</p>	<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.
<p><u>Distinction</u></p> <p>75-84%</p>	<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.
<p><u>Credit</u></p> <p>65-74%</p>	<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.
<p><u>Pass</u></p> <p>50-64%</p> <p><u>Conceded Pass</u></p> <p>45-49%</p>	<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.
<p><u>Fail</u></p> <p>0-44%</p>	<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.

Communication and Referencing

		Good	Need to improve			Comments
Spelling		<input type="checkbox"/>	<input type="checkbox"/>			
Sentence Structure		<input type="checkbox"/>	<input type="checkbox"/>			
Punctuation		<input type="checkbox"/>	<input type="checkbox"/>			
Vocabulary		<input type="checkbox"/>	<input type="checkbox"/>			
Structure		<input type="checkbox"/>	<input type="checkbox"/>			
Referencing		<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"/>		