Faculty of Commerce and Economics
School of Marketing

MARK5817
CONTEMPORARY ISSUES IN MARKETING

COURSE OUTLINE
SESSION 1, 2006
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1. COURSE STAFF

Course co-ordinator: Dr. Mohammed A Razzaque
Office: John Goodsell Bldg Room 320A
Consultation times: Monday 2-4pm or by appointment
Telephone: 9385-1435
Email: ma.razzaque@unsw.edu.au

1.1 Communication with Staff

If you need to consult me outside my consultations hours, call and make an appointment. Alternatively feel free to email me and I shall try to get back to you within as soon as possible.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations

Lecture: Tuesday 6.00 – 9.00 pm
Venue: OMB 31

Tutorials – Second half of the lecture (on selected dates to be announced later).

2.2 Units of Credit

The course MARK5817 is worth 6 OC.

2.3 Relationship of this course to other course offerings

The course MARK5817 – contemporary issues in marketing – is about ideas, happenings and developments that are impacting and shaping marketing today. As a discipline, marketing is continuously evolving and being affected by the seismic changes taking place in the business environment and in customer behaviour. These changes have profound implications on current marketing practices and the future of the discipline as a whole. Marketing scholars, researchers and practitioners have often viewed and interpreted these changes and concomitant developments resulting there from rather differently. This course deals with some of those changes and developments and their implications on current marketing practice. It focuses on a number of ‘hot issues’ that have dominated the marketing discipline over the past couple of years. Examples of some of these issues are (i) Globalisation, (ii) Societal/social marketing (iii) Relationship marketing, (iv) Electronic Commerce, (v) Consumerism, (vi) Ethics, and (vii) Green Marketing. It is not difficult to appreciate that these issues are far from exclusive and the overlaps themselves provide many issues for debate. A study of MARK5817 complements the wider array of subjects taught in the MCom, marketing specialisation, and the MCom in general.
2.4 Approach to learning and teaching

Mark 5817 has been designed to provide students with a general understanding of a selected number of major contemporary issues within the domain of the marketing discipline and support their development into independent learners and autonomous thinkers. It intends to develop and enhance the student’s ability to understand and appraise the literature on contemporary marketing issues and to evaluate its impact and implications for marketing practice, research and performance.

The various issues to be covered in the course will be presented in their appropriate context and perspective through brief lectures, tutorials, class discussions, problem solving and case analysis. The emphasis is on experience-based learning; it will draw upon the experience of both students and teaching staff to gain an understanding of the implication of the various issues discussed. The diverse cultural mix of students will be used to gain additional knowledge of culture-specific interpretation and implication of the various issues discussed. Assignments and class presentations will be used to reinforce concepts in both a cross cultural and contextual settings.

3. COURSE AIMS AND OUTCOMES

3.1 Course Aims

The way to grow a business is through marketing - a discipline concerned with creation of ‘value’ and exchange of ‘values’ between marketers and their customers. There is no denying that success in value creation and exchange facilitation in the new millennium is a much tougher job than it used to be in the past because of a whole array of rapid and often revolutionary changes taking place within the discipline itself and its environments. Consequently, today’s marketing decision makers need to take a creative approach to solve their problems. Given the ever increasing complexity of business, globalization, fierce competition and ever changing customer behaviour among others, marketers need to be aware of the various issues impacting the discipline.

This course is devoted to explaining some of the major contemporary issues that are affecting (or are likely to affect) today’s marketing decisions from the strategic perspective of the decision makers both inside and outside the firm. A central theme of the course thus, is to introduce students to the complexities of marketing in the complex setting of the new millennium. After completing the course, students should become conversant with some of the major issues that are of importance to today’s marketing practitioners, academics and researchers. The course should help them develop skills related to critical analysis and problem solving in marketing. A related, second objective of the course is to stimulate students to pursue further studies in the subject while providing a firm foundation for it. The more general aim of the course is, however,

- **To inform** you about the current thinking on and development in marketing discipline through contemporary readings, current case analysis, lectures, tutorials and research.
- **To explain** to you the causes and effects of these new developments.
- **To immerse** you in these issues facing a marketer, so that you can apply your knowledge and skills in analysis and problem-solving.
It is hoped that after completing this course you will emerge as a more knowledgeable marketing manager and/or consultant, a more informed and demanding consumer, and a more considerate and customer-aware manufacturer or service provider. If you love marketing, you should have a very enjoyable time in the process!

### 3.2 Student Learning Outcomes

At the completion of this course students should be able to:

1. Explain how the various contemporary issues impact on design and execution of marketing strategies of the firm.
2. Explain the various aspects of the issues discussed, their dynamics, design and implication to the firm.
3. Demonstrate their ability to use the knowledge acquired from this course in solving real life marketing problems and discuss their implications for strategy development.
4. Develop an understanding of the complexities of marketing in a fast changing environment.

### 3.3 Teaching Strategies

This course will be conducted on a lecture and discussion basis, with occasional guest speaker other than the lecturer himself. Focus will be on both the conceptual and the empirical developments in the literature on the issues discussed. Student understanding will be enhanced by researching and analysing a select number of issues and trying to identify gaps in their respective body of knowledge. Since students enrolled in this course are expected to reflect on the social cultural and ideological perspectives and norms which underpin current marketing knowledge, having previous study of marketing at undergraduate and postgraduate level is a must.

The course delivery will include lectures, guest speakers, debate, video clips and case analysis. Importantly it will draw upon the experience of both lecturer and students, via classroom discussion, to provide relevance using concepts, models and real world examples. Occasionally tutorials will be used so that students have an opportunity to further engage with their peers and to improve their presentation skills by case presentations.

There is no specific textbook for the course. A Reading list is enclosed at the end of this document. Other readings may be assigned from time to time. Students are advised to read marketing journals, magazines and newspapers regularly and browse the Internet. Finally the major project will allow students to draw on their everyday experiences to see how the various promotional concepts and theories can be applied.

*It is your responsibility to study the reading assignments prior to class in order that you may contribute,* participate intelligently and thus gain maximum value from the course.
4. STUDENT RESPONSIBILITIES AND CONDUCT

For information on your responsibilities regarding workload and keeping informed, please refer to the School of Marketing’s website.


4.1 Attendance

Your regular and punctual attendance at lectures and tutorials is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

4.2 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: www.my.unsw.edu.au
5. LEARNING ASSESSMENT

5.1 Formal Requirements
In order to pass this course, you must:
- perform satisfactorily in all assessment tasks
- achieve a composite mark of at least 50; and
- gain at least 50% of the allocated marks in the final exam.

5.2 Assessment Details
A summary of various Assessment components are presented in the Table below.

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Component Weighting</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>40%</td>
<td>To be announced</td>
</tr>
<tr>
<td>Major Assignment (Group)</td>
<td>30%</td>
<td>May 29, 2006</td>
</tr>
<tr>
<td>Individual presentation</td>
<td>15%</td>
<td>Throughout session</td>
</tr>
<tr>
<td>Class Participation – (no participation, no mark)</td>
<td>15%</td>
<td>Throughout session</td>
</tr>
</tbody>
</table>

Collectively, these assessments are designed to test your:
- understanding of the concepts and theories,
- ability to relate and apply them to real managerial issues and problems,
- ability to examine issues in a global and cross cultural framework,
- presentation skills

5.2.1 Final Examination (worth 50%)
A short case study (20 marks) and a couple of short essay questions (20 marks). More information about the final examination and its format (if there is a change) would be provided before the final examination.

5.2.2 Major Assignment (Due May 29; worth 30%)
You are expected to complete a major project in groups of 2 to 3 students. Topics would be assigned to you in due course. The assignment is expected to test your understanding of the topic assigned to you and your ability to demonstrate how the issue has affected contemporary marketing.
5.2.3 Assignment Format

Your report should be typed in 12 point Times Roman font, double spaced, and have 1.00” margin in all four sides. It should contain appropriate headings and sub-headings. The project must not exceed 3000 words excluding the cover page, the content page, appendix and bibliography.

Note 1: It is your responsibility to keep a written copy of your assignment.

A copy of the Evaluation Criteria is contained on the following page.

Presentation Time: 20 minutes, with 10 minutes for questions.

A copy of the Evaluation Criteria for presentation is contained on the following page.

**Evaluation Criteria for Final Assignment Report**

<table>
<thead>
<tr>
<th>Background Research [30%]</th>
<th>Excelent 85%+</th>
<th>Very Good 75-85%</th>
<th>Good 65-74%</th>
<th>Fair 50-64%</th>
<th>Poor &lt; 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of project objective [10%]</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Depth of explanation of relevant concepts and theories [10%]</td>
<td></td>
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<tr>
<td>Conducted a critical review of the literature [10%]</td>
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</tbody>
</table>

**Critical Analysis [50%]**

| Analyses of the key aspects [20%] | Excelent | Very Good | Good | Fair | Poor |
| Creativity and insightfulness [10%] |          |           |      |      |      |
| Use of charts and other visuals [10%] |          |           |      |      |      |
| Soundness of analysis [10%] |          |           |      |      |      |

**Report Structure and Presentation [20%]**

| Logical sequence, use of heading/subheading [10%] | Excelent | Very Good | Good | Fair | Poor |
| Ability to maintain reader’s interest. [5%] |          |           |      |      |      |
| Correct referencing of sources [5%] |          |           |      |      |      |

5.2.4 Individual Presentation (worth 15%)

You are to make an individual in-class presentation (as part of a group) on a topic to be assigned to you and lead the class-discussion. A written report is required.

Presentation Time: 10 minutes, with 5 minutes for questions. A copy of the Evaluation Criteria is contained on the following page.

The key criteria for a good PowerPoint presentation are:

- Engage your audience with eye contact and the spoken word. PowerPoint only supports your words.
- Don’t over-complicate your slides with too much information.
- Minimise the number of slides and keep the slides simple.
- Don’t simply read the PowerPoint.
### EVALUATION CRITERIA for CASE PRESENTATION

1. **Identification of Issues**
   
   *Issues accurately and completely identified?*
   *Relative importance of issues described?*
   *Adequate background information provided?*

2. **Issues Effectively Addressed Using Marketing Concepts/Models/Frameworks**
   
   *Concepts integrated with marketing knowledge.*
   *Depth of analysis*
   *Appropriate external material presented?*

3. **Presentation**
   
   *Well-organised and presented?*
   *Appropriate and effective use of exhibits and visual aids?*
   *Convincing and interesting?*

4. **Audience Involvement**
   
   *Effectively encouraged audience involvement?*
   *Presentation tailored to target audience?*

5. **General Creativity**

### 5.3 Assignment Submission Procedure

Assignments are to be dropped in the designated Drop Box in the School on the due date before 5:30 pm.

### 5.4 Late Submission

Information about late submission of assignments, including penalties, is available on the School of Marketing’s website.

5.5 Special Consideration and Supplementary examinations

Details relating to procedures for special consideration and supplementary exams can be found at:

http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=Current_SpecialConsideration

NOTE: You only have 3 days from the due date of the assessment/exam in which to lodge a special consideration form.

(3) Participation/Weekly Course Discussion. (worth 10%)

In basic marketing, you learned about the 4 'Ps' of Marketing Management, these being Product, Price, Promotion and Place. There are four equally important 4 'Ps' of student involvement in case and assigned reading discussion for this course. These are Punctuality in class attendance, adequate Preparation for the topic, regular and active Participation in class discussion and exercise of Passion in learning and pursuing new knowledge. Attendance in class is very important as it directly affects your participation marks. Students who enter the classroom late disrupt the discussion and the learning process. If the student does not read and analyse the case, and then formulate an action plan, the case discussion will mean little. Each student's learning is best facilitated by regular participation. More important, the student has the responsibility to share his or her understanding and judgement with the class to advance the group's collective skills and knowledge. Finally, you must have the passion to learn.

5.6 Assignment Format

Your report should be typed in double spacing, 12 point font and should contain appropriate headings throughout and an appropriately annotated bibliography (4 - 6 references).
6. Academic Honesty and Plagiarism

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see:

www.my.unsw.edu.au/student/atoz/Plagiarism

<table>
<thead>
<tr>
<th>Plagiarism is the presentation of the thoughts or work of another as one’s own.* Examples include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement;</td>
</tr>
<tr>
<td>• paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;</td>
</tr>
<tr>
<td>• piecing together sections of the work of others into a new whole;</td>
</tr>
<tr>
<td>• presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,</td>
</tr>
<tr>
<td>• claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†</td>
</tr>
</tbody>
</table>

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

• correct referencing practices;
• paraphrasing, summarising, essay writing, and time management;
• appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.
7. **STUDENT RESOURCES**

7.1 **Course Resources**

**Prescribed text**

There is no prescribed text in the course.

**Additional Reference Material, *(UNSW library)***

Refer to the Reading List enclosed at the end of the course outline.

**Journals**

- Ad Age Daily
- McKinsey Quarterly
- Harvard Business Review
- European Journal of Marketing
- Journal of the Academy of Marketing Science
- Journal of Management Consulting
- Journal of Marketing
- Sloan Management Review

7.2 **Other Resources, Support and Information**

The University and the Faculty provide a wide range of support services for students, including:

- Learning and study support;
- Counselling support;
- Library training and support services;
- Disability support services;
- In addition, it is important that all students are familiar with University and Faculty policies and procedures in relation to such issues as:
  - Examination procedures and advice concerning illness or misadventure;
  - Supplementary Examinations;
  - Occupational Health and Safety policies and expectations;

For information and links relating to the above services, please see [note School web pages where this information is presented]
8. CONTINUAL COURSE IMPROVEMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Process (http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm) is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.
9. COURSE SCHEDULE

(A) Lecture Schedule

MARK5817: CONTEMPORARY MARKETING ISSUES

TENTATIVE LECTURE PROGRAM

This time table is subject to change. Changes, if any, would be announced in due course.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC COVERED</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>February 28</td>
<td>Lecture 1</td>
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<tr>
<td></td>
<td></td>
<td>Introduction</td>
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<tr>
<td></td>
<td></td>
<td>Marketing Definition</td>
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<tr>
<td>Week 2</td>
<td>March 07</td>
<td>Lecture 2</td>
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<tr>
<td></td>
<td></td>
<td>Ethics</td>
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<tr>
<td></td>
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<td>Consumerism</td>
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<tr>
<td>Week 3</td>
<td>March 14</td>
<td>Lecture 3</td>
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<td></td>
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<td>Green Marketing,</td>
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<td></td>
<td>Genetically Modified Food</td>
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<tr>
<td>Week 4</td>
<td>March 21</td>
<td>Lecture 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To be announced</td>
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<tr>
<td>Week 5</td>
<td>March 28</td>
<td>Lecture 5</td>
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<td></td>
<td></td>
<td>Relationship Marketing</td>
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<tr>
<td>Week 6</td>
<td>April 04</td>
<td>Guest Lecture</td>
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<tr>
<td>Week 7</td>
<td>April 11</td>
<td>Guest Lecture</td>
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<tr>
<td>14 APRIL to 23 APRIL</td>
<td>MID-SESSION BREAK</td>
<td>Guest Lecture</td>
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<tr>
<td>Week 8</td>
<td>April 25</td>
<td>Lecture 6</td>
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<tr>
<td></td>
<td></td>
<td>Electronic Commerce</td>
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<tr>
<td>Week 9</td>
<td>May 02</td>
<td>Lecture 7</td>
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<tr>
<td></td>
<td></td>
<td>Globalisation</td>
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<tr>
<td>Week 10</td>
<td>May 09</td>
<td>Lecture 6</td>
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<tr>
<td>Week 12</td>
<td>May 16</td>
<td>Lecture 7</td>
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<tr>
<td>Week 13</td>
<td>May 23</td>
<td>Prep. for Group Presentation: No Class</td>
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<tr>
<td>Week 14</td>
<td>May 30</td>
<td>Lecture 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group Presentation</td>
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<tr>
<td>Week 15</td>
<td>June 6</td>
<td>Lecture 9</td>
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<tr>
<td></td>
<td></td>
<td>Group Presentation/ Course Review</td>
</tr>
</tbody>
</table>

B. Tutorial Time Schedule will be announced in Week 3
CHILDREN AND ADVERTISEMENT


CONSUMERISM

Strong, Carolyn (1996), Features contributing to the growth of ethical consumerism - a preliminary investigation, Marketing Intelligence and Planning; Vol. 14 No. 5.


ELECTRONIC COMMERCE


ETHICS


**GLOBALISATION**


GREEN MARKETING


Hartmann, Patrick; Ibanez, Vanessa Aposalaza; Sainz, F Javier Forcada (2005), Green branding effects on attitude: functional versus emotional positioning strategies *Marketing Intelligence & Planning*; Vol. 23, No. 1; 2005

Kalafatis, Stavros P; Pollard, Michael; East, Robert; Tsogas, Markos H, (1999), Green marketing and Ajzen's theory of planned behaviour: a cross-market examination, *Journal of Consumer Marketing*; Vol. 16, No. 5.


Laroche, Michel; Bergeron, Jasmin; Barbaro-Forleo, Guido, (2001), Targeting consumers who are willing to pay more for environmentally friendly products, *Journal of Consumer Marketing*; Vol. 18, No. 6.


Nel, Deon; Pitt, Leyland F; Berthon, Pierre; Prendergast, Gerard (1996), *Journal of Managerial Psychology*; Vol. 11, No. 6.


Pujari, Devashish; Wright, Gillian, (1996), Developing environmentally conscious product strategies: a qualitative study of selected companies in Germany and Britain, *Marketing Intelligence and Planning*; Vol. 14, No. 1

Rowlands, Ian H; Parker, Paul; Scott, Daniel (2000), Consumer perceptions of "green power" *Journal of Consumer Marketing*; Vol. 19, No. 2.

Schlegelmilch, Bodo B; Bohlen, Greg M; Diamantopoulos, Adamantios (1996), The link between green purchasing decisions and measures of environmental consciousness *European Journal of Marketing*; Vol. 30, No. 5.

Simms, Christine (1992), Green Issues and Strategic Management in the Grocery Retail Sector *International Journal of Retail and Distribution Management*; Vol. 20, No. 1; 1992


**RELATIONSHIP MARKETING**


