Course Objectives

- Introduce students to the terminology, functions, institutions, and philosophy of marketing and market-driven decision-making.
- Help students understand how to effectively design, implement, and evaluate marketing strategy in a variety of company and country settings.
- Build marketing application and problem solving skills by examining the practices of real-world organizations.
- Better prepare you for a career in business through improving your understanding of the real-world environment.

In this course, we will explore the role of marketing in the twenty-first century, approaches to building customer relationships, and tools to better understand customers and competitors. We will study how to make decisions regarding the marketing mix (product, price, promotion, and distribution).

The course is designed to develop your critical thinking, problem solving, decision making, team work, and communication capabilities by placing you in situations where oral and/or written problem resolutions are required. You will be encouraged to apply your existing marketing knowledge to real world business situations and issues.

In return, I ask you to make a commitment to give time and attention to the course material. I look forward to working with you during the semester.

Prerequisites

You must satisfy all prerequisites stated in the Schedule of Classes. Failure to do so may result in being dropped from this class. The prerequisites for this course are sophomore standing and C or better in ACCT 203 and ECON 103.

Required Course Materials


For text support, point your browser to [http://highered.mcgraw-hill.com/sites/0077450906/student_view0/](http://highered.mcgraw-hill.com/sites/0077450906/student_view0/)

Activating premium content requires registration. You can use your registration code to register, or purchase access. Resources include Slideshow narratives of each chapter, iPod content, chapter summaries, flashcards, and glossary of terms. These features may help your performance in this class.
Course syllabus, readings and other class materials will be available through the class website. Go to https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp, input your Mason email id and password in the login section, click on the Courses tab to get access to the website of this course.

**Course Objectives and School of Management Learning Goals**

This course addresses the following Learning Goals of the School of Management:

1. **Our students will be competent in their discipline.**

   Discipline competence will be measured in this course using exams, in-class exercises, team case presentations, composition and presentation of a rudimentary marketing project report, and class participation. Each assignment provides a unique contribution to assurance of learning documentation.

   For most students the course will be their first and last university-level class in marketing. Central to the purpose of this course is to insure that students understand the role and importance of marketing in all organizations. Therefore understanding the essentials of marketing as applied to all institutions is the central feature demonstrating discipline competence. Emphases will be placed on improving students’ understanding of the real world environment and better preparing them for a career in business.

2. **Our students will be aware of the uses of technology in business.**

   This course requires students to send and receive e-mail, access and navigate the Blackboard, submit homework via Blackboard, access and view streaming media, including web-based PowerPoint slides, conduct on-line research, and create Word and PowerPoint project documents.

3. **Our students will be effective communicators.**

   This section of Marketing 301 requires all students to demonstrate their writing and speaking skills by composing and presenting a rudimentary marketing project report using Word and PowerPoint. Students will also be graded on their oral case and project presentations and class participation.

4. **Our students will have an interdisciplinary perspective.**

   Introductory marketing draws upon many other disciplines including psychology, sociology, economics, public policy and regulation, law, accounting, finance, information systems, management, and statistics.

5. **Our students will be knowledgeable about global business and trade.**

   This course has an entire chapter devoted to international marketing and trade. The issues of marketing standardization versus adaptation underscore the concepts of comparing and contrasting cultures. Examination of international trade institutions such as EU, GATT, IMF, and WTO exemplify the commitment to understanding global trade. Additionally, each textbook chapter features international cases or examples.

6. **Our students will recognize the importance of ethical decisions.**

   The book for this course features an entire chapter on marketing ethics. Additionally each of the nineteen chapters has a separate ethical dilemma example that ranges from issues of junk food, targeting seniors, price discrimination for “ladies’ night” at bars to spying on consumers. Every team will be required to present their analysis of an ethical dilemma.

7. **Our students will be knowledgeable about the legal environment of business.**

   The chapter “Analyzing the Marketing Environment” includes an overview presentation of the major regulatory and legislative initiatives that impact marketing practice.

8. **Our students will be knowledgeable about team dynamics and the characteristics of effective teams.**
Students in this class will be part of a group working on a case presentation and a class project that require them to conduct research and make recommendations. The teamwork requires communication, cooperation, leadership, decision making and group consensus building. Peer evaluations will also be reviewed.

9. **Our students will understand the value of diversity and the importance of managing diversity in the context of business.**

Part of the class project includes market and consumer analysis that underscores consumer differences based on age, geography, ethnicity, gender, income, and other demographic variables. Students will likely interact in their team and class with a diverse range of teammates/classmates from various countries. Several lectures and case discussions/presentations will include contents about cultural diversity of consumers and managers.

10. **Our students will be critical thinkers.**

Examinations, case analysis, and the project require students to understand, apply and synthesize a variety of marketing issues, concepts, approaches and principles in a comprehensive, strategic approach. Key elements of the marketing project require an explanation and defense of recommended courses of action.

**Method of Instruction and Class Participation**

The course objectives will be met through a combination of lectures, readings, analysis of cases, hands-on marketing project, presentations, videos, and class discussion. Multifaceted problems are studied in cases about firms of various sizes. You should be prepared to discuss the questions at the end of each case. To make best of the class experience, it is necessary that each student be committed to the “4 Ps” of the student involvement in class:

1. **Preparation.** If the student does not thoroughly analyze the reading materials, the class discussion will mean little.
2. **Promptness.** Students who enter the classroom late disrupt the discussion and deprecate the decorum of the process. **Note** that being late frequently will negatively influence your participation and overall grade.
3. **Participation.** Each student’s learning is best facilitated by regular participation. Every student has the responsibility to share his or her understanding and judgment with the class to advance the group’s collective skills and knowledge.
4. **Professionalism.** Please turn off your cell phone and do not surf the net in class.

**Participation Evaluation Criteria**

i). **Quality:** I will evaluate each student’s participation and give a grade after each class. The participation grades for each class could be:

- 2 points: insightful comments or speaking up multiple times during the class;
- 1 point: less discerning comments, or comments of clarification, or questions;
- 0 point: did not participate in class discussion.

ii). **Frequency also counts:** At the end of the semester, the total grade of participation will be determined by summing your weekly class participation grades and ranking the sums by student. Final participation grades, ranging from 0 to 5.5, will then be assigned to students depending upon the array of summed scores for students.

**Note:**
- Participation credit is **NOT earned by attending class, but by participating discussions in class**;
- It is not possible to make up for lost participation credit by participating a lot at the end of the semester.
- If a student displays disruptive behavior in class, his/her participation grade will suffer.

**Course Activities and Daily Processes**

Read assigned readings and cases prior to attending class. For tests, **you are responsible for all materials in the text, lectures, cases, presentations, and in-class discussions.** If there is a definition, concept or principle you do not understand, it is your responsibility to ask for clarification.
Exams

You will take three closed-book, closed notes exams in this course. Tests will be distributed only to students with GMU or picture IDs. Students must provide their own SCAN-TRON sheets that are used for testing.

Any use of electronic devices during testing times can be interpreted as a violation of the University Honor Code. These devices include cell phones, electronic translators, calculators, and similar devices. Any student using such devices during an exam or any form of cheating during exams will result in a grade of zero for the test and will be referred to the Honor Council.

Consistent with University policy, only provable (i.e., documented) absences due to personal illness or family emergency constitute acceptable bases for missing exams. Preplanned weddings, vacations and deep discount airfares are not acceptable absences. There are no make-up tests or adjustments to satisfy the convenience of students who are enrolled in this class. All students are graded with the same standard.

Teams

You are given the option of forming your own team or alternatively, assigned to one by me. In the real world managers achieve their goals collaborating with others. Companies are interested in job candidates who have the skills to effectively and efficiently work in small groups. This course will provide you with the opportunity to learn to work with others and to learn from others. You will get a team grade for each piece of the team work, which includes a case analysis oral presentation and a marketing project.

Note: At the end of the semester every student will submit a peer evaluation of his / her team members. I will use these evaluations to make adjustments (up to +/- 3 points) to each student’s team work grade.

Team Case Analysis Presentations

Each team will be required to present their analysis of an assigned case and one or two ethical dilemmas in the text. Note that while the discussion questions listed at the end of each case must be covered in your presentations, they are there only to help you think about the case and you should not assume that the discussion questions lay out the core problems, thus relieving you of the responsibility to define fundamental issues / problems and identify a list of areas of analysis. You are also encouraged to comment on other issues you feel that may contribute to our understanding.

When you are presenting a case, assume that you are a consulting group asked by the Board of Directors of the firm in the case to analyze their situation and give an overview of the manner in which you would solve their problems. A team has 10 minutes for their case and ethical dilemma presentation. Questions from the “Board of Directors”, i.e., your classmates and me, may come up while you are presenting, so be prepared to clarify or defend your points within your presentation.

The three steps to case analysis are summarized as (i) defining problems, (ii) collecting information and performing in-depth analysis, and (iii) making recommendations. Note that by providing answers to questions listed at the end of the case, you are performing in-depth analysis and offering recommendations.

Team Presentation Evaluation Criteria

1. Substance of presentation (50%)
   (i) How well are questions analyzed and answered? The following are the major criteria used in evaluating the substance of each presentation.
   - How well and usefully does the group define the fundamental problem(s)? How well does the group demonstrate an understanding of the strategic issues? How well does the group understand the implications of the defined problems? Does the group identify the critical problem(s) or spend too much time on more minor issues?
   - Does the group use important facts to draw relevant conclusions? The group is not expected to simply summarize the case facts and they will NOT get any credit for it.
If quantitative analysis is performed, is it well constructed and computed? Does it seek to answer useful questions?

Do recommendations follow from conclusions to solve the fundamental problems you selected? Are recommendations well buttressed with supporting data, lines of reasoning and arguments that recognize the pros and cons of taking the recommended course of action?

Does the group outline an implementable plan of action after making recommendations?

Are the presentation slides written clearly, concisely and persuasively? Are assumptions clearly explained?

(ii) Team members should organize every one’s slides in order and submit the presenting materials to me via email in one file. No materials other than the slides need to be submitted. (0.5 point)

(iii) Your finalized presentation slides are expected to be submitted on time. Please use Microsoft PPT, not Prezi.com, for creating slides. The slides are due by 5 pm on the day before you present. (0.5 point)

2. Persuasiveness: (10%) Good presenters do not simply read from the slides or from papers at hand. Imagine you are presenting to senior managers, or potential investors, customers, suppliers and etc. Eye contact is important.

3. Effective use of visual aid and structured organization of information: (10%) Are slides organized in a logical manner with headings and subheadings? Correct in grammar, spelling and punctuation? Are exhibits easy for the audience to determine your calculations and the source of the data? Are words on slides clear for the class to read? Are online videos (if you choose to show one or two) relevant to the case?

4. Application: (10%) Study the relevant chapter(s) and apply what you learn to the case/dilemma analysis. Presenters should explain clearly what marketing knowledge learned in class they have applied to the case/dilemma.

5. Ability to answer questions and think on feet (10%)

6. Interaction with the class: motivating and encouraging class participation (10%) Try your best to engage your class in discussion by asking various questions or through other creative ways. Feedback is important to managers. You want your audience to be interested in your case and your recommendations.

Note:
- All members of a team should contribute equally and participate in the presentation.
- Within your presentation you may use any information which would have probably been available to consultants at about the time the events discussed in the case/dilemma took place.
- I expect you to dress professionally on the days of your presentation.

Team Project

Project Content

Select a company that is of interest to you. The company preferably should be a small firm (with a website) in the local community. A national chain store, such as a McDonald’s, a Nike store, or a Toyota dealer, is NOT an ideal candidate. Submit your company choice to me via email or in class by 2/14/2013. I will provide feedback as to if you can proceed with the project. Each group should focus on one company from one of the following businesses: food, banking & financial services, computer (hardware or software), department store, fashion, grocery store, hotel, non-profit (church, school), restaurant, soft drinks, sports, and telecommunications. Each group should study a different business.

Visit your chosen company. Through observation and interviewing at least 4 customers, develop a consumer profile consisting of the following three elements (Suggested interview questions are listed below. You can come up with your own questions that are customized to your chosen company):
1). Demographics
   - Age, marital status, education, income level, and number of children you have?
   - Where do you live? Where do you work?
   - What do you do for work? What do you do for leisure activities?

2). Shopping attitudes & behavior
   - What do you think of this company/store (service, products, etc.)?
   - How did you choose this company/store to shop in?
   - What is another company/store you would have considered for the same or similar purchase?
   - How far would you travel for this type of purchase?
   - What is the biggest single risk in making this purchase?

3). Decision-making process
   - On an average week, how much time do you spend shopping (including internet shopping)?
   - Do you shop alone or with friends?
   - How do you choose the companies/stores you frequent?
   - How do you choose the items you purchase?
   - Did you purchase anything today?
   - What were some of the other purchases you were considering instead of the one you purchased?
   - What were some of the other purchases you were considering in addition to the one you purchased?
   - What was the one most important thing that influenced your decision to purchase this item?
   - How important was price/brand/promotion/company or store location to your decision?

Now search the internet, magazines, etc. for pictures that depict the ideal customer of your chosen company. Use this for your presentation.

- Research and visit your chosen company/store. Write a report and address the following questions for the company/store you visit. Make sure to collect shopping bags, credit card applications, copies of advertisements, etc. for project write-up and presentation.

  1). Describe the consumer profile based on your observation, interviews, and research. Discuss the company/store’s current methods of segmentation, targeting, and positioning.
  2). Describe the mix of products and services offered. What is their branding strategy?
  3). What is their pricing strategy?
  4). What is their distribution strategy?
  5). Identify the promotional methods of the company/store. Describe the way they communicate with the customer – image, visuals, salespeople, appearance, “total retailing experience” of the company/store, etc.
  6). Based on your company/store visit, survey and evaluations: (a) summarize your chosen company/store in terms of its strengths, weaknesses, opportunities, and threats (SWOT); (b) evaluate the effectiveness of the company’s current marketing strategy; (c) recommend actions and strategies which you feel would enable your chosen company/store to improve its market position.

- References: List all printed or online sources of information.

Team Project Written Report Evaluation Criteria:

- Marketing research and marketing strategy formulation:
  - How well does the group collect and use important facts/data to justify their recommendations?
  - How well does the group demonstrate an understanding of company/store?
  - How well does the group report their marketing research findings?
  - Are research findings well buttressed with supporting data, lines of reasoning and arguments?
- Are the recommended improvements logical, creative, and implementable?

- The write-up. Is the team project report:
  - Written clearly, concisely and persuasively?
  - Organized in a logical manner with headings and subheadings?
  - Correct in grammar, spelling and punctuation?
  - Are exhibits clearly organized and easy for the reader to determine your calculations and the source of the data? Also, are assumptions clearly explained?
  - Following the specified report format & page limit?

What to submit: You are expected to submit a clear, concise, and persuasive write-up. This assignment must be professionally done, typed double-spaced in 12-pt. font with 1 inch margins and should not exceed 12 pages of text, with up to 3 additional pages of supporting materials / appendices (e.g., financial / income statements, graphics). Include a cover page with every team member’s name and email address. Also include citations / websites in a reference section at the end of your report. The page limit does not include the cover page, table of contents, reference, and appendices.

Team project presentation: At the end of the semester each team will have about 18 minutes to present their project, including but not limited to: the company visit and marketing research you conducted and your findings, the improvements you recommended for the company, and how you would advise the company to implement them. You are encouraged to apply what you learned in the course to this practical marketing project. Every member of your team needs to present. I will grade the team presentations by the same criteria used to evaluate team case presentations. The class will be encouraged to critique your recommendations.

When to submit: The team project write-up should be submitted to me both via Blackboard and in hard-copy paper by the beginning of class on 4/23/2013. Your team project presentation slides should also be submitted via Blackboard by 5pm on 4/22/2013. No late submission is acceptable.

You should understand that finishing a project is a time-consuming activity. This team project is a very important component of this course and I have high expectations for this assignment. It is strongly recommended that ample time be allocated and that you start working on the assignment well in advance of the due time.

Research Requirement

As scholars and educators in the School of Management, we should strive to add value to the knowledge of future managers. We do this by teaching principles and practices that are based in fact and supported by evidence – thereby stressing the importance of evidence-based practice in our teaching. This ensures that when new claims come along, managers will be better able to evaluate validity. To this end, students must learn the relevance of research to business practice. We believe this is accomplished through direct experience with academic business research. Students should be able to understand where research is used to inform practice, how research should be done, what research tells us about business issues, and why such systematic inquiry is useful above and beyond direct experience.

Two options for research credit:

Option 1: Experiments. Sign-up and attend a one-hour experiment. Each of these experiments is worth 2.5% of your final grade. Information and sign-ups for the experiments will be posted on the Experimetrix website.

Important Notes
- Although there will be sufficient slots available during the semester, there is no guarantee that they will be available at the very end of the semester. Therefore, if this is an option you would like to choose, do not delay in signing up for an experiment as they become available.
- Students who fail to show up for a scheduled experiment may not be allowed back into the experiment at the discretion of the researcher. Students arriving late will not be allowed to participate in that session.
- If you have participated in a specific experiment in a previous semester, you may not be allowed to participate in that experiment again.

Option 2: Research Lectures. If you would prefer not to participate in experiments or there are no other experiments for you to participate in, you may also attend a one-hour lecture to fulfill the research credit. You will
earn 2.5% for the lecture. These lectures will be held a number of times over the course of the semester on a variety of days and times and will focus on the importance or research in understanding and refining marketing and management practice. Information and sign-ups for the research lectures will be posted on the Experimetrix website.

**WHAT YOU NEED TO DO:**

1. In order to get research credit in this course, you must go to the following website: 

   experimetrix.com/gmusom

2. Click “New User Registration” to create a username and password (simply log in if you have already registered on Experimetrix for a different SOM class in a previous semester). YOU MUST USE YOUR GMU E-MAIL ACCOUNT TO SIGN UP.

3. Once your account is created, your logon information will be e-mailed to you.

4. When you receive the e-mail you need to Log In to the system, select “Edit your Course Selection” and pick what course you are in (MKTG or MGMT 301 or both). You may then sign up for experiments as they are available.

5. You will see your credit appear on Experimetrix (the green number) approximately 1-2 days after you have completed an experiment or lecture. You need one for each class you are enrolled in.

** If you have registered for MGMT 301 in a previous semester, you should use the same login information and do not need to re-register **

**Semester timeline**

January 22nd: Students will be able to create usernames/passwords on Experimetrix and sign up for experiments or lectures when posted (PLEASE note: These will NOT be posted immediately – I encourage you to check the website regularly. There will be plenty of opportunities available for the semester).

February 5th --MANDATORY: ** All students must be registered on Experimetrix by this date!**

April 29th: Last day to participate in experiments/lectures if available (Please note: There is no guarantee experiments will be available on this date).

May 6th: Last day of classes.

Please direct all questions, problems, or concerns about research credit to: somstudy@gmu.edu, not to your professor or lab instructor. You can also check the Help Me (FAQ) page on: experimetrix.com/gmusom

**Course Requirements and Grading Policy**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>20%</td>
</tr>
<tr>
<td>Exam II</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Team Marketing Project (write-up 16%, oral presentation 8%)</td>
<td>24%</td>
</tr>
<tr>
<td>Team Case Presentation (case 4%, ethical dilemma 4%)</td>
<td>8%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>5.5%</td>
</tr>
<tr>
<td>Research Requirement</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

**Final Course Grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>93-96.9</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9</td>
</tr>
</tbody>
</table>
Missing Class

You are expected to attend class regularly, with the understanding that occasionally an absence will be unavoidable. Please check the presentation dates of your team (listed in the Topic and Assignment Schedule section). If there is a time conflict, you should talk to other teams and find out if (i) your team could switch with one of them or (ii) you yourself could join one of them. Inform me well ahead of time if there is such a change. If neither change is possible, then your team will present without you and your grade will reflect that lack of performance.

Academic Integrity

GMU is an Honor Code university. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification. In this course you will be expected to adhere to the Honor Code Guidelines of George Mason University. More information pertaining to the Honor Code and Committee can be found at http://oai.gmu.edu/honor-code/masons-honor-code/.

GMU Email Accounts

Students must use their MasonLIVE email account to receive important University information, including messages related to this class. See http://masonlive.gmu.edu for more information. Consistent with federal privacy laws, I do not respond to non-gmu e-mail with confidential information.

Office of Disability Services (http://ods.gmu.edu)

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 703-993-2474. All academic accommodations must be arranged through the ODS.

George Mason University Diversity Statement: The diversity of our student body can be an asset to classroom conversations and student learning. Please refer to the Diversity Statement at: http://diversity.gmu.edu/docs/DIVERSITY%20STATEMENT.pdf

Other Useful Campus Resources:

- Writing Center: http://writingcenter.gmu.edu
- University Libraries “Ask a Librarian” http://library.gmu.edu/mudge/IM/IMRef.html
- Counseling and Psychological Services (CAPS): (703) 993-2380; http://caps.gmu.edu

University Policies

The University Catalog, http://catalog.gmu.edu, is the central resource for university policies affecting student, faculty, and staff conduct in university affairs. Other policies are available at http://universitypolicy.gmu.edu/. All members of the university community are responsible for knowing and following established policies.

Note: I reserve the right to adjust the syllabus content when necessary.

Topic and Assignment Schedule

1) Jan. 22 T Course Introduction (read the course syllabus), the Case Method
2) Jan. 24 R Chapter 1: Overview of Marketing
Discuss:
- Ethical and Societal Dilemma 1.1 (p25)
- Chapter 1 case study: iPad Launch (p29)

3) Jan. 29 T  
Chapter 2: Developing Marketing Strategies and a Marketing Plan

Discuss:
- Ethical and Societal Dilemma 2.1 (p51)
- Chapter 2 Case Study: Netflix versus Blockbuster and the Video Rental Industry (p60)

Team Formation

4) Jan. 31 R  
Chapter 3: Marketing Ethics

5) Feb. 5 T  
Chapter 3: Marketing Ethics (continued)

Discuss
- Ethical and Societal Dilemma 3.1 (p95)
- Chapter 3 Case Study: Whose Side are You On? (p112)

6) Feb. 7 R  
Chapter 4: Analyzing the Marketing Environment

Discuss:
- Ethical and Societal Dilemma 4.1 (p122)
- Chapter 4 Case Study: Nike: Delivering Innovation and Inspiration (p136)

7) Feb. 12 T  
Chapter 5: Consumer Behavior

Discuss:
- Ethical and Societal Dilemma 5.1 (p161)
- Chapter 5 Case Study: Weight Watchers vs. Jenny Craig (p167)

8) Feb. 14 R  
Project company selection due

Chapter 6: Business-to-Business Marketing

Discuss:
- Ethical and Societal Dilemma 6.1 (p180)
- Chapter 6 Case Study: UPS: From Shipping To Supply Chain (p189)

9) Feb. 19 T  
Exam I (covers materials from Chapter 1 to Chapter 6)

10) Feb. 21 R  
Chapter 7: Global Marketing

Team 1 presentation:
- Ethical and Societal Dilemma 7.1 (p197), 7.2 (p203)
- Chapter 7 Case Study: P&G Takes on the World, One Smile at a Time (p223)

11) Feb. 26 T  
Chapter 8: Segmentation, Targeting, and Positioning

Team 2 presentation:
- Ethical and Societal Dilemma 8.1 (p248)
- Chapter 8 Case Study: Coca-Cola (p255)

12) Feb. 28 R  
Chapter 9: Marketing Research

10
13) Mar. 5 T  Chapter 10: Product, Branding, and Packaging Decisions

Team 3 presentation:
- Ethical and Societal Dilemma 9.1 (p270)
- Chapter 9 Case Study: Hollywood: Researching a Blockbuster (p285)

14) Mar. 7 R  Chapter 11: Developing New Products

Team 4 presentation:
- Ethical and Societal Dilemma 10.1 (p320)
- Chapter 10 Case Study: Coca-Cola: a History and a Future (p323)

Mar. 11-17  Spring Break

15) Mar. 19 T  Chapter 12: The Intangible Product

Team 5 presentation:
- Ethical and Societal Dilemma 11.1 (p342)
- Chapter 11 Case Study: The Smart(est) Phone (p354)

16) Mar. 21 R  Exam II (covers materials from Chapter 7 to Chapter 12)

17) Mar. 26 T  Chapter 13: Pricing Concepts for Establishing Value

Team 6 presentation:
- Ethical and Societal Dilemma 12.1 (p363)
- Chapter 12 Case Study: Puttin’ on the Ritz (p381)

18) Mar. 28 R  Chapter 14: Strategic Pricing Methods

Team 7 presentation:
- Ethical and Societal Dilemma 13.1 (p403)
- Chapter 13 Case Study: Paying For All Those Pinstripes (p411)

19) Apr. 2 T  Chapter 15: Supply Chain and Channel Management

Team 8 presentation:
- Ethical and Societal Dilemma 14.1 (p418), 14.2 (p421)
- Chapter 14 Case Study: Price Wars in the Cellular Market (p435)

20) Apr. 4 R  Chapter 16: Retailing and Multichannel Marketing

Team 9 presentation:
- Ethical and Societal Dilemma 15.1 (p465)
- Chapter 15 Case Study: Wal-Mart: Pioneer in Supply Chain Management? (p469)

21) Apr. 9 T  Chapter 17: Integrated Marketing Communications

Team 10 presentation:
- Ethical and Societal Dilemma 16.1 (p496)
- Chapter 16 Case Study: Staples, Inc. (p500)

21) Apr. 9 T  Chapter 17: Integrated Marketing Communications

Team 11 presentation:
• Ethical and Societal Dilemma 17.1 (p515)
• Chapter 17 Case Study: Red Bull Gives You Wings (p531)

22) Apr. 11 R  Chapter 18: Advertising, Public Relations, and Sales Promotions

23) Apr. 16 T  Team 12 presentation:
• Ethical and Societal Dilemma 18.1 (p542)
• Chapter 18 Case Study: What is Popularity Anyway? (p560)

Chapter 19: Personal Selling and Sales Management

24) Apr. 18 R  Chapter 19: Personal Selling and Sales Management (continued)

Team 13 presentation:
• Ethical and Societal Dilemma 19.1 (p584)
• Chapter 19 Case Study: Alta Data Solutions: Making the Sale (p587)

25) Apr. 23 T  Presentation slides due via Blackboard by 5 pm on 4/22/2013 for all teams

Team project report due in paper and via Blackboard by the beginning of class on 4/23/2013 for all teams

Team project presentations (teams 1 – 3)

26) Apr. 25 R  Team project presentations (teams 4 – 7)

27) Apr. 30 T  Team project presentations (teams 8 – 11)

28) May 2 R  Team project presentations (teams 12 – 13)
Peer evaluation of team work due (submit on paper to me. Please do NOT submit it to me via email.)

29) May 14 T  Final exam (covers materials from Chapter 13 to Chapter 19)