

Sheridan College

Key Marketing Concepts – Core Course Alignment

TLA 3- 2015

Project Leader



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Description of the Project

Project Focus

- Marketing concepts are constantly evolving, and to ensure Sheridan's Pilon School of Business maintains its leadership position, this project set out to review the delivery of the key marketing concepts across the core marketing courses offered.
- It is clear that the Faculty of Business Marketing team have responded well to industry trends and input from the Professional Advisory Committee to continuously improve the program design and course focus.
- The focus of this paper and review should be viewed as part of this continuous improvement process, intended to provide recommendations for consideration in an effort to provide a uniquely branded Sheridan Pilon School of Business Administration Marketing diploma student and faculty experience.

Project Plan

- The project leverages a Phase Gated approach that allows for defined, focused deliverables that can be validated and approved by key leadership in the Faculty of Business Marketing program (Associate Dean, Program Co-ordinator, and Course Leads).
- The approach will feature the following 4 Gates:
 - Phase 1: Discovery and Recommendations (TLA3 focus)
 - Phase 2: Design and Build → Fall 2015
 - Review and agree on Recommendations regarding Gap Closes, Consistency of Delivery, and Scaffolding of Learning Objectives and Content
 - Build out responses in consultation and support of Course Leads
 - Phase 3: Test and Train. → Winter 2016
 - Phase 4: Launch (curriculum impact, training, communication). → Fall 2017

TLA3 Focus:

- Phase 1 (discovery and recommendations) delivered the following:
 1. Review Key Marketing Concepts across Core Courses to identify gaps and recommended approaches to address;
 2. Discover degree of consistency in delivery (communication -- textbooks, Learning Objectives and approach to learning)
 3. Ensure appropriate approach to scaffolding of Learning Objectives and Course delivery

Approach & Findings

Key Marketing Concept Gaps

- Approach**
- Input from faculty subject matter experts to create outline of key marketing concepts
 - Identified potential gaps through external and internal review process
- Findings**
- External Review:**
- PAC direction: enhance foundational understanding of key marketing content early in Program focus on building digital media content & skills
 - Canadian Marketing Association trends: Growth in digital, social media & mobile marketing strategies Content marketing Data management analytics
- Internal Review:**
- Core Course Textbook Review:
 - Emerging areas of marketing focus & interest: Designing/managing services B2B marketing Consumer behaviour Customer Relationship Marketing Financial Analysis

Core Marketing Course Alignment

- Approach**
- Detailed review of textbooks, lesson plans & content delivery focus
 - Reviewed each of the X number of identified Key Marketing Concepts
- Findings**
- Some key marketing concepts are modeled differently across courses
 - Environmental Factors
 - SWOT Analysis
 - Segmentation/Targeting
 - New Product Development Model
 - This has potential to create student confusion and instructor inconsistency in delivery

Core Course Learning Outcome Scaffolding

- Approach**
- Reviewed each level of Learning Outcomes with identified Key Marketing Concepts:
- Findings**
- Ministry Program Standards
 - Sheridan Pilon School of Business
 - Core Marketing Courses
 - Weekly Lesson Plans

Recommendations

RELEVANT

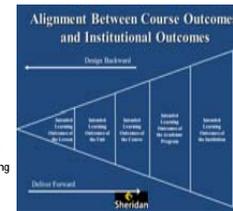
1. Drive deeper foundational concept delivery and incorporate in core course Learning Outcomes
2. Increase focus on digital and mobile marketing content & skills
3. Evaluate potential emerging concept gaps & address across core marketing course redesigns. Specifically:
 - a. Marketing Services
 - b. Consumer Behaviour
 - c. Integrated Marketing Communication
4. Incorporate CRM, Big Data & Financial Analytics within current course design & Learning Outcomes

CONSISTENT

1. Leverage specific currently employed Models of key marketing concepts across all core courses. Specifically:
 - a. Marketing 1 → Macro-Environmental Factors
 - b. MAP → Micro-Environmental Actors
 - c. MM1 → New Product Development Process
2. Create suite of Sheridan Pilon School of Business branded templates for the following key marketing concepts:
 - a. Environmental Scan - Macro & Micro
 - b. SWOT
 - c. Segmentation
 - d. Positioning & Positioning Maps
 - e. New Product Development Process
 - f. Market Research Process

PROGRESSIVE

1. Employ holistic approach to learning taxonomy, designed backward from:
 - a. Ministry Program Standards
 - b. Sheridan Pilon School of Business Administration Marketing
 - c. Marketing Core Courses
2. Build Learning Outcomes forward by Year holistically across Core Courses focused on broad directional goals of:
 - Year 1 → foundation
 - Year 2 → theory & foundation
 - Year 3 → advanced theory & application
3. Create a communication piece outlining the scaffolded approach to program learning outcomes and key marketing concept delivery over the 2 & 3 year Program



Impact

Innovative

- Addressing potential gaps in the key marketing concepts offered, allows Sheridan to remain both relevant and differentiated in the business community and with current and prospective students
- Creating a suite of Sheridan Pilon School of Business branded templates enables students to access key marketing models throughout their Sheridan academic life and into their individual career choices
- Housing these key marketing templates in the Sheridan Business library, provides centralized access for instructors and students, and can be continuously updated for enhanced relevancy.

Quality Impact

- Drives alignment of key marketing concepts across all core marketing courses, despite different publishers/authors and varied instructor backgrounds.
- Branded templates of key marketing concepts maintains integrity of content delivery and application between courses and over 2 & 3 year Program.
- Addresses concerns expressed in recent student focus group study regarding:
 - Perceived overlaps and delivery consistency
 - Repetition and similarity of assignments
 - Lack of progressive understanding in later years

Sustainable

- Cranton (2012) reinforces the importance of proper sequencing, stating that "early (student) success builds confidence and leads to greater interest and persistence when later concepts are more complex and learning becomes more difficult". (p.78)
- Provides direction on Sheridan's Pilon School's approach in ensuring continuity across the diverse background of instructors coming from other institutions, private industry, as well recognizing the differences between FT, PT & PL commitments
- Creates future opportunity to incorporate instructor training on methodologies and approaches.
- Continuous input from PAC, CMA and faculty subject matter experts can be readily incorporated into the model to ensure recency and relevance