Peru State College
BUS 491 STRATEGIC MARKETING MANAGEMENT
On Campus and Online Blended Course
Spring 2016

Instructor: Alan W. Jackson, MBA
Office Hours: W 9:00 – 1:00; TTh 10:45-12:30
Office Telephone: 402-872-2255
Office Address: TJM 242
Email Address: ajackson@peru.edu
Course Meets: TJM 304 9:30-10:45, and online

Required Textbooks and Course Materials:

Prerequisites: BUS 328 Principles of Marketing. Recommended: Statistics 210

Course Description & Objectives

An advanced study of the roles and responsibilities of marketing managers in researching, developing, analyzing, and implementing market planning strategies as well as managing the marketing function. The course encompasses an extensive range of activities and concepts and is based on the systems approach to marketing. The modern dynamic marketplace is affected by globalization and technological changes reinforce the importance of thoroughly assessing a firm’s internal and external environments as a foundation for strategic and operating initiatives. A strategic marketing simulation will enhance student engagement and critical thinking skills.

Upon completion of this course, the successful student will be able to:

1. Systematically analyze pertinent marketing information in support of effective marketing decisions.
2. To improve and broaden the student's abilities to identify marketing problems and to develop reasoned resolutions of these problems by applying critical thinking and marketing management models and techniques.
3. Understand how marketing and business strategy interrelate.
4. Examine the management of ethical challenges and opportunities in marketing.
5. Apply decision models used by today's marketing managers through the development of a marketing plan.
6. To acquaint the student with “state-of-the-art” marketing practices and popular marketing strategies.
7. Present and defend recommendations, and critically examine others’ recommendations.
Rapid changes in the economic, social, technological, and global business environment make it imperative that marketing managers develop an effective and efficient system of marketing planning that profitably capitalizes on emerging trends and shifts in the marketplace. More than ever, organizations must adopt creative and innovative strategies to meet the challenges of the 21st century. Developing such strategies, in a systematic and disciplined manner, is the goal of strategic marketing management.

Course Purpose

BUS 491 is the finishing course for all marketing majors. As such, it revisits and integrates all major marketing themes discussed in core required and elective marketing courses. However, our plan is to do this using refreshing material, from unexpected directions, and so avoid mere repetition. Our goal is to develop your ability to analyze, interpret, and apply marketing in a wide variety of situations. Bottom line—we want you to see the world as marketing professionals see it. Thus, the course revisits, integrates, and extends issues such as:

1. What is marketing?
2. What is the “marketing mindset”?
3. How does marketing fit into the firm?
4. How does marketing and marketing communications delivering customer value?
5. What is customer satisfaction? How it is measured?
6. How all of the above are bundled together into a coherent marketing strategy

Expectations and Instructional Approach

Among the expectations of this course is the development of analytical skills in the formulation and implementation of market driven strategies for an organization. The focus of the course is on strategic decision-making by marketing managers in connection with the chief marketing officer and senior organizational leaders. The course examines the management strategies and techniques required for developing a long-term impact on the organization. Strategic marketing management is the process of creating satisfied customers through the integration of all business functions and through the continuous search for a sustainable competitive advantage through innovation, customer service orientation, quality products (both goods and services) delivered and produced in an ethical way.

Cases are a major part of the pedagogical package for this course. The cases are keyed to the various topics in the course outline. Students should be aware, however, that the cases used in this course represent real problems faced by actual organizations. Many of the cases, therefore, encompass issues that are outside the specific topic area for the session - managerial problems do not come in neat packages. As a result, when analyzing the cases and making recommendations, it is expected that students will use knowledge and information from all areas of business. The cases represent both large and small organizations and are from a variety of industries: understanding the dynamics of different industrial sectors is part of the learning experience of cases.
Marketing, in the business sector, is about profitability. It is expected therefore, that students will be familiar with some basic accounting concepts and financial relationships. Effective marketing also requires the involvement of many actors in the organization and integration with different areas of the organization. As a result, case discussions will also draw upon behavioral and other managerial concepts.

Case examples will be used to illustrate theory. Students will also have the opportunity to prepare action plans for immediately moving the brand wagon forward. The evolving roles that reputation and trust play in the success or programs, products, and services will remain a central theme throughout the course. Case discussions account for about one-third to one-half of the sessions. There may also be guest lectures.

Interpersonal and teamwork skills will be developed and enhanced through group project activities and case studies. The class will be broken up into project teams consisting of three to four students. The goal for each team is to formulate a strategic marketing plan for an actual company.

Expected class norms include active engagement including but not limited to reading assigned materials for each class; attending all class and team meetings; being on time and staying for the entire class and team meetings; active listening and active participation.

**Assessment and Grading**

Your final grade will be determined as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Cases (4 @ 50 points each)</td>
<td>200 points</td>
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<tr>
<td>Exams (Mid-term (100) Comprehensive Final exam (100)</td>
<td>200 points</td>
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<tr>
<td>Discussion Board (4 @ 25)</td>
<td>100 points</td>
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<td>Article Critical Analysis (10 points each)</td>
<td>100 points</td>
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<tr>
<td>Strategic Marketing Plan Checkpoints (4 points vary)</td>
<td>50 points</td>
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<td>Strategic Marketing Plan (150 points)</td>
<td>150 points</td>
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<td>Presentation of Strategic Marketing Plan (100 points)</td>
<td>100 points</td>
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<td>Class participation and attendance (100 points)</td>
<td>100 points</td>
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<tr>
<td><strong>Total Regular Points Available</strong></td>
<td>1000 points</td>
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**Grading Scale**

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<tr>
<th>Grade</th>
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<th>Grade</th>
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<tr>
<td>A</td>
<td>≥ 90%</td>
<td>900 ≥</td>
<td>C</td>
<td>70 - 74%</td>
<td>700 - 749</td>
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<tr>
<td>B+</td>
<td>85-90%</td>
<td>850 - 899</td>
<td>D+</td>
<td>65-69%</td>
<td>650 - 699</td>
</tr>
<tr>
<td>B</td>
<td>80-84%</td>
<td>800 - 849</td>
<td>D</td>
<td>60-64%</td>
<td>600 - 649</td>
</tr>
<tr>
<td>C+</td>
<td>75-79%</td>
<td>750 - 799</td>
<td>F</td>
<td>&lt; 60%</td>
<td>&lt; 600</td>
</tr>
</tbody>
</table>

200 points
Cases
I have created a set of course materials on the Harvard Business Education web site, and this message explains how to get the materials you need for class. Course link: https://cb.hbsp.harvard.edu/cbmp/access/43515273

You need to register on the site to create a user name if you do not already have one. Once you have registered, you can log in to see the course materials. Some course materials are in PDF documents, and you can open them with Adobe Reader. eLearning materials include a link you can use to gain access to them. You will have access to these materials until June 12, 2016. The cost for the case studies is approximately $17.00 plus tax.

See the Blackboard course shell for specifics and a document entitled How to Prepare a Case Study. You will be required to purchase cases from Harvard Business Publishing. The total cost will be around $16 plus tax. The Course Pack is available at https://cb.hbsp.harvard.edu/cbmp/access/43515273

All articles listed in the syllabus schedule are available through the Peru State College Library using the EBSCO database. There articles are freely available for download.

Mid-term and Final Exam: There will be a mid-term and a final comprehensive examination.

Mid-Term Exam
The mid-term examination will cover chapters 1-10. The exam will also cover any articles covered during the first half of the course. The exam is worth 100 points. The exam will consist primarily of long answer essay questions, but may also have multiple-choice questions as well.

Final Examination
The final examination will be a case study. You will have the case study available to you approximately two weeks before the final exam deadline to be completed and turned in.

Discussion Board
The purpose of the Discussion Board Assignments is for students to reflect thoughtfully and exchange ideas on the philosophical topics covered in this course. As a class, you will benefit from actively participating and engaging others on the Discussion Boards. You will get out of them only as much as you put in to them. I have kept the number of Discussion Boards to a minimum considering the amount of other assignments. Therefore, I expect robust and complete Discussion Board posts and replies. Last minute posts that are often inaccurate, sloppy, unorganized, and unclear help no one. If you find that a post is unclear or inaccurate, it is your role to ask your classmate for further clarification or to point out the inaccuracy. If someone replies to your post with a question, you owe him or her, the courtesy of a response. You are also responsible for posting your answers and replies on time.

I will grade your discussion board answers using a rubric in Blackboard. I am not looking for short original posts. Think of the Discussion Board as a chance to interact with your classmates
just as you would in a discussion based class. Examples of discussion Board entries may be found in the Course Documents folder.

**Article Critical Analysis Papers**
In lieu of weekly quizzes, you will be required to read marketing and/or strategy related articles for this course. These articles are freely available through the Peru State College library using EBSCO, a powerful online reference system accessible via the Internet. It offers a variety of proprietary full text databases and popular databases from leading information providers. There is a list of articles in the Course Documents folder and a list of the specific articles to be read each week in the attached tentative course schedule. If you prefer, the articles are available for purchase from Harvard Business School Publishing using this URL. Article critique instructions are located in the Course Documents folder.

**Strategic Marketing Plan**
Purpose: Material is integrated from the course in the preparation of a strategic marketing plan for a business or organization. Practical application of course material enhances students’ abilities to make strategic marketing decisions. Strategic marketing plan instructions are located in the Course Documents folder.

Process: Student teams or individuals will prepare strategic marketing plans following the checkpoints and submission dates outlined on the tentative schedule below. Completion of the strategic marketing plan is organized around deadline dates that parallel the presentation of relevant course material. Individuals or teams are encouraged to meet with the instructor any time they have questions regarding the project. Online students are welcomed to call, email, and chat, Skype, or FaceTime if they have a question.

**Project Checkpoints**
Project checkpoints have been established to assist groups and individual learners to: (1) keep on track for successful completion of the project; and (2) obtain on-going feedback from the instructor that can be used to improve the project. The deadlines are listed in the tentative course schedule. For each checkpoint, students will be required to submit a portion of the marketing strategy plan project. Points are included in the syllabus for these project deadlines. Each checkpoint must have a properly prepared APA style title page.

**Written Strategy Plan**
The final written marketing strategy plan must be word-processed with one-inch margins. Include page numbers, in general APA format. Spelling and grammar must be perfect. Organize your plans with headings, and you must have a correctly prepared title page. It will be graded primarily on content, but it should also be professionally written—remember, actual professionals may see your written work. A sample marketing plan and step-by-step instructions may be found in the Course Documents folder.
Project Schedule: There are five project deadlines (including the final submission of your marketing strategy plan). Details are discussed in the Strategic Marketing Plan Instructions in the Course Documents Folder in the Blackboard Course Shell. The supplemental textbook Marketing Plan Handbook (MPH) will be your primary guide to producing a well-crafted strategic marketing plan.

In addition, if you have used any references (include secondary and primary data sources), these should be detailed in a reference list at the end of the plan. A good source for sample APA reference listings is located at http://goo.gl/cxhbhy

Include information in appendices that is necessary to understanding the plan but that is awkward to incorporate into the main body of the plan. Be sure all appendix material is labeled and self-explanatory and referred to in the body of the plan. Number appendices in the order in which the material is introduced in the body of the plan.

**Strategy Plan Presentation**

When possible, a formal, professional presentation of the plan will be given. At minimum, online students, will digitally video record their presentation, (or Skype their presentation) and post the final presentation to YouTube, sending the link to the professor. Note: You MUST make the presentation publically available or I will not be able to grade it. This is important! If you fail to make it public, you will receive a zero. You may delete your presentation after the course grade is received. Presentation instructions are located in the Course Documents folder.

The presentation should summarize the plan, the results, and marketing recommendations. Appropriate materials, e.g., PowerPoint (limited to no more than 5 – 7 slides and no slide with more than 20 words) should be prepared and incorporated into the presentation. The presentation should take about 10-15 minutes, including questions. Team based presentations may be longer. If your presentation is done via conference call, or Skype, you will still present a summary of the plan, emphasizing marketing recommendations. If conducted as a team. All team members are expected to actively participate in the presentation (if working as a tram), professional dress is required when presentations are done in person; being prepared to answer questions and professional delivery is essential regardless of mode of delivery.

**Class Participation and Attendance**

Participation in class and in discussions is required throughout the course and students will be encouraged to share their work, personal experiences, and research as they relate to the course curriculum.

**Attendance:** Students are expected to be on time and remain for the entire class session. Attendance will be taken at each class meeting. A portion of your final grade will be determined by your attendance. Students are expected to attend the full 16 week session.

For online students, attendance and participation are also essential. Logging in to the course frequently is required. This means frequently engaging in course work, reading announcements, participating in optional chat sessions, actively engaging other students on discussion boards, and generally being an active participant in the course. Blackboard tracks each time you log in the course. This course cannot be completed satisfactorily in four hours on a Sunday night.
If a class session must be missed, students should notify the instructor as well as make arrangements to obtain assignments and handouts, and turn in all work required when due. Students must complete all of the homework, final presentation, and final exam with case study with no exceptions. Online students: If you expect to be absent for an extended period due to military deployment or work travel, you are asked to contact your instructor.

**Use of Mobile Devices:** In this class, you can use your smart phones or other devices for taking notes and looking up information related to the presentation or discussion, but not for texting.

**Late Assignment Policy:** In general, late assignments are not accepted except under the most extraordinary of circumstances such as a documented death in your immediate family or hospitalization. Reasonable documentation will be required.

**General Class Standards**
Treat this class like a professional commitment. Attendance and punctuality are expected. When students miss class, they cannot share their insights or help develop discussion. They also are not exposed to un-scripted discussions and comments that invariably pop up in most classes. As such, they miss the richness and perspective that is so important to understand how marketing works. Our classroom (both on campus and online) is a professional environment.

On campus, please turn off your cell phone and other communication devices, including instant messengers on your laptops and iPods, before entering the classroom. Other disruptions (including newspapers, puzzles, sleeping) are also not acceptable during class time. The format of the class is interactive, so it is important that we all focus on the same learning outcomes during our time together.

Because the class involves discussions and group work, it is extremely important that you treat your fellow classmates with respect at all times. Negative/hurtful remarks and sarcasm discourage the open sharing of ideas and hinder creativity. Your work should reflect your professionalism.

Please let me know if you have any disabilities and/or special learning requirements during the first week of the semester. Please let me know if you have any disabilities, even if you do not need special learning accommodations.

**SUGGESTED SUPPLEMENTARY READING**

*The Wall Street Journal, Charlotte Business Journal, Journal of Marketing, Business Week, Fortune* and the business section of your local newspaper. Articles and other resources will be recommended throughout the semester.


Books

1. Anderson, Chris (2008). The long tail: Why the future of business is selling less of more

Software

2. Sales and Marketing Pro. PaloAlto Software.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Reading Assignments/Activities/Chapters/Book</th>
<th>Due Date</th>
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</table>
| 1    | 1/11/16 - 1/17/16 | Marketing as a Business Discipline                           | Read Chapter 1 in SMM  
Read Chapter 1 in MPH  
Read Article: *Rethinking Marketing*                                                                                           | Sunday, January 17, 2016  |
| 2    | 1/18/2016 - 1/25/16 | Marketing Strategy & Tactics  
The Marketing Plan                                 | Read Chapters 2 & 3 in SMM  
Read Chapter 2 in MPH  
Read Article: *Blue Ocean Strategy*  
Read Article: *The Five Forces that Shape Strategy*                                                                 | Monday, January 25, 2016  |
| 3    | 1/25/16 - 2/1/16 | Identifying Target Customers:  
Segmentation and Targeting Analysis                               | Read Chapter 4 in SMM  
Read Chapters 3 & 4 in MPH  
Read Article: *Marketing Myopia*  
Complete Discussion Board One (DB1)                                                                                               | Monday, February 1, 2016  |
| 4    | 2/1/2016 - 2/8/16 | Creating Customer Value: Developing a Value Proposition and Positioning  
Creating Company Value: Managing Revenues, Costs, and Profits | Read Chapters 5 & 6 in SMM  
Read Chapter 5 in MPH  
Begin reading Case Study One (CS1): *Starbucks Coffee Company: Transformation and Renewal* (HBS Course Pack)  
SMM Project Checkpoint One (CP1)                                                                                                   | Monday, February 8, 2016  |
| 5    | 2/8/16 - 2/15/16 | Creating Collaborative Value: Managing Business Markets       | Read Chapter 7 in SMM  
Read Chapter 6 & & in MPH  
| 6    | 2/15/2016 - 2/22/16 | Managing Products and Services  
Managing Brands                                                      | Read Chapters 8 & 9 in SMM  
Read Chapter 8 in MPH  
Read Article: *Branding in the Digital Age: You’re Spending Your Money in All the Wrong Places* (HBS Course Pack)  
SMM Project Checkpoint Two (CP2)  
| 7    | 2/22/16 - 2/29/16 | Managing Price                                                  | Read Chapter 10 in SMM  
Read Chapters 9 & 10 in MPH  
Read Article: *Pricing to Create Shared Value*  
Complete Discussion Board Two (DB2)  
| 8    | 2/29/2016 - 3/7/16 | Review for Mid-term Exam  
Read and prepare case study                                           | Mid-term Exam  
Review Chapters 1-10 in SMM and Chapters 1-6 in MPH  
### BUS 491 Strategic Marketing Management Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Reading Assignments/Activities/ Chapters/Book</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>9</td>
<td>3/7/16 - 3/13/16</td>
<td>Mid-term Break</td>
<td>No assignments due.</td>
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<td>Communications</td>
<td>Read Chapter 11 in MPH</td>
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<td></td>
<td>Complete Discussion Board Three (DB3)</td>
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<td>SMM Project Checkpoint Three (CP3)</td>
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<td>Read Chapter 12 in MPH</td>
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<td>Complete Case Study Three (CS3): <em>Virgin Mobile USA: Pricing for the Very First Time</em> (HBS Course Pack)</td>
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<td>Position Managing Sales Growth</td>
<td>Read Chapters 13 &amp; 14 in MPH</td>
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<td>Read Article: <em>Customer Value Propositions in Business Markets</em></td>
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<td>Product Lines</td>
<td>Read Appendices A, B, &amp; C in MPH</td>
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<td>Read Article: <em>The Female Economy</em></td>
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<td>Read Article: <em>Level 5 Leadership: The Triumph of Humility and Fierce Resolve</em></td>
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<td>Read Article: <em>When Marketing is Strategy</em></td>
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<td>SMM Project Checkpoint Four (CP4)</td>
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<tr>
<td>16</td>
<td>4/25/2016 - 5/2/16</td>
<td>Presentations</td>
<td>Prepare SMP and study for comprehensive final examination. Read case study in preparation for final examination. Final examination case study will become available TBA on or about 4/29/16</td>
<td>Monday, May 2, 2016.</td>
</tr>
<tr>
<td>17</td>
<td>5/2/2016 - 5/6/16</td>
<td>Final Comprehensive Examination</td>
<td>Final Marketing Plan submission by 5/6/16 before 5:00 p.m.</td>
<td>Friday, May 6, 2016.</td>
</tr>
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**Note:** This schedule and syllabus may change with advanced notice to students.

SMM = Strategic Marketing Management textbook  
MPH = Marketing Plan Handbook textbook  
SMP – Strategic marketing plan – semester project
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 may 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 is an equal opportunity institution. Peru State College does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, sexual orientation, gender identity, 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, 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).

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