MKTG304
Marketing Project

Semester 2, 2009

Department of Business
1. Information about this Course

<table>
<thead>
<tr>
<th>Item</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Number</td>
<td>MKTG304</td>
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<tr>
<td>Unit Title</td>
<td>Marketing Project</td>
</tr>
<tr>
<td>Unit Weight</td>
<td>3 Credit Points</td>
</tr>
<tr>
<td>Unit Level</td>
<td>300</td>
</tr>
<tr>
<td>Year and Semester</td>
<td>2009, Semester 2</td>
</tr>
<tr>
<td>Unit convenor</td>
<td>Dr David Gray</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Admission to (BCom or BCom-Mktg or BBA or BIntBus and (MKTG202 or MKTG203 or MKTG208 or BBA203 or BBA213)</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3 hours per week</td>
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</table>

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

- **Units of Credit**: MKTG304 - 3 credit point subject. It is a core subject for the B.Com Marketing program and an elective for the BCom and BBA programs. It is a single semester unit. The number of credit points that a unit is worth is determined by the number of hours that a student is expected to spend each week attending lectures, reading and preparing assignments. For a single semester unit, students are expected to spend at least 24 hours per credit point on work related to the unit. Students are strongly advised to prepare their study timetable accordingly. Successful performance in the exam requires knowledge and understanding of the content of the lectures and set readings.

- **In order to successfully complete the Unit you must**:  
  - Attend and participate in the weekly seminars (at least 80% attendance is required).  
  - Obtain a mark of at least 50% in the final exam  
  - Satisfactory completion of the Group marketing Strategy Project  
  - Satisfactory assignment work and attendance may be used to determine a marginal grade

You should take note of all announcements made in lectures or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information.

2. Teaching staff

**Convenor: Dr David Gray**  
Telephone 9850-8453; Email: dgray@efs.mq.edu.au  
Room: E4A Room 628  
Consultation time: Wednesday 2pm-4pm
Dr David Gray is a Senior Lecturer in Marketing in the Department of Business. David has a Master of Commerce (Economics Honours) degree from University of New South Wales and a PhD in Marketing from the University of New South Wales. He has pursued a business career in marketing and management training holding many senior marketing management positions since that time. David has extensive experience in proposal writing, training, marketing and sales, the management of professional service, finance and insurance businesses. Product knowledge spans professional services, finance, insurance, manufacturing and building materials.

**Lecturer: Ron Innis**

Telephone: 
Email: Ron Innis roninnis45@gmail.com

**Consultation time: Available by appointment.**

Bachelor of Commerce, Honours in Applied Psychology and Economics, UNSW
Master of Commerce, Honours Research Degree in Marketing, UNSW. Ron has international and domestic business experience in senior management and marketing roles with Xerox, Qantas, American Express, several major international direct selling companies and international area management roles in materials management and facilities management with a large non-profit service organisation in the Pacific area. Ron has lectured and coordinated courses in an adjunct capacity at both post-graduate and under-graduate levels in management, international management and marketing management at the University of Western Sydney and at under-graduate level in marketing research and international marketing at Macquarie University.

**Lecturer: Ms Genevieve Healy**

Telephone: 0418404810
Email: genui@internode.on.net

**Consultation time: Available by appointment.**

Genevieve has a Masters in Business (Marketing) from UTS, and has been teaching a range of marketing and management subjects at TAFE, and at the International campuses of Charles Sturt, CQU, and Curtin Universities, at both undergraduate and post-graduate levels. This follows a 13 year career within Telecom Australia (now Telstra) working across a range of product areas in marketing and management. She also currently co-owns and operates a boutique manufacturing business, *The Coffee Stain*, with her husband, making accessory products for the coffee industry. Genevieve’s role is marketing and management, and she was responsible for creating the business’s website. Genevieve is the author of the text, *Strategic Marketing Analysis* (2nd ed, 2007, Cengage), and has also written unit guides on various subjects for TAFE’s Business Services Training Packages.

### 3. Classes:

- Students must attend any one of the following classes:
  - Seminar_1 Class_01   Tuesday 4pm-7pm   E5A118 (scheduled)
  - Seminar_2 Class_02   Wednesday 11am-2pm  E7B263 (scheduled)
  - Seminar_3 Class_03   Thursday 2pm -5pm   W6B325 (scheduled)
The timetable for classes can be found on the University web site at: http://www.timetables.mq.edu.au/

Each of the 13 seminars will comprise of 3 hours in duration face to face and is limited to approximately 50 students.

The unit timetable can be found on the University web site at: http://www.timetables.mq.edu.au/

4. Required and Recommended Texts and/or Materials

4.1 Course resources/Prescribed Texts

Prescribed text

Recommended supplementary text is:

Additional References - available at the library


**Supplementary References**


It will be assumed that you will have read the chapters assigned each week prior to attending lectures. The text covers some of the basic material and provides numerous examples.

### Other journals and publications of interest include the following:

<table>
<thead>
<tr>
<th>marketing and Strategy Academic journals</th>
<th>marketing and Strategy Academic journals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal of Marketing</td>
<td>Australian Journal of Management</td>
</tr>
<tr>
<td>Journal of Marketing Research</td>
<td>Harvard Business Review</td>
</tr>
<tr>
<td>International Journal of Research in Marketing</td>
<td>Sloan Management Review</td>
</tr>
<tr>
<td>Journal of the Academy of Marketing Science</td>
<td>Business Horizons</td>
</tr>
<tr>
<td>Australasian Marketing Journal</td>
<td>Academy of Management Journal</td>
</tr>
<tr>
<td>Business Strategy Review</td>
<td>Journal of Management Studies</td>
</tr>
<tr>
<td>Marketing Intelligence and Planning</td>
<td>Academy of Management Review</td>
</tr>
<tr>
<td>Long Range Planning</td>
<td>Strategic Management Journal</td>
</tr>
<tr>
<td>Industrial Marketing Management</td>
<td>Organisation Studies</td>
</tr>
<tr>
<td>Journal of Business Research</td>
<td>Strategic Change</td>
</tr>
<tr>
<td>Marketing Management</td>
<td>Academy of Management Executive</td>
</tr>
<tr>
<td>European Journal of Marketing</td>
<td>Personnel Management</td>
</tr>
<tr>
<td><strong>Other publications</strong></td>
<td><strong>Psychological Review</strong></td>
</tr>
<tr>
<td>The Economist</td>
<td>California Management Review</td>
</tr>
<tr>
<td>Fortune</td>
<td>Journal of Change Management</td>
</tr>
<tr>
<td>B&amp;T Weekly</td>
<td>Business Review Weekly</td>
</tr>
<tr>
<td>Australian Financial Review</td>
<td>The Australian</td>
</tr>
<tr>
<td>Sydney Morning Herald</td>
<td>Marketing Magazine</td>
</tr>
</tbody>
</table>

### 5. Unit web page

The web page for this unit can be found at: [http://learn.mq.edu.au](http://learn.mq.edu.au)
6. Learning Objectives and Outcomes

6.1 Course Aims

This unit is structured as a semester-long team-based project. It integrates the materials that are covered in first and second year marketing units. Its objectives are to investigate the following questions:

1. What kinds of factors influence the competitive positioning of an industry and the firms within it to achieve a sustainable competitive advantage?
2. What kinds of “Blue-Ocean” strategies can be developed to assist a firm to reconstruct their existing competitive market boundaries?
3. How can corporate social responsibility (CSR) be used as a mechanism to achieve a sustainable competitive advantage?

The semester-based project culminates in the submission of a final research paper that includes appropriate outcomes and recommendations. The class is conducted through workshops and discussions where students are taught to write a research paper in the around the industry of their choice. Throughout the course, the emphasis is on the analysis process: identifying information needs, acquiring the necessary information, interpreting it and using it as the basis for business recommendations.

6.2 Learning Outcomes

The learning outcomes of this unit are to develop knowledge/skills to enable students to:

<table>
<thead>
<tr>
<th>SKILLS AND COMPETENCIES</th>
<th>Opportunity to Develop</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUBJECT SKILLS &amp; COMPETENCIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Articulate frameworks and approaches to harness the power of marketing-oriented thinking for the creation of long-term advantage of any organisation</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Understand the firm’s relation to its business environment of customers, competitors, collaborators, and other external forces</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Be able to conduct an industry and market analysis to assess market opportunities by analysing customers, competitors, collaborators, and other external forces</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4. Critically examining problem areas, developing feasible marketing investment decision options, developing key recommendations, and communicating this strategic thinking to others</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5. Enhance awareness of marketing’s contribution to society through discussion of ethical and professional conduct and issues in corporate social responsibility</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>PERSONAL SKILLS AND COMPETENCIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change/Coping with Uncertainty</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Team/Group Decision Making/Communication/Planning/Management Skills</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Leadership</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Task/Project Management &amp; Independent Self Management</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
7. **Teaching and Learning Strategy**

The course consists of 13 seminars of 3 hours each.

The unit is designed to be an exercise in applied learning, where the first half of the semester adds to your knowledge base, and the second half applies that knowledge. It is vital that you

- stay in your assigned seminar session
- attend the first session to get into a group and get briefed
- attend and contribute to your group’s effort
- sit the mid-semester test in week 7 in class.

The classes are presented over three hours, which encompass both lecture and tutorial, although the division between lecture and tutorial may be a little blurred.

7.1 **Relationship of this course to other course offerings**

This course integrates knowledge of market analysis with strategic business considerations, to achieve superior performance in sales growth, market share and profit contribution. Topics include: competitive strategy: core concepts, marketing systems analysis, Blue Ocean strategy, corporate social responsibility and competitive Positioning. Students draw on materials from all previous marketing courses and practical case studies.
7.2 Approach to learning and teaching

Generally, seminars will involve formal presentation by the lecturer, together with student presentations of selected topics. The formal seminars will be combined with discussion of assigned text readings. In a number of places, text and lecture presentations will consider formal models for depicting processes of corporate and strategic marketing. All students should expect to gain some practice in applying such models, when appropriate, in the assignments. Students must also expect to prepare assignments and presentations in a clear and logical manner, particularly in the context of the major project. The subject structure consists of four parts.

8. Relationship between Assessment & Learning Outcomes

8.1 Assessment Details

The course offers a number of elements which provide the student the opportunity to demonstrate his or her understanding of the material and ability to apply the concepts of marketing and related fields. All assignment tasks are compulsory. You will need to complete two group assessments (i.e. the Group Marketing Strategy Project and the Group Simulation Game) and three individual assessment items: i.e. the Blue Ocean quiz, peer review and the final exam. Note: To pass this course you must obtain a pass in the combined individual assessments, regardless of the marks you achieve in the two Group Assignments.

<table>
<thead>
<tr>
<th>Individual Assessment</th>
<th>Assessment Items</th>
<th>Link to Outcomes/Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment 1 – Mid Semester Exam</strong></td>
<td>Mid Semester Exam – Week 7 in Class</td>
<td>Review of Sessions Weeks 1-7 Focussed on knowledge, depth of understanding and evaluative skills 25.0%</td>
</tr>
<tr>
<td><strong>Assessment 2 Marketing Systems Analysis Project</strong></td>
<td>Individual Presentation made Phase 1-4</td>
<td>Focussed on knowledge, depth of understanding and evaluative skills and critical thinking in relation to the topic presented. 15.0%</td>
</tr>
<tr>
<td><strong>Assessment 3 Marketing Systems Analysis Project</strong></td>
<td>Oral Presentations Week 11-12 in Class</td>
<td>Outcomes 1-4, plus presentation skills 15.0%</td>
</tr>
<tr>
<td><strong>Assessment 4 Marketing Systems Analysis Project</strong></td>
<td>Final Report Individual Contribution</td>
<td>Outcomes 1-4 plus personal and academic skills identified. Refining literacy skills, time management and ability to produce work of a high standard 15.0%</td>
</tr>
<tr>
<td><strong>Group Assessment</strong></td>
<td>Group presentations to be made during weeks 3-9</td>
<td>Focussed on knowledge, depth of understanding and evaluative skills 15.0%</td>
</tr>
<tr>
<td><strong>Assessment 5 – Weekly Seminar Presentation</strong></td>
<td>Final Report due Friday 13th November – by 4.30pm to BESS Building E4B assignment box</td>
<td>Focussed on knowledge, depth of understanding and evaluative skills and critical thinking in relation to the topic presented. Refining literacy skills, time management and ability to produce work of a high standard 15.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
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</tbody>
</table>
Grades will be awarded according to the normal grading scheme:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>High Distinction</th>
<th>Distinction</th>
<th>Credit</th>
<th>Pass</th>
<th>Pass Conceded</th>
<th>Fail</th>
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<tbody>
<tr>
<td>%</td>
<td>85-100</td>
<td>75-84</td>
<td>65-74</td>
<td>50-64</td>
<td>45-49</td>
<td>0-44</td>
</tr>
</tbody>
</table>

8.2 Mid-Semester Exam (25%)

Mid-Semester Exam (25%)  
There will be an interim-exam in week 7 held in class that is worth 25% of the assessment and will cover Weeks 1-7 inclusive. All students are expected to sit for the interim examination at the scheduled time. The exam will incorporate theoretical concepts with case study application(s) studied in class.

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at http://www.reg.mq.edu.au/Forms/APSCons.pdf.

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period. (Individual Divisions may wish to signal when the Division's Supplementaries are normally scheduled). You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester that is the final day of the official examination period.

8.3 Group Assessment Task: Weekly Seminar Presentations- 15%

<table>
<thead>
<tr>
<th>Due:</th>
<th>Weeks 3-9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value:</td>
<td>15% of Course Marks</td>
</tr>
<tr>
<td></td>
<td>- 5% Team Oral presentation (20-30 minutes)</td>
</tr>
<tr>
<td></td>
<td>- 10 % Team Written Report (5-10 pages class handout)</td>
</tr>
</tbody>
</table>

It is important that students have the ability to both present ideas and lead a group discussion on those ideas. Therefore, student teams will be responsible for presenting a at least a written 5 page class handout (guide 5-10 pages) & oral summary of the readings and leading the class discussion on all readings including the text. At minimum, each presentation should summarize important points and take away lessons for the class. Class presentations will be posted on Blackboard for student reference.

Each team is given a number of chapters (from the two texts) which they are responsible for covering with the class in the form of an oral presentation, with PowerPoint. Competent presentation will completely cover the material in the assigned chapter. Good presentations will cover the material and relate the material to other material we are or have covered. The best presentations will not only do the first two, but in addition will
relate the material to current events in the business press. All groups should include three to five class take aways from their presentation. Each member of the group must also participate in the presentation and will be marked on the quality of their presentation.

All written work is to be typed using Times Roman, 12 point font single spacing, and 2.5cm margins and to follow correct form, group cover sheet, spelling, grammar etc. Students should provide written synopsis of articles as well as power points. These should be emailed to the instructor ahead of time who will put them on Blackboard. However, each student group should provide a hard copy of overheads so that the class can follow their presentation and make notes.

Papers which, in the opinion of the instructor, employ disproportionately poor grammar and are poorly structured and written, will be assigned a grade that is one-letter lower than would otherwise be assigned.

Your group seminar report must also be submitted to Turnitin at www.turnitin.com. Once in Turnitin, submission of your group’s report must be as a Word document (i.e. not PDF, PowerPoint, etc). To assist each group test for potential plagiarism issues your group can submit their seminar report more than once up to the due date. Please make sure that only one member of your group submits the seminar report to Turnitin.

Turnitin User Name must be Seminar Day – Group No – Short Name (e.g. Tues4pm-Group 1- Porter Chapter 8), The class password for Turnitin and the instructions to use it will be provided well before the assignment is due.

Any assignment received after the due date will lose 10% of the assignment value per day.

<table>
<thead>
<tr>
<th>Weekly Seminar Marking Guide- Group Assessment</th>
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<tbody>
<tr>
<td>SID</td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td><strong>PowerPoint Presentation Evaluation Criteria</strong></td>
</tr>
<tr>
<td>Expression (spelling, syntax, grammar)</td>
</tr>
<tr>
<td>Description (coherent, unambiguous, thoughtful)</td>
</tr>
<tr>
<td>Argument (valid, logical, reasonable)</td>
</tr>
<tr>
<td>Relevance and Depth</td>
</tr>
<tr>
<td>Mark for Group Presentation</td>
</tr>
<tr>
<td>Mark for Written Report</td>
</tr>
<tr>
<td>Total Assessment Mark</td>
</tr>
</tbody>
</table>
8.4 Group Assessment Task - Marketing Systems Analysis – Total 60.0%

<table>
<thead>
<tr>
<th>Value: 60% of Course Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 15% Individual Presentation made Phase 1-4</td>
</tr>
<tr>
<td>- 15% Individual Oral Presentation made weeks 11-12</td>
</tr>
<tr>
<td>- 15% Individual Contribution to Final Group Report</td>
</tr>
<tr>
<td>- 15% Group Team Written Report</td>
</tr>
</tbody>
</table>

Group Written Report Due Friday 13th November 2009

You are required to form into teams of up to 4 and complete an analysis of the marketing system for a particular type of product or service of interest to you in Australia. The focus is not on a particular brand or a product or a service supplied by one firm but on a more generically defined product or service for which different types of firms compete to serve customer requirements e.g. the marketing system for fresh fruit, computer games, taxis, a type of industrial component or service etc.

Your group will be expected to conduct both primary (e.g. interviews and surveys) and secondary research such as desk research.

In special circumstances and with the lecturer in charge’s permission this project may be undertaken by an individual.

**Note: You will be required to complete a confidential assessment of your own contribution as well as the contribution of other members of your group to the report and presentation.

8.4.1 Individual Assessment : Phase 1-4 – Worth 15.0%

Each person will be allocated a phase of the Marketing Systems Project i.e. 1-4. They will prepare a 5-10 minute PowerPoint presentation (maximum 15 slides) to demonstrate their understanding of the relevant Phase of the Marketing Systems Project for which they have been allocated responsibility. A soft copy of your presentation is to be emailed to your seminar leader the day before your presentation is due and a hard copy provided to the seminar leader on the day of the presentation. The marking criteria are:

- Expression (spelling, syntax, grammar)
- Description (coherent, unambiguous, thoughtful)
- Argument (valid, logical, reasonable, reflective)
- Relevance and Depth

8.4.2 Oral Presentation: Weeks 11-12 – Worth 15.0%

The oral presentation must demonstrate (a) group understanding of the predominant marketing systems in your industry and (b) the potential to develop ‘blue-ocean’ strategies within that industry.

Each person will be marked on their individual presentation as part of the overall Marketing Systems Project presentation. A soft copy of the entire group presentation is to
be emailed to your seminar leader the day before your presentation is due and a hard copy provided to the seminar leader on the day of the presentation. The marking criteria are:

- Expression (spelling, syntax, grammar)
- Description (coherent, unambiguous, thoughtful)
- Argument (valid, logical, reasonable, reflective)
- Overall coherency
- Relevance and Depth

8.4.3 Individual Contribution to Final Written Report - Worth 15.0%

Each person must identify which sections of the final report they wrote. Each person will be marked on their individual contribution to the overall Marketing Systems Project written report. The marking criteria are:

- Expression (spelling, syntax, grammar)
- Description (coherent, unambiguous, thoughtful)
- Argument (valid, logical, reasonable, reflective)
- Overall coherency
- Relevance and Depth

8.4.4 Final Group Report – 15.0% Due Friday 13th November

Structure of final written Report and suggested topic areas to be covered

Executive Summary (Note: this is not an introduction but a 1-2 page overview of main points of the report.

Phase 1- Supply and Basic Demand Conditions

Industry Map
- Map and briefly describe the structure of the industry and its marketing systems linkages.

Supply Conditions including for example:
- Number, type, size and location of direct and indirect competitors supplying the product or service (including both domestic based and international import suppliers)
- Concentration or lack of concentration of ownership and trends in supply
- Market positions and strengths and weakness on main competitors and internal environmental issues where relevant such as organisations resources, capabilities and core competencies.
- Nature of value creation and delivery system linking producers and consumers for this type of product or service (including channels of distribution, key input suppliers, key complementors)
- Porter’s 5 forces analysis of the industry and an industry SWOT
- Government actors involved and their role
Environmental Impacts on Supply - contraints and enablers:

- Including, socio-cultural, economic and material environment, regulations, technology, and relevant infrastructure (transport, communication, finance etc)

Demand Conditions

- Consumption patterns - Amount of consumption by type and trends, fluctuations and cycles in demand, domestic and international trade
- Who buys and consumes? (Household, firm, other, final and derived demand, market segments)
- How, when and where do they buy? (decision making unit (consumer/industry), buying process, alternatives considered, information sources, decision criteria, existing knowledge and beliefs etc.)

Phase 2 - Demand Conditions- Intermediaries, Environment and Observers

- Nature of Intermediaries (e.g. distributors, etc) predominant in the industry and their role
- Nature and degree of competition
- Market positions and strengths and weaknesses of main competitors and their internal environmental issues where relevant such as organisations resources, capabilities and core competencies.

Environmental Impacts on Demand

- Environmental factors affecting demand: including, socio-cultural, economic and material environment, regulations, technology, and relevant infrastructure (transport, communication, finance etc).

Industry Observers Outside the Firm and Service Organisations and their influence/role such as:

- Industry Studies, Unions, Business Press (BRW), Local Org. Chambers of Commerce, State Governments, Federal Government, Domestic Trade Bodies/Statistics and International Organisations, e.g. OECD; World Bank, etc.
- Service organisations such as trade associations, investment banks, consultants, advertising agencies, etc

Phase 3 - Nature of Industry Marketing and Competitive Positioning Strategies

- Identify the kinds of strategy selection in your industry. (e.g. six basic strategies can be the starting point for your own custom strategy - Cost Leader with Product Life Cycle Focus; Differentiation with Product Life Cycle Focus; Broad Cost Leader; Broad Differentiation; Niche Cost Leader; Niche Differentiator or Porter's Generic Strategies
- Review the market positioning and differentiation of competitors
Consider the kinds of marketing mix strategies
- branding, product/service design, packaging, before and after sales services
- prices, margins, finance and contractual arrangements
- advertising and promotion
- marketing channels, logistics, margins, role of e-commerce.

Cooperative Strategies: supplier, customer, distributor and complementor relations (including technical alliances, government relations, co-marketing arrangements, sponsorship, trade associations, etc.)

Other aspects of trade and marketing practices and issues not elsewhere covered

Environmental factors affecting competitive and cooperative strategies (including, socio-cultural, economic and material environment, government and regulations (taxes, tariffs, trade practices act), technology (standards bodies), professional bodies and relevant infrastructure (media, transport, finance etc.)

Phase 4- The Future
- On the basis of your analysis of the marketing system discuss likely future developments and the opportunities and threats for existing market players and potential new entrants. Identify potential alternative “Blue-Ocean” strategies for major industry players and give advantages and disadvantages of each.

I. Bibliography
II. Appendix 1: 1 to 2 page summary of research process used to develop report including data collection and analysis.
III. Appendix 2: A description of what each person contributed to the research and final report signed by each member of the group.
IV. Other Appendices as needed more detailed results and analysis to supplement what is in the main body of the report

***The total length of the main report i.e. Phase 1-4 plus Executive Summary excluding figures and tables should be about 5000 words (+- 10%). Appendices may be used to add additional information. Please ensure that your report is run through a spelling checker and a grammar checker before final submission. You are to assume that you are presenting this report to the Board of Directors and it must be word perfect and professional.

Useful Reference
Written Group Project Marking Guide

<table>
<thead>
<tr>
<th>Written Report Assessment Criteria</th>
<th>% Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>5.0</td>
</tr>
<tr>
<td>Phase 1: Supply and Basic Demand</td>
<td>20.0</td>
</tr>
<tr>
<td>Phase 2: Demand and Other Conditions</td>
<td>20.0</td>
</tr>
<tr>
<td>Phase 3: Positioning</td>
<td>20.0</td>
</tr>
<tr>
<td>Phase 4: The Future</td>
<td>20.0</td>
</tr>
<tr>
<td>Expression (spelling, syntax, grammar and presentation of report)</td>
<td>15.0</td>
</tr>
<tr>
<td><strong>Total Score =</strong></td>
<td><strong>15.0%</strong></td>
</tr>
</tbody>
</table>

Information Sources:
- Other sources include the websites for firms and organisations involved in the industry, government departments and reports, industry censuses, and international trade associations such as Austrade, trade and industry journals.
- Interviews with people involved in the industry including final customers

Additional Report Requirements
- Written Report to be submitted in hard copy using the BESS Group Cover Sheet. Staple your assignment in the top left-hand corner. Do not put the report in a binder or individual pages in separate plastic holders –Make sure that your name, SID and Seminar Lecturer are clearly legible without opening the report.
- Your group written report must also be submitted to Turnitin at www.turnitin.com. Once in Turnitin, submission of your group’s report must be as a Word document (i.e. not PDF, PowerPoint, etc). To assist each group test for potential plagiarism issues your group can submit their major project more than once up to the due date. Please make sure that only one member of your group submits the report to Turnitin.
- Turnitin User Name must be: Seminar Day – Group No – Short Name (e.g. Tues4pm-Group 1- Beer). The class password for Turnitin and the instructions to use it will be provided well before the assignment is due.
- Any assignment received after the due date will lose 10% of the assignment value per day.
- All assignments must be referenced using the Harvard (author, date) method. Failure to follow this method will result in marks being deducted.
- Remember the essay must be your own work. Plagiarism is a serious offence.

General Guidelines for Report Writing:
- Correct referencing is essential. All data, quotes, figures and tables etc must indicate source(s) from which they are obtained. Reports that are submitted with no or very poor referencing will be returned unmarked, attaining a zero grade.
- Include list of interviews with company or other persons conducted in bibliography and refer to them as appropriate in your report.
The emphasis is not on bulk writing but clearly expressed and supported description and analysis. Make sure the report is a coherent argument from start to finish. Use headings and subheadings to organize your report in a logical and coherent manner. Use of bullet points, tables, diagrams and graphs are often helpful in this respect. If tables, diagrams and graphs are used make sure to label them properly – they do not speak for themselves!

It is appropriate to assign a group member to be responsible for reading through the complete report to ensure that the various sections of the report gel well. This will enable you to remove duplication of information if any, include additional information if necessary, avoid conflicting interpretations and enhance clarity and lucidity of the report.

The completed report should be something groups would be happy to share with the managers working in the relevant industry or with business analysts advising investors about the market. It should be of a high standard of business writing and presentation.

**Hints on Successful Group work:**
Past experience has shown that effective groups are those that:

- meet regularly, bond and have fun (part of the learning process here is about working with other people from different backgrounds and experience)
- keep a record of who attends and who is assigned to do what.
- develop and follow a work plan
- divide the work according to each member’s strengths, and as evenly as possible
- encourage open communication, participation and the sharing of ideas.

**WARNING:**
Begin the assignment as soon as possible to achieve the best results and to ensure you don’t leave it to the last minute, thereby getting a poor mark. Please email the lecturer or see the tutor if you have any questions.

Any student who relies solely or substantially on the Internet to generate information will have her/his assignment returned for rewriting. (no Wikipedia or other general web sites)

**8.5 University Policy on Grading**

Academic Senate has a set of grading guidelines ranging from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results. It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit.
The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark. For an explanation of the policy see http://www.mq.edu.au/senate/MQUonly/Issues/Guidelines2003.doc or http://www.mq.edu.au/senate/MQUonly/Issues/detailedguidelines.doc

**9 Student responsibilities and conduct**

**9.1 Workload**

It is expected that you will spend at least **twenty four hours per credit point** studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

Marketing is a very broad field. Often, we will be covering in one or two class sessions a topic that many people spend their lives trying to understand and master. Clearly, we will not have time to cover the nitty-gritty details of every topic. As such, *it is critical that students do the readings for each day before you come to class.* In class, we will go beyond the readings to highlight critical aspects of each topic. If you have not done the readings or case preparation for the day, you will not get much out of the lecture and discussion and your participation will suffer.

**9.2 General Class Behaviour, Honour Code and Marketing Group Interaction**

All aspects of MKTG304 are conducted in accord with the following honour code:

1. You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class.

2. As a courtesy to other class members, please come on time and please do not leave before the end of class. University regulations indicate that if students attend less than eighty per cent (80%) of scheduled classes they may be refused final assessment.

3. Past experience indicates that it is difficult to do well in this course if you do not attend class on a regular basis. To provide an accurate measure of class attendance a class roll will be taken.

4. As would be expected, all work must be performed independently by each student or, where appropriate, by the members of the student’s Project Group working together. The sharing of information between Project Groups is not acceptable.

5. The use of materials from other courses or from previous sessions – lecture notes, case analyses, problem solutions, or whatever – is also not acceptable. As on a jet airplane during takeoff, no electronic devices of any kind should be used during
class. This includes MP3 players, cell phones, Palm Pilots, and portable radios or televisions. It especially includes laptops. To repeat: Please do not take out, open up, turn on, or play with a laptop computer or any other electronic device during this class.

10 Plagiarism (and Submission to Turnitin.com)

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University’s rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the Handbook of Undergraduate Studies or on the web at: http://www.student.mq.edu.au/plagiarism/

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

Remember your Group Marketing Project Assignment must be your own group’s work. Plagiarism is a serious offence. We will be watching.

Your group assignment must therefore be submitted to Turnitin at www.turnitin.com

Once in Turnitin, submission of your group’s report must be as a Word document (i.e. not PDF, PowerPoint, etc). To assist each group test for potential plagiarism issues your group can submit their major project more than once up to the due date. Please make sure that only one member of your group submits the report to Turnitin. Students must use their City University email address as their Turnitin username. The class password for Turnitin and the instructions to use it will be provided well before the assignment is due.

11 Referencing Guide


the 'In-Text' or Harvard method

Referencing is a system that allows you to acknowledge others' contribution to your writing. Whenever you use ANY words, ideas or information from ANY source in your assignments, you must reference those sources.

There are different ways of referencing. This write-up describes the Harvard method.

General Principles of the Harvard System
**Within the Text - In-text citations**
The Harvard system of referencing requires you to include three pieces of information about a source within the text of your work. This information is:

- the name of the author or authors
- the year of publication
- the page number (if the information/idea can be located on a particular page; especially when directly quoted)

**At the End of the Text:**
At the end of your text, you must include a List of References. This is a list of all the books, journal articles and other sources of information you have referred to in your assignments. Full bibliographical information must be included.

**How to Cite 'In-Text'**
Citations may be placed at the end of a sentence (before the concluding punctuation) in brackets:

```
The theory was first developed by Browne(Gibbs 1981).
```

Another way of including a reference in your text is to integrate the author’s surname into your sentence, followed by the year of publication, in parentheses:

```
Gibbs (1981) states that Browne was the first to develop the theory of...
```

**An Example:**
The following essay is an example of an essay using the Harvard system:

```
Criticisms aside, Durkheim's work in *The Elementary Forms* was an extraordinary contribution to the sociology of religion, perhaps more specifically to a greater understanding of the origins of collective morality. Gardner makes an extremely important point about Durkheim when he writes "Durkheim had a lifelong interest in morality . . . For Durkheim morality Was 'the centre and end of his work' and society itself was 'the end and source of morality'"(1987, p.74).
```

For Durkheim, the nature of morality was the nature of social solidarity. In *The Elementary Forms* Durkheim defined religion as the main expression of the deep moral sentiments inspired by society in individuals. His interest in the moral substratum of the modern social order expressed concern with the moral consequences of modernisation(Toles 1993).

**In-Text Citations: a guide to citing different sources**

<table>
<thead>
<tr>
<th>To Cite . . .</th>
<th>How to</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To cite a direct quotation</strong></td>
<td>Write the text word for word and place inverted commas at the beginning and end of the quote. The author, date and page number must be included.</td>
<td>“Australia is a settler society” (Hudson &amp; Bolton 1997, p. 9)</td>
</tr>
<tr>
<td>Scenario</td>
<td>Guidance</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>a quotation or idea from an author who attributes it to another source</td>
<td>You must acknowledge both sources in your text</td>
<td></td>
</tr>
<tr>
<td>the overall content of a work</td>
<td>You do not need to include page numbers because it is the entire work you are referring to</td>
<td></td>
</tr>
<tr>
<td>from a journal</td>
<td>If the page number is required, as it is for direct quoting</td>
<td></td>
</tr>
<tr>
<td>more than one work</td>
<td>Separate the references either with a semicolon or the word <em>and</em></td>
<td></td>
</tr>
<tr>
<td>more than one author</td>
<td>use both names</td>
<td></td>
</tr>
<tr>
<td>more than three authors</td>
<td>Use the surname of the first author and et al. (&quot;and others&quot;)</td>
<td></td>
</tr>
<tr>
<td>authors with the same surname who have published in the same year</td>
<td>Use their initials to indicate different people</td>
<td></td>
</tr>
<tr>
<td>an author who published more than one work in the same year from newspapers</td>
<td>Attach an a, b, c, d etc. after the year</td>
<td></td>
</tr>
<tr>
<td>from newspapers</td>
<td>List the name of the newspaper, the date, year and page number</td>
<td></td>
</tr>
<tr>
<td>from a privately obtained interview or other personal communication</td>
<td>Include the abbreviation 'pers. comm.' in your reference</td>
<td></td>
</tr>
<tr>
<td>a CD-ROM</td>
<td>Include the full title and year of publication</td>
<td></td>
</tr>
<tr>
<td>an internet source</td>
<td>In-text citations usually require page numbers, but Internet documents rarely</td>
<td></td>
</tr>
</tbody>
</table>

Graham Gibbs, in his 1981 study into student learning wrote that "because students are aware of their tutor’s mastery of the subject matter, it is quite common for them to assume that their reader has no needs at all" (Gibbs 1981, p.39, quoted in Bowden 1985, p.35).

Larsen and Greene (1989) studied the effects of pollution in three major cities...

(Entwistle 1977, p. 23)

for an idea only:

(Entwistle 1977)

(Entwistle 1977; Haddon 1969) or :

Entwistle (1977) and Haddon (1969) both demonstrated that...

(Sontag and Paglia 1987)

Browne et al. (1987) argued that...

(or:

(Browne et al, 1987)

The theory was first developed in 1978 (Smith, A.K. 1979, p.654), but later many of its elements were refuted (Smith, J.A. 1979, p.123).

Dawkins (1972a, 1972b) completed a number of studies on...

(Sydney Morning Herald 7 Mar. 1994, p.8)

(Daly, B. 1994, pers. comm., 7 Aug.)

(CD-ROM, Microsoft Encarta, 1995)

(Cogdill 1996)

If the author's name is unknown, cite the website URL:
contain them. Use the author name and the date created (http://www.aaa.unsw.edu.au)

**a film or video** Include the full title and year of release

### The List of References

The List of References in the Harvard system is a list of all the books, journal articles and other sources you have referred to throughout your assignment.

### Compiling a List of References

#### Books

Lay out your list of references alphabetically by author surname.

- The title of the book should be either underlined or in italics. It is up to you which style you choose, but you must be consistent.
- Every main Word in the book's title should begin with a capital letter.
- The title of an article appears between single quotation marks and is written in sentence case - only capitalise the first word of the article heading/subheading and proper nouns (eg. Australia).
- If bibliographic information exceeds one line of text, then the following lines should have a hanging indent.
- If there is more than one author or editor, all must be listed in the List or References. Don't use et al.

- The Information You Need:
- Bibliographical Details (or Information about a book)
  Include full bibliographic details, presented in the following order:
  - author surname(s) and initial(s)
  - year of publication
  - title of publication
  - edition (if applicable)
  - publisher
  - place of publication
- Examples:

#### Articles from a Book Collection

When a book is a collection of articles, each by different authors, but with an editor(s), use the following layout:


When you use an article from a book collection, the title of the article appears in
quotations; the title of the book is either underlined or italicised. Here is an example:


When listing an article from a book collection, place the information in the following order:
1. author name and initial(s)
2. year of publication
3. name of article (between single quotation marks)
4. name of collection (underlined or in italics)
5. edition(s)
6. initial(s) and surname(s) of editor(s)
7. publisher
8. place of publication, if applicable

Journal Articles
When referencing journal articles you need to place the information in the following order:
1. author name and initial(s)
2. year of publication
3. title of article (between single quotation marks)
4. title of journal or periodical (underlined or in italics)
5. volume number, if applicable
6. issue number, or month (if applicable)
7. page numbers

Examples:


Internet Sources

A Note About Internet Sources:
There are some special problems and demands when referring Internet sites. In comparison to print material, electronic sources can easily be changed, or vanish altogether. This makes full and accurate information essential. Methods for referring electronic sources are changing and developing rapidly, so the above are suggestions only. Always check with your lecturer or tutor about their preferred referencing method.

☐ If an Internet source has no author, use identifying words from the title (e.g. ´Australian Government Official Website´)
☐ Avoid dividing an electronic address. Place the Internet address on a single line when possible.

A World Wide Web Page
Author Known:
1. author name and initial  
2. year of publication  
3. title of site/page (underlined or in italics)  
4. [Online]  
5. Available:  
6. URL or Internet address  
7. year, month and day the material was accessed (between square brackets)

**Author Unknown:**
1. title of site/page (underlined or in italics)  
2. [Online]  
3. year of publication  
4. Available:  
5. URL or Internet address  
6. year, month and day the material was accessed (between square brackets)

**Examples:**

*a web page with an author:*


*an unauthored web page:*


### 12 Student Support Services

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at [http://www.student.mq.edu.au](http://www.student.mq.edu.au).
<table>
<thead>
<tr>
<th>Day No. Lecture Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Working Session/Discussion</th>
</tr>
</thead>
</table>
| Week 1, 3rd August   | **Introduction to Marketing Strategy Project**  
  - Class Organization/Intro  
  - Course Assessment & Overview | Group Formation – Form into of teams of 3-4. | |
| Week 2, 10th August  | **Competitive Strategy: Core Concepts**  
  - What Is Strategy?  
  - Value, Strategy & Capabilities  
  Chapter 2. | Each Team Must Turn In the Name of the Industry and the Name of the Company they have Chosen to Analyse |
| Week 2, 10th August  | **Marketing Systems Analysis**  
  - Marketing systems analysis?  
  - Supply Conditions  
  - Demand Conditions  
| Week 3, 17th August  | **Competitive Strategy: Core Concepts**  
  Kim, W., Mauborgne, R. 2005, “Blue Ocean Strategy”, Chapter 1 and Chapter 2 | Group 1/2 Seminar Presentation (20-30 minutes)  
  - Group 2: Kim, W., Mauborgne, R. Chapter 1 and Chapter 2. |
| Week 4, 24th August  | **Competitive Strategy: Core Concepts**  
  Information and SCA  
  Competitive advantage to corporate strategy  
  Reconstructing market boundaries | Porter, M. 2008, “On Competition”, Chapter 3 and  
  Chapter 5  
  - Chapter 3 of Kim and Mauborgne Blue Ocean |
| Week 5, 31st August | **Competitive Positions**  
  - Clusters & Competition  
  - Competing across locations  
**Blue Ocean Strategies**  
  - How to focus your strategies  
Chapter 7: Clusters and competition  
Chapter 4: Focus on the Big Picture  
Chapter 5: Reach Beyond Existing Demand and Cravens and Piercy 2006, Chap 14 “Designing Market-Driven Organisations” | **Group 6/7/8/9 Seminar Presentation (20-30 minutes)** -  
Group 8: Kim & Mauborgne, R. Chapter 4.  
Group 9: Kim & Mauborgne, R. Chapter 5 and Chapter 14 Cravens and Piercy. |
| Week 6, 7th September | **Working Session** |  |  |
| Week 7, 14th September | **Corporate Social Responsibility and Competitive Positioning**  
Chapter 9 and Chapter 14 and see other reading material |  
**Mid- Semester Exam**  
**Mid-semester Exam to be held in Class** |
| Week 8, 5th October | **Working Session** |  |  
  - Phase 2: Each group presents their analysis of the of intermediaries, the environmental impacts on demand conditions and Industry Observers in their chosen industry  
Intermediaries, competition and internal issues  
Environmental impacts on demand  
Industry observers |  |
- Group 10: Kim & Mauborgne Chapter 6 
- Group 11: Kim & Mauborgne, R. Chapter 8 and 
- Group 12: Chapter 15 Cravens and Piercy. |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Review Session</strong></td>
<td></td>
<td></td>
<td>Group Working Review Session</td>
</tr>
<tr>
<td>Week 9, 12th October</td>
<td>Working Session: Competitive Positioning</td>
<td></td>
<td>Phase 3. Each group presents their analysis of the nature of marketing and competitive positioning strategies pursued in their chosen industry</td>
</tr>
<tr>
<td>Week 10, 19th October</td>
<td>Working Session: Blue Ocean Strategies</td>
<td></td>
<td>Phase 4: Each group to review their analysis of future opportunities and threats and potential ‘Blue-Ocean’ strategies for major players in the industry</td>
</tr>
</tbody>
</table>
| Week 11, 26th October | Group Presentation of Strategy | Group Marketing Systems Analysis Project for Groups 1-6 
Each Group will make a 20 minute presentation (including questions) that summarises their conclusions and maps out a number of strategic Blue Ocean opportunities for their Industry. It is expected that the strategic analysis and thinking conducted during previous weeks will be drawn upon for this presentation including strategic conclusions and opportunities with well developed arguments and supporting evidence. |  |
| Week 12, 2nd November | Group Presentation of Strategy:  | Group Marketing Systems Analysis Project for Groups 7-12 |  |
| Week 13, 9th November | Conclusion, evaluations, exam review and key learning and | Hand in final Group Marketing Systems Analysis Project Report by Friday 13th November – by 4.30pm to BESS Building E4B assignment box |  |