

“Marketing Management”, MBA-8416-76 – Executive MBA Syllabus

Online seminar, June 5 (pm); 6, 7, 13 and 14 (am & pm), 2020

Prof. André Richelieu, PhD

ESG UQAM, Montreal, Canada

1) Dear All, a warm welcome!

Under such unusual times, I invite you to join me and find a ‘pedagogical refuge’ in this marketing management course! The following shall provide, in a precise and concise manner, the necessary information about our seminar; hence, the use of a bullet-point type presentation.

2) This is an online class. As such, there will be a combination of ‘virtual’ sessions and assignments (readings, exercises, video cases, etc.) to be completed by the students. The first session shall be held, live, on Friday, June 5, at the suggested time of 5 pm, Bucharest time zone. As per the full days of seminar (June 6, 7, 13 and 14), the mornings will be dedicated to independent / group work; the afternoon for online sessions. The overall proposed schedule keeps in mind that we shall reconcile learning objectives, work/family schedules and a significant time difference. What is more, the idea, which is in line with the seminar’s philosophy, is to enliven our online sessions with an analytical and problem solving outlook, driving the conversation by combining your own preparation with managerial-type discussions. This should lead participants to acquire knowledge and develop their know-how in marketing management (I shall get back to this under the item number 7, below).

3) Moreover, the choice of the video conferencing platform shall be confirmed shortly, though Zoom is privileged at this time. Please, let me know if, for any technical reason, one platform is more suitable to the group than others and we shall see how we can operate efficiently. Also, the Uqam ‘moodle’ learning page (<https://www.moodle.uqam.ca/>) shall be used for slides, readings, video cases, exercises and other pedagogical content.

4) Speaking of content, this “Marketing Management” class is a MBA course in which we shall analyze the marketing functions, activities and organizational structure of a company (or organization). This course examines the main elements related to the marketing of a product or service, in B-to-B and B-to-C, as well as in profit and non-profit organizations.

- 5) Throughout this seminar, students shall develop analytical and practical skills in marketing. For participants already experienced in marketing, this course will be an opportunity to deepen their knowledge and hone their skills in this sphere. But no matter their respective profile and level of advancement, students will be exposed to both concepts and practical cases. As such, they will be invited to reflect on the relevance of concepts and strategies, and how useful they can be in “real life” situations.
- 6) In this regard, we shall discuss the cases of a variety of organizations and industries, drawing from a diverse set of marketing examples to illustrate the different concepts, as well as from the professor’s international background. Students are also invited to bring to the fore their own personal and professional experience during our virtual class discussions.
- 7) To cut a long story short, the professor shall use a pedagogical approach defined as **“Concepts – Tools – Applications” (CTA)**: We shall define the main marketing concepts, identify the best strategic tools and find the most effective ways to apply what we learn, from a conceptual perspective, to real marketing case situations.
- 8) The main topics that shall be covered, along with their respective learnings and skills, are the following:
 - i. Marketing, as a concept and a tool, as well as the marketing environment;
 - ii. Consumer behavior;
 - iii. Segmentation and market research;
 - iv. Four “Ps” of marketing:
 - i. Product (including branding)
 - ii. Pricing
 - iii. Place (distribution)
 - iv. Promotion;
 - v. Marketing planning;
 - vi. Synthesis of syntheses: Crystallizing our learnings;
 - vii. Students’ examination: Group presentations.

9) Students shall be evaluated in the following ways:

9.1 A case presentation in groups (on the last day of the seminar): 80% (40% collective; 40% individual grade).

What does the work involve? In teams of three or four, each group will have 20 minutes maximum to present a marketing case study (excluding the question period). The case is chosen among the ones provided by the professor and accessible on 'moodle', at the bottom of the course page¹ (first come, first served basis).

The structure of the presentation shall incorporate the following sections:

- Introduction, with a brief presentation of the case you have selected;
- Analysis of the company, including a SWOT or PESTEL analysis;
- Identification of the problem or challenge at hand;
- Possible solutions, with their pros and cons;
- Choice of the 'best' solution
- Implementation of the solution in the short and long term;
- Conclusion and recommendations: Summary of the key points of your presentation; Managerial implications or lessons you can draw from the case; Furthermore, what realistic actions should the company undertake in the future?

Evaluation criteria. The mark for the resolution of the case study will be based on the criteria outlined below for both the entire group and the individual mark grade.

For the entire group grade (total: 40 points):

- The relevance of the proposed solution(s) based on the problem or challenge you have identified (8 points);
- The coherence of the presentation and the ability to convey a convincing message (8 points);

¹ Sources: Hollensen, S. (2014 & 2017). *Global Marketing*, 6th & 7th Edition. Harlow, Essex, UK: Pearson Education.

- The quality of the material used throughout the presentation (8 points);
- The communication skills of the group, including the respect of the time allocated for the presentation (8 points);
- The managerial implications you can draw from the case. As a matter of fact, I expect students to wrap-up their presentation not only with a traditional synthesis slide, but also with tips that can prove useful to managers (some concepts, ideas or examples that would have value in a business environment) (8 points).

For the individual grade of each student (total: 40 points):

- How does the student carry himself or herself on the virtual stage; How does he or she master the concepts and strategies being presented? How well he or she is prepared to enter the stage? How eloquent he or she is during the exposé? How does the cross evaluation reflect the perceived contribution of the student? (40 points)

Please, note that the questions posted at the end of each exercise shall only serve the purpose of guiding you in solving the respective case. Besides, students can use tables, graphs, as well as any visual material they see fit to convey their message.

What should I send to the professor? In addition to the oral presentation delivered live, on the virtual stage, students will be asked to submit an electronic version of their presentation to the professor at 10 pm, June 13, Bucharest time, at the latest, at arichelieu@yahoo.com. This document shall include the completed cross-evaluation sheets (available on the last page of the syllabus).

Group dynamics and logistics. As stated above, out of the 80 points allocated for this assignment, 40 will be collective and 40 individual. All team members must be virtually present on stage and discuss, at least, one section of the project.

9.2 A contribution / participation grade (throughout the seminar): 20%.

There are two components to this evaluation mode. They weigh 10% each. The first one is an active contribution grade during the seminar. Though this is an online course, I expect the participants to take the most out of this class, as well as ownership of their learnings. Truly, a learning experience is a joint responsibility between the professor and the participants. Consequently, students' involvement is instrumental in the dynamics of the course and the learning process, not to mention that the more 'fun' we have interacting with each other, the more enjoyable this virtual teaching experience shall be. Hence, this evaluation shall be based on the thoughtfulness of the participants' comments and how constructive they are in driving the conversation on marketing management during our sessions.

The second component of this contribution grade is a "synthesis of syntheses" exercise to help participants close the loop of the seminar. In a table similar to the one presented below, each student shall identify and explain the five main learnings from this course, from their point of view. These learnings can be linked to concepts, theories, strategies or cases learnt/seen during our seminar. It goes without saying that the learnings identified are specific to each participant. This synthesis must be sent by e-mail to the professor by June 19, 7 pm, Bucharest time, at the latest.

Learnings	Why is it important to me?	Web links to three recent video examples (different from the ones provided by the Professor <u>and</u> of three years or less)
Learning 1:	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
Learning 2:	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
Learning 3:	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
Learning 4:	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

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Learning 5:	•	•
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10) Scale of grading

Below, please find the scale of grading, in use by the Canadian MBA program:

90% or higher:	A+	77% to 79.9%	B+	65% to 69.9%:	C+
85% to 89.9%:	A	73% to 76.9%:	B	60% to 64.9%:	C
80% to 84.9%:	A-	70% to 72.9%:	B-	< 60:	E

11) Bio of the professor

Prof. André Richelieu, PhD



Full Professor

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André Richelieu has been a University professor for nearly twenty years now and has taught in Universities since 1992. He specializes in brand management and sports marketing in the context of

globalization. His research relates to: i) How sports organizations can leverage their brand equity by capitalizing on the emotional connection they share with their fans; ii) How sports organizations and athletes can internationalize their brand; iii) How cities and countries can leverage their brand abroad through a sport-oriented place branding strategy; and iv) How effective Sport for Development and Peace (SDP) initiatives are.

Besides the numerous journal articles he has published, Prof. Richelieu is the co-author of five books, so far: *New Sport Marketing* (in French; De Boeck Publishers, 2011), *Sport Marketing* (in French; De Boeck Publishers, 2018), *Global Sport Marketing* (in English; Routledge Publishers, 2012), *International Sport Marketing: Issues and Practice* (in English; Routledge Publishers, 2019) and *Sport Marketing* (in Chinese; Sun Yat-Sen University Press, 2014). Prof. Richelieu has given around 2,000 interviews to the Canadian and international media on sports marketing and sports business, including in Romanian. He has lived in and travelled to over sixty countries and territories in the Americas, Europe, Africa and Asia, for both leisure and professional purposes.

Welcome to our seminar and all the best!

CROSS EVALUATION FORM FOR THE GROUP PROJECT

TEAM NAME: _____

STUDENT NAME: _____

In the table below, you shall assess the contribution of each and every team member, including yours, by providing a grade between 0 and 100%. Thank you for being fair and respectful.

This form can be completed individually or collectively.

Name of the team member	Grade of the team member out of 100%
Member 1:	Grade:
Member 2:	Grade:
Member 3:	Grade:
Member 4:	Grade: