

# **STRATEGIC MARKETING MANAGEMENT-LEVEL IV APRIL 2017, EXAMINATION, EXAMINERS REPORT**

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## **Introduction**

There were some common mistakes that reveals the same concerns and problems coming up time and time again in this subject area and questions. Most of these common mistakes are caused by a lack of examination technique and examination practice. The following common mistakes were again identified: A. not answering the question set. B. presentation and written style. C. timing and D. theory without application

### **A .Not answering the question set.**

The examiner was looking for both relevant contexts. Some student does not answer the question in the context in which it has been set:

- ❖ Fifty-three (53) candidates for instance answered question Two (2) but twenty-nine (29) candidates got less than ten (10) marks out of twenty (20) marks (less than half) and hence increased the failures. The candidates considered overall implications instead of concentrating on market/marketing implications in question 2.
- ❖ Ninety-four (94) candidates answered question 3 but thirty-four (34) got less than 10 marks. Students just explained the pricing strategies without relating it to the question set.
- ❖ In question 1:
  - Some students stated their objective as to become customer oriented.
  - Again, some students prepared marketing plan instead of promotional plan.
  - Their objectives, strategies and evaluation and control do not match.
  - Some students also used promotion to represent sales promotion.
  - Some students again prepared three (3) year timetable instead of one year 2017.

- Again, some students started with strategies without considering the contextual analysis, objectives, target market, problems to be solved and the messages to be used.
- ❖ In question 4 some students explained the importance of advertising rather than the relative merits of major advertising media and hence 19 out of 41 candidates failed.

## **B. Presentation and Style**

Both of these essential skills are of great importance to a banking practitioner. The examiner expects work to be presented in a well-written, professional manner. Report style, using sub-heading and indented numbering for points etc. is not only acceptable, but looks much more commercial credible than academic essays, this approach allows the candidates to break the questions in point, highlight the key points, and structure their answers in a logical way:

- ❖ Students were given a role to play and were asked to present in a certain format, however, a lot did not do that.
- ❖ Some students wrote academic essay and others did not indicate any format or indicated wrong format. For example question 2

From: Marketing Consultant

To : Managing Director

Title: Implications of Merges and requisitions

Used memo instead of a report.

- ❖ Some candidates stated only bullet points without explaining or justifying and therefore did not get the full marks. For example in question one some students listed the promotional mix elements without explanation and justification.

## **C. Timing**

The scarce resource in an examination is the time. The allocation of this resource must be controlled carefully to maximize marks gained. Some students could not finish answering the questions set. It was so much harder for all candidates that could not complete answering the four questions to pass.

## **D. Theory without Application**

The examiner was looking for both relevant content and its application in an appropriate context. He also expects relevant theory to be illustrated with practical examples and illustrations. These can be drawn from their own experience or observations or readings. A theory paper without evidence of practical application is unlikely to be successful. Similarly, a mere description without application of relevant theory will not result to earning the full marks. Some students for instance used inappropriate model. For example in question one, a lot of students used Ansoff growth matrix instead of simple Behaviourial model (Diffusion of innovation model, DAGMAR etc)

### **Conclusions**

To give the student the best chance to increase the pass rate. The examiner's report above should be made available to them to guide them in the subsequent examinations. The marking schemes are a guide for a good pass mark, candidates should remember that there is not one single correct answer, the examiner is looking for candidate to apply their own marketing knowledge and skills to the question set and justify it.

Submitted

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