COURSE OBJECTIVE

This course builds upon material covered in Commerce 2MA3 - Introduction to Marketing. It relies on practical, real world case studies to develop your marketing decision-making skills, and your ability to analyze the business environment in which organizations operate. A major field project, which has student teams working with companies, is a critical part of this course.

INSTRUCTOR AND CONTACT INFORMATION

C06: Tuesday 2:30 - 3:20 (DSB B105) / Thursday 2:30 - 4:20 (DSB B105)

Pierre McClelland
mcclelp@mcmaster.ca
Instructor
Office: TSH 615
Office Hours: By Appointment

TA: Sean Everingham
everinsp@mcmaster.ca

COURSE ELEMENTS

<table>
<thead>
<tr>
<th>Credit Value: 3</th>
<th>Leadership: Yes</th>
<th>Ethics: Yes</th>
<th>Innovation: Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELM: Yes</td>
<td>Verbal skills: Yes</td>
<td>Numeracy: Yes</td>
<td>Political: No</td>
</tr>
<tr>
<td>Participation: Yes</td>
<td>Written skills: Yes</td>
<td>Team Work: Yes</td>
<td>Social: Yes</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION

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, workshops and assignments.
LEARNING OUTCOMES

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;
4) 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

Custom Courseware – 3MC3 Readings
• Purchase a copy at the bookstore – this course pack has all the suggested readings. All cases will be posted on Avenue to keep cost low. 
Approx. $15 CAD

EVALUATION

Components and Weights
A. Class Contribution 20%
B. Pre-Class Assignments 5%
C. Hand-In Case Completed by the Group 15%
D. Industry Project 60%
   • In-class First Oral Presentation 15%
   • In-class Final Oral Presentation 20%
   • Final Marketing Plan for Industry Project 25%
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.

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>PERCENT</th>
<th>LETTER GRADE</th>
<th>PERCENT</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>90 - 100</td>
<td>C+</td>
<td>67 – 69</td>
</tr>
<tr>
<td>A</td>
<td>85 - 89</td>
<td>C</td>
<td>63 – 66</td>
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<td>A-</td>
<td>80 - 84</td>
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<td>B+</td>
<td>77 - 79</td>
<td>D+</td>
<td>57 – 59</td>
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<tr>
<td>B</td>
<td>73 - 76</td>
<td>D</td>
<td>53 – 56</td>
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<td>B-</td>
<td>70 - 72</td>
<td>D-</td>
<td>50 – 52</td>
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<td></td>
<td></td>
<td>F</td>
<td>00 – 49</td>
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</tbody>
</table>

COMMUNICATION AND FEEDBACK

Students who are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential email to the respective Area Chair (mkacker@mcmaster.ca) or the Associate Dean (adbusac@mcmaster.ca).
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 Area Administrative Assistants. Instructors are required to provide evaluation feedback for at least 10% of the final grade to students prior to Week #9 in the term. Instructors may conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

**ACKNOWLEDGEMENT OF COURSE POLICIES**

Your registration and continuous participation (e.g. on Avenue, in the classroom, etc.) to the various learning activities of Commerce 3MC3 will be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on Avenue. 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.

**ONLINE COURSE COMPONENTS**

In this course, we will be using email and Avenue to Learn. Students should be aware that when they access the electronic components of this course, 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 this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

**A. Class Participation and Contribution (20%)**

You learn more by doing than by watching. A highly interactive class discussion environment stimulates idea generation, enhances communication skills, improves analytical processes, fosters collaborative networks, tests assumptions, and in makes learning a fun experience! Relevant contributions to in-class case analyses and discussions are valued. This means:

- **Being prepared for class discussion** – carefully read the case and complete the assignment before the class;
- **Analyzing cases in a critical manner.** The student should use logic and apply knowledge of marketing concepts. Quantitative analysis should help build logical recommendations;
- **Listening and reacting to comments made by other students**;
- **Actively participating and adding value** to class discussions.
The participation marks will drive an assessment of the quality of your contributions in class by the T.A./Professor. **Participation marks will be posted on AVENUE after each week.** At the end of the semester, an overall class contribution score will be given and posted according to the sum of your participation marks during the semester. The median score of class contribution is usually about 75% (15 out of 20).

The following are requirements related to class participation:

- **Please display your name cards** regularly in class. I may “cold call” on you during class sessions. If you do not feel adequately prepared and do not want to be called upon, please let me know at the beginning of class.

- **Be punctual.** Keep in mind that walking in late and walking out during an ongoing class can be disruptive.

- **In class, all laptop and cell phones should be turned off** - unless I am notified prior to class of a possible personal emergency requiring them to be on. Active class discussions require all students to be fully engaged.

- **100% of your attention is expected in class.** Reading newspapers, magazines, text books in electronic or physical form will not be allowed. These behaviours are disrespectful and highly evident. These activities not only impede your learning but also distract and reduce the value gained by your classmates from the course and therefore constitute "negative class participation".

- **Absence from class is a serious matter – you can’t participate if you’re not there.** If there is a legitimate reason to miss class, you need to provide documentation within one week of returning to school to the Academic Programs Office.

- **If you have any concern on your weekly participation marks, please contact the TA within promptly.** The marks will not be changed by any reason after two weeks. You are also welcome to discuss your participation marks with me, but you should talk to the TA, first. I would provide suggestions for you to more effectively participate in class.

### B. Pre-Class Assignment (5%)  

Pre-class Assignments are one-page written responses which are intended to help students process the week’s case assignment. Pre-class assignments will be case-specific and posted on Avenue prior to each class. They help prepare the student for class participation. Students must bring a completed and typed assignment to each class. The Teaching Assistant will collect these written responses at the start of each class.

### C. Group Work (75%)  

75% of your final grade is from group projects, including a hand-in case report (15%) and a client marketing recommendation/project (60%). Group members must be from the same section. Choose your teams wisely. Groups will consist of five to six students (exceptions may be made by the professor). Groups should be finalized as early as possible, but no later than **September 14**.
Notice of Intent (Client) / Group Sign-up Form

• Please complete the last page of this outline and hand it in with your client’s letter of cooperation to Pierre McClelland at the class on September 21.

Each group will be responsible for completion of four key deliverables/projects. One pertains to an assigned case recommendation and three pertain to the client assignment. Each assumes an important part and the learning journey within 3MC3 and will require diligent effort. The journey will allow the group to obtain practical skills and provides a much different-and usually enjoyable-learning experience for group members.

Expectations and content behind each assignment will be covered in detail in class lectures:

**Case:** the case assignment will give the group its first opportunity to work with in a disciplined objective, strategy, planned structure and will provide a practical exposure to Marketing’s 4Ps.

• **Class lecture:** Case Report Structure and Expectations will be given on September 19

**Interim Presentation:** the interim presentation reflects your early work with the client. Its major objective is to provide a snapshot of where your client is within the competitive framework. It is intended to provide context in terms of the environment both internal and external that your client competes in. The most critical aspect to the Interim Presentation’s next steps will be the development of a strong Key Issues (from the SWOT analysis) and definition of the client’s Business Problems and relevant Objectives. Addressing the objectives sets the direction for your marketing strategy, plan and ultimate client recommendation.

• **Class lecture:** Interim Presentation and Expectations will be given on September 26

**Final Presentation:** this is the team opportunity to give a detailed overview of key aspects of the Final Client Recommendation. Its objective is to provide a strong sense of business Objectives, Marketing Strategy, Marketing Plan and implementation. The timing of the final presentation is such that there is a brief window of time available to make final tune-ups to the presentation post class feedback. An overview of final presentation expectations will be given in parallel with the Final Recommendation and Expectations lecture.

• **Class lecture:** See below.

**Final Recommendation:** The final recommendation represents the culmination of the team's work. It recommends a logical, tightly written and detailed connection of Objectives, Strategy, Plan and Implementation-with significant financial support. It should add value to your client’s marketing efforts. It should give the client would research/insights that he or she may normally not have.

• **Class lecture:** Final Recommendation and Expectations will be given on October 31. It will be posted on ATL in advance on September 30.
D. Hand-in Case (15%) — Reed Supermarkets

Case: Reed Supermarkets

Electronic copies (in WORD, not PDF format) to the ATL Dropbox + by October 5 (Friday) 8:00 a.m.

E. Marketing Plan (60%)

Each group of students will work with a client company that needs a marketing plan completed. You are expected to conduct a comprehensive analysis on the client’s business, identify its major business problems or opportunities and provide viable recommendations to address them. The process to find a client to work for will be discussed in class. You will be expected to find, qualify and get your client to agree to work with you. Please note that you are not to (and should not be expected by the client to) solely develop a promotion campaign. Students are strongly encouraged to develop their own leads. You will need the professor’s approval for your proposed project.

There are three group assignments for the client recommendation: two presentations, and the final marketing recommendation (i.e. a 4P-driven marketing plan).

Group Presentations (15% + 20%):

All group members must participate in the presentations. The presentations and resulting discussion period are an opportunity for you to receive feedback from the entire class and professor prior to the submission of the final marketing recommendation to the client and the professor. The two presentations will be made using the video/data projector available in class. Unless otherwise decided by the Professor, each presentation will be timed and will not exceed the allotted time.

First (Interim) Presentation (15%): October 16 or 19. (The order of presentations is to be decided). Each group has 12 minutes for the interim presentation (an additional 3 minutes will be kept aside after each presentation for Q & A / discussion or critique).

- Prezi is not a permitted presentation medium as it would violate client confidentiality by placing its content in the public domain.

During the first presentation, the group will present background information about the client and its current marketing practices, along with an analysis on the client's market including consumer decision process and market segmentation and targeting. The group should also identify the client's major business problem and the goal of the marketing project.

Final Recommendation Presentation (20%): November 27 to December 4 (The order of presentations is to be decided). Each group has 20 minutes for the final presentation (additional 5 minutes will be kept aside after each presentation for Q & A / discussion or critique).

The second presentation will consist of a summary of the former presentation, a strategic domain analysis and a detailed marketing plan to the entire class (and perhaps the client).
• Prezi is not a permitted presentation medium as it would violate client confidentiality by placing its content in the public domain.

Final Recommendation – Marketing Plan (25%):
Due: December 6 (Tuesday) by noon to DSB-203 (ONE HARD COPY + one Word File to Avenue’s Electronic Dropbox)

Students must submit a marketing plan that is well organized, well written, accurate, and complete in its analysis. Clarity and conciseness are important. First-class plans contain no grammatical errors, no spelling errors and no uncorrected typographical errors. You must submit one spiral bound copy.

The marketing plan written in this course is expected to have met the same high standards as a plan prepared for the management of a major company. Remember, these marketing plans are written to aid management in making a decision leading to the implementation of a particular strategy. The managers in question are familiar with the facts of the case and probably have an idea of the various alternatives that should be considered. Your marketing plan should not merely repeat existing knowledge. It should develop the information on opportunities and constraints in a manner that illustrates the depth of your understanding of the issues and reassures your reader that reasonable alternative strategies have been considered. It should convince readers that the chosen solution is the appropriate one.

Providing the written plan is a very different task from the analysis that must precede it. In most instances, the same framework employed in your analysis cannot be used for your plan. The purpose of the framework for analysis is as a problem-solving structure. The purpose of your written plan is to communicate and support a recommendation. Also, the marketing plan is written for a particular purpose and person. The style of presentation, language usage and organization should be suitable for that purpose and person. Do not write the marketing plan to your instructor, but to your client. Business writing differs from expositional, literary writing in that it is more action oriented and provides an account of an opinion or decision. Your marketing plan is not an essay or interpretative literary composition; its purpose is to inform and to persuade.

Note:
• Avoid emotional, subjective, or vague words.
• Detail is extremely important.
• Report trends and forecasts.
• Separate Strategy from Plan (i.e. Tactics)
• Link up 4Ps to analysis and solutions to problems
**Peer Evaluations**

In an ideal group, each member’s contribution to every deliverable would be comparable or approximately equal to that of others in the group. In practice, there may be occasions in which the members of some groups will perceive that one or more members have significantly under contributed.

It is strongly advised that if some group members ever feel that one or more persons in the group is under-contributing, that the perceived issue be dealt with immediately by a face-to-face team meeting. The objective would be to objectively and calmly understand and resolve the reasons for the perceived under contribution, early. There are usually two sides to any issue and respectful discussions to shut down these potential issues early would help such a group perform at a higher level. It is the responsibility of the group to try to resolve any issues itself, early.

To encourage equal contribution, an optional end-of-term peer evaluation may be used to assess each member's work. It is recommended to set group ground rules and expectations early in the semester. Groups are encouraged 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.

- Groups have the option of submitting a peer evaluation form by 12:00 pm on Wednesday, December 6 with the completed Marketing Plan.

The evaluation need only be submitted if the recommended distribution of group grades is unequal. It must be signed by all in the presence of the instructor or a confirmation sent by a member using her or his McMaster email account and copying all group members. Peer evaluations MUST be supported by documentation / emails that are evidence of feedback given and expectations set for the defaulting team member(s). The professor will consider the recommended re-assignment in the final grade evaluation if and only if these all conditions have been met.

The result of this discretionary process-if you choose to implement it- should be a true and fair reflection of each group member's contribution to the project. You will be expected to resolve any residual conflict using the principle of fairness. Some members (i.e., those that contribute the most to the process) may find that their overall grade will go up because of the peer evaluation. Others may find that their overall project grade will go down. We highly recommend that this reward system be discussed during the first group meeting.

Experience with groups has shown that most troubles arise because (a) individuals do not respect the group process, and (b) there is lack of proper communication among group members. The first group meeting should happen in the first two weeks. At this meeting, you might want to:

- Choose a group coordinator who will facilitate the work;
- Set the parameters for group work such as: when the group will meet, attendance at group meetings including punctuality, and preliminary assignment of tasks;
- 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.)
A NOTE ON GRADING

The evaluation to determine a grade is based on the perceived quality of the submission. However, our experience indicates that there is usually a well-considered recommendation that defines the relevant concepts, makes a logical argument, and uses relevant examples where required. For problem solving, a well-considered recommendation involves identifying the issues, analyzing the facts and making relevant recommendations.

Submissions that demonstrate unique insights and provide a comprehensive understanding of the concepts/issues get rewarded accordingly with a B+, A-, A, A+. In determining the final grades, please keep in mind that submissions are evaluated absolutely and relatively. Reports are evaluated absolutely according to the requirements. Reports are also evaluated relative to one another to form a ranking from the best to the least good.

ACADEMIC DISHONESTY

You are expected to exhibit honesty and 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.
REQUESTING RELIEF FOR MISSED ACADEMIC WORK

Students may request relief from a regularly scheduled midterm, test, assignment or other course component in the following two ways:

a) for missed coursework worth less than 30% of the final grade (and/or absences lasting less than 5 days); or
b) for missed coursework worth 30% or more of the final grade (and/or absences lasting more than five (5) days

a) For missed coursework worth less than 30% of the final grade (and/or absences lasting less than 5 days)

Students must use the MSAF (McMaster Student Absence Form) for their first incidence of missed coursework worth less than 30% for each term. This is an on-line, self-reporting tool, for which submission of medical or other types of supporting documentation is normally not required. Students may use this tool to submit a maximum of one (1) request for relief of missed academic work per term if the weighting of the component is worth 29% of the final grade or less. Students must follow up with their course instructors regarding the nature of the relief within two days of submitting the form. Failure to do so may negate the opportunity for relief. It is the prerogative of the instructor of the course to determine the appropriate relief for missed term work in his/her course.

If the value of the component is worth 30% or more, students must report to the APO to discuss their situation and will be required to provide appropriate supporting documentation.

b) For missed coursework worth 30% or more of the final grade (and/or absences lasting more than five (5) days

Students MUST report to the APO to discuss their situation and will be required to provide appropriate supporting documentation. If approved, students will be given access to the MSAF system where they will be required to enter the details of the missed coursework for which they were approved. Students must follow up with their course instructors regarding the nature of the relief within two days of submitting the form. Failure to do so may negate the opportunity for relief. It is the prerogative of the instructor of the course to determine the appropriate relief for missed term work in his/her course.

Students who wish to submit more than one request for relief of missed academic work per term cannot use the online MSAF tool without permission. They must report to the APO and discuss their situation with an academic advisor. They will be required to provide supporting documentation and possibly meet with the Manager.

The MSAF cannot be used during any final examination period.
Regarding Midterm Conflicts

Students unable to write a mid-term at the posted exam time due to the following reasons: religious; work-related (for part-time students only); representing university at an academic or varsity athletic event; conflicts between two overlapping scheduled mid-term exams; or other extenuating circumstances, have the option of applying for special exam arrangements. Please see the DeGroote Missed Course Work Policy for a list of conflicts that qualify for academic accommodation http://ug.degroote.mcmaster.ca/forms-and-resources/missed-course-work-policy/

Such requests must be made to the Academic Programs Office at least ten (10) working days before the scheduled mid-term along with acceptable documentation. Instructors cannot themselves allow students to unofficially write make-up exams/tests. Adjudication of the request must be handled by the Academic Programs Office.

If a mid-term exam is missed without a valid reason, students will receive a grade of zero (0) for that component.

STUDENT ACCESSIBILITY SERVICES

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University’s Policy for Academic Accommodation of Students with Disabilities.

POTENTIAL MODIFICATIONS 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.

RESEARCH USING HUMAN SUBJECTS AND CONFIDENTIALITY

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from McMaster’s Research Ethics Board before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact the board for further information about your requirements and the application process. This course, 3MC3, has been awarded pre-approval based on process proposed by the instructor. All research proposals must be approved by instructor. More details on: https://reo.mcmaster.ca/
3MC3 Marketing Plan Project Specific Guidelines - Businesses / 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.

It is important to note that any project related information (ownership, revenues, margins, business problem etc.) CANNOT be placed on the web / in the public domain like social media as this compromises confidentiality. Use of free software tools or apps like Prezi is STRICTLY FORBIDDEN.

### SUBMISSION DEADLINES

The following are the deadlines for submission of materials for this course.

<table>
<thead>
<tr>
<th>Item</th>
<th>Date</th>
<th>Time</th>
<th>Submit to</th>
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</thead>
<tbody>
<tr>
<td>Client Signup Form</td>
<td>September 21</td>
<td>In class</td>
<td>Hard copy to Pierre McClelland</td>
</tr>
<tr>
<td>Hand-in Case</td>
<td>October 5</td>
<td>8:00 a.m.</td>
<td>E-copy to Avenue Dropbox</td>
</tr>
<tr>
<td>Final Marketing Plan</td>
<td>December 6</td>
<td>Noon</td>
<td>1 hard copy to DSB 203 + E-copy to Avenue DB</td>
</tr>
<tr>
<td>Final Peer Evals (optional)</td>
<td>December 6</td>
<td>Noon</td>
<td>Hard copy to P McClelland in DSB 203 Dropbox</td>
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<tr>
<td>September 5 &amp; 7</td>
<td>Course Introduction- The 3MC3 Invitational Slalom</td>
<td>Objectives-Strategy-Plan What’s the Difference? + 3MC3 Boot Camp I</td>
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<tr>
<td>September 12 &amp; 14</td>
<td>Boot Camp 2 SWOTs, Key Issues, The 4P Marketing Mix Framework</td>
<td>Case: Bel Laughing Cow Positioning, Global Marketing</td>
<td>Group Signup + Form w Client Signature September 21</td>
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<tr>
<td>September 19 &amp; 21</td>
<td>Case Report Structure and Expectations</td>
<td>Case: Pillsbury Cookie Challenge Market Research-Consumer Insights-Target Market</td>
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<tr>
<td>September 26 &amp; 28</td>
<td>Interim Presentation Expectations Adding Value to Clients</td>
<td>Case: Natureview Farms (Distribution) Channel Strategy Channel Conflict</td>
<td>ATL Dropbox: Reed Supermarkets case due by 8:00 a.m. Oct 5</td>
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<tr>
<td>October 3 &amp; 5</td>
<td>AIETA and Objectives Consumer Decision Model</td>
<td>Case: Mountain Man Brewing Brand Equity, Line extension Cannibalization</td>
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<td>October 10 &amp; 12</td>
<td>MIDTERM RECESS</td>
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<td>October 17 &amp; 19</td>
<td>Interim presentation: identification of Company business + key challenges</td>
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<td>October 24 &amp; 26</td>
<td>Effective Communication: Business Writing Tips to Communicate for Buy-in and Action</td>
<td>Case: Eco7-Launching a New Motor Oil Brand Strategy, Channel Selection, Positioning</td>
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<tr>
<td>November 7 &amp; 9</td>
<td>Tuesday Coaching: Open class. Students can ask 1 on 1 questions of Instructor. Time free to work on Final Reco and Presentation.</td>
<td>Case: Limelight Cinema Rebranding</td>
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<tr>
<td>November 21 &amp; 23</td>
<td>Tuesday Coaching: Open class. Students can ask 1 on 1 questions of Instructor. Time free to work on Final Recommendation.</td>
<td>Case: Virgin Mobile USA: Pricing for the very first time Pricing Strategy, Positioning</td>
<td></td>
</tr>
<tr>
<td>November 28 &amp; 30</td>
<td>Final Marketing Recommendation Presentations</td>
<td>Final Marketing Recommendation Presentations + Course Evaluation</td>
<td>Final report due 12/6, noon-ATL Dropbox + 1 hard copy.</td>
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<tr>
<td>Dec 5</td>
<td>Final Marketing Recommendation Presentations</td>
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APPENDIX

A. GROUP WORK FOR FIRST TWO WEEKS

1st week: Group Work
- Meet with potential group members;
- Discuss individual strengths and weaknesses;
- Exchange contact information;
- Create a list of 2~3 firms as potential group project clients that you will follow up with;
- Discuss the strengths and weaknesses of each firm as your potential project;
- Decide on follow up tasks for each project opportunity. The information you collect will help in the discussions next week
- At the end of class, each group turns in a list of potential group members and the 2~3 project opportunities discussed, to the T.A. This is not yet official but serves as a record of your deliberations. The group signup form due later is the official one.

Note: You are expected to a fair bit of work among yourselves to be able to form a group by the next week’s deadline. This would require you to take a proactive role in making contacts and networking on your own even outside the classroom. Given the time pressure your ability to be in a group as per your preference may be limited. However, it is only rarely that you would have much control on the composition of your work group in real life. So, part of the challenge is also to be able to work with the randomness that comes with this process. Conflicts are as much part of working in a group, as are moments of agreements. Your group experience is a success if the net of happiness less unhappiness caused by the group process, is positive. But it is also about getting a job done. So, keep an open mind, adapt as necessary and be fair in your expectations of others as well as yourself.

2nd week: Group Work
- Finalize your group
- Discuss management of group process – Communications, Disputes, Expectations, Penalties, Incentives
- Discuss strengths and weaknesses of the project opportunities identified earlier and following your investigations over the week
- Narrow down project choices from three to one
- Decide on how to follow up and contacting the firm for project
- Fill the group signup form.
INSTRUCTIONS:
1. Please assign each person in your group an amount of money which represents each individual's contribution to the project, simulation and hand-in cases. You may each wish to complete a form individually and then share these forms at a group meeting but only ONE FORM is to be submitted for each group and it must be signed by all group members.

2. Your total budget to distribute among the people in your group is $600 * (the number of people in your group). For example, if there are 5 people in your group, then pretend that you have $600 * 5 = $3,000 to pay to the group.

3. If everyone contributed equally, then pay each person $600.

4. Adjust the fee according to your honest personal assessment of the value of each person's contribution. In our example, the fee could be as low as $0 or as high as $3,000.

5. The factor arrived at for each team member as a result of the peer evaluation will be applied to the group work in this course.

6. TREAT THIS EVALUATION SERIOUSLY.

7. MAKE SURE THAT THE FEES PAID ADD TO $600 * GROUP SIZE.

______________________________

PROFESSOR: Pierre McClelland    GROUP NAME: ____________________________

CLIENT ORGANIZATION: ________________________________

GROUP MEMBER   SIGNATURE   FEE

______________________________   ________________________________   ________________

______________________________   ________________________________   ________________

______________________________   ________________________________   ________________

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Letter of Cooperation

[Firm Name]
[Firm Address]

[Date]

To whom it may concern:

This letter is to confirm my willing participation in the process of developing a marketing plan for my business, [Firm Name]. The marketing plan will be conducted by a group of students enrolled in Commerce 3MC3 at DeGroote School of Business ([Student names]).

I am aware that any information I, and my employees, share will be strictly used for case analysis in class and other related academic purposes.

If any further information is required, I can be reached at [contact information].

Yours Sincerely,

[Signature]

Owner Name
NOTICE OF INTENT / GROUP SIGN-UP FORM

Professor: Pierre McClelland

GROUP Name:

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COMPANY NAME:

Briefly describe the product or service offered by your client. What consumer need or want does the client, (presumably) attempt to satisfy?

Briefly describe the target market and key competitors.

Provide company contact name and phone number/email.