



Australian School of Business

**Marketing**

Never Stand Still

Australian School of Business

**MARK6021**

Integrated Marketing Communications

**Master of Marketing Elective Course  
3 UOC (units of credit)**

**Course Outline  
Semester 2, 2013**

**Part A: Course-Specific Information**

**Part B: Key Policies, Student Responsibilities  
and Support**

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## PART A: COURSE-SPECIFIC INFORMATION

### 1 STAFF CONTACT DETAILS

#### Lecturer in Charge: Nicole Lasky

Nicole Lasky has a strong background in both university teaching and industry. Nicole has taught a variety of marketing subjects since 1996, combining both theory and practice to provide students with the skills they need to succeed in a competitive global marketplace. Nicole has also has experience in property development, doing large scale projects for Mirvac and AMP, where she was responsible for the strategic planning and implementation of design, financial planning, construction and marketing of business campuses and shopping centres. Nicole's research interests are in innovation, specifically how organisations can develop a market orientation approach toward radical innovation by using talented individuals and new structures.

Lecturer-in-charge: Nicole Lasky  
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Email: n.lasky@unsw.edu  
Consultation Times – after class in classroom (or by appointment)

### 2 COURSE DETAILS

#### 2.1 Teaching Times and Locations

Lectures start in 16 September to 28 October (possible make-up class 4 November):  
The Time and Location are:  
Mondays 6:00pm – 9:00pm ASB 115 (make-up class Friday, 11 October 6:00pm-9:00pm same classroom)

Week 1: Monday, 16 September  
Week 2: Monday, 23 September  
Week 3: no class  
Week 4: Friday, 11 October (alternatively Monday 4 Nov – will decide in 1<sup>st</sup> class)  
Week 5: Monday, 14 October  
Week 6: Monday, 21 October  
Week 7: Monday, 28 October  
Week 8: [Monday, 4 Nov \(only if Friday, 11 Oct. is not the best option\)](#)

#### 2.2 Units of Credit

The course is worth 3 units of credit.

#### 2.3 Summary of Course

Around 10 years ago, it became relatively obvious that traditional marketing approaches to the development of brand identity and equity were no longer working effectively. Advertising in particular was no longer considered as effective because of

media fragmentation, increased consumer scepticism and the increasing impact of the internet.

IMC is a methodology and a way of thinking about communication which was created to manage brands in the new brand communication landscape. The essence of IMC is that everything a company does, and sometimes what it doesn't do, can send a powerful brand message. Much of IMC is still about advertising but it just goes much deeper and is much wider in scope. It looks at the different ways for companies to communicate about their brand, in an integrated fashion, which takes advantage of the differences between media and leverages their strengths.

This class will profile a number of frameworks and theories to elaborate and evaluate communication initiatives. The overall structure of the class is designed to answer the following question: how do we communicate to build brand value?

## **2.4 Course Aims and Relationship to Other Courses**

The aim of this course is for you to:

- Learn how to develop a promotional campaign
- Learn how to use strategy to develop your campaign
- Learn some of the latest promotional techniques and be able to evaluate and select based on your situation

This course is part of the Master of Marketing program and builds upon the concepts you have learned from MARK6000 Marketing Management: Contemporary Analytical Perspectives.

## **2.5 Student Learning Outcomes**

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

By the end of this course, you should be able to:

1. Evaluate the effectiveness of an integrated communication campaign
2. Evaluate the trade-offs between traditional and non-traditional marketing campaigns
3. Design positioning statements
4. Write and evaluate creative briefs
5. Be able to communicate and sell your arguments and creative ideas
6. Work collaboratively to complete a task

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate coursework students in the ASB. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. 'be an effective team player'). You demonstrate this by achieving specific Program Learning Outcomes - what you are

able to DO by the end of your degree (e.g. 'participate collaboratively and responsibly in teams').

<b>ASB Postgraduate Coursework Program Learning Goals and Outcomes</b>	
<b>1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.</b>	
You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.	
<b>2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.</b>	
You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.	
<b>3. Communication: Our graduates will be effective communicators in professional contexts.</b>	
You should be able to:	
<ul style="list-style-type: none"> <li>a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and</li> <li>b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</li> </ul>	
<b>4. Teamwork: Our graduates will be effective team participants.</b>	
You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.	
<b>5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.</b>	
You should be able to:	
<ul style="list-style-type: none"> <li>a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and</li> <li>b. Consider social and cultural implications of business and /or management practice.</li> </ul>	
<b>6. Leadership: Our graduates will have an understanding of effective leadership. (MBA and MBT programs only).</b>	
You should be able to reflect on your personal leadership experience, and on the capabilities necessary for leadership.	

For more information on the Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be practised in tutorials and other activities):

<b>Program Learning Goals and Outcomes</b>		<b>Course Learning Outcomes</b>	<b>Course Assessment Item</b>
<i>This course helps you to achieve the following learning goals for all ASB postgraduate coursework students:</i>		<i>On successful completion of the course, you should be able to:</i>	<i>This learning outcome will be assessed in the following items:</i>
1	Knowledge	<ul style="list-style-type: none"> <li>1. Evaluate the effectiveness of an integrated communication campaign</li> <li>2. Evaluate the trade-offs between</li> </ul>	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Individual Essay</li> </ul>

		traditional and non-traditional marketing campaigns	
2	Critical thinking and problem solving	<ol style="list-style-type: none"> <li>1. Evaluate the effectiveness of an integrated communication campaign</li> <li>2. Evaluate the trade-offs between traditional and non-traditional marketing campaigns</li> <li>3. Design positioning statements</li> </ol>	<ul style="list-style-type: none"> <li>• Individual Essay</li> <li>• Group Project</li> </ul>
3a	Written communication	<ol style="list-style-type: none"> <li>1. Evaluate the effectiveness of an integrated communication campaign</li> <li>3. Design positioning statements</li> <li>4. Write and evaluate creative briefs</li> </ol>	<ul style="list-style-type: none"> <li>• Individual Essay</li> <li>• Group Project</li> </ul>
3b	Oral communication	<ol style="list-style-type: none"> <li>5. Be able to communicate and sell your arguments and creative ideas</li> </ol>	<ul style="list-style-type: none"> <li>• Group Project</li> </ul>
4	Teamwork	<ol style="list-style-type: none"> <li>6. Work collaboratively to complete a task.</li> </ol>	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Coordinated group project presentation</li> <li>• Peer evaluation</li> </ul>
5a.	Ethical, environmental and sustainability responsibility	Not specifically addressed in this course	
5b.	Social and cultural awareness	<ol style="list-style-type: none"> <li>1. Evaluate the effectiveness of an integrated communication campaign</li> <li>2. Evaluate the trade-offs between traditional and non-traditional marketing campaigns</li> </ol>	<ul style="list-style-type: none"> <li>• Group Presentation</li> </ul>

### 3 LEARNING AND TEACHING ACTIVITIES

#### 3.1 Approach to Learning and Teaching in the Course

The approach of this course is to combine conceptual information with real world practice. Theory is important to learn as only by understanding theory can practitioners adapt to changes in the environment. These theories will be learned from lectures and the readings. As this is a professional postgraduate course, lectures will be short, covering only main concepts of the readings. It is expected that you have prepared by reading in advance. However, you must also understand how to apply theories in real situations, hence the practical component of learning. Examples of how to apply will be drawn from real experience from instructors and students. By examining real situations and firms, you will practice making real decisions.

### 3.2 Learning Activities and Teaching Strategies

The lectures will outline the main concepts of integrated marketing communication, real-world examples and their managerial implications. The relevant readings, to be read in your own time, provide more detail about these concepts. To illustrate the concepts with practical examples, lectures will draw on the experiences of instructors, students and occasionally industry practitioners. Lectures are designed to achieve Course Aims 1, and Learning Outcomes 1-6.

Discussions will follow the expository part of the class and be used to:

- reinforce concepts
- apply the concepts from readings to practical examples
- enhance critical thinking and analysis skills
- enhance writing and oral presentation skills; and
- network

## 4 ASSESSMENT

### 4.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

### 4.2 Assessment Details

Assessment Task	Weighting	Length	Due Date
Class Participation	20%	See evaluation criteria	Ongoing
Individual assignment	40%	8 pages (about 4800 words)	Friday, 4 October 5:00pm Submit on-line to Blackboard
Group Project	40%	20 minute presentation	In the beginning of the last class, Monday, 28 October 6:00pm
Total	100%		

#### Class Participation (20%)

Your participation grade will depend on 1) attendance and punctuality 2) the way you prepare the case study questions and 3) your ability to contribute to all classes.

First, to obtain a good participation grade, you will need prepare answers to the case questions and exercises listed for each class (See appendix for Case Preparation Questions). This is designed to make sure we have a rich and stimulating case discussion.

Second, your participation also includes the responsibility to share understanding and judgment with the class in order to advance the group's collective skills and knowledge.



This means I will need your active participation to make the class a rewarding experience for everyone. Read the materials assigned for every class, thoroughly prepare cases, take part in pertinent discussions, listen to others with respect, generally take part and you will be rewarded. Miss class, arrive late, do not contribute and your participation score will rapidly decline. Please make sure you display your name clearly, starting with the very important first class. You may use your laptop in class for class related work; however, do not use phones or other devices that may disrupt class. I will need your help to make this a rewarding experience for everyone.

You will find the framework used to evaluate your participation in appendix 1. In addition, here are some questions to guide your analysis of the readings assigned in this course:

1. What is the purpose of this article? What problem or issue does it address?
2. What are the basic assumptions/assertions/values that underlie this piece?
3. What is the basic argument/thesis? What are the major findings and conclusions?
4. What problems or concerns are you left with? How does it contribute to your overall understanding of a company strategy and marketing contribution?

#### *Class Participation marking guide*

The assessment of your class participation will be made using the following five criteria. Each criterion describes a type of behavior that will facilitate group learning in the class setting. Your feedback will, where possible, indicate where you might focus to improve.

You are expected to attend all of the class sessions, and a part of the participation assessment mark is obviously contingent on your attendance and punctuality. The other criteria are listed below, with some explanation of the components of it.

#### **Your ability to synthesize and add to others' comments**

This ability is concerned with a preparedness to listen to others comments, respect their ideas and add constructively to the group understanding. It is concerned with skills of analysis and synthesis.

**Low**

**High**

#### **Your level of preparedness.**

At a basic level, I expect you to be familiar with assigned readings but to obtain maximum participation points, you will need to synthesize and critically analyze information contained in the readings. Overall, the emphasis will be on knowledge creation rather than simply knowledge acquisition.

**Low**

**High**

#### **Your ability to apply theoretical frameworks to marketing communication problems**

This criteria focus on your ability to move from the practical to the theoretical, and to offer theoretical underpinnings to explain real world phenomena.

**Low**

**High**

#### **Your use of practical experiences and examples to illustrate theory and/or augment discussions**

This criteria focus on your ability to move from the theoretical to the practical, and to offer real world examples to assist understanding.

**Low**

**High**

### **Your active participation in all classes**

This criteria focus on your demonstration of a positive attitude to learning and the subject including interest and motivation, attentiveness in class, a willingness to contribute to discussion, and the support for those with initial difficulty.

**Low**

**High**

### **Individual Assignment (40%)**

40% your grade will come from an individual essay, where you will go deeper into the readings assigned for this class, and research a topic using outside sources (journal articles, books). You will have the choice between three essay topics. You will submit these essays on-line via Blackboard by Friday, 4 October close of business day (5:00 pm).

Pick **one** of the following three topics:

#### **1. Social Media and Brand Building**

Although there are already many social media experts, we still know very little about the ability to build brands by using social media. Your objective with this individual essay is develop an analysis of two brands, not covered in class, that have used social media in their brand building efforts. You will need to pick a brand that has been successful at using social media to build their brand, and another brand that has been less successful at doing so. You can pick a brand from any cultural context. You will structure your essay to 1) first present the two case studies that you picked, drawing from secondary research about the two brands; 2) drawing from academic articles on social media, evaluate these two campaigns; have these campaigns been successful? Are these good integrated marketing communication campaigns? 3) Provide lessons or recommendations based on these case studies.

#### **2. Market Driving Communication**

Much of what we know is about market driven communication strategies, ie marketers research the needs of the market of a particular product, then develop products and communication strategies based on that research. However, when a product is developed that the market has never heard of, eg World Wide Web, the firm has to drive the market. You will need to pick a market driving campaign that has been successful, and another campaign that has been less successful (according to criteria you will define). You can pick a campaign from any cultural context. You will structure your essay to 1) first present the two case studies that you picked, drawing from secondary research about the two brands; 2) drawing from academic articles on social marketing and communication, evaluate these two campaigns; have these campaigns

been successful? Are these good integrated marketing communication campaigns? 3) Provide lessons or recommendations based on these case studies.

### 3. Celebrity Endorsements and Brand Building

Celebrity endorsements have increased in the past twenty years but they have always been somewhat risky and controversial. Your objective with this individual essay is to identify two brands /companies that have used celebrity endorsements. You will need to pick a company/brand that has been successful, and another campaign that has been less successful (according to criteria you will define). You can pick campaigns from any cultural context. You will structure your essay to 1) first present the two case studies that you picked, drawing from secondary research about the two brands / companies; 2) drawing from academic articles on marketing and celebrity endorsements, evaluate these two campaigns; have these campaigns been successful? Are these good integrated marketing communication campaigns? 3) Provide lessons or recommendations based on these case studies.

#### Individual Essay Marking Sheet

<p><b>Research and Referencing</b></p> <ul style="list-style-type: none"> <li>• Use of varied data sources             <ul style="list-style-type: none"> <li>○ scholarly articles (minimum 10 journal articles and/or conference papers from the UNSW library databases to discuss theories (only references with matching in-text citations will be counted).</li> <li>○ Industry reports</li> <li>○ Company reports/records</li> </ul> </li> <li>• Correct References Page (Harvard, APA or Journal of Marketing style author-date referencing. Footnotes are not acceptable.)</li> <li>• Correct and Matching In-Text Citations, eg (Smith 2010).</li> </ul>	20%
<p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• Introduction             <ul style="list-style-type: none"> <li>○ Tells the reader the topic of the report</li> <li>○ Tells the reader why the topic is important</li> <li>○ Tells the reader the structure of the report</li> </ul> </li> <li>• Logical Sections and order of the body             <ul style="list-style-type: none"> <li>○ Describe the firms</li> <li>○ Describe the problem/issues and theories before integrating them</li> <li>○ Integrate them in discussion</li> </ul> </li> <li>• Conclusion             <ul style="list-style-type: none"> <li>○ Summarises the key points</li> <li>○ Comes to a final important point</li> </ul> </li> </ul>	5%

<p><b>Content</b></p> <p><b>Description</b></p> <ul style="list-style-type: none"> <li>• Ability to describe what occurred in each case (brand)</li> </ul> <p><b>Analysis</b></p> <ul style="list-style-type: none"> <li>• Discussion and application of relevant theories and concepts</li> <li>• Ability to discover the strategy behind each campaign</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Evaluation of strategy of each campaign (positive and negative using theories)</li> <li>• Recommendations based on a synthesis of your evaluation and theories discussed in essay</li> </ul>	65%
<p><b>Formatting</b></p> <ul style="list-style-type: none"> <li>• Block formatting (no indentation)</li> <li>• Page numbers inserted starting at Introduction</li> <li>• Double spaced</li> <li>• Correct Font (Arial or similar)</li> <li>• Text size 11 or 12</li> <li>• Headings size 14 or 16 and bold (Do not underline)</li> </ul> <p><b>Writing Style</b></p> <ul style="list-style-type: none"> <li>• Edited spelling and grammar</li> <li>• Written in third person (avoid “I” and “you”)</li> <li>• Avoid colloquialisms (slang)</li> <li>• Concise</li> <li>• Interesting and engaging</li> <li>• Well-argued ideas</li> </ul>	10%
<p><b>Mark</b> _____ <b>Grade</b> _____</p>	

Format: I am flexible about the length of these essays but a general guideline is approximately 8 single-spaced pages (excluding references, tables or appendixes). Essays that manage to be concise yet professional, well-referenced and well-researched will be rewarded. You should download a reference guide <http://www.lc.unsw.edu.au/onlib/ref.html> and use Endnote <https://www.it.unsw.edu.au/students/software/> to ensure correct referencing. My expectation is that you find and analyze at least 10 different academic sources (in addition to the class resources), but preferably more, which may be books, academic articles, newspaper articles etc. related to your topic. Research and referencing articles will be posted on Blackboard for you to use.

*How to do well:* make sure you become familiar with the different online resources available to you through the UNSW library [http://searchfirst.library.unsw.edu.au/primo\\_library/libweb/action/search.do?dscnt=1&o](http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?dscnt=1&o)

[penFdb=true&dstmp=1373279537591&vid=UNSW&fromLogin=true](#). For all three essays, you will have to do an intensive bibliographical search on the topic of your choice. Try to become familiar with databases like Proquest ABI, JSTOR, or EBSCO. You should become familiar with journals such as Harvard Business Review, California Management Review, MIT Sloan Management Review, the Journal of Marketing, Bloomberg Business Week, the Financial Times, the Economist etc.

*Deliverables:* Your essay should be submitted using Blackboard on or before the 4th of October. If you would like some feedback/guidance before that date, please submit a hard copy of your essay's outline in class.

### **Group Project: Evaluating Communication (40%)**

40% of your grade will come from a group presentation. For this group exercise, you will present and evaluate 2-3 different communication campaigns. The objective of this assignment is to evaluate your ability to objectively think about the different ways we can evaluate the effectiveness of an integrated communication campaign. It is designed to improve and evaluate your analytical skills, especially your ability to understand strategies behind brands and behind communication.

For this project, you will form a group of 4 to 5 people. Groups will be formed in class Week 1.

*Objectives:* This exercise is designed to make you reflect upon the integration of different media in one communication campaign (web, promotions, TV ads etc) and to help you improve your ability to make structured, concise and well-argued evaluations of marketing communication

*Overview:* You will have to present case studies of 2 to 3 different brands and examine how well they have been able to integrate different forms of communication.

Because this class is about integration, you need to look at brands that have used a wide range of communication options (e.g. a company's annual report, its website, photographs of its retail space: anything which according to you, communicates a company's positioning). You need to go beyond television ads \*(although you can include TV ads in your analysis) and look at a variety of communication outlets.

You may use brands available in Australia and/or you may use brands available in another country. You can choose to focus on brands with great IMC programs, or (and these are often the more interesting examples) look at brands which have not really done a good job in their communication.

You will have to evaluate each case study / brand using criteria you will define. The framework we will see in the Mountain Dew case is more specifically adapted to television commercials so you will have to develop your own framework that is more adapted to judging a brand's entire communication program.

*Format:* You have 20 minutes to complete your presentation. You are responsible for insuring that you do not go over time, to insure that every group has the same amount of time to present. This presentation represents a major portion of your grade so make sure you rehearse ahead of time. You can use a Powerpoint, Prezi or similar presentation and you can be creative with the format of your presentation.

Group Project Mark Sheet

<p><b>Content</b></p> <p><b>Strategy Analysis</b></p> <ul style="list-style-type: none"> <li>• Ability to discover the strategy behind each campaign</li> <li>• Ability to reflect on the relationship between the campaign and the business objectives of the company</li> </ul> <p><b>Campaign Evaluation Framework</b></p> <ul style="list-style-type: none"> <li>• Original (does not just copy frameworks seen in class)</li> <li>• Focuses on important aspects of integrated marketing communication</li> <li>• Evidence of critical thinking about what good <u>integrated</u> marketing communication is</li> </ul> <p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>• based on a synthesis of your evaluation, theories learned and creativity</li> </ul> <p><b>Evidence of Research (minimum 20 sources) with a Reference Page Slide/s</b> (no in-text citations are required)</p> <ul style="list-style-type: none"> <li>○ Corporate information (eg web and other promotional materials)</li> <li>○ Industry research</li> <li>○ Government research</li> <li>○ Journal Articles (use Sirius)</li> </ul> <p><b>Use Harvard Referencing Style – Download a copy of Endnote</b></p>	60%
<p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• Introduction <ul style="list-style-type: none"> <li>○ Gain audience attention and interest</li> <li>○ Introduce your group members</li> <li>○ Identify the topic</li> <li>○ Tell the audience how you will structure the presentation</li> </ul> </li> <li>• Body <ul style="list-style-type: none"> <li>○ Divide the body into three or four sub-topics</li> <li>○ Link the three sub-topics for audience comprehension</li> </ul> </li> <li>• Conclusion <ul style="list-style-type: none"> <li>○ Summarise the body</li> <li>○ No new information</li> </ul> </li> </ul>	10%

<p><b>Delivery</b></p> <ul style="list-style-type: none"> <li>❖ Use an impromptu style <ul style="list-style-type: none"> <li>○ No reading of notes</li> <li>○ Do not memorise a speech – use a natural style of speaking to explain ideas</li> </ul> </li> <li>• Volume – ensure your audience can hear you</li> <li>• Enthusiasm -- keep audience interested</li> <li>• Open body language</li> <li>• Stand in middle of room, not in corner</li> <li>• Eye contact</li> <li>• Clear and simple messages that can be understood</li> <li>• Show confidence and sell your ideas</li> </ul> <p><b>Presentation Media</b></p> <ul style="list-style-type: none"> <li>• Slides <ul style="list-style-type: none"> <li>• Easy to read (eg font large enough and not too cluttered)</li> <li>• Attractive</li> </ul> </li> <li>• Bonus points for an additional visual guide</li> <li>• copy of presentation slides provided to Lecturer in beginning of class</li> </ul> <p><b>Timing</b></p> <ul style="list-style-type: none"> <li>• 20 minute presentation</li> <li>• 5 minute discussion</li> </ul>	20%
<p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>• Evidence of a prepared discussion</li> <li>• Encouragement of audience participation</li> <li>• Answering of audience questions</li> </ul>	10%
<b>Grade</b> _____	

*How to do well:*

- Polish your presentation. Groups that talk to the slides (rather than to the audience), read from notes, speak so softly that we cannot hear them, or simply look like they do not want to be there, generally do not do well on this assignment.
- Consult bibliographical resources on IMC outside the readings available for this course, to develop your own evaluation framework on IMC campaigns
- Think about what it means for a campaign to be integrated. What is good integration?
- Think about communication in strategic terms. You may find a campaign to be creative, funny or interesting but your opinion here matters less than the strategic analysis of the campaign, i.e. a description of what the campaign does to the company's business. While I am not asking you to show the impact of the campaign on the company's bottom line, you should include an analysis of its impact on the business (is the campaign changing attitudes? Is it building the brand? Is it growing the category? Does it help increase consumer loyalty? Is it changing perceptions? Are these perceptions essential to business success?)
- Try to be creative in your way of looking at IMC and in the way you present. You have a lot of flexibility in this assignment, make good use of it.

- Make sure you rehearse your presentation and download your presentation slides on the classroom's computer beforehand. Be especially careful if you intend to present audio-visual materials. In the past, students who have tried to use Youtube or show video clips have had numerous IT problems. If you are going to use videos as part of your presentation, make sure you play your presentation in the same room beforehand and that there are no glitches. You are responsible, like in a professional setting, for insuring that there are no IT glitches during your presentation. See the evaluation criteria for this assignment in appendix. There is no written report for this exercise so you have to focus your efforts on the presentation.

### 4.3 Assignment Submission Procedure

As you are professionals, assignments must be on time. It is your responsibility to organise your schedule to submit on time. Work commitments, moving house, family commitments, etc are for you to organise. The individual written assignment will be submitted on-line. The group presentation will be presented in the last class. You will have a 10 minute grace period for both of these assessments.

Assignments will generally be marked and be made available for student collection two weeks after the due date.

Marked assignments that are due after the completion of the course can be collected during office hours Monday to Thursday from the School of Marketing Office on the 3<sup>rd</sup> Floor Quadrangle Building. It is student's responsibility to collect them. In the case of group assignments, students should nominate one group member to collect their marked group assignment. If you are making a special trip to the UNSW you should first check with School of Marketing Office to confirm assignments are available for collection at the time you are coming to the School.

#### Master of Marketing Grade and Mark ranges

The progressive assessment during the session (either by assignments, participation and/or a mid-session examination), grades will be provided to students in a form of a letter grade (not as a mark) as follows.

Grade	Mark	Explanation
A	75 - 100	A superior to outstanding performance
B	60 - 74	A good performance
C	50 - 59	An acceptable level of performance
Fail	0-49	Performance below minimum level of competence

Course results are released to students and are available via MyUNSW as a mark following an ASB Faculty sub-committee meeting to approve distribution of marks.



### Quality Assurance

The ASB is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of ASB programs. All material used for such processes will be treated as confidential.

## 5 COURSE RESOURCES

The website for this course is on UNSW Blackboard accessible via myUNSW or <http://teaching.unsw.edu.au/Blackboard-login>.

There is no mandatory text for this class but the following recommended books will be helpful for this class and in your career:

- Belch, GE, Belch, MA, Kerr, Powell, I., Waller, D., Xavier, R. (2009). *Advertising and promotion – An integrated marketing communications perspective*. Irwin McGraw-Hill,
- [Hill, CWL, Jones, GR \(2010\). \*Strategic management: An integrated approach\* \(9<sup>th</sup> ed\). Cengage, Mason, OH.](#)
- Keller, Kevin L. (2008). *Strategic brand management (3rd ed.)*. Upper Saddle River, NJ: Prentice Hall.
- Kapferer, Jean-Noël (1997). *The new strategic brand management: Creating and sustaining brand equity long term (2nd ed.)*, London: Kogan Page. (e-book available in UNSW library)
- Ouwersloot, H, Duncan, T. (2008). *Integrated marketing communications (European Edition)*. New York: McGraw Hill. or
- Shimp, TA, Andrews, JC (2013). *Advertising, promotion, and other aspects of integrated marketing communications*. Mason: Cengage.

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### Journal Articles

- Edelman, David (2010). Branding in the digital age. *Harvard Business Review*, 88 (12), 62-69.
- Englis, BG, Solomon, MR. (1996). Using consumption constellations to develop integrated communications strategies. *Journal of Business Research*. 37 (3), 183-191.
- Holt (2003). What makes an icon most. *Harvard Business Review*. 81 (3), 43-49.
- Kaplan, AM, Haenlein, M (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons* 53 (1), 59-68
- Kumar, N, Scheer, L, Kotler, P (2000). From market driven to market driving, *European Management Journal*, 18 (2) 129-142.

- Li, Charlene and Josh Bernoff (2008), "Talking with the groundswell," in *Groundswell: Winning in a World Transformed by Social Technologies*, Boston, MA: Harvard Business Press, 99-119.
- Moore, Marian Chapman (2009), "Positioning: The essence of marketing strategy," Background Note UV1425, Darden Business School.  
<http://www.embaedu.com/member/medias /212/2012/12/201212516564099012.pdf>
- Whitlark, DB, Allred, C Values research helps create a market-driving strategy, *Marketing Research*, 15 (4), 33-38.

### Required Readings

- Lecture Notes can be found via Blackboard, as well as updates and other materials. You should log in at least once a week to obtain updates.

### Recommended Reading

- The following sources are well respected and may help you in completing your assignments.
  - Journals
    - Journal of Marketing
    - Journal of Advertising Research
    - Journal of Product Innovation and Management
    - Journal of Product and Brand Management
    - Entrepreneurship: Theory and Practice
    - Strategic Management Journal
    - E-Commerce Research and Applications
    - Journal of Consumer Research
    - Journal of Marketing Research
    - Journal of Marketing Management
    - European Journal of Marketing
    - Journal of Australasian Marketing
    - Harvard Business Review
    - Journal of Decision Sciences
    - Ethics
    - MIS Quarterly
    - Academy of Management Journal
    - Journal of Management
  - Newspapers/Magazines
    - Business Review Weekly (BRW)
    - Sydney Morning Herald
    - The Australian
    - Australian Financial Review
    - Wallstreet Journal
- Library databases via Sirius :  
<http://sirius.library.unsw.edu.au>
- Google Scholar:  
<http://scholar.google.com.au/>

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## **Websites**

The following websites may help you in researching for your assignment.

Australian Marketing Institute <http://www.ami.org.au/iMIS15/AMI/>

American Marketing Association <http://www.marketingpower.com/Pages/default.aspx>

TED TV <http://www.ted.com/search?q=education+innovation>

## **6 COURSE EVALUATION AND DEVELOPMENT**

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through end of semester CATEI evaluations.

## 7 COURSE SCHEDULE

COURSE SCHEDULE				
Week	Lecture Topic	Tutorial Topic	References	Other Activities/ Assessment
Week 1: Monday, 16 September Week 3: no class	Brand Equity  Positioning and IMC	Course Outline  Group Formation	Keller (2008) Chapter 2 available on Blackboard  Hill & Jones (2010) Chapter 5  Both chapters available on Blackboard  Moore (2009) see link in journal article list above	To start reviewing key marketing skills, I would like you to build positioning statements for a) two brands that we will cover in the class cases: 1Tato Nano; 2) Vertu ; b) two additional brands of your choice. Therefore, you should come to this first class with a total of 6 positioning statements. Make sure you carefully study the background chapter on positioning (Hill & Jones & Moore 2009 – See link in journal article list above) to develop these positioning statements.
Week 2: Monday, 23 September	Consumer Behavior and IMC	Teamwork Discussion  Case: Positioning the Tato Nano	Shimp & Andrews (2013) Chapter 6  Englis & Solomon (1996) via Blackboard	Prepare the questions for the Tata Nano case.
Week 3: no class				Individual Essay Due Friday, 4 October 5:00pm Submit on-line to Blackboard
Week 4: Friday, 11 October (alternativel y Monday 4 Nov – will decide in 1 <sup>st</sup> class)	Advertising and Other Promotional Techniques	Case: Vertu: Nokia's Luxury Mobile Phone for The Urban Rich	Belch et al (2009) Chapter 10  Holt (2003)	Prepare the questions for the Vertu case.
Week 5: Monday, 14 October	The New Media Choices	Case: Marketing Planning at Just Us! Cafés	Li & Bernoff (2008)  Kaplan & Haenlein (2010)	Prepare the questions for the Just Us! case.
Week 6: Monday, 21 October	Building The Creative  Market	Case: Nettwerk: Digital Marketing in	Edelman (2010)  Kumar et al (2000)	Prepare the questions for the Tato Nano case.  Presentation Workshop

	Driving	the Music Industry		
Week 7: Monday, 28 October	Group Presentations All groups to be ready in the beginning of class.			
Week 8: Monday, 4 Nov (only if Friday, 11 Oct. is not the best option)				

#### APPENDIX 1: CASE PREPARATION QUESTIONS

##### Positioning The Tato Nano

1. How is Tato Nano positioned? Who is the target market?
2. What is the frame of reference? Points of parity and points of difference?
3. What sales goal for the Nano will you recommend?
4. How would you position the Nano for this goal?
5. What is the communication strategy?
6. What promotional techniques have been used and what would you recommend?

##### Vertu: Nokia's Luxury Mobile Phone for The Urban Rich

1. How is the Vertu positioned? Who is the target market?
2. What is the frame of reference? Points of parity and points of difference?
3. What is the communication strategy?
4. What promotional techniques have been used and what would you recommend?
5. Vertu has been fairly successful using a standardized branding approach to promote Vertu around the world. Should this approach be changed considering the unique customer differences in the Asia and the Middle East? What kind of risks are associated with market adaptation?
6. Counterfeiting is a big issue in the mobile phone market. Companies can now put together a mobile phone easily and inexpensively using "ready-made" chips set solution from Taiwan's Media Tek. Should Vertu be concerned about this problem?
7. If you had just been hired as Global Marketing VP at Vertu, what top three marketing priorities would you focus on? Sell your ideas.

### **Marketing Planning at Just Us! Cafés**

1. How is Just Us! positioned? Who is the target market?
2. What is the frame of reference? Points of parity and points of difference?
3. What is the communication strategy?
4. What promotional techniques have been used so far? Evaluate.
5. Considering the current and potential competition, can Just Us! target new buyers? Whom? How?
6. The current marketing program is clearly outdated. How can Just Us! improve it so that the cafés can benefit from it?
7. How Can Just Us! use the Grand Pré location to attract visitors to its museum as well (and the other way around)?

### **Nettwerk: Digital Marketing in the Music Industry**

1. How is Nettwerk positioned? Who is the target market?
2. What is the frame of reference? Points of parity and points of difference?
3. What is the communication strategy?
4. What promotional techniques have been used so far? Evaluate.
5. Which marketing processes from music's pre-digital era are now obsolete and which continue to be relevant?
6. How viable is the "long tail" strategy for musicians/artists?
7. What are "awareness bumps" and how does Nettwerk exploit them?
8. What is the role of marketers when fans/consumers have the ability to create, communicate, and publish?
9. What are your recommendations for Nettwerk's promotion?

## PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

### 1 PROGRAM LEARNING GOALS AND OUTCOMES

The Australian School of Business Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all ASB students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

#### ASB Postgraduate Coursework Program Learning Goals and Outcomes

**1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.**

You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

**2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.**

You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

**3. Communication: Our graduates will be effective communicators in professional contexts.**

You should be able to:

- a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
- b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

**4. Teamwork: Our graduates will be effective team participants.**

You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

**5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.**

You should be able to:

- a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
- b. Consider social and cultural implications of business and /or management practice.

**For MBT and MBA programs:**

**6. Leadership: Our graduates will have an understanding of effective leadership.**

You should be able to reflect on your personal leadership experience, and on the capabilities necessary for leadership.

## 2 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: <http://www.lc.unsw.edu.au/plagiarism/index.html> as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: <http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm>.

To see if you understand plagiarism, do this short quiz: <http://www.lc.unsw.edu.au/plagiarism/plagquiz.html>

For information on how to acknowledge your sources and reference correctly, see: <http://www.lc.unsw.edu.au/onlib/ref.html>

For the *ASB Harvard Referencing Guide*, see the [ASB Referencing and Plagiarism](#) webpage (ASB >Learning and Teaching>Student services> Referencing and plagiarism)

## 3 STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in the 'A-Z Student Guide': <https://my.unsw.edu.au/student/atoz/A.html>. See, especially, information on 'Attendance and Absence', 'Academic Misconduct', 'Assessment Information', 'Examinations', 'Student Responsibilities', 'Workload' and policies such as 'Occupational Health and Safety'.

### 3.1 Workload

For a Master of Marketing **elective course** (3UOC) it is expected that you will spend at least **ten hours** per week studying including 3 hours in class sessions

We strongly encourage you to connect with your Blackboard course websites in the first week of semester. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.



### 3.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment.

### 3.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: <https://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html>

### 3.4 Occupational Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see <http://www.ohs.unsw.edu.au/>.

### 3.5 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

## 4 SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS

You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

#### General Information on Special Consideration:

1. All applications for special consideration must be **lodged online through myUNSW within 3 working days of the assessment** (Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully the instructions and conditions at: <https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>.

2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will **not** be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), **not** by tutors.
5. Applying for special consideration **does not** automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests **do not allow** lecturers-in-charge to award students additional marks.

## 5 STUDENT RESOURCES AND SUPPORT

The University and the ASB provide a wide range of support services for students, including:

- **ASB Education Development Unit (EDU)**  
<http://www.asb.unsw.edu.au/learningandteaching> Click on 'Student Services'.  
 Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online resources, and individual consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Phone: 9385 5584; Email: [edu@unsw.edu.au](mailto:edu@unsw.edu.au). Visit us on Facebook: [www.facebook.com/educationdevelopmentunit](http://www.facebook.com/educationdevelopmentunit).
- **ASB Student Centre** <http://www.asb.unsw.edu.au/requests>  
 Advice and direction on all aspects of admission, enrolment and graduation. Ground Floor, West Wing, ASB Building; Phone: 9385 3189.
- **Blackboard eLearning Support:** For online help using Blackboard, follow the links from [www.elearning.unsw.edu.au](http://www.elearning.unsw.edu.au) to *UNSW Blackboard Support / Support for Students*. For technical support, email: [itservicecentre@unsw.edu.au](mailto:itservicecentre@unsw.edu.au); Phone: 9385 1333.
- **UNSW Learning Centre** ([www.lc.unsw.edu.au](http://www.lc.unsw.edu.au))  
 Academic skills support services, including workshops and resources, for all UNSW students. See website for details.
- **Library training and search support services:**  
<http://info.library.unsw.edu.au/web/services/services.html>
- **IT Service Centre:** Technical support for problems logging in to websites, downloading documents etc. <https://www.it.unsw.edu.au/students/index.html>  
 UNSW Library Annexe (Ground floor).
- **UNSW Counselling and Psychological Services:**  
<http://www.counselling.unsw.edu.au>  
 Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as 'Coping with Stress' and 'Procrastination'. Office: Level 2, Quadrangle East Wing; Phone: 9385 5418.  
**Student Equity & Disabilities Unit** (<http://www.studentequity.unsw.edu.au>).  
 Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734.