

Department of Marketing | Te Mātauranga Tokoka

Otago Business School | Te Kura Pakihi

Semester Two | Kaupeka Tuarua
2025

MART211 Products to Markets

Nau Mai Haere Mai

Welcome | Afio Mai | Aere Mai | Mālō e me'a mai | Fakatalofa atu |
Bula | Fakalofa lahi atu | Ulu tonu mai

Course Description and Aims | *Whāinga o te Akoranga*

Provides an in-depth understanding of the issues and considerations in the management and pricing of products, illustrates the role of pricing and product management in achieving strategic business goals, demonstrates the link between pricing and product management within the context of marketing channels.

Semester Two

0.15 EFTS

18 points

Prerequisites: MART 112

Restrictions: MART 202 AND MART 203

Teaching Staff | *Kaiako*

Course Leader/Lecturer/Tutor

Name: Dr. Robert Hamlin
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Course Administrator

Name: Cathie Child
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Lecturer/Tutor

Name: Dr. Helen Owen
Office: OBS 4:34
Email: helen.owen@otago.ac.nz
Office Hours: Monday 2-3pm

You should contact Cathie Child 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.

Course Information | *Mōhiohio akoranga*

Lecture Day/Time: Monday 10:00-10:50am and Thursday 3:00-3:50pm

Room: Please refer to eVision

Tutorials Day/Time: Please refer to eVision

Each week students must attend two fifty-minute lectures and one fifty-minute tutorial (or presentation slot) on the weeks indicated in the lecture schedule below.

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 semester. You will be allocated to a tutorial and this will be available in eVision.

Calendar The calendar (in this outline) details scheduling information. Note that this calendar may change as the course proceeds. 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. Unless stated otherwise, all aspects of the course are examinable.

Expectations and Workload | *Te Nui o te Mahi*

MART211 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.

Textbook Information | *Pukapuka Kaupapa*

There is no text for this course, but readings will be supplied to support most parts of the lecture stream. These readings are given in the list immediately below. The readings are largely drawn from either the Harvard Business Review or from Forbes, which gives a consistency of style and positioning to the list. Most readings are both short and easily readable. These readings will be referred to in the lectures and will be examined by the terms test and final examination. See later assessment details as to how the readings will be examined.

The readings may be accessed via the links within the reading list and via the library databases as well (all other readings). In addition to the financial models in the two self-administered labs and four financial model case studies will be supplied as part of the course module on financial analysis for marketers. These come with a full set of answers and can be worked through by students independently. Two of these will be nominated to be examinable directly in the final. The lab cases may be examined in a similar manner. Both labs and case will be available on Blackboard at the start of the mid-semester break and will be re-posted later along with the relevant lectures.

All course lecturers and tutors have weekly office hours throughout the semester, and these can be found on this outline. Students are encouraged to take advantage of this resource in a timely manner if they have any problems or issues with the material presented to them. NOTE while lecturers and tutors may post office hours after the semester leading up to the final, they are not required to do so, and any such hours are usually heavily frequented – So get in early to get a good service.

Reading list

This list contains all the preparatory reading for this course. Readings are examinable in the mid-term test and final via questions that appear below **in bold** below the reading in this list with which that question is associated. If questions relating to the readings are set, then they will be reproduced 'verbatim' in the examination.

URL links for the full text of all articles are given below. All are publicly available. The academic article links here download 'ad libitum', but Forbes and HBR only allows you to directly download a few free articles per month. You should not 'blow the Forbes monthly limit in h normal course of events, but the more numerous HBR articles and all of the academic readings are also available (somewhat less conveniently) via 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).

This procedure with the necessary title changes works for most other journals. The University library has impressive access to published sources via its E-journals databases.

Module 1: Innovation & market development

- 1) Pisano, G. P. (2015). You need an innovation strategy. Harvard Business Review, 93(6), 44-54.
Available at: <https://hbr.org/2015/06/you-need-an-innovation-strategy>

- a) According to Pisano (Reading 1) What three questions should any innovation policy address? Why is it important to address each of these questions?**
 - b) Identify and discuss the nature of the four types of innovation identified by Pisano in his article (Reading 1). Does he conclude that any one type is better than the others?**

- 2) Blank, S. (2013). Why the lean start-up changes everything. Harvard Business Review, 91(5), 63-72.

In Reading 2, Steve Blank introduces a single point of difference and three key principles for the 'lean start-up' in N.P.D. Describe each of these four items and explain why each of them is important?

- 3) Barsoux, J. L., Wade, M., & Bouquet, C. (2022). Identifying Unmet Needs in a Digital Age. Harvard Business Review, 100(7-8), 150-150. Available at: <https://hbr.org/2022/07/identifying-unmet-needs-in-a-digital-age>

Barsoux, Wade & Bouquet (Reading 3) describe three strategies that allow digital technologies may be used to identify consumer needs. Identify and describe each of these three strategies, and then describe how one of YOUR own personal needs might be discovered via one of them.

- 4) 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://www.cs.cmu.edu/~jhm/DMS%202011/Presentations/ServiceBlueprinting.pdf>

- a) Describe the components of a service blueprint and the steps in the process of creating one.**
 - b) What uses can a service blueprint be put to? Describe, with examples, two of these uses.**

- 5) Hyder, S. (2019), How To Launch A New Product Or Service: What The Latest Research Teaches Us About Successful Launches, Forbes, Oct 17th 2019.
Available at: <https://www.forbes.com/sites/shamahyder/2019/10/17/how-to-launch-a-new-product-or-service-what-the-latest-research-teaches-us-about-successful-launches/#7cc5510d412a>

This article describes the launch of a specific product range 'Being Seen'. Describe how this launch was planned – and why it was launched this way - and then relate it to at least three of the seventeen steps to product launch as outlined in Lecture 7.

6) Mocker, M., & Ross, J. W. (2017). The Problem with Product Proliferation. Harvard Business Review, 95(5), 3-8.

Available at: <https://hbr.org/2017/05/the-problem-with-product-proliferation>

Relate the issues of product proliferation and complexity at Lego that Mocker & Ross raise (Reading 6) to the requirement to delete products in an orderly and planned manner.

Module 2: Digital Marketing communication

7a) Sultan, F., & Rohm, A. (2005). The coming era of "brand in the hand" marketing. MIT Sloan Management Review, 47(1), 83.

7b) The Economist. (2022, July 30). The online-ad industry is being shaken up: A years-long bonanza is giving way to more uncertain times. The Economist.

<https://www.economist.com/business/2022/07/30/the-online-ad-industry-is-being-shaken-up>

7c) The Economist Group. (2020, October 8). The Economist Group and Digital Marketing Institute report reveals critical talent and skills shortages are impeding marketing organisations. The Economist Group.

<https://www.economistgroup.com/press-centre/economist-impact/the-economist-group-and-digital-marketing-institute-report-reveals-critical>

Digital Marketing has changed overtime, from the early "brand in the hand" marketing communications of the 2000s to the revenue growth and competitive eMarketing between the social media giants. Now the boundaries between "traditional" and "digital" marketing no longer exist. 1) Describe the TWO dimensions of the early paradigm "Marketing Communication Approaches" and 2) EXPLAIN how digital marketers in 2025 can draw on this paradigm to optimise consumer engagement and competitive advantage.

8a) Miranda, D., (2024). 11 Best Designed Websites Built On Platforms Anyone Can Use In 2024. Available at: <https://www.forbes.com/advisor/business/best-designed-websites/>

8b) Killoran, J. B. (2013). How to use search engine optimization techniques to increase website visibility.

IEEE Transactions on Professional Communication, 56(1), 50–66.

<https://doi.org/10.1109/TPC.2012.2237255>

The second reading provides practical guidance for how digital content creators can use Search Engine Optimisation strategies to make their content easier to find. Identify and explain TWO techniques that web developers should use to increase the visibility of the website to their target market and maintain competitive advantage.

9) John, L. K., Mochon, D. A., Emrich, O. L. & Schwartz, J. A. (2017). What's the Value of a Like? Harvard Business Review, 108-115. Available at: <https://hbr.org/2017/03/whats-the-value-of-a-like>

This review provides a more realistic perspective of the return on investment of social media "likes". Explain THREE reasons why word-of-mouth endorsements in the real world are more effective at predicting consumer purchase behavior than social media "likes" (1-2 sentences for each). Then, describe THREE strategies businesses can use to convert social media "likes" into consumer purchase behaviour.

10) Thomas, R., Tokar, T., Van Hoek, R. (2024). The Strategic Advantage Omnichannel Retailers Have Over Amazon. *Harvard Business Review*, May 31st, 2024

Available at: <https://hbr.org/2024/05/the-strategic-advantage-omnichannel-retailers-have-over-amazon>

It is important for omnichannel retailers to include environmental and social sustainability disclosures on their websites. What are the competitive and financial implications of including these disclosures for the omnichannel retailers?

11) MIT SMR Connections. (2024). Transforming Retail: Creating Tomorrow's Agile Environments. *MIT Sloan Management Review*, 65(3). Available at: <https://sloanreview.mit.edu/projects/transforming-retail-creating-tomorrows-agile-environments/>

The article and lectures 13 and 14 explore the challenges and opportunities businesses face in the digital environment. Describe TWO benefits of the virtual shopping experience for consumers and/or businesses, and describe TWO challenges that businesses must address to succeed in this space and meet consumers' needs.

12a) ME, MYSELF, AND AI EPISODE 803

Marketing With Generative AI: Harvard Business School's Ayelet Israeli. Sam Ransbotham & Shervin Khodabandeh. November 08, 2023

Available at: <https://sloanreview.mit.edu/audio/marketing-with-generative-ai-harvard-business-schools-ayelet-israeli/>

12b) Hoffman, D. L., & Fodor, M. (2010). Can you measure the ROI of your social media marketing?. *MIT Sloan Management Review*, 52(1), 40-50.

12c) Kumar, V., Mirchandani, R. (2012). Increasing the ROI of Social Media Marketing. *MIT Sloan Management Review*, 54(1), 55-61.

In 12b, identify the 4C's of consumer motivation to use social media, and explain how they can lead to more meaningful ROI measurements. In 12c, a successful social media campaign involves targeting the "right" individuals to spread viral content to promote WOM. Describe (and give an example) of EACH of the seven steps to a successful social media campaign.

Module 3 – Channels and Sales

13) Furr, N., & Shipilov, A. (2019). Digital doesn't have to be disruptive: the best results can come from adaptation rather than reinvention. *Harvard Business Review*, 97(4), 94-104.

In the reading 'Digital doesn't have to be disruptive: the best results can come from adaptation rather than reinvention', Furr and Shipilov offer several examples of how well-established companies have adopted digital tools to enhance their physical distribution systems. Select one of these companies and explain the way/s that they have embraced digital tools to transform their business.

14) Rasmussen, G. (2024). 'Are we any closer to solving the supermarket duopoly problem?', available online from: <https://www.consumer.org.nz/articles/are-we-any-closer-to-solving-the-supermarket-duopoly-problem>, 20/3/2024, date accessed 12/6/2024

In her critique of the grocery industry in New Zealand, Gemma Rasmussen (Reading 14) offers several suggestions for cultivating a more competitive market and providing fairer prices for

New Zealand consumers. Identify and discuss two of these suggestions and explain how it could impact the power of New Zealand's two major grocery retail chains.

15) Chaudary S. T. , Van Alstyne M.W. & Parker, G.G. (2019) 'Platforms and Blockchain Will Transform Logistics', *Harvard Business Review* June 19, p.2-5. <https://hbr.org/2019/06/platforms-and-blockchain-will-transform-logistics>

As Chaudary, Van Alstyne and Parker argue in their article 'Platforms and Blockchain will transform logistics' (Reading 15), the adoption of Blockchain technology is on the rise and offers several benefits for improving information flows throughout supply chains. Discuss two of the advantages of blockchain technology for information flows in supply chains.

16) Malin, D. (2023) B2B Sales: Four real World lessons. *Forbes*, June 26th. Available at: <https://www.forbes.com/sites/forbesbusinesscouncil/2023/06/26/b2b-sales-four-real-world-lessons/?sh=64646ae91b72>

In Reading 16 Malin identifies four real World lessons. Identify and describe these four lessons, and then illustrate how you might apply these four lessons to an industry of your choice.

17) Edinger, S. (2022) Is Your Sales Team Struggling to Sell Solutions? *Harvard Business Review*, (January 4) Available at: <https://hbr.org/2022/01/is-your-sales-team-struggling-to-sell-solutions>

Edinger in Reading 17 introduces the concept of consultative selling. What differentiates consultative selling from 'traditional selling, and what barriers does Edinger identify to its widespread application.

18) Dixon, M. & McKenna, T., (2023) How AI Can Help Sales Teams Craft More Personalized Pitches. *Harvard Business Review*, November 28. Available via E. Journals Otago Library.

Dixon and McKenna describe how AI can help sales representatives 'pitch' for business in Reading 18. Identify and describe the three areas that Dixon & McKenna believe are important to improving sales effectiveness. Describe how AI specifically improves sales pitches in these areas.

Module 4: Marketing finance

19) Marr, B. (2016). 6 Key Financial Analytics Every Manager Should Know, *Forbes*, April 7th 2016. Available at: <https://www.forbes.com/sites/bernardmarr/2016/04/07/6-key-financial-analytics-every-manager-should-know/?sh=70b3e24855de>

Using one detailed example, use the reasoning given by Marr (Reading 19) to describe in detail the difference between customer profitability analytics and product profitability analytics

20) Anderson, E., & Simester, D. (2003). Mind your pricing cues. *Harvard Business Review*, 81(9). Available at: <https://hbr.org/2003/09/mind-your-pricing-cues>

In the article "Mind your pricing cues" (Reading 20) Anderson and Simester discuss several pricing cues in detail. Using appropriate examples, summarise their comments on two of these cues.

21) Kumar N. (2003) Kill a Brand, Keep a Customer, Harvard Business Review, (December 8). Available at: <https://hbr.org/2003/12/kill-a-brand-keep-a-customer>

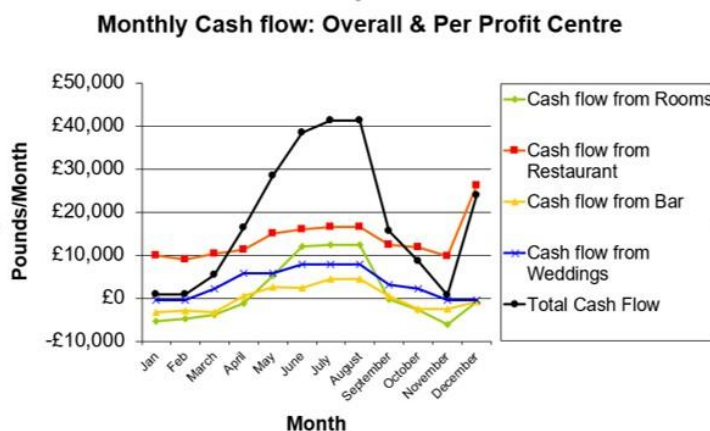
Kumar (Reading 21) discusses how brands might be deleted. Describe each step of this process, and explain why Kumar thinks that this process is important.

22) Byrnes, J. & Wass, J. (2021). 3 Strategies for Managing Your Profit-Drain Customers (September 8), Available at: <https://hbr.org/2021/09/3-strategies-for-managing-your-profit-drain-customers>

In Reading 22 Brynes & Wass describe three strategies for turning unprofitable customers into profitable ones. Describe each of these three strategies

23) (Case 5) The Manor Hotel (posted with lecture materials)

The chart below is the principal output from the multi-product model given in ‘The Manor Hotel’ case (Reading 23). Describe how this chart was generated by the model, why it is important, and what the chart is telling us.



Calendar | *Maramataka*

Week	Date	Item	Preparation
1	14 Jul. (RH)	Lecture 1: Introduction i) What are the course objectives, and how is the course structured? ii) How will you be evaluated?	
1	17 Jul. (RH)	Lecture 2: Innovation & market development (I) i) What is innovation, and why is it essential? ii) What are the five pressure points of the innovation process, and why are they important?	Reading 1
2	21 Jul. (RH)	Lecture 3: Innovation & market development (II) Guest Lecturer: Rachel Vicars (F and P Healthcare)	Reading 2
2	24 Jul. (RH)	Lecture 4: Innovation & market development (III) i) What is an innovation policy, and why is it important? ii) What is offer concept development, and how is done?	Reading 3
2	Week beg 21 July	Tutorial 1: Business communications: <i>Speedon Selectamatic</i>	<i>Tutorial readings</i>
3	28 Jul. (RH)	Lecture 5: Innovation and market development (IV) i) What are offer specifications, and how are they developed? ii) What is a prototype, and why are they important?	Reading 4
3	31 Jul. (RH)	Lecture 6: Innovation and market development (V) i) What is a service blueprint and why are they important? ii) How do we build a service blueprint?	Reading 5
4	4 Aug. (RH)	Lecture 7: Innovation and market development (VI) i) What is commercialisation, and why is it important? ii) Why is offer deletion an essential part of innovation?	Reading 6
4	7 Aug. (HO)	Lecture 8: Digital Marketing Communication (I) i) What is digital marketing in 2025 and how has it changed? ii) What are the benefits of digital marketing for brand promotion and revenue growth?	Readings 7a-7c
5	11 Aug. (HO)	Lecture 9: Digital Marketing Communication (II) i) What are the essential elements of web design? ii) How do these elements lead to success in digital marketing, including increasing visibility and consumer engagement	Readings 8a, 8b
5	14 Aug. (HO)	Lecture 10: Digital Marketing Communication (III) Guest Lecture: Jeremy Hall Founder/ General Manager, GummyBear Digital Marketing i) How can digital marketing companies use tailored tools (e.g. video content, social media, web design) and strategies to best meet client and end-user requirements? ii) How can digital marketing tools enhance brand messaging and audience engagement?	No Readings
5	Week beg. 11 Aug	Tutorial 2: Supports Assignment 1 (Digital Marketing)	
6	18 Aug. (HO)	Lecture 11: Digital Marketing Communication (IV) i) What is inbound marketing, and how do brands use these strategies to maximise revenue growth? ii) What is social media marketing? Why is it important to inbound marketing?	Reading 9
6	21 Aug. (HO)	Lecture 12: Digital Marketing Communication (V) i) What is e-commerce? ii) What are the pros and cons of e-commerce?	Reading 10

6	Week beg. 18 Aug.	Tutorial 3: Supports Assignment 1 (Digital Marketing)	
	21 Aug	Mid-term test, 22 Aug. (Friday) 7-8 pm, 1 hour closed book, Venue T.B.A.	
7	25 Aug. (HO)	Lecture 13: Digital Marketing Communication (VI) i) What is digital driven innovation? ii) What are the consumer trends driving innovation?	Reading 11
	28 Aug. (HO)	Lecture 14: Digital Marketing Communication (VII) i) What are some applications of emerging technologies in digital marketing? ii) How can we evaluate digital marketing?	Readings 12a-12c
	1-5 Sep.	MID SEMESTER BREAK	
8	8 Sep. (RH)	Lecture 15: Channels & Sales (I) i) What is a marketing channel, and why are they important? ii) What are the four flows that occur in a marketing channel?	Reading 13
8	11 Sep. (RH)	Lecture 16: Channels & Sales (II) i) How do goods and services move in a channel ii) How does money move in a channel?	Reading 14
8	11 Sep.	Assignment 1 due 11 Sep. (Thursday) at 12.00 mid-day	
9	15 Sep. (SB)	Lecture 17: Channels & Sales (III) i) How do market communications move in a channel? ii) How does market information move in a channel?	Reading 15
9	18 Sep. (RH)	Lecture 18: Channels & Sales (IV) i) What is 'Sales', and why is it important to marketing? ii) How is marketing related to 'Sales' in an FMCG company?	Reading 16
9	Week Beg. 15 Sept	Tutorial 4: Supports Group Assignment 2 (Sales). <i>Commercial presentations. Basic facts with Q&A session. Student assignment to presentation groups: Students will be assigned to groups of 3-4 for the presentations in Tutorial 4. Non-attenders/communicators will be assigned by the tutor, and then notified by E-mail. Assignment will be final.</i>	
10	22 Sep. (RH)	Lecture 19: Channels & Sales (V) i) How is marketing related to 'Sales' in a durables company? ii) How is marketing related to 'Sales' in a 'B to B' company?	Reading 17
10	25 Sep. (RH)	Lecture 20: Channels & Sales (VI) i) What does a sales representative do? ii) How do we 'sell'?	Reading 18
11	29 Sep. (RH)	Lecture 21: Marketing finance (I) i) Why do marketers need to know about finance? ii) How can finance support good market decision making	Reading 19
11	2 Oct. (RH)	Lecture 22: Marketing finance (II) i) What is a strategic price point? How is it related to value, and how do we set it in a market? ii) What is tactical pricing? In what ways can we price tactically?	Reading 20
11	3 Oct. Lab 1 (Friday)	<i>Students self-administered lab on how to construct a financial offer model of a single product (Takes 1-3 hours depending upon Excel skill – guide available at M.Semester break).</i>	
11	Week beg. 29 Sept.	Presentations in tutorial slots, Assignment 2 (1)	

12	6 Oct. (RH)	Lecture 23: Marketing finance (III) i) What is a financial offer model, and what are its components? ii) How do create the revenue component of an individual financial offer model?	Reading 21 Cases 1&2 Single-offer models
12	9 Oct. (RH)	Lecture 24: Marketing finance (IV) i) How do we create the cost components of an individual financial offer model? ii) How can a marketer use financial models of single offers?	Reading 22
12	10 Oct. Lab 2 (Friday)	<i>Students self-administered lab on how to modify a financial offer model of a single product by adding he costs and benefits of marketing (Takes 1-3 hours depending upon Excel skill - available at M.Semester break).</i>	
12	Week beg. 6 Oct.	Presentations in tutorial slots, Assignment 2 (2)	
13	13 Oct. (RH)	Lecture 25: Marketing finance (V) i) How do we create a financial model of multiple offers within a portfolio? ii) What is indirect fixed cost allocation; how is it done and why is it important?	Cases 3&4 Multi-offer models
13	16 Oct (RH)	Lecture 26: Marketing finance (VI) i) How can a marketer use financial models of multiple offers? ii) Course wrap up.	Reading 23
	Oct./Nov.	Final examination: 2 hours, closed book, venue & time/date T.B.A. within exam period	

*** First week of Semester 2 is ACADEMIC WEEK 29**

Lectures end Friday 17 October

University Exam Period Second Semester Begins Monday 20th October until Saturday 8th November.

Assessment | Aromatawai

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 will be 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 final grade
Mid-term test	22nd Aug. 7.00 - 8.00 pm	20
Individual assignment (1)	11 th Sep. 12:00 pm (mid-day)	15
Group Assignment (2)	Week Beginning 29 th Sept. or 6 th Octo.	15
Final	TBA	50

Course Requirements

There are no terms requirement relating to assessment. The only requirement to pass this course is a cumulative grade over all assessments of more than 50%.

Assessment Format

- **Mid Term test (20%, 40 multiple choice questions, 60 minutes)**

The mid-term test will examine information delivered in the lectures up to and including the date of the mid-term test ONLY.

- **Individual Assignment 1 (15%)**

This is an individual assessment and is based on Lectures 8-11 and Tutorials 2 and 3 in the Digital Marketing module. The material that is required to complete the assignment will be supplied by the lectures and more directly in the two tutorials that support the assignment. The students will be presented with a case study on an NZ cruelty-free beauty business who are launching a new product. In the format of a consultancy report, students will select and develop **three** different Digital Marketing Strategies to support the introduction of the new product. They must provide visual representation of these in the assignment (e.g. social media post, blog post, links to a video or podcast).

- **Group Assignment 2 (15%)**

The second assignment is a group presentation assignment and is associated with the course module on channels and sales. Students will be assigned to groups of three to four within their tutorials in Tutorial Four. Students who attend the tutorial are free to select their own groups. Those who do not attend will be assigned to groups and that assignment will be final.

These groups will then prepare a presentation of a specific innovation for sale to the University. The presentations will take the form of a 10-minute commercial 'sales pitch' to their tutor. There will be an additional five minutes for questions. The nature of the assignment will be covered in detail in Tutorial four. A form grading sheet will also be available to the students at that tutorial. Written feedback on their presentation will be given to students.

In order to preserve equity, the individual assignments with feedback will not be returned until after all the group presentations have taken place.

Final examination (50%), 40 multiple choice, and any 2 of 4 essay questions, (2 hours)

The final examination will examine all materials presented via lectures AFTER the mid-term test, and ALL the course readings, plus the FOUR financial modelling cases.

The multiple-choice format of the examination will be exactly the same as the terms test. It will examine the lecture content ONLY, and it will be worth 40% of the marks for the examination.

The essay-format part of the final examination is worth 60% of the grade for the examination. It will examine all the course readings and financial cases ONLY. The essay questions will be drawn from the bank of questions given earlier in this outline, along with the readings that are associated with each of them. These questions will be produced 'verbatim' if they are set. The four financial model case study questions also form part of the examinable set of questions. If these are set, they will also be reproduced 'verbatim', bar two changes to the numbers in the input sheet.

Assignment Submission Procedure

The individual assignment must be submitted as an electronic format submission via Blackboard for 'Turnitin' checking.

The individual assignment is due on the date and time stated in the table above. Documents submitted to 'Turnitin' via Blackboard MUST be in .pdf format. Other file formats will not be assessed.

The second assignment is a group presentation assignment. Students will be assigned to groups of three to four within their tutorials in Tutorial Four. Students who attend the tutorial are free to select their own groups. Those who do not attend will be assigned to groups and that assignment will be final.

These groups will then prepare a presentation of a specific innovation for sale to the University. The presentations will take the form of a 10-minute commercial 'sales pitch' to their tutor in one of two tutorial slots week beginning 29 Sept, or week beginning 6 Oct. There will be an additional five minutes for questions. The nature of the assignment will be covered in detail in Tutorial four. A form grading sheet will also be available to the students at that tutorial. Written feedback on their presentation will be given to students.

In order to preserve equity, the individual assignments with feedback will not be returned until after all the group presentations have taken place.

Final examination (50%), 40 multiple choice, and any 2 of 4 essay questions, (2 hours)

The final examination will examine all materials presented via lectures AFTER the mid-term test, and ALL the course readings, plus the FOUR financial modelling cases.

The multiple-choice format of the examination will be exactly the same as the terms test. It will examine the lecture content ONLY, and it will be worth 40% of the marks for the examination.

The essay part of the final examination is worth 60% of the grade for the examination. It will examine all the course readings and financial cases ONLY. The essay questions will be drawn from the bank of questions given earlier in this outline with the readings. These questions will be produced 'verbatim' if they are set. The four financial model case study questions also form part of the examinable set of questions. If these are set, they will also be reproduced 'verbatim', bar two changes to the numbers in the input sheet.

Assignment Submission Procedure

The individual assignment must be submitted as an electronic format submission via Blackboard for 'Turnitin' checking.

The individual assignment is due on the date and time stated in the table above. Documents submitted to 'Turnitin' via Blackboard MUST be in .pdf format. Other file formats will not be assessed.

Referencing Style

For this course the referencing style is (e.g. Harvard, Chicago, APA, etc). Style guides are available on the University Library website:

<https://www.otago.ac.nz/library/referencing/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 course information tab on Blackboard.

Learning Outcomes | *Hua Akoranga*

Upon successful completion of this paper you should:

- 1) Understand the purpose of innovation.
- 2) Understand how (and why) products are introduced to markets - and deleted from them.
- 3) Understand the nature on online innovation and the forces/trends that are driving it.
- 4) Understand the process of Web design and inbound internet marketing.
- 5) Understand the four flows of market channels, and how to manage them.
- 6) Understand the mechanics and outcomes of channel power.
- 7) Understand the role of sales in the establishment and management of market channels.
- 8) Understand the role and importance of financial analysis in marketing.
- 9) Construct spreadsheet models of individual products and product portfolios.
- 10) Understand how financial models can be used to support good market decision making.

Learning Outcome	Terms Test	Assessment 1	Assessment 2	Final Exam	Total
1) Understand the purpose of innovation	5				12
2) Understand how (and why) products are introduced to markets - and deleted from them.	5				13
3) Understand the nature on online innovation and the forces/trends that are driving it.	5	7			12
4) Understand the process of Web design and inbound internet marketing	5	8			13
5) Understand the four flows of market channels, and how to manage them.			5	5	10
6) Understand the mechanics and outcomes of channel power.				5	5
7) Understand the role of sales in the establishment and management of market channels.			10	5	15
8) Understand the role and importance of financial analysis in marketing.	0			5	5
9) Construct spreadsheet models of individual products and product portfolios.	0			5	5
10) Understand how financial models can be used to support good market decision making.	0			10	10
Total	20	15	15	50	100 %

Academic Integrity | *Pono-ā-wānanga*

Students should ensure that all submitted work is their own.

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 coordinator.

For further information on academic integrity at Otago:

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>

A note about Artificial Intelligence: In MART211 the use of artificial intelligence is prohibited. Due to the type of learning required, the specific skills and tasks in this paper will expect you (or your teams) to autonomously undertake the work. Any use of an artificial intelligence tool would inhibit your ability to achieve workplace-level competency and would breach academic integrity standards for this paper.

For further information on artificial intelligence at Otago:

Use of Generative-Artificial Intelligences and Autonomous Content Generation in Learning and Teaching Policy

<https://www.otago.ac.nz/administration/policies/policy-collection/use-of-generative-artificial-intelligences-and-autonomous-content-generation-in-learning-and-teaching-policy>

Concerns about the Course | *Ngā māharahara mō te akoranga*

We hope you will feel comfortable coming to talk to us if you have a concern about the course. The Course 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 | *Kupu Whakatonu*

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.