



**Course Outline 2017 (Web Version)**  
**MAORIDEV 732: MARKETING: Whakatairanga Huanga Māori**  
**(15 Points)**  
**Quarter 4 (1178)**

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### **Course Prescription**

Customer value and value-creation in markets and the implications for marketing and marketing decision-making with a focus on Māori enterprise.

### **Programme and Course Advice**

*Restriction: BUSADMIN 762*

### **Goals of the Course**

This course outlines broad marketing concepts and the role of marketing to apply to Māori businesses and/or customers. It emphasises fundamental concepts including branding, positioning and the marketing mix. The course examines the marketing concept and process, the role of social marketing, identification of marketing opportunities, developing marketing strategies, planning marketing programmes and managing the marketing effort. It is taught from an applied viewpoint, and is designed to provide a general framework for approaching marketing decision-making in a range of Māori business contexts. The key goals of the course are:

1. To introduce the marketing concept of creating customer value for competitive advantage as it relates to all facets of the organisation.
2. To introduce the theoretical fundamentals of marketing strategy and practice.
3. To provide a sound general framework for analysing marketing situations and making strategic and tactical marketing decisions.
4. To provide participants with a broad understanding of what drives marketing activity within their industries and organisations, and to recognise the features of good (and bad) marketing planning and practices.

In all cases, we will consider the special circumstances which may arise when Māori are product or service providers, and how they can most effectively interact with Māori and non-Māori customers.

### **Learning Outcomes**

By the end of this course it is expected that course participants will be able to:

1. understand the role of the key elements in developing marketing plans.
2. understand and apply appropriate decision support tools to assess marketing situations.
3. evaluate information relevant to marketing decision-making.
4. apply marketing principles effectively to develop appropriate marketing strategies and plans for specific situations and organisations.

## **Content Outline** (Subject to schedule change in consultation with the cohort)

- Fundamentals of Marketing and value creation
- Building customer value, satisfaction and loyalty
- Understanding buyers in business & consumer markets
- Marketing strategy & planning
- Segmentation, targeting & positioning
- Product creation & management
- Branding & services marketing
- Promotion: Marketing Communications, e.g. advertising, PR, social media
- Place: distribution, retailing, supply chain management
- Pricing strategies and determination

## **Learning and Teaching**

Class meets **Wednesday evenings, from 5.30 to 8.30pm** over 10 weeks beginning Wednesday September 13<sup>th</sup>, for a total of 30 contact hours. Classes are presently scheduled to meet in 260-325 (Room 325 on Level 3 of the Owen G. Glenn building). Class time will be centred around interactive lecture-discussions, with team presentations later in the Quarter.

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## **Learning Resources**

Lectures, discussions and assessments will rely on assigned readings of relevant academic articles downloaded from the Library's electronic databases as well as current examples of New Zealand marketing practice.

The required textbook is Roger Kerin and Steven Hartley (2018) *Marketing (The Core) 7<sup>th</sup> Edition*, McGraw-Hill Education. ISBN: 9781259712364

The text book is strongly recommended and specific page numbers will be referred to, on lecture slides and in lecture. It will be useful after the class well, for those who wish to study topics in more depth and/or retain a general marketing reference.

Course resources including a range of complementary weekly readings and assignment support may be accessed either through CANVAS. Weekly lecture notes and any materials handed out will also be posted on the course CANVAS course page, as soon as possible after the relevant lecture.

## Assessment

Details relating to the assignments, including marking schedules and team assessment forms are provided in the more comprehensive course outline handed out in the first session.

Individual Assignment	30%	Due at the start of Weeks 4 & 7 (Mon 2 <sup>nd</sup> Oct, 9am & Mon 23 <sup>rd</sup> Oct, 9am)
Team Projects	30%	Due in Class 10 (Wed 15 <sup>th</sup> Nov)
Final Test	40%	Due in Week 11 (Wed 22 <sup>nd</sup> Nov, 6pm)
Total	<u>100%</u>	

The broad relationship between these assessments and the course learning outcomes is as follows:

Learning Outcome	Assignment 1 (Individual)	Assignment 2 (Team)	Final Test
1	X	X	
2		X	X
3	X		X
4	X	X	X

## Cheating and Plagiarism

The University of Auckland regards cheating as a serious academic offence.

Plagiarism is a form of cheating. In coursework assignments submitted for marking, plagiarism can occur if you use the work and ideas of others without explicit acknowledgment. Work can be plagiarised from many sources, including books, journal articles, the internet, and other students' assignments. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.

The way of avoiding plagiarism is to reference your work properly. If you are in doubt about how to reference properly, ask someone – your lecturers, tutors and the Student Learning Centre are good places to start. Please refer to the following website for further information about academic referencing: [www.cite.auckland.ac.nz/](http://www.cite.auckland.ac.nz/)

The document *Guidelines: Conduct of Coursework* provides further advice on how to avoid plagiarism. It can be found at: [www.business.auckland.ac.nz/conductcoursework](http://www.business.auckland.ac.nz/conductcoursework)

The penalties for plagiarism can be severe, including losing some or all of the marks for the assignment. Major offences can be sent to the University's Discipline Committee, where further penalties can be imposed.

While you are encouraged to improve your coursework writing skills and are permitted to seek assistance from third parties you are advised that there are important limits on the amount and type of assistance that can be given to you in completing your assignments, including group work. Third parties include fellow students, reading groups, friends, parents, SLC tutors, and paid-for professional editing services.

There is a set of guidelines which clearly indicates the type of advice and assistance that can be given. If you are seeking the assistance of any third party you are required to give a copy of the guidelines to the person prior to them helping or assisting you.

You are also required to only seek and accept help using a printed version of your work, not an electronic version. You must keep a copy of this printed version and produce it if required.

A copy of the guidelines is available at:

[www.business.auckland.ac.nz/thirdpartyassistance](http://www.business.auckland.ac.nz/thirdpartyassistance)

### **HELP WITH ACADEMIC REFERENCING**

Acknowledgement of sources is an important aspect of academic writing. The University's Referen@ite website [www.cite.auckland.ac.nz](http://www.cite.auckland.ac.nz) provides students with a one-stop online resource for academic referencing needs. Referen@ite explains the essentials of referencing and how to avoid plagiarism. It also includes practical tools to help students reference correctly, use references effectively in writing, and gives fast access to some major reference formats with examples.

### **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 web site.

### **Inclusive Learning**

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

### **Student Feedback**

One course representative is selected by the enrolled students to help solicit feedback from the class at least once during the semester. Students are also given the opportunity to provide feedback via formal evaluations at the end of the semester. Wherever possible, this feedback is used to shape or change the course to better meet students' needs.