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BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Course Outline **Part A**

School of Business

Program: Marketing & Tourism

Option:

MKTG 1102**Essentials of Marketing**

Hours/Week:	3	Total Hours:	45	Term/Level:
Lecture:	2	Total Weeks:	14	Credits:
Lab:	1			
Other:				

Prerequisites**MKTG 1102 is a Prerequisite for:**

Course No. Course Name

Course No. Course Name

Course Goals

1. To discuss the various marketing functions and how to integrate them with other functions of the organization.
 2. To show how to market a product or service.
 3. To teach skills in the solving of marketing problems.
 4. To improve the student's ability to communicate.
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Course Description

This course attempts to give the student a good grasp of marketing concepts and environment in which the marketing manager operates. The emphasis throughout the course is application of the concepts to real life situations.

Lectures are designed to give an understanding of the variables that constitute the marketing mix, while labs are devoted to solving specific marketing problems. These are accomplished through case studies and a major class project on how to market a new product.

Evaluation

Final Exam	35%
Mid-term Examination	25%
Labs; Cases	20%
Social Skills Contract and Assessment Sheet	5% (2.5 each)
Quiz	10%
Participation	5%
TOTAL	100%

Mark Allocation for Case Studies

Oral Presentation	7.5% of grade
Written Presentation	7.5% of grade
Feedback/Critiquing	5.0% of grade (2.5 for each feedback/critique)
TOTAL	20.0%

No marks if you miss the oral presentation or critiquing unless for legitimate reasons.

Mark Allocation for Social Skills Contract and Assessment Sheet

1. You are to write a *Social Skills Contract*. In this contract you will specify how you will conduct yourself in the *group process* (i.e., case preparation time).

For example:

“Our group will always start on time . . .”

“The workload will be shared equally . . .”

“No food during prep time . . .”

“The case will be read by all participants *before* we meet.”

Your *Social Skills Contract* is due at the end of Lab 4 (Week 4/September 26–30). Each member of the group must sign the *Social Skills Contract*. Your grade will depend upon how well you prepare this “working agreement.”

2.5%

2. In Week 14, December 2–6, you will submit a *Social Skills Contract Assessment Sheet*.
(See last page.)

2.5%

5.0%

Course Outcomes and Sub-Outcomes

1. Apply the marketing concept and the components of the marketing mix in evaluating a marketing plan.
2. Recognize the non-controllable elements of the marketing environment and how they impact upon the marketing program.
3. Explain the need for overall strategic business planning.
4. Prepare the components of a basic marketing plan.
5. Investigate marketing research:
 - Describe how marketing research information aids in decision making and risk reduction.
 - Demonstrate a familiarity with secondary resources used in marketing decisions.
6. Explain the consumer buying process and the multiple influences on consumer buying behavior.
7. Use a step by step analysis to identify target markets through market segmentation.

Course Outcomes and Sub-Outcomes (cont'd)

8. Explain key product concepts: *product differentiation, positioning, branding* and new product development process.
 9. Investigate various *promotional channels*: advertising, sales promotion, direct marketing, personal selling, public relations, publicity.
 10. Explain different *pricing methods and factors* that can be used to set prices.
 11. Choose the most effective *distribution channel* for moving a product through the distribution system (place).
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Course Record

Developed by:	<u>David Chapin, MBA, Marketing</u>	Date:	<u>September, 1996</u>
	Instructor Name and Department (signature)		
Revised by:	<u>David Chapin, Marketing</u>	Date:	<u>June, 1996</u>
	Instructor Name and Department (signature)		
Approved by:	<u>Associate Dean / Program Head</u>	Start Date:	<u>September, 1996</u>
	(signature)		



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Business

Program: Marketing & Tourism

Option:

Course Outline **Part B**

MKTG 1102

Essentials of Marketing

Effective Date

September, 1996

Instructor(s)

Gary Bailey	Office No.:	SE6 316	Phone:	Local 6762
David Chapin		SE6 312		Local 6767
Anne Marie Neilson		SE6 314		Local 8445
Randy Singer		SE6 312		Local 6767
	Office Hrs.:	As posted outside our office doors		

Text(s) and Equipment

Required:

- Shapiro, S.J., Perrault, W.D., and McCarthy, J.E. *Basic Marketing*, 8th Canadian Edition. Irwin, 1996.
- *Study Guide* accompanying the text is **optional**.

Recommended:

- Journals on Marketing in the Library.

Course Notes (Policies and Procedures)

Attendance requirements will be enforced as per the BCIT Policy on Page 7 of the Calendar. Excessive absence will be deemed to be missing more than **2 Labs** for reasons within the student's control. Upon notification of excessive absence and failure to provide adequate explanation, the student will be disqualified from writing the Final Exam.

Assignment Details

5 Case Studies from text:

1. Canbank, page 800
2. Lucas Foods, page 832
3. Francesca Colonio, page 828
4. North American Carpet, page 841
5. Elegant Traditions, page 847



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Business

Program: Marketing & Tourism

Option:

Schedule

MKTG 1102

Essentials of Marketing

Week	Outcome/Material Covered	Reference Reading	Outcomes (Learning Objectives)
1 Sept 4–6	Definitions of Marketing. Role within the Firm and Economy		Purpose of studying marketing. Types of skills needed by a marketing manager.
2 Sept 9–13	Market Segmentation	Intro Chapter 1	Process of selecting a target market.
3 Sept 16–20	Planning the Marketing Environment	2–3	Environmental factors to be considered in the planning process.
4 Sept 23–27	Marketing Research	4–5	Market information sources, research methods.
5 Sept 30–Oct 4	Demography — Canadian Markets	6, 22	Demographic characteristics of Canadian consumers, ethics in marketing.
6 Oct 7–11	Consumer Behavior	7	Factors that influence buying behavior of consumers.
7 Oct 14–18	Industrial Markets	8	Organizational customers and how they buy.
8 Oct 21–25	Product Planning	9, 10	Product planning for new products, process strategies for product lines.
9 Oct 28–Nov 1	Distribution Channels, Logistics	11, 12	Distribution management, distribution strategies, middlemen.
10 Nov 4–8	Retailing	13	Strategic planning in retailing.
11 Nov 11–15	Advertising, Personal Selling, Sales Promotion	14, 15, 16	Promotional concepts, strategies, personal selling techniques.
12 Nov 18–22	Pricing Strategies	17, 18	Methods of setting price in relation to competition.
13 Nov 25–28	The Marketing Plan	19, 20	How to put together a partial marketing plan.
14 Dec 2–6	Reviews for FINAL EXAM		
15 Dec 7–13	FINAL EXAM WEEK		

Quiz – Monday Oct 7 – all material covered (in lecture hall).

Midterm – Monday Oct. 21 – all material covered (in lecture hall).

LAB SCHEDULE

September – December 1996

Weeks 1 and 2 September 4–6 September 9–13	Introduction to Groups Explain Case Method of Presentation Case Rehearsal — Charlie's Laundry
Week 3 September 16–20	Case Rehearsal Discussion and Preparation for Case
Week 4 September 23–27	Discussion and Develop Social Skills Contract Case Presentation
Week 5 September 30 – October 4	Discussion and Preparation for Cases
Week 6 October 7–11	Case Presentation
Week 7 October 14–18	Discussion and Preparation for Cases
Week 8 October 21–25	Case Presentation
Week 9 October 23 – November 1	Discussion and Preparation for Cases
Week 10 November 4–8	Case Presentation
Week 11 November 11–15	Discussion and Preparation for Cases
Week 12 November 18–22	Discussion and Preparation for Cases Case Presentation
Week 13 November 25–28	Preparation for Final Exam
Week 14 December 2–6	Last Week Review Social Skills Contract Evaluation
Week 15 December 9–13	Exam Week at BCIT

Note: On Monday, October 14, Thanksgiving Day, and Friday, November 11, Remembrance Day, there will be no labs — you are still responsible for your case preparation. If you need to discuss the case with your lab instructor, ensure you make an appointment to see him during his posted office hours.

LAB SCHEDULE

September – December 1996

Weeks 1 and 2 September 4–6 September 9–13	Introduction to Groups Explain Case Method of Presentation Case Rehearsal — Charlie's Laundry
Week 3 September 16–20	Case Rehearsal Discussion and Preparation for Case Discussion and Develop Social Skills Contract
Week 4 September 23–27	Social Skills Contract Due Case Presentation
Week 5 September 30 – October 4	Discussion and Preparation for Cases
Week 6 October 7–11	Case Presentation
Week 7 October 14–18	Discussion and Preparation for Cases
Week 8 October 21–25	Case Presentation
Week 9 October 23 – November 1	Discussion and Preparation for Cases
Week 10 November 4–8	Case Presentation
Week 11 November 11–15	Discussion and Preparation for Cases
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CASE STUDY

Set Number _____

GROUPS	A	B	C	D	E
Case #1 Canbank Page 800 September 23–27	7.5% Present	7.5% Write	2.5% Feedback/ Critique	2.5% Feedback/ Critique	Mark
Case #2 Lucas Foods Page 832 October 7–11	7.5% Write	2.5% Feedback/ Critique	2.5% Feedback/ Critique	Mark	7.5% Present
Case #3 Francesca Colonio Page 828 October 21–25	2.5% Feedback/ Critique	2.5% Feedback/ Critique	Mark	7.5% Present	7.5% Write
Case #4 North American Carpet Page 841 November 4–8	2.5% Feedback/ Critique	Mark	7.5% Present	7.5% Write	2.5% Feedback/ Critique
Case #5 Elegant Traditions Page 847 November 18–22	Mark	7.5% Present	7.5% Write	2.5% Feedback/ Critique	2.5% Feedback/ Critique
Total	/20%	/20%	/20%	/20%	/20%

Your Group Name: _____

Members:

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____

- Each group presents only once, writes only once, and gives a feedback/critique twice.
- Each group has to mark a case presentation in class. The group will hand in a mark which will count for 50% of the oral presentation. The other 5% is given by the instructor.

CASE DISCUSSION AND PREPARATION GUIDE

Outline	Guide Questions
Case Synopsis <ul style="list-style-type: none"> A Summary of the major events and facts 	Familiarize yourself with the case by answering: <ol style="list-style-type: none"> What is the case generally about? What are the main facts, characters and events?
Problem Identification <ul style="list-style-type: none"> Define the main problem in question form 	Diagnose the case problem by answering: <ol style="list-style-type: none"> What is the problem of the case?
Findings <ul style="list-style-type: none"> Outline facts relating to the problem. Make assumptions. Research for more information which will throw light on the problem. 	Analyze the case by answering: <ol style="list-style-type: none"> Any minor questions to be answered satisfactorily first, in order, to answer the main problem question? What data or research is needed to answer questions in the case? What assumptions need to be made?
Evaluation of Alternatives <ul style="list-style-type: none"> State two alternatives and evaluate the advantages and disadvantages of each alternative 	Develop solutions and evaluate each by answering: <ol style="list-style-type: none"> What are the realistic, independent, mutually exclusive alternative solutions to the problem? What are the expected consequences of these alternative solutions? What are their advantages and disadvantages?
Solution <ul style="list-style-type: none"> State the chosen alternative solution with a supporting argument. Consider the <i>cost</i> of your recommendation/s. 	Make a decision by answering: <ol style="list-style-type: none"> How do the alternative solutions compare in terms of their advantages and disadvantages? Which of the alternative solutions seems best?
Plan of Action <ul style="list-style-type: none"> List step-by-step how the chosen alternative solution would be implemented 	Plan the implementation of the solution by answering: <ol style="list-style-type: none"> What is the solution? Who should implement the solution?
Concepts Used from Course <ul style="list-style-type: none"> List the course material and concepts used in the case study. 	<ol style="list-style-type: none"> Which course concepts or research findings helped develop the case preparation?

GUIDELINES FOR MARKING THE ORAL CASE PRESENTATION

No mark if an item is not covered.

Give partial mark for each item covered; full mark only for exceptionally well done coverage.

- /2 Has the group *clearly identified* the main problem of the Case?
- /2 **Evidence** and **quality** of research used in solving the problem.
- /3 At least two alternatives discussed with the advantages and disadvantages of each?
- /2 Quality of solution proposed.
- /2 Any concepts learned in the course applied?
- /3 How was the overall presentation format such as effectiveness of communication, answers to questions, participation by each member, and utilization of time?
- /1 One or two major concept(s) used from course material as related to the case.
- /15 Marks awarded $\div 2 =$ /7.5

Remarks: (This remarks section must be filled in by each student who is marking)

GUIDELINES FOR MARKING THE WRITTEN REPORT

This is a short, concise formal business report. The contents may be written in point form. Use the following guidelines:

COVER PAGE

- Name of case
- Name of group members (capital letters, last names first)
- Set number
- Course number
- Date of Presentation

If a group member did not participate, do not show his/her name.

CONTENTS

- Synopsis — 1/3 page synopsis of the case.
- Problem — state in one or two sentences, the **main** problem of the case.
- State facts in the case relating to the problem identified.
 - Any research information needed/used?
 - Any assumptions necessary?
- State at least two alternatives and advantages and disadvantages of each.
- Solution and implementation.
- Concepts used from the course.
- Identify under "Reference" or "Bibliography." Research information sources used.

Report must be typed, double spaced and the body limited to 750–850 words. (You may use Appendix where necessary.)

Penalty for late submission: 25% per working day.

Note: No marks if you miss the oral presentation, write up, or critiquing, unless for legitimate reasons.

GUIDELINES FOR MARKING THE FEEDBACK/CRITIQUE

A critique is the art of evaluating or analyzing with *knowledge* and *propriety*, a speech, presentation, book, art work, etc. It is not simply an act of negative criticism, but an evaluation of both the *positive* and *negative* aspects of the object of the critique.

In order to properly critique the case presentation, the critiquing group must, first be very familiar about the case. In other words, the group must have its own problem identification, analysis, alternatives and solution. Without such preparation, it is not possible to offer a valid critique.

Secondly, the critiquing group must focus on:

1. The problem statement — is the problem clearly stated by the presenters? Is it relevant to the case? Is it vague? Too many problems stated?
2. Did the presenters support the problem with facts in the case?
3. Were logical assumptions made where necessary?
4. Did the group present any research findings? What evidence was shown in the discussion?
5. Were two or more alternatives presented as possible solution(s) to the problem? Were the advantages and disadvantages of each of the alternatives discussed?
6. Does the solution(s) presented solve the problem?
7. Did the group apply any of the concepts learned in the course to the case?
8. Did the group apply any of the concepts learned in the course to the case?

Format

While the format of the presentation is important, it is secondary to the subject matter discussed in the case. Criticisms may be offered on how well the case was articulated. Use or non-use of visual aids, voice, posture, time used for the presentation (too little?), and participation by each member of the group also may be critiqued.

Remarks: (This remarks section must be filled in by each student who is critiquing.)

(Use the back of the page if more space is needed.)

PEER EVALUATION FORM
Case Studies — Participation Evaluation

2.5% of Final Grade

Your Name: _____
Last First

Option/Set: _____

Circle one number for each member. (#1 is the lowest rating — #10 is the highest.)

Other members of your group
Last Name first

Each member's contribution towards the group's effort
over the term

Group members names	Circle one for each group member									
1.	1	2	3	4	5	6	7	8	9	10
2.	1	2	3	4	5	6	7	8	9	10
3.	1	2	3	4	5	6	7	8	9	10
4.	1	2	3	4	5	6	7	8	9	10
5.	1	2	3	4	5	6	7	8	9	10
6.	1	2	3	4	5	6	7	8	9	10

Comments: _____

(Please use back if more space is required.)

Charlie Thorne is the owner/manager of Charlie's Laundry Factory, a laundromat located on the corner of Pleasantville Avenue and Boundary Road, approximately four kilometres west of the campus of the University of the Atlantic. Charlie had been in business for more than three years and had established a regular clientele among residents of the immediate residential area, which was generally a middle- to lower-income neighbourhood. There was very little competition in the immediate area and none of the laundromats in the city did any advertising. It appeared that most seemed content to draw their business from their immediate areas. It was July and business was a little slow. Charlie was considering the introduction of a laundry pick-up and delivery service aimed directly at the student market.

Charlie's Laundry Factory operated with 10 automatic heavy-duty washers and 12 dryers. All were coin-operated. Charlie kept the business open seven days a week, opening from 9:00 A.M. to 11:00 P.M. on weekdays and from 10:00 A.M. to 6:00 P.M. on Saturdays and Sun-

days. The laundromat was located in the west-central area of the city in a primarily residential area. The location was not near the central business district of the city of 150,000, although two strip shopping centres, each containing a large supermarket, were located nearby.

Charlie Thorne had recently experienced an increase in his operating costs, as the owner of the converted house in which the Laundry Factory was located had just increased his rent. This, coupled with the need to replace two of his washing machines, led Charlie to consider how he might increase his business. He observed that there were certain times each day when several of the washers and dryers were not in use. It was clear that the volume of business picked up in the evenings when people were home from work.

The University of the Atlantic is one of Eastern Canada's largest universities, with approximately 15,000 students, half of whom are from outside the immediate area. Of those students, only 2,000 or so live on campus. The city also contains McCaskill Community College, with

3,000 students, located approximately two kilometres east of the university campus. McCaskill provides no residences on its campus for those of its students who come to the college from other parts of the province.

Charlie has always been aware of the potential of the student business in the city. He realized that students generally worked long hours and didn't always have access to laundry facilities where they lived. He currently offered a service to students whereby they could drop off their laundry and pick it up later; it would be washed, dried, folded and sorted, with no extra charges for the additional services of folding and sorting. This program had been quite successful in drawing more students to the Laundry Factory, although Charlie was of the opinion that he was still attracting only students who lived in the area.

In order to continue to increase his business and to establish his laundromat more firmly in the student market, Charlie had recently developed an idea for a laundry pick-up and delivery service. He felt this was a logical extension of his business, to reach students who didn't currently have easy access to his laundromat. He also felt that such a service would firmly establish Charlie's Laundry Factory as the most "student-friendly" laundry service in the city.

Charlie was at the stage where he felt the concept was a good one and that there was a ready market in the city. He had discussed the idea with several university students who were reg-

ular customers of his laundromat, and they seemed to feel that the concept would be well received. He had decided that he could implement the service with very little additional expense. He already had his panel van, which could be used for pick-up and delivery, and he planned to hire one full-time employee who could handle pick-ups and deliveries and the washing, drying, and sorting of student laundry.

Despite his optimism that his idea was sound, Charlie did not want to rush into the establishment of the service without making sure that he was doing things right. Consequently, he felt that he needed to have a better feel for the size of the potential market for this service, what students would be willing to pay for such a service, and how exactly the service should be offered and promoted.

CHARLIE'S LAUNDRY FACTORY

ANALYSIS

Synopsis The case is about Charlie Thorne who operated a laundromat in a university town. Charlie needs to explore new ways to increase business but is not sure which way to go.

Problem What is the best course of action to increase sales in the face of rising costs?

Findings Main points of the case such as:

- Location of the laundromat
- Hours of operation
- Clientele
- No competition
- No promotion done
- Increased rental costs
- Proposal for a pick-up and delivery service, etc.

Assumption: The university operates throughout the year--meaning there are students attending summer school as well.

Alternatives 1. Conduct a promotion campaign. Advantages: Increased awareness among students and non-students (neighbourhood) about the laundromat resulting in higher sales. Local newspapers and campus newspaper could be used for advertising. Combine this with increased hours of operation on Saturdays and Sundays when students may find more time in the evening to wash. Disadvantages: Cost of advertising (3% to 5% of sales are typically spent). Another disadvantage is increased supervising responsibility on weekends.

2. Conduct an informal survey among students to see if they are prepared to pay higher charges for a pick-up and delivery service, and if the results are favorable, implement it. Advantages: Exploit the student market potential; avoid heavy expenses on promotion. Disadvantages: Higher cost resulting from employing a full time employee; possibility of lack of business for pick-up and delivery; no money available for promotion etc. (To hire a full time person could cost about \$20,000 a year, and the increased use the van could cost another \$5,000 or so--it is unlikely that these costs can be recovered since the market potential is limited. Another disadvantage is the unreliability of an informal survey (can he afford a formal survey by a research firm?))

Solution Alternative #1. By promoting the laundromat to the students as well as to low income families who may not have a washer and dryer at home, (advertising, offering perhaps free coffee and magazines/newspapers to read while waiting, extended

hours of operation on weekends etc.) Charlie might be able to increase sales and profit.

Plan of Action Charlie should retain the services of a small advertising agency (agents get their remuneration of 15% from the bills from advertisers) who could draw a one-year detailed promotion plan spread throughout the year.

Another idea is for Charlie to try offering the services to shoppers in the supermarket--have their laundry washed and folded while they do their shopping.

Concepts from Course Not applicable.

Note: Students should state atleast 2 alternative solutions and discuss the advantages and disadvantages of each alternative. They should be held accountable for the cost of their proposals.