



BUAD 307 – Marketing Fundamentals

Syllabus – Fall 2018 – Monday Lecture

Professor: Rex Kovacevich
Office: Hoffman Hall – HOH 622
Office Phone: 213-740-5045
Office Hours: Tues. 12:00 to 1:00, Thurs. 2:00 to 3:00,
or by appointment

E-mail: rex.kovacevich@marshall.usc.edu

Lecture Class

Mondays 12:00 – 1:50 (Edison Auditorium)

Discussion Classes

Mondays 4:00 – 5:50 (JFF 236), 6:00 – 7:50 (JFF 236)

Tuesdays 10:00 – 11:50 (JFF 322), 2:00 – 3:50 (JFF 316), 4:00 – 5:50 (JFF 316)

Course Description

Among business disciplines, marketing is the primary contact point between a firm and its customers. This class will help you learn how organizations create value by evaluating market opportunities, understanding buyers' needs, attracting purchasers, and building customer relationships. Business majors and non-business majors will benefit by taking this course because everybody uses some form of marketing during their career. Marketing is a relatively straightforward process - - assess the market, establish a plan, implement the tactics, and evaluate the results - - but loaded with challenging elements such as competitive actions, buyer behavior, company capabilities, and other environmental influences – most over which managers have little direct control. We will explore all of these topics in our class.

Learning Objectives

Marketing knowledge is a fundamental business discipline and required by the modern business enterprise. To develop your ability to contribute to general marketing management decision-making, the learning objectives for this course are the following:

- Apply fundamental marketing terms, concepts, principles, and theories and their effective applications to real-world situations in a global market.
- Describe how the marketing function is organized and fits into an organization, including the relationships between marketing issues and those of other business disciplines.
- Make effective marketing decisions in real world settings using critical thinking skills.
- Effectively communicate marketing analysis.
- Effectively collaborate to analyze marketing options.
- Identify and make judgments about ethically questionable marketing practices by applying an ethical decision framework.

Required Materials

Coursepack: Two cases and one article through Harvard Publishing <https://hbsp.harvard.edu/import/556680>

Book: Dhruv Grewal and Michael Levy (2019), *M: Marketing*, 6th Edition, McGraw Hill, ISBN-13: 9781260587159

Note about the book: A new book purchased through the USC Bookstore includes (1) the print edition of the book, (2) an electronic version, and (3) ConnectPlus, the online set of learning tools. However, an electronic version of the book and ConnetPlus are not required for the class. Students who buy used textbooks from the bookstore will only receive this used print edition (and not the electronic version and ConnectPlus).

New or used 6th edition print books ordered from Amazon are identical to those in the bookstore, but will not include the electronic edition. On Amazon, students can buy new textbooks either with or without ConnectPlus access. Used books include neither the electronic edition nor ConnectPlus access.

Prerequisites and/or Recommended Preparation:

None

Course Notes:

Copies of lecture slides and other class information are available through your Blackboard account.

Grading:

<u>Assignments</u>	<u>Points</u>	<u>% of Grade</u>
TESTS		
Mid-Term	100	28.6%
Final Exam	100	28.6%
MARKET RESEARCH PARTICIPATION	10	2.8%
CLASS PARTICIPATION	40	11.4%
MARKETING PLAN GROUP PROJECT	<u>100</u>	<u>28.6%</u>
TOTAL	350	100.0%

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Last fall the average grade for this class was about a B. The following are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score of the class.
3. Your ranking among all students in the class.

ASSIGNMENT DETAIL

Attendance

- I will give unannounced attendance quizzes periodically. These quizzes don't figure directly into your grade, but alert me about your commitment to the class.
- Attendance will also be taken intermittently during discussion sections for the same reason.

2 Exams (210 points)

- ❑ The first test is worth 100 points and will consist of 40 questions (approximately 35 multiple-choice questions and 5 T/F questions) worth 2 points each and totaling 80 points, and 2 or 3 essay questions totaling 20 points.
- ❑ The final exam is worth 110 points and will consist of 55 questions (approximately 50 multiple-choice questions 5 T/F questions) worth 2 points each. No essay questions. The final exam is not cumulative and will test material covered after the first exam.
- ❑ A list of eligible topics for each exam will be provided about a month before the test date.
- ❑ Notes, books, calculators, electronic dictionaries, regular dictionaries, cell phones or any other aids are not allowed during exams. I will be happy to answer questions regarding the meaning of non-marketing words or phrases.
- ❑ For both exams, bring a #2 pencil. I will provide the Scantrons.
- ❑ Make-up test times must be approved and scheduled at least 48 hours before the exam. If a last minute emergency precludes you from taking the test, proper documentation must be provided. Make-up tests that are not pre-arranged will be penalized 10%. Students will be required to provide documentation to support make-up requests. A student will be regarded as taking a “late” exam any time after the first member of their scheduled lecture submits a completed test.
- ❑ Students are not allowed to leave the room during the exam until they turn in their test.
- ❑ Any challenges to grading must be raised within one week following the return of exam results.
- ❑ You may be asked to show proper identification before, during, or after the test. Please bring your USC ID with you.

Participation (40 points)

10 participation points will come from the two case question write-ups (5 points each)...one page maximum. The questions are designed to encourage preparation and stronger class participation.

The remaining 30 points will come from oral contributions made in class, primarily during the discussion sections. Discussion promotes a better understanding of the material, taps into the collective knowledge and experiences of the class, and sharpens communication skills. Participation opportunities will typically center on topics students may propose, topics/questions I propose, and in-class exercises. Students should plan to arrive on time to class, and remain for the duration of the class. The following guidelines will be used to evaluate contributions:

Excellent contribution

- Clarifies points that others may not understand.
- Builds on facts already stated in reading or made by others.
- Accurately exhibits knowledge of class content.
- Relevant and succinct input relating to topic being discussed.
- Takes appropriate risks in attempting to answer difficult questions.

Good contribution

- Demonstrates preparation.
- Ideas are fairly well substantiated and somewhat persuasive.
- Makes accurate use of course material.
- Relevant and succinct input relating to topic being discussed.

Average Contribution

- Participates in class exercises, but doesn't participate in full class discussions
- Makes accurate use of course material or provides relevant input relating to topic being discussed, but not both.

Below average or negative contribution

- Purpose of comment is unclear or very similar to what has already been stated.
- Disruptive behavior.
- Drains energy from the class.

Market Research Exercise (10 points)

- ❑ All students will be asked to participate as a respondent in two research studies sponsored by Marketing Department faculty. Different studies covering different marketing topics will occur throughout the semester. Students may select the session that fits their schedule.
- ❑ Each market research session will not last more than 50 minutes.
- ❑ Once you're registered, available times and dates will be communicated via e-mail.
- ❑ Sign-up procedures will be explained in class.
- ❑ A "no-show" occurs when a student cancels less than 24 hours before the study or simply does not attend. Students not honoring their reserved seat will not be penalized for the first absence, but will be penalized 5 points for any additional "no shows."
- ❑ Should you object to participating in research studies, let me know by September 27, and I will provide you with topics for which you can write two papers (2 - 3 pages each) in lieu of participating in the studies. Each paper is graded and is worth up to 5 points.

Group Marketing Project (100 points)

Assignment:

Identify a market opportunity that aligns with the capabilities of an existing company of your choice, so it is best to select a company for which you can find information about its operations. This market need may take one of the following different forms:

- there aren't any existing products/services serving the need, or
- there is an existing product/service serving the need, but you feel your company could beat the competition, or beat the competition for a particular market segment.

Develop a product or service to cultivate the opportunity. The product/service may take the following different forms:

- A new-to-the-world product or service
- A line or category extension based on an existing brand – for example the Tide Pen for spot stain removal, or the Duracall Powermat (a wireless recharger).

Create and explain the marketing plan for that product. Projects will be done in 5 person teams (there may be a few groups with 4 or 6 people). The assignment will be completed with a 3 page market analysis paper and 15 minute class presentation (plus 3 minutes for questions), including a hard copy with full notes.

Consider your fictional audience to be an investor group or a senior management group. You are trying to sell your strategy as a smart business move.

Ground Rules:

- Product must be realistic.
- Target market must have a minimum of 10 potential customers.
- Tone of the presentation should be as if you are presenting to a group that can approve and fund your idea (i.e. senior managers, investors, venture capitalists, etc.).
- Time limit is 15 minutes. After 16 minutes, 2 point deduction for each additional 30-second span the group is over. There isn't a minimum time limit requirement.

Paper Components

Part 1 – “Analyzing the Market Opportunity” (20 points) - - up to 3 pages (not including list of sources used) - - single-spaced - - 12 point font - - OK to use bullet points. Strongest papers will effectively use outside sources to find supporting information. The components of part 1 are the following:

Major Headings: Key questions to address:

Product Idea	In 2 to 4 lines, what is your product or service idea? How does the idea address a “job to be done.”
Company	What does your company do well that indicates it has the required capabilities to pursue this opportunity?
Customers	What are your targeted customers’ characteristics? What market need(s) are you addressing? How do these customers make buying decisions? How many potential customers exist?
Competition	Who do you see as your competition and why? How is the competitive landscape changing (or has changed)?
Context	What else is happening (or has happened) in the marketing environment to lead to this opportunity?

Part 2 – “Developing the Market Opportunity” (80 points) - - full “notes” version of presentation slides – this isn't a script, but the main points you're establishing with each slide.

Basic Presentation Components (15 minutes not including follow-up questions and answers):

- **Introduction** – Introduce your company and the market opportunity you are looking to fill. Clarify why this opportunity aligns with the capabilities of your company. Highlight key information from your paper that establishes the opportunity. Describe your target audience. Describe significant competitors.
- **Product** - Describe your product or service. What are its traits and attributes? What benefits will your product provide to the target audience, and why should the customer care? How should it be positioned?
- **Distribution** - How do you plan to distribute your product? Why is your distribution plan appropriate for the target market?
- **Price** - What are your pricing objectives? Relative to other choices your target audience has, why will your targeted group see value in the price you have set? What is the recommended price?

- **Marketing Communications** - Describe and support your promotion plans. Describe your promotion strategy and show executions of the strategy. Describe how your strategy fits with the target market, and how the strategy enhances your desired positioning.
- **Questions** (3 additional minutes)

Deliverables

- Pre Submit a brief description (usually a few sentences) of your product idea during your discussion session on October 16 - 17. Failure to do so will result in a 5 point penalty.
- Part 1 market analysis paper...due one week before first presentations scheduled for your discussion section.
- Part 2 a hard copy of presentation slides with full notes, is due day of first presentations for your discussion section.

Peer Evaluation:

Following the completion of your presentation, group members will be asked to assess each of their team member’s contributions. This assessment will be used to determine what percentage of the group’s score each person will receive. To accomplish this, I will give each member points to allocate among all of the team members (including themselves).

For example, each student within a 5 person team will be given 500 points to allocate among all the members. If the student judged that all the members made equal contributions, then she would allocate 100 points to each, including herself. However, if she judged that four of the members had to continually compensate for the poor performance of a fifth member, then maybe the four students would be allocated 106 points each, and the fifth member only 76.

Not every group member is going to bring the same talents, but every member is expected to attend group meetings and make regular contributions to enhance their group’s chances of success.

Project Grading:

The project is worth 100 points overall – 20 points for the paper (graded by me) – and 80 points for the presentation divided into an audience evaluation (30 points) and a professor evaluation (50 points). I will score presentations out of 50 points using criteria listed on the attached “Evaluation Sheet for Marketing Strategy Presentations.”

For 30 of the assignment points, students will evaluate and rank the other team presentations. The raw student rankings will then be used to determine ranking order for the final points from 29 to 23 (with one score skipped to account for the biggest raw score difference). The top ranked group among all of the discussion sections will earn the perfect 30 point score. The following example will help illustrate:

Rank	Group	Average Rank	Points
1.	Group #5	1.6	29
2.	Group #2	1.9	27
3.	Group #6	2.6	26
4.	Group #1	3.6	25
5.	Group #4	4.2	25
6.	Group #8	4.6	24
7.	Group #7	5.1	24
8.	Group #3	6.2	24

CLASS GUIDELINES

Add/Drop Process

Add/drop procedures are consistent with the Marshall School of Business academic calendar.

Obtaining Content for Missed Classes

Office hours aren't used to repeat lectures for missed classes. If you're absent, first piece together the information from the posted material, the book and the notes of other students. Then see me with any questions you still have. You are expected to attend the discussion section to which you are assigned, but exceptions can be made if you need to get missed material due to an absence.

Technology Policy

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by me. Use of other personal communication devices, such as smartphones, is considered unprofessional and is not permitted during academic or professional sessions. ANY electronic devices must be turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

Class Notes Policy

Notes or audio recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student's membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings. No student may record visual images of any lecture, class discussion or meeting with me without my prior express written permission.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems

Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC

Tab for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students. <https://diversity.usc.edu/>

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

Students with Disabilities

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

Appendix A
BUAD 307 - Marketing Project Peer Evaluation

Name of group member:

A (you) _____

B _____

C _____

D _____

E _____

<i>Assess each teammate's contributions on a 1-5 scale (5 is excellent)</i>	A	B	C	D	E
Attended and was engaged in team meetings from beginning to end					
Listened to and acknowledged suggestions from others					
Made valuable suggestions					
Took initiative to lead discussions, organize and complete tasks					
Contributed to organizing the assignment					
Contributed to writing the assignment					
Reliably completed tasks on time in a quality manner					
Contributed to team cohesion					
I would want to work with this team member again.					
Based on above, overall group member rating					

Please elaborate on ratings:

Your name:

Date:

APPENDIX I
How BUAD307 Contributes to Student Achievement of
Marshall's Six Undergraduate Program Learning Goals

Goal	Marshall Program Learning Goal	Course Objectives that support this goal
1	<p>Our graduates will demonstrate critical thinking skills so as to become future-oriented decision makers, problem solvers and innovators. Specifically, students will:</p> <p>1.1 Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas (not explicit for this course). 1.2 Critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world. 1.3 Be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems. 1.4 Demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies.</p>	3,6-8
2	<p>Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders in the 21st century's evolving work and organizational structures. Specifically, students will:</p> <p>2.1 Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc. 2.2 Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies. 2.3 Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors)</p>	5
3	<p>Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts. Specifically, students will:</p> <p>3.1 Identify and assess diverse personal and organizational communication goals and audience information needs. 3.2 Understand individual and group communications patterns and dynamics in organizations and other professional contexts. 3.3 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.</p>	4
4	<p>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society. Specifically, students will:</p> <p>4.1 Understand professional codes of conduct. 4.2 Recognize ethical challenges in business situations and assess appropriate courses of action.</p>	6

<p>5</p>	<p>Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions so as to anticipate new opportunities in any marketplace. Specifically, students will:</p> <p>5.1 Understand how local, regional and global markets interact and are impacted by economic, social and cultural factors. 5.2 Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world.</p>	<p>1</p>
<p>6</p>	<p>Our graduates will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises. Specifically, students will:</p> <p>6.1 Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics. 6.2 Understand the interrelationships between functional areas of business so as to develop a general perspective on business management. 6.3 Apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets). 6.4 Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices.</p>	<p>1- 8</p>

CLASS SCHEDULE

	Day	Topic	
Week 1 8/20	Monday	Introduction – Why Marketing?	
	Discussion	<p>Overview of Marketing</p> <p>Learning objectives from chapter 1:</p> <p>1-1 Define the role of marketing in organizations. 1-2 Describe how marketers create value for a product or service. 1-3 Understand why marketing is important both within and outside the firm.</p> <ul style="list-style-type: none"> • How has marketing evolved through different business eras (see page 12)? <p>In-class learning objectives:</p> <ul style="list-style-type: none"> • Distinguish between a “market-driven” and a “market-driving” approach. • Why is customer satisfaction important to marketers? • Describe ways for measuring customer satisfaction. • Distinguish among types of loyalty...heart, head, hand. 	Chapter 1, pages 3 - 20
Week 2 8/27	Monday	Strategic Marketing Planning	
		<p>Learning objectives from chapter 2:</p> <p>2-1 Define a marketing strategy. 2-3 Analyze a marketing situation using SWOT analysis. 2-4 Describe how a firm chooses which consumer group(s) to pursue with its marketing efforts. 2-6 Summarize portfolio analysis and its use to evaluate market performance. 2-7 Describe how firms grow their businesses (through 4 basic growth options)</p> <p>In-class learning objectives:</p> <ul style="list-style-type: none"> • Describe the elements of a marketing plan (with emphasis on the lecture version that is slightly different from ex. 2.2 in the book). • Understand different criteria for identifying a competitor. • Explain common reasons marketing collaborations are often sought. • What is the role of an SBU? • Identify characteristics of a strong objective. • What is the significance of points-of-parity & points-of-difference in planning. • Calculate market share and market penetration. 	Chapter 2, pages 23-35, 41-45

	Discussion	<p>Marketing Environment</p> <p>Learning objectives from chapter 5:</p> <p>5-1 Outline how customers, the company, competitors, and corporate partners affect marketing strategy.</p> <p>5-2 Explain why marketers consider their macro-environment when they make marketing decisions.</p> <p>5-3 Describe the differences among the various generational cohorts.</p> <p>5-4 Identify various social trends that affect marketing.</p> <p>In-class learning objectives:</p> <ul style="list-style-type: none"> Distinguish among the different marketing macro-environment elements. 	Chapter 5, pages 93 – 110
		<p>Global Marketing</p> <p>Learning objectives from chapter 8:</p> <p>8-1 Describe the components of a country market assessment.</p> <p>8-3 Identify the various market entry strategies.</p> <p>8-4 Highlight the similarities and differences between a domestic marketing strategy and global marketing strategy.</p> <p>In-class learning objectives:</p> <ul style="list-style-type: none"> Describe reasons firms are attracted to international markets. Distinguish among Hofstede’s five important cultural dimensions. Identify most significant U.S. trading partners. Distinguish between WTO and GATT <p>Case (from online course pack): “Harmonie Water: Refreshing the World Naturally”</p> <ul style="list-style-type: none"> Is Harmonie Water a global brand? Why? Why not? Based on the findings of Project Unify and Project Aqua, what has Comeau learned about building a global brand identity? How can Harmonie develop its brand through advertising? <i>(write-up)</i> What factors should Comeau consider in deciding how much of Harmonie’s brand identity and communications be standardized or customized? 	Chapter 8, pages 155-165, 168-175
Week 3 9/3	Monday	<i>Labor Day, University Holiday</i>	
	Discussion	Marketing Ethics Exercise only for discussion sections T10, T2 and T4...meet at JFF Experiential Learning Center (ELC)	Case write-up and discussion

Week 4 9/10	Monday	<p>Introduction of group project assignment</p> <p>Ethics Summary</p> <p>Learning objectives from chapter 4: 4-3 Differentiate between conscious marketing and corporate social responsibility. 4-6 Describe how ethics constitute an integral part of a firm’s conscious marketing strategy. 4-7 Identify the four steps in ethical decision making.</p> <p>In-class learning objectives:</p> <ul style="list-style-type: none"> When considering an ethical decision, distinguish among moral, manipulative and deceptive ethical influences. Identify how redemptive knowledge and redemptive value relate to decisions. <p>Understanding Buyer Behavior - Consumers</p> <p>Learning objectives from chapter 6: 6-1 Articulate the steps in the consumer buying process. 6-2 Describe the differences between functional and psychological needs. 6-4 Discuss post-purchase outcomes. 6-5 List the factors that affect the consumer decision process. 6-6 Describe how involvement influences the consumer decision process.</p> <p>In-class learning objectives:</p> <ul style="list-style-type: none"> Identify 3 shifts in a “post-connectivity” version of consumer decision-making. <p>Article (from online course pack): “Know Your Customers’ Jobs to Be Done.” <i>Write-up not required.</i></p> <ul style="list-style-type: none"> What is meant by a “job”? What are the functional, emotional, and social forms that a job might take? How does a better understanding of the job to be done help a firm better succeed with its customers? 	<p>Chapter 4, pages 78, 87 - 91</p> <p>Chapter 6, pages 113-118, 124-137</p>
	Discussion	<p>Marketing Ethics Exercise only for discussion sections M4 and M6... meet at JFF Experiential Learning Center (ELC)</p>	
Week 5 9/17	Monday	<p>Understanding Buyer Behavior - Businesses</p> <p>Learning objectives from chapter 7: 7-1 Describe ways in which B2B firms segment their markets. 7-2 List the steps in the B2B buying process 7-3 Identify the roles within the buying center. 7-4 Describe the different types of organizational cultures. 7-5 Detail different buying situations.</p>	<p>Chapter 7, pages 139-153</p>

		<p>In-class learning objectives:</p> <ul style="list-style-type: none"> • In what ways are business markets different from consumer markets? • Distinguish among derived demand, fluctuating demand and inelastic demand. • Terms: NAICS, Request for Proposal (RFP), value chain 	
	Discussion	<p>Decision Systems and Marketing Research</p> <p>Learning objectives from chapter 10:</p> <p>10-1 Identify the 5 steps in the marketing research process. 10-2 Describe the various secondary data sources. 10-3 Describe the various primary data collection techniques. 10-4 Summarize the differences between secondary data and primary data. 10-5 Examine the circumstances in which collecting information on consumers is ethical.</p> <p>In-class learning objectives:</p> <ul style="list-style-type: none"> • Distinguish between qualitative and quantitative research. • For which type of research purposes are surveys, experiments and focus groups best suited? • Distinguish between probability and non-probability samples. • Terms: syndicated data, scanner data, panel data, data warehouses, data-mining. <p>Teams formed for group project</p>	Chapter 10, pages 201-221
Week 6 9/24	Monday	<p>Segmenting, Targeting and Positioning</p> <p>Learning objectives from chapter 9:</p> <p>9-1 Outline the different ways of segmenting (labeling) markets. 9-2 Describe how firms determine whether a segment is attractive and worth pursuing. 9-3 Articulate differences among undifferentiated, differentiated, concentrated, and micro-marketing. 9-4 Determine the value proposition. 9-5 Describe positioning and how firms do it.</p> <p>In-class learning objectives:</p> <ul style="list-style-type: none"> • Distinguish among the benefits and challenges of segmenting a market. • What is the difference between a product benefit and a product feature? • Define positioning, how positioning is used by marketers, and who ultimately determines a product's position in the market. • What is a positioning map and how is it used? • Create a positioning statement. • What does competition based positioning emphasize? • Terms: STP, VALS, repositioning. 	Chapter 9, pages 177-199

	Discussion	<p>Segmenting, Targeting and Positioning</p> <p>In-class learning objectives:</p> <ul style="list-style-type: none"> • Calculate customer lifetime value • Continuation of material identified for lecture class on Monday, Sept. 24 <p>Case (from online course pack): “Smartick vs. Khan Academy: A Marketing Strategy for Moving Free Users to a Paying Model”</p> <ul style="list-style-type: none"> • (<i>write-up</i>) Who should Smartick target? How should they position the service? What are the key differentiators, if any, the firm should emphasize in its positioning? • Smartick is considering three options. Are they each equally profitable? What price model and price levels would you recommend? • Should the firm focus on Spain or immediately expand internationally? If the firm decides to expand internationally, how and to which countries? 	Case write-up and discussion
Week 7 10/1	Monday	Test 1 (100 points)	
	Discussion	<p>Product</p> <p>Learning objectives from chapters 11 – 13:</p> <p>11-1 Describe the components of a product. 11-2 Identify the types of consumer products. 11-3 Explain the difference between product mix breadth and depth. 12-1 Identify the reasons firms create new products. 12-2 Describe the different groups of adopters articulated by the diffusion of innovation theory. 12-3 Describe the various stages involved in developing a new product or service. 12-4 Explain the product life cycle. 13-1 Explain how the marketing of services differs from the marketing of products. 13-2 Discuss the four gaps in the Service Gap Model. 13-3 Examine the five service quality dimensions.</p> <p>In-class learning objectives:</p> <ul style="list-style-type: none"> • Identify 4 elements of a successful CSM program. • Describe how new product development ties to financial performance. • Understand criteria for predicting new product success. 	Chapter 11, pages 223-230 Chapter 12, pages 245-270 Chapter 13, pages 273-281
Week 8 10/8	Monday	<p>Product</p> <p>Learning objectives include anything not covered in the prior class.</p>	

	Discussion	<p>Product: Branding & Packaging</p> <p>Learning objectives from chapter 11 (not covered in week 7):</p> <p>11-4 Identify the advantages that brands provide firms and consumers.</p> <p>11-5 Explain the various components of brand equity.</p> <p>11-6 Determine the various types of branding strategies used by firms.</p> <p>11-7 Distinguish between a brand extension and a line extension.</p> <p>11-8 Indicate the advantages of a product’s packaging and labeling strategy.</p> <p>In-class learning objectives:</p> <ul style="list-style-type: none"> • Distinguish between manufacturer’s brands and private label brands. • Describe why distributors would use a private label brand. • What are pros and cons of using a line extensions or brand extensions? • Additional terms: family brand, brand dilution, co-branding. <p>Test 1 results</p>	Chapter 11, pages 230-243
Week 9 10/15	Monday	Guest speaker Richard Manoogian: “Critical skills needed for a successful marketing career”	
	Discussion	<p>Interactive Critical Thinking Case in ELC (All discussion sections will meet at JFF ELC)</p> <p>Submit product (or service) ideas for group project</p>	
Week 10 10/22	Monday	<p>Pricing</p> <p>Learning objectives from chapter 14:</p> <p>14-1 List the four pricing concepts.</p> <p>14-2 Explain the relationship between price and quantity sold.</p> <p>14-3 Explain price elasticity.</p> <p>14-4 Describe how to calculate a product’s break-even point.</p> <p>14-5 Indicate the four types of price competitive levels.</p> <p>14-6 Describe the difference between everyday low prices and a high-low strategy.</p> <p>14-7 Describe the pricing strategies frequently used when introducing a new product.</p> <p>14-8 List the pricing practices that are illegal or unethical.</p> <p>In-class learning objectives:</p> <ul style="list-style-type: none"> • Understand why price is set at $MR = MC$ based on economic theory. • Describe the different types of basic pricing objectives for a for-profit or non-profit organization. • Describe three strategic reasons supporting why a company might price a product below cost. • Calculate implications of price changes. • Additional pricing tactics – bundling, unbundling, trial, captive pricing, value-added, rebates. 	Chapter 14, pages 293-317

	Discussion	Group project work	
Week 11 10/29	Monday	Pricing Learning objectives will include anything not covered in the October 22 lecture class.	
	Discussion	Integrated Marketing Communications Learning objectives from chapter 3, 17 & 18: 3-2 Understand the drivers of social media marketing. 3-3 Understand the basic types of social media. 3-4 Understand various motivations for using mobile applications and how they are priced. 3-5 Recognize and understand 3 components of a social media strategy - - listen, analyze, do. 17-2 Explain the 4 steps in the AIDA model. 17-3 Describe the various integrative communication channels. 17-4 Explain the methods used to allocate the IMC budget. 17-5 Identify marketing metrics used to measure IMC success. 18-1 Describe the steps in designing and executing an advertising campaign. 18-2 Identify three objectives of advertising. 18-3 Describe the different ways that advertisers appeal to consumers. 18-4 Identify the various types of media. 18-5 Identify agencies that regulate advertising. 18-6 Describe the elements of a public relations toolkit. 18-7 Identify the various types of sales promotions. In-class learning objectives: <ul style="list-style-type: none"> • Describe characteristics of each integrated marketing communication (IMC) mix element. • Compare and contrast 2 ways for measuring marketing communication effectiveness (direct test vs. indirect test, explicit vs. implicit). • Calculate ROI for a marketing communication campaign. • Distinguish between a rational appeal and emotional appeal. • Additional terms: aided recall, top-of-mind awareness, lagged effect, frequency, reach, puffery, pre-test, post-test, premium. • Distinguish between push and pull promotion strategies. • Differentiate between opt-in and opt-out direct marketing approaches. 	Chapter 3, pages 52-70 Chapter 17, pages 368-381 Chapter 18, pages 383-405
Week 12 11/5	Monday	Integrated Marketing Communications Learning objectives will include anything not covered in the October 29/30 discussion classes.	

	Discussion	Project Presentations	
Week 13 11/12	Monday	<p>Channels of Distribution / Retailing</p> <p>Learning objectives from chapters 15 & 16: 15-1 Understand the importance of marketing channels and supply chain management. 15-2 Understand the difference between direct and indirect channels. 15-3 Describe how marketing channels are managed. 15-4 Describe the flow of information and merchandise in the marketing channel. 16-2 Outline the considerations associated with choosing retail partners. 16-3 List the three levels of distribution intensity. 16-4 Describe the various types of retailers. 16-5 Describe the components of a retail strategy. 16-6 Identify benefits and challenges of omni-channel retailing.</p> <p>In-class learning objectives:</p> <ul style="list-style-type: none"> Identify new trends in retailing. 	Chapter 15, pages 319-339 Chapter 16, pages 343-361
	Discussion	Project Presentations	
Week 14 11/19	Monday	<p>Personal Selling</p> <p>Learning objectives from chapter 19: 19-1 Describe the value added by personal selling. 19-2 Define the steps in the personal selling process. 19-3 Describe the key functions involved in managing a sales force. 19-4 Describe the ethical and legal issues in personal selling.</p> <p>In-class learning objectives:</p> <ul style="list-style-type: none"> Given certain market characteristics, determine when selling is superior to advertising. Distinguish among traditional, benefit, and relationship selling based on level of customer relationship. What is direct marketing and what advantages can it provide consumers and selling companies? 	Chapter 19, pages 407-423
	Discussion	Thanksgiving Holiday	
Week 15 11/26	Monday	Class Summation	
	Discussion	Return of project grades.	

	Friday Dec. 7	FINAL EXAM 11:00 – 1:00 (120 points)	
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**** NOTE THE FINAL EXAM TIME. IF YOU ENROLL IN THE CLASS, MAKE SURE YOU ARE AVAILABLE ****