Course Outline 2020

MKTG 301: MARKETING STRATEGY (15 POINTS)

Semester 2 (1205)

Course prescription
An integrated capstone experience fostered student centred learning. Develops knowledge in how to analyse, implement and evaluate marketing strategies. Nurture a strong appreciation for how marketing connects and relates to other business disciplines.

Course advice
Before enrolling in this course you must complete these courses:

Prerequisites: MKTG 201 or 291, and MKTG 202 or 292

You cannot enrol in this course if you have taken or intend to take the following courses:

Restriction: MKTG 391

Note: While the number 301 might suggest that MKTG 301 should come first within the Year 3 courses, it is often preferable to leave this course until a student’s final semester.

Goals of the course
MKTG 301 “Marketing Strategy” is designed to provide a capstone experience within the Marketing major that is all about empowering students to take control of their learning.

At the start of your major in Marketing, MKTG 201 “Marketing Management” took a broad perspective in covering the central concepts in Marketing and providing a firm foundation for the rest of the major. Now, at the end of the major, MKTG 301 takes a similar big picture perspective, but this time by getting students to integrate and apply the knowledge and skills that they have been developing throughout the major.

With all of the above in mind, the goals of the course are:

- To develop students’ applied understanding of the Marketing Mix, i.e. what is actually involved in making decisions related to product/production, place, pricing, and promotion in a holistic and strategic manner?
- To develop an appreciation for executive-level decisions. Most new Marketing graduates will not enter jobs where they will be making decisions at such a high level. However, to appreciate what Senior Marketing managers actually do (especially if one has such future career aspirations), it is important to be able to understand Marketing Strategy from the perspective of a team of executives collaborating to develop corporate-level strategies that will allocate resources so as to drive the company as a whole. That is quite different from the perspective of entry-level or middle management marketing roles, which typically just focus
in on particular lower-level aspects of the company’s operations such as a particular product or a particular marketing communications campaign.

- To reinforce the fact that *numbers matter* in Marketing. Marketing strategy is all about allocating a firm’s resources in order to create maximum value. In business, resources and value are measured numerically in $ for the most part. This is not about complex mathematics but rather about the “stories” that numbers can convey, both to assist the process of developing strategies, and then to be able to determine whether or not those strategies are working.
- To convey, in a highly applied sense, the fact that strategy is both *proactive* (i.e. what the firm sets out to do and achieve) and *reactive* (i.e. how the firm reacts in response to unanticipated developments and changing market conditions).
- To cultivate a strong appreciation for how marketing connects and relates to other business disciplines.
- To reiterate the importance of working in teams.

**Learning outcomes (LO)**

By the end of this course, it is expected that students will be able to:

<table>
<thead>
<tr>
<th>#</th>
<th>Learning outcome</th>
<th>Graduate profile capability *</th>
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</table>
| LO1| Develop knowledge in how to analyse, implement and evaluate marketing strategies by applying new learning from this course and by consolidating your learning from previous courses. | 1. Disciplinary knowledge and practice  
2. Critical Thinking |
| LO2| Recognise and articulate how Marketing connects and relates to other business disciplines. | 1. Disciplinary knowledge and practice |
| LO3| Draw conclusions and make informed decisions based upon the types of internal and external data that are used within real-world companies to support executive-level strategic decision making. | 3. Solution seeking |
| LO4| Collaborate effectively in formulating strategy/tactics in a group environment that involves completing one's own tasks to schedule while building relationships aimed at improving the productivity and functionality of the team as a whole. | 4a. Communication (Oral)  
4b. Communication (Oral)  
4c. Engagement (Collaboration) |
| LO5| Be resilient, deal with the ambiguity that always exists in dynamic business contexts, and respond to setbacks by reflecting upon them as learning experiences. | 5a. Independence  
5b. Integrity |
| LO6| Analyse and reflect upon the challenges involved in considering corporate social responsibility when making strategic business decisions at a Senior Manager level within a large organisation. | 6. Social and environmental responsibilities  
5b. Integrity |

* See the Graduate Profile for the Bachelor of Commerce on Page 8 at the end of this course outline
<table>
<thead>
<tr>
<th>Sequence</th>
<th>Topic</th>
<th>Team Time</th>
<th>Assessment or activities</th>
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</table>
| Week 1 Herbert | Introduction & Strategy Development  
Where does marketing fit in? | CANVAS streams explained  
How this capstone can propel your career  
The power of focus |
| Week 2 Herbert | External and Internal considerations | Ice breakers and team formation |
| Week 3 Herbert | Disruption, Change and Diversification Strategies | Group Survival task |
| Week 4 Herbert | KPIs and financial matters | Creating value in teams  
How to collaborate, give and receive feedback, and hold effective team meetings. |
| Week 5 Herbert | Social Media Strategies | Constraints and strategy |
| Week 6 Margot | Creating & Capturing Value  
Where does resource for marketing come from? | Industry and company analysis due Wednesday 9am. (25%) |
| Week 7 Margot | Ethics and Corporate Social Responsibility | |
| Week 8 Margot | Guest Lecture on real world Strategy | |
| Week 9 Margot | Presentation Skills and the elevator pitch | |
| Week 10 Herbert/Margot | Part 2: Strategic Decision Making (SDM) project explained | |
| Week 11 Herbert/Margot | Team presentations and peer evaluations | |
| Week 12 Herbert/Margot | MKTG 301 Showcase | |
Learning and teaching

Marketing Strategy is the final capstone course for all Marketing Majors. It has been designed to put you at the centre of the learning journey. Unlike other papers where the context and client have been dictated to you, in MKTG301 we allow you and your team to decide what company and industry you feel passionate about and want to learn more about. The instructors not only act as mentors and consultants, but also look forward to learning about the various companies and industries which you find interesting.

The team self-selection process has also been designed to place equivalently engaged students into the same teams by aligning student goals and acknowledging that a diverse student cohort will have differing priorities.

Whilst, people vary in their use of time, University guidelines are that a 15-point course should equate to about 150 hours of learning. This can be broken down to approximately:

- 3 scheduled contact hours per week
- 7-8 hrs of self-study, team assignment research and related work.

Therefore, three streams of differing levels of engagement have been created in CANVAS allowing each student to self-select into only one team in one stream.

The ‘High engagement’ stream is designed for highly engaged students aiming to spend an average of 7 hours or more, per week for this course. They attend every lecture and are normally available at Uni.

The ‘Standard engagement’ stream is designed for students willing to spend an average of between 3-7 hours on this course. They may not be at Uni everyday but attend most lectures.

The ‘Competing priorities’ stream: is designed for students with other priorities whom may find it hard to dedicate even 3 hours per week on this course. These are the students that rarely attend the lectures (and therefore find it difficult to meet weekly) and only turn up to the tests and exam.

Note: the stream you are in does not affect your grade. It is possible for teams in the ‘Competing priorities’ stream to receive good marks as long as their assignment meets the standards expected by the teaching team. Likewise, self-assignment into the ‘High engagement’ stream does not guarantee a good mark.

This system is designed to indicate which students are more or less willing to prioritise MKTG301. It aims to prevent issues where some team members are not able to commit to the team schedule due to other priorities competing for their time and attention.

If you feel like you prefer to ‘work faster’ rather than ‘work longer’ then we recommend you self-stream into the ‘Competing priorities’ stream since students in that stream are more liable to be like-minded, and less likely to penalise you for ‘not appearing to be committed.’

If you work fast or slow but want to invest maximum time and effort into this paper than we recommend you self-select into the ‘High engagement’ stream as other students in that stream will be similarly like-minded.
Self-assignment into a stream that does not truly represent your priorities is likely to lead to group penalties during the peer evaluation process.

Teaching staff

Course Director

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Teaching team

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Learning resources

This course does not have an assigned textbook. Given the over-arching goal of this course is to serve as a capstone experience within the Marketing major, you can expect to draw on your knowledge from other previous and concurrent courses in the major. Beyond this, all other course readings are available via a comprehensive reading list in Canvas.

Assessment information

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Weight</th>
<th>Group and/or individual</th>
<th>Submission</th>
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<tbody>
<tr>
<td>Part 1: Industry and company analysis</td>
<td>25</td>
<td>Group</td>
<td>Online via CANVAS</td>
</tr>
<tr>
<td>Part 2: Strategic Decision Making Report, Presentation and Poster</td>
<td>30</td>
<td>Group</td>
<td>Via CANVAS and in person</td>
</tr>
<tr>
<td>Final Exam</td>
<td>45</td>
<td>Individual</td>
<td>Exam in person</td>
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Pass requirements

Students must achieve at least 50 of the total 100 weighted course assessment marks above in order to pass this course.

Description of assessment tasks

**Part 1, Industry and company analysis:** This group report introduces the context of your chosen industry and company. LO2, LO3, LO4, LO5, and LO6
### Assessment task

<table>
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<tr>
<th>Part 2, Strategic Decision Making Report, Presentation and Poster: These three group components explain and justify the strategic decisions you have decided to recommend to your ‘client’ company in your chosen industry. You should seek to identify 3 key issues/challenges for the company and recommend whether the company should remain the same (if so why?) or change (if so what and how?).</th>
<th>LO1, LO2, LO3, LO4, LO5, and LO6</th>
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</table>

| Final Exam: The exam is split into two sections: 10% requires you to reflect on the team dynamics in your group, what issues and challenges occurred and how you might do things differently in your next group. 35% requires you to explain some key strategic learnings you have applied (or not applied) from the course into the team assignment. | LO1, LO2, LO3, LO4, LO5, and LO6 |

*Note: Full details and instructions for all of these assessments can be found by clicking on "Assignments" in Canvas for MKTG 301.*

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### Inclusive learning

Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with the courses convenor/lecturer and/or tutor. The streaming system described above is designed to support inclusive learning. It takes into account our student population, which comprises people from diverse backgrounds who are living and dealing with a variety of circumstances and priorities.

### Academic integrity

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for individual grading must be the student’s own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the worldwide web. A student’s assessed work may be reviewed against electronic source material using computerised detection to provide an electronic version of their work for computerised review.

### Student feedback

We regularly seek feedback from students in order to improve this course. In addition, we will seek volunteers to serve as Class Reps. This course is of great importance to the Marketing Department due to the important goals it has within the context of our overall undergraduate Marketing major. Hearing the voice of students is therefore extremely important to us. We have made several changes and improvements this semester based upon previous feedback, e.g. reintroducing the exam in order to prioritise the group project during the teaching term and providing more guest lecturers.

### In the event of an unexpected disruption

We undertake to maintain the continuity and standard of teaching and learning in all your courses throughout the year. If there are unexpected disruptions, the University
has contingency plans to ensure that access to your course continues and your assessment is fair, and not compromised. Some adjustments may need to be made in emergencies. In the event of a disruption, the University and your course coordinators will make every effort to provide you with up to date information via Canvas and the University website.

Graduate profile for the Bachelor of Commerce

The following six themes represent the capabilities that the Business School seeks to foster in all of its graduates. The development of these capabilities does not come all at once, but rather is expected to build from year to year. Each course is not expected to contribute to all capabilities, but each course will have its own goals and learning outcomes that relate to the overall development of this profile.

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<thead>
<tr>
<th>Graduate Profile</th>
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<tbody>
<tr>
<td><strong>Disciplinary knowledge and practice</strong></td>
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<tr>
<td>Graduates will be able to demonstrate and apply a breadth of knowledge across disciplines, as well as specialist knowledge within one or more of them, while recognising the relevancy of this knowledge within a global context.</td>
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<td><strong>Critical thinking</strong></td>
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<td>Graduates will be able to analyse and critique theory and practice to develop well-reasoned arguments.</td>
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<td><strong>Solution seeking</strong></td>
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<td>Graduates will be able to identify and frame problems using analytical skills to create and evaluate innovative solutions.</td>
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<td><strong>Communication and engagement</strong></td>
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<tr>
<td>Graduates will be able to collaborate and communicate effectively in diverse contexts using multiple formats.</td>
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<tr>
<td><strong>Independence and integrity</strong></td>
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<tr>
<td>Graduates will be able to respond professionally and ethically, demonstrating a capacity for independent thought and learning.</td>
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<tr>
<td><strong>Social and environmental responsibility</strong></td>
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<tr>
<td>Graduates will recognise the significance of the principles underpinning the Treaty of Waitangi and consider their obligations in relation to sustainability, whilst displaying constructive approaches to diversity.</td>
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Note that if you are enrolled in a conjoint degree, you should also engage with the Graduate Profile for your other degree programme.