



COURSE OUTLINE

MKTG 040

MARKETING MANAGEMENT

45 HOURS

PREPARED BY: 
Gabor Gyorgy, Instructor

DATE: December 1, 2014

APPROVED BY: 
Margaret Dumkee, Dean

DATE: December 1, 2014

YUKON COLLEGE

Copyright December 1st, 2014

All rights reserved. No part of this material covered by this copyright may be reproduced or utilized in any form or by any means, electronic or mechanical, traded, or rented or resold, without written permission from Yukon College.

Course Outline prepared by Gabor Gyorgy, December 1, 2014

Yukon College
P.O. Box 2799
Whitehorse, YT
Y1A 5K4

MARKETING MANAGEMENT

INSTRUCTOR:	Gabor Gyorgy
CLASS DATES & TIMES:	9:00am – 12:00pm, Friday
ROOM NUMBER:	A2402
E-MAIL:	ggyorgy@yukoncollege.yk.ca
OFFICE HOURS:	By appointment

COURSE DESCRIPTION:

Marketing is a part of daily life - from the advertising that we are exposed to on a daily basis, to the product decisions we make as consumers, to the need for all of us to communicate with and persuade others in order to accomplish our personal and professional goals. This course is designed to provide a broad introduction to the universal importance of marketing and will help you develop fundamental marketing knowledge and skills applicable to all specializations within business. The focus of study will be on:

- Developing a broad understanding of marketing theory and the strategic marketing process
 - Exploring the marketing actions of a variety of organizations across several contexts
 - Professional skills development: building relationships and positive professional experiences through dedicated team work, communication and presentation skills practice.
-

LEARNING OUTCOMES:

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

1. Explain the use of core marketing concepts, principles, and theories
2. Apply these concepts, principles, and theories to make sound strategic marketing decisions
3. Work collaboratively and creatively to solve marketing problems through the creation of a marketing plan for a restaurant

COURSE FORMAT:

The aim of MKTG040 is to introduce the student to core principles and theories in the marketing discipline. Classes will consist of lectures, student presentations and in class exercises and discussions. Lectures will be supported by PowerPoint slides. As there is no mandatory text for the class, it is vital that students attend class, take good notes, and actively engage the material through break out groups and discussions.

COURSE REQUIREMENTS:

Attendance and Participation

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 have read and thought about the readings, and to contribute to the class by actively participating in the discussions and exercises. Classes are three hours in length, and missing a class means that you will have missed a great deal of material.

As MKTG040 is offered through a professional program, it is incumbent on each student to behave professionally during class. Each student will be given a mark each class for their professionalism and participation that day. Distracting and/or unprofessional behaviours will impact negatively on this grade. For example: if a student is late to class,

or if their personal device is heard during class, they will forfeit their participation grade for the day.

Assignments

You are responsible for two assignments in this course: a team marketing strategy presentation and paper done in groups, and an individual presentation. 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%. There will also be an opportunity for team members to evaluate each others' contributions on the team marketing plan. For detailed instructions on the two assignments, please see the attached appendices below.

Exams

There will be a midterm and a final exam. Both will cover material presented through class lectures and student presentations.

OPTIONAL TEXT:

Marketing, 8th Edition. Crane, Kerin, Hartley, Rudelius. McGrawHill Ryerson, 2011. This text is available in the Yukon College Bookstore, and is available on 3hr reserve at the Library as well.

STUDENTS WITH DISABILITIES OR CHRONIC CONDITIONS:

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

EVALUATION:

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.

Group 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 **10%**

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

Mid Term Exam **20%**

Final Exam **25%**

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

Total	100%
--------------	-------------

CALENDAR:

DATE	WEEK	TOPICS/READINGS	Optional Readings
Jan. 9 th	1	<ul style="list-style-type: none"> ·Definitions ·History/context of marketing ·Principal Tasks 	Ch. 1
Jan. 16 th	2	Personal Selling <ul style="list-style-type: none"> · 8 stage selling process model 	Ch. 18 P490-501
Jan. 23 rd	3	Strategic Marketing Framework <ul style="list-style-type: none"> -5C's, SWOT 	Ch. 2 & 3 <i>Personal Selling Presentations Begin</i>
Jan. 30 th	4	Strategic Marketing Framework <ul style="list-style-type: none"> -Segmentation, Targeting 	Ch. 9
Feb. 6 th	5	Strategic Marketing Framework <ul style="list-style-type: none"> - Positioning 	Ch.9
Feb. 13	6	<ul style="list-style-type: none"> ·Ethics and Social Responsibility in Marketing · Team Marketing Plan Presentation Example 	Ch. 4
Feb. 20 th	Heritage Day – No Class		
Feb. 27 th	MIDTERM		
March 6 th	7	Marketing Plan Intensive <ul style="list-style-type: none"> · Team marketing plan presentation example · Review of marketing plans · Group feedback and planning 	
Mar. 13 th	8	Branding <ul style="list-style-type: none"> · Managing the brand experience · Brand personification · Symbols 	p.293-299
Mar.16 th -20 th	Reading Week – No Class		
Mar 27 th	9	Branding, cont'd <ul style="list-style-type: none"> · Brand loyalty · Brand positioning · Service loyalty · Design analysis 	
April 3	Good Friday – No Class		
April 10 th	10	TEAM MARKETING PLAN PRESENTATIONS	
April 13 th - 17 th		FINAL EXAM	

ASSIGNMENTS

TEAM MARKETING PLAN

PRESENTATION

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

Your talk to the Board should consist of

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 restaurant. 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 restaurant 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 clarifying 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 15 minutes and no shorter than 10 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.

TEAM MARKETING PLAN PRESENTATION RUBRIC

	EXCELLENT	GOOD	AVERAGE	POOR
Part One: Strategic Marketing Program Background				
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
Part Two: Directions for the Future				
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	Responded to most questions and concerns, though some responses were unclear, tenuous	Responses to questions mostly tenuous, unclear and/or not related to content

		knowledge of presentation 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.
	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 audience attention.	Delivery seemingly unrehearsed, voice quiet, monotone or unvaried, but able to hold audience attention most of the time. Relying primarily on notes or reading from slides	Audience attention lost. Reading entirely from notes or slides
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

PAPER

Your group will be responsible for capturing your ideas for your restaurant 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	Restaurant 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 Big Five 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 Big 5, 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.	All facets developed. Realistic and informative.	Some facets poorly considered, seemingly unrealistic. Somewhat informative.	Most facets poorly developed. Unrealistic and inconsistent.

MARKETING PROGRAM	Segmentation	Market analysis detailed and complete. Culminating in 4+ segments, creatively applying 4 segmentation dimensions.	Market analysis provided, 4+ 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	2+ target markets chosen, their relative potential fully developed and justified within framework of preceding analysis.	2 target markets chosen. Their relative market potential considered.	Target markets identified, however rationale not fully considered within framework of analysis.	Target markets inconsistent with preceding analysis, their relative potential not considered.
	Creatives	3+ provided. Creative, engaging, and varied. Design elements completely consistent with, and develop both the plan, and Brand identity. Explicit discussion detailing linkages of design	3+ provided. Varied. Design elements used consistent with, and explicitly linked to brand with discussion.	3 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

		elements to brand provided.			marketing program provided. Creatives do not present a dedicated effort.
	Positioning	Positioning maps for each target market. Creative strategic positioning discussion provided that is completely relevant with plan.	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.
	Branding	Preceding analysis of marketing program is explicitly unified within branding analysis. Brand identity and experience explored. 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.
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.
	Depth	15+ pages	12+ pages	10+ pages	Less than 10 pages

PERSONAL SALES PITCH ASSIGNMENT

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. A random volunteer will be chosen before class who will serve as your prospect, and your class will assist the prospect during the “Objections” stage. Before your presentation date you will have to identify your context, and the chosen volunteer will have to role play a scenario within it. For example: if you intend to sell cameras, you can offer the context of a camera shop. Your volunteer will be encouraged to role play a challenging customer, and for instance pretend to be searching for film cameras. As the sales person you will not be able to prepare for what your volunteer prospect offers, but will need to think on your feet and tailor your sales pitch to suit the needs of your potential customer. The class will assist the prospect in offering objections when that stage of the process is reached. 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.

		Excellent	Good	Average	Poor
APPROACH					
10%	Positive First Impression Elements:				
	Name				
	Body Language – Open and Direct				
	Professional				
	Dress –Business Professional				
NEEDS ASSESSMENT					
10%	Asked several detailed questions of prospect that allowed for meaningful discovery of opportunities.				
10%	Made prospect feel at ease and comfortable talking. Used active listening skills to stimulate conversation.				
PRESENTATION					
5%	Passionate and Engaging				
10%	Features				
	Benefits				
	Advantage + Value				
20%	Several tie – ins to prospect’s needs that make pitch personally relevant				
5%	Several tie – ins to prospect’s needs demonstrate creativity				
OVERCOMING OBJECTIONS					
5%	Anticipated Objections				
5%	Welcomed Objections with a positive manner				
CLOSING					
5%	Timely				
5%	Clear and Confident				
OTHER					
5%	Continued to engage conversation after closing. Created opportunity for future connections/communications.				
5%	Formal and courteous throughout. Played role with confidence and poise.				