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**I. COURSE DESCRIPTION:**

Marketing managers develop the firm's marketing strategy in detail. CICE students, with assistance from a Learning Specialist, will work in an assistive capacity to learn the process of estimating the demand for products and services, identifying potential markets, developing pricing strategies and monitoring trends that indicate the need for new products.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student, with the help of a Learning Specialist, will demonstrate the basic 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.
- Describe how marketers structure organizations for new and existing product management.
- 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, 2, 3, and 4	25%
Test 2 - Chapters 5,6,7, and 8	25%
Test 3 – Chapters 9, 10, 11, and 12	25%

All tests and assignments will be completed with the assistance of the Learning Specialist. Any modifications to the tests and assignments will be proposed by the Learning Specialist and are subject to approval from the professor

The following semester grades will be assigned to students:

<b>Grade</b>	<b><u>Definition</u></b>	<b><i>Grade Point Equivalent</i></b>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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:**

### 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.

### **Addendum:**

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

## **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.

**CICE Modifications:****Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from a Learning Specialist.*****The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.