

## Course Outline

### JOHN MOLSON MBA PROGRAM

**MBA 610/4 AA**  
**Marketing Management**

**Winter 2014**  
**Mon 17:45/MB 6.425**

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or by appointment

#### **COURSE DESCRIPTION**

This course is an *introduction* to the principles and key concepts of marketing management. As such, students are expected to learn the terminology associated with the field of marketing, its key concepts, and how to apply them. The course is designed to achieve two overarching objectives: 1) to develop a “marketing mindset” within participants, meaning an ability to uncover and take advantage of marketing opportunities otherwise overlooked or unexplored; and 2) to foster the values, attitudes and behaviors associated with leadership in the field of marketing. These objectives and the design of the course are rooted in two fundamental premises. First, the economic and competitive landscapes have caused a shift in consumers’ spending and in business practices, forcing a renewed emphasis for marketers to do more with less and to become accountable. Secondly, pressing societal problems of unprecedented magnitude around the world are calling for businesses, government and non-government organizations, and other civil society members to collaborate in the development of effective and sustainable solutions.

MBA 610 is designed to prepare participants for leadership at the intersection of business and society. Given the complexity of the problems and environmental issues faced by today’s businesses, societies, and governments, “silo” thinking and “business as usual” are no longer acceptable modus operandi. Today’s successful organizations and tomorrow’s leading MBA graduates cannot afford to look at marketing as an isolated function but must rather develop a mindset whereby marketing permeates their every actions and how they look at their environment. If business practices have sometimes been a cause of current problems, businesses and marketers can also be part of the solution. Our common future depends on the extent to which managers and executives develop a vision of a better world and on their ability to draw on the resources of companies and organizations to help implement that vision. This course will explore how marketing managers can simultaneously contribute to the success of their organization as well as to society’s well-being.

## **COURSE OBJECTIVES**

The course is structured and designed to develop the following competencies:

### **Competence 1: Understanding**

- understanding the culture code and "language" of marketing: learning marketing terminology (and how to use it) and learning how to "think" like a marketer;
- understanding the nature of the value creation process;

### **Competence 2: Detecting and Applying**

- becoming familiar with the critical success (and failure) factors, key trends and challenges in today's marketing environment;
- being able to identify value creation opportunities for consumers and stakeholders;
- being able to use and apply the appropriate marketing tools and concepts to solve a given marketing problem or issue;

### **Competence 3: Becoming Effective**

- moving away from a "silo" mindset: appreciating the systemic relationships among functional areas of marketing and between marketing and other organizational functions;
- being able to devise and implement strategies and tactics to deliver value for consumers and stakeholders

### **Competence 4: Communicating & Working in a Team**

- being able to communicate effectively orally and in writing to an executive audience; demonstrating "ownership" of a problem, its solution and securing its "buy-in".
- being able to work effectively in a team;

### **Competence 5: Awareness and Perspective**

- being able to toggle between a macro and micro view of the marketing environment (seeing the links between each) and develop a perspective greater than one's immediate sphere of experience;
- becoming aware of the societal impact of marketing;
- developing skills of reflection, including the ability to reflect on one's personal values and vision for a better world;
- developing a "marketing mindset" whereby one sees opportunities to create win-win exchanges otherwise overlooked.

In addition, this course will:

- Provide students with knowledge and skills needed for taking subsequent courses in marketing;
- Motivate students to explore career opportunities in marketing-related fields.

## **MATERIALS**

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- Kotler, P., K. L. Keller, S. Sivaramakrishnan, P. H. Cunningham (2013). Marketing Management, 14<sup>th</sup> Canadian Edition. Toronto: Pearson. ISBN: 978-0-13-216107-7
- Supplemental weekly readings available from the Concordia Library website (instructions to access these readings will be given in class).
- HBR Cases: A coursepack has been prepared and is available for payment and download at <https://cb.hbsp.harvard.edu:443/cbmp/access/23459617> After setting up your account and profile, you will be able to obtain the coursepack which contains: 1) Clean Edge Razor: Splitting Hairs in Product Positioning, 2) Mountain Man Brewing Co.: Bringing the Brand to Light, 3) Flare Fragrances Company Inc.: Analyzing Growth Opportunities, and 4) Analyzing a case.

## EVALUATION

Assessments have been designed to assess your acquisition of the competencies listed above and your ability to integrate course material as well as apply basic marketing theories and to solve marketing problems.

### Individual marks:

Quizzes	20%
Take Home Exam	30%

### Group marks:

Live Case Presentation	20%
Live Case Report	30%

### **Quizzes (20%)**

Five quizzes will be administered throughout the term. Each one will consist of five multiple-choice, true/false, short answers, and/or fill-in-the-blank questions. Any given quiz may cover the reading material for the current and/or preceding lecture. **There will be no make-up for the quizzes.** Should you come to class after the quiz has been conducted, you will not be able to take the quiz at a different time and will therefore forego that mark. Your four best scores from those five quizzes will be retained for the computation of your final course grade.

### **Take Home Case Analysis (30%)**

This will be a take-home, essay-format examination based on one of the HBR Cases. The questions will be given in class on March 10, your submission will be due at the beginning of lecture on March 17. **Absolutely no late submission will be accepted.**

### **Live Case (50%)**

To confront students to the depth and breadth of decisions associated with marketing planning, teams (max 5 students) will be assigned a mandate (random draw) from a real life, real world "client." Clients and mandates will be presented during week 2. Teams will submit a final report and hold a presentation (15 min + 5 min Q&A) to the Client at the end of the term. Final reports will be due one week after presentation and are not to exceed 20 type-written pages (excluding appendices, references, etc.). Guidelines and grading criteria for both the report and the presentation will be covered in class and in a separate handout.

### **Grading**

At the end of this course, the instructor will produce an overall score for each student's performance based on individual assessments, and then convert that score to a letter grade. Final percentage grade will be rounded off to the nearest decimal point only after computation of the total course grade. The following grading scheme will be used:

A+ (95% +)	<ul style="list-style-type: none"><li>• Work consistently contains original and creative thought</li><li>• Very well organized and clearly expressed</li><li>• Grounded and well documented critical evaluation and thinking</li><li>• Clear understanding and command of application of theories and concepts</li><li>• Well exceeds expectations</li><li>• High level of synthesis and connection-making</li><li>• Shows proactive inquisitiveness and resourcefulness</li><li>• All five competencies are consistently displayed at an advanced level</li></ul>
A (90 – 94%)	<ul style="list-style-type: none"><li>• well organized</li><li>• shows clear understanding of concepts and how to apply them</li><li>• evidence of critical thought</li></ul>
A- (85 – 89%)	<ul style="list-style-type: none"><li>• ability to discriminate and interpret issues</li><li>• analytic treatment of content</li><li>• good synthesis and connections among disparate details or ideas</li><li>• All five competencies are displayed most of the time</li></ul>

B+ (80 – 84%)	<ul style="list-style-type: none"> <li>• above-average graduate work</li> <li>• shows advanced comprehension of course content</li> <li>• meets criteria for assignment</li> <li>• shows basic competence in synthesis</li> <li>• work shows critical thinking and is logically organized, well presented</li> <li>• A subset of the five competencies are displayed at some point or other</li> </ul>
B (70 – 79%)	<ul style="list-style-type: none"> <li>• baseline work for graduate work</li> <li>• shows comprehension of course content</li> <li>• coherent, understandable</li> </ul>
B- (61 – 69%)	<ul style="list-style-type: none"> <li>• contains key elements, basic facts/knowledge</li> <li>• grammatically correct writing</li> <li>• little extension, abstraction or integration of concepts</li> <li>• work is still needed to acquire the five competencies</li> </ul>
C (55 – 60%)	<ul style="list-style-type: none"> <li>• Minimally meets program requirements, just passes</li> </ul>

## **HOUSEKEEPING**

- Beginning and ending times of lecture will be strictly respected. Please make an effort to arrive and be ready on time. Should you arrive late, please be courteous and minimize disturbances to your classmates.
- **No electronic device is allowed. Cell phones and pagers MUST be turned off or placed on “vibration” mode between the beginning and ending times of lecture. The use of laptop is not allowed. Should your cell phone or pager ring in class, you will be asked to either 1) leave immediately, 2) lose 2 points off your final mark, or 3) sing a song chosen by the class (my personal favorite).**
- Each week lecture notes and slides will be uploaded to the First Class folder. These notes are designed to help you follow the lecture. You should not rely exclusively on the posted notes, instead, use these notes as mnemonic aids and supplement them with your own additional notes. It is your responsibility to print these notes and slides for yourself. If you encounter problems accessing contact the First Class Helpline at (514) 848-2424, ext. 7613. The instructor cannot solve problems related to the First Class folder or access thereto.
- Every submission must be typed, double-spaced, 12-pt size, New Times Roman or Arial font, with 1-inch margins (top, bottom, left, and right). Pages must be sequentially numbered. Name and i.d. number of author must be written on the cover page. Points will be taken away when any of these guidelines are not respected. **Every submission must be handed-in at the beginning of class, no exception. Late submissions will be penalized.**
- Whether written work is completed in English or French, it is expected to be grammatically correct, with no spelling or typographical errors. Excessive errors, sloppy presentation style, and poor writing will result in grade reduction.
- All written work is due on the assigned date. No exception. Papers not submitted ***in class*** on the due date will automatically lose 10% of the grade value and incur a penalty of 10% per day of lateness.

## **Succeeding in MBA 610: Becoming a marketing leader & developing a marketing mindset**

Here are some things to keep in mind as they will influence your success in MBA 610.

- **Success is where luck meets preparation.** The pedagogical approach used in the course makes significant use of case studies (both text and video), as well as experiential and distributed learning. Participants are expected to come to class fully prepared to engage and to learn from each other. To do so, participants must not only read but also make an effort to comprehend and assimilate weekly readings *before* coming to class. Preparation questions for each lecture will invite students to reflect on their own world of experiences and personal values and beliefs. These exercises are expected to be completed *before* class so as to enrich our face-to-face time together.
- **Keep abreast of the world around you.** Students are expected to become aware and cognizant of events (marketing-related and otherwise) unfolding on the global, national, and local stages. Lecture notes will direct students towards interesting and useful websites or complement their learning with book recommendations. Students must develop the habit of reading newspapers (either in print or online) as a means to stay abreast of world events. Developing a second-nature ability to scan and to become aware of the world around oneself is a prerequisite to becoming a marketing leader.
- **Meaningful conversations.** With whom are you having meaningful conversations? Technology has undoubtedly enhanced our capacity to communicate but may well have diminished the quality of our interactions. In our hectic modern lives, it is too easy to go through our day without meaningful conversations. Having meaningful conversations with friends, colleagues, or family members is one way we can become aware of our world and test our ideas and opinions, either by having to articulate them or by handling criticism. You are encouraged to develop your own network of individuals with whom you can have meaningful conversations. Whenever feasible and appropriate, class time will provide opportunities for engaging in meaningful conversations and you are asked to take advantage of these opportunities with honesty and an open mind.
- **Business communication skills.** It is a clear expectation of this MBA program that candidates should possess adequate business communication skills and develop these even further. Students are expected to be able to express themselves, in writing and orally, in a clear and convincing manner. Marketing leaders must possess the ability to present their ideas succinctly and in a manner to secure “buy-in”. Additionally, marketing leaders should possess the ability to motivate and inspire when needed. If English is not your native language, you may want to have your assignments proof-read by a native speaker.
- **Leveraging diversity and cultural sensitivity:** One of Concordia’s strengths is the diversity, cultural and otherwise, of its Faculty and student body. You are encouraged to take advantage of this unique and enriching resource. Consider what you might learn from your classmates from other parts of the world. Also consider the elements of your background or experience that you could bring to the MBA program that would allow you to become a valuable learning resource for your classmates. What culture are you from (or knowledgeable about because you lived in that culture for years)? What experience and words of leadership wisdom from your culture could you share with your classmates?
- **(Re)Defining Success:** Reflect on the meaning of success for you personally in your life and in your career. What has made or will make your life fulfilling and successful? What type of person have you become? Do you wish to become? What has made your career so successful? Which of your contributions to society are you proudest of? Which contributions do you feel best about?
- **Academic Integrity.** Students are expected to adhere to the Code of Academic Conduct and to behave in a manner becoming a Concordia graduate. The Code of Conduct

(Academic) states that “the integrity of University academic life and of the degrees, diplomas and certificates the University confers is dependent upon the honesty and soundness of the instructor-student learning relationship and, in particular, that of the evaluation process. As such, all students are expected to be honest in all of their academic endeavours and relationships with the University,” (Academic Code of Conduct, art. 1, Graduate Calendar, 2008-2009, page 834). All Concordia students are expected to familiarize themselves with the contents of this Code. You are encouraged to read the pertinent section in the 2008-2009 Concordia Graduate Calendar Graduate Calendar, (pages 834-851) and visit <http://provost.concordia.ca/academicintegrity/>, both of which provide useful information about proper academic conduct. Make sure to take the Academic Integrity Test if you have not done it already. In Simple Words: ***Do not copy, paraphrase or translate anything from anywhere without saying where you obtained it! Ignorance is not an excuse!*** (Source: The Academic Integrity Website: <http://provost.concordia.ca/academicintegrity/plagiarism/>).

## LECTURE PLAN

### **Lecture 1      The Marketing Mindset      January 6**

- Purchase Textbook and read Chapter 1
- Download HBR Case Coursepack
- Read "Unleashing the power of marketing" by Beth Comstock, Ranjay Gulati, and Stephen Liguori, Harvard Business Review, Oct 2010, pp. 90-98.
- Complete and submit hard copy of “Participant Profile”

### **Lecture 2      The Marketing Environment      January 13**

- Textbook: Chapter 3
- Read “Big Ideal 2013: Let's Kill Charity Capitalism” by P. Baumann, posted December 2012, available at <http://www.linkedin.com/today/post/article/20121211111420-13561499-big-idea-2013-let-s-kill-charity-capitalism>

### **Lecture 3      Plans, Strategies and Tactics      January 20**

- Textbook: Chapter 2
- Read “What Makes Strategic Decisions Different,” by P. Rosenzweig, Harvard Business Review, November, 2013, 89-93.
- Read “Rethinking the 4 P’s,” by R. Ettenson, E. Conrado, J. Knowles, Harvard Business Review, Jan-Feb, 2013, p. 26

### **Lecture 4      Analyzing Markets      January 27**

- Textbook: Read Chapter 6, then Chapter 4, optional: Chapter 7
- Read “Better Customer Insight—in Real Time,” by E. K. Macdonald, H. N. Wilson, U. Konus, Harvard Business Review, Sept 2012, pp102-108.
- Read “Know What Your Customers Want Before They Do,” by T. H. Davenport, L. D. Mule, J. Lucker, Harvard Business Review, Dec 2011, pp 84-92.

### **Lecture 5      Value, Satisfaction and Loyalty      February 3**

- Textbook: Chapter 5
- Read “Should You Listen To the Customer?” by T. J. DeLong, V. Vijayaraghavan, M. D'Amico, J. M. Skibsted, Harvard Business Review, Sept 2012, pp 129-133.
- Read “Creating Shared Value: How to reinvent capitalism and unleash a wave of innovation and growth,” by M. Porter and M. R. Kramer, Harvard Business Review, Jan/Feb 2011, pp. 63-77.
- Read "Rethinking Marketing" by R. T. Rust, C. Moorman, G. Bhalla, Harvard Business Review, Jan/Feb 2010, pp. 94-101.

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**Lecture 6      Segmentation and Positioning      February 10**

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- Textbook: Chapters 8, 10
- Read “Target the Right Market,” by J. Avery, T. Steenburgh, R. Martin, M. Volpe, Harvard Business Review, Oct 2012, pp 119-123.
- Read “Analyzing a case” and prepare case Clean Edge Razor for in-class discussion.

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**Lecture 7      Creating Successful Brands      February 24**

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- Textbook: Chapter 9
- Read “The One Thing You Must Get Right When Building a Brand,” by P. Barwise and S. Meehan, Harvard Business Review, Dec 2010, pp 80-84.
- Prepare case Mountain Man Brewing Co. for in-class discussion.

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**Lecture 8      The Product Life Cycle and Product Strategy      March 3**

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- Textbook: Chapters 12 and 20, optional: Ch. 11
- Read “A Reverse-Innovation Playbook,” by V. Govindarajan, Harvard Business Review, Apr 2012, pp120-124.
- Read “Bet on One Big Idea – or Diversity?” by T. E. Stuart, Harvard Business Review, Nov 2013, 131-135.

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**Lecture 9      Channels and Distributions      March 10**

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Take home exam will be handed out

- Textbook: Chapters 15 and 16
- Read “The Future of Shopping,” by R. Darrell. Harvard Business Review. Dec 2011, pp. 64-75.
- Read “Retail Isn't Broken. Stores Are,” from Harvard Business Review. Dec2011, p78-82.

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**Lecture 10      Services and Experiences      March 17**

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Submit your take home exam at start of lecture — No late submission accepted

- Textbook: Chapter 13
- Read “The Four Things a Service Business Must Get Right,” by F. X. Frei, Harvard Business Review, April 2008, Vol. 86, p70-80.
- Read “The Truth About Customer Experience,” by A. Rawson, E. Duncan, C. Jones, Harvard Business Review, Sept 2013, 90-98.

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**Lecture 11      Marketing Communications      March 24**

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- Textbook: Chapters 17, 18, 19
- Read “What's Your Social Media Strategy?” by H. J. Wilson, P. J. Guinan, S. Parise, B. D. Weinberg, Harvard Business Review, Jul/Aug 2011, pp 23-25.

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**Lecture 12      Pricing Strategies      March 31**

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- Textbook: Chapter 14
- Read “Pricing to Create Shared Value,” by M. Bertini, J. T. Gourville, Harvard Business Review, Jun 2012, pp 96-104.
- Read “How to Stop Customers from Fixating on Price,” by M. Bertini, L. Wathieu, Harvard Business Review, May 2010, pp 84-91.

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**Lecture 13      Mandate Presentations      April 7**

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- Read “How to Give a Killer Presentation,” by C. Anderson, Harvard Business Review, June 2013, 121-125.

**The instructor reserves the right to change or update this outline, and any other course related materials, as required. Students will be informed in a timely manner through First Class and/or announcements during class.**