



BUSINESS SCHOOL
Te Kura Pakihi

Department of Marketing Te Mātauranga Tokoka

SEMESTER TWO 2023

FOSC112 Introduction to Food Marketing

Paper Description and Aims

An introduction to the marketing environment, customer types, buyer behaviour, market segmentation and product, pricing, distribution and promotion issues in the context of domestic and international food markets.

Taking a firm centric perspective, this paper considers how marketing management creates value for an organisation through the integration of market and customer information.

Semester Two

0.15 EFTS

18 points

Prerequisites: None

Restrictions: MART 112, MART 205, MARX 205, FOSC 307, MANV 101, MART 101

Position in FOSC degrees

FOSC 112 'Introduction to Food Marketing' is one of two 100 level papers offered by the Department of Food Science. Along with FOSC 111, 'Food Principles' it forms part of the core requirements of both the Food Science (<http://www.otago.ac.nz/courses/subjects/fosc.html>) and Consumer Food Science (<http://www.otago.ac.nz/courses/subjects/cfsc.html>) degrees at both bachelor and honours levels. It may be taken in year one or two of either subject under normal prerequisite requirements and progression (See chart). It may also be taken as a 100-level course by any applied science (BAppSc) or science student (BSc), and the 18 points will count towards the allowable non-compulsory 100 level point's requirements for any such degree.

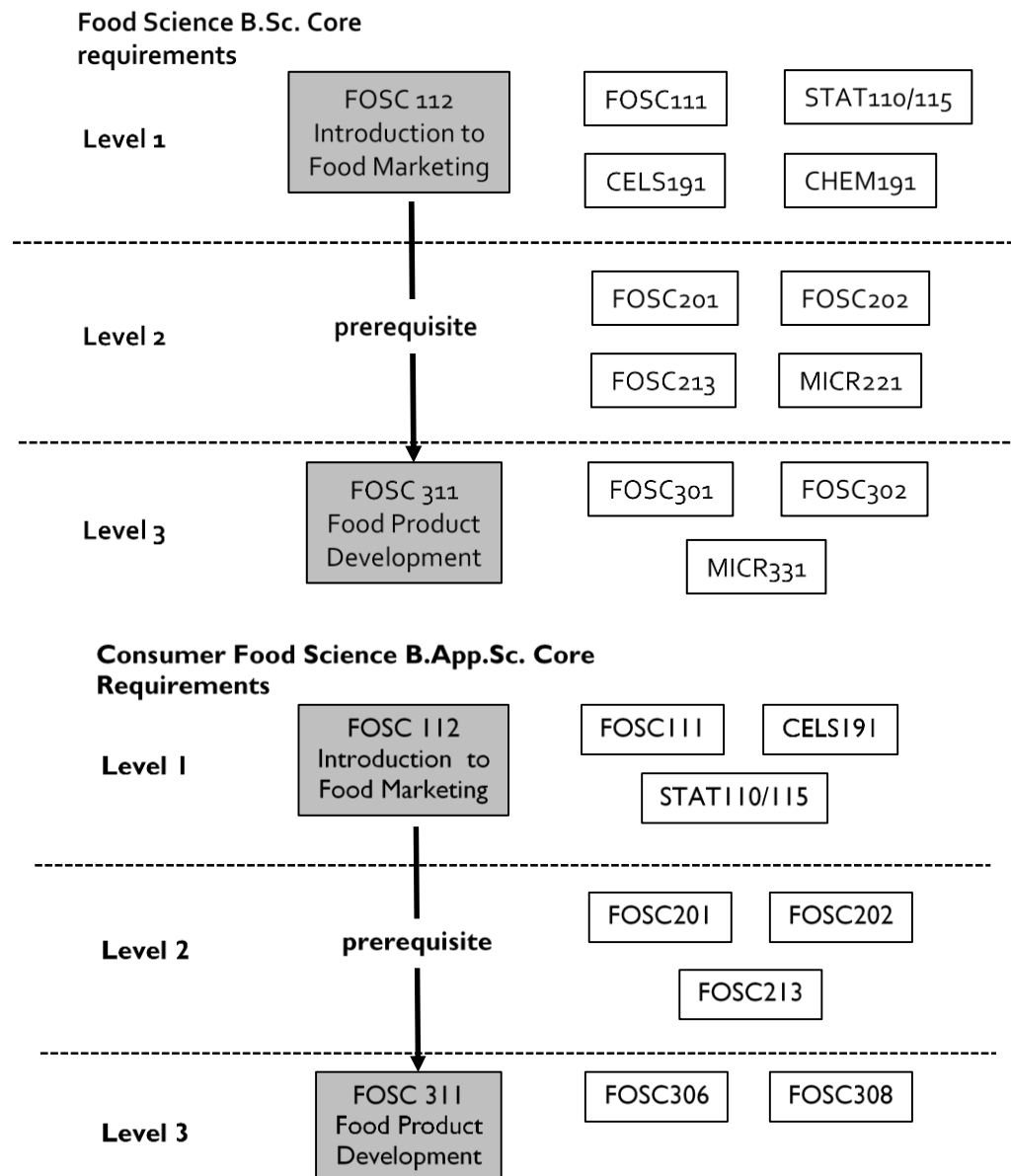
The course is specifically designed to give an introduction to marketing from a technical/science perspective. It acts as background and context for the higher-level technical courses offered by the Food Science Department, which are by their very nature strongly orientated towards scientific and

consumer innovation and the technical development of food products that will eventually be brought to market.

While the material used in the course is entirely food orientated, the material and concepts that it delivers are also highly relevant to students of other pure and applied science disciplines that involve consumer product innovation and development.

Eligibility

There are no specific course prerequisites for FOSC112, and can thus be taken by any student enrolled at Otago University, but it is a prerequisite for FOSC 311 (see above & Figures below). Students are advised to consult Schedule C of their specific degree and majors to establish how FOSC 112 can contribute to the required points for their chosen qualification.



Students who choose to do a Bachelor of Science and Commerce majoring in Food Science and Marketing do not have to do MART 112, a course that is a required part of the marketing core (it is in fact restricted). They may instead do any other 18-point commerce paper that they are eligible for to make up the commerce points.

The same observation applies to students who wish to study a minor in Marketing.

Teaching Staff

Paper Coordinator/Lecturer/Tutor

Name: Dr Robert Hamlin
Office: OBS 4.20
Email: rob.hamlin@otago.ac.nz
Office Hours: Wednesday 2-3pm

You should contact Robert Hamlin with any administrative enquiries about the paper, e.g. tutorial changes, or requests for late submission of assignments.

Expectations for Staff Response Time to Email Enquiries – 9am to 5pm, Monday to Friday, email response will generally be within 48 hours. Please be aware that staff are not available to respond to emails between 5pm Friday and 9am Monday.

Paper Delivery

Lecture Day/Time: **Monday 1.00-1.50 & Thursday 4.00-4.50**

Room: Please refer to your eVision timetable

Tutorials Day/Time: Please refer to your eVision timetable.

Students must attend two 50-minute lectures and one 50-minute tutorial each week.

Lectures present the key conceptual material through discussion and interaction between teaching staff and students. Lectures are supported by readings.

Tutorials are interactive, collaborative sessions in which students attempt to cement concepts presented at lectures with their peers in a supportive environment.

Tutorials begin in the second week of the semester. You will be allocated to a tutorial, and this will be available in eVision.

Tutorials offer you the opportunity to work in groups on a series of tasks designed to apply the concepts that you have been exposed to in class and from your reading, and to stimulate your interest in the course as it applies to “everyday” issues. The key feature of tutorials, as opposed to lectures and individual study, is participation of all members of the tutorial group. If preparation is specified, please prepare for tutorials before going to them.

Course Calendar The course calendar (in this outline) details scheduling information. Note that this calendar may change as the course proceeds, however, we will make every effort to deliver to deliver this course as it is laid out in this outline. Any changes will be announced at lectures and be detailed on Blackboard.

Students are expected to prepare for and attend all classes to gain full benefit from the course.

These activities should be prepared for by reviewing information detailed on Blackboard and completing any assigned readings. Students unable to attend a lecture are expected to catch up on missed material. Lectures will be recorded by Otago Capture and will be available on Blackboard. Tutorials will not be recorded. Unless stated otherwise, all aspects of the course are examinable.

Permission to sit final examination (Terms).

Permission to sit the final exam is granted subject to:

- 1) Satisfactory attendance at tutorials and classes (A roll will be taken at tutorials and any more than two unexplained absences without prior notice will be treated as unsatisfactory.)
- 2) Satisfactory completion of assignments (Assignments must be submitted/presented, and these assignments must, along with the mid-term test, attract an average grade of at least 40%)

Expectations and Workload

FOSC 112 is an 18-point paper. As a general guide, one point represents study in formal instruction or independent study for 10 hours, made up of a combination of lectures, laboratories, tutorials assignments and readings. As a result, you should anticipate spending approximately 180 hours on this subject over the duration of the semester according to the guidelines below:

<u>Item</u>	<u>hours</u>
Lecture/tutorial attendance	38
Lecture/tutorial preparation	40
2 Individual assignments	40 (15/25)
1 Group assignment	18
Mid-term test revision	14
Final exam revision	30

Note that the deadlines between assignments 2 and 3 on the course schedule are quite 'tight' so plan accordingly.

Textbook Information

There is no required text for this course. This course is instead supported by a set of readings which is given below.

These readings are associated with individual lectures and are examinable via the questions that accompany them in this list. *The questions are in italics.* ONE question on the mid-term and TWO questions on the final will be drawn from this list 'verbatim'. The mid-term will examine readings set before the mid-term and the final will examine readings set after the mid-term – The final is not cumulative. The readings and questions are not conducive to last minute 'cramming' and some absolutely require that you prepare the answer and commit it to memory in order to be able to address the question if it is set in the exam.

There is also a broader recommended text: 'Marketing' 16th Ed. Roger A Kerin & Steven W. Hartley, McGraw Hill. This is available at the University Bookshop. Multiple copies are also available in the reserve section of the Library on a two hour loan basis (Call Central Library Reserve HF5415 .M29474 2019).

Reading list

URL links for the full text of all articles are given below. All are publicly available. The Forbes and other articles here articles download 'ad libitum', but HBR only allows you to download five free articles per month. However, all of the HBR readings are also available (somewhat less conveniently) via the library. **However, the online version of any HBR article may be truncated. Always check the full copy version in the library!**

To access HBR full text via the library (at some point in the process you will be prompted for your username and password – these are your normal Uni ones):

- 1) Go to the E-journals page: https://otago.hosted.exlibrisgroup.com/primo-explore/jsearch?vid=DUNEDIN&_ga=2.209728464.431294120.1593587321-1789789926.1591047971
- 2) Type 'Harvard Business Review' in the 'enter title or ISSN' prompt.
- 3) Click on the 'Harvard Business Review' which should be the first of four journals catalogued.
- 4) This will take you to 'EBSCO Source Business Complete' database page. Click on the 'search within this publication' prompt.
- 5) You will then be presented with a search form. The first box will have "JN "Harvard Business Review"" written in it. Do NOT overtype this. Instead, go to the second box below it, which will have "and" in front of it. Paste or type the article title into this box. And press the green 'search button'.
- 6) The article entry should then come up. At the bottom of this will be a choice of .pdf or HTML file formats. Pull up your choice. You can read the article off the screen and you can also download this file (recommended).

The process is similar for other academic articles on the list.

PART 1: Food marketing basics

Reading 1: Johns, L. (et. al.) (2023) How Brands Can Sell to Environmentally Conscious Nonconsumers, *Harvard Business Review*, June 5, 2023. Available at: <https://hbr.org/2023/06/how-brands-can-sell-to-environmentally-conscious-nonconsumers> (Available via Library E-journals)

Question 1: Johns et. al. (2023) identify five groups of environmentally conscious food consumers. Take TWO of these groups and describe two vegetable-based meat products that could be targeted at them, (one product at each group). Describe what features of the product make it desirable to each group and how the groups' lifestyles generate the needs that the product addresses. Briefly describe how and why the two products differ from one another.

Reading 2. McLaughlin, J. (2011) What is a brand anyway, *Forbes*, Dec. 21, 2011 Available at: <https://www.forbes.com/sites/jerrymclaughlin/2011/12/21/what-is-a-brand-anyway/?sh=6e863b082a1b>

Question 2: At the end of the article on brands by McLaughlin he states that he will use the terms 'brand name' and 'brand' to describe two completely different things with regard to any one product. Describe how McLaughlin chooses to use these terms and give two detailed examples using two branded products that you purchase/use regularly.

Reading 3: Chimhundu, R., McNeill, L. S., & Hamlin, R. P. (2015). Manufacturer and retailer brands: is strategic coexistence the norm?, *Australasian Marketing Journal (AMJ)*, 23(1), 49-60. Available at: <https://journals.sagepub.com/doi/pdf/10.1016/j.ausmj.2014.11.004> (Available via Library E-journals)

Question 3: Describe the nature and objectives of retailer and manufacturer brands. Identify the major types of each. Describe why even powerful retailers allow manufacturer brands to remain on their shelves.

Reading 4: Hamlin, R. P. (2010). Cue-based decision making. A new framework for understanding the uninvolved food consumer. *Appetite*, 55(1), 89-98. (Available via Library E-journals)

Question 4: briefly describe why the theory of reasoned action/planned behaviour is a poor basis for understanding low involvement consumer choice.

Reading 5: Robinson, R. (2020). 5 Steps To Identify Your Target Buyers And Reach Them On A Budget, *Forbes*, March 5th 2020, Available at: <https://www.forbes.com/sites/ryanrobinson/2020/03/05/identify-target-buyers-budget/?sh=177e08ff6fef>

Question 5: Using an example of your own, describe the five steps that Robinson (2020) recommended for targeting consumers on a budget.

Reading 6: Kalkin Media (2020). Porter's Five Forces Analysis Of Kiwi Supermarket Industry, Scoop NZ, 16th November, 2020, Available at: <https://www.scoop.co.nz/stories/BU2011/S00282/porters-five-forces-analysis-of-kiwi-supermarket-industry.htm>

And

Wikipedia (2021) Porter's five forces analysis, Available at: https://en.wikipedia.org/wiki/Porter%27s_five_forces_analysis

Question 6: What are 'Porter's five forces'? Describe how the five forces analysis framework may be used to analyse supermarket power in New Zealand.

Reading 7: Nicasio, F. (2021). 8 Types of Sales Promotions in Retail (and How to Implement Them) Vend, April 21, 2021 Available at: <https://www.vendhq.com/blog/sales-promotion/#dropdown>

Question 7: Nicasio, 2021 identified eight types of sales promotions. Name any four of these eight types, and describe the specific nature of the promotion, its advantages and how, as a retailer, you would apply such a promotion to a named product in your store.

Reading 8: Bridge, R. (2021) How to sell your products to supermarkets and retailers. Entrepreneur handbook (UK) Available at: <https://entrepreneurhandbook.co.uk/sell-to-supermarkets-and-retailers/>

Question 8: Bridge (2021) in her discussion of how to sell to supermarkets, discussed a 'sell sheet' with key information, and also presented a list of 'things to consider'. Identify three points from EITHER 'the sell sheet' OR 'things to consider, describe them in detail and discuss why they are important.

PART 2: Managing Food Markets

Reading 9: Mullen S. (2016) An Introduction to Lean Canvas, Medium.com, Available at: https://medium.com/@steve_mullen/an-introduction-to-lean-canvas-5c17c469d3e0

Question 9: 'The lean canvas' is essentially a marketing plan, stripped down to its bare essentials and presented in a graphical format. Draw a lean canvas and identify its components.

Reading 10a: Cox, J. (2018), How Aldi went from small-town German discount supermarket to major threat to rivals such as Tesco and Sainsbury, Independent (UK), 4th January Available at: <http://www.independent.co.uk/news/business/analysis-and-features/aldi-supermarket-latest-how-grow-small-germany-discount-why-uk-us-tesco-sainsbury-rival-a8142066.html>

Reading 10b: Brignall, M. (2018), Tesco 'planning' discount chain to take on Aldi and Lidl, The Guardian, UK, 11th February, Available at: <https://www.theguardian.com/business/2018/feb/11/tesco-planning-discount-chain-to-take-on-aldi-and-lidl>

Question 10: How does a discounter differ from a 'full-service' supermarket, and what is its competitive strategy?

Reading 11: Maxwell, T. (2017), Successful Digital Marketing For Restaurants, Forbes (USA), September 14th, Available at: <https://www.forbes.com/sites/forbesagencycouncil/2017/09/14/successful-digital-marketing-for-restaurants/?sh=64fbb5921329>

Question 11: Summarise the recommendations made by Maxwell (2017) for improving the effectiveness of a restaurant website.

Reading 12: Bell, D.E. & Shelman M.L. (2011) KFC's Radical Approach to China, Harvard Business Review. Vol. 89, 11, pp. 137-142. Available at: <https://hbr.org/2011/11/kfcs-radical-approach-to-china> (Available via Library E-journals)

Question 12: Describe in detail at least three reasons why KFC's entry into the Chinese market was successful.

Reading 13: Daykin, J. (2016) Seamless and simple: what marketers can learn from Amazon's new store. The Guardian (UK), Dec. 23rd., 2016. Available at: <https://www.theguardian.com/media-network/2016/dec/23/seamless-simple-what-marketers-can-learn-amazon-go>

Question 13: Summarise what Daykin (2016) believes that marketers can learn from 'Amazon Go'. Describe how ONE clearly described type of consumer could specifically benefit from the 'Amazon Go' format.

Reading 14: Brown, C. (2019). Google added a big blue "Order Online" button to many of its restaurant listings. Restaurant owners wish it would go away. The Counter, May 5th (2019). Available at: <https://thecounter.org/google-online-delivery-order-button-doordash-postmates-chownow-commission/>

Question 14: Brown (2019) described an 'order online' button that Google had added to restaurant websites. Describe the nature of this device and its implications for restaurant operators.

PART 3: Management of Innovation for Food Markets

Reading 15: New Zealand Wine (2022) Kiwi Ingenuity in the New Zealand Wine Industry. Available at: <https://www.nzwine.com/en/media/story/innovation/>

Question 15: New Zealand Wine (2022) suggests that the wine industry is 'innovation led'. However, all of the innovations described in the article are production orientated. Wine sales are falling as a share of beverages globally. How do these production innovations differ from market orientated innovations? Give two examples of potential market/value-driven wine innovations.

Reading 16: Collis, D. (2016). Lean Strategy, Harvard Business Review. Vol. 94, 3, p62-68. Available at: <https://hbr.org/2016/03/lean-strategy> (Available via Library E-journals)

Question 16: In his discussion of 'Lean Strategy' in regard to entrepreneurship and new products Collis identifies two concepts: 'strategy' and 'emergent strategy'. Describe these two concepts and describe how they are used together to deliver a 'lean' strategy.

Reading 17: Future Concepts (2023) Gallery of concept food products Available at: <https://thefuturemarket.com/conceptproducts>

Question 17: The Future Concepts gallery contains a number of concepts that shows clearly what they are, but not the specific consumer need that would give them value in the market. Pick two concepts that you feel address specific needs generated by a specific circumstance within the life of a specific consumer. Describe these targets, circumstances and needs in detail. Then for each concept suggest a modification that would improve its value to that consumer in that specific situation.

NOTE: If this is set in the exam you will not be supplied with the image gallery – You will have to remember your two concepts!

Reading 18: Bitner, M. J., Ostrom, A. L., & Morgan, F. N. (2008). Service blueprinting: a practical technique for service innovation. *California management review*, 50(3), 66-94. Available at: <https://journals.sagepub.com/doi/pdf/10.2307/41166446> (Available via Library E-journals)

Question 18: Service blueprinting is a technique for developing and prototyping services. But as a product can be considered to be a form of 'solidified' service, it can be used to develop products too. Develop a service blueprint for a retail meal kit (eg. New World's 'Simply Dinner' - <https://www.newworld.co.nz/discover/in-store/simply-dinner-kits>)

Reading 19: Cohn, C. (Tips to Properly Price Your Product or Service) *Forbes*, April 10th 2015, Available at: <https://www.forbes.com/sites/chuckcohn/2015/04/10/tips-to-properly-price-your-product-or-service/?sh=326909c8229d>

Question 19: Cohn gives a simple procedure for pricing up a food product. Outline this procedure as you would apply it to come up with a price for a 'clean' (lab grown meat) steak and pepper pie in two situations: 1) 'Cold' off the supermarket shelf 2) 'Hot' out of a pie warmer.

NOTE: you will need to do some background research observation to answer this question.

Reading 20: Muir, J., & Reynolds, N. (2011). Product deletion: a critical overview and empirical insight into this process. *Journal of General Management*, 37(1), 5-30. Available at: <https://journals.sagepub.com/doi/pdf/10.1177/030630701103700102> (Available via Library E-journals)

Question 20: Muir and Reynolds provide a list of key considerations in their conclusions with regard to product deletion. Describe four of these considerations, and describe why addressing this consideration will improve an organisations' performance

Reading 21: Andreasen, A. R. (1985). Backward market research. *Harvard Business Review*, 63(3), 176-182. Available at: <https://hbr.org/1985/05/backward-market-research>. (Available via Library E-journals)

Question 21: Identify and describe the eight steps that Andreason uses when developing 'backwards' market research.

Reading 22: Hamlin, R. P. (2007). Small business market research: Examining the human factor. *International Journal of Market Research*, 49(5), 551-571. Available at: <https://journals.sagepub.com/doi/pdf/10.1177/147078530704900504> (Available via Library E-journals)

Question 22: Describe the inductive and deductive approaches to theory testing in market research. Explain how crossing the inductive/deductive divide affects the mind of a marketing decision maker.

Reading 23: Hamlin, R.P. (2000), "A systematic procedure for targeting market research", *European Journal of Marketing*, Vol. 34 No. 9/10, pp. 1038-1052. (Available via Library E-journals)

Question 23: Describe the structure of an effective research theory/proposition. Describe the process of decomposing this proposition into an efficient and exhaustive set of research questions.

Calendar

PART 1: Food marketing basics

Date	Activity	Description	Reading
10 Jul.	Lecture 1	Marketing Introduction - What is marketing? How does marketing work with food scientists?	
13 Jul.	Lecture 2	Products How does a marketer define a product? How do products and services work together to create an offer?	Reading 1
17 Jul.	Lecture 3	What is involved in the innovation and new product development process? Assignment briefing	Assignments 1,2 & 3
20 Jul.	Lecture 4	Brands and categories What is a brand – How does it differ from a product? What types of brands do you find within a market?	Reading 2
19-20 Jul.	W'shop 1	<i>Meet the product - The broad objectives for the marketing plans to be developed will also be outlined at this point. Groups will be organised within the tutorials by the tutor (NOTE: groups only develop the presentation together for joint credit– Reports are prepared and assessed individually.)</i>	
24 Jul.	Lecture 5	Categories & Markets What is a category – Why are categories important? How are categories managed?	Reading 3
27 Jul.	Lecture 6	Food consumer choice What's the difference between a low involvement and high involvement consumer decision? How does low involvement decision-making work?	Reading 4
26-27 Jul.	W'shop 2	<i>Idea generation, new product concept development and screening.</i>	
31 Jul	Lecture 7	Market segmentation, targeting and positioning What is segmentation, targeting and positioning? How do 'segmentation, targeting and positioning work as a process?	Reading 5
3 Aug.	Lecture 8	Channels What is a marketing channel? What does it do? What are the major channels in food marketing?	Reading 6
2-3 Aug.	W'shop 3	<i>Secondary research and market observation.</i>	
7 Aug.	Lecture 9	Advertising and Promotion What is advertising and what does it do? What is promotion and what does it do?	Reading 7
10 Aug.	Lecture 10	Sales Why are sales critical? What is the selling process?	Reading 8

9-10 Aug.	W'shop 4	<i>Segmentation, targeting positioning, building a brand and market plan.</i>	
10 Aug.	Mid-term test	2 of 4 questions, closed book, 1 hour, 7-8 pm - location T.B.A.	

PART 2 Managing Food Markets

Date	Activity	Description	Reading
14 Aug.	Lecture 11	Marketing plans What is the purpose of a marketing plan? What is the structure of a marketing plan?	Reading 9
14 Aug.	Assign't. 1	Submission deadline 3.00 pm. Submission via Blackboard	
17 Aug.	Lecture 12	Retail food markets How are retail food markets structured? How is food marketed in a supermarket?	Reading 10a&b
16-17 Aug.	W'shop 5	<i>Product specifications for technical and production development.</i>	
21 Aug.	Lecture 13	Foodservice markets How are foodservice markets structured? How is foodservice marketed – and marketed to?	Reading 11
24 Aug.	Lecture 14	International markets How are international markets structured? How is food marketed internationally?	Reading 12
23-24 Aug.	W'shop 6	<i>Accessing the target market using traditional channels.</i>	
26 Aug – 3 Sep.		MID SEMESTER BREAK	
4 Sep.	Lecture 15	Internet marketing (1) How has the Internet changed food marketing? What are the major platforms of internet food marketing?	Reading 13
7 Sep.	Lecture 16	Internet marketing (2) How do we use websites and Facebook pages to market food? How do we use social media to market food?	Reading 14
6-7 Sep.	W'shop 7	<i>Accessing the market using internet channels.</i>	

PART 3 Management of Innovation for Food Markets

Date	Activity	Description	
11 Sep.	Lecture 17	Innovation What is the product lifecycle? Why do we require food product innovation?	Reading 15
14 Sep.	Lecture 18	Developing new products What is the new product development process? Why is the new product development process important?	Reading 16
13-14 Sep.	W'shop 8	<i>Putting it all together, writing commercial reports.</i>	
18 Sep.	Lecture 19	New product concepts	Reading 17

		What is the structure of an effective new food product concept? How does the concept allow food marketers and technologists to work together more effectively?	
21 Sep.	Assignm't. 2	<i>Submission deadline 3.00 pm. Submission via Blackboard</i>	
21 Sep.	Lecture 20	New product specifications What is the product usage cycle? How is the product usage cycle used to develop new product specifications?	Reading 18
20-21 Sep.	W'shop 9	<i>Commercial presentations - How to design a commercial presentation that sells your idea effectively</i>	<i>Workshop preparation exercise.</i>
25 Sep.	Lecture 21	Financial analysis and pricing How do we establish a 'base' price for a product? How can products be priced tactically?	Reading 19
28 Sep.	Lecture 22	Food product introduction and deletion How are food products introduced to the market? Why is product deletion an important adjunct to product introduction?	Reading 20
2 Oct.	Lecture 23	Market research in new food product development (1) What is the purpose of market research in food product development? How do we decide which market research questions to ask?	Reading 21
5 Oct.	Lecture 24	Market research in new food product development (2) What is secondary market research, and what is it used for? What is primary qualitative market research and what is it used for?	Reading 22
4-5 Oct.	W10 Group present'ns. (Set 1)	<i>Groups in Set 1 will present the marketing plans for their products in Workshop 11. Supporting documents are due 24 hours before, via E-mail to the tutor.</i>	
9 Oct.	Lecture 25	Market research and new food product development (3) What is primary quantitative market research used for? What is a research plan?	Reading 23
12 Oct.	Lecture 26	Course round up	
11-12 Oct.	W11 Group present'ns. (Set 2)	<i>Groups in Set 2 will present the marketing plans for their products in Workshop 12. Supporting documents are due 24 hours before, via E-mail to the tutor.</i>	

*** First week of Semester 2 is ACADEMIC WEEK 28**

Lectures end Friday 13 Oct

University Exam Period Second Semester Begins Wednesday 18 October

Ends Wednesday Saturday 11 November

Assessment

All material presented is examinable (except where stated otherwise) by assignments and the final examination. All-important assessment information such as due dates and times, content, guidelines and so on are available in this outline and will be further discussed at lectures and, where appropriate, detailed on Blackboard. Students are responsible for ensuring that they are aware of this information, keeping track of their own progress, and catching up on any missed classes.

Assessment	Due date	% of grade	Requirements to pass this paper
Mid-term test	10 Aug. (7-8.00 pm)	20	Terms (cumulative internal @ 40%)
Individual assignment 1	14 Aug. (3.00 pm)	10	Terms (cumulative internal @ 40%)
Individual assignment 2	21 Sep. (3.00 pm)	20	Terms (cumulative internal @ 40%)
Group assignment	4-12 Oct.	10	Terms (cumulative internal @ 40%)
Final examination	T.B.A.	40	

Mid-term test

The mid-term test examines all material delivered in the lectures up to Lecture 10. This also includes all assigned readings up to that point, but NOT material covered in the workshops. The mid-term test requires students to answer two essay format questions out of the four that will be set. All questions carry equal marks.

The test questions that examine the lectures will fall within the set formed by the two questions that are shown under each lecture heading in the Course Calendar. So, for example, Lecture 3 has the question: "What types of brands do you find within a market?" A mid-term test question derived from this might be: "Describe the types of brands that you may find in a supermarket. Give an example of each along with the strategic role that it plays."

The readings in both mid-term and final will be examined by review questions from the readings list reproduced 'verbatim' in the manner described previously. One mid-term question will be drawn from the readings.

Assignments

The three assignments for this course are based upon your developing a marketing plan for a food product. In the first workshop you will be assigned to a workshop group with 3-4 members. You will work with this group in the following workshop exercises that support the assignment, which are listed below. Each workshop aligns with a discrete component of the assignment. NOTE: workshops are compulsory! The workshops are listed below.

Workshop 1 - Meet the product.

Workshop 2 - Idea generation, new product concept development and screening.

Workshop 3 - Secondary research and market observation.

Individual assignment 1 – Product/service concepts. Assignment one has a maximum of five pages.

Workshop 4 - Segmentation, targeting positioning, building a brand and market plan.
Workshop 5 - Product specifications for technical and production development.
Workshop 6 - Accessing the target market using traditional channels.
Workshop 7 - Accessing the market using internet channels.
Workshop 8 - Putting it all together, writing commercial reports.

Individual Assignment 2 – Product development and marketing plan. Assignment two will incorporate a summary of Assignment 1 and will be an eight-page report with covering letter. Both will be completed and submitted by students INDIVIDUALLY.

Group Assignment 3 - Assignment three is a sales pitch presentation based on the individual reports prepared by the groups. As each group will have 3-4 reports 'in hand' this assignment is focusses purely on presentation skills. The task is to prepare a single group presentation based upon them. It is up to group to decide what material they present. It may be based upon a single report, or a combination of features of more than one. Workshop 9 is devoted to training groups on how commercial presentations are made. Workshop 9 requires a pre-workshop exercise to be conducted.

The groups must submit a 2-page presentation support document by E-mail to their tutor 24 hours before their presentation is due to be presented. This report is not graded separately, but forms an input to the assessment of the quality of the group's presentation. Presentations take place in front of both course lecturers in the time slots for Workshops 10 and 11. Feedback and grades will be returned in person within 24 hours.

Final examination

The final examination examines all material that is delivered in lectures 10-26. This includes all associated readings, but NOT the assignments or the workshops. It also does not include material that was examined in the mid-term test. The final examination requires students to answer three questions of the six that will be set. The questions will be drawn from the course material in the same manner as the mid-term test. Two will come from the readings and four from the lectures. Note that the final, at two hours, allows slightly longer for each question than the mid-term test.

Assignment Submission Procedure

The first two written assignments are to be submitted by the deadline as an electronic copy to Blackboard, or in case of dire emergency and Blackboard failure as an E-mail attachment to the lecturer (rob.hamlin@otago.ac.nz. Assignment 3 is delivered in person in one of two workshop slots (workshops 11&12) The supporting document for Assignment 3 should be submitted to the students' tutor as an .pdf format E-mail attachment file. The electronic copy will be used for plagiarism detection.

Electronic submission through TurnItIn

<https://help.otago.ac.nz/blackboard/assessing-your-students/turnitin/turnitin-for-students/>

Referencing Style and Style Guide

For this paper the referencing style is any style (*e.g. Harvard, Chicago, APA, etc*) as long as it is consistent. Style guides are also available on the University Library website: <http://www.otago.ac.nz/library/quicklinks/citation/index.html>

Late Assignments

The standard late penalty shall be 5% of the maximum mark per day late or part thereof.

For example, assignments received up to 24 hours after the deadline will have 5% deducted from the available grade for the piece of assessment (i.e. a 78% becomes a 73%). Assignments received between 24 - 48 hours after the deadline will have 10% marks deducted from the available grade (i.e 78% becomes 68%). An additional 5% penalty will be applied for every day late. Assignments submitted after seven days of the deadline, or after feedback is returned if this is less than seven days, will not be marked.

All penalty timeframes are inclusive of weekends, public holidays and university semester breaks and closure times.

Group Work

If your group is experiencing difficulties, please refer to the *Department of Marketing Student Guide*, which is available under the paper information tab on Blackboard. If groups cannot resolve their differences, group members may be viva'd in order to reallocate grades.

Learning Outcomes

Upon successful completion of this paper, you should be able to understand:

- 1) What marketing is. What its position within a commercial organisation is and the nature of its relationship with other functions, including food science and technology.
- 2) What products are, what brands are, and in particular what categories are, as these are the primary strategic units of food marketing.
- 3) The nature and mechanics of food consumer learning and choice.
- 4) The three critical processes of segmentation, targeting and positioning, and how these relate to one another.
- 5) The various types of brands, their nature and how they are used in a competitive food market.
- 6) What channels are, and how they are used by food marketers to access their markets.
- 7) How food marketers communicate with their markets via the established tools of advertising and promotion.
- 8) The role of sales and the process of selling, plus the critical importance to food marketing of sales.
- 9) The nature, structure, and purpose of a marketing plan.
- 10) The nature of the major traditional food markets: retail, foodservice and international/export.
- 11) How the Web has impacted food marketing, and how it can be used by the food marketers.
- 12) The nature and purpose of innovation in food markets
- 13) The nature of food consumer needs, and their critical importance in defining the value of a market offering.
- 14) How Marketing contributes to the innovation process
- 15) How marketing contributes to the new product development process.
- 16) The importance of research 'scoping' – the process of identifying which questions need to be asked when investigating the viability of a food market offering.

Learning Outcome	Mid-term test	Individual Assignments	Group assignment	Final exam	Total
1) What marketing is. What its position within a commercial organisation is and the nature of its relationship with other functions, including food science and technology.	3	0	0	0	3
2) What products are, what brands are, and in particular what categories are, as these are the primary strategic units of food marketing.	3	0	0	0	3
3) The nature and mechanics of food consumer learning and choice.	3	0	0	0	3
4) The three critical processes of segmentation, targeting and positioning, and how these relate to one another.	3	0	0	0	3
5) The various types of brands, their nature and how they are used in a competitive food market.	2	0	0	0	2
6) What channels are, and how they are used by food marketers to access their markets.	2	0	0	0	2
7) How food marketers communicate with their markets via the established tools of advertising and promotion.	2	0	0	0	2
8) The role of sales and the process of selling, plus the critical importance to food marketing of sales.	2	0	0	0	2
9) The nature, structure and purpose of a marketing plan.	0	0	0	5	5
10) The nature of the major traditional food markets: retail, foodservice and international/export.	0	0	0	5	5
11) How the Web has impacted food marketing, and how it can be used by the food marketers.	0	0	0	5	5
12) The nature and purpose of innovation in food markets.	0	6	2	5	13
13) The nature of food consumer needs, and their critical importance in defining the value of a market offering.	0	6	2	5	13
14) How Marketing contributes to the innovation process.	0	6	2	5	13
15) How marketing contributes to the new product development process.	0	6	2	5	13
16) The importance of research 'scoping' – the process of identifying which questions need to be asked when investigating the viability of a food market offering.	0	6	2	5	13
Total	20	30	10	40	100 %

Academic Integrity

Academic integrity means being honest in your studying and assessments. It is the basis for ethical decision-making and behaviour in an academic context. Academic integrity is informed by the values of honesty, trust, responsibility, fairness, respect and courage. Students are expected to be aware of, and act in accordance with, the University's Academic Integrity Policy.

Academic Misconduct, such as plagiarism or cheating, is a breach of Academic Integrity and is taken very seriously by the University. Types of misconduct include plagiarism, copying, unauthorised collaboration, submitting work written by someone else (including from a file sharing website, text generation software, or purchased work) taking unauthorised material into a test or exam, impersonation, and assisting someone else's misconduct. A more extensive list of the types of academic misconduct and associated processes and penalties is available in the University's Student Academic Misconduct Procedures.

It is your responsibility to be aware of and use acceptable academic practices when completing your assessments. To access the information in the Academic Integrity Policy and learn more, please visit the University's Academic Integrity website at www.otago.ac.nz/study/academicintegrity, or ask at the Student Learning Centre (HEDC) or the Library, or seek advice from your paper co-ordinator.

For further information:

Academic Integrity Policy

<http://www.otago.ac.nz/administration/policies/otago116838.html>

Student Academic Misconduct Procedures

<http://www.otago.ac.nz/administration/policies/otago116850.html>

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Concerns about the Paper

We hope you will feel comfortable coming to talk to us if you have a concern about the paper. The Paper Co-ordinator will be happy to discuss any concerns you may have. Alternatively, you can report your concerns to the Class Representative who will follow up with departmental staff. If, after making approaches via these channels, you do not feel that your concerns have been addressed,

there are University channels that may aid resolution. For further advice or more information on these, contact the Departmental Administrator or Head of Department.

Disclaimer

While every effort is made to ensure that the information contained in this document is accurate, it is subject to change. Changes will be notified in class and via Blackboard. Students are encouraged to check Blackboard regularly. It is the student's responsibility to be informed.