Lives of Significance and Service
NORTH PARK UNIVERSITY CHICAGO

School of Business and Nonprofit Management

Course Syllabus

Course: *SBNM 5610 – Marketing Analysis and Consumer Behavior – A4*
Academic Year: 2012/13 **Semester/Quad:** *Fall A*
Credit Hours: 2
Prerequisites: *none*

Instructor: Ms. Katherine Acles

Phone: 773-244-5677

Email: kacles@northpark.edu

Availability:

Outside of class sessions, please contact me via email or telephone. I will reply within 24 hours during the week and within 48 hours on weekends. Office hours are by appointment. In addition, if necessary, telephone conversations can be requested (send email to request times).

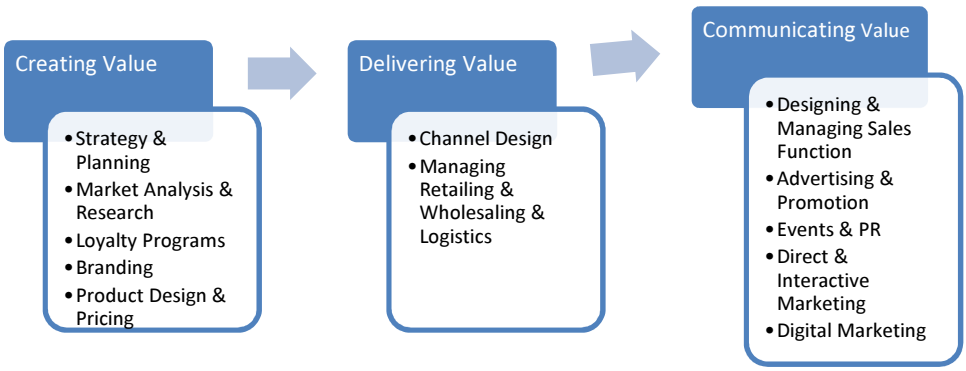
Course Description:

This course is designed to provide students with an overview of the field of marketing management. This is done via a survey of the various responsibilities that comprise typical product/brand management roles in industry. The course will use a mix of scholarly works and practical applications. Marketing management will be explored within the traditional packaged goods arena as well as business-to-business and, to a small extent, the nonprofit sector. The survey begins in this course and is completed in SBNM 5611, Advanced Marketing Management

Introductory Comments:

Welcome to the course. I look forward to exploring marketing management with you!

Perhaps the most important thing to note at the outset is that a very widely held misconception is that marketing is simply about advertising and promotion. While, advertising and promotional activities are a very important part of marketing, they are but a portion of marketing management. The discipline that we call marketing management involves a number of things. In essence, marketing management is the process of *creating* customer value, *delivering* that value and *communicating* that value:



While the activities involved with "communicating value" are the most visible to the general observer, actually more of the marketer's combined effort goes into "creating value" and "delivering value."

Course Materials:

REQUIRED

Textbook(s):

Marketing Management (Prentice Hall 14th Edition)
Philip Kotler and Kevin Keller,
ISBN: 978-0-13-210292-6
(Note, this same textbook is also used for SBNM 5611. Approximately ½ of the book is covered in SBNM 5610 and the remainder is covered in SBNM 5611.)

Cases:

Several Harvard Business School (HBS) cases are utilized in this course. These cases will be distributed via Moodle and each student will have a corresponding copyright fee of $45.00 posted to their account.

Articles:

Articles from various business publications will be assigned via Moodle. Either a copy of the article, or a link to the article, will be posted.

OPTIONAL

There may be optional references or articles noted via Moodle.

Essential IDEA Objectives:

The essential objectives of this course (per the IDEA framework, a nationally recognized assessment tool used by many higher learning institutions) are:

1. Learning fundamental principles, generalizations, or theories.
2. Learning to apply course material (to improve thinking, problem solving, and decisions).
3. Learning to analyze and critically evaluate ideas, arguments, and points of view.

Specific Course Objectives:

This course is designed to provide students with an overview of the field of marketing management. This is done via a survey of the various responsibilities that comprise typical product/brand management roles in industry. Modules include strategic and marketing planning, consumer behavior, marketing and advertising research, segmentation strategies, branding, competitive and marketing mix strategies, and positioning concepts. The course will use a mix of scholarly works and practical applications. Marketing management will be explored within the traditional packaged goods arena as well as business-to-business and, to a small extent, the nonprofit sector. The survey begins in SBNM 5610 and is completed in SBNM 5611.

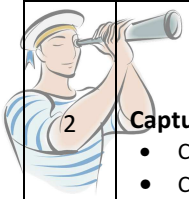
Upon successful completion of SBNM 5610, students will have the ability to:

- Understand how a product's Marketing Plan would fit into a company's complete Business Plan.
- Gather and assess information about customers' needs and buying patterns, and subsequently determine a product's value to potential customers.
- Given a marketing decision facing a firm, determine what type of market research would be relevant to the decision. Make recommendations about how to gather that research; determine how much money should be spent; how to analyze the results; and be able to present findings to senior management.
- Given information about a product line's history, assess market situation, industry and competition to make recommendations for future marketing decisions regarding the product.
- Given information about a firm's size, history, and organizational structure, assess industry and market situation to recommend a process for successfully bringing a new product to market.
- Understand how various choices will affect customers, employees, competitors, shareholders, and the community. Assess the relevance of ethical considerations on these marketing decisions.

Just to paint the complete picture, note that upon subsequent successful completion of SBNM 5611, students will have further ability to utilize information gathered through applied business research to develop a product Marketing Plan consistent with the product's position in the market:

- Gather information about a product's cost structure and the costs of any proposed marketing activities, calculate the product's unit contribution and determine the break-even point for the proposed marketing expenditures. Make recommendations for modifying the proposed marketing budget based on your analysis.
- Gather information about a product's cost structure and competition, analyze potential pricing alternatives and make a pricing recommendation.
- Weighing information about customers' needs and buying patterns and the internal capabilities of a company, design a channel strategy for specific products or services produced by that company.
- Assess a product's characteristics and selling benefits to design a sales management plan and develop hiring, training, and compensation recommendations for the sales force.
- Gather information about the external environment and a product's features & benefits, and make recommendations regarding advertising, sales promotions, and public relations.

Weekly Learning Objectives:

Week	Topic	At conclusion of this week, students will have:
1	**Understanding Marketing Management** • Defining Marketing for the 21st Century • Developing Marketing Strategies and Plans	• Examined the definition of marketing • Analyzed foundational marketing concepts • Reviewed and discussed the importance of marketing
 2	**Capturing Marketing Insights** • Collecting Information and Forecasting Demand • Conducting Marketing Research	• Investigated the importance of market/customer data and assessed the need for marketing research • Explored different types of marketing information systems • Probed various methods of collecting, interpreting and utilizing data • Analyzed the marketing research process and the various methods of collecting information

Week	Topic	At conclusion of this week, students will have:
3	**Connecting with Consumers** • Creating Long-term Loyalty Relationships • Analyzing Consumer Markets	• Demonstrated application of topics studied in weeks 1 & 2 via a written case study analysis • Scrutinized and discussed the use of loyalty programs in customer relationship building • Examined consumer behavior and the workings of customer markets
4	**Connecting with Consumers (cont.)** • Analyzing Business Markets • Identifying Market Segments and Targets	• Examined business markets and the organizational buying process • Investigated the relationship between market forces as defined in Porter's model • Reviewed definition of market segmentation and types of segmentation • Assessed and determined effective segmentation approaches
5	**Building Strong Brands** • Creating Brand Equity • Crafting the Brand Positioning 	• Demonstrated application of topics studied in weeks 1 thru 4 via a written case study analysis • Reviewed definition and importance of brand equity • Analyzed strategies for building, measuring and managing brand equity • Examined definition and importance of brand positioning, and approaches to establishing brand position
6	**Building Strong Brands (cont.)** • Competitive Dynamics	• Reviewed common competitive strategies & tactics • Analyzed product life-cycles and appropriate strategies for various stages • Assessed effective strategies for various industry/market/product/economic conditions
7	**Wrap-up** • Final Team Case Submission	• Demonstrated application of topics studied in weeks 1 thru 6 via a team case study analysis

Course Methodology:

The goal of a good management education program should be to give students the opportunity to *study and practice* the application of management theory. Just studying theory without the opportunity to practice the application of that theory is not very effective. Upon completing their business education, managers will be expected to be able to apply what they've learned to real-world business situations. Just as a doctor or scientist would not be unleashed into the world to practice their craft without first successfully demonstrating that they are able to apply their learnings to real-world situations, so must an aspiring business leader

Thus, this course stresses the application of core marketing principles via the use of case studies. Why utilize case studies? In short, cases have tremendous educational value. Much can be learned by analyzing real-world business dilemmas and proposing solutions.

> A business case imitates or simulates a real situation. Cases are verbal representations of reality that put the reader in the role of a participant in the situation. The unit of analysis in cases varies enormously, from a single individual or organization to an entire nation or the world. Cases can range from one page to fifty or more. But they are have a common purpose: to represent reality, to convey a situation with all its cross currents and rough edges—including irrelevancies, sideshows, misconceptions, and little information or an over whelming amount of it.

Most educational texts represent the real as logical and coherent. But real business situations are fluid and inevitably involve uncertainty; they don't present selected and sorted information. Cases don't either. Real situations consist of some clarity, too much or too little information and lots of contingency—and so do cases. They provide business students with the equivalent of laboratories used for educating scientists and doctors.[1]

So consider this your laboratory.

Computer Requirements:

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements for information on computer requirements.

Schedule of Weekly Assignments:

Week	Dates	Topics	Assignment(s)
1	*Aug 30*	Understanding Marketing Management • Defining Marketing for the 21st Century • Developing Marketing Strategies and Plans	• Read before class o Chapters 1 & 2 o Articles/cases posted on Moodle
2	*Sept 6*	Capturing Marketing Insights • Collecting Information and Forecasting Demand • Conducting Marketing Research	• Read before class o Chapter 3 & 4 o Articles/cases posted on Moodle
3	*Sept 13*	Connecting with Consumers • Creating Long-term Loyalty Relationships • Analyzing Consumer Markets	• Read before class o Chapters 5 & 6 o Articles/cases posted on Moodle • **Submit before class** o Case Analysis #1
4	*Sept 20*	Connecting with Consumers (cont.) • Analyzing Business Markets • Identifying Market Segments and Targets	• Read before class o Chapters 7 & 8 o Articles/cases posted on Moodle
5	*Sept 27*	Building Strong Brands • Creating Brand Equity • Crafting the Brand Positioning	• Read before class o Chapters 9 & 10 o Articles/cases posted on Moodle • **Submit before class** o Case Analysis #2
6	*Oct 4*	Building Strong Brands (cont.) • Competitive Dynamics	• Read before class o Chapter 11 o Articles/cases posted on Moodle
7	*Oct 11*	Wrap- up •Final Team Case Analysis	• **Submit before class** o Team Case Analysis • **Due in class** o Team Led Case Discussion

[1] Ellet, W., (2007), *The Case Study Handbook: How to Read, Discuss, and Write Persuasively About Cases*, Boston, Massachusetts: Harvard Business School Press

Grading:

There are 200 possible points in this course:

Activity	Week1	Week2	Week3	Week4	Week5	Week6	Week7	**Total Points**	Grade %
Class Participation		5	5	5	5	5	5	**30**	15%
Case Analysis #1			40					**40**	20%
Case Analysis #2					40			**40**	20%
Team Case Analysis							50	**50**	25%
Team Case Discussion							20	**20**	10%
Team Participation (peer evaluation)							20	**20**	10%
Weekly Point Total		5	45	5	45	5	95	**200**	

Grade Mapping:

Numeric Grade	Letter Grade	Numeric Grade	Letter Grade	Numeric Grade	Letter Grade
190-200	A (95-100%)	160-164	B- (80-82%)	<140	F (<70%)
180-189	A- (90-94%)	155-159	C+ (77-79%)		
175-179	B+ (87-89%)	145-154	C (73-76%)		
165-174	B (83-86%)	140-144	C- (70-72%)		

Assignment Grading Policies:

Assignments will be graded according to the rubrics given. Grades, and instructor feedback, will be posted in Moodle.

*Please be aware that late submissions of case analysis assignments **will not be accepted** because cases will be reviewed and discussed in class immediately after the submission deadline. For other assignments, a late submission which is received within 24-hours of the deadline will be assessed an automatic 10% point deduction, and if received 24-48 hours after the deadline will be assessed an automatic 20% point deduction. No submissions will be accepted over 48-hour past the deadline.*

Student Responsibilities:

- Class participation and written assignments are required for this course. You cannot successfully complete this course without completing the weekly readings assignments. It is imperative that students complete the weekly assigned readings before class sessions or before beginning a written assignment.
- Assignments will be posted on-line. You will be asked to retrieve assignments from Moodle.
- Use proper "netiquette" (see A Guide to Netiquette in Course Information folder on Moodle).
- For a quick reply, it is best to communicate questions, concerns or issues via email. But, you may also contact me via phone.

Instructor Responsibilities:

As your instructor, I will:

- Provide updated information on relevant resources for the various topics of interest
- Read and critically assess students' assignments and provide feedback within 7-10 days of receipt
- Facilitate a participant-centered course experience, which focuses on student learning
- Respond to all student e-mails within 48 hours of receipt (target is 24 hours)
- Respond to all student phone calls within 48 hours (target is 24 hours)

ASSIGNMENT SPECIFICATIONS

Overview:

Assignments consist of readings, individual case analyses and a team case analysis. Due dates are indicated in the Schedule of Weekly Assignments. All assignments are due before the start of the weekly class session.

CLASS PARTICIPATION

The course experience is enhanced when class participants share comments, ask questions and offer real-world examples of situations where concepts and principles have been applied or can be applied.

Your class participation will be graded on a weekly basis according to the following criteria:

	5 points	3 - 4 points	2 points	0 points
Participation	Comments/questions are insightful and provide additional thought provoking perspectives on lecture points, readings and assignments. Demonstrates grasp and appropriate application of course materials.	Comments/questions aid discussion by providing relevant examples of real-world applications of course topics.	Few contributions, and/or Comments/questions have little relevance to topic or discussion underway, and/or Comments/questions are unnecessarily long-winded and monopolize class time	No participation

CASE ANALYSIS ASSIGNMENTS

Assignment Specifications:

The cases used in this course have been selected from the Harvard Business School Library. The publisher makes these cases available at a discount to educational institutions. **The cases will be distributed via Moodle and each student will have a corresponding copyright fee of $45.00 posted to their account.**

The cases will be made available via Moodle. **Students must note that these documents are copyright protected and are not to be shared or redistributed to others.** The instructor will supply a list of questions, pertaining to each case. Students must submit a written case analysis, per the schedule of assignments given earlier. **Your case analysis paper is due before the class session begins.**

Your paper should provide critical analysis of the case and your answers to the associated list of questions must be incorporated into this analysis. Case analysis papers **must follow APA guidelines and should generally be 5-8 pages double spaced, but absolutely no more than 10 pages.**

General guidelines for conducting a case analysis:

- **You should spend more time thinking about a case than reading it!**

- Initially read through the entire case, focusing on understanding the business situation more so than the minute details.
- Read the assigned questions carefully. These questions are your guide to the essential elements of the case. **Think about the specific topics being addressed in the course** and reflect on how these questions tie into the course content and discussion topics.
- Re-read the case, noting various details (e.g., taking notes, highlighting text, etc.) and reflect on the situation, immediate challenge and potential solutions. Also **reflect on your answers to the assigned questions**
- **Consider yourself to be a key decision maker.** Before you begin writing your analysis, make a firm decision on your assessment of the situation, your specific stance and any recommendations that you would give.
- Do not spew back the case details and events of the case in your analysis. Assume that the reader has read the case. Instead, your focus should be on providing a critical assessment of the situation outlined in the case. Summarize key points/details as you explain your rationale, citing references using APA format**. But . . . do NOT take a book report approach, do NOT simply summarize or reiterate what you read in the case.** View yourself as a key stakeholder in the scenario. If it helps, think of yourself as an "arm-chair quarter-back" or "passenger-seat driver" who is critiquing what the case characters have done and giving opinions, in no uncertain terms, on recommended courses of action.
- Make sure that you address each of the assigned questions in your analysis, but note that a thorough analysis consists of more than just your answers to these questions. The questions are provided as a "guiding light," but you must still navigate your way to the final destination.
- Before drawing your conclusions and making recommendations, it is often a good idea to summarize your rationale (e.g., use a table listing pros vs. cons, a table comparing options, etc.).
- Proof-read your document carefully! Use spelling and grammar checking tools. If possible, have someone else proof-read your document, giving you feedback on whether your points have been well conveyed.

Your written case analyses will be graded according to the following criteria:

	90 – 100%	80 - 89%	70 - 79%	< 70%
For Case #1 & #2 max=40pts	36 - 40 points	32 - 35 points	28 - 31 points	< 28 points
For Team Case max=50pts	45 - 50 points	40 -44 points	35 - 39 points	< 35 points
Content	Effectively references course content and properly applies principles to real-world situation outlined in case. Length of paper is within the stated limit.	References course content but application of principles is only partially appropriate for the particular case situation.	References course content but principles not correctly applied, or unfitting to case situation. Or, paper exceeds page limit.	Does not refer to course content. Little or no application of course principles.
Case Questions	Fully addresses all posed case questions. Provides a thorough and insightful response to the questions.	Addresses all posed case questions. Responses adequate but not exhaustive.	Addresses some but not all of the posed case questions. Responses less than adequate.	Does not address the posed case questions
Overall Analysis	Thorough and concrete analysis, going beyond posed case questions. Firm position taken, with strong justification. Discussion, conclusions and recommendations demonstrate strong grasp of	Solid analysis, sufficient depth. Firm position taken and justified in analysis. Conclusions and recommendations follow directly from	Adequate analysis, adequate depth. Conclusions and recommendations are unclear or questionable, and/or do not correctly apply principles studied in this course.	Poor analysis. Insufficient depth, no conclusions drawn or rationale is questionable.

	course content and principles studied in this course.	stated rationale.		
Cumulative Thread ***(for Final Case Only)***	Final case analysis **clearly** demonstrates grasp of, and properly applies, various core marketing principles studied in the course	Final case analysis **adequately** demonstrates grasp of, and properly applies, various core marketing principles studied in the course	Final case analysis only **partially** demonstrates grasp of, and/or questionably applies, various core marketing principles studied in the course	Final case analysis **does not** demonstrate grasp of core marketing principles studied in the course, or improperly applies principles.
Clear Writing	Organized, concise, grammatically correct, clearly written in understandable language.	Writing is adequate.	Writing is adequate but may include inaccuracies, and/or some grammatical errors.	Writing is poor, unclear, disorganized or contains many grammatical errors.
APA Format	Follows APA format	Follows APA format	Partially follows APA format	Does not follow APA format

TEAM LED CASE DISCUSSION

Assignment Specifications:

In the final class session, teams will lead a discussion of the cases that they selected for their team case project. Each team will take the class through their analysis of the case, engaging all the students in an in-depth dialogue of the business problem and possible course of action.

Each team's in-class led discussion will be graded on the following criteria:

	18-20 points	16-17 points	14-15 points	< 15 points
Integration of Course Content	Effectively and properly applies course content	References and applies course content but application of principles is only partially appropriate for the particular situation.	References and attempts to apply course content but principles not correctly applied, or unfitting to situation.	Does not refer to or apply course content.
Overall Strategy and Proposal	Thorough and concrete analysis. Firm position taken, with strong justification. Discussion, conclusions and recommendations demonstrate strong grasp of course content and principles being studied in this course.	Solid analysis, sufficient depth. Firm position taken and justified in analysis. Conclusions and recommendations follow directly from stated rationale.	Adequate analysis, adequate depth. Conclusions and recommendations are unclear or questionable, and/or do not correctly apply principles being studied in this course.	Poor analysis. Insufficient depth, no conclusions drawn or rationale is questionable.
Delivery & Class Engagement	Speakers engage and connect with well with classmates, presents team's findings well, and sparks lots of dialogue and a critical analysis of case.	Speakers connect with classmates, present team findings well, and spark moderate dialogue on case.	Speakers do not connect with classmates and/or findings are only partially understood.	Speakers do not connect with classmates, AND findings are not clear or are not understood.
Supporting Materials (e.g., PowerPoints, charts, etc.)	Supporting materials are high quality, well constructed/written and brings clarity to the team's presentation of findings.	Supporting materials are good quality, well constructed/written and helps explain team's findings.	Supporting materials are OK, but are not well constructed/written or they are unclear.	Supporting materials are poorly constructed/written, or confusing.

TEAM PARTICIPATION (PEER EVALUATION)

Assignment Specifications:

Each student will have the opportunity to provide a peer evaluation of their teammates. An evaluation template will be provided via Moodle and each student will be able to evaluate their teammates' contributions confidentially and submit to the instructor.

The evaluation categories on the evaluation template are:

+	Teammate's contribution was considered "above and beyond" the call of duty.
=	Teammate's contribution "met expectations," pulled their fair share.
-	Teammate's contribution was "below expectations," did not pull their fair share.

The instructor will compile the results for each student and award points per the following rubric.

	20 points	15 points	10 points	0 points	Score
Peer Evaluation	Two or more teammates evaluated your contribution as "above and beyond" and no evaluations of "below expectations" were received	Each teammate evaluated your contribution as "met expectations" or "above and beyond."	Evaluations were a mixture of the three categories, with at least one evaluation of "below expectations."	Two or more teammates evaluated your contribution as below expectations	

POLICY STATEMENTS

Academic Honesty

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
2. Copying another's answers on an examination.
3. Deliberately allowing another to copy one's answers or work.
4. Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University's online catalog.

In conclusion, it is our mission to prepare each student for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

Attendance Policy for Graduate Courses

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor's discretion. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University policy outlined in the University Catalog (found on the NPU website).

Attendance Policy for Undergraduate Courses

Attendance and participation are vital. Thus, students are expected to attend every class session, and to arrive on time – tardiness is undesirable and disruptive to your fellow classmates. This course has a strict requirement of documented, advance notification. If you are unable to attend any class session, you are to inform me (preferably by email) ***prior to*** that session. You need to provide a reason for your absence. Failure to provide advance notification will result in an unexcused absence. Be advised that poor attendance can affect your grade adversely

APA Requirement

The School of Business and Nonprofit Management (SBNM) has adopted the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the *APA Manual* is to enhance student learning by:

1) Improving student's writing skills.
2) Standardizing the required format of all written assignments in all SBNM courses.
3) Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
4) Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the *APA Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. ***It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.***

Students with Disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact your program's office (Business: 773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: http://www.northpark.edu/ada