

MACQUARIE
UNIVERSITY



FACULTY OF
BUSINESS AND ECONOMICS

MKTG802:
Marketing Communications

Adjunct Professor Robert (Bob) Miller

Semester 1,
2009

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

**Semester 1, 2009
Class 02, E5A 119, Tuesdays, 9am – 12pm.**

Class 01, E5A 107, Fridays, 10am – 1pm.

ABOUT THIS UNIT

- Assumed knowledge: Principles of marketing.
- Marketing communications embraces an entire range of activities, media and enterprises, all of which have a role to play in communications in marketing strategy. Given a target customer, a product and a pricing strategy, together with decisions on specific distribution channels, a marketing communications programme is essential if the company's marketing offer is to reach the customer and meet customer expectations. The range of communications options available to an organization is large and, in recent years, has increased. Furthermore, the options are becoming quite specific in their application. It follows that a company's communication programme is an integral component of its marketing strategy. This unit explores marketing communications by considering theoretical issues and practical implications of implementation.
- Unit objectives: students will gain an understanding of the real world skills necessary to plan and execute a marketing communications strategy.

TEACHING STAFF

- **Teaching staff:** Adjunct Professor Robert (Bob) Miller.
- Contact details: Tele 02 9516 3515 or 0417 208 036;
e-mail bob.austreet@bigpond.com
- Consultation availability: Before or after lectures. Bob runs his own marketing consultancy off-campus, but telephone or e-mail questions will be answered within a short time frame.

CLASSES

- Number and length of classes: 12 x 3 hour lectures plus a 3 hour examination.
- Maximum class size 50 pax.
- The timetable for face-to-face classes can be found on the web site at: <http://www.efs.mq.edu.au/gso/ss/ttable>

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

- Prescribed text:

Morgan, A. 2ed. (2009) - *Eating the Big Fish: how challenger brands can compete against brand leaders*. NJ: Wiley.

Recommended texts and readings:

- Anderson, C. (2006) – *The Long Tail*. NY: Hyperion.
- Baggott, C. (2007) – *Email Marketing by the Numbers: how to use the world's greatest marketing tool to take any organization to the next level*. NJ: Wiley.
- Bly, R.W. (2006). *The White Paper Marketing Handbook*. Mason, Ohio: Thomson Higher Education.
- Borelli, A. and Holden, G. (2007) – *Affiliate Millions: make a fortune using search marketing on Google and beyond*. NJ: Wiley.
- Dru, J-M. (1996) – *Disruption*. NY: Wiley.
- Doyle, P. (2000) – *Value-based Marketing*. UK: Wiley.
- Gladwell, M. (2000) – *The Tipping Point*. London: Little, Brown.
- Grey, A & Skildum-Reid, K. (2001) – *The Sponsor's Toolkit*. Sydney: McGraw-Hill
- Heath, C. and Heath, D. (2007) – *Made To Stick: why some ideas survive and others die*. NY: Random House.
- Jones, J. (1992) – *How Much is Enough?* NY: MacMillan.

- Kim, W.C & Mauborgne, R (2005) – *Blue Ocean Strategy*. Boston: Harvard Business School Press.
- McKee, R. (1998) – *Story*. UK: Methuen.
- Ries, A and Ries, L. (2002) – *The Fall of Advertising and the Rise of PR*. NY: Harper Collins.
- Scott, D.M. (2007) – *The New Rules of Marketing & PR: how to use news releases, blogs, podcasting, viral marketing & online media to reach buyers directly*. NJ: Wiley.
- Sutherland, M and Sylvester, A. (2000) – *Advertising and the Mind of the Consumer*. Sydney: Allen & Unwin.
- Trout, J and Ries, A. (1993) – *The 22 Immutable Laws of Marketing*. NY: Harper.

Recommended Journal Articles List

The Harvard Business Review -

- June 03 *Storytelling that moves people*, Robert McKee
- Sept.03 *How to Pitch a Brilliant Idea*, Kimberly D. Elsbach
- Jan.02 *Selling the Brand Inside*, Colin Mitchell
- Oct.01 *Boost Your Marketing ROI with Experimental Design*, Eric Almquist & Gordon Wyner
- May 03 *Diamonds in the Data Mine*, Gary Loveman
- Nov.03 *Wanted: Chief Ignorance Officer*, David Gray
- Dec. 03 *The One Number You Need to Grow*, Frederick F. Reichheld

Recommended Websites

Australia Post: www.australiapost.com.au

Drayton-Bird www.draytonbird.com

Australian Competition & Consumers Commission www.accc.gov.au

Useful marketing spreadsheets

<http://cob.jmu.edu/flahertb/merlot/spreadsheets/spreadsheetsresources.html>

All aspects of the **prescribed textbook** will be EXAMINABLE.

All **lecture notes** will be EXAMINABLE.

Lecture notes will be provided as PowerPoint slides on the University's Blackboard website.

All lectures for this unit are digitally recorded and are made available with the relevant PowerPoint slides on i-Lecture.

UNIT WEB PAGE

Online Learning @ MQ: <https://learn.mq.edu.au>

LEARNING OUTCOMES

- The learning outcomes of this unit are ...

Students will be able to demonstrate that they understand how to develop, execute or review and make recommendations or decisions about the worthiness of marketing communications programmes.

Students will be exposed to a range of practical 'marcomms' topics:

- Marketing & selling: their relationship
- Role of marketing communications
- Advertising: creating the brief.
- Public Relations.
- Sponsorships
- Conferences and conventions
- Media planning and buying.
- Direct Marketing B-to-B and B-to-C.
- Selling on the internet.
- Market research.
- Word-of-mouth and referrals.
- Brand valuation and return on investment.

TEACHING AND LEARNING STRATEGY

- The unit is taught by lecture and major assignment (individual, not group) engaging the topics taught in a practical real world scenario.
- What is expected from students? Read in advance; follow current developments in the market place; be able to apply the lessons of the lectures (reflected in the lecture notes) to the major assignment; respond to questions raised during lectures; demonstrate enthusiasm for the subject; challenge the lecturer's assumptions during lectures and explore opposing points of view.

The Macquarie experience is designed to lead students to a career in the city and a place in the world. It encourages life-long learning and links teaching to cutting-edge research.

Macquarie seeks to develop generic skills for students, building flexible outcomes for life and for the workplace over a life's career. These skills include:

- foundation skills of literacy, numeracy and information technology;
- self-awareness and interpersonal skills, such as the capacity for self-management, collaboration and leadership;
- communication skills for effective presentation and cultural understanding;
- critical analysis skills to evaluate, synthesise and judge;
- problem-solving skills to apply and adapt knowledge to the real world; and
- creative thinking skills to imagine, invent and discover.

Source: Macquarie University Handbook

MKTG 802 Semester 1, 2009.

Lecture	Topics covered	Reading
Lec # 1 FEB 24, 27	Introduction to the course and its administration. Review the Major Assignment tasks. Examine the role of our textbook and its relevance to the Major Assignment. Explore the role of marketing communications in modern business.	Morgan Ch.13
Lec # 2 MAR 3, 6	Advertising: developing a brief that will produce advertising that works.	Trout; McKee
Lec # 3 MAR 10, 13	Public Relations: should it lead or follow? Is PR just free advertising or is it much more than that? Conducting product recalls. Managing Corporate reputation. Managing in a PR "crisis".	Ries
Lec # 4 MAR 17, 20	Ideas that "stick"...why some ideas survive and others do not.	Heath
Lec # 5 MAR 24, 27	Value-based marketing and marcomms RoI. Australian Marketing Institute dashboard: Marketing Metrics	Doyle

Lec # 6 MAR 31, APR 3	Word-of-mouth referrals: creating epidemics of demand....the most powerful advertising of all.	Gladwell
Lec # 7 APR 7	Sponsorships: how to manage them and how to acquire them. <i>NOTE: Mid-semester break April 13 – 24, 2009</i>	Grey/ Skildum-Reid
Lec # 8 APR 28 MAY 1	Selling ideas and products on the internet.	Anderson
Lec # 9 MAY 5, 8	Media planning and buying: how much is enough? <i>ASSIGNMENT DUE TODAY</i>	Jones
Lec # 10 MAY 12, 15	Direct marketing B-to-B and B-to-C.	Bly
Lec # 11 MAY 19, 22	Conferences and conventions: coming face-to-face with the market place. <i>Assignments returned to students.</i>	
Lec # 12 MAY 26, 29	Review and Revise for Final Examination.	

June 2 5	FINAL EXAMINATION Class 02 Room E5A 119, 9am - 12 pm Class 01 Room E5A 107, 10am – 1pm	
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RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

- Statement on the rationale for the modes of assessment (that is, how do the assessment tasks fulfill and evaluate the stated learning outcomes of the unit).

The objective of the major assignment is to encourage students to learn by applying the lessons of the lectures to an imagined 'real world' scenario and demonstrating to the teacher they comprehend the practicalities of conducting a marcomms exercise.

The objective of the examination is to convince the lecturer that students have learned the lessons of the lectures and text book to the extent that they can demonstrate they can apply them to resolving problems or prove they can recall the basic rules and principles of the subject as taught.

In-lecture quizzes provide students with early feedback on their whether or not they have fully understood the basic principles of five key lectures. Each of the five quizzes will offer a maximum of 2 marks: a total of 10.

Assessments:

. Marks in this unit will be allocated on the following basis -

- ◆ Final Examination 50%, (i.e. 50 marks)
- ◆ Major Individual Assignment 40% (i.e. 40 marks)
- ◆ In-lecture participation 10% (i.e. 10 marks)

All students are required to pass the final examination to obtain a passing grade for the unit, regardless of accumulated scores.

- Word length of each form of assessment:

Major assignment...4000 words. Diagrams and illustrations are judged to be equivalent to 200 words.

More words are acceptable if students deem them necessary;

Examination...400 words per answer to essay questions.

- Due date for assignment: **May 5 or 8, 2009 in lecture room.**
Marked work is due to be returned to students May 19 or 22.
 - Where students are to hand in their assignments: **At lecture room.**
 - Expectations in relation to the presentation of written and/or oral work:
 - All written work to be submitted in typed format on A4 white paper, using only one side of the sheet, 12pt Arial typeface, 1.5-spaced.
 - Assignment to be contained securely in a ring or clip binder.
 - References to be in keeping with APA guidelines & Macquarie University guidelines as detailed on the student information website.
- ERIC INDIVIDUAL ASSIGNMENT COVER SHEET is required for all assignments, available for download from the ERIC website**
http://www.efs.mq.edu.au/docs/student_support/Individual_cover_sheet.pdf

Pages can be simply stapled together at the top left corner, but it is recommended they be enclosed in a folder for safety.

- Work that is submitted late will be penalised at the rate of 5 marks per day.

EXAMINATION

- Exam date, time, location will be **June 2 in E5A 119 for Class 02, or June 5 IN ROOM E5A 107.**
- Exam duration: 2 hours & 45 minutes.
- Format of exam: essay questions. **Answers to be approximately 400 words in length.** Students may choose to answer any 5 of a choice of 8 questions
- Policy on whether a pass in the exam is required for a pass in the unit irrespective of accumulated marks: **All students are required to pass the final examination to obtain a passing grade for the unit.**
- Policy on calculators: Calculators, PDAs, cell phones and other electronic aids are **NOT** permitted in the exam.
- Policy on dictionaries: Dictionaries are **NOT** permitted in the 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>

You are advised that it is Macquarie University policy not to set early or delayed 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 University examination period, and can attend the exam at the designated time and place.

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 Postgraduate 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.

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/MQUonly/Issues/Guidelines2003.doc>

or

<http://www.mq.edu.au/senate/MQUonly/Issues/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>

MAJOR ASSIGNMENT

PURPOSE of this assignment is to encourage you to apply, in a practical way, the lessons learned in our lecture series. You can also apply some of the information gathered from your reading list.

VALUE of this assignment is 40% of the marks for the unit.

TIMING

The vagaries of the timing of holidays etc during the semester mean that some of the topics useful to your assignment will not have been covered in the lectures by the time you need to hand in your assignment. However, you are encouraged to read ahead so you can draw from the lecture notes supplied on the website.

LENGTH of assignment should be around 4,000 words - graphs and charts are counted as 200 words.

GUIDANCE

It will be up to you as individual students to consult the lecturer for advice on how to go about the process of developing this assignment. Your opportunity to do this will come when questions are requested during lectures and during the period allotted to "tutorial" in the latter part of the lecture.

Writing advice can be gathered at

<http://www.monash.edu.au/lls/llonline/writing/general/essay/index.xml>

QUESTIONS

The best questions are planned and discussed with your fellow students. This is **not** group work, these are **individual** assignments. However, you are not in competition with your fellow students and you should take the opportunity to share your concerns with them as you attempt to formulate an appropriate response to this challenge.

By their very nature, briefs are brief! You will be developing a combination plan and briefing document that will need to inform and occasionally instruct your various suppliers of services. Your advertising agency, your PR agency, market researchers, events organisers, media planners etc. will all need to know the way you think about this problem and what, in broad terms, you expect from each of them in their particular unique roles as specialist service providers.

- ◆ What do you expect of **each** different supplier?
- ◆ What **roles** will each play in applying the strategy of Morgan's book *Eating the Big Fish*?
- ◆ What do you see as their **responsibilities to each other** as contributors to a **mutually successful** team?
- ◆ How will you **judge** their performance?

- ◆ What is your timetable of expectations from them?

This is rather a large challenge.

Start EARLY!

Start asking questions early!

Major Assignment TASK

Imagine you are the Marketing Communications Director in Australia of an Indian car company planning to import and introduce a range of small, inexpensive passenger cars, a one tonne capacity utility pick-up truck and a rugged “agricultural”-style four wheel drive four door diesel wagon.

Your plan is to compete with category “big fish” automotive brands around Australia. Your range will be introduced to the Aussie motoring press from July 2009 onwards, then launched to the public at the October 2009 Sydney International Motor Show at Darling Harbour.

Your outlets will be dealers already selling Toyotas in NSW, North Queensland and the Northern Territory. In 2011 you will also distribute in South Queensland, WA, SA and Victoria and Tasmania. By 2012 yours will be an Australia-wide rural and metro automotive franchise with 60 dealers....an unusually small number of retailers for a national franchise, but there is a reason for you adopting this strategy....what might that be?

The internet will play an unusually important role in your franchise introduction.

You have a marketing communications budget of A\$60 million for the period July 2009 to December 2011. This must serve to **launch** your NEW BRAND and establish the groundwork for future cash flows.

Develop a 4000 word marketing communications program aimed at launching your franchise and making it amazingly successful.

Use our unit’s core business book ***Eating the Big Fish*** by Adam Morgan to develop your strategy and tactics, particularly Chapter 13, The Two-day Offsite as your guide.

Also employ the lessons of our lectures.

Prove to your lecturer **you have learned something you can apply** in the real world.

NB: If you choose not to follow this advice, your assignment will be automatically disqualified.