

**MIDSTATE COLLEGE**  
**411 W. NORTHMOOR RD. PEORIA, IL 61614**  
**(309) 692-4092**  
**Summer 2019**

**Course:** MBA 622 Advanced Marketing Management

**Credit:** 4 Quarter Hours

**Method of Delivery:** On Campus/eLearning

**Course Description:**

This course is designed to examine the importance of marketing in developing successful business strategies. Students will study and develop an understanding of market opportunities, consumer buying behavior, target marketing, and brand positioning. Students will create a stakeholder-focused marketing plan from concept through performance measurement with emphasis on product, promotion, pricing decisions, and distribution channels.

**Instructor:** Dr. Bridgette Heard

**Midstate Email:** [BHeard@Midstate.edu](mailto:BHeard@Midstate.edu)

**Office:** 302

**Phone:** 309-692-4092 X3020

**Office Hours:** Tuesday (4 p.m. – 5 p.m.) and Wednesday (4 p.m. – 5 p.m.)  
or by appointment

**Prerequisite(s):** NA

**Text:** Marketing Management: A Strategic Decision-Making Approach

**Author(s):** Mullins & Walker

**Publisher:** McGraw-Hill/Irwin

**Materials needed for this course:**

**Topics:**

1. Role of Marketing in Organizations and Society
2. Marketing Strategy and Research
3. Customer Analysis
4. Market Segmentation and Product Differentiation

5. Competitive Analysis and Product Positioning
6. Product Development and Testing
7. Services Marketing
8. Pricing Strategies
9. Distribution Channels
10. Advertising Programs
11. Marketing Mix

**Learning Objectives:** Upon completion of this course, the student will be able to:

1. Synthesize learned Marketing concepts to advise Business Managers
2. Apply creative skills to develop promotional strategies
3. Apply critical thinking skills to analyze marketing case studies.
4. Create and implement marketing research tools.
5. Blend new information to attain the highest utilization of marketing tools.
6. Establish and write a marketing plan.

<b>Midstate Grading Scale:</b>	90 - 100	A
	80 - 89	B
	70 - 79	C
	60 - 69	D
	less than 59	F

**Harvard Business Review Coursepack: Midstate MBA 606**  
<http://hbsp.harvard.edu>

Source	Product Number	Type
Uber Pricing Strategies and Marketing Communications	UV6878-PDF-ENG	Case Study
The Hunger Games: Catching Fire: Using Digital and Social Media for Brand Storytelling	KEL964-PDF-ENG	Case Study
Angie's List: Ratings Pioneer Turns 20	517016-PDF-ENG	Case Study
Beyoncé	515036-PDF-ENG	Case Study
Casper Sleep Inc.: Marketing the "One Perfect Mattress for Everyone"	517042-PDF-ENG	Case Study

**Materials Needed for this Course:**

Additional Supplies: n/a

Hardware/Software and Equipment: Microsoft Office 2016 or newer

**Assignments by Cognitive Domain and Course Learning Outcomes:**

<b>Cognitive Domain</b>	<b>% of Course</b>	<b>Course Learning Objectives</b>	<b>Assignments</b>
<b>Comprehension/ Knowledge</b>		<ul style="list-style-type: none"> <li>• Synthesize learned Marketing concepts to advise Business Managers</li> <li>• Apply creative skills to develop promotional strategies</li> <li>• Apply critical thinking skills to analyze marketing case studies.</li> <li>• Create and implement marketing research tools.</li> <li>• Blend new information to attain the highest utilization of marketing tools.</li> <li>• Establish and write a marketing plan.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion Forums</b></li> <li>• <b>Read Book Chapters</b></li> <li>• <b>Individual Assignment(s)</b></li> <li>• <b>Problem Based Learning</b></li> <li>• <b>Midterm</b></li> <li>• <b>Final Project</b></li> </ul>
<b>Application</b>	<b>20%</b>	<ul style="list-style-type: none"> <li>• Synthesize learned Marketing concepts to advise Business Managers</li> <li>• Apply creative skills to develop promotional strategies</li> <li>• Apply critical thinking skills to analyze marketing case studies.</li> <li>• Create and implement marketing research tools.</li> <li>• Blend new information to attain the highest utilization of marketing tools.</li> <li>• Establish and write a marketing plan.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion Forums</b></li> <li>• <b>Individual Assignments</b></li> <li>• <b>Problem Based Learning</b></li> <li>• <b>Midterm</b></li> <li>• <b>Final Project</b></li> </ul>
<b>Analysis</b>	<b>20%</b>	<ul style="list-style-type: none"> <li>• Synthesize learned Marketing concepts to advise Business Managers</li> <li>• Apply creative skills to develop promotional strategies</li> <li>• Apply critical thinking skills to analyze marketing case studies.</li> <li>• Create and implement marketing research tools.</li> <li>• Blend new information to attain the highest utilization of marketing tools.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion Forums</b></li> <li>• <b>Individual Assignments</b></li> <li>• <b>Problem Based Learning</b></li> <li>• <b>Midterm Exam</b></li> <li>• <b>Final Project</b></li> </ul>

		<ul style="list-style-type: none"> <li>Establish and write a marketing plan.</li> </ul>	
<b>Evaluation</b>	<b>30%</b>	<ul style="list-style-type: none"> <li>Synthesize learned Marketing concepts to advise Business Managers</li> <li>Apply creative skills to develop promotional strategies</li> <li>Apply critical thinking skills to analyze marketing case studies.</li> <li>Create and implement marketing research tools.</li> <li>Blend new information to attain the highest utilization of marketing tools.</li> <li>Establish and write a marketing plan.</li> </ul>	<ul style="list-style-type: none"> <li><b>Individual Assignments</b></li> <li><b>Problem Based Learning</b></li> <li><b>Midterm Exam</b></li> <li><b>Final Project</b></li> </ul>
<b>Creating/ Synthesis</b>	<b>30%</b>	<ul style="list-style-type: none"> <li>Synthesize learned Marketing concepts to advise Business Managers</li> <li>Apply creative skills to develop promotional strategies</li> <li>Apply critical thinking skills to analyze marketing case studies.</li> <li>Create and implement marketing research tools.</li> <li>Blend new information to attain the highest utilization of marketing tools.</li> <li>Establish and write a marketing plan.</li> </ul>	<ul style="list-style-type: none"> <li><b>Final Project</b></li> </ul>

**Discussion Forums:**

**Getting Started Discussion Post:** Students are required to create an initial post at the beginning of each course. In the initial post, students will do the following:

1. Provide a short introduction of him/herself;
2. Explain his/her personal or professional experiences encountered that relate to the general topic(s) of the course; and

3. Review course outcomes and state how the outcomes are relevant to his/her own professional experiences and interests.

### **All Discussion Forums (Weekly):**

**Initial Post (For Each Week):** Students are required to post an initial response to the question/prompt for the week. The initial post must be at a minimum of 250 words. The initial post must include at least one reference. References must be cited at the end of every post.

**Response Posts (For Each Week):** Students must reply and/or make comments to a minimum of two peers. Posts must be at least 150 words. Reference(s) (minimum of one) must be cited.

Replies/responses to the professor will count as one Response Post. You must respond to the professor each time he/she asks a question or asks for more information. Regardless of the number of replies back and forth, all responses from the student (under the same discussion post) count as one response post.

The discussion rubric will be used to assess student contributions to the discussions each week. Points will be derived from the student's comprehensive initial post and response posts, including but not limited to, the student's ability and effectiveness at raising questions, extending the discussion, and using resources that contribute to the topic(s). The success of the discussion forum comes from all learners. We encourage each student to share ideas, opinions, and concepts, and use resources to substantiate his/her position (as needed).

<b>Getting Started Rubric</b>					
<b>Critical Elements</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Not Evident</b>	<b>Value</b>
<b>Comprehension</b>	Develops an initial post with an organized, clear point of view or idea using rich and significant detail (18-20)	Develops an initial post with a point of view or idea using appropriate detail (16-17)	Develops an initial post with a point of view or idea but with some gaps in organization and detail (14-15)	Does not develop an initial post with an organized point of view or idea (0-13)	20
<b>Timeliness</b>		Submits initial post on time (8-10)	Submits initial post one day late (7)	Submits initial post two or more days late (0-6)	10
<b>Engagement</b>	Provides relevant and meaningful response posts with clarifying explanation and detail (18-20)	Provides relevant response posts with some explanation and detail (16-17)	Provides somewhat relevant response posts with some explanation and detail (14-15)	Provides response posts that are generic with little explanation or detail (0-13)	20
<b>Critical Thinking</b>	Draws insightful conclusions that are thoroughly defended with evidence and examples (25-30)	Draws informed conclusions that are justified with evidence (21-24)	Draws logical conclusions (18-23)	Does not draw logical conclusions (16-17)	30
<b>Writing (Mechanics)</b>	Initial post and responses are easily understood, clear, and concise using proper citation methods where applicable with no errors in citations (18-20)	Initial post and responses are easily understood using proper citation methods where applicable with few errors in citations (16-17)	Initial post and responses are understandable using proper citation methods where applicable with a number of errors in citations (14-15)	Initial post and responses are not understandable and do not use proper citation methods where applicable (0-13)	20
<b>Total</b>					<b>100%</b>
<b>Adapted from original source: Southern New Hampshire University. (2017). Retrieved from www.snhu.edu.</b>					

Discussion Rubric					
Critical Elements	Exemplary	Proficient	Needs Improvement	Not Evident	Value
<b>References</b>	Ties personal experiences to the concepts being studied, providing an orderly, brief version of the experience, with points stated clearly  (9-10)	Ties personal experiences to the concepts being studied, providing a somewhat rambling version of the experience, with points stated  (8)	Summarizes the concepts being studied with no ties to personal experiences  (7)	Either did not post to the discussion or failed to accurately summarize concepts or tie them to personal experience  (0-6)	10
<b>Critique</b>	Engages in collegial debates with peers and instructor  (18-20)	Engages in collegial debates with selected peers only  (16-17)	Dominates the discussion or is closed to differing points of view  (14-15)	Student "lurks" in the forum, but no discussion postings are provided (0-13)	20
<b>Originality</b>	Avoids repeating in a different form points made by others  (18-20)	Clarifies points made by others  (16-17)	Rephrases ideas presented by others  (14-15)	Agrees with what others say but offers no other response  (0-13)	20
<b>Evidence</b>	Shows evidence of having completed, understood, and applied the readings and external resources, and provides appropriate citations  (9-10)	Shows evidence of having completed and understood the readings and conducted some external research, but does not provide appropriate citations  (8)	Shows some evidence of having completed the readings. No evidence of external research  (7)	No evidence of completing the readings provided  (0-6)	10
<b>Argument</b>	Objectively follows the evidence and the reasoning supports the argument  (18-20)	Objectively follows the evidence, but the reasoning provided in the argument is incomplete or inconsistent with the view  (16-17)	Exhibits closed-mindedness or hostility to reason  (14-15)	Did not enter the discussion, or posted an initial thread and then failed to participate in the ongoing discussion  (0-13)	20

## **Individual Assignments:**

Students are required to submit individual assignments on the weeks specified under assignment details. The individual assignment is a graduate-level paper that includes a cover page, written material, and a reference page. References must all be within the last seven years. Only “source document” references considered to be “seminal sources” are allowed to be older than seven years old.

Papers are to be 2-4 pages (not including the cover or reference page), succinct, informative, and written at the graduate level.

The paper must show understanding, application, and analysis. Superior papers will include the levels of evaluation and possibly creation (as applicable).

Individual / Group (PBL) Assignments Rubric					
Critical Elements	Exemplary	Proficient	Needs Improvement	Not Evident	Value
<b>Main Elements</b>	Includes all of the main elements and requirements and cites multiple examples to illustrate each element  (23-25)	Includes most of the main elements and requirements and cites many examples to illustrate each element  (20-22)	Includes some of the main elements and requirements  (18-19)	Does not include any of the main elements and requirements  (16-17)	25
<b>Inquiry and Analysis</b>	Provides in-depth analysis that demonstrates complete understanding of multiple concepts  (18-20)	Provides in-depth analysis that demonstrates complete understanding of some concepts  (16-17)	Provides in-depth analysis that demonstrates complete understanding of minimal concepts  (14-15)	Does not provide in-depth analysis  (0-13)	20
<b>Integration and Application</b>	All of the course concepts are correctly applied  (9-10)	Most of the course concepts are correctly applied  (8)	Some of the course concepts are correctly applied  (7)	Does not correctly apply any of the course concepts  (0-6)	10
<b>Critical Thinking</b>	Draws insightful conclusions that are thoroughly defended with evidence and examples  (18-20)	Draws informed conclusions that are justified with evidence  (16-17)	Draws logical conclusions, but does not defend with evidence  (14-15)	Does not draw logical conclusions  (0-13)	20
<b>Research</b>	Incorporates at least two scholarly/technical resources effectively that reflect depth and breadth of research  (14-15)	Incorporates at least two resources effectively that reflect depth and breadth of research  (12-13)	Incorporates at least one resource that reflects depth and breadth of research  (11)	Does not incorporate scholarly resources that reflect depth and breadth of research  (0-10)	15
<b>Articulation of Response</b>	Submission is properly cited, free of errors related to citations, grammar, spelling, syntax, and organization and is presented in a professional and easy-to-read format  (9-10)	Submission has no major errors related to citations, grammar, spelling, syntax, or organization  (8)	Submission has major errors related to citations, grammar, spelling, syntax, or organization that negatively impact readability and articulation of main ideas  (7)	Submission has major errors related to citations, grammar, spelling, syntax, or organization that negatively impact readability and articulation of main ideas  (0-6)	10
<b>Earned Total</b>					<b>100%</b>
Adapted from original source: Southern New Hampshire University. (2017). Retrieved from <a href="http://www.snhu.edu">www.snhu.edu</a> .					

**NOTE: The rubric is the same for both individual and group assignments.**

### **Problem Based Learning**

Problem based learning includes case studies or additional resources that show the application, analysis, evaluation and synthesis of the issue(s) presented. The paper must be at least five pages but no more than eight pages (not including the cover/reference pages). A minimum of three peer- reviewed articles per group member must be included on the reference page. Students will also be required to make an oral presentation.

Group members will be assigned. For every assignment, the group must identify a mutually agreed upon time to meet (in person and/or virtually) to divide and conquer. Students should ensure each peer as an equal part of the assignment. A “Group Leader” should be selected for each assignment (please rotate this position). The Group Leader will be responsible for reviewing the components, completing final edits, and submitting the paper on behalf of the group. Other group members can assist with the reviewing/editing, but only one paper can be submitted on behalf of the group.

### **Midterm Exam**

The midterm exam will address the following learning objectives:

- Synthesize learned Marketing concepts to advise Business Managers
- Apply creative skills to develop promotional strategies
- Apply critical thinking skills to analyze marketing case studies.
- Create and implement marketing research tools.
- Blend new information to attain the highest utilization of marketing tools.
- Establish and write a marketing plan.

The midterm exam will include both essay and short answer.

### **Final Project**

The final project will include the development of a research paper evaluating various aspects on the topic of marketing management. Details will be provided in week 6. Students will be required to submit an 8-12 page paper. A minimum of four peer-reviewed articles must be cited. The final project will be 20% of the overall grade. The instructor reserves the right to amend the requirements as deemed necessary.

Final Project Rubric					
Critical Elements	Exemplary	Proficient	Needs Improvement	Not Evident	Value
<b>Main Elements</b>	Includes almost all of the main elements and requirements and cites multiple examples to illustrate each element  (23-25)	Includes most of the main elements and requirements and cites many examples to illustrate each element  (20-22)	Includes some of the main elements and requirements  (18-19)	Does not include any of the main elements and requirements  (0-17)	25
<b>Inquiry and Analysis</b>	Explores multiple issues through extensive collection and in-depth analysis of evidence to make informed conclusions  (18-20)	Explores some issues through collection and in-depth analysis of evidence to make informed conclusions  (16-17)	Explores minimal issues through collection and analysis of evidence to make informed conclusions  (14-15)	Does not explore issues through collection and analysis of evidence and does not make informed conclusions  (0-13)	20
<b>Integration and Application</b>	All of the course concepts are correctly applied  (9-10)	Most of the course concepts are correctly applied  (8)	Some of the course concepts are correctly applied  (7)	Does not correctly apply any of the course concepts  (0-6)	10
<b>Critical Thinking</b>	Demonstrates comprehensive exploration of issues and ideas before accepting or forming an opinion or conclusion  (18-20)	Demonstrates moderate exploration of issues and ideas before accepting or forming an opinion or conclusion  (16-17)	Demonstrates minimal exploration of issues and ideas before accepting or forming an opinion or conclusion  (14-15)	Does not demonstrate exploration of issues and ideas before accepting or forming an opinion or conclusion  (0-13)	20
<b>Recommendation</b>	Offers extensive alternative solutions via plan of action by applying respective theories  (14-15)	Offers extensive alternative solutions via plan of action  (12-13)	Attempts to offer an alternative solution via plan of action  (11)	Fails to offer an alternative solution via plan of action  (0-10)	15
<b>Writing (Mechanics/ Citations)</b>	No errors related to organization, grammar and style, and citations  (9-10)	Minor errors related to organization, grammar and style, and citations  (8)	Some errors related to organization, grammar and style, and citations  (7)	Major errors related to organization, grammar and style, and citations  (0-6)	10

	<b>Earned Total</b>	<b>100</b>
<b>Comments:</b>		

**Assignment Details:**

Activity Type	Number of Assignments	% of Grade
<b>Discussion Forums (Weeks 1 – 12)</b>	<b>12</b>	<b>10%</b>
<b>Individual Assignments <i>Short Papers, Chapter Questions, Etc.</i></b>	<b>eLearning-4 On Campus -3</b>	<b>25%</b>
<b>Problem Based Learning Projects – ** Case Analysis and Presentations***</b>	<b>5</b>	<b>25%</b>
<b>Midterm Exam and Final Project (Weeks 6 &amp; 11)</b>	<b>1</b>	<b>20%</b>
<b>Final Project/Paper</b>	<b>1</b>	<b>20% -eLearning 10% -On Campus</b>
<b>Final Presentation (Week 12)</b>	<b>1</b>	<b>10% On Campus Only</b>
<b>TOTAL</b>		<b>100%</b>

**Academic Integrity:**

Academic integrity is a basic principle of the College’s function. Midstate College students are expected to maintain a high level of academic honesty. Contrary actions may result in penalties such as failure of the assignment(s), a lesser grade on assignment(s), failure of the course and/or suspension from the College. The course instructor will review all submitted documents and supporting evidence in connection to the infraction. The course instructor will also review the student’s personal file for other notifications of academic dishonesty before determining the level of action to be applied. The course instructor will complete the Academic Dishonesty Report form to document and describe the incident and actions taken, then kept on file. The student may appeal the decision to administration, whose decision will be final.

The following (**plagiarism, cheating, deception, sabotage, computer misuse and copyright infringement**) are included in the actions Midstate College considers behavior contrary to the academic integrity policy; however, the policy is not limited to these examples. Further discussion of consequences regarding academic dishonesty are addressed in the Student Handbook.

**Plagiarism:**

Plagiarism is using another person’s words, either by paraphrase or direct quotation, without giving credit to the author(s). Plagiarism can also consist of cutting and pasting material from electronic sources by submitting all or a portion of work for assignment credit. This includes papers, computer programs, music, sculptures, paintings, photographs, etc. authored by

another person without explicitly citing the original source(s). These actions violate the trust and honesty expected in academic work. Plagiarism is strictly against the academic policy of Midstate College. Its seriousness requires a measured, forceful response which includes consequences for inappropriate and/or no citation.

In courses containing writing assignments, the College promotes the use of Turnitin which compares the student's writing against previously submitted papers, journals, periodicals, books, and web pages. Students and instructors can use this service to reduce the incidence of plagiarism. This electronic resource has been found to conform to legal requirements for fair use and student confidentiality. It is able to provide a report to the student indicating the parts of the assignment that match.

### **Student Success and Tutoring:**

Contact Student Success: Room 110; (309) 692-4092, ext. 1100;

The Office of Student Success offers help in the following areas:

- **Tutoring:** Tutoring is encouraged for students who are doing their best to complete assignments yet still are experiencing difficulty in this course. Tutoring may be provided by the instructor outside of scheduled class times or through the office of Student Success.
- **Writing assignment assistance:** This may include learning how to conduct research; using proofreading tools such as Turnitin; outlining a topic; and applying MLA/APA standards.
- **Math, accounting, and computer skills (including file management).**
- **Test-taking techniques.**
- **Note-taking skills development.**
- **Study skills development.**
- **Time management.**

### **Policies and Procedures:**

**1. Late Work:** Late work is not accepted and will result in a zero percent on any/all late assignments. Only in extreme extenuating circumstances will late work be accepted (and even in such circumstances, the student has the responsibility to notify the instructor in a timely manner and seek approval for extensions). Even if extensions are granted, late penalties in grading will still apply at the discretion of the instructor.

**2. All Writing Assignments:** Graduate-level writing is expected. This includes, but is not limited to papers, essays, projects, essay questions on exams, homework assignments, and summaries. These assignments will supplement the textbook, additional readings, and lectures to further your understanding and application of course material. Students may be asked to submit forums or written work online via Turnitin (our online plagiarism and grammar scanning software). All citations must be formatted using APA 6. Late papers will not be accepted (see above policy on late work). All writing must be typed, 12 pt. font, with 1" margins. Writing

should pull on details from the course material and should be in your own words (see Academic Dishonesty below).

**3. Academic Dishonesty:** Material/information taken from ANY source, including the course textbook, should be cited appropriately. Cheating / plagiarism in any form will not be tolerated in this course and may result in the dismissal/suspension from the course/program/college. Do your own work. Not knowing the rules of plagiarism is not a valid defense. Check with me or our numerous campus resources on academic integrity (i.e. Student Success, Library, etc.) if you are not clear on what constitutes plagiarism.

**4. Syllabi Changes:** The instructor reserves the right to change this syllabus at any time. Students will receive timely notice of all such changes via announcements made online in Moodle Rooms and/or via email.

### **Participation Requirements:**

**In class:** Students are expected to be in class during each on-campus session. Attendance is taken for each class session, and reported to the college. Likewise, students may receive credit for attending, and/or participating in, class. In the event of an absence, even if it was approved by the instructor in advance, the student will be marked absent and may lose any/all points associated with participation.

**eLearning:** In accordance with Midstate College policies, class material will be made available in our learning management system (Moodle Rooms) on Monday at 12:00 p.m. of each week and will remain available until the following Monday until 8:00 AM. This allows students one week to access the lecture and related material for that week's session, complete any assignments and/or assessments, and participate in the mandatory discussion and summary boards (see my discussion/summary requirements rubric in Moodle Rooms to ensure full credit in forums). Students must "submit substantial gradable work" in order to be marked as present for each week (see the Midstate eLearning policy on attendance in the student eLearning handbook). While each week extends from Monday at 12:00 PM to the following Monday at 8:00 AM, the instructor has the right to set due dates at their discretion within each week. For instance, your initial discussion posts are due Thursday nights by Midnight (further information is located on my discussion/summary rubric). Certain assignments, exams, and papers/projects may be due in the middle of the week at specified days and times.

### **Examination Information:**

This class will include final project that will be worth 20% of the final grade. The final project will be comprehensive, as it will cover the higher levels of Bloom's Taxonomy and confirm the student's knowledge of the course content by addressing the course objectives.

### **Methods of Evaluating Student Performance:**

At the MBA level, students will be graded on their performance through content submitted via discussion forums, individual, and group assignments. Student

performance will be evaluated with rubrics which are available to students at the beginning of the term.

## Week by Week

Week 1
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**Topic(s): The Marketing Management Process**

**Objective(s):**

- Synthesize learned Marketing concepts to advise Business Managers
- Apply creative skills to develop promotional strategies

**Assignments:**

**Read Chapter 1**

**Getting Started Discussion Forum:**

1. Provide a short introduction of yourself.
2. Explain your personal or professional experiences encountered that relate to the general topic(s) of the course.
3. Review course outcomes and state how the outcomes are relevant to your own professional experiences and interests.

**Discussion Forum:**

***Question:***

Evaluate the difficulty or ease of integrating marketing plans with company strategies and resources. Use an example while integrating marketing concepts as if you were advising a business manager.

**Case Assignment:** Uber Pricing Strategies and Marketing Communications

**eLearning Students:** Questions will be provided in LMS in Week 1

**On Campus Students:** In-Class Discussion (Week 2)

## Week 2

**Topic(s): The Marketing Implications of Corporate and Business Strategies**

**Objective(s):**

- Synthesize learned Marketing concepts to advise Business Managers
- Apply critical thinking skills to analyze marketing case studies.
- Blend new information to attain the highest utilization of marketing tools.

**Assignments:**

**Read Chapter 2**

**Discussion Forum:**

***Question:***

Discuss the five components of strategy and explain their importance to marketing.

**Case Analysis**

**eLearning:** ZOOM Session (Thursday at 5:30 p.m.)+ PowerPoint Slides and Narrative Due This Week

**On Campus:** Students will discuss the article in class and submit a narrative (no groups).

## Week 3

**Topic(s): Understanding Market Opportunities & Understanding Consumer Buying Behavior**

**Objective(s):**

- Synthesize learned Marketing concepts to advise Business Managers
- Apply creative skills to develop promotional strategies
- Create and implement marketing research tools.
- Blend new information to attain the highest utilization of marketing tools.

**Read Chapters 3 and 4**

**Discussion Forum:**

***Question:***

Explain what assists consumers in their decision to purchase. Use an example.

**Individual Assignment:**

Choose a company on the web and evaluate the marketing process and actual or potential implications for one of their products. Discuss the process, the implications of their business strategies, market opportunities, and actual or potential consumer buying behavior. Use a minimum of 2 sources (in addition to your course book).

**Case Assignment: Hunger Games**

**eLearning Students:** Questions will be provided in LMS in Week 3

**On Campus Students:** In-Class Discussion (Week 4)

<b>Week 4</b>
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**Topic(s): Understanding Organizational Markets and Buying Behavior**

**Objective(s):**

- Synthesize learned Marketing concepts to advise Business Managers
- Apply creative skills to develop promotional strategies
- Apply critical thinking skills to analyze marketing case studies.
- Create and implement marketing research tools.
- Blend new information to attain the highest utilization of marketing tools.

**Assignments:**

**Read Chapter 5**

**Discussion Forum:**

**Question:**

Discuss how to build a long-term buyer-supplier relationship. Use an example.

**Case Analysis**

**eLearning:** ZOOM Session (Thursday at 5:30 p.m.)+ PowerPoint Slides and Narrative Due This Week

**On Campus:** Students will present the case and submit the narrative and powerpoint slides (in groups).

**Topic(s): Measuring Market Opportunities: Forecasting and Market Knowledge & Targeting Attractive Market Segments**

**Objective(s):**

- Synthesize learned Marketing concepts to advise Business Managers
- Apply creative skills to develop promotional strategies
- Apply critical thinking skills to analyze marketing case studies.
- Create and implement marketing research tools.
- Blend new information to attain the highest utilization of marketing tools.

**Assignments:**

**Read Chapters 6 and 7**

**Discussion Forum:**

***Question:***

Explain the process of forecasting. Give an example as it relates to marketing.

**Individual Assignment:**

Choose a company. Evaluate the steps involved in developing a market-attractiveness/competitive –position matrix for analyzing current and potential target markets to analyze the current and potential target markets for the company of your choice. Use a minimum of 2 sources.

**Case Assignment: Angie's List**

**eLearning Students:** Questions will be provided in LMS in Week 5

**On Campus Students:** In-Class Discussion (Week 7)

## Week 6 – Midterm Week

**Topic(s): Midterm Week**

**Objective(s):**

- Synthesize learned Marketing concepts to advise Business Managers
- Apply creative skills to develop promotional strategies
- Apply critical thinking skills to analyze marketing case studies.
- Create and implement marketing research tools.
- Blend new information to attain the highest utilization of marketing tools.

### **Assignments**

**Discussion Forum:**

**Question:**

What have you learned so far about marketing that you did not know? **OR** What do you find the most interesting about marketing? Use at least one example and don't forget to use a reference in your posts.

**Midterm Exam (Essay and Short Answer)**

**Information provided for final paper.**

## Week 7

**Topic(s): Differentiation and Brand Positioning**

**Objective(s):**

- Synthesize learned Marketing concepts to advise Business Managers
- Apply critical thinking skills to analyze marketing case studies.
- Create and implement marketing research tools.
- Blend new information to attain the highest utilization of marketing tools.

### **Assignments:**

**Read Chapter 8**

## **Discussion Forum:**

### ***Question:***

Explain the importance of brand positioning. Use an example to show your understanding of the concept.

## **Case Analysis**

**eLearning:** ZOOM Session (Thursday at 5:30 p.m.)+ PowerPoint Slides and Narrative Due This Week

**On Campus:** Students will present the case and submit the narrative and powerpoint slides (in groups).

<b>Week 8</b>
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## **Topic(s): Business Strategies: A Foundation for Marketing Program Decisions & Product Decisions**

### **Objective(s):**

- Synthesize learned Marketing concepts to advise Business Managers
- Apply creative skills to develop promotional strategies
- Apply critical thinking skills to analyze marketing case studies.
- Create and implement marketing research tools.
- Blend new information to attain the highest utilization of marketing tools.

### **Assignments:**

#### **Read Chapters 9 and 10**

## **Discussion Forum:**

### ***Question:***

Describe the importance of competitive strategies for global competitors. Explain your position on whether or not the strategies need to change if the competitors are local or regional or even national.

### **Individual Assignment:**

Identify a company. Discuss the competitive strategies they used to beat their competitors. Use a minimum of 2 sources.

### **Case Assignment: Casper**

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2019

Advanced Marketing Management

Summer

**eLearning Students:** Questions will be provided in LMS in Week 8  
**On Campus Students:** In-Class Discussion (Week 9)

<b>Week 9</b>
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**Topic(s): Pricing Decisions**

**Objective(s):**

- Synthesize learned Marketing concepts to advise Business Managers
- Apply creative skills to develop promotional strategies
- Apply critical thinking skills to analyze marketing case studies.
- Create and implement marketing research tools.
- Blend new information to attain the highest utilization of marketing tools.

**Assignments:**

**Read Chapter 11**

**Discussion Forum:**

***Question:***

Identify a company and discuss the pricing decision that was made for one of their products. Evaluating the information from chapter 11, determine whether the decision was a good or bad one.

**Case Analysis**

**eLearning:** ZOOM Session (Thursday at 5:30 p.m.)+ PowerPoint Slides and Narrative Due This Week

**On Campus:** Students will present the case and submit the narrative and powerpoint slides (in groups).

**AND**

**Assign Case : Beyonce'**

**eLearning:** Questions for the narrative will be posted in LMS.

**On Campus:** Questions will be provided in class.

**Topic(s): Distribution Channel Decisions and Integrated Promotion Decisions**

**Objective(s):**

- Synthesize learned Marketing concepts to advise Business Managers
- Apply creative skills to develop promotional strategies
- Apply critical thinking skills to analyze marketing case studies.
- Create and implement marketing research tools.
- Blend new information to attain the highest utilization of marketing tools.

**Assignments:**

**Read Chapters 12 and 13**

**Discussion Forum:**

***Question:***

Explain the importance of distribution channel decisions and integrated promotion decisions. Use examples to show your understanding of both concepts.

**Individual Assignment:**

**Case Analysis:**

**eLearning:** Students will submit the narrative (no slides) in groups. No ZOOM Session.

**On Campus:** Students will discuss case in class (Week 11) and submit a narrative (**no groups**).

<b>Week 11</b>
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**Topic(s): Marketing Strategies for a Digitally Networked World & Measuring and Delivering Marketing Performance**

**Objective(s):**

- Synthesize learned Marketing concepts to advise Business Managers
- Apply creative skills to develop promotional strategies
- Create and implement marketing research tools.
- Blend new information to attain the highest utilization of marketing tools.

**Assignments:**

**Read Chapter 14 and 18**

**Discussion Forum:**

***Question:***

What are the core high-level points from chapters 14 and 18? Why do you believe these are the most important 3-5 points?

**FINAL Papers DUE**

<b>Week 12</b>
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**Topic(s): Implementing and Controlling Marketing Programs**

**Objective(s):**

- Synthesize learned Marketing concepts to advise Business Managers
- Apply creative skills to develop promotional strategies
- Apply critical thinking skills to analyze marketing case studies.
- Create and implement marketing research tools.
- Blend new information to attain the highest utilization of marketing tools.
- Establish and write a marketing plan.

**Assignments:**

**Discussion Forum:**

**Question:**

**eLearning ONLY: Individual Assignment:**

Explain the key components of a marketing plan and using the online information for a company of your choice, complete a few sentences to one paragraph under the key areas and conclude with your opinion on the usefulness of what you believe their marketing plan to be. Support your response using a minimum of 2 sources.

**On Campus ONLY : FINAL Presentations**