



BUSI 4208 A
Marketing Management
Fall 2014

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Office Hours: Thursdays 1:30 pm – 2:30 pm
Class: Thursdays 8:35 am – 11:25 am, Room TBD
Course Website: See the site in CULearn
E-mail: michel.rod@carleton.ca
Textbook: Marketing Management Custom, 1st or 2nd edition, Peter, McGraw-Hill
Create for BUSI 4208, Michel Rod, ISBN 1259066843

COURSE PREREQUISITE

BUSI 2208 and one of BUSI 3205 or BUSI 3207 with a grade of C or higher in each. The School of Business enforces all prerequisites.

COURSE PERSPECTIVE

Marketing is a set of processes for creating, communicating and delivering value to customers, and for managing customer relationships in ways that benefit the organization and its stakeholders. Although these processes are often coordinated by a 'marketing department', they are a product of the entire organization. Good marketing entails sensible segmentation / targeting / positioning and effective implementation, grounded in a deep understanding of customers, competitors and the organization's own strengths and weaknesses. Its goal is to create sources of sustainable competitive differentiation that allow the organization to provide superior value to customers and superior returns to stakeholders.

BUSI 4208 is a senior course that assumes a basic foundational knowledge of marketing. It is designed to equip you with (a) insight into the strategic role of marketing as a tool for building sustainable competitive advantage for the organization, (b) tools for assessing the pros and cons of alternative marketing strategies, and (c) experience developing sensible and actionable marketing strategies. To achieve these objectives, we will use a combination of readings, lectures, and case discussions. The former two will provide the conceptual foundations for the course, exposing you to advanced marketing concepts that are helpful in developing effective marketing strategies. The case discussions will build on these concepts, giving you an opportunity to apply them to real-life marketing problems.

Most weeks, we will begin the day's session with an interactive lecture covering key concepts and issues relevant to that day's topic. This will be followed by a discussion of the cases, during which you and your classmates will be expected to identify the key issues facing the organization and recommend a specific course of action to address them.

LEARNING OBJECTIVES

1. **To give you a strategic perspective on the role of marketing.** You should leave this course with a solid understanding of how and why strategic marketing planning helps organizations deliver superior value to customers and superior returns to stakeholders.
2. **To develop your marketing decision-making skills.** You should leave this course with an ability to analyze an organization's environment, develop a viable set of marketing strategies, select the most appropriate one for the given context, and convert it into an implementable and profitable action plan.
3. **To help you to understand and apply relevant marketing concepts.** You should leave this course with a clear understanding of concepts that are critical to the practice of marketing (e.g., segmentation, positioning, targeting). You should also be able to leverage this understanding to solve real-life business problems.
4. **To enable you to integrate global and social/ethical dimensions into your marketing decisions.** You should leave this course with an ability to evaluate the implications of your marketing decisions with regard to the global economy and the larger society in which the firm and its customers are embedded.

GRADING SCHEME

Your grade for this course will be computed from the following components:

Case Size-ups X 2 (group assignments)	20%
Written Case Analysis #1 (individual)	30%
Comprehensive Case Project (group assignment)	30%
Comprehensive Case Project Presentations	10%
Class Participation (individual)	10%
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TOTAL	100%

Each component of your grade will be assigned a percentage score. Your final course grade will be a weighted average of each of these components.

For purposes of completing the group projects (i.e., the case size-up and the self-directed case project), you will need to form a team consisting of 5-6 individuals (we can only have 8 teams in

total). While this need not be the same team for both assignments, experience has shown that consistency often leads to a better working relationship. In addition, you are encouraged to meet with your team prior to class to discuss that week's case. Though this is not required, you will likely find that this enhances your learning experience by allowing you to digest issues more fully before they are raised in the broader class discussion.

- **Case Size-ups:** Beginning in our third class and in each class thereafter, two groups of students will lead off that week's case discussions by presenting a size-up of the situation and problem/opportunity. In addition to serving as an evaluation tool, this will serve as a segue into the broader discussion of how the focal organization should respond to the issues raised by the case.
- **Written Case Analysis:** One of the cases we will discuss during the term will also serve as written assignment for the course. You will be expected to provide a 2,000-2,500 word consultant's report that sizes up the key problems/opportunities raised by the case, identifies the main strategic alternatives, and proposes a specific course of action for the decision-maker (see Appendix A for a sample format).
- **Comprehensive Case Project:** This is a longer and more elaborate version of the written case analysis, in which you will apply your marketing management knowledge and skills to a real-world situation. Working in a group, you will be expected to identify a client organization facing a problem/opportunity that is of interest to you and summarize your proposed project in 750 words or less. **Both the client and the problem / opportunity must be explicitly approved by me.** Once approved, you will prepare a 3,000-4,000 word consultant's report summarizing your assessment of the situation, identifying viable alternatives, and proposing a specific course of action. Further details will be provided later in the term. Our last 2 classes will be devoted to presentation of these comprehensive cases.
- **Class Participation:** I will evaluate your overall contribution to the class discussion (both lecture and case discussions). While you need to participate to contribute, the emphasis will be on the quality of your participation rather than quantity or frequency. To provide you with an additional incentive to prepare for case discussions, from time to time I may also use brief in-class quizzes to assess your familiarity with the case.

Satisfactory In-term Performance

1. Unless otherwise stated, the requirement for Satisfactory In-term Performance is set at 50% of all, not each, pre-final term work (i.e. assignments, participation marks, tests etc.).
2. Unsatisfactory In-term Performance in this course will lead to failure in this course (regardless of the performance at the Final test or final project) Yes No
FND grade in this course (in case of missed Final exam or project) Yes No

A NOTE ABOUT CASE DISCUSSIONS

A satisfying case discussion experience requires rigorous preparation prior to class, and commitment to high-quality in-class discussion. There is a difference between contributing and merely participating. The latter can be achieved by saying just about anything (such as quoting a number from the case). *Meaningful* contribution requires that you teach your peers something useful that might otherwise have gone unnoticed. Here are a few examples:

- starting off the discussion in a thought-provoking way
- offering constructive criticism of another's ideas
- redirecting the discussion in a useful direction when it stagnates
- summarizing effectively
- emphasizing generalizable learning points
- sharing calculations
- pursuing the logic advanced by others, not letting it die prematurely
- presenting rigorous, but not stubborn, defense of a well-articulated position.

E-MAIL POLICY

In keeping with Carleton University policy, your @cmail accounts must be used for any enquiries which involve confidential student information (e.g., about grades or health issues). I do not promise to respond to emails over the weekend. During the week I will do my best to answer your e-mails within 48 hours. Please note that I will not provide e-mail answers to questions that have already been asked and answered in class; in such cases, please use the CULearn course discussion group to determine whether your classmates can assist you.

OTHER EXPECTATIONS

The use of cellular phones in class is disruptive to learning and is prohibited. If you carry a phone to class, please make sure it is turned off. If an emergency situation requires you to keep your cell phone turned on, please discuss this with me prior to that day's class.

Laptop use in class is permitted for activities related to the class only. Do not use your laptop for any other purposes (e.g., surfing, e-mailing, etc.) which can be distracting to you and those around you. Inappropriate use of your laptop in class will be noted and will negatively affect your participation grade.

(Tentative) SESSION SCHEDULE

Week 1 Sept 4	Intro and Strategic Planning & the Marketing Management Process Analyzing Marketing Problems & Cases	Chapter 1 Section 2
Week 2 Sept 11	Marketing Research Financial Analysis	Chapter 2 Section 3
Week 3 Sept 18	Creating Customer Value, Loyalty and Satisfaction Case: Sweet Leaf Bath Co. Case: Indigo Books and Music	
Week 4 Sept 25	Consumer Behaviour and Market Segmentation Case: Lake Superior Lodge Case: The Montreal Stars	Chapters 3/5
Week 5 Oct 2	Brand Equity Case: Cole and Parker Case: SodaStream	Chapter 6
Week 6 Oct 9	Positioning and Dealing with Competition CASE 1 DUE Case: Business Systems Group Case: SolarCity Corp	
Week 7 Oct 16	Product Strategy Case: Israeli Wines in China Case: Wacky Webster's	Chapter 6
Week 8 Oct 23	Pricing Strategies Case: Dove Real Beauty Case: Korra Dancewear	Chapter 11 Individual Case Report Due
FALL BREAK	No classes Oct 27 – 31	

Week 9 Nov 6	Value Networks and Channels Case: Visa Inc. Case: D.Light Design	Chapter 10
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Week 10 Nov 13	IMC Case: Livestrong Foundation Case: United Airlines	Chapter 8
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Week 11 Nov 20	Comprehensive Case Presentations	
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Week 12 Nov 27	Comprehensive Case Presentations	
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GROUP CASE PROJECT DUE

Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

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|-------------|-------------|-------------|-------------|
| A+ = 90-100 | B+ = 77-79 | C+ = 67-69 | D+ = 57-59 |
| A = 85-89 | B = 73-76 | C = 63-66 | D = 53-56 |
| A - = 80-84 | B - = 70-72 | C - = 60-62 | D - = 50-52 |

F = Below 50 WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodations

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

Assistance for Students:

Student Academic Success Centre (SASC): www.carleton.ca/sasc

Writing Tutorial Services: <http://www1.carleton.ca/sasc/writing-tutorial-service/>

Peer Assisted Study Sessions (PASS): www.carleton.ca/sasc/peer-assisted-study-sessions

Important Information:

- Students must always retain a hard copy of all work that is submitted.
 - All final grades are subject to the Dean’s approval.
 - Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://portal.carleton.ca/>
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IMPORTANT DATES

September 2- Fall Term Begins.

- Orientation for Teaching Assistants.

September 2-3 - Academic Orientation. All students are expected to be on campus. Class and laboratory preparations, departmental introductions for students and other academic preparation activities will be held.

September 4 - Fall and fall/winter classes begin.

September 17 - Last day of registration for fall term and fall/winter courses.

- Last day to change courses or sections (including auditing) for fall/winter and fall term courses.

September 26-28 - Summer deferred final examinations to be held.

September 30 - Last day to withdraw from Fall term and Fall/Winter courses with a full fee adjustment. Withdrawals after this date will create no financial change to Fall term fees (financial withdrawal).

October 10 - December examination schedule (fall term final and fall/winter mid-terms) available online.

October 13 - Statutory holiday, University closed.

October 27-31 - Fall break. Classes are suspended.

November 7 - Last day to submit, to the Paul Menton Centre for Students with Disabilities, Formal Examination Accommodation Forms for December examinations.

November 24 - Last day for tests or examinations in courses below the 4000-level before the final examination period (see Examinations Regulations in the Academic Regulations of the University section of the calendar).

December 8 - Fall term ends

- Last day of fall-term classes.
- Last day for academic withdrawal from fall term courses.
- Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall term courses.

December 9 - No classes or examinations take place.

December 10 – 21 - Final examinations in fall term courses and mid-term examinations in fall/winter courses may be held. Examinations are normally held all seven days of the week.

December 21 - All take home examinations are due

December 25 to January 2 - University closed

January 5 - Winter-term classes begin.

January 16 - Last day for registration for winter term courses.

- Last day to change courses or sections (including auditing) for winter term courses.
- Students who have not deposited (via automated upload) the final copy of their thesis to the office of the Faculty of Graduate and Postdoctoral Affairs must register.

January 31 - Last day for a fee adjustment when withdrawing from Winter term courses or the Winter portion of two-term courses. Withdrawals after this date will create no financial change to Winter term fees (financial withdrawal).

February 13 - April examination schedule available online.

February 13-21 - Fall-term deferred examinations will be held

February 16 - Statutory holiday, University closed.

February 16-20 - Winter Break. Classes are suspended.

March 1 - Last day for UHIP refund applications for International Students who will be graduating this academic year.

- Last day for receipt of applications from potential spring (June) graduates.

March 6 - Last day to submit, to the Paul Menton Centre for Students with Disabilities, Formal Examination Accommodation Forms for April examinations.

March 24 - Last day for tests or examinations in courses below the 4000-level before the final examination period (see Examinations Regulations in the Academic Regulations of the University section of the calendar).

April 3 - Statutory holiday, University closed.

April 8 - Winter term ends

- Last day of fall/winter and winter-term classes.
- Last day for academic withdrawal from fall/winter and winter-term courses.
- Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall/winter and winter-term courses.

April 9-10 - No classes or examinations take place

April 11-23 - Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all 7 days of the week.

June 8-18 (including Saturdays) - Fall/winter and winter term deferred final examinations will be held.