**MODULE DESCRIPTOR**

|  |  |
| --- | --- |
| **TITLE** | Marketing Decision Making |
| **SI MODULE CODE** | 44-7715-00S / 44-702580 |
| **CREDITS**  | 15 |
| **LEVEL** | 7 |
| **JACS CODE** | N550 |
| **SUBJECT GROUP** | Marketing  |
| **DEPARTMENT** | Management  |
| **MODULE LEADER** | Ofer Dekel |

|  |
| --- |
| **MODULE STUDY HOURS (based on 10 hours per credit)\*** |
| **Scheduled Learning and Teaching Activities** | **Placement (if applicable)** | **Independent Guided Study** | **Total Number of Study Hours** |
| 36 | N/A | 114 | 150 |

**MODULE AIM**

At the heart of the traditional approach to marketing strategy lies the assumption that executives, by applying a set of powerful analytic tools, can predict the future of any business accurately enough to choose a clear strategic direction for it. The process often involves underestimating uncertainty in order to lay out a vision of future events sufficiently.

 When the future is truly uncertain, this approach is at best marginally helpful and at worst downright dangerous: underestimating uncertainty can lead to strategies that neither defend a company against the threats nor take advantage of the opportunities that higher levels of uncertainty provide.

Making systematically sound strategic decisions under uncertainty requires an approach that avoids this simplistic understanding of the market.

This module will help students to understand the market and the uncertainty surrounding strategic decisions and to tailor strategic solution suitable to that uncertainty.

**MODULE LEARNING OUTCOMES**

By engaging successfully with this module a student will be able to:

* Critically evaluate the strategic marketing planning process and apply these principles to a variety of organisations in current market conditions.
* Apply the key elements of a successful marketing planning process in order to structure and prepare a marketing plan
* Apply Scenario planning as a tool for considering strategic options in frequently changing business environment and justify decision making.

**INDICATIVE CONTENT**

* Decision Making models
* Decision making in uncertain times
* Identifying key market drivers
* Stakeholders analysis
* Design and use implications wheel
* Scenario analysis
* Key elements of marketing strategy

**LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS**

Throughout the module, students will be supported in their learning and language development to achieve the above outcomes, in the following ways:

**Learning and Teaching**

The varied marketing topics are studied in a range of ways including seminars, tutorials and lectures, case studies, peer teaching etc.

**Assessment**

All teaching and assessment is grounded in real business life situations; Applied Marketing Intelligence & Insight and Approaches to Strategic Marketing decision forms the basis of assessment on this module.

**ASSESSMENT TASK INFORMATION**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Task No.\*** | **Short Description of Task** | **SI Code****EX/CW/PR** | **Task Weighting %** | **Word Count or Exam Duration\*\*** | **In-module retrieval available** |
| 1 | Marketing Plan for international business | CW | 100% | 5000 | No |

**FEEDBACK**

Students will receive feedback on their performance in the following ways:

**LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**

Core text: Drummond, G., Ensor, J. and Ashford, R. (2007) Strategic Marketing Planning and Control

Additional Reading

* Winkler; Kuklinski; and Moser (2015) Decision making in emerging markets: The Delphi approach's contribution to coping with uncertainty and equivocality [Journal of Business Research](http://www.sciencedirect.com/science/journal/01482963), Vol. 68 issue 5 pp. 1118-1128
* Bradfield, R., Wright, G., Burt, G., Cairns, G. and Van der Heijden, K. 2005. The origins and evolution of scenario techniques in long range business planning. Futures 37, 795-812.
* Schoemaker, P. J. H. 1995. Scenario planning: a tool for strategic thinking. Sloan Management Review, Winter, 25-40.
* 40 years of Shell Scenario Planning <http://www.shell.com/global/future-energy/scenarios/40-years.html>

The Futures Wheel- Identifying Future Consequences of a Change <http://www.mindtools.com/pages/article/futures-wheel.htm>

**REVISIONS**

|  |  |
| --- | --- |
| **Date** | **Reason** |
| Aug 2015 | New module validated as part of MSc International Marketing revalidation May 2015 |

**SECTION 2 MODULE INFORMATION FOR STAFF ONLY**

**MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION**

**MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE**

|  |  |
| --- | --- |
| NEW MODULE |  |
| EXISTING MODULE - NO CHANGE |  |
| Title Change | Y |
| Level Change |  |
| Credit Change |  |
| Assessment Pattern Change |  |
| Change to Delivery Pattern |  |
| Date the changes (or new module) will be implemented |  |

**MODULE DELIVERY PATTERN -**

|  |  |  |
| --- | --- | --- |
|  | **Module Begins** | **Module Ends** |
| **Course Intake 1** | 28/09/15 | 18/12/15 |
| **Course Intake 2** | 25/01/16 | 29/04/16 |

|  |  |
| --- | --- |
| **Is timetabled contact time required for this module?** | Yes |

|  |  |
| --- | --- |
| **Are any staff teaching on this module non-SHU employees?** | No |
| **If yes, please give details of the employer institution(s) below** |
|  |
| **What proportion of the module is taught by these non-SHU staff, expressed as a percentage?** |  |

**MODULE ASSESSMENT INFORMATION**

|  |
| --- |
| **Indicate how the module will be marked** |
| **\*Overall PERCENTAGE Mark of 40%** | Yes |
| **\*Overall PASS / FAIL Grade** | No |

**SUB-TASKS**

|  |  |
| --- | --- |
| **Will any sub-tasks (activities) be used as part of the assessment strategy for this module?** | No |

**FINAL TASK**

|  |  |
| --- | --- |
| **According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)** | 1 |

**NON-STANDARD ASSESSMENT PATTERNS**

|  |  |
| --- | --- |
| **MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.****NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance notes.** |  |