PEPPERDINE UNIVERSITY
THE GEORGE L. GRAZIADIO
SCHOOL OF BUSINESS AND MANAGEMENT

Professor Jim Salas, Ph.D.

MKTG 473

Marketing Management

Spring 2015

Thursday
6:00pm-10:00pm

Encino Graduate Campus, B

SYLLABUS
Introduction
Marketing is dynamic, pervasive and exciting. It focuses on understanding consumers, advocating for them, and developing loyal relationships with them. It steers innovation, strategy, revenue generation, and profitability and, ultimately, drives economic development and corporate performance.

Course Description
The main objective of this course is to help you learn to think strategically and to better understand the application of marketing concepts to concerns that are common to marketing professionals. As future managers, you’ll need to know how the marketing function operates. But more than that, you’ll need to know how marketing managers use marketing tools to work effectively and efficiently with other business functions to achieve marketing and company goals.

Student Learning Outcomes
This course includes a broad knowledge of marketing as a business function---how people and organizations plan and execute a function---and “hands on” experience through a group project that will help you learn to apply that knowledge.

Thus, this course will focus on the following several specific objectives:
  o To improve your ability to make decisions under conditions of uncertainty, with incomplete or conflicting information.
  o To further your understanding of the marketing mix variables (product, price, promotion, place/physical distribution) and their business application.
  o To improve your verbal and written skills applicable to professional marketing management situations.
  o To provide you with more insights into the “real world” of marketing management.
  o To enhance your analytical, communication, and presentation skills.
  o To enhance your leadership skills and your ability to apply them as a part of a team.
  o To provide insight into ethical considerations of the decision areas.

Texts and Course Materials
Contemporary Marketing, 16th Edition, Boone and Kurtz, South-Western Cengage Learning
**Grading**

Your grade will be based on a combination of individual and group work. The specific breakdown is as follows:

**Team**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team assignments 1-3 (10-12 pages each, double spacing)</td>
<td>150 points (3 worth 50 each)</td>
</tr>
<tr>
<td>Group presentations (based on team assignments 1 &amp; 3)</td>
<td>50 points (2 worth 25 each)</td>
</tr>
</tbody>
</table>

**Final team project:**

- Report: 100 points
- Presentation: 50 points

**Individual**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term</td>
<td>50 points</td>
</tr>
<tr>
<td>Final</td>
<td>100 points</td>
</tr>
<tr>
<td>Text Cases 1-4</td>
<td>40 points (4 worth 10 pts. each)</td>
</tr>
<tr>
<td>Readings 1-6</td>
<td>60 points (6 worth 10 pts. each)</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100 points (6 worth 20 pts. each, lowest quiz dropped)</td>
</tr>
</tbody>
</table>

| Class participation  | 100 points           |

**TOTAL** 800 POINTS

Your points will then be calculated as a percentage. Your final grade will be calculated as follows:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>80% - 82.99%</td>
<td>B-</td>
</tr>
<tr>
<td>90% - 93.99%</td>
<td>A-</td>
</tr>
<tr>
<td>77% - 79.99%</td>
<td>C+</td>
</tr>
<tr>
<td>87% - 89.99%</td>
<td>B+</td>
</tr>
<tr>
<td>70% - 76.99%</td>
<td>C</td>
</tr>
<tr>
<td>83% - 86.99%</td>
<td>B</td>
</tr>
<tr>
<td>60% - 69.99%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>E</td>
</tr>
</tbody>
</table>

Note: The grading scheme is weighted towards individual performance. You will NOT be permitted to use the group work to boost your grade if your individual performance is not adequate. Your individual performance is therefore paramount to your learning and your grade. The maximum amount that your group work can enhance your grade is one full letter grade. I also reserve the right to allocate scores differentially within groups based on peer evaluations. You may not allow other group members to carry your performance.

**General Comments Regarding Grading**

- All submitted text case summaries, quizzes, and readings are individual assignments.
- Assignments are due at the beginning of class on the date of submission. Anything handed in after the start of class will be deemed late.
- A hard copy of each assignment is requested. Each should be unbound and corner-stapled. Be sure to include your name, date, class info, and assignment title. *Unless otherwise requested by instructor.*
- Marks may be deducted on any assignment for lack of professionalism (e.g., poor appearance, grammar, etcetera).
- To achieve 100% on any assignment (an A+ grade), please keep in mind that I expect to see top quality work. You have to really impress me to get top marks. Did you go above and beyond or just meet the minimum expectations. Those assignments meeting the minimum do not qualify for the utmost in points, i.e. an A+. 

3
Exams
The exams will consist of multiple-choice questions, with the possible inclusion of some short-answers and essay questions (to focus on writing skills). There will be two, including the final exam. I will guide you carefully on study for these exams. Class policy is no rescheduling of exams.

Quizzes
We will also have quizzes scheduled throughout the course. These will be taken via Sakai and will be completed outside of class. There will be a total of six quizzes throughout the course. Your lowest score of all six quizzes will be dropped and only a total of five totaling 100 points will be counted toward your final grade.

Extra Credit
Although I typically do not believe in extra credit, opportunities to earn extra credit may be available and given at my discretion throughout the semester. Examples may include the opportunity to participate in market research, a brief write up of a current event issue relevant to our discussion, etc. These opportunities, if I decide to avail the class to them, will be presented to everyone in the class in advance at the time of my choosing.

Group Project Grading (also please see project guidelines in a later section)
The main criteria for grading the group project assignments will be:

1. Overall presentation
   - Is it well-written? Is it professionally presented? Are there numerous charts/graphs/illustrations to emphasize the points being made?

2. Answered the questions or those that apply to your brand (questions are guides)
   - Is everything addressed? Is it thoroughly addressed? Were instructor suggestions incorporated into the final draft?

3. Depth of research
   - Is the bibliography extensive and current? Are there a variety of sources?

4. Treatment of strategy
   - Is the strategy consistent with the analysis? Are recommendations consistent with the strategy? Is the strategy well grounded in research and does it reflect thorough thought development? Is the strategy creative?

5. Peer evaluations
   - These evaluations by others on your team, as discussed in more detail below, may change your individual group project grade (up or down).

Class Presentations
Your “brand consulting team” will deliver oral presentations to the balance of the class—who will represent the firm that employed your consultative expertise. After your presentation, I will provide you with feedback and assign a grade to the presentation.

Your team’s first presentation of an assignment should be 15 minutes, plus five minutes for questions. It should provide a brief overview of your company and product, then discuss in more detail the specific assignment being presented. Each team member must speak in all presentations. As acting managers of the brand being presented, you should be attentive enough
of the group presenting to ask intelligent questions concerning their presentation. Your participation in asking questions of other groups will be reflected in your class participation grade.

Your team’s final project presentation should be 15 minutes, plus five minutes for questions. Your final presentation should include the highlights of your project to date. The purpose of the presentation is to summarize your team project in a concise and compelling manner, especially your key recommendations. Again, you are in the role of an outside consultant to your brand, so you should present an unbiased view. Remember, rehearsing is critical!

All presentations will be evaluated on style and creativity in delivery. Find an interesting way to make the presentation. Don’t just read your paper. Your presentation is graded independently of your written project. Be creative, but always be professional. If there are ANY questions on what this means for your presentation, please ask me BEFORE presenting. DRESS PROFESSIONALLY!

**Class Participation**

Students are expected to attend ALL class meetings and PARTICIPATE in class discussions. A portion of your class participation grade will come from the quality and quantity of your contributions. So, the idea is to add intellectually rich comments to the class discussion. Some students may err on the side of thinking too much and saying nothing, while others err on the side of thinking too little and talking too much. Simply showing up for class is not enough to earn full credit. If you attend class every single day but do not participate in class discussions, you can expect to earn 50 out of 75 points for participation. If you often participate in class, your grade will be higher than 75. If you often miss class and do not participate when you are present, your grade will be lower than 100. To effectively participate in class discussions, you should read the assigned text BEFORE attending class.

**Ethical Implications**

Remember, being a consultant to a corporation requires a personal set of values that will reflect positively not only on you but also the firm you represent. Ideally, few firms will allow its good reputation to be tarnished for a few more dollars. Good ethics is good business. Always consider the ethical implications of your decisions!

**Attendance Policy**

Students are expected to attend ALL class meetings and PARTICIPATE in class discussions. You cannot earn participation points if you are not in class. A portion of your class participation grade will come from the quality and quantity of your contributions. So, the idea is to be present and add intellectually rich comments to the class discussion. Some students may err on the side of thinking too much and saying nothing, while others err on the side of thinking too little and talking too much. Simply showing up for class is not enough to earn full credit.

**Classroom Conduct**

You are enrolled in a professional course; please treat our classroom in the professional manner it deserves. Students are coming to class to learn. Please do not disrupt this process. If you need to talk to someone in class, please excuse yourself from class rather than create an annoyance for other students. You are expected to act as you would if you were in a meeting with your supervisor. Text messaging, sleeping, etc. will not be tolerated. If I see you doing any of these things, you will be asked to leave and you will lose attendance points for that day along with any other disciplinary action I deem appropriate. If you have any questions whatsoever as to what it means to act in a professional manner, please ask me.
University Code of Ethics
The University expects from all of its students and employees the highest standard of moral and ethical behavior in harmony with its Christian philosophy and purposes. Engaging in or promoting conduct or lifestyles inconsistent with traditional Christian values is not acceptable.

The following regulations apply to any person, graduate or undergraduate, who is enrolled as a Pepperdine University student. These rules are not to be interpreted as all-inclusive as to situations in which discipline will be invoked. They are illustrative, and the University reserves the right to take disciplinary action in appropriate circumstances not set out in this catalog. It is understood that each student who enrolls at Pepperdine University will assume the responsibilities involved by adhering to the regulations of the University. Students are expected to respect order, morality, personal honor, and the rights and property of others at all times. Examples of improper conduct for which students are subject to discipline are as follows:

- Dishonesty in any form, including plagiarism, illegal copying of software, and knowingly furnishing false information to the University.
- Forgery, alteration, or misuse of University documents, records, or identification.
- Failure to comply with written or verbal directives of duly authorized University officials who are acting in the performance of assigned duties.
- Interference with the academic or administrative process of the University or any of the approved activities.
- Otherwise unprotected behavior that disrupts the classroom environment.
- Theft or damage to property.
- Violation of civil or criminal codes of local, state, or federal governments.
- Unauthorized use of or entry into University facilities.
- Violation of any stated policies or regulations governing student relationships to the University.

Disciplinary action may involve, but is not limited to, one or a combination of the alternatives listed below: Dismissal – separation of the student from the University on a permanent basis. Suspension – separation of the student from the University for a specified length of time. Probation – status of the student indicating that the relationship with the University is tenuous and that the student’s records will be reviewed periodically to determine suitability to remain enrolled. Specific limitations to and restrictions of the student’s privileges may accompany probation.”

Originality of Work
This course may require electronic submission of essays, papers, or other written projects through the plagiarism detection service Turnitin (http://www.turnitin.com). Turnitin is an online plagiarism detection service that conducts textual similarity reviews of submitted papers. When papers are submitted to Turnitin, the service will retain a copy of the submitted work in the Turnitin database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright on their original course work. The use of Turnitin is subject to the Terms of Use agreement posted on the Turnitin.com website. You may request, in writing, to not have your papers submitted through Turnitin. If you choose to opt-out of the Turnitin submission process, you will need to provide additional research documentation and attach additional materials (to be clarified by the instructor) to help the instructor assess the originality of your work.

Assistance for Students with Disabilities
The Disability Services Office (DSO) offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic
need. In order to initiate services, students should meet with the Director of the DSO at the beginning of the semester to discuss reasonable accommodation. If a student does not request accommodation or provide documentation, the faculty member is under no obligation to provide accommodations. You may contact the Director of Disability Services at (310) 506-6500. For further information, visit the DSO Web site at: http://www.pepperdine.edu/disabilityservices/.

Please plan to meet with me by appointment to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. Please let the Director of the DSO know as soon as possible if you need ANY accommodation for a disability. I can work with you and the Director (310) 506-6500 to make the appropriate accommodations.

Pets
Under no circumstances are pets allowed in our classroom. If you require the assistance of a guide dog, please contact the DSO mentioned above BEFORE class to discuss how we can accommodate your request accordingly. I love animals but some of your classmates may have health issues that are exacerbated by pets. We want to ensure a safe environment conducive to learning.

Final Note
I am here as a resource to you, and I am happy to meet with you outside of class or via email to ensure that you will be successful in this course. Please do not hesitate to contact me for additional clarification or discussion. My personal goal is to see every single one of you do well in this course and gain the tools necessary to be successful in your future endeavors!

ASSIGNMENTS

GROUP PROJECT

Summary of Team Project
For this project, you will work as part of a team that will remain intact for the duration of the semester. Teams for all practical purposes represent a “brand consulting team” for an assigned project—a review of the marketing program that supports the brand for the marketing managers who are responsible for managing the brand. Each team is encouraged to maintain a binder containing their research and assignment efforts (i.e., environmental analysis, product strategy, etc.).

Each of the assignments is due at the beginning of class on the day shown on the calendar. I will provide you with written comments and a grade for each assignment along the way. At the end of the semester, you will turn in a completed and final written report (incorporating my comments and changes you believe need to be made). Please see the attached sheets that contain details for each of the assignments. However, the final report should give the appearance of a singular report (integrating all facets covered during the semester). In addition to the written report, each team will give a set of oral presentations—based on the assignments throughout the course and a summary of the final report. I will assign oral presentation dates to teams well in advance of the presentation dates listed below.

I strongly encourage teams to meet initially to discuss issues such as how and when the team will meet, and how the work will get done. Some groups might even want to draw up a formal set of guidelines that each team member must sign, but that is up to the group. At the very least, meet with the team and make sure that everybody understands what is expected of him or her.
should, as a minimum, establish common objectives concerning the outcomes (e.g. grades) you hope to earn from the project and how you will get the work done to earn that grade. Go over what might seem like trivial details—like exchanging phone numbers, email addresses, making sure everybody understands that they must meet on time, etc. The more detailed the expectations, the better the group usually functions.

**Peer evaluations.** Additionally, each team member will be required to complete a critique of the team and rate each team member. These evaluations are due at the end of the semester, and grades assigned to teams will be individually revised based on these evaluations. These evaluations will affect your final grade—sometimes very significantly. Some students who earn excellent peer evaluations may earn more than a full letter grade over the team’s earned grade. On the other hand, students who earn very poor evaluations may earn more than a full letter grade less than the team’s earned grade. This system is designed to encourage teams to communicate on a professional level and for individuals to participate equally in the development of the project. Also, although it is very important for teams to see me as soon as possible if there are problems with members not doing their share of the work, it is my expectation that teams resolve their issues independently from my involvement. I like to have the group try to work things out first (as will be the case with most of your managers and peer relationships in business), but if they cannot, I will certainly intervene and try to get the group back on track. Remember, resolving conflicts are a leadership trait that is much valued in the business community.

For this project, **it is important to take a critical view of what your brand is doing**. By taking a critical view, you can more readily see some of the weaknesses as well as the strengths of your brand. To do this, consider the team to be consultants, not employees of the firm (although if you ever manage a brand, you’ll want to have the same critical eye of your brand that an external consultant would have). As consultants, you need to point out not only what the brand is doing well, but also some of its problems, and the opportunities the brand has to overcome those problems. Your job is not simply to point out all the good things the brand is doing. It is important to remember that even the most successful companies in the world seek continuous improvement of their marketing and other work processes. Your recommendations are made to provide the company a more sustainable future, from a brand point of view, as well as financially.

I think you’ll find this project to be a challenge, but something you will enjoy. In the end, you should feel that you’ve learned a great deal about marketing management and have achieved a major accomplishment. The experience should be a “feather in your hat” when it comes time for job interviews or “real world” business projects. In a previous class, a student used his experience from his class project to secure a well paying job at a marketing organization. He said his interviewer considered his experiences gained from his project to be an important factor in his successful employment.

**Group Project Guidelines**

**Administration**

There are four assignments that make up the final written project. The due dates for each of the assignments can be found in the schedule of classes in this syllabus. **Keep in mind that I will evaluate the group’s submitted product and not each individual’s input to that project.** Since I will not observe your contributions to your team’s project, your team peers will evaluate your individual input and I will factor that into the grade that you receive for the project.
It is imperative your group stays on track and turns in each assignment when it is due. This is not a project that can be put together the last week of class so the due dates are intended to assist you in successfully completing the project.

Sources
Please do not get all or most of your research from the brand’s website. If they have a website, that is a very nice resource. However, only using it will lead to a biased report, and one that does not consider a variety of opinions. Please remember to get your information from a variety of sources.

It is very important to include citations for every point that you mention in your report. This is so I can see where the information came from. Without citations, I don’t know if the information is from a particular source, or your own thoughts.

Please be careful not to plagiarize. Copying and pasting text from the Internet and turning it in as your own work is grounds for a failing grade. If you are copying directly from something (a website, article, etc.), it must be in quotes, with proper citation of your source. All major sources of information (articles) must be included in an appendix, if possible.

Length
There is no specified page limit for the first set of group assignments. Strive to be thorough yet concise. Present relevant information and be sure that all parts of all questions are addressed. A general guideline for each assignment is 10-12 pages, but you may find that you are able to answer all of the questions in fewer than 10 pages. That is fine, but do not exceed a maximum of 15 pages. The final report cannot exceed 15 pages.

Font
Please use Times Roman, 12-point font. The project MUST be double-spaced (NOT 1 ½) with one-inch margins on all sides. Please number the pages.

Written Communication
An ability to clearly communicate through writing is critical in the business world. Because of this, I will be grading your group projects on professional presentation, which includes grammar and spelling. Make sure that writing styles are consistent throughout the paper. If you or someone on your team is having trouble with writing, consider seeking help from campus resources.

Timeliness
Late work will not be accepted, unless discussed before hand with me on an individual case basis. All assignments are due at the beginning of class on the dates listed. Please do not email me the assignments. I prefer to receive a printed copy, in class.

Format of the Final Project
Although you have some flexibility, I strongly encourage you to use the outline shown below when turning in the final project at the end of the course.

- **Title Page**
  - Should indicate your product, all group member names, and due date

- **Executive Summary**
  - 2 page maximum, this should provide a concise overview of the entire product audit with an emphasis on your recommendations
Table of Contents

- Include major and minor subheadings and page numbers
  use of extensive headings will help to ensure that you are covering all of the issues!

Introduction

- Provide a brief description of the product and the company and include a brief history of the firm (evolution). It is important that everyone know how the firm has developed.

Body of the Project (four assignments)

- Each of the four assignments should be integrated as one in the final report be sure to improve preliminary assignments based on instructor feedback. I encourage the use of headings as it makes for an easier reading.

Bibliography

- Use any widely accepted format and show full references in the bibliography for all sources used it is IMPERATIVE that you cite your sources consistently and thoroughly in the body of the paper

Exhibits

- Provide whatever you wish to illustrate your points. Examples include graphs, charts, trends, advertisements, etc. These are HIGHLY recommended!

Final Group Project Thoughts

Please keep a copy of your team project. I will keep the project that is turned in. Since this project is something that many students have used in job interviews to display their abilities, you may want to make sure that every team member has a copy.

Although this is a time consuming project, try to have some fun! With a good attitude and some hard work, your team will produce a project that you can be proud of and you’ll develop some friendships that may form a basis for networking throughout your business careers.

Brand List

Try your best to place a maximum of 5 students on every team. Once you have formed your teams, please provide a typewritten document with the following information:

1. A team name
2. The names of your team members
3. Your top three brand selections from the list below

MKTG 473 Marketing Brands

<table>
<thead>
<tr>
<th>NO.</th>
<th>BRAND</th>
<th>PRODUCTS LINE</th>
<th>TEAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mary Kay</td>
<td>Cosmetics</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Deere</td>
<td>Machinery</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Humana</td>
<td>Health Care</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Target</td>
<td>Retailer</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Gamestop</td>
<td>Game Retailer</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>GI Joe</td>
<td>Toy (Hasbro)</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Dollar Tree</td>
<td>Discount Retailer</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Black &amp; Decker</td>
<td>Tools</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>McDonald’s</td>
<td>Fast Food</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Sears</td>
<td>Department Store/Mail Order</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Intel</td>
<td>Technology manufacturer</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Cinnabon</td>
<td>Fast Food</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Pearson</td>
<td>Media/Publishing</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Wendy’s International</td>
<td>Fast Food</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>J. Crew</td>
<td>Apparel</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>E-Bay</td>
<td>Online Market Place</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>X Box</td>
<td>Video Games</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Home Depot</td>
<td>Home Improvement</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Girl Scouts of America</td>
<td>Nonprofit</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>EA Sports</td>
<td>Gaming</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Timberland</td>
<td>Shoes, Apparel</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Nike</td>
<td>Sports Apparel</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Gap</td>
<td>Apparel</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Habitat for Humanity</td>
<td>Nonprofit</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Zappos</td>
<td>Online Retailer</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Dodge</td>
<td>Automobiles</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>T Mobile</td>
<td>Communications</td>
<td></td>
</tr>
</tbody>
</table>

**Individual Assignments**
These assignments are designed to expose you to current topics and to provide an opportunity for you to evaluate how marketing concepts are applied in industry. Please see the course schedule for information on when they are due.

**Text Cases**
These cases are found at the end of your chapters in your course text. Please answer the questions at the end of the cases below in the text. 1 page limit (double spaced, 1-inch margins all around).

1. Case 2.1 Hotels Market New Comforts Just for Millennials
2. Case 3.2 Zappos Employees Do More Than Sell Shoes
3. Case 6.2 Ski Butternut Offers Thrills-Not Spills
4. Case 9.1 Cruise Companies Learn How to Cater to Distinct Market Segments

**Readings**
These will be found in Sakai under the folder entitled “Readings”. Please provide a 1-2 page write up (double spaced, 1-inch margins all around) of what you think the “big idea” is of the article, how you might apply it in practice and your personal thoughts and reflections.

1. BCG: The Perils of Bad Strategy
2. BCG: Consumer Segmentation
3. Wharton: No Longer Simply ‘Chic’, Cheap is Now a Badge of Honor
6. BCG: Rethinking the Marketing Organization
Final Group Project Guidelines

Analyzing Needs and Trends in the Marketing Environment
Team Assignment #1 (10-12 pgs)

A. Demographic Environment
   1. What major demographic trends (such as population age mix, growth of ethnic markets, or household patterns) will pose opportunities or threats for your brand?
      **Hint:** Look at developments that are occurring outside the company that might affect your brand.
   2. What actions has the company been taking in response to these developments and trends?

B. Economic Environment
   1. What major trends in consumers’ income, employment, savings, debt, and credit availability will have an impact on your brand? How have recent stock market movements affected the company?
   2. What action has the company been taking in response to these developments and trends?
   3. Be aware of the financial factors affecting your firm

C. Natural Environment
   1. How have shortages in raw materials, pollution concerns, and/or energy costs affected the brand, and what steps has the company taken to address these concerns?

D. Technological Environment
   1. How have the accelerating pace of change and unlimited opportunities for innovation affected your industry? What major changes are occurring in the technology of the product category?
   2. What is the company’s position in these new technologies? What are the competitors’ positions in these technologies?

E. Political/Legal Environment
   1. What laws now being proposed could affect marketing strategy and tactics for the brand?
   2. What federal, state, or local agency actions should be watched? What is happening in the areas of product safety, advertising, or price control that is relevant to marketing strategy?
   3. Has your brand been affected (directly or indirectly) by fears of terrorism, or by the recent outbreak of corporate bankruptcies and fraud allegations?
   4. How is your company responding to these political or environmental trends?

F. Social/Cultural Environment
   1. What changes now occurring in consumer and business lifestyles and values have a bearing on the brand’s marketing strategy?
   2. Explain how your company should address these social/cultural trends.

G. Recommendations
   Based on your analysis above, what changes would you recommend for your brand to better respond to the needs and trends you’ve noted in its environment?
Consumer Markets, Competition, Segmentation, and Positioning
Team Assignment #2 (10-12 pgs.)

A. Company
1. Brief history of company’s evolution and development.
2. What does the overall corporation (that owns your brand) do? What is the corporation’s mission? Do its objectives and strategies fit well with its skills and resources?
3. How is the company performing financially? How has the company’s stock been performing recently?
4. Initiate your SWOT analysis of your brand.

B. Markets
1. What is happening to market size (in $), growth (in %), and profits in your industry? Hint: Address this question for the industry as a whole, not just your brand.
2. Identify the current target market segment(s). What is the segmentation scheme (geographic, demographic, lifestyle, benefits, multi-attribute, etc.)?
3. Profile the current target market segment.
4. Identify the other potential market segment(s) that could be targeted by your brand, and briefly profile these segments.
5. Identify the positioning that your brand has in the market, relative to competitors. This is not the same as competitive position. One way to do this is to analyze some of your brand’s advertisements.

C. Competitors and Competitive Rivalry
1. Who are the major competitors? What are the strengths, weaknesses, opportunities and threats of each major competitor, relative to your brand? Which companies play the role of market leader, challenger, follower and/or nicher in your industry? What are the sizes and trends in market shares?
2. What trends can be foreseen in future competition and substitutes for this product?
3. How fierce is the competitive rivalry in this industry?
4. How attractive is this industry and how strong is your company’s position? Are there significant barriers to entry?

D. Customers
2. How do customers make their buying decisions? Are there multiple decision-makers? Is the product high-or-low-involvement? Are there major differences between the brands?
3. What major costs and benefits enter the target market’s evaluation of customer value?

E. Recommendations. How can your brand capitalize on opportunities and reduce possible threats? Based on your analysis above, how would you recommend that the company change to better respond to these areas?
A. **What products are available?** *(Hint: Consider the questions in Section A for your entire parent company, not just your brand.)*

1. Discuss the width (# of product lines), length (# of brands), depth (# of versions of our brand), and consistency of your company’s product mix.
2. For your particular brand, describe the different varieties available (e.g. different sizes, flavors, colors, models, etc.)
3. Using the Boston consulting Matrix, discuss at least four products offered by your company, and identify whether each product is a star, cash cow, problem child, or dog (using your estimation of the market growth rate and relative market share). If you answer this question for products offered by your company but not your particular brand, this might require additional research.
4. Are there any products (brands) offered by your company that should be dropped or added (i.e., dogs or problem children)? Why or why not?

B. **Diagnostic Product Profile**

1. What are the value propositions perceived by your customers? What is the approximate stage in the: industry life cycle, brand life cycle, and product form life cycle? Can you find any data to support your conclusion? Now, try to integrate this information and discuss how you could use it to improve your brand’s sales and strategies.
2. Describe the amount of brand equity held by your product. *(Hint: Try the “Press Room” at www.interbrand.com).* What brand strategies (e.g., line extensions, brand extensions, multibranding, new brands, or cobranding) did your company use in building equity in your brand? Should the product try to increase its brand equity? If so, how should it proceed?
3. Critique the product’s packaging (or the design of the product in the case of automobiles or other related products). What is it doing well and what could be improved?
4. What is your brand’s personality?

C. **New Product Development** *(Hint: You may choose to answer the questions in section C for your entire parent company, not just your brand.)*

1. What new products has your company introduced in the recent past? Have these been successful or not? Why or why not? How could they be/have been more successful?
2. What new products has the competition developed? Have these been successful or not? Why or why not?
3. Based on your responses above, generate three ideas for new products. Which of these ideas should be developed? Why?
D. Channels of Distribution (Retailers and Wholesalers)
   1. Where and how is your brand distributed? Also, think about exactly how your brand goes through the distribution chain. How is the product manufactured and brought to market? How many levels are in the channel?
   2. Describe the key competition’s channel(s) of distribution, highlighting differences between your brand and competition.
   3. How does your product use the distribution channel to create a competitive advantage?
   4. Does your company use the Internet to distribute your product? If so, how?

E. Recommendations
   1. Based on your analysis above, how would you recommend that the company change to better respond to areas A, B, and C?
   2. How can your brand create more differential advantages through its distribution strategy? What changes would you recommend for the distribution strategy?
Promotion Strategies and Pricing Strategies
Incorporate in Final Team Project/Report. Your Final Report Should Represent all Previous Sections!!! (not to exceed 15 pgs)

A. The Marketing Communications Mix
1. Which of the five promotional tools does your brand use (advertising, sales promotion, public relations, personal selling, and/or direct marketing)? You could look at TV ads, internet ads, magazine ads, radio ads, and in-store promotions for examples. **Hint:** You might want to attach examples of print ads, or show commercials in your presentation.
2. Which of the five promotional tools do your main competitors primarily use?

B. Diagnostic Advertising Profile
Through review and analysis of several advertisements for your brand, and through research on advertising strategies, answer the following questions:
1. What are the product’s advertising objectives? Are they sound? Discuss your answer in terms of the AIDA model. Are your brand’s advertisements effective in achieving these objectives?
2. Does your brand use an advertising agency and if so who? Has your ad agency been doing a good job? Why or why not?
3. Does your brand’s advertising primarily use rational, emotional, or moral appeals?
4. Are the advertising media well chosen? What is the advertising budget?
5. How has the advertising strategy changed over time?
6. Focus on one particular ad and critique it. Does your group like the ad or not? Why or why not? Is the ad memorable? Does the ad catch your attention? Will this ad help to increase sales? Could you improve the ad?

C. Diagnostic Sales Promotion Profile
1. What sales promotions is your brand currently running? **Hint:** Check the local newspaper on Sundays and Wednesdays for coupons and discounts. Also, go to the store to check for in-store promotions and displays.
2. What are the objectives ad strategies for those promotions? Do they make sense? Have these promotions been successful or not? Why?
3. Choose a sales promotion and explain why you like it, how it might be improved, how it can stimulate sales, and so on. You could also choose a promotion that your group does not like, and explain why you don’t like it.

D. Public Relations, Direct Marketing and Internet Promotions
1. What public relations activities is your brand currently engaged in? Have these strategies been effective?
2. If your brand uses any direct marketing strategies, please describe them in detail. Have these strategies been effective?
3. Does your brand promote itself on the internet? If so, how (on its own website, banner ads, etc.)? How does your brand draw more people to its website? How can your company’s website be improved?
E. **Current Pricing**
   1. What are the different prices charged for the different products in your line at different retail outlets. Hint: You may need to visit a local retail outlet.
   2. If your “brand or business” is online how do they price and generate their revenue?
   3. What are the pricing objectives of your brand? To what extent are prices set on cost, customer value, or competitive criteria?
   4. What prices are your competitors charging? Has their brand been more effectively established?
   5. Does your brand use strategies such as price discrimination, bundling or psychological pricing?

F. **Recommendations***
   1. Develop two new communication strategies for your target market. They should fit in with the overall mission and the target market of the brand.
   2. How could your brand create more differential advantages through its pricing strategy. What changes would you recommend for the pricing strategy?

*Remember: Include a section in your Final Report on Overall Recommendations.

**Peer Review 360 form – Team Project**

You will have an opportunity to anonymously evaluate your team members on their contribution to this research project. Even after you graduate, teamwork will be a part of your work routine. You will do this on a separate peer evaluation 360 form, which I will post online. You will fill it out electronically and hand it in at the completion of your group project. Those who do not turn this in will not receive a grade in this class.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Agenda Topics</th>
<th>Text Reading</th>
<th>Assignments</th>
<th>Quizzes</th>
<th>Assignment Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/8/15</td>
<td>• Class Introduction, Review Syllabus, Form Teams</td>
<td>Chapters 1</td>
<td>• Team Assignment #1 &amp; Group Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Marketing: The Art and Science of Satisfying Customers</td>
<td></td>
<td>• Case 2.1 Hotels Market, p. 57</td>
<td>Quiz 1 (1-3)</td>
<td>Text Case 2.1</td>
</tr>
<tr>
<td>2</td>
<td>1/15/15</td>
<td>• Strategic Planning in Contemporary Marketing</td>
<td>Chapter 2</td>
<td>• Team Assignment 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The Marketing Environment, Ethics, and Social Responsibility</td>
<td>Chapter 3</td>
<td>• Reading #1 Bad Strategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1/22/15</td>
<td>• Social Media: Living in the Connected World</td>
<td>Chapter 4</td>
<td>• Team Assignment 2</td>
<td></td>
<td>Team Assignment #1 &amp;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Consumer Behavior</td>
<td>Chapter 6</td>
<td>• Reading #1 Bad Strategy</td>
<td></td>
<td>Group Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Group Presentations (#1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1/29/15</td>
<td>• B2B Marketing</td>
<td>Chapters 7</td>
<td>• Case 3.2 Zappos, p. 95</td>
<td>Quiz 2 (4-9)</td>
<td>Reading #1 Bad Strategy</td>
</tr>
<tr>
<td>5</td>
<td>2/5/15</td>
<td>• Marketing Research &amp; Sales Forecasting</td>
<td>Chapter 9</td>
<td>• Reading #2 Segmentination</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Relationship Marketing and CRM</td>
<td>Chapter 10</td>
<td></td>
<td>Quiz 3 (10-11)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mid-Term Exam Prep</td>
<td>Chapter 11</td>
<td></td>
<td></td>
<td>Case 3.2 Zappos</td>
</tr>
<tr>
<td>6</td>
<td>2/12/15</td>
<td>• Product and Service Strategies</td>
<td>Chapter 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>MID-TERM EXAM</strong></td>
<td>Covering Chapters 1,2,3,4,6,7,9,10, &amp; 11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2/19/15</td>
<td>• Developing and Managing Brand and Product Categories</td>
<td>Chapter 13</td>
<td>• Team Assignment #3</td>
<td></td>
<td>Team Assignment #2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Marketing Channels and Supply Chain Management</td>
<td>Chapter 14 &amp; Chapter 15</td>
<td>• Case 6.2 Ski</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Retailers, Wholesalers, and Direct Marketers</td>
<td></td>
<td>• Reading #3 Chic Cheap</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2/26/15</td>
<td>• Group Project Time</td>
<td></td>
<td>• Case 9.1 Cruise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3/5/15</td>
<td>• Integrated Marketing Communications, Advertising and Public Relations</td>
<td>Chapter 16</td>
<td>• Final Group Project</td>
<td>Quiz 4 (12-16)</td>
<td>Case 9.1 Cruise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Personal Selling and Sales Promotion</td>
<td>Chapter 17</td>
<td>• Reading #4 Consistency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/12/14</td>
<td>• Pricing Concepts</td>
<td>Chapter 18</td>
<td>• Final Group Project</td>
<td></td>
<td>Team Assignment #3 &amp;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pricing Strategies</td>
<td>Chapter 19</td>
<td>• Reading #4 Consistency</td>
<td></td>
<td>Group Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Group Presentations (#2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>3/19/15</td>
<td>• Influence, Case &amp; other items</td>
<td></td>
<td>• Reading #5 Mastering</td>
<td>Quiz 5 (17-18)</td>
<td>Reading #4 Consistency</td>
</tr>
<tr>
<td>12</td>
<td>3/26/15</td>
<td>• Global Marketing</td>
<td>Chapter 8</td>
<td>• Reading #6 Rethinking</td>
<td>Quiz 6 (19-8)</td>
<td>Reading #5 Mastering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Final Exam Prep</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>4/2/15</td>
<td>• FINAL EXAM</td>
<td>Covering Chapters 12,13,14,15,16, 17,18,19, &amp; 8</td>
<td>360 Forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Final Group Presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>4/9/15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*These dates are subject to change at the instructor’s discretion.*