North Park University

SBNM 5680 Nonprofit Marketing Analysis and Consumer Behavior
Fall 2011-2012 Quad A, Online
2 credit hours

Course Facilitator:	Crendalyn McMath Fitzgerald, MBA Associate Professor
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Office hours:	Mondays and Wednesdays
Discussion board postings/participation:	Mondays, Wednesdays, and Fridays
Discussion board reviewed and graded:	Midnight Monday
Assignments returned:	Thursdays, by midnight

Introductory Remarks

Times are tough for nonprofits. With mounting competition for fundraising support, greater demand for services, increasing pressure to meet and document effective performance, nonprofits face an enormous challenge. While many nonprofits have learned how to present their special identity and "brand," few use strategic marketing to its fullest potential to advance their mission and achieve financial stability. Indeed, many nonprofit professionals are just beginning to learn how marketing and communication tools and strategies can be deployed in the nonprofit context to help achieve greater success.

This class is designed to help nonprofit professionals begin to fill this gap by demystifying the marketing process and showing how it can be employed in a mission-oriented setting. The class covers the steps for becoming a customer-focused nonprofit: developing a market-oriented mindset and leadership structure; assessing the external environment and competition; understanding and responding to customer needs and wants; developing a unique, differentiated position and brand identity in customers' minds; shaping programs and services to attract and retain customer segments; developing and delivering motivating and ethically-sensitive messages; and designing a cost-effective communications mix for reaching targeted audiences. The class will also explore the benefits and risks involved with approaching funders as customers to satisfy a "value exchange." By the end of the class, students will understand how to develop a comprehensive strategic marketing plan and manage its implementation to realize the greatest possible return from marketing expenditures – and how to do so in a way that honors their organization's mission and vision for social good.

Learning Objectives:

By the completion of this course, students will increase specific knowledge in the following areas:
1. The role of marketing in a mission-based organization
2. How organizational history, culture and philosophy affect marketing readiness
3. How to develop a strategic marketing plan for a nonprofit organization
4. Developing a differentiated position and brand identity in the nonprofit context
5. How to identify, evaluate and respond to environmental and competitive pressures affecting nonprofit performance
6. Discovering and responding to your customers' needs, wants, values and aspirations
7. The role of product, price, place and promotion in delivering customer value
8. How to develop and deliver powerful messages that generate a response
9. Elements of a realistic, cost-effective promotional mix
10. Ethical considerations in nonprofit marketing

Please focus on the following objectives as you participate in the course:

- Applying course material to improve thinking, problem solving, and decisions
- Developing skills, competencies, and points of view needed by nonprofit management professionals
- Working with others as a member of a team

Required Texts:

Two textbooks will be required for this course:

- Strategic Marketing for Nonprofit Organizations, Seventh Edition, Kotler and Andreasen, Prentice Hall, 2008, ISBN-10: 013175372X

- Mission-Based Marketing: Positioning Your Not-for-Profit in an Increasingly Competitive World, Peter C. Brinckerhoff, John Wiley & Sons; 2nd or 3rd edition (December 2002).

Texts can be purchased through North Park University's bookstore (online or on campus) and should be obtained by students prior to the first class session. See "Order Your Books" on the Blackboard course site for more information about ordering online.

Required Articles /Cases
Please note a $25will be charged to student accounts for the following cases.

- Harvard Business School Case: The Cradle
- Schuerman, M., "Attention Campers, How Girls Inc. put the power of Lancôme to work in support of mission," Stanford Social Innovation Review, Summer, 2004.

Teaching and Learning Methods

This course is being taught in an intensive format. Therefore, it is very important for students to keep up with readings, assignments and online discussions. Questions will be posted by the course facilitator on the course site on a weekly basis to stimulate the discussion. Responses need

not be directed to the course facilitator but can and should be in response to the thoughts and ideas of other students as well.

Some assignments will be posted online for class member review and comments. The course facilitator expects that each student will provide constructive and timely feedback to other class members on assignments as required. While the course facilitator may also provide online feedback on assignments, grades for each course assignment will be given privately.

Course Schedule

Class "begins" on Monday. Your initial post to the discussion board should be completed by Wednesday at noon. This allows your peers to respond by Friday. Group cases are due by midnight Sunday. Business plan modules and other assignments are due by midnight Sunday. All deadlines assume central standard time.

Student Responsibilities

1. **Students should take the Moodle orientation course, prior to the start of the course. Students should have a strong knowledge of the information covered in the orientation.**

2. Attendance, presence, and full participation are required for this class. You cannot successfully complete this course without completing the weekly readings and assignment. Students are expected to submit assignments (postings, deliverables, etc) on time to Blackboard. This allows peers to have adequate time to respond to your postings. Late assignments (non discussion board) will be lowered one letter grade (or 10%) per day. Assignments more than two days late will not be accepted.

3. You are expected to post a <u>substantive contribution</u> to the discussion at least 3 times per week which means you will need to log in a minimum of 2 times per week (at any time during the week). Simply saying "hello" or "I agree" is not considered a substantive contribution. You must support your position or begin a new topic or add somehow to the discussion when logging on. In order to receive the maximum points available for each week's discussion forum, student should make a minimum of one original post and two responses to other students' posts during a week. **Remember the golden rule for online posting: The quality of comments is more important than the quantity.** Your post should never be longer than 200 words. (See rubric below)

4. All assignments will be posted online. Please include your last name and first name and assignment week on every homework assignment. (This does not include discussion posts.)

5. Some assignments will be posted online for others to see. You will be asked to comment and provide feedback to one another on your work.

6. Although I strongly suggest that all issues, questions and problems be dealt with online, you can feel free to email me anytime, or call me Mondays from 10:00 AM to 3:00 PM

7. I normally advise participants to plan on spending 10-12 hours total on course responsibilities (readings, assignments, online discussion)

8. Use good "Netiquette" (*see A Guide to Netiquette in Course Information folder on Moodle*). Be aware that there is zero tolerance for inappropriate netiquette.

Facilitator Responsibilities

1. The course facilitator will design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.

2. The course facilitator will provide reactions to student responses and discussion as appropriate in order to clarify important ideas and concepts.

3. The course facilitator will provide opportunities for group work that will include discussion as well as hands-on exercises.

4. The course facilitator will read and critically assess students' assignments and provide feedback within 3-5 days of receipt.

5. The course facilitator will respond to all student e-mails within 48 hours of receipt.

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.

Technical Skills

All students are required to take the online orientation. Additionally, you need know how to use word, power point and excel.

NOTE: ALL MODULES RUN FROM MONDAY THROUGH SUNDAY OF THE CLASS WEEK

Course Outline

Week/Module #1: (January 14)

Marketing and the Mission-Driven Organization

Student Learning Objectives:

By completion of this session, students will:

- Be able to define marketing and understand how it applies in the nonprofit environment.
- Understand why nonprofit organizations are increasingly employing strategic marketing to meet their goals in a competitive world and how adopting a "customer-focus" can help nonprofits advance their mission.
- Recognize some of the historical and attitudinal barriers to marketing that exist for nonprofits and discover how to achieve a balance between marketing- and mission-based priorities.
- Understand how nonprofit leadership and organizational structure can help or hinder the development of a marketing- orientation.
- Address the importance of having a unique, inspiring well-defined mission as the foundation for a strong position in the marketplace.

Required Readings:

- Brinckerhoff, Chapters 1 – 3
- Kotler, Chapter 1

Week/Module #2: (January 21)

The Strategic Marketing Planning Process

Student Learning Objectives:

By completion of this week's course module, students will:

- Increase their understanding of the strategic marketing planning process and of how to employ it to achieve financial, organizational and programmatic goals.
- Learn the importance of engaging in a comprehensive situation analysis that begins with a careful and honest evaluation of the organization's mission, culture, internal strengths and weaknesses.
- Learn how to assess opportunities and threats to the organization presented by uncontrollable external force.
- Understand how the changing needs of customers such as clients and donors can impact the organization.
- Address the reality of competition in the nonprofit environment and learn how to identify, analyze and address competitive pressures.

- Grasp the importance of setting realistic, measurable objectives and putting mechanisms in place for tracking and evaluating marketing outcomes to ensure that performance goals are being achieved.

Required Readings:

- Brinckerhoff, Chapters 4 , 5, 7, 12
- Kotler Ch 3
- "Porter's Five Forces: A Model of Industry Analysis," online at http://www.quickmba.com/strategy/porter.shtml
- "PEST Analysis," online at http://www.quickmba.com/strategy/pest/
- "SWOT Analysis," online at http://www.quickmba.com/strategy/swot/

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Week/Module #3: (January 28)

Becoming Customer-Focused

Student Learning Objectives:

By the end of this course module, students will:

- Learn how to analyze their customer base and its current and potential relationship to the organization and its mission.
- Learn how to use primary and secondary research to gain greater understanding of the needs, wants, values and aspirations of customers and to define value through their customers' eyes.
- Discover low-cost, high-return research techniques for marketing planning, monitoring customer satisfaction and assessing organizational performance.
- Learn how to measure and identify segments that can be targeted for programs and services, professional referral, fundraising, board development, volunteering and other goals.
- Understand the role of demographics, psychographics, enriching characteristics and buyer behavior in customer profiling and segmentation.
- Explore customer-focused fundraising and issues raised in the donor-nonprofit value exchange.

Required Readings:

- Brinckeroff, Ch 6, 8
- Kotler Ch 4, 5, 8, 16
- The Cradle Society: Harvard Business School Case Study, 1999.

Week/Module #4: (February 4)

Shaping the Marketing Mix to Deliver Customer Value

Student Learning Objectives:

By completion of this week's module, students will

- Learn how to translate their understanding of the internal and external environments, competitive forces and consumer behavior into a workable marketing strategy.
- Learn to develop realistic, measurable strategic objectives and create systems for evaluating results.
- Discover how to identify, select and target the most fertile market segments and how to leverage the "Four Ps" (product, price, place and promotion) to attract and retain current and potential customers.
- Learn how developing new and enhanced products and services, increasing value and reducing barriers related to participation or referral, and developing new service delivery channels can contribute to marketing success.
- Explore techniques for delivering customer service that enhance the relationship between a nonprofit and its customers.

Required Readings**:**

- Brinckerhoff, Ch 11
- Kotler, Ch 8,10, 11, 12
- "Competitive Advantage," online at www.quickmba.com/strategy/competitive-advantage

Week/Module #5: (February 11)

Developing and Delivering Motivating Messages

Student Learning Objectives:

By completion of this week's module, students will

- Understand the importance of establishing a unique, differentiated position relative to the competition in the customers' mind.
- Gain new insight into the role of communications in building brand awareness, establishing and deepening customer relationships, increasing community support, stimulating giving and changing behaviors.
- Learn how to use the "communication strategy" to develop and deliver high–impact, "sticky" messages that connect with customers' deeply felt needs and motivations.
- Explore various types of arguments and execution styles that help to achieve marketing-related objectives.
- Consider ethical issues related to message development and nonprofit marketing.
- Examine the role of education in nonprofit marketing and learn what kind of information is most valued by various customer groups.

- Appreciate how appropriate spokespersons, arresting visuals, uncluttered design, concrete offers and interactive elements can enhance communications effectiveness across a wide range of media (print, broadcast, point of service, internet, etc.).
- Learn about the value of building a strong nonprofit brand identity.

Required Readings:

- Brinckerhoff, Ch 9, 10
- Kotler 6, 13, 14

Week/Module #6: (February 18)

The Nonprofit Promotional Mix and Budgeting

Student Learning Objectives:

By completion of this week's module students will:

- Understand the mix of media nonprofits that can be employed to reach and communicate with customer segments (advertising, direct marketing, publications, publicity, personal selling, etc).
- Discover similarities and differences in the media mix for nonprofits versus their for-profit counterparts.
- Learn how to evaluate and choose media and messages based on audience reach and response rates.
- Grasp the value of consistency, repetition and strategic integration of communications vehicles.
- Gain an overview of typical approaches to budgeting and evaluating a nonprofit's return on marketing expenditures.
- Discover the value of testing and setting realistic expectations about marketing results, particularly for nonprofits with limited resources.
- Learn how allocating adequate resources and allowing sufficient lead time contributes to successful nonprofit marketing.

Required Readings:

- Kotler 15, 18, and 19

Week/Module #7: (February 25)

Working with the Private Sector

By the end of this course module, students will:

- Understand the potential benefits and pitfalls of working with the private sector to achieve marketing goals.

Required Readings:

- Kotler, Ch 17
- Schuerman, M., "Attention Campers, How Girls Inc. put the power of Lancôme to work in support of mission," Stanford Social Innovation Review, Summer, 2004.

ASSIGNMENTS

There are three types of assignments for this course. Each is designed to help you gain greater understanding and mastery of marketing in the context of the nonprofit organizations. These assignments include:

Type of Assignment	Learning Objective
1. Moodle Discussion Forum	Provides an opportunity to share experiences and insights about marketing-related issues raised by the texts and learn from fellow students.
2. Major Concept Assessment	Requires students to demonstrate an understanding of major concepts covered in the course through individual and group assignments in the form of papers, analyses, quizzes and tool development.
3. Application Projects	Require students to apply best marketing practices to a real-life situation -- by the end of the course developing a basic strategic marketing plan for an actual nonprofit organization.

At the completion of this course, you will receive a letter grade reflecting your performance in this course. Letter grades (from A – F) will be awarded according to the existing policies of the School of Business and Nonprofit Management. The final course grade will be computed according to the total number of points earned for all assignments as shown below.

1. **Moodle Discussion Forum** **60 maximum points**

Discussion forums will be held during the following weeks: 1 (two discussions), 2, 3, 5 and 7. Per forum, students receive 4 points for an "original" post, and 2 points for each responsive post. Students may receive a maximum of 10 points for each forum.

POINT ALLOCATION

Weekly Discussion Forum Schedule and Points:

Week 1:	Max 10 points	Marketing in NPO
	Max 10 points	Introduction
Week 2:	Max 10 points	Differentiation
Week 3:	Max 10 points	The Cradle
Week 4:	No discussion forum	
Week 5:	Max 10 points	Messages
Week 6:	No discussion forum	
Week 7:	Max 10 points	Girls Inc/Lancome

Total **Max 60 points**

**For those weeks in which you will work in small groups, check the assignment folder for that week to get your group assignment and instructions. Each group will have its own discussion forum and chat room which you should use for your discussion.*

2. **Major Concept Assessments**

Week 1:	Max 20 points	Marketing Readiness Paper (Individual)
Week 4:	Max 20 points each	Approaches to Market Research (Group Project)
Week 6:	Max 20 points each	Communications Strategy Critique (Group)
Total	**Max 60 points**	

3. Marketing Plan

Students will select an actual nonprofit organization with which they currently are involved as an employee, board member, donor or volunteer, and complete the following elements of a marketing plan for that organization over a period of seven weeks. Specific directions for completing each project are posted in the assignment folder for that week and will be **due at the end of that week**.

Week 3: Marketing Plan Part I (100 points)

- Situation and Competitor Analysis
- Customer Analysis
- Marketing Strategy

Week 7: Marketing Plan Part II (100 points)

- Positioning and Communications Strategy
- Promotional Mix
- Budget
- Timetable
- Evaluation
- Executive Summary

Total 200 Points

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Total Course Points 320

SBNM 5680 ASSIGNMENT RECAP

WEEK/TOPIC	**Discussion Forum**	**Major Concept Assessments**	**Marketing Plan**
1. Mission/Market Orientation	(A)Large group discussion on mission/marketing (B) Introductions	Marketing Readiness (Individual paper)	
2. Strategic Marketing Plan	Large group discussion on differentiation		
3. Becoming Customer-Focused	Group Case Study (The Cradle)		Part I:

4. Marketing Mix	No forum	Market Research (Group)	
5. Motivating Messages	Large Group Discussion on messages		
6. Promotional Mix and Budget	No forum	Communications Critique (Group)	
7. Working with Private Sector	Large group discussion on cause-related marketing Lancome Case		Part II

COURSE GRADING POLICIES:

Criteria for Grading Moodle Discussion Participation: Here is how I grade weekly discussion board postings: I look for them to be thorough and thoughtful, related to the course materials and readings as well as other students' comments. Just posting an "I agree/disagree with your comment" or an "I think the same" to someone else's thoughts is not considered to be an adequate response. In other words, a good posting integrates multiple views and shows value as a seed for reflection by including other participants' views. I expect at postings throughout the week. You should submit your first posting by Wednesday to allow other students time to make comments. Discussion boards are reviewed and graded by Midnight, Monday.

Criteria for grading written assignments and projects:

A/A- Well-written with no errors (spelling, sentence fragments, unclear sentences, etc.). Excellent analysis and well-supported conclusions. Demonstrates complex understanding of topic and familiarity with supporting sources (readings, online resources and discussion). Fully and clearly responsive to question(s) asked.

B/B- Moderately well-written with few errors. Good analysis and well-supported conclusions. Demonstrates correct understanding of topic and familiarity with most supporting sources (readings, online resources and discussion).

C/C- Content may show either less than correct familiarity with the topic or bulk of supporting sources, is not fully responsive to the question(s) asked, or is poorly written (major mistakes made).

D/D- Any combination below the levels described above.

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.

Support Services:

Please see the Course Information button in your course in Blackboard for the Student Support document if you need assistance during your course.

Disabilities Accommodations:

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the program's office. 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/current-students/student-development/disability-resources.aspx. Log in and click the "Resources for Students" navigation link for additional information such as documentation requirements, accommodations and services, etc.

Use of *APA Publication Manual*

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 Publication 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.***

Attendance Policy

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 two weeks 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 refund policy outlined in the University Catalog.