



**Department of Marketing and Consumer Studies
College of Management and Economics**

**Advanced Marketing
MCS 3000 / FALL 2011**

INSTRUCTOR NAME (First & Last):	Scott Van Wagner
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GRADUATE TEACHING ASSISTANT:	Rosanna Totino
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MAIN OFFICE:	216 McDonald Institute
OFFICE HOURS:	Monday's 6:00 – 6:30
CLASS LOCATION:	Alexander 100

Instructor Communication

The Instructor may be contacted at the information provided above. With respect to email communication every attempt will be made to respond to emails with 24 hours of their issuance. Appointments to meet during Office Hours must be requested via email at least 48 hours in advance of the requested meeting date.

Calendar Description

This course provides students with an opportunity to extend their knowledge of the marketing principles and strategies they learned in MCS 1000 to develop a marketing plan and to explore sales as a career.

Prerequisite(s)

MCS*1000

Restriction(s):

Not available to B.Comm. students registered in MKMN, MKMN:C, AGBU, AGBU:C majors.

Course Learning Outcomes

This course is designed to build upon the knowledge gained in previous marketing courses to introduce the field of marketing strategy to the student. Key to the development of the students current theoretical knowledge related to marketing will be the creation of a Marketing Plan. The Marketing Plan is intended to allow for the practical application of marketing ideas and concepts in order to facilitate an enhanced level of understanding.

Additionally the course will focus on Personal Selling and Sales Management both from a theoretical perspective, as well as, a more practical examination of sales as a potential career path.

Teaching Philosophy Statement

“You cannot teach a man anything; you can only help him find it within himself.”
-Galileo

I have been fortunate to have delivered a variety of courses to both undergraduates and adult learners. While many aspects of my teaching have changed with experience, and growing familiarity with my own abilities, the foundations I developed early in my teaching experience remain at the core of my teaching philosophy. Put simply I believe students learn best when they are active participants in their own education. They process material more deeply, feel ownership of the learning process and enjoy themselves more as do I.

I strive to design and deliver courses that are challenging, interesting, current, and relevant. I endeavour to foster learning environments that are stimulating, motivating, supportive and participative. This goal supports my belief that learning must be both active and interactive in nature and that we all benefit from the exchange of shared experiences and knowledge. Key to the creation of this information exchange is the ability to remain both open minded and questioning of those concepts and ideas presented and discussed in class.

Finally I believe in feedback. All good marketing begins with an understanding of the customer – you are my customers. I actively seek feedback, and act upon it, in order to deliver improvements to the classroom experience. I have yet to deliver a course where I did not make changes based upon the feedback I have received from the students.

Rationale for Teaching Methods

The teaching methods used in the course are designed to allow students to utilize their prior knowledge coupled with the new insights gained from the course to develop as marketers.

The will feature a variety of active learning techniques such as course lectures; class and case discussions; reading assignments; guest presentation(s); and the group marketing assignment. These activities will provide the student with the opportunity to learn the concepts and theories of the subject area and to apply this knowledge in a systematic and logical manner consistent with the stated learning outcomes.

Required Textbooks

Title: **The Marketing Plan Handbook**
Author: **Marian Burke Wood**
Edition: 4th Edition
ISBN: 978-0-13-608936-0
Publisher: Pearson Canada

Title: **Selling & Sales Management**
Author: Jobber, Lancaster
Edition: 8th Edition

ISBN: 978-0-273-72065-2
Publisher: Pearson Canada

COURSE SCHEDULE		
WEEK	TOPIC	READING
UNDERSTANDING MARKETING STRATEGY		
1 Sept. 12	Course Introduction & Group Formation Developing Marketing Strategy & Plans	Chapter 1
BUSINESS SUSTAINABILITY		
2 Sept. 19	The Role of Business Sustainability in Marketing Planning	
SITUATIONAL ANALYSIS & UNDERSTANDING MARKETS & CUSTOMERS		
3 Sept. 26	Competition, Internal, and External Forces and Marketing Planning How Customers And Markets Are Defined	Chapter 2 Chapter 3
PLANNING DIRECTION & SEGMENTING, TARGETING, AND POSITIONING		
4 Oct. 3	Planning Direction, Objectives, and Marketing Support How To Identify, Select, And Align With Customers In Class Assignment #1	Chapter 4 Chapter 5
Oct.10	Thanksgiving Day – No Class	
MARKETING COMMUNICATIONS		
5 Oct. 17	Developing a Creative Strategy	Chapter 9
BRAND & PRODUCT STRATEGY		
6 Oct. 24	Developing Brand & Product Strategy	Chapter 6
SUPPLY CHAINS & IMPLEMENTATION		
7 Oct. 31	Developing Channel & Logistics Strategy How to Implement & Assess Your Marketing Efforts In Class Assignment #2	Chapter 8 Chapter 10
PRICING		
8 Nov 7	Setting Pricing to Align With Strategic Marketing Planning	Chapter 7

PERSONAL SELLING		
9 Nov. 14	Development & Role of Sales in Marketing Sales Strategies	Chapter 1 Chapter 2
10 Nov. 21	Sales Responsibilities & Preparation Personal Selling Skills Group Projects Due	Chapter 7 Chapter 8
SALES MANAGEMENT		
11 Nov. 28	Recruitment & Selection Motivation & Training	Chapter 13 Chapter 14
12 Dec. 1	Organization & Control Salesforce Evaluation In Class Assignment #3	Chapter 15 Chapter 17
Dec. 9	Final Exam	

Evaluation and Due Dates

Students will be evaluated in this course through:

Final Exam	30%
Group Project – Marketing Plan	40%
In-Class Assignments (3)	30%
Total	100%

Final Exam

The final exam will include a combination of multiple choice and short answer questions.

In-Class Assignments

There will be three (3) in-class assignments. The assignments will be written during class time, at the end of the class, and take no more than thirty (30) minutes each. They can include multiple-choice, fill-in-the-blank, and short answer questions. Questions can pertain to any of the material covered during the course with respect to the relevant topic areas, including those topics contained in the guest speakers' presentations, and class discussions.

Group Project – Marketing Plan

Students will work in groups to undertake a major integrative project to develop a marketing plan for an existing company. Additional details related to the marketing plan project are provided in a separate document.

Grades

That the assignment of grades at the University of Guelph is based on clearly defined standards, which are to be published in the Undergraduate Calendar for the benefit of faculty and students and that the definitions for each of the numerical grade range (letter grades) be as follows:

- **80 - 100 (A) Excellent.** An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.
- **70 - 79 (B) Good.** A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.
- **60 - 69 (C) Acceptable.** An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.
- **50 - 59 (D) Minimally Acceptable.** A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner is only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.
- **0 - 49 (F) Fail.** An inadequate performance.

Grade Complaints

In the event that a student feels a review of an assigned grade is warranted such action may be undertaken in accordance with the following points:

1. No request for a grade review may be submitted until 48 hours after the receipt of the grade.
2. It must be understood that a review of an assigned grade may result in a lowering of the original grade as grade reviews can result in either increases or decreases to the originally assigned grade.
3. Requests for a grade review must be submitted via email with specifics provided as to the reason for the grade review request.
4. Upon receipt of a grade review request the instructor will return the results of the grade review via email within one week of the receipt of the request.

Absence from In Class Assignments

Notification to the Instructor at least one day in advance coupled with appropriate medical, psychological or compassionate documentation is required to receive academic consideration for being unable to undertake the In Class Assignments at the designated time.

It should be noted that only medical, psychological, or compassionate issues are acceptable circumstances for being absent from an evaluation activity.

Absence from the Final Exam

Students desiring consideration for a missed exam must apply for Academic Consideration with the B.Comm Counselling office as detailed in the University of Guelph Academic Policies section below.

Course Policies

In order to assure an appropriate learning environment for all concerned the following points related to classroom civility will be adhered to:

Attendance

Students are expected to attend all sessions of the course. Should a student be absent from three classes the student is required to contact the Instructor to review the reasons for the absences

Each instructor determines when a student's absences have reached a point at which they jeopardize success in a course. When absences become excessive, the student risks receiving failing grade for the course.

Late Assignments

Failure to submit an assigned activity on time will result in a late penalty of on full grade per day being applied against the assignment (e.g. B+ becomes a C+). No assignments will be accepted after 48 hours from the original due date and will be graded as zero.

It should be noted that only medical or compassionate issues are acceptable circumstances for being late handing in an assignment on time.

Cell Phones, PDA Devices, and Laptops:

The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.

Students are permitted to use computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom for the remainder of the class period.

Sidebar Conversations:

Such conversations between students not related to course material are detrimental to learning and will not be permitted. An initial warning will be provided to students in such cases. In the event of a second instance the student will be ejected from the class.

Class Discussion:

I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of **ideas** is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

Respect:

Negative or disparaging remarks of any kind will not be tolerated and will result in ejection from the class. In the event of such an ejection the student will be responsible for contacting the Instructor to discuss the issue prior to the next class.

Other Items

Late Submissions:

No late submissions of any course material will be accepted, unless there are acceptable (to the course instructor) extraordinary circumstances.

Plagiarism:

"Students must write their own essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence

Academic Cheating:

For any testing session, including computer-marked multiple-choice tests and exams, the use of software to check for unusual coincidences in answer patterns that may indicate cheating may also be employed.

Other Relevant Academic Policies/Regulations:

All students are advised to refer to the Academic Calendar:

<http://www.academicintegrity.uoguelph.ca/>