

School of Social Sciences - Politics and IR

POLITICS 345 Political Marketing



COURSE OUTLINE 2017 Semester One

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Online Chat via Canvass: Friday 2-3

- 21 February -

Course builder world wide access political marketing resource site:

www.political-marketing.org

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The Course

POLITICAL MARKETING



Political Marketing as a Field and area of Practice

Political marketing is a fundamental part of political life. Presidents and prime ministers; politicians and parties; government departments and councils all use marketing in their pursuit of political goals. Market research is used when deciding on policies and service design, to understand what the people they serve and seek votes from want and need; voter profiling helps create new segments to target; strategy guides creation of the political brand to develop an attractive vision; internal marketing guides the provision of volunteer involvement; analytics and experimental research test and refine communication messages; and delivery management sets expectations and helps to convey progress once a politician is elected or a programme has begun.

Course Description

Political Marketing is a cutting edge research-led course which introduces students to how candidates, parties, elected officials and governments around the world utilise marketing concepts and tools win elections and remain in office. Drawing on the latest international political marketing research available, this course examines a wide range of political marketing topics including the rise of the political consumer, market intelligence and segmentation, opposition research, e-marketing, direct mail, market-orientation and strategy, internal marketing, product re-development, branding, local political marketing, marketing in government, delivery and global knowledge transfer. It utilises examples from different countries around the world.

Employability Skills

The course focuses on preparing students for the workplace by developing skills such as:

1. **Political skills** – understanding of current issues through discussing current political situations and behaviour
2. **Policy skills** – understands context, applies objective reasoning, well-reasoned advice through writing the Political Marketing Advisory Report
3. **Advisory skills** – such as impartial neutral analysis and producing high quality reports by evaluating contemporary political behaviour using academic theory rather than personal opinion in the Political Marketing Advisory Report
4. **Analytical skills** - can project future issues/scenarios through discussions and case study/report assignments
5. **Interpersonal skills** – peer learning through small group work in seminars
6. **Leadership/Teaching skills** – for those who become discussion leaders and show team leadership and help generate new ideas and facilitate learning
7. **Writing skills** - report writing through the Political Marketing Advisory Report and the employability session on writing advisory reports
8. **Professional workplace attributes** – such as reliability, adaptability, able to work independently, respond well to feedback, and agility; through the courses stricter policies; new style assignments through the case studies and report, and learning cross-disciplinary theories and analysis

Academic Learning Outcomes

1. Provide students with a comprehensive awareness and balanced understanding of the range of marketing tools and concepts utilised in politics today
2. Develop appreciation for the complexities involved in marketing politics
3. Encourage civic awareness of current political issues and democracy

Course Structure

This course consists of a two hour seminar and a one hour discussion hour.

Seminars will be primarily based on the course textbook (2nd edition published May 2014). To avoid repetition, and encourage independent and progression towards graduate study or post-graduation work, there are no formal lectures. Instead, seminars focus on developing understanding through discussion and audio-visual files. They are not a substitute for reading.

The discussion hour will focus on providing advice on the written assessment, and further application of some seminar topics through DVDs, group work, debates or visiting speakers.

Teaching Staff And Contacts

Course Convenor and lecturer: Associate Professor Jennifer Lees-Marshment, Politics and IR, School of Social Science:

- Email: j.lees-marshment@auckland.ac.nz
- Office: HSB 504
- Office hours: Tuesdays 11-12 and 4-5.00
- Online Chat via Canvass: Friday 2-3

POLITICAL MARKETING TIMETABLE 2017 –

As of 17 February. See Canvas for updates.

Wk	Assignment deadline	Seminar Tuesday 1-3 (105-018 - Clock Tower, Room 018)	Discussion Hour Wednesday 2-3 (803-210 - 17 Eden Crescent, Room 210)
1		Tuesday 7 March Introduction to Political Marketing <i>Jennifer Lees-Marshment</i>	- No discussion hour -
2		Tuesday 14 March Political Strategy <i>Jennifer Lees-Marshment</i>	Wednesday 15 March Assessment Advice - Case Study 1 <i>Jennifer Lees-Marshment</i>
3		Tuesday 21 March Political market research <i>Jennifer Lees-Marshment</i>	Wednesday 22 March Political marketing research in practice <i>Jennifer Lees-Marshment - Exercise or Guest speaker</i>
4		Tuesday 28 March Political branding <i>Jennifer Lees-Marshment</i>	Wednesday 29 March Political branding in practice <i>Jennifer Lees-Marshment - Exercise or Guest speaker</i>
5		Tuesday 4 April Internal political marketing <i>Guest Lecturer Dr Edward Elder</i>	Wednesday 5 April Internal marketing in practice <i>Edward Elder - Exercise or guest speaker</i>
6	Case study 1 Due Monday 10 April 11.59pm	Tuesday 11 April Static political marketing communication <i>Guest Lecturer Dr Edward Elder</i>	Wednesday 12 April Assessment Advice – Case Study 2 <i>Jennifer Lees-Marshment</i>
<i>Mid-semester break Saturday 15 April to Sunday 30 April</i>			
Wk	Written Assessment due	Seminar Tuesday 1-3 (105-018 - Clock Tower, Room 018)	Discussion Hour Wednesday 2-3 (803-210 - 17 Eden Crescent, Room 210)
7		Tuesday 2 May Relational/interactive pol mkg comms <i>Guest Lecturer Edward Elder</i>	Wednesday 3 May Applied PM Communications - analysis of election ads <i>Edward Elder – Exercise</i>
8		Tuesday 9 May Political delivery marketing <i>Jennifer Lees-Marshment</i>	Wednesday 10 May Applied Delivery marketing - the National Government <i>Jennifer Lees-Marshment - Exercise</i>
9		Tuesday 16 May Employability skills/Assessment Advice: Writing the Advisory Report <i>Jennifer Lees-Marshment</i>	Wednesday 17 May Assessment Advice – Political Marketing Advisory Report <i>One on ones for report JLM's office HSB 504 – book on canvas</i>
10	Case Study 2 Due Monday 22 May 11.59pm	Tuesday 23 May Employability skills: Qualitative Market Research <i>Guest speaker: Tom James, Research executive, Needscope International & Edward Elder</i>	Wednesday 24 May Assessment Advice – Political Marketing Advisory Report <i>One on ones for report JLM's office HSB 504 book on canvas</i>
11		Tuesday 30 May Employability skills: Quantitative Market Research/polls <i>Guest speaker: David Talbot UMR</i>	Wednesday 31 May Assessment Advice – Political Marketing Advisory Report <i>One on ones for report – book on canvas</i>
12		Tuesday 6 June Research week: PM and the NZ 2017 election and Course Evaluation <i>Convenor/Grads/PMMN society</i>	Wednesday 7 June Online for final queries about the Political Marketing Advisory Report <i>Canvass chat</i>
13	Report Due Monday 12 June 11.59pm	<i>Study and Exam period</i>	

Course assessment

Overview of Assignments

Assessment is made up of 4 written assignments, and a form of active learning in itself

Written assessment deadlines

Week	Assessment	Deadline	Submission	Word count	% of final mark
6	Case study 1 Core concepts, strategy, research, branding	Monday 10 April 11.59pm	Online via Canvass	1000	25
10	Case Study 2 Internal, Static comms, relational comms or delivery	Monday 22 May 11.59pm		1000	25
13	Political Marketing Advisory Report	Monday 12 June 11.59pm		4000	50

Case Study 1

Core concepts, strategy, research, branding

Write a case study focusing on a recent case or example (2014 onwards), of any aspect within topics in chapters 1-4 i.e.:

- Chapter 1: Introduction to political marketing – i.e. core concepts such as Lloyd's political product
- Chapter 2: Political marketing strategy
- Chapter 3: Political market research
- Chapter 4: Political branding

[Case study 1 Feedback Form](#)

Rules

Word count

- The word count for Case Studies is 1000 words, not including references

Recent case = the last few years, so since 2014 e.g.

- The NZ 2014 election
- The 2016 Australian Federal Election
- The 2016 US election campaign
- Brexit yes or no campaigns
- The NZ Flag referendum
- The 2nd Obama Government 2012-2016
- The 3rd Key Government 2014-2016
- The Australian Labour Government under Turnbull 2016 onwards
- The New Zealand Labour Party 2015-2017
- The NZ National Government 2015-2017
- Bill English as PM since 2017
- The new NZ Green Party leadership since 2016

Style of the case studies

- write it like an essay, so prose, but you may also like to add sub-headings
- you can also include links to Av and relevant websites and media reports and other sources

- Read case studies from the text and find one with a structure you feel comfortable with and workable for your own case and use as your template.
- You can use subheadings, and some bullet points, but it should still have full paragraphs – just like the ones in the book

Sources for case studies

- Academic Sources: Once you've found the concept in the textbook you wish to focus on, you should get hold of and read the original article, chapter or book in which the concept was published. Reading the full length original will give you a much better understanding of the concept. There may also be other work using the same concept and applying it to a different case, which you should read to deepen your understanding.
- Empirical Sources: Search the internet, newspaper articles, pamphlets, polls, speeches, interviews, YouTube clips, face book. It is your role to find the evidence to support your case study.
- Reference your sources correctly

Tips

Follow this plan:

- A. Identify a political marketing concept
- B. Identify a recent empirical case where the PM concept is applicable
- C. Apply the concept to the chosen case; this is your analysis
- D. Conclude with final lessons about what this means for Political Marketing

Focus on empirical analysis and application

- The main body and focus of the case study is the analysis of the empirical evidence! This means that it is not a discussion of the academic literature about your chosen political marketing concept.
- Simply regurgitating the theory will not get you high marks

Not just an election

- You don't have to do an election – parties, leaders, governments, the Brexit Campaign, the NZ Flag referendum also count. If in doubt, get in touch with the convenor

It has to be new

- Do not just do your own version of an existing case study; this needs to be original. You can use a theory already in an existing case study, but apply it to a new case or new election.

Choose one theory only

- Don't try and cover a whole chapter; you've only got 1000 words, so just pick one concept within a chapter

Recently elected leaders

- A number of leaders have been recently elected – Theresa May in the UK, Bill English in NZ, and Donald Trump in the US.
- Strategic aspects of political marketing are harder to research for a short time as there is often not enough material.
- So it may be best to do the Case of Bill English for communications and case study 2; and President Trump for delivery. You could however do Trumps 2016 campaign for any aspect/case because the campaign has finished; there is an end point.

Case Study 2

Internal Political Marketing, Static political marketing communications, relational communications or Delivery

Write a case study focusing on a recent case or example (2014 onwards), of any aspect within topics in chapters 5, 6, 7 or 8:

1. Chapter 5: Internal political marketing
2. Chapter 6: Static political marketing communication
3. Chapter 7: Relational and interactive political marketing communication
4. Chapter 8: Political delivery marketing

[Case Study 2 Feedback form](#)

Rules

Word count

- The word count for Case Studies is 1000 words, not including references

Recent case = the last few years, so since 2014 e.g.

- The NZ 2014 election
- The 2016 Australian Federal Election
- The 2016 US election campaign
- Brexit yes or no campaigns
- The NZ Flag referendum
- The 2nd Obama Government 2012-2016
- The 3rd Key Government 2014-2016
- The Australian Labour Government under Turnbull 2016 onwards
- The New Zealand Labour Party 2015-2017
- The NZ National Government 2015-2017
- Bill English as PM since 2017
- The new NZ Green Party leadership since 2016

Style of the case studies

- write it like an essay, so prose, but you may also like to add sub-headings
- you can also include links to Av and relevant websites and media reports and other sources
- Read case studies from the text and find one with a structure you feel comfortable with and workable for your own case and use as your template.
- You can use subheadings, and some bullet points, but it should still have full paragraphs – just like the ones in the book

Sources for case studies

- Academic Sources: Once you've found the concept in the textbook you wish to focus on, you should get hold of and read the original article, chapter or book in which the concept was published. Reading the full length original will give you a much better understanding of the concept. There may also be other work using the same concept and applying it to a different case, which you should read to deepen your understanding.
- Empirical Sources: Search the internet, newspaper articles, pamphlets, polls, speeches, interviews, YouTube clips, face book. It is your role to find the evidence to support your case study.
- Reference your sources correctly

Tips

Follow this plan:

- E. Identify a political marketing concept
- F. Identify a recent empirical case where the PM concept is applicable
- G. Apply the concept to the chosen case; this is your analysis
- H. Conclude with final lessons about what this means for Political Marketing

Focus on empirical analysis and application

- The main body and focus of the case study is the analysis of the empirical evidence! This means that it is not a discussion of the academic literature about your chosen political marketing concept.
- Simply regurgitating the theory will not get you high marks

Not just an election

- You don't have to do an election – parties, leaders, governments, the Brexit Campaign, the NZ Flag referendum also count. If in doubt, get in touch with the convenor

It has to be new

- Do not just do your own version of an existing case study; this needs to be original. You can use a theory already in an existing case study, but apply it to a new case or new election.

Choose one theory only

- Don't try and cover a whole chapter; you've only got 1000 words, so just pick one concept within a chapter

Recently elected leaders

- If you want to do a recently elected leader – e.g. Bill English in NZ, and President Donald Trump in the US - just check there is enough material out there to analyse.

Political Marketing Advisory Report

Write an advisory report on political marketing by a political organisation or practitioner, reviewing their current use of marketing and providing clear recommended actions to improve in the future.

[Political Marketing Advisory Report Feedback Form](#)

Rules

Word count

- The word count for Reports is 4000 words, not including references or appendix material

Sections to cover

- The report should include at least two sections:
 - A. **Current use of political marketing:** analysis of their existing position, assessing their performance in this area so far, against theory
 - B. **Recommended Action:** Suggestions for future development, things to improve on, and what to do in future in light of the review of past behaviour, and thus a plan of action.

Any area

Reports can focus on any aspect of political marketing within:

- Political Strategy
- Political Branding
- Internal political marketing
- Static political marketing communications
- Relational and interactive political marketing communications
- Political marketing delivery¹

Presented like a report

- Political marketing advisory reports are expected to be written like a report using workplace writing – i.e. not just an essay
- As it is an in-depth piece of work, it will still include paragraphs in places
- But it should use presentational devices such as sub headings, tables, appendices, images, bullet points, numbers
- It can include a title and a contents page

Utilise academic, secondary and primary sources: do your own research

There are three main sources you should use:

- academic literature and research for theory and assessment of behaviour. Whilst the assessment is applied, you should still utilise all relevant theory, and a range of academic sources, not just one
- secondary sources such as media reports and comments
- primary sources – the organisation itself, such as reports, websites, online communication, advertising; public data including public opinion reports; and media interviews of politicians and practitioners you can quote from

Referencing

- All sources should still be properly referenced and sources even if it is an internet site or your own interview

Note for Practice of Politics students

Whilst this assignment is somewhat similar to Report 3/the memo it is not exactly the same, as 4000 is much longer, and it requires you do read and do your own research not just rely on one academic chapter or article - so please turn up to the employability session on this to get advice

¹ Political market research is excluded for being too difficult to do given this activity place behind the scenes and is private so will be impossible to analyse. PMR data needs to be considered in all other areas of political marketing any way. If you still would like to do PMR then please discuss getting an exception with your tutor.

Tips

In-depth, detailed piece of work

- The Report is an in-depth piece of work so make sure you devote enough time to it.
- Read and draw on a wide range of relevant literature in the chosen aspect of political marketing
 - i.e. not just one theory or concept (as with the case studies)
 - and read the original article/chapter/book – don't just rely on the brief description in the textbook

It should be original and useful for a practitioner now

- Make it original and thus up to date as possible. Students who simply regurgitate existing published work like an essay risk failing.
- Given this, dedicate enough space to both review and recommendations. Section B should be as in-depth as Section A. If you just focus on section A you risk only reviewing what they have done before, and thus it may not be as original, and certainly won't provide anything that would be of use to your politician/party
- Make sure the report generates usable, valuable advice that a practitioner or organisation would find useful now
- Don't just tell them what happened in the past; identify lessons from it and generate advice for what they might do in future from this
- Remember the goal is to produce a document which the political organization/practitioner would find useful

Gathering your own primary data

Students may wish to gather their own primary data, such as undertaking an interview of a party staffer or politician for their report. This can be a very interesting and rewarding exercise, however it is not required, and there are two concerns to think about before doing this:

- a. Ethics: university ethic rules are such only one interview is allowed – no more – with someone who is in a professional position. In doing so you need to make clear to them the nature of the project, and we advise you give them a transcript of the interview to review and change if they wish before using it in your report. You are not allowed to interview members of the public or run focus groups without full ethics approval – which is not doable within an UG course.
- b. Time and value: getting interviews and data takes a lot of time up and in the past students have not analysed the material well and it has added no value of the report. Just putting an interview in does not get you higher marks. Furthermore, given it is election year, we would predict it will be extremely difficult to get interviews with politicians and their staff in NZ given the sensitivity of the context and how busy they will be. It may be more possible after the election but getting an interview can still take up a lot of time. You could instead contact parties and politicians to get more information rather than a formal quotable interview.

Benefits of the report

The report should be useful for the politician, party or government you are studying. This is something which is applied, and which will give you good practice in writing a report which is more similar to what you may end up doing in a job after graduate. Additionally, it encourages original thinking which is useful for either work or further study.

Submitting Assignments via Canvass

All assignments need to be submitted electronically via Canvass.

They will then go through Turnitin: a procedure designed to detect academic dishonesty, therefore ensuring students who do original work get the credit for it and those who copy do not.

What do I do if I have difficulties submitting via Canvass?

- If you have any technological issues or difficulties submitting your work to Canvass, please contact Canvas help. I am unable to provide technical help with the Canvass system.

Do I need to submit hard copy/can I submit a hard copy instead?

- You do not need to submit a hard copy.
- A hard copy will not be accepted instead of electronic submission via canvas.

The Politics coursework guide says to submit hard copies of essays via Arts reception

- It does, but for Political Marketing you submit via canvass only.
- Until Canvass was introduced, hard copy was the only way for submissions. Then we introduced turnitin, so students had to submit in two places: turnitin and hard copy to Arts reception. This was more work for students, and more work for staff who had to often check submissions in two places and chase up and decide how to deal with students who did one type of submission and not the other.
- Canvass is easier for students and staff: it is just one place to submit that students can access 24/7. Staff can also easily access submitted assignments and get turnitin reports at the same time. It also means there is no need for an assignment tracking sheet.

Late/problematic submissions and Penalties

Any work which is assessed by Canvass to be submitted after the deadline will be marked as late and grade penalties will apply.

Days late	Penalty
Up to 2 days late	Lose 5 marks
3-5 days late	Lose 10 marks
6-10 days late	Lose 25 marks
Over 10 days late	Not marked; 0 grade or DNS awarded

NB: days include the weekends i.e. Saturday and Sunday.

Why are penalties given for late work?

We respect and reward those students who submit on time by sticking to deadlines, so if you submit late, you will be penalised.

Furthermore, in the workplace meeting deadlines and following instructions are key skills and often asked for in job descriptions. It is crucial to follow all processes and policies down to great detail. For example:

- If a policy advisor fails to get a briefing note for to the minister after the driver has left for the night with that night's reading file, then the note is not late but useless. If a communications adviser finishes talking points on a breaking crisis for her minister after Question Period has begun, then she risks the minister making up answers on the fly--which could not only embarrass the minister and the Prime Minister but, conceivably, cost the government billions of dollars.
- If an error is made in a government process and something is missing it can risk the process stalling and going back to the drawing board; or can cause big political problems developing as it turns out a part of the procedure was not followed

What if I think I submitted it on time but Canvass marks it as late?

- Time of submission is determined by Canvass, not you, or me.
- Maybe you think you submitted sooner. Maybe you submitted just a few minutes past the deadline. It doesn't matter. The deadline is the deadline and canvas reports on submission time is the time we will follow

- I do not respond to appeals work was submitted on time.
- If you have any technological issues or questions about Canvass, please contact Canvas help. I am unable to change anything to do with Canvass.

What if I made a mistake submitting and submitted the wrong file or there is an error with it or it is unreadable as I submitted in a strange format?

- We mark what is submitted by canvas only regardless of technical issues, mistakes, errors due to you or the system
- Experience of canvas suggests several issues that arise, such as when files are not submitted in word or pdf and are unreadable, or students submit the wrong file, or forgot the references, or they think they submitted but didn't, or they later discover a mistake so want to resubmit to correct that mistake.
- We follow the same position as when assignments were submitted in hard copy: we mark what is submitted
- If it isn't actually submitted you get 0
- If it is unreadable you get 0.
 - We can read standard formats i.e. word or pdf
 - If it is in an unusual format that we can't read when we download all the assignments, it will be marked 0.
 - It will not help to protest that you could read it on your computer. You are not the marker
 - It also won't help to instruct us to download some software or other. Our time is our time and we don't want to spend it figuring out how to decode your atypical submission.
- If it is incomplete or messed up presentation wise then we grade accordingly.
- We do not accept excuses for technical issues affecting submission or quality of submission whether something won't upload, there are problems in how it displays, if the file format is unreadable, or you've tried to submit several files instead of just one, or whatever else might develop.

What should I do to avoid problems with submission?

- There will be many online submission points in your life so it's time to start getting used to taking responsibility to sort any issues arising from this.
- Submit ahead of time, and check it, to allow chance to correct any errors
 - Your clock may not be the same as the systems or employers or recruitment agency or funding system or campaign production. To avoid any doubt, submit way head of time. This is good time management and work practice.
 - Submit early and check the submission to ensure it is right and works. If you find you've submitted the wrong file, and it is before the deadline, you can delete it and resubmit.
 - Students can delete their first submission and resubmit before the deadline if they find they have uploaded the wrong file or it is not looking right
 - This is only available prior to the deadline - after the deadline, there is no chance to resubmit. Submit ahead of the deadline
- If you have technical problems submitting via canvas please contact canvas help not us, as we are not IT specialists and we do not run the canvas system.

Can't I just email you the work if canvass does not work?

- We will not read a submission you send by any other form e.g. email, hard copy, pigeon carrier, texted, tweeted or submitted directly to turnitin

Can I resubmit after the deadline and get penalised but be able to submit a better piece of work without errors?

- No, resubmission is not allowed
- Just as when we had hard copy submission, we mark what is submitted. If you find you've made a mistake with your submission there is no option to resubmit after the deadline
- We will not delete any submissions post a deadline to enable you to resubmit a better version
- We do not allow resubmissions after a grade is awarded, even if you want one because you got a low grade and think you would do better. You need to do the best possible piece of work first time, just as you would in the workplace – you need to do your best work every day.

Extensions

If you have a problem with completing your work on time because of significant personal or health issues you should seek an extension in advance of the deadline from the course convenor.

An extension will be granted where there is 'good cause', backed up by documentary evidence. It is entirely at the discretion of the convenor whether to grant an extension and if so for how long.

You should only seek an extension where it is definitely needed and deserved. Best practice is to work ahead of deadlines so you can manage any issues that occur and still complete work on time.

Why are extensions sometimes allowed?

Just as in the workplace, there can be circumstances which warrant granting an extension.

Good cause covers genuine cases which are not related to your academic work, such as sudden illness (supported by medical certificate), death in the family, official leave of absence or similar circumstances.

Bad cause includes reasons such as the following:

➤ 'I had lots of other essays to submit at the same time.'

One of the key skills you must learn if you are to succeed in your career is time management. You must expect that deadlines will coincide and plan your research and writing time well in advance accordingly. Working in politics will be even more pressured.

➤ 'I've been feeling a bit unwell recently.'

If you have been seriously ill in the days preceding the deadline and have the appropriate medical certificates to support your case, then this may constitute grounds for an extension. If you have a long-term medical condition it is your responsibility to make sure that the department and convenors know about this well in advance of the deadline.

➤ 'I couldn't get the books from the library.'

The solution here is not to leave work to the last minute. Convenors make every effort to ensure that texts are available in sufficient numbers, but inevitably there is a pressure on material as the deadline looms. If there is a genuine problem with availability of source materials contact the module tutor (or convenor) well in advance of the deadline.

➤ 'I couldn't get on the computers/internet/use the printers/use the copier.'

You must expect that problems like this will arise, particularly towards the end of the semester. Allow good time to do both the necessary research and to prepare the finished assignment document.

➤ 'I accidentally deleted my file before handing it in.'

It is your responsibility to look after your own work. It is good practice to keep back-up copies of important documents. As you draft work, email your essay to yourself and save the email.

➤ 'I sent you an email/left a message on your answer phone asking for an extension.'

If you apply for an extension, you must ensure that you talk to the convenor responsible for granting that extension and have their signature on the extension form. It is your responsibility to ensure that the request for extension has been properly received. The best way to do this is via email as staff are not in their office every day and don't always get their phone messages for some time.

➤ 'I couldn't make it in that day' or 'I had a power cut'

Submission is now online so you do not need to come into university; but you should also aim to submit ahead of deadline to avoid there being any issue in the event of a power cut.

When can I request an extension?

You are expected, and need, to start work on assignments at least a week before the deadline. If something happens that significantly affects your ability over a period of a week then please do get in touch.

However if you say you are suddenly fall ill the weekend and day before the deadline, and need a week's extension, your request for extension is unlikely to be accepted unless you can show you had nearly finished it and just lost a day's time to complete it for good reason. But ideally you should finish it well before the deadline to avoid problems impacting on your ability to meet deadlines.

Please note I cannot respond to requests sent over the weekend or the evening/hours before the deadline. Expect a response as soon as possible on the Monday or Tuesday.

Word counts and page limits

Word count rules

The word counts are strict guidelines set by faculty to ensure you are not asked to write too much for each course.

I am not going to sit and count every word in every assignment - that would take too much time.

But I will check for whether a piece of work is overlong and if it reads as meandering and too detailed, I will then check the word count either using the function in word, or by copying and pasting it from a pdf into a word document and running it there.

What does this mean for what I need to do?

Get it under the word count to avoid any doubt or getting lower marks

What is included in the word count?

Everything is included apart from references (footnotes, endnotes, any bibliography/reference list), and the questions or title. i.e.

- The references are *not* included in the word-count
- The questions/title are *not* included in the word-count
- Material placed in appendices is not included

The Politics coursework guide says there is a 10% leeway - does this apply in this course?

No it does not. Political Marketing is informed by an understanding of employability course and thus takes account of how you will be treated in the workplace where are not any 10% or 10 minute or just one more page kind of rules.

Referencing sources

Do I need to reference sources in this course?

Acknowledgement of sources is an important aspect of academic writing. Whilst the style of assignments for Political Marketing may be different to other courses, you will still need to reference any source you use.

Do I reference any non-academic sources I use?

In Political Marketing because you apply theory to a case for all the assignments, you will end up referencing not just academic work but, for example, primary documents and party websites.

Please reference any non-academic sources as you would academic sources, and do so with as much information as possible e.g. name, date, full title, publication or source (e.g. a newspaper, website address, class a guest speaker spoke at)

Which reference style do I use?

There is a different way of doing this depending on which reference system you use. Reference systems can vary from one department to another. Politics and IR requires students to use one of two reference systems:

1. Harvard
2. Chicago A

You can choose either one, as long as you use only one consistently throughout the piece of work.

The University's Referen@ite website www.cite.auckland.ac.nz provides students with a one-stop online resource for academic referencing needs. Referen@ite explains the essentials of referencing and how to avoid plagiarism. It also includes practical tools to help students reference correctly, use references effectively in writing, and gives fast access to some major reference formats with examples.

Academic integrity

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. Student's assessed work will be reviewed against electronic source material using computerised detection mechanisms and penalties apply for breach of university policies. For further details including resources to help you see

<http://www.auckland.ac.nz/uoahome/about/teaching-learning/academic-integrity>.

Grading, Feedback Forms, and Responding to Feedback

Standard Grading criteria

GRADE	% VALUE	DESCRIPTION
A + A A -	90 – 100 85 – 89 80 – 84	Work of high to exceptionally high quality showing excellent knowledge and understanding of subject matter and appreciation of issues; well formulated arguments based on strong and sustained evidence; maps and diagrams, graphs and tables, etc included where appropriate; relevant literature referenced; high level of creative ability, originality and critical thinking; excellent communication and presentation skills.
B + B B -	75 – 79 70 – 74 65 – 69	Work showing good to strong grasp of subject matter and understanding of major issues though not necessarily of the finer points; arguments clearly developed and based on convincing evidence; relevant literature referenced; evidence of creative ability, originality and critical thinking; good communication and presentation skills.
C + C C -	60 – 64 55 – 59 50 – 54	Work showing a knowledge of subject matter and appreciation of main issues though possibly with some lapses and inadequacies; arguments developed and supported by some evidence and references; creative ability, originality and critical thinking present but limited; adequate communication and presentation skills.
D + D	45 – 49 40 – 44	Work lacking breadth and depth. Work generally has gaps. Frequently work of this grade takes a simple factual approach and understanding and coverage of material is inadequate; does not attempt to interpret the material; at the lower end, indicates a need for considerable effort to achieve improvement; communication and presentation skills are poor.
D-	0 – 39	Highly unsatisfactory. Work shows a lack of knowledge about and understanding of the topic. Inadequate in degree of relevance, sometimes completeness, sometimes both. Communication and presentation skills are weak.

How are the grades determined?

Your work is marked by staff who are trained, experienced and capable of providing fair and appropriate assessment. If there is a tutor or marker for the course, their work is supervised, checked and moderate before the grades are awarded and returned to students.

A feedback form is used for each assignment and this is on canvas under assignments – get hold of it and use to guide you in your work:

[Case Study 1 Feedback Form](#)

[Case Study 2 Feedback Form](#)

[Political Marketing Advisory Report Feedback Form](#)

We make very careful judgements on a wide range of aspects when marking. But once the decision is made, it is final and we will not engage in debates about marks afterwards.

This is not paint by numbers/join the dots

- Each assignment has a detailed feedback form we use to mark and this is a useful guide to how to do well
- However we cannot provide you with a 100% fool proof guide to an A.

- Work, and indeed most things in life, does not come with a rubric and an instruction manual. This is a good place to start learning the skills that will help you cope and succeed in the workplace

We mark your work against standards, nothing else

- I do not bell curve marks, we mark the work according to set standards not relative performance of students against each other
- If you produce work that is worth an A, you get an A even if 90% of the class also does. And if you produce work that is a fail, you get a fail, regardless of the % who fail/pass

Can I appeal my grades?

There is no way to appeal marks awarded. All marks are awarded carefully, according to the criteria laid out in the Feedback Forms.

But I think my work deserved a higher grade!

- You cannot get the mark changed by arguing you disagree with the grade because you thought your work was worth more
- You do not get to mark your own work. You are not a university professor.
- You will be judged by others many times in your life and learning to learn from feedback is an important workplace skill employers value
-

But I get As on other courses!

- How you do in other courses does not determine what grades you get in this one
- Students who get As on other courses don't always get As on political marketing – and often students who don't get As on other courses do on political marketing
- We test different skills relevant to the workplace, rather than essay writing and exams
- Arguing you get an A normally will not make us give you an A on this course

But I do well on things not in the criteria, such as turning up to class

- The criteria we use is clearly laid out in the feedback forms
- Whilst I understand it is frustrating if you turn up to class and do not do well, or think you put more effort in than your peers who then get higher grades, we cannot assess every aspect of student behaviour

I know I didn't follow all the instructions but I thought it didn't matter

- Learning to follow directions and rules is a vital skill you need to learn.
- You have to follow rules, guidelines, and accept judgement and feedback of others, especially in the work world, even when you don't agree with your boss.
- We have clear criteria we use throughout classes and when marking, outlined on a feedback form made available from the start of class on canvass, and when students come to class, listen, follow advice, and do work, they do really well.
- You can't just decide for yourself to ignore bits or all of it and protest if you then get low marks/a fail grade

How should I respond if I don't understand the grade I've been given?

Responding appropriately to feedback is an important employability skill.

You should seek guidance on how you can improve your future performance – i.e. your work. Come to see me in office hours and ask for more insight into where you went wrong or what you should have done instead. I will be very happy to try to help you do better in future.

Provisional marks

Students should understand that any mark they receive during the course are provisional only, and subject to change by the disciplinary area at a markers meeting.

Getting help

Getting advice on Assignments

Please contact the Course Convenor and lecturer: Associate Professor Jennifer Lees-Marshment, Politics and IR, School of Social Science, email j.lees-marshment@auckland.ac.nz

- Office hours: Tuesdays 11-12 and 4-5.00, in HSB Room 504.
- Online Chat via Canvass: Friday 2-3

Whilst I will make every effort to advise and support you, like any worker, academics have to teach more than one course, do research and service as well as teaching, and have a life and commitments outside work.

I am not available 24.7, cannot respond to emails instantly, and will not reply to emails outside core work hours i.e. in evenings or weekends - and this can mean I sign off as early as 3pm if I start work early that day.

To get advice on assignments please allow plenty of time and seek help in advance. Do not leave it to last minute as I may not be available the days or hours leading up to a deadline.

The same goes for extensions - please see the information on submissions in this syllabus for further detail.

Student Learning Services

<http://www.library.auckland.ac.nz/student-learning/>

Student Learning Services offers instruction and support in a wide-range of areas to students enrolled at the University of Auckland. These are delivered through workshops, and individual consultations provided by academically qualified and experienced tutors. There is support for undergraduates, postgraduates, maori and pasifika students, English language students and learning disabilities students.

The city campus location on the third floor of the Information Commons Building, at The University of Auckland, which is on the corner of Alfred and Symonds Streets, Room 320, Level 3, Information Commons building, 11 Symonds St, Auckland 1010, New Zealand

Phone: +64 9 373 7599 ext. 88850 Email: slc@auckland.ac.nz. City opening hours are 9am-5pm, Monday through Friday.

Politics Librarian

Simona Traser is the Politics librarian; her email s.traser@auckland.ac.nz

Tuakana mentoring programme

The Tuakana Program aims to help Maori and Pacific students achieve their full potential while at the University of Auckland. To fulfill this, the Political Studies Tuakana team provides a mentoring service to Maori and Pacific students. They welcome student questions and contact.

Please follow this link for Arts <http://www.arts.auckland.ac.nz/en/for/maori-and-pacific-students/tuakana-arts.html>. Stage II and III Tuākana support aims to enhance Māori and Pacific student academic achievement through course specific tutorials, career development enhancement, and scholarship and funding opportunities.

Time management

Below are links provided by SLS:

- University of Auckland - Student Learning Services site: <http://www.library.auckland.ac.nz/study-skills/study-exams/self-and-time-management>
- Time Management Questionnaire from University of Kent (a bit long though): <https://www.kent.ac.uk/careers/sk/time.htm>
- TM Tutorial which includes link to “review how you spend your time” (includes log sheet), UWE Bristol: <http://www1.uwe.ac.uk/students/studysupport/studyskills/timemanagementsupport/timemanagementtutorial.aspx>
- Also has assignment planner: <http://academicskills.uwe.ac.uk/general/workbooks/essay-planner/12073/essay-planner-content>
- TM planners (schedules and sheets) – University of Nottingham:
- <https://www.nottingham.ac.uk/student-services/support/supportforyourstudies/academicsup>

- [port/studyresources/timemanagement.aspx](https://www.escholar.manchester.ac.uk/learning-objects/mle/counselling/timemanagement.aspx)
- Strategies to deal with procrastination – University of Manchester: <https://www.escholar.manchester.ac.uk/learning-objects/mle/counselling/procrastination-strategies/>
 - and <https://www.escholar.manchester.ac.uk/learning-objects/mle/counselling/procrastination-cycle/>

Professional attributes students need

Teaching philosophy behind this course

How well you do at university, and in the workforce, depends on how much effort you put in. Employers have noted how important it is that graduates are open to feedback, learning new things, adaptable, and develop skills such as meeting deadlines and time management.

The rules and teaching in this course have been designed in response to this. You may find this seems stricter than other courses, but should understand this is to help you succeed – not just in this course or university as a whole but beyond, after you graduate.

They are also based on educational research concepts such as active students and collaborative learning, whereby:

Active students:

- learn from peer discussions in seminars
- learn from their own independent research such as the case studies or report
- work together: you may see things, think things, find things the teaching staff have not, so bring them into class and contribute them to the discussion

Collaborative learning where students:

- suggest examples and be part of the learning process
- are co-producer not just a passive consumer
- contribute ideas for new resources for class and the course builder site
- the convenor/tutor is a facilitator, rather than font of all knowledge

To do well in this course follow the ten guidelines below:

1. Take responsibility for your learning and performance and behave professionally
2. Attend class and participate
3. Read the textbook chapter before class
4. Volunteer to be a Discussion Leader
5. Use the political marketing website to find resources to help you complete your assignments
6. Use e-devices including the online resource centre in class appropriately and effectively
7. Listen, read, learn but don't record/copy
8. Submit your work ahead of time via Canvass
9. Read Canvass announcements
10. Ask for help in office hours or using Canvass online chat

Take responsibility for your learning and performance and behave professionally

- This is your work, your degree, your life. Take responsibility for it.
- Don't try to get out of deadlines, go over word counts, question submission time set by Canvas, ask the convenor to set technical issues with Canvas or blame computers, or query the grade you are given, or argue it's not fair as you turned up to class more than your peers, or ask for regrading
- Be open to new ways of learning and being assessed. You will not be able to just write essays for the rest of your life, so learning new ways of writing such as case studies and reports, whilst hard at first, will help you succeed in future work
- Follow the rules and guidelines. Don't think something you are asked to do, such as keep to a word count or present the Political Marketing Advisory Report in workplace writing style doesn't count. I mean exactly what I say when I tell you these things. Students who don't follow instructions, meet deadlines etc. are penalised; and thus those who do get fairly rewarded. Follow the directions, put the work in and get rewarded.
- Respond constructively to feedback, asking for help to improve your work in future
- Accept your work will be judged by someone else. Grades are not changeable, negotiable, or open for debate or discussion. Being assessed by someone else is a normal part of life and work; so learn to accept this and respond to feedback by asking how to improve, not arguing you thought your work was worth a higher grade. I will not meet to hear challenges to my

marking, but I am happy to try to help you do better in future work

Attend class and participate

- Turn up to class. The classes will provide you with the material and engagement and learning you need to succeed.
- All academic staff spend weeks each year preparing and updating material to help you learn and succeed. It is heart-breaking how often students don't get the benefit of this because they don't turn up to class. If you don't come and 'take' the educational 'product' on offer, we cannot help you. The workshops and the rich educational experience offered within them are there for you: please come and get them.
- When you are there, get involved. In both the seminar and discussion hour students will be put into small groups and asked to discuss various questions. The more you put into these discussions, the more you will learn, and the better you will do on the course.

Get the textbook and read the relevant chapter *before* class

- You need to read the relevant chapter before class, so that you have knowledge of theories and examples to draw on in discussion - seminars will not repeat or 'lecture' the material to you, we will discuss and apply it
- One chapter a week is light for a stage 3 class – and there are only 8 topic chapters in total - and experience in the course in previous years has shown that reading was a crucial ingredient in achieving a high grade.
- Peer discussion is only as good as the student knowledge, so to get the most out of class time you need to read before class.
- No lecture slides or notes are provided; the textbook should be your guide for detail and making notes. Classes are about discussion, interaction and engagement with material
- The textbook is: *Political Marketing: principles and applications* 2nd edition (Jennifer Lees-Marshment, published by Routledge in May 2014 (Paper back 978-0-415-63207-2)).

Volunteer to be a Discussion Leader

'I feel like I am coming out of this paper not just with knowledge of political marketing but also interpersonal skills to set me up to the future. Taking such roles is what you will do either if you go onto graduate classes or into work, where presentations and group work are common'
'Having discussion leaders helps stimulate the arguments and discussions'

If you like discussion and are comfortable with speaking in front of the whole class – or would like to learn to be – you can volunteer to be a discussion leader. The role of a discussion leader is to enhance discussion and learning in the seminar through managing and reporting back from small group discussion. The tasks they undertake include:

- a) Moderate discussion – encourage all students to say what they think, whilst limiting more confident students if needed so that everyone in the group gets to make a contribution if they want
- b) Stimulate and enhance discussion by suggesting how it relates to PM theory and case studies; moving discussion on if it gets stuck; encouraging discussion of the 'other side' and all aspects of the issue
- c) Take notes of the main points from group discussion
- d) Report back to the whole class on what is said, making points succinctly, avoiding repeating what a previous peer tutor has said, so knowledge and ideas are shared amongst the whole group

Discussion leaders prevent repetition when reporting back and enable other students who don't like speaking in class to relax but still be active in contributing to the group discussion and giving the discussion leader points to make on their behalf

There are also benefits to the discussion leaders:

- It helps with your learning. As a previous discussion leader commented, 'Being a discussion leader helped me retain knowledge as I was reporting back so it was a good and valuable opportunity.'
- It can be put on your CV.
- It develops useful skills for graduate study or the workplace

Use the political marketing website to find resources to help you complete your assignments

- For the assignments you will need to read beyond the textbook, consulting the further reading and links on the website www.political-marketing.org.
- On this website there are also links to a range of audio-visual files, including those used in seminars which are available on the web, but where they are still available you will find them on this site, along with many others.

Use e-devices including the online resource centre in class appropriately and effectively

- Use them as you would working in politics to help it and your peers do your work, but without distracting yourself or others.

Listen, read, learn but don't record/copy

- Do not record classes or misuse materials provided in class, the online resource centre or canvas; this potentially breaches privacy (of the lecturer and students making comments) and copyright (of materials allowed to be used in education but not recorded). Work within the provisions of the Copyright Act (1994) and the University's negotiated copyright Licences.

Submit your work ahead of time via Canvass

- If you are unsure why this is needed, see the section on Submission and Grading

Read Canvass announcements

- Any changes to the course or important notices will be posted on Canvass.

Ask for help in office hours or using Canvass online chat

- the Convenor will respond to reasonable requests for help in office hours and the scheduled online Chat via Canvass
- often going to get guidance one on one, or discussing draft work, is the best way to succeed

Beyond the class

AUSA Political Marketing and Management Network

In 2017 former Political marketing UG students who are now graduate students and in the workplace are creating an AUSA society in political marketing. It aims to nurture and support interest in political marketing and management research and practice, develop awareness about employability in this area, and stimulate interest in politics and government especially in New Zealand. A range of events are planned for 2017 especially around the NZ Election.

If you are interested in:

- becoming a member please contact Edward Elder on <eeld001@aucklanduni.ac.nz>;
- getting involved on the committee, please contact the President, Will Matthews "William Matthews" <wmat328@aucklanduni.ac.nz

Further details of events will be posted in Canvass as the semester develops.

Political marketing group and facebook page

Political marketing students can request to become a member of the Political Marketing Group facebook page. The PMG is run by a team of academics, under the auspices of the UK Political Studies Association, and you can request to join it and then receive notifications of new posts or discussions by fellow academics and students around the world. It also has some great posts about marketing in the US election you can scroll through. Please search for PSA Political marketing group or try going to:

<http://www.facebook.com/groups/135180946622741/members/#!/groups/135180946622741/>

The PMG is for all those interested in political marketing and has practitioner, academic and student members worldwide and will keep you in touch with events and publications in political marketing. It also has a website in addition to the facebook page - see: <https://politicalmarketinggroup.wordpress.com/>

PMG Members get regular updates and newsletters. It is free to join – so just email me on j.lees-marshment@auckland.ac.nz if you could like to become a member.