

School of Marketing and International Business

## **MARK 303 (DISTANCE) STRATEGIC MARKETING MANAGEMENT**

Trimester Two 2012

### **COURSE OUTLINE**

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#### **Names and Contact Details**

Course Coordinator: Peter Thirkell Ph: 463 5086 Email: [peter.thirkell@vuw.ac.nz](mailto:peter.thirkell@vuw.ac.nz)

Course Administrator: Asako Clear

Your first point of contact should be the course tutor(s) through the online discussion boards on Blackboard.

#### **Trimester Dates**

Teaching Period: Monday 16 July – Friday 19 October

Study Period: Monday 22 October – Thursday 25 October

(Monday 22 October is a public holiday, Labour Day)

Examination Period: Friday 26 October – Saturday 17 November (inclusive)

#### **Withdrawal from Course**

1. Your fees will be refunded if you withdraw from the course on or before 27 July 2012.
2. The standard last date for withdrawal from this course is Friday 28 September. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation.

The application form is available from the Faculty's Student Customer Service Desk.

#### **Class Times and Room Numbers**

As this is a distance course, there are no classes, but you are expected to complete one module per week.

#### **Course Content**

This is a capstone course for marketing students. A strategic framework is established that places existing and potential customers at the centre of enterprise activity. Students must develop and be able to articulate their own 'mental model' of marketing as the foundation for effective marketing strategy in a fast-changing business environment. Themes include strategic thinking and strategy formulation, sustainability, 'sensing and responding,' and developing an innovative approach to business using an integrated and reflective approach. As this is a distance course, all course content is located on the USB Flashdrive/portal. All

assessment and communication with classmates, tutors and the lecturer are accessed through Blackboard. The course is organised around ten main modules.

The textbook for the course is *Strategic Marketing: Decision Making & Planning* (3<sup>rd</sup> Edition) by Peter Reid, Cengage Learning: Australia, 2010. There are additional readings and supporting materials as listed in the course outline – with references and links on Blackboard.

### **Course Learning Objectives**

By the end of this course students should be able to:

1. Summarise the volatile and changeable nature of the market place and organise marketing theories and knowledge accordingly.
2. Use techniques for undertaking strategic market analysis and formulating marketing strategies with an identifiable business model.
3. Utilise critical and creative thinking skills to facilitate ongoing learning that is able to adapt to the dynamic business environment.
4. Articulate their own mental model of marketing including the drivers and enablers of customer demand, formulating the CMO role, and Shareholder Value creation.
5. Creatively apply strategic marketing thinking in a way that fosters and rewards sustainable approaches to customer need fulfilment.

### **Readings**

The main resources for your study are the textbook, set readings, Blackboard, digital lectures and supplementary materials. However, it is important that you become aware of what is going on in business; you are expected to be up to date with current issues in the New Zealand, if not overseas, business worlds. This means you should regularly read the business pages of a reputable daily. This reading is essential not only for MARK 303 but also if you want to have a successful business career.

For supplementary material, reading the *Economist* or *Financial Times* 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 businesses to adopt. For news from the cutting edge of academic marketing, read the *Journal of Marketing*. There is 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 and Google Scholar ([www.scholar.google.com](http://www.scholar.google.com)). You are also encouraged to read from the wealth of other resources available online. Some of these sources will be posted on the MARK 303 Blackboard site.

### **Other desired learning outcomes**

I would like you to take several steps along the way to becoming 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. The world of business is in a state of considerable flux, and so you need to develop your own ‘mental model’ of marketing to provide a useful framework for analysis and strategic thinking while also being adaptable over time to changing market conditions. Get to know your market intimately, understand the main drivers and enablers in your chosen industry sector, and back your own judgment. You need to be an insightful and critical marketing analyst, able to “crunch numbers” and communicate clearly in discussions, writing and presentations. You should be able to set priorities, evaluate alternatives, make decisions,

implement them and evaluate the results. Develop habits of thoughtfulness and reflection, and a curious approach to life and learning.

### **Course Delivery**

The course is delivered in flexible format using resources on the MARK 303 USB Flashdrive Portal, discussion forums, and Blackboard posted resources. Although you are studying at a distance, all students in the course will be focusing on a particular firm to analyse strategic forces at work, and how best that firm might respond to a changing marketing landscape. This provides much scope for shared learning around a common task. Please be aware that there is a \$20 replacement fee for any lost course USB Flashdrive.

### **Expected Workload**

In total you are expected to do about 150 hours work for MARK 303, spread over a 15 week period (the 12 teaching weeks, mid-trimester break, and study week). In reality there will be busy periods around the assignment deadlines, but the nature of the course requires that you work steadily from the first module. Thoughtfulness and reflection are critical to gaining the most from this course. As a rough guide, the workload will be spread as follows:

1.	Instructional videos and review	14
2.	Example videos and reflection	12
3.	Portal-based reading and review	12
4.	Set readings	24
5.	Online discussions	30
6.	Assignment (in two parts)	50
7.	Online presentation	8

### **Blackboard**

This is the real hub of MARK 303 that connects you to other students, your tutors, and the course coordinator. Once you access Blackboard you can navigate around using the menu on the left-hand side of the screen. Blackboard contains details about the Internet exercises, discussion board postings, additional video examples and interactivities, and extra readings. It is also where you engage actively with others in the discussion forums and to talk about your assignments. Announcements and other postings should also be checked at least weekly.

### **Sharing of ideas and study groups**

There is no assessed group work in MARK 303, and the assignments must be written entirely by you. The assignments can if you choose however make use of information sources, graphs and charts that are shared through online discussions – and they can reflect common ideas and conclusions that are ‘bounced around’ if you personally agree with those ideas. However all of the text and narrative in the assignments must be written entirely by you. You cannot have other students in the course write up different sections of the report and then combine or make modest changes to each section for your own report. To avoid problems in relation to the actual writing up of assignments, you are strongly urged not to read the actual report narrative of any other class members. By all means however share and discuss ideas in preparation for and during the writing of your assignments.

### **Assessment Requirements**

For a third year course, I want to encourage you to become independent learners. To support long-term recall, you need to approach the same topic from different perspectives at different times. That means that the digital lectures, readings, examples and assessment will not exactly parallel each other, and sometimes the assessment will require material that has not

specifically been covered in the course. Working out how to approach a problem, doing your own research, and tailoring a 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.

The central assessment approach is for you to work in a group of two or three other students and apply the concepts, perspectives and ideas covered in the course to [Canon \(Cameras\) New Zealand Ltd](#) – and its associated industry.

**Assignment 1** Written Report, (25%), due noon Wednesday, 22 August 2012  
Word length 2500 words plus appendices  
Learning Objectives: 1 and 3

**Assignment 2** Written Report, (30%), due noon Thursday, 4<sup>th</sup> October 2012  
Word length 3500 words plus appendices  
Learning Objectives: 2, 4 and 5

Submitting written projects (see separate handout for assignment brief)

Projects are to be uploaded using Blackboard as explained on the Blackboard site.

**Presentation** YouTube video presentation, (10%), due noon Friday, 12<sup>th</sup> October, 2012  
Learning Objective: 4  
A 5-minute (maximum) presentation based on the course project.

**Examination** Two hour, (35%) During period 26 Oct to 17 Nov 2012  
Learning Objectives: 1 - 5

Note: Students who enrol in courses with examinations should be able to attend an exam any time during the formal examination period. You can sit the exam away from Wellington but will have to pay a fee for doing so. Contact the Exams Coordinator [Robyn McCallum](#) for details.

#### Quality Assurance Note:

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

#### **Discussion Board**

This is an essential part of the course. Students are expected to contribute to the weekly Discussion Board where you will also find due dates for each module posting.

#### **Mandatory Course Requirements.**

To meet mandatory course requirements, students must:

1. Participate weekly in online discussions in a manner that demonstrates reasonable engagement with the material;
2. Submit both pieces of written work, as outlined in the assessment section;
3. Complete and deliver the video presentation;
4. Obtain a minimum of 40% in the examination.

## MARK 303 COURSE OUTLINE

Module	Topic	Textbook	Other Reading	Notes
1.1	<b>What is strategic marketing</b> <ul style="list-style-type: none"> <li>• Strategic versus tactical</li> <li>• Time as a critical concept</li> <li>• Levels of analysis (corporate versus operational)</li> <li>• Examples to consider</li> </ul>	ch 1 ch 2 31-44		
1.2	<b>Building a mental model of marketing</b> <ul style="list-style-type: none"> <li>• The marketing concept (customer focus ...)</li> <li>• Market orientation – ‘to create a customer’</li> <li>• Marketing as a matching process</li> <li>• An overview of what we want to achieve</li> </ul>	ch 2 45-51 ch 9 235-237 ch 13 331-343	Organics market in Germany <i>Day Marketing Capabilities</i> (37-45, 49, 50)	
<b>WHERE ARE WE NOW? Situation Analysis and Environmental Scanning</b>				
2.1	<b>Demand diamond (remote forces)</b> <ul style="list-style-type: none"> <li>• Ability to buy (economic conditions/...)</li> <li>• Societal imperatives (sustainability/regulation)</li> <li>• Generalised buyer characteristics</li> <li>• Generalised technology characteristics</li> </ul>	ch 3 54-57, 66-70 ch 10 261-268 ch 13 331-343	Friedman <i>Hot Flat Crowded</i>	
2.2	<b>Business definition and scope (near forces)</b> <ul style="list-style-type: none"> <li>• Boundaries, structure and attractiveness</li> <li>• Primary and secondary demand</li> <li>• Market segmentation and the value equation</li> <li>• Key players (and interesting peripheral players)</li> </ul>	ch 3 57-66 ch 5 146-150 ch 6 187,188		
2.3	<b>Where is the near market heading</b> <ul style="list-style-type: none"> <li>• Competitors, bus models &amp; societal imperatives</li> <li>• Market/technology/design possibilities</li> <li>• Critical success factors</li> <li>• Scenario analysis – a range of futures</li> </ul>	ch 3 70-81 ch 8 211-216	Euromonitor <i>Cameras</i> Schoemaker <i>Scenarios</i> (25-30)	

2.4	<b>Who we are – defining capabilities &amp; position</b> <ul style="list-style-type: none"> <li>• Relative to macro trends and market trends</li> <li>• Relative to competitors: targeting &amp; positioning</li> <li>• Marketing capabilities &amp; mktng mix diagnosis</li> <li>• Overall assessment: problems and opportunities</li> </ul>	ch 3 81-95 ch 11 299-301		
<b>WHERE DO WE WANT TO GET TO? Defining an aspirational position for 3-5 years out</b>				
3.1	<b>Where do we want to be in relevant market?</b> <ul style="list-style-type: none"> <li>• Strategic segmentation, targeting &amp; positioning</li> <li>• Core brand values and vivid description</li> <li>• Capability assessment and the GAP analysis</li> <li>• Defining key strategic marketing objectives</li> </ul>	ch 4 100-108, 112-113, 117-140 ch 5 142-145, 150-155		
<b>HOW ARE WE GOING TO GET THERE? Identifying the main things to be done</b>				
4.1	<b>Specifying the high-level strategic mix</b> <ul style="list-style-type: none"> <li>• Core marketing strategy (existing-emerging)</li> <li>• NPSD &amp; design: keeping our offerings refreshed</li> <li>• Pricing as a key value component</li> <li>• Channel management</li> </ul>	ch 5 155-161 ch 6 164-182 ch 7 191-201 ch 8 217-224, 228	NPD templates Tim Brown <i>Design Thinking</i>	
4.2	<b>Customer engagement and touch-points</b> Managing customer touch-points Customer service, engagement and relationships Brand comm's in a transforming marketplace Leveraging real-time behavioural/contextual data	ch 6 176-178 ch 9 234, 237-258 ch 10 271-273 ch 12 319		
4.3	<b>CMO role in building marketing capability</b> <ul style="list-style-type: none"> <li>• Building a unified approach around customers</li> <li>• Organising market dev: NPSD, and design</li> <li>• Reviewing your mental model of marketing</li> <li>• Personal considerations and core values</li> </ul>	ch 10 268-270 ch 12 313-318, 324-326 ch 13 343-345	Sculley <i>What makes a good marketer?</i> Wind <i>Rethinking Marketing</i>	
Study break and exams				<b>Final Examination</b>

## Links between Assessment and Graduate Attributes

	Report 1	Report 2	Presentation	Exam
Critical Thinking	✓	✓		✓
Creative Thinking		✓	✓	
Written Communication	✓	✓		✓
Verbal Communication			✓	
Global and multicultural perspective	✓			✓
Leadership		✓	✓	

### Penalties

In fairness to your fellow students who also lead busy lives, a penalty will be imposed of 10% for each day an assignment 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 coordinator. Reasonable requests will be considered, but simply “being busy” or “having other assignments due” is not an acceptable excuse. You know what has to be done already, so if you foresee a problem early on then let us know within the first week or two of the course.

### Word Count

Concise effective writing is a key academic and business skill. If you go over the word limit by more than 10% then this will usually be regarded as an example of poorly organised arguments and sloppy thinking. Marks will be deducted accordingly, typically at the rate of 5% for each 100 words over the 110% limit. Excessively long meandering assignments with poor structure will be failed.

### Presentations

The single most commonly sought-after skill by employers these days is being able to communicate effectively. Even early in your career you will be asked to do presentations on various aspects of your responsibility area. Hence the five minute video presentation is not just an ‘academic exercise.’ Even seasoned managers are asked to provide a high level overview of some strategic issue in less than ten minutes. Remember that your presentation does not have to provide a full rationale and detailed supporting analysis – that is the purpose of the written reports. Fuller guidance on making effective presentations will be provided.

### Formatting and Referencing

Proper formatting and accurate referencing is required in the assignments.

### Written Expression

We expect competent use of written English, and will assess this in each piece of work. While a few minor mistakes are not penalised, frequent mistakes or major problems in written expression will result in the loss of up to 25% of the available marks. 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 that will give for a re-submitted assignment is a B- grade.

## **Blackboard**

Use the MARK 303 Blackboard site for all questions about administration and course content, and to access supplementary resources and assignment feedback. Check in regularly as announcements and notices to the class will be posted here.

## **Communication of Additional Information**

For any course content related questions or course administration queries or problems, please first go into the appropriate Discussion board. For unresolved queries, contact Professor Peter Thirkell, the MARK 303 Course Coordinator, email: [peter.thirkell@vuw.ac.nz](mailto:peter.thirkell@vuw.ac.nz)

For technical help please make sure the computer meets the required specifications, and read the instructions that accompany the MARK 303 USB Flashdrive.

## **Use of Turnitin**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

**For the following important information follow the links provided:**

### **Academic Integrity and Plagiarism**

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

### **General University Policies and Statutes**

Find key dates, explanations of grades and other useful information at

[www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study)

Find out about academic progress and restricted enrolment at

<http://www.victoria.ac.nz/home/study/academic-progress.aspx>

The University's statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the Calendar webpage at

<http://www.victoria.ac.nz/home/study/calendar.aspx> (See Section C).

Further information about the University's academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at

[www.victoria.ac.nz/home/about\\_victoria/avcacademic/default.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx)

**AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support**

[http://www.victoria.ac.nz/home/about\\_victoria/avcacademic/Publications.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx)

### **Faculty of Commerce Office**

<http://www.victoria.ac.nz/vbs/studenthelp/>

### **Te Putahi Atawhai**

**Maori and Pacific Mentoring Programme**

<http://www.victoria.ac.nz/tpa/>



## Additional Distance Guidelines

These guidelines have been prepared for distance students enrolled in MARK 303 (Distance). It is important that you read them thoroughly as they contain crucial information.

Your assessment and communication with classmates, tutors and the lecturer are all accessed through Blackboard.

## Logging into Blackboard

Log on using your SCS username and password.

a. **SCS username**

The username is constructed from the first 6 characters of your last name (less if you have a short surname) and the first 4 characters of your first name (less if you have a short first name). If the username already exists a number is added. eg Darren Hay - haydarr, or haydarr1 etc. **Your username is printed on your confirmation of study form**

b. **SCS password**

Your initial password is your student ID number.

**When you log-on for the first time you must change your password for all the services to work.** This is necessary for the security of your account. More information on changing your password is available via the password link at the top of any SCS webpage.

Once you have logged into Blackboard, select your course from *My Courses*.

c. If you are experiencing problems with logging onto Blackboard, contact SCS (ITS Helpdesk) normally by phone first (this will tend to be the quicker):

**via Phone** - available 8.00am-5.30pm weekdays (except during a staff meeting 3.00pm-4.00pm on Thursdays).

(04) 463 5050 - off campus

5050 - on campus

You can access all this information online at <http://www.vuw.ac.nz/scs>

**via Email** - emails will be answered between 10.00am-4.00pm weekdays  
[scs-help@vuw.ac.nz](mailto:scs-help@vuw.ac.nz)

## Library Services

Look at the library website to see what the library offers for distance students

<http://www.vuw.ac.nz/library/services/distance>

There is online instruction available at <http://www.vuw.ac.nz/library/instruction>

## Lending Services

- You may borrow books from the VUW Library collection
- You may request photocopies of journal articles and book chapters (charged at 10 cents per page)
- You may request books from other libraries through VUW Library's Interloan service (some charges apply)

To make a request for books or journal articles, complete the electronic form at:  
<http://www.vuw.ac.nz/library/services/distance/request.shtml>

or

Contact the Distance Lending Services:

Email: [lending-distance@vuw.ac.nz](mailto:lending-distance@vuw.ac.nz)

Telephone: 0800 700002

Fax: (04) 4636663

Post: Lending Services (Distance)  
Victoria University of Wellington Library  
PO Box 3438  
Wellington

### Access to Online Databases

You can search for journal articles using online databases (<http://distance.scs.vuw.ac.nz/sites>)  
Select the database you require and when prompted, enter your SCS username and password (sometimes you may have to enter this more than once).

For help accessing the online databases, contact the Central Library Reference and Research Office between 9am and 5pm, Monday to Friday on +64 4 463 6176, or ask a librarian at <http://www.vuw.ac.nz/library/services/ask>

### Accessing Electronic Journals

1. To access electronic journals which the University subscribes to, follow these steps:  
Search for the journal on the Online Library Catalogue (<http://victoria.conzulsys.ac.nz>)
2. If the university has an electronic subscription to the journal, the link to the database through which it can be accessed will be displayed under the *electronic access field*.  
Make a note of the database.
3. Go to the online databases page for off-campus students (<http://distance.scs.vuw.ac.nz/sites>) and select the database that you need.
4. You will then be prompted for your SCS username and password. Sometimes you may have to enter these more than once.
5. You should then be logged into the database as a Victoria University user. You may then search for the journal article that you require.