

**MKT 7010 (G01) (3CH)**  
**MARKETING MANAGEMENT**  
**FALL 2022**

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**INSTRUCTOR**

Name:	Boissonneault, Simon	Office Location:	TBD
Phone:	204-474-8851	Office Hours:	On appointment
Fax:	204-474-7545	Classroom:	Drake Center 530
Email:	simon.boissonneault@umanitoba.ca	Class Time:	Monday, 6:16-9:30

**COURSE DESCRIPTION**

This course explores the marketing function and its importance to the organization. The course will focus on strategic and tactical issues related to market segmentation, positioning, targeting, product management, pricing, promotion, and distribution, both from for-profit and not-for-profit perspectives.

**COURSE OBJECTIVES**

The objective of this course is to introduce the student to the marketing fundamentals and present a comprehensive view of the marketing strategies' impact on marketing performance and business profitability. Students will be led to understand and analyze markets in a specific environment based on the analytical frameworks presented in class. Students will study the links between the business environment, consumer relations and value creation to develop sound business strategies. At the end of this course, the student will be familiar with the necessary foundation of analysis and decision-making in marketing and will be introduced to preparing and effectively communicating marketing decisions to decision-makers in the company.

The major objectives of this course are to:

1. Help you understand the importance and role of marketing in business.
2. Introduce you to marketing concepts and the terminology used by marketers.
3. Develop your strategic thinking in a variety of marketing contexts.
4. Develop your analytical skills by examining case studies of marketing decision-making situations.
5. Give you experience in preparing a Marketing Plan and presenting results in front of your peers.

## **COURSE MATERIALS**

### **Recommended Textbooks**

- Best, R. J. (2013). *Market-Based Management* (6 ed.). Pearson.
- Kotler, P., Keller, K. L., and Chernev, A. (2022). *Marketing Management* (16 ed.). Pearson.

### **Cases and Supplementary Readings**

Available on UM Learn platform.

### **Slides (PowerPoint presentations used in class)**

Available on UM Learn platform.

## **COURSE ASSESSMENT**

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| • Mid-Term Exam                            | 25% |
| • Case Write-Ups (5 x 4%; best 5 out of 7) | 20% |
| • Presentation (group work)                | 10% |
| • Marketing Plan (group work)              | 30% |
| • Individual Participation                 | 14% |
| • Peer Assessments for Group Work          | 1%  |

### **Learning Strategy**

This course uses the case method combined with traditional lectures as the pedagogical approach. Participation in case discussion is a critical component of the class and represents 15% of your final grade. It is important to understand that frequent participation in class is not as important as the quality of participation. Students should strive to make effective use of discussion time in class, through thoughtful, timely, and constructive participation. The key here is preparation. The case discussions allow students to improve their communication skills, build self-confidence, and show respect for others. You will be expected to come to class well prepared to discuss and ask questions about all assigned readings, cases, and case questions. You may be randomly called at any time during class to contribute to or critique the ongoing discussion. You should be prepared to discuss all assigned readings.

- Come to class well prepared. Read the case several times and think about how the concepts shared or discussed in class can be applied. Make notes that you can refer to during class.
- Contribute ideas and analysis to the class discussion. Given the complexities of the real world, there is no single right answer. What is more important is how you use strategic concepts and tools to analyze a situation.
- Listen carefully to your classmates and suggest supporting or alternative views.

### **Write-ups**

Each week, participants are expected to analyze each case individually and submit individual case write-ups, and then we will all discuss, analyze, and solve each case collectively in class. Detailed expectations will be shared in class.

These case write-ups will be collected at the beginning of class in paper version or prior class via email. Requiring individual case write-ups ensures you keep up with the readings and analyze the case on your own, which will maximize what you learn during our class sessions.

- Late submissions will receive no more than 80% of the credit.
- No write-ups will be accepted after the class has discussed the case. No exceptions!

Given you are submitting individual case write-ups, we don't expect the depth or breadth of analysis we would from group cases. We will discuss the parameters of case write-ups on the first day of class.

We are utilizing individual case write-ups in addition to group projects because it ensures you keep up to date with the concepts presented in the textbook and take the time to read and analyze each case. This, in turn, enriches the classroom experience through lively and informed discussions relating to a common body of information.

There are a few ground rules for analyzing and preparing cases that we will use for this course:

- Participants must individually complete assignments;
- Participants should not seek an unfair advantage over other participants;
- Participants must truthfully always represent fact and self;
- The professor must be able to trust that these rules are followed to grade assignments, grade exams, and facilitate classroom discussion.

To ensure these goals and the goals of the class, participants are expected to:

- Work individually on each week's case write-up;
- Not discuss cases or case questions with other students or people who could give them an unfair advantage before our class discussion;
- Not share any data, information, or formatting for write-ups with other participants; and
- Abstain from seeking any information from outside the assigned case or recommended textbooks when solving the case.

### **Marketing Plan and Presentation**

For this, you will be asked to form groups according to the parameters provided in class. Your group will write a Marketing Plan for an assigned product/service. The last class will be dedicated to group presentations of their Marketing Plans. Details will be provided on UM Learn and discussed in classes during the first weeks of the term.

A confidential peer assessment form will be sent to your UManitoba email at the end of the term as a mechanism to reflect individual contributions to the group assignment. Teamwork requires putting in your share of work and providing feedback to group members who aren't. Please make sure you are a team player throughout the term, and provide constructive feedback throughout the term, not just at the end. Problematic cases will be addressed individually.

### **Individual Participation**

Expect a minimum of 3 hours/week outside of class to revise what has been seen, read course material, and prepare case assignments. Logically, more time should be allocated to preparing for evaluations.

If you have missed a class, you are solely responsible for catching up by either getting notes from a fellow student or making up for your absence on your own. A spirit of camaraderie can be established, and it is greatly recommended that students help one another whenever they can.

You will be graded based on the quality (and to a lesser extent, quantity) of your contribution to class discussions. Reading the corresponding course material and the assigned case before coming to class will help you participate effectively. Missing class will lower your class participation grade although you may have participated actively on other days. Likewise, attendance by itself will not earn you any points. You can have 100% attendance and still get a zero on class participation if you did not contribute to the class discussions. You must attend class regularly, be attentive, and participate meaningfully in class discussions to get a good class participation grade.

Final grades will be assigned as follows:

Cumulative Marks	Grade	GPA	Performance
90-100	A+	4.5	Excellent
80-89.99	A	4.0	Very Good
75-79.99	B+	3.5	Good
70-74.99	B	3.0	Satisfactory
65-69.99	C+	2.5	Marginal
60-64.99	C	2.0	Unsatisfactory
50-59.99	D	1.0	Unsatisfactory
49.99 and below	F	0.0	Unsatisfactory

**NOTE: Class attendance is required. Missing more than 20% (2 classes) of this course due to absences may result in a failing grade. It is your responsibility to inform your professor in advance of your absence and the reason for it (medical documentation or employer note if away for a work commitment) is required. The professor decides how to deal with the impact of missed classes on your final grade.**

## **COURSE SCHEDULE**

<b>#</b>	<b>Class Date</b>	<b>Topics</b>
1	Sep 19	Course presentation Introduction to market-based management
2	Sep 26	Consumer Behavior Case #1
3	Oct 3	Segmentation, Targeting, and Positioning Case #2
	Oct 10	<b>No Class</b> , Thanksgiving
4	Oct 17	Marketing Research and Market Analysis Case #3
5	Oct 24	Product, Service, and Brand Management Case #4
6	Oct 31	<b>Mid-term Exam</b> Sales Marketing
7	Nov 7	<b>No Class</b> , Fall Break
8	Nov 14	Price Management Case #5
9	Nov 21	Distribution Management Case #6
10	Nov 28	Promotion Management Case #7
11	Dec 5	<b>Presentations</b>
	Dec 12	<b>No Class,</b> <b>Marketing Plan group assignment electronic submission</b> <b>deadline:</b> <b>Dec 12, 2022, 11:59PM</b>

Note: This schedule is subject to change based on the needs of the class.

## **CORRESPONDING WITH YOUR INSTRUCTOR BY E-MAIL**

When you write an email to your instructor, you must respect the rules of formal writing. Be clear, polite, and concise. Use your UM email address. Example:

*Dear Mr. Boissonneault,*

*I am inquiring about [insert topic]. / I am having difficulty understanding [insert topic]. / I would like to make an appointment to come see you during your office hours to discuss [insert topic]. / I learned a lot and very much enjoyed your lecture about [insert topic]. Would it be possible to schedule a meeting next week to discuss [insert your request]? / I would like to further my knowledge of Business by reading more about [insert your interest]. Would you kindly guide me towards a reading list / a list of interesting resources? Would it be possible to schedule a meeting next week to discuss [insert your request]?*

*Kind regards,*

*First and last name*

Student ID

## **ACADEMIC REGULATIONS AND STUDENT SERVICES**

### **HUMAN ETHICS APPROVAL FOR DATA COLLECTION**

As part of the coursework, if you will be collecting data from people who are not students in this class, you must obtain Human Ethics approval from the UofM's Research Ethics Board (REB) before data collection. This applies to data collection such as surveys, interviews, focus groups, experiments, video recordings, etc., where a respondent is solicited for participation.

If the entire class will be working on the same project, your instructor will apply for human ethics approval from the REB. If individuals or small groups of students will be working on different projects, it is the responsibility of the students to obtain approval (only one group member needs to apply). Your instructor will tell you whether s/he will be or you need to. **When in doubt, please talk to your instructor.**

Instructions and forms to apply for human ethics approval can be found at: <http://umanitoba.ca/research/orec/ethics/guidelines.html>

In most cases, you will be using the "Protocol Submission Form" which is under the "REB Forms - Fort Garry Campus" heading.

It can take up to six weeks to process human ethics applications and obtain approval. Therefore, plan early. Note that approval must be obtained prior to data collection and cannot be obtained during the data collection phase or retroactively. Violation can get you, your instructor, and the Asper School in serious trouble with the REB.

The following do not require REB approval:

- a) Projects where students are conducting research on themselves during class time;
- b) Projects involving the use of records or information that is in the public domain, including the use of anonymous secondary data and surveys or questionnaires that have already been published;
- c) Projects involving the use of naturalistic observation where there is no reasonable expectation of privacy (i.e. public park).
- d) Practicum or job training projects where students are fully integrated into the organization's operational practices and are not conducting research;
- e) Projects where the intent is to use the information to provide advice, diagnosis, identification of appropriate interventions or general advice for a client;

- f) Projects where the intent is to develop skills which are standard practice within a profession (e.g. observation, assessment, intervention, evaluation, auditing); or
- g) Projects where the information-gathering processes are part of the normal professional relationship between the student and the participants.

**If you have any questions, please contact [humanethics@umanitoba.ca](mailto:humanethics@umanitoba.ca) or your instructor.**

#### UNCLAIMED ASSIGNMENT POLICY

Pursuant to the FIPPA Review Committee’s approved recommendations of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.

#### **STUDENT SERVICES AND SUPPORTS**

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Graduate Program Office.

<b>For Information on...</b>	<b>...follow this link</b>
Course Outlines, Year-at-a-Glance, Concentrations, Textbooks, VW Dates and Final Exams	<a href="#">Asper Graduate Student Resources</a>
Exam Rescheduling Policy - <i>Please refer to Missing a Test/Exam on page 18 of the MBA Student Handbook</i>	<a href="#">MBA Student Handbook</a>
Help with research needs such as books, journals, sources of data, how to cite, and writing	<a href="#">Library Resources</a>
Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills	<a href="#">Writing and Learning Support</a>
Support and advocacy for students with disabilities to help them in their academic work and progress	<a href="#">Student Accessibility Services</a>
Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations	<a href="#">Copyright Office</a>
Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures	<a href="#">Academic Integrity</a>
Policies & procedures with respect to student discipline or misconduct, including academic integrity violations	<a href="#">Student Discipline</a>
Students’ rights & responsibilities, policies & procedures, and support services for academic or discipline concerns	<a href="#">Student Advocacy</a>
Your rights and responsibilities as a student, in both academic and non-academic contexts	<a href="#">Your rights and responsibilities</a>

Full range of medical services for any physical or mental health issues	<a href="#">University Health Service</a>
Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault	<a href="#">Health and Wellness</a>
Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.	<a href="#">Student Counselling Centre</a>
Support services available for help regarding any aspect of student and campus life, especially safety issues	<a href="#">Student Support Case Management</a>
Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being	<a href="#">Live Well @ UofM</a>
Help with any concerns of harassment, discrimination, or sexual assault	<a href="#">Respectful Work and Learning Environment</a>
Concerns involving violence or threats, protocols for reporting, and how the university addresses them	<a href="#">Violent or Threatening Behavior</a>



# ACADEMIC INTEGRITY

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I.H. Asper School of Business, The University of Manitoba

It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any misconduct in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic misconduct under the heading "Plagiarism and Cheating." Specifically, acts of academic misconduct include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing tests prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic misconduct. Because of the unique nature of group projects, all group members must exercise extraordinary care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur on a group project, all group members will be held jointly accountable, no matter what their individual level of involvement in the specific violation.

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic misconduct involving a graduate student (i.e. MBA, MFin, MSCM, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.

## FACULTY BIOGRAPHY

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I.H. Asper School of Business, The University of Manitoba

### **Simon Boissonneault**

Sessional Instructor

Marketing

I.H. Asper School of Business

Simon Boissonneault is a Ph.D. candidate in Marketing at HEC Montreal. He completed his MBA at HEC Montreal in 2017 with a specialization in Marketing and holds a bachelor's degree in engineering and automation from École de Technologie Supérieure in Montreal. Simon has eleven years of professional experience, including academic-public-private sector partnerships with Harvard-Smithsonian, the University of Pennsylvania, the Federal Food and Drug Administration (FDA), and the Sunnybrook Research Institute at the University of Toronto. During his professional career, Simon was responsible for the business development and support of medical imaging equipment and software solutions in Europe and East Asia including partnerships with large firms such as Siemens, Toshiba, and Samsung.

Simon has previously taught courses in the disciplines of Management and Marketing at Brandon University and Université de Saint-Boniface.

His current doctoral research focuses on sales with orientations toward 1) artificial intelligence, 2) B2B settings, and 3) frontline employees. His methodological approach relies primarily on surveys and secondary data to conduct multi-level and longitudinal quantitative analysis using structural equation modelling. Simon's work has recently been published in the Journal of the Academy of Marketing Science.