



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 02/18/2009

1. ACADEMIC UNIT: Marketing

2. COURSE PROPOSED: MKT 302 Applied Marketing Management & Leadership 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Michael Mokwa Phone: 480 965 3622
Mail Code: 4106 E-Mail: michael.mokwa@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Literacy and Critical Inquiry-L ☒
Mathematical Studies-MA ☐ CS ☐
Humanities, Fine Arts and Design-HU ☐
Social and Behavioral Sciences-SB ☐
Natural Sciences-SQ ☐ SG ☐

Awareness Areas

Global Awareness-G ☐
Historical Awareness-H ☐
Cultural Diversity in the United States-C ☐

6. DOCUMENTATION REQUIRED.

- (1) Course Description
- (2) Course Syllabus
- (3) Criteria Checklist for the area
- (4) Table of Contents from the textbook used, if available

7. *In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.*

CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses: _____


Is this amultisection course?: ☐ No ☒ Yes; Is it governed by a common syllabus? No

Michael Mokwa
Chair/Director (Print or Type)

Michael Mokwa
Chair/Director (Signature)

Date: 2/26/09

TO: General Studies Committee

FROM: Michael Mokwa, Professor & Chair 
Department of Marketing

DATE: February 26, 2009

SUBJECT: Application for "L" designation approval for MKT 302 and MKT 303

The Department of Marketing is submitting two courses for the general studies literacy and critical inquiry designation. We believe that each course satisfies the necessary criteria. Both classes have students undertaking challenging projects that help improve their ability to critically analyze data, to make appropriate decisions based on their analysis of data, and to present information effectively both in writing and orally.

Given the nature of the tasks assigned to the students and the need for students to have excellent team building skills, particularly in the area of marketing, the course projects are group-oriented. However, the courses have been designed to have students complete at least one individual writing assignment. Please see the supporting materials for additional details.

- **Applied Marketing Management and Leadership (MKT 302)** is a required course for marketing majors. The focus of the course is on helping students gain the skills necessary to make effective strategic marketing decisions based on logical, in-depth analysis of data. The course is structured around an intensive group project in which each student group functions as a "brand consulting team." In order to evaluate the performance of their assigned brand, the students collect, interpret, and evaluate a substantial amount of external information. The knowledge generated from their evaluation of this data is the foundation of four papers and two oral presentations. The student groups get feedback from the instructor on these assignments prior to turning in their final paper, which enhances their learning during the course of the semester.
- **Honors Marketing Theory and Practice (MKT 303)** is the honors equivalent to MKT 302 for Marketing majors. Like MKT 302, the course focuses on helping students gain the skills necessary to make effective strategic marketing decisions based on logical, in-depth analysis of data. This course is also structured around a group project in which each student group functions as a "brand consulting team." In order to evaluate the performance of their assigned brand, the students collect, interpret, and evaluate a substantial amount of external information. The knowledge generated from their evaluation of this data is the foundation of four papers and two oral presentations. The student groups get feedback from the instructor on these assignments prior to turning in their final paper, which enhances their learning during the course of the semester. Students also complete an individual writing assignment based on reading an article on leadership from the Harvard Business Review and attending a leadership panel hosted by the Marketing Department.

If you have any questions about the materials submitted, please contact me at 480 65 3622 or at michael.mokwa@asu.edu.

Arizona State University
W.P. Carey School of Business
Department of Marketing
MKT 302: APPLIED MARKETING MANAGEMENT AND LEADERSHIP

Spring 2009

Section 1 Time: TTH 9:00-10:15 Room: BAL1-25 SLN: 13519

Professor: Dr. Lonnie Ostrom
Office: BAC 489
Office phone: 480-727-6217
e-mail: lostrom@asu.edu
Office hours: 1:30 – 4:00pm T Th or by appointment

Required Text: Customized Text: Pride/Ferrell, Strategic Marketing Management,
W. P. Carey Department of Marketing (ISBN 978-0547-22193-9)

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

Objectives and Approach

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

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

Thus, this course will focus on the following several specific objectives:

- To improve your ability to make decisions under conditions of uncertainty, with incomplete or conflicting information.
- To further your understanding of the marketing mix variables (product, price, promotion, place/physical distribution) and their business application.
- To improve your verbal and written skills applicable to professional marketing management situations.
- To provide you with more insights into the “real world” of marketing management.
- To enhance your analytical, communication, and presentation skills.

- To enhance your leadership skills and your ability to apply them as a part of a team.
- To provide insight into ethical considerations of the decision areas.

The Text

The text is a customized version of a well-known marketing text. The original version was altered so that:

1. We could use the most salient materials without the total cost.
2. We could focus on core elements of the W.P. Carey marketing focus.
3. We could develop our leadership knowledge within the context of the marketing curriculum.

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.

Grading

Your grade will be based on your three exams scores, your group project, two class presentations, and your participation in class. The specific breakdown is as follows:

Exam 1	100 points
Exam 2	100 points
Final	100 points
Team assignments 1-3 (10-15 pages each, double spacing)	75 points (3 worth 25 each)
Final team project	100 points
Group presentations (based on team assignment)	100 points (2 worth 50 each)
Class participation/written exercise	<u>125 points</u>
TOTAL	700 POINTS

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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. I will discuss this in more detail in class. I also reserve the right to allocate scores differentially within groups. 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 three,

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including the final exam. I will guide you carefully on study for these exams. Class policy is no rescheduling of exams.

Extra Credit

My general policy is that I give at least one opportunity to obtain extra credit in my class. Even if you do not take advantage of at least the extra credit project there is ample opportunity to achieve high marks both in the group work and individual work. The extra credit will be included in your class participation points.

Ethical Implications

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

Group Project Grading (also please see project guidelines in a later section):

The main criteria for grading the group project assignments will be:

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1. Overall presentation
 - (Is it well-written? Is it professionally presented? Are there numerous charts/graphs/illustrations to emphasize the points being made?)
2. Answered the questions or those that apply to your brand (questions are guides)
 - (Is everything addressed? Is it thoroughly addressed? Were instructor suggestions incorporated into the final draft?)
3. Depth of research
 - (Is the bibliography extensive and current? Are there a variety of sources?)
4. Treatment of strategy
 - (Is the strategy consistent with the analysis? Are recommendations consistent with the strategy? Is the strategy well grounded in research and does it reflect thorough thought development? Is the strategy creative?)
5. Peer evaluations
 - These evaluations by others on your team, as discussed in more detail below, may change your individual group project grade (up or down).

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Class Presentations

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

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

presentation. Your participation in asking questions of other groups will be reflected in your class participation grade.

Your team's **final project presentation** should be 20 minutes, plus five minutes for questions. Your final presentation should include the highlights of your project to date. The purpose of the presentation is to summarize your team project in a concise and compelling manner, especially your key recommendations. Again, you are in the role of an outside consultant to your brand, so you should present an unbiased view. Remember, rehearsing is critical!

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

Class Participation

Students are expected to attend ALL class meetings and PARTICIPATE in class discussions. A portion of your class participation grade will come from the *quality* and *quantity* of your contributions. So, the idea is to add intellectually rich comments to the class discussion. Some students may err on the side of thinking too much and saying nothing, while others err on the side of thinking too little and talking too much. Simply showing up for class is not enough to earn full credit. If you attend class every single day but do not participate in class discussions, you can expect to earn 50 out of 70 points for participation. If you often participate in class, your grade will be higher than 70. **If you often miss class and do not participate when you are present, your grade will be lower than 50.**

Picture Day

I will take a picture of your team with a camera on the date scheduled on the syllabus. Please make sure to attend that day of class. This is to help me get to know each of you individually and also can help you to know the others in the class.

Schedule of Classes and Assignments

Date	Topic	Assignment
01/20	Course Introduction	
01/22	Customer-Driven Strategic Marketing	Chapter 1
01/24 & 01/29	Planning Marketing Strategies Groups chosen, brands chosen, and presentation dates chosen Picture Day	Chapter 2
02/03	The Marketing Environment	Chapter 3
02/05 & 02/10	Target Markets: Segmentation and Evaluation	Chapter 7
02/12	No class! Work on “Brand” Project	
02/17	Group In-class Presentations	Assignment 1 due
02/19	Product, Branding and Packaging Concepts	Chapter 10
02/24	EXAM 1	
02/26 & 03/03	Developing and Managing Goods and Services	Chapter 11
03/05	Marketing Research and Information Systems	Chapter 16
03/10 & 03/12	Spring Break	
03/17 & 03/19	Consumer Buying Behavior HBR Article: Discovering Your Authentic Leadership: Purchase	Chapter 8
03/24	Class excused	
03/25	Business Leadership Panel: evening session	
03/26	Group In-class Presentations	Assignment 2 due
03/31	EXAM 2	
04/02	Business Markets and Buying Behavior	Chapter 9
04/07	Marketing Channels	Chapter 14
04/09	Pricing	Chapter 12
04/14	Group In-class Presentations	Assignment 3 due
04/16	Pricing	Chapter 13
04/21 & 04/23	Integrated Communications	Chapter 16
04/28	Group Final Presentations	
04/30	Group Final Presentations	
05/05	Group Final Presentations	
05/07	Final EXAM 7:30 a.m. to 9:20 a.m.	

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

**Peer evaluations are due on the final day of class

***Evening Class Presentation on Leadership, March 24

ASSIGNMENTS

GROUP PROJECT

Summary of Semester Team Project

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

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

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

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

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

I think you'll find this project to be a challenge, but something you will enjoy. In the end, you should feel that you've learned a great deal about marketing management and have achieved a major accomplishment. The experience should be a "feather in your hat" when it comes time for job interviews or "real world" business projects.

Group Project Guidelines

Administration

There are four assignments that make up the final written project. The due dates for each of the assignments can be found in the schedule of classes in this syllabus. **Keep in mind that I will evaluate the group's submitted product and not each individual's input to that project.** Since I will not observe your contributions to your team's project, your team peers will evaluate your individual input and I will factor that into the grade that you receive for the project.

It is imperative your group stays on track and turns in each assignment when it is due. This is not a project that can be put together the last week of class so the due dates are intended to assist you in successfully completing the project.

Sources

C2

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

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

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

Length

There is no specified page limit. Strive to be thorough yet concise. Present relevant information and be sure that all parts of all questions are addressed. A general guideline for each assignment is 10-18 pages, but you may find that you are able to answer all of the questions in fewer than 10 pages. That is fine, but try not to exceed the maximum of 18 pages.

Font

Use whatever font is most convenient for the group (Times Roman, if there is no preference). The font size **MUST** be 12 point. The project **MUST** be double-spaced (NOT 1 ½) with one-inch margins on all sides. Please number the pages.

Written Communication

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

Timeliness

One full grade will be deducted each day the final project is late. The first grade will be deducted if the assignment is not turned in by 5:00 pm on the due date. Please do not email me the assignments. I prefer to receive a printed copy, either in class or in my office. However, please use a clip on your papers, do not staple them.

Format of the Final Project

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

- *Title Page*
should indicate your product, all group member names, and due date
- *Executive Summary*
2 page maximum, this should provide a concise overview of the entire product audit with an emphasis on your recommendations
- *Table of Contents*
include major and minor subheadings and page numbers
use of extensive headings will help to ensure that you are covering all of the issues!
- *Introduction*
provide a brief description of the product and the company and include a brief history of the firm (evolution). It is important that everyone know how the firm has developed.

- *Body of the Project (four assignments)*
each of the four assignments should be integrated as one in the final report
be sure to improve preliminary assignments based on instructor feedback
- *Bibliography*
use any widely accepted format and show full references in the bibliography for all sources used
it is IMPERATIVE that you cite your sources consistently and thoroughly in the body of the paper
- *Exhibits*
provide whatever you wish to illustrate your points. Examples include graphs, charts, trends, advertisements, etc. These are HIGHLY recommended!

Final Group Project Thoughts

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

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

Brand List

Try your best to place a maximum of 5 students on every team. By the beginning of class on the third day of class, please provide a type-written document with the following information:

1. A team name
2. The names of your team members
3. Your top three brand selections from the list below
4. Your preference for a final presentation date

MKT 302 Spring 2009 Brands

NO.	BRAND	PRODUCTS LINE	TEAM
1.	Avon	Cosmetics	
2.	Deere and Co.	Machinery	
3.	Intel	Chip Manufacturer	
4.	Taser	Life Defense Products	
5.	Gamestop	Game Retailer	
6.	Gap	Apparel	
7.	Dollar Tree	Discount Retailer	
8.	Black & Decker	Tools	
9.	McDonald's	Fast Food	
10.	Sears	Department Store/Mail Order	
11.	Kohl's	Department Store	
12.	Ford	Automotive	
13.	Marvel	Entertainment	
14.	Barbie	Retail/Dolls	
15.	Wendy's International	Fast Food	
16.	Under Armour	Sports Apparel	
17.	E-Bay	Online Market Place	
18.	Playstation	Video Games (Sony)	
19.	American Red Cross	Not-for-profit	
20.	Salvation Army	Not-for-profit	
21.	Mini Cooper	Automobile	
22.	Dell	Computers	
23.	Chico's	Women's apparel	
24.	Coach	Handbags and Accessories	
25.	FedEx	Transportation/Delivery	
26.	Amazon.com	Online Businesses	

Analyzing Needs and Trends in the Marketing Environment
Team assignment #1
Guidelines

C3

A. Demographic Environment

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

B. Economic Environment

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

C. Natural Environment

1. How has the availability of raw materials, pollution concerns, and/or energy costs affected the brand, and what steps has the company taken to address these concerns?

D. Technological Environment

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

E. Political/Legal Environment

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

F. Social/Cultural Environment

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

G. Recommendations

Based on your analysis above, what changes would you recommend for your brand to better respond to the needs and trends you've noted in its environment?

Consumer Markets, Competition, Segmentation, and Positioning
Team Assignment #2
Guidelines

A. Company

1. Brief history of company's evolution and development.
2. What does the overall corporation (that owns your brand) do? What is the corporation's mission? Do its objectives and strategies fit well with its skills and resources?
3. How is the company performing financially? How has the company's stock been performing recently?
4. Initiate your SWOT analysis of your brand.
5. What is your brand's corporate strategy (read HBR article before responding)?

B. Markets

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

C. Competitors and Competitive Rivalry

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

D. Customers

1. How do current customers rate the brand and its competitors, particularly with respect to reputation, product quality, service, and price? **Hint:** You can examine websites such as *www.planetfeedback.com*, *www.epinions.com* and *groups.google.com*
2. How do customers make their buying decisions? Are there multiple decision-makers? Is the product high-or-low-involvement? Are there major differences between the brands?

3. What major costs and benefits enter the target market's evaluation of customer value?
 4. How should the company's corporate strategy be adjusted based on competitive and/or environmental changes currently taking place?
- E. Recommendations.** How can your brand capitalize on opportunities and reduce possible threats? Based on your analysis above, how would you recommend that the company change to better respond to these areas?

Product and Place Strategies
Team assignment #3
Guidelines

C3

- A. What products are available?** (Hint: Consider the questions in Section A for your entire parent company, not just your brand.)
1. Discuss the width (# of product lines), length (# of brands), depth (# of versions of our brand), and consistency of your company's product mix.
 2. For your particular brand, describe the different varieties available (e.g. different sizes, flavors, colors, models, etc.)
 3. Using the Boston consulting Matrix, discuss at least four products offered by your company, and identify whether each product is a star, cash cow, problem child, or dog (using your estimation of the market growth rate and relative market share). . If you answer this question for products offered by your company but not your particular brand, this might require additional research.)
 4. Are there any products (brands) offered by your company that should be dropped or added (i.e., dogs or problem children)? Why or why not?
- B. Diagnostic Product Profile**
1. What are the value propositions perceived by your customers? What is the approximate stage in the: industry life cycle, brand life cycle, and product form life cycle? Can you find any data to support your conclusion? Now, try to integrate this information and discuss how you could use it to improve your brand's sales and strategies.
 2. Describe the amount of brand equity held by your product. (Hint: Try the "Press Room" at www.interbrand.com). What brand strategies (e.g., line extensions, brand extensions, multibranding, new brands, or cobranding) did your company use in building equity in your brand? Should the product try to increase its brand equity? If so, how should it proceed?
 3. Critique the product's packaging (or the design of the product in the case of automobiles or other related products). what is it doing well and what could be improved?
 4. What is your brand's personality?
- C. New Product Development** (Hint: You may choose to answer the questions in section C for your entire parent company, not just your brand).
1. What new products has your company introduced in the recent past? Have these been successful or not? Why or why not? How could they be/have been more successful?
 2. What new products has the competition developed? Have these been successful or not? Why or why not?

3. Based on your responses above, generate three ideas for new products. Which of these ideas should be developed? Why?

D. Channels of Distribution (Retailers and Wholesalers)

1. Where and how is your brand distributed? Also, think about exactly how your brand goes through the distribution chain. How is the product manufactured and brought to market? How many levels are in the channel?
2. Describe the key competition's channel(s) of distribution, highlighting differences between your brand and competition.
3. How does your product use the distribution channel to create a competitive advantage?
4. Does your company use the Internet to distribute your product? If so, how?

E. Recommendations

1. Based on your analysis above, how would you recommend that the company change to better respond to areas A,B, and C?
2. How can your brand create more differential advantages through its distribution strategy? What changes would you recommend for the distribution strategy?

Promotion Strategies and Pricing Strategies
Incorporate in Final Report
Guidelines

A. The Marketing Communications Mix

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

B. Diagnostic Advertising Profile

Through review and analysis of several advertisements for our brand, and through research on advertising strategies, answer the following questions:

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

C. Diagnostic Sales Promotion Profile

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

D. Public Relations, Direct Marketing and Internet Promotions

1. What public relations activities is your brand currently engaged in? Have these strategies been effective?
2. If your brand uses any direct marketing strategies, please describe them in detail. Have these strategies been effective?
3. Does your brand promote itself on the internet? If so, how (on its own website, banner ads, etc.)? How does your brand draw more people to its website? How can your company's website be improved?

E. Current Pricing

1. What are the different prices charged for the different products in your line at different retail outlets. Hint: You may need to visit a local retail outlet.
2. If your “brand or business” is online how do they price and generate their revenue?
3. What are the pricing objectives of your brand? To what extent are prices set on cost, customer value, or competitive criteria?
4. What prices are your competitors charging? Has their brand been more effectively established?
5. Does your brand use strategies such as price discrimination, bundling or psychological pricing?

F. Recommendations*

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

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

Group_____

Name_____

Peer Review – Team Project
MKT 302: Marketing Management – Grading Sheet

This is your opportunity to anonymously evaluate your team members on their contribution to this research project. Even after you graduate, team work will be a part of your work routine.

You are Group Member 1

Assign to each group member, including yourself, the percentage of the work that you feel each contributed to this project.

THE TOTAL MUST EQUAL 100%

Those who do not turn this in will have their grade penalized.

Group Member 1_____ %

Group Member 2_____ %

Group Member 3_____ %

Group Member 4_____ %

Group Member 5_____ %

Total _____ %

ADDITIONAL COMMENTS (including above & beyond work done by group members):

Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	course syllabus pages 2 and 3
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1". </div> C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	course syllabus pages 3 and 7
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2". </div> C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	course syllabus page 3 and 11-14
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3". </div> C-3			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	course syllabus page 6
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4". </div>			
C-4			

Course Prefix	Number	Title	Designation
MKT	302	Applied Marketing Management and Leadership	L

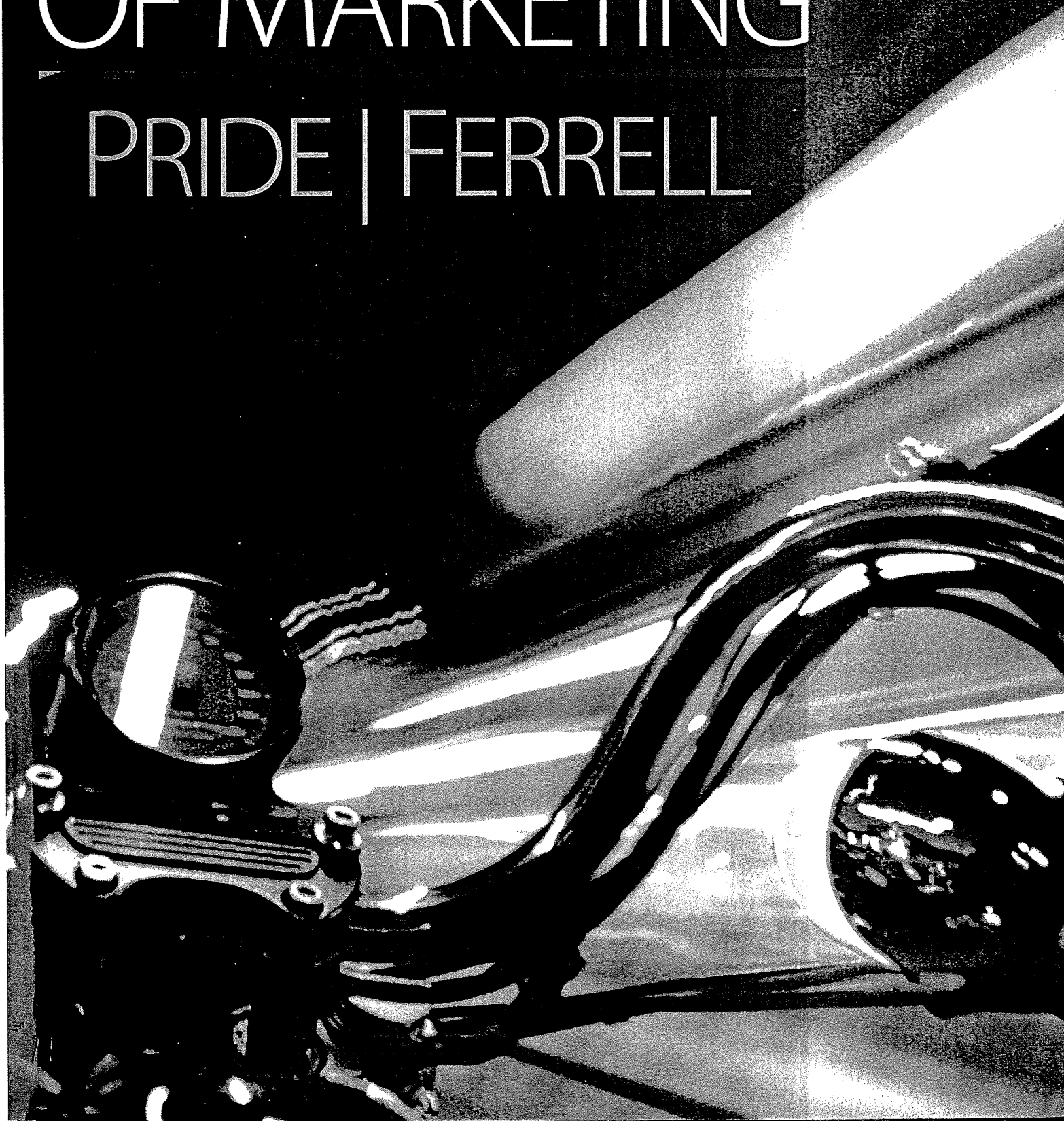
Explain in detail which student activities correspond to the specific designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1 At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations.	Out of 700 points, 300 are earned through exams that include short answer or essays. 275 points are earned through team assignments/projects and group presentations.	Please see page 2 of the attached course syllabus.
2 The composition tasks involve the gathering, interpretation and evaluation of evidence.	Students gather information about the marketing strategies of their assigned brands. They use a variety of sources, including newspapers, magazines, journal articles, and company websites. They are required to, not only describe the company's strategies, but critique these strategies and make recommendations for improvement.	Please see pages 3 and 7 of the attached course syllabus
3 The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.	Students must complete two group presentations (10 and 15 minutes each), an individual assignment (4 pages), and 3 team assignments (10-15 pages each) which are the basis of the final team project.	Please see pages 3, 4, and 11-14 of the attached course syllabus
4 Students receive timely feedback on each assignment, which helps them to do better on subsequent assignment .	Students receive written comments and a grade for each of the three written assignment through the course. The final written report includes the three assignments with improvements based upon instructor comments plus a fourth assignment.	Please see page 6 of the attached course syllabus

FOUNDATIONS OF MARKETING

Third
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