



BUSINESS SCHOOL

Course Outline 2019

BUSADMIN762: MARKETING (15 POINTS)

Quarter 4 (1198)

Course prescription

Customer value and value creation in markets and the implications for marketing, marketing decision-making and marketing strategy development.

Course advice

Restriction: BUSADMIN 772.

Goals of the course

This course introduces the essentials of marketing management and its strategic relevance for contemporary business enterprises. Within the course, students learn that the fundamental asset for firms is its customers; hence, the importance of developing a marketing orientation that responds to the ever-changing consumers' needs and wants. By becoming familiar with marketing's consumer-centric framework, managers can align their business with consumers, and integrate the consumer orientation into every corporate function.

At the end of the course, students will develop the managerial competencies to apply marketing's consumer-centric framework to make decisions that achieve substantive growth in both consumer- and business- markets. As an introductory marketing course, students learn the strategic role of marketing by producing evidence-based marketing analysis that addresses relevant managerial challenges. Additionally, through problem identification, evaluation of alternatives, and recommendations, students gain significant experience in proposing and justifying actionable marketing interventions. Finally, the course complements the classic toolbox from marketing management, with an overview of the contemporary topics in marketing that managers require to operate successfully in our current, highly dynamic marketing environment.

Learning outcomes (LO)

By the end of the course, it is expected that students will be able to:

#	Learning outcome	Graduate profile capability*
LO1	Review and appraise the marketing management frameworks to make actionable decisions	1. Disciplinary knowledge and practice
LO2	Propose and defend consumer-centric marketing interventions that include problem-formulation, evaluation of alternatives, and actionable recommendations.	3. Solution seeking
LO3	Critically analyze the rationale and justification of marketing campaigns.	2. Critical thinking
LO4	Identify and address the social, environmental, and ethical implications of marketing actions.	6. Social and environmental responsibilities
LO5	Compare the strengths and limitations of the classic and contemporary marketing frameworks.	5a. Independence

* See the graduate profile this course belongs to at the end of this course outline.

Content outline

Module	Theme	Topic	Resources	Assessment
1	Discover marketing	1. Introduction 2. Practicalities 3. Marketing – philosophy or function 4. Consumer orientation	Levitt (1960); Porter (1996)	
2	Classic marketing management	1. Fundamentals 2. The marketing mix – a helicopter view	Kotler & Keller (2015), chapters 1-2	
3		3. Fundamentals of consumer behavior 4. Stimulus-response theory 5. The consumer journey	Kotler & Keller (2015), chapters 4-5	Group project (milestone)
4		6. Marketing strategies – segmentation, targeting and positioning 7. Differentiation and competitive advantage	Tuckwell & Jaffey (2016), chapter 6	Quiz 1: Classic marketing management
5		8. Distribution channels and theories of retailing 9. Managing pricing decisions	Grewal (2019), chapter 1; Verhoef, Kannan & Jeffrey Inman (2015).	Individual assignment 1
6		Contemporary topics in marketing	1. Relationship marketing 2. Network management	Rust, Moorman, and Bhalla (2010).
7		3. Value co-creation 4. Service infusion	Lewnes and Keller (2019).	
8		5. Cultural approaches to marketing 6. An economy of experiences and symbols	Fournier and Lee (2009)	Quiz 2: Contemporary marketing
9		7. Digital engagement and the collaborative economy	Holt (2016)	Group project (final)
10	Marketing and society	8. Ethical implications of marketing interventions 9. Sustainable marketing 10. Brand activism	Parsons, Maclaran, & Chatzidakis (2017), ch. 7	Individual assignment 2

Learning and teaching

Class meets **Wednesdays evenings, from 5:30-8:30pm** over 10 weeks beginning Wednesday 18 September (a total of 30 contact hours). Classes will meet in the Owen G. Glenn Building (City Campus) in **Case Room 1 (room 260-005), Level 0**.

In addition to attending classes, students should be prepared to spend about 9-10 hours per week on activities related to this course. These activities include preparing for lectures, reading the course materials, solving recommended practice problems, working on the assessment for this course, etc.

Students are expected to have read and digested the assigned textbook chapters and other readings before class, and be ready to discuss them.

Teaching staff



Course director: Dr. Carlos DIAZ RUIZ

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Office Hours: Dialogue is a crucial learning tool. Please feel free to contact me with your questions or comments, but if the issue is too complicated, I prefer to discuss them in person or by phone. If you prefer to meet in person, please send me an email.

Academic qualifications: Ph.D. Business Marketing from Hanken School of Economics (Finland). M.A. Intercultural Communication from University of Jyväskylä (Finland). M.B.A. marketing from Tecnológico de Monterrey ITESM (Mexico). *Previous faculty positions:* Asst. Professor of Marketing at KEDGE Business School Bordeaux (France). Postdoctoral research fellow at Aalto University (Finland). Doctoral research fellow at Hanken School of Economics (Finland). *Previous industry positions:* Marketing manager at Mexicana Airlines (Mexico/USA). Consumer insights specialist at IDM market research agency (Mexico).

Diaz Ruiz, C., & Holmlund, M. (2017). Actionable marketing knowledge: A close reading of representation, knowledge, and action in market research. *Industrial Marketing Management*, 66, 172-180. [10.1016/j.indmarman.2017.08.005](https://doi.org/10.1016/j.indmarman.2017.08.005)

Diaz Ruiz, C. A., & Kowalkowski, C. (2014). Market representations in industrial marketing: Could representations influence strategy? *Industrial Marketing Management*, 43 (6), 1026-1034. [10.1016/j.indmarman.2014.05.015](https://doi.org/10.1016/j.indmarman.2014.05.015)

Diaz Ruiz, C. A. (2013). Assembling market representations. *Marketing Theory*, 13 (3), 245-261. [10.1177/1470593113487744](https://doi.org/10.1177/1470593113487744)

Bio: Dr. Diaz Ruiz is a business researcher specializing in marketing strategy, business model innovation, and cultural branding. His research mobilizes in-depth

qualitative research methods, like ethnography, in the thriving consumer tribes and the vibrant start-ups to understand the trends that shape the future of society. His professional experience includes working as marketing manager at Mexicana Airlines and consumer insights specialist at a market research agency IDM in Latin America.

Learning resources

The textbook by Kotler and Keller (2015) is optional and is available from the University Book Shop in the Kate Edger Building. The rest of the readings are available under the section "Reading lists" in CANVAS, and you can access most of them digitally. Please read the texts and be prepared for class discussions.

Fournier, S., & Lee, L. (2009). Getting brand communities right. *Harvard business review*, 87(4), 105-111.

Holt, D. (2016). Branding in the age of social media. *Harvard business review*, 94(3), 13.

Kotler, P., & Keller, K. L. (2015). *A framework for marketing management*, 6th edition, Pearson Education

Lewnes, A., & Keller, K. L. (2019). 10 Principles of Modern Marketing. *MIT Sloan Management Review*, 60(3), 1-10.

Levitt, T. (1960/1975). Marketing myopia. *Harvard Business Review*. Sep/Oct 75, Vol. 53 Issue 5.

Parsons, E., Maclaran, P., & Chatzidakis, A. (2017). *Contemporary issues in marketing and consumer behaviour*. Routledge.

Porter, M. (1996). What is strategy? *Harvard Business Review*. Nov/Dec, 1-19

Tuckwell, K. & Jaffey, M. (2016), *Think marketing*, 2nd edition. Pearson Education

Verhoef, P. C., Kannan, P. K., & Inman, J. J. (2015). From multi-channel retailing to omni-channel retailing: introduction to the special issue on multi-channel retailing. *Journal of retailing*, 91(2), 174-181.

Rust, R. T., Moorman, C., & Bhalla, G. (2010). Rethinking marketing. *Harvard business review*, 88(1/2), 94-101.

Assessment information

Assessment task	%	type	Submission
Individual assignment 1: Analysis of marketing campaigns	20	Individual	Week 5: PDF submission in CANVAS
Individual assignment 2: Multi-part, cumulative essay	30	Individual	Week 10: PDF submission in CANVAS.
Quiz 1: Classic marketing management	5	Individual	Week 4: CANVAS quiz
Quiz 2: Contemporary marketing topics	5	Individual	Week 8: CANVAS quiz
Group project (milestone): The future of marketing strategies - <i>Consideration set of marketing trends</i>	5	Group	Week 3: In-class discussion.

Assessment task	%	type	Submission
Group project (final): The future of marketing strategies - <i>In-depth analysis of one marketing trend</i>	25	Group	Week 9: In-class 5 min presentation.
Class Participation and Attendance	10	Individual	Continuous, weeks 1-10
Total	100		

Pass requirements

The purpose of this course is to develop fluency with marketing ideas, and students are expected to be engaging with the material at a level significantly above mere passing. To attain a passing mark in the course, students are required to 1) complete all assessments (two individual assignments, one group assignment and two quizzes) and 2) attain a passing average on the aggregate of the assessments of at least 50%.

Description of assessment tasks

Assessment task	Learning outcome to be assessed
Individual assignment 1: Analysis of marketing campaigns	LO1, LO3
Individual assignment 2: Multi-part, cumulative essay	LO1, LO2, LO3
Quiz 1 -2: Classic and contemporary marketing	LO1, LO5
Group project: The future of marketing strategies	LO1, LO5
Class Participation and Attendance	LO1, LO4

A specific description of the assessment tasks

Individual assignment 1: Analysis of marketing campaigns

The assignment consists of three pages in total (Times New Roman, 12pt. single space, 2.5 cm margins on all sides). If you need to include a visual aid, for instance, a poster, please use extra pages. The three pages are for text only.

Identify three marketing campaigns/ advertisements/ interventions with the following characteristics:

1. One that received an award, any award, whether in New Zealand or abroad by any association of marketing or advertising professionals over the last five years.
2. One current or recent intervention that you consider particularly effective, that is that achieves its goal well, either in New Zealand or in your home country. Try to avoid the big usual suspects (e.g., avoid Apple, Nike, Huawei, etc.); instead, find a secondary or upcoming brand that is doing something innovative and interesting
3. One current or recent mediocre or inefficient marketing campaign that in your opinion, is bad marketing.

Page 1: Critical analysis of award-winning marketing intervention. Describe briefly the marketing intervention that won an award, and then use the rest of the page to discuss critically whether (or not) you agree that the campaign deserves an award. It is essential that you use marketing language and frameworks to address the intervention, for instance, describe its target audience, branding strategies, differentiation, positioning, etc. Give an honest assessment about whether you are convinced or not about why the campaign won an award.

Page 2: Personal selection of an effective marketing campaign. Describe briefly the campaign that you consider effective either in NZ or in your home country. Use marketing language and frameworks to justify why do you think that the campaign is effective. Give an honest assessment of whether the campaign has any weaknesses. Discuss the likely outcomes

Page 3: Personal selection of an ineffective or mediocre marketing campaign. Describe briefly the campaign that you consider ineffective. Use marketing language and frameworks to discuss in detail why do you think so. Give an honest assessment of whether the campaign has any strengths. Discuss the likely outcomes

Individual assignment 2: Multi-part, cumulative essay

The exact instructions will be released in week 8. Students will receive specific instructions and produce an essay that addresses specific marketing concerns as a narrative using examples.

Marking considerations – Individual assignments				
	Fail	(- C +)	(- B +)	(- A +)
Evaluation of subject knowledge	Incomplete or incorrect use of marketing concepts, fails plagiarism detection	Surface or shallow use of marketing concepts	Sufficient but mechanical use of marketing concepts	Concise, clear and proficient use of marketing concepts
Critical reflection	Incoherent reasoning and argumentation	Unfocused reflection. Too many ideas without depth. Mostly an opinion without an argument	The reflection shows an understanding of marketing concepts, but the analysis is unfocused or too obvious	Shows maturity of opinion and independence of thought
Justification	Inadequate support for arguments	Unclear or unrelated support for the key ideas	Clear support for the argument at hand	Clear and precise argumentation. Every word matters

Delivery and professionalism	Noticeable problems in communication.	Lacks proper structure and sentence use. Or presents only opinions	The text communicates using full ideas, and proper arguments	The communication is clear, structured, and polished.
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Group Project: The future of marketing strategies

Markets are changing rapidly, and with them, the competencies of the marketing professional must change as well. In this project, you and your team will identify the trends that are changing how professionals do marketing. The goal is to *identify* and *explain* an emerging trend that affects marketing work, *problematize* it within the literature of marketing, and *present implications* regarding the competencies and strategies that are changing the marketplace. By *problematizing*, I mean that you will identify new ways of doing marketing in practice. Then, you will produce evidence-driven insights about your preferred marketing trend, especially about what does this mean for your professional future, your industry, or your specific company.

You can achieve this goal in multiple ways, but one productive strategy is to talk with the experts that are familiar with marketing work, investigate industry reports, or listen to TED-type of talks. In marketing, there are plenty of self-proclaimed gurus that tend to regurgitate old ideas, or as they say, sell old wine in a new bottle. Part of the exercise is learning to discern really new ideas when it comes to marketing.

You will produce two deliverables, one milestone presentation and the final presentation.

Milestone presentation. The goal is to identify a preliminary set of 2-4 marketing trends that you could analyze deeper during the second part. Prepare a 3-minute presentation presenting the trends, and the one that you would most likely choose. We will discuss them during class.

Final presentation. Please produce a 5-7 minute presentation to explain concisely, the structure and implications of the trends affecting the future of marketing work. The presentation should include an Annex (not for presentation) that contains the evidence justifying your conclusions.

Practicalities: Develop a group, preferably 4-5 people. I will expect more work and a higher level of polish from larger groups. The final delivery is a presentation in front of the class in which you use the theory from the course, your inquiry, and your own interpretations to a marketing trend, and the possible implications. We will have only 5-7 minutes for the final presentation to have enough time to discuss the results.

Marking considerations				
Group Project: The future of marketing strategies				
Concept	Fail	(- C +)	(- B +)	(- A +)
Evidence-based reasoning	Incomplete or inadequate use of evidence,	Patchy use of evidence or inconsistent reasoning.	Adequate but mechanical use of evidence and reasoning	Solid, innovative use of reasoning and evidence is robust

	theory, or reasoning			
Subject knowledge	Incomplete or inadequate use of marketing concepts.	Shallow use of marketing concepts.	Proficient use of marketing concepts	Expert use of marketing concepts.
Independent formulation of marketing trends and insights	Lacks interpretation, newness, or it is not a marketing trend	Shallow or too descriptive formulation of marketing trends	Meaningful but basic formulation that provides clear marketing implications not innovative	Meaningful and innovative interpretation with clear and concise implications
Effective communication of marketing implications	Unclear or unrelated implications	Related but basic implication for a firm/industry	Proficient but not innovative marketing implications	Expert, innovative, and precise implications for a firm/industry
Professionalism and presentation	Noticeable problems in communication.	The presentation was "obviously" made last night	The presentation is clear overall, but it has several rough edges, and it is unpolished.	The material is professional, sleek, and to the point.

Quizzes.

The quizzes are short open-ended questions that inquire your subject knowledge on either classic or contemporary marketing management. The quizzes are designed so that you mobilize the vocabulary and frameworks from marketing. I am not so much interested in evaluating that you have a good memory, but in your capacity to discuss a given problem through marketing. The quizzes should be answered before class via CANVAS.

Inclusive learning

Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with the courses convenor/lecturer and/or tutor.

Academic integrity

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the worldwide web. A student's assessed work may be reviewed against electronic source material using computerised detection to provide an electronic version of their work for computerised review.

Student feedback

The University of Auckland evaluates the quality of teaching and of courses by using the Summative Evaluation Tool, or SET. Summative evaluation is formal, summative evaluation of teaching undertaken according to University policy and is conducted at the

end of a semester/quarter through the use of the formal University SET instruments. Summative evaluation is used by teachers to reflect on their teaching practice, and is also used by the University for quality assurance of teaching and courses.

In the event of an unexpected disruption

We undertake to maintain the continuity and standard of teaching and learning in all your courses throughout the year. If there are unexpected disruptions, the University has contingency plans to ensure that access to your course continues and your assessment is fair, and not compromised. Some adjustments may need to be made in emergencies, In the event of a disruption, the University and your course coordinators will make every effort to provide you with up to date information via Canvas and the University website.

Graduate profile for Postgraduate Diploma in Business

The following six themes represent the capabilities that the Business School seeks to foster in all of its graduates. The development of these capabilities does not come all at once, but rather is expected to build from year to year. Each course is not expected to contribute to all capabilities, but each course will have its own goals and learning outcomes that relate to the overall development of this profile.

Graduate Profile	
1. Disciplinary knowledge and practice	Graduates will be able to demonstrate advanced knowledge of general management theory and apply this effectively in a range of contexts.
2. Critical thinking	Graduates will be able to effectively evaluate and synthesise evidence from multiple sources to develop coherent and evidence-based arguments.
3. Solution seeking	Graduates will be able to frame and analyse complex problems, develop practical solutions, and understand the impact and implications of planned implementation.
4. Communication and engagement	Graduates will be able to work effectively in teams and engage varied audiences by communicating professionally using multiple formats.
5. Independence and integrity	Graduates will be able to engage in independent and ethical decision-making and behaviour, demonstrating self-reflection and self-management in complex and ambiguous situations.
6. Social and environmental responsibility	Graduates will recognise, in relation to their field, the potential significance of the principles underpinning the Treaty of Waitangi and sustainability, and demonstrate capability to shape business practice accordingly where appropriate.