

**University of Waterloo**  
Department of Economics  
MGMT 345/ARBUS 303  
Principles of Marketing and Consumer Economics  
*Spring 2021*

### **Instructor Information**

Instructor: Dr. Greg Tanguay

Email: [gtanguay@uwaterloo.ca](mailto:gtanguay@uwaterloo.ca)

Office Hours: Mondays 2:00 – 3:30 p.m. via Teams

Link to spring 2021 office hours: [Spring 2021 Office Hours Mondays 2:00 pm](#)

### **Course Description**

This course builds upon material covered in MGMT 344 – Principles of Marketing and Consumer Economics. We will rely on real world case studies and a marketing simulation to develop your marketing strategic, decision-making, and implementation skills. A simulation (SABRE), which has student teams working as different companies within the same industry, is a critical part of this course.

### **Course Goals and Learning Outcomes**

Upon completion of this course, students should be able to:

1. Understand the application of marketing concepts taught in Econ 344;
2. Develop skills in the areas of market analysis, marketing decisions and strategy formulation;
3. Test student skills in communicating analyses, persuasion, and making recommendations;
4. Develop strategic marketing skills related to strategy creation, implementation, evaluation, and adaptation.

### **Text**

**Marketing 10th Canadian Edition, Crane, Kerin, Hartley, Rudelius**

NOTE: This is the required text for MGMT 344/ARBUS 302. So you may already have access. If not, you may choose between the print version and the e-book version (called “CONNECT”) of the textbook; i.e. you do not require both.

### **Cases**

The case course pack may be found here:

<https://www.iveycases.com/CoursepackView.aspx?id=29137>

### **SABRE Simulation:**

<https://client.sabresim.com/>

Please see LEARN for further details and documentation about SABRE.

### **Course Requirements and Assessment**

The course will be supported in LEARN, and students are responsible from checking LEARN frequently to receive instructions for upcoming classes. Any changes will be noted in announcements on the course home page.

<b>Assessment</b>	<b>Weighting</b>
Case Discussion Forum	15%
Individual Case Report	20%
Group Case Report	20%
SABRE Simulation Weekly Reports	15%
SABRE Performance	15%
SABRE Presentation	15%

\*N.B. Individual grades on group assignments may be subject to adjustment based on peer evaluations.

\*\*Please refer to **Appendix 1** – Spring 2021 Week-by-Week Schedule for assignment due dates, topics, etc.

### **Case Discussion Forum – 15%**

In lieu of classic, in-class case discussions, we will use the discussion forums in LEARN. Most Tuesdays I will post question(s) about the case assigned for the coming week. Students will be asked to post answers to the question(s) on LEARN then read and comment on other students' posts. You will be graded based on the extent to which you post, read and comment.

Discussion activities will typically require that you compose at least one original post to the discussion board. Be sure you note when posts are due (i.e. when the forum will close). I will hold optional recap sessions each Tuesday to cover the salient points of each case. Forums will typically be closed just prior to these sessions.

Some guidance about posting:

The goal of academic discussion is to engage with the ideas of your classmates and to build your knowledge collaboratively, rather than to show how much you know about a topic. In online learning, group discussions take the place of in-class, face-to-face discussions, so think of them as an opportunity to dialogue with your classmates, not as a monologue that invites little-to-no interaction with the members of its audience.

Your initial post is the start of the conversation with your peers. Your post should clearly address the question(s) being asked by the discussion board leader. Support your position with evidence as necessary. Be succinct and coherent in order to encourage others to respond. Separate key ideas into paragraphs in one response or into a few different posts to facilitate response. Use a short but descriptive subject line. Express your ideas in full sentences, free of abbreviations to make them easier to read. Replying to your peers is how you keep the conversation going. Keep

your response short but purposeful. You may use a less formal tone in your responses, but always be respectful.

There is no word limit to your original post or your response to your peers. Just ensure that your ideas are presented in a clear and concise manner. Keep in mind that it is easier to respond to a succinct, coherent idea that is clearly expressed rather than to a lengthy argument (plus, there is no grade reward for word count!)

Disagreement is an important part of academic discourse: when you encounter viewpoints and perspectives that differ from your own, your understanding of the issue under discussion is often deepened. Disagreement can, then, enhance learning; however, it can also result in hurt feelings and a breakdown of communication. To avoid this, it is important to keep a few guiding principles in mind. First of all, always be respectful in the way you communicate your disagreement. It is a good idea to acknowledge your classmate's point of view before suggesting an alternate point of view. To acknowledge another point of view does not mean that you agree with it; it means that you have understood it. Always try to read your classmates' posts with the goal of understanding. If you don't understand, ask clarifying questions. This will move the conversation into a problem-solving dialogue. Also, try to avoid generalizations; be specific about what you disagree with, and why. Be sure to review your message prior to posting it to make sure it can't be misinterpreted. Ask a friend to review your response before you send it if you're uncertain.

Each week I will hold a live session to discuss and recap the case assigned for the preceding week. These sessions will be conducted via Teams:

[Weekly Tuesday Class Sessions at 10 am](#)

### **Cases (40%)**

There is (a) one written group case report and (b) one individual case report. You may wish to meet in groups to discuss all the cases (except the final individual case) and assigned readings. This practice could enhance everyone's learning and insight.

Both written case analyses should follow the following structure:

1. **Situational Analysis:** Briefly describe the current situation. Identify and evaluate any important environmental and organizational factors and objectives.
2. **Problem Identification:** Proper identification of the problem is key to case analysis. Be sure to identify the underlying problem, rather than observable symptoms of the problem. For example, measurable metrics such as declining sales, loss of market share, etc. are often a symptom of the underlying problem such as falling behind in innovation and new product development.
3. **Alternative Solutions:** Suggest one or more alternative solutions that will help the firm solve its problem. One of the alternatives listed in step 3 will become your recommended solution in step 4.
4. **Recommendation:** Present your recommended solution. Provide evidence (case facts and/or logical reasoning) to support your recommendation. The solution that you select **MUST** answer the problem identified in step 2.

5. Implementation: How do you plan to put your recommendation into action to solve the problem? e.g., You may have a short term and long-term solution. How will you evaluate progress toward reaching the solution?

Each report should be no more than 2 pages, single-spaced (Word or PDF file, 12-point font, Times New Roman or equivalent, 1" margins). You may have up to two additional pages of exhibits. You will be penalized for exceeding these parameters. Please note the course policy on late work on p. 6.

Your reports will be evaluated based on your ability to identify and frame the key issues, your insights about key facts and conditions, your ability to identify alternatives, and the strength of the rationale supporting your recommendations.

The group case (Subway: Problems with Place, Product and Price) is due **Monday, June 14<sup>th</sup>, 2021 at 11:59 p.m.** via LEARN Dropbox

The individual case (Pop Shoppe) is due **Tuesday, August 3<sup>rd</sup>, 2021 at 11:59 p.m.**

### **Simulation Group Project (45%)**

#### **Team Simulation Performance (15% of course mark)**

Throughout the term your team will make a series of management decisions and enter them into the SABRE simulation. Management decisions are due Sundays by 11:59 p.m. Results for each round will typically be posted on the simulation site within 24-48 hours. Updated team standings will typically be posted to LEARN 24 hours after that.

How your team ultimately performs will determine your performance grade. Competitive performance is evaluated using the following four criteria within each "market". Each criteria holds equal weight.

1. Total Cumulative Net Contribution (25%)
2. Percent Market Share Gain/Loss in \$ Value (25%)
3. Total Sales Revenue (25%)
4. Total Gross Profit (25%)

The top team in class across worlds (there will likely be 2 worlds) based on these criteria receives 15/15 points. Otherwise, the top team in a world will receive 13.5 points, the 2<sup>nd</sup> place teams will receive 12.375 points, 3<sup>rd</sup> place teams will receive 11.25 points. 4<sup>th</sup> place will receive 10.5 points and 5<sup>th</sup> place will receive 9.75 points.

#### **Weekly Performance Reports (15% of course mark)**

Each management team is expected to submit a **maximum** one-page memo (12 point font, single-spaced, 1" margins, Times New Roman font) to executive management (your instructor) via LEARN Dropbox. Reports are due no later than noon each Friday. Please note the course policy on late work on p. 7.

This memo is to inform executive management of

- (a) your business unit(s) overall performance and (more importantly) to provide insightful explanations for how/why this occurred,
- (b) brief reminder of the core strategy of the firm and its portfolio, and whether it needs to be revisited given market and competitive situation,
- (c) tactical responses/decisions that fall out of this strategic assessment, and
- (d) any forward-looking comments. That is, what you expect to occur as a result of the present tactical response/decision.

Good reports provide insight and analysis. The more your report demonstrates your firm's insights about consumer dynamics, the competition and the consequences of your decisions, the better. Reports that merely repeat data from the reporting provided by the simulation are less valued (after all your executive management has access to this data too).

Executive management (your instructor) will provide a brief reply to your memo with questions or comments. Included in the instructor's reply will be a grade out of 1 (e.g. .75, .85, etc.). The average of scores achieved during the term will be used to assign the final grade for this portion.

### **Final SABRE Presentation (15% of course mark)**

During the last week of the term, all teams will make a 20-minute presentation to the professor. The focus of the presentation will be on interesting and/or significant lessons learned during the simulation. This will be followed by five to ten minutes of questions.

Your report should cover the following topics, and should build on the valuable information you documented in your weekly memos to executive management. For example,

- Your original objectives and strategy, and the analysis and reasoning that led to them.
- A discussion of any changes in your objectives and strategy that occurred during the course of the market competition, and the analysis and reasoning behind these changes. This should include both an internal and external focus, and should reflect an application of concepts discussed in class.
- A discussion and analysis of your performance in the market, with emphasis on critical turning points.
- The key success factors for individuals who will be taking over your products, including specific actions you would be taking if you were making decisions for later periods.
- Any generalizations regarding strategy you might have identified from the Sabre world what did you learn from your successes and failures? Which generalizations do you think would be relevant in most other business environments?
- In creating this report, you might view it as a transitional briefing document for a new team that is to take over the management of your products. What would you tell a new team of managers about taking over your firm?

### **Course policies**

#### **Communication**

I will be available during the office hours and I check e-mails regularly.

All e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own UWaterloo e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent

to the university from an UWaterloo account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Electronic devices – including electronic dictionaries – are NOT permitted in exams. The only exception is a standard (i.e. non-programmable) calculator.

Announcements, grades, lecture slides, information on exams, teaching assistants assigned to this section of this course, and other course materials will be posted on to LEARN. Check LEARN daily. Any changes and critical information will be posted on LEARN. You are responsible for making yourself aware of any changes made to the course by checking LEARN daily.

#### Examination Policy

Exam papers must be submitted in whole and on time in the exam room. Exam papers

- (a) not submitted on time,
  - (b) submitted with missing pages,
  - (c) submitted elsewhere, with the exception of students with permission to write in the Assess Ability Office,
  - (d) not received at all,
- will receive a grade of zero regardless of the reason.

It is the responsibility of students to ensure that they write exams in the location, date, and time assigned to their sections. Students writing exams in the wrong section are considered not writing exams at all and will receive a zero mark.

#### Missing a Midterm Exam

Missing a midterm will automatically result in a grade of zero for that midterm. A consideration for missed exams will only be given in the case of illness or emergency reasons. Such excuses as prior personal travel plans and extra-curricular commitments are not legitimate reasons.

If you were ill, you must get UW Verification of Illness Form (the only acceptable document), with approval you may write a deferred midterm exam. There will be a single deferred exam at the end of the term which is CUMULATIVE at the end of the term that applies to students who missed either one or both midterm exams due to legitimate reasons such as illness or emergency. The illness form must be obtained the day of the exam and submitted within 3 days of the exam. This remedy is a privilege and not a right. No additional assignments or work will be assigned to improve the marks.

Students will receive a mark of zero on a missed test without the UW Verification of Illness Form.

The midterm exam schedule has been set and will not be changed.

#### Course Modification Warning

The instructor and university reserve the right to modify elements of the course during the term. The University may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her UWaterloo email and course website on LEARN daily during the term and to note any changes.

## **Late Work**

A 5% penalty per day will apply. No assignments will be accepted after 3 days of the due date.

## **Information on Plagiarism Detection:**

The Marketing project must be submitted electronically to the Course web-site dropbox which checks for plagiarism via a link to Turnitin. The drop-box is located under Assessments on LEARN.

Turnitin.com: Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

## **Electronic Device Policy**

Cell phones, pagers, and other electronic devices must be either turned off or muted during classes.

Laptops are permitted in class for note-taking and in-class activities only. Students using laptops in class for other purposes may be asked to leave the classroom. Consistent abuse of the laptop policy in class will negatively affect the participation grade.

## **Cross-listed course**

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

## **Academic Integrity**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity](#) webpage and the [Arts Academic Integrity](#) webpage for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other

than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

### **Accommodation for Students with Disabilities**

*Note for students with disabilities:* [The AccessAbility Services office](#), located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

### **Mental Health Support**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

#### **On Campus**

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

#### **Off campus, 24/7**

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe](#) app to your phone to quickly access mental health support information

### **Territorial Acknowledgement**

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabeg and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.



### Appendix 1 – Spring 2021 Week-by-Week Schedule

\* I reserve the right to alter this schedule

Week	Date	Day	Live Class Session Case	Upcoming Case Assignment & Discussion Forum	Sabre Assignments
1	May 11, 2021	Tuesday	Course Expectations Intro to Sabre		Group formation; Consult Sabre resources to learn how to play
2	May 17, 2021	Monday			Sabre groups formed by Monday at 9 am
	May 18, 2021	Tuesday	How to play Sabre Round 1	Bel Laughing Cow	Sabre Round 1 Instructions
	May 23, 2021	Sunday			Decision 1 Due at 11:59 pm
3	May 24, 2021	Monday	Victoria Day (no office hours)		
	May 25, 2021	Tuesday	Bel Laughing Cow Recap	MM Lafleur	
	May 28, 2021	Friday			Round 1 Report Due by noon
	May 30, 2021	Sunday			Decision 2 Due at 11:59 pm
4	June 1, 2021	Tuesday	MM Lafleur Recap	Damn Heels	
	June 4, 2021	Friday			Round 2 Report Due by noon
	June 6, 2021	Sunday			Decision 3 Due at 11:59 pm
5	June 8, 2021	Tuesday	Damn Heels Recap	Subway Assignment (no discussion posts)	
	June 11, 2021	Friday			Round 3 Report Due by noon

	June 13, 2021	Sunday			Decision 4 Due at 11:59 pm
6	June 14, 2021	Monday		<b>Subway Group Case Report Due at 11:59 p.m.</b>	
	June 15, 2021	Tuesday	Subway Recap	Nike	
	June 18, 2021	Friday			Round 4 Report Due by noon
	June 20, 2021	Sunday			Decision 5 Due at 11:59 pm
7	June 22, 2021	Tuesday	Nike Recap	Casper	
	June 25, 2021	Friday			Round 5 Report Due by noon
	June 27, 2021	Sunday			Decision 6 Due at 11:59 pm
8	June 29, 2021	Tuesday	Casper Recap	Receiver Coffee	
	July 2, 2021	Friday			Round 6 Report Due by noon
	July 4, 2021	Sunday			Decision 7 Due at 11:59 pm
9	July 6, 2021	Tuesday	Receiver Coffee Recap	MMBC	
	July 9, 2021	Friday			Round 7 Report Due by noon
	July 11, 2021	Sunday			Decision 8 Due at 11:59 pm
10	July 13, 2021	Tuesday	MMBC Recap	Indochino	
	July 16, 2021	Friday			Round 8 Report Due by noon
11	July 20, 2021	Tuesday	Indochino Recap	Pop Shoppe Individual Assignment (no discussion)	
12	July 26, 2021	Monday			Sabre Group presentations (by appt.)

	July 27, 2021	Tuesday			Sabre Group presentations (by appt.)
	July 28, 2021	Wednesday			Sabre Group presentations (by appt.)
	July 29, 2021	Thursday			Sabre Group presentations (by appt.)
	July 30, 2021	Friday			Sabre Group presentations (by appt.)
N/A	August 3, 2021	Tuesday		<b>Pop Shoppe Individual Assignment due at 11:59 p.m.</b>	