MART 211 Products to Markets

COURSE OUTLINE

Semester Two, 2019
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The University of Otago’s Graduate Profile

All graduates of the University of Otago are expected to have the graduate profile in the box below. Not all of that profile is expected to be included in any one paper. This paper will focus on the italicized items.

<table>
<thead>
<tr>
<th>Graduate attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>All University of Otago graduates will possess a deep, coherent and extensive knowledge of at least one discipline, coupled with knowledge of the fundamental contribution of research to that discipline. In addition, all Otago graduates will possess, to varying degrees, the following sets of attributes:</td>
</tr>
<tr>
<td>These attributes involve substantial affective elements:</td>
</tr>
<tr>
<td><strong>Global perspective</strong></td>
</tr>
<tr>
<td>Appreciation of global perspectives in the chosen discipline(s) and the nature of global citizenship</td>
</tr>
<tr>
<td><strong>Interdisciplinary perspective</strong></td>
</tr>
<tr>
<td>Commitment to intellectual openness and curiosity, and the awareness of the limits of current knowledge and of the links amongst disciplines</td>
</tr>
<tr>
<td><strong>Lifelong learning</strong></td>
</tr>
<tr>
<td>Commitment to the on-going acquisition of new knowledge and new skills, and an ability to apply these to an ever-changing environment</td>
</tr>
<tr>
<td><strong>Scholarship</strong></td>
</tr>
<tr>
<td>Commitment to the fundamental importance of the acquisition and development of knowledge and understanding</td>
</tr>
<tr>
<td>These attributes include those most often sought by employers:</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
</tr>
<tr>
<td>Ability to communicate information, arguments and analyses effectively, both orally and in writing</td>
</tr>
<tr>
<td><strong>Critical thinking</strong></td>
</tr>
<tr>
<td>Ability to analyse issues logically, to challenge conventional assumptions, to consider different options and viewpoints, make informed decisions and act with flexibility, adaptability and creativity</td>
</tr>
<tr>
<td><strong>Cultural understanding</strong></td>
</tr>
<tr>
<td>Knowledge and appreciation of biculturalism within the framework of the Treaty of Waitangi; knowledge and appreciation of multiculturalism; and an ability to apply such knowledge in a culturally appropriate manner.</td>
</tr>
<tr>
<td><strong>Ethics</strong></td>
</tr>
<tr>
<td>Knowledge of ethics and ethical standards and an ability to apply these with a sense of responsibility within the workplace and community</td>
</tr>
<tr>
<td><strong>Environmental literacy</strong></td>
</tr>
<tr>
<td>Basic understanding of the principles that govern natural systems, the effects of human activity on these systems, and the cultures and economies that interact with those systems</td>
</tr>
<tr>
<td><strong>Information literacy</strong></td>
</tr>
<tr>
<td>Ability to apply specific skills in acquiring, organising, analysing, evaluating and presenting information, in particular recognising the increasing prominence of digital-based activity</td>
</tr>
<tr>
<td><strong>Research</strong></td>
</tr>
<tr>
<td>Ability to conduct research by recognising when information is needed, and locating, retrieving, evaluating and using it effectively</td>
</tr>
<tr>
<td><strong>Self-motivation</strong></td>
</tr>
<tr>
<td>Capacity for self-directed activity and the ability to work independently</td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
</tr>
<tr>
<td>Ability to work effectively as both a team leader and a team member</td>
</tr>
</tbody>
</table>
Paper Description and Aims

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 2  
0.15 EFTS  
18 points

Prerequisites:  MART 112  
Restrictions:  MART 202 AND MART 203

Learning Outcomes

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

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.

Teaching Staff

Paper Administrator  
Name: Cathie Child  
Office: OBS 4:42  
Email: cathie.child@otago.ac.nz  
Office Hours: T.B.A.

Lecturer  
Name: Dr. Robert Hamlin  
Office: OBS 4:20  
Email: rob.hamlin@otago.ac.nz  
Office Hours: T.B.A.
Name: Leanne Ross  
Office: OBS 4.14  
Email: leanne.ross@otago.ac.nz  
Office Hours: T.B.A.

You should contact Cathie 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 me aware that staff are not available to respond to emails between 5pm Friday and 9am Monday.

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**Course Delivery**

**Lecture Day/Time:** Tuesday and Wednesday, 16.00-16.50  
**Room:** TBA  
**Tutorials Day/Time:** Please refer to your eVision timetable

Students must attend two 50 minute lectures each week and nine 50 minute tutorial slots over the course of the Semester. Six of the seven taught tutorials are delivered in three pairs to support each of the three assignments. There is an initial introductory tutorial. The presentation sessions that form the evaluated delivery for assignment three will take place in two tutorial slots in the second half of the semester. All students must attend these presentation slots. There are also two self-administered labs scheduled in the second half of the semester.

**NOTE!** Tutorials are not compulsory, but as they support the assignments directly it will be hard to get a good grade in the assignments without attending them. The labs in the final weeks are also not compulsory and are designed to be done at any time and in any location of the students’ choosing.

The Lectures present the key conceptual material of this course in four major parts: Innovation, Internet marketing, Channels & sales and financial analysis for marketers. Each lecture is structured around two key questions, which are examinable by a terms test and a non-cumulative final examination. (See course calendar (p. 11-12)

The Tutorials are interactive, collaborative sessions which are designed to support students as they prepare their individual assignments (1 & 2), and as they prepare their presentations for Assignment three. Tutorials begin in the first week of semester. You will be allocated to a tutorial and this will be available in eVision.

Tutorials offer you the opportunity to work in on a series of tasks designed to apply the concepts that you have been exposed to in class to the preparation of a task for a commercial client. The key feature of tutorials, as opposed to lectures and individual study, is participation of all members of the tutorial group.
The Labs are two self-administered keystroke by keystroke exercises that are designed to allow students to work through the construction and modification of a financial model of a product. These labs are designed to allow students to work through the exercise at their own pace and in their own environment. They will be available at the start of the mid semester break.

Course Calendar The course calendar (in this outline) details scheduling information. Note that this calendar may change as the course proceeds, but the course staff will work hard to avoid this. Any changes that do occur 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.

All lectures except guest lectures are recorded using Otago Capture and are available on Blackboard for review for ONE WEEK ONLY after the lecture takes place. If you have a GOOD reason for not being able to access the content via Blackboard during this period, please contact the Paper Administrator BEFORE the time period expires. If you are not sure, the Paper Administrator can brief you on what is and what is not a good reason.

NOTE: These recordings are a support for lectures and not a substitute for them. As with any technology, Otago Capture is not 100% reliable, and recordings are occasionally lost.

Unless stated otherwise, all aspects of the course are examinable.

Expectations and Workload

The expected time input for this course is 180 hours. The table below gives a guide as to how this time might be allocated.

<table>
<thead>
<tr>
<th>Component</th>
<th>Input (h)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture attendance</td>
<td>26</td>
</tr>
<tr>
<td>Lecture reading/preparation</td>
<td>26</td>
</tr>
<tr>
<td>Terms test revision</td>
<td>24</td>
</tr>
<tr>
<td>Labs</td>
<td>5</td>
</tr>
<tr>
<td>Final examination revision</td>
<td>35</td>
</tr>
<tr>
<td>Tutorial attendance</td>
<td>9</td>
</tr>
<tr>
<td>Individual assignments preparation (Inc. tutorial prep.)</td>
<td>36</td>
</tr>
<tr>
<td>Group assignment preparation</td>
<td>29</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
</tr>
</tbody>
</table>
Course Learning Resources

There is no text for this course, but readings will be supplied to support most parts of the lecture stream. The reading are all drawn from either the Harvard Business Review or from Forbes. These readings will be referred to in the lectures and will be examined by the terms test and final examination. The readings may be accessed via the reading list links on Blackboard.

In addition to the financial models in the two self-administered labs, 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.

Blackboard

Blackboard [https://blackboard.otago.ac.nz/](https://blackboard.otago.ac.nz/) provides you with access to course materials, class notices, and resources. Blackboard is used to email the whole class so it is important that you check your student email and Blackboard regularly.

Student Webmail

**IMPORTANT - DO THIS NOW:**

Forward your University email address to an email address that you use regularly as follows:

1. Log into your StudentMail account using your student username and password
2. Click Cog button (top right corner) > Options
3. Under Account, select the Forward your email shortcut under the Short Cuts menu on the right side of the screen.
4. Under the Forwarding heading, type in the email address you want your email to be forwarded to. You can also choose to have a copy of these emails kept on your StudentMail account, so please check the box if you would like this.
5. Click the Start forwarding button.
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 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.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Due date</th>
<th>% of final grade</th>
<th>Requirements to pass this paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual assignment (1)</td>
<td>5th Aug. 12.00 pm</td>
<td>15</td>
<td>See below</td>
</tr>
<tr>
<td>Terms test</td>
<td>21st Aug. 7-8.00 pm</td>
<td>20</td>
<td>See below</td>
</tr>
<tr>
<td>Individual assignment (2)</td>
<td>10th Sep. 12.00 pm</td>
<td>15</td>
<td>See below</td>
</tr>
<tr>
<td>Group Assignment (3)</td>
<td>23-26 Sep. OR 30 Sep-3 Oct.</td>
<td>15</td>
<td>See below</td>
</tr>
<tr>
<td>Final (Non-cumulative)</td>
<td>TBA</td>
<td>35</td>
<td>See below</td>
</tr>
</tbody>
</table>

Course Requirements
An overall combined results of 50% or more is required to pass this paper.

Assessment Format

Terms test (20%, Any 2 of 4 questions, 60 minutes)
The terms test will examine all materials presented via lectures and any readings up to the date of the terms test itself. The terms test will consist of four questions derived from the questions that are identified with each lecture (2 per lecture). Students may answer any two of these questions for equal marks.

An example of a question derivation is given below, with a single lecture question and three derived examination questions that are within its content envelope.

Lecture question: What is a prototype, and why are they important? (Lecture 5/2)

Examination question 1: What is a prototype? Describe using a specific example for each, three different types of prototype, and the way that each may be used to develop a product.

Examination question 2: What is a prototype? Describe how a services may be prototyped using 'service blueprints'.

Examination question 3: Describe how drawing up a ‘product usage cycle’ may guide the use of multiple prototypes during the development of a product.

NOTE: Guest lectures (including the product briefing) are also examinable by the terms test, and these lectures will not be distributed via Otago Capture. If these are examined in the terms test, then the
questions set will be of a nature that will be easily answerable by memory by any individual who attended the lecture – So show up! For those who have a GOOD reason for not being at the lecture, and who communicate that reason to the course coordinator BEFORE the lecture takes place, a replay of the Otago Capture file will be arranged at a later date.

**Individual Assignments 1&2 (15%, individual)**
The first two assignments are individual assignments, and each is driven directly by the course module with which it is associated. The material that is necessary to prepare each assignment is supplied by the lectures in the module and more directly by the two tutorials that support each assignment.

**Group Assignment 3 (15%, Group)**
The third assignment is a group assignment. Students will be assigned to groups of three within their tutorials in Tutorial 7. 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 innovation will be a full or partial use for the Harbour Basin site given to the University by Port Otago on the University’s 150th anniversary. ([ODT Gift article 2019](https://www.odt.co.nz/city/150/150th_gift_harbour_basin/1599547))

The presentations will take the form of a 10 minute commercial ‘sales pitch’ to their tutor in one of two tutorial slots 23rd -26th Sep. OR 30th Sep. - 3 Oct. There will be an additional five minutes for questions. The nature of the assignment will be covered in detail in Tutorials 6 & 7. 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 (35%, Any 3 of 6 questions, 90 minutes)**
The final examination will examine all materials presented via lectures and any readings delivered AFTER the terms test. The final is therefore not cumulative. The format of the examination will be exactly the same as the terms test, bar the fact that the exam will be any three of the six questions set. The questions may involve the development and/or use of the four financial models that are presented as labs or cases in the course, so university approved calculators, pencils and erasers should be brought to the examination room.

**Assignment Submission Procedure**

The assignment is due as a hard copy into the 200 level course box on the 4th floor of the Otago Business School AND as an electronic format submission via Blackboard for ‘Turnitin’ checking.

Both are 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.

Submission through Turnitin
[https://help.otago.ac.nz/blackboard/assessing-your-students/turnitin/turnitin-for-students/](https://help.otago.ac.nz/blackboard/assessing-your-students/turnitin/turnitin-for-students/)
Late Assignments
Please refer to the policy at the back of this course outline.

Referencing Style and Style Guide
Although you will have little reason to use it, the referencing style for this paper is American Psychological Association, (APA). Style guides are also available on the University Library website: http://www.otago.ac.nz/library/quicklinks/citation/index.html

Maori Language Policy
The University of Otago has a Māori Language Policy which promotes the use of te reo Māori by staff and students. For more detail about this policy and its procedures, go to:

http://www.otago.ac.nz/administration/policies/otagoo03239

Commerce students who intend to present an assessment or examination in te reo Māori must write to (Manager of Student Administration, Academic Services: student.admin@otago.ac.nz), who will then inform the Head of Department (HoD). This must be done at the beginning of the paper (within the first three weeks of the semester) to allow sufficient time for suitable arrangements to be made for marking, including translation and external assessment (if necessary).

Quality Assurance
At the Otago Business School we monitor the quality of student learning and your learning experience. Your assessed work may be used for assurance of learning processes, such as evaluating the level of achievement of learning outcomes, with the aim of improving the quality of our programmes. All material used for quality assurance purposes will be treated as confidential and the outcome will not affect your grades.
## Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Terms Test</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
<th>Final Exam</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Understand the purpose of innovation</td>
<td>5</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>2) Understand how (and why) products are introduced to markets - and deleted from them.</td>
<td>5</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>3) Understand the nature on online innovation and the forces/trends that are driving it.</td>
<td>5</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>4) Understand the process of Web design and inbound internet marketing</td>
<td>5</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>5) Understand the four flows of market channels, and how to manage them.</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>6) Understand the mechanics and outcomes of channel power.</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>7) Understand the role of sales in the establishment and management of market channels.</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>8) Understand the role and importance of financial analysis in marketing.</td>
<td>0</td>
<td></td>
<td></td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>9) Construct spreadsheet models of individual products and product portfolios.</td>
<td>0</td>
<td></td>
<td></td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>10) Understand how financial models can be used to support good market decision making.</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>15</strong></td>
<td><strong>15</strong></td>
<td><strong>15</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Grading System

The grading scheme used at Otago is:

- **A+**: 90-100
- **A**: 85-89
- **A-**: 80-84
- **B+**: 75-79
- **B**: 70-74
- **B-**: 65-69
- **C+**: 60-64
- **C**: 55-59
- **C-**: 50-54
- **D**: 40-49
- **E**: <40
Academic Integrity

Students should ensure that all submitted work is their own. Plagiarism is a form of academic misconduct (cheating). It is defined as copying or paraphrasing another’s work and presenting it as one’s own. Any student found responsible for academic misconduct in any piece of work submitted for assessment shall be subject to the University’s dishonest practice regulations, which may result in serious penalties, including forfeiture of marks for the piece of work submitted, a zero grade for the paper, or in extreme cases, exclusion from the University. The University of Otago reserves the right to use plagiarism detection tools.

Students are advised to inform themselves about University policies concerning dishonest practice and take up opportunities to improve their academic and information literacy. If necessary, seek advice from academic staff, or the Student Learning Centre. The guideline for students is available at this link: http://www.otago.ac.nz/study/academicintegrity/index.html

Further information about the Academic Integrity Policy, the Student Academic Misconduct Procedures and the Academic Integrity can be found through the links below. The Academic Integrity website in particular has a number of useful inks and suggestions as to where students can get help with referencing issues.

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

http://www.otago.ac.nz/administration/policies/otago116850.html
## Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Preparation</th>
</tr>
</thead>
</table>
| 9th Jul. (RH) | Lecture 1: Introduction  
i) What are the course objectives, and how is the course structured?  
ii) How will you be evaluated? |                      |
| 10th 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             |
| 8th - 11th Jul.| Tutorial 1: Business communications: Speedon Selectamatic           |                      |
| 16th Jul. (RH)| Lecture 3: Innovation & market development (II)  
i) What is an innovation policy, and why is it important?  
ii) What is offer concept development, and how is it done? | Reading 2             |
| 17th Jul. (GL)| Lecture 4: Innovation & market development (III)  
Guest lecturer Libby Woodhouse |                      |
| 23rd Jul. (RH)| Lecture 5: Innovation and market development  
i) What are offer specifications, and how are they developed?  
ii) What is a prototype, and why are they important? | Reading 3  
Reading 4 |
| 24th Jul. (RH)| Lecture 6: Innovation and market development (V)  
i) What is the role of financial analysis in innovation, and why is it important?  
ii) What is commercialisation, and why is it important? | Reading 5             |
| 30th Jul. (RH)| Lecture 7: Innovation and market development (VI)  
i) Why is offer deletion an essential part of innovation?  
ii) What are the steps to deleting an offer from the market place? | Reading 6             |
| 31st Jul. (GL)| Lecture 8: Guest lecturer – Dora Yip; Head of Marketing at Pocketsmith | Reading 7             |
| 6th Aug. (LR) | Lecture 9: Internet market communication (I)  
i) What is Internet marketing and why is it important?  
ii) What consumer trends are driving innovation online? | Reading 8             |
| 7th Aug. (LR) | Lecture 10: Internet market communication (II)  
i) What are the essential elements of website design?  
ii) Which elements equate to success in online marketing? | Reading 9             |
| 5th – 8th Aug.| Tutorial 4: Supports Assignment 2 (Internet marketing)               |                      |
| 5th Aug.      | Assignment 1 due at 12.00 pm.                                         |                      |
| 13th Aug. (LR)| Lecture 11: Internet market communication (III)  
i) What is inbound marketing? How do brands use it to increase online footfall?  
ii) What is social media marketing and why is it important | Reading 10            |

Assignment 1 due at 12.00 pm.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>14th Aug. (LR)</td>
<td>Lecture 12: Internet market communication (IV)</td>
<td>i) What is E-commerce? What are the pro’s and con’s of direct selling online?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii) What consumer expectations are created by the growth of online shopping?</td>
</tr>
<tr>
<td>12th - 15th Aug.</td>
<td>Tutorial 5: Supports Assignment 2 (Internet marketing)</td>
<td></td>
</tr>
<tr>
<td>20th Aug. (LR)</td>
<td>Lecture 13: Internet market communication (V)</td>
<td>i) What is digitally driven innovation and why is it important?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii) How can we evaluate digital marketing?</td>
</tr>
<tr>
<td>21st Aug. (GL)</td>
<td>Lecture 14: Guest lecturer (Jim Wilkes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Terms test, 1 hour, 7-8 pm, Closed book, Venue T.B.A.</strong></td>
<td></td>
</tr>
<tr>
<td>24th Aug – 1st Sep.</td>
<td>MID SEMESTER BREAK</td>
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<tr>
<td>3rd Sep. (RH)</td>
<td>Lecture 15: Channels &amp; Sales (I)</td>
<td>i) What is a marketing channel, and why are they important?</td>
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<td></td>
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<td>ii) What are the four flows that occur in a marketing channel?</td>
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<tr>
<td>4th Sep. (RH)</td>
<td>Lecture 16: Channels &amp; Sales (II)</td>
<td>i) How do goods and services move in a channel</td>
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<td>ii) How does money move in a channel?</td>
</tr>
<tr>
<td>10th Sep. (RH)</td>
<td>Lecture 17: Channels &amp; Sales (III)</td>
<td>i) How do market communications move in a channel?</td>
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<td></td>
<td>ii) How does market information move in a channel?</td>
</tr>
<tr>
<td>10th Sep.</td>
<td>Assignment 2 due at 12.00 pm.</td>
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</tr>
<tr>
<td>11th Sep. (RH)</td>
<td>Lecture 18: Channels &amp; Sales (IV)</td>
<td>i) Is channel/market power, and how does it work?</td>
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<td></td>
<td></td>
<td>ii) Why does a marketer need to know about channel power, and what can they do about it?</td>
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<tr>
<td>9th – 12th Sep.</td>
<td>Tutorial 7: Supports Group Assignment 3 (Sales).</td>
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<tr>
<td>9th – 12th Sep.</td>
<td>Student assignment to presentation groups:</td>
<td>Students will be assigned to groups of 3-4 for the presentations in Tutorial 7. Non-attendees/communicators will be assigned by the tutor, and then notified by E-mail. Assignment will be final.</td>
</tr>
<tr>
<td>17th Sep. (RH)</td>
<td>Lecture 19: Channels &amp; Sales (V)</td>
<td>i) What is ‘Sales’, and why is it important to marketing?</td>
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<td></td>
<td></td>
<td>ii) How is marketing related to ‘Sales’ in a company?</td>
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<tr>
<td>18th Sep. (RH)</td>
<td>Lecture 20: Channels &amp; Sales (VI)</td>
<td>i) What does a sales representative do?</td>
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<td></td>
<td>ii) How do we ‘sell’?</td>
</tr>
<tr>
<td>24th Sep. (RH)</td>
<td>Lecture 21: Marketing finance (I)</td>
<td>i) Why do marketers need to know about finance?</td>
</tr>
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<td></td>
<td></td>
<td>ii) How can finance support good market decision making</td>
</tr>
<tr>
<td>25th Sept (RH)</td>
<td>Lecture 22: Marketing finance (II)</td>
<td>i) What is a strategic price point? How is it related to value, and how do we set it in a market?</td>
</tr>
</tbody>
</table>
**ii) What is tactical pricing? In what ways can we price tactically?**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>23rd Sep.</td>
<td>Students self-administered lab on how to construct a financial offer model of a single product (Takes 1-3 hours depending upon Excel skill - available at Mid-Semester break).</td>
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<tr>
<td>23rd – 26th Sep.</td>
<td>Presentations, Assignment 3 (1)</td>
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<tr>
<td>1st Oct.</td>
<td><strong>Lecture 23: Marketing finance (III)</strong></td>
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<tr>
<td></td>
<td>i) What is a financial offer model, and what are its components?</td>
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<td></td>
<td>ii) How do we create the revenue component of an individual financial offer model?</td>
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<tr>
<td>2nd Oct</td>
<td><strong>Lecture 24: Marketing finance (IV)</strong></td>
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<tr>
<td></td>
<td>i) How do we create the cost components of an individual financial offer model?</td>
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<td></td>
<td>ii) How can a marketer use financial models of single offers?</td>
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<tr>
<td>30th Sep.</td>
<td>Students self-administered lab on how to modify a financial offer model of a single product by adding the costs and benefits of marketing (Takes 1-3 hours depending upon Excel skill - available at Mid-Semester break).</td>
</tr>
<tr>
<td>30th Sep. – 3rd Oct.</td>
<td>Presentations, Assignment 3 (2)</td>
</tr>
<tr>
<td>8th Oct.</td>
<td><strong>Lecture 25: Marketing finance (V)</strong></td>
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<tr>
<td></td>
<td>i) How do we create a financial model of multiple offers within a portfolio?</td>
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<td>ii) What is indirect fixed cost allocation; how is it done and why is it important?</td>
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<tr>
<td>9th Oct</td>
<td><strong>Lecture 26: Marketing finance (VI)</strong></td>
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<tr>
<td></td>
<td>i) How can a marketer use financial models of multiple offers?</td>
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<td></td>
<td>ii) Course wrap up.</td>
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<tr>
<td>16th Oct. – 9th Nov.</td>
<td><strong>Final examination: 2 hours, closed book, venue &amp; time/date T.B.A.</strong></td>
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</tbody>
</table>

* First week of Semester 2 is ACADEMIC WEEK 28; Lectures end Friday 11 Oct University Exam Period Second Semester Begins Wednesday 16 Oct; Ends Saturday 9 November
Student Learning Support and Information

Student Charter
http://www.otago.ac.nz/about/otago005275.html

Guidelines for Learning at Otago
http://hedc.otago.ac.nz/hedc/learning/

Student Learning Centre
The Student Learning Centre, which is part of the Higher Education Development Centre, provides learning support, free of charge, to ALL enrolled students. Their services include:

- a workshop programme designed to help students to improve their learning strategies and their generic skills;
- individual assistance with learning issues;
- on-line study skills advice;
- a student leadership programme
- a student-led peer support programme for students of all ages and backgrounds.
- conversational English groups for students from a non-English speaking background

The Centre also provides two very helpful study guides, “Guidelines for Writing and Editing” and “Writing University Assignments” and these are available on the SLC website.
http://slc.otago.ac.nz/

Library Support
The Library website http://www.otago.ac.nz/library provides access to resources and services, including group room bookings, library hours and locations, past exam papers, subject guides, article databases and more.

If you need assistance either check out the self-help guides http://otago.libguides.com/selfhelp, or ask Library staff at the ground floor service desks, or email ask.library@otago.ac.nz
Māori Student Support
Kaiārahi Māori
Contact Rachel Sizemore
Email: kaiarahi.obs@otago.ac.nz
Their role is to help link Māori students with the various support networks throughout the university and the community.

Pacific Islands’ Student Academic Advisor
Warm Pacific Greetings
Talofa lava, my name is Esmay Eteuati and my role is to liaise with Academic Departments and Student Services relating to Pacific students’ and their course of study. I support both staff and students in the Business School and have a network of Pacific contacts in other Divisions around the University.
Email: esmay.eteuati@otago.ac.nz
Tel: 479 4756

Marketing Department support person for Maori/Pacific Island students is Kirsten Robertson.
Contact Kirsten at the following:
Email: kirsten.robertson@otago.ac.nz
Tel: 479 8451

Equity Advisor
Students are encouraged to seek support if they are having difficulty with their studies due to disability, temporary or permanent impairment, injury or chronic illness. It is important to seek help early, through one of the contacts below:
Mathew Parackal
Email: mathew.parackal@otago.ac.nz
Tel: 479 7696

Student Feedback
We encourage your feedback. This can be in the form of contacting staff, participating in course evaluation surveys and communicating with class representatives. Continual improvements will be made to this course based in part on student feedback. Recent changes to this course as a result of constructive feedback include:

1) The alignment of tutorials with the preparation of the assignment.
2) Scheduling of tutorials and assignments to even out workload.
3) The inclusion of a major component dealing with Internet marketing.
4) The adoption of a reduced number (4) of in depth course modules.

Class Representatives
The class (or student) representative system is an avenue for encouraging communication and consultation between staff and students. It provides you with a vehicle for communicating your views on the teaching and delivery of the paper and provides staff with an opportunity to communicate information and gain constructive feedback from students. It contributes to the development of a sense of community within a department and it adds a further dimension to the range of support services offered to students.
Volunteers for the role of class representatives will be called early in the semester. The OUSA invites all class representatives to a training session, conducted by OUSA, about what it means to be a class representative and some of the possible procedures for dealing with issues that arise. They also provide information on the services that OUSA offers and the role OUSA can play in solving problems that may occur. The OUSA provides support to class representatives during the semester. Departmental staff will also meet with class representatives during the semester to discuss general issues or matters they wish to have considered.

Your class representative's name and contact details will be posted on Blackboard early in the semester.

**Concerns about the Course**

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**

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.
The purpose of this document is to have a consistent policy throughout the department as well as to develop students’ time management skills. It reflects usual practices in the business world in which neither success (here: grades) nor deadlines are negotiable.

1. **Dissemination of Grades** – Regarding internal assessment, the numerical marks will be returned to students via eVision no later than two weeks after the assessment has been submitted. All students are requested to check their marks as they appear on eVision. Any discrepancies should be reported to the course administrator as soon as possible.

2. **Late Assignments** – Assignments received up to 24 hours after the deadline will have 10 marks deducted from the available grade for the piece of assessment (i.e. a 78% becomes a 68%). Assignments received between 24 - 48 hours after the deadline will have 20 marks deducted from the available grade. Assignments received 48 hours after the deadline will not be marked and there will be no grade given.

   If you are required to submit both an electronic and hardcopy of your assignment both need to be submitted on time. If only one of the versions of your assignment (i.e., hardcopy or electronic) is submitted on time and the other version is submitted late then you will receive half of the penalty associated with the respective late submission.

3. **Extensions** – Extensions will be granted only in exceptional circumstances (e.g. illness with supporting medical documentary evidence stating nature and length of impairment, family emergency, provincial or national representative activities) by the appropriate paper administrator.

   If the assignment or internal assessment tests count significantly towards the final result then a formal medical certificate is required. As a guideline, an internal assessment component which counts for 20% of the final result would be considered significant.

4. Tutors and lecturers are not authorised to give extensions. Only the paper administrator should be approached (consult the course outline for the person(s) responsible).

   Computer problems do not constitute an exceptional circumstance unless it is an officially notified failure of university equipment.

5. **Academic Misconduct** – “Academic misconduct is seeking to gain for yourself, or assisting another person to gain, an academic advantage by deception or other unfair means. The most common form of academic misconduct is plagiarism.” Plagiarism is the dishonest use of someone else’s words, facts or ideas, without proper acknowledgement. Most students will include other people’s ideas and information in their work and assignments - such material may be either quoted or digested and used by students. In either case, acknowledgement is essential.

   For further information please refer to [http://www.otago.ac.nz/study/academicintegrity/index.html](http://www.otago.ac.nz/study/academicintegrity/index.html).

6. **Problems with group work** – Where group work is set and a group is experiencing difficulties, the students should approach their tutor to try to resolve these differences. The tutor will counsel the group, or individuals from the group, on the procedures open to them to resolve group problems (the problem should be raised prior to the work being completed or handed in).

   The procedure to be followed is:

   i) students should try to resolve the problems within the group without outside assistance.

   ii) students should meet with their tutor to endeavor to resolve outstanding issues.

   iii) the tutor will arrange for students to meet with the paper administrator who will endeavor to resolve the situation.

   This procedure MUST be completed to step iii) before the assignment is submitted for grading. Where there are still unresolved difficulties, step iv) will be implemented.

   iv) students will complete a ‘Peer Assessment’ form available from the appropriate paper administrator (which must be submitted to the tutor or paper administrator before any grades are released).

   Paper administrators reserve the right to require all students to complete peer assessment forms at any time during and/or after submission of an assessed group project. Should there be differences in the peer assessment forms, the student(s) will be required to either submit in writing to, or meet with a group comprised of their paper administrator and lecturer(s) and others (as deemed appropriate) to provide an explanation for the discrepancy. A differential allocation of grade may result from this process.
The Special Consideration provisions apply only to final examinations and only where it is clearly documented that a candidate has been prevented from taking an examination through illness or other exceptional circumstances beyond his or her control; or has been seriously impaired by illness or other exceptional circumstances beyond his or her control at the time of, or in the 14 day period immediately prior to the examination itself. Where students have been affected by illness or other exceptional circumstances during the teaching period, they are expected to have informed Heads of Departments directly at the time (not individual lecturers or tutors).

**Process**

You need to make an application through your eVision student portal. For further information please see [https://www.otago.ac.nz/study/exams/otago062916.html](https://www.otago.ac.nz/study/exams/otago062916.html)

No special arrangements can be made for candidates who fail to attend examinations at the correct time.

**Deadline:**

Five calendar days from the date of the last examination for which you are making an application for Special Consideration.

**Please Note:**

Applications cannot be accepted without supporting documentation such as a medical certificate.

**Absences**

1. A student may be offered an aegrotat pass providing:
   
   (a) their grade for internal assessment is C+ or better and
   
   (b) the internal grade they have achieved has contained a significant element of individual work as opposed to group assignments (25% of the total grade for the paper).

2. All other cases will be offered a special examination.

3. In some cases that qualify for an aegrotat, it may be relevant to offer the student the choice of an aegrotat or a special examination. For example aegrotats at any stage of the course can have a detrimental effect on a student's ability to qualify for scholarships.

4. Special examinations for Semester One 2019 will be held on (date to be arranged), in the week prior to Semester Two commencement.

   Special examinations for Semester Two 2019 will be held on (date to be arranged), two weeks after cessation of official examination period.

**Impaired Performance**

1. If the student has no internal assessment there will be no adjustment to the exam mark and only an optional special will be offered.

2. If the student has internal assessment the examination mark may be adjusted by taking account of the discrepancy between the examination and internal marks, with particular attention to individual work for the student in comparison to that for the whole class.

3. In all other circumstances the student will be offered the choice of accepting this mark or sitting a special examination.

4. Once a student accepts to take a special examination the original examination mark is nullified and the result of the special examination replaces the original mark, even if it is lower. Any absence or impairment for the special examination must be covered using the same regulations as apply for normal university examinations.