

**University of Waterloo**  
Department of Economics  
MGMT 345/ARBUS 303  
Principles of Marketing and Consumer Economics  
*Spring 2020*  
Monday & Wednesday 2:30pm - 3:50 pm

**Instructor Information**

Instructor: Dr. Greg Tanguay  
Virtual Office Hours: Fridays 9:00 – 10:30 a.m. or by appointment  
(<https://uwaterloo.webex.com/meet/greg.tanguay>)  
Email: [gtanguay@uwaterloo.ca](mailto:gtanguay@uwaterloo.ca)

**Course Description**

This course builds upon material covered in MGMT 344 – Principles of Marketing and Consumer Economics. In class, 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=26225>

## 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.

Assessment	Date of Evaluation (if known)	Weighting
Class Contribution	All Classes (weeks 2-12)	25%
Group Case	Monday, July 13th at 2:30 pm	15%
Individual Case	Wednesday, August 5th at 2:30 pm	20%
SABRE Simulation Weekly Reports	Weekly	10%
SABRE Performance	Week 11	15%
SABRE In-Class Presentation	Weeks 11 and 12	15%

Individual grades on group assignment may be subject to adjustment based on peer evaluations.

## Class Contribution – 25%

Your active listening skills, the ability to think critically, and the ability to effectively communicate ideas will be evaluated through your engagement in class discussions. Active contribution to both live and offline discussions is highly valued. This portion of your grade is meant to reflect the thought and effort you give to our cases, discussions, and other class exercises. Hence, it is imperative that you prepare for each and every case and reading. Debate and challenge are important activities that help in the learning process. The willingness of individuals to engage in such activities with their classmates is appreciated. Using air-time, however, involves an obligation to actually contribute. Before you speak, always answer the question “so-what?” Contribution will NOT be graded by counting each contribution a student makes. Contribution will be graded by examining the quality of what you say in each class.

Please remember that the instructor (and TA) are free to cold-call on anyone at any time.

In general, in-class contributions are assessed in terms of quantity (less important) and quality (more important). They fall into five categories:

**No Contribution (0)** – the student was not present in class and therefore was unable to make any positive contribution to the class discussion, or they were in class and made no comments or redundant comments.

**Seat Warming (1)** – the student shows up to class but does little more than raise a hand or nod a head. That is, merely attending class does not constitute effective contribution.

**Describing/Clarifying (2)** – the student adds basic data available in the case or readings to the discussion.

**Analyzing/Concluding (3)** – the student introduces and defends an original position, suggests a constructive change in the direction or perspective of the current discussion, thoughtfully challenges the points made by others, or offers original support for the points made by others.

**Integrating/Synthesizing (4)** – the student offers suggestions on possible implications of the discussion for managers in general, comments on the adequacy of the existing management thought or knowledge for dealing with the particular situation under discussion or ties current discussion to themes or issues addressed in previous cases, readings, classes, or courses.

Typically, name cards and class pictures are used to help give credit for your contribution. Given the remote learning setting this term, please ensure you log in to class sessions using an appropriate name. If you have video streaming capability for our Webex calls, please use it. And please let me know if the name you wish to use in class varies from the one I have on my class roster.

I may ask you to hand in assignments either after the case discussion or before the next case. These submissions are an important component for determining your final contribution marks, but are not always meant to compensate for your actual in-class contribution. Also, in-class quizzes based on the assigned readings and cases may also be sometimes be used to determine part of the contribution grades.

Appendix 1 is a form for your use, to record your self-evaluation of your class contribution each week. You may share these reflections with me after each class, each week, episodically, or at the end of the term. I also invite you to inquire about your standing on this grade item at any time should you be uncertain about it.

### **Cases (35%)**

There is (a) one written group case analyses and (b) one individual case write-up. You may wish to meet in groups to discuss all the cases (except the final individual case) and assigned readings.

Written reports should include:

- Identification of the key issues in the case. The issues related to the topic we are discussing in class, in conjunction with the case, are particularly salient. You do not, however, need to limit yourself to these topics if you believe other issues to be relevant and meaningful.
- Alternative courses of action for the product/brand/firm to consider.
- Your suggested course of action with your supporting rationale.

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 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.

### **Group Case (15%)**

There is a group case write-up due in class. The due dates will be announced and the case will be assigned to the groups at least one week in advance.

### **Individual Case (20%)**

There is one individual case write-up as a final exam. I will hand out this final exam case on or before week 12, a week before the last day of class. The individual case write-up will be due on Week 13, the last day of class. The write-up format will be the same as the group case write-ups. This case is to be done individually and not in groups.

## **Simulation Group Project (40%)**

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

Each week, between weeks 3 through 10 (inclusive), your team will make a series of management decisions and enter them into the SABRE simulation. Management decisions are due by midnight each Monday. Results for the week will typically be posted to the simulation within 24-48 hours.

How your team ultimately performs will determine your 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 in Value (25%)
3. Total Sales Revenue (25%)
4. Total Gross Profit (25%)

Best team in class (across markets) based on these criteria receives 15 points. Otherwise, the top team in each market will receive 13.5 points, the 2<sup>nd</sup> place team will receive 12 points, 3<sup>rd</sup> place will receive 10.5 points and 4<sup>th</sup> place or lower teams will receive 9 points.

### **Weekly Performance Reports (10% 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 insightful explanation 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) if applicable, any forward-looking comments. That is, what you expect to occur as a result of the present tactical response/decision. The final memo of the term should include strong strategic and tactical “turnover” advice for a new management team.

Executive management (your instructor) will provide a brief reply to your memo with questions or comments. Ensure that you respond to questions in subsequent memos. Included in the instructor’s reply will be a mark where 0 = unacceptable, .25 = barely acceptable, .50 =

acceptable, .75 = very good, and 1 = perfect. Very few memos obtain a score of 1. 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 our final class, all teams will make a 20-minute presentation to the class. 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.

### **Course policies**

#### Communication

I will be available during the office hours. You can also talk to me after class. I will 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

### Class Contribution Self-Assessment

*Please rate your class contribution on the 0 to 4 scale provided above.*

Week Number	Grade (0-4)	Comment
2		
3		
4		
5		
6		
7		
8		
9		
10		