



Course Outline 2017

BUSMGT 753: CONTEMPORARY MARKETING (15 POINTS)

Quarter 1 (1172)

Course Prescription

Development and evaluation of contemporary marketing issues and strategies.

Programme and Course Advice

Prerequisite: BUSMGT 711-714 with at least a B- average.

Goals of the Course

The basic essence of what marketing is all about has not altered dramatically in the past 50 years. What has changed far more dramatically, however, is that many earlier ideas and concepts have been greatly refined and enriched, and that information technology is opening marketing practitioners up to many new and exciting possibilities. With this in mind, the overall goals of this course are for students to be able to:

- Critically evaluate what it means to “think like a marketer” in contemporary marketing theory and practice.
- Demonstrate and explain why so much in marketing today is not about marketing *to customers* but rather is about marketing *within and among customers*.
- Understand and apply business model thinking as a unifying framework to consider the highly integrated role that marketing must play if a business is to be successful.
- Develop reflective skills in being able to connect and integrate across a range of interrelated topics that are of enormous current interest, relevance and excitement to marketing managers in today’s challenging business environment.

Learning Outcomes

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

1. Analyse the components of a business model and connect these to the role of marketing in creating and capturing value.
2. Critically discuss, evaluate, and link “hot topics” in contemporary marketing such as the co-creation of value, service-dominant thinking, design thinking, and the impact on marketing of big data and digital technologies.
3. Apply information literacy skills and independent research skills to locate relevant resources and real-world examples to illustrate a range of contemporary marketing issues and challenges.

4. Demonstrate high-level professional skills to work effectively, both individually and as a member of a team, in developing and delivering written and oral outputs relevant to marketing industry employment contexts.

Content Outline

Week 1	Thinking like a marketer
Week 2	INTRODUCING business model thinking
Week 3	Co-creating value
Week 4	Service-dominant thinking
Week 5	Design thinking
Week 6	Big data and differential pricing
Week 7	Partnerships with other firms within the networked organisation
Week 8	Contemporary challenges in measuring the effectiveness of marketing
Week 9	APPLYING business model thinking
Week 10	Conclusion

Learning and Teaching

There will be 5.5 contact hours per week, comprising a 1.5 plenary lecture session, plus a 2 hour tutorial, plus a 2 hour team-based learning workshop. Students are expected to engage with required materials or tasks prior to class, attend all classes, and participate in class discussions. In addition to attending classes, students should be prepared to spend about ten hours per week on activities related to the course. These activities will include reading the course materials, working on assignments, and preparing for tests.

Teaching Staff

Dr. Douglas Carrie (Lecturer)

Learning Resources

There is no required textbook for this course. Instead all of your weekly readings will be accessed electronically via the course reading list that you will find in Canvas.

Assessment

Individual assessment:	Mid-term test	10%
	Final test	40%
	News review assignments (2 @ 15% each)	30%
Team assessment:	Marketing news presentation	10%
	In-class application exercises (5 @ 2 % each)	10%
Total		100%

<i>Learning Outcome</i>	<i>Mid-term test</i>	<i>Individual assignments</i>	<i>Team exercises</i>	<i>Team presentation</i>	<i>Final test</i>
1	X	X	X		X
2	X	X	X	X	X
3	X	X	X		X
4		X	X	X	

Inclusive Learning

Students are urged to privately discuss any impairment-related requirements in person and/or in written form with the course lecturer. If you have been granted special

examination conditions, please make the instructor aware of these at the beginning of the quarter so that appropriate arrangements can be made.

Student Feedback

We regularly seek feedback from students in order to shape and improve this and all courses on the programme. Students will be asked to complete formative fast feedback early in the quarter, and course and teaching evaluations at the end of the course. In addition, each course will seek volunteers to serve as class representatives.

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. Where work from other sources is used, it must be properly acknowledged and referenced. 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.

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.