



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 303 Honors Marketing Theory & Practice 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

Awareness Areas

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

- 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: [X] No [] Yes; Please identify courses:


Is this amultisection course?: [X] No [] Yes; Is it governed by a common syllabus?

Michael Mokwa
Chair/Director (Print or Type)

[Signature]
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.

MKT 303: HONORS MARKETING THEORY AND PRACTICE

W. P. Carey School of Business
Arizona State University

Dr. Amy Ostrom

Spring 2009

MKT 303 SLN: 23235

Course Time/Location: T & Th 12:00-1:15/BA L1-21

Office Hours: T & Th 1:15-2:30

and by appointment

Office: BAC 478

Phone: 965-6412

Email: amy.ostrom@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 and those working in a business setting. As future business leaders, you will need to know how the marketing function operates. You will also need to know how marketing managers use marketing tools to work effectively and efficiently with other business functions to achieve marketing and company goals.

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

- To help you gain an in-depth understanding of key marketing concepts, namely segmentation, targeting, and positioning as well as marketing mix variables and their business application.
- To provide you with more insights into the “real world” of marketing management.
- To improve your ability to make decisions under conditions of uncertainty, with incomplete or conflicting information.
- To enhance your analytical, communication, and presentation skills.
- To expand your ability to work in teams.

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

The Texts

Required Readings: Pride and Ferrell (2009), *Strategic Marketing Management*, New York: Houghton Mifflin Company (at ASU Bookstore).

Adamson (2006), *Brand Simple: How the Best Brands Keep it Simple and Succeed*, New York: Palgrave MacMillan (Please purchase on your own.)

Harvard Business Review articles will be available for purchase via a special link you will find on myASU under Course Information. These articles are denoted by an * on the course schedule.

Please register for Knowledge@W.P.Carey (It's free!) (<http://knowledge.wpcarey.asu.edu/signup.cfm>)

The customized textbook provides the key concepts and ideas central to marketing, without the typical high cost of many textbooks (less focal chapters were removed). To supplement the text, we will be reading material that middle to senior managers are more likely to be reading, including several *Harvard Business Review* articles and cases. These readings provide practical insight into marketing in the real world and can enhance your ability to think strategically as you progress in your careers. Additional readings may also be provided as we go through the semester. The articles marked with an * are ones that you will need to purchase via the *HBR* URL that can be found on myASU/Course Information.

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.

Grading

Your grade will be based on your three exams scores, your group project, two class presentations, one individual written assignment, 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 spaced)	75 points (3 worth 25 each)
Final team project (based on assignments 1- 3)	125 points
Group presentations	100 points (2 worth 50 each)
Individual written assignment	50 points
Class co-production/participation/mini assignments	100 points
TOTAL	750 POINTS

C1 – please see top of next page for format of exams

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

Exams

The exams will consist of short answer, essay and/or case based questions. There will be three exams, including the final (which will be a take home exam). I will discuss these in more detail in class.

Individual Assignment

For the individual assignment, you will read an *HBR* article “Discovering Your Authentic Leadership,” in conjunction with attending the Leadership Panel that will be taking place on Wednesday evening, March 25. Based on the reading and the panel discussion, you will address a set of questions that will be provided prior to the panel. The paper will be a maximum of 4 double-spaced pages. Please see me if you are unable to attend the panel and we will discuss alternatives.

C3

Team Project Assignment and Grading (please see the project description presented at the end of the syllabus for more information):

For the team project, you will be working as a “brand consultancy team” to assess the marketing program of a current brand. The main criteria for grading the team project will be:

1. Thorough research and analysis
 - (Are there a variety of current sources used to answer the questions? Is there a thorough analysis of the information/data? Are each of the relevant questions addressed in detail? Note that some specific questions may not be relevant for you brand. You may determine that other related questions are more relevant. Feel free to address those. For the final paper, were instructor suggestions incorporated successfully?)
2. Treatment of strategy
 - (Is there a convincing rationale for the recommendations provided? Are the recommendations well grounded in your research and analysis? Are the recommendations specific and actionable? Are the recommendations creative?)
3. Overall presentation
 - (Is it well-written? Is it professionally presented? Are there sufficient charts/graphs/illustrations to emphasize the points being made?)
4. 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).

C2

Class Presentations

Your “brand consulting team” will deliver two oral presentations to the rest 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.

C3

Your team's **first presentation** of an assignment should be 10 minutes, plus five minutes for questions. It should provide a brief overview of your company and product and then discuss in more detail the specific assignment being presented. Hence, it serves as a "progress report" for your team. Each team member must speak at both 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 15 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, with a focus on your final 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. Do not simply read your paper or written notes. Your presentation is graded independently of your written project. Be creative, but always be professional. Let me know if you have any questions prior to presenting. Some things to think about as you are preparing for your presentation: Does it provide a convincing rationale for the recommendations provided? Is there sufficient data provided to support the points being made? Is it professionally presented? This means little or no reliance on notes. Is the presentation provided by the group cohesive in its content and presentation style? Is it interesting? Does the Q&A portion of the presentation demonstrate team member knowledge?

Class Co-Production/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. Simply showing up for class is not enough to earn an 'A' for class participation.

ADDITIONAL IMPORTANT PTS:

- As with most courses, the benefits of the course can only be realized when students are excellent co-producers and actively participate in the classroom experience (e.g., are prepared for class, contribute to in-class discussion, offer examples, ask questions when course concepts are not understood, etc.). Class co-production/participation grades will be based on each student's contribution to the class. Active co-production and participation is expected and is essential for success in the course.
- Bringing in real world examples from outside reading (e.g., *WSJ*, *Business Week*, *Forbes*, *Fortune*, *Fast Company*, *Wired*) that highlight course concepts is highly encouraged and will be considered an example of class co-production/participation. You should be prepared to discuss how the article relates to course concepts/marketing.
- During the semester, we will be doing a number of in-class activities involving the application of marketing concepts. In addition, you may be asked to complete 'homework' activities (e.g., read and analyze a case, visit a retail establishment, etc.) that will be discussed in class. Active participation in in-class activities and other activity-related discussions during class will play a significant role in determining class participation grades.

The following are guidelines concerning how you should think about class co-production. This list is not exhaustive but will give you a sense of my criteria for evaluating your co-production during the semester. At a minimum, co-production in this setting would consist of the following:

Participation

- consistently contributing to class discussion
- providing examples of personal experiences to illustrate marketing concepts
- asking questions when a topic or concept is not understood
- actively engaging in in-class activities
- attending each class

Professionalism

- being attentive, curious, enthusiastic, and willing to learn
- coming to class prepared
- taking pride in the quality of work produced for the course

At the end of the semester, you will be asked to evaluate your own co-production in the course and assign yourself a score. The day of the final exam, you will turn in a one page write-up in which you give yourself an explicit percentage (from 100% to 0%) that reflects your perception of your level of co-production and then provide justification for the percentage you have given yourself. To give you an idea of how you might go about evaluating your level of co-production, I will give you an example of how I would assign a typical class participation score. A 100% would be given to someone who is an outstanding leader in class discussion who is always prepared, in class, frequently initiates stimulating and thought-provoking questions, often brings outside articles and examples that illustrate course concepts, and serves as a role model for other students. A consistent contributor to class discussion who responds to instructor questions and comments would receive an 85-90%. Someone who regularly attends class but does not take part in class discussions would receive a 50%. Be sure to keep track of class periods where you took a significant leadership role in class participation and other evidence of excellent co-production. I reserve the right to make adjustments to your suggested co-production grade if I think it is warranted.

Course Schedule^

Date	Topic	Assignment
1/20	Course Introduction	
1/22	Customer-driven Strategic Marketing	P&F Chapter 1 <i>HBR Reinventing Your Business Model</i> <i>HBR Can You Say...?</i>
1/27	Developing Marketing Strategies and Plans The Marketing Environment Brands & Group Project Presentation Dates Chosen	P&F Chapter 2 & 3 <i>HBR Competitive Advantage...*</i>

1/29	The Marketing Environment	<i>HBR Breakthrough Ideas for 2009</i> <i>HBR Scanning the Periphery*</i>
2/3	Market Research	P&F Chapter 6 <i>HBR Design Thinking*</i> <i>HBR The Sure Thing that Flopped</i>
2/5	NO CLASS: Work on Team Project Assignment 1	
2/10	Creating Customer Value, Satisfaction, and Loyalty	MIT Linking Customer Loyalty <i>HBR Rosewood Hotels and Resorts Case*</i>
2/12	In-class Group Project Progress Reports	GP Assignment #1 due
2/17	Identifying Marketing Segments and Targets Analyzing Consumer Markets	P&F Chapter 7 & 8
2/19	Exam 1	
2/24	Analyzing Consumer Markets	<i>HBR Nudge Your Customer Toward Better Choices*</i>
2/26	Brand Positioning	P&F Chapter 10 & 11 <i>Brand Simple</i>
3/3	Brand Equity	
3/5	Brand Equity	
3/10 & 3/12	NO CLASS: SPRING BREAK!!!	
3/17	Services Marketing	P&F Chapter 11
3/19	In-class Group Project Progress Reports	GP Assignment #2 due
3/24	Services Marketing	<i>CMR Service Blueprinting</i>
3/25	Leadership Panel! <u>Wednesday Evening Class Session 5:00-7:00</u>	<i>HBR Discovering Your Authentic Leadership*</i>
3/26	NO CLASS (due to Leadership Panel)	
3/31	Channels	P&F Chapter 14 (Skim) Leadership Individual Assignment Due
4/2	Integrating Marketing Communications	P&F Chapter 16
4/7	Integrating Marketing Communications	
4/9	Integrating Marketing Communications	

4/14	In-class Group Project Progress Reports	GP Assignment #3 due
4/16	Pricing Wrap Up	P&F Chapter 12 &13 (Skim)
4/21	Exam 2	
4/23	Team Project Working Day	
4/28	Team Project Final Presentations	
4/30	Team Project Final Presentations	
5/5	Team Project Final Presentations	

****Final project is due no later than Friday, May 1st at 5:00 (may be turned in earlier)****

^This is a tentative course schedule.

FINAL EXAM DUE
Thursday, May 7 by 12:00 pm

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.).

C4

Each of the assignments is due in class on the day shown on the course schedule. 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 the completed and final written report (each of the three assignments, with improvements based on my comments along with a fourth “assignment” not turned in prior to the report). Please see the attached sheets that contain details for each of the assignments. In addition to the written report, each team will give two oral presentations— a presentation of one of the assignments and a presentation that is a summary of the final report.

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 achieve from the project and how you will successfully realize those outcomes. 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. 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 members 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 will 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.

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

Group Project Guidelines

Administration

There are four assignments (three that are turned in prior to the final report) that make up the final written project. The due dates for each of the assignments can be found in the schedule of classes in the 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

Please do not get all or most of your research from the brand's website. If the company has a website, it 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 an array 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 needs to be in quotes, with proper citation of your source.

Length

There is no specified page limit. Strive to be thorough yet concise. A general guideline for each assignment is 10-15 pages double-spaced, but you may find that you are able to answer all of the questions in fewer pages. That is fine, but try not to exceed the maximum of 15 pages.

Font/Format

Use whatever font is most convenient for the group (Times Roman, if there is no preference). The font size should be 12 point. The project should be double-spaced with one-inch margins on all sides. Please number the pages. Duplex is fine.

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.

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*
It should indicate your product, all group member names, and the due date.
- *Executive Summary*
2 page maximum. This should provide a concise overview of the entire brand 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.
- *Body of the Project (three assignments plus additional information on promotional, place, and pricing strategies, plus final recommendations.)*
Be sure to use headings noted in the assignments (feel free to modify them if appropriate) and to improve the assignments based on instructor feedback. The analysis in the paper should lead to the recommendations provided. The recommendations should be as specific as possible.
- *Bibliography*
Use any widely accepted format and show full references in the bibliography for all sources used. It is important that you cite your sources consistently and thoroughly in the body of the paper.
- *Exhibits*
Provide whatever you wish to illustrate your points such as graphs, charts, trends, advertisements, etc. These are often critical in making your case in a business setting.

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 will develop some friendships that may form a basis for networking throughout your business careers! Pick both your team and your brand carefully.

Brand List

Try your best to have a maximum of 5 students on each team. Smaller teams are fine but check with me. By the end of the third class, please provide me with the following information:

1. A team name and the names of your team members
2. Your top three brand selections from the list below
3. Your preference for presentation dates (assignment 1, 2, or 3 for the first presentation and the ranking of date preferences for the final presentation). Note: All teams will turn in each written assignment but each team will only present one of the assignments.

MKT 303 Spring 2009 Brands

NO.	BRAND	PRODUCTS LINE
1.	Avon	Cosmetics
2.	Sears	Retailer (discount department store)
3.	eBay	Online Retail and Marketplace
4.	Kohl's	Retailer
5.	John Deere	Machinery
6.	Intel	Chip Manufacturer
7.	Cabela's	Retailer (outdoor sports)
8.	Harley-Davidson	Motorcycles and Accessories
9.	Barbie (Mattel)	Dolls
10.	Habitat for Humanity	Not for profit
11.	Girl Scouts of America	Not for profit
12.	Black and Decker	Tools
13.	GameStop	Game Retailer
14.	American Red Cross	Not for profit
15.	Salvation Army	Not for profit
16.	Dollar Tree	Retailer (discount)
17.	McDonald's	Fast Food
18.	FedEx	Delivery
19.	Loews	Home Improvement Retailer
20.	General Motors	Automotive
21.	Coach	Handbags and Accessories
22.	The Gap	Apparel
23.	Under Armour	Apparel (sports)
24.	Vans (VF Outdoor Inc.)	Shoes and apparel
25.	J. Crew	Apparel

NOTE ABOUT ASSIGNMENTS: Just a reminder -- not every question under every heading is going to be relevant to your brand. Use your best judgment in interpreting how the questions relate to your brand. If you think there are other related questions that are relevant but not presented directly in the assignment, please include them. If you have questions, please ask!

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

A. Brief description of the brand/company.

Environment Analysis: For each section below, make sure you describe the trend in detail and discuss the implications for the brand going forward.

B. 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? Discuss the implications for your brand.
2. What actions has the company been taking in response to these developments and trends?

C. 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? What are the implications of these trends for your brand going forward?
2. What action has the company been taking in response to these developments and trends?

D. Natural Environment

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

E. 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? What new technologies could be impactful?
2. What is the company's position in these new technologies? What are the competitors' positions in these technologies?

F. Political/Legal/Regulatory 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/legal/regulatory trends?

G. Social/Cultural Environment

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

H. Trend Analysis

Tie the various pieces from the external environments together, and highlight overall **trends** that will likely have a significant impact on your brand's industry, and, in particular, on your brand.

I. Recommendations

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

Company, Competition, Segmentation, and Positioning Team Assignment #2

C3

A. Company

1. What is the history of the company and the brand? What is your brand's corporate strategy? What are the company's vision, mission and set of strategic objectives? How effective is this overall strategic approach? Consider the following: How well does the company fit its objectives, core competencies, skills, and resources with the opportunities it pursues?
2. How is the company performing financially? How has the company's stock been performing recently? If the company is not listed, or is part of a larger corporation, use proxy measures. How does this compare to the industry as a whole, and to the brand's key competitors?

B. Competitors and Competitive Rivalry

1. How fierce is the competition in this industry? How attractive is the industry and how favorable is your company's position? Consider the following: Who are the major competitors? What are the strengths, weaknesses, opportunities and threats of each major competitor, relative to your brand? What are the sizes and trends in market shares (share of wallet)?
2. What trends can be foreseen in future competition and substitutes for this product?

C. Identifying Market Segments and Positioning

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 segmentation scheme/s that your brand uses and the key segment or segments that your brand targets. Do you agree with this segmentation? Are there other segments the brand should target and are there segments that the brand currently targets that it should reconsider? Be sure to provide a rich description of the target segment(s).
3. Identify and describe in detail 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. This will give you an idea of how the brand is positioned, and how this might differ from the competition.

D. Customer Value, Satisfaction, and Loyalty

1. What major costs and benefits drive the target market's evaluation of customer value? Consider by segment served. How would you describe the customer value delivered by this brand? How effective is the brand's value delivery system?
2. How do customers make their buying decisions? Are there multiple decision-makers? Is it a high or low involvement decision for customers? Are there major differences between the brands?
3. How do current customers rate the brand and its competitors, particularly with respect to reputation, product quality, and price?

E. A SWOT Analysis

Conduct a SWOT analysis. The previous assignment will be useful for this analysis. Present your SWOT in a useful format, complete your analysis, and then clearly and carefully highlight the outcomes and conclusions from this process. Link it with your trend analysis. **Hint:** To do a thorough SWOT analysis, you will need to add additional information to it as you complete the assignment and section that follow.

F. Recommendations

Link the various pieces of the analysis. Comment on the brand's overall success or failure. Consider the overall market size, the success of key competitors, the nature of the industry, the current and potential attractiveness of customer segments, the effectiveness with which the brand deals with strategic issues, the positioning of the brand, and finally customer perceptions of the brand.

**Product Strategies
Team assignment #3**

C3

A. What products are available? (Hint: Answer 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). (**Hint:** see your answers for Assignment 2, #B1 and C1 to address these questions for products offered within your brand umbrella. 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 offered by your company that should be dropped or added (i.e., dogs or problem children)? Why or why not?

B. New Product Development (Hint: You may choose to answer the questions in section B for your entire parent company, or for 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?

C. Diagnostic Product Profile

1. Critique your brand based on the insights about branding presented in *Brand Simple* (e.g., What is the brand meaning? Is it differentiated? Where would it fall in terms of Y&R's Brand Asset Valuator? Are the appropriate brand signals being used?) What is the personality of your brand? 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 strategies and sales.
2. Describe the amount of brand equity held by your product. (**Hint:** Look at Studies/Surveys & Research 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?

D. Recommendations

Based on your analysis above, how would you recommend that the company change to better respond to these areas? Re-consider your conclusions to Assignment 2. Again, comment on the brand's overall success or failure. Consider the overall market and the equity of each of the key competitors, the nature of the industry, the current and potential attractiveness of customer segments, the effectiveness with which the brand deals with strategic issues, the positioning of the brand, and finally customer perceptions of the brand. Is there sufficient brand equity to drive long term success and employee and customer loyalty?

**Promotion, Price, Place, People, Process and Physical Evidence Strategies
Incorporate into Final Report**

A. The Integrated Marketing Communications Mix

1. Which of the promotional tools does your brand use (advertising, sales promotion, public relations, personal selling, and/or direct marketing, etc)? 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. Are 'groundswell' activities (e.g., blogs, social networking, wikis) being used by or impacting the brand? Which of the promotional tools do your main competitors primarily use?
2. Given your knowledge of the overall set of strategies of the company and their effectiveness, how do you think those tools are affecting the overall success of the brand? For example, what are the brand's advertising objectives? Are they sound? Are your brand's advertisements effective in achieving those objectives? (This may require that

you critique particular ads. A similar analysis can be done for sales promotions, public relations, Internet marketing/websites, etc.)

B. Pricing

1. What are the different prices charged for the different products in your line at different retail outlets or by your service firm? **Hint:** You may need to visit a local retail outlet.
2. What are the pricing objectives of your brand? To what extent are prices set on cost, customer value, or competitive criteria?
3. What prices are your competitors charging?
4. What type of pricing strategies are being used (e.g., bundling)?

C. Channels of Distribution/Place

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?
2. Describe the key competition's channel(s) of distribution, highlighting differences between your brand and the competition.
3. Does your product use the distribution channel to create a competitive advantage? If so, how?
4. Does your company use the Internet to distribute your product? If so, how?

D. People, Process, and Physical Evidence (for service brands)

1. Does the company appear to have the right people to convey the brand positioning effectively?
2. What processes does the company have in place that may affect brand perceptions? Are the processes consistent with the brand positioning?
3. What physical evidence are customers exposed to (e.g., servicescape, employee dress, reports, etc.)? Are these consistent with the brand positioning?

E. Recommendations

1. How could the promotional tools being used be improved? Should additional promotional tools be used to support the brand?
2. How could your brand create more differential advantages through its pricing strategy? What changes would you recommend for the pricing strategy?
3. How can your brand create more differential advantages through its distribution strategy? What changes would you recommend for the distribution strategy?
4. How can your brand create more differential advantages through its people, processes, or physical evidence? What changes would you recommend for the people, process, and physical evidence strategy?

Overall Brand Critique, Prognosis and Recommendations
Final Team Paper
Maximum 60 Pages Double Spaced

C3 &
C4

You should use Team Assignments # 1-3 and the additional section as the research and support materials for this project. By now I know you will have an overall theme or set of themes that resonate.

At the end, provide an overall assessment of the strength of the brand, and highlight the key strategies and tactics that you recommend for the organization to achieve its goals. Use the materials you have developed over the semester to support your case.

Overall Recommendations

- Provide a concise yet detailed discussion of your recommendations. This will vary by brand but consider the following:
- Comment on and, if necessary, develop new or adapted segmentation, targeting and positioning strategies, and thus new or adapted communication strategies for your target market. They should fit in with the overall strategy of the brand. Explain how these new promotions will do that. Suggest appropriate appeals for your target market.
- Make sure you include an overall assessment of the long term viability of the brand, and comment on each of the tactical issues you have addressed during the semester.
- Overall, how successful do you think this brand will be in the future? That is, will the brand die, survive or thrive? Justify your decision.

This paper is NOT simply a “copy and paste” of the assignments. The assignments should be well integrated to provide a cohesive report. The format of the final paper and presentation should be appropriate for business communication.

I will work with each team individually to help you craft your “story” for the final paper and presentation.

Group _____

Name _____

Peer Review – Team Project
MKT 303: Honors Marketing Theory and Practice – Grading Sheet

This is your opportunity to evaluate your team members on their contribution to this research project. Even after you graduate, teamwork 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. Please turn this in even if each member participated equally (as expected).

THE TOTAL MUST EQUAL 100%

Group Member 1 _____	_____ %
Group Member 2 _____	_____ %
Group Member 3 _____	_____ %
Group Member 4 _____	_____ %
Group Member 5 _____	_____ %
Total	_____ %

ADDITIONAL COMMENTS

Please explain your percentage allocation if it was not equal across group members. Be specific about the contributions of each group member.

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 page 3
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 pages 3, 4 and 12-17
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"/>	<p>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></p>	Course syllabus page 7
<p>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</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p>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".</p> </div>			
<p>C-4</p>			

Course Prefix	Number	Title	Designation
MKT	303	Honors Marketing Theory & Practice	L

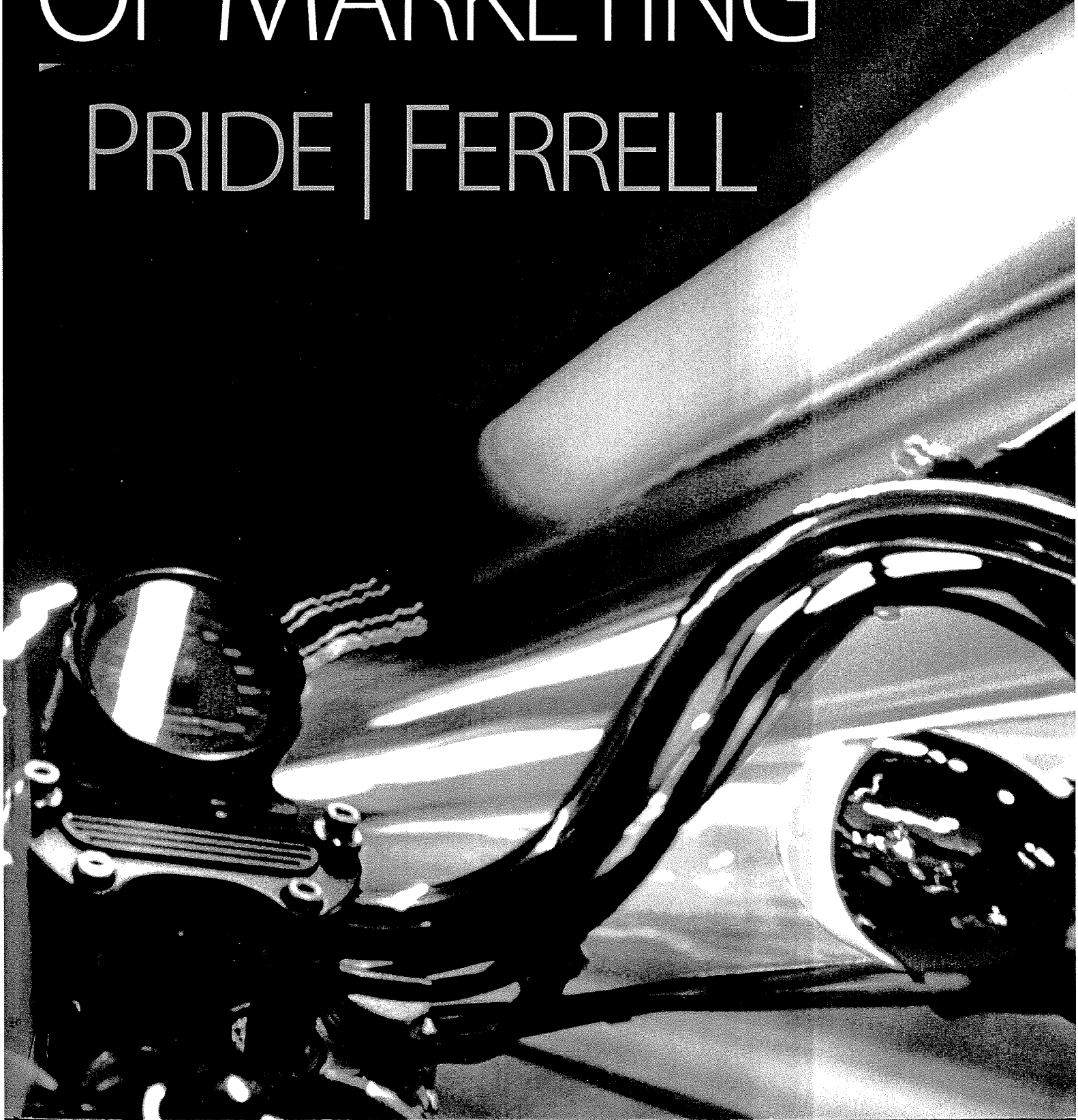
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

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 750 points, 300 are earned through short answer, essay and/or case based question exams. 300 points are earned through team assignments/projects and group presentations and 50 points are earned by an individual written assignment.	Please see pages 2 and 3 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 page 3 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 12- 17 of the attached course syllabus
4 Students receive timely feedback on each assignment, which helps them to do better on subsequent assignments	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 pages 7 and 17 of the attached course syllabus

FOUNDATIONS OF MARKETING

Third
Edition

PRIDE | FERRELL



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