

**MBA M650  
Marketing Management  
Winter 2024 Course Outline**

**Marketing Area  
DeGroote School of Business  
McMaster University**

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***COURSE OBJECTIVE***

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Building on concepts covered in MBA I604 – Creating Customer Value, this course will help students develop a deeper understanding of marketing and its applications primarily through practical problem solving exercises. The students will learn how to use marketing principles to make better decisions, from high level strategic decisions to more granular, tactical ones centered on the effective deployment of the marketing mix elements. The course will be taught using cases, lectures, and a major field project which has student teams working with companies.

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***INSTRUCTOR AND CONTACT INFORMATION***

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**Section 1: Mon 8:30 – 10:30**

**Melise Panetta**

Instructor

Email [panetm4@mcmaster.ca](mailto:panetm4@mcmaster.ca)

Office: RJC

Office Hours: after class

Tel: (226) 388-3633

Class Location: See Mosaic

**Section 2: Fri 8:30 -10:30**

**Melise Panetta**

Instructor

Email [panetm4@mcmaster.ca](mailto:panetm4@mcmaster.ca)

Office: RJC

Office Hours: after class

Tel: (226) 388-3633

Class Location: See Mosaic

**Student TA**

**TBC**

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***COURSE ELEMENTS***

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Credit Value:	3	Leadership:	No	IT skills:	No	Global view:	No
Avenue:	No	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	Yes	Final Exam:	No	Guest speaker(s):	No

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## ***COURSE DESCRIPTION***

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The purpose of this course is to explore practical applications of marketing concepts in business situations. Case studies are used to give practice in analyzing opportunities, solving marketing issues, and preparing implementation plans. This course is taught primarily through the case method but might also include readings, lectures, videos, and workshops.

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## ***LEARNING OUTCOMES***

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The course will help you to:

- 1) understand the application of basic marketing concepts;
  - 2) develop basic skills in marketing analysis, decision and strategy formulation;
  - 3) test your skills in communicating analysis, conclusions, and recommendations; and
  - 4) understand the environmental, global, and ethical dimensions of marketing decision making given the dynamics of business markets and customer needs.
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## ***REQUIRED COURSE MATERIALS AND READINGS***

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MBA M650 CUSTOM COURSEWARE PACKAGE – Link to case pack to be provided on Avenue

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## ***EVALUATION***

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Learning in this course results primarily from in-class discussion and participation of comprehensive business cases as well as out-of-class analysis. The balance of the learning results from the lectures on strategic concepts, from related readings, and from researching your presentations, cases, assignments, simulation decisions and projects. All work will be evaluated on an individual basis except in certain cases where group work is expected. In these cases, group members will share the same grade adjusted by peer evaluation. Your final grade will be calculated as follows:

### **Components and Weights**

- A. Participation and Class Contribution 25%
- B. Group Case Submission: 40% (Write-up: 25% Presentation: 15%)
- C. Final Individual Case Write-up: 35%

TOTAL: 100%

## **Grade Conversion**

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme:

LETTER GRADE	PERCENT	POINTS
A+	90-100	12
A	85-89	11
A-	80-84	10
B+	75-79	9
B	70-74	8
B-	60-69	7
F	00-59	0

## **Course Deliverables**

### **A. PARTICIPATION AND CLASS CONTRIBUTION (25%)**

This refers to the spoken comments that you make in class during our case discussions as well as your leading case discussions in-class. It is our belief that highly interactive environments are the breeding grounds for excellence in stimulating idea generation, enhancing communication skills, improving analytical processes, fostering collaborative networks, and testing assumptions. This is also the time and place to develop the assertiveness and communication skills that are necessary for success in business. Consequently, we value and reward contribution. Class contribution marks are based on the quality and quantity of participation. You should think carefully about the contribution your comments will make to understanding and resolving the issues in class discussions. On the other hand be sure you do contribute. No class contribution results in ZERO marks. Marks are not awarded for attendance but if you are absent from class you have lost a chance to contribute to a class discussion.

To maximize your chances to earn contribution marks:

- Be prepared for class work and discussion by reading and analyzing the assigned case;
- Bring your name tag to EVERY class and display it, I need to learn your name;
- Be willing to debate issues, rarely is there only one "right" answer to a question;
- Add interesting/ relevant information from another source which is related to the case/course.
- In business, brevity is important. Make sure your comments are clear and adding value.
- Sign up to lead case discussions.

Interim contribution marks will be posted about half way through the course. Come to see me then if your mark is low, or well before if you are concerned that it will be low. There are ways I can help you to participate more effectively. Absence from class is a serious matter, since you obviously can't participate if you're not there. If there are legitimate reasons for you to miss class, you need to provide documentation within one week of returning to school to the Student Experience-Academic Office. The

key to high contribution grades is making a quality contribution to every class. Marks will be awarded on both quality and consistency.

## **B. GROUP WORK HAND-IN CASE & PRESENTATION (40%)**

You will form groups of five people (or six given instructor permission). Each group has a case analysis to complete. The group is also responsible for presenting a Marketing Plan for a case. Please complete the last page of the course outline and submit it NO LATER THAN Friday, January 26<sup>th</sup>.

40% of your mark in this course is based on teamwork so choose your fellow group members wisely. To encourage equal contribution, peer evaluation will be used to assess each member's work. Groups are encouraged to set some ground rules and expectations early in the term and to have a short feedback session following the completion of each assignment so that individuals are made aware if their input is less than expected by their team. The peer evaluation form will be provided in due course. If I do not receive a peer evaluation form from you, I will assume that you feel each member of the group contributed equally.

Past experience with groups has shown that most troubles arise because individuals do not respect the group process. The first group meeting should happen in the first week after group formation. At this meeting choose a group leader who will help facilitate the work. This is a good time to set the parameters for group work such as: when the group will meet, attendance at group meetings including punctuality, and preliminary assignment of tasks. You should also make a calendar of all "good" and "bad" times for the group (i.e., when group members have commitments to work, tests, major assignments, social commitments, holidays, etc.). The worst thing you can do is surprise your group with a long-standing commitment at the last minute.

Your case should be no longer than eight pages plus 3 pages of appendices (all single sided pages). Appendices consist of information that supports the body of your report. This is typically where any financial analysis, segmentation grids, or decision matrices should be housed. Appendices not referenced in the body of the report will not be marked. In terms of appearance, your objective is a case that is up to the best business standards. That means that your case should be typed and double-spaced with 12 point Times New Roman font, should have one inch margins all around. Whole numbers twenty or less should be written in words. Good English grammar and spelling count so edit carefully. Marks will reflect this. Do not expect to run the spell checker and consider your paper proofread. Spell checkers are not fool proof and there is no substitute for the pride you show in your work by manually proof reading it before it is submitted.

### C. INDIVIDUAL HAND-IN CASE (35%)

Your case should be **no longer than eight pages** plus 3 pages of appendices (all single sided pages). Appendices consist of information that supports the body of your report. This is typically where any financial analysis, segmentation grids, or decision matrices should be housed. Appendices not referenced in the body of the report will not be marked.

#### **TIMING**

Written case assignments will be accepted for grading only **by 5 pm** on the assigned due date. Please do not wait until the day the report is due to complete it. Viruses, printer problems, file or disc problems, etc. should all be detected and corrected before the due date. Successful business people plan to avoid such things. We will endeavour to return the cases to you in plenty of time to use the feedback for improvement on your next case.

#### **FORMAT**

Please use the suggested case solution template listed below for your case submissions.

Section	Contents
Title Page	Title of case, date, group number, and list of team member names and student numbers
Table of Contents	Major sections of paper, exhibits, appendices with titles
Introduction and Problem/Issue Identification	State the main issues of the case omitting descriptive details. This may take the form of a problem statement but it may be a statement of a marketing opportunity to which the firm may be able to react. Distinguish between the issues as seen by the “actors” in the case and additional issues perceived by you. This section gives the case report focus. All following sections should then be analyzed in terms of what it means to the problem at hand.
Marketing Audit	Describe the company’s current target market and marketing mix (Four P’s). The audit is a statement of case facts requiring relatively little interpretation by the group. You may have to make some assumptions to complete gaps when information is not explicit. For instance, the exact pricing strategy may not be explicitly stated but the pricing strategy can be inferred from information presented in the case.  This is the current marketing strategy. This is the logical starting point since the primary purpose of your analysis is to produce a superior marketing strategy for the company.



Section	Contents
Internal Analysis	<p>This is a listing of the company's key strengths and weaknesses. They are internal to a firm and directly controllable by management. Each strength or weakness should consist of a statement of the company characteristics taken straight from the case and then the implication of the case fact. This answers the question – “So what?” – and gives the characteristic meaning in terms of the firm or the problem.</p> <p>Use one sub-heading for “Strengths” and one for “Weaknesses.” You may also find that several characteristics can be grouped. For instance you might want to suggest that a firm is innovative because: 1) it launches one new product per year; 2) it invests in new technology to streamline operations; and 3) invests heavily in research and development. These are not three separate strengths but three aspects of one strength.</p> <p><b>Be sure to conclude this section with a summary telling the reader if you see the company as stronger or weaker (with justification).</b></p>
External Analysis	<p>This is a listing of the key opportunities and threats in the environment. They are external to a firm and are not completely controllable. They may be trends to be embraced or exploited but they may also be trends which could hurt the company or its products/services. Use the same format here as you used for the Internal Analysis. Remember to both identify the opportunity or threat and then the implication of this fact for the firm or problem.</p> <p><b>Be sure to conclude this section with a summary telling the reader if you see the environment as more threatening or filled with opportunity (with justification).</b></p> <p>NOTE: If you find yourself writing, “The company has the opportunity to ...”, you have identified an alternative not an opportunity. If the company can control the characteristic, it is not part of the external environment.</p>
Alternative Strategies	<p>The correct number of alternatives might be suggested by the case. For instance, should a certain product be launched? Other cases are more open-ended and the group could generate a near infinite list of alternatives. As a rule of thumb consider no less than three alternative courses of action for the company and certainly no more than five.</p> <p>Each alternative should consist of a description of the prospective marketing strategy (some combination of new/revised target market and/or new/revised Four P's) and an analysis of its pros and cons. The analysis should focus on the strategy's ability to repair weaknesses, mitigate threats, build on strengths, or exploit opportunities facing the company. Be clear and concise. You are writing a business report – not an essay.</p>
Recommended Strategy	<p>State which <b>one</b> of the alternative strategies you recommend. Conceivably, you might recommend a combination of alternatives to cover shorter and longer planning horizons. Justify your choice by saying why</p>

Section	Contents
	you rejected the other alternatives. Do not name a strategy here that was not described and evaluated in the previous section.
Implementation Plan	<p>This is the action plan (when and what) that puts the recommended strategy into effect. It flows directly from the chosen strategy but should overlap it very little. This is not a restatement of your recommended strategy. It probably will help to create a timeline with defined steps/stages.</p> <p>Students are often surprised that some very major activities (i.e., acquiring a company) belong in this section. Marketing strategies consist solely of decisions about target markets and the Four P's. An acquisition is a way to obtain a new product once the strategic decision has been made to launch one. An implementation plan considers what has to happen, when it has to happen, who makes it happen, and, where possible, how much should be budgeted to make it happen.</p>

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### ***COMMUNICATION AND FEEDBACK***

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Students that are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean:

<http://mbastudent.degroote.mcmaster.ca/contact/anonymous/>

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant.

Instructors are encouraged to conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery. Instructors should provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

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### ***ACADEMIC INTEGRITY***

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You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

[www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations

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### ***AUTHENTICITY/PLAGIARISM DETECTION***

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**Some courses may** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

**All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

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### ***COURSES WITH AN ON-LINE ELEMENT***

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**Some courses may** use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.



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## ***ON-LINE PROCTORING***

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**Some courses may** use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

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## ***CONDUCT EXPECTATIONS***

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As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

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## ***MISSED ACADEMIC WORK***

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### ***Missed Mid-Term Examinations / Tests / Class Participation***

Please do not use the online [McMaster Student Absence Form \(MSAF\)](#) as this is for Undergraduate students only. The MBA program will not accept an MSAF.

When students miss regularly scheduled term work which contributes 10% or more to the final grade, for legitimate reasons as determined by the Student Experience – Academic Office (SEAO), the activity necessary to compensate for the missed work will be determined by the course instructor. The compensatory activities assigned will vary with the nature of the course and the missed requirement. They include, but are not restricted to, an alternative assignment, a rescheduled midterm exam, or re-weighting the marks for the missed component to other mark components. Documentation explaining such missed work must be provided to the SEAO within five (5) working days of the scheduled date for completion of the work.

Acceptable reasons for missed work, along with the [Petition for Missed Term Work](#) and the [MBA Student McMaster University Student Health Certificate](#), can be found on the DeGroote MBA Student website ([mbastudent.degroote.mcmaster.ca](http://mbastudent.degroote.mcmaster.ca)). Please direct any questions about acceptable documentation to the MBA Academic Advisors ([askmba@mcmaster.ca](mailto:askmba@mcmaster.ca)).

University policy states that a student may submit a maximum of three (3) Petition for Missed Term Work per academic year, after which the student must meet with the Director of the program.

If term work is missed without an approved reason, students will receive a grade of zero (0) for that component.

#### **Missed Final Examinations**

Students must be available for the duration of the posted exam period regardless of their personal exam schedule. This is to ensure student availability throughout the entire exam period in the event that an exam must be rescheduled due to unforeseen circumstances (university closure, power outage, storm policy, etc.). A student who misses a final examination without valid reason will receive a mark of 0 on the examination.

Students who have missed a final exam for a valid reason can apply to the SEAO to write a deferred examination by submitting an [Application for Deferring a Final Exam](#) with supporting documentation. The application must be made within five days of the scheduled exam.

The [Application for Deferring a Final Exam](#) and the [MBA Student McMaster University Student Health Certificate](#) can be found on the DeGroote MBA Current Student website ([mbastudent.degroote.mcmaster.ca](http://mbastudent.degroote.mcmaster.ca))

Deferred examination privileges, if granted, are normally satisfied during the examination period at the end of the following semester. In select cases, the deferred examination may be written at a time facilitated by the SEAO and agreed to by the course instructor.

Requests for a second deferral or rescheduling of a deferred examination will not be considered.

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### ***ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES***

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Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

<http://sas.mcmaster.ca>

Students who are leveraging accommodation for tests and exams are supported by the SEAO. These exams are written at the Ron Joyce Centre and do not take place in the Tim Nolan Testing Centre. Correspondence for accommodations is managed via the [DSBSAS@mcmaster.ca](mailto:DSBSAS@mcmaster.ca) email address. Students must communicate their intent to leverage accommodations on a test or exam a minimum of 10 business days prior to the assessment.

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### ***ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)***

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Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to the SEAO ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

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### ***COPYRIGHT AND RECORDING***

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Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

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### ***POTENTIAL MODIFICATION TO THE COURSE***

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The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

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## ***RESEARCH USING HUMAN SUBJECTS***

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### ***ONLY IF APPLICABLE***

Research involving human participants is premised on a fundamental moral commitment to advancing human welfare, knowledge, and understanding. As a research intensive institution, McMaster University shares this commitment in its promotion of responsible research. The fundamental imperative of research involving human participation is respect for human dignity and well-being. To this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans:

<http://www.pre.ethics.gc.ca>

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants are in compliance with the Tri-Council Policy Statement. The University is committed, through its Research Ethics Boards, to assisting the research community in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

If you are conducting original research, it is vital that you behave in an ethical manner. For example, everyone you speak to must be made aware of your reasons for eliciting their responses and consent to providing information. Furthermore, you must ensure everyone understands that participation is entirely voluntary. Please refer to the following website for more information about McMaster University's research ethics guidelines:

<http://reo.mcmaster.ca/>

Organizations that you are working with are likely to prefer that some information be treated as confidential. Ensure that you clarify the status of all information that you receive from your client. You **MUST** respect this request and cannot present this information in class or communicate it in any form, nor can you discuss it outside your group. Furthermore, you must continue to respect this confidentiality even after the course is over.

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## ***ACKNOWLEDGEMENT OF COURSE POLICIES***

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Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of MBA M650 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

## **COURSE SCHEDULE**

### **MBA M650 Marketing Management Course Schedule**

<b>WEEK</b>	<b>DATE</b>	<b>ASSIGNMENT</b>
1	Week of January 15	<b>Monday:</b> Welcome, Introduction to M650, Course Outline Review <b>Friday:</b> Introduction to Marketing
2	Week of January 22	<b>Monday:</b> Marketing Mix (4Ps), Market Segmentation, Target Market <b>Friday:</b> CASE DISCUSSION: Subway problems with place, product and price. <b>*Group Form Due on Friday*</b>
3	Week of January 29	<b>Monday:</b> Consumer Behavior, Marketing Research, New Product Development <b>Friday:</b> CASE DISCUSSION: TruEarth Healthy Foods: Market Reserach for new product introduction.
4	Week of February 6	<b>Monday:</b> Marketing Strategies, Planning & Execution <b>Friday:</b> CASE DISCUSSION: Super bowl Storytelling
5	Week of February 12	<b>Monday:</b> Positioning, Product/Place, SWOT <b>Friday:</b> CASE DISCUSSION: Tantan Love at First Swipe: Positioning, SWOT Analysis
6	Week of February 19	Reading Week
7	Week of February 26	<b>Monday:</b> New Product Development, StageGate Process,



		<b>Friday:</b> CASE DISCUSSION: Nestle Refrigerated Foods: New Product Development, Product Strategy
8	Week of March 4	<b>Monday:</b> Pricing Strategies, Promotions <b>Friday:</b> CASE DISCUSSION: Building Hoopes Vision Pricing
9	Week of March 11	<b>Monday:</b> Group Project In-Class Work <b>Friday:</b> Group Project In-Class Work
10	Week of March 18	<b>Monday:</b> Hand in Group Project (due March 18 <sup>th</sup> ), Group Project Presentations <b>Friday:</b> Group Project Presentations, Hand in Peer Evaluations
11	Week of March 25	<b>Monday:</b> Course Review / Individual Case Due March 25 <sup>th</sup> <b>Friday:</b> No class

**MBA M650 - STRATEGIC MARKETING MANAGEMENT GROUP FORM**

Due to instructor by Friday, January 26, 2024

GROUP #: (To be assigned)

	STUDENT NAME	ID#	EMAIL
Leader:			
Student 2			
Student 3			
Student 4			
Student 5			