

University of Waterloo
Department of Economics
MGMT 345/ ARBUS 303 Section 041
Principles of Marketing and Consumer Economics
Fall 2020

Instructor Information

Instructor: Geoffery Malleck
Office: Virtually via MS Teams
Phone: Email to schedule a phone discussion
Meetings/Office Hours:

Every group will be assigned a 30 minute meeting slot each week. Several of these time slots will be used for presentations or course work. When there are no scheduled activities, the group or any group member may join the session. Group meetings are restricted to any member of your assigned team.

Confidential meetings can be scheduled in advance by sending me an email request. Once a meeting time is established, I will send an invitation to join (if a virtual meeting is set) otherwise you may contact me by phone.

General office hour 'chats' will be scheduled each week. Anyone in the course is invited to join in. My role is to address any course challenges you or your team may have. Questions that are specific/personal in nature can be addressed during an arranged zoom call (see above).

Email: gmalleck@uwaterloo.ca

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.

Course Description

This course builds upon material covered in MGMT 244/ARBUS 302 – Principles of Marketing and Consumer Economics. In class, we will rely on real world case studies and a marketing simulation to develop your strength in strategic marketing, decision-making, and implementation skills. A simulation (SABRE), which has student teams working in groups for 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. Apply the marketing concepts taught in Econ 244;
2. Develop skills in the areas of market analysis, marketing decisions and strategy formulation;
3. Apply 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.

Note that no chapters per se are assigned in this course. It is meant primarily as a reference.

Cases:

I will email each member of the class instructions on how to order your case package during the first week of school. A copy of the email will also be posted in 'Content', 'Course information' on Learn.

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 for checking LEARN frequently to receive instructions for upcoming classes. Any changes will be noted in announcements on the course home page.

Course Requirements and Assessment

<u>Assessment</u>	<u>Weighting</u>	<u>Due</u>
Cases and project work		
Group- Case	5%	Sept 29, 30, Oct 1
Individual- Case (replaces final exam)	10%	Dec 4
Group- Covid-19 Marketing plan submission	30%	Nov 27
Group- Covid-19 Marketing plan presentation	15%	Dec 1, 2, 3
Individual Sabre Project Leader (details below)	25%	Various dates
Team's Sabre performance	15%	After completion
Peer evaluations can adjust group grades		Dec 4

ASSIGNMENT DETAILS

Cases (15%)

There is one group case presentation (5%) and two individual case submissions (10% each).

Group Case (5%):

Early in the semester your team will review and prepare a short presentation, scheduled for Sept 29, 30 and Oct 1. Your presentations will be no longer than 8 minutes. Presentations will be delivered during your weekly team meeting time.

The requirements/ expectations for each of the three cases are similar and the reports (written or presented) should include:

- Identification of the key issues in the case. What elements of marketing are being presented as issues and are particularly salient.
- A list of proposed alternative courses of action for the product/brand/firm to consider.
- Your recommended course of action backed by your supporting rationale.

The rubric is an excellent guide to ensure the best marks for the presentation and is as follows:

Ability to identify and frame the key issue(s)	20
- Issue Identification	
Able to provide insights about key facts and conditions (marketing theory included)	20
- Issue analysis	
Ability to identify alternatives	20
- Alternative development and generating alternatives	
Strength of rationale supporting your decision/recommendation	20
- Includes solid/convincing recommendations	
Ability to craft a succinct yet thorough document that presents as a professional report	20
- Includes appropriate appendices and citations	

Individual Case (10%):

The individual case must be addressed and completed without the assistance of others. The case is not available until November 25.

Each submitted report should be no more than 2 pages, one and one half (1.5)-spaced (Word or PDF file, 11-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 page 4.

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 ability to craft a professional document that is succinct yet thorough is also expected.

Case Grading Considerations:

Ability to identify and frame the key issue(s)	20
- Issue Identification	
Able to provide insights about key facts and conditions (marketing theory included)	20
- Issue analysis	
Ability to identify alternatives	20
- Alternative development and generating alternatives	
Strength of rationale supporting your decision/recommendation	20
- Includes solid/convincing recommendations	
Ability to craft a succinct yet thorough document that presents as a professional report	20
- Includes appropriate appendices and citations	

Additional Case Writing Notes:

- Be concise
 - Using short, declarative sentences is usually best.
 - Being factual; minimize “I believe”, etc.
 - Little drama e.g. “It is critical that company X...”
 - Avoiding unneeded adverbs and adjectives e.g.
---Example: Company Y’s products are slowly gaining market share v.s Y’s PY market share growth was 0.02%
 - Not burying good analysis in the exhibits.
 - Not trying to be too funny or hip.
 - Editing, spell checking.
-

Marketing Plan- Brand Reposition Given Covid Realities

(45% total- 30% written submission, 15% presentation)

Dare I suggest that we are in the midst of radical change. The impact of Covid-19 on our behaviour and attitudes as consumers is yet to be fully understood. What an amazing opportunity to bring 'what's happening now' into our course. The usual case load in this course has been reduced and replaced with an opportunity to apply your marketing knowledge in real-time.

The first step in this assignment is to read a series of articles related to business, business strategy, consumer behaviour, understanding a specific target audience (Generation Z) and other marketing related material. These reports are timely as the oldest of the reports is from March 2020. As you read, take care to highlight key points because I expect frequent references from these reports (and others you may find) in your submission.

The task: Your team is to '**rethink**' an existing product that addresses (or anticipates) continued shifts in consumer behaviour. Currently this product may or may not be targeting Gen Z's. However, your rebranding strategy must be delivered to this group.

Note: I want a product that is a specific SKU so when I suggest product, I don't mean Nike (the company), nor shoes (the product line), nor basketball (the shoe category) but I want you to focus on the product 'Zoom Freak 2 Naija', for example.

You may choose a product that currently is not focusing on Gen Z's. An example, the Ford Escape. If this product was selected, your team must reposition it and develop a marketing campaign that appeals to generation Z as a target group and takes the shifting marketplace into consideration. The alternative is to select a product that currently targets Generation Z's and re-establish a marketing campaign based on the new consumer realities.

As a marketing team working for the company you have chosen, your two responsibilities are to write a marketing plan for the executive team of the company (me). You will also create and submit a complimentary presentation. I have a slide deck posted on Learn that provides specifics on report and presentation expectations.

Submission Grading:

Submission supported team's collective knowledge- 10

- Understanding of product and market
- Able to apply logic, theory
- Opportunistic in approach to conditions

Industry background, situation analysis, company background-20

- Appropriate and relevant information provided
- Team demonstrated a strong knowledge

Integration of marketing material, reports, external information into report-25

- Validated claims
- Raised profile of team by connecting information and applying to report

- Able to provide insights about key facts and conditions

Will the executive team have confidence in your report to give the thumbs up?-25

- Did you provide alternatives?
- Strength of rationale supporting your decision

Professional quality of the submission-20

- Efficient in design and content without losing value
- Enthusiastic and upbeat (as opposed to dreary and clinical)
- Appropriate use of visuals
- Appendices, Citations and other references captured

For the presentation, replace the submission with the following:

Presentation Grading:

Appropriate information shared with executive team

- Industry background, situation analysis, company background
- Integration of marketing material, reports, external information into report

Will the executive team have confidence in your report to give the thumbs up?

- Did you provide alternatives?
- Strength of rationale supporting your decision
- Opportunistic in approach to market conditions

The *feel* of the presentation

- The executives believe in your idea because it provided compelling evidence and drew logical conclusions that warranted a 'green light'

Professional quality of the presentation

- Efficient in design and content without losing value
 - Enthusiastic and upbeat (as opposed to dreary and clinical)
 - Appropriate use of visuals
-

SABRE Reports (Individual, but not independent) 25%

Each group member selects one of the following (A to E)

- | | |
|--|----------------|
| A. Sabre update submission- results 2 | Oct 2 |
| Sabre update presentation- results 4 | Oct 27, 28, 29 |
| B. Sabre update presentation - results 3 | Oct 20, 21, 22 |
| Sabre update submission - results 5 | Nov 3 |
| C. Forecast model submission | Oct 27 |
| D. Media release and investor report for results 6 | Nov 11 |
| E. Final presentation | Nov 24, 25, 26 |

In every type of organization, people are assigned tasks. HOWEVER, it is noteworthy that person's performance affects the entire organization. For example, assume I am responsible for business development (building a client base). I have an opportunity to present to a prospective company on the merits of buying from our company. Because I am the person responsible, I must leverage all my company's capabilities and resources. How do I approach this task?

This assignment gives you the opportunity to work collaboratively on an individual assignment. In fact, I suggest you cannot achieve the same level of success without drawing from the expertise of your teammates.

If I succeed in my task, our company wins. If I fail, the entire company suffers as one.

You and your teammates must assign champions to each of the five tasks. Determining who does what assignment can be done in a number of ways but ideally you will be looking at the strengths and capabilities of each person and matching to the best aligned task. For example, someone with strength in building and delivering an awesome presentation may assume responsibility for the final presentation.

Once your task (one of the five) has been determined, your next steps are to:

- Determine what is required (what is the task- exactly?),
- Design the approach (what is the gameplan to design and execute?),
- Determine needed information (what do I and the audience need to know?)
- Build the case
- Draw from the expertise of others in the company (how can I leverage our people?),
- Look to outside resources for further information (what research is required?)
- Deliver a compelling and effective message to the recipient (who is your audience?)

Each member of the team will assume responsibility for one of five assignments. That member is solely responsible for that project.

Does that mean that individual is the only one doing the work? Absolutely not! Members employed in successful organizations strongly encourage collaboration. While one person **IS**

responsible for the project delivery, the expectation is that the leader will leverage the talents/skills/knowledge of the team.

This means that the team leader has the authority to engage other team members when appropriate. This is managing.

Project Leader Task (A)

- | | |
|---------------------------------------|----------------|
| A. Sabre update submission- results 2 | Oct 2 |
| Sabre update presentation- results 4 | Oct 27, 28, 29 |

AND

Project Leader Task (B)

- | | |
|--|----------------|
| A. Sabre update presentation - results 3 | Oct 20, 21, 22 |
| Sabre update submission - results 5 | Nov 3 |

The individual assuming either of these two sets of responsibilities will submit a report on October 2 for A, Nov 3 for B and deliver a live presentation to the Board of Directors (me) during your assigned team meeting time. You may add/ use any resources to enhance, validate your message. The content of both the report and presentation are the same. Please ensure you include the following:

- The core strategy assumed by your company
- An assessment on how the strategy is working (or not working)
- A summary of the overall performance for the results of rounds 2 and 4
- What lead to those outcomes/ results?
- Other key information
- A brief overview of what is expected to happen (forecasting)

A simplified rubric is as follows:

Sabre summary reports

Comprehension- 15

The student raised executive's confidence by showing complete and rich knowledge, in a competitive environment.

The student demonstrated a working knowledge of simulation and the relationship to marketing.

Team Inclusivity-15

The completed work showed strong evidence of team support/ contributions. This can be accomplished in several ways (including contributions of teammates in citations OR including teammates in presentations)

Analysis and reflection-30

Strong ability to describe linking of decisions to outcomes OR show how the decisions failed to realize intended results.

Looking ahead -20

Consistent with strategy, the team drew a compelling trajectory that illustrated where the company is headed. The forecast looked beyond next year.

Qualitative objectives and Quantitative goals provided.

Presentation value- Presentations-20

Presenter(s) engaged audience by being engaged themselves.

Ability to build a professional presentation. Backgrounds and overall experience. Continuity, scripting appropriate to on-line experience.

Impeccable elocution. Very tight presentation. Effective balance of effectiveness and efficiency.

Strong supporting materials/ visuals/ evidence.

OR

Presentation value- Submissions

Presentation value

A professionally crafted document. Format, organization, technique

Concise and not superfluous

Accurate and compelling

Excellent use of references, visuals (where appropriate), exhibits

Project Leader Task (C)

B. Forecast model submission- 5%

Oct 27

This submission will provide both the model and an explanation on how your team looks ahead when making decisions. Your team has, by now, built a decision making template that allows for greater efficiency (less time) to make better decisions (effective). This leader's role is to present the model and a supporting discussion on how it operates. In addition, you will consider the following:

What factors has your team considered in forecasting?

How is it working out?

What have you learned (mistakes) since start?

How have you addressed these shortcomings?

A simplified rubric is as follows:

Sabre summary reports

Comprehension- 15

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Team Inclusivity-15

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This can be accomplished in several ways (including contributions of teammates in citations OR including teammates in presentations)

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Qualitative objectives and Quantitative goals provided.

Presentation value- Presentations-20

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Impeccable elocution. Very tight presentation. Effective balance of effectiveness and efficiency.

Strong supporting materials/ visuals/ evidence.

OR

Presentation value- Submissions

Presentation value

A professionally crafted document. Format, organization, technique

Concise and not superfluous

Accurate and compelling

Excellent use of references, visuals (where appropriate), exhibits

Project Leader Task (D)

C. Media release and investor report for results 6- 5%

Nov 11

Managing what information your team provides to the 'world' is important. You must present accurately but with a positive/upbeat spin that does not compromise your company's integrity. Remember who is receiving this information:

The media release is serving a broader stakeholder group including customers, employees, capital providers, vendors and other relevant public members (media and special interest groups).

The investor package is different in that it focuses on the information required by investors. What key pieces of information does this group require? How is it presented differently? What questions does this group need answered?

The role of this leader is to identify the information required for both the media release and the investor report and determine how it is nuanced to be accurate and optimistic.

To summarize media release information:

- Prepare a media release that provides a snapshot of your latest results
- Remember who will read the release (stakeholders including investors, employees, customers)
- How do you spin a bad performance (if that is the case)?
- What information should be included in the release?
- What information should be avoided in the case?
- Review pages 464-466 in the text for more information.

The media release should not exceed one-half a page (1.5 spaced, 12 point font).
The investor report should not exceed 1.5 pages (1.5 spaced, 12 point font). You can combine these into one submission if preferred. Citations, references other information can be provided in the appendices. Maximum five pages allowed for appendices.

A simplified rubric is as follows:

Sabre summary reports

Comprehension- 15

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The student demonstrated a working knowledge of simulation and the relationship to marketing.

Team Inclusivity-15

The completed work showed strong evidence of team support/ contributions. This can be accomplished in several ways (including contributions of teammates in citations OR including teammates in presentations)

Analysis and reflection-30

Strong ability to describe linking of decisions to outcomes OR show how the decisions failed to realize intended results.

Looking ahead -20

Consistent with strategy, the team drew a compelling trajectory that illustrated where the company is headed. The forecast looked beyond next year.

Qualitative objectives and Quantitative goals provided.

Presentation value- Presentations-20

Presenter(s) engaged audience by being engaged themselves.

Ability to build a professional presentation. Backgrounds and overall experience. Continuity, scripting appropriate to on-line experience.

Impeccable elocution. Very tight presentation. Effective balance of effectiveness and efficiency.

Strong supporting materials/ visuals/ evidence.

OR

Presentation value- Submissions

Presentation value

A professionally crafted document. Format, organization, technique

Concise and not superfluous

Accurate and compelling

Excellent use of references, visuals (where appropriate), exhibits

Project Leader Task (E)

D. Final presentation- 5%

Nov 24, 25, 26

At the close of the Sabre simulation, the leader will submit a 5 to 10 -minute presentation on Learn. The focus of the presentation will be on interesting and/or significant lessons learned during the simulation.

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.
- A simplified rubric is as follows:

Sabre summary reports

Comprehension- 15

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Team Inclusivity-15

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Analysis and reflection-30

Strong ability to describe linking of decisions to outcomes OR show how the decisions failed to realize intended results.

Looking ahead -20

Consistent with strategy, the team drew a compelling trajectory that illustrated where the company is headed. The forecast looked beyond next year.

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Presenter(s) engaged audience by being engaged themselves.

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Impeccable elocution. Very tight presentation. Effective balance of effectiveness and efficiency.

Strong supporting materials/ visuals/ evidence.

- OR

Presentation value- Submissions

Presentation value

A professionally crafted document. Format, organization, technique

Concise and not superfluous

Accurate and compelling

Excellent use of references, visuals (where appropriate), exhibits

SABRE Team Performance (15% of course mark)

Each week, between weeks 2 through 10 (inclusive), your team will make a series of management decisions and enter them into the SABRE simulation. The schedule for team decision deadlines are provided in the Course Schedule document posted in Learn-Content-Course Information. 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%)

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

Other information:

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

Students are expected to complete all assignments by the due date as stated in the assignment description. Late submissions are subject to a 2% per day penalty (7 day week).

Attendance Policy

Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community 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.

Faculty of Arts-required statements for undergraduate course outlines

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.

NEW – Recommended statements to be included on course outlines

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 / 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