



MKTG303

Marketing Strategy

S2 Day 2017

Dept of Marketing and Management

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General Information

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E4A 639

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Credit points

3

Prerequisites

(MKTG202 and MKTG203 and 6cp in MKTG units at 300 level) or (admission to BMktgMedia and MKTG202 and MKTG203 and 3cp in MKTG units at 300 level)

Corequisites

Co-badged status

Unit description

The overall objectives of this unit are to introduce methods of strategic thinking and a set of practical tools and concepts that will enable students to develop, evaluate and implement innovative marketing strategies; and to provide theories, frameworks and examples relating to the management of critical aspects of strategic marketing activity. The focus is on a customer-oriented approach to the marketing organisation, market definition, and market segmentation; as well as an entrepreneurial approach to strategic choice. Throughout the unit the emphasis is on the analysis process: identifying information needs, acquiring the necessary information, interpreting it, and using it as the basis for business recommendations. During this unit students will engage in a marketing strategy simulation game and will have the opportunity of making a series of complex, real-world marketing decisions. It places teams in a dynamic competitive environment in which they devise and pursue their own strategies and react to the moves of competitors. The unit will be delivered in intensive mode over 7 weeks.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate problem-definition skills in ambiguous marketing strategy situations (that is, to know when there is a problem and how to identify it).

Apply problem solving processes to design appropriate and well-considered solutions to contextualised marketing strategy cases (that is, to solve real marketing strategy problems).

Interpret, analyse, synthesise and evaluate a variety of viewpoints or interpretations of a professional marketing strategy situations and critique that information so to decontextualise the applied problem and then solved it using marketing strategy frameworks (that is, separate the "red herrings"/"noise" from real problems so to solve

the real problem).

Produce and deliver a persuasive analysis in marketing strategy discussions (both written and oral) and reflect on that communication for oneself and others (that is, communicate effectively in the styles most used by professional marketers).

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Case Analysis (Prep-work)</u>	30%	No	Weeks 2-7
<u>Case Analysis (Participation)</u>	30%	No	Weeks 3-7
<u>Simulation (Group Assessment)</u>	40%	No	Weeks 2-7

Case Analysis (Prep-work)

Due: **Weeks 2-7**

Weighting: **30%**

We will analyse ten cases during the session. You will write up prep-work for the ten cases we will discuss the case in seminar. Your lowest two case marks will be dropped; your best eight will be retained.

Prior to the case, you need to write up a brief (500 word) discussion of the following points:

- Analyse the one or two main issues or problems you see in the case
- Explain how you would remedy the above issues or problems

You are recommended to use those above two dot-points as headings in your write up. Bullet points are appreciated. A strong recommendation is made to look at the textbook chapters for the topic and incorporate the frameworks presented.

The 500 word length is strictly enforced. At the bottom of all case write ups, put in the word count. The lecturer/marker will stop reading prep-work case write ups at 500 words.

The purpose of the prep-work is prepare students for oral participation during the seminar case discussion, therefore, it doesn't make sense to prepare a case when one fails to attend the associated discussion. If one does not attend the case discussion, the associated prep-work mark will be zero.

Late assessments: No extensions will be granted. Student who have not submitted the task prior to the deadline will be awarded a mark of 0 for the case except for situations in which an application for disruption of studies is made and approved.

Approved disruptions of study: No additional assessed work will be required. The weighting given to the other cases will be increased accordingly.

On successful completion you will be able to:

- Demonstrate problem-definition skills in ambiguous marketing strategy situations (that is, to know when there is a problem and how to identify it).
- Apply problem solving processes to design appropriate and well-considered solutions to contextualised marketing strategy cases (that is, to solve real marketing strategy problems).

Case Analysis (Participation)

Due: **Weeks 3-7**

Weighting: **30%**

Cases will be discussed in seminar in the case analysis tradition. You are required to be physically present at the case discussion for all ten cases in this unit. You are also expected to participate in those discussions. You can't participate unless you are there (and case discussions never record well on Echo anyway).

All students are marked on their oral participation in the case discussions. Merely attending will not get high (or even passing) marks.

Often, however, students will participate more in some cases than others. This is normal. Accordingly, student marks are based on their best performances, not their average performances. The three highest case discussion marks will be identified and these three only will be the basis of their mark. Although some students may interpret this calculation to mean that they need to participate orally in only three cases, such an inference is unwise. Participating in more cases means students understand better how case analysis works and provide more opportunities to gain high marks. If students are shy and do not participate in cases, they will be called on by name.

It is recognised that prepared students can learn from merely listening to an active case discussion--especially if they know they can participate if they choose to. This is why attendance is required at all ten cases. Although mere attendance garners less than 50 marks for a case, there is some learning from only attending and paying attention.

However, the enforcement of attendance will be as follows:

- For the **first absence** from a case discussion, the lecturer will trust that the student would meet the university rules for an approved disruption. Note as well that the corresponding case write up (prep-work) would be given zero whether or not something was turned in. Please **do not apply** for a disruption in this situation, but do save your med cert or other documentation as you may need it later.
- For the **second absence** from a case discussion, the lecturer will again trust that the student would meet the university rules for an approved disruption. Again, note as well that the corresponding case write-up (prep-work) would be given zero regardless of what was turned in. Please **do not apply** for a disruption in this situation, but do save your

med cert or other documentation as you may need it later.

- For the **third absence** form a case discussion (and the four, fifth, etc), things are more complicated. The lecturer no longer trusts that the student would meet the university rules for an approved disruptions cases and the student has to provide the detail--**including the detail for the first and second absence**. In this situation, **apply for a disruption** for the **three missed cases** (all in the same application), and provide appropriate documentation (e.g., **all three medcerts** or other documents). If the student has no disruptions approved, the lecturer will still trust her/him for two absences, but not the others. If the student has one approved disruption, the lecturer will trust her/him for one additional one, but not the others. If the student has two approved disruptions, the lecturer will not trust her/him for any additional ones, etc.
- For absences that are not approved disruptions or within the student's two "trusted" absences, there will be a reweighting of marks downward. For example, if the student misses three cases and none (one or two) are approved disruptions, their case mark (based on their best three performances) will be multiplied by 7/8 or .885. If the student misses four cases and none (one or two) are approved disruptions, their case mark will be multiplied by 6/8 or .75.

In effect, two absences of the ten are not fatal--but students are well advised to attend all cases where reasonably possible. Students are warned that experience suggests missing the first two cases are often highly problematic. Some students will still chose to miss the first three or four cases and they will find that the penalty is surprisingly high. At some point in time, students may be advised to "get serious or get out" of the unit. If you have gotten caught in the situation where you have missed a large number of cases, please drop the unit before the date financial or academic consequences apply. MKTG303 is offered both S1 and S2 so retaking the unit in a later session can offer a fresh start. But do please understand that dropping this unit will also mean you must be removed from MKTG304 (if taken in the same session as when MKTG303 was dropped). Please also be advised that in similar units at MQ with case attendance standards, up to 20% of the students who start the unit fail to meet the attendance standard and either drop or fail the unit as a result. Plan accordingly, please attend and make the most of the opportunities offered in MKTG303.

The below table lays out the penalty for missing cases:

Number of missed cases

2

3

4

5

6

Number of absences that meet standards for approved disruptions

0

- Mark: best 3 cases
- Mark: best 3 cases
- Mark: .875 X best 3 cases
- Mark: .75 X best 3 cases
- Mark: .625 X best 3 cases

See unit convenor (Scott) to consider withdrawing from MKTG303

1

- Don't apply for disruption
- Hold documents
- Mark: best 3 cases
- Don't apply for disruption
- Hold documents
- Mark: best 3 cases
- Don't apply for disruption
- Hold documents
- Mark: .875 X best 3 cases
- Don't apply for disruption
- Hold documents
- Mark: .75 X best 3 cases
- Don't apply for disruption
- Hold documents
- Mark: .625 X best 3 cases

2

- Don't apply for disruption
- Hold documents
- Mark: best 3 cases
- Don't apply for disruption
- Hold documents
- Mark: .875 X best 3 cases
- Don't apply for disruption
- Hold documents
- Mark: .75 X best 3 cases
- Don't apply for disruption
- Hold documents
- Mark: .625 X best 3 cases

3

- Apply for disruption
- Present documents for all three absences
- Mark: best 3 cases
- Apply for disruption
- Present documents for all three absences
- Mark: .875 X best 3 cases
- Apply for disruption
- Present documents for all three absences
- Mark: .75 X best 3 cases

4

- Apply for disruption
- Present documents for fourth absence
- Mark: best 3 cases

- Apply for disruption
- Present documents for fourth absence
- Mark: .875 X best 3 cases

5

- Apply for disruption
- Present documents for fifth absence
- Mark: best 3 cases

6

Late assessments: Because of the live performance nature of the case participation, late assessments are not possible.

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- Interpret, analyse, synthesise and evaluate a variety of viewpoints or interpretations of a professional marketing strategy situations and critique that information so to decontextualise the applied problem and then solved it using marketing strategy frameworks (that is, separate the "red herrings"/"noise" from real problems so to solve the real problem).
- Produce and deliver a persuasive analysis in marketing strategy discussions (both written and oral) and reflect on that communication for oneself and others (that is,

communicate effectively in the styles most used by professional marketers).

Simulation (Group Assessment)

Due: **Weeks 2-7**

Weighting: **40%**

Student teams will participate in a competitive simulation called "Markstrat". Each session from weeks 2 to 7, students will make decisions about how to manage the marketing of a simulated product. They will compete against other students in the unit. Although class time will be set aside for teams to make decisions, students teams will also need to meet outside class time. Students will be observed by their lecturers and report weekly on what happened in their student teams. Although these observations and weekly reports are not marked during the session, they will help frame what the student learned in their written learning self assessment. Details of the simulation will be provided.

At the end of the simulation (week 7, session 2) students will be led in a debrief of what happened in the simulation. Then student teams will write up learning group self assessments due 3 October. The required detail for these written reports are as follows;

- Section 1: Who did what when during the simulation. That is, this is a narrative report on the events of the simulation at it is usually a lengthy section of 5-10 pages. Students are advised to use the weekly written reports and other social media messages to reconstruct the history of what happened over the 10 moves of the simulation. If there were free riders in the group, please report on that here.
- Section 2: Why did you do what you did?
- Section 3: What were the down stream consequences of the decisions you made?
- Section 4: What did you learn from the simulation?
- Section 5: An appendix listing the weekly written reports

Marks will be determined by two things: actual simulation performance and the group self-assessment. About 75% of their simulation mark is based on their group self assessment document. About 25% of their simulation mark is determined by their SPI and other objective measures from the Markstrat simulation.

Use of actual performance in students' marks is to ensure student teams have "skin in the game". However, the lowest mark given will be 50% on this component. The scores given will follow the rank order corresponding to coming first, second, third, etc in SPI in their Markstrat industry. But lecturers can move marks up or down within those rank orders to reflect relative performance on other objective measures than SPI. For example, if there are two run-away great performers in an industry, the lecturer may choose to award high and identical marks to both teams. Or if one team does poorly, coming in last, but did manage to turn things around in the last periods, their mark can be brought up to be equal to the next to last team's mark.

Acceptable marks for an industry may be 100, 90, 80, 70, 60, or 50 for the first, second, third, etc. placed teams in an industry. Or it might be that the top team gets 100, second gets 95, but

the rest get 65. Or it's even possible all teams get 70. Because the patterns in industry competitiveness are always hard to anticipate, lecturers assess these marks based on a thoughtful consideration of relative SPI, industry competitiveness, and other objective factors from the simulation. But it will be based on rank orders, with the possibility of ties.

Two methods are used to determine whether students contributed equally to the group self-assessment. First, confidential peer evaluations will be obtained from students and compared with one another. Second, the lecturer will interact with student teams through out the session--usually every seminar--and observe relative contributions directly. Between these two sources of information, adjustments will be made to marks, if necessary.

On successful completion you will be able to:

- Apply problem solving processes to design appropriate and well-considered solutions to contextualised marketing strategy cases (that is, to solve real marketing strategy problems).
- Interpret, analyse, synthesise and evaluate a variety of viewpoints or interpretations of a professional marketing strategy situations and critique that information so to decontextualise the applied problem and then solved it using marketing strategy frameworks (that is, separate the "red herrings"/"noise" from real problems so to solve the real problem).
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Delivery and Resources

Textbook:

Palmatier, Robert and Shrihari Sidhar (2017), *Marketing Strategy: Based on First Principles and Data Analytics*, Palgrave Macmillan Education.

Hard copy available at the Co-op.

The eBook ISBN is: 9781137526243 Price: AUD\$84.95

<https://www.vitalsource.com/en-au/products/marketing-strategy-robert-w-palmatier-v9781137526243>

Cases:

Available from iLearn.

Readings:

Available from iLearn

Unit Schedule

Week	Session	Cases	Lecture	Markstrat Moves	Readings
Week 1	Session 1		Welcome and lecture Paperwork for group formation		Palmatier & Sridhar Chapter 1 (P&S 1); Ettenson, Conrado and Knowles 2013; Kim and Mauborgne 2004
	Session 2		Lecture, Strategic Frameworks Groups announced		Almquist, Senior and Bloch 2016; Christensen, Cook and Hall 2005
Week 2	Session 1		Introduction to Markstrat	Move 0 (test)	Materials and video, TBA
	Session 2		Lecture, Strategic Frameworks	Move 1	
Week 3	Session 1	Case 1: Brannigan Foods	Mini lecture: All Customers Are Different	Move 2	P&S 2; Mittal, Sarkees and Murshed 2008
	Session 2	Case 2: Ford Ka (A&B)	Mini lecture continued	Move 3	Dawar and Bagga 2015; Schneider and Hall 2011
Week 4	Session 1	Case 3: BRITA	Mini lecture: All Customers Change	Move 4	P&S 3
	Session 2	Case 4: Walt Disney	Mini lecture continued	Move 5	
Week 5	Session 1	Case 5: AMD Fusion	Mini lecture: All Competitors React	Move 6	P&S 4-7; Kirby 2013; Teixeira 2013
	Session 2	Case 6: Pedigree (A&B)	Mini lecture, continued	Move 7	Edelman and Singer 2015; Holt 2016
Week 6	Session 1	Case 7: AccorHotels	Mini lecture: All Resources Are Limited	Move 8	P&S 8
	Session 2	Case 8: Stihl	Mini lecture continued	Move 9	Bertini and Wathieu 2010
Week 7	Session 1	Case 9: Ocado	Mini lecture: Integrating the Four Principles	Move 10	P&S 9
	Session 2	Case 10: L'Oreal China	Markstrat debrief		

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide

appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Apply problem solving processes to design appropriate and well-considered solutions to contextualised marketing strategy cases (that is, to solve real marketing strategy problems).
- Interpret, analyse, synthesise and evaluate a variety of viewpoints or interpretations of a professional marketing strategy situations and critique that information so to decontextualise the applied problem and then solved it using marketing strategy frameworks (that is, separate the "red herrings"/"noise" from real problems so to solve the real problem).
- Produce and deliver a persuasive analysis in marketing strategy discussions (both written and oral) and reflect on that communication for oneself and others (that is, communicate effectively in the styles most used by professional marketers).

Assessment tasks

- Case Analysis (Prep-work)
- Case Analysis (Participation)
- Simulation (Group Assessment)

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

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- Case Analysis (Participation)
- Simulation (Group Assessment)

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

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Assessment tasks

- Case Analysis (Prep-work)
- Case Analysis (Participation)
- Simulation (Group Assessment)

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Demonstrate problem-definition skills in ambiguous marketing strategy situations (that is, to know when there is a problem and how to identify it).
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- Interpret, analyse, synthesise and evaluate a variety of viewpoints or interpretations of a professional marketing strategy situations and critique that information so to decontextualise the applied problem and then solved it using marketing strategy

frameworks (that is, separate the "red herrings"/"noise" from real problems so to solve the real problem).

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Assessment tasks

- Case Analysis (Prep-work)
- Case Analysis (Participation)
- Simulation (Group Assessment)

Changes from Previous Offering

In S1 2017 the follow changes were new:

- Cases have been added
- Simulation has changed to Markstrat
- Exam has been dropped
- Assessment weightings have been changed
- Readings have been added

In S2 2017 additional changes were made:

- Assessment weights on cases shifted marginally from participation to prep-work
- Introduction of simulation outcome marks in addition to self assessment

Global Context & Sustainability

The unit features cases based in several of Australia's main trading partners, USA, UK, France and China.

Research & Practice

This unit uses 12 articles on current thinking in strategy from Harvard Business Review, one of the premier journals in business.