



**COURSE OUTLINE**

**BUS 132**

**MARKETING MANAGEMENT**

**42 HOURS**

**3 CREDITS**

**PREPARED BY:** Gabor Gyorgy, Instructor

**DATE:** December, 2017

**APPROVED BY:** Margaret Dumkee, Dean

**DATE:** December, 2017

**APPROVED BY ACADEMIC COUNCIL:**

**RENEWED BY ACADEMIC COUNCIL:**



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## MARKETING MANAGEMENT

<b>INSTRUCTOR:</b>	Gabor Gyorgy	<b>OFFICE HOURS:</b>	T, Th, Fr 11:30 - 12:30
<b>OFFICE LOCATION:</b>	A2420	<b>CLASSROOM:</b>	A2402
<b>E-MAIL:</b>	ggyorgy@yukoncollege.yk.ca	<b>TIME:</b>	8:30 - 11:30
<b>TELEPHONE:</b>	668-8754	<b>DATES:</b>	Thursday

### COURSE DESCRIPTION:

This course is designed to provide the student with a broad introduction to the marketing discipline. The role and practice of marketing within an organization will be explored using conceptual and applied aspects. Communication and leadership skill development will also be emphasized throughout.

### PREREQUISITES

None

### RELATED COURSE REQUIREMENTS

None

### EQUIVALENCY OR TRANSFERABILITY

BUS 132 is transferable within the BCCAT system.

### LEARNING OUTCOMES:

By the end of this course, all students will be able to:

1. Understand the role and practice of marketing within organizations.
2. Define and apply knowledge of key marketing concepts including, mission statements, SWOT analysis, segmentation, targeting, positioning and branding.
3. Work collaboratively and creatively to research and solve marketing problems through the creation of a marketing plan.
4. Develop leadership skills using marketing principles.
5. Develop selling skills and demonstrate proficiency in delivering targeted sales presentations.
6. Critically evaluate and develop ethical and socially responsible marketing communications.
7. Model the professional conduct required of marketing practitioners.

### **COURSE FORMAT:**

BUS 132 is a first year introductory core course in the Business Administration program and aims to introduce the student to core principles and theories in the marketing discipline. Classes will be highly interactive and feature student presentations, break out groups and discussions. Most classes will also include short lectures which will be supported by PowerPoint slides made available to the student. As there is no mandatory text for the class, it is vital that students attend class, access online materials, take good notes, and actively engage the material through the break out groups and discussions. It is also equally important that students continue to engage class material after class through their own research and inquiry.

### **ASSESSMENTS**

#### **Assignments**

You are responsible for two assignments in this course: a sales pitch presentation - done individually, and a marketing plan and presentation, done as a group. Assignments are required to be submitted to the Instructor on their due date in class. Late assignments will have 10% deducted for each day they are late to a maximum of 50%. As the individual presentation can only be evaluated in class, missing your date will require you to present the following week, and therefore result in a penalty of 50% ( 5 school days x 10%/day). For detailed instructions on the two assignments, please see the attached appendices below.

#### **Quizzes and Exams**

There will be several quizzes and a final exam. Both will cover material presented in class and through student presentations.

Quizzes will begin immediately at the start of class, and must be written at this time. There is no make-up opportunity for a quiz missed due to absence or lateness.

Examples of acceptable (valid) reasons for missing the exam or presentation include personal illness (supported by a doctor's note) or absence required by your employer (supported by a letter from your employer). Only one such deferral is allowed. If no valid reason is given for missing the exam or presentation, your mark on that evaluation will be "0."

#### **EVALUATION:**

<b>Participation and Professionalism</b>	<b>20%</b>
<b>Team Marketing Plan</b>	<b>25%</b>
<b>Individual Selling Presentation</b>	<b>15%</b>
<b>Quizzes</b>	<b>15%</b>
<b>Final Exam</b>	<b><u>25%</u></b>
<b>Total</b>	<b>100%</b>

#### **TEXT AND MATERIALS**

There is no text required for this course. Instead students are expected to come to class having accessed, and thought about, the class slides made available to students before each class.

#### **ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

Your learning experience depends on personal participation and involvement. Sharing perceptions and ideas with others is central to learning. Be prepared to take some risks and to be supportive of others' efforts to do the same. You will be expected to attend class, to take notes, and to contribute to the class by actively participating in the discussions and exercises. Classes are three hours in length, and as class content is conveyed entirely through lectures/discussion (there is no accompanying text), missing a class means that you will have missed a great deal of material.

#### **Professional Conduct**



Critical Reflection	x	Inquiry-based Learning	x
		Team-based Learning	x

**CALENDAR:**

DATE	TOPICS/READINGS	Selling Presentations
Jan. 4	<ul style="list-style-type: none"> <li>- Course Introduction</li> <li>- Marketing defined</li> <li>- Orientations to the marketplace</li> <li>- Principal tasks</li> </ul>	
Jan. 11	Personal Selling <ul style="list-style-type: none"> <li>- 8 stage selling process model</li> </ul>	
Jan. 18	Strategic Marketing Framework <ul style="list-style-type: none"> <li>- 5C's, SWOT</li> </ul>	<i>Selling Presentations Begin</i>
Jan. 25	Strategic Marketing Framework <ul style="list-style-type: none"> <li>-Segmentation</li> </ul>	
Feb. 1	Strategic Marketing Framework <ul style="list-style-type: none"> <li>-Targeting and Audience Personas</li> </ul>	
Feb. 8	Strategic Marketing Framework <ul style="list-style-type: none"> <li>- Positioning</li> </ul>	
Feb. 15	Strategic Marketing Framework <ul style="list-style-type: none"> <li>- The Four Ps</li> </ul>	
Mar. 1	Ethics and Social Responsibility in Marketing	
Mar. 8	Marketing Plan Intensive <ul style="list-style-type: none"> <li>· Team marketing plan presentation example</li> <li>· Review of marketing plans</li> </ul>	
Mar. 15	Branding <ul style="list-style-type: none"> <li>· Brand association maps</li> <li>· Brand personification</li> <li>· Symbols</li> </ul>	
Mar. 22	Re - Branding <ul style="list-style-type: none"> <li>· Brand positioning</li> <li>· Emotions and Branding</li> </ul>	
Mar. 29	Exam Review	
Apr. 5	Team Marketing Plan Presentations	
Apr. 16 - 25th	FINAL EXAM	



## **APPENDICIES: ASSIGNMENTS AND RUBRICS**

BUS132 will be evaluated as follows:

### **Participation and Professionalism** **20%**

Success in this course requires active, positive and, professional engagement in class exercises and discussions that reflect thoughtful consideration of course material. A participation/professionalism grade will be assigned to each student after each class as per the rubric below.

### **Team Marketing Plan** **25%**

The course's major assignment, to be completed in groups, provides an opportunity for students to apply the strategic marketing process

Marketing Plan Report	15%
Presentation	10%

### **Individual Selling Presentation** **15%**

Each student will be required to present a sales pitch to the class

### **Quizzes** **15%**

Quizzes will cover concepts covered in the previous class.

### **Final Exam** **25%**

Exams will cover material from lectures, in class discussions, and peers' presentations.

Information about each of the above can be found below:

## DAILY PROFESSIONALISM RUBRIC

As BUS132 is offered through a professional program, it is incumbent on each student to behave professionally during class. Each student will be given a mark after each class for their professionalism and participation that day as per the rubric below.

	Excellent 10	Good 6-9	Average 2-5	Poor 1
Contributions	Made substantive contributions to class discussions/presentations. Contributions respectful towards peers, and the learning environment. Did not dominate discussion.	Made contributions to class discussion.	Made a contribution to class.  May dominate discussion with irrelevant comments.	Did not participate in class.  Comments disrespectful or discourteous.
Teamwork	Makes obvious and significant contributions to class activities. Makes genuine effort to work effectively with others and provides valuable, creative, competent skills to the team, often takes leadership role.	Takes an active, supportive role during team activities.	Minimal contribution to group work.  Inconsistent engagement.	Does not contribute in a meaningful way to group work.
Punctual and Committed	On time for class and after break, stays for entire class.			Late either before class/break, does not stay for entire class.
Professionalism and Commitment	Courteous and respectful. Completely committed to class.			Discourteous, disrespectful or distracted le: excessive talking or using of a device while another is talking.

## **TEAM MARKETING PLAN**

### **PRESENTATION**

Your group will be required to play the role of the marketing team for an organization. You will be required to prepare a comprehensive report and present to the class who will serve as the Board of Directors for your organization. You will be commenting on the organization's overall marketing strategy and program, and making recommendations for their future.

Your talk to the Board should consist of three parts:

#### **Part One - Strategic Marketing Program Background**

Assume that most members of the Board of Directors are new to the Board and largely unfamiliar with the marketing efforts of your organization. Begin your presentation by reviewing the strategic marketing program of your organization. You should make reference to ALL of the models and theories discussed in class to guide this section of your presentation.

#### **Part Two - Directions for the Future**

As the marketing team, it is your responsibility to ensure that your organization is capable of discovering and satisfying consumers' wants and needs. Looking forward, what do you expect these to be and how do you expect these to change, and what marketing responses do you feel will most effectively allow your organization to achieve its mission. Be specific and provide lots of examples and detail to support your suggestions. Use course theory as widely as possible.

#### **Part Three - Questions from the Board + Further Discussion**

It is the responsibility of the Board of Directors to set and monitor the overall strategic direction of its organization. As the senior marketing team, you are ultimately responsible to them, and need to ensure that their concerns and questions are addressed. Your peers will be encouraged to ask probing questions, and your responses to the class and Instructor should serve as an opportunity to further explain your thinking and rationale, and clarify any areas of confusion. Be prepared to defend your suggestions, and stimulate further discussion with the board.

#### **Other Considerations...**

For your presentation you will be required to use PowerPoint.

Your presentation should be no longer than 20 minutes and no shorter than 18 minutes. The final part of your presentation - facilitating a discussion with class about your ideas - will also require 20 minutes.

Get in the role, and be professional. As the senior marketing officials you will need to have a strong opinion and be ready to defend your position. Get to know your organization and challenge yourself to think creatively about potential recommendations.

Speaking notes are strongly discouraged. Should (any) presenters use speaking notes, the group will automatically forfeit 50% of their grade for the presentation.

## TEAM MARKETING PLAN - PRESENTATION RUBRIC

	EXCELLENT	GOOD	AVERAGE	POOR
<b>Part One: Strategic Marketing Program Background</b>				
Knowledge of Organization	Displayed keen understanding of organization and industry dynamics	Provided overview of organization. Some industry dynamics considered.	Some overview of organization and industry, though lacking in breadth/depth	Disjointed and/or sparse overview of organization and industry
Relevant Course Models/Theories	ALL relevant course models referred to	Most relevant course models referred to	Some course models referred to	Little to no integration of course models in presentation
Integration of Course models and concepts	Course models used directly and accurately to frame discussion, integrated and applied with detail	Course models used directly and accurately most of the time	Some course models used, however often indirectly and inaccurately, misapplied	Little to no mention of course models
<b>Part Two: Directions for the Future</b>				
Creativity of Recommendations	Recommended actions original, creative, bold, and demonstrate "Out of the Box" thinking.	Recommended actions original, and demonstrate creative thinking.	Recommended actions show some original thinking.	Recommended actions predictable.
Recommendations Linked to Part 1	Recommended actions clearly explained in light of, and consistent with organization mission and all course models	Recommended actions relate to organization mission and models. Linkages present.	Recommended actions somewhat related to organization and mission. Connections not clearly defined.	Recommended actions inconsistent with organization mission and marketing strategy
Timing (Parts I and II)	Between 18 and 20 minutes	Over/under by one minute	Over/under by two minutes	Considerably over/under time

Part Three: Questions from the Board				
Board Response	Generated heated response and enthusiasm from board during questioning.	Generated some enthusiasm and feedback from board during questioning.	Generated some feedback.	Feedback from Board very minimal.
Responses	Clarified questions and concerns eloquently and with confidence, demonstrating mastery of content.	Responded to questions and concerns adequately, demonstrating knowledge of presentation content	Responded to most questions and concerns, though some responses were unclear, tenuous	Responses to questions mostly tenuous, unclear and/or not related to content
Discussion + Conversation	Asked challenging questions of board, stimulated enriching conversation.	Engaged the board with further conversation.	Was able to draw Board members into conversation, though at times disjointed.	Little to no attempt made to engage further dialogue.
Timing	Between 18 and 20 minutes	Over/under by one minute	Over/under by two minutes	Considerably over/under time
	EXCELLENT	GOOD	AVERAGE	POOR
Stylistic Elements				
Selling Techniques	Incorporated Selling Process techniques effectively to gain buy in and acceptance of suggestions	Used some selling process techniques to develop rapport with board.	Used few selling process techniques.	Did not use selling process techniques.
Organization Flow	Consistently clear, concise, well organized. Points were easy to follow because of the organization of speakers and slides. Transitions smooth and coordinated, excellent flow.	Usually clear, concise, well organized. Most of the presentation was easy to follow. Transitions between sections clear.	Not always clear or concise. Organization was adequate, but weak. Occasionally wandered and was sometimes difficult to follow. Transitions between sections weak.	Often unclear and disorganized, rambled. The presentation was confusing and difficult to follow. Transitions between sections awkward.
Oral Presentation	Engaging, strong and varied voice, well rehearsed with smooth delivery that holds audience attention.	Good voice, varied intonation, rehearsed with a fairly smooth delivery that usually holds	Delivery seemingly unrehearsed, voice quiet, monotone or unvaried, but able to hold	Audience attention lost.

		audience attention.	audience attention most of the time.	
Body Language	Open, dynamic, presenting directly to audience, eye contact maintained throughout	Open, addressing the audience for the most part, generally good eye contact throughout	Some openness and direct communication and eye contact with class	Closed and indirect, little to any eye contact.
Professionalism	All members of group formal and courteous throughout. Played role with confidence and poise.	Generally formal and courteous, realistic role play.	Occasionally formal, was 'in-role' some of the time	Informal, did not role play
Technology				
PowerPoint	PowerPoint effectively used and enhanced presentation throughout	PowerPoint used well and enhanced presentation	PowerPoint generally well used, though inadequately at times	PowerPoint did not enhance presentation

## TEAM MARKETING PLAN - PAPER RUBRIC

Your group will be responsible for capturing your ideas for your organization in a marketing plan. The marketing plan should have the following sections, and will be evaluated as per the rubric below:

		Excellent	Good	Average	Poor
ORGANIZATIONAL ANALYSIS	Company History and Description	Development and Context of organization colorfully explained. Realistic and engaging.	Development and Context of organization explained.	Development and context of organization provided, though disjointed at times. .	History and description of organization unclear/unrealistic. Disjointed.
	The Key Strategic Questions	Rich and multi dimensional. Provides a creative context and foundation for development of plan. Demonstrates deep thinking that is fully consistent with all facets of plan.	Five questions are answered. Taken together provide for a consistent framework for further analysis.	Five questions answered, however ambiguities remain. Fluffy on some points.	Vague and ambiguous. Generic. Inconsistent with rest of plan.
	Mission Statement	Creative, relevant and direct. Open and enabling. Shows much thought and careful crafting. Consistent with Key Strategic Questions, and drives marketing program.	Relevant and Direct. Consistent with Big 5, and informs marketing program.	Provided, however fluffy and/or generic. Links to marketing program.	Poorly considered and does not generate strong context or create foundation for remainder of plan.
	SWOT	All facets fully developed. Realistic, creative and informative. Analysis provided that clearly details how strengths and opportunities will be used to mitigate weaknesses and threats.	All facets developed. Realistic and informative. Analysis included.	Some facets poorly considered, seemingly unrealistic. Somewhat informative. Analysis incomplete.	Most facets poorly developed. Unrealistic and inconsistent. Analysis incomplete or missing.



	Competitive Analysis	Exhaustive and rigorous treatment of marketing programs of ALL competitors. Detailed, current, and creative research provided.	Most competitors' marketing programs well considered. Current and detailed.	Informative, however, some competitors programs poorly considered. Not always current.	Incomplete analysis. Several competitors not considered, or poorly so. Irrelevant.
MARKETING PROGRAM	Segmentation	Market analysis detailed and complete. Culminating in 6+ segments, creatively applying 4 segmentation dimensions.	Market analysis provided, 6+ segments provided across 4 segmentation dimensions. Segments realistic and relevant.	Segmentation provided, however some dimensions misapplied or not fully considered, lacking in detail.	Few segments provided, dimensions misapplied. Segments unrealistic.
	Targeting	3+ target markets chosen, targeting matrix provided with explanation and analysis.	3 target markets chosen. Targeting matrix provided.	Target markets identified, however targeting matrix uncertain, unexplained, or tenuous.	Target markets inconsistent with preceding analysis.
	Audience Personas	Audience personas for each target segment provided. Creative, realistic and informative.	Audience personas provided, develop target segments profiles effectively.	Audience personas complete, however with some oversights.	Audience personas missing or largely incomplete.
	Positioning	Positioning maps for each target market. Creative strategic positioning discussion provided that is completely relevant with plan. Points of difference emphasized, leaders' qualities explored.	Some positioning maps. Strategic positioning discussion provided that is relevant with plan.	Positioning strategy unclear and/or inconsistent on some points.	Positioning maps do not provide realistic assessment of marketing program. Strategic discussion missing or poorly executed.

	4 Ps	4 Ps for each target segment explained and integrated in detail. 4 Ps completely consistent with mission statement and brand	4 Ps for each target segment provided. Linkages with brand and mission statement present	4 Ps for each target segment provided, however lacking in depth and/or creativity. Integration tenuous.	4 Ps either not provided for all targets, or done very poorly for each. Little no integration
	“Creatives”	6+ provided. Creative, engaging, and varied. Design elements completely consistent with, and develop both the plan, and Brand identity. Explicit discussion detailing linkages of design elements to brand, provided.	6+ provided. Varied. Design elements used consistent with, and explicitly linked to brand with discussion.	6 or less provided. Somewhat varied. Linkages to brand vague and/or inconsistent across some design features.	Creatives provided poorly developed and not consistent with marketing program and brand identity. No discussion linking design features to marketing program provided. Creatives do not present a dedicated effort.
	Branding	Preceding analysis of marketing program is consistent with branding analysis. Brand association map provided - highly detailed and informative.	Brand identity and experience discussion present with accompanying brand association map. All consistent with preceding marketing program.	Brand identity and experience explored though inconsistently at times. Brand association map lacking in detail on some points, not fully integrated.	Branding analysis is lacking in depth. Brand communicated is inconsistent with marketing program. Brand association map misapplied.
	Financials	3 statements highly detailed, realistic and consistent with marketing program and organizational framework. All marketing expenses and costs researched and realistically accounted for. Pricing considerations	3 statements in line with marketing program. Marketing expenses and costs included. Proforma statements consistent with stated goals. Pricing numbers integrated	3 statements provided, however not always in line with stated marketing program. Proforma development included, however not fully consistent with goals or preceding analysis at times. Some	3 statements missing, misapplied, or inconsistent with preceding analysis. Accounting errors persist throughout.

		(4Ps) integrated into sales numbers. Proforma development consistent with stated goals and implementation plan.	into revenue and cost numbers.	errors in accounting information exist.	
	Ethics	Harm/Benefit discussion fully formed and creative, within context of plan and offering.	Harm/Benefit discussion present.	Harm/Benefit discussion present, however not fully considered.	Harm/Benefit discussion not provided or misapplied.
	Implementation Plan	6 months to 5+ years. Details strategic development of marketing program with explicit linkages to preceding analysis. Creative and consistent with stated goals and financials. Realistic and actionable across organization members.	6 months to five years. Consistent with development of marketing program. Milestones and action items provided.	Implementation plan poorly developed or not integrated with preceding analysis on some measures. Strategic	Implementation plan not consistent with marketing program, unrealistic and does not provide a clear timeline for marketing strategies.
REPORT CONVENTIONS	Language	Vivid, vigorous, wide range of language choices. Uses marketing terms well. Fine choice of words and varied sentences throughout.	Wide range of language. Uses marketing terms well, varied sentences throughout.	Simple, clear. May slip into jargon, but shows generally appropriate word choice and varied sentences.	Lapses in clarity. Inappropriate or incorrect usage. Dull, mechanical writing
	Grammar	Shows flawless editing for grammar, syntax and punctuation, spelling.	Grammar, syntax, punctuation, spelling all show signs of editing.	Generally good but either shows a regular pattern of errors or several problems.	Mechanical errors distract reader, and impede reading. Shows carelessness, lack of editing and proofreading.

	Design	Written report completely professional in appearance and consistent with brand design elements. Meticulous, creative display.	Plan presentation professional in appearance.	Plan appears more like a school report than a marketing plan.	Plan poorly presented. Inconsistent formatting throughout. Few signs of careful crafting.
	References	Cites references correctly and consistently throughout.	References cited correctly with only a few exceptions.	Sources may be incorrect or inadequately referenced.	Sources consistently not cited or inadequately referenced.
	Depth	25+ pages	20+ pages	15-20 pages	Less than 15 pages

## **INDIVIDUAL SELLING PRESENTATION**

You will be required to present a sales pitch to the class, and engage the selling process model described in class. You will be free to sell whatever you choose; products, services, ideas, yourself, anything. The class will serve as your prospect, and be encouraged to role play a challenging potential customer. It will be their role to offer objections. You will be evaluated on how effectively you engage the selling process model as per the rubric below. The model will be described and practiced in class as a group before the individual sales pitches begin. As with the marketing plan assignment, speaking notes are strongly discouraged. Should you choose to use speaking notes, you will automatically forfeit 50% of your grade.

	Excellent	Good	Average	Poor
<b>APPROACH</b>				
Body Language - Open and Direct				
Appearance - Business Professional				
<b>NEEDS ASSESSMENT</b>				
Asked several detailed questions of class that allowed for meaningful discovery of opportunities.				
<b>PRESENTATION</b>				
Clear and comprehensible				
Passionate and Engaging				
Features - Advantages - Benefits - Value				
<b>PRESENTATION TIE-INS</b>				
Several tie - ins to class's needs that make pitch personally relevant				
Several tie - ins to class's needs demonstrate creativity				
<b>OVERCOMING OBJECTIONS</b>				
Addressed all objections directly and creatively				
Welcomed Objections with a positive manner				
Stimulated conversation with class (where objections weren't forthcoming)				
<b>CLOSING</b>				
Clear and Confident				
<b>OTHER</b>				
Using names				
Continued to engage conversation after closing. Created opportunity for future connections/communications.				
Adhered to established timeframes				
Formal and courteous throughout. Played role with confidence and professionalism.				

