



Department of Marketing & Consumer Studies

MCS*3000 Advanced Marketing Winter 2013



Instructor: Nicole McCallum
Phone: 519-824-4120 ext. 56907
Email: mccallun@uoguelph.ca
Office: Macdonald Institute (MINS), 259
Office Hours: Monday 12:30pm-1:15pm; or by appointment

Class Times & Location: Tuesday, 7:00-10:00pm, location TBA (check Courselink!)

Course Description

In a world of rapidly advancing and ubiquitous technologies, the field of marketing is continuously evolving to define and meet new challenges and opportunities in the modern market. This course provides students with the opportunity to augment their knowledge of the marketing principles and strategies learned in previous marketing courses.

Accordingly, students are introduced to the concepts and principles of marketing planning such as strategy and consideration of environmental, competitive, industry, consumer and company characteristics. Key development of the students' current theoretical knowledge related to marketing will be the creation of a marketing plan, which enables the practical application of marketing ideas and concepts to facilitate a higher level of understanding.

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

*Prerequisite: 5.00 credits including MCS*1000.*

Restriction(s): Not available to B.Comm. student majors in MKMN, MKMN:C, AGBU, AGBU:C

Course Learning Objectives

This course is designed with an interactive framework to merge learning and application of theory and concepts. This means to foster a learning environment in which students become skilled in the *use* of marketing planning concepts. More specifically, students will have the opportunity to:

- **Engage** your ability to **apply theoretical learning** and reflect upon your experience in the field of marketing strategy, as well as investigate current, real world business and marketing problems using analytical marketing tools.
- **Identify, evaluate and implement** marketing strategies
- **Expand and apply** knowledge of selected strategic marketing processes, concepts and methods,
- Demonstrate proficiency in **professional business communication** in the preparation of a strategic marketing plan
- **Describe how** effective marketing planning contributes to competitive advantage, value creation,

- and organizational decision making
- Pose relevant questions and **direct your own course of inquiry**
- **Work collaboratively to solve problems**, propose and evaluate solutions, and defend recommendations

Course Website

I will make course readings, grades, lecture notes, announcements, research help tutorials, and other class materials available on the Courselink website. *You are expected to check this site regularly for course announcements and updates.*

Textbook & Readings

The required book for this course is listed below. Additional short readings from newspapers, industry publications, academic journals and websites will also be required during the semester, and will be communicated in advance on Courselink.

Title:	The Marketing Plan Handbook	Title:	Selling & Sales Management
Author:	Marian Burke Wood	Author:	Jobber, Lancaster
Edition:	4 th Edition	Edition:	8 th Edition
ISBN:	978-0-13-608936-0	ISBN:	978-0-273-72065-2
Publisher:	Pearson Canada	Publisher:	Pearson Canad

If you do not want to purchase a copy, I have placed two copies on Course Reserve in the Library.

Academic Freedom and MCS*2020

Academic freedom is at the core of university studies and research. As such, you will find that Professors may differ in their approach to teaching a specific subject. You should be aware that different sections of the same course that are taught by different Professors or in different environments (e.g. Distance Education) may have different textbooks, different grade assessment methods, and different grading schemes.

Online Communication

- As indicated, the course website will be used regularly for communications in this course. In addition, I may communicate with you from time to time via your central email account <uoguelph.ca>. You are required to check this account on a regular basis. Please note that I will not edit my mailing list to your Hotmail/yahoo etc. account.
- I encourage you to make use of the discussion board on the courselink site. Please note: I do not monitor the discussion board. If you have a specific question related to an assignment or grade, than email your TA or me directly to make an appointment, or come to office hours.
- **Emails:** Please include the course code in the subject line of your email – I have over 350 students and multiple courses and clients. I endeavour to check my email daily (excluding weekends), so you can reasonably expect a response within 48 hours. Please do not email me questions about a topic that require a long explanation, for assignment feedback, or related questions that would work better speaking about in person. Basically, put yourself in my shoes, and consider whether you can get the depth of the response you need in less than 2 minutes. If I can't respond in a minute or less, you need to make an appointment to see me in person – for your sanity, and mine. That said, I strongly support students asking questions and seeking resources, so ultimately do not hesitate to ask me anything.

Teaching Philosophy

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

I believe that learning is a shared responsibility amongst the teacher and students. I have been fortunate enough to begin professionally teaching young and through a variety of mediums, and I’ve come to cherish the concept of engaged learning. I strive to teach you where to look, not tell you what to see – you determine the latter based on how you engage with the course.

Put simply, I believe students learn best when they are active participants in their own education and have ownership of their learning. To get something out of this course you have to choose to participate in it. I do not consider myself a final authority on all matters related to marketing strategy; instead, my goal is to facilitate an exploration of the key issues in this current paradigm, and provide you with a tool kit to apply your learning to real issues. It is your job to make sense of the material and construct your own learning.

Similarly, an effective instructor needs to be constantly connected to the students to truly be able to adapt a course to meet diverse learning needs. Accordingly, I endeavour to design and deliver courses that are challenging, interesting, relevant and current. I will do my best to use current examples, effective presentation slides, and other media to make the content engaging, and generally foster a simulating and collaborative learning environment.

This philosophy also means I deeply value feedback – both the feedback I offer you, and that which you share with me. In other words, I will meaningful, constructive and personalized feedback on your assignments. In addition, I actively seek feedback, and I act on it. I have yet to deliver a course or program where I did not make changes based upon the feedback I received from students. All good marketing begins with an understanding of the client – and you are mine.

Teaching Approach

Learning is most enjoyable when you are given an opportunity to put your knowledge into practice. To this end, I use class time for more than just lectures. I will also feature a variety of active learning techniques such as 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.

Evaluation

I use both summative assessment (exams) and formative assessment (facilitated problem solving) in this course. Students will be evaluated as follows:

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

Students are responsible for ensuring that you do not have a time conflict with examinations in other courses. You are not permitted to enrol in this course if you have a time conflict with another course.

Group Work

This course comprises a large group project, and I recognize that group work can be challenging for some students, but the TA and I are committed to helping each group function effectively.

During and after your group assignment you will have the opportunity to evaluate the contributions made by each group member (including yourself). **Your contribution to your group will directly correlate to your mark, and to your peers' evaluation of you.** I cannot stress this enough – I take peer evaluations very seriously, and reserve the right to penalize you if you do not contribute to your group. I will use the feedback from the peer assessments to adjust the grades for each individual where applicable. More details of the peer assessments will be available with the assignment. It is your responsibility to address any conflict with group members in a timely and professional manner. I am here to assist you with any mediation.

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

Late Submission

Assignments will be accepted after the due date but a late penalty will apply where 10% will be deducted off the assignment for each day that the assignment is late – weekends count as 2 days. Assignments may be submitted after the due date without penalty if you seek and receive prior approval from the instructor. Exceptions may be granted for medical or compassionate reasons. *Approvals for late submission should be requested in-person during office hours or by appointment (i.e. not before/after lectures, or via email).*

Missed Exams

You require appropriate documentation to be considered for deferment of the final exam for medical or compassionate reasons. If you miss the exam without appropriate documentation, you will receive a zero (0) grade and receive an “incomplete” for your final grade.

Accommodation for Students with Disabilities

If you require special accommodation when writing examinations please contact the Centre for Students with Disabilities (<http://www.csd.uoguelph.ca/csd/>) and make appropriate arrangements.

Research and Referencing

Since assignments in this course will require additional reading and research, students will be required to appropriately cite their resources. References and in-text citations must follow the American Psychological Association (APA) style guide. For a quick reference on using APA style use this handout: http://www.lib.uoguelph.ca/assistance/writing_services/components/documents/apa_2010_ccupdated.pdf

If you need help finding resources for this course you can visit the Research Help desk (first floor of the Library) or use one of the online options: http://www.lib.uoguelph.ca/assistance/ask_us/

Back up Your Work

You need to keep a copy of all of your work (including any rough drafts) until the final marks have been recorded and submitted at the end of the semester. Technical difficulties, while uncommon, can occur with Courselink or with your computer so remember to back up your work. You may be asked to resubmit your work at any time.

Description of Assignments and Exams

Below you will find a brief description of the assignments in this course. More specific information, including grading rubrics, will be distributed during the semester.

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 will take 30-60 minutes each. They can include multiple-choice, fill-in-the-blank, short and long answer questions. Questions will focus on application of concepts and 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.

MCS*3000: Brief Schedule of Topics

I will follow this outline as closely as possible, but assignment dates and instructions may need to be altered due to unforeseen circumstances. Changes will be announced during class and on Courselink.

COURSE SCHEDULE <i>*subject to change</i>		
<i>WEEK</i>	<i>TOPIC</i>	READING
UNDERSTANDING MARKETING STRATEGY		
1 Jan 8	Course Introduction & Group Formation Developing Marketing Strategy & Plans	Chapter 1
BUSINESS SUSTAINABILITY		
2 Jan 15	Business Sustainability & Marketing Planning	
SITUATIONAL ANALYSIS & UNDERSTANDING MARKETS & CUSTOMERS		
3 Jan 22	Competition, Internal, and External Forces and Marketing Planning Defining Customers and Markets	Chapter 2 Chapter 3
PLANNING DIRECTION & SEGMENTING, TARGETING, AND POSITIONING		
4 Jan 29	Planning Direction, Objectives, and Marketing Support Customer Research (identify, select & align) In Class Assignment #1	Chapter 4 Chapter 5

MARKETING COMMUNICATIONS		
5 Feb 5	Creative Strategy	Chapter 9
BRAND & PRODUCT STRATEGY		
6 Feb 12	Brand & Product Strategy	Chapter 6
FEB 19 – READING WEEK, NO CLASSES. Have fun! ☺		
SUPPLY CHAINS & IMPLEMENTATION		
7 Feb 26	Channel & Logistics Strategy Implementation & Assessment	Chapter 8 Chapter 10
PRICING		
8 Mar 5	Aligning Pricing to Strategic Marketing Planning In Class Assignment #2	Chapter 7
PERSONAL SELLING		
9 Mar 12	Development & Role of Sales in Marketing Sales Strategies	Chapter 1 Chapter 2
10 Mar 19	Sales Responsibilities & Preparation Personal Selling Skills Group Projects Due	Chapter 7 Chapter 8
SALES MANAGEMENT		
11 Mar 26	Recruitment & Selection Motivation & Training	Chapter 13 Chapter 14
12 Apr 2	Organization & Control Salesforce Evaluation In Class Assignment #3	Chapter 15 Chapter 17
TBD	Final Exam	

Policies and Regulations

You are expected to abide by the University's academic regulations in the completion of your academic work, as set out in the undergraduate calendar. Some regulations are highlighted below.

Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity and directs all members of the University community – faculty, staff and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. The University of Guelph takes a serious view of academic misconduct and it is your responsibility as a student to be aware of and to abide by the University's policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission.

You are expected to submit assignments and examinations that are based on individual work (with the exception of group assignments) and are reminded that cheating can result in a grade of zero (0). Instructors have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. In instances when work is suspected of being copied and/or plagiarized, all students involved will be notified. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

To better understand your responsibilities, read the Undergraduate Calendar at:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

You are encouraged to discuss any questions you may have with your course instructor, teaching assistant, Academic Advisor or Academic Counsellor. For more information on proper academic conduct visit: <http://www.academicintegrity.uoguelph.ca/>

Academic Consideration

If you find that you will be unable to meet the course requirements by the deadline or criteria expected because of medical, psychological or compassionate circumstances beyond your control, you should review the regulations on Academic Consideration in the Undergraduate Calendar and discuss your situation with the instructor, Program Counsellor or Academic Advisor as appropriate. For more information visit: http://www.uoguelph.ca/undergrad_calendar/c08/c08-ac.shtml

Religious Holidays

If you need to miss a scheduled test, midterm examination, final examination, or requirement to attend class for religious reasons, please advise me within two weeks of the distribution of this course outline so that we can make alternate arrangements. For further information visit:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-accomrelig.shtml>