

Course Outline
John Molson School of Business
Fall 2015

MARK 201 /2 Section C
Introduction to Marketing

General Information

Instructor: Stephen J. Laing BA., MBA.

Class Day: Fridays / 08:45 - 11:30 am. / MB 2.270 SGW

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Office Hours and Location: By Appointment

Course Description

This survey course introduces students to the key concepts in marketing. Topics covered include marketing strategy, buyer behaviour, and the impact of technology on the discipline. The course also explores the important role that marketing plays in advancing society. Note: Students who have received credit for COMM224 or MARK201 may not take this course for credit.

Learning Outcomes

Upon completion of this course, the student will:

1. be able to explain the marketing planning process and its components;
2. know how to apply marketing concepts and tools across a broad spectrum of situations;
3. understand how to integrate a selection of important values and attitudes into his/her overall business mindset;
4. exhibit a basic appreciation for the science aspect of marketing;
5. be a better team player

Teaching Method

This course will use a combination of pedagogical approaches, including lectures, discussions, situation analyses and reports. Each student is expected to attend class sessions with a thorough understanding of the chapters assigned for that class. The objective of the lectures and discussions will be to enhance comprehension of the material and not to merely review concepts and definitions.

Course Materials

Textbook: Kotler, Armstrong, Trifts, Cunningham: **Principles of Marketing, Ninth Canadian Edition**, Pearson Education Canada.

Course Schedule

Session

COURSE SCHEDULE

Session	Topics from Textbook / Activity	Assignments / Evaluation	Chapters	Value
# 1	Introduction		1	
# 2	Company & Marketing Strategy		2	
	The Marketing Environment		3	
# 3	Managing Marketing Information		5	
# 4	Consumer Markets & Consumer Buying Behaviour		6	
# 5	Segmentation, Targeting & Positioning		8	
# 6	Product, Services & Branding Strategies		9	
# 7		MID-TERM EXAM		25%
# 8	New Product Development & Product Life- Cycle Strategies		10	
# 9	Pricing		11	

	Distribution Channels & Supply Chain Management		12	
# 10	Integrated Marketing Communications (IMC) Strategy		14	
	Advertising & Public Relations		15	
# 11	Personal Selling & Sales Promotion		16	
	Personal Selling & Sales Promotion (Continued)		16	
# 12	Direct & Online Marketing		17	
	Global Market Place	TEAM PROJECT DUE	19	20%
# 13	Marketing & Society		4	
		MRP Due (Date T.B.A.)		4%
		Formal Examination Period (DATE T.B.A.)		41%

COURSE EVALUATION

The final grade for the course will be based on the following components:

<u>Evaluation Element</u>	<u>Due Date</u>	<u>Value</u>
Marketing Research Practicum	T.B.A.	4%
Work/quizzes to be announced by instructor	T.B.A.	10%
Mid-Term Examination	Class 7	25%
Term Project (team assignment)	Class 13	20%
Final Examination	T.B.A.	41%
	Total	100%

Note: In keeping with the University's initiatives on sustainability, your instructor may request that some, or all, assignments be submitted only in electronic format.

ADDITIONAL REGULATIONS

Students shall note that the purchase and/or use of a reproduced/photocopied copy of an original text is illegal in Canada.

Students are expected to participate in class discussions on the lecture material as this is an important element in the development of their managerial skills.

Assignments must be submitted at the beginning of class on the assigned date. **Late assignments are not accepted.**

A grade of less than 40% on the final examination constitutes automatic failure of the course.

Students are required to be familiar with Concordia's Code of Conduct – Academic. Please see the **2014-2015 Concordia Undergraduate Calendar**. The Offences (articles 14~16) and the Sanctions (article 50 through 55) in the Academic Integrity and the Academic Code of Conduct section are particularly noteworthy.

In any work submitted, students must identify all information sources used in the corresponding portion of the paper as well as at the end of the work. Any violation of this prescription constitutes plagiarism under the Code of Conduct.

DETAILS OF ASSIGNMENTS

1. Marketing Research Practicum

Details of this assignment will be provided in a supplement to this course outline that will be distributed early in the term.

2. In-Class Assignments

These will be described in detail by your instructor during the first class

3. Mid-Term Examination

This exam will be worth 25% of the overall course grade and will be based on the chapters covered up to and including Class 6. **The content of the mid-term exam will be determined**

by your instructor.

For your medical excuse to be verified by the associate dean or university staff, an official medical note (*Medical Certificate for a Deferred Notation – Form 4B*) must be completed by your medical clinic and/or doctor. Form 4B must be used for all exams. You can find the form at:

HYPERLINK "<http://registrar.concordia.ca/exam/pdf/form4B.pdf>" <http://registrar.concordia.ca/exam/pdf/form4B.pdf>

4. Final Examination

This exam will be worth 41% of the overall course grade. Although this exam covers the entire course, major emphasis will be on material covered since the mid-term examination held in Class 7. The final exam may include multiple choice questions as well as a variety of essay and application-oriented questions.

5. Marketing Term Project (Assignment details)

(1) Objectives

This term project is intended to provide an applied/real-world orientation to your course learning.

(2) Instructions

This is a progressive assignment. It is strongly recommended that the project be completed according to the schedule indicated below. The “Identification of New product/Service” project component ***must*** be submitted for professor approval and feedback **by Week #5 (or before if you wish)**.

Please note and adhere to all page limit and formatting requirements assigned to each project component. Failure to comply will result in significant mark deductions. Within the page limitations, make sure each response is complete. This can be facilitated by making sure that there is absolutely no wastage in your responses. Keep focused throughout – especially in the marketing mix section - ‘applied’ orientation of the project.

No descriptions and/or explanations of theory should be included (e.g. do not include a definition of ‘macro-environment’ or philosophize about its importance in your paper).

(3) The Task

The overall project involves a series of integrated component exercises. The “Macro-environment”, “Segmenting & Targeting, and Positioning” and “Marketing Mix” sections, in particular, require the team to “apply” what they have learned in the corresponding section(s) of the text and during in-class sessions. For the latter two sections, the focus is on the specific tactics you will be adopting (i.e. what are you going to do) as well as the rationale for your recommendation (i.e. why will you be doing it).

(4) Evaluation of Group Work

Since a significant portion of your final grade is based on teamwork, you must be prepared to invest a considerable amount of time working effectively, efficiently and diligently with your team-mates. A TEAM MEMBER EVALUATION form (i.e. already distributed in class and posted in the course folder) ***must*** be completed confidentially by each team member and

submitted individually to your professor in a sealed envelope by the end of class #13. Please note that your final grade can be affected by this peer evaluation process, i.e. the assessment of your overall contribution to the group's performance as judged by your group members. *Note that this is a team assignment and instructors will not accept individual work.*

(5) Project Components and Time lines

1) Team Formation (Class #3)

The list of team members must be submitted to your professor either in class or via email before 5:00 p.m. on the date specified by your professor. Ideally, five students (NOT MORE) will constitute each team. Any class member whose name is not on a team list submitted by the aforementioned deadline will be placed on a team by your professor.

2) Identification of New Product/Service (Class #5)

Identify two different sources from which you can obtain “New Product/Service” ideas. Make sure a sample page from each is included in your appendix. Why do you believe these are good sources?

Guidance: The purpose of this section is to help all JMSB students explore the broad array of sources from which new product ideas are available. With the aim of fostering an entrepreneurial spirit within each student, this aspect of the overall exercise is aimed at encouraging students to eventually seek out distribution rights for some of the products they discover and/or to generate new product ideas of their own that could serve as the basis of a future business initiative.

Using either a source from above or your own brainstorming, describe a new product or service that your team would like to introduce into the Quebec and/or Canadian market(s). What need is being served by the product or service you selected?

Guidance: This is the foundation for the rest of your project throughout which you will simulate the real-life scenario and all the relevant decisions and considerations associated with bringing your chosen idea to market. A five (5) or six (6) line write-up of your idea –sufficient for the professor to understand its essence and components – is what must be submitted for class #5. Approval of your proposed “ideal/product” for the project may be refused for any of the following reasons:

the product (or some close variation thereof – thus involving insufficient differentiation) already exists in the Canadian market; or

the product has been the focus of a previous project; or

(rarely invoked) the likelihood of completing the project in a timely fashion is considered by your professor to be low due to: the technical complexity of the product, the likely scarcity of information that would be helpful, etc

Why do you think this product/service would be successful?

3) Macro-environmental Impact (Class #6)

Using Figure 3.2 (page 76) as the focus of your response, describe to what degree and in what specific ways *each* of the six components of the ‘macro-environment’ is likely to impact the sales of the product/service you have selected. Be as specific as possible in your description of the likely impact in each instance.

Guidance: For each of the six categories of forces, students should identify the major trends that are most likely to have a positive or negative impact on the success of their product. Students must show how development of the marketing strategy for the chosen ideal/product (N.B. remember that the strategy should never be developed before the macro-environmental analysis has been completed) might have to be configured in order to fully leverage or minimize the impact of the particular trend identified. A net assessment of the impact (i.e. whether ‘positive’ or ‘negative’) should conclude the treatment of each category.

4) Segmentation, Targeting, and Positioning (Class #8)

Identify two potential and viable target markets for your product/service. (Make sure that at least three different segmentation variables (see Table 8.1 on page 246 of the text) are represented in your profiles (=descriptions) of each segment.

Guidance: Remember that a target market profile is a statement of the description of the group of consumers that you will be targeting. This should be expressed in one or two sentences, and should include an array of descriptions representing at least two of the four categories of segmentation variables we learn in the course. After the complete profile is presented (i.e. in one or two sentences), the treatment here should direct itself to explicitly showing how each category is represented. Make sure that the profiles presented are quite distinct from one another. (N.B. Should the team choose a business-to-business good/service for the project, they will have to familiarize themselves with the array of segmentation variable categories for business-to-business products)

Which target market would you choose to pursue? Why?

Guidance: Select from above the target that you believe is best and convince the reader why that is so. Consistent with the idea of being most effective and successful in securing 'buy-in' to your recommendation, please direct more prominence and attention to the target that you are recommending than to the one that you are NOT recommending.

What is the value proposition of your product? How would you differentiate your product from competitors' products/services?

5) Secondary Data & Sales Potential (Class #9)

Select two sources of secondary data that you might use in determining the potential market size of your product/service. (For examples of possible sources, see Table 5.1 on page 153 of the text). Why do you believe these are good sources?

Guidance: The objective here is for the team to find two sources that contain data that would be helpful to estimate the potential size of the market for your product or service. In supporting your selections, specify the types of data from these sources that you would use in estimating the market size.

Attach a sample page from the one source that is most relevant to your product/service. How would you use this data?

Guidance: Include a relevant sample page from the source/site in a properly identified appendix to your report. In the report itself, show how the data contained in that sample page in the relevant appendix would be incorporated into the estimated market size calculation.

Estimate the potential sales for this good/service. What factors did you consider in arriving at this estimate? Support your estimate with detailed reasoning and the calculations undertaken.

Guidance: This sub-component of the project is intended to sensitize the student to the challenges and difficulties associated with 'sales forecasting' in the real world. In order to obtain financing for an entrepreneurial initiative, an attempt must be made to generate reasonable sales (and subsequently profit) projections. This is not an easy task, even in the 'real world'. The team is expected to come up with a specific number (in either dollars or units) as a projection for maximum possible first-year sales.

Your professor is not nearly as concerned about the actual number as s/he is about the thinking and logic that was used in deriving it.

6) Marketing Mix & Complete Plan (Class #13)

Outline specific strategies and tactics for **each** marketing mix element. Support your response in each instance. The format may be of your choice. A logical format will be recommended. Use whatever is most comfortable to the group.

Guidance: This section of the project has the greatest mark value. What is expected here is that the team will provide specific and detailed tactics relating to each of the decision areas for each of the four components of the product's marketing mix. A very brief supporting rationale for each tactic should be provided. This section constitutes the specific action plan for your product. The following should be kept in mind as your team develops this section: 1) everything here depends upon and devolves from the target market that you chose earlier (i.e. in Question #4B); 2) all the tactics that you adopt should be very consistent with one another and with the overall strategy for your product (i.e. target selected; value proposition; positioning; etc)

TERM PROJECT: WORK COMPLETION SCHEDULE

<i>Class</i>	<i>Team Task</i>	<i>Actions required</i>
3	Team Formation	Inform your instructor
5	Identification of New Product	Official approval required
6	Macro-environmental Impact	<i>No official submission necessary</i>
8	Segmenting & Targeting	<i>No official submission necessary</i>
9	Secondary Data & Sales Potential	<i>No official submission necessary</i>
13	Marketing Mix	Submit written project

The complete written project will be submitted on week 13. It will include all components detailed above. Below is the required format (*using 1" margins, single spacing, and font size 12*):

- Title page with team members' names (1 page)
- Table of Contents (1 page)
- Identification of New product/service (1 page)
- Macro-environmental Impact (2 pages)
- Segmentation, Targeting, and Positioning (1-2 pages)
- Secondary Data & Sales Potential (1-2 pages)
- Marketing Mix (Maximum 3 pages)
- Bibliography (No limits)
- Appendix (No limits)

Note: In keeping with the University's initiatives on sustainability, your instructor may request that some, or all, assignments be submitted only in electronic format.

ACADEMIC INTEGRITY

The Code of Conduct (Academic) at Concordia University states that the "integrity of University academic life and of the degrees, diplomas and certificates the University confers is dependent upon the honesty and soundness of the instructor-student learning relationship and, in particular, that of the evaluation process. As such, all students are expected to be honest in all of their academic endeavours and relationships with the University." (Undergraduate Calendar, section 16.3.14)

All students enrolled at Concordia are expected to familiarize themselves with the contents of this Code. You are strongly encouraged to visit <http://provost.concordia.ca/academicintegrity/>, which provides useful information about proper academic conduct. Make sure to take the Academic Integrity Test if you have not done it already.

FEEDBACK AND GRADING

The objective of this course is to broaden your knowledge and skills in the area of marketing. Working through the assignments will enable you to develop a better understanding of this field. Feedback will be provided to you throughout the course. At the end of each course, the instructor will submit a letter grade for every student registered. Using the grade point equivalents listed below, Grade Point Averages (GPA) are calculated for the evaluation of academic achievement, Honours standing, prizes, and academic standing.

Letter and Number Grades

The following list provides the equivalent letter and number grades for assignments in this course:

Letter	Number	Letter	Number
A+	90 - 100	C+	67 - 69
A	85 - 89	C	63 - 66
A-	80 - 84	C-	60 - 62
B+	77 - 79	D+	57 - 59
B	73 - 76	D	53 - 56
B-	70 - 72	D-	50 - 52
		F	< 50

*** D- is the minimum requirement to pass the course.**

Please refer to section 16.3 of the Undergraduate Calendar for more information about the grading system, examinations, and performance requirements. <http://www.concordia.ca/programs-and-courses/undergraduate-programs/undergraduate-calendar/>

ASSESSMENT OF LEARNING OUTCOMES

	Mid-term and final exam	Major term project	Marketing research practicum
1. Be able to explain the marketing planning process and its components.	Theory-based exam questions and recognition-type multiple choice questions will be used to determine knowledge and understanding.	All components of the marketing planning process are integrated into the term project.	
2. Apply marketing concepts and tools across a broad spectrum of situations.	Application-based exam questions will be used.	A design of marketing strategies for a new product concept is required to ensure proper application of marketing concepts and tools.	
3. Integrate a selection of important values, attitudes and perspectives into his/her overall business mindset.	Exam questions that require critical analysis of statements relating to these attitudes, values and perspectives will be used.	The identification of a new product concept necessitates a business mindset by integrating important values, attitudes, and perspectives.	
4. Exhibit a basic appreciation for the science aspect of marketing.	Exam questions that require understanding on the scientific aspects of marketing research process will be used.	A demand forecasting component emphasizes the application of a scientific approach to project the demand level for the product.	A student is required to be a participant in a marketing research exercise undertaken by a faculty member.

5. Be a good team
player in any
business situation.

A student's final
grade on the term
project may be
adjusted depending
upon the professor's
review of
confidential team
peer evaluations
completed by all
members of the
team.