



TASMANIAN SCHOOL OF
BUSINESS & ECONOMICS

UNIT OUTLINE

Read this document to learn essential details about your unit. It will also help you to get started with your studies.

BMA351 Marketing Management

Semester 2, 2014

THIS UNIT IS BEING OFFERED IN
HOBART/LAUNCESTON/DISTANCE

Taught by:

Dr Kim Lehman and Mr Hormoz Ahmadi

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Unit Description

The demand for trained, experienced and effective marketing practitioners is growing. Marketing is a discipline that seeks to 'make sense' of the commercial world around us, a skill that can benefit any enterprise in their given markets. As this is becoming increasingly recognised, more and more firms (including government agencies and non-profit organisations) are seeking people capable of putting marketing theory into practice, by formulating and implementing effective marketing plans.

This unit, therefore, introduces students to the theories underpinning marketing strategy, and their role in the development of an effective marketing plan document. It is also a unit that allows students to utilise and apply the knowledge gained in their previous studies in marketing in a real-world format.

Prior Knowledge &/or Skills OR Pre-Requisite Unit(s)

BMA101 Introduction to Management, BMA1/251 Principles of Marketing, and 2 x BMA200-level marketing units.

Enrolment in the Unit

Unless there are exceptional circumstances, students should not enrol in this unit after the end of week two of semester, as the Tasmanian School of Business and Economics (TSBE) cannot guarantee that:

- any extra assistance will be provided by the teaching team in respect of work covered in the period prior to enrolment; and
- penalties will not be applied for late submission of any piece or pieces of assessment that were due during this period.

When does the unit commence?

14 July 2014

Intended Learning Outcomes and Generic Graduate Attributes for BMA351

INTENDED LEARNING OUTCOMES		ASSESSMENT METHODS	GRADUATE ATTRIBUTE OUTCOMES
In this unit you will learn:	In assessing this unit I will be looking at your ability to:		
Learning Outcome 1 1. Understanding of the theories and concepts of marketing strategy.	Explain and use marketing strategy theories and concepts to analyse case examples and develop a marketing plan.	Marketing Plan Phases 1 & 2, Exam essays	<p>The assessments and teaching activities in this unit have been designed to develop the following graduate attributes in students.</p> <p>Knowledge: Extensive functional knowledge of:</p> <ul style="list-style-type: none"> Marketing management and its application to the business environment; and To become a functional lifelong learner for professional and personal career aspirations. <p>Communication: The ability to engage in persuasive, succinct written and oral discussion to communicate and defend a position held.</p> <p>Written and oral communication skills to create clear and detailed analyses and non-biased recommendations for marketing executives and CEOs.</p> <p>Problem Solving: The ability to apply logical, critical and creative thinking to complex marketing related problems.</p> <p>A critical grasp of theoretical frameworks and practices and the ability to integrate and apply them to problem resolution in a marketing strategy context.</p> <p>The ability to locate, analyse, evaluate and effectively use information from a range of media.</p> <p>Social Responsibility: The ability to articulate the legal and ethical issues involved in marketing planning and strategy development with executives and key stakeholder groups.</p>
	Explain and use marketing strategy theories to identify and address marketing problems and opportunities, analyse case examples, and develop a marketing plan.	Marketing Plan Phases 1 & 2, Exam essays	
Learning Outcome 2 2. To use strategy theory and independent research to apply contemporary marketing strategy issues.	Conduct independent research on contemporary strategic issues and apply knowledge and insight in the development of a marketing plan.	Marketing Plan Phases 1 & 2	
	Apply marketing strategy theory to case study issues, document steps for implementing a marketing plan, and draw conclusions.	Marketing Plan Phases 1 & 2	
Learning Outcome 3 3. Critical evaluation of the theories and concepts in marketing strategy.	Describe the limitations of marketing strategy theory.	Exam essays	
	Justify the use of marketing strategy theories.	Exam essays	
	Develop measures & data for evaluating a marketing plan.	Marketing Plan Phases 1 & 2	
Learning Outcome 4 4. Communicate marketing strategy theory and practice.	Write clearly, logically & professionally using the lexicon/language of strategy.	Marketing Plan Phases 1 & 2, Exam essays	
	Communicate in the format of case analysis and essays, including use of full, accurate & consistent referencing.	Marketing Plan Phases 1 & 2, Exam essays	

Learning Expectations and Teaching Strategies/Approach

The University is committed to a high standard of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers. The University's Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

Work, Health and Safety (OH&S)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's policy at: www.utas.edu.au/work-health-safety.

Learning Resources

Prescribed Text

A prescribed text is a resource that you must have access to for the purposes of studying this unit.

Ferrell, OC & Hartline, MD, 2013, *Marketing strategy*, 6th edn, Cengage Learning, Mason, OH.

Recommended Texts

A recommended text is a resource that you can use to broaden your understanding of the topics covered in this unit. You may also find a recommended text helpful when conducting research for assignments.

Aaker, DA & Mills, MK, 2005, *Strategic marketing management*, Pacific Rim edn, Wiley, Singapore.

Andreasen, A & Kotler, P, 2008, *Strategic marketing for non-profit organizations*, 7th edn, Prentice Hall, Upper Saddle River.

Doyle, P, 2008, *Value-based marketing: marketing strategies for corporate growth and shareholder value*, 2nd edn, Wiley, Chichester.

Jain, SC, Haley, TH, Voola, R & Wickham, M, 2012, *Marketing: planning and strategy*, Asia Pacific edn, Cengage Learning, South Melbourne.

Keller, KL, 2008, *Strategic brand management: building, measuring, and managing brand equity*, 3rd edn, Prentice Hall, Upper Saddle River.

Kotler, P, Keller, K & Burton, S, 2009, *Marketing management*, Pearson Education, Frenchs Forest.

Walker, OC, Gountas, JI, Movondo, FT & Mullins, JW, 2010, *Marketing strategy: a decision-focused approach*, McGraw-Hill, Sydney.

Nagel, TT & Holden, RK, 2002, *The strategy and tactics of pricing*, Prentice Hall, Sydney.

Reed, P, 2010, *Strategic marketing: decision making and planning*, 3rd edn, Thomson, Melbourne.

Other Recommended Resources

Apart from books, you will find it valuable to get into the practice of reading relevant articles. The following academic journals, magazines and newspapers are only a selection of what is available. Reading widely will be advantageous.

- Australasian Marketing Journal
- European Journal of Marketing
- Journal of Consumer Behaviour
- Journal of Marketing
- The Australian
- Business Review Weekly
- Australian Financial Review
- The Wall Street Journal

There are also a considerable number of websites related to the general topic of marketing. Regularly scanning blogs, the social media and relevant websites for articles and news will broaden your understanding of the real world application of the theories covered in this unit.

My Learning Online (MyLO)

Access to the MyLO online learning environment unit is required for this unit. The unit has its own MyLO site.

To log in to MyLO and access this unit, go to: <http://www.utas.edu.au/learning-teaching-online> .To access the unit, select **BMA351**. [These instructions will help you to log in for the first time.](#)

For help using MyLO go to <http://www.utas.edu.au/learning-teaching-online>.

Technical requirements for MyLO

For help and information about setting up your own computer and web browser for MyLO, see: <http://uconnect.utas.edu.au/>

While on campus, you can access the University network and MyLO via a laptop computer or other mobile device. See: <http://uconnect.utas.edu.au/uana.htm>

MyLO can be accessed via Library computers and in computer labs on campus. See: <http://www.utas.edu.au/it/computing-distributed-systems/computer-labs-facilities-and-locations>

For further technical information and help, contact the UTAS Service Desk on 6226 1818 or at <http://www.utas.edu.au/service-desk> during business hours.

Learning to use MyLO

When you login to MyLO, you will see a unit called **Getting Started with MyLO**. Enter the unit to learn more about MyLO and to practice using its features.

MyLO Expectations

1. Students are expected to maintain the highest standards of conduct across all modes of communication, either with staff or with other students. Penalties may be imposed if the Unit Coordinator believes that, in any instance or mode of communication, your language or content is inappropriate or offensive. MyLO is a public forum. Due levels of respect, professionalism and high ethical standards are expected of students at all times.
2. Submission of assessment tasks via MyLO presumes that students have read, understood and abide by the requirements relating to academic conduct, and in particular, those requirements relating to plagiarism. All work submitted electronically is presumed to be "signed-off" by the student submitting as their own work. Any breach of this requirement will lead to student misconduct processes.
3. MyLO is an Internet service for teaching and learning provided by the University. It is expected that you check your units in MyLO for updates at least once a day.

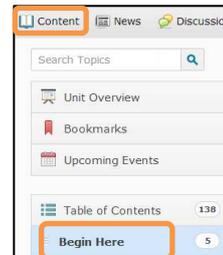
Using MyLO for BMA351

IMPORTANT! Before you are provided with access to your unit's MyLO resources, you must complete the **Student Agreement** form. To do this:

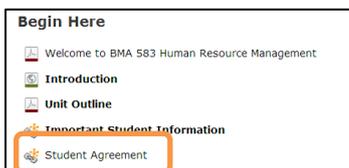
1. Access the unit's MyLO site.
2. Locate the **Begin Here** folder and click on it to open it. You can find the **Begin Here** folder by scrolling down until you see **Content Browser** OR by clicking on the **Content** button.



OR



3. Once you have opened the **Begin Here** folder, click on the **Student Agreement** file.



OR



4. Read the terms, then check the **I agree** box. You should now be able to access all available unit content on MyLO. You only need to do this once in each MyLO unit.

Other important resources on MyLO

Study materials and resources for this unit will be provided through MyLO. Students will have access to the following:

- Basic PowerPoint slides.
- Recorded audio and PowerPoint presentation lecture and discussion delivered by the Unit Co-ordinator as a podcast (refer to the last page of this Unit Outline for study schedule details). Each week's podcast will normally be available on the Tuesday afternoon of each study week.
- A Study Guide, with an Introductory section and weekly Chapters, which provide an overview of the material covered.
- Additional readings within each week's 'Resources' folder.
- Discussion areas where students can interact with each other. (Details are provided in the Study Guide.)

Note that not all the study materials and resources will be available at the start of the semester, with materials usually made available on a week-by-week basis.

A student discussion area is incorporated into MyLO for this unit. This is an area where you can share advice, seek assistance, and interact with other students.

Student Feedback via eVALUate

At the conclusion of each unit students will be asked to provide online responses to a number of matters relating to the learning and teaching within that unit. All students are asked to respond honestly to these questions, as all information received is used to enhance the delivery of future offerings.

Details of Teaching Arrangements

Lectures

On-campus only:

There will be a series of 12 lectures held weekly throughout the semester.

Tutorials

On-campus only:

There will be a series of 12 tutorials held weekly throughout the semester. Note that the Weeks 4 and 10 tutorials will be assignment workshops – see the Tutorial Program below.

The tutorial program will commence in Week 2. All students are required to enrol in a tutorial for this unit, which will be completed in the first lecture.

Tutorials in this unit will follow a participative style of discussion and interactivity. In order for you to contribute fully to these activities and to gain the most from the tutorial program, you will need to prepare for these sessions with detailed answers that address each of the questions. Some research will need to be conducted online.

Learning Skills and Language Support (Other support details)

The Student Learning and Academic Development Team in the Student Centre works with all students, domestic and international, to develop academic skills, literacy and English language skills.

More information can be found on this website <http://www.utas.edu.au/student-learning/>.

Communication, Consultation and Appointments

TO KEEP UP WITH ANNOUNCEMENTS REGARDING THIS UNIT:

Check the MyLO News tool at least once every two days. The unit News will appear when you first enter our unit's MyLO site. Alternatively, click on the News button (towards the top of the MyLO screen) at any time.

WHEN YOU HAVE A QUESTION:

Other students may have the same question that you have. Please go to the Q&A Forum on our course's MyLO site. Check the posts that are already there – someone may have answered your question already. Otherwise, add your question as a new topic. Students are encouraged to support each other using this forum – if you can answer someone's question, please do. We will attempt to respond to questions within 48 business hours. If your question is related to a personal issue or your performance in the unit, please contact us by email instead.

WHEN YOU HAVE AN ISSUE THAT WILL IMPACT ON YOUR STUDIES OR SUBMISSION OF AN ASSESSMENT TASK:

If you have a personal question related to your studies or your grades, please contact us by email.

A NOTE ABOUT EMAIL CORRESPONDENCE:

You are expected to check your UTAS email (WebMail) on a regular basis – at least three times per week. To access your WebMail account, login using your UTAS username and password at <https://webmail.utas.edu.au/>.

You are strongly advised not to forward your UTAS emails to an external email service (such as Gmail or Hotmail). In the past there have been significant issues where this has occurred, resulting in UTAS being blacklisted by these email providers for a period of up to one month. To keep informed, please use your UTAS email as often as possible.

IMPORTANT Please email me when you have a question or issue of a personal nature, for example, you have a family issue that is affecting your studies. For general questions about the unit, please add them to the Q&A forum on our unit's MyLO site. This way, other students can also benefit from the answers.

I receive a lot of emails. Be realistic about how long it might take for me to respond. Allow me at least two (2) business days to reply. Staff are not required to respond to emails in which students do not directly identify themselves, emails which are threatening or offensive, or emails that come from external (non-UTAS) email accounts.

When you write an email, include the following information. This helps the teacher determine who you are and which unit you are talking about.

- Family name;
- Preferred name;
- Student ID;
- Unit code (i.e. BMA351)
- Questions

If your question is about an assessment task, please include the assessment task number or name.

Assessment

Assessment Schedule

In order to pass this unit you must achieve an overall mark of at least 50% of the total available marks. Details of each assessment item are outlined below.

Assessment Items	Due Date	Value/Weighting	Link to Learning Outcomes
Assessment Item 1 – Marketing Plan Phase 1: Situation Analysis & SWOT	27 August 2014	25%	1, 2, 3 & 4
Assessment Item 2 – Marketing Plan Phase 2: Strategies & Implementation	8 October 2014	35%	1, 2, 3 & 4
Assessment Item 3 – Final Exam	Exam period	40%	1, 2, 3 & 4

Assessment Overview (Assessment items 1 & 2)

Introduction

The aim of this assessment is for you to develop the skills to operate as a marketing professional in today's competitive marketing environment. Specifically, you are the Marketing Manager of a firm or business of your own choosing and your task will be to develop a logically derived marketing plan. It will be a two phase assignment as follows:

- Marketing Plan Phase 1: Situation Analysis & SWOT
- Marketing Plan Phase 2: Strategies & Implementation

Guidelines

The guidelines for both Phases of the assignment are as follows:

- The assessment is undertaken as an individual.
- You may choose the firm or business that the marketing plan will be for yourselves – see the note below.
- Both parts of the assignment should be presented in the form of a business report.
- Given the brevity required you should not overuse headings.
- You do not need an executive summary.
- Each phase must have a contents page.
- The word count includes such items as headings, in-text references and quotes. It does not include the reference list at the end of the assignment. The word limit is final – over length assignments will be penalised.
- You are not expected to support your assignment with academic references – this is a business report. However, you may still use references to facts and figures related to the external and internal environment.

Selection of a firm/business for the assignment

You may choose the firm or business yourselves. However your choice will need to be approved by your tutor, and be within the following parameters:

- Students can use a firm in their current location, or from their home city or town.
- It should employ more than 8 persons.
- It can be either a good or service firm.
- It must NOT be a franchise, e.g., your local McDonalds.
- You can have a personal involvement with the firm or business.
- It is wise to choose a firm or business with which you are familiar and that you can source information about easily.
- Remember, you are writing this report for your CEO/Board/General Manager/etc. – it is an internal document.
- For those students having difficulty selecting a business, a number of suggestions will be available in MyLO/Getting started.

Assessment Item 1 –Marketing Plan Phase 1: Situation Analysis & SWOT

Task Description: Present the Situation Analysis section of the Marketing Plan. This should be divided into the following sub-sections:

1. The Internal Environment
2. The Customer Environment
3. The External Environment
4. SWOT Analysis + 2 page Appendix (optional)

A document – ‘Phase 1 information’ - giving more details on the possible contents of each sub-section will be discussed in Assignment Workshop 1 – see the Tutorial Program on page 15. It will be available on MyLO: Assessment/Assessment Item 1/Resources.

Task Length 1500 words + optional (2 page) appendix

Assessment Criteria: The following documents will be available through MyLO: Assessment/Assessment Item 1/Resources:

- Assessment criteria

Link to Unit's 1, 2, 3 & 4

Learning Outcomes:

Due Date: 27 August 2014

Value: 25%

Assessment Item 2 - Marketing Plan Phase 2: Strategies & Implementation

Task Description: Present the Marketing Strategies section of the Marketing Plan. This should be divided into the following sub-sections:

1. Marketing Goal and Objective
2. Specific Marketing Strategies
3. Implementation & Control

A document – ‘Phase 2 information’ - giving more details on the possible contents of each sub-section will be discussed in Assignment Workshop 2 – see the Tutorial Program on page 15. It will be available on MyLO: Assessment/Assessment Item 2/Resources.

Task Length 2500 words

Assessment Criteria: The following documents will be available through MyLO: Assessment/Assessment Item 2/Resources:

- Assessment criteria

Link to Unit's Learning Outcomes: 1, 2, 3 & 4

Due Date: 8 October 2014

Value: 35%

Assessment Item 3 - Assessment Item 3 – Final Exam

Task Description: The final examination will be of two hours' duration, preceded by 15 minutes reading time. The examination is worth 40 percent of your assessment. Students must answer 4 from a choice of 6 essay questions.

Task Length 2 hours

Assessment Criteria: The following documents will be available through MyLO: Assessment/Exam:

- Assessment criteria

Link to Unit's Learning Outcomes: 1, 2, 3 & 4

Due Date: Exam period

Value: 40%

Your final examination for this unit will be held during the scheduled examination period as indicated by Student Administration in correspondence to you.

Examinations will normally be scheduled Monday to Saturday inclusive. Examinations may be held during the day or evening and students should consult the university information which will be made available towards the end of semester.

You are advised to make any necessary arrangements with employers now for time off during the examination period to sit this examination. Your participation at the scheduled time is not negotiable unless there are exceptional circumstances. Note that you will be expected to sit the examination at your recorded study centre. To find out more go to the Exams Office website:

<http://www.utas.edu.au/exams/home>.

Submission of Assessment Items

Lodging Assessment Items

Assignments must be submitted electronically through the relevant assignment drop box in MyLO. **All assessment items must be handed in by 2.00pm on the due date.** Where appropriate, unit coordinators may also request students submit a paper version of their assignments.

All assignments must have a *TSBE Assignment Cover Sheet*, which is available as a blank template from the TSBE website: [<http://www.utas.edu.au/business-and-economics/student-resources>]. All assignments must include your name, student ID number, tutorial day/time, and your tutor's name. ***If this information is missing the assignment will not be accepted and, therefore, will not be marked.***

Please remember that you are responsible for lodging your assessment items on or before the due date and time. We suggest you keep a copy. Even in 'perfect' systems, items sometimes go astray.

Late Assessment and Extension Policy

In this Policy

1. (a) 'day' or 'days' includes all calendar days, including weekends and public holidays;
(b) 'late' means after the due date and time; and
(c) 'assessment items' includes all internal non-examination based forms of assessment
2. This Policy applies to all students enrolled in TSBE Units at whatever Campus or geographical location.
3. Students are expected to submit assessment items on or before the due date and time specified in the relevant Unit Outline. The onus is on the student to prove the date and time of submission.
4. Students who have a medical condition or special circumstances may apply for an extension. Requests for extensions should, where possible, be **made in writing** to the Unit Coordinator on or before the due date. Students will need to provide **independent supporting documentation** to substantiate their claims.
5. Late submission of assessment items will incur a penalty of 10% of the total marks possible for that piece of assessment for each day the assessment item is late unless an extension had been granted on or before the relevant due date.
6. Assessment items submitted more than five (5) days late will not be accepted.
7. Academic staff do NOT have the discretion to waive a late penalty, subject to clause 4 above.

Academic Referencing and Style Guide

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The appropriate referencing style for this unit is: the **Harvard style**. For information on presentation of assignments, including referencing styles:

<http://utas.libguides.com/content.php?pid=27520&sid=199808>

Review of Assessment and Results

Review of Internal Assessment

It is expected that students will adhere to the following policy for a review of any piece of continuous/internal assessment. The term continuous/internal assessment includes any assessment task undertaken across the teaching phase of any unit (such as an assignment, a tutorial presentation, and online discussion, and the like), as well as any capstone assignment or take-home exam.

Within five (5) days of release of the assessment result a student may request a meeting with the assessor for the purpose of an **informal review** of the result (in accordance with Academic Assessment Rule No. 2 Clause 22 – www.utas.edu.au/university-council/university-governance/rules). During the meeting, the student should be prepared to discuss specifically the marks for the section(s) of the marking criteria they are disputing and why they consider their mark(s) is/are incorrect. The assessor will provide a response to the request for review within five (5) days of the meeting.

If the student is dissatisfied with the response they may request a **formal review** of assessment by the Head of School, with the request being lodged within five (5) days of the informal review being completed. A Review of Internal Assessment Form must be submitted with the formal review (http://www.studentcentre.utas.edu.au/examinations_and_results/forms_files/review_of_assessment.pdf).

Review of Final Exam/Result

In units with an **invigilated exam** students may request a review of their final exam result. You may request to see your exam script after results have been released by completing the Access to Exam Script Form, which is available from the TSBE Office, or at the following link – <http://www.utas.edu.au/business-and-economics/student-resources>. Your unit coordinator will then contact you by email within five (5) working days of receipt of this form to go through your exam script.

Should you require a review of your final result a formal request must be made only after completing the review of exam script process list above. To comply with UTAS policy, this request must be made within ten (10) days from the release of the final results (in accordance with Academic Assessment Rule No. 2 Clause 22 – www.utas.edu.au/university-council/university-governance/rules). You will need to complete an Application for Review of Assessment Form, which can be accessed from www.studentcentre.utas.edu.au/examinations_and_results/forms_files/review_of_assessment.pdf. Note that if you have passed the unit you will be required to pay \$50 for this review.

The TSBE reserves the right to refuse a student request to review final examination scripts should this process not be followed.

Further Support and Assistance

If you are experiencing difficulties with your studies or assessment items, have personal or life-planning issues, disability or illness which may affect your study, then you are advised to raise these with your lecturer or tutor in the first instance.

If you do not feel comfortable contacting one of these people, or you have had discussions with them and are not satisfied, then you are encouraged to contact:

DIRECTOR OF UNDERGRADUATE PROGRAMS

Name: Mr David Kronenberg

Room: 407, Commerce Building, Sandy Bay

Phone: 03 6226 2280

Email: David.Kronenberg@utas.edu.au

Students are also encouraged to contact their Undergraduate Student Adviser who will be able to help in identifying the issues that need to be addressed, give general advice, assist by liaising with academic staff, as well as referring students to any relevant University-wide support services. Please refer to the Student Adviser listings at www.utas.edu.au/first-year/student-advisers for your advisers contact details.

There is also a range of University-wide support services available to students, including Student Centre Administration, Careers and Employment, Disability Services, International and Migrant Support, and Student Learning and Academic Support. Please refer to the Current Students website (available from www.utas.edu.au/students) for further information.

If you wish to pursue any matters further then a Student Advocate may be able to assist. Information about the advocates can be accessed from www.utas.edu.au/governance-legal/student-complaints.

The University also has formal policies, and you can find out details about these policies from the following link – www.utas.edu.au/governance-legal/student-complaints/how-to-resolve-a-student-complaint/self-help-checklist.

Academic Misconduct and Plagiarism

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

- (a) seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or
- (b) improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline. This can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see www.utas.edu.au/universitycouncil/legislation.

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own, for example:

- using an author's words without putting them in quotation marks and citing the source;
- using an author's ideas without proper acknowledgment and citation; or
- copying another student's work.

It also means using ones' own work from previously submitted assessment items if repeating a unit.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at <http://www.academicintegrity.utas.edu.au/> The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course, or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see www.utas.edu.au/plagiarism/ or follow the link under 'Policy, Procedures and Feedback' on the Current Students homepage.

Study Schedule

Week	Start of Week	Topic/s and activities	Text Chapter/s	Due Dates
1	14 July 2014	Marketing in today's economy	1	
2	21 July 2014	Strategic marketing planning	2	
3	28 July 2014	The marketing environment	3: pp. 55–76	
4	4 August 2014	Marketing information	3: pp. 76–81	
5	11 August 2014	Developing competitive advantage	4	
6	18 August 2014	Segmentation and targeting	5	
7	25 August 2014	Product strategy	6: pp. 151–158 & 7	Phase 1 due – 27 August
Mid-semester break: Monday 1 – 5 September				
8	8 September 2014	Pricing strategy	6: pp. 158–169	
9	15 September 2014	Distribution and supply chains	6: pp. 169–178	
10	22 September 2014	Marketing communications	6: pp.179–192	
11	29 September 2014	Implementation and control	9	
12	6 October 2014	Developing long-term customer relationships	10	Phase 2 due – 8 October
13	13 October 2014	Marketing ethics and the law	8	
Examination Period: 25 October to 11 November 2014				

Tutorial Questions

Week Two: Introducing Marketing Management

1. The pace of change in our economy was frenetic from 1999 to 2001 (the so-called dotcom boom). Shortly thereafter, the bubble burst and the boom collapsed. Perform some research to discover the reasons for this collapse. Are there signs that the same thing is happening again today? If so, what are they? How can firms prevent another collapse?
2. Consider the last purchase you made in these categories: personal electronics, clothing, and vacation destination. To what extent was your purchase decision influenced by decision-making complexity, individual influences, social influences, and situational influences? What specific issues were the most influential in making the decision? How could a marketer have swayed your decision in each case?
3. Think about all of the exchanges that you participate in on a weekly or monthly basis. How many of these exchanges have their basis in long-term relationships? How many are simple transaction-based exchanges? Which do you find most satisfying? Why?

Week Three: Strategic marketing planning

1. In many organizations, marketing does not have a place of importance in the organizational hierarchy. Why do you think this happens? What are the consequences for a firm that gives little importance to marketing relative to other business functions?
2. Defend or contradict this statement: Developing marketing strategy is more important than implementing marketing strategy because, if the strategy is flawed, its implementation doesn't matter.
3. What are some of the potential difficulties in approaching strategic planning from a balanced perspective? Isn't financial performance still the most important perspective to take in planning? Explain.

Week Four: Assignment Workshop 1

This is an opportunity for you to discuss Assessment Item 1: Marketing Plan Phase 1 – Situation Analysis & SWOT. A document – 'Phase 1 information' (available on MyLO: Assessment/Assessment Item 1/Resources) - giving more details on the possible contents of each sub-section of the assignment will be discussed.

Week Five: Marketing information

1. Of the three major environments in a situation analysis (internal, customer, external), which do you think is the most important in a general sense? Why? What are some situations that would make one environment more important than the others?
2. Understanding the motivations of a firm's noncustomers is often just as important as understanding its customers. Look again at the reasons why an individual would not purchase a firm's products. How can a firm reach out to noncustomers and successfully convert them into customers?
3. Consider the concept of sociocultural trends. What trends can you identify? What trends are specific to your generation that do not universally apply to all in Tasmania?

Week Six: Competitive advantage

1. Strengths, weaknesses, opportunities, and threats: Which is the most important? Why? How might your response change if you were the CEO of a corporation? What if you were a customer of the firm? An employee? A supplier?
2. Support or contradict this statement: “Given the realities of today’s economy and the rapid changes occurring in business technology, all competitive advantages are short lived. There is no such thing as a *sustainable* competitive advantage that lasts over the long term.” Defend your position.
3. Is it possible for an organization to be successful despite having a value curve that is not distinct from the competition’s? In other words, can an organization be successful by selling a me-too product (a product that offers no compelling differences when compared to the competition)? Explain.

Week Seven: Segmentation and targeting

1. Many people criticize marketing as being manipulative based on the argument that marketing activities create needs where none previously existed. Marketers of SUVs, tobacco products, diet programs, exercise equipment, and luxury products are typically the most criticized. Given what you now know about the differences between needs and wants, do you agree with these critics? Explain.
2. Many consumers and consumer advocates are critical of individualized segmentation approaches due to personal privacy concerns. They argue that technology has made it far too easy to track buyer behaviour and personal information. Marketers counter that individualized segmentation can lead to privacy abuses, but that the benefits to both consumers and marketers far outweigh the risks. Where do you stand on this issue? What are the benefits and risks associated with individualized segmentation?
3. As we have seen thus far, the size of the consuming population over the age of 50 continues to grow. What are some of the current issues involved in targeting this age group? As this group gets older, will these issues become more or less important? Explain.

Week Eight: Product strategy

1. Look at the list of the top 20 global brands available from the Interbrand website: http://www.interbrand.com/best_global_brands.aspx. What key attributes do these brands have in common? Which brands seem out of place on the list? Why? Which brands should be on this list but are missing? Why? How do you think this list will look in 5 to 10 years?
2. Think about the last purchase you made in each of the following product categories. What were the features, advantages, and benefits of the specific product or brand that you selected? After completing the table, consider the positioning of the product or brand in the market. Does its positioning match your responses in the table? Explain.

	Features	Advantages	Benefits
Athletic shoes Brand _____			
Sit-down restaurant Name or Franchise _____			
Airline Brand _____			

3. Identify some of the factors underpinning effective 'product positioning' and 'product differentiation' in today's marketplace.

Week Nine: Pricing strategy

1. Outline the difference between the 'functions' and 'strategies' of price in the marketing mix.
2. Discuss the following statement: "The price of any item is exactly equal to what another is prepared to pay for it".
3. Visit eBay (<http://www.ebay.com>), choose a product category, and look at some of the current auctions. With respect to everything that you have learned in this chapter, answer these questions:
 - a. How might sellers determine the prices that they set for opening bids and reserve prices (the minimum price they will accept for an item)?
 - b. For any particular item, how might potential buyers determine internal and external reference prices?
 - c. Why do so many sellers use odd pricing?
 - d. Does price elasticity play a role in determining the final bid price? If so, how?

Week Ten: Assignment Workshop 2

This is an opportunity for you to discuss Assessment Item 2: Marketing Plan Phase 2 – Marketing Strategies & Implementation. A document – 'Phase 2 information' (available on MyLO: Assessment/Assessment Item 2/Resources) - giving more details on the possible contents of each sub-section of the assignment will be discussed.

Week Eleven: Distribution and marketing communications

1. What are the major differences you have experienced in buying a product through a traditional retail store, a manufacturer's physical store, a catalogue, and an online merchant? What have some retailers in your area done to justify their ongoing presence in the channel?
2. Consider how salespersons integrate their activities with other promotional elements used by their firm. How does the salesperson set objectives? How is he or she made aware of the firm's overall IMC strategy? Does the sales force participate in planning marketing or promotional activities?
3. What is the overall objective of an integrated marketing communications program. Using an example firm or brand list the marketing communication tools that can be used and note how they could be integrated.

Week Twelve: Implementation and control

1. Forget for a moment that planning the marketing strategy is equally as important as implementing the marketing strategy. What arguments can you make for one being more important than the other? Explain your answers.
2. If you were personally responsible for implementing a particular marketing strategy, which implementation approach would you be most comfortable using, given your personality and personal preferences? Why? Would your chosen approach be universally applicable to any given situation? If not, what would cause you to change or adapt your approach? Remember, adapting your basic approach means stepping out of your personal comfort zone to match the situation at hand.

3. What do you see as the major problems to the successful use of the internal marketing approach? Given the hierarchical structure of employees in most organizations (e.g., CEO, middle management, staff employees), is internal marketing a viable approach for most organizations? Why or why not?

Week Thirteen: Customer Relationships

1. One of the common uses of customer relationship management (CRM) in consumer markets is to rank customers on profitability or lifetime value measures. Highly profitable customers get special attention, whereas unprofitable customers get poor service or are often “fired.” What are the ethical and social issues involved in these practices? Could CRM be misused? How and why?
2. Think about all of the organizations with which you maintain an ongoing relationship (banks, doctors, schools, accountants, mechanics, and so on). Would you consider yourself to be unprofitable for any of these organizations? Why? How might each of these organizations fire you as a customer? What would you do if they did?
3. Given the commoditized nature of many markets today, does customer relationship management—and its associated focus on quality, value, and satisfaction—make sense? If price is the only true means of differentiation in a commoditized market, why should a firm care about quality? Explain.