

**BMA351**  
**Marketing Management**

*Semester 1, 2009*

This unit will be offered in:

**Hobart & Launceston**

The lecturing team responsible will be:

**Dr Mark Wickham (Lecturer-in-Charge)**

Room: 312 (Hobart)

Phone: 6226 2159

Email: Mark.Wickham@utas.edu.au

**Mr Kim Lehman**

Room: A266

Phone: 6324 3001

Email: Kim.Lehman@utas.edu.au

<http://www.utas.edu.au/mgmt/student.htm>

---

## **Introduction to the Unit**

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

### **Enrolment in the unit**

Unless there are exceptional circumstances, students should not enrol in BMA units after the end of week two of semester, as the School cannot guarantee:

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

---

## **Learning Outcomes**

On completion of this unit, you should be able to:

- Undertake a logical analysis of the marketing environment within which firms operate.
- Demonstrate how the various marketing functions can be managed strategically to achieve marketing objectives.
- Generate a focused and logically derived marketing plan.
- Develop a precise vocabulary that will enable effective and efficient communications with other marketing professionals.

---

## **Generic Graduate Attributes**

The University has defined a set of generic graduate attributes (GGAs) that can be expected of all graduates (see <http://www.utas.edu.au/tl/policies/index.htm>). By undertaking this unit you should make progress in attaining the following attributes:

### **Knowledge**

- Students will develop an appreciation of how marketing planning occurs.
- Students will gain an ability to effectively analyse a firm's internal and external environments using the SWOT analysis framework.

### **Communication Skills**

- Students will gain an appreciation of marketing management terminology, and be able to demonstrate their understanding of the terminology both orally and in writing.

### **Problem Solving Skills**

- Students will be required to identify important marketing problems and propose logical solutions through the generation of a marketing plan.

### **Social Responsibility**

- Students will demonstrate an understanding of the legal and ethical issues involved in marketing planning and strategy.

---

## Prerequisites

BMA101 Introduction to Management, BMA1/251 Principles of Marketing, and 2 x BMA20- level marketing units.

---

## Texts

### Prescribed Text

There is no prescribed text for this unit. See MyLO for access to the required readings for this unit.

### School Publications

Students must obtain the following electronic publications which are available from the School of Management website:

<http://www.utas.edu.au/management/student.htm>

*Writing Assignments: A Guide*

*School of Management Referencing Style*

---

## Recommended Reading

The publications listed below are highly recommended for further reading on the topics covered in the unit.

### Books

The books listed below are recommended for further reading on the various topics covered in the unit. You should refer to them when doing your assignments.

Aaker, D.A. & Mills, M.K. 2001. *Strategic market management: Pacific Rim edition*. Singapore: Wiley.

Cravens, D.W. & Piercy, N.F. 2004. *Strategic marketing* (8<sup>th</sup> ed.). Sydney: Irwin.

Johansson, I. 2000. *Global marketing: Foreign entry, local marketing and global management*. Boston: Irwin/McGraw-Hill

Keller, K.L. 2003. *Strategic brand management: Building, measuring, and managing brand equity*. Upper Saddle River: Prentice Hall.

Kotler, P. 2003. *Marketing management*. Upper Saddle River: Prentice Hall.

Monroe, K.B. 2003. *Pricing: Making profitable decisions*. Sydney: McGraw Hill-Irwin.

Mullins, W. & Larreche, B. 2006. *Marketing strategy: A decision-focused approach* (5<sup>th</sup> ed.). Sydney: Irwin.

Nagel, T.T. & Holden, R.K. 2002. *The strategy and tactics of pricing*. Prentice Hall.

Peter, J.P. & Donnelly, J.H. 2006. *A preface to marketing management*. Sydney: Irwin.

Reed, P. 2003. *Strategic marketing planning*. Victoria: Thomson.

## **Journals and Periodicals**

Apart from books, you will find it valuable to get into the practice of reading relevant articles from journals and periodicals (including newspapers and magazines).

*Australasian Marketing Journal*

*Corporate Reputation Review*

*Journal of Consumer Behaviour*

*Journal of Marketing Management*

*The European Journal of Marketing*

---

## **Flexible Learning: MyLO**

MyLO software has been incorporated into the delivery of this unit to enhance the learning experience by providing access to up to date course materials and by allowing for online discussion through this web-based environment.

To access MyLO from your own computer you will need the appropriate software, and hardware to run that software. See **Learning Online** <http://uconnect.utas.edu.au/> for computer software you will need.

**Note:** Older computers may not have the hardware to run some of the required software applications. Contact your local IT support person or the Service Desk on 6226 1818 if you experience difficulties. The School of Management has prepared a MyLO Information Sheet which includes access guidelines and contact information. It is available to download as a Word document from the School of Management website: <http://www.utas.edu.au/mgmt/student.htm>

## **Privacy Policy and Notice**

The School of Management takes the utmost care to protect the privacy and security of your personal information and to ensure its accuracy.

If you have any concerns about your privacy in MyLO please contact the lecturer-in-charge of this unit or view the University of Tasmania MyLO Privacy Policy Statement available from the university website on <http://www.utas.edu.au/coursesonline/privacy.htm>.

---

## Assessment

In order to pass this unit you must achieve an overall mark of at least 50 per cent of the total available marks. Details of each item of Coursework are provided in the Assignment Topics section.

Method of Assessment	Value	Due Date	Length*
<b>Coursework</b>			
Presentation & Peer Evaluations	25	In tutorials Weeks 3, 4, 5 & 6	Group presentation (10 marks) PLUS 3 x peer evaluations (3 x 5 marks)
Major Assignment Briefing Document ( <i>voluntary only</i> )	0 (zero)	By Friday 24 <sup>th</sup> April	1 typed page MAXIMUM
Major Assignment	25	Monday 11 <sup>th</sup> May, 2 pm.	3000 words MAXIMUM
<b>Examination</b>	50	Exam Period	3 hours
Total Marks	100		

\* **Word Limit:** The word count includes such items as headings, in-text references, quotes and executive summaries. It **does not** include the reference list at the end of the assignment.

## Study Week

All undergraduate units offered by the School of Management are scheduled to include a Study Week. The dates for this Semester are shown in the attached Study Schedule.

The purpose of the Study Week is to allow students an opportunity to consolidate their studies thus far, and to research coming assignments.

## Presentation and Peer Evaluation

Students are required to form groups in their tutorials for the presentation assessment task. This task will be worth 10 marks, will be performed in Weeks 3, 4, 5 & 6, and the content assessed by their tutor. Students who are unable to complete the presentation or peer-evaluation assessments on medical or compassionate grounds (NB: work or other commitments are not considered 'compassionate grounds') may request that they be permitted to submit alternative coursework.

Please do not expect any alternative assessment to be set for you if you choose to go on holidays or undertake other activities on the scheduled date. If you do need to request alternative coursework, you should do so in writing to the lecturer-in-charge prior to the due date. Medical certificates or other evidence must be attached and must contain information that justifies the request. The telephone number of the doctor should also be included.

## **Examination**

### ***Format***

The final examination will be of three hours' duration, preceded by 15 minutes reading time. The examination is worth 50 percent of your assessment. The examination will be in two parts. Part A, worth 20 marks, is a **continuation** of the Major Assignment for the unit. Students are required to *complete* their marketing plan for the Hobart City Council OR Cityprom (i.e. complete Parts IV, V, VI & VII of the marketing plan worksheet) – it is therefore necessary for all students to submit their major assignment for review before they sit the exam. In Part B, worth 30 marks, students must answer 3 from a choice of 6 essay questions. The best preparation for the exam is consistent work throughout the semester.

### ***Scheduled date and place***

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

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

You are advised to make any necessary arrangements with employers now for time off during examination period to sit this examination. Your participation at the scheduled time is not negotiable unless there are exceptional circumstances.

**Note that you will be expected to sit the examination at your recorded study centre.**

### ***Supplementary Examination***

Except in special circumstances and on the recommendation of the lecturer-in-charge or the Head of School, a student who fails will not be granted a supplementary examination.

### ***Special Consideration and Student Difficulties***

If a student is experiencing difficulties with their studies or assignments, have personal or life planning issues, disability or illness which may affect their course of study, they are advised to raise these with their lecturer in the first instance. Students may also contact the Catalyst Officer, who will be able to help in identifying the issues that need to be addressed, give general advice, assist by liaising with academic staff, as well as referring students to any relevant University-wide support services. The Catalyst Officer is located in room 318a in the Commerce Building in Hobart and is contactable by phone on 6226 1916. There is also a range of University-wide support services available including Student Services, International Services and Learning Development. Please refer to the *Current Students* homepage at: <http://www.utas.edu.au/students/index.html>

Should a student require assistance in accessing the Library, visit their website for more information at <http://www.utas.edu.au/library/>

Students who have completed their examinations and who feel that they have been disadvantaged due to illness or other circumstances affecting their study, may fill out a form to request that their lecturer takes this into consideration when marking the examination. Forms should be submitted directly to the relevant school, accompanied by appropriate supporting documentation, as soon as possible after the completion of the examination. Granting of special consideration is at the discretion of the lecturer and school. The relevant form can be found at the following website:

[http://www.studentcentre.utas.edu.au/examinations\\_and\\_results/forms\\_files/index.htm#eits](http://www.studentcentre.utas.edu.au/examinations_and_results/forms_files/index.htm#eits)

Students with a non-English speaking background may be permitted to take a bilingual dictionary into an exam. This dictionary must not be annotated, that is, must have no notes written in it. In order to use a bilingual dictionary, students must request permission from the Student Centre.

---

## Submission of Coursework

### Lodging Coursework

All Coursework must have the School of Management Assignment Cover Sheet and Title Page attached, both of which are available as a blank template from the School of Management website:

<http://www.utas.edu.au/mgmt/student.htm>

**All assignments must include the tutor's name on the assignment Cover Sheets when they are handed in. If this is not done the assignment will not be accepted and therefore marked.**

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

Note that you may also be required to submit an electronic copy of your Coursework. More details of this will be given in Lectures.

*Hobart students:* Lodge in assignment box next to room 321, Commerce & Economics Building.

*Launceston students:* Lodge in assignment box beside room A170.

**All coursework must be handed in at 2.00 pm on the due date.**

### Late Coursework

#### *Written Work*

Extensions will only be granted on medical or compassionate grounds and will not be granted because of work or other commitments. Requests for extensions should be **made in writing** to the lecturer-in-charge prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the extension sought.

Late assignments which have **not** been granted an extension will, at the lecturer's discretion, be penalised by deducting ten per cent of total marks for each full day overdue.

Assignments submitted more than six days late will normally not be accepted by the lecturer-in-charge.

#### *Tests*

Students who are unable to sit a test on medical or compassionate grounds (work or other commitments are not considered 'compassionate grounds') may request that they be permitted to submit alternative Coursework.

Please do not expect a special test to be held for you if you choose to go on holidays or undertake other activities on the scheduled date. If you do need to request alternative Coursework, you should do so in writing to the lecturer-in-charge prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the request. The telephone number of the doctor should also be included.

### Return of Coursework

Coursework will be returned during classes or it can be collected from the lecturer's or tutor's room at nominated times; it will not be available from the School's offices.

## Plagiarism

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

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

**If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor** for relevant referencing guidelines, and the academic integrity resources on the web at <http://www.utas.edu.au/plagiarism/> & <http://www.academicintegrity.utas.edu.au/>

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline—Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/ord9.pdf>

**The University reserves the right to submit (or to require you to submit) assignments to online plagiarism detection software, and might then retain a copy of the assignment on its database for the purpose of future plagiarism checking.**

## Occupational health and safety (OH&S)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's policy at: [http://www.admin.utas.edu.au/hr/ohs/pol\\_proc/ohs.pdf](http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf)

---

# Tutorial Program

## Exam Questions for Discussion

Note that the tutorial program does not start until Week 2 of semester. You should be able to answer conceptual questions for every chapter and 'required reading' covered in this unit. Tutors may also introduce additional material from current events specifically related to that week's topic. Where possible, the additional case material will be posted to MyLO or distributed in the tutorial. To gain the maximum benefit from the tutorial program it is essential that you read the required material and prepare answers to the questions for discussion **in advance of the tutorial session.**

**NOTE: Due to the Group Presentation and Peer Evaluations, the exam preparation questions in Weeks 3, 4, 5 and 6 will be covered in a special "workshop" session at the end of the lecture in those weeks.**

### *Week 2*

**\*\*Students are required to form in to four groups in this tutorial for the presentation and peer evaluation assessment activities starting in Week 4\*\***

Potential exam questions:

1. After reading the articles by Jain (2004a), Fahy & Smithee (1999, Pages 1-8) and Smith (2002), define the concept of 'strategic marketing'. In your answer, be sure to differentiate it from 'marketing management'.
2. Using the definitions explored in Question 1, discuss how each applies to the marketing plan assessment in this unit.
3. Read the article by Freeman (2005), and identify and define each of the elements of the marketing mix. In your definitions be sure to discuss the *function and strategy* of each element. Identify the role that Productivity & Quality play in the strategic management of the marketing mix.

### *Week 3*

***Group One Presentation Topic + Peer Evaluation assessment.***

Potential exam questions:

1. Using the article by Pelletiere (2006), discuss the scope required when undertaking a corporate appraisal. Using examples what might a marketing manager want to consider in each of the criteria you identify.
2. Using the article by Greenwood (2007), identify and define the notion of a corporation's publics/stakeholders. Search the Internet for information about Gunns Ltd and the manner in which they have set about managing their publics/stakeholders in the old-growth logging controversy.
3. Using Gunns Ltd as your example, explain how a marketing manager might use knowledge of their publics/stakeholders to inform their marketing strategies?

### *Week 4*

***Group Two Presentation Topic + Peer Evaluation assessment.***

Potential exam questions:

1. Using the articles by Albright (2004) and Costa (1995), elaborate on marketing's 'environmental scanning' function. What types of responsibilities should be assigned to those in charge of environmental scanning?
2. Using the articles by Barron & Hollingshead (2002) and Raaij (2005), discuss the dimensions needed to define a firm's target customers effectively. How might this help marketing managers identify customer needs more accurately?
3. By what process might a marketing manager link their environmental scanning to the development of a marketing plan?

## ***Week 5***

### **Group Three Presentation Topic + Peer Evaluation assessment.**

Potential exam questions:

1. What is meant by corporate direction? Why is it necessary to set a corporation's direction?
2. How does the traditional view of the business mission differ from the contemporary approach?
3. Using the articles by Fahy & Smithee (1999, Page 9 onwards – this is the same reading required for Tutorial Week 2) and Novicevic *et al.* (2004), discuss the role of the SWOT analysis framework as a sense making tool for marketers.

## ***Week 6***

### **Group Four Presentation Topic + Peer Evaluation assessment.**

Potential exam questions:

1. Using the article by Pierce & Moukanas (2002) identify the criteria by which a firm can effectively manage its portfolio of brands and products.
2. Using the article by Oliver (2002), discuss the role of language and metaphor might play in the strategy formulation process.
3. Using the article by Wyner (1997), discuss the notion of 'trade-offs' as it relates to the strategy formulation process. What processes might a marketing manager adopt to minimise these trade-offs?

## ***Week 7— School of Management Study Week.***

## ***Week 8***

Potential exam questions:

1. Using the article by Raps (2004) and Atkinson (2006), explain why marketing implementation can be difficult for many firms. In your answer, discuss how these difficulties often stem from the relationship between 'strategic planning' and 'marketing implementation'. What are the implications for the practicing marketing manager?
2. Consider the article by Koontz & Rockwood (2001) and the reading entitled 'Marketing Implementation and Control'. Identify and explain the three different types of 'formal control' and three types of 'informal control' available to marketing managers. Using examples, illustrate how each type of control might be used to effectively implement a marketing plan/strategy.

## ***Week 9***

Potential exam questions:

1. Identify the most important requirements of the Trade Practices Act 1974 for practicing marketing managers. What are the implications of these requirements for the development of an effective marketing strategy?
2. Using Crane's (2001) article about the 'ethical product', discuss the reasons why ethics and social responsibility have become so important in marketing in recent years? Why is it important that ethical considerations be incorporated into the firm's marketing plan?
3. Using the articles by McMaster's (2001) and Savell (2001), describe the role that a code of ethics might play in promoting ethical compliance within a firm. How should a code of conduct be developed, what should it contain, and what are the keys to ensuring that the code is adhered to?

## ***Week 10***

Potential exam questions:

1. Using the article by Jain (2004b), discuss the notions of 'product positioning' and 'product repositioning'.
2. What criteria that might a marketing manager employ to determine a viable position (or re-position) for a product or brand in the market? What strategies are available when a product line or brand is no longer viable?
3. Using the articles by Kaydo (2000) and Mahajan & Wind (2002), identify some of the factors underpinning effective 'product positioning' and 'product differentiation' in today's marketplace.

## ***Week 11***

Potential exam questions:

1. Using the article by Monroe & Cox (2001), discuss the functions and strategies of 'price' in the marketing mix?
2. Using the article by Holden & Nagle (1998), discuss the following statement: "The price of any item is exactly equal to what another is prepared to pay for it".
3. Using the article by Nagle & Cressman (2002) discuss the variables a marketing manager must be aware of when developing an effective pricing strategy.
4. Is there a conflict between profit and volume objectives? Doesn't one lead to the other? Discuss.

## ***Week 12***

Potential exam questions:

1. Distribution channels should ideally be both effective and efficient in order to maximise customer satisfaction and profit margins. Using the articles by Lambert & Cooper (2000) and Wyner (2002), discuss the factors a marketing manager must consider to ensure that their distribution channels are both effective and efficient.
2. Using Morelli (2006) and Exhibit 16-4 available on MyLO, discuss some strategic factors that a marketing manager needs to consider when designing their distribution channel(s). What factors might require a marketing manager to change their distribution channel's structure?
3. What are the potential sources of conflict in a distribution channel? What are some strategies for preventing and/or resolving these conflicts?

## ***Week 13***

Potential exam questions:

1. Identify and define the components of the basic model of communication. How might knowledge of this model inform the construction of a marketing communications program?
2. Using the article by Proctor & Kitchen (2002), discuss the overall objective of an integrated marketing communications program.
3. Using the article by Hall & Wickham (2008), discuss the manner through which IMC efforts can be strategically integrated in a business network environment.
4. Using the article by Lodish (2001) discuss the role of Productivity and Quality in the formulation and management of marketing strategy.
5. Using the article by Kumar & Nagpal (2001), discuss how national culture differences can affect international marketing mix decisions? Use examples to illustrate your answer.

Exam review—you should prepare questions to ask your tutor/lecturer.

---

# Assignment Topics

## Group 1 presentation + Peer Evaluation assessment activity

*Due Date:* In tutorials – Weeks 3, 4, 5 & 6

*Length:* 30 minutes MAXIMUM

*Value:* 10 marks for the presenting group; 5 marks for each student's peer evaluation of the presentation.

Students are required to form groups in their tutorials for the presentation assessment task. The presentation task will be worth 10 marks, and will be performed in Weeks 3, 4, 5 and 6 with the content assessed by their tutor. Students witnessing the presentation series are required to perform THREE (3) peer-evaluations worth 5 marks each. The peer evaluations are to be handed in at the end of the tutorial session and will be assessed by the tutor. Students are therefore required to present once (for 10 marks) and peer-evaluate three times (for a total of 15 marks).

(NB: Students may hand in *any written work* they wish as part of their peer evaluations - including work prepared in advance of the tutorial session).

It is expected that students undertaking the peer evaluation exercise will be able to assess the presenting group in terms of the questions provided below.

### ***Task for Group One (12th March)***

1. Explain the role that a 'situation analysis' plays in the development of a marketing plan. Using examples, discuss the array of internal and external variables a marketing manager would need to consider when constructing a 'situation analysis'.
2. Present and justify a logical step-by-step guide for the construction of an effective situation analysis for the major assignment in this unit (NB: Reed, P. 2003. *Strategic marketing planning* will be useful for this topic – it is available on MyLO).

Questions for peer-evaluation:

1. Did the group correctly explain the role that a 'situation analysis' plays in the development of a marketing plan?
  - (a) Discuss the extent to which their explanation was accurate.
  - (b) Were there any other considerations the group could have included?
2. Did the group provide examples of the array of internal and external variables a marketing manager would be interested in when constructing a 'situation analysis'?
  - (a) Did the group omit any important variables a marketing manager would need to consider when constructing a situation analysis? What were they?
  - (b) Were there any other important points not covered by the group? What were they?
3. Did the group present and justify a logical step-by-step guide for the effective construction of a situation analysis?
  - (a) Did the group omit any important steps? What were they?
  - (b) Did the group present a comprehensive account of the considerations needed for the major assignment in this unit? Explain your answer.

### ***Task for Group Two (19th March)***

1. Why is it necessary for marketing managers to assess their firm's relative strengths/weaknesses and external opportunities/threats? Given these reasons, discuss the role that the SWOT analysis framework plays in the development of marketing strategies.
2. Using examples, demonstrate how the marketing manager needs to express the individual elements of their SWOT in order for them to be useful in the strategic marketing process.

Questions for peer-evaluation:

1. Did the group discuss all of the reasons why a marketing manager might undertake an assessment of a firm's relative strengths/weaknesses and external opportunities/threats?
  - (a) Did the group accurately define what is meant by the terms 'relative strength' and 'relative weakness'? Did the group accurately define to whom a firm's strengths and weaknesses are relative?
  - (b) Did the group accurately define what is meant by the terms 'opportunities' and 'threats'?
  - (c) Did the group include a comprehensive discussion of why firms need to identify its relative strengths/weaknesses and external opportunities/threats?
2. Did the group accurately discuss the role that the SWOT analysis framework plays in the development of marketing strategies?
  - (a) Discuss the extent to which their definitions were accurate?
  - (b) Did the group present any interesting facts you think were insightful?
3. Did the group accurately demonstrate how the individual SWOT elements needed to be expressed in order for them to be useful in the strategic marketing process?
  - (a) What was particularly useful?
  - (b) What needed improvement?

### ***Topic for Group Three (26th March)***

1. Identify and define the elements of the SMART framework for effective goal setting. For each of the elements, provide an example of what would be considered an effective goal and one that would be considered an ineffective goal.
2. Consider the following fictitious SWOT Analysis. Present at least three (3) separate goals that, between them, account for the SWOT presented below:

**Firm:** J. Boag & Son

**Corporate Strategy:** To launch our Premium beer range in Western Australia

**Strength:** Our firm has access to what is considered the world's finest water and hop resources in Australia, which allows us to effectively position ourselves as one of the finest Premium beer brewers in the country

**Weakness:** Our low level of brand recognition and recall in the Western Australian market for Premium beer

**Opportunity:** The growth in income for Males 18-30 in the Western Australian economy has led to a 50% growth in the \$50 million per annum Premium beer market in Perth, which represents a sound market opportunity for our range of Premium beer products.

**Threat:** Swan Lager is the market leader in the Perth beer market, and they have stated that they will protect their market share vigorously by focusing on their 'Made in Western Australia' brand advantage.

Questions for peer-evaluation:

1. Did the group identify and define the elements of the SMART framework for effective goal setting?
  - (a) Were there any inaccuracies in the group's definition of the framework? What were they?
  - (b) Were their examples accurate in terms of effective and ineffective goals? Why or why not?
2. Did the group construct three (3) effective goals to account for the fictitious SWOT analysis under review?
  - (a) Were their goals consistent with the SMART framework? Why or why not?
  - (b) Did the 3 goals presented account for SWOT points effectively? Why or why not?

### ***Topic for Group Four (2nd April)***

1. Identify and define the set of 'formal' and 'informal' controls available to the marketing manager when implementing their chosen marketing goals. Using an example, demonstrate how a marketing manager might incorporate both formal and informal control processes as part of an effective 'system of control' in their firm.
2. How might a marketing manager detect problems or issues (as they arise) during the execution of their marketing goals? What are the implications for the document should the problems arise from firm incompetence? What are the implications for the document should the problems arise from major changes in the external environment?

#### Questions for peer-evaluation:

1. Did the group identify and define the set of 'formal' and 'informal' controls available to the marketing manager when executing their marketing goals?
  - (a) What else could have been included in their answer?
  - (b) What aspects of their definitions could have been better explained?
2. Did the group demonstrate how a marketing manager might incorporate both formal and informal control processes as part of an effective 'system of control' in their firm?
  - (c) Was their example useful? Why or why not?
  - (d) Did the group present any interesting facts you think were insightful?
3. Did the group explain how a marketing manager might detect problems or issues (as they arise) during the execution of their marketing goals?
  - (a) Was their discussion comprehensive? What could the group have included in their answer?
  - (b) Did the group discuss the implications for the document should implementation problems arise from firm incompetence?
  - (c) Did the group discuss the implications for the document should implementation problems arise from major changes in the external environment?

## BMA351 Group Mark Allocation Adjustment

Your group's presentation will be marked out of a score of 10. This document allows you to provide feedback as to *what percentage* of that mark you believe each individual member of your group should receive. Note: all members will receive 100% of the group's mark unless this form is submitted to your tutor.

If you feel that a group member has not contributed equally, please place a value of between 0% and 100% next to that group member's name that reflects their level of input.

The mark that students receive from their group's presentation will equal:

**(The group's overall score) multiplied by (the individual's average "contribution score").**

For example...Group A consists of John, Adam, Mary, and Jane. Their tutor awarded the group a score of 8/10 for their presentation. Because John and Jane did not contribute equally, Adam and Mary both filled in the Mark Adjustment form. After speaking to John and Jane about their input, their tutor altered the marks allocated as follows:

Name	Group's Overall Score	x	% Contributed	Student's Score
John	8	x	50%	4
Adam	8	x	100%	8
Mary	8	x	100%	8
Jane	8	x	75%	6

In the section provided below, please write the names of your fellow group members and *the percentage of the score you believe that individual deserves*.

**Student Name**

**% Contribution**


Signed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Major Assignment Briefing Document

*Due Date:* Voluntary Only - By 5pm Friday, 24th April, 2009

*Length:* 1 typed page MAXIMUM

*Value:* Zero marks

Students are invited to submit a Major Assignment briefing document detailing the *planned scope* of their Major Assignment. As such, this **is not** an opportunity for students to have a draft of their Major Assignment read/reviewed by their tutor, but rather an opportunity to gather feedback on the focus, framework, and information you propose to use therein. Students submitting a briefing document should do so in the normal manner for a written assignment, and can expect to receive structured feedback as to the appropriateness of their plan. There is ***no requirement*** to upload a copy of this work electronically.

Students that do not wish to take advantage of this opportunity will not be penalised in any way.

## Structure of the Briefing Document:

Students should adhere to the following structure when presenting their briefing document:

1. Introduction - State the category that your paper will address (as per the assignment question).
2. Discuss the scope you feel your assignment needs to cover for it to be a useful guide for the Hobart or Launceston City Council (Cityprom). It is important that you state your choice of competitor to the Hobart or Launceston CBD in your document.
3. Provide a justification as to what internal and external variables you feel are **NOT** relevant to your situation analysis. Provide an overview of the data you feel would be required to develop a reasonable situation analysis, and where you expect to find such data.

# Major Assignment

*Due Date:* Monday, 11th May 2009 at 2 pm.

Students are required to submit their Major Assignment in both hard copy (as per normal procedure) and as an electronic document via the Turn-it-In software program on MyLO.

*Length:* 3000 words MAXIMUM (NOTE: there is no 10% leeway)

*Value:* 25 marks

## ***Rejuvenating the Hobart OR Launceston Central Business District***

The Hobart and Launceston Central Business Districts (CBDs) are essentially amalgams of many different private and public sector organisation that have, for many years, offered customers a comprehensive 'one-stop shopping experience'. Since 2000, however, both the Hobart and Launceston CBDs have reported significant declines in their sales and customer growth figures – a decline that has been blamed largely on the increase in the number and quality of suburban shopping centre developments throughout the state.

The Hobart and Launceston CBDs have identified the following major competitors that they wish to combat in their next wave of marketing programs:

- The Eastland's Shopping Centre
- The Northgate Shopping Centre
- The Cambridge Shopping District (which includes the planned Direct Factory outlet)
- The Kingston CBD (including the Kingston Town, Channel Court and Coles Shopping Centres)
- The proposed Big-Box Development at Launceston Airport
- The Mowbray Heights Shopping Centre
- The Meadows Mews Shopping Centre
- Melbourne OR Sydney interstate shopping excursions

### **Your Task:**

You have been hired as a consultant by the Hobart City Council OR Launceston's Cityprom to help with developing a marketing plan to combat ONE of the competitors mentioned above. You are required to undertake the necessary secondary research in order to complete the following:

1. Consider the market situation faced by the Hobart and Launceston CBDs in relation to one of the competitors mentioned above.
2. Using the Marketing Plan Worksheet as a guide (sections II to V inclusive), provide the Hobart City Council OR Cityprom with a logically derived marketing plan for the rejuvenation of the Hobart OR Launceston CBD.

NOTE: You **are not** required to define any of the marketing management theories in your assignment. You are required, however, to fully reference the case facts you report in your assignment.

**BMA351 Marketing Management  
Semester 1, 2009  
Marking Schedule for the Major Assignment.**

Student Name: \_\_\_\_\_

<b>Criteria</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
The student's Marketing Plan was focused and logically derived:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Situation Analysis was focused and supported by evidence:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student provided an accurate 'market definition' of the Hobart OR Launceston CBD's 'business(es)' and that of their major competitor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The SWOT Analysis was comprehensive, logical, and consistent with theory:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student's marketing goals were logically derived, specific and measurable:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student's proposed marketing mix(es) were specific and a useful 'guide to action':	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student's plan was presented to the School of Management's standards:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**COMMENTS:**

**MARK ATTAINED:**            /25

**GRADE:**

**SIGNED:** \_\_\_\_\_

# Study Schedule

Semester 1, 2009

Week	Date of Lecture and Tutorials	Required Reading(s) (Available on MyLO)	Topic	Due Dates
1	26 February	#1 to #4	Marketing concept and strategy	
2	5 March	#5 & #6	Strategic analysis I (The firm and its competition)	
3	12 March	#7 to #10	Strategic analysis II (Customers and the environment)	Group 1 Presentation
4	19 March	#11 & CD-ROM	The SWOT analysis framework & the development of marketing objectives and goals	Group 2 Presentation
5	26 March	#12 to #14	Strategy formulation	Group 3 Presentation
6	2 April	#15 to #18	Implementation and control	Group 4 Presentation
7			Mid Semester Break 9-15 April & The School of Management Study Week 6-8 April & 16-17 April	
8	23 April	#19 (pp. 3-10; 14-51) to #22	Marketing ethics and the law	
9	30 April	#23 to #25	Market/Product strategies	<i>(Voluntary Briefing Document Due – 24 April at 5pm.)</i>
10	7 May	#26 to #28	Pricing strategies	
11	14 May	#29 to #32	Distribution strategies	Assignment Due – Monday 11 May at 2 pm.
12	21 May	#33 and #34	Promotion strategies	
13	28 May	#35 and #36	Process, People, Physical Evidence Productivity & Quality and Global strategies	

A Calendar/Study Planner showing dates is available from School of Management website.