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Unit Outline 2014

Faculty of Business, Government & Law

Marketing G

6261

RIM, Bhutan

This Unit Outline must be read in conjunction with:

1. *UC Student Guide to Policies,* which sets out University-wide policies and procedures, including information on matters such as plagiarism, grade descriptors, moderation, feedback and deferred exams, and is available at*(scroll to bottom of page)*
<http://www.canberra.edu.au/student-services>
2. *UC Guide to Student Services*, and is available at*(scroll to bottom of page)* <http://www.canberra.edu.au/student-services>
3. Any additional information specified in section 6h.

**1: General Information**

**1a Unit title**

Marketing G, RIM Bhutan

**1b Unit number**

6261

**1c Teaching Period and year offered**

Semester 1 2014

**1d Credit point value**

3 cp

**1e Unit level**

G

**1f Name of Unit Convener and contact details (including telephone and email)**

Dr Raechel Johns

Raechel.johns@canberra.edu.au

Phone 61 2 6201 2726

**1g Administrative contact details (including name, location, telephone and email)**

**2: Academic Content**

**2a Unit description and learning outcomes**

The need and demand for trained, experienced and effective marketing practitioners is a growing one. Marketing is a discipline that can benefit any enterprise. As this is increasingly being recognised, more and more organisations, non-profit as well as commercial ones, are seeking people capable of putting marketing theory into practice powerfully and profitably.

Although valuable, theoretical knowledge alone is insufficient to functioning effectively as a marketer. Similarly, although experience in practice provides valuable insight and understanding of marketing as a discipline, without a framework of theory to apply to practical issues, a marketer may not achieve the optimum results they may be capable of. The focus of this unit, therefore, is on both the principles underlying marketing theory and the management application of key concepts.

This unit addresses the principles underlying marketing theory and the management application of key concepts.

The focus is on developing an analytical capacity for improved managerial judgement. Specific emphasis is placed on the development of promotion, product, distribution and pricing strategies. The unit is also designed to provide students with a sound knowledge of various marketing systems.

As part of this, the unit will concentrate on critical strategic considerations for a marketer including, such as how to develop a comprehensive marketing plan, identifying and pursuing a position of strategic and, ideally, sustainable advantage, and what is essential to effective marketing management.

Case study work will form a large part of the unit’s content and delivery.

On successful completion of this unit students should be able to:

* explain how marketing has evolved as a discipline over the course of the past century to assume its contemporary orientation;
* analyse markets and their opportunities including the constraints in which marketing operates;
* explain and discuss strategic market segmentation and positioning;
* formulate a marketing strategy, with particular emphasis on the development of product, distribution, promotion and pricing strategies and tactics;
* demonstrate a strategic approach to marketing in highly competitive markets, both domestically and offshore;
* conduct a marketing audit of an organisation;
* analyse case studies and develop a marketing plan;
* utilise strategic thinking to make appropriate marketing decisions; and
* demonstrate generic skills: communication; analysis and enquiry; problem solving; independent work; team work; professionalism and social responsibility

**2b Generic skills**

|  |  |  |
| --- | --- | --- |
| Generic Skill | Details of the skill | How it is utilised in this course |
| Communication | The ability to present knowledge, ideas and opinions effectively and communicate within and across professional and cultural boundaries | Through class discussions and all assignments/ exam |
| Analysis and enquiry | The ability to gather information, and to analyse and evaluate information and situations in a systematic, creative and insightful way  | Through case studies in class/ online and all assignments/ exam |
| Problem solving | The ability to apply problem-solving processes in novel situations; to identify and analyse problems then formulate and implement solutions | Through case studies in class/ online and all assignments/ exam |
| Working independently and with others | The ability to plan their own work, be self-directed and use interpersonal skills and attitudes to work collaboratively  | Students work independently or in a group throughout this course - both online/in class and in projects |
| Professionalism and social responsibility | The capacity and intention to use professional knowledge and skills ethically and responsibly, for the benefit of others and the environment  | Professional skills demonstrated in students’ project work and also in class-attitudes |

**Personal attributes**

Individuals entering our programs bring with them a diversity of attributes and experiences. As students of the University they will develop the qualities of critical thinking, curiosity and reflective practice. They will use foresight, initiative and leadership, and be open to alternative perspectives. As graduates, they will continue to learn and thrive in environments of complexity, ambiguity and change

**3: Delivery of Unit and Timetable**

**3a Delivery mode**

a) On campus: regular on-campus attendance is expected, (online content support provided) with weekly lectures/tutorials/seminars/practicals

3b Timetable of activities, such as lectures/ tutorials/ practicals/ field classes, showing key dates and topics

|  |  |  |  |
| --- | --- | --- | --- |
| **Day** | **Topic** | **Chapter** | **Due date** |
| 1Monday 12 May- Morning | Introduction to Marketing | 1 & 2 |  |
| 2Monday 12 May- Afternoon | The marketing context | Chapters 3, 4, 5 |  |
| 3Tuesday 13 May - Morning | Consumer Behaviour  | Chapters 7-8 |  |
| 4 Tuesday 13 May - Afternoon | Segmentation | Chapter 9  |  |
| 5Wednesday 14 May - Morning | **Open book in class test (1 .5 hours)**Products | Chapters 10 & 11 | ***Open book in class test 1.5 hours*** |
| 6Wednesday 14 May - Afternoon | Products | Chapters 10 & 11 |  |
| 7Thursday 15 May - Morning | Distribution | Chapters 13-14 |  |
| 8Thursday 16 May - Afternoon | Communication | Chapters 15-17 |  |
| 9Friday 16 May - Morning | Pricing  | Chapter 12 |  |
| 10Friday 16 May - Afternoon | Extending MarketingThe review | Chapters 18-19 | ***Marketing Plan Due Tuesday 27 May*** |

**4: Unit Resources**

**4a Lists of required texts/readings**

Required text book:

Kotler, Burton, Deans, Brown, Armstrong, 2013, Marketing 9th Edition, Pearson

**4b Materials and equipment**

You’ll need access to a computer/ internet

**4c Unit website**

To find your unit site online, login to [LearnOnline(Moodle)](http://learnonline.canberra.edu.au) using your student ID.

Note that your unit site has a profiles page that displays your name and email address for the benefit of other students.  If you prefer to hide your email address, [click here for instructions](http://learnonline.canberra.edu.au/mod/page/view.php?id=553048).

**5: Assessment**

**5a Assessment overview**

In addition to the assessment, and regardless of mode enrolled in, all students are expected to:

* participate in class, where possible
* participate in discussion board discussions, where possible
* prepare for class/ read online materials

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment item (including exams held in the exam period)** | **Due date**  | **Weighting****(total to equal 100%)** | **Addresses learning outcome(s)** | **Addresses generic skill(s)** |
| Open book in class test | Wednesday 14 May – in class, 1.5 hour | 20% | 1, 8, 9 | 1, 3, 4 |
| Marketing Plan | 27 May 11.45pm | 50%(30% group optional + 20% individual OR 50% individual) | * 3, 4, 5, 6, 7, 8, 9
 | 1, 2, 3, 4, 5 |
| Final Exam  | Exam period (planned for June 6) | 30% | * 1, 2, 5, 7, 9
 | 2, 3, 4 |

|  |  |
| --- | --- |
| [UC Generic Skills](http://www.canberra.edu.au/uclearning/learning-support/uc-graduate-attributes)1 - Communication2 - Analysis and Inquiry3 - Problem Solving4 - Working independently and with others5 - Professionalism and Social Responsibility | * **Course learning objectives**
* 1. explain how marketing has evolved as a discipline over the course of the past century to assume its contemporary orientation;
* 2. analyse markets and their opportunities including the constraints in which marketing operates;
* 3. explain and discuss strategic market segmentation and positioning;
* 4. formulate a marketing strategy, with particular emphasis on the development of product, distribution, promotion and pricing strategies and tactics;
* 5. demonstrate a strategic approach to marketing in highly competitive markets, both domestically and offshore;
* 6. conduct a marketing audit of an organisation;
* 7. analyse case studies and develop a marketing plan;
* 8. utilise strategic thinking to make appropriate marketing decisions; and
* 9. demonstrate generic skills: communication; analysis and enquiry; problem solving; independent work; team work; professionalism and social responsibility
 |

**5b Details of each assessment item**

Open Book in class test

|  |  |
| --- | --- |
| Due Date: | Tuesday in class – 1.5 hours duration |
| Length: | N/A |
| Value: | 20 marks  |

This open book exam is to get you to reflect on what you’re learning in class time and to gain early feedback for the course.

Although it is run under exam-conditions, you are able to bring your book/ notes into the exam. No electronic devices are allowed.

You will be expected to reflect upon a number of issues related to the course material, your work experience and day to day lives as consumers. In particular we will cover material from Monday and Tuesday morning.

It is so early in the term that the only work expected of you is to attend classes, participate in discussions and read the chapters. You’ll be expected to answer a series of questions and feedback will be provided prior to the lecturer’s return to Australia, where possible.

**Marketing Plan**

|  |  |
| --- | --- |
| Due Date: | 27/5/14 |
| Length: | Please note, as will be discussed in class, there is considerable flexibility in word limit. Generally less than 5000 words, however you will not be penalised for going over this 'word limit'. |
| Value: | 50%You may work in a group for the first part of the assignment (worth 30%) and must work individually on the final 20%. Alternatively, you can do the entire project individually |

You are required to analyse the marketing strategies of an organisation and provide recommendations, utilising theory and literature to support your argument

You can choose your own assignment topic, based on industry contacts or interest in a particular industry. Alternatively, some suggested topics are included below:

* A local bank
* A sporting group you belong to
* The University of Canberra MBA program through RIM
* Study groups from Australia to Bhutan (eg. Getting students to come to Bhutan to study marketing through RIM, returning after the course)
* Technology Park in Thimphu
* Amazon Kindle Fire (tablet)
* A Government campaign: eg. Non-smoking or drink driving
* A school
* Other (to be discussed)

It is recommended you pick a topic you are interested in – pick an industry you work in, would like to work in, or a hobby of yours. For instance, someone recently planning their wedding did the wedding industry in Canberra. Another person, keen to buy a motor bike, did a marketing plan on a motorcycle brand. Your favourite sports team, perhaps?

Marketing Plans generally cover the following.

You may do the assignment individually or in a group.

If you do it in a group, the first 30% of grades will be allocated to all students, and the remaining 20% will be based on your individual input, assessed from the overall quality of the assignment and the input reported by all group members.

Your marketing plan will generally include the following headings:

* Executive summary
* Introduction
* Objectives of the Marketing Plan & Major Marketing Problem/ issues. Make sure objectives are SMART
* Company Description/ Background of the organisation
* The environments that impact on the organisation
	+ Technology
	+ Government regulations
	+ Legal Changes
	+ Social / Cultural Changes
	+ Climate
	+ Other?
* Competitor Analysis & Competitive Advantage of the organisation (SWOT Analysis?)
* Target market segments/ Segmentation
* Recommendations for product, price including breakeven point, promotion and place / distribution. Note: for those participating in the competition, all of these are important, but you will place most emphasis on the promotion topic.
* A budget for implementing your strategies – revenue and costs

For those working in a group, also include PART B (see below)

**PART B: IMPORTANT For those working in groups:** You must also provide an individual summary sheet indicating the break down, who did which section and your allocation of marks for your group mates. Submit this ONLY with your own individual submission and it can be CONFIDENTIAL. No other group members will see it, but it will be used for the allocation of the other 20% of your grade.

For example:

* Sandra worked on the target market, environments and pricing recommendations
* Hugh did the distribution and product recommendations as well as the budget
* I did the promotion recommendations, objectives and introduction/background
* All other parts were done collaboratively by all group members
* All members attended all meetings, except Sandra who missed two due to illness
* All members replied to all emailed promptly where appropriate
* Based on the quality of work submitted and the workload taken on, I feel that Hugh gave an 8/10 effort, Sandra gave a 7/10 effort and I gave an 8/10 effort

Groups can include 2-5 students, or alternatively, you may do the assignment individually. You are expected to submit an assignment of equal quality regardless of the size of your group. You MUST submit the individual assessment separately to your group work if you are working as part of a group. This is a university requirement. Students can therefore submit the marketing plan in Moodle and then the assessment also on Moodle. Submission is on the same day. Please ensure you write the names of ALL group members on the Part A submission – only one student is required to submit Part A, but ALL students should submit Part B (the summary sheet).

It is assumed that if all students put into the assignment the same amount and quality of work, students will receive the same mark. However, the unit convener reserves the right to award different marks if there is a very distinct difference among team members in terms of input and quality. Teams are required to keep records of their meetings in case of dispute (meetings may also take place via e-mail).

SUBMISSION: The marketing plan MUST be submitted to the Moodle site. A Marking sheet is provided at the end of this subject outline for your reference. Do not include your marking sheet with your submission. Do be sure to put your name and student number on your submission.

**Examination**

The final examination will be of three (3) hours duration. It will consist of two sections – a short answer section and a practical case study section, representing a total of 30%.

Please note the following:

1. The examination is worth 30 percent of the total available marks.
2. No materials are allowed into the examination room for this unit other than an Unannotated Non-Electronic Language Dictionary (English/Foreign).
3. You must bring your current student identification card to the examination.
4. The best preparation for the exam is consistent work throughout the semester.

**5c Submission of assessment items**

All assessment items will be submitted online via the unit Moodle site. The first page of each assessment submission should include the following information:

Student Name:

Student ID:

Assessment Name:

Word Count (if applicable):

The marketing plan requires submission on Moodle and a hard copy submission. Hard copy submission is to Building 6, Level B, Mailbox 13 (Raechel Johns)

**5d Special assessment requirementsN/A**

**5e Supplementary assessment**

# Refer to the UC [Supplementary Assessment Policy](https://guard.canberra.edu.au/policy/policy.php?pol_id=2901)

**5f Academic Integrity**

Students have a responsibility to uphold University standards on ethical scholarship. Good scholarship involves building on the work of others and use of others’ work must be acknowledged with proper attribution made. Cheating, plagiarism, and falsification of data are dishonest practices that contravene academic values. Please see [UC's Academic Integrity Policy](https://guard.canberra.edu.au/policy/policy.php?pol_id=3175).

To enhance understanding of academic integrity, it is expected that all students will complete the LearnOnline Academic Integrity Module (AIM) at least once during their course of study.  The module is automatically available as a listed site when students log into LearnOnline.

**5g Use of text-matching software**

The University of Canberra has available, through LearnOnline (Moodle), text-matching software that helps students and staff reduce plagiarism and improve understandings of academic integrity. Known as URKUND, the software matches submitted text in student assignments against material from various sources: the internet, published books and journals, and previously submitted student texts. [Click here for further information on the URKUND text-matching software](http://learnonline.canberra.edu.au/course/view.php?id=1529).

**6: Student Responsibility**

**6a Workload**

The amount of time you will need to spend on study in this unit will depend on a number of factors including your prior knowledge, learning skill level and learning style. Nevertheless, in planning your time commitments you should note that for a 3cp unit the total notional workload over the semester or term is assumed to be 150 hours. These hours include time spent in classes. The total workload for units of different credit point value should vary proportionally. For example, for a 6cp unit the total notional workload over a semester or term is assumed to be 300 hours.

**6b Inclusion and Welfare**

Students who need assistance in undertaking the unit because of disability or other circumstances should inform their Unit Convener or [Inclusion and Welfare](http://www.canberra.edu.au/inclusion-welfare)as soon as possible so the necessary arrangements can be made.

**6c Participation requirements**

**6d Withdrawal**

If you are planning to withdraw please discuss with your unit convener. Please see[Withdrawal of Units](http://www.canberra.edu.au/student-services/re-enrolment/determine_your_study_program_and_register_on_osis/withdrawal_of_units) for further information on deadlines.

**6e Required IT skills**

**6f In-Unit Costs**

(Note: To calculate your unit fees see:[How do I calculate my fees?](http://www.canberra.edu.au/student-services/fees/calculate).

The online[UC Co-op Textbook Search](http://www.coop-bookshop.com.au/bookshop/action/InstTextSelect?inst_name=university-canberra)is available for purchasing text books.)

**6g Work placements, internships or practicums**

You are encouraged to work with an organisation for this assignment. This will be further discussed on Moodle and in the first week information session.

**6h Additional information**

**7: Student Feedback**

All students enrolled in this unit will have an opportunity to provide anonymous feedback on the unit at the end of the Semester via the Unit Satisfaction Survey (USS) which you can access by logging into MyUC via the UC homepage: <http://www.canberra.edu.au/home/>. Your lecturer or tutor may also invite you to provide more detailed feedback on their teaching through an anonymous questionnaire.

**8: Authority of this Unit Outline**

Any change to the information contained in Section 2 (Academic content), and Section 5 (Assessment) of this document, will only be made by the Unit Convener if the written agreement of Head of Discipline and a majority of students has been obtained; and if written advice of the change is then provided on the unit site in the learning management system. If this is not possible, written advice of the change must be then forwarded to each student enrolled in the unit at their registered term address. Any individual student who believes him/herself to be disadvantaged by a change is encouraged to discuss the matter with the Unit Convener

**Marketing G Marking Sheet – Marketing Plan**

|  |  |
| --- | --- |
| **Student name/ s** | **Topic:** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Grade** | **Fail** | **Pass** | **Credit** | **Distinction** | **High Distinction** |
| **Executive summary/ intro/ conclusion** | /10 | No Exec Summary; Intro or ConclusionNot a summary of the entire plan | Should be 1 – 2 pages long, summarising all major points. Should include an introduction and conclusion | Exceed passable standard.Provides a comprehensive, but consise summary, introduction encourages reader to read on.  | Exec summary is a complete summary in 1-2 pages and introduction and conclusion. Provides a summary in the conclusion  | Excellent standard for all three: exec summary, intro, conclusion |
| **Competitor analysis & advantages** | /10 | No discussion, or very limited. No comparisonNo use of tools (eg. Tables/ perceptions maps/ SWOT etc)No references | A shallow discussion | Provides a more detailed comparison, but does not analyse with great depth | Analytical comparison of the major competitors. May utilise tools to enhance the discussion. | Compares major competitors, and highlights the competitive environment (direct & indirect); Utilises tools such perceptual maps or tables |
| **Objectives of the Marketing Plan & Major Marketing Problems** | /10 | Not present | Present and attempted, but not SMARTObjectives & issues don’t relate | Objectives & issues don’t relateMay be SMART, but not utilised throughout the plan | SMART objectives and linked through the plan. Comes through the analysis | SMART and very well integrated examplesFocused on the issues related to the plan. Integrated throughout the plan and come from the analysis |
| **Target Market selection & segmentation** | /10 | No discussionNo articulation of the customer | No theory to ground/ justify (eg. Type of segmentation method utilised) | Utilises some theory to support, but a shallow analysis provided | More indepth analysis with a good use of theory integrated | Very clearly articulated, and justified with use of theory |
| **Environmental forces** | /10 | Research lackingNo discussion | Limited discussion, and does not relate to the rest of the planNo research utilised | Basic discussion with research utilised | Expanded discussion, relies on research and relevant, prioritised and linked | Research present and indicates why this is relevant to the plan – links to other areas |
| **Recommendations:** **Product Width and depth, Branding****Life cycle, Packaging****Positioning, Promotion plus schedule, utilising promotional mix** | /5 | No theory to support recommendationsNot linked to objectivesVery shallow and doesn’t come from overall discussion | Basic recommendations with some relevance to the analysis, however no theory used to justify – weak and not comprehensive | A complete recommendation for all aspects of product and uses theory to support | Complete, utilises theory, linked to the objectives, possible to implement | Theory used to justify and support recommendationsLinked to objectives and overall discussionPossible to implementCreative and interesting, strategically driven from the analysis |
| **Promotion plus schedule, utilising promotional mix** | /5 | No theory to support recommendationsNot linked to objectivesVery shallow and doesn’t come from overall discussion | Basic recommendations with some relevance to the analysis, however no theory used to justify – weak and not comprehensive | A complete recommendation for all aspects of product and uses theory to support | Complete, utilises theory, linked to the objectives, possible to implement | Theory used to justify and support recommendationsLinked to objectives and overall discussionPossible to implementCreative and interesting, strategically driven from the analysis |
| **Pricing recommendations such as: Pricing / breakeven****Pricing strategies** | /5 | No theory to support recommendationsNot linked to objectivesVery shallow and doesn’t come from overall discussion | Basic recommendations with some relevance to the analysis, however no theory used to justify – weak and not comprehensive | A complete recommendation for all aspects of product and uses theory to support | Complete, utilises theory, linked to the objectives, possible to implement | Theory used to justify and support recommendationsLinked to objectives and overall discussionPossible to implementCreative and interesting, strategically driven from the analysis |
| **Distribution recommendations such as: Use of middlemen,** **Location** | /5 | No theory to support recommendationsNot linked to objectivesVery shallow and doesn’t come from overall discussion | Basic recommendations with some relevance to the analysis, however no theory used to justify – weak and not comprehensive | A complete recommendation for all aspects of product and uses theory to support | Complete, utilises theory, linked to the objectives, possible to implement | Theory used to justify and support recommendationsLinked to objectives and overall discussionPossible to implementCreative and interesting, strategically driven from the analysis |
| **Overall recommendations – contribution** | /5 | No theory to support recommendationsNot linked to objectivesVery shallow and doesn’t come from overall discussion | Basic recommendations with some relevance to the analysis, however no theory used to justify – weak and not comprehensive | A complete recommendation for all aspects of product and uses theory to support | Complete, utilises theory, linked to the objectives, possible to implement | Theory used to justify and support recommendationsLinked to objectives and overall discussionPossible to implementCreative and interesting, strategically driven from the analysis |
| **Budget** | /5 | Not present, or very poorly presented | Presented with no discussion | Discussion indicates where the costs come from | Well explained, justified and presented. Relevant to the objectives | Excellent budget – justified, well presented, relevant |
| **Presentation of report** | /5 | Not professionally presented. Poor structure, bad paragraphing | Utilises headings and table of contents | Utilises table of contents, headings, diagrams. Logical flow and clearly presented | Professionally presented and flowing well. Headings and TOC used. | Professionally presented, flowing well. No ‘typos’ or odd structure in the document. Headings used, and sections clearly explained |
| **Depth of analysis and research & referencing** | /15 | No reference listReference list incorrectly formattedBibliography instead of a reference listChunks of data included, but no reference for this “chunk”Research not properly integrated and serves no real purpose to the plan | References not integrated throughoutReference list has errors eg. Web references may not be properly done, or intext referencing may be ignored | An indication of integration of the research, but could be enhanced.Reference list correctly formatting | References integrated and applicable to the topic.Reference list and intext references are correctly formatted.References are appropriate for the topic | Excellent research conducted. Thorough research, and interesting and applicable to the topic. Discussion of the research links in well with the plan, and makes sense. Is well explained, referenced, and discussed, and has an implication.Reference list and in text references are correctly formatted. |
| **TOTAL** | /100 |  |  |  |  |  |