



## **A PRACTICAL INTRODUCTION TO MARKETING**

MCS-1-104

Faculty of Business

2010- 2011  
Semesters One & Two

**become what you want to be**

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## 1. UNIT DETAILS

<b>Unit Title:</b>	A Practical Introduction to Marketing
<b>Unit Level:</b>	One
<b>Unit Reference Number:</b>	MCS-1-104
<b>Credit Value:</b>	2 (30 CAT Points)
<b>Student Study Hours:</b>	300
<b>Contact Hours:</b>	96
<b>Private Study Hours:</b>	204
<b>Pre-requisite Learning (If applicable):</b>	None
<b>Co-requisite Units (If applicable):</b>	None
<b>Course(s):</b>	BA & CH Marketing
<b>Year and Semester</b>	Year One, Semesters One & Two
<b>Unit Coordinator:</b>	Agnes Salajczyk
<b>UC Contact Details (Tel, Email, Room)</b>	<a href="mailto:salajcza@lsbu.ac.uk">salajcza@lsbu.ac.uk</a>
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<b>Subject Area:</b>	Marketing
<b>Summary of Assessment Method:</b>	25% Examination 75% Coursework

## 2. SHORT DESCRIPTION

A Practical Introduction to Marketing introduces students to the theory and practices of marketing and provides a foundation in the subject for further studies at levels 2 and 3.

At the same time students will develop a level of competency in the core skills deemed essential for employability through their practical use, contextualised within the marketing field. The skills development process initiated in this unit will be reinforced throughout the degree programme.

LSBU has developed a core skills policy to promote development of skills in:

*LEARNING TO LEARN  
COMMUNICATION  
INFORMATION TECHNOLOGY  
INFORMATION SEARCHING  
CAREER MANAGEMENT  
NUMERACY*

This unit specifically focuses on the aspects of these skills that will be relevant for future marketers. The Learning and Development Centre at Caxton House provides a wide range of academic and personal support services in this area too. Find a copy of their excellent booklet, **Core Skills Survival Guide**, or check [www.lsbu.ac.uk/caxton](http://www.lsbu.ac.uk/caxton) for lots more information about what is available to you **ABSOLUTELY FREE!**

### 3. AIMS OF THE UNIT

- ❑ To provide students with an understanding of the central role marketing plays in business
- ❑ To enable students to understand and appreciate what marketing, and the activities of a marketer, involve.
- ❑ To ensure that students have a good foundation in the principles, theories and frameworks of marketing
- ❑ To introduce and build competence in the core skills required for progression through levels 2 & 3, and for employability.

### 4. LEARNING OUTCOMES

#### 4.1 Knowledge and Understanding

*By the end of this unit students will be able to:*

- ❑ Appreciate and understand marketing in its wider context
- ❑ Understand consumer motivations, buying decision process models and the need for marketing research
- ❑ Understand the principles of segmentation, targeting and positioning and how they are reflected in the management of the marketing mix.

#### 4.2 Intellectual Skills

*By the end of this unit students will be able to:*

- ❑ Acquire, analyse, evaluate, synthesise and assess basic marketing information and information needs.
- ❑ Choose and apply the tools that are commonly used to manage the marketing function.

#### 4.3 Practical Skills

*By the end of this unit students will be able to:*

- ❑ Manage basic marketing information and marketing information needs.
- ❑ Practice different methods of communication, written, oral or electronic.
- ❑ Take on a marketing project and carry it through to its conclusion.

#### 4.4 Transferable Skills

*By the end of this unit students will be able to:*

- ❑ Develop the ability to work with others and sustain team relationships.
- ❑ Perform some essential financial and numerical tasks as part of the marketing role.
- ❑ Understand the wide spectrum of career opportunities in the field of marketing.
- ❑ Reflect on academic and personal development through project work, individual work and a personal development plan.

## 5 ASSESSMENT OF THE UNIT

This is a double weighted unit taught over one full year (two semesters) and assessed as follows:

**Examination: 25%**

**Coursework: 50%**

**Personal Development Plan (Portfolio): 25%**

Students must achieve an overall mark of **40%** to pass this unit, and a minimum of 30% in **each** of the three elements above. For the avoidance of doubt, **the aggregate mark** of all four pieces of coursework must be at least 30% to achieve a pass in the unit.

### **EXAMINATION (25%)**

This is specifically to assess students' understanding and knowledge of marketing principles and practice. The examination is sat at the end of the year and will be a two-hour paper consisting of multiple choice questions.

### **COURSEWORK (50%)**

#### *Group Project Presentations (25%)*

- ❑ To assess team work, oral presentation skills, information retrieval and information management skills, data interpretation and presentation, & IT skills.
- ❑ To assess knowledge and understanding of marketing principles and tools, and their application to current marketing situations.
- ❑ There will be one group presentation per semester: Group Project Presentations (10%) in semester one and Group Exhibition (15%) in semester two (see schedule).

#### *Individual Assignments (25%)*

- ❑ To assess written communication skills, information retrieval and information data interpretation and presentation, & IT skills.
- ❑ To assess knowledge and understanding of marketing principles and tools, and their application to current marketing situations.
- ❑ There will be one individual assignment per semester Individual Assignments: STP (15%) in semester one and Brand Essay (10%) in semester two (see schedule).

### **PERSONAL DEVELOPMENT PLAN (25%)**

- ❑ To assess written communication skills & time management
- ❑ To assess the ability to reflect upon academic and personal progress through reflective statements at different points in the year
- ❑ To assess ability to synthesise and recognise the learning taken place over the year.
- ❑ To assess future plans for further academic and personal development
- ❑ This will be assessed formatively and summatively. The formative assessment takes place at the end of the first semester allowing students to improve upon their work if necessary for final submission.
- ❑ The portfolio will also be discussed by each student with their personal tutor

## ASSESSMENT SCHEDULE Semester 1 & 2

Wk	Week Commencing	Formative Assessment	Summative Assessment	Grade
1	30 <sup>rd</sup> September			
2	7 <sup>th</sup> October			
3	14 <sup>th</sup> October	Presentation Skills		-
4	21 <sup>st</sup> October			
5	28 <sup>th</sup> October			
6	4 <sup>th</sup> November	Presentation Skills		-
7	11 <sup>th</sup> November			
8	18 <sup>th</sup> November		Group Presentation (18 <sup>th</sup> Nov)	10%
9	25 <sup>th</sup> November	Individual Reflective Report		
10	2 <sup>nd</sup> December			-
11	9 <sup>th</sup> December	Report Writing Skills	Portfolio hand-in (9 <sup>th</sup> Dec)	-
12	16 <sup>th</sup> December	PDP Individual Consultation		-
13			STP Indiv Report (14 <sup>th</sup> Jan 2011)	15%

**SEMESTER ONE TOTAL = 25 %**

1	2 <sup>nd</sup> February		PDP review	-
2	9 <sup>th</sup> February	Essay Writing Skills		
3	16 <sup>th</sup> February			
4	23 <sup>rd</sup> February		Indiv. Brand Essay (23 <sup>th</sup> Feb)	10%
5	2 <sup>nd</sup> March			
6	9 <sup>th</sup> March			
7	16 <sup>th</sup> March			
8	23 <sup>rd</sup> March	Business Simulation		-
9	30 <sup>th</sup> March	Business Simulation		-
10	6 <sup>th</sup> April	Business Simulation	Group Exhibition (6 <sup>th</sup> April)	15%
11	4 <sup>th</sup> May	Formal Debate		-
12	11 <sup>th</sup> May	PDP Individual Consultations	PDP Portfolio (11 <sup>th</sup> May)	25%
13	18 <sup>th</sup> May			-

**SEMESTER TWO TOTAL = 50 %**

**EXAM TOTAL = 25 %**

**TOTAL UNIT = 100 %**

## A PRACTICAL INTRODUCTION TO MARKETING

### ASSIGNMENT 1: Group Presentation (18<sup>th</sup> November 2010)

**OBJECTIVE:** To communicate background knowledge of the market of interest, and its constituent parts.

**METHOD:** A group presentation lasting twenty minutes (including some time for questions from the audience). All group members must contribute to the presentation.

**SUGGESTED CONTENT:**

**A Market Definition:** What is included and excluded, and why? Use a Mintel, Keynote or other secondary source.

**The Current Market Size:** Volume and value, growth or decline over the last 3-5 years, why these changes?

**Market Segmentation:** the major divisions (e.g. off-licence, on-licence, foodservice). Which are expanding, declining, what are they worth. What's new?

**Distribution:** How are the products made available for sale? Does this relate to market segmentation. What about pricing?

**Major Companies, Brands and Products:** Who is the market leader? 2<sup>nd</sup>? 3<sup>rd</sup>? Sales, profitability. What are their main products and brands? What shares for each of these? Any changes? Why?

**Customer Segmentation:** The major consumer groups, who is buying what? What do they need or want? Why? What has recently been launched? Does it fulfil any emerging need-trends?

**Macro Marketing Environment:** A PEST analysis of factors that are affecting (shaping) the whole market. Are there any changes on the way?

**Some Recent Trends:** Identify and describe some of the latest innovations in the market. Are they / will they be successful? Why?

**DELIVERY:** Please create your presentation slides using PowerPoint, and provide at least two sets of handouts.

### ASSESSMENT CRITERIA & FEEDBACK SHEET

## Assignment 1: Group Presentation

Group:		Remarks & Grade	
CORE SKILLS			
<b>COMMUNICATION</b> <b>Presentation delivery: 20%</b>  <ul style="list-style-type: none"><li>- Structure</li><li>- Pace, clarity &amp; audibility</li><li>- Audience contact</li><li>- Evidence of teamwork</li><li>- Ability to handle questions</li></ul>			
<b>INFORMATION TECHNOLOGY</b> <b>Use of PowerPoint: 20%</b>  <ul style="list-style-type: none"><li>- Clarity of slides</li><li>- For benefit of the audience</li><li>- Handouts</li></ul>			
<b>INFORMATION SEARCHING</b> <b>Data retrieval &amp; management: 20%</b>  <ul style="list-style-type: none"><li>- Data selection &amp; evaluation (recency, reliability)</li><li>- Data presentation: telling the story.</li><li>- Referencing</li></ul>			
MARKETING KNOWLEDGE & UNDERSTANDING			
<b>Use of Marketing Theory: 40%</b>  <ul style="list-style-type: none"><li>- Choice of theories</li><li>- Application of theories</li><li>- Conclusions reached</li></ul>			

### OVERALL COMMENT & GRADE

## A PRACTICAL INTRODUCTION TO MARKETING



## **ASSIGNMENT 2: Individual Segmentation, Targeting & Positioning Assignment**

**(14<sup>th</sup> January 2011)**

Imagine you are a product manager for a company in your market. Select one of your products. For example, you work at Kellogs and manage the *Special K* 375 gm product in the Breakfast Cereal Market. Write a report to the marketing director describing *in detail*:

1. The product itself
2. The likely target market segment
3. How the product has been positioned to appeal to that target

Based on your previous analysis and knowledge of the market recommend any changes to address the needs of the target market segment more closely.

Your reading will help you answer the following questions as part of your theoretical analysis in the report:

What is a **product**? (*Hint*. It is not always a brand)  
What exactly is segmentation?  
What are the different ways of segmenting markets?  
What is positioning?

**(2,500 words. Hand in 14<sup>th</sup> January 2011 by 4:00PM to room L105)**

The Five UK Markets

Bottled Water (Still)  
Breakfast Cereal  
Dog Food  
Pies & Pasties  
Yoghurt  
Shampoo

### ***Baines, Fill & Page: Marketing***

Chapter 6: Market Segmenting & Positioning (p.214)  
Chapter 9: Products, Services & Branding Decisions (p.352)

### ***Armstrong, Kotler, Harker & Brennan: Marketing: An Introduction***

Chapter 6. Segmentation, Targeting and Positioning  
Chapter 7. product, services and branding strategy

### ***Palmer: Introduction to Marketing***

Chapter 5: Segmentation, Positioning & Targeting (p.165)  
Chapter 7: Developing the Product (p.247)

### ASSIGNMENT 3: Individual Essay (23<sup>rd</sup> February 2011)

#### TITLE

*"Brands cost more. With own-label you get the same quality but you don't have to pay for all the advertising."* Describe the ways in which one brand you know well can create value for its manufacturer, marketing channel & consumers.

*1500 words, typed & double-spaced, hand-in on Feb.23<sup>rd</sup> 2011 to room L105.*

#### HELPFUL HINTS

- Use the literature to give you definitions of brand and own label.
- Discuss the differences.
- How do you define value?
- Find a model or description of what makes a brand work. Use your chosen brand to explain the model you have found.
- Remember that the question asks you how the brand works to the benefit of the manufacturer, marketing channel & consumers.
- Remember to reference your sources using the Harvard referencing system.
- This is an essay: that means few headings in the text, write in the third person, discuss the important issues.

#### MARKING CRITERIA

Core Skills	
Communication skills	15
Information retrieval	15
Presentation	10
Referencing	10
Knowledge & Understanding	
Application of theories to commercial reality	25
Knowledge & Understanding of Marketing principles	25
<b>Total</b>	<b>100</b>

**ASSIGNMENT 4: New Product Launch Exhibition (6<sup>th</sup> April 2011)**

Group  
Members:


Environmental Analysis		5
The Consumer		15
Rationale for product		10
Product Specifics		10
Branding & Positioning		10
Price Plan		5
Distribution Plan		5
Promotional Plan		5
Creativity & Originality		10
References & Summary		15
Presentation		10
<b>Total Mark</b>		

Overall Remarks:

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## ASSIGNMENT 5: Complete PDP Portfolio

(Hand-in 11<sup>th</sup> May)

Name:

	COMMENT
All Portfolio entries completed, according to instructions, accurately thoroughly and completely.	/10
Reflections build logically on the contents of the Portfolio.	/15
Evidence of ability to integrate information	/15
Reflect and develop sound strategies based on experience / skills to enhance future employability.	/25
Evaluation of the strategies' success	/20
Clear and neat presentation, excellent grammar, spelling, syntax & punctuation.	/15
OVERALL COMMENTS	
TOTAL MARK	

## General Examination and Coursework Criteria

**70% +** All the required tasks are completed accurately according to instructions, thoroughly and completely. The reflections will build logically on the contents of the portfolio evidence demonstrating the ability to integrate information, reflect and develop sound strategies for using current experience and skills to enhance future employability. The assignment will be clear and neat with excellent grammar, syntax, spelling and punctuation.

**60 – 69%** All the required tasks will be completed to a high standard. The reflections will be complete and relevant but will lack the critical understanding of the linkages between the different components of the assignment. It will clearly demonstrate the student's capacity to use reflection to generate appropriate strategies for self-development. The assignment will be well presented with a very good standard of written English.

**50 – 59%** All required tasks will be completed with no omissions. The reflections will show clearly that the outcomes have been met. The portfolio evidence will demonstrate the ability to engage in self-evaluation and to develop appropriate strategies for self-development. The assignment will be well laid out with a good standard of presentation and written English.

**40 – 49%** All tasks will be complete, although there may be minor omissions from the portfolio. The reflections will demonstrate that the task requirements have been met but only at a superficial level. The relevance or quality of reflection may be weak and limited or unrealistic strategies for improvement may have been developed. The assignment may be poorly laid out and may contain some errors in the use of written English.

**39% & Below** There are major omissions and the assignment fails to demonstrate any evidence of reflection or learning.

## 6 FEEDBACK

Feedback will normally be given to students 15 working days after the submission of an assignment.

## 7 INTRODUCTION TO STUDYING THE UNIT

### 7.1 Overview of the Main Content

#### **MARKETING CONTENT**

##### **What is Marketing?**

- ❑ The evolution of marketing
- ❑ What do marketers do all day?

##### **The Marketing Environment**

- ❑ Internal & External factors

##### **Marketing Information & Research**

- ❑ Secondary & Primary Research

##### **Consumer & Buyer Behaviour**

- ❑ Segmentation, Targeting & Positioning

##### **The Marketing Mix**

- ❑ The Four P's; Product, Price, Place  
Promotion

##### **Branding**

##### **The Services Marketing Mix**

- ❑ The Seven P's

##### **Marketing Planning**

- ❑ The importance and the role of the  
Marketing Plan
- ❑ Planning the Marketing Mix

##### **Competitive Advantage**

- ❑ Understanding the competition
- ❑ Basic competitive tactics

##### **Marketing Ethics**

#### **CORE SKILLS**

##### **Learning to Learn**

- ❑ Working with simple cases
- ❑ Information management
- ❑ Reflective analysis
- ❑ Team Work

##### **Communication Skills**

- ❑ Oral Presentation Skills
- ❑ Negotiation
- ❑ Interview Skills

##### **Information Technology**

- ❑ Practical marketing use of some  
common business software
- ❑ Information searching

##### **Information Searching**

- ❑ Information management
- ❑ Referencing and Sourcing

##### **Career Management**

- ❑ Personal Development
- ❑ Industry Awareness
- ❑ Interview Skills

##### **Numeracy**

- ❑ Working with Numbers
- ❑ Data Presentation &  
Interpretation
- ❑ Budgeting

## 7.2 Overview of Types of Classes

***A Practical Introduction to Marketing*** will be taught as a single unit over two semesters, as follows:

### ***A Weekly 2 Hour Lecture.***

Lectures will focus on delivering knowledge and content in the principles and practices of marketing and also in the different skills that can be applied to the marketing and business discipline.

Lectures will be delivered by academics from the Marketing Department as well as by guest lecturers, in order to ensure sound and current delivery of marketing and business skills. On occasion, specialist academics from other divisions may be asked to contribute from their own knowledge pool.

### ***A Weekly 2 hour Seminar.***

The seminars will be the main vehicle for the development of skills within a marketing context. Seminars will generally follow the lecture topics, aiming to give students further opportunity to understand, develop and practise the concepts and skills delivered in the lecture theatre. Seminars will focus on practical exercises, case studies, business simulations and project work that all require full student participation. Students will also be guided in the seminars towards the successful completion of their group and individual assignments.

### ***Individual Consultations***

At two points during the year, students will be invited to a consultation with their seminar leader to discuss personal and academic development over the unit. The personal development portfolio will act as the focus of these sessions with the aim of facilitating the successful completion of the student's portfolio.

Students will also use the portfolio to monitor and discuss their personal development with their Personal Tutor once each semester.

### 7.3 Importance of Student Self-Managed Learning Time

One of the core skills we aim to develop is learning itself: and self managed learning in particular. The transition from school or college into University is sometimes difficult because you will now be given the freedom to do as much (or as little) learning as you want. This unit guide outlines our expectation of **204 hours of private study** over two semesters. Work out how much that is every week.

The next section details the **96 hours of contact time** you will receive, but to get the most from it you must read the suggested literature. This is available from the Perry Library in book form, but more and more material is also available online. You can access this from home, or at any of the networked terminals around the University once you have the passwords to do so. All the librarians are extremely helpful, but we have a specialist Department of Marketing & Strategy librarian, Pam Horsnell, who can direct you to the most useful literature.

Caxton House, home to the University Learning and Development Centre (LDC) offers support with English language and Numeracy. This is free for students, and can dramatically improve grades!

You can call in to Caxton House, which is on Borough Road, or go to [www.lsbu.ac.uk/caxton](http://www.lsbu.ac.uk/caxton) to see the whole range of services available to support your learning at LSBU.

Don't struggle. Use the support services for advice and help.

### 7.4 Employability

Employability skills are embedded and developed within the teaching & learning of this unit. They include team working, time management, communication, and numeracy skills as well as current analytical and research techniques.



## 8 THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

### SEMESTER ONE

Wk	W/Com	Lecture	Seminar	Skills Developed	Assessment
1	30 <sup>th</sup> Sept	What is Marketing?	NO SEMINAR		<b>Portfolio</b>
2	7 <sup>th</sup> Oct	What do Marketers do all day? <b><i>Our panel of marketers reveals all!</i></b>	Introduction to course-work, How to work with case studies, The Personal Development Plan, LSBU Passwords?	Career Management Information Technology	<b>Portfolio:</b> reflection on careers in marketing. (500 words)
3	14 <sup>th</sup> Oct	The Marketing Environment	Groups created MINI CASE: Filmed Presentation. Markets Chosen	Group Work, Case Work & Presentation	<u>Formative</u> Presentation <b>Portfolio</b>
4	21 <sup>st</sup> Oct	Marketing Research	Information searching skills in the Library	Information Technology	
5	28 <sup>th</sup> Oct	Consumer & Buyer Behaviour	Case Study	Case Work & Presentation	
6	4 <sup>th</sup> Nov	Marketing Numbers & Data Presentation	Data presentation exercises	Numeracy	<b>Portfolio</b>
7	11 <sup>th</sup> Nov	Oral Communication	Presentation and Persuasion exercises	Oral communication skills	
8	18 <sup>th</sup> Nov	<b>GROUP PRESENTATIONS</b>		Presentation Skills	<b>Group Assessment</b>
9	25 <sup>th</sup> Nov	Team / Group Dynamics	Team Building Exercises	Group work	<b>Portfolio</b> Reflection on team working. (500 words)
10	2 <sup>nd</sup> Dec	Product: Definition & Management	Mini Case Study	Working with Cases	
11	9 <sup>th</sup> Dec	Segmentation, Targeting & Positioning	Segmentation Exercises	Numeracy	<b>PORTFOLIO HAND IN! (9<sup>th</sup> Dec.)</b>
12	16 <sup>th</sup> Dec	Academic Report Writing	Report Writing Exercises	Written Communications	
<b>CHRISTMAS BREAK 20<sup>th</sup> December to 3<sup>rd</sup> January</b>					
University Exam Weeks: 17 <sup>th</sup> January to 24 <sup>th</sup> January					<b>HAND IN!</b> <b>STP Report</b> <b>14<sup>th</sup> Jan</b>

## SEMESTER TWO

Wk	W/Com	Lecture	Seminar	Skills Developed	Assessment
1	2 <sup>nd</sup> Feb	Personal Development Plan Meetings with Tutors		Personal Development	PDP Review
2	9 <sup>th</sup> Feb	Branding	Essay Writing skills & exercises	Written Communication Information management	
3	16 <sup>th</sup> Feb	Product: New Product Development	Group Project Work: Discussion of NPD options in chosen markets	Decision Making, Group Work	
4	23 <sup>th</sup> Feb	Price	Group Project Work: Budgeting, Cash Flow & the immediate impact of pricing decisions.	Decision Making, Group Work	HAND IN! 23 <sup>th</sup> February Individual Brand Essay
5	2 <sup>nd</sup> March	Place	Group Project Work: Distribution decisions, Channel management	Decision Making, Group Work	Portfolio
6	9 <sup>th</sup> March	Promotion	Group Project Work: Promotional Mix planning Creative briefs for A & P agencies.	Decision Making, Group Work	
7	16 <sup>th</sup> March	Advertising	Personal Development Planning: Progress Report	PDP	
8	23 <sup>th</sup> March	Services Marketing	Group Project Work	Decision Making, Group Work Information Management	Portfolio
9	30 <sup>th</sup> March	Marketing Planning	Group Project Work	Decision Making, Group Work Information Management	
10	6 <sup>th</sup> April	NEW PRODUCT LAUNCH EXHIBITION		Creative Skills, Group Work, Written and Oral Communication	GROUP WORK: Presentation
EASTER BREAK 11 <sup>th</sup> April to 25 <sup>th</sup> April					
11	4 <sup>th</sup> May	Marketing Ethics	Formal Debate: "Marketing makes you buy things you don't need"	Oral Presentation Skills, Persuasion, And Analysis	
12	11 <sup>th</sup> May	Individual Interviews with PDP Portfolios		Personal & Academic Development	PORTFOLIO HAND IN! 11 <sup>th</sup> May

Essay Title:

*"Brands **cost** more. With own-label you get the same quality but you don't have to pay for all the advertising."*

Describe the ways in which one brand you know well can create value for its manufacturer, marketing channel & consumers.

**1500 words, typed and double spaced, hand-in to room 105 by 4.00 on February 23<sup>rd</sup> or to your seminar tutor.**

## 9 LEARNING RESOURCES

### 9.1 Core Materials

#### ***Marketing Texts***

Baines, Fill & Page (2008)	Marketing	Oxford University Press
Palmer, Adrian (2004)	Introduction to Marketing Theory & Practice	Oxford University Press
Armstrong, G., Kotler, M., Harker, M. & Brennan, R (2009)	Marketing: An Introduction	FT/Prentice Hall

#### ***Skills Texts***

Cottrell, S. (2003)	Skills For Success	Palgrave
Norton, L. & Pitt, E. (2009)	Writing Essays @ University	Write Now Centre
Britton, A & Cousins B. (1998)	Study Skills: A Guide for Lifelong Learners	The Distance Learning Centre, LSBU
Belbin, M. R. (2000)	Beyond the Team	Butterworth Heinemann.
Rowley, J. (2000)	Organising Knowledge: An Introduction to Managing Access to Information.	Gower.

### 9.2 Optional Materials

#### ***Marketing Texts***

McDonald, M. (2004)	Marketing Plans: 5 <sup>th</sup> ed.	Elsevier.
Ries, J. & Trout, A. (2001)	Positioning: The Battle For Your Mind 20 <sup>th</sup> Edn.	McGraw-Hill
Aaker, D. (1996)	Building Strong Brands	The Free Press
Egan, J. (2008)	Marketing Communications.	Cengage.
De Chernatony, L & McDonald, M. (2004)	Creating Powerful Brands	Elsevier.

## 9.3 Optional Materials continued

### ***Skills Texts***

Norton, L. & Pitt, E. (2001)	Writing Essays @ University	Writenow
Cooke, A (2001)	A Guide To Finding Quality Information On The Internet	Library Association
Race, P & Broan, S. (2000)	500 Tips on Group Learning	Kogan Page
Acres, D. (1998)	Passing Exams Without Anxiety	How To Books
Anderson, D Race P. (2002)	Effective Online Learning	Fenman Ltd
Lock, D (2001)	Essentials of Project Management	Gower
Truss, L. (2003)	Eats Shoots and Leaves	Profile Books

### ***Electronic Sources***

Langley, G.	Academic Assistant	CD ROM
	LISA	<a href="http://www.lisa.lsbu.ac.uk">www.lisa.lsbu.ac.uk</a>
	Personal Development Services	<a href="http://www.lsbu.ac.uk/caxton">www.lsbu.ac.uk/caxton</a>
	Career Services	<a href="http://www.lsbu.ac.uk/careers">www.lsbu.ac.uk/careers</a>

### ***Journals & Magazines***

Marketing  
Marketing Week  
The Marketer  
Campaign  
The Grocer  
The Economist

## Seminar Case Study: Technological Transformation in Retail Banking

Information and communication technologies such as the phone, the fax, the laptop, email and the Internet have combined to increase the ease and convenience of fulfilling transactions whether from home, the office or even while on the move. Such developments have prompted Bill Gates of Microsoft to consider whether local retail bank branches will be the first dinosaurs to disappear rapidly in the new **digital age**.

As with other financial services, the rational nature of the transactions makes them ideal for screen-based provision. The success of Automated Teller Machines (ATM's) has predisposed customers to passwords and PIN numbers and conditioned them to expect **convenient 24 hour access**. Telephone and Internet banking have also grown strongly, providing equivalent services from the comfort of home.

Banks must therefore consider the future of their branch networks. Too rapid a contraction, particularly in rural areas with limited provision, may bring adverse publicity and pressure group reaction. Too slow an adjustment leads to underachievement of declared objectives. Some "niche" banks may even make a positive virtue out of maintaining or extending their branch network to pick up clients from contracting networks and to cater for **the more traditional ageing segment of the population**.

People switching to electronic service providers tend to be ABC1 consumers, with their **time-pressured lifestyles** and PC skills. Such "virtual" accounts are attractive to providers since servicing costs are only a third of those of a branch customer. Digital TV services will probably lead to a rapid expansion of banking services to the home since bank account information can be delivered directly via a dedicated broadcast. Interaction will be via phone lines although reassurance over security and privacy remains an issue.

Developments in retail banking and other financial services, such as insurance, may well be only a small part of the transformation. Considerable challenge and change will confront many other retail chains in the years ahead. Marketers must keep up to date if they are to learn the necessary lessons as well as identify the innovators who will provide the benchmarks for the future.

*(Adapted from "**E-Shock: The New Rules**" by M. de Kare-Silver)*

## QUESTIONS

1. Four terms have been highlighted in the case:

- ☐ The new digital age
- ☐ Convenient 24 hour access
- ☐ The more traditional ageing segment of the population
- ☐ Time pressured lifestyles

Explain each term, and summarise its significance for the marketer of financial services.

2. Explain the meaning of the term **Political Environment**. List four (five) factors in the political environment that might have an impact on the financial services sector, and explain how.

3. The Marketing Director of the bank at which you work has asked you to prepare an analysis of the environmental factors which might affect her new strategy:

- ☐ To become a virtual bank with no branch network

4. The Marketing Director of the bank at which you work has asked you to prepare an analysis of the environmental factors which might affect her new strategy:

- ☐ To provide a “branch only” network

5. Explain the meaning of the term **Economic Environment**. List four (five) factors in the economic environment that might have an impact on the financial services sector, and explain how.

***Work as a team on your question. Discuss the case and your question together for ten minutes using your lecture notes to help you. In the next twenty minutes prepare a short presentation (ten minutes maximum) so that everyone in your group has a share of voice. You will be provided with acetates and coloured pens to draw up any diagrams or bullet points that you need to use on the OHP to help present your ideas.***

***The presentation may be filmed for your own use later in the semester.***

## Calendar

### SEMESTER ONE

W/commencing	Week	Activities
20 <sup>th</sup> September		Induction Week
27 <sup>st</sup> September	1	
4 <sup>th</sup> October	2	
11 <sup>th</sup> October	3	
18 <sup>th</sup> October	4	
25 <sup>th</sup> October	5	
1 <sup>st</sup> November	6	
8 <sup>th</sup> November	7	
15 <sup>th</sup> November	8	
22 <sup>th</sup> November	9	
29 <sup>th</sup> November	10	Final date for requests to Disability/Dyslexia Support Co-ordinators for new <a href="#">special assessment arrangements</a> for Semester One
6 <sup>th</sup> December	11	
13 <sup>th</sup> December	12	Term ends, Friday 12 <sup>th</sup> December
		<i>Christmas Break</i>
		<i>Christmas Break</i>
		<i>Christmas Break</i>
10 <sup>th</sup> January	13	
17 <sup>th</sup> January	14	Semester One exams, week 1 begins
24 <sup>th</sup> January	15	Semester One exams, week 2 begins

### SEMESTER TWO

W/commencing	Week	Activities
31 <sup>st</sup> January	1	
7 <sup>th</sup> February	2	
14 <sup>th</sup> February	3	
21 <sup>st</sup> February	4	
28 <sup>th</sup> February	5	
7 <sup>th</sup> March	6	
14 <sup>th</sup> March	7	
21 <sup>th</sup> March	8	
28 <sup>th</sup> March	9	
4 <sup>th</sup> April	10	
		<i>Easter Break</i>
		<i>Easter Break</i>
		<i>Easter Break</i>
2 <sup>nd</sup> May	11	Final date for requests to Disability/Dyslexia Support Co-ordinators for new <a href="#">special assessment arrangements</a> for Semester Two
9 <sup>th</sup> May	12	
16 <sup>th</sup> May	13	
23 <sup>rd</sup> May	14	Semester Two exams week 1
6 <sup>th</sup> June	15	Semester Two exams week 2