

COURSE OUTLINE: BM2517 Marketing Sustainability for the Next Generation

Academic Year	2022/2023	Semester	2
Course Coordinator	Charlene CHEN Yijun		
Course Code	BM2517		
Course Title	Marketing Sustainability for the Next Generation		
Pre-requisites	Nil		
No of AUs	3		
Contact Hours	3 hrs X 13 weeks = 39 hrs		
Proposal Date	July 4, 2022		

A) Course Aims

An important key to market leadership today is sustainability. Sustainability encompasses both the preservation of our environment and the protection of social interests. Businesses that adopt the triple bottom line approach--people, planet, and profit—can enhance their competitive advantage and create greater shareholder value. Through this course, you will appreciate the macro industry factors that have led to our current situation, the key leading role businesses play in managing sustainability, and that sustainability is a marketing problem. You will learn practical knowledge, skills, and strategic frameworks that will enable you to market sustainability to both internal stakeholders (i.e., management, employees) and external stakeholders (consumers, customers, suppliers, etc.). Students who are aspiring to be entrepreneurs, managers, or champions of sustainable efforts should take this course.

B) Intended Learning Outcomes (ILO)/Objectives

By the end of this course, you should be able to:

1. Identify the responsibilities and opportunities firms have in driving sustainability
2. Evaluate corporate sustainability performance
3. Apply the stakeholder framework in marketing sustainability
4. Develop marketing strategies to promote sustainability in a manner that enhances business

C) Course Content

1. Stakeholder framework for sustainability
2. Motivating consumers
3. Collaborating with customers
4. Nurturing suppliers
5. Inspiring employees
6. Investing in communities
7. Attracting investors
8. Leveraging media
9. Engaging government
10. Partnering with NGOs

D) Assessment (includes both continuous and summative assessment)

Component	ILO Tested	NBS Learning Goal	Weighting	Team/Individual	Assessment Rubrics (See Annex A)
1. Class Participation	ILO1, ILO2, ILO3, ILO4	Critical thinking, oral communication	20%	Individual	Class Participation Rubric
2. Written Assignment	ILO1, ILO2, ILO3, ILO4	Creative thinking, written communication	30%	Individual	Written Assignment Rubric
3. Project	ILO1, ILO2, ILO3, ILO4	Teamwork & interpersonal skills, problem solving & decision making	40% (Team: 35% Individual: 5%)	Team/Individual	Project Rubric, Written Assignment Rubric
4. Project Presentation	ILO1, ILO2, ILO3, ILO4	Oral communication	10%	Individual	Project Presentation Rubric
Total			100%		

Important Notes:

For project presentation, every member is required to present because individual oral communication is being assessed. For the project, you will be judged on their individual contribution to the team. This will be assessed based on a mandatory peer evaluation survey administered to you at the end of the semester through an online website called *Teammates*. This site is widely used among academics as a tool to conduct peer evaluations. In the survey, you will be asked to appraise your own and your teammates' contribution to the project (See Annex B for a sample of questions). *Teammates* will collect this data and compute each individual team member's estimated contribution to the project based on a formula that includes both claimed contribution (i.e., appraisal of one's own contribution) and perceived contribution (i.e., peers' appraisal of one's contribution). If you consistently receive low scores from your team members in the peer evaluation survey, *Teammates* will flag you and we will adjust your project scores by deducting the percentage of points indicated by *Teammates* (the percentages will be based on the formula from the website).

Description of Assessment Components:

Class Participation - You are expected to attend every class session (attendance will be taken). You should do the assigned case readings before coming to class. It is important that you arrive on time and do not leave early, as late entrance and early exit is disruptive and inappropriate. You are encouraged to contribute to in-class discussions, examine current issues and bring up relevant news for class discussion.

Written Assignment – You are required to submit a written assignment which consists of a short report on a sustainability challenge faced by a company of their choice. Your report should include research on the company and its sustainability challenge, and innovative ways of engaging various stakeholders to meet this challenge.

Project – In your team of 5-6 students, you will work with a particular company to answer a problem statement. Using resources from the company and principles taught in class, you will come up with feasible strategies that will address the problem statement posed by the company. At the end of the semester, you are required to submit a

written proposal describing and justifying these strategies. The whole team will be awarded the same grade (unless flagged by Teammates).

Project Presentation – You will present your proposal as a pitch of your strategies to the company. Each member in the team will have to present and will be graded individually for their oral communication.

E) Formative feedback

You will receive written feedback from me about your written assignment and project. You will receive verbal feedback from me regarding your progress on your projects and your presentation.

F) Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Seminars	The interactive seminar session where there are ample opportunities for open discussion on the conceptual questions raised in the class allows you to think critically and share your ideas and questions with the class. This also allows you to practice your oral communication skills in front of an audience while ensuring that the targeted learning outcomes are being achieved.
Experiential learning activities	Some learning outcomes for this course are skills which are practical in nature and cannot be achieved by reading and writing. The achievement of such learning outcomes requires hands-on experience, experiential learning activities provide such opportunities.
Written assignments	The assignments require you to conduct research, interpret data, and develop marketing strategies. These tasks facilitate the development of problem solving, decision making, and creative thinking skills. You will also learn to write clearly and communicate effectively to lay consumers.
Project presentation	The presentation allows you to hone your speaking skills and confidence in front of a group of people. You will sharpen your oral presentation skills.

G) Reading and References

Required case readings and simulation:

1. Sustainability at IKEA Group by V. Kasturi Rangan, Michael W. Toffel, Vincent Dessain, & Jerome Lenhardt
2. Unilever’s Lifebuoy in India: Implementing the Sustainability Plan by Christopher A. Barlett
3. PMI's Vision of a Smoke-Free Future: Can A Tobacco Company Be Sustainable by Vanina Farber & Natalia Olynech
4. Change Management Simulation: Power and Influence V3 by William Q. Judge & Linda A. Hill

Recommended, option readings:

1. The Sustainability Edge: How to Drive Top-Line Growth with Triple-Bottom-Line Thinking by Suhas Apte and Jagdish Sheth
2. Sustainable Marketing: How to Drive Profits with Purpose by Michelle Carvill, Gemma Butler, and Geraint Evans
3. Sustainable Marketing: A Holistic Approach by Mark Peterson
4. Greener Marketing by John Grant
- 5.

H) Course Policies and Student Responsibilities**(1) General**

You are expected to attend all seminar classes punctually and submit assignments by the due dates. Late submissions will be penalized. You are expected to participate in all seminar discussions and activities. Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. You are expected to pay attention to all course related announcements.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. If you expect to miss a lecture, you must inform the course instructor via email prior to the start of the class.

I) Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

J) Course Instructors

Instructor	Office Location	Phone	Email	Consultation Hours
Charlene Chen	S3 B1C 91	65927919	cyjchen@ntu.edu.sg	By prior appointment via email

K) Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
Week 1 9/10 Jan	Introduction to the course Stakeholder framework for sustainability	1,2	Interactive seminar
Week 2 16/17 Jan	Motivating consumers	1-4	Interactive seminar Lunchtime guest lecture by Mintel Group
Week 3 23/24 Jan	Chinese New Year Break		
Week 4 30/31 Jan	Collaborating with customers	1-4	Interactive seminar Company project briefing
Week 5 6/7 Feb	Nurturing suppliers	1-4	Interactive seminar Case discussion on IKEA
Week 6 13/14 Feb	Inspiring employees	1-4	Interactive seminar Field survey with NTU students

Week 7 20/21 Feb	Investing in communities Attracting investors	1-4	Interactive seminar Case discussion on Unilever
Week 8 6/7 Mar	Leveraging media	1-4	Interactive seminar Developing a crisis management media plan
Week 9 13/14 Mar	Partnering with NGOs	1-4	Interactive seminar Case discussion on Philip Morris International (Marlboro)
Week 10 20/21 Mar	Engaging government	1-4	Interactive seminar Aim, frame, and game activity
Week 11 27/28 Mar	Field trip	1,2	
Week 12 3/4 Apr	Simulation exercise Project consultation	1-4	
Week 13 10/11 Apr	Project presentations	1-4	

ANNEX A: ASSESSMENT CRITERIA FOR CLASS PARTICIPATION RUBRIC

Traits	Performance	
1. Critical Thinking Ability to think critically about issues raised in class.	Scant Does not display thoughtful consideration of issues that are discussed in class; fails to provide insightful responses that promote further discussion and spark learning points.	Substantially Developed Displays thoughtful consideration of issues that are discussed in class; provides insightful responses that promote further discussion and spark learning points.
	Evaluation: Scant <u>1</u> 2 3 4 5 6 <u>7</u> Substantially Developed	
2. Engagement Involvement in the in-class experiential activities.	Scant Largely disinterested in working on the in-class activities and refuses to participate; observes passively or is unwilling to share information with classmates in group activities.	Substantially Developed Displays interest in working on the in-class activities and participates; behaves proactively and willingly shares information with classmates in group activities.
	Evaluation: Scant <u>1</u> 2 3 4 5 6 <u>7</u> Substantially Developed	
3. Oral Skills Articulates clearly and gets their points across effectively to a wide audience.	Scant Unclear about what he/she means, not speaking at the appropriate level for classmates to understand.	Substantially Developed Clear about what he/she means, speaking at the appropriate level for classmates to understand.
	Evaluation: Scant <u>1</u> 2 3 4 5 6 <u>7</u> Substantially Developed	
4. Communication Style Communicates in a way that is open, unbiased, and polite.	Scant Style of communicating is not appropriate, causing discomfort among classmates.	Substantially Developed Style of communicating is sensitive, avoiding any cause for discomfort among classmates.
	Evaluation: Scant <u>1</u> 2 3 4 5 6 <u>7</u> Substantially Developed	

ANNEX A: ASSESSMENT CRITERIA FOR WRITTEN ASSIGNMENT AND PROJECT RUBRIC

Traits	Performance	
<p>1. Interpretation of Research Derive accurate and meaningful interpretations and conclusions from research.</p>	<p>Scant Unclear in his/her interpretation of what the research means; is inaccurate in interpreting what the research truly entails; fails to draw meaningful conclusions that matter to marketers.</p>	<p>Substantially Developed Clear in his/her interpretation of what the research means; is accurate in interpreting what the research truly entails; draws meaningful conclusions that matter to marketers.</p>
<p>Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed</p>		
<p>2. Creative Thinking Able to come up with innovative solutions that are also feasible and practical.</p>	<p>Scant Does not provide innovative ideas that are unique and unconventional, yet acceptable, feasible and practical.</p>	<p>Substantially Developed Generates innovative ideas that are unique and unconventional, yet acceptable, feasible and practical.</p>
<p>Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed</p>		
<p>3. Writing Style Articulates points effectively and in an interesting manner to a lay audience.</p>	<p>Scant Writing that is too difficult for a lay audience to understand; writing in a way that fails to stimulate interest among a lay audience.</p>	<p>Substantially Developed Writing that is at the appropriate level for a lay audience to understand; writing in a way that stimulates interest among a lay audience.</p>
<p>Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed</p>		
<p>4. Writing Skills Able to write clearly, with a good flow in logic.</p>	<p>Scant Unclear writing style that is confusing; poor sentence construction and grammar; illogical flow of arguments.</p>	<p>Substantially Developed Clear writing style that is easy to understand; good sentence construction and grammar; very logical flow of arguments.</p>
<p>Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed</p>		

ANNEX A: ASSESSMENT CRITERIA FOR PROJECT RUBRIC

Traits	Performance	
<p>1. Roles and Responsibility Behaves professionally by upholding responsibility and assuming accountability for self and others in progressing towards the team’s goal.</p>	<p>Scant Unclear about his/her own role; refuses to take a role in the group; insists to work individually and has limited coordination or communication with others.</p>	<p>Substantially Developed Always fulfills responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.</p>
<p>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> Substantially Developed</p>		
<p>2. Contributions Contributes positive input for the team; effectively utilizes one’s knowledge and expertise.</p>	<p>Scant Largely disinterested in working in a group and refuses to participate; observes passively or is unwilling to share information with other team members.</p>	<p>Substantially Developed Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions.</p>
<p>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> Substantially Developed</p>		
<p>3. Relational Skills Communicates with teammates in a timely and sensitive fashion that maintains or strengthens, rather than harms, working relationships.</p>	<p>Scant Modes of communication are not appropriate, causing confusion and miscommunication among team members; does not recognize conflicts or is unwilling to resolve conflicts; rarely listens to others and does not acknowledge the opinions that differ from his/her own.</p>	<p>Substantially Developed Modes of communication are appropriate, maintaining timely communication and correspondence with team members; consistently resolves conflicts through facilitating open discussion and compromise; engages in respectful relationships with all other members in the team, and accepts diverse points of view without prejudice.</p>
<p>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> Substantially Developed</p>		
<p>4. Problem Solving and Decision Making Able to recognize problems and come up with effective and efficient solutions.</p>	<p>Scant Unable to identify critical problems that the target company is facing; fails to recognize underlying factors driving the problems; derives solutions that do not address these problems in an effective and realistic way; provides weak recommendations that have little benefit for the company.</p>	<p>Substantially Developed Correctly identifies critical problems that the target company is facing; has a good understanding of the underlying factors driving the problems; derives solutions that address these problems in an effective and realistic way; provides recommendations supported by strong evidence that are best for the company.</p>
<p>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> Substantially Developed</p>		

ANNEX A: ASSESSMENT CRITERIA FOR PROJECT PRESENTATION RUBRIC

Traits	Performance	
<p>1. Presentation Skills Presents slides that communicate effectively to the intended audience.</p>	<p>Scant Slides have too much information and jargon; slides are not aesthetically pleasing and difficult to follow, causing processing difficulties for the intended audience</p>	<p>Substantially Developed Slides have the appropriate amount of information and limited use of jargon; slides are aesthetically pleasing and easy to follow without causing processing difficulties for the intended audience</p>
<p align="center">Evaluation: Scant 1 2 3 4 5 6 7 Substantially Developed</p>		
<p>2. Presence Mannerism and style of communicating in speaking to executives and a large audience.</p>	<p>Scant Style of communicating is unprofessional, biased, and defensive, causing discomfort among the audience; shows a lack of confidence and uncertainty about the content of the presentation.</p>	<p>Substantially Developed Style of communicating is professional, unbiased, and open-minded, avoiding any cause for discomfort among the audience; displays strong confidence and certainty about the content of the presentation.</p>
<p align="center">Evaluation: Scant 1 2 3 4 5 6 7 Substantially Developed</p>		
<p>3. Oral Skills Articulates clearly and gets their points across effectively to the intended audience.</p>	<p>Scant Unclear about what he/she means, not speaking at the appropriate level for the audience to understand; speaking too fast or too slowly, making it difficult or demotivating to follow the presentation.</p>	<p>Substantially Developed Clear about what he/she means, speaking at the appropriate level for the audience to understand; speaking at a pace that is conducive for the audience to follow the presentation.</p>
<p align="center">Evaluation: Scant 1 2 3 4 5 6 7 Substantially Developed</p>		

ANNEX B: NOTES AND SAMPLES

Confidential Peer Evaluation Form Sample Questions

Course: ECON101-2013Fall

Session: Practice feedback session

Opening time: 28 Jul 2014, 16:00

Closing time: 29 Jul 2014, 23:59

Instructions: Please answer all the given questions.

Students estimate own/peer contributions

Question 1:
Please rate the estimated contribution of the following recipients.

Only the following persons can see your responses:

- Your team members can see your response, but not your name.
- Your team members can see your response, but not the name of the recipient, or your name.
- The recipient's team members can see your response, but not the name of the recipient, or your name.
- Instructors in this course can see your response, the name of the recipient, and your name.

To: Jean Wong

To: Ravi Kumar

To: Tom Jacobs

Not Sure

Equal share + 50%

Equal share + 40%

Equal share + 30%

Equal share + 20%

Equal share + 10%

Equal share

Equal share - 10%

Equal share - 20%

Equal share - 30%

Equal share - 40%

Equal share - 50%

0%

Question 2:
Comments about my contribution(shown to other teammates)

Only the following persons can see your responses:

- You can see your own feedback in the results page later on.

Comments about own contribution

Question 3:
My comments about this teammate(confidential and only shown to instructor)

Only the following persons can see your responses:

- Instructors in this course can see your response, the name of the recipient, and your name.

To: Jean Wong

To: Ravi Kumar

Confidential comments about peers

Question 4:
Comments about team dynamics(confidential and only shown to instructor)

Only the following persons can see your responses:

- Instructors in this course can see your response, the name of the recipient, and your name.

To: Team 1

Comments about team dynamics

Question 5:
My feedback to this teammate(shown anonymously to the teammate)

Only the following persons can see your responses:

- Your team members can see your response, but not your name.
- Instructors in this course can see your response, the name of the recipient, and your name.

To: Jean Wong

To: Ravi Kumar

Anonymous feedback to peers