



**College of Commerce
Division of Economic and Financial Studies
Business Department**

**MKTG 304:
Marketing Operations Management**

***UNIT OUTLINE
Semester 2, 2008***

Seminar 1: Tuesday 4-7pm	Room 345 W6B
Seminar 2: Wednesday 11am-2pm	Room 320 W6B
Seminar 3: Thursday 2-5pm	Room 325 W6B
Seminar 4: Thursday 6-9pm	Room 320 W6B
Seminar 5: Friday 9am-12pm	Room 313 C5A

Unit Convenor: Dr David Gray

**Prerequisites MKTG202 Market Research and
MKTG203 Consumer Behaviour**

Students in this unit should read the Unit Outline carefully at the beginning of the semester. It contains important information about the unit. If anything in it is unclear, please consult the teaching staff for this unit.

UNIT OUTLINE

1. TEACHING STAFF	2
1.1 Communication with Staff and WebCT.....	3
2. INFORMATION ABOUT THIS COURSE	3
2.1 Classes	3
2.2 Units of Credit	4
2.3 Relationship of this course to other course offerings	4
2.4 Approach to learning and teaching	4
3. COURSE AIMS AND OUTCOMES	4
3.1. Course Aims.....	4
3.2. Learning Outcomes	5
3.3. Teaching and Learning Strategy.....	5
4. STUDENT RESPONSIBILITIES AND CONDUCT	6
4.1. Workload	6
4.2. General Class Behaviour, Honour Code and Marketing Group Interaction.....	7
4.3. Keeping informed.....	7
5. LEARNING ASSESSMENT	7
5.1. Assessment Details	7
5.2. Group Marketing Operations Project: Assessment Task – 25 Marks.....	8
5.3. Assessment Task: Capstone Simulation Game – 35 Marks.....	19
5.4. Assessment Task: Final Examination – 40 Marks.....	20
5.5. University Policy on Grading	20
6. ACADEMIC HONESTY AND PLAGIARISM	21
7. STUDENT RESOURCES	21
8. SEMINAR TIMETABLE.....	23

1. Teaching staff

a. Convenor: Dr David Gray (Classes: Wednesday & Thursday Evening)

Telephone 9850-8453 Mobile: 0400649800

Email: dgray@efs.mq.edu.au

Room: E4A Room 639

Consultation time: 12.00pm-2.00pm Thursday (Other times by appointment)

Dr David Gray is a senior lecturer in Marketing in the Department of Business. David has a Master of Commerce (Economics Honours) degree from University of New South Wales and a PhD in Marketing from the University of New South Wales. He has pursued a business career in marketing and management training holding many senior marketing management positions since that time. David has extensive experience in proposal writing, training, marketing and sales, the management of professional service, finance and insurance businesses. Product knowledge spans professional services, finance, insurance, manufacturing and building materials.

b. Lecturer: Mr Gareth Jude (Classes: Tuesday and Thursday Afternoon)

Telephone: 0425 276 617

Email: gjude@ozemail.com.au

Consultation time: 2.00pm -4.00pm Wednesday (Other times by appointment)

Gareth was born in the UK and educated in the UK, USA and Australia. He has spent over 20 years in a variety of senior sales, marketing and general management roles including 2 years as CEO of a well known Australian specialty retailer. In 2002 Gareth became a founding director of GVJ Consulting Services. Gareth's consulting work has focussed on marketing strategy, channel strategy and business format development for retailers and their suppliers.

In 2002 Gareth was appointed a Visiting Fellow of Macquarie University and has taught numerous courses at undergraduate and post graduate level. Gareth holds a master's degree in management from University of Technology, Sydney.

Consultation time: 10.00am-11.00am Wednesdays (Other times available by appointment)

c. Lecturer: Ms Genevieve Healy (Classes: Friday morning)

Telephone: 0418404810

Email: genh4@tpg.com.au

Genevieve has a Masters in Business (Marketing) from UTS, and has been teaching a range of marketing and management subjects at TAFE, and at the International campuses of Charles Sturt, CQU, and Curtin Universities, at both undergraduate and post-graduate levels. This follows a 13 year career within Telecom Australia (now Telstra) working across a range of product areas in marketing and management. She also currently co-owns and operates a boutique manufacturing business, *The Coffee Stain*, with her husband, making accessory products for the coffee industry. Genevieve's role is marketing and

management, and she was responsible for creating the business's website. Genevieve is the author of the text, *Strategic Marketing Analysis* (2nd ed, 2007, Cenage), and has also written unit guides on various subjects for TAFE's Business Services Training Packages.

Consultation time: 12.00pm -1.00pm Friday (Other times by appointment)

1.1 Communication with Staff and Blackboard

Students can communicate with the lecturer during their classes or during the advised consultation times specified above or by appointment. All lecture notes will be provided by Webct as defined below.

This course will have a Blackboard site. You can access this at: <http://learn.mq.edu.au/>
Blackboard is a critical resource for the course and will be used as follows:

- All lecture notes, in the form of PowerPoint and/or PDF files, will be posted under the 'Lecture Overheads' icon usually 24 hours before the actual lecture (no hard copies of the notes will be distributed at lectures);
- Any course announcements will be made on the 'Home Page' or in the 'Discussion Board'. Please check this regularly;
- The 'Discussion Board' can also be used by you to communicate with other class members (note that the authors of all messages will be identified); and Links to useful web sites will also be posted on the course Home Page.
- Note that the 'Discussion Board' is not to be relied upon as a means of communicating with the lecturer/tutor (email should be used).

2. Information About This Course

2.1 Classes

- Students will attend one of five seminar classes held on Tuesday or Wednesday or Thursday or Friday at the following locations:

Seminar 1: Tuesday 4-7pm (Lecturer: Gareth Jude)	Room 345 W6B
Seminar 2: Wednesday 11am-2pm(Lecturer:Dr David Gray)	Room 320 W6B
Seminar 3: Thursday 2-5pm (Lecturer: Gareth Jude)	Room 325 W6B
Seminar 4: Thursday 6-9pm (Lecturer: Dr David Gray)	Room 320 W6B
Seminar 5: Friday 9am-12pm (Lecturer: Genevieve Healy)	Room 313 C5A

- The unit timetable can be found on the University web site at: <http://www.timetables.mq.edu.au/>
- In order to successfully complete the Unit you must:
 - Attend and participate in the weekly seminars (attend at least 80%).
 - Complete the Group Marketing Operations Assignment
 - Complete the Capstone Simulation Game

- Complete a final exam (with a mark of 50% or better).
- Satisfactory assignment work and attendance may be used to determine a marginal grade.

2.2 Units of Credit

This is a single semester (half-year) 3-credit point unit. The number of credit points that a unit is worth is determined by the number of hours that a student is expected to spend each week attending lectures, reading and preparing assignments. For a single semester unit, students are expected to spend 4 hours per credit point each week on work related to the unit. Students are strongly advised to prepare their study timetable accordingly. Successful performance in the exam requires knowledge and understanding of the content of the lectures and set readings.

2.3 Relationship of this course to other course offerings

This course integrates knowledge of market analysis with strategic business considerations, to achieve superior performance in sales growth, market share and profit contribution. Topics include: Analysis of profitability, organisational strategy, value adding and process analysis, managing cost, service quality and time, resource planning, supply chain management, inventory management, demand management and the management of constraints as they impact on marketing performance. Students draw on materials from all previous marketing courses and practical case studies. Prerequisites for this course are Marketing Research MKTG 202 and Consumer Behaviour MKTG203.

2.4 Approach to learning and teaching

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

3. Course Aims and Outcomes

3.1. Course Aims

The implementation of an organisation's marketing strategy is the role of Marketing Operations. The operations to develop, produce and deliver the organisation's products and services and to support them throughout their life are a key component of its overall success. This subject provides an analytical overview of the marketing operational management aspects of marketing strategy in the broader context of corporate and business unit strategy. It builds on the general marketing knowledge students have gained in market research and consumer behaviour.

3.2. Learning Outcomes

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

- (a) Critically analyse business environments both external to the firm and within the organisation;
- (b) Gain knowledge of the process by which organisations can develop a strategic and sustainable competitive advantage in a dynamic decision-making context;
- (c) Assess marketing strategies from the standpoint of growth, market share, and profitability; and within the context of the market environment.
- (d) Understand marketing investment decisions and choices.
- (e) To develop an appreciation of the key issues currently facing the manager of an operational functional area;
- (f) To gain an insight into the appropriate means of applying process based concepts and operational tools and techniques; and
- (g) To develop an ability to interrelate the impact of developments made in the operations area with other functional areas and with corporate and marketing strategy

Throughout the course, the emphasis is on the analysis process: identifying information needs, acquiring the necessary information, interpreting it and using it as the basis of your recommendations. 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 course, the emphasis is on the analysis process: identifying information needs, acquiring the necessary information, interpreting it and using it as the basis for business recommendations.

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop students' generic skills - critical thinking, independent work, teamwork, writing skills, and problem-solving skills. in a range of areas. One of the aims of this unit is that students develop their skills in the following:

3.3. Teaching and Learning Strategy

13 seminars of three hours each. The teaching and learning process will comprise of lectures, case studies, group exercises, a simulation game and discussions. Students are expected to participate in class discussion; read in advance the relevant chapter of the text book and follow current developments in the business sector for which they are analysing their group project. The subject structure consists of four parts.

Part 1 – Understanding the nature and scope of Strategic Marketing Operations

Part 1 (Weeks 1-4) will lay the foundations for the remainder of the course. It will outline the key issues and realities being faced by strategic marketers, and set out the theoretical and managerial perspectives adopted in this course for addressing them. The focus during this part will be:

Week 1:	Introduction and Overview Subject Outline
Week 2:	Profitability and Financial Management
Week 3:	Value, Strategy & Capabilities
Week 4:	Process Design

Part 2 – Uncovering the Components of Value that Customers Pay for (Weeks 5-7)

Core concepts and tools will be reviewed during lectures, and will be applied to organisations during the case study analysis. This ‘learning by doing’ approach should ensure a deeper understanding of what is involved in developing innovative strategies. Other important tools and frameworks will be introduced during this stage, and it is expected that you quickly learn the mechanics of these frameworks so that they can practice applying them (the difficult part) throughout the course. The focus during this part will be:

Week 5:	Managing Quality
Week 6:	Managing Cost
Week 7:	Managing Timeliness

Part 3 – Managing Strategic Marketing Activities and Resources (Weeks 8-13)

The third part of the course will focus on developing and implementing key aspects of marketing strategy. This will cover topics such as branding, product development and commercialization, marketing communications, pricing and distribution.

Week 8:	Resource Planning (Projects and Forecasting)
Week 9:	Resource Planning (Facilities and Workforce)
Week 10:	Supply Chain Management
Week 11:	Managing Inventory and Lean Systems
Week 12:	Managing Capacity and Demand
Week 13:	Managing Constraints and Course Review

Part 4 – Capstone Marketing Strategy Simulation

Capstone Online is a strategic simulation game that requires teams to make a series of complex, real world marketing decisions over a simulated period of 7 years. It places teams in a dynamic competitive environment in which they must devise and pursue their own strategy and react to the moves of competitors. To add some excitement to the game Macquarie University will be competing against a number of other universities.

4. Student responsibilities and conduct

4.1. Workload

It is expected that you will spend at least **ten hours** per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

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

the day, you will not get much out of the lecture and discussion and your participation will suffer.

4.2. General Class Behaviour, Honour Code and Marketing Group Interaction

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

1. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, coming in late to class, is not acceptable and students may be asked to leave the class.
2. As a courtesy to other class members, please come on time and please do not leave before the end of class. University regulations indicate that if students attend less than eighty per cent (80%) of scheduled classes they may be refused final assessment. Past experience indicates that it is difficult to do well in this course if you do not attend class on a regular basis. To provide an accurate measure of class attendance a class roll will be taken.
3. As would be expected, all work must be performed independently by each student or, where appropriate, by the members of the student's Project Group working together. The sharing of information between Project Groups is not acceptable.
4. The use of materials from other courses or from previous sessions– lecture notes, case analyses, problem solutions, or whatever – is also not acceptable.
5. As on a jet airplane during takeoff, no electronic devices of any kind should be used during class. This includes MP3 players, cell phones, Palm Pilots, and portable radios or televisions. It especially includes laptops. To repeat: Please do not take out, open up, turn on, or play with a laptop computer or any other electronic device during this class.

4.3. Keeping informed

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

5. Learning Assessment

5.1. Assessment Details

The course offers a number of elements which provide the student the opportunity to demonstrate his or her understanding of the material and ability to apply the concepts of marketing and related fields. All assignment tasks are compulsory. You will need to complete two group assessments (i.e. the Group Project and the Capstone simulation), two individual items: Quiz 1, Quiz 2 and pass a final examination to satisfy the course requirements. Note: To pass this course you must obtain a pass in the final exam and the Individual Assessments, regardless of the marks you achieve in the two Group Assignments.

Assessment Items for MKTG304

	Assessment	Value	Additional information
A. Group Assessments	1. Group Project	25%	Each Group to be 4 students maximum Task(a) Oral Presentation 10.0% During weeks 11-12 Task (b) Final Report 15.0% Due: Friday 14 th November 4000 words
	2. Capstone Simulation	15%	Groups of 4 students Strategic Marketing simulation game
B. Individual Assessments	3. Capstone Quiz 1	5%	Friday 29 th August
	4. Feedback and Peer Review	5%	Wednesday 15 th October
	4. Capstone Quiz 2	10%	Wednesday 15 th October
	5. Final Exam	40%	TBA
	Total	100%	

Grades will be awarded according to the normal grading scheme; viz

GRADE	High Distinction	Distinction	Credit	Pass	Pass Conceded	Fail
%	85-100	75-84	65-74	50-64	45-49	0-44

5.2. Group Marketing Operations Project: Assessment Task – 25 Marks

Select one of the following retail service contexts for your analysis.

Each group is to present an analysis of the operational marketing context provided within a retail service context. Groups can choose to study one of the following industries/retail groupings. However, if there is an overlap in preference, the Lecturer will make the final decision:

- Restaurants (e.g. Chinese, Thai etc) or
- Fast Food chains (e.g. Chicken, Hamburgers, Pizza)
- Supermarkets (e.g. Woolworth's, Coles, Aldi)
- Retail Fashion (e.g. Giordano, Esprit, Just Jeans)
- Record Stores (e.g. Sanity, HMV)
- Airlines (e.g. Virgin Blue, Jetstar, QANTAS, British))
- Retail Electronics (e.g. PowerHouse, Tandy, Harvey Norman)
- Coffee Shops (e.g. Gloria Jean's, Starbucks)
- Telecommunications Broadband Services (e.g. Bigpond, Optus, AAPT)
- (Other industries/retail groupings can also be studied with prior approval by the lecturer.)

Overall Aim of the Assignment:

To maximise marks your assignment must be able to (1) clearly demonstrate through strategic options how the lesser performing competitor can improve its marketing operations to assist in achieving a sustainable competitive advantage in the marketplace and (2) show how marketing operations theory covered during the course has been incorporated into your Final Group Project Report (citing appropriate references using the Harvard Referencing System).

Specific tasks of your group are:

1. Presentation of Group Project Results

Due:	In Class Week 11-12
Value:	10% of Course Marks
	- 5% Individual Presentation Mark
	- 5% Group Mark
Time:	15 Minutes (including questions)

Groups will make a 15minute (including questions) presentation in weeks 11-12 that summarises their conclusions and maps out a number of operational improvement opportunities for their lesser performing organisation. It is expected that the analysis of the information collected during the project and thinking conducted during the lectures and the simulation game will be drawn upon for this presentation including strategic conclusions and opportunities with well developed arguments and supporting evidence.

You should think of this as a consultant's report which is a coherent argument from start to finish. You should not leave the reader to make inferences from the data you have presented. This means that the argument and data you use to support your points should be made explicit (some of which can be put in an appendix). You are expected to acknowledge the source of ideas and data used in the report and to use the Harvard Referencing System. Your assignment should be free of colloquial language and spelling, grammatical and typographical errors.

A soft copy of the presentation is to be emailed to your seminar leader at-least 24 hours before the presentation.

Each group member MUST present individually to the rest of the class and all group members should be prepared to answer questions from the class/and or lecturer at the conclusion of the presentation. The use of presentation aids such as PowerPoint, video clips, charts etc is encouraged, but emphasis should be placed on important material researched from the textbook case material or from further research undertaken in line with the written report criteria.

All members of the project group are expected to participate in the presentation and each group member will be marked for the quality of their individual presentation. The individual presentation mark is worth 5.0 marks. Thus 5.0 Marks for the group presentation plus 5.0 marks for each individual's presentation.

Marks will be awarded for the following:
Group Project Oral Presentation Assessment

Oral Presentation of Strategy Evaluation Criteria		
SID		
Name		
PowerPoint Presentation Evaluation Criteria		Rating and Comments
Thorough, focused and insightful analysis		
Excellence in Operational Marketing Analysis		
Excellence in Developing Creative Strategies		
The effective use of tools, techniques and concepts from the course		
Well organized and presented (visuals, timing, etc)		
Communication and persuasion of the arguments presented		
The Realism of Strategies Developed		
Total Assessment Mark for Individual Presentation	(5.0%)	
Total Assessment Mark for Group Presentation	(5.0%)	
Total Assessment Mark	(10.0%)	

2. Group Project Written Report – 4000 words due by

Due: 4.30pm on Friday 14th November (Week 13)
Value: 15% of Course marks
Word Limit: 4000 words +- 10% (excludes Table of Contents, charts, tables and appendices)

The group will critically evaluate the following issues with respect to the two competing organizations identified above and provide illustrative examples:

- a. **Company backgrounds:** Groups should briefly review background information for their chosen organisations including:
 - i. The nature and scope of the enterprises
 - ii. An overview of operations;
 - iii. The key issues and challenges faced

- b. **Servqual Analysis** – Examines the standards of customer service provided by the two competing organizations. This analysis will measure, compare and contrast various aspects of service quality systematically (using the SERVQUAL methodology) for the two organizations. Statistical analysis of the results should incorporate:
 - i. Compile descriptive statistics for all 22 Servqual perception questions and each of the five (5) factors (e.g. mean, t tests for significance and standard deviation) to identify differences between the two organisations, if any. Use of charts and tables is recommended.
 - ii. Classify respondents using demographic/ classification information questions, e.g. date, location, time, sex: M/F, age range, frequency of buying, amount

- purchased. Identify any statistically significant customer service differences between as above with respect to demographics/classification.
- iii. The task is to obtain at least 40 interviews from each organisation so as to be able to provide a reasonable statistical analysis.
- c. **Operational aspects of marketing performance** – This section discusses how successfully each firm manages the implementation of the marketing process.
- i Map and describe the service blueprint for the best performing firm. Compare and contrast the service blueprint between the two competing firms. Use the Servqual analysis to assist your critique.
 - ii Conduct a SWOT of the Discuss and critique the common KPIs used by these firms to measure marketing performance.
 - iii Discuss the role of ‘servicescape’ and its influence on the achievement of competitive advantage.
 - iv Discuss and critique the role of demand management and forecasting practices used by the competing firms.
 - v Discuss and critique the role of continuous improvement, TQM and lean systems in improving the marketing performance in these organisations.
- d. **Alternatives and Recommendations** - For the lesser performing organisation, identify alternative strategies for the company and give advantages and disadvantages of each. Recommend specific strategies and long-term objectives. Determine the positioning and differential advantage of your company in the marketplace.
- e. **Barriers to Implementation.** For the lesser performing firm discuss the range of potential operational marketing structural and interpersonal behavioural problems that could constrain this firm from the achievement of its improvement objectives and then how you might overcome them. Examples of structural problems include functional problems, control and monitoring problems and company policy problems such as: managing the sales force; identification and selection of prospects; routing the sales force; best practices; pricing and price lists, rebates, competition; distribution including coverage, mix, margin, control, make or buy decisions and outsourcing; distribution intensity, conflict, multiple channels; communications, product types and products branding. Strategic and Policy areas could include sales force policy, distribution channels selection, management, pricing policy, communication approach and mix, branding and product policy, etc. Behavioural barriers may include interpersonal problems, morale issues, customer complaints, negotiation, etc.

Please Note:

Your Report must take account of the following criteria:

1. Written in case study report format
2. Type in 12 size font, one and a half spaced with 2.5cm margins on all sides.
3. Analysis and interpretation of research material
4. Evidence of extensive research
5. Logical and sound business argument
6. Provide in text referencing and reference list in Harvard format. Using cited references (not textbook or Wikipedia)

7. One assignment per group is to be handed in
8. Limited to 4000 words (plus or minus 10%). The word count excludes Table of Contents, charts, tables and appendices
9. Ensure proofreading, editing, correct spelling, punctuation, and page numbering is undertaken
10. Use only one side of A4 paper, number every page and staple in top left hand corner of paper. Please do not use individual page folders
11. On front page include all a group cover page with group member names and student numbers with student signatures. Staple your assignment in the top left-hand corner. Do not put the report in a binder or individual pages in separate plastic holders. Make sure that your name, your student ID and your tutor's name are clearly legible without opening the report.
12. A soft copy of the assignment report is to be submitted to Turnitin by 4.30pm on Friday 14th November.
13. Submit hard copy of the assignment to ERIC by 4.30pm on Friday 14th November using the 2 page Group Cover Sheet. The peer review sheet should follow immediately after the cover sheet. Staple your assignment in the top left-hand corner. Do not put the report in a binder or individual pages in separate plastic holders
14. Penalties for late assignments will be 10% of total potential marks for each day late unless accompanied by appropriate medical certificate and documentation.

The report format and allocation of marks for the Operational Analysis Report will be:

Structure of Report	Allocation of Marks
Company Backgrounds (including introduction, table of contents)	5.0%
Servqual Analysis	20.0%
Review of Marketing Operations	
Service Blueprint	10.0%
SWOT	10.0%
Servicescape	5.0%
Demand Management and Forecasting	5.0%
Continuous Improvement, Lean Systems and TQM	5.0%
Alternatives and Recommendations	15.0%
Barriers to Implementation	15.0%
Presentation (spelling, grammar, report presentation)	10.0%
Total	15 Marks
	100.0%

Extensions of time for the submission of assignments will be granted only in special circumstances. Applications for such extension must be made by email to David Gray, the Unit Convenor, at least three days before the submission date, and must include appropriate evidence to support your application.

All assignments must be referenced using the Harvard (author, date) method. Failure to follow this method will result in marks being deducted.

Plagiarism (Submission to Turnitin.com)

Remember the essay must be your own group's work. Plagiarism is a serious offence. We will be watching. Your group assignment must therefore be submitted to **Turnitin at www.turnitin.com**

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

General Guidelines for Report Writing:

- Correct referencing is essential. All data, quotes, figures and tables etc must indicate source(s) from which they are obtained Reports that are submitted with no or very poor referencing will be returned unmarked, attaining a zero grade.
- Include list of interviews with company or other persons conducted in bibliography and refer to them as appropriate in your report. You are to follow the Harvard Referencing Approach and a guide on correct referencing can be found on the following pages of this outline.
- The assignment must be typed. **Run your report through a spelling checker and a grammar checker before final submission.**
- The emphasis is not on bulk writing but clearly expressed and supported description and analysis. Make sure the report is a coherent argument from start to finish. Use headings and subheadings to organize your report in a logical and coherent manner. Use of bullet points, tables, diagrams and graphs are often helpful in this respect. If tables, diagrams and graphs are used make sure to label them properly – they do not speak for themselves!
- It is appropriate to assign a group member to be responsible for reading through the complete report to ensure that the various sections of the report gel well. This will enable you to remove duplication of information if any, include additional information if necessary, avoid conflicting interpretations and enhance clarity and lucidity of the report.

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

Hints on Successful Group work:

Past experience has shown that effective groups are those that:

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

WARNING:

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

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

Referencing Guide

refer to <http://www.lib.monash.edu.au/tutorials/citing/harvard.html>

the 'In-Text' or Harvard method

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

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

General Principles of the Harvard System

Within the Text - In-text citations

The Harvard system of referencing requires you to include three pieces of information about a source [within the text](#) of your work. This information is:

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

At the End of the Text:

At the end of your text, you must include a [List of References](#). This is a list of all the books, journal articles and other sources of information you have referred to in your assignments. Full bibliographical information must be included.

How to Cite 'In-Text'

Citations may be placed at the end of a sentence (before the concluding punctuation) in brackets:

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

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

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

An Example:

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

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

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

In-Text Citations: a guide to citing different sources

<u>To Cite . . .</u>	<u>How to</u>	<u>Example</u>
To cite a direct quotation	Write the text word for word and place inverted commas at the beginning and end of the quote. The author, date and page number must be included.	"Australia is a settler society" (Hudson & Bolton 1997, p. 9)
a quotation or idea from an author who attributes it to another source	You must acknowledge both sources in your text	Graham Gibbs, in his 1981 study into student learning wrote that "because students are aware of their tutor's mastery of the subject matter, it is quite common for them to assume that their reader has no needs at all" (Gibbs 1981, p.39, quoted in Bowden 1985, p.35).
the overall content of a work from a journal	You do not need to include page numbers because it is the entire work you are referring to If the page number is required, as it is for direct quoting	Larsen and Greene (1989) studied the effects of pollution in three major cities... (Entwistle 1977, p. 23) for an idea only: (Entwistle 1977)
more than one work	Separate the references either with a semicolon or the word <i>and</i>	(Entwistle 1977; Haddon 1969) or : Entwistle (1977) and Haddon (1969) both demonstrated that...
more than one author	use both names	(Sontag and Paglia 1987)
more than three	Use the surname of the first	Browne et al. (1987) argued that...

authors	author and et al. ("and others")	or: (Browne et al, 1987)
authors with the same surname who have published in the same year	Use their initials to indicate different people	The theory was first developed in 1978 (Smith, A.K. 1979, p.654), but later many of its elements were refuted (Smith, J.A. 1979, p.123).
an author who published more than one work in the same year	Attach an a, b, c, d etc. after the year	Dawkins (1972a, 1972b) completed a number of studies on...
from newspapers	List the name of the newspaper, the date, year and page number	(Sydney Morning Herald 7 Mar. 1994, p.8)
from a privately obtained interview or other personal communication	include the abbreviation 'pers. comm.' in your reference	(Daly, B. 1994, pers. comm., 7 Aug.)
a CD-ROM	Include the full title and year of publication	(CD-ROM, Microsoft Encarta, 1995)
an internet source	In-text citations usually require page numbers, but Internet documents rarely contain them. Use the author name and the date created	(Cogdill 1996) If the author's name is unknown, cite the website URL: (http://www.aaa.unsw.edu.au)
a film or video	Include the full title and year of release	

The List of References

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

Compiling a List of References

Books

Lay out your list of references alphabetically by author surname.

- The title of the book should be either underlined or in *italics*. It is up to you which style you choose, but you must be consistent.
- Every main Word in the book's title should begin with a capital letter.
- The title of an article appears between single quotation marks and is written in sentence case - only capitalise the first word of the article heading/subheading and proper nouns (eg. Australia).
- If bibliographic information exceeds one line of text, then the following lines should have a hanging indent.

- If there is more than one author or editor, all must be listed in the List or References. Don't use et al.

The Information You Need:

Bibliographical Details (or Information about a book)

Include full bibliographic details, presented in the following order:

1. author surname(s) and initial(s)
2. year of publication
3. title of publication
4. edition (if applicable)
5. publisher
6. place of publication

Examples:

Smith, G. and Brown, J. 1993, *Introduction to Sociology*, UNSW Press, Sydney.

Leeder, S.R., Dobson, A. J., Gribberd, R. W. & Patel, N. K. 1996, *The Australia Film Industry*, Dominion Press, Adelaide.

Articles from a Book Collection

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

Marton, F., Hounsell, D. & Entwistle, N. (eds.) 1982, *The Experience of Learning*, Scottish Academic Press, Edinburgh.

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

Curthoys, A. 1997, 'History and identity' in *Creating Australia: Changing Australian History*, eds W. Hudson & G. Bolton, Allen & Unwin, Australia.

When listing an article from a book collection, place the information in the following order:

1. author name and initial(s)
2. year of publication
3. name of article (between single quotation marks)
4. name of collection (underlined or in italics)
5. edition(s)
6. initial(s) and surname(s) of editor(s)
7. publisher
8. place of publication, if applicable

Journal Articles

When referencing journal articles you need to place the information in the following order:

1. author name and initial(s)
2. year of publication
3. title of article (between single quotation marks)
4. title of journal or periodical (underlined or in italics)

5. volume number, if applicable
6. issue number, or month (if applicable)
7. page numbers

Examples:

Kozulin, A. 1993, 'Literature as a Psychological Tool', *Educational Psychologist*, vol. 28, no. 3, Summer, pp. 253-265.

Souban, J.C., Kouzman, T.H., and Whitman W. 1991, 'A Sociological Survey into Enterprise Bargaining', *Journal of the Australian Sociological Association*, vol. 6, no. 3, pp. 23-45.

Internet Sources

A Note About Internet Sources:

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

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

A World Wide Web Page

Author Known:

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

Author Unknown:

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

Examples:

a web page with an author:

Winston, J. 1999, *A look at referencing*, [Online], Available: <http://www.aaa.edu.au/aaa.html> [2000, October 20].

an unauthored web page:

[Online] 1999, Available: <http://www.aaa.edu.au/index.html> [2000, October 20].

5.3. Assessment Task: Capstone Simulation Game – 35 Marks

Due: Weeks: 3-7

Value: 35% of Course Marks

- 15% Group Assessment
- 5% Quiz 1 (individual assessment item) – 29th August
- 10% Quiz 2 (individual assessment item) – 15th October
- 5% Peer Review and Feedback

The Capstone Marketing Strategy simulation requires teams (maximum 4 per team) to make a series of complex, real world marketing decisions over a simulated period of 7 years. It places teams in a dynamic competitive environment in which they must devise and pursue their own strategies and react to the moves of competitors.

As in a true competitive market, teams will be competing against each other. As an added bonus Macquarie students will be competing head-to-head with strategy students from University of New South Wales and the Australian National University. There will be a prize for the winning Macquarie University team and for the winning inter-university team.

All materials for the Capstone Simulation will be available from www.capsim.com.

Timetable of Simulation Game Decisions – MKTG304 2008

	Week	Key Dates & Activities	
1	4 Aug	Capstone Simulation Briefing	
2	11 Aug	Friday 15 Aug	Individual Practice Sessions
		Sunday 17 Aug	Students must be enrolled in teams/industries
3	18 Aug	Wednesday 20 Aug	Group Practice Round 1
		Friday 22 Aug – 12 noon	Group Team Agreement due
		Sunday 24 Aug	Group Practice Round 2
4	25 Aug	Wednesday 27 Aug	Group Practice Round 3
		Friday 29 Aug	Quiz 1 – 5%
		Sunday 31 Aug	Game Round 1 (all rounds due 12pm midnight on the due day)
5	1 Sept	Wednesday 3 Sept	Game Round 2
		Sunday 7 Sept	Game Round 3
6	8 Sept	Wednesday 10 Sept	Game Round 4
		Sunday 14 Sept	Game Round 5
7	15 Sept	Wednesday 17 Sept	Game Round 6
		Sunday 21 Sept	Game Round 7 - Final round
	22 Sept	Semester Break	
	29 Sept		
8	6 Oct		
9	13 Oct	Wed 15 Oct	Quiz 2 – 10%
		Wed 15 Oct	Online peer feedback – 5%
10	20 Oct	Prize Giving and Review Session	

5.4. Assessment Task: Final Examination – 40 Marks

The exam will cover topics covered in weeks 1-13

There will be a three-hour examination that is worth **40% of the assessment** for the course.

To pass this course you must obtain a combined pass (50% or greater) in this examination plus Quiz 1 and Quiz 2 regardless of the marks you achieve in the Group Assignment.

All students are expected to sit for the final examination at the scheduled time. The exam will incorporate theoretical concepts with case study application studied in class. The University Examination period in Second Half Year 2008 is to be advised.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.

<http://www.timetables.mq.edu.au/exam>

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

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period. (Individual Divisions may wish to signal when the Division's Supplementaries are normally scheduled.)

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, which is the final day of the official examination period.

5.5. University Policy on Grading

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

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit.

The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark.

For an explanation of the policy see :

<http://senate.mq.edu.au/rules/Guidelines2003.doc> or
<http://senate.mq.edu.au/rules/detailedguidelines.doc>

6. Academic Honesty and Plagiarism

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

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

7. Student Resources

7.1 Course resources/Prescribed Texts

- Prescribed texts
Fitzsimmons, J A., Fitzsimmons, M.J. 2008, *Service Management*, 6th Edition, McGraw Hill Irwin
- Prescribed unit materials : Online Student Guides for the Capstone Marketing Strategy Simulation at www.capsim.com

Additional References - available at the library

Finch, Byron J., *Operations Now – Profitability, processes, performance*, 2007 3rd Edition McGraw Hill Irwin, 2007

Whitwell, G., Lukas, B., Doyle, P. (2003), *Marketing Management: A Strategic, Value-based Approach*, Milton, QLD: John Wiley & Sons.

Journal articles: *Service Quality, Service Recovery and Customer Retention*

Prahalad and Ramaswamy, 2000, "Co-opting Customer Competence," *HBR*, January-February 2000.

Johnstorn and Mehra, 2002, "Best-practice complaint management," *Academy of Management Executive*, November 2002.

Ford, Heaton and Brown, 2001, "Delivering Excellent Service: Lessons from the Best Firms," *California Management Review*, Fall 2001.

Tax and Brown, 1998 , "Recovering and Learning from Service Failure," *Sloan Management Review*, Fall 1998.

Hart, Heskett and Sasser, 1990, "The Profitable Art of Service Recovery," *HBR*, July-August 1990.

De Jong, Ad; de Ruyter, Ko. 2004, Adaptive versus Proactive Behavior in Service Recovery: The Role of Self-Managing Teams. *Decision Sciences*, Vol. 35 Issue 3 (summer), p457-491,

- Robbins, Tina L.; Miller, Janis L. 2004, "Considering Customer loyalty in Developing Service recovery Strategies", *Journal of Business Strategies*, Vol. 21 Issue 2 (fall), p95-109.
- Swanson, Scott R.; Kelley, Scott W. 2001, "Attributions and Outcomes of the Service Recovery Process", *Journal of Marketing Theory & Practice*, Fall2001, Vol. 9 Issue 4 (fall), p50-65.
- Lawrence Ang L., Buttle, F. 2006 "Customer retention management processes: A quantitative study", *European Journal of Marketing*; Volume: 40 Issue: 1/2; pp83-99.
- Parasuraman,A.;Berry,Leonard L.;Zeithaml,Valarie A., "A Conceptual Model of Service Quality and Its Implications for Future Research", *Journal of Marketing*, 1985, 49, 4, 41-50.
- Parasuraman,A.;Berry,Leonard L.;Zeithaml,Valarie A., "SERVQUAL: A Multiple-Item Scale For Measuring Consumer Perceptions of Service Quality", *Journal of Retailing*, 1988, 64, 1, 12-40.
- Parasuraman,A.;Berry,Leonard L.;Zeithaml,Valarie A., "Refinement and Reassessment of the SERVQUAL Scale", *Journal of Retailing*, 1991, 67, 4, 420-450.
- Zeithaml, Berry and Parasuraman, 1996, "The Behavioral Consequences of Service Quality," *Journal of Marketing*, April 1996.

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

7.2 Student Support Services

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>.

8. Seminar Timetable

Week No. Lecture	Topic	Readings/Game Activities
Week 1 4 August	Introduction 1. Course Overview 2. Strategy versus operations 3. The Services Context	Text: Fitzsimmons, J 2008, <i>Service Management</i> , Chapters 1-3 Capstone Simulation Game Briefing
Week 2 11 August	Profitability and Financial Management 1. Productivity Measures 2. Customer Relationship 3. Balanced Scorecard 4. Financial Management	1. Reference: Finch Byron .J, (2007), <i>Operations Now</i> . Chapter 2 Profitability 2. Kaplan, R.S., Norton., D.P., 1996, <i>The Balanced Scorecard</i> , Harvard Business School Press 3. Case Discussion: Fitzsimmons- Village Volvo. P31-32 Capstone Simulation Game Registration and Individual Practice Sessions
Week 3 18 August	Value, Strategy & Capabilities 1. Creating value B2B or B2C 2. Operations Strategy or Relationship among strategic decision and competitive Priorities 3. Capability and customer value	1. Reference: Finch Byron .J,(2007), <i>Operations Now</i> Chapter 3 Strategy & Value Capstone Group Practice Rounds 1-2 Completion of Shareholders Agreement
Week 4 25 August	Processes 1. Product design or process design 2. New process requirement 3. The Service Delivery Process	Text: Fitzsimmons, J 2008 Chapters 4 New Service Deployment and Chapter 9 The Supporting Facility Case Discussion: Fitzsimmons – United Commercial Bank: p55-57 Capstone Simulation Practice Round 3 Capstone Quiz 1 Capstone Game Round 1
Week 5 1 September	Managing Quality 1. Quality & Value 2. Quality & customer Loyalty 3. Service Recovery 4. General Purpose Quality tools 5. Continuous Improvement	1. Text: Fitzsimmons, J 2008, Chapter 6 <i>Service Quality</i> 2. Carlson, J., <i>Moments of Truth</i> , Cambridge, MA: Ballinger Press,1987 Case Discussion: Fitzsimmons – The Museum of Art & Design: p140-141. Capstone Game Round 2 Capstone Game Round 3
Week 6 8 September	Managing Cost 1. Cost and Perceived value 2. Productivity improvement and Cost reduction 3. Cost implications for Operation Decisions	1. Reference: Finch Byron .J, (2007), <i>Operations Now</i> . Chapter 5. Cost 2. Text: Fitzsimmons, J 2008, <i>Service Management</i> , Chapters 8 The Service Encounter Capstone Game Round 4 Capstone Game Round 5

Week 7 15 September	Managing Timeliness 1. Time reduction strategies 2. Managing waiting lines	1. Reference: Finch Byron .J, (2007), <i>Operations Now</i> . Chapter 8. Timeliness. 2. Text: Fitzsimmons, J 2008, <i>Service Management</i> , Chapters 12 Managing Waiting Lines. Capstone Game Round 6 Capstone Game Round 7 – Final Round
Break 20/09/2008 – 06/10/2008		
Week 8 6 October	Resource Planning 1. Project Management 2. Forecasting Methods	1. Text: Fitzsimmons, J 2008, Chapters 15 – Managing Projects and Chapter 17- Forecasting Demand for Services
Week 9 13 October	Resource Planning Facilities 1. Facility Design 2. Facility Location 3. The Workforce	2. Text: Fitzsimmons, J 2008, Chapter 9- The Supporting Facility and Chapter 10- Service Facility Location 3. Reference: Finch Byron .J, (2007), <i>Operations Now</i> . Chapter 17 – Workforce Capstone Simulation Quiz 2 – 10% Capstone Simulation Peer Review
Week 10 20 October	Supply Chain Management 1. Supply Chain Management 2. Components Outsourcing 3. Capstone Final Briefing Session	Text: Fitzsimmons, J 2008, Chapters 13- Service Supply Relationships Reference: Finch Byron .J, (2007), <i>Operations Now</i> . Chapter 9- Supply Chain Case Discussion: Fitzsimmons – Boomer Consulting Inc: p332-334. Capstone Simulation Prize Giving and Feedback Session
Week 11 27 October	Inventory Management and Leans Systems 1. Why to carry inventory and retailing and finished product inventory 2. Components and raw material inventory Managing dependent demand inventory	1. Text: Fitzsimmons, J 2008, Chapters 18- Managing Facilitating Goods 2. Finch Byron .J, (2007), <i>Operations Now</i> . Chapter 11- Inventory Management and Chapter 13 - Lean Systems Group Marketing Strategy Presentation for Groups 1-6
Week 12 3 November	Managing Capacity and Demand 3. Strategies for Managing Demand 4. Strategies for Managing Capacity 5. Yield Management	Text: Fitzsimmons, J 2008, Chapters 11- Managing Capacity and Demand and Chapter 16- Capacity Planning and Queuing Models Group Marketing Strategy Presentation for Groups 7-12
Week 13 10 November	Constraint and Course Review 1. Why constrain management 2. Constrain Management Process 3. Exploitation and its implications for management 4. Exam Review	Reference: Finch Byron .J, (2007), <i>Operations Now</i> . Chapter 15 – Constraint Management Group Project Marketing Operations Report Due Friday 14th November by 4.30pm.

MKTG304 Marketing Operations Group Project 2008

APPENDIX 1

STUDENT EVALUATION OF MEMBER PARTICIPATION

In order to encourage equal participation on the part of all group members, each group will complete and turn in an evaluation of the group member (only for the Major Project group reports and presentations). This evaluation will indicate the percentage of contribution of group members to the group's over-all performance. An evaluation must accompany each written research project. Use the following format:

Group: _____

Date: _____

Topic: _____

Project Mark: _____

Student Name	% Participation	Individual Mark	Signature

Each student should give each group member (including themselves) a mark out of 100%. Individual marks are calculated by multiplying paper grade by the percentage awarded by peers. For example, if Joe Black was awarded 90% for his contribution to the research project and his group received 36 out of 40 points for the project, Joe's individual mark would be 32.4%. Another student, awarded 100%, would receive 36 points.

Students can give each of the group members 100%. If this is done, each student receives the mark that was awarded to the total project (in the above example, 36 points). No student should receive 0% unless the student really did nothing to contribute to the completion of the project (for example, did not go to meetings, did not complete assigned tasks, and did not contribute to the conceptualisation of the project).

In completing this form you should take into account:

1. Willingness of the individual to carry out jobs assigned
2. Ability of the individual to meet deadlines
3. Co-operation with other team members
4. Quality of the individual's work

MKTG304 Marketing Operations Group Project Semester 2 2008
APPENDIX 2
Team Agreement/Group Project Formation

In order to encourage commitment on the part of all group members, each team member will sign this Team Agreement which defines how the group will operate during the conduct of the Group Marketing Project. Each member of the group is to sign below to indicate that they will abide by the conditions of the agreement as set out below.

Group No: _____

Date: _____

Tutorial Time _____ Company Name _____

Student ID	Student Name	Email	Signature

1. Team Leader: _____ Mobile : _____

2. Manage Meetings: Time Required/When/Where/Frequency?

3. Measure Performance? – Meeting deadlines, grammar, etc

4. Team Goal(s)? HD, D, equal workload, attend all meetings, etc

5. Resolve problems/conflict/lack of co-operation/disruptive behaviour, etc?

6. Team Members Obligations (e.g. attend meetings on time; do all assignments on schedule; avoid personal conflict; allow free flow of ideas; listen to everyone; take personal responsibility for outcomes; inform people of decisions; make a file note after every meeting of future action steps and responsibility, help other team members to build their skills

7. How to share the workload?

8. Quality Audit? (e.g. grammar, referencing, meeting of assignment requirements, layout, etc)
