

BUSADMIN M610
Marketing Strategy: Creating Firm and Customer Value
Course Outline

Marketing Area
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

This course equips students with a fundamental understanding of marketing concepts. Through comprehensive instruction, students will learn to leverage marketing principles to enhance decision-making, spanning strategic considerations to nuanced tactical choices, all while focused on the effective utilization of the marketing mix elements (product, price, place, and promotion). Additionally, students will cultivate analytical and critical thinking skills essential for managerial roles.

INSTRUCTOR AND CONTACT INFORMATION

Section C01:
Dr. Chris Ling
Instructor
lingc10@mcmaster.ca
Tel: (905) 525-9140 x24272

Teaching Assistant
Ayush Suri
suria@mcmaster.ca

Course website: <https://avenue.mcmaster.ca/>

COURSE ELEMENTS

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

COURSE DESCRIPTION

This course employs the case method alongside readings, lectures, videos and presentations. Case studies span diverse industries and business scenarios, providing students with a comprehensive learning experience. Throughout the course, students engage with real-world marketing challenges, and will identify opportunities and formulate marketing strategies. The course is designed to establish a strong foundation for students in understanding marketing strategies and plans. Emphasizing the impossibility of satisfying all consumers simultaneously, students will learn the importance of selecting a target market. Then, students will formulate a strategy making specific choices for product, price, promotion and distribution.

LEARNING OUTCOMES

Upon completion of this course, students will have achieved the following learning objectives:

- Gain a comprehensive understanding of the central concepts of marketing;
- Recognize and tackle key challenges encountered by marketing managers and marketing decision-makers when faced with incomplete information;
- Develop foundational skills in marketing analysis, quantitative techniques, decision-making, and strategy formulation;
- Evaluate and refine individual abilities in communicating analysis, conclusions and recommendations;
- Enhance proficiency in group problem-solving and communication, encompassing both oral and written formats; and
- Understand the environmental, global, and ethical dimensions of marketing decision making given the dynamics of business markets and customer needs.

REQUIRED COURSE MATERIALS AND READINGS

Avenue registration for course content

- <http://avenue.mcmaster.ca> \$ FREE

Harvard Business Publishing Education – Custom Courseware package

- Note on Marketing Strategy – by Robert Dolan
Marketing Reading: Brand Positioning – By Jill Avery and Sunil Gupta
Marketing Strategy and Essential Skills II Simulation INCLUDED
Accessible via A2L

OPTIONAL COURSE MATERIALS AND READINGS

Marketing, 6th Canadian Edition – by Grewal, Levy, and Lichti.

- <https://www.mheducation.ca/product/marketing-9781265247270-can-group> \$ 59.00 CAD
- How to analyze a case study, Harvard Business School Press
- Download from www.hbs.edu \$ 9.50 USD

EVALUATION

Learning in this course results primarily from in-class discussion and participation of business cases as well as out-of-class analysis. The balance of the learning results from the lectures on marketing 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 the peer evaluation process. Your final grade will be calculated as follows:

Components and Weights

A.	Participation and Class Contribution	20%
B.	Final Exam	20%
C.	Simulation Assignment	10%
D.	Individual Hand-In Case	10%
E.	In-class Oral Presentation of Group Case	15%
F.	Group Hand-In case	20%
G.	GRIT WEEK	5%
TOTAL:		100%

NOTE: The use of a McMaster standard calculator is allowed during examinations in this course. See McMaster calculator policy at the following URL:

<https://secretariat.mcmaster.ca/app/uploads/Graduate-Examinations-Policy.pdf>

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 (20%)

Marketing is not a spectator sport. You learn more by doing than by watching.

This refers to the spoken comments that you make in class during our case discussions. 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 as well as the 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. 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:

- Being prepared for class discussion – demonstrate good knowledge of case content;
- Offering case analysis in a critical and constructive manner
- Eager / willing to debate issues using logic and integrating knowledge of basic marketing concepts; Listen and react to comments made by other students
- Articulate arguments with clarity and persuasion
- Your ability to communicate clearly (i.e., quantity of dialogue is not the same as quality)
- Demonstrate initiative to bring new and relevant knowledge to case / class discussion

Participation marks will be posted every two weeks throughout the course. Please take the initiative to review your progress with the TA. There are ways the professor and TA can help you to participate more effectively if your marks are low, so do not hesitate to reach out.

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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 MBA 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.

At the end of the semester, your lowest 2 case discussion marks will be dropped. This will happen automatically, and you do not need to contact your instructor for this to occur.

Note: NO computer/NO smartphone/NO other tech. device is/are allowed in class during case-discussions. Only the printed courseware pack and your written notes are to be used, unless otherwise indicated for a specific case discussion.

B. FINAL EXAM (20%)

The Final Exam will consist of theory and application-based questions. The exam will cover course content that includes material from the lectures, readings, cases, and class discussions. The exam will be cumulative and cover material learned over the course of the semester. Attending class and active participation with class discussions will be critical to fully understand concepts. The exam will be two hours in length.

C. SIMULATION (10%)

This is a joint simulation with Essential Skills II and Marketing Strategy.

All students are required to participate in a simulation exercise, which will contribute 10% to your final grade. Attendance is mandatory to qualify for the 10%. Students will form teams of three. The simulation is scheduled for **Friday, February 13**, and will take place **all day**.

Your grade for this component is divided as follows:

- **5%** will be based on your simulation performance, with the top-performing team receiving 100%, the lowest-performing team receiving 70%, and all other teams graded proportionally between 70% and 100%.
- **5%** will be awarded for developing a strategic plan which will be submitted in class.

Note: Details of this component may be subject to change pending finalization of the simulation game.

Rough schedule for the day: 8:30 am – 4:00 pm

8:30 am – 10:15 am – Simulation Game

10:15 am – 10:30 am – Performance Debrief

10:30 am – 10:50 am – Strategic Plan Overview

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10:50 pm – 11:50 am – Strategic Plan Development (Template / guideline will be provided - see Avenue) (Due: 1:00pm)

11:50 am – 1:00 pm – Break (students can use this time to grab lunch and finish up their plan)

1:00 pm – 2:25 pm – Simulation Game Part II

2:30 pm – 3:30 pm – Debrief Session

3:30 pm – 3:45 pm – Wrap Up

D. INDIVIDUAL HAND-IN CASE: BARBIE: REVIVING A CULTURAL ICON AT MATTEL (10%) – DUE FRIDAY MARCH 13TH, 2026 AT 7:00 PM – UPLOAD TO AVENUE DROP BOX AS A PDF DOCUMENT

Your analysis should be no more than ten pages plus any appendices that you choose to include. Appendices consist of information that supports the body of your report but is too detailed or voluminous to include in the body. This is where any financial analysis, implementation plans, and/or decision matrices should be housed. Appendices must be referenced in the body of the report. Appendices not referenced in the body of the report will not be marked. Title page and table of contents are not included in ten-page limit. Structure as follows:

Section	Contents
Title Page Table of Contents	<ul style="list-style-type: none"> • Title of case, date, name and student number • Major sections of paper, exhibits
Problem/Issue Identification <u>Worth about 5%</u>	<ul style="list-style-type: none"> • Think about symptoms (indicators of business performance) and root causes (reasons for gap in performance if any) • Your perception of the problem may be different from that of “players” in the case. All following sections should be analysed in context of the problem • The dilemma proposed in the case by the author is NOT to be regurgitated
Marketing Audit <u>Worth about 15%</u>	<ul style="list-style-type: none"> • Identification of current marketing practices i.e. details of 4P's and Current Positioning (if evident); • Current Target Market / Segmentation Strategy / Consumer Needs and Decision Criteria. • Some of the current strategies may not be evident but can be inferred
SWOT (Internal and External Analysis) – <u>Worth about 20%</u>	<ul style="list-style-type: none"> • Use one sub-heading for Strengths, one for Weaknesses, One for Opportunities and One for Threats • Critical analysis of the firm's key strengths and weaknesses – they are directly controllable by management. Should be taken only from the case and discussed using the “So what?” argument – giving the implication on the problem / challenge • Be sure to conclude this section with a summary telling the reader if you see the company as stronger or weaker (with justification).

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Section	Contents
	<ul style="list-style-type: none"> • Thorough analysis of external environment – identification of opportunities and threats given the Social / Cultural trends; Demographic Trends; Economic, Political, Legal or Technological Influences etc. (focus only on what is presented in the case – do not undertake any external research). Use “So what?” to argue implications for firm or the problem at hand • You may also find that several characteristics can be grouped. For instance you might suggest that a firm is innovative because a. it launches new products every year; invests in new technologies and invests significantly in R & D. Focus on the SW or OT most important to problem and goals • 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). • Note: If you find yourself writing, “The firm has an opportunity to ...” you have identified a marketing tactic not an opportunity. A controllable issue is NOT a part of the external environment.
Business Objectives and Marketing Strategy (two alternatives) <u>Worth about 45%</u>	<ul style="list-style-type: none"> • Propose and argue the quantitative and / or qualitative objectives you wish to achieve based on numbers in case • Propose two strategies to solve the problem / achieve objectives. Clear, detailed marketing mix for each alternative – 4P’s and Target Market (highlight new or emerging needs you are targeting). You need not make changes to each P in the mix. • Use relevant marketing tools to support alternatives • Ensure direct link between alternatives and analysis of current marketing situation / opportunities / threats. • Discuss pros and cons of each strategy proposed. Be sure to include analysis, financial or otherwise as you are laying out the justification for your recommendation. • Identify one of the two strategies as the one you recommend. Discuss reasons for choosing this over the other alternative – using decision criteria.
Implementation Plan <u>Worth about 10%</u>	<ul style="list-style-type: none"> • Action plan of key activities to implement strategy • Addresses the <i>what, when and how</i> (if enough information is available then it can include the <i>who and where</i>) • Can be proposed in chart form
Bibliography	<ul style="list-style-type: none"> • Only necessary if you use material from outside the case. The contents of the case need not be referenced.

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Section	Contents
Case Assignment Format Guidelines <u>Worth about 5%</u>	<ul style="list-style-type: none"> • Ten Pages not including title page, table of contents, reference and appendices (essential elements of the case like 4P's and SWOT do not belong in the appendices) • Typed using a font size of twelve, double-spaced and with one-inch margins all around. Good grammar and spelling – whole numbers ten or less should be written in words

E. TEAMWORK

Teams will consist of SIX students (some exceptions will be made by instructor given class numbers). **All members must be enrolled in the same section. You are responsible for finding your own team members, the professor will not be assigning teams or placing students in teams.** Please complete the team form on the last page of this outline and **upload to the designated folder on Avenue as a scanned PDF by Friday January 23rd at 7:00 pm EST.**

35% of your mark in this course is based on semester-long teamwork so choose your fellow team members wisely. To encourage equal contribution, peer evaluation will be used to assess each member's work. Teams are encouraged to set some ground rules and expectations early in the term and to have a short feedback sessions throughout the term so that individuals are made aware if their input is less than expected by their team. **A final peer evaluation may be submitted along with the completed group hand-in case. This evaluation need only be submitted if the distribution is not equal and students should reach out to the teaching assistant ahead of time to receive the required form. Peer evaluations MUST be supported by documentation / emails that are evidence of feedback given and expectations set for the defaulting team member(s)**

Peer evaluation is a true reflection of each team members' contribution to the project. Some members (i.e., those that contribute the most) may find that their overall grade will go up as a result of the evaluation. Note: grades go up by no more than two grade points per student if the achieved score is B or lower; if your achieved score is B+ or higher the ratings can only add one grade point to your mark in the course. Others may find that their overall grade will go down - note: the peer evaluation process can impact you negatively with no cap on the grades you can drop.

Experience with teams has shown that most troubles arise because individuals do not respect the group process. The first team meeting should happen in the first two weeks. At this meeting, you might want to choose a coordinator who will facilitate the work. This is also a good time to set the parameters for teamwork such as: when and where the team will meet, attendance including punctuality, and preliminary assignment of tasks. You should also make a calendar of all "good" and "bad" times for the team (i.e., when team 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.

F. GROUP PRESENTATION AND HAND-IN CASE: TORONTO TRANSIT COMMISSION: SERVICE QUALITY AND CUSTOMER PERCEPTION

The Group Hand-In Case is due Thursday, April 2nd at 7:00 PM.

The Group Presentation slides are due on Avenue to Learn at 8:00am on the day of class. You should also bring a printout of your slides for the professor on the day of your presentation. This should be in the following format: 2 slides per page, stapled and double sided.

Details on the presentation will be shared on Avenue to Learn and discussed in-class.

Your hand-in case should be **no longer than fifteen pages** plus any appendices that you choose to include. Appendices consist of information that supports the body of your report but is too detailed or voluminous to include in the body. This is 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. **Any other elements of the case analysis do not belong in the Appendices and if included they will not be marked.**

Important note: The group hand-in case and the group presentation are two separate assignments with different content and requirements. While there will hopefully be a great deal of overlap between the two components of the group project, do note that it is expected that the content will look different for both assignments. Further details will be shared in-class and on avenue to learn.

COMMUNICATION AND FEEDBACK

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.degrote.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.

Students who have concerns about the course content, evaluation methods, or delivery should first reach out to the course instructor. If your concern remains unresolved after speaking with the

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instructor, you may then reach out to the Marketing Area Chair, Professor Mandeep Malik for further consideration.

ACADEMIC INTEGRITY

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

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

AUTHENTICITY/PLAGIARISM DETECTION

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.

COURSES WITH AN ON-LINE ELEMENT

All courses use some online 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.

Students may be required to use the Respondus LockDown Browser and Respondus Monitor. The Respondus LockDown Browser is a downloadable program that allows a student to take an Avenue to Learn quiz in a secure environment.

For more details about McMaster's use of Respondus Lockdown Browser please go to
<https://avenuehelp.mcmaster.ca/exec/respondus-lockdown-browser-and-respondus-monitor/>

The available information is dependent on the technology used. Continuation in a course that uses online 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.

ON-LINE PROCTORING

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.

CONDUCT EXPECTATIONS

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**.

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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.

ATTENDANCE

Arriving late or missing class disrupts the learning experience for both you and your peers. Punctuality and attendance are crucial to maintaining a respectful, professional, and productive environment for everyone, including our faculty. Attendance will be recorded in each class to help identify students who may be at risk or in need of additional support.

Instructors will be using Top Hat to capture attendance in their classes. Attendance is recorded by submitting a unique 4-digit code displayed in your physical classroom using your personal device.

MISSED ACADEMIC WORK

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.degrotee.mcmaster.ca). Please direct any questions about acceptable documentation to the MBA Academic Advisors (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.

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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 (Student Experience Academic Office) 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.degrotee.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 (Student Experience Academic Office) (Student Experience Academic Office) and agreed to by the course instructor.

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

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

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>

Use of Test Accommodations at McMaster University Burlington Campus Ron Joyce Centre

Whereas Student Accessibility Services (SAS), on Main Campus, determines all MBA student accommodations, the MBA Faculty Office manages the coordination of accommodations for tests, midterms, and exams at the Ron Joyce Centre in Burlington.

Process for Students

- SAS will now be using our online system, MySAS Portal, for graduate students to share accommodation letters with their Instructors and their Faculty/Program. Students will be responsible to activate their accommodations on a term-by-term basis and the approved accommodation letter will be directly sent to the Instructor.
- Students must engage the DSSAO (DSB Student Services Academic Office) to implement their accommodation(s) (e.g., extra-time, memory aid, etc.) for each upcoming test, midterm, or exam, at least two weeks in advance. Students can do this by emailing DeGroote MBA SAS scheduling office at DSBSAS@mcmaster.ca. If a student cannot meet this deadline, they should contact DSBSAS@mcmaster.ca to discuss alternative arrangements. The program is committed to exploring flexibilities where possible to support students.
- All tests, midterms, and exams are booked synchronously with the class's start time. Any deviations from the start time (e.g. start earlier than the class to enable completion at the same end time) requires a discussion with their instructor on protocol at the time of accommodation activation.
- Students will leverage the accommodation (e.g., extra-time, memory aid, etc.), in a designated testing room. Rooms will be booked according to the student's SAS accommodation. Unless the accommodation states otherwise, students should expect that they will be writing in a room with other students. One or more invigilators will always be in the room.
- Following the request to implement the accommodation(s), dsbsas@mcmaster.ca will reach out to the student with their test, midterm, or exam details, including the date, time, and room number. As there may be other students writing tests in the room, we ask that students enter the room quietly and leave all personal items at the front of the room.

All policies and procedures, including restroom access, how extra-time is allocated for assessments under Universal Design, and the submission of memory aids in advance, are consistent with those of SAS on Main Campus. The only variance in procedure is communication around, and physical location of, assessment. There is not a dedicated testing space at RJC. Existing classrooms and lecture halls will be used for most testing. All SAS-approved accommodations will be honoured by our staff; however, core testing elements are not eliminated in alternative testing formats. Students should expect and plan for invigilation, incidental noise, and other potential distractions.

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

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 their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a

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need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

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.

POTENTIAL MODIFICATION TO THE COURSE

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.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of BUSADMIN M610 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.

ARTIFICIAL INTELLIGENCE

Students may use generative AI for grammar checking their work throughout the course so long as the use of generative AI is referenced and cited following [citation instructions](#) given by McMaster University's Library. In alignment with [McMaster's academic integrity policy](#), it "shall be an offence knowingly to ... submit academic work for assessment that was purchased or acquired from another source". Use of generative AI outside the stated use of grammar checking without citation will constitute academic dishonesty. This includes work created by generative AI tools. Also stated in the policy is the following, "*Contract Cheating is the act of "outsourcing of student work to third parties" (Lancaster & Clarke, 2016, p. 639) with or without payment.*" Using Generative AI tools is a form of contract cheating. Charges of academic dishonesty will be brought forward to the Office of Academic Integrity. It is the student's responsibility to be clear on the limitations for use and to be clear on the expectations for citation and reference and to do so appropriately.

COURSE SCHEDULE

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Marketing Strategy
Winter 2026 Course Schedule**

WEEK	DATE	ASSIGNMENT
1	Friday Jan. 9	Course Introduction Course Outline Review The Harvard Case Method An introduction to Marketing
2	Friday Jan. 16	Marketing Math Marketing Concepts (Marketing Strategy, Customer Value) Required Reading: A note on Marketing Strategy
3	Friday Jan. 23	Marketing topic lecture STP (Segmentation, Targeting and Positioning), Consumer Behaviour CASE DISCUSSION: Drinkworks: Home Bar by Keurig
4	Friday Jan. 30	Marketing topic lecture Marketing Research CASE DISCUSSION: Chase Sapphire: Creating a Millennial Brand
5	Friday Feb. 6	Marketing topic lecture Product CASE DISCUSSION: KFC China: Building Competitive Advantages through Digitalization Required Reading: Brand Positioning
6	Friday Feb. 13	In-class marketing simulation Strategic Plan write-up Simulation Debrief
Midterm Recess Feb 16-20 No Class		

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7	Friday Feb 27	GRIT WEEK – No Class Scheduled
8	Friday March 6	Marketing topic lecture Price CASE DISCUSSION: Apex Ski Boots
9	Friday March 13	Marketing topic lecture Place CASE DISCUSSION: Promoting Land and Nature Jerky DUE: Individual Case (Barbie): Friday March 13 th at 7:00 PM
10	Friday March 20	Marketing topic lecture Promotion CASE DISCUSSION: Under Armour: Creating and Growing a New Consumer Brand
11	Friday March 27	Marketing topic lecture Digital Marketing CASE DISCUSSION: Aqualisa Quartz: Simply a Better Shower Marketing Lessons Learned
12	Friday April 3	GOOD FRIDAY – No Class Scheduled Group project workday DUE: Group Hand-In Case is due Thursday, April 2 nd at 7:00 PM
13	Friday April 10	Group Project Presentations DUE: Presentation slides at 8:00 AM the day of class
	Final Exam	

BUSADMIN M610 Course Outline

BUSADMIN M610 – TEAM MEMBERS (Due January 23rd)

TEAM #: _____ (To be assigned)

STUDENT NAME ID# EMAIL

1._____

STREAM(S) OF INTEREST (use same sequence of names as above)

WORK AND EXTRA CURRICULAR EXPERIENCES