



Peru State College
BUS 492 Marketing Strategies
Syllabus – Spring – 2012

- Instructor:** Alan Jackson
- Office Hours:** TJM 242 MW 9:30-11:00; T 9:00-11:00 Other times by appointment
- Office Telephone:** (402)872-2255
- Email Address:** ajackson@peru.edu
- Course Meets:** TJM 325 9:30 – 10:45 a.m.
- Required Textbooks:** ***Marketing Strategy***, 5th edition, Ferrell & Hartline. ISBN: 978-0-538-46738-4
- Marketplace Live: Strategic Marketing***; simulation at www.marketplace-simulation.com (registration will be direct with Innovative Learning Solutions (ILS), \$45.00 per student)
- Required Software:** Microsoft Word
Microsoft Excel (recommended)

Course Description & Objectives

Prerequisites: Business 332 – Principles of Marketing

Upon completion of this course, you should be able to:

1. Compute contribution margin, breakeven, ROE, and other financial measurements.
2. Complete a comprehensive situation analysis.
3. Conduct a SWOT analysis.
4. Make strategic marketing decisions.

At the beginning of the course, we will discuss how these objectives fit into the College's and School's mission and goals.

Expectations & Instructional Approach

Classes will include quizzes, exams, and case analysis discussions, written case papers, discussions, student case presentations and market simulations.

The student is expected to work in groups as well as perform work individually, including reading all assigned text materials including any ancillary assignments. This is a senior level course.

Attendance and participation are vital to the learning experience. Consequently, I expect you to be at each class having read the material and ready to participate in the day's discussions and exercises. Please be in class on time. In order to foster a climate conducive to learning, please join me in treating your classmates with respect. I encourage students to ask questions, seek my help when they need it, and help their classmates understand the material.

This upper-level marketing course builds on concepts introduced in previous marketing courses and focuses on the development and application of value-enhancing strategies utilized by marketing managers. While this course is required for Marketing Majors at Peru State College, it will be of immense benefit to anyone who is or plans to be involved in the product planning, market research, pricing, selling, communication, distribution, services delivery, and e-commerce of an organization. The primary application of the course is to help firms realize profits, but the concepts and models taught in the course can easily be applied to not-for-profit or other institutions that seek to enhance their value to their various customer and stakeholder groups.

The focus of this course is strategic marketing analysis and marketing planning. Students will learn the components and construction of a strategic marketing plan, and they will gain considerable experience in the analysis of complex marketing decisions. In addition, this course examines the major trends in marketing including the integration of marketing communications, radical changes in the selling function and sales force, customer relationship management, the impact of e-commerce, and the broadening role of marketing throughout organizations.

Please turn off your cell phones. Please no text messaging during class.

Welcome to Marketing Strategies!

This is an exciting and dynamic course that serves as the “capstone experience” for the marketing program. Ideally, this class is taken as your last marketing class. This course focuses on business level marketing strategy and uses the marketing planning process as the framework for understanding the integration and coordination of marketing decisions. You will develop skills in creating and evaluating marketing plans, strategies, and implementation programs so that you will be better prepared to manage the marketing problems you will encounter in your profession. As part of the course requirements, you will prepare marketing cases for class discussion, conduct environmental, competitive, and customer analyses, and develop several strategic marketing plans. The course also makes extensive use of a marketing simulation and incorporates active class discussion.

The Marketing Strategies course will be conducted as a lecture/senior seminar. Unlike most previous courses you may have taken, the course may consist of little lecture after the first few weeks. Accordingly, the course will be designed to maximize your learning through the application of marketing strategy concepts and the development of critical thinking. Comprehensive marketing strategy cases will be used to facilitate this type of learning. Thus, you, to be successful in the course, must read the assigned materials prior to class and be prepared to answer questions and even lead discussion about the text and case material.

Case analysis provides a major vehicle for applying marketing concepts and theories. Case analysis requires critical evaluation (including interpretation) of both facts and logic to allow effective case discussions. Cases also require that students be prepared and actively involved (communication) in class discussions. Cases allow us to learn, from written scenarios, about company situations and predicaments.

This format allows for maximum student involvement and interest. However, all students must be prepared for each class to make this form of learning work. My role as your professor is to ask questions that will help you generate ideas that lead to problem solutions. Your role is to identify problems, develop strategies, select strategies, plan for implementation through the integration of strategic methodology and tools, think critically and ask me and, more importantly, ask your classmates questions. If you are prepared before class and participate during class, you will be more likely to understand and be able to use the strategic planning process. If you are unwilling to take on these responsibilities, you are probably wasting your time taking this class. Please come to class prepared!

Ask Questions

I encourage you to ask questions. Unfortunately, our society has drilled students not to ask questions. In my observations in the corporate world, successful people are those that are willing to ask questions. I understand the risk of asking a question, I promise I will never laugh at your questions, or make you feel less worthy because you have

asked a question. In the on-line environment, we survive and thrive on questions. I do ask that you think out the question before you ask and research the syllabus, course policies, Course Documents folder, textbook, and any Help tutorials prior to asking the questions of your professor.

Assessment and Grading

Exams: There will be two exams, a Midterm and Final. Each will be worth 100 points. The final will be comprehensive.

Homework: Questions from various case studies will be assigned on a weekly basis. There will be a minimum of 10 assignments worth a total of 100 points. Each student will also have the opportunity to lead a class discussion on a case study, which will be counted as part of the participation grade.

Class Participation and Professionalism: Participation includes class attendance, professionalism, reading assigned materials, overall preparation for class, and actively contributing your thoughts and personal experiences. There are no excused absences as you are expected to attend every class meeting. My record of attendance is official and final. While your attendance is critical to the exchange of ideas and class discussions, you should note that attendance alone is not sufficient to score well on participation. You are expected to actively contribute to the learning experience of the class. Preparation, professionalism, and mutual respect are also important elements of your participation score. See participation rubrics.

Important class and college information will be sent to your Acornmail email account this information includes class cancellations due to inclement weather, or if the instructor cancels class, reminders of important dates and events, and other information critical to your success in this class instructions. You will be held responsible for information sent to your Acornmail account, so please check it often and delete unnecessary messages as well as you deleted mail, which counts against your ten-megabyte storage limit.

Grading Scale

Your final grade will be based on the grading scale below:

Letter Grade	Percentage	Point Range	Letter Grade	Percentage	Point Range
A	90-100	> 899	C	70-74	700 - 749
B+	85-89	850 - 899	D+	65-69	650 - 699
B	80-84	800 - 849	D	60-64	600 - 649
C+	75-79	750 - 799	F	Below 60	< 600

Table of Major Assignments

Description of Assessment Measure	Points Available
Personal Marketing Plan	100
Individual Written Case #1	50
Individual Written case #2	100
Case Presentations (at least 2)	100
Super Bowl Commercials Analysis	50
Chemistry-Marketing Project (includes 30 points for presentations)	100
Marketing Simulation	250
Exams (Mid-term and final each worth 100 points)	200
TOTAL AVAILABLE	1000

Additional Readings and Assignments may be available through Blackboard.

Late Work Will Not Be Accepted

Be sure to allow adequate time to resolve unanticipated problems with respect to course deadlines. Unless changed by the instructor, deadlines noted in the course schedule are firm.

Personal Strategic Marketing Plan/Life Plan

You will develop a personal marketing plan or personal strategic life plan designed to facilitate your career planning strategy. Follow one of the examples of marketing plans in the back of the text. You will also prepare a resume for your use in a job search.

Each student will need to meet with the professor at least three times during the semester for one-on-one discussion of the life plan and to conduct progress checks.

For this individual assignment, you will analyze yourself as a product to be launched into the job market or continuing graduate education. In either case, you are responsible for analyzing the situation, conducting all necessary research (both internally and externally), and preparing a written strategic marketing plan (you are expected to do a thorough job on this assignment. Remember that marketing challenges and marketing plans come in many varieties—you need not perform a comprehensive analysis of your strengths, opportunities, weaknesses, and threats. This assignment will not be presented to the class. The personal plan, which is worth 100 points or 10% of the course grade, may be turned in any time after the three arranged meetings with your professor, but no later than the date and time noted in the schedule.

Case Presentations – Student Led

This assignment involves leading the class in discussion of the cases. You will sign-up for cases during the first or second week as listed on the tentative schedule. You and your classmates will read the case, answer the case questions, and the case discussant will facilitate the class in discussion. This may involve a few PowerPoint slides (never more than seven (7) and no slide can have more than approximately 20 words. (Use the slides to act as note cards). During the presentation, you are responsible for guiding the class discussion of the case. You have no more than 35 minutes total, including time for questions and answers. I will work on your presentation skills that are key attributes of successful marketers.

Case Studies

This assignment involves in-depth analysis of two of cases from your textbook (not listed on the schedule) but in the textbook. You are responsible for analyzing the case, updating the information in the case, and preparing a written and oral report on the company. Follow the case analysis handout provided in class. For the written report, there is no minimum or maximum number of pages. (Although the first case analysis in prior classes for the first case was 3 to five pages, and the final written case analysis averaged around 10 pages. The two cases are worth 150 points (Case 1 is worth 50 points, case 2 is worth 100 points) (15% of the course grade). You will be asked to grade the effort and performance of other presenters.

Marketing Strategy Simulation

Marketplace is a powerful yet entertaining way to learn how to compete in a fast-paced market where customers are demanding and the competition is working hard to take away your business. Not only is it a motivational learning experience, but a transformational one as well. The marketing simulation is often considered the highlight of the marketing program experience. More information will be handed out about the simulation later in the semester.

Chem/Marketing Soap Project

For the last several years, marketing students have teamed with chemistry students to manufacture and sell soap. This joint project takes a couple of weeks during the course, and is often considered a lot of fun. More information will be available about the Chem/Marketing Soap Project at the end of January/Beginning of February. Usually sales occur before mid-terms.

Superbowl Advertising Activity

Don't you just love those Superbowl commercials? This assignment asks that you watch the advertisements before, during and after the Superbowl. As you know, the Superbowl is as much about the ads as it is the game. Regardless of whether or not you watch the Superbowl, you can do this assignment, as I will send you an email on Monday with a link to a web site where all of the advertisements aired will be available for you to review.

You will be asked to select the three top Superbowl add, in your view, and explain why you believe these are the best adds of this year's Superbowl. In addition, you will be asked to identify the marketing strategy the ads are trying to support. Again, this is often considered a "fun" activity.

Guidelines for Course Assignments and Projects

- 1) All work must be original and performed by the student. Note that cutting and pasting directly from web pages is plagiarism. Likewise, collusion on individual assignments will not be tolerated.
- 2) In addition to the completion of the requirements for each assignment, written work is graded based on appearance, organization, writing style (clarity, spelling, and grammar), comprehensiveness, justification or support of ideas, and creativity. Group projects that are completed in sections and merged together should be thoroughly checked for completeness and consistency.
- 3) All oral presentations are graded on the basis of preparation, logical organization, professionalism, nonverbal elements, quality of visuals, speech (tone, clarity, grammar), creativity, and presentation style (eye contact, mannerisms, lack of dependence on notes). Reading notes or overheads to the class is unprofessional and will not be tolerated.
- 4) You will have the opportunity to grade fellow class members on their contributions to assignments. While a grade will be given to each assignment, individual scores may be adjusted based on peer evaluations.
- 5) Late projects or assignments **will not be accepted. No exceptions.**
- 6) Physical requirements of all projects and assignments (Failure to conform to these requirements will result in a minimum one-letter grade penalty): All work must be typed and double-spaced, with margins of no more than one inch on all sides. Check your word processing software to ensure that it produces a document that adheres to these guidelines.

- 7) Divide your work into sections that correspond to the questions or steps of each assignment. You must use headings and subheadings to organize your work.

- 8) Cite all external sources and include a “References” section at the end of each assignment. Remember that external sources include personal interviews and the address of any web site used in your project. General APA format should be followed and will count for 10% of your grade. Although content will be 90% of the grade, remember that as a marketer you must have quality materials otherwise you may turn off your customer.

College Policies

College's Incomplete Coursework Policy

To designate a student's work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course's major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

College's Academic Integrity Policy

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student's responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run database and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of

submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

Should an occurrence of academic misconduct occur, the faculty member might assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend students for two semesters found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student's transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

Title IX Compliance Notice

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College's nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).

Tentative Course Schedule (subject to change)

Week	Week Begins	Week Ends	Read Chapter	Assignment	Case Assignment
1	1/9/2012	1/15/2012	Syllabus 1	Marketing in Today's Economy	Case 1 - Gillette
2	1/16/2012	1/22/2012	2	Strategic Market Planning	Case 2 - Monsanto
3	1/23/2012	1/29/2012	3	Marketing Ethics and Social Responsibility in Strategic Planning	Case 8 - New Belgium (A)
4	1/30/2012	2/5/2012	4	Super Bowl Assignment Collecting and Analyzing Marketing Information	Case 11 - USA Today - Student Led
5	2/6/2012	2/12/2012	5	Soap Project Assignment One Due Developing Competitive Advantage and Strategic Focus	Case 12 - Hottie Hawg's - Student Led
6	2/13/2012	2/19/2012	6	Soap Project Assignment Two Due Customer, Segmentation, and Target Marketing	Case 16 - eHarmony - Student Led
7	2/20/2012	2/26/2012	7	Written Case # 1 Due Product Strategy	
8	2/27/2012	3/4/2012		Mid-term Exam Written Case 1 Due	
9	3/5/2012	3/11/2012		Mid-Term Break	
10	3/12/2012	3/18/2012	8	Begin Marketing Simulation Q1 Pricing Strategy	Case 9 - New Belgium (B) - Student Led
11	3/19/2012	3/25/2012	9	Marketing Simulation Q2 Distribution and Supply Chain Management	Case 5 - Blockbuster - Student Led
12	3/26/2012	4/1/2012	10	Marketing Simulation Q3 Integrated Marketing Communications	Case - 10 - Molson Student Led
13	4/2/2012	4/8/2012	11	Marketing Simulation Q4 Marketing Implementation and Control	
14	4/9/2012	4/15/2012	12	Written Case # 2 Marketing Simulation Q5 Developing and Maintaining Long-Term Customer Relationships	

Week	Week Begins	Week Ends	Read Chapter	Assignment	Case Assignment
15	4/16/2012	4/22/2012		Marketing Simulation Qs 6 & 7	Case 13 - Mattel - Instructor Led
16	4/23/2012	4/29/2012		Marketing Simulation Qs 8	
17	4/30/2012	5/4/2012		Final Exam Personal Marketing Plan Due	

Note: This schedule is tentative and may be changed with appropriate notice to students. Course enrollments may impact the number of student led cases and other assignments.

Case Analysis Rubric

Criteria	Level of Achievement			
	Excellent (A)	Good (B)	Needs Improvement (C, D)	Unacceptable (F)
SWOT Analysis (20%)	A thorough SWOT analysis is presented and explained. There are no major strengths, weaknesses, opportunities, or threats missing. In addition, items under each category are appropriately categorized and written.	A SWOT analysis is presented and explained, but there are 1-2 things wrong with the analysis—e.g., at least one major item is missing, or an item is inappropriately categorized, or an opportunity is written as a tactic. Alternatively, the explanation of the SWOT may be unclear.	A SWOT analysis is presented and explained, but there are 3-4 things wrong with the analysis and/or the explanation is very unclear.	The SWOT analysis is either very poorly done (>5 things wrong with it) or missing, and/or the explanation is missing.
Identification of Problems/Issues (20%)	Clearly identifies problems/issues, based on the SWOT analysis and other forms of strategy analysis. The problems/issues are prioritized, differentiating those that are important from those that are routine. Relationships among the problems are identified, with the underlying, primary or key problem/issue clearly designated.	Problem and issue identification is clear, based on the SWOT and other analyses, and prioritizations have been made. Most, but not all, judgments about priorities are appropriate. Relationships and the key underlying problem/issue are identified.	Problem and issue identification is unclear in some aspects and is not wholly based on SWOT and other forms of analysis. Prioritization is confused. Relationships and the key underlying problem/issue are either misidentified or missing.	The problem identification is missing or not based on SWOT or other forms of analysis at all. In addition, there is no attention given to relationships among and prioritization of problems. Shows lack of judgment.
Identification and Analysis of Strategic Alternative Actions (30%)	Clearly identifies several strategic alternative actions that can be taken to address problems/issues. The list of alternatives is complete and linkage to the SWOT and problems/issues is clear, providing clear reasoning for inclusion as an alternative action. Each strategic alternative clearly represents a broad strategic direction. Analysis of alternative actions is detailed. Any necessary assumptions are stated and justified. The analysis appropriately incorporates strategic marketing management concepts and financial analysis. The likely benefits/disadvantages of each action are clearly identified and supported by the analysis.	Identifies strategic alternative actions that can be taken to address problems/issues. Most, but not all, alternative actions are linked to the SWOT and problems/issues. One of the alternative actions is too narrow (tactical) and does not identify a broad strategic direction. Analysis of alternative actions is detailed, but some statements are unsupported by analysis/calculations. Assumptions are stated, but some are not justified. Most, but not all, benefits/disadvantages are clearly identified and supported by the analysis.	The list of strategic alternative actions is incomplete or unclear in some aspects, and includes alternatives that are not based on the SWOT and/or are not reasonably linked to the problems and issues. More than one alternative is too narrow and does not identify a broad strategic direction. Some analysis is included, but it is not very detailed. Many statements are not supported by analysis/calculations. Most of the stated assumptions are not justified. Several benefits/disadvantages are missing and/or not clearly identified or unsupported by the analysis.	Either the list of strategic alternative actions is missing or the list is very incomplete or there is no linkage of the alternative actions to the SWOT or to the problems/issues. None of the alternatives identifies a broad strategic direction. Shows lack of thorough consideration. Analysis is trivial or missing, lacking any depth. No assumptions are stated(& are needed). Likely benefits/disadvantages are not provided at all or are unsupported by the analysis.

Recommendation (20%)	A clear action plan is given, logically derived from alternative analysis, that provides optimal solution for identified problems/issues and that further makes sense, given the SWOT analysis; the recommendation is based on only one of the strategic alternative actions. Assumptions, caveats, ongoing considerations concerning recommendation are provided.	An action plan is given, which is mostly, but not completely, logically derived from alternative analysis. There may be a better solution to the problems/issues than the one recommended, given the SWOT analysis. Most, but not all, assumptions, caveats, and ongoing considerations are provided.	A solution is recommended, but logical derivation from alternative analysis is unclear, and there is clearly a better optimal solution, given the SWOT analysis. The recommendation is based on more than one alternative action. No identification of assumptions, caveats, or considerations that might affect the recommendation is provided.	A solution is recommended, but it is not derived from the alternative analysis at all; or the recommended solution is clearly not viable, given the SWOT analysis; or the recommended solution does not address the problems/issues; or there is no recommended solution.
Organization (10%, includes organization, integration, grammar, appendices)	Written work is well organized and easy to understand. There is a brief introduction. Sections of case analysis are marked with appropriate headings. There are page numbers.	The organization is generally good. There is a brief introduction and section headings; there are page numbers. But some sections seem out of place or mislabeled, diminishing the ease with which the case reads and is understood.	The organization is unclear; headings are missing. The introduction is not succinct. Page numbers may be missing.	The case analysis is disorganized to the extent that it prevents understanding of content. There are no headings. There is no introduction. There are no page numbers.
Integration of Writing Styles	The team developed a writing style that is uniform throughout the case analysis. There is no indication that the report involved multiple authors.	There is some indication of multiple authors (e.g., different fonts, different paper, etc.)	There is ample indication of multiple authors.	Report is clearly the work of multiple authors with different writing styles, margins, printer fonts, paper types, etc.
Grammar, Spelling, and Formatting	The work has been thoroughly spell-checked and proofread. There are none to almost none grammatical or spelling errors. There are no APA formatting errors.	There are a few spelling and grammatical errors. There are one to three formatting errors. Generally conforms to APA style.	There is more than one spelling or grammatical error per page. There is at least one APA formatting error per page.	There are frequent misspelled words, serious grammatical errors, and multiple APA formatting errors, indicating that time was not take to spell-check and proofread the report.
Use of Appendices	Information is appropriately placed in either the main text or an appendix. Appendices are documented and referenced in the text.	Information is appropriately placed in either the main text or an appendix. Documentation and referencing in text are somewhat incomplete.	There is some misplacement of information in the text vs. the appendix. Appendices are poorly documented and referenced in the text.	Considerable amount of material is misplaced. Appendices are not documented or referenced in text.

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