

Bachelor of Arts in Marketing and Public Relations

Programme Code 84011 (Full-time Mode)
84014 (Part-time Mode)

Programme Document 2004

This document applies to students enrolling in first year on the programme in the 2004/2005 academic year.

Bachelor of Arts in Marketing and Public Relations

市場營銷及公共關係文學士學位

**Programme Code 84011 (Full-time Mode)
84014 (Part-time Mode)**

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Section One: General Information

1. PROGRAMME OPERATION AND MANAGEMENT

The operation of the programme is managed by the Programme Management Committee. The Committee has overall academic responsibility. The membership includes

- Chairman
- Programme Leader
- All subject lecturers teaching on the programme
- Student representatives for each year

The Committee normally meets once or twice a year, but any members, including student representatives, may ask for a special meeting when there are important or urgent matters to discuss.

2. PROGRAMME HOST

The Bachelor of Arts in Marketing and Public Relations is hosted by the School of Professional Education and Executive Development (SPEED).

3. ATTENDANCE

Regular and punctual attendance at lectures and study-related activities is important. Absence will affect progress and students should not be absent without good reason or permission.

4. AWARD TITLE

Bachelor of Arts in Marketing and Public Relations

5. MODE AND DURATION OF STUDY

The Bachelor of Arts in Marketing and Public Relations is offered in both full-time and part-time modes of study.

Full-time students are expected to take 15 credits (i.e. 5 subjects) in a 14-week semester while part-time students are expected to take 6 credits (i.e. 2 subjects) in a 14-week semester and 3 credits (i.e. 1 subject) in the 7-week Summer Term. The normal duration of the programme is 1.5 years for full-time mode and 3 years for part-time mode. The maximum period of registration is twice the normal duration i.e. 3 and 6 years respectively.

6. AIMS AND OBJECTIVES

This programme is designed to educate students for a career in marketing and public relations or related field. Specially, the aims of the programme are to:

- Prepare students for a career in the marketing or public relations profession or related fields by providing them with a thorough appreciation of the concepts, techniques and content made available through the social and behavioural sciences, business disciplines and methodological sciences;
- Develop students' competence in the analysis, planning, implementation and control of marketing decisions and applying appropriate decision models and techniques in so doing;
- Teach students to appreciate the contextual setting of business organisations and the responsibilities of marketing and public relations personnel within broader environmental perspectives including international perspectives;
- Give students the capacity to examine and gain practice in problem-solving and decision-making in marketing and public relations situations which are typically complex, uncertain and affected by a variety of factors;
- Develop students' analytical ability and research competence;
- Achieve literacy in the use of information systems and technology relevant to marketing; and
- Develop the students' ability to communicate, interact and intervene in the integrative role ascribed to marketing and public relations

7. ENTRANCE REQUIREMENTS

The minimum requirements for entry into the programme are:

- Holders of a Higher Diploma or an Associate Degree or their equivalents* in business-related areas; OR
- Mature students (those who have reached the age of 25 by programme commencement) with relevant working experience and proficiency in English.

Applicants may be required to attend interviews before admission.

* Outstanding applicants from non-business disciplines may be considered, but will be required to take additional subjects (i.e. Marketing Fundamentals and Marketing Environment) under the Credit Accumulation Mechanism (CAM) in order to satisfy the co-requisite requirements within a specified time period. Generally speaking, students who are required to take one additional subject must successfully complete the subject in the first semester of study while those required to take two additional subjects must pass them within the first two semesters of study.

8. CREDIT TRANSFER

Students will be given credits for recognised previous study and the credits will be counted towards meeting the requirements of the award. Normally, not more than 50 percent of the required number of credits for the award may be transferable from approved institutions outside the University. For transfer of credits from programmes within the University, normally not more than 67 percent of the required credits for the award can be transferred.

The granting of credit transfer is a matter of academic judgement. In assessing the transferability of subjects previously taken, the syllabus of that subject should be carefully scrutinised to ascertain that it is comparable to the curriculum of the programme. Other relevant information may also be required to ascertain the academic standing of the institution offering the previous study. Decision on granting credit transfer lies with the School.

The validity period of subject credits earned is 8 years starting from the year in which the subject is completed (e.g. the qualification/credit was earned in 1998/99, then the validity period should count from 1999 for eight years). Credits transferred should remain valid by the time the student graduates, otherwise extra credits should be taken to make up for the expired credits.

9. PROGRAMME STRUCTURE

The basic unit of instruction and assessment is the 'subject'. Subjects are normally taught and assessed over the 14-week semester. Each subject carries 3-credit value.

In order to graduate, a student must complete 10 compulsory subjects and 5 elective subjects with a total of 45 credits. The progression pattern for full-time mode of study is presented in Table 1 whereas the progression pattern for part-time mode of study is presented in Table 2.

Students will be required to complete subject registration for the following semester at the end of current semester. Due to resource reasons, an elective subject should have an enrolment of not less than 18 students before it can be offered.

Table 1 – Progression Pattern for Full-time Mode of Study

Stage/ Semester	Progression Pattern	Subject Code and Title	Coursework (%)	Exam (%)	Subject Nature
Stage 1 Sem 1	5 Compulsory Subjects	SPD3122 Principle of Marketing Communications	40	60	C
		SPD3123 Effective Communication and Presentation Skills	60	40	C
		SPD3124 Understanding Consumer Behaviour	60	40	C
		SPD3125 Marketing Research	50	50	C
		SPD3126 Introduction to Public Relations	60	40	C
Stage 1 Sem 2	3 Compulsory Subjects PLUS 2 Elective Subjects	SPD4074 Strategic Brand Management	50	50	C
		SPD4116 Media Planning	60	40	C
		SPD4118 Public Relations and Communications Management	60	40	C
		SPD4115 Hotel and Tourism Marketing	50	50	E
		SPD4072 Marketing for Service Professionals	50	50	E
		SPD4069 Business to Business Marketing	50	50	E
		SPD4119 Marketing Hong Kong and China Businesses	50	50	E
Stage 2 Sem 1	2 Compulsory Subjects PLUS 3 Elective Subjects	SPD4117 Relationship Marketing	50	50	C
		SPD4121 Marketing Strategy and Applications	50	50	C
		SPD4120 Internet Marketing and Logistics	50	50	E
		SPD4122 Advanced Marketing Research	50	50	E
		SPD4123 International Marketing Management	50	50	E
		SPD4124 MIS for Marketing and Public Relations Decisions	50	50	E

C = Compulsory; E = Elective

Remarks

1. Offering of any elective subjects is subject to sufficient enrolment
2. The schedule is subject to change at the discretion of the School
3. This programme has been included in the list of reimbursable courses for Continuing Education Fund (CEF) purpose.

Table 2 – Progression Pattern for Part-time Mode of Study

Stage/ Semester	Progression Pattern	Subject Code and Title	Coursework (%)	Exam (%)	Subject Nature
Stage 1 Sem 1	2 Compulsory Subjects	SPD3122 Principle of Marketing Communications	40	60	C
		SPD3124 Understanding Consumer Behaviour	60	40	C
Stage 1 Sem 2	2 Compulsory Subjects	SPD3123 Effective Communication and Presentation Skills	60	40	C
		SPD3126 Introduction to Public Relations	60	40	C
Summer	1 Elective Subject	SPD4115 Hotel and Tourism Marketing	50	50	E
		SPD4123 International Marketing Management	50	50	E
Stage 2 Sem 1	2 Compulsory Subjects	SPD4074 Strategic Brand Management	50	50	C
		SPD4116 Media Planning	60	40	C
Stage 2 Sem 2	2 Compulsory Subjects	SPD3125 Marketing Research	50	50	C
		SPD4117 Relationship Marketing	50	50	C
Summer	1 Elective Subject	SPD4120 Internet Marketing and Logistics	50	50	E
		SPD4069 Business to Business Marketing	50	50	E
Stage 3 Sem 1	2 Compulsory Subjects	SPD4118 Public Relations and Communications Management	60	40	C
		SPD4121 Marketing Strategy and Applications	50	50	C
Stage 3 Sem 2	2 Elective Subjects	SPD4122 Advanced Marketing Research	50	50	E
		SPD4119 Marketing Hong Kong and China Businesses	50	50	E
		SPD4124 MIS for Marketing and Public Relations Decisions	50	50	E
Summer	1 Elective Subject	SPD4072 Marketing for Service Professionals	50	50	E

C = Compulsory; E = Elective

Remarks

1. Offering of any elective subjects is subject to sufficient enrolment
2. The schedule is subject to change at the discretion of the School
3. This programme has been included in the list of reimbursable courses for Continuing Education Fund (CEF) purpose.

10. TEACHING AND LEARNING METHODS

The teaching/learning philosophy underlying this programme is based on a holistic, diversified and flexible approach, teaching students how to learn instead of what to memorise, and equipping them with the requisite skills required of a “lifelong” learner. On the whole, various teaching and learning strategies are adopted, which are geared to the needs and characteristics of the students.

The main form of teaching is through the use of lectures supplemented with class exercises (such as case studies, projects and presentations) and various kinds of audio-visual aids. Students also have the chance to gain exposure to experiential learning, and the possibility of learning experience.

Web-based teaching is another characteristic of the subjects of this programme. It is used to complement face-to-face teaching, not only for encouraging student’s active participation, but also to encourage them to make use of websites for information collection. To facilitate maximum learning, the subject lecturers not only play the role of introducing new concepts, imparting knowledge but also act as facilitators to encourage students to share their ideas and experience through class discussion, case study, oral presentation and group activities.

11. ASSESSMENT AND EXAMINATIONS

11.1 Principles of Assessment

The prime purpose of assessment is to enable students to demonstrate that they have met the aims and objectives of the award, in particular that they have fulfilled the requirement of each subject and have, at the end of their study achieved the standard appropriate to the award. Appropriate methods of assessment will be employed to achieve this purpose. The assessment methods will allow discrimination between the performance of students in each subject.

Assessment will also serve as feedback to students. Students will be informed of their performance in the assessment so that they are aware of their progress and attainment.

11.2 Role of Subject Assessment Review Panel

Subject Assessment Review Panel (SARP) is responsible for monitoring the academic standard and quality of subjects and ratifying subject results. SARP will review the distribution of grades within a subject and finalise the grades at the end of each semester/term before submission to the Board of Examiners (BoE). The BoE will not attempt to change the grades. SARP is also responsible for deciding the granting of re-assessment to students and the form of re-assessment. The SARP shall include the Director of SPEED, the relevant subject examiners and where appropriate, the Programme Leader.

11.3 Role of Board of Examiners

The Board of Examiners (BoE) shall meet at the end of each semester to review students' progress and is responsible to the Academic Board of the College of Professional and Continuing Education (CPCE) for making decision on:

1. the classification of awards to be granted to each student on completion of the programme;
2. de-registration cases;
3. cases with extenuating circumstances; and
4. cases exceeding the maximum of re-assessed subjects allowed for each semester/year.

The BoE shall include the Director of SPEED, relevant subject examiners, the Programme Leader and where appropriate, co-opt members to be appointed at the discretion of the Director of SPEED.

11.4 Assessment Methods

Students' performance in a subject shall be assessed by coursework and/or examinations as deemed appropriate. Where both methods are used, the weighting of each in the overall subject grade has been clearly stated in this document (see Tables 1 and 2).

To pass a subject, a student must obtain a pass grade (i.e. Grade D) in both coursework AND examination, if any. Coursework may include tests, assignments, projects, presentations and other forms of classroom participation. The contribution made by each student in coursework involving a group effort shall be determined and assessed separately.

At the beginning of each semester, the subject lecturer will inform students of the details of the methods of assessments to be used within the assessment framework as specified in this document.

11.5 Academic Probation

If the GPA of a student is below 2.0, he/she will be put on academic probation in the following semester. Once when a student is able to pull his/her GPA up to 2.0 or above at the end of the probation semester, the status of 'academic probation' will be lifted. The status of 'academic probation' will be reflected in the examination result notification but not in the transcript of studies.

11.6 Progression and De-registration

A student will have 'progressing' status unless he/she falls within the following categories, either of which may be regarded as grounds for de-registration from the programme:

1. the student has exceeded the maximum period of registration for that programme as specified in this document; or
2. the student's GPA is lower than 2.0 for two consecutive semesters and his/her semester GPA in the second semester is also lower than 2.0; or
3. the student's GPA is lower than 2.0 for three consecutive semesters.

Notwithstanding the above, the BoE has the flexibility to de-register a student with extremely poor academic performance before the time specified in categories (2) and (3) above, if it is deemed that his/her chance of attaining a GPA of 2.0 at the end of the programme is slim or impossible. In the event that there are good reasons, the BoE also has the discretion to allow a student who falls into categories as stated in (2) and (3) above to stay on the programme.

11.7 Grading

A student's overall performance in a subject shall be graded as follows:

Subject Grade	Grade Point	Elaboration on subject grading description	Description	Indicative range of normal distribution of grades
A+	4.5	The student's work is of a standard rarely seen. It covers the necessary material and goes beyond it; it is accurate and entirely clear.	Excellent	10 - 20%
A	4	The student's work is of a very high standard. All the necessary material is thoroughly covered; it is accurate and clear.		
B+	3.5	The student's work is above the average level. It is quite comprehensive, accurate and clear.	Good	25 - 40%
B	3	The student's work is mainly at the average level and in some aspects goes beyond the average.		
C+	2.5	The student's work is mainly at the average level although in some aspects it falls below the average.	Satisfactory	25 - 40%
C	2	The student's work is below the average level. It is not comprehensive, and only partly accurate and clear.		
D+	1.5	The student's work is well below the average and only just above the minimum acceptable level.	Marginal	10 - 20%
D	1	The student's work is at the lowest possible level that could receive a passing grade.		
F	0	The student's work is unacceptable.	Failure	0 - 10%

The 'average' subject grade falls between B and C+; in GPA terms the average is 2.745. 'F' is a subject failure grade and all others ('D' to 'A+') are subject pass grades. No credit will be earned if a subject is failed.

At the end of each semester, a Grade Point Average (GPA) will be computed as follows:

$$\text{GPA} = \frac{\sum_n \text{Subject Grade Point} \times \text{Subject Credit Value}}{\sum_n \text{Subject Credit Value}}$$

where n = number of all subjects taken by the student up to and including the latest semester, inclusive of failed subjects

Exempted, ungraded or incomplete subjects, and subjects for which credit transfer has been approved without a grade assigned to it, will be excluded from the GPA calculation. In addition, subjects for which a student has been allowed to withdraw from (i.e. those with the grade 'W') will be excluded. Subject which has been given an 'S' subject code i.e. absent from examination, will be included in the GPA calculation and will be counted as 'zero' grade point. The GPA is therefore the unweighted cumulative average, calculated for all subjects, including failed subjects, taken by a student from the start of the programme to a particular reference point in time. GPA is an indicator of overall performance. The GPA is capped at 4.0.

11.8 Re-assessment

Students may be allowed to be re-assessed for a marginally failed subject. Re-assessment shall be used in a small number of well-justified circumstances, and is intended to provide an opportunity for a student to remedy an identified weakness after a period of further study. Re-assessment is not in any case an entitlement. The maximum number of subjects that may be re-assessed shall not be more than one for each semester. The cases which have exceeded this maximum number will be considered by the BoE.

The SARP shall decide whether a student should be granted re-assessment in a failed subject. It shall also decide on the form of the re-assessment (e.g. written examination, project, and assignment), taking into account the nature of the failed subject concerned and the nature of the failure.

If a student is granted re-assessment, he/she will not receive a grade prior to re-assessment. The maximum grade that may be awarded after re-assessment is grade D.

Students who are allowed to be re-assessed for a subject which is the pre-requisite of another subject may take the follow-on subject (before taking the re-assessment) if so approves.

A student who has been absent from an examination (or other assessment procedures) due to illness or other good causes acceptable to SARP may be given another examination (or other assessment procedures) and this shall be regarded as a first assessment. The actual grade attained will be awarded.

Re-assessment for subjects offered in both Semesters 1 and 2 shall take place normally at a specified period after the end of Semester 2, but before the commencement of the following academic year except that for Summer Term, which may take place within 3 weeks from the finalisation of Summer Term results.

11.9 Retaking of Subjects

Normally, students may retake only those subjects for which they have failed, i.e. obtained an F grade.

Students are not allowed to retake subjects for which they have passed with grade C or above. Retaking of a subject which has been passed at grade D or D+ will require the approval of the School.

The number of retakes of a failed subject is not restricted. If a subject is taken twice, both the original grade and the grade obtained after retaking the subject will be included in the calculation of the GPA.

11.10 Plagiarism

Students' attention will be drawn to the regulations on plagiarism, which are set out in the SPEED Student Handbook. In particular all students should read the 'Guidance Notes on Avoiding Plagiarism and Bibliographic Referencing'.

Penalties for plagiarism include:

- disqualification of the paper, essay or assignment in which plagiarism occurred;
- reprimand or suspension of studies for a specified period;
- expulsion for a specified period, or indefinitely.

11.11 Eligibility for Award

A student would be eligible for a Bachelor of Arts in Marketing and Public Relations if he/she satisfies all the conditions listed below:

- Successful completion of the 10 compulsory and 5 elective subjects for a total of 45 credits;
- Satisfying the Level requirements: 5 subjects at Level 3 and 10 subjects in Level 4;
- Having an Award Grade Point Average (GPA) of 2.0 or above at the end of the programme.

Any student who is required to take additional study must also satisfy the conditions as set aside upon registration on the programme. The results obtained from additional subject(s) taken will be recorded under Credit Accumulation Mechanism. They will not be reflected in the transcript of studies relevant to this programme. Neither will they be included in the calculation of the Award GPA.

A student is required to graduate as soon as he/she satisfies all the conditions for the award.

11.12 Guidelines for Award Classification

In using these guidelines for award classification, the BoE shall exercise its judgement in coming to its conclusions as to the award for each student, and where appropriate, may use other relevant information. The following are guidelines for the BoE's reference in determining award classifications:

Classification	Guidelines
Distinction	The student's performance / attainment is outstanding and identifies him or her as exceptionally able in the field covered by the programme in question.
Credit	The student has reached a standard of performance or attainment which is more than satisfactory but less than outstanding.
Pass	The student has reached a standard of performance or attainment ranging from just adequate to satisfactory.

Any subjects passed after the graduation requirement has been met or subjects taken on top of the prescribed credit requirements for award shall not be taken into account in the grade point calculation for award classification. However, if a student attempts more elective subjects than the requirement for graduation in or before the semester within which he/she becomes eligible for award, the elective subjects with higher contribution shall be counted in the grade point calculation for award classification (i.e. the subjects with lower contribution will be excluded from the grade point calculation for award classification), irrespective of when the excessive elective subjects are enrolled.

The Grade Point Average (GPA) and grade point calculation for award classification (Award GPA) will be shown in the transcript of studies.

11.13 Student Appeals

A student may appeal on academic grounds. Any appeal should be directed to the Director of SPEED. Details are set out in the SPEED Student Handbook.

11.14 Exceptional Circumstances

Absence from a assessment component

If a student is unable to complete all the assessment components of a subject due to illness or other circumstances beyond his/her control, and considered by the SARP as legitimate, the SARP will determine whether the student will have to complete the assessment and, if so, by what means.

Aegrotat award

If a student is unable to complete the requirements of the programme for the award due to very serious illness or other circumstances which are beyond his/her control, and considered by the BoE as legitimate, the Academic Board of the College of Professional and Continuing Education (CPCE) will determine whether the student will be granted an aegrotat award. Aegrotat award will be granted under very exceptional circumstances.

A student who has been offered an aegrotat award shall have the right to opt either to accept such an award, or request to be assessed on another occasion to be stipulated by the BoE; the student's exercise of this option shall be irrevocable.

The acceptance of an aegrotat award by a student shall disqualify him or her from any subsequent assessment for the same award.

An aegrotat award shall normally not be classified, and the award parchment shall not state that it is an aegrotat award. However, the BoE may determine whether the award should be classified provided that they have adequate information on other students' academic performance.

Other particular circumstances

A student's particular circumstances may influence the procedures for assessment but not the standard of performance expected in assessment.

11.15 Other Regulations

Students of the Bachelor of Arts in Marketing and Public Relations are bound by all other regulations of the School.

Section Two: Indicative Syllabuses

Level	3
Credits	3
Nature	Non-science
Mode of Study	28 hours Lecture 14 hours Seminar
Prerequisites	Nil
Assessment	40% Coursework 60% Examination

Objectives

At the conclusion of this course, students will be able to

- understand the relationship between marketing communications and its role in today's increasing competitive, dynamic and turbulent business environment
- identify the characteristics of major integrated marketing communications (IMC) components and appreciate the value of an integrated marketing communications plans.
- learn how to develop and monitor an effective integrated marketing communications (IMC) plan.
- examine emerging issues, trends and challenges in direct marketing communications

Indicative Contents

- **Overview of Marketing Communications and Marketing Mix Strategies**
Marketing in modern society and marketing management decisions. A basic model of communication and marketing communications environment. Major components of promotional mix. An overview of IMC and its roles in marketing process. Emergence of database and direct marketing.
- **Role of IMC in Marketing**
An overview of marketing process. Major components of IMC and its characteristics. IMC's role in the marketing plan. The marketing concept and relationship marketing. Role of advertising agencies and other marketing communication organisations.
- **Developing and Managing an Integrated Marketing Communications**
Marketing objectives and marketing communication objectives. The target audience and promotional opportunity analysis. An overview of trade and consumer promotional tools. An overview of corporate image, brand management and IMC. Measuring and monitoring the effectiveness of IMC.
- **Challenges of Database and Online Marketing Communications**
Development of Information Age. Developing an IMC database. Direct marketing (e.g. email, Internet, catalogues, telemarketing, mass-media). Permission marketing. IMC and the Internet challenges.

Teaching/Learning Approach

Lectures and seminars will introduce the basic marketing communications and IMC theories and their practical applications and provide an opportunity for further analysis of the concepts using real-life examples. Seminar sessions are interactive covering student group presentation, case study and in-class exercises.

Text

Belch, Michael A. and Belch, George E., *Advertising and Promotion: An Integrated Marketing Communications Perspective*, 6th Edition, McGraw-Hill, 2004.

Indicative Readings

Burnett, and Moriarty, S. (1998), *Introduction to Marketing Communications – An Integrated Approach*, Prentice Hall.

Clow, Kenneth. E. and Baack, Donald. E., *Integrated Advertising, Promotion, and Marketing communication*, Prentice Hall, 2002.

Etzel, M.J., Walker, B.J. and Staton, W.J., *Marketing*, 12th edition (2001), McGraw-Hill.

Kotler, P. and Armstrong, G., *Principles of Marketing*, 9th edition (2001), Prentice Hall.

Shimp, Terence, *Advertising, Promotion and Integrated Marketing Communications*, 5th Edition, Dryden Press, 1999.

Level	3
Credits	3
Nature	Non-science
Mode of Study	28 hours Lecture 14 hours Seminar
Prerequisites	Nil
Assessment	60% Coursework 40% Examination

Objectives

Upon completion of this course, students will be able to

- understand the principles of effective communication
- apply the theories of effective communication into daily interpersonal communication in the workplace
- use practical and useful techniques to overcome fear and improve the presentation style
- prepare and present professionally in front of a large audience at different business contexts

Indicative Contents

- **The Nature of Communication**
Communication Process. Principles of Effective Communication. Verbal and Non-verbal Communication. Barriers to Communication. Ways of Improving Communication.
- **The Future for Communication**
The Changing Communications Environment. Interactive Communication Strategy.
- **Preparing a Presentation**
Approaching a Presentation. Knowing the Audience. Presenting Style. Organising the Idea and Information. Empowering Your Language. Use of Visual Aids.
- **During the Presentation**
Speech Delivery. Body Language. Handling Question and Answer Session. Getting the Message Across.
- **After the Presentation**
Ways of Evaluation.

Teaching/Learning Approach

The lectures aim to introduce the fundamental theories of effective communication and their practical applications. The seminars require students' active participation in the learning process through role plays, oral presentations and assigned exercises.

Indicative Readings

O'Hair, H.D., O'Rourke, J.S., & O'Hair, M.J. (2001). *Business Communication: A framework for success*, South-Western College Publishing.

Blythe, J., *Marketing Communications*, Harlow, England: Pearson Education, 2000.

Fills, C., *Marketing Communications: contexts, strategies and applications*, Harlow, England: Prentice Hall, 2002.

Jay, A., *Effective Presentation*, London: Prentice Hall, 2000.

Moriarty, Sandra E., *Creating and Delivering Winning Advertising and Marketing Presentations*, Lincolnwood, Ill.: NTC Business Books, 1995.

Rotondo, Jennifer, *Presentation Skills for Managers*, New York: McGraw Hill, 2002.

Simons, C., *Effective Communication for Managers: Getting Your Message Across*, London: Cassell, 1997.

Sjodin, Terri L., *New Sales Speak*, New York: John Wiley, 2000.

Smith, P.R., *Marketing Communications: an integrated approach*, 3rd edition, London: Kogan Page, 2002.

Thill, J., *Excellence in Business Communication*, Upper Saddle River, N.J.: Prentice Hall, 2002.

Level	3
Credits	3
Nature	Non-science
Mode of Study	28 hours Lecture 14 hours Seminar
Co-requisite	Fundamental knowledge of marketing <u>Remark:</u> Those students who cannot demonstrate fundamental marketing knowledge are required to study “Marketing Fundamentals” as a co-requisite for this subject. The decision lies with the Programme Leader.
Assessment	60% Coursework <ol style="list-style-type: none"> a) Group project (4-5 students for each group) will cover field work and collecting of primary or secondary data. Each group will receive one grade at the end of the project. b) Individual assignment (e.g. mid-term quiz or individual report) c) The contribution of students in the tutorial sessions <u>Remark:</u> It is suggested to discuss the coursework assessment details with all students during the first week’s mass lecture session 40% Examination

Objectives

Upon the completion of this course, students should be able to:

- Understand different approaches to the analysis of consumer behaviour
- Understand the governing (individual and environmental) factors of consumer behaviour
- Appreciate the intertwined relationships of factors determining consumer behaviour
- Apply the knowledge for developing appropriate marketing strategies
- Appreciate the knowledge in light of the collectivistic culture

Indicative Contents

▪ Introduction of Key Concepts

Definition of consumer behaviour. The scope of consumer behaviour. Briefing of psychological influences, environmental and cultural factors that govern consumer behaviour. The purpose of understanding consumer behaviour.

▪ Psychological Influences and Consumer Behaviour

Motivation, personality, perception, learning and consumer behaviour. Belief, attitude and behaviour formation and change. Consumer learning. Basic cognition theory. Measures of consumer learning. The communication process and design of persuasive communications.

- **The Process of Decision Making**
An overview of consumer decision process. Consumer Involvement and Information Processing. Post-purchase evaluation and behaviour. Opinion Leadership, word-of-mouth influences, reference groups and family influences. Diffusion of innovation and the adoption process.
- **Environmental and Cultural Influences and Consumer Behaviour**
Culture, subcultures, and values influences on consumer behaviour. The relationship of cross-cultural differences (especially Chinese culture), and its implication on marketing strategy. Situational influences. Concept of social class and its implications on marketing strategies.
- **Utilising the Information of Consumer Behaviour**
Market segmentation and bases for consumer segmentation. Product development strategies in local cultural setting.
- **Current Development of the Field and Trends**
Consumer research methodologies and the need of research in the field. Consumer behaviour in the E-era.

Teaching/Learning Approach

Lectures will be used to cover the theoretical and factual portion of the syllabus. Seminars will focus on the application aspect of the subject, and therefore an interactive approach will be used.

Indicative Readings

Schiffman, L. G., and Kanuk L. L., *Consumer Behaviour*, International Edition, 8th edition, Pearson, Prentice Hall.

Arnould, Eric (2003) *Consumers*, 2nd Edition, McGrawHill

Bond, M. H. (1993) *The Psychology of the Chinese People*, Oxford University Press, London.

Caterora, Philip R. and Graham, John (2002) 11th Edition, *International Marketing*, McGrawHill.

Ducan, Tom (2002) *MP IMC: Using Advertising and Promotion to Build Brands with PowerWeb*, McGrawHill.

Hawkins, Delbert, I., Best, R.J. and Coney, K. A. (2003) *Consumer Behaviour: Building Marketing Strategy*, 9th Edition, McGrawHill.

Hoyer, W.D., & MacInnis, D. J., (2001) *Consumer Behaviour*, 2nd Edition, Houghton Mifflin Company, 2001

Solomon, Michael (2002), *Consumer Behaviour*, 5th Edition, Prentice-Hall.

Smith, P.B. & Bond, M. B., (1999) *Social Psychology Across Culture*. Prentice-Hall

Level	3
Credits	3
Nature	Non-Science
Mode of Study	28 hours Lecture 14 hours Seminar
Prerequisites	Nil
Assessment	50% Coursework 50% Examination

Objectives

This course provides students with a more holistic view and to obtain basic knowledge, concepts, and methodology and research skills for conducting marketing research.

After completing this course, students are able to:

- Develop skills and ability for designing marketing research project
- Obtain an understanding of research designs, sampling techniques and scaling measurements
- Understand theoretical principles of questionnaire design and covering letters
- Carry out common statistical analysis through SPSS statistical package for solving marketing management problems
- Prepare a professional format of marketing research report

Indicative Contents

- **Review the Strategic Role of Marketing Research**
Overview of marketing research process. Review the role of marketing research in strategic planning. Importance of marketing information system. Current issues of marketing research.
- **Further Understanding of Research Designs**
Overview of qualitative and quantitative research methods. Overview of the types of errors in survey research methods. Techniques for enhancing internal and external validity of experimental design. Types of experimental research design in marketing research. Introduction of different types of test marketing used in marketing research.
- **Understanding Sampling, Measurement Techniques, Questionnaire Designs**
Review of probability and non-probability sampling methods. Overview of the measurement process. Understanding the nature and properties of scale measurements. Four basic levels of scales. Criteria for scale development. Briefing on behaviour intention scale. Recap of key measurement design issues and major steps in questionnaire design. Guidelines for developing cover letters.

- **Common Statistical Analysis with SPSS Application and Preparing Marketing Research Report**

Testing for significant differences. Testing for association. Format of the marketing research report.

Teaching/Learning Approach

The teaching approach covers 3 elements: lectures, seminar and SPSS workshops. Key marketing research concepts and techniques will be delivered through lectures. Students are encouraged to apply their research concepts and skills through team-based activities, and in-class discussions during seminars. In addition, SPSS workshops will be conducted to familiar students for conducting data analysis.

Indicative Readings

Churchill, Brown, *Basic Marketing Research*, 5th edition, Thomson South-Western.

Aaker, David, A. (2000), *Marketing Research 7E with SPSS CD Rom Set*, Wiley Canada.

Cooper, Donald, R. and Schindler, P. S. (2003), *Business Research Method*, 8th Edition, McGraw-Hill Irwin.

Churchill, Gilbert, A. and Iacobucci, D. (2002), *Marketing Research – Methodological Foundations*, 8th Edition, South-Western.

Hair, Joseph, Bush, R. and Ortinau, D., (2001), *Marketing Research*, 2nd Edition, Irwin McGraw-Hill.

McDaniel, Carl, and Gates, R. H. (2001), *Marketing Research Essentials*, 3rd Edition, John Wiley and Sons, Inc., Wiley Higher Education.

Naresh, K. Malhotra (2002), *Basic Marketing Research Application: application to contemporary issues with SPSS-student Edition*, Georgia Institute of Technology, Prentice Hall.

Norusis, Marija, J. (2002), *SPSS 11.0 - Guide to Data Analysis*, Prentice Hall

Pelosi, Marilyn K. and Sandifer T. M. (2003), *Elementary Statistics: From Discovery to Decision, SPSS Manual*, Wiley Canada.

Level	3
Credits	3
Nature	Non-science
Mode of Study	28 hours Lecture 14 hours Seminar
Prerequisites	Nil
Assessment	60% Coursework <ol style="list-style-type: none"> a) Group project (4-5 students for each group) will cover field work and collecting of primary or secondary data. Each group will receive one grade at the end of the project. b) Individual assignment (e.g. mid-term quiz or individual report) c) The contribution of students in the tutorial sessions <p><u>Remark:</u> It is suggested to discuss the coursework assessment details with all students during the first week's mass lecture session</p> <p>40% Examination</p>

Objectives

Upon the completion of this course, students should be able to:

- Understand the definitions and nature of public relations
- Differentiate public relations from other management functions
- Describe the role of and activities performed by public relations practitioners
- Apply the public relations process and solve public relations problems in local cultural setting

Indicative Contents

- **Introduction**
Definitions of public relations. Nature of public relations. The function of public relations. Brief history of the discipline. Public relations theory.
- **Public Relations in Various Contexts**
Management. Consumers and marketing relations. Advertising. Communication and mass media in journalism. Political and legal setting. Community relations.
- **Effective Communication in Public Relations**
Context of communication. Components of communication. Effective techniques of communication. Persuasion techniques. Use of language in public relations. Various techniques used of public relations.
- **Laws, Ethics and Related Issues in Public Relations**
Public relations ethics and regulations. Local case study and applications.

- **Current Development of the Field and Trends**

Research methodologies and the need of research in public relations. Public relations in the E-era and the globalised economy. Public relations career trend.

Teaching/Learning Approach

Lectures will be used to cover the theoretical and factual portion of the syllabus. Seminars will focus on the application aspect of the subject. A more interaction approach will be used in seminars.

Indicative Readings

Dan Lattimore, Otis Baskin, Suzette T. Heiman, Elizabeth L. Toth, James K. Van Leuven, *Public Relations: The Profession and the Practice*, McGraw Hill, 2004.

Wilcox, Ault & Agee (2003). *Public Relations: Strategies and Tactics, 6th Edition*, Addison-Wesley Educational Publishers, Inc.

Fraser, P. S. (1998). *Practice of Public Relations, 8th Edition*, Prentice Hall.

Level	4
Credits	3
Nature	Non-science
Mode of Study	28 hours Lecture 14 hours Seminar
Co-requisites	Fundamental knowledge of marketing <u>Remark:</u> Those students who cannot demonstrate fundamental marketing knowledge are required to study “Marketing Fundamentals” as a co-requisite for this subject. The decision lies with the Programme Leader.
Assessment	50% Coursework 50% Examination

Objectives

This course aims to facilitate students to gain fundamental understanding of B2B (business to business) marketing in dynamic business environment.

Students will not be expected to have any prior qualifications or experience in B2B. After completing this course, they will be able to:

- understand the basic concept, nature and scope of business marketing
- recognise the differences and similarities between consumer marketing and business marketing
- understand key concepts and models of organisation buyer behaviour and their applications
- understand application of targeting, segmentation, positioning issues and development marketing mix in business marketing perspective.
- aware the interface between selling and marketing and obtain some basic understanding of sale force management
- aware of importance of relationship marketing in establishing long-term success in business marketing

Indicative Contents

- **The Nature and Characteristics of Business to Business Marketing**
Nature, characteristics and scope of business marketing. Overview of Business to business world. Business market environment. Similarities and differences between business and consumer marketing. The future of business marketing.
- **Organisation Buying Behaviour**
Buyer-seller interactions. Buying centre concept or decision-making unit (DMU). Buying process in the business market. Buying situations. Buying influential. Buyer evaluation procedures. Relationship marketing and management.
- **Marketing Intelligence Systems**
Differences in Business and Consumer Intelligence systems. Marketing intelligence systems (MkIs). strategic decision making. Primary and secondary data. Sources of marketing information. Marketing research. Information technology and logistics

management.

- **Market Segmentation, Target Marketing, and Positioning**
Benefits of segmentation, Overview of segmentation and targeting concepts. Bases for business segmentation. Selection of segmentation variables. Market segmentation and product positioning.
- **Planning and Development of Marketing Strategies**
Corporate and business-level (or SBU level) strategies. Major components of strategic planning process. Role of business marketing in the strategic planning process.
- **Managing Marketing Mix of Business Products**
Levels of products. Product strategy. Business product life cycle. Product/marketing strategies. Determinants of pricing. Business advertising and promotional strategy. Personal selling and value of relationship marketing. Briefing on sales force management.
- **Logistics and Customer Service**
Nature of logistics activities. Role of logistics in a marketing strategy and its importance. Optimising customer service and its constraints in business to business marketing.

Teaching/Learning Approach

Students are encouraged to actively participate in class discussions for both lectures and seminars. They are required to finish weekly reading assignments before the lecture. To facilitate students' ability to apply theories, case studies will be stressed in both lecture and seminar periods. Students are required to form groups to conduct case study projects dealing with real firms.

Indicative Readings

Brierty, Edward. G., Eckles, R. W. and Reeder, R. R. (1998), *Business Marketing*, 3rd Edition, Prentice Hall, New Jersey.

Dwyer and Tanner (2001), *Business Marketing: Connecting Strategy, Relationships and Learning*, 2nd Edition, Irwin McGraw Hill.

Hutt, Michael, D. and Speh, T. W. (2002), *Business Marketing Management*, 7th Edition, South-Western.

Anderson, James C., Narus, J. A. (1999). *Business Market Management: Understanding, Creating, and Delivering Value*, Prentice Hall. New Jersey.

Kotler, Philip and Armstrong, G. (2003), *Principles of Marketing*, 10th Edition, Prentice Hall.

Lamb Hair McDaniel, (2002), *Marketing*, South-Western, Ohio.

Level	4
Credits	3
Nature	Non-science
Mode of Study	28 hours Lecture 14 hours Seminar
Co-requisites	Fundamental knowledge of marketing <u>Remark:</u> Those students who cannot demonstrate fundamental marketing knowledge are required to study “Marketing Fundamentals” as a co-requisite for this subject. The decision lies with the Programme Leader.
Assessment	50% Coursework 50% Examination

Objectives

- To enable students to understand the importance of services within the marketing mixes.
- To engender students’ understanding in the service delivery process.
- To prepare students to manage service promises to customers.
- To enable students to distinguish between service organisations and manufacturing business and to understand the implications of services marketing for design and promotion of services..
- To introduce students the concepts of service characteristics and their implications for strategy development and execution.

Indicative Contents

- **Nature and characteristics of services**
Generic service characteristics. New challenges and issues caused by these characteristics. Impact on consumer purchasing behaviour and evaluation process within the service sectors.
- **Service quality**
The role of service quality in the overall marketing strategy. Conceptualisation and measurement of service quality. Customer expectation and perceptions of services.
- **Relationship segmentation and retention strategies.**
An expected marketing mix: Product, Price, Place, Promotion, People, Physical Evidence, and Process.
- **Service management strategies/approaches**
Internal marketing, service culture, standardisation versus customisation strategies. Complaint handling strategies. Tangibilisation strategy. Service audit. Export of services.

Teaching/Learning Approach

An active learning approach is applied to both lectures and seminars that motivate students to create their own knowledge. Students learn in an intellectually stimulating environment and in a co-operative manner. One major task for students is to work on a project which investigates innovative service marketing and management techniques developed by service companies in Hong Kong.

Indicative Readings

Bateson, John. 1999. *Managing Services Marketing*. 3rd Edition. Ohio: Dryden Press.

Blythe, J. 1997. *The Essence of Consumer Behaviour*. New Jersey: Prentice Hall.

Hyde, Mike and Kelley, Gill. 1999. *Marketing in Practice*. London: Butterworth Heinemann.

Kurtz, David L. and Clow, Kenneth E. 1998. *Services Marketing*. New York: John Wiley.

Lovelock Christopher and Wright Lauren. 2002. *Principles of Service Marketing and Management*, 2nd Edition. New Jersey: Prentice Hall.

Lovelock Christopher. 2001. *Services Marketing*. 4th Edition. New Jersey: Prentice Hall.

Rust T. Roland, Zahorik A., and Kenningham. 1996. *Services Marketing*. London: Harper Collins.

Schiffman, Leon G. and Kanuk, Leslie L. 1997. *Consumer Behaviour*. New York: Prentice Hall.

Zeithaml, Valarie A. and Bitner, Mary Jo. 2002. *Services Marketing – Integrating Customer Focus Across The Firm*. 3rd Edition. New York: McGraw-Hill/Irwin.

Level	4
Credits	3
Nature	Non-science
Mode of Study	28 hours Lecture 14 hours Seminar
Co-requisites	Fundamental knowledge of marketing <u>Remark:</u> Those students who cannot demonstrate fundamental marketing knowledge are required to study “Marketing Fundamentals” as a co-requisite for this subject. The decision lies with the Programme Leader.
Assessment	50% Coursework 50% Examination

Objectives

This course enables students to understand the fundamental brand management concepts. It offers an insight building brand equity and its related issues. After completing the course, students are expected to:

- familiar themselves with key fundamental brand management concepts and an overview of brand equity
- note the role of brand manager in strategic marketing management
- understand brand positioning and consumers’ brand knowledge structures
- understand the importance of marketing programs and integrated marketing communications for facilitating the building of brand equity
- understand the theory and develop skills relating to measuring and managing brand equity

Indicative Contents

- **Nature and Benefit of Brand Equity**
The meaning of brand. Role of brand manager. Concept of brand equity. Benefit of brand equity. An overview of brand equity. Customer-based brand equity. Future challenges of brand managers.
- **Building Brand Equity**
Brand awareness and brand image. Brand positioning and consumers’ brand knowledge structures. Brand elements and brand personality. Marketing programmes and brand equity building. An overview of integrated marketing communications strategies and brand equity building.
- **Measuring Brand Equity**
An overview of qualitative and quantitative research techniques. An introduction of key approaches for measuring outcomes of brand equity. Brand audit (e.g. brand inventory, brand exploratory, positioning and marketing programs) and brand tracking studies.

- **Managing Brand Equity**
Branding strategies. Brand Hierarchy. Launching of new products and brand extensions. Advantage and disadvantage of brand extensions. Consumer evaluations on brand extensions.
- **Challenges of Brand Management**
Key options for managing brands overtime (e.g. reinforcing, revitalising and adjustments to the brand portfolio). An overview of future challenges of brand management.

Teaching/Learning Approach

The lectures will explain and emphasise the key marketing concepts in the context of branding strategy. The seminar sessions will provide a forum for further discussion and illustration of the strategic principles and their applications. Case analysis approach will be mainly used for this course.

Indicative Readings

Aaker, David A. (1995), *Building Strong Brand*, Free Press, New York.

Aaker, David A. (1991), *Managing Brand Equity*, Free Press, New York.

Anderson, James C., Narus, J. A. (1999) *Business Market Management: Understanding, Creating, and Delivering Value*, Prentice Hall. New Jersey.

Donald R. Lehmann and Russel S. Winer (2002), *Product Management*, Irwin.

Fifield and Gillgan (1999), *Strategy Marketing Management: Planning and Control*, Butterworth Heinemann.

Kapferer, J. N. (1997), *Strategic Brand Management*, 2nd Edition, Kogan Page, London.

Keller, Kevin L. (2003), *Strategic Brand Management – Building, measuring and managing brand equity*, 2nd Edition, Prentice Hall, New Jersey.

Kotler, Philip (2002), *Marketing Management: Analysis, Planning, Implementation and Control*, Prentice Hall, New Jersey.

Level	4
Credits	3
Nature	Non-Science
Mode of Study	28 hours Lecture 14 hours Seminar
Co-requisites	Fundamental knowledge of marketing <u>Remark:</u> Those students who cannot demonstrate fundamental marketing knowledge are required to study “Marketing Fundamentals” as a co-requisite for this subject. The decision lies with the Programme Leader.
Assessment	50% Coursework 50% Examination

Objectives

At the conclusion of this course, students should be able to:

- understand the marketing functions and their relevance to effective management of a service organisation
- development an appreciation of the importance of marketing in the management of hotel and tourism operations
- develop an understanding of the marketing concepts and principles and their practical applications in the hotel and tourism industry

Indicative Contents

- **Marketing Concepts**
Social foundations of marketing. Needs, wants and satisfactions. Products, sales and marketing orientation.
- **Hotel and Tourism Marketing Functions**
Roles and marketing systems. Marketing process and decisions
- **Hotel and Tourism Marketing Environment**
Environmental influences. Controllable and uncontrollable
- **Hotel and Tourism Marketing Research**
Research areas. Research activities and procedures. Sources of data. Marketing information systems. Use of research in decision making.
- **Hotel and Tourism Market Segmentation and Positioning**
Market segmentation bases. Tourism segmentation bases. Criteria for segmentation. Changing segmentation practices, positioning strategies.

- **Product/Service Strategies**
Good and services. Hotel and tourism services. Service characteristics. Customer experiences and expectation. New product development strategies. Product life cycle concepts. Product deletion process.
- **Pricing Strategies**
Pricing consideration and approaches. Pricing methods. Skimming and penetration pricing
- **Distribution Strategies**
Nature of distribution channels. Marketing intermediaries. Channel behaviours
- **Promotion Strategies**
Promotion principles. Promotion mix. Direct marketing. Internet marketing

Teaching/Learning Approach

Lectures will explain and emphasise key issues and concepts while seminars will provide a forum for discussing the application of those concepts to the hospitality industries in Hong Kong. Students are required to have field trips visiting local hotels and tourism centres for their learning purposes.

Indicative Readings

Burke, James F. and Barry Resnick. 2000. *Marketing and Selling the Travel Product*. 2nd Edition, New York: Thomson Learning.

Holloway, C. and C. Robinson. *Marketing for Tourism*, 3rd Edition, Singapore: Pearson Education – Asia.

Kaser, Ken and Jackie Freeman. 2002. *Hospitality Marketing*. South-Western Educational & Professional Publication, Ohio: Thomson Learning.

Kay H. Kenner. 2002. *Selling Tourism*. New York: Thomson Learning.

Kotler, Philip, Bowen J., and Makens, J. 1999. *Marketing for Hospitality and Tourism*. 2nd Edition, New Jersey: Prentice Hall.

Ismail Ahmed. 1999. *Hotel Sales and Operations*. South-Western Educational & Professional Publication, N.Y.: Thomson Learning.

Lovelock Christopher and Wright Lauren. 2002. *Principles of Service Marketing and Management*, 2nd Edition. New Jersey: Prentice Hall.

Page, J. Stephen. 2000. *Transport for Tourism*. New York: Thomson Learning.

Reid, R.D. and Bojanic, D.C. 2001. *Hospitality Marketing Management*. 3rd edition, New York: John Wiley.

Schaffner, David J., Schroder, William R., and Earle, Mary D. 1998. *Food Marketing – An International Perspective*. Singapore: McGraw-Hill Book Co.

Sorensen, Helle. 1997. *International Travel and Tourism*. New York: Thomson Learning.

Wearne, N. 1996. *Hospitality Marketing*. London: Butterworth-Heinemann.

Zeithaml, Valarie A. and Bitner, Mary Jo. 2002. *Services Marketing – Integrating Customer Focus Across The Firm*. 3rd Edition. New York: McGraw-Hill/Irwin.

Level	4
Credits	3
Nature	Non-science
Mode of Study	28 hours Lecture 14 hours Seminar
Prerequisites	Principle of Marketing Communications
Assessment	60% Coursework <ol style="list-style-type: none"> a) Group project (4-5 students for each group) will cover field work and collecting of primary or secondary data. Each group will receive one grade at the end of the project. b) Individual assignment (e.g. mid-term quiz or individual report) c) The contribution of students in the tutorial sessions
	<u>Remark:</u> It is suggested to discuss the coursework assessment details with all students during the first week's mass lecture session
	40% Examination

Objectives

At the conclusion of this course, students will be able to

- Understand and demonstrate the methods of media planning, strategy development, and plan implementation within the context of the total marketing communication effort.
- Understand and use the language of media planning and audience measurement.
- Understand and use the various secondary sources of media and consumer information in the development of media objectives, strategies, and tactics within the planning process.
- Exhibit knowledge of the characteristics, advantages, disadvantages, complex interrelationships, and buying factors of all classes of advertising media.
- Develop a sense of judgement in evaluating media plans.

Indicative Contents

- **Introduction to Media Planning**
Integrated Marketing Communication. Media System. Procedures & Problems in Media Planning. Components of Media Plan. .
- **Media Information Sources**
Media Analysis. Media Vehicles Measurement. Data Interpretation. Uses & Concepts of Audience Measurements. Ratings. Gross Impressions. Reach. Frequency.
- **Media Strategy**
Market Analysis. Media Objectives. Creative Strategy. Media Mix. Promotion Strategy. Concepts. Budget. Target Audience. Geographic Coverage. Scheduling. Weighting, Reach vs. Frequency. Media Management.

- **Media Classes**

Selection & Evaluation. Costs & Buying Problems: Newspapers. Magazines. Television. Cable TV. Radio. Internet. Direct Mail. Telemarketing. Outdoor Advertising. Transit Media.

Teaching/Learning Approach

Through a hands-on approach, students will have the opportunity to apply concepts and techniques learned in this course to further develop their analytic and problem-solving skills by 1) evaluating hypothetical media plans and 2) creating their own media plan for a local Hong Kong company.

Indicative Readings

Sissors and Baron, *Advertising Media Planning, Sixth Edition*, McGraw-Hill, 2002.

Surmanek, *Media Planning: A Practical Guide, Third Edition*, NTC Business Books, 1996.

Level	4
Credits	3
Nature	Non-Science
Mode of Study	28 hours Lecture 14 hours Seminar
Co-requisites	Fundamental knowledge of marketing <u>Remark:</u> Those students who cannot demonstrate fundamental marketing knowledge are required to study “Marketing Fundamentals” as a co-requisite for this subject. The decision lies with the Programme Leader.
Assessment	50% Coursework 50% Examination

Objectives

- To develop students’ understanding of the formulation and implementation of relationship marketing and the associated activities.
- To enable students to appreciate and manage marketing communications within a variety of different contexts.
- To encourage students to recognise, appreciate and contribute to the totality of an organisation’s system of relationship management with both internal and external audiences.
- To enable students to be aware of the processes, issues and vocabulary associated with customer services in order that they can make an effective contribution within their working environment.

Indicative Contents

Contents of this subject emphasise upon those important issues facing customer service providers today. This course has a strong theme of customer value, and offers coverage of the most current topics that include relationship marketing, technology, services, and small businesses. Main focus of the course materials aims at:

- a thorough understanding of relationship marketing in the business sectors (examples cited from past and present industrial practice show the successes, and occasional failures, of relational strategies);
- a comprehensive review and analysis of the theories and concepts surrounding relational strategy development;
- the analyses of major differences and similarities between traditional and relationship-based marketing; and
- the fundamental abilities and strategies that lead to the successful implementation of customer relation management.

Key topics of this course include:

- **Concepts of Relationship Marketing**
Overview of Relationship Concepts. Value of Relationship Marketing and its Applications.
- **Understanding Relationship Drivers**
Defining Lasting Relationships. Forms of Customer Partnerships and their Significance in the Business Community
- **Developing Relationships with Channel Members**
Internal Partnerships . Supplier Partnerships. External Partnerships.
- **Application of Information Technology to Relationship Marketing**
The Technological Revolution for Relationship Marketing. Internet Approach for Customer Relation Management.

Teaching/Learning Approach

In the lectures, the general principles of the syllabus topic will be presented and discussed together with guidance on further reading and activities. In addition, video presentations will also be adopted in class for the purpose of case illustrations. In the seminars, students will develop and apply the general principles of the topic in student-centred activities, including role-plays, student presentations and discussions.

Indicative Readings

Egan, John. (2004), *Relationship Marketing: Exploring Relational Strategies in Marketing*, 2nd Edition, Prentice Hall.

Anderson, Kristin L. and Carol J. Kerr. *Customer Relationship Management (The Brief Case Book Series)*. McGraw-Hill, 2001.

Churchill, Gilbert A. and J. Paul Peter. *Marketing Creating Value for Customers*. 2nd International Edition, McGraw-Hill/Irwin, 1998.

Egan, John. *Relationship Marketing – Exploring Relational Strategies in Marketing*. Financial Times/Prentice Hall (European Edition), 2001.

Freeland, John. *The Ultimate CRM Handbook – Strategies and concepts for Building Enduring Customer Loyalty and Profitability*. McGraw-Hill, 2002.

Harris, Elaine K. *Customer Service – A Practical Approach*, 2nd Edition, Prentice Hall (Pearson Education - Asia), 2000.

Harvard Business School. *Harvard Business Review on Customer Relationship Management*. Harvard Press, 2002.

Kaser, Ken and Jackie Freeman. *Hospitality Marketing*. South-Western Educational & Professional Publication (Thomson Learning), 2002.

Lovelock, Christopher and Wright Lauren. *Principles of Service Marketing and Management*,

2nd Edition. Prentice Hall, 2002.

Storbacka, Kaj and Jarmo R. Lehtinen. *Customer Relationship Management – Creating Competitive Advantage through Win-Win Relationship Strategies*. International Edition, McGraw-Hill, 2001.

Van Looy, Bart, Roland Van Dierdonck, and Paul Gemmel, *Services Management – An Integrated Approach*, Financial Times/Prentice Hall, 1998.

Zeithaml, Valarie A. and Mary Jo Bitner, *Services Marketing – Integrating Customer Focus Across The Firm*. 3rd Edition. McGraw-Hill/Irwin, 2002.

Level	4
Credits	3
Nature	Non-science
Mode of Study	28 hours Lecture 14 hours Tutorial
Prerequisites	Nil
Assessment	60% Coursework <ul style="list-style-type: none"> a) Group project (4-5 students for each group) will cover field work and collecting of primary or secondary data. Each group will receive one grade at the end of the project. b) Individual assignment (e.g. mid-term quiz or individual report) c) The contribution of students in the tutorial sessions

Remark:
It is suggested to discuss the coursework assessment details with all students during the first week's mass lecture session

40% Examination

Objectives

Upon completion of this course, students will be able to:

- understand theories, principles, and all major practices of public relations and communications
- develop effective communications management and problem-solving skills essential to the strategic planning and management of the public relations process
- apply the four-step public relations process (research, planning, communication, evaluation) to communication problems
- acquire effective interpersonal and communication skills to initiate and maintain positive relationships with clients

Indicative Contents

- **Fundamentals of Public Relations and Communications Management**
What is "Public Relations"? The evolution of public relations. The value of public relations and communication to an organisation. The role of public relation in the creation, maintenance and growth of the organisation or business.
- **Public Relations and Communications Management Practices**
Stakeholder management. The public relations management process. Public relations and communication management practices in communications-related business, foundations, and non-profit organisations.

- **Crisis Management and Communications Strategies**
Strategic planning and analytical skills for resolving crisis. Strategies for protecting organisational reputations. Anticipating potential conflicts. Methods of reducing conflict potential.
- **Corporate Communications**
Corporate roles in public relations and communication practices. Corporate culture and internal communications.
- **Public Relations and Communications Skills**
The organisational roles of the public relations and communications practitioners. Public relations writing and media techniques. Public relations technology. Designing and implementing integrated public communication campaigns.

Teaching/Learning Approach

This course gives students practical experience in strategically planning and managing the public relations process. Lectures and tutorials will emphasise the concepts and applications of the principles and key issues relevant to the profession of public relations management through reviewing actual public relations cases and publicity materials. Students will involve in analysis and discussion of management problems and opportunities in public relations and practise their strategic planning and management skills in a team.

Indicative Readings

Center, A. and Jackson, P. (2003). *Public relations practices: Managerial case studies and problems (6th ed.)*. New Jersey: Prentice-Hall.

Cutlip, S., Center, A., and Croom, G. (2000). *Effective public relations (8th ed.)*. New Jersey: Prentice-hall.

Dozier, D. (1995). *Manager's guide to excellence in public relations and communication management (Leas Communication Series)*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Grunig, J. E. (Ed.). (1992). *Excellence in public relations and communication management*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Newsom, D. and Carrell, B. (2001). *Public relations writing: Form and style (6th ed.)*. Bekmont, Calif.: Prentice-Hall.

Wilcox, D. (2001). *Public relations writing and media techniques*. Boston, MA: Allyn & Bacon.

Level	4
Credits	3
Nature	Non-Science
Mode of Study	28 hours Lecture 14 hours Seminar
Co-requisites	Fundamental knowledge of marketing <u>Remark:</u> Those students who cannot demonstrate fundamental marketing knowledge are required to study “Marketing Fundamentals” as a co-requisite for the following subject. The decision lies with the Programme Leader.
Assessment	50% Coursework 50% Examination

Objectives

To develop the student’s ability to analyse the nature and development of the business environment in China, and their implications for Hong Kong companies and other Western firms. The purpose of this inter-disciplinary subject is to ensure that the course takes sufficient account of Hong Kong’s position as the “gateway” between China and the rest of the world.

Indicative Contents

- **External Economic Relations of the PRC**
The direction and structure of trade flows between the PRC, Hong Kong and the rest of the world. The role of foreign direct investment into the PRC, and its pattern. The central importance of the Chinese role. The effects of the reform process in Chinese market. China’s trading institutions and its trade policy regime. International technology transfers to China.
- **The Development of the Financial Sector in the PRC**
Banking reform in China’s business sector and its impact upon Hong Kong as an international financial centre. The development of financial markets in China.
- **Aspects of China Business**
The nature of the firm in China, alternative forms of enterprise and their changing importance. The importance of the business law in the process of reform. The role of ‘guanxi’ in a high-context transitional economy. Business ethics in the market place. The development of technology. Distribution systems and the emergence of a retail market. Managing human resources in a Chinese context. The elements of accounting reform in Chinese market. Managing Sino-foreign joint ventures.
- **Challenge of WTO**
Analyses of the opportunity and threat of major industries (agriculture, automotive, health, etc.) from the marketing perspective.

Teaching/Learning Approach

The lectures will explain and emphasise the key marketing concepts in the context of branding strategy. The seminar sessions will provide a forum for further discussion and illustration of the strategic principles and their applications. Case analysis approach will be mainly used for this course.

Indicative Readings

Davies, Howard, *China Business: Context and Issues*, Longman Asia, Hong Kong, 1995.

De Keijzer, A., *China Business Strategies for the 90's*, Pacific View Press, Berkely, California, 1992.

Kelly, L. and Shenkar, O., *International Business in China*, Routledge, London, 1993.

Lane, K. and Luo, Y. *China 2000: Emerging Business Issues*, CA, Sage Publications, 1999.

Kotler, Philip., *Marketing Management: Analysis, Planning, Implementation, and Control*, 10th Ed. Prentice Hall, New Jersey, 2002.

Kotler, Philip, Swee Hoon Ang, Siew Meng Leong and Chin Tiong Tan. *Marketing Management – an Asian Perspective*, 2nd Ed., Prentice Hall, New Jersey, 1999.

Level	4
Credits	3
Nature	Non-Science
Mode of Study	28 hours Lecture 14 hours Seminar
Co-requisites	Fundamental knowledge of marketing <u>Remark:</u> Those students who cannot demonstrate fundamental marketing knowledge are required to study “Marketing Fundamentals” as a co-requisite for this subject. The decision lies with the Programme Leader.
Assessment	50% Coursework 50% Examination

Objectives

This course has the following aims:

- to develop a general framework to enable the design of Internet marketing programs;
- to examine the impact of information technologies on marketing thinking and practice in both consumer and business-to-business markets;
- to relate internet technology and marketing applications for logistics management; and
- to understand forms of decision-making techniques relating to logistics problems.

Indicative Contents

- **A Framework for Internet Marketing**
Marketing and technology; the digital world; networks, definitions and scope of electronic marketing and electronic commerce, legal aspects.
- **Analysing Marketing Opportunities**
Analysing consumer markets and buyer behaviour; analysing business markets and buyer behaviour in the context of purchasing and supply management; online and offline marketing research.
- **Marketing Strategy Formulation**
Identifying market segments and selecting target markets; positioning; designing the customer experience; formulating strategy for “pure-play” online companies and “bricks-and-clicks” companies.
- **Designing the Marketing Programme for Supply Chain Logistics Management**
Managing the six components of the Internet marketing mix for supply-chain management: product, pricing, community, communication, distribution, and branding; designing and packaging; material handling, purchase and procurement.

- **Evaluating the Marketing Programme**
Comparing the offline hierarchy of effects metrics model and the online purchasing metrics model; integration of metrics approached; complexities and challenges.
- **Decision Support System and Models for Logistics Operations**
Role and functions of internet applications for supply chain management, concept of value chains, e-logistics (including real-time routing), e-tailing, EDI, e-procurement, EOQ model & warehousing management (including inventory/bar-coding), disintermediation and reintermediation, international aspect of logistics (including terms of trade/shipment and cross-cultural management)..

Teaching/Learning Approach

Current cases and examples from the Internet world will be used as illustration in class as well as for discussion in tutorials. Students will learn to critically assess business models by analyzing successful and unsuccessful companies and developing one of their own. Web-based teaching platform is adopted to facilitate interaction among teaching staff and students. Students are encouraged to make use of online information to build up their knowledge base.

Indicative Readings

Kleindl, Brad Alan, *Strategic Electronic Marketing: Managing E-Business*, 2nd Edition, South-Western College Publishing (Thomson Learning), 2003.

Amor, Daniel. 2000. *The e-Business (R)evolution – Living and Working in an Interconnected World*. Hewlett-Packard Professional Books, Prentice Hall PTR.

Bloomberg, David J., Stephen Lemay, and Ljoe Hanna. 2002. *Logistics*. Pearson Education Asia.

Bowersox, Donald J. and David J. Cox. 1996. *Logistical Management*. International Edition. McGraw-Hill

Chaffey, Dave, Richard Mayer, Kevin Johnston, and Fiona Ellis-Chadwick. 2000. *Internet Marketing – Strategy, Implementation and Practice*. Financial Times & Prentice Hall.

Christopher, Martin. 1999. *Logistics and Supply Chain Management*. 2nd Edition. Pearson Education Asia.

Hanson, Ward. 2000. *Principles of Internet Marketing*. South-Western, Thomson Learning.

Kleindl, Brad Alan. 2003. *Strategic Electronic Marketing – Managing e-Business*. 2nd Edition. South-Western, Thomson Learning.

Kuglin Fred A. and Barbara A. Rosenbaum. 2000. *The Supply chain Network Internet Speed – Preparing Your Company for the E-commerce Revolution*. McGraw-Hill.

Mohammed, Rafi A., Robert J. Fisher, Bernard J. Jaworski, and Aileen M. Cahill. 2001. *Internet Marketing: Building Advantage in a Networked Economy*. McGraw-Hill/Irwin.

Poirier, Charles C. and Michael J. Bauer. 2000. *E-Supply Chain – Using the Internet to Revolutionize Your Business*. McGraw-Hill.

Reddy, Ram and Sabine Reddy. 2002. *Supply Chains to Virtual Integration*. McGraw-Hill.

Roberts, Mary Lou. 2003. *Internet Marketing – Integrating Online and Offline Strategies*. McGraw-Hill/Irwin.

Stock, James R. and Douglas Lambert. 2001. *Strategic Logistics Management*. 4th International Edition, McGraw-Hill.

Strauss, Judy and Raymond Frost. 2000. *e-Marketing*. 2nd Edition. Prentice Hall.

Level	4
Credits	3
Nature	Non-science
Mode of Study	28 hours Lecture 14 hours Seminar
Co-requisites	Fundamental knowledge of marketing <u>Remark:</u> Those students who cannot demonstrate fundamental marketing knowledge are required to study “Marketing Fundamentals” as a co-requisite for this subject. The decision lies with the Programme Leader.
Assessment	50% Coursework 50% Examination

Objectives

This course allows students the opportunity to integrate and synthesise marketing theories, principles, perspectives, and techniques to explain the strategic marketing actions undertaken by firms and to enhance their creativity in formulating and in reviewing marketing strategies. The main objectives of this course are:

- to develop students’ ability to formulate, implement, and control marketing strategy to achieve organisational goals;
- to enhance students’ ability to critically assess the strategic trade-offs of marketing decisions and to better interpret the marketing logic behind marketing strategy and policy; and
- to enrich students’ perspectives to better interpret the strategic implications of the changes in the marketing and the surrounding environment.

Indicative Contents

- **Perspectives/Paradigms for Marketing Planning**
To balance the customer perspective with competition perspective and management perspectives. The exchange paradigm and relationship marketing paradigm.
- **Competitive Advantage**
Relationships between competitive advantage and marketing strategy. Creation and maintaining sustainable competitive advantages. Key success factors and sources of competitive advantage. Benchmarking techniques.
- **Decisions Techniques and Analytical Models**
PIMS principles. Re-examination of the PLC theory, BCG portfolio model, directional matrix technology portfolio, etc.
- **Marketing Strategies**
Marketing strategies for different markets as defined by the stages of the product life cycle. Relationship marketing strategy.

- **Internet Marketing**

The strategic role of Internet marketing. The use of Internet marketing to enhance competitive strength. Managing Internet marketing activities to support marketing mix strategies.

- **Implementation and Control:**

Organising for successful implementation. Marketing audit and control.

Teaching/Learning Approach

The lectures will explain and emphasise the key marketing concepts in the context of strategic applications to the business sectors. The seminar sessions will provide a forum for further discussion and illustration of the strategic principles and their applications. Case analysis approach will be mainly used for this course.

Indicative Readings

Cravens, David W. and Piercy, N. F., *Strategic Marketing*, 7th ed., McGraw-Hill, 2003.

Cravens, David, Bill Merrilees, and Rhett Walker. 2000. *Strategic Marketing Management*. McGraw-Hill.

Jain, Subash C. 1996. *Marketing Planning and Strategy*. 5th Edition, South-Western Publishing.

Kerin, Roger A., Robert A. Peterson. 2001. *Strategic Marketing Problems*. 9th Edition. Prentice Hall.

Kerin, Roger A., Vijay Mahajan, and P. Rajan Varadarajan. 1994. *Contemporary Perspectives on Strategic Market Planning*. 2nd Edition, Allyn and Bacon Publishing Inc.

Ranchhod, Ashok, Julie Tinson, and Claire Gauzente. 2002. *Marketing Strategies for the 21st Century*. Financial Times/Prentice Hall.

Sudharshan, D. 1995. *Marketing Strategy: Relationships, Offerings, Timing and Resource Allocation*. Prentice Hall.

Walker, Orville and Harper Boyd. 2002. *Marketing Strategy – A Decision-focused Approach*, 4th Edition, McGraw-Hill.

Level	4
Credits	3
Nature	Non-science
Mode of Study	28 hours Lecture 14 hours Seminar
Prerequisites	Marketing Research
Assessment	50% Coursework 50% Examination

Objectives

This course is designed to enable students to obtain more depth understanding of key marketing research techniques/concepts and its applications for facilitating marketing decisions. After completing this course, students are able to:

- Have an understanding of concepts and techniques for conducting both qualitative and quantitative research
- Identify information requirement for conducting research projects and Marketing Information System (MktIs)
- Develop marketing research proposal
- Design a questionnaire, conduct field work and relevant statistical analysis and write a research report
- Appreciate the ethical and social responsibilities inherent in the market research project

Indicative Contents

- **An Overview and Marketing Research Industry**
Overview of marketing research process and key marketing research and theories. Secondary Data and online information databases. Briefing of marketing research industry and importance of marketing information system. Research proposal. Selection of research agency. Ethical and social responsibility of researchers.
- **Exploratory Research Design: Qualitative Research**
Qualitative research process. Pros and Cons of qualitative research. Differences between qualitative research and quantitative research. Focus groups, observation, personal depth interview and other data collection methods. Briefing on projective techniques. Roles of moderator.
- **Overview Measurement and Scaling**
Measurement process. Validity and reliability. Review of four basic scales characteristics and attitude scale measurement used in survey research.
- **Questionnaire Design**
Questionnaire types. Design of a structure questionnaire. Formulation of hypotheses. Generality. Good practices of questionnaire design. Questionnaire layout. Review of different types of scales. Pilot test. Editing and coding data and further considerations.

▪ **Data Collection, Analysis and Reporting Research Findings**

Overview key methods of communication with respondents. Data validation. Data edition and coding. Cross-tabulation. Central tendency and dispersion. Hypothesis testing (null hypothesis and alternative hypothesis) and statistical significance. Testing for significant differences (e.g. compare two means, ANOVA). Testing for Association (e.g. Chi-square analysis, Correlation analysis, Pearson correlation coefficient, regression analysis and examining residuals.). Factoring analysis. Briefing on multicollinearity and multiple regression analysis. Graphical presentation of data and reporting research findings.

Teaching/Learning Approach

Similar to marketing research, the teaching mode covers three elements: lectures, seminar and SPSS workshops. Students are required to carry out project-based coursework and apply research skills through team-based activities.

Indicative Readings

Hair, Bush, Ortinau, *Marketing Research: Within a Changing Information Environment*, 2nd Edition, McGraw-Hill Irwin.

Burns, Alvin C., (2003), *Marketing Research and SPSS 11.0*, 4th Edition, Prentice Hall.

Cooper, Donald, R. and Schindler, P. S. (2003), *Business Research Method*, 8th Edition, McGraw-Hill Irwin.

Churchill, Gilbert, A. and Iacobucci, D. (2002), *Marketing Research – Methodological Foundations*, 8th Edition, South-Western.

Gordon, W. (1999) *Goodthings: A Guide to Qualitative Research*, Henley on Thames, Admap.

Hague, P. and Jackson, P (1999), *Marketing Research: A Guide to Planning, Methodology and Evaluation*, Kogan Page.

Hair, Joseph, Bush, R. and Ortinau, D., (2001), *Marketing Research*, 2nd Edition, Irwin McGraw-Hill.

Len Tiu Wright and Crimp. M. (2000), *The Marketing Research Process*, 5th Edition, Finance Time, Prentice Hall. Harlow, England.

McDaniel, Carl, and Gates, R. H. (2001), *Marketing Research Essentials*, 3rd Edition, John Wiley and Sons, Inc., Wiley Higher Education.

Naresh Malhortra (2004), *Marketing Research and SPSS 11.0 Package*, 4th Edition, Georgia Institute of Technology, Prentice Hall.

Pelosi, Marilyn K. and Sandifer T. M. (2003), *Elementary Statistics: From Discovery to Decision, SPSS Manual*, Wiley Canada.

Proctor, T. (2002), *Essential of Marketing Research*, 3rd Edition, Harlow, Finance Times/Prentice Hall.

Level	4
Credits	3
Nature	Non-science
Mode of Study	28 hours Lecture 14 hours Seminar
Co-requisites	Fundamental knowledge of marketing <u>Remark:</u> Those students who cannot demonstrate fundamental marketing knowledge are required to study “Marketing Fundamentals” as a co-requisite for this subject. The decision lies with the Programme Leader.
Assessment	50% Coursework 50% Examination

Objectives

This course is to enable students to obtain key fundamental concepts and theories of marketing in international context and to develop basic skills for developing international marketing strategy.

After completing this course, students are able to:

- understand of international marketing theory and key concepts
- appreciate the complexities of international and global marketing in a mix of economies
- understand foreign entry research and major modes of entry
- obtain basic skills for developing of international marketing strategies for a mix of international and global economies

Indicative Contents

- **Introduction of International Trading Environment**
Introduction of key concepts in international or global marketing. Globalisation and localisation concepts. Reasons for going international. Role and challenges of international marketing manager. Country-specific advantages (CSAs) and National advantage (Porter 1990). Firm-specific advantages (FSAs). “Five Forces” Model (Porter)
- **Challenges of Cultural Factors in International Marketing**
The meaning of culture. High and low context cultures. Self-referencing. Hofstede’s cultural dimensions. Cultural impacts on buyers’ behaviour. Culture barriers and business negotiations.
- **International Marketing Research and Modes of Foreign Entry**
Political risk analysis. Business environment research. Macro-segmentation. Evaluation process of foreign entry. International marketing information system. Overview of different forecasting techniques in international marketing context. Four modes of entry and marketing control (i.e. exporting, licensing, strategic alliances (SAs) and wholly owned manufacturing subsidiary).

- **Global Localisation for a Mix Economies**
Introduction of local buyer Behaviour. Local marketing in mature, new growth and emerging markets.
- **Developing International Marketing Strategies**
International Marketing Strategy: product or service, pricing, distribution, promotion mix including selection of global advertisers and e-Commerce.

Teaching/Learning Approach

The teaching approach is a mix of lectures and student presentation. Lectures will be used for introducing key concepts and theories of international marketing. Students are encouraged to apply relevant theories/concepts and required to conduct group presentation during seminars.

Indicative Readings

Warren J. Keegan, Mark C. Green, *Global Marketing*, 3rd Edition, Prentice Hall, New Jersey, 2003.

Doole, I. & Lowe, R. 1999. *International Marketing Strategy*. Thomson Publishing.

Hollensen, Sven (2001), *Global Marketing: A Market-responsive Approach*, 2nd Edition, Prentice Hall International.

Jeannet J.P. & Hennessey, H.D. 1998. *Global Marketing Strategies*. Houghton-Mifflin.

Johansson, J. K. (2003), *Global Marketing – Foreign Entry, Local Marketing, and Global Management*, 3rd Edition, Boston Burr Ridge, McGraw-Hill, Irwin.

Keegan, Warren and Green, M. C. (2003), *Global Marketing*, Upper Saddle River, New Jersey, Prentice Hall.

Kumar, V. (2000), *International Marketing Research*, Upper Saddle River, New Jersey, Prentice Hall.

Paliwoda, S. & Thomas, M. 1998. *International Marketing*. Butterworth-Heinemann.

Terpstra, V. & Sarathy, R. 1997. *International Marketing*. The Dryden Press.

Level	4
Credits	3
Nature	Science
Mode of Study	28 hours Lecture 14 hours Seminar
Co-requisites	Fundamental knowledge of marketing <u>Remark:</u> Those students who cannot demonstrate fundamental marketing knowledge are required to study “Marketing Fundamentals” as a co-requisite for this subject. The decision lies with the Programme Leader.
Assessment	50% Coursework 50% Examination

Objectives

The aim of this course is to examine the role of management information systems (MIS) in assisting achievement of corporate objectives, to understand the special importance of MIS when applied to business in general; and in particular to become familiar with managerial concerns and management methods for the successful deployment and use of MIS in area of marketing and public relations.

On completion of this course, students should be able to:

- understand the principal elements of information and technology that comprise MIS;
- apply basic planning and analysis techniques to assess a company's current MIS systems and to identify future requirements;
- track, recognize, and interpret emerging technologies and emerging applications related to MIS such as marketing and public relations.

Indicative Contents

- **The Information Age**
Business Information Systems: An Overview. Strategic Uses of Information Systems. Information Systems in Business Functions
- **Information Technology**
IT in business: Hardware, Telecommunications, Networks. IS in business: Software. E-Commerce: Internet, Intranets & Extranets. Data & knowledge management.
- **Information Technology in Management**
Managers & their Information Needs. EDI, Supply Chain Management, & MIS.
- **Information Systems in Decision Making**
Decision Support. Artificial Intelligence & Expert Systems.

▪ **Marketing & Public Relations Issues**

Marketing Concepts & Techniques, Marketing Management & Planning. Marketing Research & MIS. Buyer Behaviour, Market Segmentation. Quality Service Delivery, Customer Attraction and Retention, relationship marketing. Advertising, Promotion, and Publicity. Communication and Public Relations.

Teaching/Learning Approach

Lectures and seminars will emphasise the concepts and applications of the principles and key issues. An interactive approach will be adopted for this course. Problem-solving cases in Microsoft Access and Excel format help students to build spreadsheets and database skills. Indeed, the use of realistic business cases would be the perfect complement to this MIS course beside lecture materials. Each case introduces a compelling business problem which will develop students' ability in critical thinking and problem solving.

Indicative Readings

Raymond McLeod, Jr. and George Schell, *Management Information Systems*, 9th edition, Pearson/Prentice Hall.

Dan L. Lattimore, Otis W. Baskin, James K. Van Leuven, Elizabeth L. Toth, and Suzette T. Heimen, *Public Relations for the Information Age*, McGraw-Hill, 2003.

Effy Oz, *Management Information Systems*, Thomson Course Technology, 3rd Edition, 2002.

Gilbert A. Churchill, and J. Paul Peter, *Marketing Creating Value for Customers*, McGraw Hill, 2nd Edition, 1998.

James O'Brien, *Management Information Systems*, Prentice Hall, 5th Edition, 2002.

Jane P. Laudon, *Management Information Systems*, Prentice Hall, 8th Edition, 2003.

Joseph Brady and Ellen Monk, *Problem Solving Cases in Microsoft Access and Excel*, Thomson Course Technology, 2003.

Lisa Miller, *PMIS Cases: Decision Making with Application Software*, Prentice Hall, 2002.

Scott M. Cutlip, Allen H. Centre, and Glen M. Broom, *Effective Public Relations*, Prentice Hall, 8th Edition, 2000.