



Marketing Fundamentals • BUAD 307

Syllabus • Spring 2017

Professor: Ira S. Kalb
Office: HOH604
Office Phone: (213) 821-1886 (I prefer you e-mail than call)
E-mail: ikalb@marshall.usc.edu
Campus mail: MC 0443

Please note: Slight deviations in the class schedule may need to be accommodated if guest speaker schedule changes are needed.

Class Times • Locations	
Lecture Wednesday	Main Lecture 14812 : Wednesdays 12:00 - 1:50 in Edison
Discussions Thursday	14814 4:00 – 5:50 PM HOH 1 ; 14816 12:00 – 1:50 PM JFF 328 ;
Discussions Friday	14818 10 – 11:50AM JFF 316 ; 14820 12:00 – 1:50PM JFF 316 ; 14822 2:00 – 3:50PM JFF 316
Office Hours	
By appointment Wednesdays 2:00 – 5:00PM, Thursdays 2 to 3:50 PM, or by special appointment at other mutually agreeable times when I am on/around campus (Wednesday and Thursday). If this schedule does not work for you, we can schedule an appointment at other days and times on the West side of town.	

Why take this course? No matter what you do in life, understanding Marketing will help you to do it better, and achieve your goals quicker. Good marketers typically climb to the top of organizations faster and have a better track record in business than professionals from other disciplines. As the famous author Robert Louis Stevenson wrote, “Everyone makes a living by selling something.”

Course Description: BUAD 307 is designed to provide fundamental concepts, theories, ideas, and proven techniques for understanding, performing, and managing the marketing function of an organization. Application of marketing concepts and techniques to *real world* problems will be stressed so that students (1) learn how marketing should be, and is, practiced and (2) will be ready to manage the marketing function of any organization. Actual case examples from newspapers, magazines, Web sites and other current media will be analyzed and discussed.

Prerequisites: Qualifications for admission to USC, good attitude, and professional behavior.

Course Learning Objectives: The goals of this course are to enable each student to do the following for domestic, foreign, and global organizations:

1. Explain the importance of the Marketing function to any successful organization.
2. Chart and describe how the Marketing Function is organized and fits into an organization.
3. Describe the advantage for an organization to be market (rather than product) driven.
4. Apply the 7 Fundamental Building Blocks of the Marketing Mix to real world situations in a global market.
5. Develop a competent Marketing Plan.
6. Develop marketing strategies to meet the goals of the Marketing Plan.
7. Explain the Marketing Information System and Market Research.
8. Understand Branding and building blocks that constitute the concept of Branding.
9. Describe the Selling Process and Direct Marketing and how they work together.
10. Apply marketing techniques and “critical thinking” to *real world* problems and situations.
11. Distinguish between effective and ineffective examples of marketing
12. Effectively manage the marketing function of an organization.



Marketing Fundamentals • BUAD 307

Learning Goals

In this class, emphasis will be placed on the USC Marshall School of Business learning goals as follows:

<u>Goal</u>	<u>Description</u>	<u>Course Emphasis</u>
1	My students will understand types of markets and key business areas and their interaction <i>to effectively manage different types of enterprises</i>	High+
2	My students will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions <i>so as to anticipate new opportunities in any marketplace.</i>	Moderate to High
3	My students will demonstrate critical thinking skills <i>so as to become future-oriented decision makers, problem solvers and innovators</i>	High+
4	My students will develop people and leadership skills to promote their effectiveness as <i>business managers and leaders</i>	High
5	My students will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities <i>and aspire to add value to society</i>	Moderate to High
6	My students will be effective communicators <i>to facilitate information capture and flow in organizational, social, and intercultural contexts</i>	High+

Course Conduct: While we want to have fun while learning marketing, we will maintain a professional environment in the classroom. If you don't agree with something, you should state your point of view, and support it with marketing principals and data — not just opinions, and be respectful in your delivery. **If you have to miss class for any reason, you should contact a friend or group member to learn what went on in class.** If you have marketing questions, by all means, ask me since this is where I can “add value” to your learning the subject and course material. Before entering the class, **please turn off all cell phones** and other distracting devices that make sounds and disrupt the class.

Required Materials: Dhruv Grewal and Michael Levy, *Marketing*, latest edition (used is fine), McGraw-Hill Irwin, ISBN-13: 978-0077861025, and articles and materials on Blackboard. It is strongly recommended that you wait until after the first lecture if you plan to purchase this book.

Optional Materials: *Nuts & Bolts Marketing*, Ira S. Kalb, (if you want this, get e-Book at <http://www.kalbassociates.com/E-commercePages/e-Books.html>). Three-Ring Notebook binder to store session outlines, articles, and notes, reading *Media Post*, the *Los Angeles Times*, the *Wall Street Journal*, and other marketing publications that are available free online.

Course Notes: Copies of PowerPoint slides, articles, and other class information are available through your Blackboard account. If you need instructions as to how to access blackboard, check with your fellow students, and if that does not work, ask me.

EVALUATION AND GRADING

Letter grades will be assigned to the total number of points accumulated on assignments, one group project (developing an Executive Summary of a Marketing Plan), midterm exam, final exam, and such other contributions as class participation, group participation (as evaluated by members of your group), and demonstrated efforts to learn the course subject matter. Points will be distributed as follows:

	Points	% of Total
Marketing Plan Group Project	125	25
1 st Exam Midterm	125	25
2 nd Exam Final	125	25
Assignments in Groups (4 @ 10 points)	40	8
Marketing Research requirement of all 307 classes	10	2
Other Contributions (participation)	75	15
TOTAL	500	100%

GRADING DETAIL

Grade Guidelines (which may change depending on class performance): A grades beginning at 90% or 450 points; B grades beginning at 80% or 400 points; C grades beginning at 70% or 350 points; D grades beginning at 60% or 300 points; F below 300 points. Grade breaks may be fractions of points. Since exams objectively represent individual performance more than group assignments and projects and the Final exam is cumulative and more indicative of what students learn, grades at borders may be promoted up or down depending on exam performance and especially performance on the final exam. Note: if a curve is applied, it is applied only to final total points to account for weighting factors and to avoid regression to the mean issues.

Individual • 2 Exams (125 points each)

- One midterm and one final exam (cumulative for the entire semester).
- Notes, books, calculators, electronic dictionaries, regular dictionaries, cell phones or any other aids are not allowed during exams. We will be happy to answer questions regarding the meaning of non-marketing words or phrases.
- For both exams, bring at least two #2 pencils and an eraser with nothing written on it. I will provide the Scantron forms.
- Make up tests are allowed in only rare-circumstances and must be approved by the professor. Students will be required to provide documentation to support make-up requests. A student must discuss a final examination conflict with the professor no later than three weeks prior to the scheduled examination date to arrange an acceptable alternative date.
- Challenges to exam scoring must be raised with me by 4:00 p.m. on the Tuesday following the return of exam results and should be founded on very good, logical, and supportable reasons.
- You should be prepared to provide proper identification on the exam day. Please bring your USC ID with you.

Individual • Class Participation (75 points)

- Most of your class participation grade will be based on the contributions you make during class discussions of homework, assigned articles and other materials and topics. Since you need to be present to participate in class, a “showing up” component is part of your participation grade. Per Marshall guidelines, absences can only be excused with a bona fide medical note and phone number submitted within one week of the absence with dates to be excused (and corresponding class sessions) clearly delineated in writing. It means making an intelligent contribution to the class that improves the class and demonstrates to me and all those who grade you that you know what you are talking about and have learned the material. Class participation does not just mean talking. You can make a meaningful contribution to make the class better in other ways.

Individual • Marketing Research Requirement

Required Research Project (10 points total): All 307 classes are required to participate in two research projects per semester. See Blackboard in the Research Project Folder for details. Please do **not** ask me anything about these because I cannot add any value beyond what is listed on Blackboard. Proposals to do a research paper alternative to these experiments must be submitted by the end of the 3rd week. Historically, most who have chosen this alternative, do not earn 10 points, but average a score of 5 points.

Group • 4 Homework Assignments that count (40 points - 10 points each)

- I will give you real world assignments that put you in the same position as a marketing manager or the VP of Marketing of a company. They will be ads or articles to analyze, and I will give you a framework that has been proven in the marketplace by which you can analyze these ads and articles.
- At first you may find this a bit difficult as you did when you first learned to tie your shoes or ride a bike when you were younger, but as you get more experienced and work together in your groups, students have really learned marketing better, and their performance in the marketplace, which I have tracked proves this.
- In many of your classes, teachers give you questions and you come up with answers. In the real world, the most difficult part of marketing is asking the right questions. These assignments will give you the opportunity to create the questions and the answers, and as a result, you will learn marketing better. The frameworks I provide you and teach you will help you with this.
- **Submission policy:** Assignments are to be turned in on the due date/time in class. Any assignment turned in late, even if by only a few minutes, will receive a grade deduction. You should have a back up copy to turn in if the main person turning in the assignment shows up late for whatever reason.

Group • Marketing Project (125 points)

For the company assigned TBD, you will provide an Executive Summary of a Marketing Plan of 2 to 3 pages in length. I will provide a sample on Blackboard. You will turn in a written Executive Summary similar to the sample, and make a 10-minute oral presentation. The time limit is strict so as to allow all groups the opportunity to present. Groups will be asked to stop their presentations at the 10-minute mark, regardless of whether they have finished their presentation. Unfinished presentations are regarded as incomplete, so please use your time wisely. Marketing professionals from the client company will give input to grading each group. Consider your group to be consultants to the client and your audience to be client senior management or sophisticated stakeholders.

Group Project Written components (2 to no more than 3 pages not including the appendix)

- Your paper should establish the need for the product (remember a service is form of product).
- The mission of the organization to fill that need and SWOT analysis if appropriate to the client.
- Measurable goal(s) (using one or more of the three methods learned).
- Strategy mix to achieve the goal(s).
- Sales forecast and marketing budget.

Group Project Verbal and PowerPoint Presentation Components (12 minutes maximum including Q&A):

Your verbal presentation with PowerPoint slides should highlight the most important issues and strategies in your paper, and make them so interesting that you capture the attention of everyone in the audience.

Deliverables

Group Market Plan Executive Summary is due on the last discussion day of your section when you give your final presentations to the client and me. Also provide two or more copies of your PowerPoint and Executive Summary of your Marketing Plan to the client and one copy of each to me.

Grading

The project is worth 125 points. Based on student input, the instructor portion of the grade will be worth 75 points and the client grade will be worth 50 points totaling 125 points. While students will not be asked to evaluate other groups, they will be expected to pay attention to the other presentations and learn from them.

Peer Evaluation within your group:

On the last day of class, group members will be asked to confidentially assess each of their team member's contributions in writing on a form that is on Blackboard. **You should not discuss these scores with anyone.** This assessment will be used to determine what percentage of the group's scores on the assignments and the group final project each member will receive as part of his/her final grade. Your assessment will be a percentage based from 0 to 100% (similar to a grading system). The percentage score will be averaged after throwing out percentage scores that are out of line. Unusually high and low scores that are out of line will be thrown out, and all scores require an explanation on the Group Evaluation form attached. The person or persons deserving the highest score in your group should be given 100%, as a decimal, or 1.00. Do NOT grade yourself.

Usually, not every group member is a star, and not every group member is going to have the same talents, but every member is expected to attend group meetings and make regular contributions to enhance their group's chances of success. The group percentage (expressed in decimal form) will be applied to the group point total to arrive at the point total that each group member earns.

ADD/DROP PROCESS

If you are absent six or more times prior to *the end of the third week of class* (the last day to withdraw from a course with a grade of "W"), I may ask you to withdraw from the class by that date. These policies maintain professionalism and ensure a system that is fair to all students.

ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

It is a violation of USC's Academic Integrity Policies to share course materials with others (including Web sites) without advance permission from the instructor. No student may record any lecture, class discussion or meeting with me without my prior express written permission. The word "record" or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including summaries, PowerPoints, PDFs, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions are made for students who have made prior arrangements with DSP and me.

Students are expected to be familiar with USC's Academic Integrity Policies (i.e., copying, fraudulent possession of an exam, plagiarism, submission of purchased papers, submitting the same assignment to more than one

Marketing Fundamentals • BUAD 307

instructor) and be aware of recommended sanctions (i.e., F for the course, suspension or expulsion) associated with violating such policies. See Appendix A in the SCAMPUS Guidebook for more detail.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

ACADEMIC CONDUCT

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodation based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. **Be sure a physical copy of the letter is delivered to me during the first 3 weeks of class since time-consuming advance preparations and room scheduling are typically required.** DSP is located in STU 301 and is open 8:30 a.m. – 5:00 p.m., Monday through Friday. For more information see www.usc.edu/disability.

Please note that it is the student’s responsibility to manage the scheduling process with the DSP. Failure to meet any DSP scheduling deadlines will likely mean you will not have special accommodations.

EMERGENCY PREPAREDNESS/COURSE CONTINUITY

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC’s Blackboard learning management system and support information is available at blackboard.usc.edu.

SUPPORT SYSTEMS

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

CLASS SCHEDULE¹ • BUAD 307 Wednesday Lecture • Kalb

Summary of Course Sessions L=Lecture D=Discussion				Assignments	
#	Day	Date	Topics	Reading	Written
L1	W	1/11	Session #1: Introduction <ul style="list-style-type: none"> • Course Business and Introductions • What is Marketing? • Introduction to the 7 Building Blocks • Market vs. Product Driven • Importance of Marketing to Success? • How do marketers think? • How do marketers communicate? 	Session 1 notes + articles on Blackboard Chapter 1	Assignment #0 due D2
D1	Th/F	1/12 1/13	Session #1: Introduction (continued) Discussion of how to do Ad and Article Evaluation Assignments	All assignments are group assignments to be turned in a later breakout. In this case D3	Assignment #1 TBD due D3
L2	W	1/18	Session 2: The Marketing Cycle and Plan <ul style="list-style-type: none"> • Marketing Cycle Definition • Market plan purposes • Main elements • Plan sequence • Outline main elements • New product development system • Old product elimination system 	Session 2 notes and articles on Blackboard Chapters 2 and 3	
D2	Th/F	1/19 1/20	Session 2 (continued)		
L3	W	1/25	Session 3: The Marketing Mix <ul style="list-style-type: none"> • What is it? • Elements of the mix and balancing them Session 4: Corporate Image Marketing <ul style="list-style-type: none"> • Definition • Perception and Reality • Importance to the organization • Structure • Create, Protect and Enhance Strategies • Component of Branding strategy or not • Ethics and Corporate Image • As a competitive weapon 	Session 3/4 notes + Corporate Image Articles on Blackboard Chapter 6	
D3	Th/F	1/26 1/27	Session 4: Corporate Marketing (cont'd)		Assignment #2 TBD due D5
L4	W	2/1	Session #5: Positioning Strategies <ul style="list-style-type: none"> • Definition • Lock (consumer, bus, government) and Key • Benefits of Uniqueness • Benefits of Uniqueness • Main competitor types • Relationship to Branding • Combine w/ or separate from Corporate Image 	Session 5 notes + Positioning Articles on Blackboard Chapters 5 and 7	

Marketing Fundamentals • BUAD 307

Summary of Course Sessions L=Lecture D=Discussion				Assignments	
#	Day	Date	Topics	Reading	Written
			<ul style="list-style-type: none"> Relationship to Market Share Positioning tools and repositioning 		
D4	Th/F	2/2 2/3	Discuss Assignment #1 Session #5: Positioning (cont'd)		
L5	W	2/8	Session #6: Product Strategies <ul style="list-style-type: none"> Definition Main components Design models Revenue/Product models Life Cycle Line and Family Strategies FAB table, Special strategies, Design considerations As a competitive weapon 	Session 6 notes + Product Articles on Blackboard Chapters 9-11	
D5	Th/F	2/9 2/10	Session #6: Product Strategies (cont'd).		Assignment #3 TBD due D7
L6	W	2/15	Session #7: Pricing Strategies <ul style="list-style-type: none"> Definition Control over, Main components and factors Economics and contribution to financial health Life Cycle factors Pricing Strategies + Volume, Bundle, and Dynamic As a competitive weapon 	Session 7 notes + Pricing Articles on Blackboard Chapters 17-18	
D6	Th/F	2/16 2/17	Assignment #2 Answers on Blackboard for self review Session #7 (continued)		
L7	W	2/22	Session #8: Place/Distribution Strategies <ul style="list-style-type: none"> Definition Channel Options and On-consignment Levels, Players, and their Added-value functions Distributors and Agents Cost and Pricing relationships Factors that influence Supply-push versus Demand-Pull Avoiding contention, Distribution Lock-out, Retail 	Session 8 notes + Distribution Articles on Blackboard Chapters 12-13	
D7	Th/F	2/23 2/24	Session #8: Place/Distribution Strategies (continued)	Assignment #4 Required Market Research due by end of semester. No other due date.	
L8	W	3/1	Session #9: Promotion Strategies <ul style="list-style-type: none"> Definition Main categories Stages • AIDA Model Components and Important issues Content Guidelines Objectives Main promotion channels Media Selection, Publicity and PR, New media/ideas 	Session 9 notes + Promotion Articles on Blackboard Chapters 14-15	
D8	Th/F	3/2 3/3	Discuss Assignment #3 Session #9: Promotion Strategies (continued)		
L9	W	3/8	Test One • Midterm		
D9	Th/F	3/9 3/10	Self study (no class) on group project preparation and discussion • Executive Summary of a Marketing Plan for Client TBD		

Marketing Fundamentals • BUAD 307

Summary of Course Sessions L=Lecture D=Discussion				Assignments	
#	Day	Date	Topics	Reading	Written
Spring Break 3/12-3/19					
L10	W	3/22	Group project Introduction by Client TBD		
D10	Th/F	3/23 3/24	Test One • Review		Assignment #5 Ad for Client Project Ad Due D12
L11	W	3/29	Session #10: The Selling Process from a Marketing Perspective <ul style="list-style-type: none"> • Definition • Market Targets • Sales Prerequisites • Sales Systems and Equipment • Lead Cards/Screens • Sales Cycle Steps • Relationship Building • Shortage of Good Sales People 	Session 10 notes + Personal Selling Articles on Blackboard Chapter 16	
D11	Th/F	3/30 3/31	Session #10: The Selling Process from a Marketing Perspective (continued)		
L12	W	4/5	Session #11: Direct Marketing and the Internet <ul style="list-style-type: none"> • Definition and the DMA Definition • Direct Marketing Channels and Methods • Typical Direct Marketing Sequence • Explosive Growth and Importance • Downside issues and problems to be overcome • Response boosting methods • Using for your MIS and Testing • Using to lower personal selling costs • Important Direct Mail and Telemarketing concepts 	Session 11 notes + Dir Mktg Articles on Blackboard	
D12	Th/F	4/6 4/7	Session #11: Direct Marketing and the Internet (continued)		
L13	W	4/12	Session #12: The Marketing Information System <ul style="list-style-type: none"> • Definition • When used and relationship to Market Research • Real-time advantage over Market Research • MIS Process • What is collected, where and how to get it • How it is used to improve the organization 	Session 12 notes + MIS Articles on Blackboard Chapter 8	
D13	Th/F	4/13 4/14	Discuss Assignment #5 Session #12: The Marketing Information System continued		Work on Projects No more written HW
L14	W	4/19	Session #13: International/Global Marketing and <ul style="list-style-type: none"> • Model • Global markets and benefits • Pipeline issues • Foreign issues • Country/Market categories (DC, NIC, LDC...) • Ways of doing business abroad and protecting assets • Protecting assets • Outsourcing Session #14: Customer Service (CRM) <ul style="list-style-type: none"> • Definition 	Sessions 13 and 14 notes + Articles on Blackboard Chapters 4 and 19	

Marketing Fundamentals • BUAD 307

Summary of Course Sessions L=Lecture D=Discussion				Assignments	
#	Day	Date	Topics	Reading	Written
			<ul style="list-style-type: none"> • Relationship to the 7 Building Blocks • Why neglected in so many companies • Why spend resources on it • Payoff data • How to provide it 		
D14	Th/F	4/20 4/21	Session #13: International/Global Marketing and Session #14: Customer Service (CRM) continued and finish all unfinished business.		
L15	W	4/26	Session #15: Course Summary		
D15	Th/F	4/27 4/28	Group Projects Due and Presentations in front of company.		
FE	F	5/5 11AM- 1PM	Final Exam – Cumulative for the entire semester		

¹ **Note:** I reserve the right to make slight changes to this schedule because of a variety of factors that include: the speed of the class, new information that was not known at the time this syllabus was created, guest speaker schedules, environmental factors, and for any other necessary reason.

Showing Up Sheet

Why do I want you to show up: If you don't show up, you will miss a lot that can make you more successful throughout your career and life. Also, Woody Allen says, "Showing up is 90% of it (the battle)." In the real world, if you don't show up, you don't get paid or promoted, and you develop a bad reputation.

Instructions: During every class-wide lecture, I will pass out a showing up sheet. It is your obligation to make sure you check your name off, and only your name off, to signify that you are in attendance. If you check off the name of a friend who is not there, you will be in violation of USC's policy on academic integrity. During every discussion section, I will take call the roll to see who has showed up. If you come late, it is your obligation to tell me you are present at the end of class. Late is not given full credit, but is better than being absent. If you are absent due to illness, family emergency, or other critically important reason please give me a signed note with a phone number from a physician, parent, professor or other authority to excuse you.



Marketing Fundamentals • BUAD 307

Group Evaluation form and Instructions
Due Date (the date you submit your final project)

As you know, since I am not able to assess the contribution of each group member to the success of their group, I need to ask you to evaluate the members of your group. The percentage grade you give fellow group members will be multiplied by the total group points earned over the semester. That is if someone did an exemplary job, they perhaps deserve 100% of the points. If they contributed nothing, perhaps they deserve 0% of the points. Please see the evaluation criteria and grade guidelines below. Turn in a physical copy of the following completed form the day of your group presentations. Do not turn in this first page of instructions and rules. Fold the form over before you turn it in, since I will keep this information confidential.

Rules

1. **Do not evaluate yourself.**
2. Do not give group members inflated scores because they are your friends or you like them.
3. Do not give group members deflated scores because you don't like them, you want to lower their grade for competitive reasons, or for any prejudicial or other reasons.
4. Grade each group member solely on their contribution to your group.
5. If I feel that your evaluation is out of line for any reason, it may result in points being taken from your course total, and if you fail to turn this form in, you will have points deducted.
6. Please take this very seriously because the composite percentage score given to each group member will be multiplied by all group points accumulated over the entire semester.
7. I will drop high and low scores that are far out of line from the consensus. Please explain all scores in column #3 below, and especially explain very high or low scores

Evaluation Criteria

Evaluate group members based on (1) their showing up to group meetings (and/or their making up missed meetings in another way that did not negatively impact your group — absence due to death in the family, serious illness, and other very important reasons should be excused), (2) participation during meetings, and (3) contributions to the success of the group. You should not grade down people that are quiet in meetings if a dominant member did not allow them to participate or if they are naturally shy. If people are shy, they could have contributed in other ways. Grading scale guidelines are provided below to help you. The percentage score goes in column 2 below.

Grade Guidelines					
Letter	% of Points	Letter	% of Points	Letter	% of Points
A	95 to 100%	C+	77-79%	D+	67-69%
A-	90 to 94%	C	73-76%	D	63-66%
B+	87 to 89%	C-	70-72%	D-	60-62%
B	83-86%			F	0 to 59%
B-	80-82%				



Marketing Fundamentals • BUAD 307

Please make sure you follow these directions, or points may be deducted.

Be sure to (1) put your name, section # and Group #, and print this out on an 8.5 x 11-inch normal size paper, (2) Fold it over once before you turn it in so you and I can keep it confidential, (3) enter a percentage grade not a letter grade, and (4) type (do not handwrite).

Name _____ Section _____ Group # _____

#	Group Member Name (in alphabetical order by last name)	% Grade (0 to 100%) ¹	Explanation for very high or very low grades
1			
2			
3			
4			
5			

¹Person or persons receiving the highest grade in your group should be awarded 100%. All others should be indexed relative to this highest grade.

Note: You can give the same grade, including the highest grade, to more than one student if they are deserving of that grade.

If 100%, enter **1.00** in column 2

If 95% enter **0.95** etc.

Marketing Fundamentals • BUAD 307

Alignment of Course Learning Objectives with Marshall's Six Undergraduate Program Learning Goals

Goal	Marshall Program Learning Goal Description Covered in this Course (Goals 1-6, and relevant selected sub-goals)	Emphasis/ Relation to Course Objectives	Relevant Course Topics
1	<p>Our graduates will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises</p> <p>1.1 Students will demonstrate foundational knowledge of core business disciplines, including business analytics and business economics</p> <p>1.2 Students will understand the interrelationships between functional areas of business so as to develop a general perspective on business management</p> <p>1.3 Students will apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets)</p> <p>1.4 Students will show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices</p>	<p>Moderate (course learning objectives 1 and 2)</p>	<p>Customer value, strategy, segmentation, pricing, promotional and media planning</p>
2	<p>Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions so as to anticipate new opportunities in any marketplace</p> <p>2.1 Students will understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.</p> <p>2.2 Students will understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world</p>	<p>Moderate (course learning objectives 1, 2, and 6)</p>	<p>International marketing, consumer behavior, ethics, social responsibility, legal issues, segmentation and target marketing</p>
3	<p>Learning goal 3: Our graduates will demonstrate critical thinking skills so as to become future-oriented decision makers, problem solvers and innovators</p> <p>3.1 Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas</p> <p>3.2 Students will critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world</p> <p>3.3 Students will be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems</p> <p>3.4 Students will demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies</p> <p>3.5 Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking</p>	<p>Moderate (course learning objectives 1, 2, and 3)</p>	<p>Strategy, market research, pricing, competitor analysis, target marketing, positioning</p>

Marketing Fundamentals • BUAD 307

Goal	Marshall Program Learning Goal Description Covered in this Course (Goals 1-6, and relevant selected sub-goals)	Emphasis/ Relation to Course Objectives	Relevant Course Topics
4	<p>Our graduates will develop people and leadership skills to promote their effectiveness as <i>business managers and leaders</i>.</p> <p>4.1 Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors)</p> <p>4.2 Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., marketing, finance, accounting,</p> <p>4.3 Students will understand factors that contribute to effective teamwork</p>	<p>Moderate (course learning objectives 2, 3, 4, and 5)</p>	<p>Strategy and organizational mission, ethics and social responsibility, segmentation, targeting, and positioning, new product development</p>
5	<p>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and <i>aspire to add value to society</i></p> <p>5.1 Students will understand professional codes of conduct</p> <p>5.2 Students will recognize ethical challenges in business situations and assess appropriate courses of action</p>	<p>Moderate (course learning objective 6)</p>	<p>Ethics and social responsibility, strategy and organizational mission, pricing, new product development, sustainability</p>
6	<p>Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts.</p> <p>6.1 Students will identify and assess diverse personal and organizational communication goals and audience information needs</p> <p>6.2 Students will understand individual and group communications patterns and dynamics in organizations and other professional contexts</p> <p>6.3 Students will demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts</p>	<p>Moderate (course learning objectives 2, 4, and 5)</p>	<p>Market research, marketing communications, marketing strategy, course project, distribution</p>