

**Subject Code** MM576 (Qianhai, Shenzhen)  
**Subject Title** Marketing Management  
**Lecturer:** ZHANG, Xubin 张绪彬

Tel: 2766-4060  
Email: [msxubing@polyu.edu.hk](mailto:msxubing@polyu.edu.hk)  
Office: MM904, Li Ka Shing Tower

### **Role and Purposes**

This subject provides an understanding of theories and practices of marketing *for students who do not have much marketing knowledge*. A broad survey of marketing topics is carried out with an emphasis on concepts and frameworks, which marketing managers need to understand to assist effective decisions. Application and analytical skills are developed through in-class discussion, and a group presentation and mini-project.

### **Learning Outcomes**

Upon completion of the subject, students will be able to:

- identify and critically analyze the nature of marketing activities in an organization, and assess the impacts of external and internal environments on marketing;
- gain a basic understanding and integration of the concepts of market segmentation, targeting and positioning and the application of marketing mix;
- plan and resolve issues at strategic levels;
- understand and reflect on strategies to achieve marketing objectives.

### **Teaching/Learning Methodology**

The teaching/learning approach includes lectures, case studies, recorded lectures (for review), and a student group presentation and mini-project. Articles to read, and some case study materials are also provided.

Lecture slides, articles to read, and case materials will be posted on Blackboard a few days ahead of the class. Students are expected to print out and read them before attending the class.

Students' attendance and contribution to class are important. Student group presentations will cover various marketing practices/strategies. Teamwork assists members' understanding and application of marketing theories.

### **Required Textbook**

- ❑ Kotler et al, *Marketing Management—An Asian Perspective*, 7e, Pearson. This book is classic, comprehensive, and can be used as a reference book in future.
- ❑ Kotler and Keller. *A Framework for Marketing Management*, 5e, Pearson. This book is short, and recommended only to students who already have good understanding of marketing concepts and are very time constrained.

Adequate reading of textbook is important. Most final examination questions are based on understanding and application of marketing terms, notions, theories and models.

## **Determination of Grades**

We emphasize understanding of marketing concepts, theories and tools. Key concepts are discussed in lectures, accounting for 60% of class time and 30% of final examination grades (so review of my teaching slides are very important for exam preparation). Application of theories and tools to real world analysis is also important, accounting for 30% of class time and 70% of final examination grades. Grades will be determined as follows.

### **□ Continuous Assessment**

**50%**

- |                               |     |
|-------------------------------|-----|
| ➤ Class attendance            | 10% |
| ➤ Group presentation in class | 20% |
| ➤ Individual essay            | 20% |

### **□ Final Exam**

**50%**

**Class attendance:** *Attendance will be checked from the third class on.* One point will be deducted for an absence of a 3-hour teaching session, up to ten deduction points.

**A group presentation to class:** The purpose of case presentation is to relate to marketing practices and to help students apply marketing theories/tools to real world analysis. *To be fair, the presentation topics will be randomly assigned in the first two weeks. Group members will obtain the same mark, unless members raise issues.* In general, a good presentation features rich/enough and interesting/new information to class, logical/thorough/(deep) analysis, consumer and industry insights, thoughts and discussion stimulation, active Q&A, etc. The lecturer will evaluate the presentations based on both engagement/motivation and presentation skills (5 points: the presenters' motivational level, ppt formats, and Q&A) and analytical skills (10 points: informational value, insights to the issue, etc.). The following are some general guidelines:

- You must answer the listed questions explicitly and in depth*, or 2-3 points will be deducted.
- Do not explain concepts/theories unless the class don't know about them*, or 1 point will be deducted.
- Analyse issues from the marketing decision maker's viewpoint. *Do not simply describe facts*, or 1-3 points will be deducted. *Make effort to provide insights and reasons for the observations*; don't concentrate on what happened, but on how it happened and why. *In-depth examination is more appreciated than a comprehensive and shallow one*, as we want to develop our analytical skills
- Try to collect information from multiple sources. You should assume that other students know nothing about your case. *Provide brief background information (in 1 or 2 slides)* so they can appreciate the importance of your study. *Provide some key information in notes in your ppt file* so the class can better review your work afterwards.
- Enlarge your font size (no smaller than 18)*; 2 points will be deducted if the presentation has a few slides with a font size lower than 14. *Provide your name, student number, and subject code in the first slide.*
- Use PowerPoint to assist your presentation*. The presentation should take about *18-20 minutes* (unless specified otherwise or approved by the lecturer; 2 or more points will be deducted if your presentation is longer than 20 minutes or shorter than 18 minutes) and

your ppt file should have **20 to 22 slides** in total. A video clip, if really needed in your presentation, should not take more than 2 minutes.

**Individual essay:** In the essay you should apply what you have learned from the class to identify/appreciate new development, critical issues, or hotspots in the *Chinese automotive industry* (or practices of *Chinese automobile companies entering the overseas markets*). You must pick a particular topic of your interest which is *new to the industry/practices*, and focus on it. The topic could be, for example, consumers' (changing) behaviors/preferences, cultural differences (in a market/country) that may hurdle the Chinese entry. Alternatively, you can also focus on competitive strategies in domestic/overseas markets, or distribution strategies (many carmakers in China changed their distribution structure (use of company-owned store in addition to dealers and the number of distributors in the past two years), etc.

- Format: font size 11, single line spacing, and with 1.5 line spacing between paragraphs and margins of 1" at all sides.
- The whole essay should have 1200 to 1500 words in total and you should not provide any references or tables.
- Email the essay to the lecturer, before the midnight of **Nov 25**.

**Grading of the group presentation** will be assessed on the following criteria (in addition to the aforementioned requirements):

- *Thoroughness*: Does the analysis consider/mention most of the important factors? Are there significant unanswered/unnoticed questions?
- *Correctness*: does the plan show a clear understanding of key marketing concepts? Does it show an appreciation of implications of these concepts? Are the numbers correct? Are there major errors in the analysis?
- *Realism*: are the assumptions reasonable where data is not available? Have the critical success factors been identified? Is your plan achievable? Did you identify the risks?
- *Coherence*: Do marketing strategies arise from opportunities identified in the analysis? Are the marketing mix variables internally consistent with each other and with the overall strategic direction?
- *Originality*: How creative are the strategies and tactics? To what extent are the ideas come together to produce useful strategic insights? To what extent are they different from or better than what's been tried before?

**Final exam** includes short and essay answer questions and *no* multiple-choice questions. Most questions (worth 70% of the total marks) are on analysis and application, with the topics possibly related to the cases discussed in class.

**Use of generative artificial intelligence (GenAI):** The widespread availability of GenAI is regarded as a positive and creative force in education. So use of GenAI is acceptable in this class. Note the guidelines when I assess the following three components of continuous assessment:

- Group presentation in class: There will be no grade deduction if the presenting group acknowledges the slides that are assisted by GenAI. Specify the specific slides that are assisted by GenAI, or 3 grade points will be deducted.
- Group project (a mini group report): No acknowledgement is needed.
- Individual essay: No acknowledgement is needed. For your information, by school policy, it's an offence if you write it in Chinese and then translate it in English with AI.

### Tentative Schedule

- “T” in the first column in the table refers to the Tuesday number (6 Tuesdays in total).
- PPT slides on the lecture topics in the table (**in bold black**) will be provided ahead of class. Due to time limit, I may not cover all the slides.
- “Class Discussion” in the table provides topics for students to consider before the class time and review after the class.

T	Topic
1.1	<input type="checkbox"/> <b>Concept of Marketing</b> <input type="checkbox"/> Students form 8 groups (a group should have 6 students)
1.2	<input type="checkbox"/> <b>Value Based Marketing and Customer Life-time Value (CLV)</b> <input type="checkbox"/> Reading: <ul style="list-style-type: none"> <li>• <i>Philips lighting: Reverse quality gap in transitional economies</i></li> <li>• <i>A theory of customer valuation: Concepts, metrics, strategy &amp; implementation (J. Marketing 2018)</i></li> <li>• <i>Creating enduring customer value (J. Creating Value, 2022)</i></li> <li>• <i>Customer relations, not brand power, are the most important brand asset (MKTG Week2016)</i></li> <li>• <i>7 Types of Statistical Analysis: Definition and Explanation</i></li> </ul>
2.1	<input type="checkbox"/> <b>Marketing Planning, Generic Models, and Case Analysis</b> <input type="checkbox"/> <b>Marketing Environment</b> <input type="checkbox"/> Questions to Discuss: <i>Philips Lighting</i> <ol style="list-style-type: none"> <li>1. Who are the (potential) customers? Are they different?</li> <li>2. How do the consumers purchase lighting bulbs (differently)?</li> <li>3. Why did Philips fail in the beginning?</li> <li>4. What strategy do you propose for Philips Lighting?</li> </ol> <input type="checkbox"/> Reading: A sample tactical marketing plan
2.2	<input type="checkbox"/> <b>Consumer Behavior</b> <input type="checkbox"/> <b>Institutional Market (No lecture)</b> <input type="checkbox"/> Class discussion: <i>Consumer vs. institutional markets</i> <ol style="list-style-type: none"> <li>1. In which ways are institutional markets different from consumer markets?</li> <li>2. What are the implications of the differences for marketing?</li> <li>3. Identify possible parties involved in a consumer’s purchase decision (buying what and in what purchasing context?)</li> </ol> <input type="checkbox"/> Reading: <ul style="list-style-type: none"> <li>• <i>Addressing socio-ecological issues in marketing: Environmental, social and governance (ESG). (AMS Rev, 2021)</i></li> </ul>
3.1	<input type="checkbox"/> <b>Segmentation</b> <input type="checkbox"/> Class Discussion: <i>Segmentation in an air travel market</i> <input type="checkbox"/> Presentation: <i>Segmentation practices by Maxim’s (美心集团) (Group 1)</i> <ol style="list-style-type: none"> <li>1. Introduction to the company and its businesses</li> <li>2. What are the segments that Maxim’s restaurant chains serve?</li> <li>3. Positioning of (some) Maxim’s restaurant chains and the values to target segments</li> </ol>

	4. What are the associated strategies/tactics (use examples to illustrate)
3.2	<ul style="list-style-type: none"> <li>❑ <b>Segmentation, Targeting and Positioning (STP)</b></li> <li>❑ <b>Common Problems in Segmentation</b></li> <li>❑ Presentation: <i>HK as a brand to visitors (focus on tourist visitors)</i> (Group 2) <ul style="list-style-type: none"> <li>1. Who is the marketer?</li> <li>2. Why do tourists come to HK and what are HK's most attractive places/attributes?</li> <li>3. Market analysis: categorize and describe different types of tourists</li> <li>4. For visitors, how is HK different from Bangkok and Singapore?</li> <li>5. Should HK be positioned the same for visitors from Mainland China and US? Why?</li> </ul> </li> <li>❑ Reading: <ul style="list-style-type: none"> <li>• <i>Consumer segmentation within sharing economy: Case of Airbnb (JBR 2018)</i></li> <li>• <i>Segmentation of both reviewers and businesses on social media (JRCS 2021)</i></li> </ul> </li> </ul>
4.1	<ul style="list-style-type: none"> <li>❑ Class discussion: <i>Segmentation in teaching</i> (Group 3) Suppose you are the teacher of this marketing subject (not the program leader or Dean or President. Can you, should you, how will you do segmentation? What are the associated targeting strategies?</li> <li>❑ <b>Branding</b></li> <li>❑ Class discussion: <i>Nespresso and Folgers</i> <ul style="list-style-type: none"> <li>1. What are their brand images?</li> <li>2. Why George Clooney is pissed off in the Nespresso ads?</li> <li>3. Identify the characteristics of the target consumers?</li> </ul> </li> <li>❑ Reading: <ul style="list-style-type: none"> <li>• <i>No pain, no gain (J. Marketing 2000)</i></li> </ul> </li> </ul>
4.2	<ul style="list-style-type: none"> <li>❑ Presentation: <i>Sasa 莎莎化粧品</i> (Group 4) <ul style="list-style-type: none"> <li>1. Introduction</li> <li>2. Positioning/branding of Sasa and the profiles of its consumers (segment analysis)</li> <li>3. Use examples to illustrate its branding strategies/tactics</li> </ul> </li> <li>❑ <b>Competition and Industry Analysis</b></li> <li>❑ Reading: <i>First-mover (dis)advantages: Retrospective and link with resource-based view (SMJ 1998)</i></li> </ul>
5.1	<ul style="list-style-type: none"> <li>❑ <b>Some Fundamental Economic Forces in Marketing</b></li> <li>❑ Presentation: <i>WeChat vs. WhatsApp</i> (Group 5) <ul style="list-style-type: none"> <li>1. Introduction to the two (and other) social media</li> <li>2. Customer &amp; competition analysis: to what extent and on what dimensions are they competing?</li> <li>3. Focus on a dimension and discuss strategies that help to build up a competitive advantage</li> <li>4. Use examples to illustrate their challenges/opportunities in new market development</li> </ul> </li> <li>❑ Reading: <ul style="list-style-type: none"> <li>• <i>The long tail (Wired 2004)</i></li> <li>• <i>What drives sharing of online content: Role of information, emotion and brand prominence (JM 2019)</i></li> <li>• <i>Sharing economy is not about sharing at all (HBR 2015)</i></li> <li>• <i>Sharing economy: Your business model's friends or foe (Business Horizon 2016)</i></li> </ul> </li> </ul>
5.2	<ul style="list-style-type: none"> <li>❑ <b>Price &amp; Place</b></li> <li>❑ <b>Promotion &amp; Product/Service (no lecture)</b></li> </ul>

	<ul style="list-style-type: none"> <li>❑ Presentation: <i>Private labels (PLs) (Group 6, with 25 min)</i> <ol style="list-style-type: none"> <li>1. The emerging PLs business (numbers, statistics and HK examples)</li> <li>2. Compare and contrast PLs, national brands and generic brands?</li> <li>3. What are the common product categories for PLs?</li> <li>4. What drives the boom of PLs? (examination of the changing environment)</li> <li>5. What's its impact on (different) manufacturers, retailers and consumers</li> </ol> </li> <li>❑ Class discussion: Philips Lighting's failure case in China <ol style="list-style-type: none"> <li>1. Performance a situation analysis</li> <li>2. Propose and defend your strategies</li> </ol> </li> </ul>
6.1	<ul style="list-style-type: none"> <li>❑ <b>Price &amp; Place</b></li> <li>❑ Class discussion: <i>Price promotion tactics by Wellcome 惠康</i> <ol style="list-style-type: none"> <li>1. Introduction to company</li> <li>2. Positioning and consumer analysis</li> <li>3. Use examples to illustrate its pricing strategies and tactics. Provide reasons</li> </ol> </li> <li>❑ Presentation: <i>Pricing of movie products (Group 7)</i> <ol style="list-style-type: none"> <li>1. Illustrate price change over time for a movie product (pick a particular movie, which was shown in theater, on pay per view, online/livestream, and TV, etc.)</li> <li>2. Identify the parties who determine the prices of the movie product(s). Do they share the same interest with the movie producer?</li> <li>3. Why are movie products marketed and priced as such?</li> </ol> </li> </ul>
6.2	<ul style="list-style-type: none"> <li>❑ <b>(Social Media) Marketing with Big Data</b></li> <li>❑ <b>Review of the Course</b></li> <li>❑ Presentation: <i>TikTok or another social media platform of your interest (Group 8)</i> <ol style="list-style-type: none"> <li>1. Introduction to the company, business model, and its development over the years</li> <li>2. How did/does the business develop and promote itself (in China or HK) and why?</li> <li>3. Discuss a few strategies of your interest in details (success or failure; why; investment and performance; lessons learned, etc.)</li> </ol> </li> <li>❑ Reading <ul style="list-style-type: none"> <li>• <i>Retailing and retailing research in the age of big data analytics (IJRM 2020)</i></li> <li>• <i>A strategic framework for artificial intelligence (AI) in marketing (JAMS 2021)</i></li> </ul> </li> </ul>

### Grading Rubric for Presentation and Review Report in Continuous Assessment

Criteria/ Grade	Knowledge and understanding (40%)	Critical thinking (40%)	Readability (20%)
A+/A/A-	<ul style="list-style-type: none"> <li>○ Sufficient/significant data/information is provided and supported by highly relevant facts/evidence.</li> </ul>	<ul style="list-style-type: none"> <li>○ Have a critical evaluation on different environments and decision choices</li> <li>○ Identify important factors and provide reasons and illustration.</li> <li>○ Clear identification of key issues and discussion of insights into the decisions</li> </ul>	<ul style="list-style-type: none"> <li>○ The language and words used are highly accurate and appropriate in a good structure.</li> </ul>
B+/B/B-	<ul style="list-style-type: none"> <li>○ Relevant data/information is provided in a satisfactory standard and supported with relevant evidence.</li> </ul>	<ul style="list-style-type: none"> <li>○ Have a satisfactory evaluation on different environments and choices.</li> <li>○ Meets expectations on deciding and explaining appropriate environments and choices.</li> <li>○ Identification of some of the key issues and offering some insights into the decisions</li> </ul>	<ul style="list-style-type: none"> <li>○ The language and words used is accurate and appropriate in an effective structure, so that it is easy to understand the content.</li> </ul>
C+/C/C-	<ul style="list-style-type: none"> <li>○ Have a fair understanding of relevant issues.</li> <li>○ Little supporting data/information is provided with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>○ Have a fair/ show little evaluation on different environments and choices.</li> <li>○ Fairly meets expectations on deciding and explaining appropriate on different environments and choices</li> <li>○ Fairly meets expectations on identification of key issues and insights in the decision</li> </ul>	<ul style="list-style-type: none"> <li>○ The words used are generally accurate and appropriate (mostly in her own language) in a basic structure, so that it is generally easy to understand the content.</li> </ul>
D+/D	<ul style="list-style-type: none"> <li>○ If the assessment does not even meet the criteria for the “C+/C/C-” grade, it will be graded for “D+/D”.</li> </ul>	<ul style="list-style-type: none"> <li>○ If the assessment does not even meet the criteria for the “C+/C/C-” grade, it will be graded for “D+/D”.</li> </ul>	<ul style="list-style-type: none"> <li>○ If the assessment does not even meet the criteria for the “C+/C/C-” grade, it will be graded for “D+/D”.</li> </ul>
F	If the assessment does not even meet the criteria for “D”, it will be awarded an ‘F’.		

### Grading Rubric for Short-answer Questions in Final Exam

Criteria/ Grade	Knowledge and understanding (80%)	Readability (20%)
A+/A/A-	<ul style="list-style-type: none"> <li>○ A comprehensive coverage of relevant issues.</li> </ul>	<ul style="list-style-type: none"> <li>○ The language and words used are highly accurate and appropriate in a good structure.</li> </ul>
B+/B/B-	<ul style="list-style-type: none"> <li>○ Good coverage of relevant issues.</li> </ul>	<ul style="list-style-type: none"> <li>○ The language and words used is accurate and appropriate in an effective structure, so that it is easy to understand the content.</li> </ul>
C+/C/C-	<ul style="list-style-type: none"> <li>○ Have a fair understanding of relevant issues.</li> </ul>	<ul style="list-style-type: none"> <li>○ The words used are generally accurate and appropriate (mostly in her own language) in a basic structure, so that it is generally easy to understand the content.</li> </ul>
D+/D	<ul style="list-style-type: none"> <li>○ If the assessment does not even meet the criteria for the “C+/C/C-” grade, it will be graded for “D+/D”.</li> </ul>	<ul style="list-style-type: none"> <li>○ If the assessment does not even meet the criteria for the “C+/C/C-” grade, it will be graded for “D+/D”.</li> </ul>



F	If the assessment does not even meet the criteria for the “D” grade or the section is missing altogether, it will be awarded an ‘F’ grade.
---	--

#### Grading Rubric for Essay Questions in Final Exam

Criteria/ Grade	Knowledge and understanding (40%)	Critical thinking (40%)	Readability (20%)
A+/A/A-	<ul style="list-style-type: none"> <li>○ comprehensive coverage of relevant issues</li> <li>○ Sufficient/significant data/information is provided and supported by highly relevant facts/evidence.</li> </ul>	<ul style="list-style-type: none"> <li>○ Have a critical evaluation on different environments and decision choices</li> <li>○ Identify important factors and provide reasons and illustration.</li> </ul>	<ul style="list-style-type: none"> <li>○ The language and words used are highly accurate and appropriate in a good structure.</li> </ul>
B+/B/B-	<ul style="list-style-type: none"> <li>○ Good coverage of relevant issues.</li> <li>○ Relevant data/information is provided in a satisfactory standard and supported with relevant evidence.</li> </ul>	<ul style="list-style-type: none"> <li>○ Have a satisfactory evaluation on different environments and choices.</li> <li>○ Meets expectations on deciding and explaining appropriate environments and choices.</li> </ul>	<ul style="list-style-type: none"> <li>○ The language and words used is accurate and appropriate in an effective structure, so that it is easy to understand the content.</li> </ul>
C+/C/C-	<ul style="list-style-type: none"> <li>○ Have a fair understanding of relevant issues.</li> <li>○ Little supporting data/information is provided with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>○ Have a fair/ show little evaluation on different environments and choices.</li> <li>○ Fairly meets expectations on deciding and explaining appropriate on different environments and choices.</li> </ul>	<ul style="list-style-type: none"> <li>○ The words used are generally accurate and appropriate (mostly in her own language) in a basic structure, so that it is generally easy to understand the content.</li> </ul>
D+/D	<ul style="list-style-type: none"> <li>○ If the assessment does not even meet the criteria for the “C+/C/C-” grade, it will be graded for “D+/D”.</li> </ul>	<ul style="list-style-type: none"> <li>○ If the assessment does not even meet the criteria for the “C+/C/C-” grade, it will be graded for “D+/D”.</li> </ul>	<ul style="list-style-type: none"> <li>○ If the assessment does not even meet the criteria for the “C+/C/C-” grade, it will be graded for “D+/D”.</li> </ul>
F	If the assessment does not even meet the criteria for “D”, it will be awarded an ‘F’.		