

Updated as of: 9/18/17

# **MKT 4451: Marketing Management**

Sections 002 (1:30-3:00pm) and Section 003 (3:00-4:30 pm)

## *INSTRUCTOR/COURSE INFORMATION:*

Instructor: Kristina “Kris” Lindsey Hall, PhD  
Office: 2125 Business Education Complex (BEC)  
Email: [Lindseyhall@lsu.edu](mailto:Lindseyhall@lsu.edu)  
Website: [www.krislindseyhall.com](http://www.krislindseyhall.com)  
Phone: 225-578-8321 (office) | 512-909-3571 (cell)  
Office Hours: Tuesdays and Thursdays, 12:15-1:15pm, and by appointment

Course Schedule: Tuesdays and Thursdays, Aug. 22, 2017 – Nov. 30, 2017  
Section 002, 1:30-3:00 pm  
Section 003, 3:00-4:30 pm

Course Location: Room 1615, Business Education N. Wing

**Please Note: The classroom is not a public venue. You do not have permission to record, and, therefore, you do not have permission to share or post any recordings (or pictures) from class on the internet (including email).**

## *I. COURSE OVERVIEW:*

### **A. Description from the Course Catalog:**

***MKT 4451: Marketing Management (3).*** Prerequisite(s): *MKT 3413 and senior standing. Open only to College of Business students; open to others with permission of department.*

Analytical principles used in development of strategies for solving marketing problems; policy areas of product, price, channels and promotion integrated in development of the firm’s total marketing effort. (<http://catalog.lsu.edu/index.php?catoid=16>)

### **B. Nature of the Course**

While the specific duties of a marketing manager vary considerably across industries and companies, the course focuses on four major activities common to the position: (1) collection of market information, (2) analysis of market information, (3) development of the marketing plan, and (4) implementation of the plan. Additionally, aspects of this course will involve gaining a better understanding of personal as well as team strengths.

The course material focuses on the skillset that you will need as an assistant or associate marketing manager. A key aspect of this position is the ability to work and communicate with various functional areas and management levels both within and outside an organization. An important feature of the course is the development of an actual marketing plan for a business selected by the project team. The course provides the general background necessary for developing marketing plans; students can then tailor the course to their interests by their chosen project. Thus, the team can work on a project that operates in consumer, business, government, or even not-for-profit sectors.

### **C. Course Objectives**

The primary objective of this course is to provide an awareness and understanding of the issues, tools, and techniques used by the “typical” marketing manager in marketing goods and services to consumers, industrial buyers, and government agencies.

This course assumes you have a basic understanding of the fundamental marketing ideas such as the marketing mix, product life-cycle, and fundamental management ideas. The course uses a mix of lectures and a staged marketing management project intended to meet the following goals:

- Understand the primary tasks and roles in marketing management.
- Identify and gather relevant marketing information.
- Apply theories, models, and analytical tools in identifying and addressing marketing management problems.
- Think analytically, creatively, and critically about core business issues.
- Communicate to various audiences about marketing management issues in both written and oral presentation formats.
- Develop an understanding of personal strengths in order to improve marketing management skills.

Remember, to be a successful manager you must do more than simply understand the key facets of marketing. You must be able to critically and systematically analyze the situations you face and apply appropriate methods to achieve your objectives.

### **D. Teaching Methods**

The teaching methods include a mix of case studies, discussion-based lectures, in-class activities, and a group project. Each class is designed to be an interactive learning experience. The following explains how each method is used. (*Note: All materials are copyrighted either by me or others.*)

#### ***1. Text Book Readings and Supplemental Articles***

The readings explain the general marketing concepts that every marketing student should know and master. It is critical that you complete the assigned reading ***before*** each class because the classes will focus on applying what you learn in the readings (see the class schedule for the assigned readings for each class). Optional readings will not be explicitly covered in class. They serve as extra sources of information for the topics.

#### ***2. Discussion-Based Lectures***

Our discussions will build on the knowledge gained from the readings by teaching you additional strategies that are used to develop successful marketing plans. That is, the readings serve as the basis of your knowledge and our discussion focuses on how to analyze marketing problems and apply what you learn from the readings. The lectures are interactive discussions where you can ask questions about how to use the concepts in the real world.

#### ***3. Case Studies***

Cases give you the chance to apply what you’ve learned and develop your decision making skills. Put simply, it’s “learning by doing.” Cases play a central role in our course because your ability to analyze problems and make intelligent decisions will be your most important assets when you begin your career. Every case we do is a real-world problem that actually happened, and you will recognize many of the companies. In addition to applying the concepts learned in

class, you will also develop your intuition and gut feel. By working on the cases, you will learn how to identify hidden problems, analyze the situation and make effective decisions.

#### ***4. In-class Activities and Group Projects***

Upon graduating, many employers will expect that you are able to work effectively in diverse teams to achieve tasks. This includes collaborating and functioning well in team settings as both leaders and followers. Therefore, you will have several opportunities to build these skills throughout this course. The formats for group collaboration are discussed in greater detail in the Group Projects section below.

## **II. COURSE MATERIALS:**

1. **REQUIRED: Framework for Marketing Management** (6th Edition) by Philip T. Kotler and Kevin Lane Keller, Pearson. ISBN-13: 978-0-13-387151-7
  - Please note: ***This is a concise, streamlined version of Kotler and Keller's textbook, Marketing Management (15ed).*** Please pay attention to the ISBN and edition number. It is okay to purchase a used version or select a rental for the semester, which are much cheaper options. You can find more information on this textbook at <http://www.mypearsonstore.com/bookstore/framework-for-marketing-management-9780133871319?xid=PSED>.
2. **REQUIRED: StrengthsFinder 2.0** (2007) by Tom Rath, Simon and Schuster. ISBN: 9781595620176
  - Please note: This ***must be purchased new*** as you need to have the code to take the assessment online. It should cost you around \$20 (plus shipping if online). You can find this online at <http://shop.gallup.com/education/cliftonstrengths-for-students.html>.
  - If you have previously taken this assessment, you DO NOT need to retake it. However, you MUST be able to provide the results from the assessment and must participate in related class activities.
3. **REQUIRED: Course Pack on HBR**, <http://cb.hbsp.harvard.edu/cbmp/access/64474879>
  - Optional Strategy Readings included in course pack, but **only the cases are required**.
4. **OPTIONAL: Blue Ocean Strategy**, (2005) Kim, W. Chan, and Renee Mauborgne. "Blue ocean strategy." *Harvard Business School Press, Boston*. (Note: You may also purchase the updated 2012 version if you'd prefer.)

You are expected to read the assigned portions of the text and cases **prior** to our reviewing it in class. You are expected to know and be able to discuss the concepts presented in the readings. Students are also encouraged to ask questions and make comments relevant to our class discussions.

## **III. GRADING COMPOSITION:**

Your grade will be based on your performance in the following areas: exams, class discussions, in-class group exercises, case assignments, and group projects. The grading scale and specific point values for assignments are outlined below.

## A. Grades

Activity	Percentage	Points
3 Exams – Each exam is worth 150 points. <i>*Final exam can replace any exam grade.</i>	45%	450
Participation/In-class Assignments	10%	100
Cases (Blue Ocean Strategy)	10%	100
Group Project Deliverable #1 - Written Report	10%	100
Group Project Deliverable #2 - Presentation	10%	100
Group Project Deliverable #3 - Final Written Report	15%	150
<b>Total</b>	<b>100%</b>	<b>1000</b>

Letter grades will be assigned as follows:

Grade	Points Needed
A+	980
A	930
A-	900
B+	880
B	830
B-	800
C+	780
C	730
C-	700
D+	680
D	630
D-	600
F	599 and below

PLEASE NOTE: GRADES WILL NOT BE ROUNDED AT THE END OF THE SEMESTER. The point system is clearly outlined above. Please do not inquire about extra credit assignments. Think now about the grade you need or want to have in this class and plan accordingly.

### ***Late Assignments/Missing Exams***

All assignments are due at the ***beginning*** of the class for which they are assigned. This includes both paper copies and submission on Moodle. *Late assignments will not be accepted.* Any student who sits through the discussion of an assignment will NOT be allowed to turn in that assignment. The exams and final examination must be taken at their scheduled times. In the event of extraordinary circumstances, the student must contact me in advance or receive a zero.

## **B. Attendance, Participation, and Classroom Decorum**

Students will receive a participation grade that is a subjective evaluation given by the instructor based on the student's professional behavior, class participation, and attendance. It is important that students make every effort to attend all class meetings. All students are expected to be in class at the beginning of the class period and remain until class is dismissed. In short, students who attend class make higher grades, learn more, and show they have the self-control/will power to be successful in marketing! **If you do not attend class, then you will not be able to participate.** A variety of class meetings will be used for in-class discussions, extra credit opportunities, case studies, and surveys. You will be at a severe disadvantage in completing assignments and taking tests if you miss class.

An interactive exchange of ideas is encouraged to get the most out of this class so participation is required and is part of your grade. *Prepare for each class by reading the assigned material before the class session and also bring your questions, comments, and related experiences to class so we can have a positive learning experience.* High-quality participation involves knowing when to speak and when to listen or allow others to speak. Comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without foundation will not help your participation grade. It is important that students engage in the learning process. *To this end, students may be called upon without notice.* Examples of participation include, but are not limited to: providing examples or sharing an experiences during a lecture, conveying your knowledge of the textbook principles, asking questions, and answering questions. Unprompted questions or comments are welcomed to facilitate class discussions.

Examples of unacceptable behavior, which will earn you zero points for participation, include: chronic late arrival to class, leaving class early, texting during class, talking to your classmates or surfing the internet in isolation from class discussion, playing computer games, and any other behavior that is considered to be disruptive by the instructor. If a student's behavior is unprofessional and/or disruptive in the class, he or she may be asked to leave the class and will be assessed a 10% grade deduction from his or her total grade.

When guest speakers attend class, students will show their appreciation for the professional's time by listening attentively, asking relevant questions, and treating the guests with the utmost respect. Put all of your electronic devices on silent mode and DO NOT text message during guest lectures.

### *Quizzes*

Students should read the material before coming to class. If students are not contributing to class lectures, I reserve the right to administer reading quizzes throughout the semester. These quizzes will count towards your participation grades.

### *Personal Technology Usage*

I reserve the right to restrict usage of personal computers during class if they interfere with the teaching/learning environment. Cellphones should be powered off or in silent mode during course meetings with the exception of permitted breaks or technology infusion assignments.

### **C. Exams**

There will be 3 (three) exams for this course, which may include any material covered in class lectures, guest lectures, class discussions, group exercises, videos, case studies, and the course textbook... *so take notes*. Exams may consist of multiple-choice, matching, and/or short-answer questions. These exams will not be comprehensive (as outlined in the course calendar below). The use of course materials is NOT allowed during the exams. You may substitute your final exam grade for any test grade. ***There will be no make-up tests.***

Questions about posted grades must be asked within two (2) days from the posting. You are welcome to make an appointment to view the graded materials within two (2) weeks of the assignment grade being posted; after this time, you will not be able to review assignments. This includes a review of tests.

#### ***Final Exam***

The final exam is cumulative. The final format will be much the same as the previous exams. The final exam grade will only be used to replace test scores that are lower than the final exam. Thus, the final exam grade may replace none, 1, 2, or all 3 test grades. ***There will be no make-up exam.***

### **D. Group Projects**

#### ***In-Class Activity Teams***

Exercises will be completed in class to accompany and reinforce the chapter lectures. They can include case studies and other exercises from the textbook, responses to videos shown in class, or any other activity that is relevant to the session's topic. Graded, in-class exercises will generally be completed in small groups of 3 (three), which will be formed and chosen by the students. I reserve the right to randomly combine a number of small groups to form larger teams as needed for in-class activities. Each group will work together to meaningfully discuss the topic and to answer questions provided by the instructor. The entire class will then discuss conclusions and contributions of the exercise.

Grades will be assigned at the group level based on the quality of the group answer, and its contribution to the class discussion as a whole. Since these will be completed during class time, students must be present and participate in order to receive credit. Occasionally, groups may be allowed to take the in-class activities for completion prior to the next class period if there is not ample time for discussion during the class period in which they are assigned. However, there is no makeup of in-class assignments for any absences other than those sanctioned by the University. For University sanctioned absences, it is the responsibility of the student to provide official support for absence and complete the missed assignment within one week of their absence in order to receive credit. Early completion and submission of assignments (prior to sanctioned absences) is also permitted.

#### ***Project Teams***

Project teams will be formed in teams of 6 (six) students. The instructor will randomly combine 2 (two) of the small in-class activity groups to form project teams of 6 (six) people. These will serve as your group project and case study groups. Each project team must submit a written marketing plan for a business that the team selects. For marketing plan examples, see:

<http://www.mplans.com/sample-marketing-plans.php#.VcFd-1VhBc>. Additional details of the project assignments will be provided (i.e., in class, in a handout, on Moodle, etc.).

***Late project reports will not be accepted.***

*Project Deliverable One – Initial Written Report:*

There are three scheduled project assignments. Project Assignment One will consist of a written report that will focus on customer and market analyses, as well as an analysis of your “leadership team” (i.e., your project team). The team analysis should include the results of each team members’ StrengthsFinders2.0 assessment.

*Project Deliverable Two – In-class Group Presentation:*

Project Assignment Two will consist of a presentation covering the remaining sections of the marketing plan. ***There will be no make-up date for missed presentations.***

*Project Deliverable Three - Final Written Marketing Plan:*

The final written marketing plan is due on the last day of class.

***Team Dynamics and Grading***

You are expected to actively participate in and contribute to team discussions by:

- a) contributing original work or properly cited material that is accepted and used by the team, and
- b) participating in the project from start to meaningful final review of the team project/assignment for submission.

Students are expected to work effectively in diverse teams to achieve tasks. They must collaborate and function well in team settings as both leaders and followers. They should respect human diversity and behave in a tolerant manner toward colleagues and peers. If you experience difficulties working with your team, you are expected to resolve them within the team. If you have any questions, please contact the instructor.

Because team projects are outcome-based, all members of your team will generally earn the same grade for the team assignments. However, the instructor reserves the right to report different grades for different team members based on team evaluations. Each team member's effort percentages will be averaged and applied to determine his/her final numerical grade for the project.

**Example:** Pat receives the following percent effort evaluations from his or her team members and percent effort evaluations of him or herself: 90%, 95%, 80%, and 85%. These evaluations compute to an 87.5% average effort evaluation. If the team project receives a 95 grade, then Pat’s grade is 87.5% of 95, or 83.

**E. Case assignments**

An important part of this course is applying what you learn in the course to real examples. Responding to case studies is one way to demonstrate your ability to do this. We will do a practice case as a class prior to Exam 1. Two additional case assignments will be given prior to exams 2 and 3. Case reports will be completed in your assigned project groups (of 6 people).

These should be typed and professionally formatted. Each student's name must be included on the case in order to receive credit.

On these cases, you must work **only** with people within your team, and you should only turn in one paper for the group, in hardcopy and online as detailed on the Moodle page. The group submission should focus on the case questions that are included at the end of the case. Your paper should cover all of these points, though its specific organization is up to you and your group. The assigned case write-up will be due on Moodle prior to the start of class on the day they are due. One paper copy for the group should also be submitted in class. Late or handwritten case submissions will not be accepted. Students should also plan to bring notes regarding the case to discuss in class on the case days.

*Specific requirements for the case structure and format will be detailed in class as well as on the Moodle page. I will also provide additional details during our initial practice case. Case materials that are handwritten, do not follow the format provided, or that exceed the space limit will not read (or accepted).*

Please also note that these cases may have been used before. **It will be considered a violation of the LSU Code of Student Conduct to seek case-specific help from students who have previously studied the case.** Any student who assists you would also be in violation. Any use of sources of information outside of the case (such as the internet, teaching notes, another group's case write-ups, etc.) will be considered cheating and a zero will be awarded on this assignment. Other sanctions may also be levied in conjunction with LSU policies.

#### **F. Extra Credit**

Extra credit opportunities may arise throughout the course at the discretion of the instructor. It is not possible to makeup missed extra credit opportunities.

#### ***Grade the Instructor***

There are several assignments and opportunities for me to evaluate your performance, but it is also valuable for me to receive feedback on my performance. Therefore, you will have the opportunity to do a "grade the instructor" assignment for extra credit. You will need to access the link for an online survey via Moodle during the window for this extra credit assignment. As honest feedback is most valuable, your responses will be completely anonymous and your name will not be associated with your responses in any way! The way you will receive extra credit is by bringing a printout of the final page of the survey to class showing you completed it. The due date for this will be announced in class and on Moodle. You will receive 5 points extra credit on your lowest exam grade.

#### ***Marketing Exit Exam***

As part of the university accreditation standards provided by both the Association to Advance Collegiate Schools of Business (AACSB) and the Southern Association of Colleges and Schools (SACS), every marketing major must fulfill the marketing exit exam requirement, by taking the exam before the last day of classes. Specifics of the exam will be provided to you in advance of the deadline. The exam requires no specific studying, but you should put forth your

best effort. As motivation, students who receive a passing grade on the exam will receive a 1% bonus on their final course grade. This exam will have no further impact on your course grade.

#### ***IV. COURSE POLICIES:***

##### **A. Moodle**

The course website for this class is located on Moodle (<http://moodle.lsu.edu>). We will frequently use this site, so it is highly recommended that students check it on a daily basis. Check Moodle during the first two days of class to make sure you can access the information for this course. Announcements regarding class assignments, readings for tests, etc. will be posted on this site. An important note is that .pdf and .html files are often posted. If a student's computer does not have capabilities to view those files, those files can be viewed in the computer labs on campus. You are responsible for keeping yourself up-to-date using Moodle. All test and assignment grades will be posted on Moodle. **All assignments and projects must be uploaded to Moodle by start of class time on the day they are due.** **LATE ASSIGNMENTS WILL NOT BE ACCEPTED.** Please make sure your files are free of viruses before sending them as attachments. When submitting files for written assignments, you must include your team name and the name of the assignment in the file name. For example, if Team A were submitting an assignment for the first project assignment, the file name would be: "Team A\_Project Assignment One." **Failure to properly title your assignment may result in reduced points for the assignment.**

##### **B. Email**

It is important to learn at an early stage of your career to "put it in writing." More importantly, complicated or difficult topics should be addressed in a professionally toned email, which should be written in a standard letter format (the email should be properly addressed, with a subject line, and contain your name at the end) and sent from the university-provided student email account.

Tips on how to write an appropriate email can be found at the following link:

<http://m.wikihow.com/Email-a-Professor>

Please note that the answer to your inquiry may be covered in the syllabus, so reference that document before emailing. Also, emails sent on the weekends and evenings may not receive a prompt response.

##### **C. Disability Statement**

Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request.

Any student with a documented disability needing academic adjustments is requested to speak with the Office of Disability Services (ODS) and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact Disability Services in 115 Johnston Hall, 225-578-5919 or [www.lsu.edu/disability](http://www.lsu.edu/disability).

**If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary. Please provide your ODS documentation to the instructor no later than the end of the second week of the semester.** Students with disabilities must be registered with the Office of Disability Services *before* receiving academic adjustments.

**Contact information for the Office of Disability Services:**

Office of Disability Services  
111A Johnston Hall  
Baton Rouge, LA 70803  
Phone: 225/578-5919  
TDD: 225/578-2600  
Fax: 225/578-4560  
E-mail: [disability@lsu.edu](mailto:disability@lsu.edu)  
Website: <http://appl003.lsu.edu/slas/ods.nsf/index>

In addition, students with emergency medical information and/or students requiring special arrangements in case of emergency building evacuation should, confidentially, provide them to the instructor.

**D. Policy on Academic Misconduct**

Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. As integrity and ethical behavior are keys to student success while at LSU and beyond, the university policies regarding academic dishonesty will be strictly enforced. All students will be held accountable for proper academic conduct and will be subject to the policies in the LSU “Student Code of Conduct” available online at [www.lsu.edu/saa](http://www.lsu.edu/saa). It is your responsibility as a student at LSU to know and understand the academic standards for our community.

Any incident of academic dishonesty, such as cheating on tests, facilitating others with cheating, plagiarism, or cutting and pasting without adequate citation of work, etc., will be addressed according to policy. All work will be completed by the student enrolled in the course and no one else. If you are in doubt about what constitutes academic dishonesty, please refer to the LSU policy or contact the instructor. Students who are suspected of violating the Code of Conduct will be referred to the office of Student Advocacy & Accountability. Violations can result in a zero grade on the assignment, failing the class, and/or suspension from LSU.

\*A summary of the Code of Student Conduct can also be found at:  
<https://www.lsu.edu/lsuonline/docs/Academic-Integrity-Orientation-Moodle-Module.pdf>.

**E. LSU Counseling Services**

Resources are available on campus for students having personal problems or lacking clear career and academic goals, which interfere with their academic performance. These resources include:

- **Academic Advising and Counseling,**  
<http://business.lsu.edu/undergraduate/Pages/Advising.aspx>, 578-3211

- **Student Mental Health**, ([http://www.shc.lsu.edu/mental\\_health.html](http://www.shc.lsu.edu/mental_health.html)), Student Health Center, 578-8774, personal counseling;
- **The Lighthouse Program (previously SAVA)**, Student Health Center, Suite 2, 578-6085, sexual assault counseling: (<http://www.shc.lsu.edu/sava.html>)
- **Career Resource Center**, (<http://careercenter.lsu.edu>), 1502 Patrick F. Taylor Hall, 578-2162, career assistance and counseling.

***V. IMPORTANT DATES TO NOTE:***

<b>08/22/2017</b>	First day of class
<b>08/29/2017</b>	<a href="#">Jumping into Business</a>
<b>08/30/2017</b>	<a href="#">Dress for Success Fashion Show</a>
<b>08/30/2017</b>	Final date for adding courses/ making section changes
<b>10/06/17</b>	<a href="#">JC Penny Suit Up</a>
<b>10/06/17</b>	<a href="#">E.J. Ourso Networking Reception</a>
<b>10/06-07/17</b>	<a href="#">LSU Career Expo</a>
<b>10/19/17</b>	Fall break – No class!
<b>11/03/2017</b>	Final Date for Dropping a course
<b>10/19/17</b>	Fall break – No class!

**NOTE: SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE.**

**CHANGES WILL BE POSTED ON MOODLE AND ANNOUNCED IN CLASS.**

The following table, on the next pages, outlines the tentative schedule for the semester. The course may deviate from this plan for a variety of reasons, but this serves as a general guide. The instructor reserves the right to alter any of the information provided in this syllabus

Updated as of: 9/18/17

**COURSE CALENDAR:**

<b>Part A – Understanding MM and Connecting with Customers</b>			
<b>Date:</b>	<b>Topic:</b>	<b>Due/To be completed:</b>	<b>Assignment(s):</b>
Tuesday, Aug. 22, 2017	Intro to Marketing Management Course	Student info sheet and Syllabus Contract	Read Ch. 1 (FMM)
Thursday, Aug. 24, 2017	Chapter 1 - Defining Marketing for the New Realities	Guest Announcement  Seating chart	Read Ch. 1 (FMM)
Tuesday, Aug. 29, 2017	Chapter 1 - continued	Small group selections (of 3) due Final day syllabus contract/photo due	Read Ch. 2 (FMM)
Thursday, Aug. 31, 2017	Chapter 2 - Developing and Implementing Marketing Strategies and Plans		Read Ch. 2 (FMM)
Tuesday, Sept. 5, 2017	Chapter 2 continued		Read Ch. 3 (FMM)
Thursday, Sept. 7, 2017	Chapter 3 - Capturing Marketing Insights and Forecasting Demand		Read Ch. 4 (FMM)
Tuesday, Sept. 12, 2017	Chapter 3 – continued; Chapter 4 - Creating Long-term Loyalty Relationships;		StrengthsFinders2.0 Activity due next class. Bring printout of strengths to class and submit on Moodle by start of next class. Read Ch. 5 (FMM)
Thursday, Sept. 14, 2017	Chapter 5 - Analyzing Consumer and Business Markets; StrengthsFinder2.0 Group activity	StrengthsFinders2.0 Assessment Due	Blue Ocean Strategy Lecture next class; Read “BOS Packet” posted on Moodle to prepare.
Tuesday, Sept. 19, 2017	Blue Ocean Strategy Lecture		Study for Exam 1!
Thursday, Sept. 21, 2017	Exam 1 (Chs. 1, 2, 3, 4, 5, BOS)		Read Case “How to Implement Blue Ocean Strategy” from course packet and Associated “Case #1 Supplemental Packet” from Moodle. Be prepared to discuss in class.
<b>Part B – Building Strong Brands and Shaping Market Offerings</b>			
Tuesday, Sept. 26, 2017	Intro to Cases (Case Day #1)	In-class case discussion	Read Chs. 6/7 (FMM)
Thursday, Sept. 28, 2017	Chapter 6 – Identifying Market Segments and Targets Chapter 7 – Crafting the Brand Positioning		Read Chs. 8/9 (FMM)
Tuesday, Oct. 3, 2017	Chapter 8 – Creating Brand Equity and Driving Growth		Read Chs. 9/10 (FMM)

	Chapter 9 – Setting Product Strategy and Introducing New Offerings		
Thursday, Oct. 5, 2017	Chapter 9, continued – Setting Product Strategy and Introducing New Offerings Chapter 10 – Designing and Managing Services		Project Deliverable #1 Due next class (don't forget to submit on Moodle PRIOR to class). Read Ch. 11 (FMM)
Tuesday, Oct. 10, 2017	Chapter 11 – Developing Pricing Strategies and Programs	Project Deliverable #1 Due!	Read Case # 2 “How Apple’s Corporate Strategy Drove High Growth” from course packet and read associated “Case #2 Supplemental Packet” from Moodle prior to case write up and discussion next class. Case write up <u>due</u> next class.  CV/Resume due next class (Submit on Moodle <u>and</u> bring hard copy to class.)
Thursday, Oct.12, 2017	Case Day #2 - “How Apple’s Corporate Strategy Drove High Growth”	Case #2 Write up due!  CV/Resume Due!	Study for Exam 2!
Tuesday, Oct. 17, 2017	Exam 2 (Chs. 6, 7, 8, 9, 10, 11, Case#2)		
Thursday, Oct. 19, 2017	Fall Break – no class!		Read Ch. 12 (FMM)
<b>Part C – Delivering and Communicating Value</b>			
Tuesday, Oct. 24, 2017	Chapter 12 – Designing and Managing Integrated Marketing Channels		Read Ch. 13 (FMM)
Thursday, Oct. 26, 2017	Chapter 13 – Managing Retailing, Wholesaling, and Logistics		Read Chs. 14/15 (FMM)
Tuesday, Oct. 31, 2017	Chapter 14 – Designing and Managing Integrated Marketing Communications Chapter 15 – Managing Digital Communications		Read Chs. 16/18 (FMM)
Thursday, Nov. 2, 2017	Chapter 16 – Managing Mass Communications Chapter 18 – Conducting Marketing Responsibly in the Global Economy		Read Ch. 17 (FMM)
Tuesday, Nov. 7, 2017	Chapter 17 – Managing Personal Communications		Study for Exam 3!  Read Case #3, Part A: “The American Beauty Salon Industry in 2008” and take quiz at

			<a href="http://www.quiz.blueoceanstrategy.com">www.quiz.blueoceanstrategy.com</a> (59212). Then, read Case#3, Part B: “No cuts. No color. Just blowouts.” from course packet and check for any associated content (“Case #3 Supplemental Packet”) on Moodle prior to case write up and discussion next class.  Case write up <u>due</u> next class.
Thursday, Nov. 9, 2017	Case Day # 3 - Part A: “The American Beauty Salon Industry in 2008” and Part B: “No cuts. No color. Just blowouts.”	Case # 3 Write up due!	Study for Exam 3!
Tuesday, Nov. 14, 2017	Exam 3 (Chs. 12, 13, 14, 15, 16, 17, 18, Case #3)		Updated CV/Resume due next class (Submit on Moodle <u>and</u> bring hard copy to class.)
Thursday, Nov. 16, 2017	Guest Lecture Day	Updated CV/Resume Due!	
Tuesday, Nov. 21, 2017	Guest Lecture Day		Group Presentations (Project Deliverable #2) are on Nov. 28 <sup>th</sup> and 30 <sup>th</sup> . Final Written Reports (Project Deliverable #3) are due by Nov. 30 <sup>th</sup> !
Thursday, Nov. 23, 2017	HAPPY THANKSGIVING! No Class		
Tuesday, Nov. 28, 2017	Project Presentations	Project Deliverable # 2	All Groups: Written Report (Project Deliverable # 3) Due next class!
Thursday, Nov. 30, 2017	Project Presentations	Project Deliverable # 2  All Groups: Written Report (Project Deliverable # 3) Due!	
Monday, Dec. 4, 2017	Section 002 – Final Exam (Cumulative), 3:00pm – 5:00pm		
Wednesday, Dec. 6, 2017	Section 003 – Final Exam (Cumulative), 10:00am – 12:00pm		

\*It is possible that the calendar will change as necessary throughout the course

By signing below, I acknowledge that I have thoroughly read the syllabus for MKT 4451 for the Fall 2017 with instructor Kris Lindsey Hall.

My signature indicates that I understand the policies, expectations, assignments, deadlines, and grading scale as described in the syllabus. This document must be signed and submitted, along with the completed Student Information Sheet, to the instructor before I am eligible for assessment (i.e., a grade of zero on graded items until turned in), and *no later than August 29, 2017*.

As stated in the syllabus, I recognize that the grading scale will be invoked as listed with no rounding of points at the end of the term. **I also recognize that there will be NO opportunities for end-of-term extra credit assignments.**

Print name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Hometown: \_\_\_\_\_

Year (Jr, Sr.): \_\_\_\_\_ Major: \_\_\_\_\_

Favorite marketing class: \_\_\_\_\_

Favorite App: \_\_\_\_\_

Coollest place you have been: \_\_\_\_\_

Favorite Brand: \_\_\_\_\_ Least Favorite Brand: \_\_\_\_\_

Song that describes you: \_\_\_\_\_

Interests/Hobbies:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Coollest thing you have done: \_\_\_\_\_

Briefly explain any work experience: \_\_\_\_\_

Describe your dream job in 15 words or less: \_\_\_\_\_

What did you like best about your favorite instructor/professor? \_\_\_\_\_

What would you like to get out of this class, besides a good grade? \_\_\_\_\_

What areas of marketing interest you the most and why? \_\_\_\_\_

Anything else I should know about you? \_\_\_\_\_

Do not write in this box.

Please attach a current photo of yourself.