7215MKT
Contemporary Issues in Marketing

Semester 1 2010

**BRIEF COURSE DESCRIPTION**

Real world marketing can be more challenging than what is presented in the textbooks. This seminar introduces students to exciting, important issues in contemporary marketing. Students are exposed to state-of-the-art thinking and tools in the analysis of these issues. Students learn to appreciate and expect sophisticated analysis of marketing problems. The course is unique in having a series of marketing experts lead seminars on key issues they are researching and focusing on today.

This course is normally offered at - NIGHT.

NB: As this is a restricted course, enrolment is for GBS postgraduate students only and must be listed in the program structure.
SECTION A – TEACHING, LEARNING AND ASSESSMENT

COURSE AIMS

This course is concerned with the development, evaluation and implementation of marketing management in complex environments. The course deals with in-depth analysis of a variety of concepts, theories, analytical procedures, techniques and models. Therefore, learning objectives include:

- Becoming familiar with complex marketing concepts and terminology
- Understanding of the psychological principles of consumer behaviour
- Understanding of decision-making processes related to marketing strategy and how these decisions relate to other business units within an organization
- Understanding complex research methods and how these methods are used in marketing decision making
- Understanding of the larger social and ethical implications of marketing decisions and how the marketing function impacts the development of public policy

Therefore, the aim of this course is to provide students with an understanding and awareness of contemporary marketing issues and how marketing theory differs, adapts and changes with reference to modern issues, the unique challenges faced by marketers and the application of relevant theory in practice.

Thus, this course contributes to the development of the generic skills of the Griffith Graduate in the areas of effective communication, problem-solving, critical evaluation and creativity and innovation.

LEARNING OUTCOMES

The course is designed to give students an introduction to selected contemporary issues in marketing and to state-of-the-art analysis of these issues.

At the completion of the course, it is expected that students should be able to:

1. Demonstrate a sophisticated understanding of selected current issues in marketing, and thereby become comfortable with and grow to expect sophisticated analysis in marketing;
2. Critically evaluate literature in marketing, and analyse issues in marketing at a sophisticated level
3. Develop problem solving skills related to current marketing issues
4. Develop written and oral skills through the learning process offered in class case study analysis and presentation

On achieving these learning outcomes students of this course will have further developed their ability to engage in effective communication, utilise problem-solving skills, make critical evaluations and employ creative and innovative approaches within the realms of marketing and consumer behaviour. As such, the student will have further progressed in their journey towards becoming a Griffith Graduate.

CONTENT, ORGANISATION AND TEACHING STRATEGIES

This course will require students to attend one seminar lecture per week. Attendance is highly recommended in order to achieve the learning outcomes of this course. In addition, it is expected that students will spend a further 7 hours per week engaging in self-directed learning, which will include readings, assigned exercises and assignments.

Lectures will provide students with the necessary information in order to effectively problem-solve and critically analyse important contemporary marketing issues. The assigned work and in-class case-studies and student presentations will allow the student to practice effective communication, develop problem-solving skills and be creative and innovative in their approach to the marketing of services.

CAMPUS-SPECIFIC ARRANGEMENTS: This course is taught at Nathan campus this semester. You are required to enrol and participate. All concerns will be dealt with on a local campus basis.
Although attendance at lectures is not mandatory it is highly recommended that students attend all lectures in order to pass this course. A mandatory requirement of this course is that all items of assessment are attempted and submitted.

**CONTENT SUMMARY**

The specific content areas vary each semester with developments in practice, theory and access to expert sources, but topics may cover:

- Marketing changes and using marketing principles
- Consumerism and consumer issues including social issues
- International changes and globalization
- IT, ECONOMIC, Environment, Supply changes and operations
- Relationship marketing and services sector
- Consumer Behaviour and technology in practice
- E-marketing and interaction marketing
- INTERNAL MARKETING

<table>
<thead>
<tr>
<th>Topic</th>
<th>Lecture Content</th>
<th>Assignment for Next Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (1st March)</td>
<td>Intro to course</td>
<td>Relationship marketing and your organization (individual written assignment to be distributed in class)</td>
</tr>
<tr>
<td></td>
<td>Intro to Marketing and Relationship Marketing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outside readings assigned in class.</td>
</tr>
<tr>
<td>2. (8th March)</td>
<td>Classic and New Directions in Marketing Strategy</td>
<td>Outside readings assigned in class.</td>
</tr>
<tr>
<td>3. (15th March)</td>
<td>Navigating the External Environment</td>
<td>Identifying important marketing environment issues for your organization (individual written assignment to be distributed in class)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outside readings assigned in class.</td>
</tr>
<tr>
<td>4. (22nd March)</td>
<td>Social Marketing and Public Policy</td>
<td>Form Project Teams/Issue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outside readings assigned in class.</td>
</tr>
<tr>
<td>5. (29th March)</td>
<td>Consumer Behaviour</td>
<td>Outside readings assigned in class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MID-SEMESTER BREAK 5-9th April</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. (12th April)</td>
<td>Marketing Research</td>
<td><strong>Preliminary Project Proposals Due</strong> Details provided in class. Marketing research assignment (distributed in class)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outside readings assigned in class.</td>
</tr>
<tr>
<td>7. (19th April)</td>
<td>Segmentation, Targeting, and Positioning</td>
<td>Outside readings assigned in class.</td>
</tr>
<tr>
<td>8. (26th April)</td>
<td>Branding and Product Strategies</td>
<td>Presentation of marketing research</td>
</tr>
<tr>
<td>9. (3rd May)</td>
<td>New Age Marketing Communication Strategies</td>
<td>Outside readings assigned in class.</td>
</tr>
<tr>
<td>10. (10th May)</td>
<td>Pricing/Distribution</td>
<td>Prepare project write-up and presentation</td>
</tr>
</tbody>
</table>
## Lecture Content

<table>
<thead>
<tr>
<th>Topic</th>
<th>Assignment for Next Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. (17th May)</td>
<td>Student Presentations Prepare for Exam</td>
</tr>
<tr>
<td>12. (24th May)</td>
<td>Student Presentations Exam Preparation Prepare for Exam</td>
</tr>
<tr>
<td>13. (31st May)</td>
<td>Student Presentations Prepare for Exam</td>
</tr>
</tbody>
</table>

## ASSESSMENT

### Summary of Assessment

<table>
<thead>
<tr>
<th>Item</th>
<th>Assessment Task</th>
<th>Length</th>
<th>Weighting</th>
<th>Relevant Learning Outcomes</th>
<th>Due Day and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Weekly class participation and contribution to class discussions / cases <em>Amber Risk</em> (wk 3 15 March)</td>
<td>N/A</td>
<td>TOTAL 20%</td>
<td>Oral Communication Skills  Analytical and problem solving</td>
<td>N/A</td>
</tr>
<tr>
<td>2.</td>
<td>Group Project (write-up and presentation)</td>
<td>1500 words plus all material used for presentation</td>
<td>TOTAL 30% 15% Presentation 15% Write-Up</td>
<td>Teamwork and presentation skills  Analytical and problem solving</td>
<td>Write-Up Due on 17 May / Present on Assigned Date (17-</td>
</tr>
<tr>
<td>3.</td>
<td>EXAM</td>
<td>2 HOURS</td>
<td>TOTAL 50%</td>
<td>Weekly lectures and outside readings will make up the content for the exam</td>
<td>Exam Period</td>
</tr>
</tbody>
</table>

*The Amber Risk Assessment Strategy identifies students who do not submit the assessment item or who perform poorly. These students will be contacted by the Griffith Business School and referred to relevant support.*
GRADUATE SKILLS

<table>
<thead>
<tr>
<th>Graduate Skills</th>
<th>Taught</th>
<th>Practised</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective communication (written)</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Effective communication (oral)</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Effective communication (interpersonal)</td>
<td>☒</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Information literacy</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Problem solving</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Critical evaluation</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Work autonomously</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Work in teams</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Creativity and innovation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ethical behaviour in social / professional / work environments</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Responsible, effective citizenship</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

TEACHING TEAM

<table>
<thead>
<tr>
<th>Convenor Details</th>
<th>Nathan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Convenor</td>
<td>Dr. Jeremy Kees</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:j.kees@griffith.edu.au">j.kees@griffith.edu.au</a></td>
</tr>
<tr>
<td>Office Location</td>
<td>N50-2.48</td>
</tr>
<tr>
<td>Phone</td>
<td>53513</td>
</tr>
<tr>
<td>Fax</td>
<td>57126</td>
</tr>
<tr>
<td>Consultation times</td>
<td>By Appointment</td>
</tr>
</tbody>
</table>

COURSE COMMUNICATIONS

The convenor encourages communication with students. Consultation times for face-to-face contact will be advised in the first lecture in Week 1 and be posted on learning@griffith in Week 1. Should students require assistance please do not hesitate to email at any time or simply communicate via email. Should the need arise for all students to be informed of anything in relation to this course a notice will be placed by the convenors on the noticeboard at learning@griffith and students are encouraged to regularly check this site (preferably, twice each week).
TEXTS AND SUPPORTING MATERIALS

Supporting Materials:
Course Lecture Slides (provided by Dr. Kees)
ABI inform
All marketing and management journals
Google scholar

SECTION B – ADDITIONAL COURSE INFORMATION

Submission of Assignments
- All assignments submitted for marking must be word processed or typed.
- Students must be able to produce a copy of all work submitted if so requested.
- Submission deadlines will be strictly enforced. Assessment items must be received by the Convenor (or submitted via the appropriate means) by the due date and time. Extensions will only be granted on medical or compassionate grounds and will not be granted because of work or other commitments.
- Assignments can be lodged at the library OR alternatively they can be placed in the appropriate assignment hand-in box in the Department of Marketing. Please check with your campus course convener to see if an assignment box will be available to you on your campus. If not, just hand into the library.
- A request for extension must be made in writing to the convenor and must be approved by the convenor prior to the submission deadline / due date and time of the assessment item. Requests outside the above guidelines will not be granted. Any request for additional time will require another written request and approval for an extension. This policy has been established to ensure fairness to those who complete their work on time, yet accommodate the rare occasion when an extension of time may be appropriate.
- An assessment item submitted after the due date, without an approved extension, will be penalised. The penalty is the reduction of the mark allocated to the assessment item by 20% of the maximum mark applicable for the assessment item, for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than five days after the due date are awarded zero marks.
- Assignment submission outside advertised date/time must be submitted to the late assignment box available in the Department of Marketing or to the library. Under NO CIRCUMSTANCES should assignments be placed under doors or in mailboxes unless prior arrangements have been made with your course convenor.
- Assignments MUST be submitted with the following information clearly displayed on the cover:
  - Student name
  - Student number
  - Course code and course name
  - Course Convenor’s name
  - Assignment due date and time
  - Tutor’s name
  - Tutorial day and time
  - Assignments received by fax or email will not be accepted.

SafeAssign

SafeAssign is an online text-matching service available through the course Learning@Griffith site. SafeAssign enables students to submit electronic versions of their assignments via the internet, and generate a text-matching report. This service is designed to aid in educating students about plagiarism and the importance of proper attribution of any borrowed content. It is recommended that all students utilise this service prior to submitting assignments. A student user guide is available at the following site https://intranet.secure.griffith.edu.au/__data/assets/pdf_file/0007/53746/submitting-safeassignment.pdf
SECTION C – KEY UNIVERSITY INFORMATION

ACADEMIC MISCONDUCT

Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is academic misconduct and is unacceptable.

Some students engage deliberately in academic misconduct, with intent to deceive. This conscious, pre-mediated form of cheating is one of the worst forms of fraudulent academic behaviour, for which the University has zero tolerance and for which penalties, including exclusion from the University, will be applied.

However the University recognises many students commit academic misconduct without intent to deceive. These students may be required to undertake additional educational activities to remediate their behaviour.

Specifically it is academic misconduct for a student to:

- **Cheat in examinations and tests** by communicating, or attempting to communicate, with a fellow individual who is neither an invigilator or member of staff; by copying, or attempting to copy from a fellow candidate; attempting to introduce or consult during the examination, any unauthorised printed or written material, or electronic calculating or information storage device; or mobile phones or other communication device, or impersonates another.

- **Fabricate results** by claiming to have carried out tests, experiments or observations that have not taken place or by presenting results not supported by the evidence with the object of obtaining an unfair advantage.

- **Misrepresent themselves** by presenting an untrue statement or not disclosing where there is a duty to disclose in order to create a false appearance or identity.

- **Plagiarise** by representing the work of another as their own original work, without appropriate acknowledgement of the author or the source. This category of cheating includes the following:
  1. collusion, where a piece of work prepared by a group is represented as if it were the student's own;
  2. acquiring or commissioning a piece of work, which is not his/her own and representing it as if it were, by purchasing a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned;
  3. submitting a paper written by another person, either by a fellow student or a person who is not a member of the University;
  4. duplication of the same or almost identical work for more than one assessment item;
  5. copying ideas, concepts, research data, images, sounds or text;
  6. paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
  7. cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work;
  8. submitting, as one own work, all or part of another student's work, even with the student's knowledge or consent.

A student who willingly assists another student to plagiarise (for example by willingly giving them their own work to copy from) is also breaching academic integrity, and may be subject to disciplinary action.

Visit the following web sites for further details:
Institutional Framework for Promoting Academic Integrity among Students
Academic integrity for students

PLAGIARISM DETECTION SOFTWARE

The University uses plagiarism detection software. Students should be aware that your Course Convenor may use this software to check submitted assignments. If this is the case your Course Convenor will
provide more detailed information about how the detection software will be used for individual assessment items.

**HEALTH AND SAFETY**

Griffith University is committed to providing a safe work and study environment, however all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information can be obtained from [http://www.griffith.edu.au/hrm/health_and_safety/](http://www.griffith.edu.au/hrm/health_and_safety/)

Information about Laboratory safety can be obtained from [http://www.griffith.edu.au/ots/secure/health/content_labsafety.html](http://www.griffith.edu.au/ots/secure/health/content_labsafety.html)

**KEY STUDENT-RELATED POLICIES**

All University policy documents are accessible to students via the University’s Policy Library website at: [www.griffith.edu.au/policylibrary](http://www.griffith.edu.au/policylibrary). Links to key policy documents are included below for easy reference:

- Academic Calendar
- Academic Standing, Progression and Exclusion Policy
- Assessment Policy
- Examinations Timetabling Policy and Procedures
- Guideline on Student E-Mail
- Health and Safety Policy
- Institutional Framework for Promoting Academic Integrity Among Students
- Policy on Student Grievances and Appeals
- Student Administration Policy
- Student Charter

**UNIVERSITY SUPPORT RESOURCES**

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources available to students are included below for easy reference:

- **Learning Centres** - the University provides access to common use computing facilities for educational purposes. For details visit [https://intranet.secure.griffith.edu.au/computing/student-computing/finding-available-computers](https://intranet.secure.griffith.edu.au/computing/student-computing/finding-available-computers)

- **Learning@Griffith** - there is a dedicated website for this course via the Learning@Griffith student portal.

- **Student Services** facilitate student access to and success at their academic studies. Student Services includes: Careers and Employment Service; Chaplaincy; Counselling Service; Health Service; Student Equity Services (incorporating the Disabilities Service); and the Welfare Office.

- **Learning Services** within the Division of Information Services provides learning support in three skill areas: computing skills; library skills; and academic skills. The study skills resources on the website include self-help tasks focusing on critical thinking, exam skills, note taking, preparing presentations, referencing, writing, proof reading, and time management.