

Spring 2017

MAR 4824 Marketing Management

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**University of South Florida Sarasota-Manatee
College of Business**

MAR 4824: Marketing Management Problems

Syllabus
Spring 2017

Professor: Yancy D. Edwards
Class Time: Wednesdays 6:00pm ~ 8:45
Class Location: SMC A320
Office Hours: Wednesdays 5:00pm-6:00, 9:00pm-10:00 and by appointment
Office Location:
Office Phone: 941-359-4598
E-mail:

Syllabus:

You are responsible for understanding the contents of this syllabus. I will review it with you during the first class period and will answer your questions at that time. All students are responsible for reading the syllabus and asking me any questions you may have.

Required Reading:

Course Pack (available on Canvas).

PharmaSim game by Interpretive Simulations (www.interpretive.com).

In addition to these items several articles from academic and business publications will be given to the students or posted for download during the semester.

Course Description:

The purpose of the course is to provide graduating marketing majors an opportunity to review, test, and enhance their knowledge and skills in the marketing field by challenging them to evaluate real marketing situations and propose courses of action to address those situations. It is both a survey course in the field of marketing and an experiential learning exercise in marketing management, decision-making, problem solving and planning. The course simulates the type of real-world problems, challenges, and opportunities confronted by marketing professionals. It offers marketing majors an opportunity to play the role of marketing analyst and decision maker. Its intent is to allow students to experience the situations and challenges often faced by marketing professionals. This course also is intended to develop and reinforce the habits, behaviors, skills and sense of professionalism required for success in the world of business.

Course Objectives:

Marketing Management Problems is an integrative course that helps students learn how to effectively apply the theories, tools, concepts, skills and approaches learned through previous marketing classes and other life experiences to real-world business situations. The course is designed to afford students an opportunity to experience how to make effective marketing decisions, solve problems, and develop marketing plans, a secondary emphasis is to reinforce, simulate and practice the skills, habits and behaviors required to be a successful business

professional. Thus, specific professional habits, behaviors, and skills will be introduced and reinforced.

Marketing Management Problems helps the student prepare for a career in marketing through by developing skills, competencies, tools and behaviors important to any marketing professional.

When you complete this course you should be able to:

- Assess a firm's internal and external environments to develop marketing strategies and tactics appropriate to the situational factors it faces.
- Identify and analyze potential target markets and select the most attractive ones based on sound business and marketing logic.
- Develop and support marketing strategies and tactics with which to approach those target markets deemed to be attractive.
- Clearly communicate all details of your action plans, including financial implications, to all interested parties regardless of their familiarity with marketing.
- Debate and defend your ideas persuasively with professionalism.

Course Mechanics:

The format for this course will be a mix of lectures, class discussion, reading assignments, and oral presentations. The intent is to give you ample opportunities to express your knowledge of the course materials, develop and practice skills, and exchange ideas. Students are expected to read all assigned readings prior to class meeting and discussion.

Class Philosophy:

In this class, just as you will find in your professional life, you are responsible for your own success. Success is the result of a process of hard work and no one else can do that work for you. Use your time and resources wisely. The instructor is available to you both during class and outside of class meetings and he will gladly help you in any way that he can. If you are putting in the required time and not getting the results that you expected, perhaps you are not utilizing your time in the best possible manner. Contact the instructor for help.

This course is designed to help prepare you to function as a marketing professional. Therefore, the focus is on developing the requisite skills and not preparing students for a particular examination. Everything we cover in the course is important.

This is a marketing course and marketing is a full contact sport. Students must be willing to take an active role in this course. We are all here to learn and we will learn from the course pack, the lectures, the simulation, the discussions, and each other. Ask questions! The only stupid question is one that is not asked. If you have a question about something, you can rest assured that others in the class either have, or should have, the same question. Offer opinions! There are many ways to view most marketing issues and, by offering an alternative view, you are making a contribution to the class. Take a chance! No one is perfect. We all make mistakes and hopefully learn from them. To be successful in marketing, you have to be able to propose and defend ideas that may not be received with universal support. There is no place better than a classroom in which to learn that skill.

Class Expectations:

It is important for the successful completion of the course that everyone involved have appropriate expectations for the preparation for class meetings and for the time actually spent in class. You are expected to:

- Come to every class prepared
- Actively contribute to class discussions
- Accept criticism and disagreement as part of the learning process
- Treat all others involved in the class and their class contributions with respect
- Complete and submit all assignments on time and according to instructions
- Abide by the course guidelines outlined in this syllabus

It is also important that everyone understand what may be expected of the instructor. You may expect the instructor to:

- Be constructively critical of your contributions to class discussions
- Be available to you for course related reasons during published office hours and at other times as arranged in advance
- Adhere to the guidelines outlined in this syllabus in calculating your grade for the course

Grading:

Grades will be earned through a series of objective and subjective evaluations of your performance throughout the semester. The following framework is intended to give you a rough guide to the relative importance of different course components:

Class Participation	10%
Memos to the Boss	10%
Preliminary Report	10%
Incident Presentations	10%
PharmaSim Project & Presentation	20%
Marketing Plan & Presentation	40%

This is a business course and, as such, you will be graded for the course in the same manner as you will be throughout your professional career. The following table will give you an indication of what you may expect as your efforts are graded for the course:

Grade	School Description	Course (Business) Usage
A	Excellent	You have mastered all of the tasks given to you and left no doubt that you will excel when given more complex tasks. (You are promoted, given a huge raise, a corner office, and a bonus.)
B	Good	You have exceeded expectations in some areas but only met them in other areas. (You receive a nice raise.)
C	Satisfactory	You have done the work expected of you and little, if anything, else. (You are allowed to keep your job.)
D	Unsatisfactory	You have fallen well short of expectations and are put on probation. (Drastic, immediate improvement is needed to save your job.)
F	Failure	You have accomplished nothing worthwhile. (You are terminated!)

So, if you merely complete everything listed in this syllabus you may expect a “C” for the course. If you show initiative, interest, enthusiasm, and results, you may expect to progress in a

positive direction. Should you choose to do less than the work required, you should also expect suffer the consequences of **your** choices.

Throughout the semester you will be able to track your grades on Canvas. If you wish to discuss a grade do it as soon as possible after the assignment of the grade. At the end of the semester you will see the weighted average of all of your grades in Canvas and that weighted average will determine your final grade. A plus-minus grading system will be used in this class. The following scale will be used in the assignment of the final letter grade:

A	93-100	B-	80-82.99	D+	67-69.99
A-	90-92.99	C+	77-79.99	D	63-66.99
B+	87-89.99	C	73-76.99	D-	60-62.99
B	83-86.99	C-	70-72.99	F	below 60

There will be absolutely no rounding of weighted averages so, if you wish to earn a higher grade, work hard enough throughout the semester to achieve your goals. There will be absolutely no negotiation for grades for any reasons. The contributing factors to your final grade are listed in the syllabus and do not include the amount of effort you think you put in to the course or assignments, the unforeseen limitations on your time, the possible loss of academic recognition or scholarship, or other non-course related issues. There will be no “extra credit” assignments given to allow you to improve your grade situation at any time during the course.

You are welcome to discuss the grades that you receive with the instructor. All discussions must be in person. There will be no discussion of grades using email. Please make an appointment with the instructor if you have any questions about any grades.

Class Preparation:

Participation in all class discussions is expected of all students and will be an important part of your evaluation for the course. In-depth preparation of all assignments, regular class attendance, and active, articulate, insightful, and concise contributions to topic discussions are necessary from all members of the class to make this course a worthwhile experience for all involved. As with any college level course, you should expect to spend at least two hours working on this course outside of class for every hour that you spend in class. This means that you should be spending at least 6 hours per week working on this course in addition to your time in class.

Class Attendance:

You are expected to attend and participate in all class meetings. It is imperative that you read (or listen to) the assignment(s) prior to class and come prepared to assume your role in the learning process. Your performance and satisfaction with this class depends a great deal on input from you and your classmates. The exchange of ideas is critical to your success in this class as it will help you clarify things for yourself, help other students understand concepts more clearly, and help me identify topics that require additional explanation. Class discussion provides you an opportunity to hone your communication skills related to business topics. These communication skills are highly valued by employers. ***The fact that you have been physically present in class does not mean you have participated.***

With respect to class attendance, there are no “free” cuts. If you have two or more absences in a class that meets once a week, I will reduce your earned grade by one letter. If you have four or more absences in a course that meets once a week, you will be issued a grade of “F” for the course.

The above policy will apply unless you have exceptional reasons which may be excused by me only upon presentation of a letter from a physician or other acceptable documentation.

Attendance counts only when you arrive to class on time and remain in class during the scheduled class period. Classes will start on time and continue for the full time allotted. Late arrivals and early departures are highly disruptive and disrespectful to me and your classmates. Thus, you should expect that absenteeism, late arrivals and early departures will negatively impact your final course grade.

I will take attendance several times during the scheduled class period. Two class absences is equivalent to 4 missed role calls. Eight or more missed role calls equates to 4 or more class absences.

The University does have a religious observances policy. That policy states that students are not compelled to attend class at a day or time prohibited by his or her religious belief. However, also note that the policy requires that students are expected to notify their instructors that they will be absent prior to the scheduled class meeting.

Individual Assignments:

During the semester you will be required to participate in incident presentations, incident discussions, a simulation, and a marketing plan presentation. More information on these assignments will be given to you in class and the details will be available in Canvas.

Other assignments to increase your understanding of marketing research will be made throughout the semester either as homework or as an in-class assignment. All homework must be turned in on or before the date it is due. **NO LATE HOMEWORK WILL BE ACCEPTED.** All written homework assignments must be typed and checked for spelling and grammar errors before they are submitted. Any assignments that are found to contain errors will be returned, without a grade, for you to find and correct all errors. Once any errors have been corrected, you may resubmit the assignment within one week for a reduced grade. In-class assignments must be turned in prior to the end of the class period in which they were assigned. In-class assignments cannot be made up if a student is not present during the class in which they are completed.

Class Participation:

Business leadership involves generating effective solutions and then presenting them to others in a persuasive manner. To develop these skills, you are expected to assume an active role in the class by asking questions, answering questions, taking part in class discussions, and offering opinions. Everyone in this class has the right to ask questions, express opinions, and debate issues. It is also expected that appropriate respect will be given to all contributions, whether you agree with them or not. The fact that you have been physically present at the class does not mean that you have participated. Please remember that communication is a skill valued by all employers and this class is an opportunity to hone that skill.

The grade will be a function of the quantity and quality of the contributions that each student makes to each class meeting. Students will be evaluated for every class meeting for the quality of their class participation using the following scale:

- Outstanding Contributor (4):** Contributions reflect exceptional preparation. Ideas are nearly always important and provide one or more major insights as well as providing a

fruitful direction for the class. Arguments are well substantiated and persuasively presented.

- Good Contributor (3): Contributions reflect thorough preparation. Ideas are usually important, provide good insights, and sometimes offer a fruitful direction for the class. Arguments are generally well substantiated and are often persuasive.
- Satisfactory Contributor (2): Contributions reflect satisfactory preparation. Ideas are sometimes important, provide generally useful insights, but seldom offer a major new direction. Arguments are fairly well substantiated and sometimes persuasive.
- Poor Contributor (1): Contributions reflect minimum preparation. Ideas are sometimes useful but lack any real depth of thought. Arguments are rarely substantiated or persuasive. Class contributions are, at best, “cherry-picking” efforts making isolated, obvious, or confusing points.
- Unsatisfactory Contributor (0): Contributions reflect inadequate preparation. Ideas offered are seldom substantive. They provide few, if any, insights; and never offer a constructive direction for the class. Integrative comments are absent. Students will also receive this grade if they are not present for a particular class meeting or are present but say nothing.

There will be fourteen class meetings in which discussions take place, so a total of score 56 is possible. Final grades for class participation will be calculated by dividing the total number of points received by 56 and the letter grade will be assigned using the weighted average table in the Grading section of this syllabus.

High quality contributions include insightful questions and observations pertaining to the discussion taking place at the time. Not all statements or questions offered during a class will be deemed as high quality. For example, if a student says that more advertising should be considered in a certain situation that is not enough to be considered a high quality contribution. If that student says that advertising in a given magazine with a particular theme that appeals to a certain target market will increase sales by 5% that would be considered a high quality contribution.

Should any student be disruptive of the class or disrespectful to anyone else in the class during any discussion, a point will be deducted from their total for each instance that occurs. The students in the group presenting the case during any given class meeting will be graded as "3" for class participation for that class unless the presenting students are marked down for being disrespectful to the other students.

Memo to the Boss:

For every incident being discussed each student who is not presenting the case that day should prepare a maximum three (3) page memorandum that (1) outlines the key issues of the incident, (2) lists the alternative approaches that are available to the organization in the incident, (3) identifies the best approach for the organization to take, (4) presents an overview of the steps you would take, and (5) discusses what you would hope to accomplish by taking those steps. In addressing items (4) and (5), use pertinent material from prior marketing courses and/or popular press to support your argument. These memos will be graded as A (95), B (85), C (75), D (65), or F (0), based on the quality of the information provided on each of the five areas listed above.

The memos are to be posted in Canvas by the deadline. Any memos received after the deadline will be graded as F. Be certain that your name is on the memo.

You are free to discuss the incidents with other students but do not write the memo with the help of any other students. Sharing written materials can lead to plagiarism and any plagiarism in these memos will result in a failing grade for the course for all students involved.

PharmaSim Project & Presentation:

Students in this course will participate in a simulation. You will work in groups. Each group will consist of four to five students depending on class enrollment. The purpose of the game is to maximize your company's cumulative profits, return on sales (ROS), ending market share, and stock price. Student teams will each manage a company, Allstar Brands, within the over-the-counter cold medicine (OCM) industry in the PharmaSim simulation. Every student will need to have an access code for the simulation and this code can be purchased at www.interpretive.com. Students should review all of the simulation materials, including the student manual.

Once teams have been formed, team members should review all of the information about their company and the marketplace found in the menu to the left side of the simulation main page under the headings of Startup, Internal, Market, and Competition. This information will provide insights into the environmental factors that will influence any decisions being made. After reviewing the environmental information, the team may wish to conduct research projects to provide them further information to aid them in making decisions about how to run their company. In the menu at the left of the main page, there is a section called Tools that lists a number of research options that can be conducted at a cost to the company. Decisions can be made without conducting research if the team feels that the expenditure is not worth it.

There will be a series of decisions that must be made by each team as to how they will run their company within their industry. The decision areas can be found in the Decisions section of the left menu. Each team will make decisions related to product, price, promotion, place, positioning, and budget. Decision schedules will be posted later in the course.

There will be a total of 10 decision periods for this simulation. The first two rounds are practice rounds that will allow each individual to become familiar with the conditions and decisions to be made. After that, individuals will be placed into their respective teams, and 8 real decisions must be made. Certain dashboard elements will be openly made available so teams will get a sense of how they are performing with respect to the other teams. A complete game schedule will be provided. Teams should keep a record of all the decisions made and the reasoning used to make those decisions.

Peer evaluations will be collected for each team and assignment grades may be adjusted to reflect the level of individual contributions to the overall team performance reflected therein.

Incident Presentation:

Every student will team with other students to do a complete analysis of one of the incident to be discussed during the course. Each group will present their analysis and recommendations of the case during a class meeting and then lead a discussion of their presentation. During the discussion, the presenters will have to field questions from the other students in the class and defend the recommendations they made. The incident presentations and discussions will last for approximately 60 minutes. At the conclusion of the class discussion, the presenting group may be asked further questions by the instructor.

Each incident presentation should include an overview of the incident situation, an identification of the key issue(s) facing the organization about which the incident is written, a list of alternative approaches that could be used to address the key issue, the selection of the best alternative and the reasoning behind its selection, a detailed presentation of the actions to be taken, the reasons for taking them and the goals they will accomplish. In addition to the quality of this content, each group will be graded on the quality of the presentation, the management of the discussion, and the quality of the defense of the ideas presented. The scoring rubric that will be used to grade the incident presentations can be found at the end of this syllabus.

Marketing Plan:

All students in the class will be required to work in groups to develop a marketing plan for a product or service of the group's choosing. If the group is unable for some reason to agree upon an appropriate product or service for the marketing plan, it will be assigned a product or service by the instructor. The marketing plan must include a clearly defined plan of action that the subject manufacturer or service provider should follow and a clear presentation of the supporting logic used to develop your plan. You are not to simply review what is currently being done by the firm you choose and declare that they are doing everything correctly. You must show solid analysis of the situation in which your subject firm finds itself and some creativity in designing a product or service presentation that will improve upon what is already being offered. Presentations and papers lacking this analysis and creativity will not receive high grades. Every plan submitted must contain at a minimum the following elements:

- Environmental Analysis
- Competition Analysis
- SWOT Analysis
- Identification of Key Product/Service Attributes
- Target Market Identification & ATM Analysis
- Goals for the Plan with Explanation
- Positioning Plan & Justification
- Product Development Plan & Justification
- Pricing Plan & Justification
- Promotion Plan & Justification
- Distribution Plan & Justification
- Customer Experience Plan & Justification
- Implementation Plan
- Budget/Financial Plan

The majority of the work required for this group project will be completed outside of class. It is expected that all elements of this project will be original work completed by the members of the group specifically for this class. Grades for the group project will be given based on a combination of the presentation and the paper. Every group member will submit evaluations of their peers in the group and these evaluations will influence the allocation of the project grade to individual group members. Your plan will be graded on how complete it is, how thorough it is and how actionable it is. A complete plan will cover all of the elements listed above and any other elements that may be relevant to the chosen product or service. A thorough plan will discuss each of the important elements in sufficient detail for any reader to understand what is being recommended and why it is being recommended. An actionable plan will contain all of the steps that would be needed for any reader to implement it. Key points for the grade will also be the content, creativity, construction, and technical aspects of the paper and presentation.

It will be the responsibility of *everyone in the group* to successfully complete and present this project as a team. It is the responsibility of every student to actively include themselves in all the group's activities. It is expected that any interpersonal problems will be resolved within the group. However, in the event that team members cannot resolve personal problems, the instructor may be called upon to mediate the problem. Should it become necessary, the instructor may require that an individual (or individuals) from the group complete all of the work for this project alone. Penalties may be assessed against all group members' grades for the project should this action become necessary.

Preliminary Marketing Plan Report:

Each group developing a marketing plan will meet with the boss on March 9 during the normal class hours. The meeting will last approximately 30 minutes and appointments will be set in advance. At this meeting the members of the group should be able to discuss with the boss each of the elements listed in the previous section and how each one applies to the marketing plan being developed. You are not expected to have completed the final marketing plan for this meeting but you should be able to demonstrate that good work is being done toward making the final marketing plan as complete as possible. The boss is a busy guy and expects excellence from the people working for him. Groups that are well prepared to discuss all of the details relating to their plan will find the boss to be friendly and helpful in providing directions for them to complete the plan. These groups are likely to enjoy prosperous careers with the firm. Groups that are not well prepared to discuss the details and progress of their plan will find the boss to be less friendly and less inclined to offer help. These groups are not working hard enough and will likely not be with the firm long enough to worry about having a career.

Plagiarism:

The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.

Please remove your name from the body of your paper and replace it with your USF id#. Also remove your name from the file name and replace it with your USF id# (e.g., "u12345678 essay 1.docx") before submitting it to Turnitin.

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

Technology in the Classroom:

Students are welcome to bring laptop computers or tablets to class for the purpose of enhancing their learning experience. These devices may be used during designated times. During those designated times, they are not to be used during class for any activities that are not related to the class and these activities include electronic communication with anyone, surfing the web, checking social media, and more.

Cell phones should be turned off and stored somewhere off the desk before the class begins. There should be no electronic communication during any class meeting.

The use of any recording devices during class meetings is prohibited unless permission is given before the class by each individual who may be recorded during that class meeting.

USFSM AND USF SYSTEM POLICIES

Policies are available in the [USFSM Catalog](#) and at regulationspolicies.usf.edu.

- A. Academic Dishonesty:** The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please review the [USF System Regulation USF3.027 Academic Integrity of Students](#) and the [USF System Regulation USF6.0021 Student Code of Conduct](#).

- B. Academic Disruption:** The University does not tolerate behavior that disrupts the learning process. Please review [USF System Regulation USF3.025 Disruption of Academic Policy](#).

- C. Contingency Plans:** In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, online conferencing/collaboration tools, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Canvas for each of their classes for course specific communication, as well as the USFSM website, their student email account, and [MoBull](#) messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the [Campus Police Website](#) for further information.

- D. Disabilities Accommodation:** Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, at 941-359-4714 or disabilityservices@sar.usf.edu, <http://usfsm.edu/disability-services/>

- E. Fire Alarm Instructions:** At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See [Emergency Evacuation Procedures](#).

- F. Religious Observances:** USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

- G. Protection of Students Against Discrimination and Harassment:**
 - 1. **Sexual Misconduct/Sexual Harassment Reporting:** USFSM is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence ([USF System Policy 0-004](#)).
 - 2. **Other Types of Discrimination and Harassment:** USFSM also is committed to providing an environment free from discrimination and harassment based on race, color, marital status, sex, religion, national origin, disability, age, genetic information, sexual orientation, gender identity and

expression, or veteran status ([USF System Policy 0-007](#)).

The Counseling and Wellness Center is a **confidential** resource where you can talk about incidents of discrimination and harassment, including sexual harassment, gender-based crimes, sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report.

Please be aware that in compliance with Title IX and under the USF System Policy, educators **must** report incidents of discrimination and harassment, including sexual harassment, gender-based crimes, sexual assault, stalking, and domestic/relationship violence. If a student discloses any of these situations in class, in papers, or to a faculty member personally, he or she is required to report it to OSSR or DIEO for investigation. Students who are victims or who have knowledge of such discrimination or harassment are encouraged to report it to either OSSR or DIEO. The Deputy Coordinator for USFSM is Allison Dinsmore, Coordinator of Disability Services & Student Advocacy, 941-359-4714 or adinsmore1@sar.usf.edu.

Campus Resources:

- Counseling Center and Wellness Center 941-487-4254
- Victim Advocate (24/7) 941-504-8599

List of off-campus resources:

- HOPE Family Services: 941-755-6805
- Safe Place & Rape Crisis Center (SPARCC) – Sarasota: 941-365-1976
- First Call for Help- Manatee or Sarasota 941-366-5025 or www.uw211manasota.net
- Centerstone: 941-782-4800; 24-hr Hotline 941-708-6059

H. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address. The web portal is accessed at <http://my.usf.edu>.

I. Academic Support Services:

[The Information Commons](#) provides students with individual and group study spaces, computers, printers, and various media equipment for temporary use. The Information Commons is staffed by librarians, learning support faculty, tutors, and technology and e-learning specialists. Students challenged by the rigors of academic writing, mathematics, or other course content are urged to contact their professors early in the semester to chart out a plan for academic success, and/or regularly use the tutoring services provided by Learning Support Services, which are provided at no cost to students.

J. Career Success Center:

Students can explore careers through activities such as job shadowing, mentoring, and internships. Whether students will be pursuing graduate school or seeking employment, Career Services can help develop a plan to reach their next destination. Students can prepare professional documents, practice for the interview and attend employer or graduate school information sessions. Access these resources or schedule an appointment with career advisors at www.usfsm.edu/career-services.

All Dates Subject to Change:

A tentative schedule of this course is on the next page. Please note that actual coverage may vary. I will try to minimize any deviations. However, if a change in this syllabus is announced in class, you are responsible for knowing about changes to the syllabus whether or not you are in class when the change is announced. There will be no make-up of any in-class assignments.

SPELLING CHECKER

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Eye halve a spelling checker  
It came with my pea sea  
It plainly marcs four my revue  
Miss steaks eye kin knot sea. Eye  
strike a key and type a word And  
weight four it two say Weather  
eye am wrong oar write It shows  
me strait a weigh.  
As soon as a mist ache is maid  
It nose bee fore two long And  
eye can put the error rite It's  
rare lea ever wrong.  
Eye Have run this poem threw it  
I am shore your pleased two no  
Its letter perfect awl the weigh  
My checker tolled me sew.

**MAR 4824**  
**Marketing Management Problems**  
**Spring 2017**

| <b>Session</b> | <b>Date</b> | <b>Topics</b>                                                                                                                                                                 | <b>Readings</b>            |
|----------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| 1              | Jan 11      | Introduction to Incident Analysis<br>Basics of Strategic Marketing<br><b>Prospective Client Presentations</b>                                                                 | Chap 1                     |
| 2              | Jan 18      | Definition of the Core Product or Service<br>Environmental Analysis<br>Competition Analysis<br>Introduction to PharmaSim<br><b>Marketing Plan Kickoff Meeting with Client</b> | Chap 2<br>Chap 3<br>Chap 4 |
| 3              | Jan 25      | SWOT Analysis<br>Target Market Identification                                                                                                                                 | Chap 5<br>Chap 6           |
| 4              | Feb 1       | Attribute/Target Market (ATM) Analysis                                                                                                                                        | Chap 7                     |
| 5              | Feb 8       | Setting Goals<br>Incident #1: Social Media [ <b>TEAM04</b> ]                                                                                                                  | Chap 8                     |
| 6              | Feb 15      | Positioning<br>Incident #2: Quality Assurance [ <b>TEAM03</b> ]                                                                                                               | Chap 9                     |
| 7              | Feb 22      | Product Development<br>Incident #3: Cannibalization [ <b>TEAM02</b> ]                                                                                                         | Chap 10                    |
| 8              | Mar 1       | Pricing<br>Incident #4: Social Media Problem [ <b>TEAM01</b> ]                                                                                                                | Chap 11                    |
| 9              | Mar 8       | Preliminary Marketing Plan Reports                                                                                                                                            |                            |
| 10             | Mar 22      | Promotion<br>Incident #5: Detailing Changes [ <b>TEAM04</b> ]                                                                                                                 | Chap 12                    |
| 11             | Mar 29      | Distribution<br>Incident #6: Price Discrimination [ <b>TEAM03</b> ]                                                                                                           | Chap 13                    |
| 12             | Apr 5       | Customer Experience<br>Financial Viability<br>Incident #7: Product Tampering [ <b>TEAM02</b> ]                                                                                | Chap 14<br>Chap 15         |
| 13             | Apr 12      | PharmaSim Presentations<br>Incident #8: Sales Force Management [ <b>TEAM01</b> ]                                                                                              |                            |
| 14             | Apr 19      | Final Marketing Plan Presentations                                                                                                                                            |                            |
| 15             | Apr 26      | Final Marketing Plan Presentations                                                                                                                                            |                            |
|                | May 3       | Marketing plan papers due by 5:00 pm                                                                                                                                          |                            |

### Marketing Plan Scoring Rubric

| Plan Element                 | Rating     |            |          |             |           | Score |
|------------------------------|------------|------------|----------|-------------|-----------|-------|
| Executive Summary            | Poor       | Weak       | Average  | Good        | Excellent |       |
| Core Product Definition      | Poor       | Weak       | Average  | Good        | Excellent |       |
| Environmental Analysis       | Poor       | Weak       | Average  | Good        | Excellent |       |
| Competition Analysis         | Poor       | Weak       | Average  | Good        | Excellent |       |
| SWOT Analysis                | Poor       | Weak       | Average  | Good        | Excellent |       |
| Target Market Identification | Poor       | Weak       | Average  | Good        | Excellent |       |
| ATM Analysis                 | Poor       | Weak       | Average  | Good        | Excellent |       |
| Goals for Target Markets     | Poor       | Weak       | Average  | Good        | Excellent |       |
| Positioning Plan             | Poor       | Weak       | Average  | Good        | Excellent |       |
| Product Development Plan     | Poor       | Weak       | Average  | Good        | Excellent |       |
| Pricing Plan                 | Poor       | Weak       | Average  | Good        | Excellent |       |
| Promotion Plan               | Poor       | Weak       | Average  | Good        | Excellent |       |
| Distribution Plan            | Poor       | Weak       | Average  | Good        | Excellent |       |
| Customer Experience Plan     | Poor       | Weak       | Average  | Good        | Excellent |       |
| Financial Analysis           | Poor       | Weak       | Average  | Good        | Excellent |       |
| Ease of Plan Implementation  | Impossible | Improbable | Possible | Fairly Easy | Very Easy |       |
| Presentation Quality         | Poor       | Weak       | Average  | Good        | Excellent |       |
| Handling Q&A                 | Poor       | Weak       | Average  | Good        | Excellent |       |
| APA Citation & Formatting    | Poor       | Weak       | Average  | Good        | Excellent |       |
| Written Report Quality       | Poor       | Weak       | Average  | Good        | Excellent |       |