



**Department of Marketing and Consumer Studies  
College of Management and Economics**

**Advanced Marketing  
MCS 3000 / FALL 2010**

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|---------------------------------|---------------------------------|
| INSTRUCTOR NAME (First & Last): | Scott Van Wagner                |
| INSTRUCTOR EMAIL                | scott.vanwagner@guelphhumber.ca |
| GRADUATE TEACHING ASSISTANT:    | Amy Faria                       |
| GTA EMAIL                       | afaria@uoguelph.ca              |
| MAIN OFFICE:                    | MINS 261                        |
| OFFICE HOURS:                   | 4:45 – 5:15 Wednesdays          |
| CLASS LOCATION:                 | Rm. 029 McKinnon Building       |

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**Instructor Communication**

The Instructor may be contacted at the information provided above. With respect to email communication every attempt will be made to respond to emails with 24 hours of their issuance. Appointments to meet during Office Hours must be requested via email at least 48 hours in advance of the requested meeting date.

**Calendar Description**

This course provides students with an opportunity to extend their knowledge of the marketing principles and strategies they learned in MCS 1000 to develop a marketing plan and to explore sales as a career.

**Prerequisite(s)**

MCS\*1000

Restriction(s):

Not available to B.Comm. students registered in MKMN, MKMN:C, AGBU, AGBU:C majors.

**Course Learning Outcomes**

This course is designed to build upon the knowledge gained in previous marketing courses to introduce the field of marketing strategy to the program student. Key to the development of the students current theoretical knowledge related to marketing will be the creation of a Marketing Plan. The Marketing Plan is intended to allow for the practical application of marketing ideas and concepts in order to facilitate an enhanced level of understanding.

Additionally the course will focus on Personal Selling and Sales Management both from a theoretical perspective, as well as, a more practical examination of sales as a potential career path.

### **Teaching Philosophy Statement**

You cannot teach a man anything; you can only help him find it within himself.  
-Galileo

I have been fortunate to have delivered a variety of courses to both undergraduates and adult learners. While many aspects of my teaching have changed with experience and growing familiarity with my own abilities the foundations I developed early in my teaching experience remain at the core of my teaching philosophy. Put simply I believe students learn best when they are active participants in their own education. They process material more deeply, feel ownership of the learning process and enjoy themselves more as do I.

I strive to design and deliver courses that are challenging, interesting, current, and relevant. I endeavour to foster learning environments that are stimulating, motivating, supportive and participative. This goal supports my belief that learning must be both active and interactive in nature and that we all benefit from the exchange of shared experiences and knowledge. Key to the creation of this information exchange is the ability to remain both open minded and questioning of those concepts and ideas presented and discussed in class.

Finally I believe in feedback. All marketing begins with an understanding of the customer – you are my customers. I actively seek feedback, and act upon it, in order to deliver improvements to the classroom experience. I have yet to deliver a course where I did not make changes based upon the feedback I have received from the students.

### **Rationale for Teaching Methods**

The teaching methods used in the course are designed to allow students to utilize their prior knowledge coupled with the new insights gained from the course to develop as marketers.

The will feature a variety of active learning techniques such as course lectures; class and case discussions; reading assignments; guest presentation(s); and the group marketing assignment. These activities will provide the student with the opportunity to learn the concepts and theories of the subject area and to apply this knowledge in a systematic and logical manner consistent with the stated learning outcomes.

### **Required Textbooks**

**Title:** Marketing Management  
**Author:** Kottler, Keller, Cunningham, Sivaramakrishnan  
**Edition:** 13<sup>th</sup> Canadian Edition  
**ISBN:** 978-0-13-206397-5  
**Publisher:** Pearson Canada

**Title:** Selling & Sales Management  
**Author:** Jobber, Lancaster  
**Edition:** 8<sup>th</sup> Edition

ISBN: 978-0-273-72065-2

Publisher: Pearson Canada

| <b>COURSE SCHEDULE</b>                    |   |                          |
|---|---|--------------------------|
| <b>WEEK</b>                               | <b>TOPIC</b>  | <b>READING</b>           |
| <b>UNDERSTANDING MARKETING MANAGEMENT</b> |   |                          |
| <b>1</b><br>Sept.<br>13                   | Defining Marketing for the 21 <sup>st</sup> Century<br>Developing Marketing Strategy & Plans  | Chapter 1<br>Chapter 2   |
| <b>CAPTURING MARKETING INSIGHTS</b>       |   |                          |
| <b>2</b><br>Sept.<br>20                   | Gathering Information & Scanning the Environment<br>Conducting Market Research & Forecasting Demand<br>Case Study: Canadian Tire                      | Chapter 3<br>Chapter 4   |
| <b>CONNECTING WITH CUSTOMERS</b>          |   |                          |
| <b>3</b><br>Sept.<br>27                   | Creating Customer Value, Satisfaction, & Loyalty<br>Identifying Market Segments & Targets<br>Group Project Work Time<br>In Class Assignment #1        | Chapter 5<br>Chapter 8   |
| <b>BUILDING STRONG BRANDS</b>             |   |                          |
| <b>4</b><br>Oct. 4                        | Creating Brand Equity<br>Crafting the Brand Positioning<br>Group Project Critical Path Due<br>Case Study: lululemon athletica                         | Chapter 9<br>Chapter 10  |
| Oct.11                                    | Thanksgiving Day – no class   |                          |
| <b>SHAPING THE MARKET OFFERINGS</b>       |   |                          |
| <b>5</b><br>Oct. 18                       | Setting the Product Strategy<br>Developing Pricing Strategies & Programs  | Chapter 12<br>Chapter 14 |
| <b>DELIVERING VALUE</b>                   |   |                          |
| <b>6</b><br>Oct. 25                       | Designing & Managing Integrated Marketing Channels<br>Group Project Work Time<br>In Class Assignment #2   | Chapter 15               |
| <b>COMMUNICATING VALUE</b>                |   |                          |
| <b>7</b><br>Nov. 1                        | Designing & Managing Integrated Marketing Communications<br>Managing Mass Communications: Advertising, Sales Promotion,<br>Events, & Public Relations | Chapter 17<br>Chapter 18 |

| <b>CREATING SUCCESSFUL LONG TERM GROWTH</b> |  |                          |
|---|--|--------------------------|
| <b>8</b><br>Nov. 8                          | Introducing New Market Offerings<br>Managing a Holistic Marketing Organization<br>Case Study: Toronto FC | Chapter 20<br>Chapter 22 |
| <b>PERSONAL SELLING</b>                     |  |                          |
| <b>9</b><br>Nov. 15                         | Development & Role of Sales in Marketing<br>Sales Strategies   | Chapter 1<br>Chapter 2   |
| <b>10</b><br>Nov. 22                        | Sales Responsibilities & Preparation<br>Personal Selling Skills<br>Group Projects Due                    | Chapter 7<br>Chapter 8   |
| <b>SALES MANAGEMENT</b>                     |  |                          |
| <b>11</b><br>Nov. 29                        | Recruitment & Selection<br>Motivation & Training<br>Guest Speaker: Tom Lang - Bell Canada                | Chapter 13<br>Chapter 14 |
| <b>12</b><br>Dec. 2                         | Organization & Control<br>Salesforce Evaluation<br>In Class Assignment #3                                | Chapter 15<br>Chapter 17 |
| Dec. 9                                      | <b>Final Exam</b>  |                          |

### Evaluation and Due Dates

Students will be evaluated in this course through:

|                                       |      |
|---------------------------------------|------|
| <b>Final Exam</b>                     | 30%  |
| <b>Group Project – Marketing Plan</b> | 40%  |
| <b>In-Class Assignments (3)</b>       | 30%  |
| <b>Total</b>                          | 100% |

#### Final Exam

The final exam will include a combination of multiple choice and short answer questions.

#### In-Class Assignments

There will be three (3) in-class assignments. The assignments will be written during class time, at the end of the class, and take no more than thirty (30) minutes each. They can include multiple-choice, fill-in-the-blank, and short answer questions. Questions can pertain to any of the material covered during the course with respect to the relevant topic areas, including those topics contained in the guest speakers' presentations, and class discussions.

## Group Project – Marketing Plan

Students will work in groups to undertake a major integrative project to develop a marketing plan for an existing company. Additional details related to the marketing plan project are provided in a separate document.

## Grades

Grades for the course will be awarded based upon the following:

|           |         |           |        |
|-----------|---------|-----------|--------|
| <b>A+</b> | 90-100% | <b>C</b>  | 63-66% |
| <b>A</b>  | 85-89%  | <b>C-</b> | 60-62% |
| <b>A-</b> | 80-84%  | <b>D+</b> | 57-59% |
| <b>B+</b> | 77-79%  | <b>D</b>  | 53-56% |
| <b>B</b>  | 73-76%  | <b>D-</b> | 50-52% |
| <b>B-</b> | 70-72%  | <b>F</b>  | 0-49%  |
| <b>C+</b> | 67-69%  |           |        |

## Grade Complaints

In the event that a student feels a review of an assigned grade is warranted such action may be undertaken in accordance with the following points:

1. No request for a grade review may be submitted until 48 hours after the receipt of the grade.
2. It must be understood that a review of an assigned grade may result in a lowering of the original grade as grade reviews can result in either increases or decreases to the originally assigned grade.
3. Requests for a grade review must be submitted via email with specifics provided as to the reason for the grade review request.
4. Upon receipt of a grade review request the instructor will return the results of the grade review via email within one week of the receipt of the request.

## Absence from In Class Assignments

Notification to the Instructor at least one day in advance coupled with appropriate medical, psychological or compassionate documentation is required to receive academic consideration for being unable to undertake the In Class Assignments at the designated time.

It should be noted that only medical, psychological, or compassionate issues are acceptable circumstances for being absent from an evaluation activity.

## Absence from the Final Exam

Students desiring consideration for a missed exam must apply for Academic Consideration with the Registration Office as detailed in the University of Guelph Academic Policies section below.

## Course Policies

In order to assure an appropriate learning environment for all concerned the following points related to classroom civility will be adhered to:

### Attendance

Students are expected to attend all sessions of the course. Should a student be absent from three classes the student is required to contact the Instructor to review the reasons for the absences

Each instructor determines when a student's absences have reached a point at which they jeopardize success in a course. When absences become excessive, the student may receive a failing grade for the course.

### Late Assignments

Failure to submit an assigned activity on time will result in a late penalty of one full grade per day being applied against the assignment (e.g. B+ becomes a C+). No assignments will be accepted after 48 hours from the original due date and will be graded as zero.

It should be noted that only medical or compassionate issues are acceptable circumstances for being late handing in an assignment on time.

### Cell Phones, PDA Devices, and Laptops:

Such devices are to be turned off at the start of class and remain off for the duration of the class. In class use of such devices will result in the ejection of the student from the class.

The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.

Students are permitted to use computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom for the remainder of the class period.

### Name Plates:

Such name plates will be provided and must be presented for each class so as to better facilitate discussion. Markers will be available prior to the start of class for those needing to create a new name plate. Name plates must be legible and visible to the Instructor.

### Sidebar Conversations:

Such conversations between students not related to course material are detrimental to learning and will not be permitted. An initial warning will be provided to students in such cases. In the event of a second instance the student will be ejected from the class.

### Class Discussion:

I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of **ideas** is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

### **Respect:**

Negative or disparaging remarks of any kind will not be tolerated and will result in ejection from the class. In the event of such an ejection the student will be responsible for contacting the Instructor to discuss the issue prior to the next class.

## **Learning Materials**

List of Course Readings Paper Based (required/supplementary - purchased)

List of Course Readings

Course Media/Technology (e.g., films, software, clickers, Internet)

Course Supplies (non media e.g., lab coats, calculators)

## **LEARNING INFORMATION EFFICIENTLY**

**You will be expected to know the assigned chapters VERY WELL!**

Many of the multiple-choice questions in this course are based on material from the chapters that is not explicitly covered in lecture. To be able to answer these questions correctly you will need to know and understand each of the concepts and processes described in the assigned chapters. This a major learning task and many students run into difficulties because they do not know how to handle this learning task efficiently.

**Just reading the assigned chapters is NOT enough!**

For most people the process of reading something, or even re-reading it, does not mean that they remember it. This is especially true for "heavy" course content such as that found in the psychology text. If you wish to learn the material from the text efficiently, you will need to approach it in a different manner.

**Learn the text chapters using ACTIVE reading/learning strategies.**

Strategies recommended for efficient learning of text material can be divided into three types: pre-reading, reading for comprehension, and post-reading.

**Pre-reading.** Learn the headings and subheadings.

Instead of diving immediately into reading the chapter, spend a few minutes learning the headings and subheadings. The headings and subheadings tell you the important ideas that will be covered in the chapter. In the text they are laid out for you on the first few pages of the book in the table of contents. Look at these headings and subheadings, think how they have been ordered, try reciting them from memory, and then write them out on a separate sheet of paper.

**Reading for comprehension.** Read a few pages and THEN summarize

Don't try to read most of the chapter in one sitting. It is much easier to learn the material in small chunks. Read a few pages carefully and THEN make a summary of the important points. Continue doing this until you have summarized about 10 pages - then take a break. You can summarize by highlighting sparingly AND making marginal notes, or by making separate written notes.

Note that much of the information in psychology comes in the form of arguments. Here are some the important kinds of information that are crucial to knowing and understanding an argument: i) definitions of new terms, ii) essential explanations of the specific argument, iii) examples, iv) results of studies.

If you make separate summary notes, try using point form and keywords. This has 2 advantages: the notes are made more quickly and they are easier to read. As you record key terms and definitions ALWAYS relate them to the arguments of which they are a part.

**Post-reading.** Test yourself.

After actively reading 10 or more pages in the manner described above, try reciting (i.e., recalling from memory) all the important points under each heading and subheading that you have studied. This will reinforce the ideas you know and identify those that you need to review. Doing the study guide questions and relevant old exam questions after you have finished the entire chapter can also be very helpful.

## Other Items

### Late Submissions:

No late submissions of any course material will be accepted, unless there are acceptable (to the course instructor) extraordinary circumstances.

### Plagiarism:

"Students must write their own essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence

### Academic Cheating:

For any testing session, including computer-marked multiple-choice tests and exams, the use of software to check for unusual coincidences in answer patterns that may indicate cheating may also be employed.

**Other Relevant Academic Policies/Regulations:**

All students are advised to refer to the Academic Calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

<https://assignment-writer.com/>