



# **WALSH UNIVERSITY**

## **DIVISION OF BUSINESS, ECONOMICS and COMMUNICATION**

### **BUS 216**

#### **Marketing**

(5-Week Format)

**ASSIGNMENT DUE THE FIRST NIGHT OF  
CLASS: SEE PAGE 8**

**PREREQUISITE: NONE**

**DIVISION OF BUSINESS, ECONOMICS and COMMUNICATION**  
**BUS 216**  
**MARKETING**

**COURSE DESCRIPTION**

Introduction to the basic concepts and principles in marketing management. Topics include market identification and analysis, product planning and development, pricing, promotion, and distribution strategies.

**COURSE OUTCOMES**

At the conclusion of the course students will be able to identify and intelligently discuss, orally and in writing, the following:

- The roles of marketing in society, industry and the individualized firm.
- The impact of changing external environmental factors on the marketing mix.
- Basic marketing research.
- The various aspects of consumer and industrial buying behaviors and the challenges of marketing in a consumer-oriented society.
- Market segmentation and forecasting market potential.
- The elements of a marketing plan, its management and development.
- The various intermediaries in the distribution process and the channels of distribution in order to create a viable product promotion and distribution plan.
- Product life cycle and its relationship to the four P's.
- The nature of sales and sales strategies.
- Product attributes and their relationship to product strategies.
- The various ways businesses may enter international marketing.

**LEARNING OUTCOMES**

Upon successful completion of this course, students will be able to do the following:

- Apply the various roles of marketing in society to actual situations.
- Analyze marketing opportunities.
- Conduct basic marketing research.
- Identify consumer-buying behaviors.
- Determine potential customers and forecast market potential in the development of a marketing project plan.
- Develop a thorough marketing project/plan.
- Understand how to best utilize the intermediaries in the channel of distribution process.
- Analyze the product life cycle of a product or service.
- Apply the four P's of marketing-to-marketing situations.
- Develop promotion and sales strategies.
- Understand the role of pricing regarding marketing strategies.
- Comprehend the impact of global marketing.

**MATERIALS OF INSTRUCTION**

**Required Materials:** McCarthy, E. Jerome and Perreault, Jr., William D. Basic Marketing, 15th ed. Homewood, IL: Irwin, Inc., 2005.

## **SUGGESTED GRADING CRITERIA**

The grading criteria is the prerogative of the facilitator, who may present an alternative grading procedure, **in writing**, the first night of class as circumstances and experience dictate (for example, the addition of assignments, extra credit options, different weights for the assignments, etc.). Changes to the suggested grading criteria will be announced in Workshop One; otherwise, the criteria presented in this module will be followed as closely as possible.

<b><u>Task</u></b>		<b><u>Percentage of Grade</u></b>
First week written assignment	=	5%
Participation/attendance	=	15%
Interview and/or case studies	=	35%
Written assessments of learning (mid-term and final)	=	30%
Quizzes/Other assignments	=	<u>15%</u>
<b>Total</b>	=	<b>100%</b>

## **NOTES REGARDING ASSIGNMENTS AND WORKLOAD**

This course will usually meet only once a week, for 4 hours each time. The highly accelerated pace requires students to take a great deal of responsibility for their own learning outcomes. While in class, students are expected to actively participate in discussion and group activities. Outside of class, students are expected to do a minimum of 10 to 12 hours per week of study, homework assignments and/or projects.

The intent of the assigned text readings is to provide students with analytical and conceptual skills rather than merely mechanical application skills.

### **Written Assignments**

An important component of this course is the carrying out of written assignments. These assignments of varying types may be both in-class and out-of-class. Expectations, scheduling and kinds of assignments will be discussed in Workshop One.

## **POSSIBLE CASE STUDIES**

Following is an explanation of two term projects. The facilitator will determine the term project required for the course. There may be an oral presentation.

## 1. Marketing Plan

**Objective:** To design a comprehensive marketing plan for a product or service.

### Written Report

The report is to be typed, double-spaced, and must include a cover sheet, table of contents, appendix and bibliography. Please include all graphs, charts, diagrams and/or copies of any audio-visual aids used during the oral presentation in the appendix. The bibliography must cite at least three outside sources. Be sure to include all resources used in preparing your report.

Your grade will be based on your thoroughness of analysis and how well you justify each of the marketing decisions you make.

For this project you should use a new product or service you develop. Products and/or services can range from cars and soaps to transportation and banking. It is a good idea for the participants to choose products that they are familiar with, interested in and are fun to market.

It is important that you identify who they represent (employees of the organization or outside consultants), for whom the report is intended and the desired outcome of the report. You can be a new company organized to produce and market a new product or service, or be hired by an organization as a consultant to market an idea or develop and market a product or service.

The report should include:

1. An introduction
2. An analysis of the environment
3. Primary and secondary data on the market
4. An analysis of consumer behavior and market segmentation
5. A discussion of the product/service
  - quality of the product
  - product classification
  - branding
  - packaging and labeling
  - product life cycle
6. A discussion of place
  - channel of distribution
  - inventory levels
  - storage
  - transportation
7. A discussion of promotion

- advertising objectives
  - promotion mix
  - product positioning
8. A discussion of pricing
    - pricing objectives
    - price flexibility
    - price levels
    - discount policy
  9. A conclusion

Oral Report (optional)

**Objective:**

- To provide each student with the opportunity to deliver a professional marketing presentation in an educational and supportive atmosphere.
- Allow thirty minutes for the oral presentation, plus a period for questions and answers at the conclusion of the report.
- Identify for whom the oral report is intended and your desired outcome (objective/goal).
- This is to be a professional and creative presentation. Audio-visual aids, either overheads, flip charts, videos, slides, models or mock-ups must be used.
- The presentation will be evaluated on content and delivery style. The form to be followed will be provided the first night of class by your facilitator.

**2. Marketing Case Study Analysis**

**Objective:** The purpose of this term project is for the student to analyze the marketing strategies of an organization by applying concepts learned in class.

Written Report

Prepare two or three case studies throughout the five-week course using case studies provided by the facilitator. Each case study should be 4-8 typed, double-spaced pages, plus a cover sheet, appendix and bibliography. The cover sheet should include your name, the case study name and the date. Please include any additional material you develop, such as graphs, charts, diagrams and/or copies of any audio-visual aids used during the oral presentation in the appendix. Be sure to include all resources used in preparing your case as part of the bibliography.

Case studies should include:

1. An introduction
2. Analysis of the organization's marketing strengths and weaknesses
3. Analysis of any opportunities in or threats to the environment
4. An outline of then current marketing strategy
5. Anticipated implementation difficulties
6. A conclusion
7. Any recommendations for the organization

Oral Report (optional)

**Objective:** To provide each student with the opportunity to deliver a professional marketing presentation in an educational and supportive atmosphere.

- Allow five to ten minutes for the oral presentation, plus a period for questions and answers at the conclusion of the report.
- Identify for whom the oral report is intended and your desired outcome (objective/goal).
- This is to be a professional and creative presentation. Audio-visual aids, either overheads, flip charts, videos, slides, models or mock-ups must be used.

### **Additional Assignments Option**

In addition to the term project, or in place of the term project, the facilitator may wish to utilize one or more of the following assignments. These assignments may be graded individually or used as part of the grade for class participation.

### **Interview With a Marketing Professional**

Interview someone who is involved in marketing on a professional level. This may be a marketing manager, a small business owner who designs his/her own marketing plan, a marketing researcher or even a marketing facilitator.

### **Choose Either Option A or Option B**

#### **Option A - Written Paper**

Write a 3-5 page typed, double-spaced paper. Include a thesis sentence in the introduction (first paragraph), use the body of the paper to develop and support ideas, conclude with a summary of the information and a concluding remark which ties back to the thesis sentence.

In your paper, introduce the interview subject. Explain what he or she does and how it fits in with concepts and ideas discussed in class and in the text.

#### **Option B - Oral Presentation**

Instead of the written paper, prepare a five to seven minute oral presentation. The oral presentation should include an introduction of your interview subject. Explain what he or she does and how it fits in with concepts and ideas discussed in class and in the text.

## **2. Learner's Journal Option**

Each journal is to be approximately two pages, typed and double-spaced. The number of journals to be turned in during the five-week course should be decided by the facilitator with input from the class. The objective of the journal is for the student to apply the principles and concepts learned in class. Focus on only one topic per journal.

In each journal, the student has a choice of:

- ! Giving an example of how they could use the material in a current work situation
- ! Drawing inferences

- ! Describing a work situation and use information from class to explain the situation or make recommendations

The journal is not to be a mere rehashing of ideas brought out in class, but a higher level of integration and understanding. (The retailing-wholesaling class exercise during Workshop Three is an example of a possible learner's journal.)

### **3. Written Case Studies Option**

The facilitator may bring in outside case studies for the students to analyze, either individually or as groups. The final product may be presented either orally or written.

### **4. Marketing Exchange Option**

Every workshop, each student is required to bring in a current piece of information pertaining to course material and concepts. This may be an advertisement which illustrates concepts discussed in class, a newspaper article pertaining to marketing, a short video or any other piece of material relevant to the class.

If class size permits, during the workshop each student has the opportunity to share with the other students what they brought in and how it relates to the course content.

## **ASSIGNMENTS TO BE COMPLETED PRIOR TO WORKSHOP ONE**

1. Carefully read the course module, concentrating on the course and learning outcomes listed at the beginning of the module.
2. Spend some time thinking about how marketing relates to your personal and/or professional experiences and goals. Write a two-page analysis of the marketing concept for a recent personal purchase. Specific attention should be focused on needs satisfaction and marketing segmentation as you see the characteristics applying to yourself. This paper will be used during class discussion and will be submitted for grading.
3. Read Basic Marketing Chapters 1 through 5. Be prepared to discuss and apply the reading.

## **WORKSHOP ONE**

### **OBJECTIVES**

- Provide course overview: goals, content, resources, expectations and methods of evaluation.
- Introduction of the marketing function.
- Explain the four P's in the marketing mix.
- Understand target marketing and market segmentation.
- Identify uncontrollable variables.
- Identify the major steps needed to develop a marketing plan, either nationally or internationally, for a selected product or service that demonstrates knowledge of the interrelationship of the marketing variables.

### **ACTIVITIES**

1. Introduction of facilitator and students. The class pairs up in twos. Each person introduces the other to the class, citing three unique things about the person being introduced.
2. Explanation of course requirements, expectations, learning outcomes and methods of evaluation.
3. Selection of a student representative.
4. Marketing attitude activity (optional).
5. The class will be divided into two groups, one group taking the pro view (arguing for) and one the con view (arguing against) regarding one or more of the following statements:
  - a. Firms engage in ethical marketing practices.
  - b. Marketing contributes to making the U.S. a materialistic society.
  - c. Marketing costs outweigh customer's benefits.
  - d. Marketing people may be even more necessary in the future.

### **OR**

1. Have students indicate whether they AGREE or DISAGREE with each statement and why.
2. Introduction of the marketing concept, both nationally and internationally, and a brief history of marketing.
3. Divide into groups.
4. Class discussion of personal purchase analysis, followed by facilitator collection of

- individual student papers.
5. Lecture/discussion of the Four P's.
  6. Introduction of target marketing and market segmentation option.
  7. Market Segmentation Simulation (optional activity)

The class will be divided into four small groups. Each group is to use an approach to segmenting a consumer product market (Chapter 3). The final results will be drawn as a market grid on a flip chart and presented to the class.

The first group will segment the college education market, the second group the roller blade market, the third group the movie theater market, and the fourth group the cruise line travel market.

Facilitator will recap and summarize class exercise.

8. Lecture/discussion of uncontrollable market variables.
9. Assign homework.
10. Feedback for facilitator regarding the course thus far.

### **ASSIGNMENTS TO BE COMPLETED PRIOR TO WORKSHOP TWO**

1. Read Basic Marketing, Chapters 6-10 and 14.
2. Review Questions 13 and 14, p. 177 (optional).
3. Continue work on projects and/or assignments given by facilitator.

## **WORKSHOP TWO**

### **OBJECTIVES**

- Analyze U.S. demographics.
- Analysis of consumer behavior.
- Explore industrial and intermediate customer buying behavior.
- Examine the process of marketing research.
- Examine the product concept, including product classification, branding, packaging, product life cycle and new product development.
- Understand the place objectives.
- Discuss the physical distribution concept: inventory, storage and transportation.
- Introduce promotion and the communication process.

## ACTIVITIES

1. Lecture/discussion of marketing research and U.S. demographics.
2. Introduction of the product concept and discussion of product life cycle.
3. Introduction of consumer behavior.
4. Small Group Discussion (option)
5. Question 14, page 177
6. The class will be divided into small groups. Each group will discuss question 14 on page 177 of the text. The results will then be shared with the class as a whole.
7. Facilitator's summary of small group discussion (option).
8. Lecture/discussion of industrial, intermediate and consumer markets.
9. Product simulation (option).
10. Each group will utilize its product/service to determine:
  - ! quality of the product
  - ! product classification
  - ! branding
  - ! packaging and labeling
  - ! product life cycle
11. Each group will record their results.
12. Facilitator's recap of new product simulation (option).
13. Lecture/discussion of the place objective.
14. Student presentations of learner's journal or marketing exchange (option).
15. Introduction of the physical distribution concept.
16. Physical distribution simulation (option).
17. Referring to activity five, the groups will continue with their product or service to determine physical distribution, including:
  - ! channel of distribution
  - ! inventory levels
  - ! storage
  - ! transportation
18. Explain mid-term assessment exercise (option).
19. Discuss case studies or projects.
20. Feedback for facilitator.

### ASSIGNMENTS TO BE COMPLETED PRIOR TO WORKSHOP THREE

1. Read Basic Marketing, Chapters 11-13, 15, 16.
2. Prepare for mid-term assessment exercise (test, case study or paper) as assigned by facilitator.
3. Continue work on project and/or assignments given by facilitator.

## WORKSHOP THREE

### OBJECTIVES

- Examine the concept of retailing.
- Understand what wholesalers are and the function they provide.
- Examine promotion, including promotional objectives and the communication process.
- Discuss mass selling, the concept of advertising and personal selling.

### ACTIVITIES

1. Collection and discussion of mid-term assessment of learning (option).
2. Lecture/discussion of retailing.
3. Lecture/discussion of wholesalers.
4. In-class written organizational analysis exercise (option).
5. Students will spend 15-20 minutes writing about an organization (profit, not-for-profit or governmental) of interest to them.
  - ! Who are the customers? What are their needs? Where are they?
  - ! What are the products/services?
  - ! Who are the competitors?
  - ! Are there legal/regulatory issues? If so, what are they?
6. After this is written, the class divides into retailers and wholesalers to discuss their individual answers.
7. Student presentation of learner's journal or marketing exchange (option).
8. Lecture/discussion of mass selling and advertising.
9. Promotion simulation (option).
10. Each group will use its product/service to determine a promotional strategy, including:
  - ! advertising objectives
  - ! mix of advertising, personal selling, and sales promotion
  - ! product positioning
  - ! strategies for utilizing publicity
11. The results may be discussed with the entire class.
12. Discuss project.
13. Feedback for facilitator.

### ASSIGNMENTS TO BE COMPLETED PRIOR TO WORKSHOP FOUR

1. Read Basic Marketing, Chapters 17-22.
2. To better understand the intricacies of marketing, prepare a 3-5 page, typed, double-spaced paper on the results of an interview with a marketing professional (optional).
3. Continue work on project and/or assignments given by facilitator.

## WORKSHOP FOUR

### OBJECTIVES

- Examine pricing objectives and policies.
- Discuss pricing by wholesalers and retailers.
- Explore various methods for setting prices.
- Identify the elements of strategic market planning.
- Differentiate among marketing strategies, marketing plans and a marketing program.
- Introduce controlling and evaluating marketing plans.

### ACTIVITIES

1. Collection of paper and discussion of marketing professional interview (option).
2. Lecture/discussion on pricing objectives and policies.
3. Discussion of pricing by wholesalers and retailers.
4. Lecture on different methods for setting prices.
5. Price setting simulation (option).
6. Each group will use its product/service to determine a pricing strategy, based upon:
  - ! pricing objectives
  - ! price flexibility policy
  - ! price level policy
  - ! discount policy
7. Groups are encouraged to use the other groups as research tools. Price is the value an individual sees in a product or service. Using this as a basis, the groups may ask members of different groups, "Would you pay \$x amount for this product? Would you pay more? How much more?".
8. Small group discussion of pricing (optional).
9. The class will be divided into small groups. Questions for group discussion:
  - ! Give an example of one-price and flexible price.
  - ! Explain the types of competitive situations that might lead to a "meeting competition" pricing policy. Give examples.
  - ! Cite two examples of continuously selling above the market price. Describe the situations.
  - ! Discuss the differences between skimming and penetration price policies. Give an example of each and the reasons for implementing either the skimming or penetration price policy.
10. Each student should spend a few minutes individually writing down his/her thoughts before meeting with the small group.
11. Student presentation of learner's journal or marketing exchange.
12. Lecture/discussion of strategic market planning.
13. Introduction of controlling and evaluation marketing plans.
14. Explain final assessment assignment.
15. Feedback for facilitator.

## **ASSIGNMENTS TO BE COMPLETED PRIOR TO WORKSHOP FIVE**

1. Review Basic Marketing, All Chapters.
2. Prepare for final assessment of learning as assigned by facilitator.
3. Prepare for any oral presentations.
4. Complete project.

## **WORKSHOP FIVE**

### **OBJECTIVES**

- Compare and contrast the benefits of micro- versus macro-marketing.
- Discuss the future of marketing, including global implications.
- Appraise the ethical concerns of marketing in today's society.
- Provide the opportunity to deliver a professional presentation in an educational and supportive atmosphere.

### **ACTIVITIES**

1. Oral presentations.
2. Final exam (option).
3. The final exam might have been a take-home exam or an in-class exam.
4. Discussion comparing and contrasting the benefits of micro- versus macro-marketing.
5. Discussion of the future of marketing, including global implications.
6. Student perceptions of ethical issues in marketing.
7. Complete course evaluation forms.