



**Carleton**  
UNIVERSITY

**SPROTT**  
SCHOOL OF BUSINESS

**BIT 2002 B**  
*Marketing in the I.T Sector*  
*Winter 2020*

**Instructor:** Dennis Sakalauskas, M.Sc.  
**Office:** Dunton Tower #919 – 2  
**Office Hours:** By appointment (requested via email)  
**Email:** [dennis.sakalauskas@carleton.ca](mailto:dennis.sakalauskas@carleton.ca)

**Course meets:** Thursdays: 2:35pm – 5:25pm, Tory Building #240

**Pre-requisites & precluded Courses:** Restricted to students in the B.I.T. degree program.

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**Course Calendar description from the 2019/2020 University calendar:**

Basic problems and practices in marketing. Marketing strategies, planning, packaging, branding and promotion at the level of the individual firm; distribution channels.

**Course Description:**

Marketing is all around us. Moreover, it is fundamental for any kind of business or organization to understand and apply including in the I.T. sector. Therefore, this course helps with the true understanding of the fundamentals of marketing, while also preparing participants to practically apply marketing strategy and tactics leveraging the most modern technologies, including online and digital marketing. Moreover, this course will prepare students to perform as a Chief Marketing Officer (CMO) and strategically manage customer relationships via generating critical brand awareness to acquire a new customer base, while also retaining customers, among many other necessary marketing and business development components.

The main objectives of this course are to introduce students to the basic marketing concepts, methods and terminology, and to enable you to develop an understanding of marketing's role in modern organizations, on the one hand, and in the Canadian economic and social framework, on the other.

More specifically, this course will:

- ❑ examine the role of marketing and review its theoretical justification;
- ❑ introduce the main concepts, principles, and terminology of marketing;
- ❑ study environmental forces in markets and the behaviour of consumers within them;

- ❑ familiarize participants with the main elements of marketing strategy;
- ❑ outline the characteristics of marketing strategies in different application contexts; and also;
- ❑ provide an opportunity to begin developing the analytical and implementation skills needed for effective decision making in marketing and other management disciplines.

In addition, the course is designed to provide you with an opportunity to develop basic research and communication skills necessary to marketing decision-making and a successful career in marketing.

As an introductory course, it will present a comprehensive overview of the entire marketing process. Other courses offered in the Marketing area will allow students to pursue your interests in more depth.

**Required Course Material:**

Principles of Marketing for a Digital Age.  
 Tracy L. Tutan. SAGE Publications (2020).

**Course Requirements & Methods of Evaluation:**

Student assessment involves both individual and team components and requires students to use both classroom and field learning from readings and case studies. Specifically, the assessments are:

Marketing Strategic and Tactical Implementation Plan (Team Presentation and Based Written Report)	35%
Team Application Case-based Exercises (best 2 out of 3)	20%
Class participation: the course will be seminar based and allow opportunity for significant discussions, while also revolving around case situations. Preparation for class is very important and participation is a key part of the course.	10%
Final Exam	35%

**NOTE: See APPENDIX #1 and APPENDIX #2 SAMPLE of a GRADING RUBRIC for the specific evaluation criteria AND the format for each submission for this course.**

Your final course grade will be a weighted average of each of the grading scheme components.

**Teams:**

Each team must designate a person to coordinate the delivery of projects via CU Learn, as well as providing both a final printed and an emailed copy (see due dates in course outline).

**NOTE:** You are responsible for managing your team, including highlighting opportunities for the group to improve and to continuously offer recommendations for the team to work effectively and efficiently together. If groups have serious differences, then it is required to show the Professor a detailed record of performance problems (i.e. emails, a file describing the problem, detailed challenges, detailed missed meetings, etc). I ask this of you, since this is in line with the human resources management of a modern company or organization. No more or no less.

**Peer Evaluation:**

A peer evaluation form is provided (see Appendix #3). Please use it to evaluate the members of your team on their contribution to the Team Application Exercises, Team Presentation AND Final Team Report. NOTE: It is optional and use it only if you feel that all group members did not contribute equally.

**Please see Appendix #3 on CU Learn for the Peer Evaluation form. Forms can be submitted via email to the Professor AFTER the Final Team Report has been submitted, and BEFORE the Final Exam Schedule.**

**Detailed Course Deliverable Evaluations:**

**Participation (10%):**

In-class participation marks will be self-assessed based on the student's ability to present his/her arguments clearly and concisely, to raise questions that help generate discussion and illustrate concepts, and to demonstrate command of course concepts.

Participation will be self-assessed each week starting the second session. The evaluation will consist of three key questions:

1. Preparation
2. Class participation
3. Qualitative assessment of your classroom interventions (4 – 5 brief questions after each class)

To help you evaluate your quality of your participation in class, a score system is proposed below. **Note: The Professor of this course reserves the right to change your score if the review does not match the Professor's (and/or your peers') perception and actual reality of your contribution in the course. Should this occur, the Professor will communicate the change of your score to you by email.**

The grade assessment should be as follows:

- 5-6 /10: student is present in most classes but rarely contributes to class discussions;
- 7-8 /10: student is present in every class and contributes by raising questions based on the readings, class material, or practical work experience that helps to advance the class's understanding of core concepts;
- 8+: student is present in every class and contributes questions, comments or additional information on issues based on class material, work experience, readings outside of the class, and/or material covered in other courses that stimulate a deeper exploration of issues critical to the practice of marketing.

### **Case Studies Team Application Exercises:**

These exercises will be submitted electronically via email by each *team*. The aim will be to implement a specific or series of strategic marketing techniques which is related to sessions prior to the presentation dates, so to apply learning from the course.

#### **Format:**

- Teams will have a maximum of 80 minutes for which to submit a 6 – 7 page report (1.5 spacing,Calibri font) based from questions presented at the start of the team case-based application exercise.
- It is expected that each member of each and every team will have arrived at the start of the class of the exercise having read, digested and understood all of the course material as well as the specific case for each particular team case-based exercise.
- Electronic reports must be emailed to the Professor no later than the 80 minute mark after the questions about the case are posted in class.
- Only Word documents will be accepted.

Content must always consider marketing, which may included but certainly is not limited to enhancing brand awareness, managing customer relationships, e-business and online marketing solutions, customer service management and/or sales management strategies.

These exercises also give students the opportunity to practice strategic factors, recognize emerging marketing strategies in the I.T. sector as well as other industries and also analyze web business for marketing and sales tactics as well as managing customer relationships and growing businesses and organizations.

Questions for each case study will be provided to accompany each case on the day of the case-based application exercise.

**NOTE: See CU Learn APPENDIX #1 for a SAMPLE of GRADING RUBRIC and FORMAT for the Team Application Exercises, which includes the required format, but also detailed evaluation criteria for each team application exercise presentation.**

Value: Team Application Exercises (Best 2 out 3 for 20% of total course grade).

**Team Marketing Strategic and Tactical Implementation Plan:**

This team based assignment should encompass a complete Marketing Strategy and Implementation plan (e.g. a plan for marketing, sales, customer service, customer loyalty, retaining customers, strategic business sustainability, etc.) for an *Ottawa*-based actual business. The plan should culminate with a series of recommendations for the owner(s) of the business. Students are required to identify a suitable small to medium-sized business and **this process should begin as soon as is possible after the course start dates. It is recommended that the business be a local business (i.e. operating out of the greater Ottawa area), so to teams can go to the actual location and observe, review and critique the marketing practices of the business.**

Students will analyze and develop Marketing strategies that will allow the business to grow, gain market leadership, and most importantly be sustainable over a long period of time (i.e. 5 years and beyond) by retaining existing long-term and also acquiring new customers. This must also include financial implications of the recommended marketing strategies. The completed Marketing Plan presentation and Marketing Plan report should be developed and submitted with the assumption that both are being presented and delivered to the business' Marketing Director, Sales Director and/or CEO or owner(s).

Primary market research must be a key part of the information students have obtained to make strategic recommendations for the business and marketing development plan. This market research must include a discussion / interview with at least one person involved (or a regular customer) of the business reviewed **and also an observation of the business in action.** The following are the recommended 4 key steps (in detail) for the Strategic Marketing Management Plan:

**Timeline:**

<u>Step</u>	<u>Objective</u>	<u>Due Date</u>
Step #1:	Project Proposal	January 23 <sup>rd</sup>
Step #2:	Primary Research (Interview) Primary Research (Observation)	By Feb 20 <sup>th</sup> By Feb 20 <sup>th</sup>
Step #3:	Team Presentations	See Course Outline
Step #4:	Final Team Written Report	2:35pm on April 3 <sup>rd</sup>

**Step #1: Project Proposal**

A concise project proposal is to be submitted at the beginning of class on **January 23<sup>rd</sup>**. This proposal is not graded *but it must be approved before moving to step 2*. It is a concise 1-page report which includes:

1. Briefly describe the Ottawa-based company and its product/service and why you have chosen this particular company for which to help from a strategic marketing and business expansion standpoint.
2. Primary Research (who is to be interviewed and why?) and Secondary Research sources (online, library, news media, etc.)
3. Current strategic marketing management challenges of the business

## **Step #2: Primary Research (Interview / Observation)**

### **Part A: INTERVIEW**

Primary market research must be a key part of the information teams obtain to make strategic recommendations for the business' strategic marketing plan. This market research must include a discussion / interview with at least one person who is extensively involved in the success of the business reviewed.

### **Part B: OBSERVATION:**

Teams are also encouraged to make at least one visit to the location of the business to observe the marketing challenges the company could face when growing, and also when expanding to new markets. Both The interview and the site visit must be documented (i.e. company site photos, interview notes as two concrete examples) and *briefly* presented during the Team Presentation, but also included in the Appendices in the Final Team Written Report. **It is recommended this be complete before Reading Week or by February 20<sup>th</sup>.**

## **Step #3: Team Marketing Plan Presentation**

Team Marketing Plan Presentations will be a maximum of 12 minutes (with 3 – 5 minutes for questions), with all team members given the opportunity to present at least one slide. It is recommended teams take the suggestions from the audience (during the question period), and incorporate the suggestions in to the Final Team Report.

**NOTE: Teams must bring a printed copy of the slides to the presentation.**

**See APPENDIX #2 for a SAMPLE of a GRADING RUBRIC and FORMAT for Team Presentations.**

Value: 15% of total course grade.

## **Step #4: Team Final Marketing Plan Report**

The completed report should be no longer than 5,000 words (excluding appendices). Only the content within 5,000 words will be read and will be included as a part of the evaluation of the report. Any additional content (more than 5,000 words) will not be read and cannot be included as a part of the evaluation of the report.

**NOTE: Both a printed report AND an emailed “Word” version of the same report must be submitted at the beginning of class by 8:30am on Monday, April 3<sup>rd</sup>.**

The printed version must be submitted **AND an emailed “Word” version of the same report must be emailed to the Professor by 8:30am on Monday, April 3<sup>rd</sup>.** Note: Please do not submit a PDF via email. Only Word versions will be accepted. Examples of topics will be discussed during the first seminar.

Value: 20% of total course grade.

**NOTE: See APPENDIX #2 (on CU Learn) for a SAMPLE of GRADING RUBRIC for the Final Team Marketing Strategy & Implementation Plan (Team Presentation and Final Team Report), which includes the detailed evaluation criteria AND recommended format for each important part of the *Marketing Strategy and Implementation Plan*.**

### **Final Exam:**

The final exam will occur during the formal Final Exam Schedule. It will draw on class material, supported by any articles, case studies, presentations and also any discussions, lectures, documentaries reviewed throughout the course. Request for deferrals must follow University policies and procedures.

Value: 35% of total course grade.

### **Course Policies & Procedures:**

**The principles of professionalism will always apply.**

#### **Proprietary Information of Course Slides**

Please note that all slide presentations from the Professor are propriety information and must not be distributed anywhere.

#### **Communications**

Information will be communicated during class on a regular basis. In addition, this information will be posted on CU Learn. This site will be the primary source for course materials including announcements, assignments, supplemental lecture slides, etc. Therefore, please check the course CU Learn site very regularly. In case of class cancellation due to inclement weather or other unforeseen circumstances, an announcement will be posted on CU Learn as soon as possible.

#### **Late assignment process:**

- 10% per day (note: for late submissions, an email version must be sent to the Professor, and only at the time will the time of submission occur).

#### **Email process:**

- Please only use your Carleton University account. Any other email might be treated as spam and might not be read.
- Once again, note that Carleton University requires that you use your Carleton email account.
- Clearly indicate course and section in the subject line.
- Albeit emails will be responded at the earliest, plan accordingly as emails might take up to 24 hours for a response.

**BIT 2002 B Course Schedule:  
Thursdays 2:35pm – 5:25pm**

<b><u>Date</u></b>	<b><u>Lecture Theme &amp; issues</u></b>	<b><u>Relevant Article Readings</u></b>	<b><u>Case / Assignments</u></b>
January 9	Developing Strategic Marketing Management Intelligence	<i>Course Syllabus and Introduction to Marketing</i>	Various businesses for the Team Marketing Strategy & Implementation Plan
January 16	Introduction to the Marketing Mix	<i>Lecture Notes / Slides</i>	Participation #1
January 23	Understanding Marketing, Buyers and Perception	<i>Chapters #1 &amp; #2: Understanding Marketing and Buyers</i>	Participation #2 <b>DUE: BRIEF PROJECT PROPOSAL</b>
January 30	Target Market Selection, Segmentation and Strategic Marketing Brand Positioning	<i>Chapters #3 &amp; #4: Target Market and Market Research</i>	Participation #3
February 6	Strategic Brand Plan Process Developing Marketing Strategies	<i>Chapter #5 Market Strategy and Planning</i>	Participation #4 <b>Team Application Exercise #1</b>

February 13	Creating Value in Products and Services Pricing Analysis and Implementation	<i>Chapters #6 &amp; #7 Creating Value: Products and Services Offering Value: Pricing</i>	Participation #5
February 20	N/A	<i>Reading Week</i>	
February 27	Distributing Value in Location Strategies Communicating Value	<i>Chapters #8 &amp; #9 Distributing Value Communicating Value: Promotions &amp; Advertising</i>	Participation #6 <b>Team Application Exercise #2</b>
March 5	Extending Value Through People and Process	<i>Chapters #10 Extending Value: People and Process</i>	Participation #7 <b>Team Application Exercise #3</b>
March 12	Maintaining Value Through Brand Management Measuring Success in Marketing	<i>Chapters #11 &amp; #12 Brand Management and Key Performance Indicators</i>	Participation #8
March 19	Maintaining Value Through Brand Management Measuring Success in Marketing – Part II	<i>Chapters #11 &amp; #12 Brand Management and Key Performance Indicators – Part II</i>	Participation #9
March 26	Team Marketing Plan Presentations		Participation #10 <b>Team Marketing Plan Presentations</b>
April 3	Marketing Leadership and Final Exam Preparation	<i>Final Review: All course materials and peer-reviewed articles</i>	Participation #11 <b>DUE: FINAL MARKETING PLAN @ 2:35pm at the beginning of class and an emailed "Word" version</b>

### **Satisfactory In-term Performance**

1. To pass the course students must achieve a mark of at least 40% on each of the papers and the mid-term exam.
2. To pass the course students must achieve at least 50% on the final exam.

### **Additional Information**

#### **Course Sharing Websites**

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

#### **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:

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			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

#### **Academic Regulations**

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 Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

### **Pregnancy obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **Religious obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. [carleton.ca/pmc](https://carleton.ca/pmc)

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](https://carleton.ca/sexual-violence-support)

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)

### **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; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, 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: <https://carleton.ca/registrar/academic-integrity/>.

### **Sprott Student Services**

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

### **Centre for Student Academic Support**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: [carleton.ca/csas](http://carleton.ca/csas).

### **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.
- 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 CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>