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Walk: MINS 201C  
Class meetings: Monday and Wednesday 11:30am to 12:50pm, MINS TBD  
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## Course Description

The University catalogue describes Marketing Analytics as

This course teaches students 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.

My interpretation:

With the advent of technological changes in the marketplace, managers face complex decisions. To assist managers with decision making, technology allows us to gather diverse and detailed information about customers, distributors, retailers and about the marketing environment. The challenge facing future researchers and managers is to distill from vast amount of information and convert that into meaningful and action oriented knowledge. Marketing is about three critical decisions about Segmentation, targeting and positioning (STP). This course will facilitate your learning about marketing through these three central ideas and overlap with Product, price, promotion and distribution decisions.

Lectures, short in-class and computer based exercises, discussion of assigned readings and analysis of marketing related cases will be the basis for gaining understanding and interpreting marketing decisions.

Prerequisite are (at minimum): 10.00 credits including ECON\*1050, (MATH\*1000 or MATH\*1030), MCS\*2600.

## Student Evaluation

1. In-class quizzes (50%). Every class one or two short questions will be given and you will be asked to provide answers.
2. Mid-term, scheduled for October 10 (20%) and final examination (30%)

## Course Material

- Lilien, Gary L., Arvind Rangaswamy and Arnaud De Bruyn, A.[LRB] (2017), Principles of Marketing Engineering, 3rd Edition, Decision Pro Inc. Bookstore should sell this book for about US\$50.
- Software: Marketing Engineering for Excel (Excel Add-on). Courselink will have details on how to purchase software.
- All other readings that are available in electronic format will be provided on the course web site.
- A selected case solution will be posted on the course web site.

## Course Objectives

### Learning Objectives, Each assignment involve all of following:

1. Develop and apply analytical tools necessary for sound Marketing decisions.
2. Develop skills to analyze complex business situations.
3. Provide mathematical tools used in marketing.
4. Provide opportunities to
  - (a) Articulate and defend positions,
  - (b) Improve presentation and writing skills and
  - (c) Learn to function effectively in teams.

## Course Structure

This course is built around four interrelated themes.

1. Management principles applied to marketing including institutional features,
2. Economic and psychological aspects of marketing decisions,
3. Marketing mix decisions.

## Course Philosophy and Approach

To me learning can and should be fun. However, trying to understand complexity of “real world” requires hard work, patience and thoughtful deliberation. Moreover, participatory learning require that

we all bear responsibility to be prepared for each class. Preparation means reading and interpreting the assigned reading material. After you have read the material, note your learning and then ask challenging questions such as why does this work, can it be applied to another situation, is there better way to frame the problem and solve it.

The course is based on an active 12-week semester. In my view the most effective and efficient use of classroom time aims at reinforcing or clarifying what the student has tried to learn on an individual basis. For this reason, it will be assumed that the student has carefully read the assigned material and made a reasonable effort to prepare solutions to the assigned problems **PRIOR** to the class. These materials will be **DISCUSSED** in class.

Here are three important rules:

1. **Attendance:** Because interaction is central, and also because your fellow group members will be relying on you for ideas, I expect you to attend every class. Valid reasons for absence include serious illness and family emergencies. Studying for exams and completing assignments are not valid reasons to miss class.
2. **Preparation:** You are expected to read assigned material in advance and to be fully prepared for class discussion. You may be called upon to begin the class and to contribute to discussion at any time. Unsupported opinion will not substitute for informed discussion. Adequate preparation is the only way to avoid embarrassment.
3. **Group work:** You will participate in some group work during the term. Group size of two is preferred for this course. The group should address group problems or conflict in a timely fashion. I am available to assist groups who experience problems.

**Weekly Topics and Key ideas**

Week of	Topic	Case
Sept. 10	<ul style="list-style-type: none"> <li>• Introduction and course overview</li> <li>• Academic Integrity</li> <li>• Cases and Case Data</li> <li>• Why Marketing Analytics and Big Data?</li> <li>• Study groups.</li> </ul>	<a href="#">Great Canadian detergent company</a> , University of Guelph. <span style="border: 1px solid black; padding: 2px;">Montreal Gloves, Case study</span>
Sept. 17	<ul style="list-style-type: none"> <li>• Introduction to Excel</li> <li>• Introduction to Excel Solver</li> <li>• Regression Analysis</li> <li>• Market Response Models</li> </ul>	Readings: [LRB] Preface pages VIII “Reengineered Marketing Activities” [LRB] Chapter 1 and 2, Main Text
Sept. 24	Market Response Models	Readings: Braincell Internet Advertising Case

Week of	Topic	Case
Oct. 1	Segmentation and Targeting	Readings: [LRB] Chapter 3
Oct. 8	Midterm: [LRB] Chapters 1, 2, 3.	
Oct. 15	Positioning	[LRB] Chapter 4.
Oct. 22	Forecasting	Readings: Infiniti G20 and [LRB] Chapter 5.
Oct. 29	New Product and Service Design, associated tools, Conjoint and discrete choice analysis for New Product Design	Reading:[LRB] Chapter 6.
Nov. 5		Case: Forte Hotel Design
Nov. 12	Resource Allocation and the Marketing Communications and Promotions Mix, Advertising Budget (AD-BUDG) Model	Case: Blue Mountain Coffee
Nov. 19	<ul style="list-style-type: none"> <li>• Business KPIs and Other Metrics</li> <li>• Practical Applications and the Business World</li> </ul>	
Nov. 26	Review	

## Policies and Regulations

All students are expected to abide by the University's academic regulations in the completion of their academic work, as set out in the undergraduate calendar (see <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/index.shtml>). Some regulations are highlighted below:

### Academic Misconduct:

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 offenses 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.

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

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

You are also advised to make use of the resources available through the Learning Commons (<http://www.learningcommons.uoguelph.ca/>) and to discuss any questions you may have with your course instructor, teaching assistant, Academic Advisor or Academic Counselor.

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

### Academic Consideration:

Students who find themselves unable to meet course requirements by the deadline or criteria expected because of medical, psychological or compassionate circumstances beyond their control, should

review the regulations on Academic Consideration in the Undergraduate Calendar ([http://www.uoguelph.ca/undergrad\\_calendar/c08/c08-ac.shtml](http://www.uoguelph.ca/undergrad_calendar/c08/c08-ac.shtml)) and discuss their situation with the instructor, Program Counsellor or Academic Advisor as appropriate.

### Religious Holidays:

Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in-class experiential for religious reasons, please advise the instructor within two weeks of the distribution of this course outline so that alternate arrangements can be made. For further information see

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

### Grading Scheme:

This course follows the University grading scheme outlined in the University Calendar. Specific numeric or letter grade will be assigned as follows:

A+	90 - 100%	<b>Excellent:</b> 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.
A	85 - 89	
A-	80 - 84	
B+	77 - 79	<b>Good:</b> 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.
B	73 - 76	
B-	70 -72	
C+	67 - 69	<b>Acceptable:</b> 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.
C	63 - 66	
C-	60 - 62	

### Code of Conduct - The Top Ten

As a student in the Department of Marketing and Consumer Studies, College of Management and Economics at the University of Guelph, you are a member of a scholarly community committed to improving the effectiveness of people and organizations, and the societies in which they reside, through pathbreaking and engaging scholarship and pedagogy. We seek to promote a comprehensive, critical and strategic understanding of organizations, including the complex interrelationship between leadership, systems (financial and human) and the broader social and political context. And, we prepare graduates for leadership roles in which organizational objectives, self-awareness, social responsibility and sustainability are primary considerations.

In keeping with this commitment, we expect all of us, including students, faculty and staff to act in a professional and respectful manner to fellow students, staff and faculty, as well as to members of the broader university and local community. This expectation is very much in keeping with your preparation for a professional career.

The following conduct is expected of all of us, including students:

1. Come to class prepared to learn and actively participate (having completed assigned readings, learning activities etc.).
2. Approach your academic work with integrity (avoid all forms of academic misconduct).
3. Arrive on time and stay for the entire class. If you happen to be late, enter the classroom as quietly as possible. At the end of class, apologize to the faculty member for the interruption. If you have to leave class early, alert the faculty member in advance.

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4. If you know in advance that you are going to miss a class, send an email to the faculty member letting him/her know that you will be absent, with a brief explanation.
  5. While in class, refrain from using any written material (e.g., newspaper) or technology (e.g., the Internet, computer games, cell phone) that is not relevant to the learning activities of that class. Turn off your cell phone at the start of each class.
  6. Listen attentively and respectfully to the points of view of your peers and the faculty member. Don't talk while others have the floor.
  7. Raise your hand when you wish to contribute and wait to be called upon. Challenge others appropriately, drawing on reason and research rather than unsubstantiated opinion, anecdote and/or emotion. Keep an open mind and be prepared to have your point of view challenged.
  8. When sending emails to faculty, apply principles of business writing; use a professional and respectful style (use a formal salutation, check for spelling and grammatical errors, and avoid slang and colloquial short forms).
  9. When making a presentation, wear business dress.
  10. Provide thoughtful feedback at the completion of all courses (we are committed to continuous improvement but need your input to help us decide what to focus on).