

MACQUARIE  
UNIVERSITY



FACULTY OF  
BUSINESS AND ECONOMICS

**MKTG 204**  
**Integrated Marketing**  
**Communications**  
  
**Semester 2, 2010**

*Department of Business*

**MACQUARIE UNIVERSITY  
FACULTY OF BUSINESS & ECONOMICS  
UNIT OUTLINE**

<b>Year and Semester:</b>	<b>Semester 2, 2010</b>
<b>Unit convenor:</b>	<b>Lawrence Ang</b>
<b>Prerequisites:</b>	<b>MKTG101.</b> You MUST pass this unit in order to do this course.

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

#### **ABOUT THIS UNIT**

- This unit considers the role of communication in marketing strategy. Given a target customer, a product and a pricing strategy together with decisions on specific distribution channels, a marketing communications program is necessary to persuade and inform distributors and customers of the company's marketing offer. The range of communications options available to an organisation is quite large and is increasing rapidly. Furthermore the options are becoming quite specific in their applications. It follows that a company's communication program is an important component of this strategy.
- This unit is worth 3 credit points

#### **TEACHING STAFF**

- Lecturer: Lawrence Ang ([Lawrence.ang@mq.edu.au](mailto:Lawrence.ang@mq.edu.au); tel: 9850-9135)
- Tutor: Jasmina Ilicic ([Jasmina.ilicic@efs.mq.edu.au](mailto:Jasmina.ilicic@efs.mq.edu.au))
- Tutor: Sonal Singh ([Sonal.singh@mq.edu.au](mailto:Sonal.singh@mq.edu.au))

#### **CONSULTATION TIMES**

- Consultation time with Lawrence: Mondays 1-3 pm; room 638, 6<sup>th</sup> floor, building E4A.
- Consultation time with tutors: during tutorials
- You are encouraged to seek help at a time that is convenient to you from a staff member teaching on this unit during their regular consultation hours. In special circumstances, an appointment may be made outside regular consultation hours.

Staff will not conduct any consultations by email. You may, however, phone staff during their consultation hours.

- Students experiencing significant difficulties with any topic in the unit must seek assistance immediately.

#### **CLASSES**

- Number and length of classes: 3 hours face-to-face teaching per week, consisting of 1 x 2 hour lecture and 1 x 1 hour tutorial.
- The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>
- Once the groups are formed, students cannot change their classes.
- Attendance will be taken in the tutorials.
- Warning: You must attend at least 10 of the 12 tutorials – failure to do so will lead to major deduction of group-work contribution.
- Medical certificates must be provided if you are not able to attend a class without incurring a penalty.

#### **REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS**

- Prescribed text: Integrated Advertising, Promotion and Marketing Communications, 4<sup>th</sup> Edition by Kenneth E. Clow and Donald Baack, Pearson, 2010.
- Prescribed unit materials: There will be 5 articles/case studies students are expected to read for class presentations and discussion (see table 2).

#### **TECHNOLOGY USED AND REQUIRED**

- Students are required to learn how to use power point, word processing.

#### **UNIT WEB PAGE**

The web page for this unit can be found at: Blackboard <http://learn.mq.edu.au>

#### **LEARNING OBJECTIVES AND OUTCOMES**

The learning objectives of this unit are as follows:

- Students will gain theoretical grounding of effective marketing communications and its attendant real-world issues.

The learning outcomes of this unit are as follows:

- ✓ Learning outcome #1: Identify and define key terms, concepts, frameworks and models often discussed in the academic and popular literature.
- ✓ Learning outcome #2: Understand the current state-of-the-art knowledge on effective marketing communications.
- ✓ Learning outcome #3: Understand how to apply creative thinking and research skills to a project and case study.

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

- Communication skills;
- Critical analysis skills;
- Problem-solving skills;
- Creative thinking skills.

Appendix 1 shows this in greater detail.

#### TEACHING AND LEARNING STRATEGY

- The unit is taught by lecture and tutorial discussions.
- What is expected from students? Read in advance; prepare case studies for tutorials; follow current developments in the market place; be able to apply concepts in tutorial exercises; respond to questions raised during lectures; demonstrate enthusiasm for the subject; attend all group meetings; keep a diary and a "mindscribe" notebook of evolving concepts for your pitch project.

The topics to be covered each week are as follows:

#### **Session 1:** *week commencing 2<sup>nd</sup> August*

Introduction to Integrated Marketing Communications (IMC) & Branding

- Read: Chapters 1 and 2

#### **Session 2:** *week commencing 9<sup>th</sup> August*

Buyer Behaviours

- ✓ Read: Chapter 3
- ✓ Group finalisation (in tutorials)
- ✓ Discussion of course assessments, peer assessment, leader's diary, each person's "mindscribe" notebook, case studies and pitch (in tutorials)
- ✓ Creative thinking exercise of a brand name for a chocolate cafe (in tutorials).

#### **Session 3:** *week commencing 16<sup>th</sup> August*

Promotions Opportunity Analysis & Brainstorming Techniques

- ✓ Read: Chapter 4
- ✓ Case study preparation (in tutorials)
- ✓ Check progress of pitch presentation (inspection of diary and notebooks in tutorials)

- ✓ Creative thinking exercise of a brand name and slogan for a chocolate cafe (in tutorials).

**Session 4:** *week commencing 23<sup>rd</sup> August*

Advertising Management and Evaluating an Integrated Marketing Program

- ✓ Read: Chapters 5 and 15
- ✓ Case study presentation by group 1 (in tutorials)
- ✓ Case study presentation by group 2 (in tutorials)
- ✓ Case study presentation by group 3 (in tutorials)
- ✓ Check progress of pitch presentation (inspection of diary and notebooks in tutorials)

**Session 5:** *week commencing 30<sup>th</sup> August*

Advertising Design: Theoretical Frameworks and Types of Appeals; Message Strategies and Executional Framework

- ✓ Read: Chapters 6 and 7
- ✓ Case study presentation by group 4 (in tutorials)
- ✓ Case study presentation by group 5 (in tutorials)
- ✓ Check progress of pitch presentation (inspection of diary and notebooks in tutorials)

**Session 6:** *week commencing 6<sup>th</sup> September*

E-active Marketing

- Read: Chapter 9

\*\*\***MID-TERM QUIZ** (in tutorials) \*\*\*

**Session 7:** *week commencing 13<sup>th</sup> September*

Traditional Media Channels & Media Planning

- Read: Chapter 8
- ✓ Check progress of pitch presentation (inspection of diary and notebook in tutorials)

----- **RECESS** -----

**Session 8:** *week commencing 4<sup>th</sup> October*

- Note: There are no classes this week because of Labour Day

**Session 9:** *week commencing 11<sup>th</sup> October*

Alternative Marketing, Public Relations and Sponsorship Programs

- Read: Chapters 10 and 13
  - ✓ Preparing for pitch and report (in tutorials)
  - ✓ Check progress of pitch presentation (inspection of diary and notebooks in tutorials)

**Session 10:** *week commencing 18<sup>th</sup> October*

Database, Direct Response Marketing

- Read: Chapter 11
  - ✓ Preparing for pitch and report (in tutorials)

- ✓ Check progress of pitch presentation (inspection of diary and notebooks in tutorials)

**Session 11:** *week commencing 25<sup>th</sup> October*

Sales Promotions

- Read: Chapter 12
- ✓ Peer group & group creativity evaluation (in tutorials)
- ✓ Submission of all pitch reports and power-point slides (to be submitted in tutorials)
- ✓ Pitch presentations of first two groups (to be randomly drawn at the beginning of tutorials)

**Session 12:** *week commencing 1<sup>st</sup> November*

Regulations, Ethical Concerns

- Read: Chapter 14
- ✓ Pitch presentations of next two groups (to be randomly drawn at the beginning of tutorials)

**Session 13:** *week commencing 8<sup>th</sup> November*

- Review and revise for final examination
- ✓ Pitch presentations of last group (tutorial)

## LECTURES AND TUTORIALS ETIQUETTE

- Students are expected to arrive on time, and not to leave until the class ends.
- If you have a recurring problem that makes you late, or forces you to leave early, have the courtesy to discuss this with your lecturer/tutor.
- Attendance will be taken in the tutorials.
- Warning: You must attend at least 10 of the 12 tutorials – failure to do so will lead to major deduction of group-work contribution.
- Students must be quiet during classes, unless of course when class participation is required.
- Mobile phone must be turned OFF and not simply set to ‘silent’.
- All laptops must be turned OFF in class.
- Students who talked in lectures and tutorial class will be asked to leave.
- All students have to fill in two peer assessments, one for the case study presentation and the other on the pitch project. Only the one for the pitch project will be taken into account.
- At the end of each tutorial (starting from session 3), the tutor will sight each person’s “mindscribe” diary for progress in pitch project. Similarly, the tutor will also sight the group leader’s diary of the group meetings. This is to ensure that sufficient work is carried out.

## RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

The assessment of the course has 5 components shown in the table (1) below:

Table 1: Break down of course assessment

<b>a. Case study presentation</b>	5%	Each group will present a case study outlined in table 1 below	<p>Presentation is for 15 minutes, followed by 5 minutes of class questions or interactions.</p> <p>Students are expected to (1) answer the questions set for the case study; (2) make the presentation as interesting by as possible.</p> <p>Power point presentations are due immediately after the presentation.</p> <p>The marking criteria are shown in table 3 below, and all groups are expected to be well-rehearsed for their presentation.</p>	<p>Learning outcome #1 and #3.</p> <p>Graduate capabilities: A, B, C, and D.</p>
<b>b. Pitch presentation based on the creative brief</b>	10%	All groups must be ready to present in session 11, and will be randomly chosen on the day itself.	<p>Presentation is for 15 minutes followed by 5 minutes of class questions based on the creative brief given below (see table 4).</p> <p>All power point presentations are due on session 11 to your tutor.</p> <p>The marking criteria are shown below (see table 5), and all groups are expected to be well-rehearsed for this 'pitch'.</p>	<p>Learning outcome #2 and #3.</p> <p>Graduate Capabilities: A, B, C and D.</p>
<b>c. Pitch write-up</b>	20%	All groups will submit this write up in session 11 even though the group may not be selected to present.	<p>The write up is a formal report of the pitch presentation. It allows the group to communicate what was not possible during the pitch.</p> <p>All groups will submit their reports to their tutors in session 11.</p> <p>The marking criteria are shown in table 6 and appendix 1.</p>	<p>Learning outcome #2 and #3.</p> <p>Graduate Capabilities: A, B and C.</p>
<b>d. Mid-term quiz</b>	15%	20 multiple choice questions (5%) + 5 short	This quiz is 50 minutes starting at the beginning of your tutorial in session 6. Please be seated 5 minute before class.	<p>Learning outcome #1 and #2.</p> <p>Graduate</p>

		questions based on all material covered in session 1 to 5 (10%).		Capabilities: A, B, C and D.
<b>e. Final examination</b>	50%	60 multiple choice questions (20%), plus 19 short essay questions (30%). The final examination is based on all material covered in session 1 to 12, including the 5 case studies.	The duration of the exam is 3 hour plus 10 minutes held during the exam period.  Please check the exam timetable for location and time.	Learning outcome #1 and #2.  Graduate Capabilities: A, B, C and D.

- Students who failed their mid-term quiz will be counselled as an early warning that they have to work harder.

#### **a. Case study class presentation (5%)**

The objective of the case study paper presentation is to help students integrate their learning and develop critical thinking skills. Since students are presenting these papers in class, the other objective is help students learn how to present effectively. The case studies are as follows (see table 2):

**Table 2: Case study presentations**

Groups presenting	Cases to present	Presented in session:
1	Chapter 1, Case 2: Tata's Nano (see p. 46). Answer questions 1, 2 and 3.	4
2	Chapter 2, Case 1: Australia's image: "So what the bloody hell do we stand for?" (See p. 77). Answer questions 1, 2 and 4.	4
3	Chapter 3, Case 1: Fake Funeral: Are these guys for real?" (See p. 108). Answer questions 1, 2 and 4.	4

4	Chapter 4, Case 2: It's not a Burqa or a Bikini: It is a Burqini (see p. 138). Answer questions 2, 3 and 4.	5
5	Chapter 1, Case 1: A New Salsa Sensation (see p. 45). Answer questions 1, 2 and 3.	5

The criteria for assessing the case study presentation are given below (table 3). The relationship between the learning outcomes and graduate capabilities are indicated by letters on the side of the table (see appendix 1 for what these letters mean).

Warning: ten percent of the marks will be *deducted* if the presentation did not start or finish on time. Your marks will be posted on the unit website after we receive your peer assessment.

**Table 3: Criteria for case study presentations (5%)**

	Poor	Satisfactory			Excellent	
Ability to attract and sustain attention of the audience	1	2	3	4	5	} A
Clarity of expression in delivery	1	2	3	4	5	
Ability to "home in" on critical issues when answering the questions	1	2	3	4	5	} B
Ability to offer new insights into the case	1	2	3	4	5	} C
Ability to answer all the questions convincingly	1	2	3	4	5	} D

At the end of the presentation, the group must submit a clearly labelled CD-rom containing the soft copy of the group's power-point pitch presentation.

**b. Pitch presentation (10%)**

The objective of the pitch presentation is to give students a sense of realism of what an advertising pitch entails. It also helps students to apply what they learnt in the course and exercise their "creative muscle".

All power-points of the pitch presentation are to be submitted to your tutor in session 11. 20% will be deducted for each day your submission is late.

The project is based on the creative brief below (see table 4). Marks will only be finalised when we receive all peer assessments.

Table 4: Creative brief for chain of boutique chocolate cafes

Product		Boutique Chocolate Cafes
<b>Background</b>	Cadbury is trying to establish a chain of chocolate cafes to capture people who want to be indulgent about having high quality chocolate and a cup of special hot chocolate. This is in reaction to the success of “boutique” chocolate cafes like Max Brenner, Lindt and Guylian.	
<b>Objective</b>	To raise brand awareness from 0 to 30% within three months	
<b>Target Audience</b>	Primary market: Women aged between 20 to 45 years old interested in consuming fine chocolates and/or chocolate drink for individual indulgence. Secondary market: Gift-giving shoppers who are motivated to ‘show off’ the chocolates/desserts they buy for family and friends in special occasions.	
<b>Geographical area</b>	Mosman and Vaucluse (the initial test market suburbs)	
<b>Message theme</b>	Indulgence	
<b>Execution Framework</b>	Sensual	
<b>Budget</b>	\$100,000	
<b>Deliverables</b>	A new brand name, logo, a creative concept and slogan suitable for postcards and internet. These must NOT be associated with “Cadbury”. A minimum of 3 post cards and one website executions (finished or unfinished) exhibiting variation of the same concept theme is required. A media plan for an integrated campaign within the test market suburbs.	

The criteria for the pitch are given in the table 5 below. The relationship between the learning outcomes and graduate capabilities are indicated by letters on the side of the table. Appendix 1 shows what these letters mean.

Warning: 10% of the marks will be *deducted* if the presentation did not start or finish on time.

**Table 5: Assessment Criteria for 'pitch' presentation (10%)**

Group: \_\_\_\_\_

	Poor		Satisfactory		Excellent	
Ability to attract and sustain attention throughout delivery	1	2	3	4	5	} A
Clarity of verbal expression of delivery	1	2	3	4	5	
Ability of creative concept to tap inner motivations of the target audience through progressive chaining	1	2	3	4	5	} B

Ability of the creative concept to help target audience encode the new brand name, logo and slogan	1	2	3	4	5	C
Ability of the creative concept to deliver on the desired positioning	1	2	3	4	5	
Ability of the creative concept to be used in the media of postcards and internet	1	2	3	4	5	
Ability of the (creative concept x media) combination to create contagion	1	2	3	4	5	
Ability of the timing of the campaign launch to stimulate sales	1	2	3	4	5	B
Ability of the (reach x frequency) schedule to deliver on the objectives within the budget	1	2	3	4	5	
Ability of the group to answer questions convincingly	1	2	3	4	5	D

### c. Pitch write-up (20%)

The objective of the pitch write up is to help students integrate their critical thinking and writing skills. The whole write up should be supported by research or logic and about 9 pages long (in 12-point Times Roman and in single paragraph). All creative executions must be included in the appendix for the hard copy. In summary the following documents are to be submitted in week 11:

- a. The hard copy of the project write-up will. Use the cover sheet in appendix 2.
- b. A soft-copy of the group's power-point pitch presentation in a clearly labelled CD-rom. This is to be submitted together with your hardcopy.
- c. Peer assessments. Do not show your ratings to each other. All assessments will be collected by the group leader to be enclosed in an envelope. This will be stapled behind the hard copy of your write-up. The class website gives clear instructions on how to do your peer assessment.
- d. All "mindscribe" journals for each member of the group. This is to be collected by the group leader and binded with a "bulldog clip".

Warning: 50% will be deducted each day this write-up is late. So, if the write-up is 2 or more days late, the group will receive a zero grade for the assessment.

The marking criteria for the write-up are given in the table below. Appendix 2 shows the criteria in more detail.

The relationship between the learning outcomes and graduate capabilities are indicated by letters on the side of the table. Appendix 1 shows what these letters mean.

Table 6: Marking criteria of pitch write up

Topic	Assessment criteria	Marks (%)	
<b>Structure and presentation of report</b>	Does the report exhibit logical flow of argument? Is succinct and well signposted?	5	A
<b>Introduction &amp; background (1 page)</b>	Does the introduction clearly communicate the business case, including the suggested business solution and its many issues?	10	
<b>Situational analysis (1 page)</b> • Internal factors (n/a) • External factors	Is the situational analyses supported by marketing research, customer insights, and competitive analyses?	10	B
<b>Campaign objectives (half-a-page)</b> • Communication • Sales (n/a)	Are the objectives and assumptions or rationale underlying the achievements of these objectives clearly stated?	5	A
<b>Communication strategy (2 pages)</b>	Does the communication strategy justify that the use of the suggested appeal is effective for this target audience?	15	B
<b>Creative strategy (3 pages)</b>	Does the creative strategy justify that the new brand name, logo, creative concept, slogan, and executions (i) consistent with the desired positioning, (ii) easy to encode and (iii) can create contagion with the selected media?	30	C
<b>Media strategy (1 page)</b>	Does the media plan clearly justify why (i) certain media are selected and (ii) that the proposed (reach x frequency) combination can achieve the desired campaign objectives that is within the budget?	15	B
<b>Conclusion (1 page)</b>	Does the conclusion highlight the main issues and summarise the communication solutions?	10	
	<b>Total</b>	<b>100</b>	

- Warning: No extension will be given for any of the assessable work.
- Late submissions: Late submissions are not accepted.
- Attendance: You must attend at least 10 of the 12 tutorials – failure to do so will lead to major deduction of group-work contribution.

## Group Dynamics & Peer Assessment

### Group Dynamics

Students will be placed into groups of 5. It is suggested that team members adopt different roles to reduce conflict. There should be:

1. a creative person (predominantly in-charge of coming up with ideas),
2. an art director (predominantly in-charge of creating the mock-up)
3. an accounts person (predominantly in-charge of research),
4. a media person (predominantly in-charge of media planning),
5. a CEO/strategy planner (predominantly in-charge of developing a strategy)

The CEO/strategy planner should have the final say. All team members are expected to pull their weight.

The CEO/strategy must keep a detailed diary of all the meetings (e.g., when and where) including the allocation and accomplishment of tasks by individual members. The CEO/strategy planner will show the tutor each week this diary, starting from session 3.

Each group member must keep a detailed “mindscribe” notebook of their evolving ideas. This will be sighted each week by the tutor to ensure that work is progressing well.

### **Peer assessment**

All group members are expected to fill in two peer assessments, based on 10 behavioural categories.

- a. The first peer assessment is based on case study presentation (due after the group’s presentation). Each group member give submit an assessment of their peers confidentially to the tutor in one large envelope. However this will not be assessed, but it is a way for group members to gain a better understanding of peer assessment process.
- b. The second peer assessment is based on the total pitch project (due after the group’s presentation). Again, this will be given individually and confidentially to the tutor in one large envelope. Marks for the pitch project will be awarded based on the average ratings given to an individual by his/her peers.
- c. Instructions on how to fill in the forms based on 10 behavioural categories can be found on the unit website (see also appendix 3).

### **d. Mid-term quiz (15%)**

The objective of the quiz is to demonstrate to the lecturer that the student has understood the key terms, concepts, models and framework discussed in the lectures. Feedback will be given after the session break.

Students may only sit for the test once in your enrolled tutorial class. Failure to sit for this test will result in a zero grade. Students will only be given special consideration for non-attendance under exceptional circumstances, supported by documentary proof (e.g., medical certificates).

### **e. Final Examination (50%)**

The objective of the examination is to demonstrate to the lecturer that the student has understood the key terms, major concepts, models and framework that underpin effective marketing communications. This is a 3-hour examination.

Successful completion of the unit is conditional on a satisfactory assessment in the final exam.

The University Examination period in Second Half Year 2010 is from 17<sup>th</sup> to 30<sup>th</sup> Nov.

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/APSCon.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 that is the final day of the official examination period.

## **ACADEMIC HONESTY**

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at: [http://www.mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html)

## **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.mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html)

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.

## **GRADES**

Please refer to relevant Bachelor Degree rule in the Handbook of Undergraduate Studies.

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>

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

## **DETERMINATION OF OVERALL GRADE**

The lecturer reserves the right to adjust the final grade (see above).

## **SPECIAL CONSIDERATION**

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at: [http://www.mq.edu.au/policy/docs/special\\_consideration/procedure.html](http://www.mq.edu.au/policy/docs/special_consideration/procedure.html)

## **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>

## **IT CONDITIONS OF USE**

Access to all student computing facilities within the Faculty of Business and Economics is restricted to authorised coursework for approved units. Student ID cards must be displayed in the locations provided at all times.

Students are expected to act responsibly when utilising University IT facilities. The following regulations apply to the use of computing facilities and online services:

- Accessing inappropriate web sites or downloading inappropriate material is not permitted. Material that is not related to coursework for approved unit is deemed inappropriate.
- Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings.

Non-compliance with these conditions may result in disciplinary action without further notice.

Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.

## **Appendix 1**

The group presentation will be evaluated on 4 criteria. These are effective communications (A), critical thinking (B), creative thinking (C) and problem solving and social awareness (D) (see table below).

### **A. *Effective Communications***

The group must be able to attract and sustain the attention of the audience throughout their presentation. The presentation should not be 'boring' and must be delivered with enthusiasm.

### **B. *Critical Thinking***

The group is expected to read and critically analyse the paper, "home-in" on the critical points and then communicate these to the class in an interesting way. A position should be adopted as to whether the group agrees/disagrees with the author/s argument. Support this position with evidence.

### **C. *Creative Thinking***

In addition, the group has to generate new insights. Where appropriate, the group should apply these insights to Australian companies or to another situation/context, and to make a strong case for it.

### **D. *Problem solving and social awareness***

Finally, the group is expected to guide class discussions, anticipate and answer all questions intelligently

<b>Graduate capabilities</b>	<b>Learning Outcomes</b>	<b>Pitch presentation</b>	<b>Pitch write up</b>	<b>Case study presentation</b>	<b>Mid-term quiz</b>	<b>Final Exam</b>
<b>Effective Communication (A)</b>	Ability to attract and sustain attention	Yes		Yes		
	Clarity of expression	Yes	Yes	Yes	Yes	Yes
	Passion/enthusiasm in delivery	Yes		Yes		
<b>Critical Thinking Skills (B)</b>	'Homing in' on critical issues	Yes	Yes	Yes	Yes	Yes
	Evaluating the pros/cons of key issues	Yes	Yes	Yes	Yes	Yes
	Evidence to support one's position	Yes	Yes	Yes		
<b>Creative Thinking Skills (C)</b>	Generation of new insights	Yes	Yes	Yes		
	Application of ideas in a new context	Yes	Yes	Yes	Yes	Yes
	Ability to argue convincingly with good examples	Yes	Yes	Yes		
<b>Problem Solving Skills (D)</b>	Ability to provide high quality response to questions	Yes		Yes	Yes	Yes
	Ability to guide discussions	Yes		Yes		
	Ability to anticipate questions	Yes		Yes		

**Appendix 2: MKTG204 Pitch Project Marking Guide Written Report**

**Group designation (use nomenclature):** .....

<b><u>Name:</u></b>	<b><u>Student ID:</u></b>

<b><u>Criterion</u></b>	<b><u>Out of:</u></b>	<b><u>Mark</u></b>
<i>Structure and Presentation</i>	5	
<i>Introduction and Background</i>	10	
<i>Situational Analysis</i>	10	
<i>Campaign Objectives</i>	5	
<i>Communication Strategy</i>	15	
<i>Creative Strategy</i>	30	
<i>Media Strategy</i>	15	
<i>Conclusion</i>	10	
<i>Total</i>	100	
<i>Comment</i>		

**Appendix 2:  
MKTG204 Integrated Marketing Communications  
Expectations & Marking Guide**

<b>Criteria</b>	<b>Standards</b>			
	<i>Unsatisfactory</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Excellent</i>
<i>Structure and Presentation</i>	A sea of grey. Poor grammar and spelling. Overly long.	Logical flow of argument.	Logical flow of argument. Succinct.	Logical flow of argument. Succinct. Well signposted.
<i>Introduction and Background</i>	None. Vague without clear relationship to the problem.	Brief history of the organisation and product category. Brief explanation of the implications of the problem.	Brief history relates to the problem. The introduction clearly communicates the business case. Evidence that the team has clearly understood the issues.	Brief history relates to the problem. The introduction clearly communicates the business case sharply, including many related issues. Evidence that the team has prioritised these issues.
<i>Situational Analysis</i>	Not clear. No research carried out.	Situational analyses are supported by some marketing research but did not sharply articulate how the research could be used for effective communication strategies.	Situational analyses are supported by good marketing research yielding some customer insights, and competitive analyses. Evidence of these are sharply articulated.	Situational analyses are supported by excellent marketing research yielding in-depth customer insights, and competitive analyses. Evidence that the team then use this research to logically and convincingly suggest a clear way forward for an effective communication strategy.
<i>Campaign objectives</i> <ul style="list-style-type: none"> <li>• <i>Communication</i></li> <li>• <i>Sales (n/a)</i></li> </ul>	None. Vague comments.	Objectives clearly spelt out.	Objectives clearly spelt out with a good articulation of the assumptions and rationale for this.	Objectives clearly spelt out with a sharp and precise articulation of the assumptions and rationale for adopting these objectives.  Evidence or research suggestions to show how these objectives can be measured.

<b>Criteria</b>	<b>Standards</b>			
	<i>Unsatisfactory</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Excellent</i>
<i>Communication strategy</i>	Poorly worded. Vague comments.	Reasonable justification why such an appeal is adopted.	<p>Good justification why such an appeal is adopted.</p> <p>Some evidence that this appeal might be effective.</p>	<p>Solid justification why such an appeal is adopted supported by past empirical studies or examples.</p> <p>Evidence that this appeal would be effective for this target audience and product category, supported by empirical studies or examples.</p> <p>Principles must be succinctly articulated.</p>
<i>Creative strategy</i>	Poorly articulated. Vague exposition.	<p>Reasonable justification why this particular brand name, slogan and creative concept were created.</p> <p>Supported by three executions, finished or unfinished.</p>	<p>Good justification why this particular brand name, slogan and creative concept were created.</p> <p>Supported by at least three executions, finished or unfinished.</p> <p>The justification shows some logic that these creative elements are (i) consistent with the desired positioning, (ii) easy to encode and (iii) can create contagion with the selected media.</p>	<p>Excellent justification why this particular brand name, logo, slogan and creative concept were created.</p> <p>Supported by at least three excellent postcard and one website executions, finished or unfinished.</p> <p>The justification is strongly supported by evidence or logic that these creative elements are (i) consistent with the desired positioning, (ii) easy to encode and (iii) can create contagion with the selected media.</p>

<b>Criteria</b>	<b>Standards</b>			
	<i>Unsatisfactory</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Excellent</i>
				Clear, succinct and convincing argument.
<i>Media strategy</i>	None or complete absence of evidence or logic.	<p>The media plan is within budget. It shows why these media and/or vehicle were logically selected to achieve the objectives.</p> <p>Provide reasonable arguments why the proposed (reach x frequency) combination in the media plan can achieve the desired campaign objective.</p>	<p>The media plan is within budget. It clearly shows why these media and/or vehicle were selected. The selection was supported by good logic.</p> <p>The media plan shows that the proposed (reach x frequency) combination can achieve the desired campaign objective supported by strong theory</p>	<p>The media plan is within budget. It clearly shows why these media and/or vehicle were selected. The selection was supported by good logic.</p> <p>The media plan shows that the proposed (reach x frequency) combination can achieve the desired campaign objective supported by strong theory.</p> <p>The assumptions or reasoning behind this plan must be clearly articulated.</p>
<i>Conclusions</i>	None, or confused. Poor or incomplete summary. No clear links between the communication solutions and the objectives.	Reasonable complete summary of communication solution, linking the communication solutions with the objectives.	Good summary of the communication solution. The links between the communications solutions and objectives are clear highlighting how they come together.	<p>Excellent summary of the communication solution clearly articulating how all the elements above are well integrated or linked to each other.</p> <p>Clear and complete summary.</p>

*Marking scheme on 10-point criterion:*

Zero - 3

Mostly Unsatisfactory on criteria

4 - 6: Satisfactory to Good on most criteria

7 - 8:

Mostly Good on criteria.

9 - 10: Excellent on all criteria.

### **Appendix 3: PEER ASSESSMENT FORM**

1. Complete a score from A to J for all members of the group including you...
2. In the column marked Total add up all the scores and write the sum of A to J
3. Divide the TOTAL column by 5 to get an average score on a scale of 1 to 10.
4. DO NOT HAND IN YOUR PEER ASSESSMENT SHEET UNLESS YOU HAVE COMPLETED ALL OF THE ABOVE

The purpose of providing this form is to get you to consider the input of individuals in the group into the group assignment

#### **A. Quantity of Work**

##### Rating

- 0 - Did nothing - uninvolved
- 1 - Does enough to get by
- 2 - Occasionally exceeds standards- needs improvement
- 3- Satisfactory. Does more than what is required
- 4 - Very industrious. High Quality. Consistent
5. Always exceeds productivity standards. Outstanding

#### **B. Quality of Work**

##### Rating

- 0 - Careless. Makes frequent mistakes. Assignment suffers.
- 1 - Mistakes frequent enough to question results.
- 2 - Work is basically correct.
- 3 - Accurate when and where it really counts. Satisfactory.
- 4 - Almost always accurate in all areas of contribution
- 5 - Outstanding. Perfect quality. No mistakes.

#### **C. Communication Skills**

##### Rating

- 0 - Blunt, discourteous, does not listen, antagonistic, distant, aloof.
- 1 - Sometimes tactless. Approachable and friendly once known by others.
- 2 - Agreeable and pleasant. Warm, friendly, sociable, listens.
- 3 - Always very polite and willing to help. Very sociable and outgoing. Listens and understands.
- 4 - Courteous and very pleasant. Excellent at establishing good will.

5 - Inspiring to others. Artful listener. Really understanding.

#### **D. Initiative**

##### Rating

0 - Displays no self starting characteristics. Acts without purpose.

1 - Puts forth little effort. Requires prodding - sets no speed records.

2 - Puts in minimal effort to get task completed.

3- Strives hard. Desire to achieve.

4 - High desire to achieve. Always puts in a solid days work.

5 - Sets high goals. Self starter with high motivation. Constantly goes beyond call of duty.

#### **E. Efficiency**

##### Rating

0 - Work is invariably late.

1 - Work occasionally completed on schedule.

2 - Work usually complete on schedule. Some contribution to minor problem solving.

3 - Work always complete on schedule.

4 - Work complete. Consistent in defining and resolving major problems.

5 - Work invariably done ahead of schedule. Imaginative. Can be counted on to make major contributions.

#### **F. Personal Relations**

##### Rating

0 - A very disruptive influence

1 - Is source of some friction

2 - Causes no problems

3 - Satisfactory, harmonious

4 - Is a positive factor

5 - Respected by others. Presence adds to environmental stability

#### **G. Group Meeting Attendance**

##### Rating

0 - Never attended any meetings. Showed no interest.

1 - Occasionally attended. Would commit and then not show.

- 2 - Sometimes uncooperative in planning schedule. Hard to get in touch with. Would usually attend.
- 3 - Would attend. Usually late
- 4 - Could be counted on to attend.
- 5 - Never missed a meeting. Always on time

## **H. Attitude and Enthusiasm**

### Rating

- 0 - Poor disposition, uninvolved, indifferent
- 1 - Unenthusiastic, blasé
- 2 - Half hearted
- 3 - Positive demeanour
- 4 - Positive attitude and spirited.
- 5 - Exuberant and eager. Positive influence. Inspiring to others. Team builder.

## **I. Effort**

### Rating

- 0 - Puts forth no effort. Expects others to carry the load.
- 1 - Puts forth some effort.
- 2 - Displays enough effort to get by.
- 3 - Solid contributions
- 4 - Strives very hard. Energetic.
- 5 - Self starter. Consistently goes beyond call of duty.

## **J. Dependability**

### Rating

- 0 - Uninvolved. Unreliable
- 1 - Unsteady, but tries somewhat.
- 2 - Occasionally would come through. Inconsistent.
- 3 - Needs some improvement. Suitable.
- 4 - Very trustworthy. Could be counted on to take responsibility.
- 5. Always responsible. Kept the group together and in the right direction. Steady influence

Source: S. Winger-Haunty (1990). University of Wisconsin-Stout (Modified by Pheroza Daruwalla and Ian Knowd, 1994)

### Appendix 3: PEER ASSESSMENT

Use the instruction sheet to score yourself and the other members of your group in each of the 10 categories, A - J. Add the total score and then average the total by dividing by 5, with a score out of ten as the final result.

Team Members	A	B	C	D	E	F	G	H	I	J	TOTAL	Average (Total/5)

Your name: \_\_\_\_\_ Your student ID: \_\_\_\_\_

Your group name : \_\_\_\_\_ ( use nomenclature)