Tutorial Letter 103/1/2024

Strategic Marketing
MNM3709

Semester 1

Department of Marketing and Retail Management

IMPORTANT INFORMATION
This tutorial letter contains the assessment questions for Assessment 02. Please remember that all assessments for this module can only be submitted online.

Open Rubric

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Dear Student

1 INTRODUCTION

This tutorial letter contains the assessment for Assessment 02 of MNM3709.

2 ACADEMIC INTEGRITY

Non-compliance to academic integrity policies and student rules will result in unmarked assessments, zero percent and or disciplinary action.

Turnitin are used in this module, therefore:

- Only typed written assessments will be accepted (no handwritten assessments allowed).
- The Turnitin End User License Agreement (EULA) needs to be accepted.
- The use of Artificial Intelligence (AI) tools is not allowed for this assessment.
- All sources used should be referenced.
- Individual work needs to be produced (no group work)
- No outsourcing of assessment answers will be tolerated.

Please refer to the following policies for more information:

- Students' Disciplinary Code (PDF)
  - Guidelines for a student disciplinary hearing
- Unisa rules for students (PDF)
- Policy for Copyright Infringement and Plagiarism (PDF)

3 ASSESSMENT INFORMATION

This is an individual assessment. The assessment contributes **25%** towards your final mark, and the assessment is in the form of a **written assessment**. Assessment 02 is included as **ADDENDUM A** of this tutorial letter.

Assessment 02 covers the following:

- Chapters 4, 5 and 6 in Wiid, JA & Cant, MC. 2020. Strategic marketing. 3rd edition. Cape Town: Juta.
- Read the 1st for Women case study in the Business Cases from South African Companies prescribed book. (Niewenhuizen, 2021)
- Read the For a Kid case study in the Business Cases from South African Companies prescribed book. (Niewenhuizen, 2021)
- Conduct extra research online.

Assessment 02 must only be submitted online via myUnisa.
NO LATE SUBMISSIONS WILL BE ACCEPTED.

4 ASSESSMENT STANDARD AND STRUCTURE

Your assessment needs to be a neat academic document typed in your own words. Follow the instructions closely to make sure that your assessment meets the technical standards and structure required.

4.1 Technical standards

This is an **INDIVIDUAL** assessment (no group work is allowed), and you are expected to read and research beyond your prescribed books. Please take note of the technical standards below:

Technical standards
Typed in Arial 11 font with 1.5 line spacing in black text (no handwritten assessments will be accepted).
Adhered to 2.5 cm page borders and paragraph text justified.
Neatly structured with headings and subheadings for the different sections.
Clearly spellchecked before handing in (English UK or SA).
In-text references are completed correctly and are provided in the body of the assessment.
A reference list is completed correctly and is provided at the end of the assessment.
Plagiarism: All sources consulted should be fully referenced and you should phrase the discussion in **YOUR OWN WORDS**. Under **NO** circumstances may you copy and paste verbatim from any source, including your prescribed book. The use of artificial intelligence (AI) tools is **NOT ALLOWED** in this assessment, even if you reference using it. **YOU WILL RECEIVE ZERO MARKS FOR AN ASSESSMENT IF YOU DO THIS**.

4.2 Plagiarism

Plagiarism is presenting other people or tools' ideas and writings as your own and is **NOT** allowed. This is one of our greatest frustrations and is also where many students fall short, especially in the case of written assessments. You are expected to submit a written assessment that you can proudly say is your OWN work. Yet, many students in the past have simply copied major sections from a variety of different sources (particularly from the web or their prescribed book) and pasted it as their own work; sometimes with a reference. Some students seem to think that if they provide a reference, they are allowed to copy and paste whole sections of text. However, this is plagiarism and is not allowed. In the academic world, it is one of the most serious offences to copy the work of others and present it as your own. If you are guilty of plagiarising, I will return your work with a zero percent mark. If you plagiarise excessively, I may take further action in this regard. The University has special software to detect plagiarism and the use of artificial intelligence tools, and I use this software for each assessment. If you copy and paste, you are likely to fail. You must create your own voice when putting forward your discussion.

CONCLUSION

Do not hesitate to contact me by e-mail or telephone should you experience any challenges or are unsure of anything.

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ADDENDUM A – ASSESSMENT 02

Semester	Assessment number	Units covered	Due date	Contribution
1	02	4 – 6	4 April 2024	25%

ASSESSMENT QUESTIONS

QUESTION 1		
1.1.	Read the 1st for Women's case study in **Business Cases: From South African Companies** (Niewenhuizen 2020:01-04). You have been appointed to assist the company to determine the bases of market segmentation using the following factors: • Geographic • Demographic • Psychographic • Behavioural • Benefit sought Marks will only be allocated for practical examples, and no mark will be provided for theory explanations. Provide one (1) practical example for each base. Two (2) Marks will be allocated for each practical answer (Maximum 100 words per example).	**(10)**
1.2.	Read the 1st for Women's case study in **Business Cases: From South African Companies** (Niewenhuizen 2020:01-04) and do the following: Provide 1 practical example of 1st for Women's **Strengths.** Provide 1 practical example of 1st for Women's **Weaknesses.** Provide 1 practical example of 1st for Women's **Opportunities.** Provide 1 practical example of 1st for Women's **Threats.** Marks will only be allocated for practical examples, and no mark will be provided for theory explanations. Provide one (1) practical example for each variable. Two (2) marks will be allocated for each practical answer (Maximum 100 words per example).	**(8)**
Sub-total		**18**
QUESTION 2		
2.1.	West, Ford & Ibraham point out that the primary objective of a competitive intelligence system is to assist organisations to identify and build on distinct competitive advantages. After reading the For a Kid case study in **Business Cases: From South African Companies** (Niewenhuizen 2020:87-92), provide practical examples of how the business can use a competitive intelligence process using the five steps. Marks will only be allocated for practical application, and no mark will be provided for theory explanations. Provide one (1) practical example for each step. Two (2) marks will be allocated for each practical answer (Maximum 100 words per example).	**(10)**
Sub-total		**10**
TOTAL:		**28**

ADDENDUM B – RUBRIC AND EXAMPLES OF EXPECTATIONS FOR ANSWERS FOR ASSESSMENT 02

This addendum provides a marking rubric for each question as well as an example of the mark that can be expected for an example answer. The purpose of this is to guide you to think critically when you apply the theory that you have studied in your prescribed book to the case studies. No marks will be awarded for theory.

QUESTION 1.1

Segmentation base	0 Marks	1 Mark	2 Marks
Demographic segmentation base	No examples are given that explains a demographic segmentation base. Did not connect a demographic segmentation base to the 1st for Women case study. Did not show evidence of thinking critically or applying knowledge.	Gives a basic example of a demographic segmentation base. Example is related to 1st for Women but lacks detail and evidence. Tried to connect the demographic segmentation base to 1st for Women but connections are weak. Shows some critical thinking but is limited. The explanation is too long (more than 100 words).	A clear but brief example of a demographic segmentation base related to 1st for Women is given with evidence. Connects the demographic segmentation base to 1st for Women effectively showing how it impacts their specific strategy. Demonstrates critical thinking and application of practical knowledge in a clear, concise manner.
Geographic segmentation base	No examples are given that explain a geographic segmentation base. Did not connect a psychographic segmentation base to the 1st for Women case study. Did not show evidence of thinking critically or applying knowledge.	Gives a basic example of a geographic segmentation base. The example is related to 1st for Women but lacks detail and evidence. Tried to connect the geographic segmentation base to 1st for Women but connections are weak. Shows some critical thinking but is limited. The explanation is too long (more than 100 words).	A clear but brief example of a geographic segmentation base related to 1st for Women is given with evidence. Connects the geographic segmentation base to 1st for Women effectively showing how it impacts their specific strategy. Demonstrates critical thinking and application of practical knowledge in a clear, concise manner.
Psychographic segmentation base	No examples are given that explain a psychographic segmentation base. Did not connect the psychographic segmentation base to the 1st for Women case study. Did not show evidence of	Gives a basic example of a psychographic segmentation base. The example is related to 1st for Women but lacks detail and evidence. Tried to connect the psychographic segmentation base to 1st for Women but	A clear but brief example of a psychographic segmentation base related to 1st for Women is given with evidence. Connects the psychographic segmentation base to 1st for Women effectively showing how it impacts

Segmentation base	0 Marks	1 Mark	2 Marks
	thinking critically or applying knowledge.	connections are weak. Shows some critical thinking but is limited. The explanation is too long (more than 100 words).	their specific strategy. Demonstrates critical thinking and application of practical knowledge in a clear, concise manner.
Behavioural segmentation base	No examples are given that explain a behavioural segmentation base. Did not connect a behavioural segmentation base to the 1st for Women case study. Did not show evidence of thinking critically or applying knowledge.	Gives a basic example of a behavioural segmentation base. The example is related to 1st for Women but lacks detail and evidence. Tried to connect the behavioural segmentation base to 1st for Women but connections are weak. Shows some critical thinking but is limited. The explanation is too long (more than 100 words).	A clear but brief example of a behavioural segmentation base related to 1st for Women is given with evidence. Connects the behavioural segmentation base to 1st for Women effectively showing how it impacts their specific strategy. Demonstrates critical thinking and application of practical knowledge in a clear, concise manner.
Benefits sought segmentation base	No examples are given that explain a benefits sought segmentation base. Did not connect a benefits sought segmentation base to the 1st for Women case study. Did not show evidence of thinking critically or applying knowledge.	Gives a basic example of a benefits sought segmentation base. The example is related to 1st for Women but lacks detail and evidence. Tried to connect the benefits sought segmentation base to 1st for Women but connections are weak. Shows some critical thinking but is limited. The explanation is too long (more than 100 words).	A clear but brief example of a benefits sought segmentation base related to 1st for Women is given with evidence. Connects a benefits sought segmentation base to 1st for Women effectively showing how it impacts their specific strategy. Demonstrates critical thinking and application of practical knowledge in a clear, concise manner.

Here is an example of one segmentation base that is applied to the OBC Meat and Chicken case study:

Demographic segmentation base	0 marks	1 mark	2 marks
Examples of answers with expected mark allocation based on OBC Chicken and Meat.	Demographic segmentation is when OBC Meat and Chicken takes age and family size into consideration.	Demographic segmentation base - OBC Chicken and Meat caters for large families and families with children by offering bulk packs of	**Family size** (demographic segmentation base). Larger families are common in Africa and the Middle East (United Nations, 2023). Large families would prioritize

Demographic segmentation base	0 marks	1 mark	2 marks
		meat and chicken (Niewenhuizen, 2020).	bulk purchases for cost savings. OBC Chicken and Meat includes 5kg of chicken thighs or boxes with 24 beef burgers at competitive prices which is suitable for larger families (OBC, 2024).

QUESTION 1.2

SWOT Variable	0 Marks	1 Mark	2 Marks
Strengths	No examples are given that explain strengths. Do not connect strengths to the 1st for Women case study. Do not show evidence of thinking critically or applying knowledge.	Gives basic examples of strengths. Examples are related to 1st for Women but lack detail and evidence. Tried to connect strengths to 1st for Women but connections are weak. Shows some critical thinking but is limited. The explanation is too long (more than 100 words).	Clear but brief examples of strengths related to 1st for Women are given with evidence. Connects the strengths to 1st for Women effectively showing how they impact their specific strategy. Demonstrates critical thinking and application of practical knowledge in a clear, concise manner.
Weaknesses	No examples are given that explain weaknesses. Do not connect weaknesses to the 1st for Women case study. Do not show evidence of thinking critically or applying knowledge.	Gives basic examples of weaknesses. Examples are related to 1st for Women but lack detail and evidence. Tried to connect weaknesses to 1st for Women but connections are weak. Shows some critical thinking but is limited. The explanation is too long (more than 100 words).	Clear but brief examples of weaknesses related to 1st for Women are given with evidence. Connects the weaknesses to 1st for Women effectively showing how they impact their specific strategy. Demonstrates critical thinking and application of practical knowledge in a clear, concise manner.
Opportunities	No examples are given that explain opportunities. Do not connect opportunities to the 1st for Women case study. Do not show evidence of thinking critically or applying knowledge.	Gives basic examples of opportunities related to 1st for Women but lacks detail and evidence. Tried to connect opportunities to 1st for Women but connections are weak. Shows some critical thinking but is limited. The explanation is too long (more than 100 words).	Clear but brief examples of opportunities related to 1st for Women are given with evidence. Connects the opportunities to 1st for Women effectively showing how they impact their specific strategy. Demonstrates critical thinking and application of practical knowledge in a clear, concise manner.

SWOT Variable	0 Marks	1 Mark	2 Marks
Threats	No examples are given that explain threats. Do not connect threats to the 1st for Women case study. Do not show evidence of thinking critically or applying knowledge.	Gives basic examples of threats. Examples are related to 1st for Women but lack detail and evidence. Tried to connect threats to 1st for Women but connections are weak. Shows some critical thinking but limited. The explanation is too long (more than 100 words).	Clear but brief examples of threats related to 1st for Women are given with evidence. Connects the threats to 1st for Women effectively showing how they impact their specific strategy. Demonstrates critical thinking and application of practical knowledge in a clear, concise manner.

Here is an example of one SWOT variable that is applied to the OBC Meat and Chicken case study:

Strength	0 marks	1 mark	2 marks
Examples of answers with expected mark allocation based on OBC Chicken and Meat.	A strength is a resource that OBC Meat and Chicken can use to gain an advantage and reach its objectives.	OBC has been around for many years and has built a strong brand. This is a strength.(Niewenhuizen, 2020).	**Strength** Brand trust and brand commitment have a positive impact on brand loyalty (Shin, Amenuvor, Basilisco & Owusu-Antwi; 2019). The strong brand reputation OBC has built on quality and trust provide them with a loyal customer base (Niewenhuizen, 2020). Therefore OBC's strong brand reputation is a strength for them.

QUESTION 2

Step	0 Marks	1 Mark	2 Marks
Step 1	No examples are given that explains the step. Did not connect the step to the For a Kid case study. Did not show evidence of thinking critically or applying knowledge.	Gives a basic example of the step. The explanation is related to For a Kid but lacks detail and evidence. Tried to connect the step to For a Kid but connections are weak. Shows some critical thinking but is limited. The explanation is too long (more than 100 words).	A clear but brief example of the step is given related to For a Kid case study with evidence. Connects the step to For a Kid effectively showing how it impacts their specific strategy. Demonstrates critical thinking and application of practical knowledge in a clear, concise manner.
Step 2	No examples are given that explains the step.	Gives a basic example of the step. The explanation	A clear but brief example of the step is given

Step	0 Marks	1 Mark	2 Marks
	Did not connect the step to the For a Kid case study. Did not show evidence of thinking critically or applying knowledge.	is related to For a Kid but lacks detail and evidence. Tried to connect the step to For a Kid but connections are weak. Shows some critical thinking but is limited. The explanation is too long (more than 100 words).	related to For a Kid case study with evidence. Connects the step to For a Kid effectively showing how it impacts their specific strategy. Demonstrates critical thinking and application of practical knowledge in a clear, concise manner.
Step 3	No examples are given that explains the step. Did not connect the step to the For a Kid case study. Did not show evidence of thinking critically or applying knowledge.	Gives a basic example of the step. The explanation is related to For a Kid but lacks detail and evidence. Tried to connect the step to For a Kid but connections are weak. Shows some critical thinking but is limited. The explanation is too long (more than 100 words).	A clear but brief example of the step is given related to For a Kid case study with evidence. Connects the step to For a Kid effectively showing how it impacts their specific strategy. Demonstrates critical thinking and application of practical knowledge in a clear, concise manner.
Step 4	No examples are given that explains the step. Did not connect the step to the For a Kid case study. Did not show evidence of thinking critically or applying knowledge.	Gives a basic example of the step. The explanation is related to For a Kid but lacks detail and evidence. Tried to connect the step to For a Kid but connections are weak. Shows some critical thinking but is limited. The explanation is too long (more than 100 words).	A clear but brief example of the step is given related to For a Kid case study with evidence. Connects the step to For a Kid effectively showing how it impacts their specific strategy. Demonstrates critical thinking and application of practical knowledge in a clear, concise manner.
Step 5	No examples are given that explains the step. Did not connect the step to the For a Kid case study. Did not show evidence of thinking critically or applying knowledge.	Gives a basic example of the step. The explanation is related to For a Kid but lacks detail and evidence. Tried to connect the step to For a Kid but connections are weak. Shows some critical thinking but is limited. The explanation is too long (more than 100 words).	A clear but brief example of the step is given related to For a Kid case study with evidence. Connects the step to For a Kid effectively showing how it impacts their specific strategy. Demonstrates critical thinking and application of practical knowledge in a clear, concise manner.

There are no examples of the different mark allocations for this question. For this question, you need to use the same formula that I showed you in Questions 1.1 and 1.2 and apply each step to the For a Kid case study.

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