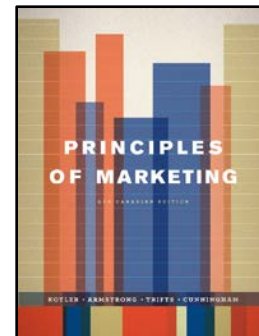

Faculty of Management
Marketing
MGT 2020 Y – Spring 2017
Wednesdays, 6:00pm – 8:50pm | Room: S4021

Instructor Dr. Katharine Howie, PhD
Information: **Office Hours: S6028A** – Mon and Wed 4:30-5:30 pm or by appointment.
Phone: 403-571-3360 ext. 4652
Email: katharine.howie@uleth.ca

COURSE MATERIALS

Required Materials: Principles of Marketing, 9th Canadian Edition
Kotler, Armstrong, Trifts, and Cunningham
Pearson
ISBN-13: 9780133257830
(Order through bookstore.uleth.ca)



Marketing Simulation: The Food Truck Challenge

Cost is \$25 and a credit card will be needed to purchase online.

cb.hbsp.harvard.edu/cbmp/product/7201-HTM-ENG

PREREQUISITES/ CO-REQUISITES/EQUIVALENTS

Recommended Background: Economics 1010 AND Economics 1012

Equivalent: Management 3020 (prior to 2012/2013)

NOTE: Many university-level introductory Marketing courses are considered equivalents. Please check with an advisor if this applies to you.

COURSE DESCRIPTION

The marketing function of organization; decision areas in the external environment, marketing strategies, research, consumer behavior, product classification and development, distribution, promotion and pricing.

Overview of Course Content, Focus and Approach:

The purpose of this course is to provide a comprehensive review of fundamental marketing management concepts and to help you develop skills that will prepare you for your career. This course is a prerequisite for senior marketing courses.

COURSE LEARNING OBJECTIVES

1. Demonstrate a strong *understanding* of the fundamental concepts of marketing management from a conceptual and practical standpoint.
2. *Apply* marketing concepts and terminology in the analysis of marketing decisions.
3. Further *develop communication skills* and gain confidence in contributing to group discussions.
4. Develop skills in *managing group dynamics* and working in team environments.

METHOD OF ASSESSMENT

Evaluation Component	Marks	Percentage of Grade	Due Date
In class work and quizzes	200	16.3%	Each class
Midterm Exam	200	16.3%	Feb 15
Case Study	100	8%	March 1
In-Class Test	200	16.3%	March 22
Term Project Project Presentation	300	25%	March 29 Presentation days TBD
Class Discussion Leader	50	4%	TBD
Simulation	100	8%	April 5
Professionalism	75	6%	Ongoing
Total	1225	100%	

*Note: The Marks-to-Percentage of Grade scheme in the above table will entail some minor rounding.

PERFORMANCE ASSESSMENTS

A. In Class Assignments and Quizzes

There will be many in class assignments throughout the semester to apply the knowledge learned in class. Additionally, I will administer quizzes from time-to-time in order to ensure that students are keeping up with the course content. The number of quizzes, assignments, number of questions, and the dates they are administered is completely at my discretion. You must be present to be eligible for these marks and these cannot be made up.

B. Case Study

There will be one case study throughout the semester designed to apply the course content. These are due at the beginning of class, 6 pm. Please make note of the "Late Assignments" section on this outline.

C. Term Project and Presentation

The term project is designed to allow students to investigate a product or product line from marketer's perspective. The submission should demonstrate an understanding of the linkages between the marketing mix and the strategic initiatives of the firm and how the marketing mix responds to the needs of a target market.

Elements of the project:

- Identify the target market(s)
- Identify direct and indirect competitors. Research how your brand performs compared to them. (Ex. Sales, ad spending, social media followers, etc.)
- How has the brand been addressing the marketing mix historically?
- What environmental factors influence the performance of the product?
- Conduct a SWOT analysis
- Pick a weakness or opportunity to address. How would you go about researching this issue?
- Suggestions for marketing managers

Note: There is a mandatory confidential peer evaluation that could impact your term project and presentation mark. Further instructions are provided on the term project handout. Please make note of the "Late Assignments" section on this outline.

Students will report their findings in a professional *high impact presentation* at end of the semester. This project must be completed in groups of 3 or 4 people.

D. Exams

The format of the exams may include multiple choice, short answer and case application questions. The content will cover material from the text book, lectures, class discussions, cases and videos.

Deferred exams will not be the same format as the in-class exam. This could include an assigned research essay. **Exam accommodations cannot be made for travel plans.**

E. Discussion Leader

Reading current, business news is integral in developing future business leaders. Regularly reading current events in business will allow the student to (1) garner an appreciation for the field of marketing, (2) see how the marketing concepts that are learned in the classroom are used in the "real-world," and (3) possibly choose a career, industry and/or company for future employment. Each student will pick one class period to lead a 4-minute discussion on a popular press article relating to marketing. A write up should be turned in that details how the article relates to marketing and at least 2 discussion questions for the class. This is worth 50 points. Grades will be based on the relevance of the article chosen, how well the discussion was facilitated, the quality of the write up.

F. Simulation

In this online exercise, students try to run a successful food truck in the city of Boomtown. Students work individually or in teams to achieve maximum revenue over 5 simulated weeks and win the "Food Truck Challenge." In each round, students make decisions about where to park and what menu item to offer in hopes of finding the best menu-location combination and yielding the highest sales. They begin by analyzing market data and making a plan, but must then decide whether to a.) go to scale right away with the food truck b.) conduct further research and analysis, or c.) experiment with a low-capacity pushcart. In the class debrief, students discuss the tradeoffs between analysis, experimentation, and scale.

This exercise teaches students about the value of learning by doing, prototyping, and willingness to fail. It is ideal for discussions of innovation, product development, design thinking, lean startup, entrepreneurship, strategy, marketing, and organizational learning. It requires no student pre-work and can be played in 20-30 minutes on a computer, tablet, or mobile phone.

The simulation will be done during a class period (April 5) and cannot be made up if a student is absent.

Students will be evaluated based on performance and a paper. Upon completion of the simulator students will write a reflection document. This paper will describe what you learned and how you were able to apply class material to the exercise.

LATE SUBMISSIONS

Late submissions of the Case Study and the Term Project will not be accepted. Any cases or projects submitted after their respective deadlines will receive a grade of zero (0).

GRADING SCHEME

Percent Mark	Letter Grade	Percent Mark	Letter Grade
97-100	A+	96-93	A
92-90	A-	89-87	B+
86-83	B	82-80	B-
79-77	C+	76-73	C
72-70	C-	69-67	D+
66-63	D	62-60	D-
< 60	F		

Professionalism Points

Professional conduct throughout the course is expected. Students show professionalism when they: (a) attend all classes and observations on time and remain in class/observation for the duration, (b) are prepared for class discussions, (c) follow instructions and timelines for assignments, (d) are flexible to schedule changes, (e) respect the opinion and rights of others, (f) work collaboratively with colleagues

Attendance:

Class attendance is required. Students with more than two absences will be considered "excessively" absent and will lose professionalism marks. Each case and the extenuating circumstances will be reviewed on an individual basis. It is the responsibility of the student to inform and explain reasons for any extenuating circumstances associated with absences or the need to leave class early. Course enrollment implicitly implies a

commitment to being a member of a learning environment that will put forth appropriate effort and avoid disruptive behavior (e.g., cell phone activity, unanticipated early departures, etc...).

Email Professionalism: Emails regarding this class should follow proper email etiquette. This is what is expected of you in the business world. Some necessities for writing a professional email include: being concise, not writing in all lower case or all capitals, using a meaningful subject, making the email personally addressed, avoiding the words 'urgent' and 'important', and using proper spelling, grammar and punctuation. Emails asking questions that can be answered by the syllabus or prior emails will not be answered and may result in losing marks for professionalism.

Class Disruptions: Students play an important role in maintaining an optimal classroom environment for learning, and are expected to treat each other with respect during class, use thoughtful dialogue, and keep disruptive behaviors to a minimum. Other behaviors that can be disruptive are chatting and whispering during class, the use of electronic equipment, reading the paper during class, preparing to leave before class is over, leaving early, and arriving late. Please keep these behaviors to a minimum. If you have circumstances that require you to arrive late or leave early let me know ASAP. ***Inappropriate behavior may result in a reduction of points.***

Grade Appeals:

If you have a concern about a grade that you receive on any assignment you are invited to submit a written appeal within **one week** of receiving the grade in question. This appeal should outline your specific concerns with the grade and the evidence you have to support why it should be changed. I will consider your written appeal and schedule time to talk to you regarding the grade. Any discrepancies that are not addressed in a timely manner will not be considered for modification later in the course. For example, if you present an issue to me at the end of the semester from months ago, it will not be considered as the week grace period has been exceeded. Lastly, please do not ask me to calculate your grade for you. I have made the grading formula quite simple and as such you should very easily be able to calculate your own course grade. If you would like to meet in person to discuss any aspect of the course, please email me with your availability and we can schedule a meeting.

COURSE POLICIES

1. **Prerequisites.** It is the responsibility of students to check the prerequisites for courses before registration. If students are found to be registered in a course for which they do not have the prerequisites and they have not received prior permission from the appropriate program chair, they can be de-registered. If this occurs after the drop/add date, tuition will not be refunded.
2. **Makeup Examinations.** Alternative arrangements for writing a missed Midterm Examination or In-Class Test may be made at the discretion of the instructor. Deferrals may only be granted in extenuating circumstances beyond the student's control.
3. **Conduct of Examinations:** The instructor may articulate regulations for late entry to and early exit from the examination room. Instructors may also prescribe or restrict materials that may be used during the exam. No material aids including such items as: mobile phones, computers, or other digital devices, may be brought into the examination site without prior approval from the instructor. Please see additional

examination policies in the 2016/2017 University Calendar, page 82-83
(www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2016-17/part04.pdf).

4. **Student Conduct:** The University's policies are described in the calendar and all students are expected to read, familiarize, and comply with them. Special care should be taken to understand the Student Discipline Policy for academic and non-academic offenses as listed in part 4, sections 4 through 8 of the 2016/2017 Academic Calendar (www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2016-17/part04.pdf).

Students will respect the basic standards of intellectual integrity, including, but not limited to, refraining from plagiarism, cheating or duplicating someone else's work. In addition, students are expected to take an active role in encouraging other members of the academic community to refrain from academic dishonesty, and are asked to advise the instructor if they are aware of any such violations. This provision applies to any work submitted as a group project.

5. **Academic Dishonesty and Plagiarism:** Academic Dishonesty and Plagiarism will not be tolerated and will automatically result in a zero grade for the submission. Any student caught plagiarizing may also be subject to additional University sanctions. The University of Lethbridge subscribes to an electronic plagiarism detection service. Students may be required to submit their written work in electronic form for plagiarism checking.

LIBERAL EDUCATION & HOW IT APPLIES TO THIS COURSE

Liberal education has been a community tradition at the University of Lethbridge since its founding. Our principle of Liberal Education is based on four pillars: (1) encouraging breadth of knowledge; (2) facilitating connections across disciplines; (3) developing critical thinking skills so that our graduates can adapt to ever-changing employment and social conditions; and (4) emphasizing engaged citizenship in our communities at all levels from the local to the global. We help students become creative explorers, innovative critical thinkers, and leaders who can navigate through complex global issues and who use the breadth, connections, and skills developed here to make our world a better place for all.

This course will address the Liberal Education pillars, in the following ways:

- MGT 2020 connects theories from diverse disciplines like economics, psychology, communication, and management. This allows students to better grasp those ideas better individually and also improves critical thinking skills through learning how they knit together. Additionally, students will learn how they can be good citizens as both a business professional and everyday consumer.

CLASS SCHEDULE

Below is a tentative outline. Recognizing that teaching excellence requires a degree of flexibility and responsiveness to both students' needs and emergent circumstances, adjustments to the course outline may sometimes be necessary, provided that no student is disadvantaged by the change.

Week	Date	Topic	Readings/Assignments
1	Jan 11	Course Introduction Marketing: Creating and Capturing Customer Value	Chapter 1
2	Jan 18	Company and Marketing Strategy Analyzing the Market Environment	Chapter 2 Chapter 3
3	Jan 25	Social Responsibility and Ethics Managing Marketing Information to Gain Customer Insight	Chapter 4 Chapter 5
4	Feb 1	Consumer Markets and Consumer Buyer Behavior Business Markets and Business Buyer Behavior	Chapter 6 Chapter 7
5	Feb 8	Customer-driven Marketing Strategy Products, Services, and Brands	Chapter 8 Chapter 9
6	Feb 15	Midterm	
7	Feb 22	Reading Week – NO CLASS	
8	March 1	Library Presentation New Product Development and Product Life-Cycle Strategies	Chapter 10 Case Study Due
9	March 8	Pricing Marketing Channels Personal Selling and Sales Promotion	Chapter 11 Chapter 12 Chapter 16
10	March 15	Marketing Channels Advertising and PR Competitive Advantage	Chapter 12 Chapter 15 Chapter 18

11	March 22	In-Class Test	
12	March 29	Project Presentations	Projects Due
13	April 5	Project Presentations Simulation	
14	April 19	Projects Due	