

MOS 9320a Section 001 FALL 2014 FUNDAMENTALS OF MARKETING MANAGEMENT

Dr. M. Cleveland

Class Location: IVEY Rm

Day/Time: Wednesdays, 9:30am-12:30pm

1.0. COURSE CALENDAR DESCRIPTION:

Marketing management is the process of analyzing consumers and markets, for the purpose of guiding the development and management of the marketing strategy, in order to attract and serve customers and to maintain a competitive advantage. This course integrates the core marketing *concepts, and explains their application to organizations, society, and individuals.*

3 lecture hours/week, 0.5 course.

Prerequisites: enrollment in the *Master's in Management of Applied Science (MMASc)* program or the *Professional Communication & Management GDip (Graduate Diploma)* program.

Senate Regulations state, "unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

2.0. COURSE INFORMATION:

Professor:	Dr. Mark Cleveland (B.Comm, M.Sc., Ph.D.) <i>Dancap Private Equity Professor of Consumer Behavior,</i> Associate Professor of Marketing
Office:	SSC-4315 (4 th floor Social Science Centre)
Office Telephone:	519-661-2111 extension 81464 [BMOS office: 519-664-2051]
Email:	mclevela@uwo.ca
Course Website:	OWL-Sakai: MOS **** * FW14 (TBA)
Office Hours:	Mondays 1:30pm-2:00pm Tuesdays 1:30pm-2:00pm Wednesdays 1:30pm-2:30pm

"Marketing is too important to be left to the marketing department." –David Packard, Co-founder of HP.

"Marketing is not the art of finding clever ways to dispose of what you make, it is the art of creating genuine customer value." –Philip Kotler, Renowned marketing scholar.

"Think Different." –Steve Jobs, Co-founder of Apple.

2.1. COURSE OBJECTIVES AND LEARNING OUTCOMES:

The objectives of this course are to provide an understanding of (1) marketing concepts and their application to organizations, society, and individuals; (2) the need for a customer orientation in the competitive global environment; (3) how marketing integrates with other functional areas; and (4) how to successfully develop, execute, and manage marketing strategies. Topics include the buyer behavior of businesses and consumers; segmentation, targeting, and positioning; marketing research; product/service development and brand management, advertising and promotion, pricing, distribution and logistics; as well as theories drawing from the relevant social sciences of psychology, sociology, and economics. Working in groups, students will gain hands-on experience by critically analyzing case studies, by engaging in problem-solving, and by developing a marketing plan.

Upon successful completion of this course, students shall be able to

- Understand marketing concepts and their application to profit and non-profit organizations, and appreciate how marketing integrates with other functional areas of business.
- Analyze and interpret the global, natural, sociocultural, demographic, legal, economic, and competitive environments; in terms of shaping companies and customers alike.
- Explain how marketing mix elements are developed, carefully blended and managed over time to achieve branding and other marketing objectives and to build long-term relationships with consumer and/or business customers.
- Apply techniques gleaned from marketing research, case analyses, and developing marketing plans to real-world situations, in terms of identifying marketing opportunities and solving marketing problems by crafting creative marketing strategies.
- Debate the ethical dimensions of the marketing function.

2.2. TEXTBOOK AND READINGS

Kotler, P.R., Keller, K.L., Sivaramakrishnan, S. & Cunningham, P.H. (2012). *Marketing Management, Fourteenth Canadian Edition*. Don Mills, Ontario: Pearson Education Canada. ISBN: 978-0132161077



- Hardcover, available at the bookstore (~\$150.00).
- eTextbook also available at: <http://www.mypearsonstore.ca/bookstore/marketing-management-fourteenth-canadian-edition-9780132161077>.
- Regularly during the course of the semester, the professor will distribute/assign selected popular press readings and other materials (including trade and academic journal articles). These illustrate and expand upon the concepts covered in the required text.
 - Most publications are available from **Google Scholar** (if accessing from UWO network, click the “Get it @ Western” link) as well as the **Proquest Research Library** link on Western’s library databases (<http://alpha.lib.uwo.ca/search/xP%20Databases>).

3.0. EVALUATION

This course has four evaluation components: participation, exams, group case assignment and group marketing plan assignment.

3.1. Participation (10%):

Students should come to all classes, and actively contribute to class sessions. This means that materials assigned must be covered (i.e., read) prior to attending class. The objective of the lectures and discussions will be to enhance comprehension of the material, and not to merely review concepts and definitions. Given time

constraints, the information will be covered relatively quickly, allowing more time for examples, discussion, and other activities. Students are encouraged to ask questions, to share experiences and examples, and to challenge the boundaries of the concepts and theories, with respect to the topics covered during class sessions. I recommend that you carefully prepare a few questions and/or observations before class. All students are expected to contribute to assigned group activities (inside and beyond classroom contexts). A part of your participation mark will derive from your interactions and professionalism with the professor and with other students in this course.

Please adopt a professional approach to all email/texting communications. If for some reason you are unable to come to class, please send a brief courtesy note and explanation (via email: mclevela@uwo.ca) to the professor beforehand.

With respect to participation, remember that *Quality* is more highly valued than *Quantity*. Your professor will assess the quality and quantity of interactions, along with your attendance record, in part using the following criteria for evaluation:

A+ OUTSTANDING CONTRIBUTOR (90%-100%, ~9-10 MARKS).

- Attends all classes. Always professional and punctual. Exceptional preparation for all classes; always provides highly substantive (original, thought-provoking) insights, spearheads discussion, consistently, persuasively and enthusiastically engages in constructive debates with peers and the professor. Discovers additional readings, and consistently identifies links in the theories between the different sessions. In short, if the student were not a member of the class, the quality of the course as a whole would be diminished markedly.

A EXCELLENT CONTRIBUTOR (80%-89%, ~8-9 MARKS).

- Attends all classes. Always professional and punctual. Clearly demonstrates excellent preparation for all classes, usually provides substantive insights, often spurs discussion, and engages in constructive debates with peers and the professor. In sum, the student meaningfully contributes to the overall learning environment, thus improving the overall quality of the course.

B GOOD CONTRIBUTOR (70%-79%, ~7-8 MARKS).

- Attends all/almost all (justifying the rare absence) classes. Always professional and punctual. Contributions in class reflect thorough preparation. Well substantiated and often persuasive commentary. Often demonstrates capability to explain difficult points or concepts. Positive attitude throughout. A net contributor to the overall learning environment.

C ADEQUATE CONTRIBUTOR (60%-69%, ~6-7 MARKS).

- Attends most classes. Contributions in class reflect satisfactory preparation (i.e., reading and thinking about the materials). Reflections offered are sometimes substantive (generally useful) but seldom offer new directions for discussion. Responds and answers appropriately when asked.

D POOR CONTRIBUTOR (50%-59%, ~5-6 MARKS).

- Infrequent or occasional attendance. Contributions in class reflect inadequate or superficial preparation (i.e., does not always read all assigned materials, or merely does the bare minimum required). Often demonstrates inability to respond appropriately to questions. Often unenthusiastic. Does not contribute to a positive atmosphere for meaningful discussion. Overall, a liability to the learning environment.

F UNSATISFACTORY CONTRIBUTOR (0%-49%, ~0-5 MARKS).

- Infrequent attendance. Little evidence of preparation or thought. Rarely contributes to classroom discussion. Demonstrates little or no comprehension of the topic or readings. Unenthusiastic demeanor. Generally unwilling to participate in debates. Distracts other students or the professor from classroom activities (e.g., surfing Internet, disruptive talking, text messaging, unprofessional conduct), thus impeding the course of learning. The quality of the course would be considerably improved had the student not been a member of the class.
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3.2. Midterm Exam (20%) and Final Exam (30%):

There will be a midterm exam (to take place during regularly scheduled class session, approximately midway through the semester), and a final exam (to take place during the regular final examination period, i.e., December 6-17, 2014). Both will include a combination of multiple-choice questions, application and integration short-answer and/or essay-type questions, and potentially, critical evaluation questions and/or short cases.

For both the midterm and final exams, questions can pertain to any of the materials covered during the course with respect to the relevant topic areas, including those topics contained in the presentations (video, personal), class discussions and other activities, and all assigned readings, including the text as well as academic journal articles. Both the midterm and final exams are closed-book. The midterm exam will cover assigned topics up until the midterm date, while the final will cover all materials (i.e., is cumulative, but weighted heavily towards the post-midterm topics).

3.3. Group Assignment #1: Case (15%):

The particular case will be assigned to students by the third week of the semester, and is due on the session immediately following the midterm exam (usually on session 8). The case will consist of a real-life situation/problem facing an organization. The case report will include the following components (with more details forthcoming later in the semester):

- a) *Executive summary.* Summarize the major points of the case and the key recommendations for top-level managers.
- b) *Problem statement/identification.* Clearly state the problem in one or two sentences. The problem definition should be decision-oriented and ideally presented in the form of a question. This section also identifies and circumscribes the major decision-area(s) and/or issues (i.e., overriding factors that must be taken into account) in the case. This problem-solving step is carried out after the situation analysis has been completed, although it is positioned at the beginning of the report to provide focus to the reader.
- c) *Analysis of the situation.* Detail the information (in a diagnostic form) that is relevant to the problem and to inform possible solutions. Comprehensiveness and depth are important criteria in your assessment. This takes the form of a SWOT analysis (strengths, weaknesses, opportunities and threats), which includes the following: a thorough appraisal of the company (financial and other firm resources, reputation, etc.) and the elements of the current marketing strategy (logistics [if applicable] and trends in the distribution channels, promotion and public relations, pricing, and product/service mix); the cultural and social environment, demographic trends, impact of technology, economic environment, political/legal environment (if applicable), market size and industrial structure, customer segments and needs, and the competitive environment (including strengths and weaknesses of major competitors).
- d) *Identification and evaluation of alternative strategies.* Based on the situation analysis, several (2-4) alternatives (i.e., addressing the marketing problem identified in section [b]) should be proposed. Each alternative should have a strategic orientation, be mutually-exclusive (i.e., different from each other) and be feasible (realistic and achievable). These strategies should be consistent with the situational analyses. Each alternative should be evaluated individually, in terms of the pros/cons (advantages/disadvantages), and if possible, include expense/revenue and profit/loss projections, in the short and medium-terms.
- e) *Recommendation and rationale.* Choose the alternative that is best suited to the resolution of the stated problem. Clearly explain your rationale for selecting this alternative over the others proposed in part (d).
- f) *Plan of action and implementation.* Provide a step-by-step action plan of what has to be done and by whom according to a detailed time frame (e.g., immediate, short, medium, and long-term).

3.4. Group Assignment #2: Marketing Plan (20% Written + 5% Oral)

The objective of the term project is to provide you with experience in applying the concepts and methods of marketing to a real-world marketing opportunity, in the form of a marketing plan. A marketing plan is a written statement of a marketing strategy and the operational and time-related details for carrying out the strategy. The project is to be done in teams (3-5 members, depending on the size of the class). Following a thorough analysis of the marketing situation, each team will create a marketing plan for a 'new' product or service, in an existing product/service category. At the end of the semester, each group will make a short (12-15 minute) presentation of their marketing plan to the class. For your product or service, you may choose one of the following options:

- **Option 1 (Market development option):** Find an existing product or service that is successful in a foreign country, which is not currently available in Canada. Your task would be to introduce this product/service to the Canadian market.
- **Option 2 (Entrepreneurial option):** Develop a new product or service, in an existing product/service category. Please note that existing brand names cannot be used.

Project Deadlines: There are three deadlines, so please mark them down in your agendas. Your first task is to form groups of no fewer than 3 members and no more than 5 members. In most cases (subject to enrollment scheduling) groups will be finalized by Session # 2. One member from each group must send the professor an email containing the names and **UWO email** addresses (____@uwo.ca) of each group member. Each team must then hand in a 1-page paper report (consisting of a description of, and rationale for choosing the product/service) on Session #4, in order to obtain the professor's approval and feedback. The more information that you provide, the more feedback I can offer. During the course of the semester, groups are encouraged to meet with the professor *at least* once for advice on their marketing plan. The complete project is due on the second-to-last class (normally on Session # 12). Each group must hand in two (2) paper copies *and* upload 1 electronic copy, of the complete project. In grading your project, I will pay close attention to the realism, clarity, thoroughness, and originality of the written marketing plan. I will give you details later during the semester concerning what I am looking for regarding the oral presentation of your research project (scheduled for the last regularly-scheduled session), but basically, I will evaluate the ability of your group to clearly communicate to your fellow classmates the salient points of your proposed marketing plan.

Special Instructions: Projects should represent a professional effort, in content, structure, and presentation. A good way to think about this project is to imagine that your team will actually be implementing this plan for real; alternatively you might imagine that your team has been hired as consultants, in order to develop a marketing plan. You are expected to do outside secondary research for this project. This would include, for example, finding and analyzing demographic information that is related to the size/location of the target markets for this product or service, information on the competition, distribution channels, promotional options and costs, etc. This may also include relevant academic and/or trade journal sources. You must provide proper citations for *all* sources (see handout on citation scheme). Assume current/real (2014) dollars throughout. Clearly state the rationale (and/or source) behind any other assumptions that you may make. Cite all sources of information (i.e., provide references): all facts in the report must be substantiated except those that are obviously common knowledge. Use footnotes/endnotes where necessary, and include a bibliography. Ensure that all material included is relevant and appropriate for the situation at hand.

Breakdown of Overall Grading Scheme

<i>The following weights will be assigned for each course evaluation component:</i>			<i>The following are the grade categories for the course from the Academic Calendar.</i>	
Grading Weights for Evaluation Components			Grade Categories	
Mid-Term Exam	20%	50%	A+	90%+
Final Exam	30%		A	80 - 89%
Written Marketing Plan	20%	40%	B	70 - 79%
Oral Presentation: Marketing Plan	5%		C	60 - 69%
Group Case Assignment	15%		D	50 - 59%
Class Participation	10%	10%	F	Below 50% or assigned when course is dropped with academic penalty
TOTAL	100%			

4.0. SEQUENCE OF COURSE TOPICS

The course outline and schedule are subject to change at the discretion of the course instructor.

Week 1 (September 10): Introduction to Marketing Management

- Introduction to the course, review of the course syllabus, discussion of the case and marketing plan project
- Defining marketing, history of marketing, perspectives on marketing
- The marketing mix, developing marketing strategies and plans
- **In-Class Activities:** *Mini-Cases/Marketing in the News, Video or seminar presentation*
- *PLEASE FORM GROUPS OF 3-5 STUDENTS (depending on class enrolment) FOR GROUP ACTIVITIES.*

Readings: Textbook Chapters 1 -2

Week 2 (September 17): Marketing Research

- Collecting information and forecasting demand
- Nature, sources, and uses of primary and secondary data
- Overview of marketing research methods
- **In-Class Activities:** *Research Seminar Presentation, Appraisal of Marketing Research*
- *GROUP LISTS ARE FINALIZED TODAY.*

Readings: Textbook Chapters 3-4, Assigned Academic Journal Article (TBA)

Week 3 (September 24): B2C and B2B: Consumer & Business Markets, Part 1

- Loyalty and customer relationship management
- Analyzing consumer markets
- **In-Class Activities:** *Marketing in the News, Video or seminar presentation*

Readings: Textbook Chapters 5-6 ; Trade Journal Article: Jones, T.O. & Sasser, E. (1995), "Why Satisfied Customers Defect," *Harvard Business Review*, November-December, 1-14.

Week 4 (October 1): B2C and B2B: Consumer & Business Markets, Part 2

- Analyzing business markets
- Identifying market segments
- Target marketing
- **In-Class Activities:** *Marketing in the News, Video or seminar presentation*

Readings: Textbook Chapters 7-8; Practice Case (TBA)

DUE: 1-page report: Description/Rationale for Product/Service chosen for Marketing Plan (Term Project).

Continued....

Week 5 (October 8): Branding & Brand Management, Part 1

- Creating brand equity
- **In-Class Activity:** *Practice Case (working in groups)*

Readings: Textbook Chapter 9; Practice Case (TBA: must be read prior to class)

Week 6 (October 15): Branding & Brand Management, Part 2

- Brand positioning
- The competitive environment
- **In-Class Activities:** *Marketing in the News, Video or seminar presentation*

Readings: Textbook Chapters 10-11

Week 7 (October 22): Midterm Exam: In class, 2 hours (timed).

- Closed-book. Corresponding to assigned topics/readings for Weeks 1-6 inclusive, as well as in-class discussions/activities.
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Week 8 (October 29): Designing the Marketing Offering

- Setting the product strategy
- Designing and managing services
- **In-Class Activities:** *Marketing in the News, Video or seminar presentation*

Readings: Textbook Chapters 12-13.

DUE: Case Report. Each group must submit one electronic copy (uploaded to course website) in Adobe pdf format (1 document, complete), as well as 2 paper copies.

Week 9 (November 5): Pricing Strategies & Mental Accounting

- Theories on pricing
- Deriving and managing pricing
- Psychology of pricing and mental accounting
- **In-Class Activities:** *Video or seminar presentation, Discussion of academic journal article*

Readings: Textbook Chapter 14, Academic Journal Article: Thaler, R. (1985), "Mental Accounting and Consumer Choice," *Marketing Science*, Vol. 4, No. 3, 199-214.

Week 10 (November 12): Place, Logistics & the Value Chain

- Designing and Managing Integrated Marketing Channels
- Retailing and Wholesaling
- Location, Logistics
- **In-Class Activities:** *Marketing in the News, Video presentation*

Readings: Textbook Chapters 15-16.

Week 11 (November 19): Integrated Marketing Communications

- Overview of the promotional mix
- Designing and managing integrated marketing communications
- Broadcasting: advertising, publicity and sales promotion
- **In-Class Activities:** *Marketing in the News, Video or seminar presentation*

Readings: Textbook Chapters 17, 18, 19.

Continued...

Week 12 (November 26): Marketing Strategies over the Long-Term

- Market penetration and market development
- Globalization and international marketing
- The customer-centric firm, Ethics and corporate social responsibility
- **In-Class Activities:** *Marketing in the News, Video or seminar presentation*

Readings: Textbook Chapters 20, 21, 22.

DUE: Written Marketing Plans. Each group must submit two paper copies & upload one electronic copy (one document, in Adobe pdf format) to course website.

Week 13 (December 3): Conclusions and Group Presentations

- **In-class Activities:** *post-hoc perspectives on the marketing management course experience (if time permitting), Q&A, Video or seminar presentation*

SCHEDULED: Marketing Plan Presentations. All group members must participate in presentations, time constraints TBA.

DUE: Peer Evaluation Forms (Optional), Presentation slides (hand-in paper copy to Professor)

During final exam period (December 6-17, 2014): FINAL EXAM

- 3 hours, closed-book. **Location, time, data:** TBA
 - **CUMULATIVE** → Corresponding to topics covered in weeks 1-13. This includes assigned text chapters, and assigned supplementary materials, and classroom discussions.
 - **WEIGHTED**, with emphasis on post-midterm topics (approximately 25% pre-midterm topics, and 75% post midterm topics)
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5.0. CODE OF CONDUCT:

Late submissions of any course material are generally not accepted, unless there are extraordinary circumstances (such as illness) that are acceptable to the course instructor.

Please take note of the following information relating to plagiarism, cheating, academic policies, and in-class conduct.

Plagiarism: *"Students must write their own essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence."* (see Scholastic Offence Policy in the Western Academic Calendar)."

Plagiarism Checking: *"All required papers may be subject for textual similarity review to the commercial plagiarism software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between the University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."*

Academic Cheating: *"Computer-marked multiple-choice tests and/or exams may be subject to submission review by software that will check for unusual coincidences in answer patterns that may indicate cheating."*

Other Relevant Academic Policies/Regulations: *All students are advised to refer to the Academic Calendar and other relevant documentation for other relevant academic policies and regulations (e.g., academic cheating, attendance, etc.).*

5.1. Code of Behavior within the Classroom

Students are expected attend all classes, and to remain in attendance throughout the entire class. All students are responsible for all course material. Material covered in lectures will not always be the same as material covered in the textbook. These two sources should be viewed as complimentary and not redundant. As such,

students who want to do well in this course are **strongly encouraged** to attend lectures on a regular basis. Research shows that failure to attend class can have a negative impact on one's grade. Please note that the instructor will not be providing copies of lectures notes or overheads. Therefore, if you miss a lecture, you should try to obtain this material from another student.

It is also expected that students will remain focused on the activities during the class. **Disruptive talking will not be tolerated.** If you bring a laptop/handheld device to class and decide to check email/chat/surf, etc., you will be asked to leave the room. Cell phones shall not be used (nor should they be left on) during class. Failure to abide by these basic courtesies will negatively impact your grade.

If you, as an individual student, find it necessary to leave the classroom during a lecture and/or presentation, do so quietly (i.e., for an emergency that cannot wait until the end of the class). If you return to a class that is still in progress, do so quietly. Groups of students leaving (and/or returning) together while a class is in progress will not be tolerated. Research shows that failure to attend class can have a negative impact on one's grade. All students are responsible for all course material.

In this class, some students may be unaware that their private discussions are distracting to other people. If you feel that students are distracting your attention from the material, then you should ask them to be quiet. If you feel uncomfortable doing this (or the problem persists), then please see the instructor. In addition, please avoid engaging in private discussions with other students during the lectures.

To avoid unnecessary distractions, please arrive to each class on time.

7.0. GENERAL INFORMATION

Accessibility Statement: DAN Management and Organizational Studies strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may wish to contact Services for Students with Disabilities (SSD) at 661-2111 extension 82147 for any specific questions regarding an accommodation. More information about "Accessibility at Western" is available at: <http://accessibility.uwo.ca>.

1. University Policy Regarding Illness

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, **in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation supplied (see below for process) indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.**

Documentation shall be submitted, as soon as possible, to the appropriate Dean's office (the Office of the Dean of the student's Faculty of registration/home Faculty) together with a request for relief specifying the nature of the accommodation being requested. These documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy:

[<http://www.uwo.ca/univsec/handbook/general/privacy.pdf>].

Once the petition and supporting documents have been received and assessed, appropriate academic accommodation shall be determined by the Dean's Office in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty.

Academic accommodation shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete his/her academic responsibilities. (Note: it will not be sufficient to provide documentation indicating simply that the student was seen for a medical reason or was ill.) A form to be completed by off-campus physicians is available at: <http://counselling.ssc.uwo.ca/forms/medicalNote.pdf>

Whenever possible, students who require academic accommodation should provide notification and documentation **in advance of due dates, examinations**, etc. Students must follow up with their professors and their *Academic Counselling* office in a timely manner.

In the case of a final examination in the course, the student must arrange for a Special Examination or Incomplete through their Dean's office, for which you will be required to provide acceptable documentation.

If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor and the Faculty Academic Counselling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered.

2. University Policy on Cheating and Academic Misconduct

- 2.1. Cheating on exams will not be tolerated;** students are referred to the university policy on scholastic offenses (see section 3.0 below). Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating. Students found cheating will receive a zero (0%) on that exam. A number of safeguards will be employed to discourage cheating. For example, examination supervisors (proctors) of the tests may ask students to move to another seat during the exam, cover their paper, avert their eyes from other students' papers, remove baseball caps, etc. This is not meant as a personal affront nor as an accusation of cheating, rather as vigilant attempts at proctoring. A copy of guidelines about how to avoid cheating can be obtained from the office of the Ombudsperson, Room 251 University Community Centre, (519) 661-3573.
- 2.2. Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses.** Students are urged to read the section on Scholastic Offenses in the Academic Calendar. Note that such offenses include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. If you are in doubt about whether what you are doing is inappropriate, consult your instructor. **A claim that "you didn't know it was wrong" will not be accepted as an excuse.**
- 2.3. The penalties** for a student guilty of a scholastic offense include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

3. Procedures For Appealing Academic Evaluations

In the first instance, all appeals of a grade must be made to the course instructor (informal consultation). If the student is not satisfied with the decision of the course instructor, a written appeal must be sent to the Assistant Program Director or Designate of the BMOS program. If the response of the Assistant Director is considered unsatisfactory to the student, he/she may then appeal to the Dean of the Faculty in which the course of program was taken. Only after receiving a final decision from the Dean, may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office.

4. Support Services

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>

Student Support Services (including the services provided by the USC listed here) can be reached at: <http://westernusc.ca/services/>

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.”

For The University of Western Ontario Senate Regulations, please see the Handbook of Academic and Scholarship Policy at: <http://www.uwo.ca/univsec/handbook/>

BIOGRAPHICAL SKETCH OF MARK CLEVELAND



Mark Cleveland (PhD, MSc, BComm, *John Molson School of Business, at Concordia University, Montréal, Canada*) is Associate Professor of Marketing at the *University of Western Ontario* (London, Canada). In 2010, he became the *Dancap Private Equity Professor in Consumer Behavior*. He created, and now coordinates the consumer behavior area of the *DAN Management Department*. Dr. Cleveland teaches courses in *Marketing Research, Consumer Behavior, Marketing Management*, as well as a *Seminar in Consumer Research*. He formerly taught *Principles of Marketing*. Prior to joining *Western* in 2005, he taught courses at the *John Molson School of Business*, and at *HEC-Montréal (Université de Montréal)*. He has been a visiting professor at *Euromed Management* (Marseille, France, 2013), *WU Vienna University of Economics and Business* (Vienna, Austria, 2013), and *Kedge Business School* (Marseille, France, 2014).

Dr. Cleveland conducts research into several areas of marketing, with a special focus on cross-cultural consumer behavior, globalization and culture, ethnic identity and acculturation, culture and decision-making, cosmopolitanism, materialism, international market segmentation, services marketing, green marketing, gift-giving, advertising, branding and positioning, as well as psychometrics and scale development. His research has examined consumers living in the Americas (Canada, the United States, Mexico, and Chile), Europe (United Kingdom, France, Sweden, the Netherlands, Hungary, and Greece), and Asia (India, Taiwan, China, Korea, Japan, Thailand, Iran, Lebanon, and Turkey). To date, he has published 26 articles in leading academic journals, a book, and numerous book chapters and conference papers. His articles have appeared in such journals as the *Journal of International Marketing*, the *Journal of Business Research*, the *International Marketing Review*, *Psychology & Marketing*, the *Journal of Economic Psychology*, the *International Journal of Advertising*, the *International Journal of Intercultural Relations*, the *Journal of Consumer Marketing*, the *Journal of Strategic Marketing*, the *Journal of Consumer Behavior*, the *Canadian Journal of Administrative Sciences*, and the *Journal of International Consumer Marketing*. Dr. Cleveland’s research has been presented at 30 conferences spanning 5 continents. He is an Associate Editor the *International Marketing Review*, and serves as an ad-hoc reviewer for many academic journals. Information on Dr. Cleveland’s research articles can be found at the following link.

<http://scholar.google.ca/citations?user=WWMNNIMAAA>