

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

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**Cambridge International Diploma in Business
Advanced Level**

Scheme of Work

5174
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 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.

The module Marketing, being advanced, requires a minimum of 60 learning hours. The scheme of work has been organised to offer those 60 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 employment 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.

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 5174 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 session 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 Identify and appreciate the objectives and functions of developing a marketing orientation

Total time allocated to this assessment objective: 12 hours

Session Plan One

| Competence Criteria | Skills and Knowledge |
|---|--|
| <ul style="list-style-type: none"> identify and understand the importance of marketing (1.1) | <ul style="list-style-type: none"> definitions: marketing concept – meeting the needs of customers; marketing orientation – customer orientation, co-ordination of market-led activities importance of marketing: achieving corporate objectives; understanding the increasing sophistication of consumers; identifying, anticipating, influencing and satisfying consumer needs; responding to changes in the market; improving market share; entering new markets; increasing revenue and profit maximisation; increasing awareness and profile of the company; increasing awareness of the product or service role of marketing as a management function: organisation of marketing departments to achieve marketing orientation; the marketing planning cycle |

| Notes on delivery and activities | Duration in hours |
|---|-------------------|
| <p>The objective is to set marketing in its business context, and show both how it has evolved, and how it benefits an organisation. Presentation of theory with reference to and supported by practical examples. General discussion referring to examples.</p> <p>Tutorial summary</p> <p>Activity One:</p> <p>Working in groups of three, ask the students to come up with ways an organisation can use to overcome the following barriers to achieving a marketing orientation -</p> <ul style="list-style-type: none"> lack of senior management support customer not the centre of all business activities lack of communication within the organisation lack of an effective marketing information system lack of focus on defined segments of the market lack of resources not taken seriously enough lack of planning lack of perseverance | 4 |

Resources

- Blythe, J, Essentials Of Marketing, Chapter 1

Online Resources

- www.cim.co.uk Chartered Institute of Marketing

Session Plan Two

| Competence Criteria | Skills and Knowledge |
|--|--|
| <ul style="list-style-type: none"> identify and analyse the implications of a marketing orientation (1.2) | <ul style="list-style-type: none"> a customer orientation: defining customer requirements, (re)organising the internal organisational structure to achieve customer orientation objectives; measuring effectiveness customer care: identifying the nature of customer care; understanding the importance of quality within the management process – role of Total Quality Management (TQM) steps involved in setting up a customer care programme: establish a process, identify customer requirements, set targets, establish service specifications, train staff, devise action plan; measure results |

| Notes on delivery and activities | Duration in hours |
|---|-------------------|
| <p>Introduction to the key elements of a true customer orientation – recognising that this can include reorganising the company, introducing quality processes with the customer in mind, and setting up a customer care programme.</p> <p>Tutorial summary</p> | 4 |

Resources

- Blythe, J Essentials of Marketing, Chapter 1

Online Resources:

- www.cim.co.uk Chartered Institute of Marketing

Assignment 1

Explain the steps involved in setting up a customer care programme, using an organisation that you know well as an example.

Session Plan Three

| Competence Criteria | Skills and Knowledge |
|---|---|
| <ul style="list-style-type: none">identify and understand the implications for relationship marketing (1.3) | <ul style="list-style-type: none">definition: the importance of the organisation's whole relationship between customers and suppliers; building, retaining and maintaining customer loyalty |

| Notes on delivery and activities | Duration in hours |
|--|-------------------|
| <p>Theory behind relationship marketing, how it has evolved and benefits to be achieved.</p> <p>Tutorial summary</p> <p>Activity Two:</p> <p>Ask students to compare transactional marketing to relationship marketing, and identify organisations in your own country that try to build relationships with customers.</p> | 4 |

Resources:

- Blythe, J Essentials of Marketing, Chapter 12

Online Resources:

- www.cim.co.uk Chartered Institute of Marketing

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

Time allocated to this assessment objective 12 hours

Session Plan Four

| Competence Criteria | Skills and Knowledge |
|---|--|
| <ul style="list-style-type: none"> recognise the reasons for undertaking market research (2.1) | <ul style="list-style-type: none"> definitions: the collection and analysis of market/customer information continuous research: used to identify the economic and competitive factors which affect an organisation; such as determining the impact of government regulations; identifying changing societal issues; exploring the effects of new technologies; identifying, predicting and explaining market trends; forecasting sales levels ad hoc / informal market research: used to explore ideas for new products and services; investigating new customer behaviour; evaluate communications campaigns |

| Notes on delivery and activities | Duration in hours |
|---|-------------------|
| <p>Define market research and marketing research, and explain the key differences between continuous and ad-hoc research.</p> <p>Introduce environmental scanning and the need to continually be aware of the external environment in which the firm operates.</p> <p>Introduce ad hoc research as a means of gathering information to support marketing decisions.</p> <p>Tutorial summary</p> | 4 |

Resources:

- Blythe, J Essentials of Marketing, Chapter 5

Online Resources:

- www.mrs.org.uk Marketing Research Society

Assignment 2

You have been asked to do as much desk research as possible into the potential for launching a new course through your college – identify sources of information you might use.

Session Plan Five

| Competence Criteria | Skills and Knowledge |
|--|---|
| <ul style="list-style-type: none"> identify and evaluate different research methods (2.2) | <ul style="list-style-type: none"> primary: first-hand information obtained from field research. strengths and weaknesses of in-depth interviews, attitude surveys, focus groups, consumer panels, postal surveys, telephone questionnaires, test marketing (experimentation) secondary: second-hand data i.e. already collected, collated and published – known as desk research; sources include company records, agencies, government bodies, trade associations, media, specialist libraries, market intelligence reports, journals (trade, professional, academic). strengths and weaknesses of using secondary data suitability: compare usefulness of data collection methods: reliability; bias; cost implications; time constraints; use of a marketing research agency |

| Notes on delivery and activities | Duration in hours |
|---|-------------------|
| <p>The objective here is to contrast primary research techniques used, and secondary sources of information.</p> <p>Introduce factors impacting on the suitability of data.</p> <p>Tutorial summary</p> <p>Activity Three:</p> <ul style="list-style-type: none"> in groups, devise a short questionnaire suitable for identifying customer satisfaction levels at the local branch of your bank -the questionnaire should not exceed 15 questions each group should pilot their questionnaire on a member of another group review the effectiveness of your group's questionnaire and report back on what you would change if you had to undertake the exercise again | 4 |

Resources:

- Blythe, J Essentials of Marketing, Chapter 5

Online Resources:

- www.mrs.org.uk Marketing Research Society

Session Plan Six

| Competence Criteria | Skills and Knowledge |
|--|---|
| <ul style="list-style-type: none">understanding the process for planning a market research project (2.3) | <ul style="list-style-type: none">procedure: five stage process: definition of problem; design of research and sampling; collection of data; analysis of data; presentation of report findings; justification of research methodology |

| Notes on delivery and activities | Duration in hours |
|---|--------------------------|
| The objective here is to introduce the marketing research planning process, and outline all stages, using examples. Tutorial summary | 4 |

Resources:

- Blythe, J Essentials of Marketing, Chapter 5

Online Resources:

- www.mrs.org.uk Marketing Research Society

3.0 Identify the importance of understanding buyer behaviour and new target segments

Time allocated to this assessment objective 15 hours

Session Plan Seven

| Competence Criteria | Skills and Knowledge |
|--|---|
| <ul style="list-style-type: none">understand the different types of buying behaviour (3.1) | <ul style="list-style-type: none">consumer behaviour: routine response; limited decision-making; extensive decision-making; impulse buyingorganisational behaviour: new task purchases; modified re-buy purchases; straight re-buy |

| Notes on delivery and activities | Duration in hours |
|--|-------------------|
| <p>The objective here is to compare and contrast buying behaviour of consumers and organisations.</p> <p>Tutorial summary</p> <p>Activity Four - Buying decisions</p> <p>Categorise the following items under the types of purchase decision making, impulse buying</p> <ul style="list-style-type: none">loaf of breadcarhome computerbreakfast cerealmagazinecomputer gamecamera | 3 |

Resources:

- Blythe, J Essentials of Marketing, Chapter 3

Online Resources:

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

Session Plan Eight

| Competence Criteria | Skills and Knowledge |
|---|---|
| <ul style="list-style-type: none"> recognise the stages and influences related to the consumer buying decision process (3.2) | <ul style="list-style-type: none"> five stages: problem recognition; information search; evaluation; purchase; post-purchase evaluation influences: personal issues (such as demographics, situational, involvement); psychological (perception, motives, learning, attitudes); social influences (roles and families, social classes, culture) |

| Notes on delivery and activities | Duration in hours |
|---|-------------------|
| <p>This section looks at the stages of the consumer buying process, and the key factors that impact on individuals when they are making purchases.</p> <p>Encourage students to link the process to their own experience.</p> <p>Tutorial summary</p> | 3 |

Resources:

- Blythe, J Essentials of Marketing, Chapter 3

Online Resources:

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

Assignment 3

Explain the stages of the consumer buying decision process relating to a purchase in which you have been involved recently.

Session Plan Nine

| Competence Criteria | Skills and Knowledge |
|---|--|
| <ul style="list-style-type: none"> recognise the stages related to the organisational buyer decision process (3.3) | <ul style="list-style-type: none"> six stages: problem recognition; develop product specifications; search for suppliers; evaluate products and supplier relative to specifications; select and order; evaluate product and supplier performance DMU: Decision Making Unit: comprising range of decision makers e.g. buyer; gatekeeper, user, technical specialist |

| Notes on delivery and activities | Duration in hours |
|---|-------------------|
| <p>In contrast to the last point, this section introduces the organisational buying process, and ways in which this differs from the consumer buying process. A key factor in this process is the decision-making unit.</p> <p>Tutorial summary</p> <p>Activity Five:</p> <p>Lead a discussion focused around who might play each part in the DMU in various types of organisation and various types of goods. For example, a large public sector organisation purchasing stationery and a large IT company purchasing training services.</p> | 3 |

Resources:

- Blythe, J Essentials of Marketing, Chapter 3

Online Resources:

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

Session Plan Ten

| Competence Criteria | Skills and Knowledge |
|---|--|
| <ul style="list-style-type: none">identify why it is important to understand buying behaviour (3.4) | <ul style="list-style-type: none">reasons: satisfy changing needs; identify new segments; more effective communications messages |

| Notes on delivery and activities | Duration in hours |
|--|-------------------|
| Practical application of the understanding of buyer behaviour. Tutorial summary | 3 |

Resources:

- Blythe, J Essentials of Marketing, Chapter 3

Online Resources:

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

Session Plan Eleven

| Competence Criteria | Skills and Knowledge |
|---|--|
| <ul style="list-style-type: none"> the importance of identifying new target segments (3.5) | <ul style="list-style-type: none"> segmentation: definition - division of market into subsets 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); psychographic (taste, lifestyle, interests,) reasons: identifying new markets, specialisation, gain competitive advantage in certain segments, niche marketing |

| Notes on delivery and activities | Duration in hours |
|--|-------------------|
| <p>Theory behind segmentation and different methods of segmenting markets. Practical application to highlight reasons why it is a useful concept.</p> <p>Tutorial summary</p> <p>Activity Six - ask students to identify one product or service that has been segmented geographically, demographically and psychographically.</p> | 3 |

Resources:

- Blythe, J Essentials of Marketing, Chapter 4

Online Resources:

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

4.0 Explain and demonstrate the strategic implications and applications of the marketing planning process

Time allocated for this assessment objective 9 hours

Session Plan Twelve

| Competence Criteria | Skills and Knowledge |
|---|--|
| <ul style="list-style-type: none">identify the strategic implications related to effective marketing planning (4.1) | <ul style="list-style-type: none">strategy: identify the differences between strategic and tactical issues.implications: cost efficiencies; competitive advantage; effective targeting, long-term, medium and short-term planning |

| Notes on delivery and activities | Duration in hours |
|---|-------------------|
| Theory behind the use of planning in a strategic context. | 2 |
| Tutorial summary | |

Resources:

- Blythe, J Essentials of Marketing, Chapter 10

Online Resources:

- www.cim.co.uk Chartered Institute of Marketing

Session Plan Thirteen

| Competence Criteria | Skills and Knowledge |
|--|---|
| <ul style="list-style-type: none"> explain the marketing planning process (4.2) | <ul style="list-style-type: none"> marketing audit: identify external (pest factors) and internal (current plans and sales figures) situation, current product life cycles SWOT: summary of marketing audit – prioritising internal strengths and weaknesses, and external opportunities and threats objectives: identifying top-down objectives, from corporate objectives to marketing objectives: smart objectives (specific, measurable, achievable, realistic and time-based); linked to sales targets segmentation: identify segmentation strategy; target market (undifferentiated, differentiated, concentrated). strategic marketing models: Ansoff matrix for growth (market penetration, market development, product development, diversification); porter's generic strategies (cost leadership, differentiation, focus/niching) adapting the marketing mix: basic introduction to adapting the extended marketing mix - product, price, place, promotion, people, process and physical evidence control: control methods to ensure an effective planning process: qualitative – research into consumer attitudes; quantitative – sales figures achieved |

| Notes on delivery and activities | Duration in hours |
|--|-------------------|
| <p>Lead a discussion around all stages of the planning process, linking the stages to concepts already covered within the syllabus. This process provides a framework that students find useful in defining 'where marketing concepts fit'. Emphasise the links between each stage.</p> <p>Tutorial summary</p> <p>Activity Seven - Marketing Audit</p> <p>Lead a discussion regarding the types of external pressures on an organisation that fall under the following headings</p> <ul style="list-style-type: none"> political economic sociological technological <p>Issue students, in groups, with newspaper articles, government reports and so on that highlight recent and future issues. Ask each group to identify pressures under a different heading and present them back to the main group.</p> <p>You can vary this exercise by focusing it towards one organisation that is well known in your local market.</p> <p>Ensure that students recognise how these external factors present the organisation with opportunities and threats for the future.</p> | <p>7</p> |

Activity Eight

For a company offering Training Services to companies from their own premises, use the Ansoff matrix to demonstrate four growth options that that might be pursued.

| | | PRODUCT | |
|--------|----------|----------|-----|
| | | Existing | New |
| MARKET | Existing | | |
| | New | | |

On completion, students can compare their answer with the one below. Lead discussion about the comparative risks of the strategies proposed.

| | | PRODUCT | |
|--------|----------|--|--|
| | | Existing | New |
| MARKET | Existing | <p><i>Market Penetration</i> Use new advertising campaign to attract new businesses in the local area</p> | <p><i>Product Development</i> Develop new Internet based training courses</p> |
| | New | <p><i>Market Development</i> Target engineering companies in a different geographical area – e.g. an overseas market</p> | <p><i>Differentiation</i> Rent out their meeting rooms to local companies for seminars or conferences.</p> |

Resources:

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

Online Resources:

- www.cim.co.uk Chartered Institute of Marketing

Assignment 4

SWOT Analysis

NE Waters PLC are listed company that own a chain of traditional general stores, mostly situated in the south-west of Malaysia .The company have been trying to find a niche in the market for food stores and general stores, and their major competitors are supermarkets, convenience stores (designed along US lines, such as the 7-Eleven stores) and local grocery shops, newsagents and general stores. Many of these, unlike Waters stores, open until late at night for after-work shoppers. Waters stores open from 9 to 6 on six days per week.

Waters have tried to develop an identifiable image, and have targeted young upwardly mobile professional workers as their main type of customer. To this end, the stores stock up-market products, varied fresh foods and delicatessen items, and high quality wines. The policy of stocking fresh foods is costly, with high wastage levels, but the company believes that this is unavoidable in order to offer the sort of products that their target customers will want and will come to its shops to buy.

The range of products and space allocated to them in Waters stores is as follows;

Average allocation at N E Waters Plc's shops

| Type of goods | Estimated % of space |
|--------------------------------|----------------------|
| Groceries/ food | 52.6 |
| Fruit /vegetables | 5.6 |
| Confectionery | 3.9 |
| Soft drinks | 4.8 |
| Ice cream | 1.0 |
| Entertainment / stationery | 5.0 |
| Newspapers / magazines / books | 7.5 |
| Household goods | 7.3 |
| Alcohol | 9.5 |
| Tobacco | 1.2 |
| Other | 1.6 |

The company has 60 retail outlets, of which about one half are on good sites and good locations. The remaining sites are in locations that are not particularly convenient for young professional workers. Two months ago, N E Waters Plc announced half-year losses of US\$1,500,000.

The strengths and weaknesses of an organisation are taken from a summary of the marketing audit carried out internally.

TASK

Identify the strengths and weaknesses of N E Waters Plc.

5.0 Explain and apply marketing mix applications for a product or service

Time allocated to this assessment objective 12 hours

Session Plan Fourteen

| Competence Criteria | Skills and Knowledge |
|--|--|
| <ul style="list-style-type: none">understand and explain the tactical tools known as the marketing mix (5.1) | <ul style="list-style-type: none">definition – the extended marketing mix 7 Ps - product, price, promotion, place, people, process, physical evidencebalance – the importance of achieving the right balance between the elements |

| Notes on delivery and activities | Duration in hours |
|--|-------------------|
| <p>Expand a little on the elements of the extended marketing mix as covered within the marketing process in the last session.</p> <p>Emphasise the need for balance between the elements by giving examples of what might happen if an incorrect balance was introduced - e.g. expensive product, low price set, or innovative product, low price and no promotion.</p> <p>Tutorial summary</p> <p>Activity Nine</p> <p>You work for a major bank. Your marketing assistant has left a note on your desk that asks;</p> <p>As you are a student of marketing, can you please clarify a few issues for me?</p> <p>What is the relationship between the '4Ps' and the marketing mix, or are they the same thing? What does the '7Ps' of services marketing mean? My latest project is to look at the possibility of re-vamping the bank branch premises – which of the above Ps should I be most interested in and what sort of aspects should I take into account?</p> <p>As a group, put together an answer for the marketing assistant, giving as much background as you can, linking to a banking environment.</p> | 2 |

Resources:

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

Online Resources:

- www.cim.co.uk Chartered Institute of Marketing

Session Plan Fifteen

| Competence Criteria | Skills and Knowledge |
|--|--|
| <ul style="list-style-type: none"> identify and evaluate the importance and impact of each element of the marketing mix (5.2) | <ul style="list-style-type: none"> product (service): meeting the needs of customers; use; appearance; pack size/quantity; flavours; colours, brand, design, image, after-sales service, features price: mark-up/margin; market penetration, market skimming, price leader, loss leader promotion: promotions mix: advertising, sales promotions, personal selling, public relations, direct marketing place: the channels of distribution; types of outlet; competition for place; manufacturer/supplier inducements people: training, uniform, personal contacts, customer care provision physical evidence: ambience; signage; logo, image, uniforms, vehicles process: customer-focused systems |

| Notes on delivery and activities | Duration in hours |
|---|-------------------|
| <p>The objective here is to introduce each element of the marketing mix, and 'unpackage' each element into all aspects of each.</p> <p>Tutorial summary</p> | 5 |

Resources:

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

Online Resources:

- 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

Assignment 5

ABC Training is a small management training company that has just moved to new premises. It provides training services rather than tangible products, so an extended marketing mix is appropriate. Its new premises have a Reception area, and training rooms, as well as offices for the Admin. Staff and trainers. It is also considering recruiting new staff to deal with the anticipated increase in business.

Suggest a suitable extended marketing mix for ABC Training for the opening of their new premises, explaining each element of the mix in some detail.

Session Plan Sixteen

| Competence Criteria | Skills and Knowledge |
|--|---|
| <ul style="list-style-type: none"> identify effective marketing mixes (5.3) | <ul style="list-style-type: none"> Product Life Cycle (PLC): understand each stage of the PLC and the consequences for price, product, place and promotion selected campaigns: successful/unsuccessful campaign in the context of 7Ps |

| Notes on delivery and activities | Duration in hours |
|--|-------------------|
| <p>The objective here is to consider how the marketing mix is impacted upon by other factors - in particular, the product life cycle.</p> <p>Tutorial summary</p> <p>Activity Ten</p> <p>PLC</p> <p>Ask students, in small groups to identify an appropriate marketing mix (4P's) for each stage of the product life cycle (PLC).</p> <p>Groups should then feedback to the main group, and compare their responses.</p> <p>Activity Eleven</p> <p>Ask students to bring in examples of campaigns that they like, including as much as possible evidence - mailings, advertisements, video recordings of TV ads, tape recordings of radio advertisements. Ask them to comment on how successful or unsuccessful these campaigns have been.</p> <p>Activity Twelve</p> <p>Gather examples of campaigns during the year that can be used as examples of what makes a successful or unsuccessful campaign, highlighting mistakes that have been made.</p> | 5 |

Resources:

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

Assignment 6

Piper's Foods – a new marketing strategy

The directors of Stonehouse and Brown had already decided that their first and most immediate task was to sort out the marketing strategy of their new acquisition. Initial ideas centred on the modernisation of the range and its launch into new international markets.

Stonehouse and Brown's advertising agency was the internationally famous Greenways. The first task they undertook was an identification of the products. The results were quite amazing, as shown below.

% of each group familiar with the product.

| Age group | 0-18 | 18-30 | 31-45 | 50-65 | 65+ |
|----------------------------|------|-------|-------|-------|-----|
| Piper's fish paste | 65 | 75 | 80 | 90 | 100 |
| Piper's gentlemen's relish | 45 | 55 | 65 | 75 | 80 |
| Piper's tinned salmon | 50 | 65 | 75 | 90 | 100 |

Such high figures are very rare. The fact that the older age groups were familiar with the products was not very surprising as the products were perceived to be old fashioned. The familiarity of the brand names with the younger generation was the real surprise. However, those who recalled the brand names were not necessarily familiar with them. Few of them had tried any of the products. They had heard about them from their parents and showed a measure of resistance to them because they were for 'old people'.

Further market research revealed that everyone respected the quality of Piper's products but the less well paid thought that they were rather expensive.

The gentleman's relish was considered very old fashioned, especially by the under - 30's

Taste tests showed that young people enjoyed the product greatly, but were unhappy with the name. On the other hand, market research in the target overseas market revealed that the name was very attractive. It gave an old-fashioned and dignified image. Successful marketing in these countries would produce good sales and the name was very familiar in the UK.

The food research and development department of Stonehouse and Brown advised that different flavoured, and barbecue flavoured, could be made easily. Market research indicated that these were particularly popular with the younger generation, but the problem of the name remained.

A further decision was taken regarding new products. As the name of Piper's was associated with fish products and the products and with quality, it appeared logical to launch a variety of frozen-fish-based meals under the name of Piper's, selling them in the supermarkets owned by the Stonehouse and Brown chain.

This led to full-page colour advertisements in the national press.

NEW!!! NEW!!! NEW!!!

PIPER'S – the top name for quality fish product + Stonehouse and Brown – the biggest name in supermarkets

= TOGETHER

A NEW RANGE OF FROZEN SEAFOOD PRODUCTS such as

PIPER'S PRAWN CURRY with RICE

PIPER'S SWEET and SOUR PRAWNS with RICE

PIPER'S THAI CRAB BALLS

PIPER'S TRADITIONAL FISH in BATTER with CHIPS

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.