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**Course** : **Master of Business Administration**

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**Module Code and Title** : **PGBM15 Marketing Management**

**MDIS Module Leader** : **Mr Frankie Lim**

**Assessment** : **Individual Assignment**

**Submission Due Date** : **08 June 2018**

**Word Length** : **3,500 words +/- 10%**

**Weighting within Module** : **100%**

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**Title:** Critical Evaluation of the Contribution of Current Marketing Management Theory and Practice

**Word Count:** 3500 words (+/-10%) excluding Appendix and Reference List

(see [AQH-F15](#))

Introduction to the Assignment:

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This assignment is divided into **three sections**. You will need complete **all three sections** in order to successfully complete the assignment. You will need to achieve an **overall mark of 40%** in order to successfully complete this module.

Please read all the instructions and information carefully. You are required to submit your work under the University Infringement of Assessment Regulations.

**Students are required to submit their coursework through JIRA. Only assessments submitted through JIRA will be marked. Any other submission including submission to your study centre in hard copy will be treated as a non-submission. All your assignments must be submitted in conjunction with a Turnitin© report.**

## Learning Outcomes Assessed

Upon successful completion of this module, students will have demonstrated

### **Knowledge**

K1 – That they understand the merits of particular marketing concepts when applied to selected business situations.

K2 – That they can understand the potential impact of factors in the external environment on the marketing activities of organisations.

K3 – That they have understanding of the major decisions that organisations confront in satisfying market-place needs.

K4 – That they understand market planning in organisations.

### **Skills**

S1 – How to conduct research using relevant marketing journals and business documentation

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### Task

**Context:** Uzbek consumers experienced economic hardship in 2017 due to the ongoing depreciation of the Uzbek soum against the US dollar, with prices for most products increasing dramatically. As a result, demand for baby food products has declined, despite the high birth rate at the end of the review period.

### *PROSPECTS*

*Baby food is expected to continue to develop over the forecast period, with an increasing population and rising consumer awareness of the advantages of baby food fuelling sales. In addition, the economic recovery will make baby food products more affordable for Uzbek consumers and thus fuel demand.*

*Adapted from: <http://www.euromonitor.com/baby-food-in-uzbekistan/report>*

This is a highly competitive, multi-million dollar sector, with many of the world's famous brands.

This assignment is divided into three elements. You will need to achieve an overall mark of 40% in order to successfully complete this module.

Please ensure you submit your assignment in Report Format.

You should select a **brand of baby food** distributed and sold in Uzbekistan. The brand you select could be any of the imported **baby food brands** such as Nestle Nan; Dumex; Danlac; Cow & Gate; Karicare; Anchor; Bebi Premium, etc. Your assessment should focus only on the chosen **baby food brand** and not about the parent company or other range of products the company may produce and distribute in Uzbekistan.

**Part 1.** Using appropriate knowledge of business and marketing philosophies and concepts, critically evaluate the strengths of the organisation's approach in delivering value with respect to your chosen brand. (30%)

**Part 2.** Research and evaluate the dynamics and trends within the marketing environment identifying the key factors that could positively or negatively affect the performance of your chosen brand. (30%)

**Part 3.** As the newly appointed marketing manager responsible for this brand make recommendations to increase profitability, market share, and the sustainability of your brand. Your suggestions must be underpinned with relevant theory and real-life/academic case studies. (40%)

Your arguments, findings and recommendations should be supported by theories, facts and figures published within academic books, journal articles, recognised business magazines and market intelligence reports.

### Assessment Guidance

#### Part 1.

Students are expected to critically evaluate marketing management with application to their chosen organisation / brand. In doing so, students will consider the adoption of business and marketing philosophies and concepts; these may include, however are not limited to; market orientation, social marketing, holistic marketing, marketing mix approaches, relationship marketing, performance marketing and internal marketing.

#### Part 2.

Students should apply relevant frameworks to critically evaluate the external environment. Students must demonstrate that they have undertaken research using a wide range of relevant and current sources which must be referenced.

In this section students will be expected to synthesise the market intelligence from their research, demonstrating the ability to evaluate what is relevant and significant for the organisation.

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### Part 3.

From the evaluation undertaken in Part 2 students will identify key opportunities / areas for improvement, to increase profitability, market share and the sustainability of the chosen brand. These will form the basis of recommendations. With reference to the marketing management process, students will make recommendations on Segmentation Targeting and Positioning (STP) strategy, brand building, shaping the market offering, implementation and marketing metrics. It is expected that recommendations will be underpinned with relevant theory and organisational case studies.



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## Generic Assessment Criteria – Postgraduate

These should be interpreted according to the level at which you are working

		Categories						
	Grade	Relevance	Knowledge	Analysis	Argument and Structure	Critical Evaluation	Presentation	Reference to Literature
Pass	86 – 100%	The work examined is exemplary and provides clear evidence of a complete grasp of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also unequivocal evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied. At this level it is expected that the work will be exemplary in all the categories cited above. It will demonstrate a particularly compelling evaluation, originality, and elegance of argument, interpretation or discourse.						
	76-85%	The work examined is excellent and demonstrates comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that level are fully satisfied. At this level it is expected that the work will be excellent in the majority of the categories cited above or by demonstrating particularly compelling evaluation and elegance of argument, interpretation or discourse and some evidence of originality.						
	70 – 75%	The work examined is of a high standard and there is evidence of comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is clearly articulated evidence demonstrating that all the learning outcomes and responsibilities appropriate to that level are satisfied. At this level it is expected that the standard of the work will be high in the majority of the categories cited above or by demonstrating particularly compelling evaluation and elegance of argument, interpretation or discourse.						
	60 – 69%	Directly relevant to the requirements of the assessment	A substantial knowledge of relevant material, showing a clear grasp of themes, questions and issues therein	Comprehensive analysis - clear and orderly presentation	Well supported, focussed argument which is clear and logically structured.	Contains distinctive or independent thinking; and begins to formulate an independent position in relation to theory and/or practice.	Well written, with standard spelling and grammar, in a readable style with acceptable format	Critical appraisal of up-to-date and/or appropriate literature. Recognition of different perspectives. Very good use of a wide range of sophisticated source material.
	50 – 59%	Some attempt to address the requirements of the assessment: may drift away	Adequate knowledge of a fair range of relevant material, with intermittent evidence of an	Significant analytical treatment which has a clear purpose	Generally coherent and logically structured, using an appropriate mode of argument and/or theoretical mode(s)	May contain some distinctive or independent thinking; may begin to formulate an independent position	Competently written, with only minor lapses from standard grammar, with acceptable format	Uses a good variety of literature which includes recent texts and/or appropriate literature, including a substantive amount beyond library

	from this in less focused passages	appreciation of its significance			in relation to theory and/or practice.		texts. Competent use of source material.
40 – 49%	Some correlation with the requirements of the assessment but there are instances of irrelevance	Basic understanding of the subject but addressing a limited range of material	Some analytical treatment, but may be prone to description, or to narrative, which lacks clear analytical purpose	Some attempt to construct a coherent argument, but may suffer loss of focus and consistency, with issues at stake stated only vaguely, or theoretical mode(s) couched in simplistic terms	Sound work which expresses a coherent position only in broad terms and in uncritical conformity to one or more standard views of the topic	A simple basic style but with significant deficiencies in expression or format that may pose obstacles for the reader	Evidence of use of appropriate literature which goes beyond that referred to by the tutor. Frequently only uses a single source to support a point.
35 – 39%	Relevance to the requirements of the assessment may be very intermittent, and may be reduced to its vaguest and least challenging terms	A limited understanding of a narrow range of material	Largely descriptive or narrative, with little evidence of analysis	A basic argument is evident, but mainly supported by assertion and there may be a lack of clarity and coherence	Some evidence of a view starting to be formed but mainly derivative.	Numerous deficiencies in expression and presentation; the writer may achieve clarity (if at all) only by using a simplistic or repetitious style	Barely adequate use of literature. Over reliance on material provided by the tutor.
The evidence provided shows that the majority of the learning outcomes and responsibilities appropriate to that Level are satisfied – for compensation consideration.							
30 – 34%	The work examined provides insufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence provided shows that some of the learning outcomes and responsibilities appropriate to that Level are satisfied. The work will be weak in some of the indicators.						
15-29%	The work examined is unacceptable and provides little evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that few of the learning outcomes and responsibilities appropriate to that Level are satisfied. The work will be weak in several of the indicators.						
0-14%	The work examined is unacceptable and provides almost no evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied. The work will be weak in the majority or all of the indicators.						

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