

**University of Guelph
Department of Marketing and Consumer Studies**

**MCS*4910
MARKETING & CONSUMER STUDIES PRACTICUM:
NONPROFIT MARKETING
WINTER 2011**

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CLASS TIMES & LOCATION:
T/Th 10:00-11:20 a.m., MCKN 315

PREREQUISITES: 15 credits including MCS*3030 and MCS*3620

COURSE OBJECTIVE:

This course provides senior marketing management students with a “real world” marketing experience that involves working for an actual client on a plan of importance to and potential use by the client.

OVERVIEW:

Two clients have been lined up for Winter 2011 (see Appendix 1 for their profiles). Teams comprised of 4-5 students will be set up in Week 3 and will work directly on a plan for one client throughout the term. However, students will periodically be required to contribute to other plans so that everyone in the class will have the benefit of being exposed to the development of multiple plans that are different in focus and purpose.

See Appendix 2 for the outline of the final report. The strategic planning approach learned in MCS*3620 (Marketing Communications) will be used to organize the development of the situation analysis, plan objectives, plan strategies and plan tactics. The research methods and analytical techniques learned in MCS*3030 (Research Methods) will be used to gather and analyze the secondary and primary information needed for the situation analysis. Analytical techniques learned in MCS*3500 (Market Analysis and Planning) should prove useful for students who have taken this course.

CLASS FORMAT:

This is not a lecture course. Rather, it is a highly interactive project course that allows students to focus on a single plan throughout the term, and to “brainstorm” with and be “coached” by the instructor and a GTA to raise their plan to a professional level.

This course relies heavily on commitment and participation by students. Indeed, students are expected to treat the course like a business environment and to think of each class as a business meeting, particularly those classes that involve clients. **University policy does not allow us to require attendance, but it should be noted that it is generally considered unacceptable to miss meetings in the “real world”. Proper business attire is also a norm in the “real world”, especially when clients are scheduled to attend.**

See Appendix 3 for a class-by-class course schedule for Winter 2011.

STUDENT INVOLVEMENT WITH THE CLIENTS AND OTHER PLANS:

Students will meet the clients in Week 2. The clients will provide the students with information about their organizations, as well as background that may help with the plans they would like to have developed. They will then answer student questions.

Two clients have been assigned to each section based on the times that the clients have already committed to. **See Appendix 4 for the client class attendance schedule.** All students are encouraged to attend both sections’ classes during Week 2 in order to meet all four clients and better determine which project they want to work on. The instructor will try to accommodate students who wish to transfer to another section in order to work on their preferred project.

In preparation for the Week 2 classes, students in each section will formulate questions in Week 1 to ask the clients (in addition to the ones that may occur to you during the client presentations). The presentations by the clients and the Q&A afterwards will help each of you determine which client you would like to work with. This Q&A should also be considered the start of the situation analysis process.

Student teams must recognize that they are acting as consultants to the clients, not simply doing their bidding. Teams will present to their clients in Weeks 8 and 12 in order to get client agreement and feedback on their progress to date. All students in a given section will attend both classes during these two weeks and, along with the instructor and GTA, will give written feedback to the presenting teams to help them improve their plans and final reports.

INSTRUCTOR INVOLVEMENT:

Students do all of the work needed to complete this project. The instructor and GTA will not develop any part of the project, but students can rely on us to help keep you on

track, to evaluate and coach your work, to work diligently to make your semester productive, and to help you achieve a highly professional end-product.

TEXT & READINGS:

There is no text for this course. Students are expected to refer to their notes and texts from previous courses, including but not limited to: Introduction to Marketing Management (MCS*1000), Fundamentals of Consumer Behaviour (MCS*2600), Research Methods (MCS*3030), Market Analysis and Planning (MCS*3500), Marketing Communications (MCS*3620), and Marketing Strategy (MCS*4370).

WORKLOAD:

Once student teams have been formed in Week 3, you should expect to devote at least 10 hours a week to this course. Individual student workloads and tasks will be determined by mutual agreement of the members of your team. Every individual in the class should expect that this project will require a substantial amount of effort. A minimal effort by any one person will reduce the team's effectiveness and will undoubtedly impact its final end-product. Peer evaluation will be used in this course to individualize grades and to provide team members with a means of communicating significant problems to the instructor. **See Appendix 5 for the Peer Evaluation form that you must submit to the instructor at the end of the course.**

ACCURACY:

All presentations and reports the teams develop must be professional, i.e. they must be well-worded, grammatically correct, and accurate with regard to any information included. Indeed, the final written document must be "letter perfect" because these materials will likely be kept and referred to by the client for the purposes of plan implementation and assessment. Therefore, poorly written work is unacceptable, as are obvious "cut and paste" efforts.

USE OF HUMAN SUBJECTS IN PRIMARY RESEARCH:

Part of being "professional" as you develop your plan is receiving university approval for any primary research that you conduct.

The Tri-Councils (SSHRC, NSERC, and CIHR) produced a document in 1998 which guides the use of human participants in research by Canadian institutions. This document, the Tri-council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS), was adopted by the University of Guelph in 2002. All research done at the University of Guelph, regardless of funding source, must follow the guidelines described in the TCPS.

In order to comply with the TCPS, a researcher who proposes to use human participants in a research project must apply for clearance from the University of Guelph Research

Ethics Board (REB). The REB examines applications which are assessed to require scrutiny by the entire board (such as research posing a more than minimal risk to the participant; research involving a vulnerable population; or research involving deception, for example). I will submit an application to the REB on behalf of the entire class which will allow me to make the determination of whether your proposed research meets REB guidelines. Therefore, you will have to submit your research plans and proposed instruments to me for approval prior to gathering any primary data.

For more information see THE ROLES AND RESPONSIBILITIES OF THE RESEARCHER AND THE RESEARCH ETHICS BOARD (REB). To contact the REB or for more information about involving human participants in research, please contact Sandy Auld , Research Ethics Coordinator, Office of Research, ext. 56606.

STUDENT EVALUATION:

1) Individual Grades:

- | | |
|--|------------|
| <u>Presenter feedback in Weeks 8 and 12</u> | 5% |
| <u>Reflective essay: A 1500-word assessment discussing in depth what you learned from this course about marketing planning, yourself, and the nonprofit sector; to be handed in and discussed with the professor and class during the Winter final exam period</u> | 20% |

2) Group Grades (subject to Peer Evaluation)

- | | |
|---|------------|
| <u>First in-class presentation (Week 8)</u> | 15% |
| <u>Second in-class presentation (Week 12)</u> | 20% |
| <u>Written Plan (final exam week)</u> | 40% |

COURSE GRADING STANDARDS:

Consistent with University Policy:

- **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 are 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.

ADDITIONAL NOTES:

The course schedule is subject to change. Any changes made will be announced in class.

No extensions will be granted for any individual student's assignments or project responsibilities unless medical or compassionate documentation is provided.

Course and instructor evaluation for MCS*4950 (Marketing & Consumer Studies Practicum) will be handled via the Internet during the last two weeks of the term.

Academic Honesty:

While the development of marketing plans and materials is a derivative process, it is expected that all work will be original. Any form of academic dishonesty will be reported, following procedures outlined in the University of Guelph 2009-10 Undergraduate Calendar.

Appeals Procedure: Refer to the 2010-11 Undergraduate Calendar

Drop and Add: Refer to the 2010-11 Undergraduate Calendar

APPENDIX 1 - WINTER 2011 CLIENTS

GiveBack Guelph Wellington (GB)

GiveBack Guelph Wellington is a new social entrepreneurial organization that is currently being developed and managed by a small steering committee. Its purpose is to provide financial support for small non-profit organizations (NPO's) in Guelph and Wellington County. GB will be registered as a non-profit charity and governed by a community board of directors within the year.

The main fundraising vehicle for **GiveBack Guelph Wellington** will be a sustainable ecommerce website. The website will sell donated goods and services at market value or lower, such as:

- Products (artwork, jewellery, woodwork, etc.) created by local non-profit agencies for the purposes of life skills training, fundraising, recreation, and employment
- Services such as vouchers for legal services, haircuts, auto care, etc., and gift certificates/cards donated by local businesses in exchange for marketing and advertising benefits, and community goodwill

Proceeds from the transactions will be distributed to local charities for general operations and overhead through a transparent granting process.

We require market research to test the early assumptions of this project. For example,

- Research with NPOs to determine their interest, ability to contribute, and/or help market the website through their channels
- Research with Businesses to determine if they would be willing to make regular contributions of goods, or sponsorship donations, in exchange for a marketing ROI.
- Research with Consumers to understand if they will purchase the noted goods and services in this manner
- Best practice research into similar ventures.

We also require a marketing plan to launch this website to the general public.

4-H ONTARIO

4-H is an organization of leaders building leaders. It is an international organization with many well-known alumni. 4-H Ontario has a successful 95-year history of developing competence, confidence, connection, character and caring in rural and urban youth. Today in Ontario, over 6000 youth 10-21 years of age and a grass roots network of 1600 trained, screened volunteers pledge their Head, Heart, Health and Hands as members of community-based 4-H clubs. There are 4-H clubs in every county, region and district of Ontario. 4-H Ontario members can choose to be involved in over 60 different projects, ranging from drama to woodworking, life skills to livestock, and square dancing to conservation.

4-H Ontario's original goal was to extend agricultural education to rural youth by organizing boys and girls clubs and through "learning by doing." Over the years, its mandate has been broadened to encompass not only rural youth and agriculture education, but urban youth and areas such as food, health and the environment. As a result, 4-H Ontario is actively working on increasing its size to 10000 members and 3000 volunteers, and the Ontario 4-H Foundation is developing a campaign to grow their Endowment Fund beyond its current \$1.5million.

4-H Ontario will be celebrating 100 years of service in 2015. This milestone is a great opportunity to build the momentum of the 4-H movement in Ontario and help achieve the organization's membership and volunteer growth targets. Testimonials can be gathered from current members, volunteers and alumni to help tell the 4-H story to new and prospective parents, members, volunteers, partners, donors etc. Unrecorded alumni can be found and added to the alumni database, and become active in the program again. Notably, 4-H Canada will be celebrating its 100th Anniversary two years earlier, in 2013. This should provide complementary energy and momentum to Ontario's 2015 campaign and celebration opportunities.

Our challenge is to develop a 100th Anniversary plan for 4-H Ontario that enhances our current momentum and reflects our broadened mandate, while expressing pride in our long, successful history of providing agricultural education for rural youth.

APPENDIX 2

MCS*4910 – STRATEGIC PLAN OUTLINE

1. **EXECUTIVE SUMMARY** – a 1-2 page summary of the key problem(s) that the client is facing and how your plan addresses it (them). The key problem(s) should be derived from the secondary and primary research conducted for this project; this section is generally written **after** the rest of the document has been completed.

2. **SITUATION ANALYSIS** – summarizes and analyzes the secondary and primary information gathered during the first half of the term that is **relevant to your plan**. This section is generally at least half of the final report.
 - a. **MARKET ANALYSIS** – identifies all key stakeholder groups your client is involved with and, **from this group**, identifies and discusses the key stakeholder group(s) who are potential target markets for this plan and explains their importance to the client.

 - b. **MARKET ENVIRONMENT** – reviews the key demographic/socio-cultural, economic, political/legal, and technological factors that (i) are currently impacting your key client and its key stakeholder group(s) or will impact them in the near future, or that (ii) your client must otherwise take into account in developing plans targeted at these key stakeholders. You should focus on local and regional factors, but can discuss broader factors as necessary.

 - c. **HISTORICAL ANALYSIS** – reviews the strengths and weaknesses/successes and failures of your client’s recent (~last 3 years) marketing efforts.

 - d. **COMPETITIVE ANALYSIS** – indicates and discusses the “competitive” groups, events or activities that must be taken into consideration in developing your plan. Note: with nonprofit organizations, competitors may not be other organizations offering the same products or services. For example, they may be organizations that offer alternative or substitute products or services.

 - e. **ROLE MODEL ANALYSIS** - indicates and discusses the “role models” that you might want to learn from or “borrow” activities from in developing your plan. Role models might be organizations that provide similar offerings in different geographic areas or they might target the same “customers” but offer very different products or services.

- f. **NEW INFORMATION** – summarizes and discusses the findings from the primary research conducted to supplement the above secondary information.
3. **PROBLEMS AND OPPORTUNITIES** – a 1-2 page summary of the key problems and/or opportunities that this plan will address. This section is based on the situation analysis and does not introduce information that was not included and analyzed in the situation analysis.
4. **PLAN OBJECTIVE(S)** – lists and discusses the plan’s overall goal(s) in order of priority. These goals must be realistic and measurable (quantitative); the proposed plan assessment (see point #10) will be based on how to measure whether these goals were achieved..
5. **KEY MARKETING STRATEGIES** – clarifies the key strategies to be used as the basis for developing the 4 p’s; also explains *how and why they are different from the strategies currently being used.*
- A. **KEY STAKEHOLDER GROUP THE PLAN IS DIRECTED TOWARD**
 - B. **SEGMENTATION APPROACH TAKEN WITH THIS GROUP**
 - C. **TARGET MARKET SELECTED FROM WITHIN THE KEY STAKEHOLDER GROUP**
 - D. **POSITIONING** – *if relevant to your plan*
 - E. **COMPETITIVE APPROACH** – *if relevant to your plan*
6. **PRODUCT STRATEGIES & TACTICS** – *if relevant to your plan*
7. **PRICE STRATEGIES & TACTICS** – *if relevant to your plan*
8. **DISTRIBUTION STRATEGIES & TACTICS** – *if relevant to your plan*
9. **COMMUNICATION STRATEGIES & TACTICS:**
- **TARGET AUDIENCE** – *if different from the TM*
 - **MEDIA STRATEGIES** – *which communication methods will be used? desired media characteristics? coverage? duration & continuity? reach & effective frequency targets?*
 - **FLOW CHART/ACTIVITY SCHEDULE** – *summary chart of specific media/vehicles planned each month during the plan time period*
 - **OVERALL CREATIVE STRATEGY** – *what is the primary campaign message? what is the support for this message?*

- **CREATIVE EXECUTIONS** – *mock-ups for each communication method to be used*

10. BUDGET – *how much will your plan cost the client (detailed breakout)?*

11. PROPOSED PLAN ASSESSMENT AND EVALUATION – *how should your client determine whether all or parts of your plan have worked? What are the key metrics to be used for evaluation purposes?*

12. APPENDICES – *must include a full, stand-alone report of your market research*

NOTES:

- (1) *Sources should be cited throughout your document*
- (2) *Put all key exhibits and information in the body of the document. Do not require your reader to constantly flip back to the appendices to see vital information that must be read before he or she can continue reading.*

APPENDIX 3

WINTER 2011* Course Schedule – MCS*4910 Marketing & Consumer Studies Practicum

	Class 1 (Tuesday)	Class 2 (Thursday)	Work Outside Class
Week 1 (w/o Jan 10)	Review course outline & project outline; discuss differences b/w commercial and non-commercial marketing	Brainstorm questions to ask clients	Students continue thinking of questions to ask the clients.
Week 2 (w/o Jan 17)	Meet & question clients	Meet & question clients	Students determine which client they would like to work for.
Week 3 (w/o Jan 24)	Determine projects & set up teams; brainstorm secondary research sources	Brainstorm primary research plans & research instruments	Students gather secondary info, develop primary research instrument & start fielding primary research.
Week 4 (w/o Jan 31)	Research/situation analysis coaching	Research/situation analysis coaching	Students continue gathering secondary and primary info and start data analysis.
Week 5 (w/o Feb 7)	Research/situation analysis coaching	Research/situation analysis coaching	Students continue gathering secondary and primary info and continue data analysis.
Week 6 (w/o Feb 14)	Research/situation analysis coaching	Research/situation analysis coaching	Students start developing first client presentations, which consist of situation analysis, objectives & key strategies.
READING WEEK (w/o Feb 21)	No classes	No classes	Students complete data gathering and analyses.
Week 7 (w/o Feb 28)	Presentation/Objectives & Key Strategies coaching	Presentation/Objectives & Key Strategies coaching	Students complete developing first client presentations.
Week 8 (w/o Mar 7)	Situation Analysis & Key Strategies presentations to clients	Situation Analysis & Key Strategies presentations to clients	After presentations, students clean up situation analysis, objectives & key strategies based on client and other feedback. Students start developing detailed plans.
Week 9 (w/o Mar 14)	Product, pricing & distribution objectives & strategies coaching	Product, pricing & distribution objectives & strategies coaching	Students continue developing detailed plans.
Week 10 (w/o Mar 21)	Communication objectives, strategy & tactics coaching	Communication objectives, strategy & tactics coaching	Students finalize detailed plans, including tactics mock-ups.
Week 11 (w/o Mar 28)	Full plan write-up & presentation coaching	Full plan write-up & presentation coaching	Students develop client presentations of entire plans, including tactics mock-ups.
Week 12 (w/o Apr 4)	Full plan presentations to clients	Full plan presentations to clients	After presentations, students complete plan write-ups incorporating client and other feedback.
EXAM WEEK (w/o Apr 11)			Students submit written plans, reflective essays and peer evaluations to Dr. Padanyi at a discussion session (timing TBD).

APPENDIX 4 – CLIENT CLASS ATTENDANCE SCHEDULE

	Class 1 (Tuesday)	Class 2 (Thursday)
Week 1 (w/o Jan 10)		
Week 2 (w/o Jan 17)	Client presentation to students: Give Back GW	Client presentation to students: 4-H Ontario
Week 3 (w/o Jan 24)		
Week 4 (w/o Jan 31)		
Week 5 (w/o Feb 7)		
Week 6 (w/o Feb 14)		
READING WEEK (w/o Feb 21)		
Week 7 (w/o Feb 28)		
Week 8 (w/o Mar 7)	Students' first presentation to clients: Give Back GW	Students' first presentation to clients: 4-H Ontario
Week 9 (w/o Mar 14)		
Week 10 (w/o Mar 21)		
Week 11 (w/o Mar 28)		
Week 12 (w/o Apr 4)	Students' second presentations to clients: Give Back GW	Students' second presentations to clients: 4-H Ontario
EXAM WEEK (w/o Apr 11)		

Note: It is not unusual for clients to bring along others to help with their presentations in Week 2 or to attend the student presentations in Weeks 8 and 12. These additional attendees can be work colleagues, members of the organizations' Board of Directors, or other interested parties. Please do not be concerned if this happens. It is just another indication of the level of interest that clients have in your work.

APPENDIX 5 - PEER EVALUATION - MCS*4910

Your Name:

Your Signature:

Client:

Evaluation: Assign points to every member of your group other than yourself. If everyone made an equal contribution, assign each member 100 points. If contribution was unequal, assign more than 100 points to members who contributed more and less than 100 points to members who contributed less. The points you assign should total to 100 times the number of students that you are personally evaluating. For example, if you are evaluating 3 people, the points you assign should add to 300 in total.

Name of Person Being Evaluated	Points Assigned	Rationale for Evaluation
1.		
2.		
3.		
4.		
5.		

Additional comments:

HAND THIS IN TO DR. PADANYI INDIVIDUALLY !