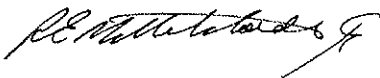


Approved by the W. P. Carey School's Faculty Council on September 19, 2012

Dean's Approval:  _____ Date: 9-20-2012
Robert E. Mittelstaedt, Dean

Memorandum of Verification
August 16, 2012

This is to verify that the Proposal for an Undergraduate Certificate in Sales and Marketing Essentials has been reviewed by the W. P. Carey Department of Marketing's Undergraduate Curriculum Committee, in accordance with the Department's By-Laws, Section VII, Department Committees. In a meeting on August 14, 2013, this committee approved the sales and marketing essentials certificate proposal. The Marketing Department's Undergraduate Curriculum Committee consists of Professor Amy Ostrom, Professor John Eaton, and Professor Doug Olsen, who have been appointed by the department chair to assist in the development of the department's curricular programs. In addition, the sales and marketing essentials certificate was discussed with the faculty at large at the spring department faculty meeting and received conceptual approval from the department faculty at that time. This certificate will not require any additional faculty resources or courses to deliver the certificate program to students.

Beth Walker
Chair, Department of Marketing
W. P. Carey School of Business
Arizona State University

ESTABLISHING UNDERGRADUATE CERTIFICATES

DEFINITION

These are the minimum requirements for approval. Individual undergraduate certificates may have additional requirements.

An undergraduate certificate is a programmatic or linked series of courses from a single field or one that crosses disciplinary boundaries and may be free-standing or affiliated with a degree program. The certificate provides a structured and focused set of courses that can be used to enhance a student's baccalaureate experience or professional development. There will be a Mandatory Review of all certificates every five years.

An undergraduate certificate program:

- Requires a minimum of 15 semester hours of which at least 12 semester hours must be upper division
- Requires a minimum grade of "C" or better for all upper division courses
- *Consists of courses that must directly relate in whole or large part to the purpose of the certificate. Example: Geographic area certificates must include only courses specific to the title of the certificate, other than a non-English language*
- Is cross disciplinary; or,
 - Certified by a professional or accredited organization/governmental agency; or,
 - Clearly leads to advanced specialization in a field; or,
 - Is granted to a program that does not currently have a major

PROPOSAL PROCEDURES CHECKLIST

Before academic units can advertise undergraduate certificates or include them in their offerings as described in the university catalogs, they must be recommended for approval by the Curriculum and Academic Programs Committee and Academic Senate, and approved by the appropriate Vice Provost.

A complete proposal should include:

1. Justification for the request for Certificate approval. Why should this be a certificate rather than a concentration or a minor, since certificates, by definition, are interdisciplinary, they could not be minors or concentrations, which are housed in disciplines. This proposed certificate (check one):
- Is cross disciplinary; or,
 - Is certified by a professional or accredited organization/governmental agency; or,
 - Clearly leads to advanced specialization in a field; or,
 - Is granted to a program that does not currently have a major.

Justification: See attached - Undergraduate Certificate in Sales and Marketing Essentials

2. A supporting letter from the chair of each of the academic units verifying that:
- A. The proposed certificate has been reviewed and has received faculty approval through appropriate governance procedures in the units concerned.
 - B. The units have the resources to support the certificate as presented in the proposal, without impacting core course resources.
3. A supporting letter from the *sponsoring departments and supervising dean(s)* verifying that the certificate has been reviewed and has received approval through appropriate governance procedures in the college(s).

- 4. If the certificate program is affiliated with a degree program, include a brief statement of how it will complement the program. If it is not affiliated with a degree program, incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at ASU.
- 5. A statement concerning the need or demand for the program (student/community/market).
- 6. A list of the knowledge, competencies, and skills (learning outcomes) students should have when they complete this proposed certificate program. Examples of program learning outcomes can be found at (<http://www.asu.edu/oue/assessment.html>).
- 7. A description of each units' strengths in relation to the proposed certificate.
 - Who are the primary faculty participants? Include full name, title/rank (faculty, lecturer, etc.)
 - How does the certificate fit with their areas?
 - Who are the supporting faculty?
- 8. Procedures and qualifications for admissions to the certificate program.
- 9. A minimum residency requirement: How many hours of the certificate must be ASU credit?
- 10. A description of the requirements for this certificate illustrated with one or more model programs of study. Be specific in listing required courses as well as electives and specify the total minimum number of hours required for the certificate.
- 11. A description of advising procedures as well as measures for verification of completion of the certificate.
- 12. A description of the administration of the new certificate.
 - How many students will be admitted?
 - Are any new courses required? If so, provide course syllabi and Proposal for Curriculum Action forms.
 - How will the certificate program be governed/administered?
 - What are the budgetary implications, e.g., will library and other forms of academic support resources, equipment, space and personnel services be needed? Specify the source for any additional resources.
 - How will student recruiting be funded and staffed?
 - Provide a procedure to check student transcripts and notify the registrar's Graduation Office so that the certificate appears on the transcript including the correct title.
- 13. A completed Appendix document. This information is to be used during the implementation phase to ensure this program appears correctly and completely on Degree Search.
- 14. Attach other information that will be useful to the review committees and the Office of the Provost.

Undergraduate Certificate in Sales and Marketing Essentials Proposal W. P. Carey Department of Marketing

Designed for the non-business major, the Certificate in Sales and Marketing Essentials offers a set of courses that covers essential marketing knowledge in a wide variety of marketing application domains. While all students are required to enroll in two fundamental courses in marketing (Essentials of Marketing and Essentials of Selling), students can then choose three other courses from a larger set (services marketing, business marketing, global marketing, sports business, advertising) to tailor their certificate to their particular interests. While some courses are offered in a face-to-face setting, the entire certificate is offered online for flexibility and convenience. Estimated enrollment after 3 years – 150 students.

Justification: We request the approval of a Certificate (versus a minor or a concentration). The Certificate in Sales and Marketing Essentials is targeted to undergraduate non-business majors. While marketing majors and other BS students may not enroll in this Certificate, we would like the flexibility to allow non-degree students to pursue this Certificate. As a “free-standing” program, the Certificate (versus a minor or concentration) is most appropriate. Students are very interested in enhancing the value of their ASU degree. In addition, though not their core area of study, many students ultimately find entry-level positions in the sales domain. Based on input from the W. P. Carey Academic Advising staff, non-business majors would be very interested in a certificate that provides coverage of sales and marketing. According to the Business Career Center (BCC) staff, employers, who are specifically interested in hiring students for sales roles, would be very interested in students who completed a certificate in sales and marketing. Though the courses are offered through the marketing department, the content is broad and far-reaching, covering a wide variety of topics. More importantly, the Certificate in Sales and Marketing Essentials clearly leads to advanced specialization in the marketing field. After completing foundational courses in Sales and Marketing, students will receive specialized knowledge in a variety of marketing disciplines, including services marketing, business marketing, global marketing, sports business, and advertising.

Statement of Value Added: As a free-standing entity, the Certificate in Sales and Marketing Essentials delivers knowledge and skills to students that are not currently available at ASU.

Need/Demand: From the student and employer point of view, demand for a Certificate in Sales and Marketing Essentials appears to be very strong. From a student perspective, curriculum in the sales and marketing may enhance their ability to compete for sales-related entry-level positions. From an employer perspective, many recruiters are interested in hiring students for sales positions, but unfortunately, BS students pursuing a marketing degree are simply not interested. As a result, employers often are disappointed in student interest for sales positions. This Certificate will help undergraduate non-business students to enhance the value of their ASU degree providing them with specific training in sales and marketing. In addition, this Certificate could be offered as a “stand-alone” certificate, perhaps during the summer months, to non-degree students seeking to expand their basic knowledge of sales and marketing.

Learning Outcomes: At the outcome of this Certificate program, students will be able to (1) demonstrate a basic understanding of the key principles in the marketing and sales domains, (2) develop an appreciation for the nuances associated with marketing in different contexts (e.g., services, business to business, global marketing), and (3) adopt an appreciation for the customer’s point of view when formulating business-related evaluating decisions.

Unit Strengths and Faculty: The Marketing Department is well-positioned to offer this certificate. MKT 390 (Essentials of Marketing) and MKT 391 (Essentials of Selling) have been offered for several years with strong enrollments. In addition, both courses are offered in both face-to-face and online formats, to provide flexibility for students. In addition, online versions of all of the other courses included in this Certificate have already been developed. Only fine tuning will be needed to make sure that all of the courses have the same look and feel. A faculty member (Michael Mokwa) has agreed to take the lead and work with Online Academic Services (OAS) to insure consistency across courses. Finally, key faculty are already been involved in developing and teaching the courses that are included in this Certificate. Primary faculty include: John Eaton (Clinical Professor), Jim Spiers (Lecturer), Nancy Stephens (Associate Professor), and Mike Denning (Professor of Practice). Supporting faculty may include David Albert, Lecturer, and Michael Hutt, Professor of Marketing.

Admission Requirements for the Certificate: Students will complete the certificate application, which is available online or in BA 109 Undergraduate Programs Office. Please contact the Department of Marketing for more information and also see -- <http://wpcarey.asu.edu/marketing>

Residency Requirement: All credit hours of the Certificate must be completed at ASU.

Certificate Curriculum: The Certificate in Sales and Marketing Essentials requires 15 credit hours to complete, and is available to undergraduate non-business majors, or non-degree seeking students. The coursework is offered on the ASU Tempe Campus in the face-to-face format as well as online. To receive the certificate, students must complete the specified business courses with a grade of “C” (2.00 on a scale of 4.00) or higher.

- Fifteen (15) credit hours
- Entire Certificate may be taken online
- Undergraduate non-business majors or non-degree seeking students

Required:

MKT 390 (non-Business) Essentials of Marketing (3 credit hours);

MKT 391 - Essentials of Selling (3 credit hours)

Choose any three of the following set:

Essentials of Business Marketing (online) – MKT 392 (3 credit hours)*

Essentials of Global Marketing (online) – MKT 397 (3 credit hours)*

Essentials of Services Marketing (online) – MKT 396 (3 credit hours)*

Essentials of Sports Business (F2F) - MKT 398 (3 credit hours)*

Essentials of Advertising and Marketing Communications (F2F) – MKT 395 (3 credit hours)

The (*) courses listed above replace the following: *Essentials of Business Marketing (MKT 394)*, *Essentials of Global Marketing (MKT 394)*, *Essentials of Services Marketing (MKT 394)*, and *Sports Business (MKT 394)*. These courses have been approved by the W. P. Carey School of Business Undergraduate Curriculum Committee and by Faculty Council; currently, they are pending approval with the Provost’s Office.

Certificate Administration: The Certificate in Sales and Marketing Essentials is administered by the W. P. Carey School of Business and the Department of Marketing. It is anticipated that over a three year period approximately 150 students will be enrolled in the certificate program. The Department of Marketing will promote the certificate through its website and through the channels used to reach BIS and other non-business students. No additional funding is required to support the certificate. Students will be advised by Department of Marketing faculty. Certificate requirements will be verified and validated in a DARS audit.

APPENDIX

OPERATIONAL INFORMATION FOR UNDERGRADUATE CERTIFICATES

(This information is used to populate the [Degree Search/catalog](#) website.
Please consider the student audience in creating your text.)

A. Proposed Certificate Name: Sales and Marketing Essentials Certificate

B. Description (150 words maximum)

Designed for undergraduate non-business majors, the Certificate in sales and marketing essentials offers a set of courses that cover essential marketing knowledge in a wide variety of marketing application domains. While students are required to enroll in two fundamental courses in marketing (Essentials of Marketing and Essentials of Selling), students can then choose three other courses from a larger set (services marketing, business marketing, global marketing, sports business, advertising) to tailor their certificate to their particular interests. While some courses are offered in a face-to-face setting, the entire certificate is offered online for flexibility and convenience.

C. Contact and Support Information

Building Name, code and room number: (Search ASU map)	Business Administration, BA 109
Program office telephone number: (<i>i.e.</i> 480/965-2100)	480/965-4227
Program Email Address:	wpcareyug@asu.edu
Program Website Address:	http://wpcarey.asu.edu/undergraduate/business-degrees/certificate.cfm

D. Program Requirements: Provide applicable information regarding the program such as curricular restrictions or requirements, specific course lists, or academic retention requirements.

The Certificate in sales and marketing essentials requires 15 credit hours to complete and is available to undergraduate non-business majors or non-degree seeking students at ASU. Entire certificate may be taken online.

Required: MKT 390 Essentials of Marketing (3 credit hours); and MKT 391 - Essentials of Selling (3 credit hours)

Choose any three of the following set:

- MKT 392 Essentials of Business Marketing (3 credit hours)*
- MKT 397 Essentials of Global Marketing (3 credit hours) *
- MKT 396 Essentials of Services Marketing (3 credit hours)*
- MKT 398 Essentials of Sports Business (3 credit hours)*
- MKT 395 Essentials of Advertising and Marketing Communication (3 credit hours)

To receive the certificate, students must complete the specified business courses with a grade of “C” (2.00 on a scale of 4.00) or higher.

The (*) courses listed above replace the following: *Essentials of Business Marketing (MKT 394)*, *Essentials of Global Marketing (MKT 394)*, *Essentials of Services Marketing (MKT 394)*, and *Sports Business (MKT 394)*. These courses have been approved by the W. P. Carey School of Business Undergraduate Curriculum Committee and by Faculty Council; currently, they are pending approval with the Provost’s Office.

E. Additional Admission Requirements If applicable list any admission requirements (freshman and/or transfer) that are higher than and/or in addition to the university minimum undergraduate admission requirements.) Students complete the certificate application, which is available online or in BA 109. Please contact the Department of Marketing for more information and also see -- <http://wpcarey.asu.edu/marketing>. There are no additional admission requirements for this concentration other than the university’s and the W. P. Carey School of Business’ minimum undergraduate admission requirements of 1160 SAT Reasoning OR 25 ACT score, OR graduated in the top eight percent of high school class as a freshman admit; or as a transfer admit 30 or more semester hours of credit after high school, 3.00 transfer GPA AND 1160 SAT score OR 25 ACT score OR graduated in the top eight percent of high school class.

F. Delivery/Campus Information Delivery:

On-Campus only (ground courses and/or iCourses)

Note: Once students elect a campus or On-line option, students will not be able to move back and forth between the on-campus and the ASU Online options. Approval from the Office of the Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online.

G. Campus/Locations:

Indicate all locations where this program will be offered.

- Downtown Phoenix Polytechnic Tempe West Other:

Application for the Certificate in Sales and Marketing Essentials

This form must be typed.

Name (last, first, middle)	Affiliate ID (10 digits, located on your SUN card)	ASU ID
Local Address (include apt. number if applicable)	City, State, Zip	Phone (include area code)
Major	Catalog Year	Expected Graduation Date
Certificate Title: Sales and Marketing Essentials	Certificate Code:	Campus: Tempe

- ADD Certificate (in progress with certificate requirements)
- REMOVE Certificate (no longer pursuing certificate)
- COMPLETED Certificate (all certificate requirements have been completed)
Semester all requirements were completed:

Campus, Course Prefix, Number	Course Title	Semester and Year Taken	Number of Credit Hours	Schedule Line #

**Written and signed documentation is required for exceptions to the above program of study.*

Student Signature:	Date:
Certificate Coordinator Approval:	Date:
College/Unit Approval:	Date:

Submit completed form to:

W. P. Carey School of Business
Tempe, AZ 85287-4106
Email: wpcareymkt@asu.edu

CURRICULUM VITAE

DAVID J. ALBERT

Lecturer of Marketing

Third Year Review

GENERAL INFORMATION

OCTOBER, 2010

Department of Marketing and Professional Sales

Coles College of Business

Kennesaw State University

1000 Chastain Road

Kennesaw, GA 30144-5591

Tel. (678) 797-2649

dja0648@kennesaw.edu

EDUCATION

2007 M.B.A. - Kennesaw State University

2006 B.S. – Kennesaw State University

PROFESSIONAL EXPERIENCE

2008-present Lecturer of Marketing

2007-2008 Adjunct Instructor of Marketing

COURSES TAUGHT AT KENNESAW STATE UNIVERSITY

1. MKTG 3100, Principles of Marketing, 2 times
2. MKTG 4150, Consumer Behavior, 4 times
3. MKTG 4870, Sport Marketing, 5 times
4. MKTG 4100, Marketing Research, 3 times
5. MKTG 4650, Advertising and Promotion, 11 times
6. MKTG 4490, International Hospitality Marketing, 1 time

SCHOLARSHIP OF TEACHING; RESEARCH AND CREATIVE ACTIVITY

PUBLICATIONS

REFEREED CONFERENCE PRESENTATION

Lester, D., Albert, D., (2008) *An Exploration in Profiling Consumer Purchase motivation: A Case of Extreme Sports Marketing* - Atlantic Marketing Association (2008 conference proceedings)

Albert, D., Tashchian, A., Selden, G., Roberts, G., (2008) Student Satisfaction of Traditional Academic and Equivalent Online Classes: An Exploratory Research – IABPAD Conference Proceedings, Dallas, Texas, April 24-27, 2008

John Eaton, Clinical Professor

Education

Ph.D., Arizona State University, 2002; MBA, University of Toledo, 1990; B.A., University of Michigan, 1988

Research Areas

Marketing management: Market strategy and performance relationships, brand equity and brand community, sponsorship effects on brand image; Consumer behavior: Brand image and personality, retail design atmospherics, role of emotions and expectations

Academic Positions

Arizona State University: 2006-present. Previous Appointments: University of Arizona, University of North Carolina-Charlotte

Career and Professional Awards; Teaching Awards

2011 Recipient, Huizingh Outstanding Honors Professor, W. P. Carey School of Business; 2010 Recipient, Huizingh Outstanding Undergraduate Professor, W. P. Carey School of Business; Recipient, W. P. Carey School of Business Faculty Advisor of the Year Award, 2009; Recipient, W. P. Carey School of Business John Teets Outstanding Undergraduate Teaching Award, 2009; Finalist, W. P. Carey School of Business Faculty Advisor of the Year Award, 2008; Finalist, W. P. Carey School of Business John Teets Outstanding Undergraduate Teacher Award, 2008; Recipient, College of Business Outstanding Graduate Student Teacher Award, 2000; Finalist, College of Business Outstanding Graduate Student Teacher Award, 1999

Professional Leadership

Vice Chair Communications, Sports and Special Events Special Interest Group, American Marketing Association, 2004-2006

Corporate and Public Sector Leadership

Director, Marketing Communications, Edison Industrial Systems Center, Toledo, OH

Representative Publications

Eaton, John P. and Michael P. Mokwa (2008), "Conventional Validity of Economic Impact Studies: Lessons Learned on the Road to the Super Bowl," 2008 Sport Marketing Association Annual Conference.

Eaton, John P. and Michael P. Mokwa (2007), "Collegiate Athletic Marketing Practices: The Effect of Moderators on the Relationship between Market Orientation and Performance," 2007 Sport Marketing Association Annual Conference.

Eaton, John P. and Michael P. Mokwa (2006), "Measuring Performance in Collegiate Athletics: Conceptualizing Beyond Convention," 2006 Sport Marketing Association Annual Conference.

Michael Denning, Professor of Practice
W. P. Carey Department of Marketing
W. P. Carey School of Business
Arizona State University

Education

Ph.D., Capella University, 2006; M.S., Columbia University, 1973; B.S., Fairleigh Dickinson University, 1971; USAF Academy, 1967.

Academic Positions

Arizona State University: 1997-present

Career and Professional Leadership; Teaching Awards

Selected as outstanding faculty by the undergraduate student body for the "Last Lecture" series;
Selected as outstanding faculty member by the ASU Football Team and served as honorary coach

Corporate and Public Sector Leadership

President and CEO, Denning and Associates, Inc., 1996-present; President, Mortgages Ltd., 2005-2007, CEO, Landtech Environmental, 2003-2005; President, Inpulse Response Group, 2002-2003; President Learning Edge, 2001-2002; President, Crystal Research Corporation, 1999-2000; President and CEO, Personnel Solutions, 1987-1996; Executive Vice President, Tricom Systems Corporation, 1985-1987

Michael Hutt, Professor of Marketing
W. P. Carey Department of Marketing
W. P. Carey School of Business
Arizona State University

Education

Ph. D., Michigan State University, 1975; MBA, Ohio University, 1970; B.B.A., Ohio University, 1968

Research Areas

Customer portfolio management; characteristics and skills of high-performing managers

Current Projects

Tarasi, C., B. Walker, M. Hutt, and R. Bolton, "Managing Risk and Return in a Customer Portfolio," Marketing Science Institute grant.

Steward, M., B. Walker, M. Hutt, and A. Kumar, "Coordination Strategies of High-Performing Salespeople: Internal Working Relationships that Drive Success," *Journal of the Academy of Marketing Science*.

Academic Positions

Arizona State University: 1982-present. Previous Appointments: Miami University, Ohio; University of Vermont.

Career and Professional Awards; Teaching Awards

Outstanding Professor Award - Doctoral Programs, 2007; Richard Beckhard Memorial Prize, *MIT Sloan Management Review*, 2001

Professional Leadership

Editorial Review Boards: *Journal of the Academy of Marketing Science*, *Journal of Strategic Marketing*, *Journal of Business-to-Business Marketing*, *Industrial Marketing Management*, and *Journal of Business and Industrial Marketing*.

Representative Publications

Hutt, M. and T. Speh, *Business Marketing Management: B2B*, 10th Edition (Mason, OH: South-Western Cengage Learning, 2009).

Hutt, M., "Engaging Corporate Partners to Bridge the Theory-Practice Gap," *Journal of Supply Chain Management*, Vol. 44, May 2008, pp. 68-72.

Hutt, M. and T. Speh, "Cross-Functional Relationships in Business Marketing: The Skills of High-Performing Managers," *Journal of Business-to-Business Marketing*, Vol. 14, No. 1, 2007, pp. 75-94.

Barnes, J., D. Jackson, M. Hutt, and A. Kumar, "The Role of Culture Strength in Shaping Sales Force Outcomes," *Journal of Personal Selling & Sales Management*, Vol. 26, Summer, 2006, pp. 255-270.

James Spiers, Lecturer
W. P. Carey Department of Marketing
W. P. Carey School of Business
Arizona State University

Education

M.A., University of Northern Colorado, 1975; B.S., Weber State College, 1968

Academic Positions

Arizona State University: 1980-present

Career and Professional Awards; Teaching Awards

Marketing Distinguished Service Award, Marketing Department, Arizona State University, 2000; 1st place, American Marketing Association Teacher of the Year Phoenix chapter, 2002.

Professional Leadership

Board Member of Pi Sigma Epsilon National Education Foundation Board of Trustees 2001-2003

Nancy Stephens, Associate Professor
W. P. Carey Department of Marketing
W. P. Carey School of Business
Arizona State University

Education

Ph.D., University of Texas at Austin, 1980; M.S., University of Illinois at Urbana; B.S. with Honors, University of Illinois at Urbana, 1972.

Research Areas

Marketing communications, consumer behavior, services.

Recent Consulting

Honeywell Aerospace, ConvaTec, Inc., TriWest Healthcare Alliance, Pearson Learning

Current Projects

"Beliefs of Chinese Buyers of Pirated Goods," (with Teresa A. Swartz), *Journal of Consumer Behaviour*, forthcoming.

"Attracting Working Adult Students with a High Satisfaction Strategy: A Case Study", *Proceedings of the American Marketing Association Symposium for the Marketing of Higher Education*, 2006.

Academic Positions Held

Arizona State University: 1980-1986 - Assistant Professor of Marketing; Arizona State University: 1986-present - Associate Professor of Marketing; Arizona State University: 1998-2005 - Faculty Director of W. P. Carey MBA Evening Program; Shanghai University of Finance & Economics - 2002-current - Visiting Professor.

Teaching Awards

Best Foreign Teacher at Shanghai University of Finance & Economics, 2006.

Professional Leadership

Chair, Services Marketing Track, American Marketing Association Summer Educators' Conference, 2008; Ad Hoc Reviewer, *Journal of Retailing and Consumer Services*, *Journal of Retailing*, *Journal of Advertising*.

Representative Publications

"Beliefs of Chinese Buyers of Pirated Goods," (with Teresa A. Swartz), *Journal of Consumer Behaviour*, forthcoming.

"Testing the Implied Mediational Role of Cognitive Age," (with Kevin P. Gwinner), *Psychology and Marketing*, 18, 10 (October 2001), 1031-1048.

"Why Don't Some People Complain? A Cognitive-Emotive Process Model of Consumer Complaint Behavior," (with Kevin P. Gwinner) *Journal of the Academy of Marketing Science*, 26, 3 (Summer, 1998), 172-189.

Education

Ph.D., Capella University, 2006; M.S., Columbia University, 1973; B.S., Fairleigh Dickinson University, 1971; USAF Academy, 1967.

Academic Positions

Arizona State University: 1997-present

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COURSE SYLLABUS
MARKETING 390: Essentials of Marketing
Spring 2011

Instructor

James V. Spiers, M.A.
BAC 463
Phone: 965-2936

Office Hours

M 3:00-5:00 Tempe
TTH 10:00-12:00 Tempe
W 5:00-6:00 Polytechnic

TEXT: MKTG⁴, 2011
 Lamb, Hair, McDaniel, Southwestern

COURSE OBJECTIVES

MKT 390 is designed to give you an understanding of the basic essentials of marketing. We will study the key concepts in marketing in order to develop an in-depth understanding of those basic principles. In order to accomplish our objectives, we will focus on the marketing operations of the profit and the nonprofit organization in both the product and the service sectors of the domestic and international environments. Specifically, here is what you will acquire during the term:

- An understanding of marketing's role in the creation and delivery of a standard of living for society
- A knowledge of how marketing operates in the individual organization
- The ability to develop the marketing mix and control marketing operations
- The ability to apply your knowledge of marketing operations in both the domestic and the international market environment
- An insight as to how marketing may help you personally

COURSE CONTENT AND DELIVERY

Course Content

In terms of course content, the principle change that you will see involves a movement from a course covering "what you have always wanted to know about marketing, but were afraid to ask," to a course covering "key concepts" that can be identified with the basic essentials of marketing. This approach will provide a very broad study of the subject area but give you ideas of how you can use the marketing principles no matter what your major might be.

Course Delivery

In terms of course delivery, class sessions will concentrate on the "key concepts" through illustrations of both contemporary and historical examples of marketing practice. Class sessions will be devoted to some discussion of these concepts in preference to an overview of the very broad subject of marketing. Class discussion will be augmented through the use of multimedia designed to access the key concepts from slides, transparencies, videos, film clips, and other exhibits and illustrations.

STUDY SUGGESTIONS

For your consideration, I would like to offer several suggestions to facilitate your study and understanding of the key concepts that will be presented in class discussion. These are as follows:

- Look over the ASSIGNMENT SCHEDULE before class and try to get a feel for what will be covered in that day's class
- Attend class and participate in the in depth presentation and analysis of key concepts
- Take quality in-class notes that can be used to prepare you for exams, concentrating on appropriate definitions, examples, and illustrations of the key concepts. Discuss with peer group. If absent share notes with someone who you know takes good notes in class. Use of course packet will be useful in note taking – each of the overheads are given in the packet.
- As soon as possible after each class, look back over the key concepts and fill in your notes where possible and where needed for clarification
- With your study guide, begin your study of the key concepts in time for an adequate study period prior to each exam

ASSIGNMENT SCHEDULE PART I - MARKETING IN CONTEMPORARY SOCIETY

In this section of MKT390, we will answer the question “what is marketing?” as we explore the role of marketing in the organization and in society in both the domestic and the international environment. Finally, we will examine marketing planning as the basis for effective marketing management.

Class meets: 6:05 p.m. M, BAC 316

<u>Week</u>	<u>Topics</u>	<u>Chapters</u>	
1	Intro	1	
2		2	
3		3 & 4	
4		6, 7	
5		8, 9	
6			
7	Exam I (2/28), - Chpts. 1,2,3,4,6,7, 8 & 9	10,11,12,13,14,15,19 & 20	
8			
9	SPRING BREAK		
10	Exam II (4/4), - Chpts. 10-15, 19 & 20	16, 17	
11			
12			
13	Exam III (4/25), 16-18 & 5	18, 5	
14			
15			
16			

Final Exam – Comprehensive – MUST TAKE

Monday, May 9, 6:05 p.m.

PERFORMANCE EVALUATION

Examinations

During the semester, you will have an opportunity to take three mid-term exams that will cover the entire course. **There will be no make-up exams unless provided for under extremely extenuating circumstances as described below.** Each of your mid-term exams will cover approximately one-third of the course and will be evaluated at 300 points per exam. One exam will be dropped for a total of 2 mid-term exams. Then a 350 point comprehensive final will be mandatory at the date scheduled for your class.

Grading

2 exams @ 300 each =	600
1 final @ 350 =	350
In-class exercise =	<u>50</u>
	1000

COURSE GRADE

A- = 900-919 A = 920-979 A+ = 980-1000
B- = 800-819 B = 820-879 B+ = 880-899
C = 700-779 C+ = 780-799
D = 600-699
E = 599 & below Note: I do not round up.

*Attendance is based on all items turned in and in-class opportunities and assignments.

Type of Exams

Unless otherwise announced, you will be given objective examinations in the form of true-false and multiple choice questions, or some combination of the two. Exam questions will come from key concept material discussed in class, including examples, illustrations, and all multimedia presentations used during class sessions. Examples of previous exams will be available to review as explained in class. **No questions are to be asked during exam period.**

Exam Feedback

You will receive the results of your exams as soon as possible following each exam on individual feedback sheets. Because of your right-to-privacy as mandated by Federal Law, exam grades will not be posted. Failure to follow instructions on exam will result in a 10 pt penalty.

Notification of Missed Exams

If you are going to miss one of the term exams for any reason, you must contact me prior to the exam indicating that you have a problem. If extremely extenuating circumstances prevent you from taking one of the term exams, I will discuss the matter with you to consider the possibility of an essay or other type of makeup exam. In case of emergency, you may call me at 965-2936, or leave a voice mail message at that number.

Tape Recording of Lectures

The content of this class is for individual consumption and not meant to be used for any other purposes without prior consent of the instructor. Consent will be considered on an individual basis. If not asked but lecture still recorded, student will be withdrawn from class.

Cell Phones and Pagers

Please turn your phones and pagers off prior to class. It is very disrupting and rude to the class and the professor for this unneeded interruption.

MKT 391

Essentials of Selling (Online)

Summer II 2012

Professor:

Office: BAC

Office Hours: By appointment (either in-person, by telephone, or via Skype)

E-mail:

Phone:

Required: Text: Ingram, LaForge, Avila, Schwepker, and Williams, Sell, South-Western Cengage Learning. 2011 edition.

COURSE DESCRIPTION

MKT 391 focuses on the knowledge, skills, and processes required for effective professional relationship selling. Topics covered include understanding organizational purchasing, building trust, communicating effectively, and self leadership. Strategies and approaches for creating, communicating, and delivering value to initiate, develop, and expand customer relationships are emphasized throughout the course.

COURSE OBJECTIVES:

The course will give you the opportunity to:

1. Understand of the importance of personal selling to businesses.
2. Develop persuasive communication skills and a becoming a strong self-manager.
3. Compare and contrast ideas and techniques that business practitioners are using in the field, paying special attention to behavioral material that is essential for successful persuasive communication.
4. Analyze the scope of professional selling opportunities available and to identify the differences among those opportunities.
5. Prepare for ethical responsibilities and challenges in selling.
6. Improve your ability to apply the techniques of selling and to build confidence in your ability to think, speak, and sell on your feet.
7. Appreciate the tasks needed to train and manage a salesforce.

CLASS PHILOSOPHY

Our online class will be challenging, there will be a lot of information for you to digest. It will be easy to fall behind in the class and I encourage you to **WORK AHEAD AS MUCH AS POSSIBLE**. Exams will be challenging. With the online structure, you might have a tendency to feel like you're going through the material alone. However I will be there all along the way to answer questions and provide guidance.

PERFORMANCE EVALUATION

Exams (3 @ 150 each) 450 points 582 - 600 (97% - 100%) = A+
Discussion Board Leadership 50 points 558 - 581 (93% - 96.9%) = A
Discussion Board Participation 100 points 540 - 557 (90% - 92.9%) = A-
Total 600 points 522 - 539 (87% - 89.9%) = B+
498 - 521 (83% - 86.9%) = B
480 - 497 (80% - 82.9%) = B-
462 - 479 (77% - 79.9%) = C+
420 - 461 (70% - 76.9%) = C
360 - 419 (60% - 69.9%) = D
359 and less = E

EXAMS

There will be three **Online**, 50-question multiple-choice exams during the class each worth 150 points. Each exam will cover not only the assigned text material but also all online materials. You are responsible for everything that takes place in our online class. No make-up exams will be given unless arrangements are made before the exam and only with the instructor's approval (e.g. medical emergencies). In other words, if you are unable to take the test at the arranged time, you must contact me BEFORE class time. **ALL MAKE-UP EXAMS will be different than the regular test and must be taken in the Marketing Department on the Tempe campus within two (2) days of the missed exam.** Medically excused exams can be made up prior to the final exam period. Electronic foreign language dictionaries, calculators or all other forms of technology are **NOT** allowed. Please contact me in advance if you feel the need to use a foreign language dictionary for an exam.

Exam 1: Thursday, July 19, 2012, 6:00 – 7:30 pm
Exam 2: Wednesday, August 1, 2012, 6:00 – 7:30 pm
Exam 3: Monday, August 13, 2012, 6:00 – 7:30 pm

ONLINE DISCUSSION BOARD LEADER REQUIREMENTS

On the first day of class (**on or before midnight**), you must sign up to lead a discussion board topic for one of the ten chapters for the class. There will be a maximum of four (4) people per chapter allowed; therefore, assignments are on a first-come, first-served basis. Please note in the course schedule when discussion topics for each chapter are due, as the dates vary. You may start your discussion board topic as early in the course as you like, but you **will not** receive credit if posted after the due date.

To lead a discussion board, find a recent news article (within the last six months) that you believe relates to the chapter you have chosen. There cannot be duplicate news articles, so check the discussion board to make sure one of your classmates has not already posted the same article. Start a new discussion board with the chapter number and your name in the title (i.e. Chapter 2 – Bradley Fay). In the body of the discussion, post a link to your chosen article and answer the following questions thoughtfully:

1. How does my article relate to the chapter? What specific concepts from the chapter are relevant?
2. How well have the people/firms described in the article applied the relevant concepts from the chapter? What did they do well or what should they have done differently?
3. Going forward, what should the people/firms described in the article do?

It may be that your article does not exactly fit into the mold of these three questions, and that's okay. Just make sure you follow the "spirit" of the questions; as in, you relate the article to concepts from the course and think about the article critically in light of what you have learned in this course.

ONLINE DISCUSSION BOARD PARTICIPATION REQUIREMENTS

For each chapter, you must comment on at least two (2) discussion board topics. Your comment should reflect a careful reading of the news article as well as your classmate's discussion of the article. In your comment, be sure to address (1) whether you agree with the discussion leader, (2) why or why not, and (3) any other comments or insights that you think your classmates might have missed. If you feel that your comment would simply be reiterating what other classmates have said, you might want to look at some of the other articles posted for that chapter. Try to comment on those articles where you think you can add the most insight/value. Finally, when writing your response, make sure that you are polite, respectful, and constructive; the goal of these discussions is to enhance everyone's overall learning and understanding of the material.

ACADEMIC INTEGRITY

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Academic dishonesty will not be tolerated in any form. Cases of academic dishonesty will be pursued to the fullest extent allowed by college and university regulations. Students are expected to adhere to the ASU Code of Academic Integrity as described in the ASU General Catalog. For further information on this subject please refer to:
http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm

SPECIAL NEEDS AND ACCOMMODATIONS

Please plan to meet with me by appointment to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. Please let me know as soon as possible if you need ANY accommodation for a disability. I can work with you and Disability Resources for Students (480-965-1234) to make the appropriate accommodations.

COURSE SCHEDULE

SEGMENT 1: August 18th – September 22rd

View course introduction power point presentation

View sales proposal project explanation presentation

Chapter 1: Overview of Personal Selling

Discussion Board Topics Due: July 6

Discussion Board Participation Due: July 9

Chapter 2: Building Trust and Sales Ethics

Discussion Board Topics Due: July 10

Discussion Board Participation Due: July 12

Chapter 3: Understanding Buyers

Discussion Board Topics Due: July 13

Discussion Board Participation Due: July 16

Chapter 4: Communication Skills

Discussion Board Topics Due: July 17

Discussion Board Participation Due: July 19

Exam 1: Thursday, July 19, 2012, 6:00 – 7:30 pm

SEGMENT 2: September 23th – October 27th

Chapter 5: Strategic Prospecting and Preparing for Sales Dialogues

Discussion Board Topics Due: July 20

Discussion Board Participation Due: July 24

Chapter 6: Planning Sales Dialogues and Presentations

Discussion Board Topics Due: July 25

Discussion Board Participation Due: July 27

Chapter 7: Sales Dialogues: Creating & Communicating Value

Discussion Board Topics Due: July 30

Discussion Board Participation Due: August 1

Exam 2: Wednesday, August 1, 2012, 6:00 – 7:30 pm

SEGMENT 3: October 28th – December 1st

Chapter 8: Addressing Concerns and Earning Commitment

Discussion Board Topics Due: August 2

Discussion Board Participation Due: August 6

Chapter 9: Expanding Customer Relationships

Discussion Board Topics Due: August 7

Discussion Board Participation Due: August 9

Chapter 10: Adding Value: Self Leadership and Teamwork

Discussion Board Topics Due: August 10

Discussion Board Participation Due: August 14

Exam 3: Monday, August 13, 2011, 6:00 – 7:30 pm

The schedule during the semester may vary from the syllabus because of availability of support materials, adaptation to specific needs of the class, etc. Announcements made in class will supersede this schedule.

MKT 394: Essentials of Global Marketing Sample Syllabus

Professor: James Spiers
Office: BAC 463, 480 965 2936
Office Hours: M 3:00-5:00 Tempe, TTH 10:00-12:00-Tempe, W 5:00-6:00 Polytechnic
Readings (required): Global Marketing Management, 5th edition, Kotabe/Helsen, Wiley, 2010

Approach: This course is designed to introduce you to the concepts of globalization in markets and to give you an appreciation and understanding of the differences between marketing in your home country and marketing globally. The rapid adoption of technology has fundamentally changed the dynamics of marketing and created new competitive paradigms whose comprehension is essential for success.

The course has been designed with the professional marketer in mind. It therefore assumes a basic understanding of the theories, principles and practices of marketing. I regard this advanced course as an extension of introductory courses in marketing that focus on a few international issues. Therefore, I will make no attempt to cover the entire marketing curriculum again, but rather focus on topics and issues that are particularly important for global marketing at the beginning of the new century. In particular, this course focuses on two major issues in international marketing: market entry and market development. In market entry, we focus on questions of which foreign markets to enter; choice of entry modes and timing of entry. Under market development we focus on questions of managing the marketing mix - including questions of product design, distribution channels, pricing, and promotion that can be strictly local solutions, global solutions, or an adapted solution from other markets.

My interest is to develop your sense of marketing - broadening what you have learned to include the development of strategies and programs for international contexts and with multicultural sensitivity.

We will be utilizing a variety of methodologies in exploring our subject, including live case studies. Cases provide one of the best vehicles for applying marketing concepts and theories. However, case analyses do require critical evaluation of both facts and logic to allow effective discussion. You must therefore be prepared to be actively involved in class discussions.

Objectives: Expect this course to:

1. Motivate an appreciation of global marketing along with its different environmental contexts for applying general marketing principles,
2. Develop a depth of understanding about how to make marketing decisions across different global contexts, and
3. Encourage broad thinking about the organizational impact of marketing problems, for example, in the areas of production, logistics, and organizational design decisions.

Grading Scale:

490-500 = A+
460-489 = A
450-459 = A-
430-449 = B+
410-429 = B
390-409 = B-
370-389 = C+

350-369 = C
320-349 = D
319 or less = E

EXAMS

There will be three **Online**, 50-question multiple-choice exams during the class each worth 150 points. Each exam will cover not only the assigned text material but also all online materials. You are responsible for everything that takes place in our online class. No make-up exams will be given unless arrangements are made before the exam and only with the instructor's approval (e.g. medical emergencies). In other words, if you are unable to take the test at the arranged time, you must contact me **BEFORE** class time. **ALL MAKE-UP EXAMS will be different than the regular test and must be taken in the Marketing Department on the Tempe campus within two (2) days of the missed exam.** Medically excused exams can be made up prior to the final exam period. Electronic foreign language dictionaries, calculators or all other forms of technology are **NOT** allowed. Please contact me in advance if you feel the need to use a foreign language dictionary for an exam.

Exam 1:

Exam 2:

Exam 3:

ONLINE DISCUSSION BOARD LEADER REQUIREMENTS

One the first day of class (**on or before midnight**), you must sign up to lead a discussion board topic for one of the ten chapters for the class. There will be a maximum of four (4) people per chapter allowed; therefore, assignments are on a first-come, first-served basis. Please note in the course schedule when discussion topics for each chapter are due, as the dates vary. You may start your discussion board topic as early in the course as you like, but you **will not** receive credit if posted after the due date.

To lead a discussion board, find a recent news article (within the last six months) that you believe relates to the chapter you have chosen. There cannot be duplicate news articles, so check the discussion board to make sure one of your classmates has not already posted the same article. Start a new discussion board with the chapter number and your name in the title (i.e. Chapter 2). In the body of the discussion, post a link to your chosen article and answer the following questions thoughtfully:

1. How does my article relate to the chapter? What specific concepts from the chapter are relevant?
2. How well have the people/firms described in the article applied the relevant concepts from the chapter? What did they do well or what should they have done differently?
3. Going forward, what should the people/firms described in the article do?

It may be that your article does not exactly fit into the mold of these three questions, and that's okay. Just make sure you follow the "spirit" of the questions; as in, you relate the article to concepts from the course and think about the article critically in light of what you have learned in this course.

ONLINE DISCUSSION BOARD PARTICIPATION REQUIREMENTS

For each chapter, you must comment on at least two (2) discussion board topics. Your comment should reflect a careful reading of the news article as well as your classmate's discussion of the article. In your comment, be sure to address (1) whether you agree with the discussion leader, (2) why or why not, and (3) any other comments or insights that you think your classmates might have missed. If you feel that your comment would simply be reiterating what other classmates have said, you might want to look at some of the other articles posted for that chapter. Try to comment on those articles where you think you can add the most insight/value. Finally, when writing your response, make sure that you are polite, respectful, and constructive; the goal of these discussions is to enhance everyone's overall learning and understanding of the material.

ACADEMIC INTEGRITY

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SPECIAL NEEDS AND ACCOMMODATIONS

Please plan to meet with me by appointment to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. Please let me know as soon as possible if you need ANY accommodation for a disability. I can work with you and Disability Resources for Students (480-965-1234) to make the appropriate accommodations.

TENTATIVE CLASS SCHEDULE

WEEK	TOPIC
1. 08/22	Lecture: Introduction – Chapters 1-2 International Marketing Environments
2.	Lecture: Chapter 3-5
3.	Lecture: Chapters 6-7
4.	Lecture: Chapter 8-9
5.	Lecture: Chapters 10-12, 13
6. 09/26 & 09/28	Lecture: Exam 1

7. **Lecture:** Chapter 15
8. **Lecture:** Chapter 16-17
- 9.
10. 10/24 & 10/26 **Lecture:** Chapter 14
11. Presentations 2 & 3
12. Presentations 4 & 5
13. Presentations 6 & 7
14. 11/21 & 11/23 **Exam 2**
15. 11/28 & 11/30 International Food Night – Turn projects in EOC
16. 12/07 Reading Day
Final Exam – Exam 3

Peer Evaluation

Team #: _____

Names:

% Grade:

- | | | |
|----|-------|--------|
| 1. | _____ | _____% |
| 2. | _____ | _____% |
| 3. | _____ | _____% |
| 4. | _____ | _____% |
| 5. | _____ | _____% |
| 6. | _____ | _____% |
| 7. | _____ | _____% |

Based on effort, participation, value of work and other intangibles

Comments:

Critique/Presentation

Team #: _____

Names:

% Grade:

- | | | |
|----|-------|--------|
| 1. | _____ | _____% |
| 2. | _____ | _____% |
| 3. | _____ | _____% |
| 4. | _____ | _____% |
| 5. | _____ | _____% |
| 6. | _____ | _____% |
| 7. | _____ | _____% |

Evaluate Team# ___ presentation based on 0 to 100%, i.e., 90%

Comments:

Positive: _____

Negative: _____

Suggestions: _____

MKT 394: Essentials of Services Marketing

Faculty:

Office:

Office Hours:

Email:

Phone:

Course Description:

Why study services marketing? The U.S., as well as much of the world economy, is dominated by services. In the U.S., approximately 80% of the labor force and 80% of the GDP is accounted for by services. Yet traditionally, business school courses have focused on the manufacturing sector of the economy. This course is especially designed for those students who may be interested in working in service industries and in addressing the distinct needs and challenges of managing services and delivering quality service to customers.

The primary theme of the course is that service organizations (e.g., banks, transportation companies, hotels, hospitals, educational institutions, professional services) require a distinctive approach to marketing strategy – both in its development and execution. A second theme of the course focuses on the role of service in manufacturing businesses. Currently, many firms in the manufactured goods sector see service as the basis for attaining a sustained competitive advantage.

Course Objectives

You will learn the five dimensions that make up service quality and why they are so important. You will delve deeper into “moments of truth” and learn how customers evaluate quality in different types of “moments.” You will be asked to contribute your own experiences in building trust and rapport with customers, in listening to them actively and offering solutions to them, and in approaching difficult situations which may involve saying “no” to them. You will be asked to make regular contributions to the discussion of managing front-line customer service issues. At the end of this course, you should be able to:

- A. Define the five dimensions of service quality.
- B. Define and explain why “moments of truth” are important to service quality.
- C. Explain methods of building trust and rapport with customers.
- D. Describe strategies for actively listening to customers.
- E. Specify approaches to difficult situations and saying “no” to customers.

Required Text:

Zeithaml, Valarie A. Mary Jo Bitner, and Dwayne Gremler (2009), *Services Marketing: Integrating Customer Focus Across the Firm* 5th Edition, McGraw-Hill.

Nature of the Sessions:

This course is delivered through seven online modules that include written material, power point slides, and video. The goal of the class is to provide a comprehensive review of the literature and an assessment of best practices in the business marketing area. Each module is designed to build a foundation in a particular area of services marketing. Throughout the modules, real-world examples are used extensively to bring theoretical concepts to life.

Grading:

Final course grades will be determined on the basis of student performance on the following dimensions:

Mid-term	25%
Final Exam	25%
Module Quizzes (individual)	25%
Discussion Board Leadership	12.5%
Discussion Board Participation	12.5%

Final grades will be calculated using the plus/minus grading system:

97%-100%	A+	80%-82.99%	B-
93%-96.99%	A	77%-79.99%	C+
90%-92.99%	A-	70%-76.99%	C
87%-89.99%	B+	60%-69.99%	D
83%-86.99%	B	Below 60%	E

Course Assignments:

Exams (50%): There will be two **Online**, 50-question multiple-choice exams during the class each worth 25% each. Each exam will cover not only the assigned text material but also all online materials. You are responsible for everything that takes place in our online class. No make-up exams will be given unless arrangements are made before the exam and only with the instructor's approval (e.g. medical emergencies). In other words, if you are unable to take the test at the arranged time, you must contact me **BEFORE** class time. **ALL MAKE-UP EXAMS will be different than the regular test and must be taken in the Marketing Department on the Tempe campus within two (2) days of the missed exam.** Medically excused exams can be made up prior to the final exam period. Electronic foreign language dictionaries, calculators or all

other forms of technology are **NOT** allowed. Please contact me in advance if you feel the need to use a foreign language dictionary for an exam.

Module Quizzes (25%): A quiz has been developed for each of the five course modules. Each quiz contains fifteen multiple choice and/or true false questions and is based on material from the text and from the online modules. Each module quiz must be completed by a specific date (see **Course Schedule posted under “Course Information” on Blackboard**) so that the solution file can be posted on the following day. I will drop your lowest quiz grade. **Quizzes are open-note and open book. Because the quizzes represent an individual assignment, you should not collaborate/communicate with others regarding the quizzes. You may not use the Collaborate tool while the quizzes are available. All quizzes will be available at the beginning of the course.**

Online Discussion Board Leader Requirements (12.5%): One the first day of class (**on or before midnight**), you must sign up to lead a discussion board topic for one of the ten chapters for the class. There will be a maximum of four(4) people per chapter allowed; therefore, assignments are on a first-come, first-served basis. Please note in the course schedule when discussion topics for each chapter are due, as the dates vary. You may start your discussion board topic as early in the course as you like, but you **will not** receive credit if posted after the due date.

To lead a discussion board, find a recent news article (within the last six months) that you believe relates to the chapter you have chosen. There cannot be duplicate news articles, so check the discussion board to make sure one of your classmates has not already posted the same article. Start a new discussion board with the chapter number and your name in the title (i.e. Chapter 2 –XXX). In the body of the discussion, post a link to your chosen article and answer the following questions thoughtfully:

1. How does my article relate to the chapter? What specific concepts from the chapter are relevant?
2. How well have the people/firms described in the article applied the relevant concepts from the chapter? What did they do well or what should they have done differently?
3. Going forward, what should the people/firms described in the article do?

It may be that your article does not exactly fit into the mold of these three questions, and that’s okay. Just make sure you follow the “spirit” of the questions; as in, you relate the article to concepts from the course and think about the article critically in light of what you have learned in this course.

ONLINE DISCUSSION BOARD PARTICIPATION REQUIREMENTS (12.5%): For each chapter, you must comment on at least two (2) discussion board topics. Your comment should reflect a careful reading of the news article as well as your classmate’s discussion of the article. In your comment, be sure to address (1) whether you agree with the discussion leader, (2) why or why not, and (3) any other comments or insights that you think your classmates might have missed. If you feel that your comment would simply be reiterating what other classmates have said, you might want to look at some of the other articles posted for that chapter. Try to comment on those articles where you think you can add the most insight/value. Finally, when writing your response, make sure that you are polite, respectful, and constructive; the goal of these discussions is to enhance everyone’s overall learning and understanding of the material.

Course Outline

<u>Wk</u>	<u>Date</u>	<u>Topic</u>	<u>Reading/Assignment</u>
1	8/23	Course Introduction Why study services? Introduction to services The Gaps Model of Service Quality	Chapter 1 Chapter 2
2	8/30	Consumer behavior in services Consumer expectations	Chapter 3 Chapter 4
3	9/6	Consumer perceptions of service	Chapter 5
4	9/13	Understanding expectations and perceptions through marketing research	Chapter 6
5	9/20	Building customer relationships	Chapter 7
6	9/27	EXAM 1	
7	10/4	Digital Marketing Event Building customer relationships	BAC 215
8	10/11	Service recovery Service innovation and design	Chapter 8 Chapter 9

9	10/18	Service innovation and design	Chapter 9
10	10/25	Customer-defined service standards Physical evidence and the servicescape	Chapter 10 Chapter 11
11	11/1		
12	11/8	Employees role in service delivery Customers' roles in service delivery	Chapter 12
		Chapter 13	
13	11/15	Delivering service through electronic channels Managing demand and capacity	Chapter 14 Chapter 15
14	11/22	Integrated services marketing communications Pricing of services	Chapter 16 Chapter 17
15	11/29	The financial and economic effect of service Course wrap-up	Chapter 18

EXAM 2 (FINAL EXAM):
Tuesday, December 13, 6:05

** This is a tentative course outline.*

W. P. CAREY SCHOOL OF BUSINESS HONOR CODE:

Unethical behavior by corporations has been linked with negative performance outcomes; the same is true of unethical student behavior. It is expected that students will neither participate in nor condone activities such as cheating or plagiarism. You are expected to do your own work on all individual exercises, quizzes, and exams. Failure to follow this policy may result in zero points for both the receiver and provider (if involved). Also, the instructor may take any other action described in the current [academic integrity policy](#). By placing their names on assignments, students are affirming that the contents are their original work. Consulting work done by students in this course in other platforms or in previous years is a violation of academic integrity. This policy will be vigorously enforced. Sharing work you do in this course with others, whether in the course with you or not, can tempt others to violate this academic integrity policy and can result in that student's failure in the course and dismissal from his/her program.

MKT 394
Essentials of Sports Business
Summer 2012

Instructor:
Phone:

Office hours: By Appointment
E-mail:

Required Text: Sports Business Journal

Course Objectives

- To build knowledge, skills, and practical understanding of the fundamentals of sports business
- Observe the practical application of sports business fundamentals in real world scenarios by sports business practitioners
- To develop an appreciation for and understanding of the multiple stakeholders and diverse interests in and around sports business, and their impact on sports business practice and performance
- To provide exposure to leading edge thought, methods and practices via guest lectures from sports business professionals

Class Philosophy

This class is not a study or review of sports talk radio. We will not be discussing whether or not Tom Brady is a better quarterback than Peyton Manning. This class will cover sports business. There will be challenging exercises and discussion that require a great amount of outside work. You will be expected to have read the most recent edition of the Sports Business Journal and other selected text as assigned. However, this will primarily be an interactive class. A large part of the class will be outside of the lecture format, which will require preparation and participation on your part. The goal is to create a positive environment for the free exchange of thoughts and ideas. We must all respect everyone's opinion on the topics we discuss at all times. I will not tolerate any disparaging comments about other's beliefs or thoughts.

Attendance Policy and Class Contribution

Again this is an interactive course, so therefore you are expected to attend and participate in each class. Your class contribution grade will reflect your participation in class. The contribution points are based on quality of responses and participation in all class exercises. The contribution points that are part of your grade are not easy points to get. While I do not have a specific attendance policy, missing class will negatively affect your class contribution grade. I will not provide class slides or notes to students with undocumented absences outside of what I post on Blackboard; if you miss class, please get the notes from another student.

Grades

Your grade will be determined **entirely** by your performance on the exam, your class contribution, projects and presentations. Therefore, I **cannot** adjust grades due to factors outside of the course (e.g. GPA trouble, work conflicts, personal problems, etc.).

Final Exam	250 points	A+ = 485-500 points
Group Project	100 points	A = 465-484 points
Class Contributions	60 points	A- = 450-464 points
Case Leadership	50 points	B+ = 435-449 points
Project Presentation	20 points	B = 415-434 points
Case Presentation	<u>20 points</u>	B- = 400-414 points
	500 points	C+ = 385-399 points
		C = 350-384 points
		D = 300-349 points
		E = 0-299 points

Exams

There will be one final exam worth 250 points. The exam will cover not only the assigned text material but also lectures, group exercises, guest speakers and class discussion. You are responsible for everything that takes place **in class**.

NO MAKE-UP EXAMS WILL BE GIVEN UNLESS ARRANGEMENTS ARE MADE BEFORE THE EXAM AND ONLY WITH THE INSTRUCTOR'S APPROVAL (e.g. medical emergencies). In other words, if you are unable to take the test at the arranged time, you must contact me BEFORE class time. The make-up exam will be different than the regular test.

Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Academic dishonesty will not be tolerated in any form. Cases of academic dishonesty will be pursued to the fullest extent allowed by college and university regulations. Students are expected to adhere to the ASU Code of Academic Integrity as described in the ASU General Catalog. For further information on this subject please refer to:

http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm

Classroom Behavior

You are enrolled in a professional course; please treat our classroom in the professional manner it deserves. Students are coming to class to learn. Please do not disrupt this process. If you need to talk to someone in class, please excuse yourself from class rather than create an annoyance for other students. If you have any questions whatsoever as to what it means to act in a professional manner, please ask me. The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self.

Special Needs and Accommodations

Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. Please let me know as soon as possible if you need ANY accommodation for a disability. I can work with you and Disability Resources for Students (480-965-1234) to make the appropriate accommodations.

Group Project - Profile and Assessment of a Sports Advertiser

The group project will task with you with creating an analytical profile and assessment of a sports advertiser (e.g. Visa). An in-depth handout detailing the group project will be placed on Blackboard.

Students will be assigned to teams of approximately four people. Groups will present their analysis and assessments to the class. All members are expected to speak in the presentation. Finally, I reserve the right to **significantly** lower a student's project grade if he/she does not participate in all aspects of the assignment. The final project is due at the **beginning** of the class when you are scheduled to present. It will lose **ten points per hour** that it is late.

Project grades will be based on the overall quality of the presentation deck and the oral presentation. Each team will be assigned a score. Each team member will have the opportunity to *confidentially* complete a critique of each member's performance. I reserve the right to raise/lower a student's project grade based on this information.

Case Leadership

Each group will be responsible for leading the class in one case discussion. All members are expected to speak in the presentation. An in-depth handout detailing the case leadership requirements will be placed on Blackboard.

MKT 394 - COURSE SCHEDULE (Subject to Change)

<u>Date</u>	<u>Topic</u>
T 5/22	Introduction
W 5/23	Sports Business Overview
TH 5/24	TBA Class Exercise
T 5/29	Sponsorship and Advertising
W 5/30	Sponsorship and Advertising
TH 5/31	Properties
T 6/5	Broadcast Rights Holders
W 6/6	Broadcast Rights Holders
TH 6/7	Facilities
T 6/12	Athletes
W 6/13	Athletes
TH 6/14	Collegiate Sports
T 6/19	Collegiate Sports
W 6/20	TBA Discussion/Exercise
TH 6/21	Final Review/Additional Group Time
T 6/26	Final Exam
W 6/27	Final Project Presentations
TH 6/28	Final Project Presentations

Arizona State University
W.P. Carey School of Business
Department of Marketing

Sample Syllabus
MKT 394: Essentials of Business Marketing

Instructor:

Office: BAC 460
Phone: 480-965-3621 (Department of Marketing)
Office hours: T 11:00am-12:00pm and by appointment, email is the best way to reach me.

Required Text: Business Marketing Management: B2B
By Hutt & Speh, 10th ed., South-Western – Cengage Learning
2010 (ISBN: 9780324581676)

Course Website: <http://my.asu.edu/>

Special challenges and opportunities confront the marketer who intends to serve the needs of organizations rather than households. Business-to-business customers represent a lucrative and complex market worthy of separate analysis. A comprehensive treatment of business marketing management is appropriate when one considers that more than half of all business school graduates enter firms that compete in business markets. This course provides an ideal platform to deepen a student's knowledge of the competitive realities of the global marketplace, customer relationship management, cross-functional decision-making processes, supply chain management, e-commerce, and related areas.

Course Overview

This course provides you with the tools and specialized knowledge for developing and executing marketing strategy in the business-to-business market. You will learn how to identify the forces that drive buying behavior in organizations, measure market opportunity, identify profitable segments, and develop strategy, particularly for turbulent, high-technology markets.

In the business market, the customers are organizations (businesses, governments, and institutions) and these customers represent a huge market opportunity. While we think of companies like Procter & Gamble, Sony, or Ford as sellers, they are also buyers that annually spend billions of dollars each on products and services sold to them by other businesses. They buy enormous quantities of raw materials and manufactured component parts; they make large investments in building, equipment, and information technology, and they continually purchase supplies and business services to support operations. Building and maintaining a close relationship with a customer, like P&G, requires careful attention to details, meeting promises, and swiftly responding to new requirements.

The purpose of this course is to deepen your skills and capabilities in business-to-business marketing by identifying the distinctive characteristics of the business market,

exploring the way in which organizations make buying decisions, and isolating the requirements for marketing strategy success. The course also provides a perfect vehicle for profiling leading business marketing firms such as IBM, Cardinal Health, Cisco Systems, Dell Computer, and others that demonstrate best practices in marketing strategy.

Course Objectives:

1. To deepen your understanding of the nature, structure, and distinguishing characteristics of the business-to-business market.
2. To provide you with distinctive knowledge and skills for exploring and analyzing organizational buying behavior and for developing specific relationship marketing strategies.
3. To enhance your conceptual and analytical skills in applying demand analysis and segmentation techniques in the business market.
4. To provide you with specialized knowledge for managing the firm's marketing efforts directed to the business market; specifically, the course will provide a framework for understanding business marketing strategy development and, thereby, advance your decision-making capabilities in the field.
5. To make the learning process in this area an enjoyable experience.

The Text

The text used in this course is a well-known leading marketing B2B text. The text and class content complement each other. However, the chapter reading assignments don't always match perfectly with the class discussion. In class we may talk about things not covered in the text, expand on things not covered well in the text, or emphasize areas where the text may have excellent coverage. At test time, you will want to understand how to apply the concepts from the text as well as from class discussion. You are responsible for all content covered as part of the class, which includes, content in the text, presentations, BB modules, and lecture.

Nature of the Course

This course is delivered through a blend of classroom sessions and five online modules. The goal of the course is to provide you with a comprehensive set of tools for managing business marketing strategy development and implementation. Each module is designed to build a foundation in a particular area of business marketing. Throughout the modules, videos and illustrations from business practice are used extensively to bring theoretical concepts to life. The classroom sessions will involve a lecture and class discussion. To achieve course objectives and to maximize learning opportunities, your **active involvement** and **participation** are required in each of our scheduled classroom sessions.

Case Analyses

Several short cases will be analyzed throughout the course. Develop a position on the core issues in each of these cases and be prepared to participate actively in the class discussion. For four of the cases, you will be required to submit a brief one-page written analysis. This will represent your individual assignments. In addition, you'll have a group assignment. Your group will conduct a five-page written analysis of a more comprehensive case, "We've Got Rhythm! Medtronic Corporation's Cardiac Pacemaker Business." A set of guide questions will be provided for each of the cases. Please work with up to 3-4 colleagues in class for the group assignment.

Module Quizzes

A quiz has been developed for each of the five course modules. Quizzes are administered and submitted through BlackBoard under the "Assignments" tab. Each quiz contains fifteen multiple-choice questions and is based on material primarily from the text. All quizzes are available from the start date of the course. However, each module quiz must be completed by a specific date (see Course Schedule posted under "Course Information" on BlackBoard) so that the solution file can be posted after 5:00 pm that day. The quizzes constitute 20 percent of the grade and your lowest quiz grade will be dropped.

Grading

Your grade will be based on your two exams scores, your assignments (group and individual), and your participation in class. The specific breakdown is as follows:

Mid-term	100 points
Final	100 points
Module Quizzes (25 pts ea.: 4 out of 5, lowest dropped)	100 points
Assignments	
• Individual Cases (4: 10 pts ea)	40 points
• Group Case	60 points
Class participation	<u>100 points</u>
TOTAL	500 POINTS

Your points will then be calculated as a percentage.

Your final grade will be calculated as follows:

97% - 100%	A+	80% - 82.99%	B-
93% - 96.99%	A	77% - 79.99%	C+
90% - 92.99%	A-	70% - 76.99%	C
87% - 89.99%	B+	60% - 69.99%	D
83% - 86.99%	B	Below 60%	E

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

Exams

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

Extra Credit

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

Class Participation

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

Easy to do business

The world of business marketing as practiced successfully today requires a laser beam focus on customer service. Putting the needs of your customers first. With this commitment from the firm comes the expectation from customers that companies will be easy to do business with. Not all firms successfully implement this sentiment as is noted by the fact that the American Consumer Satisfaction Index (www.theacsi.org/index.php) scores are flat or declining. In order to stress the importance of being easy to do business with, a portion of your participation grade will also include a measure on how easy it is to do business with you. Some of the items that may fall into this category are things like:

- Handing in assignments that are not stapled or hard to read.
- Ask questions that can be easily answered by reading the syllabus.
- Arriving late.
- Not keeping your personal items (backpacks, drinks, etc.) neat and orderly to where is becomes a distraction or impediment to the class.
- Not including your name on assignments or numbering your pages.
- Overall not being a pleasant person to work with.

Ethical Implications

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

Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Academic dishonesty will not be tolerated in any form. Cases of academic dishonesty will be pursued to the fullest extent allowed by college and university regulations. Students are expected to adhere to the ASU Code of Academic Integrity as described in the ASU General Catalog. For further information on this subject please refer to:

http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm

Classroom Behavior

You are enrolled in a professional course; please treat our classroom in the professional manner it deserves. Students are coming to class to learn. Please do not disrupt this process. If you need to talk to someone in class, please excuse yourself from class rather than create an annoyance for other students. You are expected to act as you would if you were in a meeting with your supervisor. Text messaging, surfing the net, sleeping, etc. will not be tolerated. If I see you doing any of these things, you will be asked to leave and you will lose attendance points for that day along with any other disciplinary action I deem appropriate. If you have any questions whatsoever as to what it means to act in a professional manner, please ask me. The Arizona Board of Regents' Student Code of Conduct prohibits threats of physical harm to any member of the University community, including to one's self. For further information, please refer to:

http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5-308.pdf

Special Needs and Accommodations

Please plan to meet with me by appointment to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. Please let me know as soon as possible if you need ANY accommodation for a disability. I can work with you and Disability Resources for Students (480-965-1234) to make the appropriate accommodations.

Final Note

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

Schedule of Classes and Assignments

<u>Day</u>	<u>Date</u>	<u>Discussion</u>	<u>Chapters</u>	<u>Assignment</u>	<u>Due Dates</u>
Thursday	1/5/2012	Course Introduction			
Tuesday	1/10/2012	A Business Marketing Perspective & The Business Market: Perspectives on the Organizational Buyer	Ch. 1 & 2	Assignment #1: 1 page analysis for "The Tablet PC for Nurses"(pgs 89-90)	Tues 1/17/2012
Thursday	1/12/2012	Module 1		Module 1 Quiz	By 5:00 pm, 1/12/2012
Tuesday	1/17/2012	Organizational Buying Behavior	Ch. 3		Assignment #1
Thursday	1/19/2012	Module 2, part A			
Tuesday	1/24/2012	Customer Relationship Strategies	Ch. 4		
Thursday	1/26/2012	Guest Speaker			
Tuesday	1/31/2012	Segmenting Business Markets	Ch. 5		
Thursday	2/2/2012	Module 2, part B		Module 2 Quiz	By 5:00 pm, 2/2/2012
Tuesday	2/7/2012	Business Marketing Planning: Strategic Perspectives	Ch. 6	Assignment #2: 1 page analysis for "Microsoft Targets Small and Medium-sized Businesses" (pgs 178-179)	Tues 2/14/2012
Thursday	2/9/2012	Module 3, part A			
Tuesday	2/14/2012	Managing Products for the Business Market	Ch. 8		Assignment #2
Thursday	2/16/2012	Module 3, part B			
Tuesday	2/21/2012	Managing Innovation and New product Development	Ch. 9		
Thursday	2/23/2012	Module 3, part C		Module 3 Quiz	By 5:00 pm, 2/23/2012
Tuesday	2/28/2012	Review for Mid-Term			
Thursday	3/1/2012	Mid-Term Exam	Ch. 1-6, 8-9		
Tuesday	3/6/2012	Managing Services for Business Markets	Ch. 10	Assignment #3: 1 page analysis for "SafePlace Corporation (pg 280)	Tues 3/13/2012
Thursday	3/8/2012	Guest Speaker			
Tuesday	3/13/2012	Business Marketing Channels	Ch. 11		Assignment #3
Thursday	3/15/2012	Module 4, part A			
<i>Tues-Thur</i>	3/20, 3/22	<i>SPRING BREAK</i>			
Tuesday	3/27/2012	Pricing Strategy for Business Markets	Ch. 14		
Thursday	3/29/2012	Module 4, part B		Module 4 Quiz	By 5:00 pm, 3/29/2012
Tuesday	4/3/2012	Business Marketing Communications: Advertising & Sales Promotions	Ch. 15	Assignment #4: 1 page analysis for "Jonson Controls, Inc." (pg 406)	Tues 4/10/2012
Thursday	4/5/2012	Work on group and indiv. assign.			
Tuesday	4/10/2012	Business Marketing Communications: Managing the Personal Selling Function	Ch. 16	Group Assignment #1: 5 pg analysis of "We've Got Rhythm! Medtronic Corporation's Cardiac Pacemaker Business (pgs 547-564)	Assignment #4
Thursday	4/12/2012	Module 5		Module 5 Quiz	By 5:00 pm, 4/12/2012
Tuesday	4/17/2012	Case Analysis			Group Assignment #1 & Peer 360 Frm
Thursday	4/19/2012	Course Recap			
Tuesday	4/24/2012	Final Exam	Ch. 10-11, 14-16		

***Days marked in Bold are dates we will meet (Tues) the mid-term and select dates.**

****This schedule is subject to change at the instructor's discretion.**

ASSIGNMENTS & KEY DATES

Classroom Sessions are for the most part on Tuesdays throughout the semester. The exceptions will be for test days, guest speakers and special topics. We'll discuss this in more detail in class.

QUIZZES

Module 1 Quiz

Due Thursday, 1/17/2012, by 5:00 pm

Module 2 Quiz

Due Thursday, 2/2/2012, by 5:00 pm

Module 3 Quiz

Due Thursday, 2/23/2012 by 5:00 pm

Module 4 Quiz

Due Thursday, 3/29/2012 by 5:00 pm

Module 5 Quiz

Due Thursday, 4/12/2012 by 5:00 pm

INDIVIDUAL ASSIGNMENTS

#1 One-Page Written Assignment: "The Tablet PC for Nurses"

Due Tuesday, 1/17/2012

#2 One-Page Written Assignment: "Microsoft Targets Small and Medium-sized Biz"

Due Tuesday, 2/14/2012

#3 One-Page Written Assignment: "SafePlace Corporation"

Due Tuesday, 3/13/2012

#4 One-Page Written Assignment: "Johnson Controls, Inc."

Due Tuesday, 4/10/2012

GROUP ASSIGNMENT

Five-Page Written Assignment: "We've Got Rhythm! Medtronic Corporation's Cardiac Pacemaker Business"

Due Tuesday, 4/17/2012

EXAMS

Mid-Term

Due Thursday, 3/1/2012

Final Exam

Due Thursday, 4/24/2012

*Any part of this syllabus is subject to change at the instructor's discretion.

MKT 395: Essentials of Advertising and Marketing Communication

Faculty:
Office:
Office Hours:
Email:
Phone:
Spring, 2012

Important Facts/Information about the Course:

- MKT 395 is a class designed to be thought-provoking, engaging, entertaining and enlightening.
- You will be provided with every opportunity to earn an excellent grade in this course.
- A number of outstanding guest speakers will appear throughout the course. Their experience, advice and communication skills will make a significant contribution to this class.
- Your opinions and insights are a welcome and valued part of this class. Please feel free to express your views and participate in our discussions.
- My office hours are posted and my office door is always open. Don't be afraid to come by and say "hello." I look forward to meeting you.
- As an important member of this class, the following will be expected of you:
 - a) Be on time (class begins promptly at 9:00 a.m.)
 - b) Respect your instructor, your colleagues and the course
 - c) Refrain from conduct that detracts and/or inhibits the educational experience.

Course Objectives: The primary objective of this course is to provide the student with an understanding of the communication process within the marketing and advertising disciplines. A secondary goal of the course is to introduce the student to the fundamental principles that serve as the foundation for successful marketing/advertising campaigns and promotional programs. The final objective is to demonstrate to the student the professor's belief that the marketing/advertising profession is one that is dynamic, fun and interesting.

Required Textbook: *Advertising and Promotion: An Integrated Marketing Communications Perspective*. Ninth Edition. Belch and Belch, The McGraw Hill Companies, 2012.

Course Requirements and Grading:

Exam I	100 points	Final Exam	200 points
Exam II	100 points	Assignments	100 points
Exam III	100 points		

Please Note: The student's final grade will be based on a total of 500 points. Grades will be calculated in the following manner:

A+ 480-500	B+ 430-449	C+ 380-399	E 299 and below
A 461-479	B 411-429	C 350-379	
A- 450-460	B- 400-410	D 300-349	

Examinations will be given only on the date and at the time listed in the course outline. No late, early or make-up exams will be given. All students must take the final (which is comprehensive in nature). The instructor respectfully requests that students refrain from asking questions during exam periods.

Examinations: All of the examinations in this course will be objective in nature. Examinations I, II and III will consist of 50 multiple-choice questions with each question worth 2 points. The final exam will be worth 200 points – 50 multiple choice questions worth 4 points each. The examinations will consist of questions taken from the information covered in the lectures (50%), text (40%), and material distributed in class (10%). The lowest score of exams I, II and III will be dropped in the calculation of the student's final grade. A grade of zero is given for any exam that is missed for any reason (illness, family emergency, etc.). Students are encouraged to take every exam and to perform at their highest level throughout the course.

Assignments: There will be approximately 10-12 assignments (worth a total of 100 points) given throughout the course. The assignments will typically: a) require the student to analyze current ads/campaigns in terms of strategy and execution; or b) deal with current topics as they relate to the service, sales, media, creative, and research functions in advertising and marketing. The assignments will range in value from 5 to 15 points. Some of the assignments will be group exercises conducted in class. Others will be individual assignments completed outside of the classroom. Throughout the course, students will also be offered the opportunity to participate in a number of extra credit assignments. These extra credit opportunities will be conducted during class. Therefore, in order to participate and receive credit, students must be present.

Please Note: No make-up assignments will be given and late assignments will not be accepted. Assignments (completed outside of class) must be typed and a grade of zero will be given for assignments not prepared in the proper format. On assignments completed during class, it is the responsibility of the student to make sure that his/her group submits an accurate list of participants.

Grammar and Spelling: Advertising is a business of communication. Therefore, students will be graded (when appropriate) on grammar, spelling and punctuation. Students are encouraged to use a dictionary.

Please Note: Students are strongly encouraged to attend class and to be on time. Students are also asked to not be a distraction to their colleagues or to the professor. If necessary, the professor will utilize the automatic drop policy.

COURSE OUTLINE AND TENTATIVE SCHEDULE

<u>DATE</u>	<u>TOPIC</u>	<u>CHAPTER(S)</u>
Jan. 5, 10	Introduction to the Course What do we want to accomplish?	
Jan. 12, 17	What is Marketing? A Discussion of the Basics	2
Jan. 19, 24, 26	Historical Perspective Advertising's Role in the Marketing Process	1, 3
Jan. 31	Understanding the Consumer Importance of Research	4, 18
Feb. 2	Strategy and Planning Advertising Objectives and the Creative Platform	7, 8
Feb. 7, 9	How Advertising Works "Telegraphing" the Message - Print Advertising	9
Feb. 14	Exam I	
Feb. 16, 21	Creativity in Advertising Outdoor Advertising	8, 13
Feb. 23	Creating Radio and Television Commercials "Vampire Video" and the "Theatre of the Mind"	6, 9
Feb. 28, Mar. 1	Advertising Sales	1, 3
Mar. 6, 8, 13	Media Strategy and Planning Broadcast and Print Media Matching Media and Markets Media Buying	10, 11, 12
Mar. 15	Exam II	
Mar. 20, 22	Class excused (Spring Break)	
Mar. 27, 29	Social and Legal Concerns	20, 21
Apr. 3, 5	Advertising Directed at Children	20, 21
Apr. 10	Sales Promotion and Public Relations	16, 17
Apr. 12	Succeeding in the Profession, Careers in Advertising and Marketing, Direct Marketing	3, 14
Apr. 17	Communication Process	
Apr. 19	Exam III	

Apr. 24	The Internet Review for Final	15
Apr. 25	Reading Day	
Apr. 26	Final Exam (Thursday,7:30-9:20 a.m.)	