

School of Marketing and International Business

MARK 311
STRATEGIC MARKETING MANAGEMENT

Trimester 2, 2006

COURSE OUTLINE

TEACHING STAFF: Associate Professor Malcolm Wright, RH 1125, Phone 463 6914.
Cruise Yu (Assistant Lecturer), RH 1129, Phone 463 6486

LECTURE TIME: RH LT1, Thursday 2:40 pm – 4:30 pm.

TUTORIALS: Tutorials start in Week 3. Sign up for Tutorials by the end of Week 2 on the Rutherford House Mezzanine Noticeboard.

PREREQUISITES: MARK 211 (or 261), MARK 202, 24 pts of MARK at 300 level.

COURSE MATERIAL: You must buy and read Best, RJ (2004), *Market Based Management: Strategies for Growing Customer Value and Profitability, 4th Edition*, Pearson, Prentice Hall: New Jersey.

You must buy the student notes, containing readings, cases and exercises, from the Pipitea Book Centre in Rutherford House.

BLACKBOARD: Use the MARK 311 Blackboard site for all questions about administration and course content, and to access supplementary resources, lecture overheads and assignment feedback. [Log in regularly](#) as notices to the class may be posted here.

ASSESSMENT:	Tutorial Exercises & Presentation	20%
	Assignment 1: Essay (Week 4)	20%
	Assignment 2: Report (Week 10)	20%
	Examination	40%

WELCOME

Welcome to MARK 311. I hope you enjoy studying this course. My name is Malcolm Wright. I am the instructor and will be responsible for this paper, supported by my administrator, Assistant Lecturer Cruise Yu, and a team of tutors. You can contact Cruise or me in person, by phone or by email, but I prefer that general administrative and academic queries be posted to Blackboard, so that other people can read the reply.



Why should I be teaching MARK 311 Strategic Marketing Management? The answer is that I have a range of academic and practical experiences in this area.

Most of my practical experience is in a Business to Business context, as an IBM Marketing Representative and Telecom Product Manager early in my career, and later as Managing Director of a property company with a substantial portfolio of CBD Office Buildings. However, I have also undertaken a considerable amount of consulting on new product forecasting and measuring the impact of alternative marketing programmes.

My academic research has been concentrated in the areas of market research, new product development and business to consumer marketing. It has appeared in a number of leading international journals, including *International Journal of Research in Marketing*, the *Journal of Product Innovation Management*, the *European Journal of Marketing*, the *Australasian Marketing Journal*, the *Journal of Product and Brand Management*. As part of my research programme I work closely with colleagues in the UK, USA and Australia.

All of this gives me some ideas and perspectives that will be useful to you. However, one thing that I have learnt above all others is that you only succeed if you take responsibility for getting where you want to go, and be active in doing what you have to do to get there. This is as true for MARK 311 as for anything else. To do well, you need to become interested, work out what you need to do to succeed, and make the extra effort to do so.

I hope you will enjoy the course, and put in the effort required to get the most out of it. For a 24 point course, that means an average of 15 hours a week during the trimester, and 60 hours over the mid-semester break and study period.

Kind regards

Malcolm

PAPER OBJECTIVES

This is a capstone course for marketing students. A strategic framework is established that places customers at the centre of enterprise activity. Themes include environmental scanning, brand management and strategy formulation, using an integrated case-based approach.

SOME OTHER DESIRED LEARNING OUTCOMES

I would like you to take several steps along the way to being a competent manager, with a lot of marketing knowledge and expertise. Above all, this means peering into the future to anticipate problems and opportunities, and organising yourself well in advance to address these. Don't be gullible – consultants will always have the next 'Theory K' to sell – instead know your market intimately and back your own judgment. You need to be an insightful and critical marketing analyst, able to "crunch numbers" in Excel and communicate clearly in discussions, in writing or by powerpoint presentation. You should be able to write a clear brief, and respond clearly to a brief that you receive. You should be able to set priorities, evaluate alternatives, make decisions, implement them and evaluate the results.

READING

The main resources for your study are the textbook, student notes and lectures. However, it is important that you become aware of what is going on in business; I expect you to be up to date with current issues in New Zealand business. This means you should regularly read the business pages of the Dominion, or alternatively read the NBR or Independent. This amount of reading is essential.

For supplementary material, reading the *Economist* will give you a good sense of the issues current in business worldwide, as well as changes to the environment in which business operates. Similarly, reading the *Sloan Management Review* or the *Harvard Business Review* will show you the ideas that consultants are urging business to adopt. For news from the cutting edge of academic marketing, read the *Journal of Marketing*. There are a variety of other more specialised academic journals which you may need to draw on if you are interested in a particular issue. There are too many of these to list here, but I expect you to develop the skills to find important information by reading journals and searching the library catalogue and databases and using Google Scholar (www.scholar.google.com).

COURSE OUTLINE (SUBJECT TO MINOR CHANGE)

Week	Starting	Topic	Textbook Chapters	Article Readings	Tutorials Topics	Assessment Due
1	10 July	Think, Anticipate & Analyse				
2	17 July	Value the Customer	Best, Ch 1			
3	24 July	Measure Performance	Best, Ch 2&15	Rust et al (2004)	1 – Exercise: BCG Analysis	
4	31 July	Understand Market Structure		Ehrenberg et al (2004)	2 – Exercise: PLC Scenarios	ESSAY
5	7 Aug.	Find Opportunities	Best, Ch 3		3 – Exercise: Double Jeopardy	
6	14 Aug.	Create Value	Best, Ch 4		4 – Case: TimeZone	
	21 Aug.	Mid-Semester Break				
	28 Aug.	Mid-Semester Break				
7	4 Sep.	Sustain an Advantage	Best, Ch 6	Day & Wensley (1988)	5 – Presentations: Env. Scan	PRESENTATIONS
8	11 Sep.	Market Based Assets	Best, Ch 7		6 – Presentations: Env. Scan	PRESENTATIONS
9	18 Sep.	Advanced Marketing Mix	Best, Ch 8&9		7 – Case: McDonalds	
10	25 Sep.	Advanced Marketing Mix	Best, Ch 10	Cooper (2003)	8 – Exercise: CLV	REPORT
11	2 Oct.	Make Planning Useful	Best, Ch 14		9 – Exercise: MPP	
12	9 Oct.	Keys to Success		Mintzberg (1975) Randolph & Pozner (1988)	10 – Case: Meals on Wheels	
						EXAM

READING LIST

Support for Essay Topic 1

Urban, G.L., Carter, T., Gaskin, S. and Mucha, Z. (1986) "Market Share Rewards to Pioneering Brands: An Empirical Analysis and Strategic Implications", *Management Science*, 32(6), 645-59.

Golder, P.N. and Tellis, G.J. (1993) "Pioneer Advantage: Marketing Logic or Marketing Legend?", *Journal of Marketing Research*, 30(2), 158-70.

Support for Essay Topic 2

Reichheld, F.F. (1996), "Learning from Customer Defections", *Harvard Business Review*, March-April 56-69.

Dowling, G. and Uncles, M (1997) "Do Customer Loyalty Programs Really Work?" *Sloan Management Review*, Summer, 71-82.

Meyer-Waarden, L. and Benavent, C. (2002) "The Impact of Loyalty Programmes on Repeat Purchase Behaviour", *Journal of Marketing Management*, 18, 1-28

Support for Essay Topic 3

Buzzell, R., Gale, B. and Sultan, R. (1975) "Market share – A key to profitability", *Harvard Business Review*, 53, January– February, 97–106.

Armstrong, J.Scott, and Collopy, F (1996) "Competitor Orientation: Effect of Objectives and Information on Managerial Decisions and Profitability", *Journal of Marketing Research*, 33 (May) 188-199.

Ailawadi, K., Farris, P., and Parry, M. (1999) "Market Share and ROI: Observing the effect of unobserved variables", *International Journal of Research in Marketing*, 16, 1, 17-33.

Support for the Presentations

Evans, M. (1988) "Marketing intelligence: scanning the marketing environment", *Marketing Intelligence & Planning*, Vol. 6, 21-9.

Compulsory Reading to Support Lectures

Rust, R., Ambler, T., Carpenter, G., Kumar, V. and Srivastava, R. (2004) "Measuring Marketing Productivity: Current Knowledge and Future Directions", *Journal of Marketing*, 68 (October), 76-89.

Ehrenberg, A., Uncles, M. & Goodhardt, G. (2004) "Understanding Brand Performance Measures Using Dirichlet Benchmarks", *Journal of Business Research*, 57, 12, 1307-1325.

Day, G. and Wensley, R. (1988) "Assessing advantage: A framework for diagnosing competitive superiority". *Journal of Marketing*, 52, 1–20.

Cooper, R. (2001) Chapter 1, "Winning is Everything" in *Winning at New Products Accelerating the Idea from Process to Launch, 3rd Edition*, Basic Books: Cambridge MA.

Mintzberg, H. (1975) "The manager's job: folklore and fact", *Harvard Business Review*, July-August, pp. 49-61.

Randolph, W. A. and Posner, B.Z (1988) "What Every Manager Needs to Know about Project Management", *Sloan Management Review*, Summer, pp. 65-73.

ASSESSMENT

For a third year course, I want to encourage you to become independent learners. I also believe that to support long term recall, you need to approach the same topic from different perspectives at different times. That means that the lectures, tutorials and assessment will not exactly parallel each other, and sometimes the assessment or tutorials will include material that has not been covered in class. Working out how to approach a problem, doing your own research, and tailoring your solution to your audience are all important business skills. I would like you to start to demonstrate these skills in your approach to the assessment.

Assignment 1 (20%)

Due 9am Friday, 4 August 2006

Write a 1000 word essay on **one** of the following topics.

- 1 Explain and evaluate the theory of pioneering advantage.
- 2 Explain and evaluate the theory that higher market share leads to higher return on investment.
- 3 Explain and evaluate the principles behind customer loyalty programmes.

Note: We will provide only limited coverage of these topics in lectures, often well after the essays are due. These are all very important topics in strategic marketing. By encouraging you to research them independently, I hope to develop your ability to evaluate new ideas as they emerge throughout your career. I have provided key readings on each topic in the reading pack. You can write an essay just from these readings, although you may wish to do some further research yourself. I will also provide further essay writing resources on Blackboard.

Assignment 2 (20%)

Due 9am Friday 29 September 2006

I will provide a case for Assignment 2 later in the trimester. Your task will be to write a strategic plan of no more than 1500 words (excluding Appendices) in response to this case. Use report formatting and concise writing.

Your plan should include:

- 1 A performance analysis of each brand, using appropriate metrics.
- 2 An appendix showing the use of excel to calculate these metrics.
- 3 A brief environmental scan.
- 4 Development and justification of objectives for each brand.
- 5 A recommended allocation of the marketing budget between brands.
- 6 A brief justification of this allocation.

Submitting Assignment 1 and Assignment 2

You may submit these in lectures the day before the due date, or place them in the Assignment box for MARK 311 on the Mezzanine Floor of Rutherford House by 9 am on the due date.

Tutorials (20%) Ongoing & Week 7 & 8 Presentations

Your participation in tutorial discussion will count for half of your tutorial mark (10% of your course grade). The other half (10% of your course grade) will be assigned to a group presentation. The tutorial participation and presentation grades will be determined by your tutor.

Each tutorial will be divided into four groups, and each group will be assigned an industry. The task of the group is to prepare an environmental scan for that industry using secondary sources only (**do not** approach any of the companies involved in that industry). Your group will be required to make a 15 minutes presentation in Week 7 or 8, and lead a 5 to 10 minute question and answer session. After this, you must hand in a printout of your overheads to the tutor, using 3 slides per page. You will be assessed on the quality of your presentation, your leadership of the question and answer discussion, and the content of your overheads. We reserve the right to weight an individual group member's grade downwards based on non-participation in the group.

Examination (40%)

The final 3-hour examination counts for 40% of your grade. It will consist of two essays and two mini-cases similar to exercises completed in tutorials. It will be timetabled within the Trimester Two final examination period.

Mandatory Course Requirements

Attend 8 out of 10 tutorials, participate in the presentation, hand in both pieces of individual work and one copy per group of the powerpoint slides.

Final Grade

The overall pass mark for this course will be 50% of the total marks i.e. 50/100. The University also requires that you achieve a minimum grade of 40% in the Registry exam. The final marks may be scaled in accordance with School policy.

ASSESSMENT POLICIES

1. Late Penalty: There is one three day extension voucher below that can be applied to either the essay or the report, but not both. Use it when you need to. After that, no mercy! We will take off 2 marks (out of 20) for each day the work is late. In the event of an unusual circumstance, such as a serious illness or family bereavement, you should discuss waiver of this penalty with the course administrator, Cruise Yu.



3-day extension voucher for MARK 311

2006

2. Word Count: Concise effective writing is a key academic and business skill. If you go over the word limit this will usually be regarded as an example of poorly organised arguments, sloppy thinking and poor presentation. Marks will be deducted accordingly, typically be at the rate of 1 mark out of the 20 available for each 100 words (or part thereof) over the limit. Excessively long meandering assignments with poor structure will be failed.
3. Written Expression: If you have problems in written expression, we strongly encourage you to make use of the Student Learning Study Support Service on Level 2 of the Railway West Wing. We expect competent use of written English, and will assess this in each piece of work; while a few minor mistakes will not be penalised, frequent mistakes or major problems in written expression will result in the loss of up to 3 marks (out of the 20 available). If grammatical problems mean that we cannot understand your assignment, it will be failed. If you fail due to poor written expression, you may revise the language (but not the content), and resubmit an otherwise identical assignment before the last teaching day of the semester – although the most I will give for a re-submitted assignment is 10/20.
4. Formatting and Referencing: Proper formatting and accurate referencing is required in the assignments. See ‘SMIB Guidelines for Written Material and Referencing’ on Blackboard for information as to how to format, organize and reference your work.
5. Returning Assignments: Where possible assignments will be returned to students in class (during lectures or tutorials for example), or by the lecturer/tutor concerned at a pre-arranged time and place. In accordance with University policy, all uncollected assignments will be held by the SMIB office (RH 1121) for three months following the end of term, and then disposed of.

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment, course of study requirements, and formal academic grievance procedures.

STUDENT CONDUCT AND STAFF CONDUCT

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: www.vuw.ac.nz/policy/StudentConduct. The policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/StaffConduct.

ACADEMIC GRIEVANCES

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website: www.vuw.ac.nz/policy/AcademicGrievances.

PLAGIARISM AND ACADEMIC INTEGRITY

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

‘Someone else’s work’ means anything that is not your own idea, even if it is presented in

your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at: www.vuw.ac.nz/home/studying/plagiarism.html.

STUDENTS WITH DISABILITIES

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: disability@vuw.ac.nz. The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

STUDENT SUPPORT

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/ or email student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email education@vuwsa.org.nz.