

MGMT09006 Marketing Strategy Theory and Application

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| Full Title | Marketing Strategy Theory and Application | | |
| Status | Uploaded to Banner | Start Term | 2019 |
| NFQ Level | 09 | ECTS Credits | 10 |
| Module Code | MGMT09006 | Duration | Stage - (26 Weeks) |
| Grading Mode | Numeric | Department | Business, Humanities and Tech |
| Module Author | Noreen Henry | | |
| Co Authors | Sharon Boyle, Laura Hegarty | | |

Module Description

This is a strategic marketing module integrating the traditional marketing media with digital and social technologies at the forefront of this field. Learners will critically review, discuss and reflect on the strategic marketing process employing techniques for strategic analysis; competitive forces assessment; target market selection; focusing data driven marketing objectives and engaging in marketing implementation and the evaluation of specialist digital marketing techniques.

The integration of digital and social media in marketing strategy development and implementation is integral to this module and participants will develop a strategic marketing plan for an organisation, following comprehensive research and analysis of organisational marketing needs; prioritising objectives in conjunction with a systematic review of web communication strategy effectiveness and optimisation.

| Learning Outcomes | |
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|  | <i>On completion of this module the learner will/should be able to:</i> |
| 1. | Critically assess the nature of the marketing environment and the corresponding governmental, competitive and technological forces triggering change. |
| 2. | Critically evaluate consumer behaviour and engagement in a defined target market. |
| 3. | Draw inferences, formulate independent evaluations and make recommendations based on data analysis and research of a particular specialist market segment. |
| 4. | Appraise the potential of a specific segment and recommend appropriate product, pricing, service, delivery and engagement strategies to meet customer requirements. |
| 5. | Position and brand product and services appropriately, selecting and engaging the appropriate front-line media, relative to customer perceptions and contemporary competitive pressures. |
| 6. | Formulate and deliver on an appropriate strategic plan for competitive advantage in a particular specialist field, employing a variety of cutting edge and traditional effective communicative media and marketing technologies. |
| 7. | Produce a reflective report interrogating and justifying if necessary, strategic marketing choices referencing ethical and legal considerations. |

Indicative Syllabus

Environmental analysis and media trend monitoring.

Theory: Research methodologies; critical assessment of international market change triggers employing environmental analysis models; assessment of market attractiveness employing Porter's 5 forces analysis; contemporary effects of globalisation and trade issues; new media ecosystems; diffusion of innovation; online social presence; virtual communities; gamification; experts; influencers and members.

Practice: Leading edge marketing analytical and research tools; data types; data interpretation; professional & social network community establishment and development of social assets and branding.

Consumer behavioural analysis

Theory: Synthesis and evaluation of research findings; consumer behavioural analysis; customer analysis; defining the customer journey; the decision-making process; sentiment analysis; social media data analysis and insights. Stages of the buying process.

Practice: Specialist listening tools and social media research, monitoring and analytics; Marketing Technologies; BOTs; filter and focus; blogs, real time awareness.

Market mix and market communication

Theory: Marketing mix review and discussions; segmentation, targeting and positioning; product development; pricing strategies; advertising and PR; exhibitions and promotions; online marketing; intermediaries; the 4Cs of social: Content, Connecting, Community and Curating. Multi-channel, omni-channel. eWOM (electronic word-of-mouth) user generated content, contextual integration.

Practice: Marketing technologies and tools, practice efficiency with tools. automation, structured and unstructured big data analysis; data visualisation.

Strategic planning for competitive advantage

Theory: The nature of strategy; marketing strategy; SOSTAC marketing planning; strategic planning; identifying trends and adapting to environmental triggers for change; setting and implementing objectives; pursuing a cost leadership, differentiation or focus strategy; market entry tactics; creating competitive advantage; building team and customer relationships, retention and win-back; quality, value and service; strategic positioning and branding; performance funnel; budgeting; engagement strategies; database driven strategies; nurture and social IMC; ROI. Virtual & augmented reality.

Practice: Implementing objectives; budgeting; ROI measurement practice; managing channels; database driven social strategies; tailoring landing pages; nurturing customers.

Social, ethical and corporate responsibility

Theory: Reflective practice and implications of marketing strategies; corporate reputation; GDPR; environmental issues; ethical and legal considerations in marketing and customer data access; PR management; cyberethics; community and personal identity; awareness of impact of marketing practice ethics; big data analysis consciousness .

Practice: Dialogical review and development of independent judgement and reflective commentaries on marketing practices, future trends and ethics.

Teaching and Learning Strategy

Strategic marketing theory and practice will be reviewed and considered in iterative interactions by the team of lecturers delivering the module and the community of learners engaged with the module. The lecturing team facilitating this module will ensure that learners are placed at the centre of learning and teaching in this module. Learners will be empowered to take ownership of their own learning and contribute via their own marketing research and analysis and interpretations to ongoing dialogical discussions with peers. This community of interactive lecturers and learners will be involved in ongoing online discussion of module content and assessment and will meet periodically on campus to engage in reflective dialogical discussions, debates and presentations. Delivery and production of module content will be facilitated by online technologies and will also comprise monthly interactions on campus.

A dialogical pedagogy is the learning philosophy underpinning this programme. Learners will critically engage with each other and with the lecturing team to interrogate the topic of study, express opinions and listen to multiple points of view. Learners and the lecturing team will participate in appropriate site visits to experience the practices in action and open discussions with external players in the industry. The aim being to co-create knowledge and provide solutions whilst remaining at the forefront in the rapidly evolving field of digital media and marketing.

Specific steps will be taken to develop social, cognitive and teaching presence for both the traditional and blended delivery of the module.

Cognitive presence will be developed in the following manner, enabling the learners to construct meaning through sustained communication.

- Content will be delivered in timely, organised, bite size chunks to enable the learner to scaffold their learning.
- Clear instructions for all activities will be given in advance, timing agreed using a medium that is tested and fit for purpose.
- Assign teams, encourage and reward time and effort participation both as a team and an individual.
- Show student their progress, e.g., using the progress bar in the Moodle.
- Give regular short and quick formative quizzes and allow retakes to encourage the learners learning.
- Allow time to process topics and apply to their experiences.
- Relate topics to project work, relate project work to work environment.
- Encourage peer assessment and self-reflection.

A social presence is of importance in both delivery methods as learners learn better when they are within a safe and supportive environment. However, because of the dislocation of learners it is of particular concern in the blended delivery method. Social presence will be developed in the following manner.

- The lecturer as facilitator and moderator will encourage and enable quality communication both offline and online.
- Ground rules for acceptable and expected communication will be outlined at the start of the module.
- The lecturer will lead by example, by initiating discussion, giving prompts/questions, participating.
- The sharing of "war stories" will be encouraged as learning from all.
- Online and offline discussion and debate will be encouraged and enabled as part of the learning process.
- Encourage an enjoyable experience.

Social presence specifically for the blended delivery format:

- The blended nature of the delivery will encourage an active social presence.
- The initial on-campus day will be used for introductions, sharing of experiences and team building. Follow on days will be for discussion, planning and implementation of the team case study.

Teaching presence will be implemented by:

1. Design of the educational experience – topic sections will be identified and planned in advance. A varied mix of content will be developed

and delivered. The integration of real world scenarios, examples and case studies will be essential. Content will be developed in bite size elements. The inclusion of a progress bar in the VLE will enable monitoring and encourage progression through the course.

- Facilitate the weekly activity – Each week there will be an activity planned. Activities can include (but not exclusive) discussion forums, mc quiz etc.. The activity instructions will be defined & posted in advance. The lecturer will actively participate and give timely feedback in an appropriate manner, monitor students' progress, read the online "body language" via participation, progression, lurking and respond appropriately.

These two steps planned and completed on a weekly basis will enable the social and cognitive presence.

Assessment Strategy

This module will comprise 100% continuous assessment. Assessment will involve environment analysis and data analytics and interpretation; ongoing peer review exercises; filter and focus blogs and assessment of data via multiple media. Learners will work towards the production, delivery and presentation of a comprehensive Strategic Marketing Plan with particular emphasis on integrating digital media and online activities tactics and strategies. This task will be a shared assessment in conjunction with other supporting modules. For example, the necessary landing page will be designed and implemented through the Digital Content Dashboard module and data visualisation will be implemented through the Digital Analytics for Strategic Decision Making module.

Information concerning the nature and timing of continuous assessment will be discussed and agreed with learners and external examiners at the beginning of the academic year. Marking criteria, deadlines and expectations will also be agreed with the learner in advance. Constructive feedback will be provided in a timely manner and in an appropriate format.

Learners will engage with practical web analytics tools suitable for organisations/industry. Communication and collaboration with industry experts will be encouraged.

Repeat Assessment Strategies

Repeat facilities will be accommodated in line with GMT Code of Practice No. 3 Student Assessment: Marks & Standards procedures and in compliance with programme board decisions.

Decisions on nature of assessment will be linked to the need to achieve particular learning outcomes.

They may be in the form of a written assessment, project or other relevant assessment.

Individuals may be interviewed or asked to present their work in a formal student conference context to validate authenticity and ownership of work.

| Indicative Coursework and Continuous Assessment: | | 100 % | | |
|--|--|---------|-------------------|-------------------|
| Form | Title | Percent | Week (Indicative) | Learning Outcomes |
| Practical Evaluation | A/B Split Test | 20 % | Week 10 | 2,3,5,6 |
| Individual Project | Marketing environmental analysis and reflective practice | 20 % | Week 15 | 1,3,4,7 |
| Individual Project | Capstone Project: Deliver an integrated Strategic Marketing Plan | 60 % | OnGoing | 1,2,3,4,5,6,7 |

| Blended Delivery Mode Average Weekly Workload: | | | 3.00 Hours | | |
|--|---|---------------------|------------|-----------|------------|
| Type | Description | Location | Hours | Frequency | Weekly Avg |
| Online Learning | Engagement in dialogical interactive learning | Not Specified | 2 | Weekly | 2.00 |
| Practical | Lectures and learning community interaction on campus | Computer Laboratory | 4 | Monthly | 1.00 |

Required Reading Book List

Dave, F., (2015). *Digital Marketing*.
ISBN 1292077611 ISBN-13 9781292077611

Recommended Reading Book List

Davenport, H., (2017). *Competing on Analytics: Updated, with a New Introduction: The New Science of Winning*. Harvard Business Review Press.
ISBN 1633693724 ISBN-13 9781633693722

Kaufman, I., (2014). *Digital Marketing: Integrating Strategy and Tactics with Values, A Guidebook for Executives, Managers, and Students*. Routledge.

ISBN 0415716756 ISBN-13 9780415716758

(2016). *Digital Marketing Strategy*.

ISBN 074947470X ISBN-13 9780749474706

Ferrell, O C., (2016). *Marketing Strategy, Loose-Leaf Version*. South Western Educational Publishing.

ISBN 1337296511 ISBN-13 9781337296519

Killeen, R., (2010). *Client Science: The Five Cs Marketing Plan for Professionals*. Institute of Chartered Accountants in Ireland.

ISBN 0903854937 ISBN-13 9780903854931

Chaffey, D., (2017). *Digital Marketing Excellence: Planning, Optimizing and Integrating Online Marketing*. Routledge.

ISBN 1138191701 ISBN-13 9781138191709

Hlavac, R., (2014). *Social IMC: Social Strategies with Bottom-Line ROI*. CreateSpace Independent Publishing Platform.

ISBN 1495203662 ISBN-13 9781495203664

Blanchard, O., (2011). *Social Media ROI: Managing and Measuring Social Media Efforts in Your Organization (Que Biz-Tech)*. QUE.

ISBN 0789747413 ISBN-13 9780789747419

Literary Resources

Journal Resources

Online Resources

SOSTAC strategic model: <https://www.smartinsights.com/digital-marketing-strategy/sostac-model/>

Marketing institute of Ireland at <https://mii.site-ym.com/default.aspx>

The Irish Marketing Journal <https://www.irishmarketingjournal.ie/>

Digital marketing blog <https://www.iprospect.com/en/ie/our-blog/>

Search engine journal <https://www.searchenginejournal.com/seolympics-top-marketing-blogs-ireland/124635/>

Social IMC - Social Strategies with Bottom-Line ROI <http://www.socialimc.com/>

Other Resources

Adobe Connect

Various social networks, online apps & tools, including but not exclusive to:

- Hootsuite or similar
- Klout
- Bitly or similar
- Twitter
- LinkedIn

Additional Information

Learners will be required to develop their professional online presence as part of this module.

The active use of social networks will be mandatory.

Programme Membership

GA_BDIGC_V09 201900 Master of Science in Digital Media and Marketing

GA_KDIGC_S09 201900 Certificate in Digital Media and Marketing