



- I. COURSE DESCRIPTION:** Marketing for managers has been developed to teach the business student enhanced strategies and decision-making approaches to marketing in the new millennium. Using curriculum studied in Introduction to Marketing and new theories examined in this course, the student will develop a marketing plan for a product or service in the new green and technological environment.
- II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Understand market-oriented perspectives underlying successful corporate, business, and marketing strategies used to make marketing value decisions, by completing strategic market planning.
 

Potential Elements of the Performance:

  - Explain what marketing is and how value creation is central to the marketing concept.
  - Explain how marketing is a decision-making process and describe the planning and the marketing mix tools that managers use in the marketing process.
  - Understand key issues relating to making ethical marketing decisions in a sustainable world and be able to discuss different perspectives of marketing.
  - Be able to discuss ethical issues related to marketing decisions.
  - Explain how businesses develop plans at different levels within the organization
  - Describe the steps in the marketing planning process and explain how to conduct SWOT analysis to understand a decision context.
  - Understand the big picture of international marketing and the decisions firms must make when they consider globalization.
  
2. Understand consumers' value needs.
 

Potential Elements of the Performance:

  - Explain the role of a marketing information system and a marketing decision support system in marketing decision-making.
  - Understand data mining and how marketers can put it to good use.
  - List and explain the steps and key elements of the marketing research process.
  - Define consumer behavior and explain the purchase decision-making process.
  - Explain how internal factors influence consumers' decision-making.
  - Show how situational factors and consumers' relationships with other people influence consumer behavior.
  - Understand the characteristics of business-to-business markets, and business-to-business market demands, and how marketers classify business-to-business customers.
  - Appreciate opportunities for using e-commerce and social media in business-to-business settings.
  - Identify and describe the different business buying situations and the business buying decision process.
  - Identify the steps in the target marketing process.
  - Understand the need for the market segmentation and the approaches available to do it.
  - Explain how marketers evaluate segments and choose a targeting strategy.
  - Understand how marketers increase long-term success and profits by practicing customer relationship management.

### 3. Create the value proposition.

#### Potential Elements of the Performance:

- Articulate the value proposition.
- Explain the layers of the product.
- Describe how marketers classify the products.
- Understand the importance of services as products.
- Understand the importance and types of product innovation.
- Show how firms develop new products.
- Explain the process of product adoption and the diffusion of innovations.
- Explain the different product objectives and strategies a firm may choose.
- Understand how firms manage products throughout the product life cycle.
- Discuss how branding strategies create product identity.
- Explain how packaging and labeling contribute to product identity.
- Describe how marketers structure organizations for new and existing product management.
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- Explain the importance of pricing, the process of making pricing decisions, and how marketers set objectives for their pricing strategies
- Describe how marketers use costs, demands, revenue, and the pricing environment to make pricing decisions.
- Understand pricing strategies.
- Understand pricing tactics and how to set price points.
- Understand the opportunities for internet pricing strategies.
- Describe the legal and ethical aspects of pricing.

### 4. Communicate and deliver the value proposition.

#### Potential Elements of the Performance

- Understand the communication process and the traditional promotion mix.
- Understand how marketers communicate using an updated communication model that incorporates buzz marketing activities and social media.
- Describe the steps in traditional and multichannel promotional planning.
- Tell what advertising is, describe the major types of advertising, and discuss some of the criticisms of advertising.
- Describe the process of developing an advertising campaign and how marketers evaluate advertising.
- Explain the role of public relations and the steps in developing a public relations campaign.
- Explain what sales promotion is, and describe the different types of consumer sales promotion.
- Identify the sales promotion elements that are aimed at other channel members rather than at consumers.
- Understand the elements of direct marketing.
- Understand the important role of personal selling how it fits into the promotion mix.
- Understand the concept of the value chain and the key elements in a supply chain.
- Explain what a distribution channel is and what functions distribution channels perform.
- Describe the types of wholesaling intermediaries found in distribution channels.
- Describe the types of distribution channels and how place fits in with the other three P's in the marketing mix.
- Understand the steps to plan a distribution channel strategy.
- Explain logistics and how it fits into the supply chain concept.
- Define retailing; understand how retailing evolves and some ethical issues in retailing.

-Understand how we classify retailers.

### III. TOPICS:

1. Make Marketing Value Decisions
2. Understand Consumers' Value Needs
3. Create the Value Proposition
4. Communicate and Deliver the Value Proposition

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Marketing – Real People Real Decisions – 4<sup>th</sup> Canadian Edition by Solomon, Marshall, Stuart, Smith, Charlebois, Shah. I.S.B.N. 978-0-13-262631-6

Recommended:

Marketing An Introduction Fourth Canadian Edition –Armstrong, Kotler, Trifts, Buchwitz. I.S.B.N. 978-0-13-254984-4

### V. EVALUATION PROCESS/GRADING SYSTEM:

Marketing Plan	25%
Test 1 - Chapters 1 and 2	10%
Test 2 - Chapters 3,4,5, and 6	20%
Test 3 – Chapters 7, 8, and 9	15%
Test 4 – Chapters 10, 11, and 12	15%
Assignments	15%

The following semester grades will be assigned to students:

<b>Grade</b>	<b>Definition</b>	<b>Grade Point Equivalent</b>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the	

	requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

## VI. SPECIAL NOTES:

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

### Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. At the end of class, late arrivers must provide an explanation to the professor for their tardiness.

Students are required to attend class on a regular basis because that is consistent with the “real world”. Missed classes deprive others of your insight and perspective and you are deprived of their insight and perspective. Modern business practices and learning principles support the concept of participation. Attendance is recorded. To be excused students must provide an acceptable written and dated explanation of their absence – either before the absence (if it can be reasonably anticipated) or within a day or two upon returning. A verbal explanation is always appreciated but it is considered insufficient to change my records of your attendance. Chronic absenteeism may require further documentation.

Missed Tests

Students are expected to be present to write all tests with the class. If a student is unable to write a test because of illness or legitimate emergency, that student must contact the professor prior to the class and provide an explanation, which is acceptable to the professor. Should the student fail to contact the professor, the student shall receive a grade of zero on the test.

Once the test has commenced the student is considered absent and will not be given the privilege of writing the test until the end of the semester. The late student must see the professor at the end of the class time and provide a suitable explanation to the professor in order to qualify to write at the end of the semester.

In order to qualify to write the missed test, the student shall have:

- a) Attended at least 80% of the classes.
- b) Provided the professor an acceptable explanation for his/her absence.
- c) Been granted permission by the professor.

NOTE: The missed test will be a comprehensive test. Should a student miss a second test the grade will be zero.