2015

MKTG 495-01 Marketing Planning & Analysis

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Williams College of Business Mission Statement: We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition.

TEXTS:


Earlier versions of this text may be used, just make sure that you do the readings for the right content areas, as the chapter order may be different. There are cases in the back of the book that we will be using—make sure that you are reading the right cases!

You will also need to purchase the Capstone Simulation, available on Capsim.com. The going rate is around $60, and each one of you will need to purchase a copy. We will walk through the process later, and please be aware that we will spend some class time working on the simulation in class as well.

Williams College of Business Learning Objectives

Critical Thinking
Learning Goal: WCB graduates will be able to think logically, reason quantitatively, and utilize appropriate analytical techniques and technology when evaluating and making decisions.

Corresponding Objectives:

1) WCB students will collect, evaluate and synthesize information to offer solutions and support decision making.

2) WCB students will evaluate and articulate implications of business decisions and their impact on organizational stakeholders, both individually and in teams.

Ethics and Social Responsibility
Learning Goal: WCB graduates will be able to recognize ethical issues, discern moral implications of decision making, and be prepared, and willing, to serve as responsible and professional members of society.

Corresponding Objectives:

(1) WCB students will recognize ethical issues and their implications on personal and business decisions.

(2) WCB students will demonstrate the skills necessary to analyze information and make informed, ethical decisions in complex, conflicting or ambiguous environments or situations.

Effective Written and Oral Communication
Learning Goal: WCB graduates will be able to organize, support and communicate ideas clearly and effectively, employ multiple mediums of communication (e.g., written, oral and visual), and adapt communication to audience, context or purpose.

Corresponding Objectives:

(1) WCB students will produce business documents and reports demonstrating their ability to organize and communicate ideas clearly and professionally.

(2) WCB students will make effective presentations, accompanied by the appropriate technology, demonstrating their ability to organize and communicate ideas clearly and professionally, both individually and in teams.

Global Perspective and Cultural Diversity
Learning Goal: WCB graduates will appreciate the historical and cultural contexts of the world in which they live, demonstrate the competencies required for engaging in global business activities, and respect and value diverse peoples and perspectives.

Corresponding Objectives:

(1) WCB students will identify and contrast key attributes of countries’ business environments.

(2) WCB students will evaluate and integrate global economic, political, technological, environmental and societal issues into their decision making.

(3) WCB students will integrate the concepts of respect, inclusiveness and valuing all persons into their decision making.

Understanding and Application of Knowledge Across Business Disciplines
Learning Goal: WCB graduates will be able to evaluate business from an integrative and holistic point of view, leverage the synergies between functional business areas, and demonstrate college-level mastery of their chosen discipline.
Corresponding Objectives:

(1) WCB students will demonstrate the appropriate knowledge of accounting, economics, finance, management, management information systems, marketing, quantitative business analytics, international issues, and the legal and social environment of business.

(2) WCB students will evaluate business problems from an integrative point of view, including diverse business functions, competition and external environment (social, political, economic, and environmental.)

(3) WCB students will demonstrate college-level mastery of the body of knowledge and skills relative to their major. (To be determined at the departmental level.)

Personal and Professional Development

Learning Goal: WCB graduates will be well-prepared for their future careers and appreciate the importance of continuous professional development and life-long learning.

Corresponding Objective:

WCB students will articulate career goals, prepare a professional resume, demonstrate behavior-based interviewing techniques and develop a professional network.

COURSE OBJECTIVES:

The emphasis in this course is the application of marketing concepts to business problem situations. In order to fully appreciate decision making processes and get hands on practice utilizing a combination of cases and computer simulations will be utilized. Students may be assigned to different teams throughout the semester.

COURSE PREREQUISITES

This course is for LAST SEMESTER SENIORS ONLY! This means if you are due to be coming back to Xavier for at least one more semester, you should take it then. If you are not a last semester senior you should withdraw and sign up in your last semester.

CLASS SESSIONS:

Lecture/discussion. Students are expected to have thoroughly read assignments prior to class meetings. Discussions will be based on the assigned reading materials. The major learning in this course comes from class & case discussions. You are expected to contribute to the class and case discussions. To a major extent the benefit you and your fellow students derive from the assignments is related to your willingness to expose your viewpoints to the critical judgment of the class.
Please help all of us get the most out of the classroom experience by:

- Being prepared to lead off the class discussion each day
- Supporting your statements with proper analysis of the data and information provided in the case and all its exhibits
- Being open to the questions and critiques of your classmates
- Defending your point of view on the case persuasively but not "defensively"
- Questioning your class-mates' assumptions and statements, but in a constructive and thoughtful way
- Actively listening to, building on, and enriching the discussion rather than going off on tangents or repeating what has been said before
- Being in class before the starting time so that we can start and end on schedule

**SIMULATION:**

Students will be assigned to teams, each team representing a company with total business responsibility. The goal of each corporation (student team) in the simulations is to maximize corporate value, given the constraints of the game environmental scenario. You will be expected to present rationale for all decisions based on a demonstrated understanding of what the dynamics of the individual simulation marketplaces. Each decision period teams will be expected to present (with charts, exhibits, trends, price sensitivity analysis) their understanding of what the market drivers really are and what they believe their competitors’ strategies to be. Individual team grades will be based on a combination of financial performance and strategic assessment (marketing strategy and reactions to environmental shifts throughout the game scenario). Individual student grades may be adjusted from the overall team grade based on team peer evaluations.

**PROBLEMS / CASE ANALYSIS:**

Each person will read and analyze application problems/cases throughout the semester. The purpose of case analysis is to practice applying theoretical constructs and as such is a very important part of the learning process. Cases may be discussed among your peers.

**MARKETING STRATEGY PROJECT:**

Each student group will participate in a marketing strategy project. A not-for-profit organization in need of marketing help will be selected for this project. Each group will analyze the organization, critically examine their situation and develop a marketing plan to improve their performance. Each group will turn in a written assessment and give an oral presentation to the organization. Should there be a lack of suitable organizations, students may form groups and develop marketing plans for existing products or for a product/service/idea that they are currently working on.

Wall Street Journal
Every Friday I will post a Wall Street Journal articles online along with corresponding quizzes for the articles. You are expected to read the article, take the self grading quiz and be ready to discuss the article in class.

CEO Sessions

Each student is required to speak with two high ranking executives in the industry that interests them most (The higher the better). The idea is to “take them to lunch” to learn their secrets of success. This is not to be communicated as an interview as most will think you are looking for a job. The focus is to learn the traits and skills that have proven to be successful to others. This will be discussed in more detail in class. You are required to get a picture of yourself with them and ask for two business cards, one for you and one to turn in. This is a professional networking process. PROFESSIONAL DRESS IS ABSOLUTELY REQUIRED! You can receive Business Profession credit for this.

Sample questions:
• How did you end up “doing what you do?”
• What were some of the “life lessons” you learned along the way?
• What advice would you give to someone starting out in your field?
• What are some of the pitfalls you would suggest to avoid?

ATTENDANCE:

Class attendance and participation are always assumed and necessary for this program. The once a week format makes your continued participation in this class even more vital. Only one absence will be allowed during the semester. If you miss class, you are responsible for seeing what you missed by contacting one of your teammates/classmates, and you will need to work out any issues this creates for your team with them. There will be a one half letter grade penalty for each absence beyond that. In addition, the instructor reserves the right to further adjust final grades for tardiness, leaving class early and/or disruptive class demeanor.

ASSIGNMENTS:

Please submit all assignments, cases, etc. in hard copy unless otherwise noted. Assignments are due at the beginning of the class session on due date specified. Grades will drop 5 points every 12 hours beginning from the time assignments are collected.

ASSESSMENT: Final grades will be based on performance according to the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>15%</td>
</tr>
<tr>
<td>Group Simulation Performance</td>
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<tr>
<td>Strategic Analysis</td>
<td>15%</td>
</tr>
<tr>
<td>Financial Performance</td>
<td>15%</td>
</tr>
<tr>
<td>Marketing Strategy Project</td>
<td>20%</td>
</tr>
</tbody>
</table>
Attendance / Participation/Case Analysis 10%
WSJ quizzes 5%
CEO Sessions 5%
Total 100%

GRADE SCALE:
93% - 100% A
90% - 92.9% A-
87% - 89.9% B+
83% - 86.9% B
80% - 82.9% B -
Below 80% C
Below 70% F

HONOR CODE

Xavier University’s Honor Code applies for all assignments and examinations. If an assignment or examination is to be completed on an individual basis, then it is expected that your submission reflects your individual effort. You are expected and encouraged to help one another in the learning process. Please feel free to work in a study group or discuss each case with an informal group of your classmates. However, the instructor will call on individual students to lead off the discussion in each class meeting. So, you should be prepared to state and convincingly defend your recommendations in class. If you are not prepared for a particular class session, inform the instructor before class begins. Obviously it is not in your best interest to come to class unprepared too often.

Please do not use notes from any other venues where the cases in this course may have been discussed. Also, do not access outside information on the company, the product, or what actually happened in a given case. Not only is it a violation of the honor code to do so, such information is often counter-productive in the learning process.

Other

The procedures and weekly assignment schedule in this course are subject to change in the event of extenuating circumstances.

There will be two peer evaluations during the semester. Any student receiving poor ratings by his/her group will be provided feedback and counseled on strategies to correct any perceived problems. If, at the next evaluation period, the student receives the same low level of peer evaluations, they will be dropped from the group, and required to work independently on cases. They will fail the simulation portion of the class and receive a full letter grade deduction from whatever their final case and SBU grade is.
## Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8-24</td>
<td>Introduction to course, syllabus review. Capsim program, Team formation, First WSJ discussion</td>
</tr>
<tr>
<td>2</td>
<td>8-31</td>
<td>Be prepared to discuss Chapters 1 (Marketing In Today’s Economy), 2 (Strategic Marketing Planning), and 4 Collecting and Analyzing Market Opportunities</td>
</tr>
<tr>
<td>3</td>
<td>9-7</td>
<td><strong>Labor Day Holiday, No Classes</strong></td>
</tr>
<tr>
<td>4</td>
<td>9-14</td>
<td>Practice Round 1</td>
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<tr>
<td>5</td>
<td>9-21</td>
<td>Practice Round 2 &amp; Gillette Case</td>
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<tr>
<td>6</td>
<td>9-28</td>
<td>Practice Round 3 &amp; Chapter 5 (Developing Competitive Advantage and Strategic Focus)</td>
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<tr>
<td>7</td>
<td>10-5</td>
<td>Exam 1 and First CEO Session Due</td>
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<tr>
<td>8</td>
<td>10-12</td>
<td>Round 1 &amp; Marketing Implementation &amp; Control, Situational Analysis Due, Peer Evaluations</td>
</tr>
<tr>
<td>9</td>
<td>10-19</td>
<td>Round 2 &amp; Hottie Hawg Case, Chapter 11</td>
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<tr>
<td>10</td>
<td>10-26</td>
<td>Round 3, Chapter 12 (Developing and Maintaining Long-Term Customer Relationships, <strong>SWOT Due</strong></td>
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<tr>
<td>11</td>
<td>11-2</td>
<td>Round 4, Assumptions, objectives, <strong>Goals Due</strong></td>
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<td>12</td>
<td>11-9</td>
<td>Round 5, Chapter 3 (Ethics and Social Responsibility in Marketing), New Belgium Case</td>
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<tr>
<td>13</td>
<td>11-16</td>
<td>Round 6, eHarmony Case, <strong>Strategy &amp; Tactics Due</strong></td>
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<td>14</td>
<td>11-23</td>
<td>Round 7, Molson Case, <strong>Controls Due</strong></td>
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<tr>
<td>15</td>
<td>11-30</td>
<td>Group Presentations, Round 8, &amp; <strong>Final Plan Due</strong></td>
</tr>
<tr>
<td>16</td>
<td>12-7</td>
<td>Exam II and <strong>Second CEO Session Due</strong></td>
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</table>