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| ***ÇAĞ UNIVERSITY***  ***FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES*** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Code** | | | | **Course Title** | | | | | | | | | | | | | **Credit** | | | | | **ECTS** | | | |
| **MAN 439** | | | | Marketing & Sustainability | | | | | | | | | | | | | 3 (3-0-3) | | | | | 6 | | | |
| **Prerequisites** | | | | | | | | **None** | | | | | | | | | | | | | | | | | |
| **Language of Instruction** | | | | | | | | English | | | **Mode of Delivery** | | | | | | | | Online (Zoom) / Virtual World | | | | | | |
| **Type and Level of Course** | | | | | | | | **Elective/4.Year/SPRING Semester EQF- Level 7** | | | | | | | | | | | | | | | | | |
| **Lecturers** | | | | | **Name(s)** | | | | | | | **LectureHours** | | | | | | **Office Hours** | | | | **Contacts** | | | |
| **Course Coordinators**  **Course Assist\*ant** | | | | | Assoc.Prof.Dr. Murat Gülmez (MG)  Assis.Prof.Dr.Duygu Gür (DG)  Res. Asst. Gizem Koçak(GK) | | | | | | | | Friday  16:30-18:00 | | | | | Tuesday  13.45-16.00 | | | | [**mgulmez@cag.edu.tr**](mailto:mgulmez@cag.edu.tr)  **duygugur@cag.edu.tr**  [**gizemari@cag.edu.tr**](mailto:gizemari@cag.edu.tr) | | | |
| **Course Objective** | | | | | To create a comprehensive awareness of sustainability, a wide understanding and appreciation of sustainability practices. Learn about businesses and other organization’s efforts for a better sustainable world by applying experiential learning tools. | | | | | | | | | | | | | | | | | | | | |
| **Learning Outcomes of the Course** | |  | **Students who have completed the course successfully should be able to** | | | | | | | | | | | | | | | | | | **Relationship** | | | | |
| **Prog. Output** | | | **Net Effect** | |
| 1 | Define sustainability & sustainable development golas | | | | | | | | | | | | | | | | | | **3** | | | **4** | |
| 2 | Explain why sustainability is an important concept for marketing | | | | | | | | | | | | | | | | | | **3** | | | **4** | |
| 3 | Recognize how businesses and other organizations can contribute to a sustainable world and how they can integrate to sustainable marketing | | | | | | | | | | | | | | | | | | **3** | | | **4** | |
| 4 | Experience International virtual teamwork | | | | | | | | | | | | | | | | | | **1,6,9** | | | **5** | |
| **Course Description:** The course focuses on five main aspects: (i) the meaning of sustainability, triple bottom line framework and sustainable marketing and definitions of these concepts (ii) relationship between sustainability & marketing, (iii) preparing a marketing plan (iv) using a unique 3D digital platform to understand and experience sustainability applications by organizations (v) working as a virtual team in an international project. The main emphasis is on an integrated understanding of sustainability issues and how organizations and businesses act in this sense. | | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Contents:( WeeklyLecture Plan )** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Weeks** | **Topics** | | | | | | | | | | | | | | **Carried out by** | | | | | **Teaching Methods** | | | | | |
| **1** | Introduction and Meeting | | | | | | | | | | | | | | **MG**  DG, GK | | | | | Lectures | | | | | |
| **2** | Sustainability & Sustainable Development Goals | | | | | | | | | | | | | | **MG**,  DG, GK | | | | | Lectures | | | | | |
| **3** | Sustainable Marketing  -*How sustainable marketing helps sustainable development?* | | | | | | | | | | | | | | **DG**  GK | | | | | Lectures | | | | | |
| **4** | Sustainable companies & brands in physical and virtual world  *Sustainability in Non-profit Organizations* | | | | | | | | | | | | | | **MG**  DG, GK | | | | | Lectures | | | | | |
| **5** | Value through Sustainability (Unilever’s Sustainable Living Plan) & in **online class discussion** (*students will come prepared to discussion group)* | | | | | | | | | | | | | | **DG**  MG, GK | | | | | Case Study | | | | | |
| **6** | Building a Sustainable Marketing Plan & Strategies | | | | | | | | | | | | | | **DG**  **MG** | | | | | Lectures | | | | | |
| **7** | Introduction to Virtual Worlds-  *Virtual session on Çağ University Virtual Campus*  Introduction of the Final Project Subject and Forming Student Groups | | | | | | | | | | | | | | MG  DG  GK | | | | | In World | | | | | |
| **8** | Nonprofit Organizations in Virtual Worlds  & *Guest Speaker from Whole Brain Health Organization* | | | | | | | | | | | | | | **Guest Speaker**  DG, GK | | | | | In World | | | | | |
| **9** | Team Work on Project | | | | | | | | | | | | | | By Avatars | | | | | In World | | | | | |
| **10** | Global Environment in Metaverse – *Session will be held by Virtual Reality* ***in classroom.*** | | | | | | | | | | | | | | **MG**  DG, GK | | | | | Face to face | | | | | |
| **11** | Visit to Virtual Sustainability Platforms in Virtual Çağ Campus & Team Work on Project | | | | | | | | | | | | | | By Avatars | | | | | In World | | | | | |
| **12** | Team Work on Project | | | | | | | | | | | | | | By Avatars | | | | | In World | | | | | |
| **13** | Team Work on Project | | | | | | | | | | | | | | By Avatars | | | | | In World | | | | | |
| **14** | Project Presentations and Report delivery | | | | | | | | | | | | | | By Avatars | | | | | In World | | | | | |
| **REFERENCES** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Textbook** | | | | | | **Sustainability Marketing: A Global Perspective, 2nd Edition,** [Frank-Martin Belz](https://www.wiley.com/en-hu/search?pq=%7Crelevance%7Cauthor%3AFrank-Martin+Belz), [Ken Peattie](https://www.wiley.com/en-hu/search?pq=%7Crelevance%7Cauthor%3AKen+Peattie), ISBN: 978-1-119-96619-7 | | | | | | | | | | | | | | | | | | | |
| **Course Notes** | | | | | | Instructor’s notes on Online Education portal  Course Website : https://www.virtualworldscaguniversity.com/ | | | | | | | | | | | | | | | | | | | |
| **Relatedlinks** | | | | | | <https://www.seagoinggreen.org/blog>  <https://www.reutersevents.com/sustainability/how-marketing-and-sustainability-can-drive-customer-behaviour-change-5-top-tips>  <https://www.pinterest.pt/belembarbosa/sustainability-marketing/>  <https://www.thehouseofmarketing.be/blog/sustainability-an-important-marketing-responsibility> | | | | | | | | | | | | | | | | | | | |
| **Recommended Reading** | | | | | | See the reading list at the end of this document! | | | | | | | | | | | | | | | | | | | |
| **ASSESSMENT METHODS** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | **Number** | | | **Effect** | | | | **Notes** | | | | | | | | | | | |
| **Portfolio for Assignment** | | | | | | | **4** | | | **40%** | | | | **(10 points has been determined for each assignment.)** | | | | | | | | | | | |
| **Final Group Project** | | | | | | | **1** | | | **60%** | | | |  | | | | | | | | | | | |
| **ECTS TABLE** | | | | | | |  | | |  | | | |  | | | | | | | | | | | |
| **Contents** | | | | | | | | | | | | | | | | | | | | | | | | | | **Number** | **Hours** | **Total** |
| **Hours in Classroom or Virtual Classroom** | | | | | | | | | **14** | | | | | | | **3** | | | | | | | **42** | | |
| **HoursoutClassroom** | | | | | | | | | **14** | | | | | | | **3** | | | | | | | **42** | | |
| **Assigment** | | | | | | | | | **1** | | | | | | | **12** | | | | | | | **12** | | |
| **Project** | | | | | | | | | **1** | | | | | | | **48** | | | | | | | **48** | | |
|  | | | | | | | | | **1** | | | | | | | **40** | | | | | | | **40** | | |
| **Total**  **Total / 30**  **ECTS Credit** | | | | | | | | | **184** | | | | | | |  | | | | | | |  | | |
| **Total**  **Total / 30**  **ECTS Credit**  **RECENT PERFORMANCE** | | | | | | | | | | | | | | | | | | | | | | | **=184/30=6.13** | | |
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**Reading List**

|  |  |  |  |
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| Week | Date | Reading Paper | Description |
| 2 | 21st Oct. | [The **triple bottom line**: What is it and how does it work](http://web.mit.edu/afs.new/athena/course/2/2.813/www/readings/TripleBottomLine.pdf), TF Slaper, TJ Hall - Indiana business review, 2011  Jones, P., Clarke‐Hill, C., Comfort, D., & Hillier, D. (2008). Marketing and Sustainability. *Marketing Intelligence & Planning, 26*(2), 123-130. | <http://web.mit.edu/afs.new/athena/course/2/2.813/www/readings/TripleBottomLine.pdf>  Article can be found by searching on ‘Google Scholar’. |
| 3 | 28th Oct. | Baldassarre, F., & Campo, R. (2016). Sustainability as a Marketing Tool: To be or to Appear to be?. *Business Horizons*, *59*(4), 421-429.  Kemper, J. A., Hall, C. M., & Ballantine, P. W. (2019). Marketing and Sustainability: Business as Usual or Changing Worldviews?. *Sustainability, 11*(3), 1-17.  Nedumaran, G., & Manimegalai, K. (2018). Green Marketing and Sustainable Development–Challenges and Opportunities. *International Journal of Advanced Scientific Research & Development (IJASRD)*, *5*(3), 194-198 | Article can be found by searching on ‘Google Scholar’. |
| 4 | 4th Nov. | Borin, N., & Metcalf, L. (2010). Integrating Sustainability into the Marketing Curriculum: Learning Activities that Facilitate Sustainable Marketing Practices. *Journal of Marketing Education*, *32*(2), 140-154.  Melović, B., Cirović, D., Backovic-Vulić, T., Dudić, B., & Gubinova, K. (2020). Attracting Green Consumers as a Basis for Creating Sustainable Marketing Strategy on the Organic Market—Relevance for Sustainable Agriculture Business Development. *Foods*, *9*(11), 1552. | Article can be found by searching on ‘Google Scholar’ |
| 5 | 11th Nov. | Unilever Sustainable Living Plan | Case Study found in Web.  <https://assets.unilever.com/files/92ui5egz/production/9752ff2d82b8afabb507eb92c47b5dad795801d5.pdf/unilever-sustainable-living-plan.pdf> |
| 6 | 18th Nov. | Kumar, V., Rahman, Z., Kazmi, A. A., & Goyal, P. (2012). Evolution of sustainability as marketing strategy: Beginning of new era. Procedia-Social and Behavioral Sciences, 37, 482-489.  Blythe, J. (2010). Marketing Planning Strategy, environment and context.  Kshetri, N. (2022). Web 3.0 and the Metaverse Shaping Organizations’ Brand and Product Strategies. IT Professional, 24(02), 11-15. | Article can be found by searching on ‘Google Scholar’ |
| 7 | 25th Nov. | Defining Virtual Worlds and Virtual Environments By Ralph Schroeder, Oxford Internet Institute, University of Oxford. Journal of virtual world research , Vol. 1. No. 1 ISSN: 1941-8477 “Virtual Worlds Research: Past, Present & Future” July 2008  Second Life Guide  Girvan, C. (2018). What is a Virtual World? Definition and Classification. *Educational Technology Research and Development*, *66*(5), 1087-1100. | Article can be found by searching on ‘Google Scholar’  Guide will be sent by instructors. |
| 8 | 26th March | Kandaurova, M., & Lee, S. H. M. (2019). The effects of Virtual Reality (VR) on charitable giving: The role of empathy, guilt, responsibility, and social exclusion. Journal of Business Research, 100, 571-580. | Article can be found by searching on ‘Google Scholar’  . |
| 9 |  | PROJECT WEEK |  |
| 10 |  | Fauville, G., Queiroz, A. C. M., & Bailenson, J. N. (2020). Virtual reality as a promising tool to promote climate change awareness. Technology and health, 91-108. | Article can be found by searching on ‘Google Scholar’ |
| 11 |  | PROJECT WEEK |  |
| 12 |  | PROJECT WEEK |  |
| 13 |  | PROJECT WEEK |  |
| 14 |  | PROJECT WEEK |  |

**The Assignments:**

Students will be responsible for attending, completing and delivering 4 assignments throughout the semester. These assignments are:

1. **Paper on Sustainable Development Goals**: The students will choose one goal among the 17 Sustainable Development Goals and prepare a paper on the content of the goal and demonstrate solutions that can be used to overcome the related problems. The paper will be delivered by the 3rd week of the course.
2. **Case Study on Unilever’s Sustainable Living Plan**: The case study will take place on the 5th week. The students should download the case study from web and read it before coming to the discussion session. The students are expected to deliver their case reports until the upcoming lesson.
3. **Report on Global Environment Video**: On the 10th week of this lecture, students will be using Virtual Reality googles to watch videos on sustainability issues like climate change, air pollution and so on. The students are expected to prepare reports on their experience on watching environmental issues in VR until the next lesson.
4. **Marketing Plan Draft**: Before delivering their final projects, the students are expected to prepare the draft of their marketing plan and deliver them by the 12th week.

**The Final Project (In collaboration with profit & non-profit organizations in Second Life)**

Student teams will develop a sustainable marketing plan for their assigned profit or non-profit organizations and present their plans on the Second Life platform as a term Project. The project will be held in cooperation with organizations from Second Life. The aim of the project is to create awareness on the importance of sustainability and show how virtual world can help develop efforts for a more sustainable organization. You can find more details about the project in Project Description document below.



**REPUBLIC OF TURKEY**

**ÇAĞ UNIVERSITY**

**FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES**

**2022-2023 FALL SEMESTER**

**MAN 439 – MARKETING & SUSTAINABILITY**

**FINAL PROJECT ASSIGNMENT**

1. **Description**

Sustainable development is a tridimensional concept which includes economic, social and environmental dimensions known as triple bottom line. The triple bottom line is a sustainability framework that measures a business's success in three key areas: profit, people, and the planet. The aim of this project is to gather information from institutions on those dimensions and analyze how they help develop economic prosperity, social equity and environmental quality. On a business level achieving and implementing these goals is a hard task and trying to implement sustainability in the virtual world is a brand-new challenging concept.

Within this course, the students will prepare a marketing plan of an assigned profit or non-profit institution in Second Life **(SL)** platform as their final project. Students will work in groups. Each group will meet with their assigned institutions at Second Life. The aim of the visit is to gather various information from the institutions on their marketing plans and strategies and how they contribute to sustainable development. Project presentations w**ill be made on the SL platform.**

Students will be working with the Whole Brain Health **(WBH)** organization within **the** SL. The WBH team has reserved a place for students **(Student Cafe) on** **their Island in Second Life.** The WBH team will provide technical support to our students **during the project**, so students must be in contact with the WBH team. \*\*

After the project is implemented, students are required to write a report. The implementation of the project, the presentations made, and the report 60% of the overall evaluation. Evaluation details of the final project and report are available in the rubric .

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| --- | --- | --- | --- | --- |
| MAN439 – Marketing & Sustainability Rubric | | | | |
| Assignment | Final Project | | | |
| Student Name: |  | | | |
| Student ID: |  | | | |
|  |  | | | |
| Evaluation of the Project | | | | |
| Criterion | Performance Evaluating | | | Point |
| Not Enough | Enough | Successful |  |
|  |  |  |
| 1. **Integration of Theoretical & Practical Knowledge in the Marketing Plan** | 0 to 13 points | 14 to 27 points | 28 to 40 points |  |
| Shows little ability to employ theory and practice across the functional areas of business in the assessment of marketing plan of the institution. | Exhibits satisfactory application of principles and/or theories across the functional areas of business to the analysis of the marketing plan. | Demonstrates well-developed ability to integrate and apply principles and/or theories across the functional areas of business to the analysis of the marketing plan; effectively identifies, examines, and critically evaluates important issues. |
|  | Comments: | | | |
| 2. **Establishment of Sustainability in the Marketing Plan** | 1-3 | 4-7 | 8-10 |  |
| Insufficient or non-existing evaluation of sustainability issues of the institution. No recommendations demonstrated to present ways to reach sustainable development goals. | Adequately identifies and describes sustainability issues associated with the institution and its environment. Provides some recommendations for action to reach sustainable development goals. | Explains thoroughly the sustainability issues associated with the institution and its environment. Clearly and effectively justifies solutions and provides recommendations to reach sustainable development goals. |  |
|  | Comments: | | | |
| 3. **Presentation** (Oral Communication Skills) | 0-5 | 6-10 | 11-15 |  |
| Oral presentations cannot be understood because there is no logical sequencing of information; presenter uses superfluous graphics or no graphics do not support or relate to the information presented; presenter reads most or all of the project notes with little or no eye contact, presenter is unprofessional, lacks confidence, is uncomfortable, and cannot answer basic questions | Information is presented in a sequence that the audience can follow ; graphics support and are related to the content of the project;presenter maintains eye contact with the audience with a few minor exceptions;presenter reads from notes on a few occasions; presenter is comfortable for the most part and adequately answers questions | Information is presented in a logical, interesting, and effective sequence, which the audience can easily follow; oral presentation uses effective graphics to explain and reinforce the information presented; presenter maintains eye contact with audience, seldom returning to notes; presenter is professional, confident, comfortable, and answers questions effectively |
|  | Comments: | | | |
| 6. **Formatting** | 1-2 | 3-4 | 5-6 |  |
| Report exhibits frequent and significant errors in APA formatting | APA formatting is employed appropriately in the report with a few minor errors | APA format is used accurately and consistently throughout the report |
|  | Comments: | | | |
| 7. **Analytical /critical Thinking Skills** | 1-5 | 6-10 | 11-15 |  |
| The marketing plan is not articulated, or its component elements are not identified or described; research information is poorly organized, categorized, and/or superficially examined; information is often inaccurate or incomplete. | Adequately identifies and describes the marketing plan and its components; gathers and examines information relating plan; satisfactorily presents and appraises information with only minor inconsistencies, irrelevancies, or omissions. | Effectively formulates a clear description of the marketing plan and specifies major elements to be examined; selects and prioritizes information; accurately and appropriately analyzes and interprets relevant information precisely. |
|  | Comments: | | | |
| 8. **Written Communication Skills** | 1--3 | 4--7 | 8-10 |  |
| The written project exhibits multiple errors in grammar, sentence structure and/or spelling; inadequate writing skills | Written research project displays good word choice, language conventions, and mechanics with a few minor errors in spelling, grammar, sentence structure | Readability of the project is enhanced by facility in language use/word choice, excellent mechanics, and syntactic variety; uses language conventions effectively |
|  | Comments: | | | |
| On-time delivery | The reports delivered on-time will receive **4 points**, others will not receive any points for delivery measure. | | |  |