

VICTORIA UNIVERSITY OF WELLINGTON
Te Whare Wananga o te Upoko o te Ika a Maui



School of Marketing & International Business

MARK 101
Principles of Marketing

Course Outline

Summer Trimester
2005 - 2006

MARK 101 Principles of Marketing

Welcome to MARK: 101, Principles of Marketing! I'm looking forward to working with you on this course. The course outline contains much of the information you need to know about the design of the course and also where to go to get information, if you need it.

Marketing is an exciting and rewarding topic. Whether you are at the beginning of your degree programme or further on in your studies, I hope you enjoy this course and find the content useful, both for your course of study and personally.

Sincerely,

Michel Rod

Course Outline - Quick Reference

- **Course dates**

Thursday January 5th to Thursday February 2nd, 2006.

- **Lecture times and location**

GB LT 1 on Mondays from 1:40 pm to 4:30 pm and Thursdays from 1:40 pm to 3:30 pm.

- **Tutorials**

Thursdays from 09:30 – 10:20 am, 10:30 – 11:20 am, 11:30 – 12:20 pm, 12:40 – 1:30 pm, and 4:40 pm - 5.30 pm, commencing Thursday 12th January.

- **Course notices and lecture notes**

<http://blackboard.vuw.ac.nz>

- **Course assessment and due dates**

Tutorial Participation/Prep:	20%
In-class multi-choice midterm test	30%
Two hour open - book exam- (week of Feb. 13-18)	50%

- **Handing in of assessment**

The three tutorial preps are to be handed in at the start of each tutorial on Jan. 12th, 19th, 26th, and Feb. 2nd. These will be marked by tutors and returned (with feedback) during the subsequent tutorial except for the last one, which will be marked but not returned.

- **Staff contact**

Course Coordinator contact

Telephone: 463 5152
Email: michel.rod@vuw.ac.nz

Tutorial Coordinator contact

Telephone 463-6674
Email: ray.nafatali@vuw.ac.nz

Course Objectives

Overall objective

The main objective of MARK 101 (Summer Trimester) is to provide students with an introduction to marketing principles, theory and practice and the key role it occupies within the economy, organisations and society. Particular emphasis will be placed on the analysis of marketing problems faced by all organisations in New Zealand (commercial, Government, profit and not-for-profit).

Specific objectives

After completing MARK 101, students will have the knowledge and ability to:

- be familiar with commonly used marketing concepts and terminology;
- understand the main marketing tools of products and services, pricing, distribution and communications;
- be aware of social responsibility and ethics, as they pertain to marketing;
- place marketing in New Zealand into a Pacific Basin and global perspective;
- analyse marketing problems associated with the processes involved in making marketing decisions and present coherent solutions to such problems and
- understand and explain processes involved in the preparation of marketing strategies and plans.

STAFF

The SMIB staff members involved in MARK 101 are:

Michel Rod (**Course Coordinator**)
Lecturer
RH1126-Rutherford House
Telephone: 463 5152
Email: michel.rod@vuw.ac.nz
URL: <http://www.vuw.ac.nz/smib>

Ray Nafatali
Course Administrator/Tutorial Coordinator
RH Rm. 1129
Telephone: 463 6674
Email: ray.nafatali@vuw.ac.nz

Staff contact

If you would like to discuss your progress in MARK 101, it is recommended that you contact the Course Coordinator. If you feel uncomfortable asking questions during classroom sessions, please feel free to email or visit the staff on a one-to-one basis. Please talk to one of the staff about any course problems early, so that they can be resolved quickly and effectively.

Ray will be coordinating all the tutorials so if you have a query with regard to tutorials, you should see him in the first instance.

Office hours

Michel Rod will be present in RH 1126, for MARK 101 office hours during the following times:

- **Mondays and Thursdays 12 pm – 1:30 pm**

For discussions you consider would benefit from an appointment, please feel free to contact either of us for a time. Because of the distance to Rutherford House from the Kelburn campus, a booked appointment is best. This will avoid the inconvenience of finding the staff member not there on arrival.

Lectures and Tutorials - Times and Locations

Lectures

MARK 101 lectures will be held on Mondays from 1:40 p.m. to 4:30 p.m. and Thursdays 1:40pm to 3:30 p.m. in GB LT 1 commencing on 5th January 2006, ending 2nd February 2006.

Course website

The course handbook/outline, copies of PowerPoint slides and additional course documents will be available on Blackboard <http://blackboard.vuw.ac.nz>. These slides will provide a framework of main points presented in the lecture. Course announcements will also be posted on this website.

Tutorials

All tutorials will be held Thursdays from 09:30 – 10:20 am, 10:30 – 11:20 am, 11:30 – 12:20 pm, 12:40 – 1:30 pm, and 4:40 pm - 5.30 pm, commencing Thursday 12th January. A list of student allocations to tutorials and their tutorial rooms will be made available by Monday Jan. 9th.

Each student will be expected to attend tutorials and contribute to discussion of topics related to and supplementing the lectures. It is expected that you will participate in tutorial sessions. These sessions have been designed to be very interactive and it is expected that you will attend regularly and learn from your fellow students and contribute to their learning. You will be required to hand in your prep work for these 4 tutorials.

Workload /Lecturer Expectations

Students should note that this is a concentrated 5 - week course, in which much material will be covered. It requires a high level of commitment and application since the workload is heavy.

In addition to classroom hours (lectures and tutorials) you should expect to spend at least an additional 24-30 hours per week in reading, tutorial preparation, assignments and thinking about the course material. It is vital that you come to all course lectures and tutorials prepared. This will enable you to achieve the objectives for the course on an individual level and also help promote an effective learning environment for the course group as a whole. While lecture notes will be available on the course website, these cannot be used as a substitute for coming to lectures or tutorials.

Course Materials

The prescribed textbook for MARK 101 is *Marketing, 4th Australasian Edition, Quester et al*, McGraw Hill 2004. This text is available from the Victoria Book Centre.

The website for this book is www.mhhe.com/au/quester

It is expected that reading of relevant chapters, as on the course outline, will be done prior to commencement of the week's lectures for which the reading is assigned (see below).

Supplementary materials with specific reference to New Zealand will be issued during the course. Students are also encouraged to read topical and relevant material in appropriate magazines, journals and newspapers.

Lecture/Tutorial Timetable

Note: There may be a need to revise some of these dates/topics, depending on circumstances. Changes will be mentioned in class and on the ‘Announcements’ section of the Blackboard web site.

Week 1 - Jan 5th

Date	Lecture time	Lecture topic	Readings	Tutorial topic
Thursday Jan 5	1.40-3.30	Course Introduction	Course outline	No tutorial week 1
		Creating Customer Value & Building Relationships	Quest Ch1	
		Strategic Marketing Planning	Quest Ch 2	

Week 2 - Jan 9 & 12

Monday Jan. 9	1.40-4.30	Identifying Marketing Opportunities	Quest Ch 3	
		Market Research & Information Management	Quest Ch 4	
		Market Segmentation	Quest Ch 5	
Thursday Jan 12	1.40-3.30	Buyer Behaviour (consumer)	Quest Ch 6	
		Buyer Behaviour (B2B)	Quest Ch 7	<i>Tutorial 1: Greenpeace</i>

Week 3 - Jan 16 & 19

Date	Lecture time	Lecture topic	Readings	Tutorial topic
Monday Jan 16	1.40-4.30	Product Planning	Quest Ch 8	
		Product Management, New Product Development	Quest Ch 9	
Thursday Jan 19	1.40-3.30	Managing Distribution Channels	Quest Ch 10	
		Marketing Logistics	Quest Ch 11	
		Midterm Test		<i>Tutorial 2: Buyer Behaviour</i>

Week 4 - Jan 23 & 26

Date	Lecture time	Lecture topic	Readings	Tutorial topic
Monday Jan 23	1.40-4.30	Pricing Objectives & Policies	Quest Ch 12	
		Setting Prices for Goods & Services	Quest Ch 13	
Thursday Jan 26	1.40-3.30	Marketing Communications	Quest Ch 14	
		The Marketing Communications Mix	Quest Ch 15	
				<i>Tutorial 3: Break-Even</i>

Week 5– Jan 30 & Feb 2

Date	Lecture time	Lecture topic	Readings	Tutorial topic
Monday Jan 30	1.40-4.30	Implementation & Control	Quest Ch 17	
Thursday Feb 2	1.40-3.30	Recap & review		
				<i>Tutorial 4: Future of marketing</i>

MARK 101 Assessment

NB Please also read the “mandatory course requirements” at the end of this section.

MARK 101 will be assessed as follows:

1. Four tutorials with prep - each worth 5%. 20%

Further details will be issued in the first lecture.

Tutorial preps are to be submitted at the start of the tutorial for marking by tutors and returned (with feedback) in tutorial on the following Thursday (except for the last one).

2. Multichoice Midterm Test (in class) – Thursday Jan. 19th from 2:30-3:30 pm 30%

2. Open-book examination, duration 2 hours 50%

To be held during exam week Feb. 13-17. [Rooms to be advised]

Late submission of tutorial preps

A tutorial prep not submitted at the beginning of the tutorial will lose all 5% since they cannot be submitted late due to the ensuing discussions in the tutorial.

Mandatory course requirements

To pass this course you must

- Achieve 50% of total marks
- Achieve at least 40% in the final exam
- Attend at least three out of four tutorials

Notes on Tutorials and Prep Work

There will be four tutorials during the course. These tutorials are designed to test your knowledge of the principles, theories and concepts of marketing and their application in practice.

To complete the prep work, you will be expected to draw on your own experiences, plus those of your friends and family in order to describe the specific situations you encountered and the roles played by marketing. Be creative and original in these assignments. This is a marketing course and the subjects that we are dealing with are dynamic and unpredictable.

The three tutorial preps must be handed-in at the start of Tutorial in **Weeks 2, 3, 4 and 5.**

Assignments can be typed, but hand-written efforts are also acceptable as long as they are legible. There is no set word limit.

Prep Details. Each worth 5% of final grade.

No. 1 What is Marketing?

Due Thursday 12th Jan

In class, you will have seen the Greenpeace Australia video. This is a video case illustrating how Greenpeace Australia exemplifies the values of marketing ethics and corporate social responsibility. It is a really nice example of how marketing isn't necessarily about physical products, but also services and even ideas or ideologies. Having seen this video, I want you to think about the following issue(s): Green peace is marketing something. What is it? Or said a little differently, what do customers purchase from Greenpeace? In addition, address the following three questions/issues: **1. Outline how Greenpeace builds relationships, 2) Describe how Greenpeace creates customer value, and 3) Should Greenpeace accept money from ethically sound corporations? Discuss the pros and cons.**

No. 2 Buyer Behaviour

Due Thursday 19th Jan

Describe the details of a recent fairly high involvement purchase that you made (i.e., the process you went through in making your decision) as well as the various influences on this decision.

No. 3 Pricing

Due Thursday 26th Jan

Pricing and Break-even Analysis

Prepare your answers for Questions 1, 9 and 10 on pg. 443 of the textbook

No. 4 The Future of Marketing

Due Thursday 2nd Feb

Read the brief article “Conclusion: Trends and future directions in New Zealand marketing practice” and discuss **the** most important trend you see in the New Zealand marketing environment and why you feel it is so important.

University Notices

General University policies and statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment, course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: www.vuw.ac.nz/policy/StudentConduct. The policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/StaffConduct.

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website: www.vuw.ac.nz/policy/AcademicGrievances.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at: www.vuw.ac.nz/home/studying/plagiarism.html.

Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: disability@vuw.ac.nz. The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

Student Support

Staff at Victoria wants students' learning experiences at the University to be positive. If your academic progress is causing you concern, the following staff members will either help you directly or quickly put you in contact with someone who can.

Staff	Faculty	Room number
Sue Dover	Student Support Coordinator, FHSS	2 Wai-te-ata Road
Kirstin Harvey	Law	Old Gvt Building room 103
Liz Richardson	Science and Architecture and Design	Cotton Building room 150

The Student Services Group is also available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/ or email student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email education@vuwsa.org.nz.

Tutorial 4: Conclusion: trends and future directions in New Zealand marketing practice

Having illustrated how some of the basic concepts and principles of marketing apply within the New Zealand environment, I will now turn my attention to what the future holds for the practice of marketing in the land of the long white cloud. This won't necessarily be an exercise in crystal ball gazing and I am not interested in making any grandiose predictions about the New Zealand marketing landscape. Instead, this final chapter will encompass my effort to essentially practise one of the key concepts that I teach in my marketing principles courses. That is, I will conduct something somewhat analogous to an environmental scan—an analysis of some of the trends that have been, or are being, discussed in recent and current academic marketing literature. This illustration will emphasise a number of issues that have already begun to, or potentially will, influence how marketing can and should be practised in the twenty-first century. In particular, I will highlight where these trends have led to strong recommendations for marketing practitioners and to what extent these assertions might apply to the future of the marketing discipline in New Zealand. It is beyond the scope of this chapter to illustrate a comprehensive review of the 'future of marketing' literature, but I will make reference to several key works where I believe that there may be significant implications for the New Zealand marketing environment.

General trends

So, to begin this concluding chapter we will discuss the trends that most academics and practitioners would agree are having a pronounced influence on marketing in a general sense. Probably the most notable and significant of these is the impact of technology and, more specifically, the impact of the internet and information and communications technologies (ICT) on marketing. Both the academic and trade press make frequent reference to the fact that we are living in the age of e-commerce and e-business but because of the relative newness of these concepts, there are disagreements as to how they are defined. Differences aside, all would probably agree that the basic components of e-commerce and/or e-business are the exchange of information, products and services via computer networks—largely through intranets and the internet (Daniel & Wilson 2004). Many argue that the advent of the internet is *the* technological revolution that will permanently alter the manner in which firms conduct business. However, there are those that acknowledge its significance but argue that the opportunities that it offers are much more evolutionary and require a great deal of organisational adaptation—both structurally and with respect to organisational mindsets (Molenaar 2002). The bottom line is that new technologies will definitely influence the way in which products and services will be marketed worldwide, so new marketing models that allow marketers to better interpret what is happening in the global marketplace will need to be developed (Trim 2004).

Sheth (2002) argues that much like during the halcyon days of the total quality management (TQM) movement, the marketing function is being marginalised. This results in increasing importance being given to Chief Information Officers and the prediction that the marketing function will, as a result, become more tactical in orientation with an emphasis on loyalty programmes, affinity marketing and advertisement campaign management. Marketing's relative inertia in responding to or adapting to these global changes has meant that many functions that have traditionally fallen within the marketing domain are increasingly becoming the responsibility of other disciplines (Sheth & Sisodia 1999).

Layton states 'Marketing as a discipline [is] in crisis... the marketing function in business enterprise... appear[s] to have had little input [in]to many of the new ideas concerning management in areas such as information technology, supply chain management and the search for strategy' (1998, p. 31).

Somewhat more pessimistically and, in their own words, colloquially, Holbrook and Hulbert argue: *what telephones did to the telegraph, what ball-points did to the fountain-pen, what CD players did to the 33rpm turntable, what laptops did to the typewriter, the new information technologies will do to marketing...in the coming age of information-enriched mass customisation, it follows that marketing—or at least, the marketing function as we know it—will inevitably vanish from the face of the earth.* (2002, p. 722)

Another recent trend seen in the literature is the questioning of firms adopting an absolute shift to a relationship marketing orientation. Many firms are beginning to question the predominance of a movement away from a transactional perspective to a more relational perspective because relationship marketing does not always prove to be profitable. Sheth (2002) notes that businesses should begin to segment markets into relational and transactional markets. This would have definite implications for conducting marketing. In fact, a number of New Zealand marketing researchers are at the forefront of championing this contingency approach to performing relationship marketing (Coviello & Brodie 2001; Coviello et al. 2002). Hogan, Lemon and Rust (2002) state that marketers are struggling to develop and implement marketing strategies that result in sustainable competitive advantages because of three key changes in the marketplace. First, globalisation and deregulation, resulting in increased competition, are forcing managers to make investment decisions that seek to maximise returns as they come under increased pressure to be more accountable to shareholders. Schultz and Gronstedt (1997) have even suggested that because marketing is under such continual pressure to justify budget increases and guarantee economic benefits to the organisation that the failure to do so has led to ‘marketing being perceived as a “suspect” activity’. Second, the increased emphasis on the utilisation of information technology to obtain detailed information on customer attitudes, preferences and shopping behaviour, and the use of customer relationship management (CRM) technologies is resulting in overwhelming amounts of data and this is compromising the ability of managers to synthesise this information and make decisions regarding effective marketing strategy. Laing et al. (2002) reiterate that these global drivers (technology, deregulation, globalisation) are having a pronounced effect on services marketing in that the personal mediation of relationships in the service encounter is being replaced with technological inter-mediation. This increasing emphasis on the role of technology in the service encounter has the capacity to reduce the variability in the service offering. The development of the consistent quality and ‘commodification’ of services, and the emphasis on quality specifications and branding, raises questions about the importance of relationships in service encounters. In posing the question ‘Is the internet dumbing down marketing?’, O’Callaghan and Fahy (2002) explored the proposition that the internet, in reducing the level of interpersonal communication between marketers and customers, would essentially ‘dumb down’ the marketing function. Their findings show that the internet is not, in fact, dumbing down marketing; rather, it represents an additional tool available to marketers to complement their existing promotions, distribution and logistics channels.

Conclusion: trends and future directions in New Zealand marketing practice

A fundamental concept that all marketing principles texts address is the notion that firms adopt a ‘market orientation’, and that they become ‘market oriented’. Does the future of marketing still necessitate that firms continue to subscribe to the marketing concept and be market-oriented? Marketing guru Stanley Slater (2001) notes that in the new millennium, in order to sustain a competitive advantage, successful firms will evolve from a first-generation market orientation with a focus on determining and understanding the expressed wants and needs of customers and satisfying those wants/needs through the development of new products and services, to a second-generation market orientation, whereby successful firms commit to completely understanding both the expressed and unexpressed or anticipated needs

of their customers as well as the capabilities and actions of their competitors. Successful firms will also have to be able to address the needs of unserved markets. This is achieved through the proactive acquisition and evaluation of market information in an effort to uncover customers' unarticulated needs in order to drive organisational learning. This proactive desire to learn about these needs and modify offerings based on this learning is what Slater sees as optimizing competitive advantage for second-generation market-oriented firms.

Trends: the New Zealand context

If we look to the New Zealand context, these global trends are certainly evident. Since the mid-1980s, New Zealand has gone from having a highly regulated economy to having one of the world's least regulated economies (Kitchen & Eagle 2002). The extent of this deregulation has been the most far reaching and rapid of any in the Organisation for Economic Cooperation and Development (OECD, cited in Chetty & Campbell-Hunt 2003). Over the past 20 years, successive governments have asserted a firm belief in free trade. Until 1984, New Zealand, in comparison to other OECD countries, had the highest tariffs on imported manufactured goods. However, the reduction or removal of protectionist tariffs for local manufacturers has led to the closure of such major industries as vehicle assembly while encouraging claims that lower prices and greater consumer choice have resulted from this increased trade liberalisation—including the legalisation of parallel imports from 1998. Another consequence of increased trade liberalisation is that many firms have begun to consider that exporting goods is a much easier option than trying to meet the bottom line in an intensely competitive domestic market (Chetty & Campbell-Hunt 2003). This accelerated move to an internationalization mindset has had a pronounced effect on marketing in New Zealand. Much of the literature on the internationalisation efforts of firms has focused on manufacturing firms, but with services being the most rapidly growing component of international trade, there is a need to determine whether the strategies that New Zealand manufacturing firms use to enter foreign markets also have relevance to service firms (Ekeledo & Sivakumar 2004). So, from a strategic marketing perspective, what do we know about the factors that distinguish successful or better performing New Zealand firms from their less successful or poorer performing counterparts? Is this information helpful in informing us about the future of marketing here? Brooksbank and Taylor (2002) conducted a study in which they explored the extent to which 'textbook' strategic marketing is actually practised by New Zealand companies. If we assume that change in the practice of marketing is incremental and somewhat linear then, based on their findings, we can surmise that the future of marketing in New Zealand will involve successful firms continuing to:

- be more oriented towards formal marketing planning
- pay more attention to comprehensive situation analyses—including company, competitor, market, customer and business environment analyses
- have a more proactive rather than reactive orientation towards the future
- use marketing research to a greater extent in formal planning activities
- compete more on customer value than on price
- be more innovative both in terms of product development and business process innovation
- implement marketing control through greater use of various types of marketing information and intelligence-gathering systems in monitoring changes in both the direct (customers and competitors) marketing environment and the external (technological, business and economic) marketing environment.

The Brooksbank and Taylor study hypothesised that better performing firms set themselves more offensive, aggressive objectives as opposed to more defensive positions, but found that there was no significant difference between better, average and under-performing New Zealand firms. All these types of firms tended to set less aggressive goals. This was probably the result of the relatively small size of New Zealand firms, their comparatively smaller

resource base and reduced capacity to influence their markets and because many are forced to compete with larger foreign firms. These reasons probably also explain the weak support for the hypothesis that better performing New Zealand firms set longer-term strategic objectives with extended time horizons rather than seeking short-term profits. John Macdonald, formerly marketing director of Heinz Watties, acknowledges that, historically, there has always been tension between adequately balancing short-term and long-term strategic objectives with the former often being driven by price. Cautioning against inferring that emphasising low prices precludes having long-term strategies, in a recent issue of *Marketing Magazine*, he is quoted as saying:

This is not new. Some of New Zealand's biggest retailers such as The Warehouse, Briscoes and Pak 'N' Save have been built on lower prices or 'everyday low prices' propositions. The importance of these large retailers and their ability to move increasingly large amounts of merchandise quickly often appears (to some marketers) as if they are in a short-term cycle. (Young 2004, p. 40)

In the same issue, former senior account director with Singleton Ogilvy & Mather, Robert Bree, comments that companies are shortening their planning cycles and that, regardless of the industry in which a firm is operating, the pressure that marketers are under to perform is often assessed:

...more often financially rather than [through] enhanced brand KPIs [key performance indicators] such as market penetration or awareness.

In New Zealand, there is very little growth in most categories so marketers have to work increasingly smarter and harder to turn in improved profits from year to year.

Go into the companies and look at the type of work marketers are doing. Promotions, loyalty schemes, customer incentives and financial analysis now take precedence over spending time in the field with customers and consumers or investing in real customer information and quality brand communications. ...

Disciplined organisations [and by implication, managers] manage these short-term pressures within a broader strategy to grow and strengthen their brand. (Young 2004, p. 41)

Again, although not statistically significant, even with less aggressive objectives, better performing firms did tend to have a strategic focus on achieving higher volume rather than securing improvements in productivity. The final area that I will discuss in terms of the future of marketing in New Zealand relates to the notion of internal marketing in relation to the marketing concept. We are living in an era where 'the customer is king'. Successful organisations extol the virtues of being customer focused and customer driven and emphasise that their main objective should be to ensure complete customer satisfaction.

This isn't to say that this component of the marketing concept is enjoying far too much attention at the expense of meeting the bottom line or having it be an integrated, company-wide, total effort. But we are also living with the reality that technology is playing an increasingly influential role in the practice of marketing—with increasing use of the internet and more elaborate market intelligence systems, information management systems and communications systems. In this type of environment, identifying and translating meaningful opportunities into market success means that firms run the risk of treating their internal customers, that is, their employees, as mindless gears in the machine or financial sheet line items (Ahmed & Rafiq 2003). So, in concluding this book, I simply want to highlight the importance of firms not being so focused on the external customer that the internal customer is ignored. I believe that satisfied employees have a tremendous impact on organisational performance. It is my hope that by reading this book (whether as a supplement to any marketing principles text or as a stand-alone series of readings) on what makes New Zealand marketing unique, students will be motivated to look further into this fascinating subject, to

take more marketing courses and, ultimately, to have the opportunity to put all of the knowledge gained into practice and become New Zealand marketers.

References

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