

LINGNAN UNIVERSITY
Department of Marketing & International Business
BUS2205 Marketing Management
Course Description and Schedule
Second Term, 2019-20

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Credit Hours: Three hours per week, one term

Brief Course Description and Objectives:

This **functional core course** introduces the fundamental concepts of marketing to students. The objectives of the course are to equip students with the foundation knowledge of marketing and to give students an integrated approach to develop a marketing plan. Working along the strategic marketing process, during which the process is divided into planning, implementation, and control phases, a basic marketing framework for developing a marketing strategy will be introduced to students via such tools as in-class activities (e.g. case studies, in-class group discussions and presentations), online quizzes, a final exam and an individual written assignment to integrate what the students have learnt in the class.

The course fits in the liberal arts education philosophy of the University in that it emphasizes self-learning and gives students a holistic view of how marketing functions in an organization as a management philosophy and as an activity.

Learning Outcomes:

After taking this course, students should be able to:

1. apply the concepts and theories learnt to marketing situations and make appropriate decisions using a strategic marketing perspective (LO1);
2. broaden their managerial perspective of marketing from a business enterprise's point of view (LO2);
3. improve their analytical skills and be able to think critically and creatively (LO3);
4. present their findings and recommendations in a concise, convincing and logical way via written works (LO4); and
5. make oral presentations with good communication skills such as using appropriate vocabulary, visual aids, etc. (LO5).

Measurement of Learning Outcomes:

1. An in-class group-based activity, based on a simulated real-life exercise and ongoing throughout the semester, assesses how well the students can apply and integrate the

various marketing concepts to address the marketing problems and challenges found in practice (LO1, LO2, LO3 and LO5).

2. A mid-term multiple choice quiz and a final essay-based examination are used to assess students' understanding of the key concepts and principles of marketing management (LO1 and LO2).
3. e-Book and Connect learning system to help students learn faster and more efficiently, and to reinforce what they have learnt in class (LO1 and LO2). Optional online quizzes are offered by the Connect system to provide information to students which can allow them to track their progress and performance and identify their own strengths and weaknesses.
4. An individual written assignment requires each student to develop alternative strategies to extend the product life cycle of a given brand and present the findings and recommendations in a report in a concise, convincing, and logical way (LO1, LO3 and LO4).

Measurement of Learning Outcomes	Weights	Learning Outcomes				
		LO1	LO2	LO3	LO4	LO5
In-Class Activity	20%	√	√	√		√
Mid-term test	15%	√	√			
Individual Written Assignment	15%	√		√	√	
Examination	50%	√	√	√		

The rubrics for assessing the in-class activity and the individual assignment will be distributed in class. To evaluate individual contribution to a group assignment, a peer evaluation among team members will be conducted for each group assignment. Each team member will fill in a team evaluation form to assess whether the workload is equitably distributed among the team members.

Student Performance Assessments:

In-class Activity	20%
Mid-term test	15%
Individual Written Assignment	15%
Examination	<u>50%</u>
	<u>100%</u>

Textbook:

Kerin, R. A. and Hartley, S. W. (2019), *Marketing*, 14th edition, McGraw-Hill Education.

Students are encouraged to access the self-learning platform provided by the McGraw-Hill Connect link, <http://connect.customer.mheducation.com/student-start/>, to assist their learning.

Supplementary Materials

Students should keep themselves updated with the recent developments in marketing by reading periodicals. Some good choices to be read regularly are: Advertising Age, Business Horizons, The China Quarterly, Harvard Business Review, Marketing News, Media, Wall Street Journal, South China Morning Post, Bloomberg Businessweek, Time, Fortune, and The Economist.

Course Requirements:

1. **In-Class Activity:** Students will be organized into teams. Each group will act as a team of Marketing Consultants advising another student 'client' team about the best way to introduce the client team's 'foreign' product to the Hong Kong market. The 'consulting' team must prepare a marketing plan for the product introduction including the objectives, target segment, positioning, and the marketing mix that should be used. Each student group will make a 20 minute presentation of their work in class, which should include a 30-60 second video advertisement. The 'client' team will then prepare an assessment of the work and feedback to the 'consulting' team. Details will be further explained in class.
2. **Mid-term test:** A multiple choice test covering the material covered in the initial weeks of the course and covering materials from the associated book chapters will be arranged outside of normal class hours. **The mid-term test date and venue: 18 March 2020 (Wednesday) 8:00am-9:00am, MBG22.** Coverage of the test will be provided in due course.
3. **Individual Written Assignment:** Each student will develop alternative strategies to extend the product life cycle of a given brand in Hong Kong. A student will assume the position as a marketing manager and suggest at least two strategies to extend the product life cycle. A written report of about 800 words (A4 size, font 12, double spaced, excluding tables and appendices) will be submitted by the student through Turnitin Assignment Submission available in the Moodle System by **3 April 2020 (Friday)**. Details will be further be explained in class.
4. **Final Examination:** There will be a two-hour written examination at the end of the term. All materials included in the course will be covered. The exam paper will normally consist of a case study and a couple of essay type questions.

Important Notes to Students

1. Students are expected to spend a total of 6 hours (i.e. 3 hours of class contact and 3 hours of personal study) per week (for a term of 14 weeks) to achieve the course learning outcomes.
2. Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarized ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
3. Students are required to submit writing assignment(s) using Turnitin.
4. To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.

Course Schedule and Assignments:

Week	Topics Covered	Learning Outcomes	Activities	Chapter
1	Understanding Marketing	Define what marketing is and discuss its role in the society; understand the importance of creating values and managing profitable customer relationships	<ul style="list-style-type: none"> ▪ Briefly introduce the course objectives, learning outcomes, assessment methods and course contents ▪ Self-introduction 	1
2	Strategic Marketing Process	Discuss the major decisions involved in developing the marketing mix, the implementation challenges and control activities	<ul style="list-style-type: none"> ▪ Team formation for the In-Class Activities ▪ Introduction to Individual Written Assignment 	2
3	The Marketing Environment	Examine the various environmental forces in which a company operates	<ul style="list-style-type: none"> ▪ In-Class Activity: Product introduction and marketing objectives 	3
4	Consumer Behavior	Understand the stages of the purchase decision process and the factors influencing this process	<ul style="list-style-type: none"> ▪ Personal self-evaluation of a recent consumer purchase 	5
5	Identifying Market Segments and Targets	Identify the major purposes of marketing research, the major methods by which such research is undertaken and the challenges of organizing market research activities.	Segmentation Exercise – identifying target segments and positioning from magazine advertisements	9
6	Marketing Research	Explain how attractive market segments are identified and products are positioned for competitive advantages	<ul style="list-style-type: none"> ▪ In-Class Activity: Interim pitch meeting and selection of target segment and position 	8
7	Product Decisions	Identify how products are classified and understand how companies develop new products. Explain the concept of product lifecycle and understand the importance of branding	<ul style="list-style-type: none"> ▪ TV ‘pitching’ exercise – watching video of ‘Shark tank’ episode and assessing new product ideas 	10-11
8	Channel Decisions	Discuss the functions that channel members perform and the nature and importance of channel management		15
9	Pricing Decisions	Identify the factors affecting the pricing decision, and the general approaches to setting price		13-14
10	Integrated Marketing Communications	Discuss the process and the advantages of IMC and describe the major decisions involved in developing an IMC campaign		17
11	In-Class Activity Final Presentations			
12	Understanding Global Consumers and Markets	Identify the environmental factors that shape and global marketing efforts and develop alternative approaches used to enter global markets	<ul style="list-style-type: none"> ▪ Review of international TV advertisements with assessment of suitability for use in the Hong Kong market 	7
13	Course Review	Review of Final Exam		

Appendix 1
Assessment Rubric for In-Class Activity

Assessment Criteria	Weight	Mastering (8 – 10 marks)	Developing (5 – 7 marks)	Emerging (0 – 4 marks)
Ability to identify the market opportunities, define the target market, and market positioning	15%	<ul style="list-style-type: none"> ▪ Able to identify market opportunities (with justifications) and clearly define target market ▪ Develop market positioning 	<ul style="list-style-type: none"> ▪ Able to identify market opportunities and target market, and provide partially relevant justifications ▪ Only show partial positioning 	<ul style="list-style-type: none"> ▪ Only able to identify market opportunities and target market, but unable to provide relevant justifications ▪ Unable to show relevant positioning
Ability to develop the marketing mix to achieve the marketing objectives and to meet the needs and wants of the target consumers	30%	<ul style="list-style-type: none"> ▪ Able to develop a marketing mix to meet the needs and wants of the target consumers ▪ Able to develop cohesive marketing mix to create synergy ▪ The marketing mix is relevant to achieve the marketing objective 	<ul style="list-style-type: none"> ▪ Only able to develop a partially relevant marketing mix to meet the needs and wants ▪ Only able to develop a partially cohesive marketing mix ▪ The marketing mix could only meet some marketing objectives 	<ul style="list-style-type: none"> ▪ The marketing mix is not relevant to meet the needs and wants ▪ The marketing mix could not meet the marketing objectives
Ability to show how the marketing mix could differentiate the product(s) from competitors	20%	<ul style="list-style-type: none"> ▪ The positioning strategy could differentiate the product(s) from competitors ▪ Relevant marketing mix to achieve market positioning 	<ul style="list-style-type: none"> ▪ The market positioning is not too distinct from competitors ▪ The marketing mix is only partially relevant to the market positioning 	<ul style="list-style-type: none"> ▪ The market positioning could not differentiate from competitors and the marketing mix could not achieve the market position
Presentation Effectiveness	20%	<ul style="list-style-type: none"> ▪ Fluent and logical sequence without reading the script ▪ Clarity of explanation ▪ Good eye contact ▪ Speak clearly and loudly for the audience to hear ▪ Use appropriate language ▪ Good visual aids ▪ Good coordination among team members ▪ Finish on time 	<ul style="list-style-type: none"> ▪ The presentation flow is not too smooth ▪ Some members could not avoid to read the scripts ▪ Explanation sometimes confused ▪ Little eye contact ▪ Some members could not speak professionally ▪ Fair use of visual aids ▪ Acceptable coordination among members ▪ Finish on time 	<ul style="list-style-type: none"> ▪ The presentation flow is not fluent and smooth ▪ Most members read the script with weak voices ▪ Inappropriate use of languages ▪ Little visual aids ▪ Weak coordination among members ▪ Could not finish on time
Quality of Assessment and Feedback	15%	<ul style="list-style-type: none"> ▪ Well-considered and insightful assessment of marketing plan ▪ Provision of constructive criticism that enables other team to improve 	<ul style="list-style-type: none"> ▪ Appropriate assessment of strengths and weaknesses of marketing plan ▪ Valid criticism of the efforts of the other team 	<ul style="list-style-type: none"> ▪ Very limited or inappropriate assessment of marketing plan ▪ Invalid or unfair criticism of other team
Total	100%	Total Marks = (Marks obtained for each criterion) x (weight for each criterion)		

Appendix 2
Assessment Rubric for Individual Written Assignment

Assessment Criteria	Weight	Mastering (8 – 10 marks)	Developing (5 – 7 marks)	Emerging (0 – 4 marks)
Application of the concepts learnt	20%	<ul style="list-style-type: none"> ▪ Able to apply the concepts to develop alternative strategies ▪ Able to show how the strategy matches with the company vision/mission ▪ Able to show how the company expertise or resources can support the strategy to be implemented 	<ul style="list-style-type: none"> ▪ Limited use of the concepts to identify alternative strategies ▪ Only partially show how the strategy matches with the mission/vision ▪ Only partially show how the strategy could be supported by the existing company expertise and resources 	<ul style="list-style-type: none"> ▪ Unable to apply the concepts learnt ▪ Unable to show whether the strategy matches with the mission/vision and supported by the company expertise and resources
Justification of demand potential	20%	<ul style="list-style-type: none"> ▪ Able to collect relevant information or evidences to indicate demand potential 	<ul style="list-style-type: none"> ▪ Only limited information or evidences to indicate demand potential 	<ul style="list-style-type: none"> ▪ Unable to collect relevant information or evidences to support the demand
Differentiation from competitors	10%	<ul style="list-style-type: none"> ▪ Able to show how competitive differentiation could be achieved through, for example, product superiority, excellent services, distinct image or any other ways that are attractive to consumers 	<ul style="list-style-type: none"> ▪ Only a partial picture could be provided to show competitive differentiation 	<ul style="list-style-type: none"> ▪ Unable to show competitive differentiation
Relevance of recommendations	10%	<ul style="list-style-type: none"> ▪ Able to show the risks for each suggested strategy ▪ Able to prioritize the alternative strategies and make recommendations accordingly 	<ul style="list-style-type: none"> ▪ Only limited supports could be provided to make recommendations 	<ul style="list-style-type: none"> ▪ Unable to provide supports for the recommendations made
Creativity	30%	<ul style="list-style-type: none"> ▪ Identifies a full set of salient issues ▪ Offers numerous novel and relevant ideas ▪ Offers new ideas that are different from current practices and can provide competitive differentiation ▪ Draws plausible connections between three or more different aspects ▪ Pursues unexpected avenues fruitfully 	<ul style="list-style-type: none"> ▪ Identifies a limited number of issues ▪ Offers a limited number of novel and relevant ideas ▪ Offers ideas that are only slightly different from current practices and might be copied by competitors without too much efforts ▪ Draws plausible connections between two different aspects ▪ Pursues predictable paths in an active manner 	<ul style="list-style-type: none"> ▪ Fails to identify salient issues ▪ Offers no ideas that are both novel and relevant ▪ Offers ideas that are similar to current practices and no competitive differentiation could be achieved ▪ Does not draw plausible connections between different aspects ▪ Follows predictable paths in a passive manner
Writing quality	10%	<ul style="list-style-type: none"> ▪ Smooth flow of concepts and ideas throughout the report ▪ Show citations in professional manner (e.g. proper use of APA or Harvard style) ▪ Few spelling and grammar errors and correct use of sentence structure 	<ul style="list-style-type: none"> ▪ The flow is logical, but not concise, a bit boring and uneven and difficult to read through ▪ Some incorrect use of citation style ▪ Some spelling and grammatical mistakes found 	<ul style="list-style-type: none"> ▪ The reader is not interested to read through the report when finishing the introduction section ▪ Incorrect use of citation style ▪ Many spelling and grammatical mistakes
Total	100%	Total marks = (Marks obtained for each criterion) x (weight for each criterion)		

Appendix 3

BUS2205 Marketing Management – Team Evaluation Form

Student's Name: _____ Instructor: _____

Assume that you have \$100 to divide among the members of your team (*including yourself*) based on each member's overall contribution to the case study. The team member whose contribution was the greatest should receive the largest share of the \$100. The member whose overall contribution was smallest would receive the smallest amount. In the space below, please write the names of your team members - *including yourself* - and the dollars you feel they deserve:

<u>Name</u>	<u>In-Class Activity</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

TOTAL = \$100

Overall, use the following space to write a few sentences explaining the major strengths of the strongest member of your team and the major weaknesses of the weakest member of your team (*excluding yourself*):

Strongest member's name: _____

Comments: _____

Weakest member's name: _____

Comments: _____

