Syllabus
Principles of Marketing, 660.250.06
Spring, 2015
(3 credits)

INSTRUCTOR: Leslie L. Kendrick
Office: 104 Whitehead
Email: kendrick@jhu.edu; Phone: 410-516-4586

C.A.: Chandler Fuller
Office: 104 Whitehead
Email: cfulle12@jhu.edu; Phone: 412-352-4222

OFFICE HOURS: Leslie Kendrick: Mon. & Wed., 3-4 p.m. and by appt.
Chandler Fuller: Tuesday 2-3 p.m. and Wed. 11 a.m.-12 noon.

LOCATION/TIME: Hodson 311; MW 1:30-2:45 p.m.


COURSE OBJECTIVES:

1. To provide insight into the role of marketing within an organization.
2. To help students gain an understanding of key marketing concepts and principles.
3. To provide students with the opportunity to evaluate and formulate marketing strategies.
4. To challenge students to consider ethical and global issues relevant to contemporary marketing.
5. To encourage students to consider marketing as a career.
METHODOLOGY:

These course objectives will be pursued through the use of class and group discussion, videos, guest speakers, case studies, application assignments and a group project with written and oral presentation components. Class time will be devoted to covering key concepts and enhancing student understanding through examples/applications.

COURSE PROCEDURES:

1. Prior to every class, each student is expected to read the assigned chapters and case studies. This includes all vignettes and boxed material within the chapters. Students should come to class prepared to share their thoughts and views on the readings and also prepared with any questions they had on the material.

2. If you must miss a class, it is your responsibility to get the notes from lecture, videos, cases, speakers, etc. from another student and/or have a student tape record the lecture. (Please note that most of the DVDs shown in class belong to the instructor and are not available for viewing at the library. In addition, about one-third of the mid-term and final exam questions are drawn from in-class exercises, DVD case studies and guest speaker content.)

3. All assignments must be typed and submitted at the beginning of class on the due date. Late work will not be accepted. Assignments turned in late will receive a zero. If a student knows they will not be in class on a day a quiz will be taken or an assignment is due, it is the responsibility of the student to call the instructor and arrange to email or fax the homework to the instructor prior to class or by a mutually agreed upon time. For extreme illness and other emergency situations, students are required to obtain documentation from their College’s Advising Office for submission to the instructor.

4. All assignments must be typed using double spacing and 11- or 12-point type. Points will be deducted for submissions that are handwritten. Multiple paged assignments must be paginated and stapled. Please do not use paperclips.

5. All assignments should be spell-checked and grammar checked prior to submission. Points will be deducted for spelling and grammar errors.

6. No make-up quizzes or exams will be given (and there are no “extra credit” assignments at the end of the semester to make up for missed quizzes). If students arrive late to class and miss a portion of the quiz or exam period, they will have to do the best they can in the time remaining. Students should not make air travel arrangements prior to consulting the syllabus for the mid-term and final exam dates.

7. Ethics Statement: The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Report any violations you witness to the instructor. You can find more information about university misconduct policies on the web at this site:
In this course, each student has the responsibility to document the following in individual and group papers:

a) Quotations (the exact words/data from another person);
b) Paraphrase (the rewording of another person’s ideas/data);
c) Combination of quotation and paraphrase.

This applies to all sources of information, including company brochures, phone or in-person interviews and Internet information. All outside sources of information should be clearly acknowledged. If there is any doubt or question regarding the use and documentation of outside sources for academic assignments, the MLA stylebook should be consulted.

On every exam, you will sign and date the following pledge: “I have completed this exam without unauthorized assistance from any person, materials or device.”

8. The University’s policy on disability accommodations is as follows: Any student with a disability who may need accommodations in this class must obtain an accommodation letter from Student Disability Services, 385 Garland, (410) 516-4720, studentdisabilityservices@jhu.edu. Students must present their instructor with this letter stating the disability and the exact accommodations needed. If the student is unable to provide a letter, no special accommodations will be provided. Students are strongly urged to present this letter in the first two weeks of classes—and well ahead of a mid-term since seating in the Disability Services office must be reserved.

STUDENT LEARNING METHODS/COURSE REQUIREMENTS:

Class Participation. Students are expected to complete all assignments on time, to attend all classes and to be prepared for discussion sessions. Students should have read, studied and thought about the assigned material for each class—this includes cases at the end of each part/section. Students are expected to arrive at class on time. Daily quizzes will be given at the beginning of class and students who arrive late will have to do their best in the time remaining. Participation points will be deducted for students who leave class early—i.e. after they have taken the quiz.

Quizzes. In order to encourage students to do the assigned reading in advance of class, a quiz will be given at the beginning of each class period. This quiz will consist of five multiple choice questions that cover major concepts from the current period’s assigned reading and will be worth up to 5 points, 1 point for each question. The majority of the quiz questions will be application oriented, so students should make sure they understand the concepts discussed in the readings. No make up quizzes will be given after the class meeting. In the case of an extreme emergency, and only if the student has contacted the Instructor prior to class, an alternate quiz may be given prior to class. If students miss a class for any reason, their quiz grade will be zero for that day. Only the top 18 of the 20 quiz grades will be counted, for a total of 90 quiz points for the semester. Studying for the daily quizzes will not only prepare students for class and the group project, but also make preparing for the two course exams much easier.
Market Segmentation Application Assignment. This assignment is to be done individually. For each of the products listed below, each student will need to state one (1) viable "consumer" target market and then identify the segmentation base(s) that applies to the market they described. The bases to be illustrated for this assignment include Geographic, Demographic, Psychographic, Benefits Sought and Usage rate. For demographic and psychographic segmentation bases identified, students must specify the variables (i.e. age and gender for demographic; personality, values or lifestyle for psychographic) that apply. See text chart on consumer segmentation. You are working with the following five products, so at least three (3) different segmentation bases (in total, not for each product) must be illustrated correctly for this assignment in order for you to be eligible to earn an “A” grade. Products: 1) Flintstones (kids) vitamins; 2) Gatorade; 3) iPhone; 4) JHU undergraduate degree program; and 5) Cranberry flavored Diet Sprite. Please number your products, target markets and segmentation bases, so that it is clear to the Instructor which bases correlate with which target markets. NOTE: This assignment must be typed.

Financial Analysis For Marketers. This assignment, to be done individually, will serve to familiarize students with some of the basic analyses performed by marketers to aid them in decision making and marketing planning. In addition, it will aid in preparing students for the sections of the group project that require basic financial analysis and it will provide all students with basic practice using Excel. (Those enrolling in Marketing Strategy, the follow-up course, will build more involved spreadsheets to analyze case data.) Answers for this assignment must be clearly numbered and must be typed. Students who have not had exposure to accounting/finance, or have never used Excel, may schedule a meeting with the C.A. if they have any questions regarding this assignment. Refer to page 9 for the assignment questions.

Group Project—Marketing Plan. The group project (maximum of 6 students per group) will provide students with an opportunity to apply their business and marketing skills in a real world setting. The project requires the group to research the marketing plan for a consumer product of its choice (that has been on the market for at least one year and is manufactured by a public company). There are two components for this assignment: an oral Powerpoint presentation and a written report. Guidelines for the project are included on pages 10-12 in this syllabus. Sample written plans and oral presentations from last semester’s class can be examined but not photocopied during the C.A.’s office hours. A sampling of products chosen in the past include: Roomba, Splenda, Naked Juice and Nutella.

Case Studies. Several case studies will be analyzed in class during the semester and will count toward your participation grade. Ad-hoc groups formed in class will be responsible for developing a SWOT analysis (SWOT worksheet provided by instructor), providing marketing strategy recommendations and sharing them with the class.

Examinations. The mid-term examination will consist of multiple choice and short-answer questions that are primarily "application" oriented. The final examination will consist of only multiple choice questions. These questions will be based on material presented in the text, on videotapes, in class discussions/exercises, in take-home assignments and by guest lecturers, so make sure to take detailed notes every class period. The mid-term exam is worth 80 points and the final exam is worth 80 points. There is no “senior option” for the final exam. All work on examinations and assignments (other than the group project) is expected to be done honestly and independently of other students. Failure to comply will result in a score of zero for the work in question. NOTE: The dates for the mid-term and final examinations are included in this syllabus. Students must make air travel plans that do not conflict with these dates.
### GRADING:

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<tr>
<th></th>
<th>Points</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>40</td>
<td>10%</td>
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<tr>
<td>In-class exercises/cases, discussions Attendance</td>
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<tr>
<td>Quizzes (5 points/quiz, best 18 of 20)</td>
<td>90</td>
<td>22.5%</td>
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<tr>
<td>Market Segmentation Application Assignment</td>
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<td>3.75%</td>
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<td>Financial Analysis for Marketers Assignment</td>
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<tr>
<td>Group Project</td>
<td>80</td>
<td>20%</td>
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<td>Oral presentation (16 points)</td>
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<td>Written report (64 points)</td>
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<td>Exams</td>
<td>160</td>
<td>40%</td>
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<td>Mid-term (80 points)</td>
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<td>Final Exam (80 points)</td>
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<td>Total points available</td>
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Grades will be awarded on the following basis:

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<tr>
<th>Percentage</th>
<th>Letter Grade</th>
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<tr>
<td>97% and above</td>
<td>A+</td>
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<td>93%-96%</td>
<td>A</td>
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<tr>
<td>90%-92%</td>
<td>A-</td>
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<tr>
<td>87%-89%</td>
<td>B+</td>
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<tr>
<td>83%-86%</td>
<td>B</td>
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<td>80%-82%</td>
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<td>77%-79%</td>
<td>C+</td>
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<td>73%-76%</td>
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<td>70%-72%</td>
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<td>60%-69%</td>
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<td>Below 60%</td>
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1 NOTE: There is no senior option for this course; all students must take the final exam.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Jan. 26</td>
<td>Course Introduction &amp; Syllabus Review</td>
<td>Ch. 1</td>
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<tr>
<td></td>
<td>DVD: Chobani</td>
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<td></td>
<td>Group Exercise: “Consuming” a College Education</td>
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<tr>
<td></td>
<td>Sample quiz (not graded)</td>
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<tr>
<td>Jan. 28</td>
<td>The Marketing Environment</td>
<td>Ch. 3</td>
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<td>Exercise: SWOT Analysis—Johns Hopkins University</td>
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<td>DVD: John Deere</td>
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<td>Quiz #1</td>
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<tr>
<td>Feb. 2</td>
<td>Marketing &amp; Corporate Strategies</td>
<td>Ch. 2</td>
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<td>Exercise: Strategic Planning for Medical Journals</td>
<td>Appendix A</td>
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<tr>
<td></td>
<td><strong>Quiz #2</strong></td>
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<td><strong>Due:</strong> Names and email addresses of group members, Editor(s) and</td>
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<td>Powerpoint Expert and product chosen</td>
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<td>Feb. 4</td>
<td>Ethics &amp; Social Responsibility</td>
<td>Ch. 4</td>
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<td>In-class case: British Petroleum (D-4)</td>
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<td>Exercise: Ethical Dilemmas</td>
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<td>DVD: Toyota</td>
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<td><strong>Quiz #3</strong></td>
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<td>Feb. 9</td>
<td>Consumer Behavior</td>
<td>Ch. 5</td>
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<td>Exercise: Influences on consumer behavior</td>
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<td>Video: Neuromarketing</td>
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<td><strong>Quiz #4</strong></td>
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<td>Feb. 11</td>
<td>Organizational Markets</td>
<td>Ch. 6</td>
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<td>Exercise: B to B Marketing at LWW Publishers</td>
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<td>DVD: Energy Performance Systems</td>
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<td><strong>Quiz #5</strong></td>
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<td>Feb. 16</td>
<td>Global Markets</td>
<td>Ch. 7</td>
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<td>Exercises Language and Cultural Differences</td>
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<td>DVD: ETEC Autocite</td>
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<td><strong>Quiz #6</strong></td>
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<tr>
<td>Feb. 18</td>
<td>Marketing Research</td>
<td>Ch. 8</td>
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<td></td>
<td>Exercise: Interpreting Survey Results</td>
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<td>DVD: Mercedes Benz</td>
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<td><strong>Quiz #7</strong></td>
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## COURSE SCHEDULE—MARKETING PRINCIPLES

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td>Feb. 23</td>
<td>Market Segmentation</td>
<td>Ch. 9</td>
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<tr>
<td></td>
<td>Exercise: Evening MBA Programs</td>
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<td>Exercise: London Fog Raincoats</td>
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<td>Exercise: Perceptual Mapping</td>
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<td><strong>Quiz #8</strong></td>
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<tr>
<td>Feb. 25</td>
<td>Developing New Products</td>
<td>Ch. 10</td>
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<tr>
<td></td>
<td>In-class case: Medtronic (D-10)</td>
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<td></td>
<td>DVD: Greptile Grip</td>
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<td><strong>Due: Market Segmentation Assignment</strong></td>
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<td><strong>Quiz #9</strong></td>
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<tr>
<td>March 2</td>
<td>Managing Products &amp; Brands</td>
<td>Ch. 11</td>
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<td></td>
<td>Exercise: The Product Lifecycle</td>
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<td>DVD: P&amp;G’s Secret Deodorant</td>
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<td><strong>Quiz #10</strong></td>
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<td>March 4</td>
<td><strong>Midterm (Chapters 1-11)</strong></td>
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<td>March 9</td>
<td>Managing Services</td>
<td>Ch. 12</td>
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<td>Exercise: Marketing the AMA Scholarship Award</td>
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<td>DVD: Peapod</td>
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<td><strong>Quiz #11</strong></td>
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<td>March 11</td>
<td>Building the Pricing Foundation</td>
<td>Ch. 13</td>
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<td>In-class case: Health Cruises (D-13)</td>
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<td><strong>Quiz #12</strong></td>
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<tr>
<td>March 23</td>
<td>Arriving at the Final Price</td>
<td>Ch. 14 &amp;</td>
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<td>Guest speaker</td>
<td>Appendix B</td>
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<td></td>
<td><strong>Quiz #13</strong></td>
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<tr>
<td>March 25</td>
<td>Marketing Channels and Supply Chains</td>
<td>Ch. 15</td>
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<td></td>
<td>Exercise: Channel Structures</td>
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<td>DVD: Creston Vineyards</td>
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<td></td>
<td><strong>Quiz #14</strong></td>
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|          | **Due:** 1) **Group Project Introduction (section iii.)** in paragraph format with title page, footnotes, bibliography and Appendices.  
Worth 10 points of written project grade.  
2) List of channel members targeted for personal interviews.  
3) Groups select presentation dates in class.
COURSE SCHEDULE—MARKETING PRINCIPLES

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>March 30</td>
<td>Retailing and Wholesaling</td>
<td>Ch. 16</td>
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<tr>
<td></td>
<td>In-class case: Loblaws (supplemental)</td>
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<td>Quiz #15</td>
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<td>April 1</td>
<td>Integrated Marketing Communications &amp; Direct Marketing</td>
<td>Ch. 17</td>
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<td>In-class case: Zwaggle</td>
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<td>DVD: Mountain Dew</td>
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<td>Due: Financial Analysis for Marketers Assignment</td>
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<td></td>
<td>Quiz #16</td>
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<td>April 6</td>
<td>Advertising, Sales Promotion &amp; P.R.</td>
<td>Ch. 18</td>
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<td>In-class exercise: Creating a print advertisement</td>
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<td>DVD: Capital One</td>
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<td></td>
<td>Quiz #17</td>
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<tr>
<td>April 8</td>
<td>Using Social Media to Connect with Consumers</td>
<td>Ch. 19</td>
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<td></td>
<td>Exercise: Marketing yourself</td>
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<td></td>
<td>Quiz #18</td>
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<tr>
<td>April 13</td>
<td>Personal Selling &amp; Sales Management</td>
<td>Ch. 20</td>
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<td></td>
<td>Exercise: Mock job interview</td>
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<td>Exercise: Resume critique</td>
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<td>Role Play: Selling College Textbooks to Professors</td>
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<td>Quiz #19</td>
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<tr>
<td>April 15</td>
<td>Interactive Marketing &amp; The Strategic Marketing Process</td>
<td>Ch. 21, 22</td>
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<td>Exercise: JHU Book Co-op</td>
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<td>DVD: Pizza Hut</td>
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<td>Quiz #20</td>
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<tr>
<td>April 20</td>
<td>Group Presentations—Groups 1-2</td>
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<td>Due: Hard copy of written and oral slides (at start of class)</td>
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<td>April 22</td>
<td>Group Presentations—Groups 3-4</td>
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<td>Due: Hard copy of written and oral slides (at start of class)</td>
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<td>April 27</td>
<td>Guest Speaker</td>
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<td>April 29</td>
<td>Group Presentations—Groups 7-8</td>
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<td>Course Wrap-up and Evaluations</td>
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<td>Due: Hard copy of written and oral slides (at start of class)</td>
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<td>May 13</td>
<td>Final Exam (Chapters 12-22, plus SWOT, segmentation)</td>
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<td>Time: 9 a.m.-12 p.m.</td>
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FINANCIAL ANALYSIS FOR MARKETERS ASSIGNMENT

This assignment must be completed by students individually. Students must create two separate excel spreadsheets for each assignment part below. Answers for the questions pertaining to each spreadsheet must be numbered, lettered and typed below the spreadsheet, on the same page. Partial credit will be given on this assignment. It is worth a total of 15 points.

I. Sales Performance/Market Share Questions:

   1. a) Set up a professional looking, easy-to-read spreadsheet in excel using the data below. Provide column totals where relevant. Then, calculate unit and revenue market shares for each company. Make sure to use the Excel format toolbar to format price, revenue and market share column figures. Points will be deducted for figures that are not formatted and headers that are not aligned over columns! Make sure to provide a relevant title for your spreadsheet.

   b) Which company has the greatest revenue market share?

   c) Does high unit market share guarantee high revenue market share? Explain your answer in one or two sentences.

II. Income Statement Questions:

   1. a) Assume that the cost of sales for Company A in question 1 above is 65% of revenue and the general/administrative costs are 12% of revenue. Set up a spreadsheet for this company’s Income Statement using the format below to calculate profit (before taxes) for Company A. Provide a relevant title for this spreadsheet.

   b) Consider each of the 3 line items from the income statement above (other than profit) and list three (3) different ways (1 for each line item) that Company A can increase its profit. For each, provide 1 sentence that explains your answer (use course concepts where possible).

   c) Based on what we’ve studied to date, which of the three line items noted in part b) does the marketer have substantial control over? Explain your answer in one sentence.
MARKETING PLAN GROUP PROJECT

I. Objectives:

1. **To provide an opportunity to fully explore the strategic marketing planning process.** Students will have the challenge of researching the marketing plan of a specific product, from performing the environmental analysis associated with the strategic planning process, through determining the marketing tactics being implemented via the marketing mix.

2. **To challenge students to develop research and critical thinking skills.** Students will become familiar with primary and secondary sources of general business and marketing-specific information. In addition to the traditional sources of information found in the library, students are required to use the Internet to secure relevant information on their product. Students must meet with local channel members who distribute this product (i.e. distributors, retailers, sales reps). The group must analyze the information gathered, determine the marketing plan being followed by the company for the product, identify the strengths and weaknesses of the plan and then recommend an appropriate growth strategy for the organization.

3. **To enhance team-building and communication skills.** Success in any business/marketing environment requires working well as a team and communicating effectively. This project will help prepare students and develop these skills.

II. Group Project Requirements:

1. **Written Report Guidelines.** The paper should be approximately 15 pages long (excluding the Table of contents, Bibliography and Appendices). All papers should also be appropriately organized with a title page, table of contents, headers and subheads, footnotes, etc. While the content of the paper will determine the bulk of the grade for the written portion of the project, points will be deducted for lack of organization and spelling/grammar errors. In addition, the report should not look or read like several different people wrote it. Groups are responsible for editing the final paper so that it reads smoothly.
Written Report Format and Point Allocations. Here is the outline and format for you to follow for this report. Additional relevant information may be included as well.

i. Table of Contents

ii. Executive Summary (1-2 sentence synopsis of every section, from iii. through vi. below)

   1-2 pages (7 points)

iii. Introduction (Worth 10 points. Include footnotes, bibliography, title page with group members’ names.)
   - Brief history of the firm
   - Description of your product and other products marketed by the firm
   - Recent sales/profit history of the firm
   - Industry overview and trends (support with data/statistics from trade journals)
   - Key competitors

   3 pages (10 points)

iv. Marketing Plan (analysis of what the firm is currently doing for your chosen product)

   - SWOT analysis (worksheet to be included in appendix; highlights to be discussed in body of report in paragraph format)
   - Target markets
   - Segmentation base(s)
   - Marketing mix
     - Product: stage in lifecycle, positioning, perceptual map (appendix), label/package
     - Pricing: pricing strategy
     - Distribution: market coverage, channels structure(s), channel diagram (appendix). Includes the Internet if it is used for direct sales.
     - Promotion: Advertising (TV, newspaper, magazine, on-line, etc.)
     - Personal Selling (salesforce organization, size, role of sales rep., etc.)
     - Sales Promotion (use of contests, rebates, coupons, in all media, including social)
     - Public Relations (description of PR efforts for new/existing products and description of programs that promote social responsibility).

   6 pages (30 points)

v. Recommendations (focuses on the new product, market or both)

   - Choose only one of the market-product strategies in Figure 2-5 on page 38 in text and explain why it is being recommended for your product/company.
   - Provide recommendations as to how the marketing plan (target market, segmentation, marketing mix—each of the 4 P’s) will need to be modified in order to implement this strategy. **NOTE: If you choose either "market penetration" or "market development", you must provide more details regarding strategy for all of the other P’s in the marketing mix to satisfy the page allowance!**
   - Financial projections associated with your recommended strategy are not required.

   3 pages (15 points)

vi. Conclusion

   - Paragraph that wraps up report and summarizes your recommended strategy
   ½ page (2 points)

vii. Appendices (charts, interview transcription, channel diagram, perceptual map, etc., labeled “A”, “B”, “C”)

viii. Footnotes/Endnotes (approx. 30-50 footnotes for a paper this length)

ix. Bibliography. The bibliography for a paper this length should include at least 10 different sources (primary—personal interview; secondary—library or on-line business periodicals).
2. **Group Participation.** All group members should contribute equally to the preparation of the written report. Each person in the group will be asked to assign their fellow group members a participation score ranging from 100 (those who performed their fair share of work) to 0 (for those who performed none of the work). These peer evaluations will then be used to determine the percentage of points from the group paper grade which will be given to each group participant. For example, if a group paper receives 64 out of the 64 possible points, but one of the group members has done half the work that everyone else did (indicated by an average of 50 points of the possible 100 assigned by the other group members) then that person will receive 32 points (out of 64) for the group project report grade. **If there appears to be a problem with a particular group member's lack of cooperation or effort that cannot be resolved by discussing it with them constructively, please contact the instructor as soon as possible.**

3. **Oral Presentation Component.** Each group will provide a 20 minute presentation to the class. Each group member must talk for about 3 minutes, with each individual receiving a separate grade for their portion of the presentation (16 points). The oral presentation should follow the general structure of the written report but exclude the executive summary. When creating Powerpoint slides, students must make sure to include the source for data or paraphrased information at the bottom of each slide (refer to page 2, #7 in this syllabus). In addition, keep in mind the following:

- Presenting groups are expected to arrive **10 minutes prior to the start time** to set up their equipment and table display. **If group members arrive late, the entire group will be penalized points for the oral presentation.**
- Students are expected to dress in business attire (suits, etc.) for this presentation.
- Speakers will be evaluated on eye contact with the class, minimal use of notes, enthusiasm, effective use of Powerpoint slides and communication effectiveness.
- Speakers may use note cards but they should not be read.

4. **Selection of Product.** It is suggested that you locate the NAICS code (in the library) to identify the specific code of the product you are considering for your project. Products that are lumped together under one code as opposed to having their own unique SIC code will be more difficult to obtain data on since many of the directories you will be using will itemize information by NAICS code. **In addition, it is strongly recommended that only products that have been on the market for at least one year and products manufactured by public companies** (traded on a major stock exchange) are chosen. You can verify that the company you have chosen is public by checking the Moody’s Company Data reference book in the library.

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