

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

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**Cambridge International Diploma in Business
Standard Level**

Scheme of Work

5164
Marketing
Optional Module



UNIVERSITY *of* CAMBRIDGE
International Examinations

Introduction

The overall programme comprises three core and six option modules:

Core	Business Organisation and Environment Effective Business Communication Business Finance
Option	Marketing Human Resources Management Interpersonal Business Skills Business Start-Up Customer Care Information and communications technology

The modules have been chosen to reflect the key areas of business. It is important that in the delivery of each module, tutors appreciate that the programme is concerned with **Skills and Knowledge**. Students should be encouraged not only to demonstrate their knowledge but also their acquisition and development of complementary skills.

The programme has **four general aims** that are designed to encourage the students to:

- understand key concepts of business
- apply acquired skills to real work situations
- think about and resolve business problems
- work independently using their initiative

The over-riding objective of the programme is to prepare students either for employment or, if already in employment, for advancement. Employers expect those completing the Cambridge International Diploma in Business modules to be able to offer a working combination of skills and knowledge.

The accompanying scheme of work focuses specifically around the skills and knowledge of each competence criterion and clearly they must form the essence of the delivery of the modules.

Marketing (5164) Standard

The module Marketing, being at Standard Level, requires a minimum of 40 learning hours. The scheme of work has been organised to offer those 40 hours within the class- or lecture-room setting and it is expected that additional learning time will be undertaken by students outside the timetabled hours working in study groups or undertaking independent study.

The key to the module's delivery is *flexibility*. There are several means at your disposal to help you deliver the module and the use of an appropriate variety would be welcome. The standard class or didactic approach will still form the basis of much of your delivery but you might care to reinforce it by using the occasional outside or guest speaker, simulation, role-play, brainstorming session, or presentation. It is not necessary that you use them all during your teaching of this module but alternatives to 'talk and chalk' will help to encourage more student interest in the subject area.

There is, however, no substitute for a lively, motivating, and stimulating teacher! The main rule to follow is that you bring the module to life and make it relevant and interesting.

It is assumed that you have ready use of the basic tools of whiteboard, flip chart and OHP and, additionally, you may have access to the Internet. Other resources that will be readily

available include textbooks, newspapers and journals, balance sheets, resource packs (often given out by, for example, banks and insurance companies), past examination papers (in particular their case studies). Please do not overlook your own role in providing stimulus material e.g. task related to a current business event, photocopy of an article coupled with a discussion topic.

It is quite important that you appreciate that the International Diploma in Business programme is *holistic* or *integrated* i.e. the modules, whilst each is designed to be discrete or standalone, must be regarded as part of a whole course and a wider experience. A brief research of the modules in the syllabus compendium will indicate how the various modules have common areas and interlink with one another.

The Scheme of Work

You may have to revise or change the accompanying scheme to suit your own purposes but it offers an advised approach to Marketing. Activities or activity suggestions are included in the scheme but there may be more than you can use. Please keep in mind that 5164 is an examined module i.e. your students will sit a two-hour written paper in either May or October. It is helpful to your students that they have frequent tasks and assignments to complete and access to past papers.

The object of the scheme of work is to:

- offer you a guide and help to keep you on track throughout the delivery of the module
- give you structure and purpose to your teaching
- identify what and how you are going to teach
- indicate what resources you will require
- indicate how many pieces of work you will issue and to suggest their form

The scheme of work is broken down into a series of session plans and there is a guide as to how much time each plan might take to deliver. It is not the intention that, necessarily, you spend two or three hours on a session plan in one teaching session but as you will know the timeframes for your classes so you must adjust the scheme accordingly.

Scheme of Work

1.0 Understand and describe the purposes and functions of a marketing culture

Total time allocated to this assessment objective: 6 hours

Session Plan One

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">identify the purposes and key activities of a marketing culture within organisations (1.1)	<ul style="list-style-type: none">definitions: the relationship between the seller and the buyer, meeting and anticipating the needs of customers; the importance of the customerpurposes: to identify, anticipate, influence and satisfy consumer needs; responding to changes in the market; improving market share; entering new markets; increasing awareness of the product or serviceactivities: introduction of basic activities and functions of market research; segmentation; targeting; marketing mix; promotions mix

Notes on delivery and activities	Duration in hours
<p>The objective of this session is to introduce the subject of marketing and the purpose it serves in organisations. It also explores the basic activities performed by the marketing department. Students should be encouraged to explore the definitions and apply them to actual business situations.</p> <p>Tutorial summary</p> <p>Activity One:</p> <p>Explain how organisations would benefit from adopting a marketing culture.</p>	3

Resources:

- Blythe, J Essentials of Marketing, Chapter 1

Online Resources:

- www.cim.co.uk

Session Plan Two

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> clearly identify the implications of a marketing orientation (1.2) 	<ul style="list-style-type: none"> customers: the importance of keeping good customers how to build and maintain customer loyalty cases: identify examples of organisations who have been successful in managing customer/client relationships and building reputations

Notes on delivery and activities	Duration in hours
<p>The objective here is to introduce the many benefits companies can achieve from moving to a marketing orientation. Benefits of keeping customers rather than constantly winning new ones.</p> <p>Tutors should look for examples from their local area of companies with reputations for good customer relationships.</p> <p>Examples of companies that have adopted a marketing orientation</p> <ul style="list-style-type: none"> Toyota IKEA McDonalds Proctor and Gamble <p>Tutorial summary</p> <p>Activity Two:</p> <p>Following the introduction of the differences between production, sales and marketing orientation, lead a discussion with students to help them identify the main drivers for organisations to change and adopt a customer focus. Key points should be:</p> <ul style="list-style-type: none"> increased competition in most business environments pace of development of technology improvement in sophistication of consumers improved education of consumers via global media 	3

Resources:

- Blythe, J Essentials of Marketing, Chapter 1

Online Resources:

- www.new-marketing.org

Assignment 1

Database Marketing

When Boots launched its Advantage loyalty scheme in September 1997, it followed two years research. Boots customer insight strategy manager says ' The information is changing the way we operate. We can now analyse the behaviour of groups of customers, such as the effect of marketing activity and the impact of promotional offers on behaviour over time, and make decisions about stores layout, ranging and promotions based on the input.'

One example of a surprise link that has emerged from the Boots data is the number of people buying films and photo frames with new baby products. 'Like many large retailers, we are organized along product category lines, so it never occurred to us to create a special offer linked to picture frames for the baby product buyer, yet these are the very things new parents are likely to want', says the manager.

Boots now aims to identify which customers it should value and retain, and which would be more valuable if it focused on them more. It may well be more profitable to encourage existing customers to buy deeper into the range than attract new ones, encouraging them to, say, buy some dental floss with a toothbrush.

Questions

- 1) How might Boots use the information it obtains from users of its card to help build customer loyalty?
- 2) Suggest two other links that Boots might make between its product range in making offers to customers.
- 3) Boots can be said to be 'adding value' to help retain their customers. What does this term mean?
- 4) How might Boots 'add value' for someone
 - wearing spectacles
 - buying eye make-up
 - buying a sports energy drink

2.0 Investigate and explain the reasons for, and use of marketing research for business decisions

Time allocated to this assessment objective 8 hours

Session Plan Three

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">explain the reasons for marketing research (2.1)	<ul style="list-style-type: none">definitions: the collection and analysis of market or customer informationreasons for undertaking market research: to find out about the market and competitors' products, understand the demand for the product, identify prices the customer will accept

Notes on delivery and activities	Duration in hours
<p>This session looks to define the term marketing research, explore the reasons for its use, and to prepare for the assignment task.</p> <p>Tutorial summary</p>	4

Resources:

- Blythe, J Essentials of Marketing, Chapter 5

Online Resources:

- www.mrs.org.uk

Assignment 2

Warn students in advance of the session that they should bring in any examples of questionnaires and surveys they have found.

Share them between groups of students and ask them to identify the purpose of the different sections of the questionnaire.

Examples may be;

- who the customer is – age, sex, social grouping etc.
- what the customer is currently buying
- how many people are buying a particular product or brand
- who the competition is
- how the business is positioned in the mind of the customer
- what customers think of the service they receive
- what customers think of a particular product or advertisement
- what customers think of competitors

For those examples on the above list that students do not identify, ask them to experiment and devise their own questions for those purposes.

Session Plan Four

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> consider the use of different research methods (2.2) 	<ul style="list-style-type: none"> primary: first-hand information obtained from field research such as interviews, focus groups, postal surveys, and telephone questionnaires secondary: second-hand data i.e. data which has been already collected, collated and published – known as desk research; sources include company records, government publications, trade associations, specialist libraries, trade journals, competitors suitability: consider usefulness of data collection methods: bias; cost involved; time required; use of marketing research agencies

Notes on delivery and activities	Duration in hours
<p>Definitions of primary and secondary research. Explanation of primary methodologies and their various strengths and weaknesses. Exploration of sources of secondary data and their relative usefulness. Measures of 'suitability' of data collection methods.</p> <p>Tutorial summary</p> <p>Activity Three:</p> <p>The objective of this piece of research is to 'assess an acceptable price band for canned soft drinks to males between the ages of 20-29 years.' Following discussion regarding primary research, and the difference between postal, telephone and face-to-face questionnaires, ask students to design a questionnaire to establish how their colleagues feel about the price of canned soft drinks. You will need to introduce the types of questions used before this exercise - classification, behavioural, attitude.</p> <p>Task</p> <ol style="list-style-type: none"> Design a 'ten question' questionnaire to establish how your colleagues feel about the price of canned soft drinks. Undertake the design in small groups. Pilot your questionnaire on a member of another group. Discuss the effectiveness of your questionnaire for its purpose, given the results of your pilot. 	4

Resources:

- Blythe, J Essentials of Marketing, Chapter 5

Online Resources:

- www.datamonitor.com
- www.store.eiu.com
- www.afxpress.com
- www.worldmarketing.org

3.0 Understand how to identify customer needs and target segments

Time allocated to this assessment objective 8 hours

Session Plan Five

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> understand the importance of identifying target segments (3.0) 	<ul style="list-style-type: none"> segmentation: definition – division of market into groups of customers with similar needs bases: identification of different basis for segmentation: i.e. geographic (by country or region); demographic (age, gender, ethnicity, socio-economic class) reasons: identifying new markets, enabling specialisation, gain competitive advantage in certain segments

Notes on delivery and activities	Duration in hours																								
<p>The objective of this section is to introduce the concept of segmentation – breaking a market into smaller groups with common needs and characteristics. It looks at the reasons why segmentation is used. Finally, it explores the bases for segmenting a market – geographic and demographic.</p> <p>Tutorial summary</p> <p>Activity Four:</p> <p>In groups, ask students to complete the grid shown below for the market segmentation of a hotel in the centre of the city.</p> <table border="1" data-bbox="269 1122 1198 1290"> <thead> <tr> <th></th> <th>Principle benefit Sought</th> <th>Demographic</th> </tr> </thead> <tbody> <tr> <td>Business Travellers</td> <td></td> <td></td> </tr> <tr> <td>Tourists</td> <td></td> <td></td> </tr> <tr> <td>Weekend Breakers</td> <td></td> <td></td> </tr> </tbody> </table> <p>Compare the feedback to the following chart.</p> <table border="1" data-bbox="269 1408 1198 1552"> <thead> <tr> <th></th> <th>Principle benefit Sought</th> <th>Demographic</th> </tr> </thead> <tbody> <tr> <td>Business Travellers</td> <td>efficient service</td> <td>geographical</td> </tr> <tr> <td>Tourists</td> <td>convenience</td> <td>entertainment</td> </tr> <tr> <td>Weekend Breakers</td> <td>Price Additional activities</td> <td>Leisure interests</td> </tr> </tbody> </table> <p>These examples, like most in the marketing area, are not the definitive answers.</p>		Principle benefit Sought	Demographic	Business Travellers			Tourists			Weekend Breakers				Principle benefit Sought	Demographic	Business Travellers	efficient service	geographical	Tourists	convenience	entertainment	Weekend Breakers	Price Additional activities	Leisure interests	4
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Resources:

- Blythe, J Essentials of Marketing, Chapter 4

Online Resources:

- www.caci.co.uk

Session Plan Six

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> identify the planning process for the collection of information (3.2) 	<ul style="list-style-type: none"> objectives: identify the reason for the research i.e. to find out customers' attitudes, attractiveness of new packaging, etc. select sources of information: primary or secondary data, considering the costs involved, and any possible bias collect data: decide on the best groups of people to survey (sampling). Consider the size of the survey to be undertaken analyse data: information gathered must be analysed in order to be useful conclusions: draw conclusions from the analysis of data to help with marketing decisions

Notes on delivery and activities	Duration in hours
<p>This section identifies the stages involved in planning a research project.</p> <p>Tutorial summary</p> <p>Activity Five:</p> <p>Explain the five stage planning process for the collection of information, using the opening of a new bookshop as an example to illustrate your answer.</p>	4

Resources:

- Blythe, J Essentials of Marketing, Chapter 5

Online Resources:

- www.mrs.org.uk

Assignment 3

Dentsu's Breads Ltd

Background

Jon Dentsu is the marketing manager of Dentsu's Breads Ltd, a medium-sized regional bakery in Japan which was established in 1954 by Jon's grandfather. The company bakes and sells a number of well known brands of bread under licensing arrangements (eg. Wonderloaf) as well as its own label products. For the last 35 years, since the grandfather retired, Sam Dentsu, Jon's father, has run the firm. It sells to retail shops, restaurants and institutions (schools, hospitals etc.)

Jon has been involved in the bread business all his life. As a boy he cleaned up at the bakery, and then later worked as a van driver/salesman during college holidays. After gaining his qualification in business studies, Jon began to work full time for the company. After a couple of years in the office, his father appointed him retail sales manager in charge of 24 drivers/sales-people. A year later he was put in charge of retail and commercial accounts, and took the title of marketing manager.

The Problem

About three years ago Dentsu's Breads introduced a speciality line of breads called Dentsu's Health Line. Speciality bread is made from special or mixed grain flour, and is heavier than regular bread. Not only have speciality breads been a rapidly growing segment of the bread market, but they are higher gross margin product. Industry trade publications identified the speciality bread consumer as coming from upper-income households, and as more highly educated than the typical bread consumer.

Jon knew that Dentsu's speciality breads were high quality and that they should be selling well, but sales figures indicated otherwise. The Dentsu's Health Line seemed to be rapidly losing market share to the national brands, while it was clear that the major supermarket chains were selling a lot of their own label speciality breads. Dentsu's sales-people could offer no real insight into why the Health line was doing badly.

Jon decided to do something that had never been tried at Dentsu's Breads Ltd.- marketing research. He knew he would have trouble selling the idea to his father, but he also knew that he needed more information. Taking out a pad of paper, Jon began making notes on what he would like to know about the position of Dentsu's Health Line. Except for his own sales records and reports in trade publications, he decided he knew very little...

He was unaware of the rise of growth rates of the speciality bread market in his area. He had no idea who bought his bread or those of his competitors, or how much consumers bought and how often. He didn't know who in the household asked for speciality bread, or selected the brand.

Another point that troubled him was not knowing the relative awareness of Dentsu's Health Line and its image among consumers. Finally, he hadn't been on a delivery route for some time, and he considered that he should get a better idea of retailers' attitudes towards the brands.

Questions

- 1) How would you define the research problem?
- 2) Put together an outline research plan for this problem.

Notes for Tutor

The plan should take form of:

- 1) Definition of the problem and research objectives
- 2) Identifying sources of information-primary and/or secondary
- 3) Collection of data
- 4) Analysis of data
- 5) Reporting findings and conclusions

4.0 Understand and explain the meaning and use of the marketing planning process

Time allocated for this assessment objective 8 hours

Session Plan Seven

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">explain the reasons for effective marketing planning (4.1)	<ul style="list-style-type: none">reasons: leading to becoming more competitive, keeping ahead of customers' changing needs

Notes on delivery and activities	Duration in hours
<p>This is an introductory session, leading into the marketing planning process. The reasons for planning, and implications of not planning, should be discussed.</p> <p>This session would benefit from the introduction of a speaker from a local company - ideally a marketing manager - who can talk through the way in which the planning process works in their organisation. Begin work on the next assignment.</p> <p>Tutorial summary</p>	2

Resources:

- Blythe, J Essentials of Marketing, Chapter 10

Online Resources:

- www.connectedinmarketing.com/ece/cfml/index.cfm
- www.cim.co.uk

Assignment 4

Retro builders investigate the market.

Retro Builders had operated out of the same builder's yard for many years. It was situated on the outskirts of the town and well known in the local area. The announcement of the sale of the old railway yard and buildings near to the centre of the town gave it the opportunity to move to a larger and more prominent site and so the managers had to make a decision.

The directors decided that the first and most immediate task was to sort out a marketing strategy before they moved from their present yard to the old railway site, so they approached Pratten & Proctor Associates, a national advertising agency with a local office. Their first brief was to recommend how best to alter the old railway buildings and yard into a shop.

Pratten & Proctor promised that they would be able to identify the particular socio-economic groupings who used the yard most, and discover the particular needs of this market segment so as to suggest the most suitable shop structure to satisfy these needs.

This was done by market research. A questionnaire asked 1,000 customers at the yard-

- a) Were they single visitors, couples or families?
- b) Would they buy something or were they just looking?
- c) Did they use the refreshment facilities?
- d) Were they looking for anything in particular?
- e) How had they heard about the yard?
- f) How often did they visit the yard?
- g) Did they also visit the town?
- h) Would they continue to come if the yard was relocated in the town?
- i) What would they like from the move?
- j) What sort of help would they like when looking for the goods?

The answers were analysed, and the conclusions were as follows;

Type of visitor

Single 15%
Couple 35%
Family 40% groups 10%

Purpose of visit

Just looking – will buy if something attracts us 50%
Have come to buy a particular item if it is here 50%

Frequency of visit

First visit 10%
Second visit 25%
Regular visitor 65%

Origin of visit

Newspaper advertisement 10%
Other advertisements 10%
Reputation 50%
Advice by builders etc. 30%

Refreshment facilities

Used by 50% on the visit.
Almost 100% had used them on previous visits.

Use of town

Single visitors – almost all came to the yard

Couples – 60% went into the town

Families – 50% went into the town

Groups 100% went into the town

Relocation

100% said they would still come

most said that it would be a day out

Many expected to lunch in the town

Most would visit the antique shops,

They hoped to find adequate parking facilities

Of those who came back to buy specific items, most hoped that there would be someone who could help them; many wanted to buy items from a particular era, and they needed reassurance that their choices were historically accurate.

Questions

- 1) Explain the meaning of the following terms,
market research
questionnaire
marketing strategy
marketing segment
socio-economic grouping
- 2) What were the main findings in the questionnaire?
- 3) How could Retro Builders use the information so as to satisfy customer demand and also ensure that sales are as high as possible.
- 4) What use is market research? How good a piece of market research is the one above?/
- 5) What does Retro Builders really want to know?

Could the directors have made the decision to relocate with out market research?

Session Plan Eight

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> understand the marketing planning process (4.2) 	<ul style="list-style-type: none"> introduction to external issues (PEST - Political, Economic, Societal and Technological), and internal issues (current plans and sales figures), which may influence the marketing plan SWOT analysis: identification of internal Strengths and Weaknesses, and external Opportunities and Threats to the organisation or product objectives: set marketing objectives for the next year – i.e. what do we want to achieve? segmentation: identify the best segments which should be targeted marketing mix: basic introduction to the marketing mix (product, price, place, promotion) and how it can be changed for different products and services

Notes on delivery and activities	Duration in hours
<p>This session is quite full, covering all aspects of the marketing planning process. Each of the stages needs to be covered in some detail, as examination questions may cover the entire process or single stages of the process.</p> <p>Discussion regarding the way in which the stages link together is also important.</p> <p>Tutorial summary</p> <p>Activity Six:</p> <p>Explain the following stages of the marketing planning process using examples;</p> <ol style="list-style-type: none"> Marketing objectives. Segmentation. Marketing mix: <ul style="list-style-type: none"> Product Price Promotion Place 	6

Resources:

- Blythe, J Essentials of Marketing, Chapter 2 and 10

Online Resources:

- www.asa.org.uk

5.0 Explain and apply the marketing mix to a product or service

Time allocated to this assessment objective 10 hours

Session Plan Nine

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">understand the marketing mix (5.1)	<ul style="list-style-type: none">definition: the 4Ps; product, price, promotion, placebalance: consider the importance of achieving right balance between elements - linked to the marketing plan

Notes on delivery and activities	Duration in hours
<p>The last element of the syllabus introduced the marketing mix as part of the planning process. This stage introduces the importance of achieving a balance between each of the elements of the mix.</p> <p>Tutorial summary</p>	2

Resources:

- Blythe, J Essentials of Marketing, Chapter 6,7,8 and 9

Session Plan Ten

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> describe the importance and impact of each element of the marketing mix (5.2) 	<ul style="list-style-type: none"> product (or service): meeting the needs of customers; use; appearance; brand, image, after-sales service price: identifying the best pricing strategies: mark-up (cost-plus method), market penetration, market skimming, loss leader promotion: understand and consider the most appropriate 'promotions mix': advertising; sales promotions; personal selling; public relations; direct marketing place: choosing the best channels to distribute the product: such as wholesalers, retailers, direct methods (i.e. internet and mail order)

Notes on delivery and activities	Duration in hours
<p>The objective of this section is to examine each individual element of the marketing mix. Students should be encouraged to recognise the impact decisions made around each element have on the other elements.</p> <p>Tutorial summary</p> <p>Activity Seven</p> <p>Allocate the following questions to small groups of students as discussion questions. If time allows, each group could tackle all questions. Ensure that groups have the opportunity to feed back their answers, so that answers are shared and further discussion can take place.</p> <p>Product You have been asked to give a talk on the role that packaging plays in the product mix. Using examples, outline the various roles which packaging plays.</p> <p>Price You are working in a team of marketers who are planning the launch of a new range of flavoured milk targeted at children in your own region. Prior to the launch you plan to pilot the range in a test market and consider the pricing policy of the new product.</p> <ul style="list-style-type: none"> what are the main factors to consider when setting the price of this product? select a suitable pricing policy and justify your decision <p>Promotion Explain how direct marketing can be used to support the sales force in industrial marketing.</p> <p>Place Identify suitable channels of distribution for the following products;</p> <ul style="list-style-type: none"> luxury watches books mid-priced hi-fi systems fast food antique furniture 	4

Resources:

- Blythe, J *Essentials of Marketing*, Chapter 6, 7, 8, 9

Online Resources:

- www.ipa.co.uk
- www.dma.org.uk
- www.e-bulletin.com
- www.prsourc.co.uk
- www.worldmarketing.org

Session Plan Eleven

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> application of the marketing mix and the product life cycle (PLC) (5.3) 	<ul style="list-style-type: none"> PLC: understand the PLC model. Identify each stage of the PLC: introduction, growth, maturity, decline marketing mix: choosing the best mix of price, product, place and promotion for goods and services at each stage of the PLC selected campaigns: examples of successful and unsuccessful campaigns in the context of the 4Ps

Notes on delivery and activities	Duration in hours																														
<p>This section highlights the fact that the stages of the product life cycle have a significant impact on the emphasis placed on each element of the mix.</p> <p>Tutorial summary</p> <p>Activity Eight: Product life cycle</p> <p>You work for a manufacturer of software and are analysing the figures for the product group under your responsibility. Prepare a graph showing the product life cycles for the products A, B, C and D</p> <p>Year sales (millions)</p> <table border="1"> <thead> <tr> <th></th> <th>1995</th> <th>1996</th> <th>1997</th> <th>1998</th> <th>1999</th> </tr> </thead> <tbody> <tr> <td>Product A</td> <td>100</td> <td>120</td> <td>200</td> <td>200</td> <td>125</td> </tr> <tr> <td>Product B</td> <td>-</td> <td>90</td> <td>120</td> <td>140</td> <td>170</td> </tr> <tr> <td>Product C</td> <td>380</td> <td>400</td> <td>400</td> <td>350</td> <td>340</td> </tr> <tr> <td>Product D</td> <td>-</td> <td>-</td> <td>-</td> <td>40</td> <td>70</td> </tr> </tbody> </table> <p>Note: Product B was launched in 1996; Product D was launched in late 1998</p> <p>Students, in each of four groups, should be allocated one product. They should identify the stage of the life cycle that their product is currently in and suggest an appropriate mix for that situation.</p> <p>This is an exercise which is time consuming and draws on learning under Competence Criteria 5.1 and 5.2. It can be extended by asking students to design an advertisement for their product if time allows</p>		1995	1996	1997	1998	1999	Product A	100	120	200	200	125	Product B	-	90	120	140	170	Product C	380	400	400	350	340	Product D	-	-	-	40	70	4
	1995	1996	1997	1998	1999																										
Product A	100	120	200	200	125																										
Product B	-	90	120	140	170																										
Product C	380	400	400	350	340																										
Product D	-	-	-	40	70																										

Resources:

Blythe, J Essentials of Marketing, Chapter 6, 7, 8, 9

Suggested Resources

Essentials of Marketing

J. Blythe

Financial Times/Pitman Publishing, 1998

Principles and Practice of Marketing (Third Edition)

David Jobber

McGraw Hill, 2001

Marketing Management, An Asian Perspective

Kotler, Leong, Ang & Tan

Prentice Hall, 1996

Marketing in the New Asia

Leong, Ang & Tan

McGraw-Hill, 2001

E-marketing (2nd Edition)

Strauss & Frost

Prentice Hall, 2001

Newspapers – business pages

Specialist journals (generally issued by the professional bodies)

Surfing the Internet: regular surfing will reveal useful sources of supportive information but bear in mind that there is always a chance that some websites will close down. Examples, correct at the time of publication, include:

www.cbi.org.uk Confederation of British Industry

<http://www.brainstorm.co.uk/BCC> British Chamber of Commerce

www.businesslink.org/cgi-bin/bv1/index.jsp?urlid=5&PCOID=-9054 Business Link Pages on the basics of sales and marketing

<http://europa.eu.int/index-en.htm> European Union

www.cim.co.uk Chartered Institute of Marketing

www.mad.co.uk Marketing magazines site – requires registration for 7 day free trial

www.adslogans.co.uk Online database of advertising slogans

www.nielson-netratings.com Details on current banner advertising

www.ipa.co.uk Institute of Practitioners in Advertising

www.asa.org.uk Advertising Standards Agency

www.warc.com Advertising and marketing related data, trends, etc.

www.dma.org.uk Direct Marketing Association

www.theidm.co.uk Institute of Direct Marketing

www.connectedinmarketing.com/ece/cfml/index.cfm Everything you need to know about e-marketing

You need to check what is available in your own country.