

# Dillard College of Business Administration

## Graduate Seminar in Marketing 5513



### CONTACT INFORMATION

Instructor: Dr. Thuy D. Nguyen

Phone: 940-397-6207

E-mail: [thuy.nguyen@msutexas.edu](mailto:thuy.nguyen@msutexas.edu) (preferred)

Office: DB 278

Office Hrs. (Spring and Fall): TR 10:30-11:00 AM, 12:30-2:00 PM

Office Hrs. (Summer): [thuy.nguyen@msutexas.edu](mailto:thuy.nguyen@msutexas.edu). (~ 48 hours response time in most cases)

<https://msutexas-edu.zoom.us/j/6172858399>

### REQUIRED MATERIALS

1. Kotler & Keller (2012), Marketing Management, 15th Edition, Pearson-Prentice Hall.  
**Moffett Library has two copies for borrowing.**
2. Harvard Business Cases. Links to purchase these cases are under the Harvard assignment section.
3. Supplemental Materials: will be provided by me
4. Marketplace Simulation license (*summer classes only*)
5. **Webcam**, computer, cellphone, internet
6. [Must install Respondus Lockdown Browser for quizzes and exams](https://msutexas.edu/distance/lockdown-browser.php)  
<https://msutexas.edu/distance/lockdown-browser.php>

### COURSE DESCRIPTION

The purpose of this course is to provide an overview of marketing management with special emphasis on the marketing mix, target marketing, and marketing strategy. The course is fundamentally a case course.

Cases are selected to highlight important marketing concepts and provide students with experience grappling with decisions commonly encountered by practicing marketing managers.

### GENERAL LEARNING GOALS

All DCOBA graduate students should:

1. Exhibit the characteristics of leadership.
2. Conduct themselves professionally in global environments.
3. Produce creative responses to business situations.
4. Integrate knowledge across business disciplines.
5. Communicate at a professional level.

### LEARNING OBJECTIVES

After completing this course, students should:

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1. To understand Marketing as a business philosophy that maintains that the best way to reach company objectives is by satisfying consumer needs.
2. To understand the importance of studying marketing management to make marketing decisions.
3. To learn the basic concepts of Marketing Management.
4. To relate theoretical concepts to real-life marketing practices.
5. To define marketing strategies and make decisions.

## CLASS POLICY AND CONDUCT

### Professionalism

The faculty, staff, and students of the Dillard College of Business Administration are committed to be a "professional" in our words, conduct, and actions. The qualities of a professional include:

- A commitment to the development of specialized knowledge
- Competency in analytical, oral, and written communication skills
- Self-discipline
- Reliability
- Honesty and integrity
- Trustworthiness
- Timeliness
- Accountability for words and actions
- Respect for others and other cultures
- Politeness and good manners
- A professional image (professionals look professional)
- An awareness of their environment and adaptability to different settings
- Confidence without arrogance
- A commitment to giving back to your community

### Academic Integrity

Concerning academic honesty, students are referred to the "Student Honor Creed" in the current Midwestern State University Undergraduate Catalog. Academic dishonesty (cheating, collusion, and plagiarism) is taken seriously and will be investigated. The minimum penalty is an "F" in this course and referral to the Dean of Students for disciplinary action, which may result in expulsion from the University.

### Submitting Assignments

For every 24 hours of late submission, 25% of the earned grade for that assignment will be deducted. Please maintain an electronic copy of all assignments "as submitted," showing the actual date and time of completion. I shall ask for *both* a hard copy and a disk copy when necessary.

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### Non-submission of Quizzes/Assignments/Extra credit

If you do not complete all the required quizzes/examinations/assignments and extra credit opportunities, you will be denied all doles, curves, etc.

### Communication

I believe that frequent and open communication between the professor and students enhances the quality of learning. I urge you to use the university e-mail (outlook) to let me know your concerns or queries. I do not discuss grades during the last two weeks of the semester. At that late stage, I cannot do anything to help you. This course offers sufficient opportunity to make good grades without having to resort to extra credit.

### Grade Appeals

Any student who believes a grade has been inequitably awarded should first contact the instructor who awarded the grade to discuss the issue and attempt to resolve the differences. A student has 30 days following the first day of the succeeding semester to file a written appeal with the dean of the instructor's college in which the course was taught. Refer to the Undergraduate Catalogue for further details. **See the *MSU Student Handbook* for University policy on grade appeal.**

### Grade Changes

No grade except "I" may be removed from a student's record once properly recorded. Changes are not permitted after grades have been filed except to correct *documented clerical errors*. Requests for error correction must be initiated immediately after the close of the semester for which the grade was recorded.

### Awarding and Removal of I

I - incomplete; a non-punitive grade given only during the last one-fourth of a semester and only if a student (1) is passing the course; (2) has a reason beyond the control of the student why the work cannot be completed on schedule; and (3) arranges with the instructor to finish the course at a later date by completing specific requirements that the instructor must list on the grade sheet. **A student may remove a grade of I within 30 days by completing the stipulated work.**

### Final Grades

I will post final grades in *D2L*. Do not call or stop by the office to ask for your grades.

### General policies

Exam dates are firm. The student is responsible for having all materials prepared on time. Please feel free to contact the instructor as needed. I want to see everyone do well in this course, but a big part of the success depends on the student. I view everyone as an "A" student until proven otherwise. I expect on-time attendance, preparation, participation, and professional effort. Students who have a good attitude and strive to meet these expectations will find me very supportive - I will do whatever I can to help students succeed in this course and beyond.

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Campus Carry: Senate Bill 11 passed by the 84<sup>th</sup> Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at this link: <http://mwsu.edu/campus-carry/rules-policies>.

### Americans with Disabilities Act

Midwestern State University is committed to providing equal access for qualified students with disabilities to all university courses and programs, and by law, all students with disabilities are guaranteed a learning environment that provides reasonable accommodation of their disability. This guarantee is provided through Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The ADA reads: "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by any such entity." The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at (940) 397-4140, TDD (940) 397-4515, or 3410 Taft Blvd., Clark Student Center 168.

## IMPORTANT ADMINISTRATIVE DATES

It is the student's responsibility to keep track of administrative dates and initiate the required paperwork for drops etc. If you withdraw from the class, it is your responsibility to remove your name from the class rolls. If your name is not removed, then you may receive an 'F' for the course at the end of the semester.

## GRADING

Your overall semester grade will include evaluations of your performance in the examinations, class participation, and HW assignments.

**Table 1: Class Components**

| Category               | Maximum point | Assignment Notes and Guidelines   |
|------------------------|---------------|---|
|                        |               | <b>Check the course calendar for specific due dates and times.</b>  |
| Exam 1                 | 150           | Chp. 1, 2, 3, 4, 6, 9, & 12. Ten short-answer essays. 80 minutes.<br><b>Check the course calendar for specific due dates and times.</b> |
| Exam 2                 | 150           | Chp. 8, 10, 13, 16, 17, 19. Ten short-answer essays. 80 minutes.<br><b>Check the course calendar for specific due dates and times.</b>  |
| 10 Quizzes @ 15 points | 150           | Quizzes are due <b>weekly and during the weekend from 11:30 Friday night to 11:30 Sunday night.</b> There is a                          |

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| Category  | Maximum point | Assignment Notes and Guidelines   |
|---|---------------|---|
|   |               | <p><b>Check the course calendar for specific due dates and times.</b></p>   |
|   |               | <p>total of 11 quizzes. The lowest quiz is dropped. No make-up quizzes. Each quiz is 15 multiple choice questions with an allotted time of 20 minutes.</p> <p><b>Check the course calendar for specific due dates and times.</b></p>  |
| Personal Marketing Strategy ~ Resume                | 70            | <p><a href="https://youtu.be/X10rIJ-NT6c">Resume instruction https://youtu.be/X10rIJ-NT6c</a><br/>                     Work with the Career Management Center (CMC) contact <a href="mailto:Stephanie.sullivan@msutexas.edu">Stephanie.sullivan@msutexas.edu</a><br/>                     CMC rubric = 50 points<br/>                     My final review = 20 points</p>                     |
| Personal Marketing Strategy ~ Elevator pitch        | 30            | <p><a href="https://youtu.be/2aub3ooCLzQ">Elevator pitch instruction https://youtu.be/2aub3ooCLzQ</a><br/>                     60-second elevator pitch with audio and video recorded and posted on YouTube. Upload your YouTube link on D2L</p>  |
| 3 Harvard Case Analyses and Discussions @ 50 points | 150           | <p>Provide your Google or Microsoft mail here: <a href="#">Flipgrid Email - Google Sheets</a> or <a href="#">Provide your Google or Microsoft mail here</a></p> <p><a href="https://youtu.be/QO3bxCbfs4">Harvard cases instructions https://youtu.be/QO3bxCbfs4</a></p> <p><a href="https://flipgrid.com/nguyen3919">Post your video discussions here https://flipgrid.com/nguyen3919</a></p> |
| Team Marketing Plan: Part 1                         | 100           | <p><a href="https://youtu.be/U-Iq4Aue2wM">Team marketing plan https://youtu.be/U-Iq4Aue2wM</a></p>  |
| Team Marketing Plan: Part 2                         | 100           | <p><a href="https://youtu.be/U-Iq4Aue2wM">Team marketing plan https://youtu.be/U-Iq4Aue2wM</a></p>  |
| Team Marketing Plan: Part 3                         | 100           | <p><a href="https://youtu.be/U-Iq4Aue2wM">Team marketing plan https://youtu.be/U-Iq4Aue2wM</a></p>  |
| Extra credit  | 5             | <p><a href="https://flipgrid.com/eedf8307">Say Hello on Flipgrid https://flipgrid.com/eedf8307</a></p>  |
| Extra credit  | 15            | <p>LinkedIn Learning Marketing Tools SEO<br/> <a href="https://www.linkedin.com/learning/marketing-tools-seo-2/using-google-web-dev">https://www.linkedin.com/learning/marketing-tools-seo-2/using-google-web-dev</a> <b>1h 37m</b></p>   |
| Extra credit  | 25            | <p>LinkedIn Learning Google Analytics<br/> <a href="https://www.linkedin.com/learning/google-analytics-">https://www.linkedin.com/learning/google-analytics-</a></p>  |

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| Category     | Maximum point    | Assignment Notes and Guidelines  |
|--------------|------------------|--|
|              |                  | <b>Check the course calendar for specific due dates and times.</b>                                     |
|              |                  | <a href="#">essential-training-5/understanding-your-digital-customers-with-google-analytics</a> 2h 36m |
| <b>TOTAL</b> | <b>1000-1045</b> |  |

**Table 2: Grade System**

| Percentage | Letter grade |
|------------|--------------|
| 90% +      | A            |
| 80-89%     | B            |
| 70-79%     | C            |
| 60-69%     | D            |
| <60%       | F            |

Please remember that grades are *earned* not negotiated, and you should consistently perform well for a good grade in the class. If you are having difficulties with the class, come see me early on. There is not much I can do to help you improve your grade if you wait until the end of the semester.

\*\*\*\*To help students, keep track of their progress toward course objectives, the instructor for this class will provide a Midterm Progress Report through each student's Web World account. Only at-risks students' grades are reported at midterm. Midterm grades will not be reported on the students' transcript, nor will they be calculated in the cumulative GPA. They simply give students an idea of where they stand at the midpoint of the semester. Students earning below a C at the midway point should schedule a meeting with the professor to discuss the performance improvement plan.

## CLASS COMPONENTS

### Exams

Exams are opened book and opened notes. Exam one consists of 10 short answer essays, covering chapters 1, 2, 3, 4, 6, 9, & 12. Exam two includes 10 short essay questions, covering chapters 8, 10, 13, 16, 17, 19.

### Quizzes

- Quizzes are closed book and closed notes.

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- There are 11 quizzes in total. These quizzes are designed for you to check your comprehension of the lessons. There are **no make-up** quizzes. The lowest quiz is dropped.
- You will get a total of **20 minutes** to answer 15 multiple-choice questions. You will only have one chance to answer these questions. This is because you are being *tested* on the material. You will not get to see the correct answers (to restrict plagiarism).

### Harvard Cases Analyses and Discussions

[Harvard cases instruction https://youtu.be/QO3bxCbfs4](https://youtu.be/QO3bxCbfs4)

#### Objectives:

The purpose of this assignment is for you to develop your critical thinking, problem-solving, and communication skills while learning from your classmates' perspectives, thought processes, and ideas.

The cases are designed for students to apply the concepts learned from the class to real-world scenarios. One of the primary challenges in this course is to not only effectively *analyze* a case, but efficiently and clearly *communicate* the analysis and recommendations.

**Use Google or Microsoft, not university emails, to sign up with Flipgrid, using code [nguyen3919](https://flipgrid.com/nguyen3919) to join the class.** <https://flipgrid.com/nguyen3919>

#### Instructions:

1. There is a total of three cases. In each case, you will take EITHER on the role of analyzer, critiquer, or evaluator. Specifically, each role performs a **SWOT analysis** from different perspectives (analyzer, critique, and evaluator).
2. Notes when present the case on Flipgrid:
  - a. **Read the rubric!!!**
  - b. **All roles's presentations should center around the guided questions provided for each case.**
  - c. **Do NOT summarize the case**, a short introduction is fine. Everybody has read it. Doing so cost you time.
  - d. Present the key and relevant challenges (current issues), threats (external environment), weaknesses (internal environment) in both **domestic and global contexts**.
  - e. Present relevant strengths (internal environment) and opportunities (external environment) to evaluate solutions and potential challenges of the solutions
  - f. Select promising solutions and justifications of the solutions (i.e., quantitative and qualitative benefits and costs of the solutions)

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- g. Each role must start a **new thread**. You are welcomed and encouraged to comment on anybody's discussions using "reply comment" of the **existing thread**.
  - h. Suggested presentation style, but not required: <https://youtu.be/ZeKkimtdjY8> Any of these tools work: Screencast O Matic <https://screencast-o-matic.com/>, Microsoft PPT, Flipgrid.
  - i. Avoid using filler words (i.e., um, like, uh, and, etc...)
  - j. Be sure to post on *the correct Topic Link in Flipgrid*. <https://flipgrid.com/nguyen3919>
3. Role requirement: **All roles's presentations should center around the guided questions provided for each case.**
- a. Analyzer: [Example of analyzer https://youtu.be/ZeKkimtdjY8](https://youtu.be/ZeKkimtdjY8) is required to (2) analyze and present the case for 10 minutes in Flipgrid.
  - b. Critiquer: [Example of critiquer https://youtu.be/ZeKkimtdjY8](https://youtu.be/ZeKkimtdjY8) is required to (1) review the analyzer's post, (2) *challenge* the analyzer's analyses, (3) identify all the weaknesses and strengths of the analyses and presentation, (4) justify and recommend improvements, (5) offer your reviews that might be different or the same with the analyzer (6) post all of these on flipgrid. The more critical and constructive you are of the analyzer, the higher is your grade. **If the analyzer has not posted his/her analysis by the due date, the critiquer takes the role of the analyzer. Your preparation for the case should not be any different whether you are an analyzer or critiquer.**
  - c. Evaluator: [Example of evaluator https://youtu.be/IHG2Ekpkbu0](https://youtu.be/IHG2Ekpkbu0) is required to (1) review the video discussions of the analyzer and the critiquer's comments, (2) offer and justify your final evaluations of them, (3) *add additional insights*, (4) and post on the Flipgrid discussions. The more critical and constructive you are of the analyzer and the critiquer, the higher is your grade. The grading rubric is provided below. **If the critiquer has not posted his/her analysis by the due date, the evaluator takes the role of the critique. Your preparation for the case should not be any different whether you are an analyzer, critiquer, or evaluator.**
4. Although you will need to present one case formally as the analyzer, you must read/analyze/and understand all three cases to be an effective critiquer and evaluator.



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5. Please see the *excel spreadsheet located in D2L* for your role for each case. **You are grouped by color for each case.** The below table is an example of the case assignment.

| Harvard Case             | Protean Electric |             |             | Making StickK Stick |             |             | Sandlands Vineyards |             |             |
|--------------------------|------------------|-------------|-------------|---------------------|-------------|-------------|---------------------|-------------|-------------|
| Student name             | Analyzer 1       | Critiquer 1 | Evaluator 1 | Analyzer 2          | Critiquer 2 | Evaluator 2 | Analyzer 3          | Critiquer 3 | Evaluator 3 |
| DiazPineda, Albert       | Team 1           |             |             |                     | Team 1      |             |                     |             | Team 1      |
| Jackson Ford             |                  | Team 1      |             |                     |             | Team 2      | Team 2              |             |             |
| James Green              |                  |             | Team 1      | Team 3              |             |             |                     | Team 3      |             |
| Pamela Jarnagin          | Team 2           |             |             |                     | Team 4      |             |                     |             | Team 4      |
| Kaleb Laughlin           |                  | Team 2      |             |                     |             | Team 3      | Team 3              |             |             |
| Rafaella MartinsPetrunko |                  |             | Team 2      | Team 1              |             |             |                     | Team 1      |             |
| Amy Myers                | Team 3           |             |             |                     | Team 2      |             |                     |             | Team 2      |
| Tahyra Noel              |                  | Team 3      |             |                     |             | Team 1      | Team 4              |             |             |
| Tiboah Ofé               |                  |             | Team 3      | Team 4              |             |             |                     | Team 2      |             |
| Hunter Quintero          | Team 4           |             |             |                     | Team 3      |             |                     |             | Team 3      |
| Adam Salinas             |                  | Team 4      |             |                     |             | Team 4      | Team 1              |             |             |
| Esther Sasse             |                  |             | Team 4      | Team 2              |             |             |                     | Team 4      |             |
| Julia Tucker             | Team 1           |             |             |                     | Team 4      |             |                     |             | Team 3      |
| Megan Widner             |                  | Team 3      |             | Team 3              |             |             |                     |             | Team 4      |

### Grading Rules

1. You must perform on all three roles to earn a maximum of 150 points.
2. Failure to perform any of the roles will result in zero points for this component of the class. If you have received 100 points for the first two roles, but failed to complete the third role, your final grade will be 0/ 150 points.
3. Each role is awarded a maximum of 50 points. Although the workload for each role has different weights, your grade is equally divided in all three roles.
4. Grades earned for the analyzer, critiquer, and evaluator are independent of each other. For example, I do not use the critiquer's critique and evaluator's evaluation of the analyzer to grade the analyzer.
5. The grading rubric is the same for each role.

**Harvard Cases:** [Cases https://store.hbr.org/](https://store.hbr.org/) to buy any cases using “search box” function.

### Case 1: Protean Electric: Innovation Upon Innovation

1. Is the electric vehicle innovation about to revolutionize the car market?
2. Can Protean “ride the electric wave”? Or is IWM technology a major innovation in its own right?
3. If IWM technology is a radical innovation, what marketing policies need to be adopted? What criteria should Protean adopt to develop its targeting strategy?
4. Which sector of the transport market will prove the best fit with Protean's technology?

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### Case 2: Making stickK Stick: The Business of Behavioral Economics

1. How does stick help consumers to accomplish their goals? What are the key features of stickK that facilitate the goal attainment?
2. How does stick make money? Does the company have a viable business model?
3. How might the business model differ with a B2B approach?
4. What do you see as stickK's primary barriers to success?
5. What would you recommend to Jordan Goldberg – to focus on the B2C model or build out the B2B model? Why

### Case 3: Sandlands Vineyards

1. Should the Passalacquas buy the eastside meats building?
2. Is the premium wine market an attractive market – A good place to invest?
3. Does Sandlands have a competitive advantage in the premium wine market?
4. Should the Passalacquas buy the building or another old-vine vineyard?
5. What should be Sandlands' marketing strategy moving forward?

### Grading Rubric:

| <i>Creative Responses</i>  | <i>Exceeds Expectation<br/>(3 points)</i> | <i>Meets Expectation<br/>(2 points)</i> | <i>Not Meet Expectation<br/>(1 point)</i> | <i>N/A</i> |
|--|---|---|---|------------|
| <b>Solution Development (comprehensive analysis)</b>   |   |   |   |            |
| Student identifies multiple distinct solutions.  |   |   |   |            |
| Proposed solutions are appropriate.  |   |   |   |            |
| Student collects the specific data needed to solve the problem, including quantitative data      |   |   |   |            |
| <b>Projects Outcomes (Logical development)</b>   |   |   |   |            |
| Student demonstrates coherent thought processes.   |   |   |   |            |
| Student projects multiple outcomes associated with identified solutions, including pros and cons |   |   |   |            |
| <b>Thorough Analysis (weaknesses and threats)</b>  |   |   |   |            |
| Student gathers and examines all inputs.   |   |   |   |            |

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|   |  |  |  |  |
|---|--|--|--|--|
| Student correctly identifies the root cause(s) of the problem.  |  |  |  |  |
| <b>Solutions are Broad-Based</b>  |  |  |  |  |
| Student develops business-based solutions, including BEP, margins, expenses, etc.   |  |  |  |  |
| <b>Evaluates Proposed Solutions (strengths and opportunities)</b>   |  |  |  |  |
| Student identifies appropriate criteria to evaluate proposed solution(s), including NPV, ROI, cashflow, Income, etc.                  |  |  |  |  |
| Student selects the most promising solution.  |  |  |  |  |
| <b>Global Considerations –include in all cases, additional research outside the case might be needed.</b>                             |  |  |  |  |
| Student considers the effects of political, economic, technological structures as well as laws and regulations in the global context. |  |  |  |  |
| Student recognizes global business opportunities.   |  |  |  |  |
| Student acknowledges global business threats.   |  |  |  |  |
| Student identifies appropriate global business strategies.  |  |  |  |  |
| <b>Delivery</b>   |  |  |  |  |
| Student communicates clearly, concisely, and effectively.   |  |  |  |  |

### Team Marketing Plan (Chapter 2)

[Team Marketing Plan https://youtu.be/U-Iq4Aue2wM](https://youtu.be/U-Iq4Aue2wM)

😊😊😊😊 (one smiley face for each team member)

### Objectives:

This *three-project team assignment* aims to encourage you to create a marketing plan for a brand. This brand can be existing in the marketplace or a business venture generated by you. If you choose an existing brand, I suggest that you either choose a brand from a company that you are currently working for or aspire to work for after your MBA completion.

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### Overall Instructions:

**Submission:** Submit one typed report via the Dropbox on D2L per group. You need to write complete sentences with clear headings as indicated in the project outlines.

**Project 1: Section A, B, C, D of the Marketing Plan**

**Project 2: Section E, F, G of the Marketing Plan**

**Project 3: Section H, I, J, K, L of the Marketing Plan: *COMBINE project parts one, two, and three in one submission.***

**Format:** double-spaced, 1-inch margin, 12 fonts, with page numbers. Be sure to include a cover page (with your product/brand name, team member names, course name, my name, current semester) and a table of content.

**Be sure to use in-text citations and provide references for each project.**

**Goals of Projects:** the three projects are designed to help you to create a **comprehensive marketing plan** for your chosen brand.

Your challenge is to drive awareness of your brand against a primary *new target market*, assuming there will be some spillover between different target markets. You will educate these consumers, driving search and purchase intent for your brand. While you are not tasked with developing sales objectives, the goal is that favorable awareness will lead to brand searching, checking, and purchasing of *your brand*.

Your marketing strategy (based on research) should determine how *your brand* can be reached and be relevant to your target market demographic. What benefits/messaging will persuade them to want to buy *your brand* and to sustain these behaviors as they journey through their lives.

Specifically, you will develop an integrated marketing communications plan that will encourage awareness for *your brand* among *your new target market*. By the end of year 3, at the minimum, the following two objectives will be met:

1. 30% unaided awareness of your brand as a preferred brand
2. 40% increase in brand searching and checking for your brand; or in other words, 2 in 5 of your target market check for your brands when purchasing, (up from 1 in 5)
3. *Add any other objectives that make sense to your brand*

Your marketing annual budget is approximately 5-15% of your gross revenues. Your three-year marketing plan should cover a 12-month period beginning January 2021 through December 2021. Year one should be considered the launch year. Provide an additional two years of awareness and brand searching projections assuming a continuation of your strategy, including how your campaign will be modified for years 2 and 3.

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Please note that *your brand* wants to make authentic and meaningful connections with consumers but must be mindful of creative tone (PG-13 - no profanity, nudity, violence, etc.), and media publisher/influencers and content alignment due to federal oversight (avoid politics, social issues/causes, sensitive topics, etc.)

Your complete project should include the following components. *(page 61)*

- A. Cover page and Table of contents: Brand logo, your product/brand name, team member names, course name, my name, current semester, and the table of contents with headings and pages.
- B. Executive Summary: Briefly describe the company background, your brand (use both product definition and market definition *(page 40)*), the purpose of the report, and expected outcomes.
- C. Situation Analyses: [Situation analysis https://youtu.be/U83Hb0fJCmA](https://youtu.be/U83Hb0fJCmA)
  1. Market Trends
    - i. Macroenvironment: the current trend in political, economic, social, technological, or cultural issues relating to your product/brand. *(Chapter 3)*
    - ii. Microenvironment: industry outlook, market size, market growth or decline
  2. SWOT Analyses: your competitive advantages *(Chapter 2, page 51)*
    - i. Strengths: internal factors
    - ii. Weaknesses: internal factors
    - iii. Opportunities: external factors
    - iv. Threats: external factors
  3. Competitive Landscape: clearly describes their strengths and weaknesses ~ their competitive advantages. Use their financial statements, company websites, industry opinions, stock reports, consumer digest, etc. *(Chapter 12)*
    - i. Direct competitors: have the same offerings as you do
    - ii. Indirect competitors: have substitute offerings to yours
- D. Primary Research: *(Chapter 4)* [Primary research https://youtu.be/XIcr25941T8](https://youtu.be/XIcr25941T8)
  1. Observational research: observe buying behaviors including the decision-making process.
  2. In-depth interviews: consumers' perceptions and motivations of your current positioning.
  3. Empirical research:
    - i. Purpose of the research

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- ii. **Questionnaire design:** [Designing Questionnaire and Coding in Excel](https://youtu.be/0tDtibn2xmw)  
<https://youtu.be/0tDtibn2xmw> Be sure to attach the questionnaire in your written report. **Your questions should help you creating your marketing tactics (part H). Read part H requirements.**
- iii. Analyses
- iv. Findings

### E. Target Market: Segmenting, Targeting, and Positioning

[Target market](https://youtu.be/NsfimlyHcq8) <https://youtu.be/NsfimlyHcq8>

1. Current Target Markets
  - i. Identify All Various Target Markets: who are being served in this industry
2. New Target Market Description (*Chapter 6 and 9*)
  - i. Geographic
  - ii. Demographics
  - iii. Behaviors: how consumers become aware of your brand as well as their buying and usage of brands
  - iv. Lifestyles
  - v. Psychographics (VALS or PRIZM)
3. New Target Market Needs
  - a. Multi-attribute Attitude Table: Be sure to include at least two competitors, your brand, and at least 5 attributes. Rate the attributes from 1 to 5 by how important you think they are for your new target market (this is labeled “importance” in the table below). Then, rate how well you think your brand (currently, *prior* to repositioning) and your competitors do on each attribute (labeled “beliefs” in the table below). To get the total score for your brand, multiply the importance of each attribute by the belief value for each attribute. Do this for each of the attributes, and then sum the values together to get a total score. Do this for your competitors as well. Essentially, fill out all the blank parts of the table. Make sure that the table is neatly organized, easy to understand, and attractive.

*Below is an example of the multi-attribute attitude table.*

|            |            | <i>BELIEFS</i> |         |          |            |
|------------|------------|----------------|---------|----------|------------|
| Attributes | Importance | Apple          | Samsung | Motorola | Your Brand |
| Price      | 4          | 8              | 4       | 3        |            |
| Quality    | 1          | 6              | 7       | 3        |            |
| Design     | 5          | 8              | 6       | 6        |            |

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|              |    |     |    |    |   |
|--------------|----|-----|----|----|---|
| Warranty     | 2  | 6   | 7  | 4  |   |
| Features     | 3  | 7   | 7  | 5  |   |
| Total Score: | 15 | 111 | 88 | 68 | 0 |

- b. Perceptual Map: Create a perceptual map that includes your brand and at least three of your closest competitors. Show your original position and indicate your new position on the map. Select **your** two most important dimensions from the attributes table. The attributes that you are competing in are not necessarily the same attributes that your competitors focus on. In effect, these attributes are your differentiators.
- F. Current Position: [Current position https://youtu.be/t8di3sW4Z\\_w](https://youtu.be/t8di3sW4Z_w)
1. Product/Brand Offering: details your initial / current product offering from the product and market perspectives (i.e., point of difference and point of parity). **(Chapter 10)**
  2. Keys to Success: Strength and opportunity leverage strategy. Future SWOT at the brand level.
  3. Critical Issues: Weakness and threat mitigation strategy. Future SWOT at the brand level.
- G. Marketing Strategy: [Marketing strategy https://youtu.be/\\_zGoD19BXGA](https://youtu.be/_zGoD19BXGA)
1. Market share: quantitative description of the company's market share and the total industry.
  2. Positioning: describe where you want to be based on your perceptual map. The key to a successful positioning is to identify unmet needs and wants that are profitable.
  3. Marketing objectives:
    - i. 30% unaided awareness of your brand as a preferred brand; and
    - ii. 40% increase in brand searching and checking for your brand; or in other words, 2 in 5 of your target market search for your brands when purchasing, (up from 1 in 5)
    - iii. ***You should add other marketing objectives that are appropriate to your chosen brand.***
  4. Financial objectives: be sure your objectives are measurable and achievable. Examples include growth rate, profit margin, markup percentage, research, and development budget, return on investment percentage, breakeven point, etc. Your financial objectives must be supported and congruent with marketing objectives.

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H. Marketing Tactics: (*Chapter 19*) the campaign should be designed to achieve the marketing objectives.

Marketing tactics <https://youtu.be/R5s1BhbH6Zk>

1. Product: describe the proposed changes in product's tangible attributes and benefits if any (*Chapter 13*)
2. Pricing: (*Chapter 16*)
  - i. Premium or economy pricing: what is the general price range, including any incentive or discount plans.
  - ii. Margin: what is the margin percentage? What is the margin percentage based on?
3. Place / Distribution (*Chapter 17*)
  - i. Direct vs. indirect to consumers
  - ii. Brick and mortals vs. online
4. Promotion: (*Chapter 19, page 561*). *Specifically, your marketing tactics should include a few of the following components. One component must be online and social media marketing. Propose timelines and budgets for each component.*
  - i. Advertising
  - ii. Sales Promotion
  - iii. Events and Experiences
  - iv. Public Relations and Publicity
  - v. **Online and Social Media Marketing:** including but not limited to Google Analytics, Google ads, search engine optimization (SEO). [LinkedIn Learning provides one month free access. Plan your schedule accordingly to save money! These lectures are not required but are encouraged with extra credits.]
    - a. <https://www.linkedin.com/learning/marketing-tools-seo-2/using-google-web-dev> **1h 37m**
    - b. <https://www.linkedin.com/learning/google-analytics-essential-training-5/understanding-your-digital-customers-with-google-analytics> **2h 36m**
    - c. <https://www.linkedin.com/learning/google-ads-essential-training/the-power-of-google-ads> **2h 25m**
    - d. <https://www.linkedin.com/learning/advanced-google-analytics-4/gain-a-better-understanding-of-your-data> **1h 29m**
  - vi. Mobile Marketing
  - vii. Direct and Database Marketing
  - viii. Personal Selling



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- Be sure to include recommendations for media buys, types of messaging, events, promotions, digital, and content marketing that will drive awareness and purchase intention of your brand among the target market.
  - Utilize an annual budget of 5%-15% of gross profit to cover all creative development, media placements, and promotional activities.
  - No television media (but online/digital video should be considered)
  - Consider digital media including video, display, social\* and search marketing; experiential; audio; OOH (out-of-home, outdoor) advertising; influencer; brand partnerships with your channels
  - Consider the development of a web presence (ex: microsite or specific social channels to reach this target)
  - For each of the marketing tactics, be sure to include measurement tool/research to track program results
- I. Financial Projections: [Financial projections https://youtu.be/Efg34wGhEgk](https://youtu.be/Efg34wGhEgk)
1. Expense forecast (*page 64*) <https://www.smartsheet.com/12-free-marketing-budget-templates>
  2. Sales forecast (*page 65*)
  3. Marketing metrics forecast such as brand tracking study, social listening, click-rate, label checking, recall, etc.
  4. Break-even analyses forecast
- J. ~~Implementation and Controls~~: quantitative measures of success or failure by revisiting all the financial projections post-implementation of the marketing plan.  
[Implementation and reflection https://youtu.be/UljNrReT3GI](https://youtu.be/UljNrReT3GI)
- TEAM REFLECTION
1. What else can you do to improve your qualitative parts (situational analysis, target market, positioning, etc.)?
  2. What else can you do to improve your quantitative parts (financial projections, research survey, survey analyses)?
  3. If you were a Chief Marketing Office, how would you evaluate your marketing plan? What elements are missing in your marketing plan?
  4. What would you do differently for the next marketing plan?
  5. What else can this class provide to help you create a winning marketing campaign (part H of the report)?
- K. References: secondary research, APA format
- L. Appendix: primary research questionnaire, brand logo, and messages, etc.

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### *Grading Rubrics for Project 1*

| Marketing Plan Rubric Items  | Chief Marketing Officer<br>(10 points) | Director of Marketing<br>(8 points) | Marketing Manager<br>(6 points) | Marketing Assistant<br>(4 points) |
|--|--|-------------------------------------|---------------------------------|-----------------------------------|
| Macro-environment  |  |                                     |                                 |                                   |
| Microenvironment   |  |                                     |                                 |                                   |
| Strengths  |  |                                     |                                 |                                   |
| Weaknesses   |  |                                     |                                 |                                   |
| Opportunities  |  |                                     |                                 |                                   |
| Threats  |  |                                     |                                 |                                   |
| Direct competitors   |  |                                     |                                 |                                   |
| Indirect competitors   |  |                                     |                                 |                                   |
| Observation research   |  |                                     |                                 |                                   |
| In-depth interviews  |  |                                     |                                 |                                   |
| Questionnaire design   |  |                                     |                                 |                                   |
| Analyses and findings  |  |                                     |                                 |                                   |
| <ol style="list-style-type: none"> <li>1. Appearance, format, adherence to guidelines and organization.</li> <li>2. Writing is clear, complete, and readable.</li> <li>3. Quality of research and appropriate citation.</li> </ol> |  |                                     |                                 |                                   |

### *Grading Rubrics for Project 2*

| Marketing Plan Rubric Items                        | Chief Marketing Officer<br>(10 points) | Director of Marketing<br>(8 points) | Marketing Manager<br>(6 points) | Marketing Assistant<br>(4 points) |
|--|--|-------------------------------------|---------------------------------|-----------------------------------|
| Quantifiable and qualifiable current target market |  |                                     |                                 |                                   |

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|   |  |  |  |  |
|---|--|--|--|--|
| Quantifiable and qualifiable new target market  |  |  |  |  |
| New target market needs (multi-attribute table and perceptual map)  |  |  |  |  |
| Product offering and key differentiators from the market perspective  |  |  |  |  |
| Keys to success   |  |  |  |  |
| Critical issues and mitigation strategies   |  |  |  |  |
| Comprehensive quantitative description of market share  |  |  |  |  |
| Profitable and strategic positioning strategy   |  |  |  |  |
| Logical and reasonable marketing and financial objectives   |  |  |  |  |
| <ol style="list-style-type: none"> <li>1. Appearance, format, adherence to guidelines, and organization.</li> <li>2. Writing is clear, complete, and readable.</li> <li>3. Quality of research and appropriate citation.</li> </ol> |  |  |  |  |

### *Grading Rubrics for Project 3*

| Marketing Plan Rubric Items        | Chief Marketing Officer<br>(10 points) | Director of Marketing<br>(8 points) | Marketing Manager<br>(6 points) | Marketing Assistant<br>(4 points) |
|------------------------------------|--|-------------------------------------|---------------------------------|-----------------------------------|
| Product strategy                   |  |                                     |                                 |                                   |
| Pricing strategy                   |  |                                     |                                 |                                   |
| Place / distribution strategy      |  |                                     |                                 |                                   |
| Promotion strategy                 |  |                                     |                                 |                                   |
| Promotion tactics                  |  |                                     |                                 |                                   |
| Promotion measurement and tracking |  |                                     |                                 |                                   |
| Expense and sales forecasts        |  |                                     |                                 |                                   |

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|   |  |  |  |  |
|---|--|--|--|--|
| Breakeven and marketing metrics forecasts   |  |  |  |  |
| Reflection  |  |  |  |  |
| <ol style="list-style-type: none"><li>1. Appearance, format, adherence to guidelines, and organization.</li><li>2. Writing is clear, complete, and readable.</li><li>3. Quality of research and appropriate citation.</li></ol> |  |  |  |  |

### Resume

[Resume instruction https://youtu.be/XI0rIJ-NT6c](https://youtu.be/XI0rIJ-NT6c)

The Resume Project requires you to develop a resume to address the anticipated needs of a prospective employer. To complete the resume, you will develop career goals and inventory your job skills. This exercise will help you evaluate yourself as a marketable product for a job or internship application.

### Instructions

You are required to do the following:

1. Submit a copy of your aspired job description / responsibility. You can find the job description on any career website, indeed.com or linkedin.com
2. Schedule with Career Center Management to improve your resume according to your aspired job description at [stephanie.sullivan@msutexas.edu](mailto:stephanie.sullivan@msutexas.edu)
3. Create a LinkedIn account and include the link in your resume prior to resume submission.
4. Connect with all your classmates in LinkedIn.
5. Submit your final resume and job description/responsibility on D2L by due date (see class calendar).

As part of the project, your resume will be reviewed by an MSU Career Center counselor. A member of the Career Center will be evaluating your resume. You must work with Career Center Management until your resume achieves a grade of 50 points / 60 points. The due date is listed on the class schedule.

### Grading Rubrics

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| INDICATOR  | Very strong evidence of skill is present<br>5-4 points  | Moderate evidence of skill is present<br>3-2 points   | Weak evidence of skill is present<br>1-0 points  | Points Earned | Weight | Total Points |
|--|---|---|--|---------------|--------|--------------|
| <b>Contact Information</b>                             | Includes name, address, email, and phone number; name stands out on resume; provides professional email and LinkedIn information.   | Name does not stand out; email is too casual.   | Missing name, address, email, or phone number; email used is inappropriate or unprofessional.  |               | 1      | 0            |
| <b>Branding Statement or Summary of Qualifications</b> | Communicates how employee will help company achieve its goals. Two-three sentences/bullet points in length. Avoids personal pronouns  | Does communicate what you want from the company. Uses personal pronouns.  | No statement identified.   |               | 3      | 0            |
| <b>Education or Relevant Coursework</b>                | Contains complete information (listed in reverse chronological order) with relevant courses listed, dates formatted correctly, GPA listed in correct format.  | Contains information (listed in reverse chronological order) with relevant courses listed, dates formatted correctly, may show gaps in work history; inappropriate GPA listed.  | Information not listed in reverse chronological order, important information missing, information not listed in correct format.  |               | 6      | 0            |
| <b>Professional Experience &amp; Skills</b>            | Entries are listed in reverse chronological order; company name, title, location, and dates are included; strong action verbs used with correct verb tense; personal pronouns and extraneous words are omitted; bullets are concise, direct and indicate one's impact/accomplishments; results are quantified; bullets are listed in order of importance. | Entries are listed in reverse chronological order; entries have a pattern of one type of error; action verbs are weak; verb tenses are inconsistent; bullets are not concise or direct and do not indicate impact; bullets are written in complete sentences. | Entries are not in reverse chronological order; most entries do not include company name, dates, location, or position title; bullets are written in complete sentences; verb tenses are inconsistent; bullets are wordy, vague, or do not indicate one's impact; bullets are not listed in order or importance to the reader; results are not quantified when appropriate; irrelevant or outdated information is listed |               | 10     | 0            |

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| INDICATOR  | Very strong evidence of skill is present<br>5-4 points  | Moderate evidence of skill is present<br>3-2 points  | Weak evidence of skill is present<br>1-0 points  | Points Earned | Weight | Total Points |
|--|---|--|--|---------------|--------|--------------|
| <b>Achievements and Honors</b>                             | Appropriate and relevant achievements and honors listed; achievements and honors related to career goal; provides specific details for related to achievements and honors; listed in reverse chronological order.                 | Appropriate and relevant achievements and honors listed; achievements and honors related to career goal; lacks specific details for related to achievements and honors; listed in reverse chronological order.                     | Achievements and honors not listed in reverse chronological order; inappropriate or irrelevant achievements listed; no achievement or honors are listed.   |               | 5      | 0            |
| <b>Activities, Involvement, &amp; Volunteer Experience</b> | Appropriate and relevant activities, involvement, and volunteer experience listed; related to career goal; provides specific details and dates; listed in reverse chronological order   | Appropriate and relevant activities, involvement, and volunteer experience listed; related to career goal; lacks specific details and dates; listed in reverse chronological order.  | Appropriate and relevant activities, involvement, and volunteer experience not listed in reverse chronological order; inappropriate or irrelevant; no activities, involvement, or volunteer experience listed. |               | 5      | 0            |
| <b>Spelling/ Grammar/ Punctuation</b>                      | Spelling, grammar, and punctuation are extremely high quality with two or less errors in the document.  | Spelling, grammar, and punctuation are adequate with three to five errors in the document.   | Spelling, grammar, and punctuation are less than adequate with six or more errors in the document.   |               | 5      | 0            |
| <b>Format and General Appearance</b>                       | Does not exceed two pages without overcrowding; margins are acceptable; font size and style are readable (10-12 point); headings reflect content and content substantiates headings; resume is targeted to job. No template used. | Does not exceed two pages; appears overcrowded; margins are acceptable; font size and style are readable (10-12 point); headings do not necessarily reflect content and content substantiates headings; resume is targeted to job. | Exceeds two pages; margins are inappropriate; font style is unreadable; font size is too small or too large.   |               | 5      | 0            |

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### Elevator Pitch [Elevator pitch instruction https://youtu.be/2aub3ooCLzQ](https://youtu.be/2aub3ooCLzQ)

The elevator pitch is an **intriguing invitation to have further conversation**. The elevator pitch is designed to help you “think on your feet” to sell yourself in your career.

An “elevator pitch”—so called because you should be able to give it within the course of an elevator ride—serves as your introduction. You may have a 15 second version to use at a party, a 30 second version for someone you sit next to at an alumni dinner, or a full minute to kick off an informational interview at networking events. The questions below are designed to help you craft your pitch.

### Instructions

You are required to do the following:

1. Research a company / person of your interest
2. Develop a 60-second pitch selling to prospective employer(s) on why you are the best candidate for their companies.
  - a. What are you currently involved in? Think in terms of classes you are taking, leadership roles you play, volunteer services, athletics—whatever takes up your time and energy.
  - b. What transferrable skills have you developed that may be applicable?
  - c. What do you anticipate will be the biggest concern on the part of employers considering you for a job or internship?
  - d. What is it that you want to know from someone in the field?
  - e. What is/are the follow up actions do you want from them?
3. Use everything you have at your fingertips to stand out from the crowd of 50 people, and that they will remember you.
4. Dress professionally and conservatively for the self-recorded pitch, e.g. tie, suite, lower than ankle dress suite, no cleavage shows.
5. Submit the YouTube video link to D2L

### Helpful links

- a. [Elevator pitch template with Chris Westfall](https://www.youtube.com/watch?v=D2fBZ594y_k)  
[https://www.youtube.com/watch?v=D2fBZ594y\\_k](https://www.youtube.com/watch?v=D2fBZ594y_k)
- b. [How to craft your 30 second elevator pitch or networking introduction](https://www.youtube.com/watch?v=tgCssZhVUUEL)  
<https://www.youtube.com/watch?v=tgCssZhVUUEL>
- c. [The choice Obama for America TV ad](https://www.youtube.com/watch?v=FBorRZnqtMo)  
<https://www.youtube.com/watch?v=FBorRZnqtMo>: [Elevator pitch winner](https://www.youtube.com/watch?v=i6O98o2FRHw&list=PLD_k753INHW6ZXbN66TL7i3XaQi2CGP4L)  
[https://www.youtube.com/watch?v=i6O98o2FRHw&list=PLD\\_k753INHW6ZXbN66TL7i3XaQi2CGP4L](https://www.youtube.com/watch?v=i6O98o2FRHw&list=PLD_k753INHW6ZXbN66TL7i3XaQi2CGP4L)

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- d. [6 elevator pitches for the 21st century](#)  
<https://www.youtube.com/watch?v=XvxtC60V6kc> Steve Jobs pitches Ipad on Dragon's den <https://www.youtube.com/watch?v=QKsPLPZPKel>
- i. Pixar pitch = story: one upon a time \_\_\_\_\_, every day, \_\_\_\_\_.  
 One day \_\_\_\_\_. Because of that, \_\_\_\_\_, because of that, \_\_\_\_\_.  
 Until finally, \_\_\_\_\_
  - ii. Use questions
  - iii. Use one-word
  - iv. Do not open with cliché
  - v. Offer new perspective and intriguing
  - vi. Email: curiosity and usefulness
  - vii. Use rhyming technique
  - viii. Have you ever noticed ....?
  - ix. You know how ....
  - x. I will never forget when ....
  - xi. Does not it seem like ....

### Grading Rubric

| Elevator Pitch Rubric Items   | Exceed expectation<br>(3 points) | Meet expectation<br>(1.5 points) | Not meet expectation<br>(0 points) |
|---|----------------------------------|----------------------------------|------------------------------------|
| <b>Content</b>  |                                  |                                  |                                    |
| 1. Memorable attention catcher  |                                  |                                  |                                    |
| 2. Intriguing value proposition, e.g., roles, responsibilities, skills, experiences, education, background, etc.                                |                                  |                                  |                                    |
| 3. Demonstrate shared understanding, concerns, values, interests, opportunities, etc. to the receiver   |                                  |                                  |                                    |
| 4. Creatively link item 1 & 2 → link value proposition to receiver's product / brand/ job position/ interests/ concerns/ values → sell yourself |                                  |                                  |                                    |
| 5. Include a <b>“call to action”</b> to proceed to the next step in the networking process  |                                  |                                  |                                    |
| <b>Delivery</b>   |                                  |                                  |                                    |
| 6. Professional, neat, and conservative dress   |                                  |                                  |                                    |



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| Elevator Pitch Rubric Items   | Exceed expectation (3 points) | Meet expectation (1.5 points) | Not meet expectation (0 points) |
|---|-------------------------------|-------------------------------|---------------------------------|
| 7. Appropriate eye contact and lack of distracting body movement                                  |                               |                               |                                 |
| <b>Voice</b>  |                               |                               |                                 |
| 8. Volume adequate to be heard, words are spoken clearly, and tempo neither too fast nor too slow |                               |                               |                                 |
| 9. Demonstrate strength and confidence  |                               |                               |                                 |
| <b>Language</b>   |                               |                               |                                 |
| 10. Correct pronunciation, no filler words such as “ums”, “you know”, “actually”, etc.            |                               |                               |                                 |

### SUBMISSION

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*Every 24-hour delay beyond the assigned due date and time will result in a deduction of 25% in the grade for that submission only. Every 1-hour delay will result in a deduction of 5 points.*

*Works submitted for this class must be, in fact, done in this class. Repackaging older assignments without complete disclosure will be considered plagiarism and treated as such.*

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### CLASS CALENDAR: TENTATIVE SCHEDULE

| #        | Date | Topic   | Lesson | Project  | Quiz   |      |          |   |          |   |          |   |          |   |          |   |                         |
|----------|------|---|--------|--|--|------|----------|---|----------|---|----------|---|----------|---|----------|---|-------------------------|
| 1        | 1.12 | <p><b>Understanding Marketing Management</b></p> <p><i>Defining Marketing for the New Realities</i></p>                                   | Chp. 1 | <p><a href="https://flipgrid.com/eedf8307">Say Hello on Flipgrid https://flipgrid.com/eedf8307</a> The hello instruction video is a “standard” video. It used the Consumer Behavior class as an example. The actual link for the class is listed above.</p> <p>Download Harvard cases <a href="https://store.hbr.org/">https://store.hbr.org/</a> using the search box function.</p>   | 1 due @11:30 pm on 1.17. All quizzes are closed book and closed notes. |      |          |   |          |   |          |   |          |   |          |   |                         |
| 2        | 1.14 | <p><b>Understanding Marketing Management – Knowing Your Company and Brand</b></p> <p><i>Developing Marketing Strategies and Plans</i></p> | Chp. 2 | <p><b>Team contract due @ 11:00 am on D2L</b></p> <p>Reach out to <a href="mailto:Stephanie.sullivan@msute.xas.edu">Stephanie.sullivan@msute.xas.edu</a> to work on your resume.</p> <p><b>MKTG plan: A, B</b></p>   |  |      |          |   |          |   |          |   |          |   |          |   |                         |
| 3        | 1.19 | <p><b>Understanding Marketing Management – Knowing Your Company and Brand</b></p> <p><i>Developing Marketing Strategies and Plans</i></p> | Chp. 2 | <p><b>MKTG plan: C</b></p> <p><a href="https://youtu.be/U83Hb0fJCmA">Situation analysis https://youtu.be/U83Hb0fJCmA</a></p> <table border="1" data-bbox="928 1585 1218 1785"> <thead> <tr> <th>Time</th> <th>Team</th> </tr> </thead> <tbody> <tr> <td>10:00 am</td> <td>1</td> </tr> <tr> <td>10:15 am</td> <td>2</td> </tr> <tr> <td>10:30 am</td> <td>3</td> </tr> <tr> <td>10:45 am</td> <td>4</td> </tr> <tr> <td>12:30 pm</td> <td>5</td> </tr> </tbody> </table> | Time   | Team | 10:00 am | 1 | 10:15 am | 2 | 10:30 am | 3 | 10:45 am | 4 | 12:30 pm | 5 | 2 due @11:30 pm on 1.24 |
| Time     | Team |   |        |  |  |      |          |   |          |   |          |   |          |   |          |   |                         |
| 10:00 am | 1    |   |        |  |  |      |          |   |          |   |          |   |          |   |          |   |                         |
| 10:15 am | 2    |   |        |  |  |      |          |   |          |   |          |   |          |   |          |   |                         |
| 10:30 am | 3    |   |        |  |  |      |          |   |          |   |          |   |          |   |          |   |                         |
| 10:45 am | 4    |   |        |  |  |      |          |   |          |   |          |   |          |   |          |   |                         |
| 12:30 pm | 5    |   |        |  |  |      |          |   |          |   |          |   |          |   |          |   |                         |
| 4        | 1.21 | <p><b>Understanding the Market</b></p>  | Chp. 3 | <b>MKTG plan: C</b>  | 3 due @11:30 pm on 1.31  |      |          |   |          |   |          |   |          |   |          |   |                         |

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| # | Date | Topic  | Lesson     | Project  | Quiz                    |
|---|------|--|------------|--|-------------------------|
|   |      | <b>Collecting Information and Forecasting Demand</b>   |            |  |                         |
| 5 | 1.26 | <b>Understanding the Competitive Landscape</b><br><br><i>Harvard case: Sandlands Vineyards</i><br><br><b>Addressing competition and driving growth</b> | Chp. 12    | <b>MKTG plan: C</b>  |                         |
| 6 | 1.28 | <b>Understanding the Competitive Landscape</b><br><br><b>Addressing competition and driving growth</b>   | Chp. 12    | <b>MKTG plan: C</b>  | 4 due @11:30 pm on 1.31 |
| 7 | 2.2  | <b>Knowing the Consumers – Primary Research</b><br><br><b>Conducting Marketing Research</b>  | Chp. 4     | <b>Case 1 analyzer due @ 11:30 pm on Flipgrid.</b><br><b>MKTG plan: D</b><br><a href="https://youtu.be/XIcr25941T8">Primary research https://youtu.be/XIcr25941T8</a><br><br><a href="https://youtu.be/0tDtibn2xmw">Designing Questionnaire and Coding in Excel https://youtu.be/0tDtibn2xmw</a> |                         |
| 8 | 2.4  | <b>Knowing the Consumers – Primary Research</b><br><br><b>Conducting Marketing Research</b>  | Chp. 4     | <b>Case 1 critiquer due @ 11:30 pm on Flipgrid</b><br><b>MKTG plan: D</b>  | 5 due @11:30 pm on 2.7  |
| 9 | 2.9  | <b>Knowing the Consumers – Primary Research</b>  | Supplement | <b>Case 1 evaluator due @ 11:30 pm on Flipgrid.</b><br><b>MKTG plan: D</b><br>Questionnaire due @ 11:30 pm on D2L  |                         |

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| #  | Date | Topic   | Lesson     | Project  | Quiz                  |
|----|------|---|------------|--|-----------------------|
|    |      | <b>Conducting Marketing Research</b>  |            |  |                       |
| 10 | 2.11 | <b>Knowing the Consumers – Primary Research</b><br><br><b>Conducting Marketing Research</b>   | Supplement | <b>MKTG plan: D</b>  |                       |
| 11 | 2.16 | <b>Knowing the Consumers – Consumer Behaviors</b><br><br><i>Harvard case: Making stick Stick: The Business of Behavioral Economics</i><br><br><b>Analyzing Consumer Markets</b> | Chp. 6     | <b>MKTG plan: E</b><br><b>Last day to vote out non-performing team members for Project 1</b><br><br>Survey results entered in Excel and upload due @ 11:30 pm on D2L   | 6                     |
| 12 | 2.18 | <b>Knowing the Consumers – Consumer Behaviors</b><br><br><b>Analyzing Consumer Markets</b>  | Chp. 6     | <b>Project 1 (A, B, C, D) due @ 11:30 pm on D2L</b><br><b>MKTG plan: E</b>   | due @11:30 pm on 2.21 |
| 13 | 2.23 | <b>Knowing the Consumers – Consumer Behaviors</b><br><br><b>Analyzing Consumer Markets</b>  | Supplement | <b>Case 2 analyzer due @ 11:30 pm on Flipgrid.</b><br><b>MKTG plan: E</b><br><br><a href="https://youtu.be/NsfimlyHcq8">Target market https://youtu.be/NsfimlyHcq8</a> |                       |
| 14 | 2.25 | <b>Creating Values – Segmentation</b>   | Chp. 9     | <b>Case 2 critiquer due @ 11:30 pm on Flipgrid.</b><br><b>MKTG plan: E</b>   | 7                     |

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| #  | Date | Topic  | Lesson                       | Project   | Quiz  |
|----|------|--|------------------------------|---|---|
|    |      | <b>Identifying Market Segments and Targets</b>   |                              |   |   |
| 15 | 3.2  | <b>Creating Values – Segmentation</b><br><br><i>Identifying Market Segments and Targets</i>  | Chp. 9                       | <i>Case 2 evaluator due @ 11:30 pm on Flipgrid.</i><br><b>MKTG plan: E</b>  | 7 due @11:30 pm on 2.28                             |
| 16 | 3.4  |  | Chp. 1, 2, 3, 4, 6, 9, & 12. | <b>Exam 1 on D2L. Short answer essay. Open book and notes.</b>  | <b>Exam 1 due @ 11:30 pm on 3.7</b>                 |
| 17 | 3.9  | <b>Conquering the Consumer’s Mind</b><br><br><i>Crafting the Brand Positioning</i>   | Chp. 10                      | <b>MKTG plan: F</b><br><u>Current position</u><br><a href="https://youtu.be/t8di3sW4Z_w">https://youtu.be/t8di3sW4Z_w</a>   | 8   |
| 18 | 3.11 | <b>Conquering the Consumer’s Mind</b><br><br><i>Crafting the Brand Positioning</i>   | Chp. 10                      | <b>MKTG plan: G</b><br><u>Marketing strategy</u><br><a href="https://youtu.be/_zGoD19BXGA">https://youtu.be/_zGoD19BXGA</a><br><b>Last day to vote out non-performing team members for Project 2</b>  | due @11:30 pm on 3.14                               |
| 19 | 3.16 | <b>Creating Tangibility – Product</b><br><br><i>Harvard case: Protean Electric</i><br><br><i>Setting Product Strategy</i>                                      | Chp. 13                      | <b>Project 2 (E, F, G) due @ 11:30 pm on D2L</b>  | 9   |
| 20 | 3.18 | <b>Creating Tangibility – Price</b><br><br><i>Developing Pricing Strategies and Programs</i><br><br>[LinkedIn Learning provides a one-month free subscription. | Chp. 16                      | <b>MKTG plan: H</b><br><u>Marketing tactics</u><br><a href="https://youtu.be/R5s1BhbH6Zk">https://youtu.be/R5s1BhbH6Zk</a><br><br><a href="https://www.linkedin.com/learning/google-ads-">https://www.linkedin.com/learning/google-ads-</a> | 9<br><br><i>Extra credits due @ 11:30 pm on D2L</i> |

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| #  | Date | Topic  | Lesson  | Project   | Quiz                    |
|----|------|--|---------|---|-------------------------|
|    |      | Please plan your schedule accordingly to learn these for lessons for free!]  |         | <a href="#">essential-training/the-power-of-google-ads</a><br><a href="https://www.linkedin.com/learning/marketing-tools-seo-2/using-google-web-dev">https://www.linkedin.com/learning/marketing-tools-seo-2/using-google-web-dev</a><br><a href="https://www.linkedin.com/learning/google-analytics-essential-training-5/understanding-your-digital-customers-with-google-analytics">https://www.linkedin.com/learning/google-analytics-essential-training-5/understanding-your-digital-customers-with-google-analytics</a><br><a href="https://www.linkedin.com/learning/advanced-google-analytics-4/gain-a-better-understanding-of-your-data">https://www.linkedin.com/learning/advanced-google-analytics-4/gain-a-better-understanding-of-your-data</a> |                         |
| 21 | 3.23 | <b>Creating Tangibility – Place</b><br><br><i>Designing and Managing Integrated Marketing Channels</i>                     | Chp. 17 | <b>MKTG plan: H</b>   | 9 due @11:30 pm on 3.28 |
| 22 | 3.25 | <b>Communicating to the Consumers – Promotion</b><br><br><i>Designing and Managing Integrated Marketing Communications</i> | Chp. 19 | <i>Case 3 analyzer due @ 11:30 pm on Flipgrid.</i><br><b>MKTG plan: H</b>   | 10                      |
| 23 | 3.30 | <b>Communicating to the Consumers – Promotion</b><br><br><i>Designing and Managing Integrated Marketing Communications</i> | Chp. 19 | <i>Case 3 critiquer due @ 11:30 pm on Flipgrid.</i>   | 10 due @11:30 pm on 4.4 |

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| #  | Date | Topic   | Lesson                     | Project  | Quiz                           |
|----|------|---|----------------------------|--|--------------------------------|
| 24 | 4.1  | <b>Financial Projections</b>  | Supplement                 | <b>MKTG plan: I</b><br><a href="https://youtu.be/Efg34wGhEgk">Financial projections</a><br><a href="https://youtu.be/Efg34wGhEgk">https://youtu.be/Efg34wGhEgk</a><br><i>Case 3 evaluator due @ 11:30 pm on Flipgrid.</i>                      |                                |
| 25 | 4.6  | <b>Reaching the Consumers – Global Market</b><br><br><i>Tapping into Global Markets</i> | Chp. 8                     | <b>MKTP plan: J, K, and L</b><br><a href="https://youtu.be/UljNrReT3GI">Implementation</a><br><a href="https://youtu.be/UljNrReT3GI">https://youtu.be/UljNrReT3GI</a><br><b>Last day to vote out non-performing team members for Project 3</b> | 11 due @11:30 pm on 4.11       |
| 26 | 4.8  | Review and catchup  |                            | <b>Project 3 (H, I, J, K, L and combine with Project 1 &amp; 2) due @ 11:30 pm on D2L</b>  |                                |
| 27 | 4.13 | Review and catchup  |                            | <b>Resume due @ 11:30 pm on D2L</b>  |                                |
| 28 | 4.15 | Review and catchup  |                            | <b>Elevator Pitch due @ 11:30 pm on D2L</b>  |                                |
| 29 | 4.20 |   | Chp. 8, 10, 13, 16, 17, 19 | <b>Exam 2 on D2L. Short answer essay. Open book and notes.</b>   | Due on 4/12 at 11:30 pm on D2L |