Unit Outline*

MGMT8550

Marketing Principles

D8-OFF (QT3) 2011

Singapore

Assist/Prof Michele Roberts

Business School

www.business.uwa.edu.au

* This Unit Outline should be read in conjunction with the Business School Unit Outline Supplement available on the Current Students web site http://www.business.uwa.edu.au/students
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UNIT DESCRIPTION

Introduction

Welcome to Marketing Principles!

Effective marketing comes from systematic critical thinking and the reasoned application of underlying principles in a dynamic marketplace. This course will provide the principles and analytical frameworks and challenge you to use these to make better marketing decisions.

You should finish this course with a strong sense of how to market yourself, your skills, and your ideas, as well as products and services, and with a solid understanding of why thinking like a marketer and thinking about marketing with a social conscience is crucial to the survival of any organisation today.

Whether you are applying for a job with a consumer goods firm, or in business-to-business marketing, or in a museum; whether you are seeking a better way to market your company’s product, or seeking private or government funding; or a publisher for your latest novel or a way to convince people to give up dangerous habits such as smoking or offensive traditions like child labour; you will be more successful if you understand what marketing is, how it works, and the effect it can have upon people and society.

Michele has a PhD in Marketing from the University of Western Australia. She has been teaching at university level for over seven years. Prior to this, Michele worked as a marketing manager in London and Melbourne. She has over 10 years’ experience as a marketing practitioner within the publishing and communications industries. Michele’s research interests are focused on consumer behaviour, advertising, and social marketing. She has published in scholarly journals including Advances in Consumer Research, the International Journal of Advertising, Young Consumers and the Journal of Research for Consumers.

Unit content

The emphasis in this unit will be on the interpretation and meaning of these concepts at a strategic level, rather than in-depth training in specialised tactics and technicalities. As such, this unit establishes a foundation for subsequent in-depth marketing units and provides an understanding of the application and role of marketing within the broader business environment. Many of the concepts you will learn in this course will be useful for other courses, such as entrepreneurship, international marketing and strategic management.

The goal of the unit

Your goal for this unit is to develop an understanding of marketing at the strategic and tactical levels. Our goal is to stimulate this process. Specifically, the unit will focus on developing your knowledge and skills in the application of advanced frameworks, concepts, and methods for marketing decision-making in a dynamic marketplace. The unit introduces numerous business concepts that will be built on in other MBA units.
Learning outcomes
On completion of this unit, you should be able to:

- Understand current marketing terminology, concepts, and theories.
- Formulate marketing strategies and tactics based on sound research and analysis.
- Integrate marketing research to improve your decision-making.
- Apply marketing theory and concepts to solve business problems.
- Utilize marketing theory and concepts in your day-to-day management role.

In addition, you should be able to use this knowledge to develop a marketing plan based on sound research and logical reasoning.

Educational principles and graduate attributes
In this unit, you will be provided with the opportunity to:

- Develop and practice skills to work effectively in teams through the completion of a marketing plan for a real organization.
- Improve your written communication skills through submission of an individual strategic marketing report and a team marketing plan.
- Use stakeholder mapping to anticipate the interests of stakeholder groups in order to develop appropriate strategies and communications plans.
- Increase your awareness and understanding of ethical issues in marketing practice through in-class and online discussions.
- Understand how marketing can affect vulnerable consumers.
- Understand social, psychological and environmental factors that can lead to suboptimal consumption and affect consumer wellbeing.

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies
Students are expected to attend as many seminars as possible. If you need to miss more than two classes during trimester you need to provide an appropriate written justification to the lecturer. Seminars are essential to your learning as interaction with your peers is a primary component of the learning experience. You are required to arrive on time and remain until the end of class.

The combination of applied and conceptual learning in this unit provides students with the knowledge and skills required to manage marketing in the ‘real world’. This includes a team assessment that requires students to develop a marketing plan for a local business.

The unit integrates theory with practice by drawing on a range of sources such as class discussions and team exercises, case studies, videos, and the expertise of the other students.
Teaching and learning evaluation

You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students’ Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

This unit is evaluated every teaching period and the feedback from students taken into account in the development of the unit. Specific examples of how the unit has been improved in response to previous student feedback include the removal of a piece of assessment and changing to a different textbook.

Attendance

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process, therefore it is important that you attend classes. More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials’. Where a student, due to exceptional circumstances, is unable to attend a scheduled class, they are required to obtain prior approval of the unit coordinator to be absent from that class. Any student absent from class without having had such absence approved by the unit coordinator may be referred to the faculty for advice and may be required to withdraw from the unit.

CONTACT DETAILS

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

<table>
<thead>
<tr>
<th>Unit coordinator/lecturer</th>
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<tbody>
<tr>
<td>Name:</td>
<td>Assist/Prof Michele Roberts</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:michele.roberts@uwa.edu.au">michele.roberts@uwa.edu.au</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>+ 61 (0)8 6488 5866</td>
</tr>
<tr>
<td>Consultation hours:</td>
<td>By appointment</td>
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<tr>
<th>Lecture times:</th>
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<tr>
<td>Block 1</td>
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<tr>
<td>30 June</td>
<td>7.00pm – 10.00pm</td>
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<tr>
<td>1 July</td>
<td>7.00pm – 10.00pm</td>
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<td>2 July</td>
<td>9.00am – 6.00pm</td>
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<td>Block 2</td>
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<td>4 August</td>
<td>7.00pm – 10.00pm</td>
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<td>5 August</td>
<td>7.00pm – 10.00pm</td>
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<tr>
<td>6 August</td>
<td>9.00am – 6.00pm</td>
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| Lecture venue:            | PSB Academy |

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<tr>
<th>Tutor</th>
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<tbody>
<tr>
<td>Name:</td>
<td>Lim Say Beng</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:sblimr@gmail.com">sblimr@gmail.com</a></td>
</tr>
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<td>Phone:</td>
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<td>Consultation hours:</td>
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<td>Tutorial times:</td>
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<td>11 July</td>
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<td>20 July</td>
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<td>15 August</td>
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<td>22 August</td>
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<tr>
<td>Tutorial venue:</td>
<td>PSB Academy</td>
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TEXTBOOK(S) AND RESOURCES

Unit website
http://www.webct.uwa.edu.au

Recommended/required text(s)


Additional resources and reading material

You are advised to read marketing related articles in the business and general press; these include Harvard Business Review and McKinsey Quarterly. The following is a list of some of the scholarly, peer-reviewed marketing journals that you can consult when preparing your assignments.

- Advances in Consumer Research
- European Journal of Marketing
- Industrial Marketing Management
- International Journal of Advertising
- International Journal of Bank Marketing
- International Journal of Nonprofit and Voluntary Sector Marketing
- International Journal of Research in Marketing
- International Marketing Review
- Journal of the Academy of Marketing Science
- Journal of Advertising
- Journal of Advertising Research
- Journal of Business & Industrial Marketing
- Journal of Consumer Affairs
- Journal of Consumer Marketing
- Journal of Consumer Psychology
- Journal of Consumer Research
- Journal of Marketing
- Journal of Marketing Research
• Journal of Nonprofit and Public Sector Marketing  
• Journal of Political Marketing  
• Journal of Product Innovation Management  
• Journal of Public Policy and Marketing  
• Journal of Relationship Marketing  
• Journal of Research for Consumers  
• Journal of Retailing  
• Journal of Service Research  
• Journal of Social Marketing  
• Journal of Targeting, Measurement and Analysis for Marketing  
• Marketing Management  
• Marketing Science  
• Psychology & Marketing

**Databases**

The most relevant databases for this unit are:

• Proquest 5000  
• Passport GMID (previously Global Market Information Database)  
• Business Resource Premier

You can find these databases by searching for them by title in the library catalogue.

You will also find the Google Scholar search engine invaluable for your research. You can find this at: [http://scholar.google.com.au/](http://scholar.google.com.au/).

**UNIT SCHEDULE**

<table>
<thead>
<tr>
<th>Teaching Block I</th>
<th>Introduction to Marketing</th>
<th>Chapter 1: The changing world of marketing</th>
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<tbody>
<tr>
<td>30 June 2011</td>
<td></td>
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</tr>
<tr>
<td>7-10pm</td>
<td></td>
<td>Chapter 2: Strategic thinking and strategic decision making</td>
</tr>
<tr>
<td><strong>Organize yourselves into teams of 4-6 people before</strong></td>
<td></td>
<td>Chapter 3: Strategic analysis</td>
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<table>
<thead>
<tr>
<th>Teaching Block I</th>
<th>Marketing Planning</th>
<th>Chapter 2: Strategic thinking and strategic decision making</th>
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<tbody>
<tr>
<td>1 July 2011</td>
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<td>Chapter 3: Strategic analysis</td>
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<td>7-10pm</td>
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<tr>
<th>Teaching Block I</th>
<th>Marketing Strategy</th>
<th>Chapter 4: Strategy development – high level decision making</th>
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<tbody>
<tr>
<td>2 July 2011</td>
<td></td>
<td>Chapter 3: Strategic analysis</td>
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<tr>
<td>9-1pm</td>
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<tr>
<th>Teaching Block I</th>
<th>Consumer Behaviour</th>
<th>Reading for this seminar will be provided before class.</th>
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<tbody>
<tr>
<td>2 July 2011</td>
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<tr>
<td>2-6pm</td>
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<td>Course Title</td>
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</table>
| **Tutorial 1**                                   | 11 July 2011      | 7-10pm  | Segmentation & Target Marketing            | Chapter 5: High-level marketing strategies – segmentation, brand positioning and the marketing mix  
Kellogg case study: ThoughtWorks – targeting and positioning basics for a services firm |
| **Tutorial 2**                                   | 20 July 2011      | 7-10pm  | Competition                                | Chapter 13: Writing the strategic marketing planning report |
| **Teaching Block II**                            | 4 August 2011     | 7-10pm  | Branding                                   | Kotler & Keller, Marketing Management, 1st Australian Ed, Chp 14: Building Strong Brands (a hard copy of this chapter can be collected in class in Seminar 2). |
| **Teaching Block II**                            | 5 August 2011     | 7-10pm  | Product                                    | Chapter 6: Product strategies  
Harvard case study: Clean Edge razor - splitting hairs in product positioning |
| **Teaching Block II**                            | 6 August 2011     | 9-1pm   | Pricing                                    | Chapter 7: Pricing strategies  
Harvard case study: Atlantic Computer – a bundle of pricing options |
| **Teaching Block II**                            | 6 August 2011     | 2-6pm   | Promotion                                  | Chapter 9: Integrated marketing communication strategies  
Chapter 10: Advertising strategies and tactics  
Chapter 11: Other integrated marketing communications tools |
| **Tutorial 3**                                   | 15 August 2011    | 7-10pm  | Distribution                                | Chapter 8: Distribution and channel management strategies |
| **Tutorial 4**                                   | 22 August 2011    | 7-10pm  | Services                                   | No required reading. |

*Teams submit Strategic Marketing Plans*
ASSESSMENT MECHANISM

The purpose of assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work provides you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

Assessment mechanism summary

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Due date</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing Tools for Decision Making Report (individual)</td>
<td>25%</td>
<td>25 July</td>
<td>Upload to WebCT</td>
</tr>
<tr>
<td>Marketing Plan (team)</td>
<td>30%</td>
<td>22 August</td>
<td>Upload to WebCT</td>
</tr>
<tr>
<td>Final exam</td>
<td>35%</td>
<td>TBA</td>
<td>Students failing to achieve a mark of 45% or higher for this assessment task will receive a grade of FC (&quot;Failed Component&quot;) for the unit.</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>10%</td>
<td>Ongoing</td>
<td>Continuous assessment throughout the teaching period and assessment by team members and classmates at the end of QT3.</td>
</tr>
</tbody>
</table>

Note 1: Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

Note 2: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.


This assignment gives you hands on experience at using a marketing decision making tool. Think about one or more marketing issues that your current (or previous) organisation is dealing with. Choose the most relevant marketing tool you have learnt about in this unit so far and use it to help you make an informed decision.

In no more than 2,500 words explain the issue you are investigating and describe the application of the tool to your decision.
You may choose from one of the following tools:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Ansoff’s product/market matrix</strong></td>
<td>Helps you understand and identify how to grow your business</td>
</tr>
<tr>
<td><strong>BCG or GE McKinsey matrix</strong></td>
<td>Helps you to allocate your resources more strategically across a portfolio of products or strategic business units (SBUs).</td>
</tr>
<tr>
<td><strong>Brand resonance model</strong></td>
<td>Help you to measure the strength of your brand and shows how your brand could be improved</td>
</tr>
<tr>
<td><strong>Macro-environmental analysis</strong></td>
<td>Helps you to identify long term problems and opportunities in order to manage and gain competitive advantage from them</td>
</tr>
<tr>
<td><strong>Perceived risk framework</strong></td>
<td>Helps you to identify the barriers to consumption for your product category in order to eliminate or minimize perceptions of these barriers and thereby gain competitive advantage</td>
</tr>
<tr>
<td><strong>Porter’s Five Forces Model</strong></td>
<td>Helps you to understand the attractiveness/profitability of an industry. This is useful if you are thinking of moving into a new industry/market and it provides insight into how you might enhance your profitability within your existing industry.</td>
</tr>
<tr>
<td><strong>Product life cycle and adopter/diffusion theory</strong></td>
<td>PLC has a range of benefits such as helping you to plan the management of the product over the life cycle and to use marketing tactics most effectively at each stage. Adopter/diffusion theory is invaluable for helping new products to penetrate the market.</td>
</tr>
<tr>
<td><strong>Value chain analysis with benchmarking</strong></td>
<td>Helps you to identify where competitive advantage exists in your organization and where it could exist. It can also be used to identify where a competitor has or could gain competitive advantage, or is at a competitive disadvantage. This allows you to minimize or eliminate your competitors’ advantage (if appropriate), whilst strengthening your own.</td>
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The report will be 2,500 words excluding the reference list and appendices (1.5 spaced, 2.5 cm margins on all sides). You are aiming to produce a high quality, authoritative report, so a professional standard of presentation is important. Binding is unnecessary (a staple will do), but you are welcome to do this if you want to show this copy of the report to your employer.

Your research should include peer-reviewed articles and industry research, such as trade publications and reports.
Please organise your report as follows:

- Executive Summary (approx 150 words)
- Introduction (approx 150 words)
  - Introduce the organization and the marketing decision or problem you are going to address
  - State clearly which marketing tool you are using
  - Justify your use of the tool
- Apply the tool to your selected business (approx 2000 words)
- Conclusions and recommendations (200 words)
- Reference List (the end list is not included in your word count)
  Use Harvard formatting, however you may use numbers in the body of the report, instead of correct Harvard in text author-date format. The numbers will help to give your reports a more professional and less academic appearance, as many of you will want to provide copies of your report to your employer (it will also help you out with your word count!). The final reference list at the end of your document must follow correct Harvard style (apart from being sorted by numbers rather than surnames).

Assessment criteria
Marks will be allocated for structure and ease of reading, logic of presentation and arguments, and sense and breadth and depth of research and analysis. The grading for your marketing tools report will follow the standard of assessment on page 14 of this unit outline.

Penalties will apply to assignments that exceed the word limit or are submitted late. Assignments are to be submitted in hard copy form to the Postgraduate Student Centre and uploaded to WebCT.

Assessment 2: Team Project: Marketing Plan (30%)
This team marketing project allows students to achieve the following objectives:

- Apply the key concepts learned during the course to improve the marketing performance of a real-life firm.
- Develop a holistic understanding of the various topics covered within the course, by having to integrate them into a single plan.
- Locate and integrate credible information in order to practice data driven marketing.

This is your chance to use analytical and strategic thinking to develop an innovative marketing plan. You will be producing a strategic marketing plan for a real-life client and you must help your company to stand out as different and better than their competitors.

Try to choose a small to medium enterprise rather than a major multinational corporation. You should develop the plan for a strategic business unit (SBU) of the company, rather than taking on the entire company. A strategic business unit is usually one group of customers and one group of competitors.
Client Management

Your potential client will want to know what information you need from them. The following is a list of information that you would ideally get from your client, however, we don’t usually get all of this.

- Copy of the existing marketing plan (if they have one) and any other strategic planning documents.
- Current and projected financial data.
- Promotion budget and plan.
- Consumer research*
- Industry research*
- Annual report, media releases, promotional material etc. any other information*

*You will be able to find some of this information through online databases and the Internet.

Most of the information provided to you by the client is commercially sensitive and you should treat it as highly confidential, especially financial data and information about new products/developments.

You will need an initial briefing and a follow up meeting. Please avoid contacting the client with additional questions and requests outside of these meetings. You should treat your client’s time as a scarce and valuable resource. The client should have one point of contact with the team if possible. You should send them an agenda before your meeting(s) and all members of the team should be thoroughly prepared for the meeting. This means you should be up to speed on their industry, their place in this industry, and their recent activities.

It is essential that you clarify and manage your client’s expectations. In the initial briefing, you need to find out the following information:

- What do they hope to get out of the plan?
- How can you add value to their existing strategic planning process?
- Are there specific areas or issues they would like you to focus on?
- What are the main challenges and opportunities for the organization?
- Can they recommend people for you to talk to, such as sales and marketing staff, distributors, retailers, customers etc.? Make sure you have the client’s permission before contacting anyone.

The team leader is required to provide the client with a hard and soft copy of the plan as soon as it is returned in exam week. Note that your client may also expect your team to present the plan to them, so that they have the opportunity to ask questions. While this is not a requirement of the unit, you would receive enormous benefit from this meeting and valuable feedback on your work.

STRUCTURE OF THE STRATEGIC MARKETING PLAN

Your final team marketing plan should be no more than 30 pages including appendices (1.5 spaced, 12-point, 2.5 cm margins on all sides). Please refer to your textbook and the accompanying disc for more detailed information on each aspect of the plan. The following indicates the suggested composition of your final plan.
EXECUTIVE SUMMARY (approx. 1 page):

- Outline the essential information in your report.
- Start with a brief statement of your current position, including market share.
- Highlight the most important external environmental factors and critical success factors and how you will overcome these threats and take advantage of the opportunities.
- Outline your firm’s objectives for the planning period, and the marketing strategy (including positioning and differentiation) and tactics that will get you there.
- Include all recommendations.

SITUATION ANALYSIS (approx. 8 pages):

Conduct the environmental review and situation analysis. This section should provide an honest appraisal of your current situation and your firm’s prospects for the future. Support your situation analysis with figures or tables that illustrate your progression, including market share growth, retail sales growth, and other key performance indicators, such as stock price, revenues, etc. You should include the following:

BUSINESS DEFINITION AND SCOPE

MACROENVIRONMENTAL ANALYSIS

- Political
- Economic
- Social and psychological
- Technological
- Environmental

MICROENVIRONMENTAL ANALYSIS

(Porter’s Five Forces Model can be integrated here if you wish)

- Market/industry
- Customer
- Competition
- Distribution
- Suppliers

SWOT/TOWS ANALYSIS

- Threats and opportunities
- Strengths and weaknesses
- A summary of their significance using a threat and opportunity matrices
- Note which threats and opportunities require action and/or monitoring.

CRITICAL SUCCESS FACTORS.

The three to five factors that are critical to the success of the organization and require commitment and involvement from senior management (these should emerge from your threat and opportunity matrices).
MARKET OPPORTUNITY ANALYSIS

This section of the report should address the following questions:

• Can the benefits involved in the opportunity be articulated convincingly to a defined target market?

• Can the target market be located and reached with cost-effective media and trade channels?

• Does the company possess or have access to the critical capabilities and resources needed to deliver the customer benefits?

• Can the company deliver the benefits better than any actual or potential competitors?

• Will the financial rate of return meet or exceed the company’s required threshold for investment?

OBJECTIVES AND HIGHER LEVEL MARKETING STRATEGIES (approx. 2 pages)

• These should be SMART objectives (Specific, Measurable, Actionable, Realistic, and Time-tabled).

• State your marketing objectives.

• Identify how these will be met using Ansoff’s product-market strategies.

• Justify these decisions, using appropriate theories, models, and evidence from scholarly journals.

MARKETING MIX STRATEGIES (approx. 6 pages)

• Outline your market segmentation strategy and chosen target market(s).

• Explain your differentiation and positioning, including a discussion of the points of difference and points of parity between your organisation and their competitors.

• Discuss the marketing mix, including product, price, place and promotion, don’t forget the extra P’s for services.

• Justify all your decisions using appropriate tools and models, and evidence from scholarly journals.

• These tactics should be designed to execute the strategy that you have already formulated. They must be consistent with this strategy, and consistent with your differentiation and positioning.

BUDGET (approx. 1 page):

• Forecast total revenue (sales) and costs (expenses) for next year. Use this to generate a return on investment for your company’s marketing budget. Be realistic!

• List and support your forecasts’ assumptions and justify your expenditures by walking the reader through your calculations and defending the assumptions used.
IMPLEMENTATION, EVALUATION AND CONTROL (approx. 1 page)

• Include an action plan identifying the proposed activities.
• State what key performance indicators (KPIs) need to be measured, how they will be measured, and how often.

CONCLUSIONS AND RECOMMENDATIONS (approx. 1-2 pages)

ADDITIONAL NOTES:

• You should research widely – scholarly publications, market research, and the trade and financial press.
• Use titles and subtitles for each section; managers need to be able to find information quickly.
• Use tables and graphs to illustrate your points. All tables and graphs must be numbered, titled and referred to in the text of your report.
• Most importantly, make your arguments clear. For any statement you make, such as p therefore q, justify why p is the case (e.g., using numbers or diagrams), and justify why q should result (e.g., by citing scholarly journal articles).
• The page limit includes all appendices.

Assessment Criteria

A marking guide will be provided for this assignment in the first week of trimester. Penalties will apply to assignments that exceed the word limit or are submitted late.

Organization of Teams

Students will be given the opportunity to form their own teams of 4-6 people. There is a condition that each team will include at least one new student. You will get to know the new students during our icebreaker session. It is the responsibility of experienced MBA students to invite new students onto their team before the end of seminar one.

Please ensure that all team members have read the MBA Student Team Learning Booklet before your first meeting and before they sign the team contract. Copies of this booklet can be obtained from the postgraduate student centre.

All team members should meet briefly to discuss each point below openly and honestly. You need to address each point in a written contract, which each member should sign. The contract should be submitted in class in seminar 3. Please note that this contract is done for your benefit and will not be assigned marks, however, it will clarify expectations and ensure an optimum team experience.

• The name of your team.
• The name of the client you have chosen for your marketing plan.
• The name of your contact in the client’s organization and their phone number and email address.
• The name of your team leader. This person must not also be the main contact for your client. You can rotate this role if you want to, but pre-allocate the dates that each team-member will take over the role.
• The specific tasks assigned to each team member. Please find out all the skills and experiences of your team members before you assign roles.

• Team deliverables and deadlines. What specific goals have been set and when must they be met? You need to allocate time in the schedule for all team members to review and critique drafts of each other's work. Note: you should be prepared to justify your work to your team-mates and make changes that are required by the team overall. For this to work effectively the process must be carried out constructively; please seek to motivate and guide each other and try to achieve the best from every member of your team.

• What is your team policy on participation? Will each member participate equally at all times? If not, what exceptions will be made? How will you deal with a member failing to attend a meeting or not submitting their assigned work on time? What steps will you take? Note: You need to tackle problems early on when there is still time to do something about them.

• How, and how often, will your team communicate? If a member is running late for a meeting or assignment, whom should they contact and how?

• Include a brief statement that outlines how your team will work together, its atmosphere and the goals for this project. Goals can include many things such as assessment mark, finished product, and cultural and social experiences.

Please give this contract to Michele in Seminar three.

The lecturer reserves the right to split teams if students fail to fulfil the terms of their team contract.

Assessment 3: Exam (35%)

This exam will be 2 hours plus 10 minutes and will cover all topics. The format will include short essay questions and case analysis. The exam is open book. The exam date, time, and venue will be announced later in the trimester.

Supplementary exams are not available in this unit.

Assessment 4: Attendance and Participation (10%)

This unit recognises that learning is an active rather than a passive process. For this reason adequately preparing for each class is essential. You will be encouraged to offer reflective insight and application of the concepts being discussed, to ask pertinent questions, and to assist class members with their understanding of the concepts. You will also be encouraged to reflect on class members’ views (including the instructor’s) and challenge them to think more deeply about issues. In addition, participation in team activities will be taken into consideration, as will the questions and feedback you contribute during the team presentations. Please note: Simply asking a question in class does not constitute a ‘class contribution’. While there is an expected level of contribution to the class and group discussions, the quantity of talking is less important than the quality of your contribution.

Your participation mark will be based on two factors:

1. Class attendance and participation in discussions, case analysis, and activities
2. Contribution to your team project
Assessment criteria

Your participation in class will be assessed using the criteria outlined below:

<table>
<thead>
<tr>
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<th>Non-attendance</th>
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<tbody>
<tr>
<td>0</td>
<td>Present, not disruptive</td>
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<tr>
<td></td>
<td>Infrequent involvement in discussion.</td>
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<tr>
<td></td>
<td>Tries to respond when called upon but offers little.</td>
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<tr>
<td>N+</td>
<td>Demonstrates adequate preparation</td>
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<tr>
<td></td>
<td>Knows basic reading material but doesn’t show evidence of analysis or interpretation.</td>
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<tr>
<td></td>
<td>Offers straightforward information without elaboration when called upon by the instructor.</td>
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<td></td>
<td>Demonstrates sporadic involvement.</td>
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<tr>
<td>P</td>
<td>Demonstrates good preparation</td>
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<tr>
<td></td>
<td>Knows readings and facts well and has thought through implications.</td>
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<td></td>
<td>Offers interpretations and analysis of issues (more than just facts) to class.</td>
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<td></td>
<td>Contributes well to discussion and questions contributions made by class members in a constructive manner.</td>
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<td>Offers and supports suggestions that may be counter to the majority opinion.</td>
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<td></td>
<td>Demonstrates consistent ongoing involvement.</td>
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<tr>
<td>D</td>
<td>Demonstrates excellent preparation</td>
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<tr>
<td></td>
<td>Has thought through topic concepts and issues exceptionally well relating them to other material (including readings, unit handouts, discussions and experiences).</td>
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<tr>
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<td>Offers analysis, synthesis and evaluation of issues discussed.</td>
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<td>Connects discussions that take the class further into a particular issue.</td>
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<td>Responds thoughtfully to others’ comments and contributes to cooperative argument building.</td>
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<td>Demonstrates ongoing active involvement.</td>
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</table>

Submission of assignments

Submit your assignment on WebCT (we need to access electronic copies for AACSB requirements)

Student Guild

Phone: (+61 8) 6488 2295
Facsimile: (+61 8) 6488 1041
E-mail: enquiries@guild.uwa.edu.au
Website: http://www.guild.uwa.edu.au

Charter of Student Rights and Responsibilities


Appeals against academic assessment

The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status (refer http://www.secretariat.uwa.edu.au/home/policies/appeals ).