

# Department of Marketing | Te Mātauranga Tokoka

## Otago Business School | Te Kura Pakihi

Semester One | Kaupeka Tuatahi

2026

### MART563 Food Marketing

#### Nau Mai Haere Mai

Welcome | Afio Mai | Aere Mai | Mālō e me'a mai | Fakatalofa atu |  
Bula | Fakalofa lahi atu | Ulu tonu mai

#### Course Description and Aims | *Whāinga o te Akoranga*

MART563 'Food Marketing' examines the specific features of food marketing that are driven by the specific nature of food itself and its place in society and culture. The paper aims to familiarise students with the 'low involvement' processes that drive consumer learning and choice, along with industry's responses to them.

**Semester One**

**0.1667 EFTS**

**20 points**

#### Teaching Staff | *Kaiako*

##### Course Coordinator/Lecturer

Name: Dr. Robert Hamlin  
Office: OBS 4:20  
Email: rob.hamlin@otago.ac.nz  
Office Hours: Friday 11am-1pm

You should contact Dr. Robert Hamlin with any administrative enquiries about the course.

All requests for late submissions of assignments should be addressed to Dr Mathew Parackal

**Email:** mathew.parackal@otago.ac.nz

**Expectations for Staff Response Time to Email Enquiries** – 9am to 5pm, Monday to Friday, email response will generally be within 48 hours. Please be aware that staff are not available to respond to emails between 5pm Friday and 9am Monday.

## **Course Information | *Mōhiohio akoranga***

**Lecture Day/Time:** Monday 2:00-4:00pm

**Room:** OBS 4:26

Every week students must attend 1 two-hour lecture.

**Lectures** present the key conceptual material through discussion and interaction between teaching staff and students. Lectures are supported by readings.

**Calendar** The calendar (in this outline) details scheduling information. Note that this calendar may change as the course proceeds. Any changes will be announced at lectures and be detailed on Blackboard.

***Students are expected to prepare for and attend all classes to gain full benefit from the course***

These activities should be prepared for by reviewing information detailed on Blackboard and completing any assigned readings. Students unable to attend a lecture are expected to catch up on missed material. Unless stated otherwise, all aspects of the course are examinable.

## **Expectations and Workload | *Te Nui o te Mahi***

MART563 is a 20–point course. As a general guide, 1 point represents study in formal instruction or independent study for 12 hours, made up of a combination of lectures, laboratories, tutorials assignments and readings. As a result, you should anticipate spending approximately 240 hours on this subject over the duration of the semester.

## **Textbook Information | *Pukapuka Kaupapa***

MART563 does not have a set text. Readings will be provided as necessary. Independent study of topics and additional research within and beyond the academic literature is required. Other materials will be supplied as required.

## Calendar | *Maramataka*

Lecture/ Tutorial Number	Date	Topic
1	23 <sup>rd</sup> Feb.	Course introduction & questions
2	2 <sup>nd</sup> Mar.	Food products: Why are they different? The retail food purchase decision process
3	9 <sup>th</sup> Mar.	The retail point of sale environment (I)
4	16 <sup>th</sup> Mar.	The retail point of sale environment (II)
5	23 <sup>rd</sup> Mar.	Integrating point of sale and remote communications in food marketing.
5	<b>24<sup>th</sup> Mar.</b>	<b><i>Individual assignment due via E-mail '.pdf' file attachment to <a href="mailto:rob.hamlin@otago.ac.nz">rob.hamlin@otago.ac.nz</a> Tue. Mar 24<sup>th</sup> (4.00 pm)</i></b>
6	30 <sup>th</sup> Mar.	Food channels (1) – Domestic channels
<b>Mid Semester Break 6th April – 10th April</b>		
7	13 <sup>th</sup> Apr.	Food channels (2) – International channels
8	20 <sup>th</sup> Apr.	The internet as a food marketing tool (1)
9	27 <sup>th</sup> Apr.	ANZAC DAY – No Lecture
10	4 <sup>th</sup> May	Food, politics, power and primary food producer issues – Companies and cooperatives
	<b>5<sup>th</sup> May</b>	<b><i>Individual project reports due via E-mail '.pdf' file attachment to <a href="mailto:rob.hamlin@otago.ac.nz">rob.hamlin@otago.ac.nz</a>, Tue. 5<sup>th</sup> May, 4.00 pm</i></b>
11	11 <sup>th</sup> May	Sales pitch, theory and practice
12	18 <sup>th</sup> May	Foodservice & restaurants (1)
13	25 <sup>th</sup> May	Foodservice & restaurants (2)
13	<b>27<sup>th</sup> May</b>	<b><i>Presentation supporting document due via E-mail attachment to <a href="mailto:rob.hamlin@otago.ac.nz">rob.hamlin@otago.ac.nz</a>, Wed. May 27<sup>th</sup> 4.00 pm</i></b>
13	<b>28<sup>th</sup> May</b>	<b><i>Presentations – Thu. May 28<sup>th</sup></i></b>

\* First week of Semester 1 is **ACADEMIC WEEK 9**  
 Lectures end **Friday 29 May**  
 University Exam Period First Semester Begins **Wednesday 3 June** until  
**Wednesday 17 June.**

## Assessment | Aromatawai

All material presented is examinable by assignments. All important assessment information such as due dates and times, content, guidelines and so on will be discussed at lectures and, where appropriate, detailed on Blackboard. *Students are responsible for ensuring that they are aware of this information, keeping track of their own progress, and catching up on any missed classes.*

Assessment	Due date	% of final grade	Requirements to pass this paper
Individual Essay	Tue. Mar. 24 <sup>th</sup> (4.00 pm)	25	N/A
Individual project report	Tue. May 5 <sup>th</sup> (4.00 pm)	50	N/A
Project presentation*	Thu. May 28 <sup>th</sup> (TBA) Supporting doc. Wed. May 27 <sup>th</sup> (4.00pm)	25	N/A

### Course Requirements

A 50% grade overall in this course is required to pass. There are no other specific requirements.

### Assessment Format

The assessment consists of an individual essay for 25% of the grade, an individual project report for 50% of the course grade and an individual in person presentation to the lecturer and the other class members for 25% of the course grade.

All-important assessment information such as due dates and times, content, guidelines and so on will be discussed at lectures and, where appropriate, detailed on Blackboard.

***Students are responsible for ensuring that they are aware of this information, keeping track of their own progress, and catching up on any missed classes.***

#### 1) Individual essay (25%).

This is an individual essay exercise. An essay is NOT a literature review. See here for a good resource for how to write essays: <https://www.ox.ac.uk/students/academic/guidance/skills/essay>, and here for a rather more direct analysis of the process: <http://writingcenter.fas.harvard.edu/pages/strategies-essay-writing>. You may consider a full reading of these two websites to be your first two assigned readings. This year the essay title is:

***“More information is always better when you are making a decision”***

Which means that this article: “Gigerenzer, G., & Brighton, H. (2009). Homo heuristics: Why biased minds make better inferences. *Topics in cognitive science*, 1(1), 107-143.” Available at: <https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1756-8765.2008.01006.x> is your third set reading, and: “Zhang, X., Li, Y., Dong, S., Di, C., & Ding, M. (2023). The influence of user cognition on consumption decision-making from the

perspective of bounded rationality. *Displays*, 77, 102392”, available via the E-journal databases of the library<sup>1</sup>, is your fourth.

Your objective is to provide a definite reasoned position on the statement above. It goes well beyond a simple ‘yes’ or ‘no’. Note the type of decision involved is undefined! To do this you will need to study the concept of bounded rationality and its alternatives with some care. The two articles above are the start of the process of incorporating bounded rationality into consumer behaviour (Reading three) and a representative of its current (imperfect) position (Reading four). There are a lot more sources between the two! You may introduce supporting and linking evidence to support your arguments, but you are restricted to a total of ten direct citations in the text – but use these references specifically to support your arguments – quotes are fine. There is a word limit of 4,000 words including references. Appendices are not permitted.

Scientific essays are now a rare format in marketing or any other University discipline – and more’s the pity. However, they are the vehicle of choice of the majority of influential popular scientists. An essay by the paleontologist Stephen Jay Gould will be given to you in the first class attached as a ‘style guide’ “Gould, S. J. (1982). Nonmoral nature. *Natural History*, 91(2), 19-26.” Gould’s essays are essentially a story with a beginning a middle and an end. Dozens of examples of Gould’s work have been read in their entirety by millions, who in most cases have paid for the privilege – the average academic paper probably only gets read (reluctantly) from cover to cover by a couple of dozen (including the author’s mother). Go figure which is the most influential format.

You may think that the one or more of the lecturer’s articles (among the 2,000 articles that have cited Gigerenzer and Brighton’s work since it was written) might just indicate the lecturer’s position and the stance, and that you should take that stance too. Don’t be guided by this. It is possible to appreciate an elegant essay without necessarily agreeing with its conclusions - you will be marked purely on the quality of YOUR arguments as they are presented, not by the degree to which you agree with the lecturer/marker or any other ‘guru’!

Chat GPT, Grok or any other one of these ‘Big-Biz brain stealers’ is lousy at writing essays of this type, and I can recognise their specific brand of lousiness. This will be reflected in your grade!

Your work will be graded on:

- a) The ‘watertightness’ of the arguments
- b) Synthesis of the material - or what value have YOU added to it. In order to add value you HAVE to take a position.
- c) Coherent storyline and good logical development.
- d) Capacity to interest and engage the reader.

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<sup>1</sup> To access journal full text via the library (at some point in the process you will be prompted for your username and password – these are your normal Uni ones): Go to the E-journals page: Type the journal title in the ‘enter title or ISSN’ prompt. Click on the journal title in the list that will come up, which will bring up the journal home page. Enter the full article title into the search box in the home page. This will (reliably) bring up the article with a pdf option.

The essay is due on **Tuesday 24<sup>th</sup> March at 4.00 pm.** It must be submitted as a '.pdf' file attachment to [rob.hamlin@otago.ac.nz](mailto:rob.hamlin@otago.ac.nz). Please do not send odd files or online links. Just an attached pdf file.

NOTE: You will be required to run your work through 'Quilbot' AI checker prior to submission and to report the results. You will be shown exactly how to do this, and how to report the results. Use of AI is not penalised. But any Quilbot score over 15% will cause your submission to be assessed on the basis that AI is your co-author, and grade will be allocated on the basis of ratio of contribution as reported by Quilbot. Your reported ratios of Quilbot will be checked as you work is rerun through Quilbot using exactly the same procedure.

## **2) Individual report (50%)**

The second assignment takes the form of a report on how an individual food product and its marketing support could be improved in order to increase its revenue. The task is broken down into the following sections:

- a) Identify a specific individual retail food product/stock keeping unit (SKU) that you feel offers an opportunity for improvement and increased revenue. Once you have selected this product, you should purchase an example of it. Create a situation analysis for this report, which should include: A precise description of the product itself, its target consumer (segmentation), the need that the product addresses (targeting), and the environment in which it is displayed for sale (positioning) This environment description should include a detailed description the category environment within which the product is currently positioned, including both the physical environment of the category, the population of products within it and how these products relate to the selected product and to one another. This should include ana analysis of the pricing structure of the category.
- b) Based upon the descriptions of the product and its environment above, above, describe why you think that this particular product is not achieving its full revenue potential at the present time.
- c) Prepare a plan that will address these deficiencies without changing the fundamental nature of the product itself. The plan should contain the following sections:
  - The product itself. Changes to the design of the product that will enhance its capacity to generate revenue within its existing environment. These changes may include overall changes to the design of the product itself (e.g. shape, apportionment, price and functional enhancements)
  - Point of sale communication. Refinements to the design of the product, and particularly its prime facing that relate to point-of-sale consumer communication. Do NOT consider these issues in isolation. All suggestions MUST be placed within the context of the proposed immediate environment of the product (physical category environment and competing/complementary offers.
  - Category positioning and contribution. How will the product's operation within the category itself be improved? EXACTLY where will it be located and why? How will its positioning within the category increase its own revenue and also that of the category?

- Supporting communication<sup>2</sup> Is there any remote (non-point of sale) communication that could be usefully deployed to support this particular product. This can include both digital and non-digital forms of advertising, and specific promotions.

Both of these assignments are supported by materials delivered in class, but also more specifically by the two hours of office hours allocated to this course on Friday morning. Students are strongly encouraged to drop in to these regularly, and guidance and advice will be freely given to those who do. Overall, I am looking for integration – Is this a coherent plan to maximise the potential of the product and its environment (good), or is it just a ‘wish list’ of unassociated individual elements and activities? (not so good). The report is due on **Tuesday 5th May at 4.00 pm**. It may be submitted as a pdf file attachment to [rob.hamlin@otago.ac.nz](mailto:rob.hamlin@otago.ac.nz). Please do not send odd files or online links. Just an attached .pdf file.

### **3) Group presentation/pitch (25%)**

The class will be divided into groups of 3-4 members in the class after the submission of Assignment 2. Each group should then use ONE of their individual reports to produce a single set of overheads and a short (2 pages max.) supporting document for a 15-minute sales pitch of that plan to the lecturer who will be acting as a supermarket category manager who is considering ‘delisting’ your currently underperforming product.

The supporting document is due the day before the final presentation on **Wednesday 27<sup>th</sup> May**, as a pdf file E-mail attachment to [rob.hamlin@otago.ac.nz](mailto:rob.hamlin@otago.ac.nz). This material will be distributed to the client/board that evening (Board = client, lecturer, plus 1 other). On **Friday, 28<sup>th</sup> May** at a time and location yet to be finalised. The presentation will be for 15 minutes and 5-10 minutes for questioning. NOTE: The Lecturer/Category Manager will assess the presentations and the short supporting reports as an integrated whole.

The presentation has a specific function. It is here that you will ‘sell’ your proposal to the Lecturer/Category Manager. The presentation is thus not a summary presentation of your short or long-form reports, but a commercial ‘sales pitch’ for you to demonstrate the value of what you have created. To a certain degree you are selling yourselves as much as you are selling the material. If you are not personally credible at this point, then your outputs won’t be either. You will need to consider what material you should present, and how you will present it in order to create maximum impact. You will be given considerable training and guidance on how to present in such situations (See Course Schedule).

You are not only graded on the presentation, but also on how you respond to subsequent questions on it. It is at this point in any commercial sales pitch that a sale is achieved. In this case a ‘sale’ is keeping your improved product in the category. You should assume a 60/40 allocation of grades between the delivered presentation and Q&A (See grade sheet). While the short supporting document is not directly graded at this point, a good supporting document is likely to enhance your presentation and interactions with the target. Remember, the target gets these well before the presentation. The grade and feedback sheet used for this assignment is attached. These are used to establish the grade and feedback is handed back to students the day after the presentation.

### **Referencing Style**

For this course the referencing style is anything you like as long as it is consistent. Style guides are available on the University Library website:

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<sup>2</sup> As 98% of all retail food products receive no specific remote communication support, this section is optional.

### Late Assignments

The standard late penalty shall be 5% of the maximum mark per day late or part thereof.

For example, assignments received up to 24 hours after the deadline will have 5% deducted from the available grade for the piece of assessment (i.e. a 78% becomes a 73%). Assignments received between 24 - 48 hours after the deadline will have 10% marks deducted from the available grade (i.e. 78% becomes 68%). An additional 5% penalty will be applied for every day late. Assignments submitted after seven days of the deadline, or after feedback is returned if this is less than seven days, will not be marked.

All penalty timeframes are inclusive of weekends, public holidays and university semester breaks and closure times.

### Group Work

If your group is experiencing difficulties, please refer to the *Department of Marketing Student Guide*, which is available under the course information tab on Blackboard. The course specific procedure for dealing with group issues will be spelled out in the lecture where the groups are formed.

## Learning Outcomes | *Hua Akoranga*

Learning Outcome	Assessment 1	Assessment 2	Assessment 3	Total	
Understand the features that make food unique as a world consumer market.	10%			10%	Understand the features that make food unique as a world consumer market.
Understand the nature of low involvement consumer learning and decision processes when applied to food products.	10%			10%	Understand the nature of low involvement consumer learning and decision processes when applied to food products.
Understand how communications within the point of sale environment and elsewhere can be managed to influence these processes.	5%	10%	10%	25%	Understand how communications within the point-of-sale environment and elsewhere can be managed to influence these processes.
Develop a structured point of sale communication and design process for a specific food product.		20%	15%	35%	Develop a structured point of sale communication and design process for a specific food product
Understand how food retailing is organised and the importance of category management.		20%		20%	Understand how food retailing is organised and the importance of category management
<b>Total</b>	25%	50%	25%	100%	

## Academic Integrity | *Pono-ā-wānanga*

**Students should ensure that all submitted work is their own.**

Academic integrity means being honest in your studying and assessments. It is the basis for ethical decision-making and behaviour in an academic context. Academic integrity is informed by the values of honesty, trust, responsibility, fairness, respect and courage. Students are expected to be aware of, and act in accordance with, the University's Academic Integrity Policy.

Academic Misconduct, such as plagiarism or cheating, is a breach of Academic Integrity and is taken very seriously by the University. Types of misconduct include plagiarism, copying, unauthorised collaboration, submitting work written by someone else (including from a file sharing website, text generation software, or purchased work) taking unauthorised material into a test or exam, impersonation, and assisting someone else's misconduct. A more extensive list of the types of academic misconduct and associated processes and penalties is available in the University's Student Academic Misconduct Procedures.

It is your responsibility to be aware of and use acceptable academic practices when completing your assessments. To access the information in the Academic Integrity Policy and learn more, please visit the University's Academic Integrity website at [www.otago.ac.nz/study/academicintegrity](http://www.otago.ac.nz/study/academicintegrity), or ask at the Student Learning Centre (HEDC) or the Library, or seek advice from your paper coordinator.

### **For further information on academic integrity at Otago:**

Academic Integrity Policy

<http://www.otago.ac.nz/administration/policies/otago116838.html>

Student Academic Misconduct Procedures

<http://www.otago.ac.nz/administration/policies/otago116850.html>

*A note about Artificial Intelligence: In MART563 the use of artificial intelligence is generally prohibited. Due to the type of learning required, the majority of specific skills and tasks in this paper will expect you to autonomously undertake the work. Any use of an artificial intelligence tool would inhibit your ability to achieve workplace-level competency and would breach academic integrity standards for this paper. There are specific activities where the use of AI is allowed/encouraged. These will be specifically identified in the assignments to which they are relevant.*

### **For further information on artificial intelligence at Otago:**

Use of Generative-Artificial Intelligences and Autonomous Content Generation in Learning and Teaching Policy

<https://www.otago.ac.nz/administration/policies/policy-collection/use-of-generative-artificial-intelligences-and-autonomous-content-generation-in-learning-and-teaching-policy>

## Concerns about the Course | *Ngā māharahara mō te akoranga*

We hope you will feel comfortable coming to talk to us if you have a concern about the course. The Course Co-ordinator will be happy to discuss any concerns you may have. Alternatively, you can report your concerns to the Class Representative who will follow up with departmental staff. If, after making approaches via these channels, you do not feel that your concerns have been addressed, there are University channels that may aid resolution. For further advice or more information on these, contact the departmental administrator or head of department.

## **Disclaimer | *Kupu Whakatonu***

While every effort is made to ensure that the information contained in this document is accurate, it is subject to change. Changes will be notified in class and via Blackboard. Students are encouraged to check Blackboard regularly. It is the student's responsibility to be informed.