MEETING TIMES

The lecture will be held in ANU CBE LT3 (this is a sensational venue) on Wednesday's from 9-11am. BYO coffee.

Tutorials will be held on Wednesday's 2-3pm, and 3-4pm, and Thursday's from 9-10am and 10-11am. Venue to be confirmed on Wattle. If one of the Thursday tutorial's is cut due to enrolment numbers I will hold an online poll on Wattle for you to decide which one has to leave the island/course.

CONTACT INFORMATION

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DESCRIPTION

This course integrates previous studies in marketing into the strategic context of the organisation. Specific topics include strategic marketing models; the internal and external context in which marketing occurs; integrating marketing strategy with business goals, factors that impact on the effective development and implementation of marketing strategies and the management and implementation of marketing strategy in business-to-business and consumer markets.

Requisites

To enrol in this course you must have completed MKTG2004 (http://programsandcourses.anu.edu.au/2016/course/MKTG2004) and another 6 units of MKTG course

LEARNING OUTCOMES

Upon successful completion of the requirements for this course, students will be able to:

1. engage in group based decision making activities including collaborative reporting and accepting joint responsibility;
2. engage in strategic thinking including projecting future outcomes, setting goals, and reflecting on the implementation process to reach those goals;
3. integrate marketing theory, prior practice and prior learning into the strategic marketing environment; and,
4. communicate effectively in oral and written forms about marketing strategy using appropriate concepts, logic and rhetorical conventions.

SCHEDULE

Research-led teaching:

Marketing by its very nature is a constantly evolving discipline. Many of the areas of this course will undergo change during this course and this makes it essential for students to stay up to date as much as possible with what is going on in the business and marketing media and publications. We will try to highlight instances of this, especially in the areas we research in and have an interest about. But we will also do so from the base of our own knowledge of marketing theory and practice.

Staff feedback:

Staff in this course will provide verbal, written and other forms of feedback on assessment pieces in a timely manner where appropriate.

Semester Schedule:
Please find below the proposed semester schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Text Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Brands and Brand Management, Introduction to the Course</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Customer-Based Brand Equity</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Brand Positioning</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Choosing Brand Elements to Build Brand Equity</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Designing Marketing Programs to Build Brand Equity</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Integrating Marketing Communications to Build Brand Equity</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Leveraging Secondary Brand Associations to Build Brand Equity</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>Chapter 8: Developing a Brand Equity Measurement and Management System; <strong>Chapter 9</strong> Measuring Sources of Brand Equity: Capturing Customer Mind-Set</td>
<td>8 &amp; 9</td>
</tr>
<tr>
<td>9</td>
<td>Measuring Outcomes of Brand Equity: Capturing Market Performance</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>Designing and Implementing Branding Strategies</td>
<td>11</td>
</tr>
<tr>
<td>11</td>
<td>Introducing and Naming New Products and Brand Extensions</td>
<td>12</td>
</tr>
<tr>
<td>12</td>
<td>Managing Brands over Time</td>
<td>13</td>
</tr>
<tr>
<td>13</td>
<td>Managing Brands over Geographic Boundaries and Market Segments</td>
<td>14</td>
</tr>
</tbody>
</table>

**MATERIALS**

There is one set book for this course:

**Keller, K.L., Strategic Brand Management, 4th edition, Pearson.**

The link to the e-text and to order directly from the publisher is:


Hard copy texts have been ordered only recently from the Co-op so may take a couple of weeks to arrive.

It is also recommended that where possible students use Introduction to Marketing texts, several of which are found in the library, and other strategic marketing texts, a link to which will be placed online.

Whilst lectures will follow the material in the Keller text, they will also use material from other sources that are relevant to that topic for that week.
Beverage

The lecture time is early (well for some anyway) so I recommend that you bring along your own stimulating beverage to make it more invigorating and to keep the winter chill at bay. With the coffee shop only outside we will be having a half-time break in order for all of us to hit the recharge button.

Optional

ASSESSMENT OVERVIEW

Summary

<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Learning Outcome</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>Type</td>
<td>Weight</td>
<td>Learning Outcome</td>
<td>Notes</td>
</tr>
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<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Assessment Menu's</td>
<td></td>
<td>We propose the following assessment structure to cater to the fact that students enrol in this course for different reasons and, hence, very often have different goals and ambitions. Some would like to gain a deep understanding of the subject matter, while for others, for very legitimate reasons, a basic understanding would suffice.</td>
<td>The principle behind this new assessment structure is that it doesn't make sense for students with different goals and ambitions to undertake the same set of assessment items. Particularly, it doesn't make sense to have a student with relatively modest goals go through an assessment designed to test higher-order understanding. An assessment that tests basic understanding will suffice. Similarly, for students aiming at deeper levels of understanding, an assessment designed to test that kind of understanding is more appropriate. This is the basic principle. There are three &quot;menus&quot; of assessments below that students can choose from. The important thing to be aware of is that there is an upper limit on the grade / mark that students can receive by completing each menu. In other words, by completing an assessment menu designed for basic understanding, you will not be able to achieve a high distinction (HD) grade for this course. Completing the basic assessment menu, however (provided you do indeed demonstrate basic understanding of the course material and complete the assessment successfully) almost guarantees that you will pass the course.</td>
</tr>
</tbody>
</table>

Concourse | Strategic Marketing
https://anu.campusconcourse.com/view_syllabus?course_id=2512

9/02/2016 1:29 PM
Choosing this menu means the maximum score you will get for the course will be capped at 69 (which is a credit). You will not get a distinction or high distinction. If you are aiming for D or HD, you need to choose another menu.

All items are compulsory.

<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Learning Outcome</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Menu 1</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Item** | **Details** | **Weighting** |
--- | --- | --- |
Tutorial Presentation | Groups of 1-3, 10 mins talking, 10 mins discussion, 1 per week | 10% |
Assignment – week 6 | 1000 words on a strategy that has been used good and bad in practice | 20% |
Online mid-semester – week 8 | MCQ 1 hour online | 30% |
Major Assignment | Strategy analysis – 2000 words. Can be done in groups of 1-4. | 40% |
If you are aiming for a distinction (79 or below) in this course, you can choose this assessment menu. It is designed to test deeper understanding, as well as higher levels of achievement of the learning outcomes.

It is important to remember, however, that completing this menu is NOT a guarantee you will get a D. It gives you a shot at it. Whether you achieve your desired grade, or a lower one, depends on the level of understanding and learning you demonstrate in the assessment.

If you choose this item then you can also pick which items, other than the compulsory tutorial presentation, that you want to complete to add up to 100%. And you can even vary the weighting before submission of selected items so that you can develop your own strategy of getting through the course - and thereby play to your strengths and avoid your weaknesses!

<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Learning Outcome</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Menu 2</td>
<td>100%</td>
<td>All</td>
<td>If you are aiming for a distinction (79 or below) in this course, you can choose this assessment menu. It is designed to test deeper understanding, as well as higher levels of achievement of the learning outcomes. It is important to remember, however, that completing this menu is NOT a guarantee you will get a D. It gives you a shot at it. Whether you achieve your desired grade, or a lower one, depends on the level of understanding and learning you demonstrate in the assessment. If you choose this item then you can also pick which items, other than the compulsory tutorial presentation, that you want to complete to add up to 100%. And you can even vary the weighting before submission of selected items so that you can develop your own strategy of getting through the course - and thereby play to your strengths and avoid your weaknesses!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Details</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Presentation – compulsory item</td>
<td>Groups of 1-3, 10 mins talking, 10 mins discussion, 1 per week</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment – week 6</td>
<td>1500 words on a strategic marketing issue. Individual only.</td>
<td>Min weighting of 15%, max of 20%</td>
</tr>
<tr>
<td>Strategy Video</td>
<td>Complete a 6-10 minute video of a Canberra experience. Can be done in groups of 1-2</td>
<td>Min weighting of 20%, Max of 30%</td>
</tr>
<tr>
<td>Type</td>
<td>Weight</td>
<td>Learning Outcome</td>
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</tr>
<tr>
<td>Writing Out Loud</td>
<td>Min</td>
<td>The tutorial will be in split into two groups of 10 each. Each group will then be allocated a fortnight in which to write 500 words on an individual piece on a strategic marketing issue 4 times in the semester. As this is an optional item this may mean that only 1-2 students per fortnight may be completing this task.</td>
</tr>
<tr>
<td>Online mid-semester</td>
<td>4 x short answer exam, 2 x 5%, 2 x 10%</td>
<td>30%</td>
</tr>
<tr>
<td>– week 8</td>
<td></td>
<td>avery</td>
</tr>
<tr>
<td>Major Assignment</td>
<td>Strategy plan for a Canberra based start-up or social enterprise.</td>
<td>40%</td>
</tr>
</tbody>
</table>
Type | Weight | Learning Outcome | Notes
--- | --- | --- | ---
Assessment Menu 3 | 100% | All | This is the menu choice for those after a D or HD in the course. It is more out there than the other options and does mean if you chose this you are after a challenge and the shot at the HD.

Whether you achieve your desired grade, or a lower one, depends on the level of understanding and learning you demonstrate in the assessment. It is important to note that after week 3 it will not be possible to change out of this option into one of the other options.

That said remember this menu choice does offer the most of all those in the course, and the most practical outcomes and enjoyment.

You need to chose a combination of the items below, with the exception of the compulsory tutorial item, to add up to 100%. On the minimum weighting items you can change the weighting of the item when you submit to what you want - this way you can play to your strengths or alter your own strategy in case things don't go to plan early on.

There will be only one tutorial of 20 students run for this option and there will be no exceptions to this - first in, first served.

<table>
<thead>
<tr>
<th>Item</th>
<th>Details</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial – Strategy</td>
<td>Random Groups for 10 weeks will attempt a series of games and challenges.</td>
<td>20%</td>
</tr>
<tr>
<td>Games – compulsory item</td>
<td>Assignment – week 6</td>
<td>1500 words on a strategic marketing issue</td>
</tr>
<tr>
<td>Strategy Video</td>
<td>Complete a 6-10 minute video of a Canberra experience. Can be done in groups of 1-2</td>
<td>Min weighting of 20%, Max of 30%</td>
</tr>
<tr>
<td>Type</td>
<td>Weight</td>
<td>Learning Outcome</td>
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<td>-----------------------------</td>
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</tr>
<tr>
<td>Writing Out Loud</td>
<td></td>
<td>The tutorial will be in split into two groups of 10 each. If you selected this item then your group will be allocated a fortnight in which you would then write 500 words on an individual piece on a strategic marketing issue 4 times in the semester. If only one person from each group in the tutorial selected this assessment then the groups would still be used to decide due dates and times.</td>
</tr>
<tr>
<td>Online mid-semester – week 8</td>
<td>30%</td>
<td>4 x short answer exam, 2 x 5%, 2 x 10%</td>
</tr>
<tr>
<td>Major Assignment</td>
<td>40%</td>
<td>Strategy plan for a Canberra based start-up or social enterprise.</td>
</tr>
<tr>
<td>Type</td>
<td>Weight</td>
<td>Learning Outcome</td>
</tr>
<tr>
<td>---------------------------</td>
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<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Major Video Assignment</td>
<td></td>
<td>You can either:</td>
</tr>
<tr>
<td>1. Find an experience.</td>
<td></td>
<td>Can be from anywhere. You must appear in this for at least 25% of the time.</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>2. Identify a strategic</td>
<td></td>
<td></td>
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<tr>
<td>marketing issue.</td>
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<tr>
<td>Hurdle Requirement</td>
<td>All</td>
<td>In play this semester will also be a hurdle requirement to obtain a pass mark or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>higher in the unit.</td>
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</tbody>
</table>
Grading Scale

According to the ANU policy on assessment (https://policies.anu.edu.au/ppl/document/ANUP_004603), the standards that apply to High Distinction, Distinction, Credit and Pass in all coursework courses are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>80-100%</td>
<td>Work of exceptional quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>D</td>
<td>70-79%</td>
<td>Work of superior quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>C</td>
<td>60-69%</td>
<td>Work of good quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>P</td>
<td>50-59%</td>
<td>Work of satisfactory quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>N</td>
<td>0-49%</td>
<td>Work in which the attainment of learning outcomes at or above the relevant qualification level has not been demonstrated</td>
</tr>
</tbody>
</table>

ASSESSMENT ITEMS

COURSE EXPECTATIONS

Announcements

Students are expected to check the Wattle site for announcements about this course, e.g. changes to timetables or notifications of cancellations. Notifications of emergency cancellations of lectures or tutorials will be posted on the door of the relevant room.

Tutorial and/or Seminar registration

Tutorial and/or Seminar registration is done through the course Wattle page. Detailed information about sign-up times will be provided on Wattle or during the first lecture by the course convener.

When tutorials/seminars are available for enrolment:

1. Log-on to Wattle, and go to the course site.
2. Click on "Tutorial sign-up here" link
3. On the right of the screen, click "Become Member of ..." for the tutorial/seminar class you wish to enrol in.
4. Confirm your choice.

If you need to change your enrolment, click on the tab "Leave group..." and then re-enrol in another group.

You will not be able to enrol in groups that have reached their maximum number.

Please note that your enrolment in ISIS must be finalised for you to have Wattle access.

Extensions and penalties


You may be granted extensions for assessment pieces that are not examinations or take-home examinations by applying for special consideration.

Late submission of assessment tasks without an extension are penalised at the rate of 5% of the possible marks available per working day or part thereof. Late submission of assessment tasks is not accepted 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item.

If a course convener determines that late submission of assessment tasks is not accepted for a coursework course, this information is included in the course outline.

Special consideration for assessments

Students who are unable to submit their assessment by the due date may be eligible for an extension if supported by an Application for Special Consideration.


Special Consideration applications must be completed before the due date of the affected assessment. In exceptional circumstances applications for an extension may be accepted up to three working days after the due date of the affected assessment.

The application must include all supporting documentation and include a copy of as much of the assignment as has been completed by the due time and date.

Special consideration applications must be submitted online at special.consideration@anu.edu.au (cdn-cgi/l/email-protection#a3d0d3c6c0cac2cf8dc0ccdd0cac7c6d1c2d7caccde3c2cdd68dc6c7d68dc2d6). You will be notified by your lecturer if an extension has been approved.

Identify your Assignment with your Student Number only

When submitting your assignment please ensure that it contains your student number in the file name and on the first page. Please do not put your name anywhere in your assignment.
Resubmission of assignments

You are allowed to resubmit your assignments before the specific deadlines. Any submission done after the deadline will be considered as a late submission and the above listed penalty conditions will apply.

Returning assignments

All assignments will be marked and where appropriate feedback will be provided either:

- in class,
- in person by appointment with the course lecturer, or
- via the course Wattle site.

Referencing requirements

See any specific requirements under Assessment Items.

The Harvard or Oxford referencing styles are to be used. Links to documentation on proper referencing methods are available on the course website or from the ANU Library website: http://anulib.anu.edu.au/lib_home.html

Deferred examinations

A deferred examination is the sitting of an examination at a time other than the scheduled time/date.

Wherever possible a student should sit their examination at the prescribed time, and if necessary apply for special assessment consideration (http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration) for the marking of the examination. To apply for a deferred examination:

- Scan and attach all supporting documentation
- Email to examinations.officer@anu.edu.au (mailto:examinations.officer@anu.edu.au)

Submit completed application no later than three working days after the scheduled examination.

Decisions on applications relating to final examinations are made by the Examinations Office.

After receiving notification that a deferred examination has been granted, it is the responsibility of the student to confirm the date/time/location for that examination with the relevant ANU College or School.

Finalisation of Marks and Grades
Your final mark for the course will be based on the raw marks allocated for each of your assessment items. However, your final mark may not be the same number as produced by that formula, as marks may be scaled. Any scaling applied will preserve the rank order of raw marks (i.e., if your raw mark exceeds that of another student, then your scaled mark will exceed the scaled mark of that student), and may be either up or down.

Use of Assignments as exemplars and grade moderation

An important resource for enhancing educational quality is a stock of student work which can be de-identified and used as exemplars for future students in ANU courses, and for grade moderation exercises for teaching staff. If you do not wish your assignment to be used for such purposes please include a note to that effect on the front page of the assignment.

ANU POLICIES

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and implement them. You can find the University's education policies and an explanatory glossary at: http://policies.anu.edu.au/

Key policies include:
- Code of Practice for Student Academic Integrity
- Student Assessment (Coursework) Policy and Procedure
- Undergraduate Award Rules
- Graduate Award Rules
- Student Surveys and Evaluations Policy

Academic Integrity

Students are expected to have read the ANU's Code of Practice for Student Academic Integrity before the commencement of their course. (https://policies.anu.edu.au/ppl/document/ANUP_000392)

The following is an extract from the Code of Practice for Student Academic Integrity:

Any work by a student of the Australian National University must be work:

- that is original
- that is produced for the purposes of a particular assessment task
- that gives appropriate acknowledgement of the ideas, scholarship and intellectual property of others insofar as these have been used.

It is the responsibility of each individual student to ensure that:

- they are familiar with the expectations for academic integrity both in general, and in the specific context of particular disciplines or courses
- work submitted for assessment is genuine and original
- appropriate acknowledgement and citation is given to the work of others
- they declare their understanding of and compliance with the principles of academic integrity on appropriate pro formas and cover sheets as required by the academic
area, or by a statement prefacing or attached to a thesis
  
  - they do not knowingly assist other students in academically dishonest practice.

All breaches, careless or deliberate, are addressed. Careless breaches are addressed through academic penalties, such as deduction of marks and resubmission. Deliberate breaches are subject to action under the Discipline Rules of the ANU (http://about.anu.edu.au/__documents/rules/disciplinerules.pdf).

Penalties for a deliberate breach may include failing the piece of work involved, failing the course, or having candidature terminated.

Further information can be found at http://academichonesty.anu.edu.au/ (http://academichonesty.anu.edu.au/)

Assessment Requirements

Where possible, assessment items are submitted online through Turnitin. The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University’s approach to managing Academic Integrity.

For additional information regarding Turnitin please visit the ANU Online website (http://online.anu.edu.au/help_support/turnitin).

Student Feedback

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.


Student Support Services

Students experiencing academic or personal problems are welcome to discuss these with any member of the Faculty or to utilise the ANU’s student support services links to which can be found at http://students.anu.edu.au/ (http://students.anu.edu.au/), including:

  - the Counselling Centre at http://counselling.anu.edu.au/ (http://counselling.anu.edu.au/)
Library

- Information about the library can be found at [http://anulib.anu.edu.au](http://anulib.anu.edu.au)
- For free training in information skills and computer skills see [http://anulib.anu.edu.au/research-learn](http://anulib.anu.edu.au/research-learn)