

GRANDE PRAIRIE REGIONAL COLLEGE
BUSINESS ADMINISTRATION
COURSE OUTLINE

F 83

BA 109 - INTRODUCTION TO MARKETING (T. Grainger)

TEXT: Essentials of Marketing, E. Jerome McCarthy
and Stanley J. Shapiro, (Richard D. Irwin, Inc.,
Homewood, Illinois), First Canadian Edition, 1983.

PREREQUISITE: Nil.

COURSE DESCRIPTION: The development of a strategic model and its implementation is the prime focus for this introductory course. Using the principles of product price, promotion and place, plus the crucial importance of the consumer, students will develop analytical skills. The case method is the primary learning vehicle.

COURSE OBJECTIVES:

- i) To acquaint students with terminology and fundamental concepts of marketing.
- ii) To outline the role of marketing in society and the individual firm.
- iii) To acquaint students with techniques used in defining and selecting target markets.
- iv) To scope elements of buyer behavior.
- v) To survey the components of the marketing mix to outline how the marketing mix relates to target markets.
- vi) To apply learning via case method.
- vii) To expose students to group work.

GRADING:

Case #1 (individual)	10%	
Case #2 (group)	10%	
Product Quiz (individual)	10%	
Case #3 (individual)	20%	(equiv to mid-term
Case #4 (group)	20%	exam)
Final	25%	
Class Contribution	<u>5%</u>	
	100	

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NOTES:

- i) Class Contribution
 - responses to questions
 - questions raised
 - interaction with other students
 - demonstrated initiative.
- ii) Cases

A separate handout outlines my expectations for formal, hand-in cases. It is imperative that it be closely adhered to. Case analysis is, for virtually all students, a novel learning experience and accordingly extra time will be spent debriefing it in class. Its worth in an introductory course in marketing is, in my judgement, unquestioned.
- iii) Group Work

Students should note the heavy emphasis on group work. Clearly, the quality of each student's work will be a function of his/her choice of group members. Students are encouraged to choose with whom they work with extreme care.
- iv) Final
 - Option 1: sit down individual case during exam week
 - Option 2: group oral presentation during the last week of classes plus case hand-in.

I have a decided preference for option 2 but will abide by the wishes of the class. A vote will be held during the term.

- v) Stanine System

Conversion from percentages to stanines as follows:

90 - 100%	9
80 - 89%	8
72 - 79%	7
65 - 71%	6
57 - 64%	5
50 - 56%	4
45 - 49%	3
26 - 44%	2
0 - 25%	1

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TESTS: Only those students who contact me before a test will be permitted to write a supplemental.

ASSIGNMENTS:

1. Barring legitimately exceptional circumstances assignments are due by 3:00 p.m. on the due date (or in class for evening course). Late assignments will be docked 10% per school day late. Please note that assignments are late as of 3:05 p.m.
2. Preferably assignments will be typed. However, so long as they are legible they will be accepted in handwritten form. Illegible papers will be returned unmarked.
3. At the College level, you are expected to submit assignments which are properly edited, free of spelling and grammatical errors. Assignments with excessive errors may be returned unmarked.
4. Students are encouraged to discuss cases among themselves. However, unless the case is specifically designed as a group paper, write-ups are to be done independently. Plagiarism will be treated in the harshest possible terms

PUNCTUALITY/ ATTENDANCE:

Classes will start on time and reviews of material already covered will not be provided for late students. While students are expected to attend class regularly, attendance will not be taken. Failure to attend regularly will impact the class contribution portion of the final grade and will influence my willingness to provide remedial assistance. In other words, don't ask me for help if I haven't seen you in class for six weeks (barring legitimate reasons, of course).

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FINALLY: The onus is on the student to seek help if required. I shall presume satisfactory progress and comprehension unless I hear to the contrary. There is no shame whatsoever in seeking assistance and I shall happily provide it, but YOU must initiate the process. Please do so early as it is rather difficult to help in a significant way the day before the exam.

My office hours are only a guide to my availability. Please feel free to wander in as you see fit

COURSE CONTENT: Student progress and interest will dictate pace but, in general terms, content will be:

Week #	Topic	Text Chapters	Assignment Due
1	Introduction	1	
2	Introduction	2,3	
3	Strategic Model	4	Case #1
4	Consumer: Demographics	6	
5	Consumer: Behavioral	7	Case #2
6	Consumer: Behavioral	7	
7	Consumer: Segmentation	9	
8	Product: Classes	10	Quiz
9	Product: Branding, hite cycle	11	Case #3
10	Place	12	
11	Promotion: Introduction	15	
12	Promotion Advertising	17	Case #4
13	Promotion: Other		
14	Pricing	18,19	
15	Review or Final Presentations		Group Case Presentation

A. DEMOGRAPHICS: The market in quantitative terms

e.g. population, age, mobility, income, spending patterns, language, ethnic pattern.

Purpose - to establish market size, composition
- to identify trends.

B. BEHAVIOURAL: The market in qualitative terms i.e. why

- * i) What human and economic needs are consumers attempting to satisfy? (p. #138). Do different segments seek to satisfy different needs.
- ii) Is consumer predisposed to perceiving message? How is product perceived by consumers (i.e. product class)? How does consumer perceive his problems, information needs, choice criteria? Degree of brand familiarity?
- iii) A10-Life-style analysis p. 142.
- * iv) Who is consumer, customer, decision-maker, decision influencer, agent? How do their needs differ?

Is role of family member relevant?
- v) Is consumption related to class, class values and attitudes? p. 147.
- vi) Do reference groups impact purchase decision? Position on product life cycle and adoption curves?
- vii) Cultural values and attitudes - do they impact consumption?
- viii) Do consumers solve problems by
 - extensive (new task)
 - limited (modified rebuy)
 - routine means? (straight rebuy)
 Where are they in the adoption process? (p. 150)

C. SEGMENTATION

- possible?
- desirable
- what dimensions? p. 187
- 7 steps. p. 191

CURRENT MIX ANALYSIS

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- A. PRODUCT -*class p. 210
 - branding (degree of familiarity)
 -*life cycle position
 -*competitive situation and positioning
- B. PLACE -*direct/indirect
 - roles in channel/channel captain?
 -*intensive, selective, exclusive
 - degree of co-operation
- C. PROMOTION -*mix of personnel selling, mass selling,
 sales promotion and publicity
 - objectives
 - kind of advertising
- D. PRICE - objectives in relation to life cycle
 - 1 price/flexible
 - list, discounts, allowances
 - markups
- N.B. i) Appropriateness of mix relative consumer analysis is
 normally the key to problem identification and sound
 recommendations.
- ii) *Not all analyses can or must be performed. However,
 asterisk indicates those usually required for most
 cases.

This course used the case method as the primary learning testing vehicle. It is, therefore, crucial that students be conversant with my expectations.

A) FORMAT

The following major headings should be used:

PROBLEM: concise
 in the form of a question
 open ended so as to not eliminate alternatives

EXECUTIVE SUMMARY short paragraph which summarizes recommendations
 provides a "sneak preview" of direction and bias

ALTERNATIVES numbered and stated concisely

ANALYSIS

- a) Consumer behaviour and needs
- b) Current Mix - Product
 - Price
 - Promotion
 - Place

N.B. appropriateness MUST be assessed

- c) Other - financial, preferences of management, anything else which helps in analysis of alternatives, etc.
- d) Alternatives - advantages disadvantages plus explanatory notes.
- e) Summary - not always required if one alternative is clearly superior.

RECOMMENDATIONS - numbered and action oriented
 MUST "solve" problem

B) REQUIREMENTS

Written case analyses should:

- a) be typed and double-spaced on one side of unlined 8 1/2 x 11" paper, or be handwritten legibly. Illegible papers will be returned ungraded.
- b) show pages numbered consecutively
- c) have pages held together in a booklet or stapled together in the upper left hand corner
- d) be free of errors in grammar, spelling and punctuation.

REQUIREMENTS (continued)

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- e) be written clearly and succinctly. Brevity is strenuously encouraged but not at the expense of sound and complete analysis
- f) fully document in footnotes, all sources which are quoted or referred to
- g) employ accepted form for any footnotes, charts, tables or bibliography
- h) present lengthy calculations, in appendices rather than in the body of the report.
- i) have a title page
- j) be clearly and logically organized around headings, eg., PROBLEM, Market, i) Consumer
- k) have a table of contents
- l) be submitted on time. Only extremely exceptional circumstances will justify a late case.

C) SUGGESTIONS

- a) absorb and think about the case over a period of time; avoid starting "cold" shortly before the due date
- b) remember that you are not required to agree with the opinions expressed by individuals in the case
- c) be sure that your case rests on a close analysis of the market
- d) bring to bear other material from the course where it is relevant and useful. Use of terms and analytical techniques are strongly encouraged
- e) feel free to discuss the case with others in the class
- f) consult other sources such as businessmen and trade literature if you wish, but it is not expected of you

- g) quantify wherever possible
- h) where it is necessary to make certain assumptions in order to proceed with your analysis, identify them as such and show why they are reasonable
- i) remember that since there is no single "right" answer to a case, you are merely expected to show what course of action, all things considered, would appear to be the best--and why
- j) remember that calling for more information is usually a ploy to postpone hard thought. Therefore before making such a recommendation verify that you have "squeezed" the information at hand, and be sure that the company can afford to wait for the time that it would take to obtain it; then specify in detail what information should be obtained
- k) design your report for a busy, perceptive, demanding and action-oriented company management
- l) assume that the reader of your report is fully familiar with the facts as they are presented in the case
- m) get briskly to the point by avoiding windy preliminaries
- n) write economically by eliminating verbiage, duplication, and baroque sentences
- o) be sure that you have dealt with all of the major reasonable alternatives to the course of action you recommend
- p) if you can't write correct English, enlist a knowledgeable and punctilious person to purge your report of errors in spelling, grammar and punctuation

D) MARKING SCHEME

First cases will be marked as follows

format	1
analysis	7
recommen-	
dations	<u>2</u>
	10

Subsequent cases:

format	0 (will subtract a mark for deviation from format)
analysis	8
recommen-	
dations	<u>2</u>
	10

Plagiarism is the taking of ideas and exact words of another and the offering of them as one's own. Plagiarism specifically consists of copying verbatim from a book, magazine, etc; using someone else's ideas (theory, interpretation, etc.); handing in a paper written by someone else.

Plagiarism is a deceitful practice which is unbecoming of any professional business person. And it is not to be tolerated.

The Department of Administrative Studies is concerned about plagiarism within our program. As instructors we encourage students to use resources whether primary or secondary to support or refute positions they may take. If resources are used, if ideas are borrowed, if someone's exact words are used, the students should document their sources.

If an instructor suspects a student of plagiarism, he or she may:

- 1) wish to discuss the situation with the student
- 2) try to find the original source

If an instructor accuses a student of plagiarism, he or she may assign:

- 1) a "0" for the assignment
- 2) a "0" for the course

If a student accused of plagiarism wishes to contest the charge he/she should

- 1) discuss the problem with the instructor
- 2) discuss the situation with the Chairman of the department
- 3) appeal to the Executive Committee of Academic Council