



University of Guelph
College of Management and Economics
Department of Marketing & Consumer Studies
MCS 3500 – Market Analysis & Planning
Fall 2011



Instructor: Jeffrey P. O’Leary
Location: MACS Room 209
Meeting Time: Tuesday 7:00 p.m. – 9:50 p.m.
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Office Hours: After class or by appointment

Required Text:

Lehman, D. R. and Winer, R. S. (2008), *Analysis for Marketing Planning*, 7th Edition, McGraw Hill Irwin.

Course Description:

This course teaches decision making theory and the methods of analysis that support decision making in the marketing discipline. Topics include customer, competitor and market analysis and methods such as forecasting and decision modeling.

I. Course Goals:

To provide students with the opportunities to:

1. Be introduced to business theory and practices as it applies to Marketing Management
2. To introduce students to various sources of business information and develop their knowledge and familiarity with reading about business activities.
3. Develop and practice written communication skills.
4. Develop analytical skills as practiced by today’s marketing managers.
5. Exercise management and team building skills.
6. Create a collaborative learning environment that fosters the experiences and backgrounds of all of your fellow students.
7. To further develop their learning skills ... learning to learn.
8. To develop time management skills and prepare for deadlines.
9. To develop technical skills using software tools such Microsoft Excel & PowerPoint.

How these goals will be achieved:

1. Through lectures, textual material and class exercises.
2. Through the use of written assignments, videos, guest speakers and case materials.
3. Through a number of activities which will require team discussion and participation.
4. Through respect for one another within the class. This includes coming to class on time, being well prepared and being engaged in what is going on in class.

II. Employability Skills

Key skills developed as demanded by today's employers:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
3. Execute mathematical operations accurately.
4. Apply a systematic approach to solve problems.
5. Use a variety of thinking skills to anticipate and solve problems.
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyze, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others.
9. Interact with others in teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

III. Class Format:

Class sessions will feature lectures, outside guest speakers and case discussions. Some of the material presented in class will supplement assigned text readings. With all the supplemental material planned for class time, it will not be possible for lectures to give comprehensive coverage of material from the text. Consequently it is important that students carefully read the assigned chapters **before** class in order to benefit from the supplemental discussion. I have the right to call on you at any time for your

opinion on the subject matter. Failure to come prepared will make success nearly impossible in this course.

One of the more critical aspects of success in business (and life in general) is the ability to be an independent/self-motivated learner and a self-directed adult. It is the expectation that you approach your learning, studying and related course expectations with such maturity and focus. Re-stated, it is not my role to hold your hand and guide you through the natural ambiguities of the course, such is the nature of university. It is expected that you take ownership of and accountability for your progress and meeting the specified requirements of the course.

IV. Evaluation/Course Requirements

Evaluation:

Midterm Examination		30%
Cases:	Individual (2)	20%
	Team (1)	10%
Marketing Plan:	Written	40%
Total:		100%

1. Midterm Examination (30%)

There will be one Midterm examination during the course of the semester. This Midterm will occur during class time on October 25, 2011 in the regular room (MACS Room 209). The exam will be composed of 50 multiple choice questions and one case with questions designed to draw from the material from the text, supplemental reading and class discussions. A backgrounder will be released 24 hours prior to the exam which will provide you key details on the company and its industry. Further details will be released closer to the date.

2. Cases (30%)

Once you graduate and begin your careers, most of your learning and development will be acquired outside of the classroom from on the job training. How successful you will be in your career will be dependent on how effectively you can adapt to your surroundings and provide value to your organization and its shareholders.

With the intent of strengthening such key skill sets, I have selected a number of cases that cover a variety of industries and product/services within Canada. Each case will be discussed in class with the goal of drawing

on key concepts that will be applied to your Marketing Plan. Students will be required to submit two individual cases and one team case for evaluation. Each case will have different requirements and will be outlined upon distribution.

3. Marketing Plan (40%)

In his autobiography, Lee Iacocca (former President of Ford, and later CEO of Chrysler) made the following comment about working with other people.

Now there's one phrase that I hate to see on any executive's evaluation, no matter how talented he may be, and that's the line: "He has trouble getting along with other people." To me that's the kiss of death. "You've just destroyed the guy," I always think. "He can't get along with people? Then he's got a real problem, because that's all we've got around here. No dogs, no apes – only people. And if he can't get along with his peers, what good is he to the company?"

The ability to work well with people is **essential** in business. The above quotation makes this point on the negative side of the issue, but the positive side is equally true – managers who work well with people are usually highly valued and very successful.

To prepare you for teamwork in the business world, many courses at Guelph have projects that are completed in teams. Working with other people will open you up to a range of experiences, because with people – there are all kinds. People vary in their characters and in their strengths and weaknesses, so you need to develop your skills at working with different sorts of people.

The overall goal of the marketing plan is to develop two soft skill sets that cannot be developed in the classroom. The first skill is team-work skills as (previously discussed) team-work is a major component in being successful in university and is **vital** in the world of business. The second skill is written communication skills, as being able to effectively communicate one's thoughts is a basic necessity in life and in business.

To get you started on your path to business (and personal) success, you will be required to work in teams of five to complete an in-depth marketing plan for Kraft Foods Canada. As the course progresses, I will be drawing on key course concepts from the text and each case which will form the structure for your Marketing Plans. On September 27th, 2011 I will be providing the template that will guide you in developing your Marketing Plans. Note that

this template will serve as a guide only and your final submission should incorporate your creativity and knowledge of the organization at hand.

You will be required to submit your final Marketing Plan on **November 29, 2011 by 7:00 p.m.** A final team agreement is to be drafted and submitted to me by September 27th, 2011. Specific details on form and format will be provided in class on September 27rd, 2011.

As in real life, you will have an obligation to evaluate each team member as honestly and fairly as possible. If it is evident that one or more team member is not fulfilling his/her academic responsibilities to the team, please speak to me as soon as possible and I will find a solution that satisfies everyone. Note that my ability to address a problem and find a common solution decreases as the course progresses.

Academic Integrity Form: Every member of your team **MUST** fill out and sign the academic integrity form. These completed forms **MUST** be attached to the end of each written assignment. By doing so, you attest that all work presented is original in nature. You may be required to submit your assignments to turnitin.com to validate your academic honesty. Failure to follow these instructions will result in a zero grade.

4. Grading Guidelines

A = 80 – 100; B = 70 – 78; C = 60 – 68; D = 50 – 58; F = < 50

'A' The student's work is unusually excellent and superior to the work of others. In addition to meeting all requirements for the assignment, the work contains innovative and creative ideas not found in other students' papers or presentations. The work demonstrates that the student has done extensive research, included numerous concepts from the text or course, and has invested a tremendous amount of time and effort into the work. There are no structural or grammatical errors, the paper reads very smoothly, or the presentation skills are exemplary.

'B' The work is very good. In addition to meeting all requirements for the assignment, the work contains well thought out ideas and the student has applied many concepts from the text or course. The work clearly demonstrates the student has done obvious research and has invested significant thought and effort in the paper. The content is nicely structured and grammatically well done, or the presentation skills are very good.

'C' The work is good. It meets all the requirements for the assignment and has applied a few concepts from the text and course. The student has

probably done basic research even though it is not very obvious. There appears to be a minimum of effort extended to produce the work. The work may have some structural and grammar problems but it is still possible to follow the content without difficulty. The presentation skills are adequate in that the listener is not distracted from the content.

'D' The work is below expectation. While it may or may not meet all the basic requirements for the assignment, there is no obvious evidence of any research or effort. Concepts from the text or course are either not obvious or are used incorrectly. Grammar mistakes are so prevalent that it is difficult to follow the content. Presentation skills are so poor that the listener cannot follow the content.

'F' The work does not meet the basic requirements for the assignment, was not presented, or was not turned in at all.

V. Policies and Procedures

1. Class Attendance

I do not keep track of attendance. However, if you want to do well in this course, you really should miss as few lectures as possible.

2. Policy for missing due dates, tests, deadlines

As university students, you are expected to make all reasonable efforts to attend all of your tests and examinations. Moreover, you are expected to hand-in all your assignments on time. Once you have written the test or examination, you are committed to the mark you earn. If, on medical or compassionate grounds, you are unable to write term tests or final examinations, you should comply with the following guidelines and refer to Guelph's academic calendar.

You should understand that academic accommodation will not be granted automatically on request. You **MUST** demonstrate, to my satisfaction, that there are **compelling** medical or compassionate grounds that can be documented before academic accommodation may be considered. This should be done **prior** to the scheduled time of the test or examination. If the reason is medical, students must provide medical documentation before academic accommodation is considered. The documentation must state that you were medically unfit to write the test or exam as scheduled. For example, if you are too sick to write a test, you need to produce a valid doctor's note. If you are unable to attend and do not produce a justifiable reason, then you will receive a zero on the assignment, test, or exam you

missed. All late assignments will be penalized 10% per day. Furthermore, I also grade late assignments very fast and very hard as I don't have a tolerance for such behavior.

3. Professionalism:

You are expected to act in a professional manner with your fellow students, with myself, and with people in the community you meet as you accomplish your assignments. Professional social behavior, in terms of what is considered correct or unacceptable, is extremely important. In the event of a disagreement or misunderstanding, students must carefully and respectfully follow conflict management processes with the intent of clarifying issues instead of exhibiting anger, sarcasm, or impatience.

Furthermore, it is understandable that a student may, from time to time, be late or have to leave early for legitimate reasons. It is a matter of courtesy and good professional practice to inform your instructor in advance whenever possible. Such late arrivals or departures should be done with minimal disruption to the remaining students in your course. It is not acceptable behavior to continually leave and return to the class during class time. This practice is disruptive to the instructor and your fellow students. Failure to act in a professional manner will result in me having you removed from the room.

Given that email will be used as the primary means of communication between me and each one of you, it is imperative that you remain professional when composing your emails to myself and/or your peers. Relevant subject lines and professional verbiage must become the norm as a business student and a future business professional. Emails that include slang and informal thoughts or opinions will not be tolerated and will be returned to the sender upon receipt. Only when a clear and professional email is received will a response be generated.

4. Cell Phones, Pagers, Laptop Computers, and PDAs:

These and other types of electronic equipment are **not** welcome to be used in our classroom, as they are distracting or disruptive to others. If you must bring these types of electronic equipment into our classroom, be certain that they are turned off and securely packed away.

5. Academic Honesty

All students are considered to be honest and ethical until proven otherwise. Ethical behavior is extremely important for businesspeople in the 21st

century. Cheating is a violation of student behavior standards. Any student who knowingly helps another to violate academic behavior standards is also in violation of the standards. Use of translation computers, programmable calculators or any other form of programmable device is expressly forbidden in any examination for this course. Use of and/or possession of such equipment during an exam will be considered "Cheating".

Work presented in whole or in part, without begin duly acknowledged by way of footnote for example, is considered to be plagiarized work. This is considered to be a serious offence and students will be reprimanded severely. Any work that is plagiarized will automatically receive a grade of 0 and forwarded to the Chair of the Department for further discussion. You must refer to the universities guidelines to ensure that you are adhering to the policies.

Behaviors considered unethical:

1. Telling the instructor that you "need" a certain grade
2. Asking for extra assignments for the purpose of raising your grade
3. Asking that the grade be raised because it is very close to the next higher grade
4. Asking that the grade be raised because you did very well on one part of the course or grading scheme
5. Asking for a higher grade because you don't like the grading scheme
6. Asking to be allowed to turn in an assignment late - even a few minutes late - because of computer or printer problems or any other reason
7. Asking to be treated better than other students by making an exception to the rules
8. Asking for any other unfair advantage in grading

VI. Class Schedule

Week	Date	Material
1	September 13, 2011	<ul style="list-style-type: none"> • Introductions: Me & You • Chapter 1 – Marketing Planning • Introductory Case: McCain Foods • Article: Moving Upward in a Downturn • Article: The New Rules for Bringing Innovation to Market
2	September 20, 2011	<ul style="list-style-type: none"> • Chapter 3: Industry Analysis • Case: InterContinental Hotels Group PLC: Holiday Inn Division • Article: The Five Competitive Forces That Shape Strategy • Article: Marketing Myopia
3	September 27, 2011	<ul style="list-style-type: none"> • Chapter 2: Defining Competitive Set • Case: Williams Coffee Pub • Article: Creating New Market Place • Marketing Plan Template Review • Team Building Exercise
4	October 4, 2011	<ul style="list-style-type: none"> • Chapter 4: Competitor Analysis • Individual Case Submission: Labatt Blue • Article: Blue Ocean Strategy
5	October 11, 2011	<ul style="list-style-type: none"> • Chapter 5: Customer Analysis • Case: The Running Room • Article: Break Free From Product Life Cycle • Article: Customer Intimacy and Other Value Disciplines • Article: Why Service Stinks

6	October 18, 2011	<ul style="list-style-type: none"> • Chapter 6: Market Potential and Sales Forecasting • Article: Six Rules for Effective Forecasting • Individual Case: Cineplex Galaxy Limited Partnership
7	October 25, 2011	<ul style="list-style-type: none"> • Midterm Examination (MACS Room 209)
8	November 1, 2011	<ul style="list-style-type: none"> • Supplement: Accounting for Marketing Managers • Case: Fit for Life Fitness • Article: Manage Customer for Profits (Not Just Sales)
9	November 8, 2011	<ul style="list-style-type: none"> • Chapter 7: Developing Marketing Strategy • Team Case: Sears Canada • Case: Kelloggs • Article: Discovering New Points of Differentiation
10	November 15, 2011	<ul style="list-style-type: none"> • No Class
11	November 22, 2011	<ul style="list-style-type: none"> • Chapter 7: Developing Marketing Strategy (Continued) • Case: Kelloggs (Continued)
12	November 29, 2011	<ul style="list-style-type: none"> • Course Wrap up

Please note that I shall endeavor to follow this schedule as much as possible. However, I reserve the right to modify this schedule from time-to-time if I feel that this is necessary in order for me to achieve my objectives. I shall make all reasonable efforts to inform you in advance of any change or changes to the schedule.