BASIC MARKETING
MKT B280-001—Fall 2009, 9:30 to 10:45 TR, Library 134

**Instructor:** Dr. Jerry R. Goolsby
Office: MI313 Phone: (504) 864-7961 (useless #), FAX (504) 864-7970
E-MAIL: jgoolsby@loyno.edu (best contact method)
WEB SITE: http://www.cba.loyno.edu/faculty/Goolsby/index.html
Office Hours: 10:50 to 11:50 Tuesday and Thursday and 5:00 to 6:00 Thursday

**AIM of the COURSE:** On completing this course, students will understand the emphasis firms have to place on marketing to meet the demands of the increasingly competitive global marketplace. Students will understand the plethora of decisions that need to be addressed on strategic elements of the marketing mix (viz., product, pricing, promotion and distribution) as well as how firms respond to dynamic changes in the external environment of organizations. The following “learning matrix” articulates the objectives of the course.

<table>
<thead>
<tr>
<th>Topic</th>
<th>I do not know much about this topic.</th>
<th>I know what this is about but not much more.</th>
<th>I can identify questions on this topic but still need assistance.</th>
<th>I can apply this topic independently and do not need assistance.</th>
<th>I can teach this material to others.</th>
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<tbody>
<tr>
<td>The role of marketing in the modern economy and in organizations.</td>
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<td>The Marketing Concept, Marketing Orientation and Customer Orientation as business philosophies</td>
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<td>The Marketing Mix and the interrelationship between its components</td>
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<td>The role of marketing in <strong>strategy and planning</strong></td>
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<td>The methods and rationales of <strong>market segmentation</strong>.</td>
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<td>The role of data, <strong>marketing research</strong> and marketing information systems</td>
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<td>The Promotion Mix and the interrelationship between its components</td>
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<td>The <strong>Product Life Cycle</strong> and dynamics of products over time</td>
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<td>Creating synergy in <strong>Channels of Distribution</strong> and Supply Chains</td>
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<td><strong>Pricing</strong> and strategies associated with pricing</td>
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<td><strong>Buyer Behavior</strong> and how buyers think about purchasing in consumer and industrial settings.</td>
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<td>The process of <strong>Personal Selling</strong> and managing sales people</td>
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<tr>
<td><strong>Services Marketing</strong> and its importance to the economy, customer satisfaction and firm profitability.</td>
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<td>The critical decisions underlying <strong>Wholesaling</strong> and <strong>Retailing</strong></td>
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**DESIRED RESULTS**

Achievement, not course credit, is the primary output of this course. All participants who successfully navigate the course will be able to demonstrate improved understanding of topics listed in the course objectives, and because of this knowledge, participants will obtain levels of success in their careers higher than would have been expected otherwise.

In addition to knowledge of current marketing practices and concepts, participants should acquire the following skills, as expressed by being able to:

- Identify customer needs
- Design goods and services that meet those needs
- Communicate information about those goods and services to prospective buyers
- Make the goods and services available at times and places that meet customers’ needs
- Price goods and services to reflect costs, competition, customers’ ability to buy
- Provide for the necessary service and follow-up to ensure customer satisfaction after the service.

**CLASS FORMAT**

Class sessions will normally be conducted utilizing a combination of lecture and discussion. The purpose of class sessions is not to disseminate material that can be readily and easily understood from reading assigned materials. Rather, classroom presentation and discussion will emphasize topics either not covered in the text or that the instructor believes need to be enhanced through elaboration and illustration. Participants are expected to have read and understood all reading assignments prior to class. For the classroom experience to be meaningful and interesting, participants must come to class prepared. To excel in this course, participants should spend two hours outside class for every hour inside class. Anything less than this standard will result in lower performance levels.

Participants are encouraged to make recommendations for improving the methods of acquiring knowledge in the class. How the requirements of the class are met is not as important as that the requirements are met.

**REQUIRED TEXT AND SUPPORTING MATERIALS**


Loyola Bookstore price as of August 17: $74.00 new and $55.50 used, or
Online ordering (Direct from McGraw-Hill) $64.38
Grewal and Levy, "Marketing" (hardcover) $123.75, or
Online ordering from Amazon.com, Grewal and Levy, "M Marketing”; New: $54.72 Used: from $34.10.

Students should always bring copies of the overheads to class. These can be obtained through Blackboard and printed in the format desired.
**COURSE GRADING**

<table>
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<tr>
<th>Exams—3 @ 150 points</th>
<th>450 Points</th>
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<tbody>
<tr>
<td>Papers—2 @ 100 points</td>
<td>200 Points</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>650 Points</strong></td>
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The instructor at his choosing may add up to 100 points to the total available points as deemed necessary for issues such as, but not limited to, class participation, preparation and attendance. No special consideration will be given to any single student that is not available to the entire class. Individual participants will not be given an opportunity for individual extra credit; only the class a whole may. Do not ask for any individually based extra credit.

Course grades will be assigned on the following scale:

- **A** = 90% of above
- **B+** = 85% to 89%
- **B** = 80% to 84%
- **C+** = 75% to 79%
- **C** = 70% to 74%
- **D+** = 65% to 69%
- **D** = 60% to 64%
- **F** = less than 60%

The only deviations from these categories are strictly at the discretion of the instructor (i.e., fewer percentage points needed to receive a particular letter grade). *Be sure to read the other grade issues explained below.*

**EXAMS**

Exams are designed to assess the participant’s knowledge of key course requirements. Recruiters, a key customer of the class, demand that the instructor assess the extent to which each student has obtained this knowledge and can recognize applications of the concepts in practice. Generally, exams are of a multiple-choice format and are considered to be difficult but fair. Participants who read the material as directed, attend class and pay attention generally perform well on all the exams. Conversely, participants who do not read the material as directed, do not attend class and do not pay attention find the exams very difficult.

**PAPERS**

Two written assignments are required for class. More detailed information related to these assignments is attached to this document.

1. **New Product Paper (100 Points)**

   You are to develop a new product for the marketplace and select a target market for the product. You will be assessed extensively on your selection of target market (see attached detailed description). Your paper should demonstrate a command of the material taught in
the course and should be supported with documentation learned in the class, including Mediamark and Lifestyle Market Planner.

2. Marketing Plan Paper (100 Points)

You are to select an existing product from the marketplace, determine specifically as possible the marketing plan being used for the product, and assess the effectiveness of the plan based on the principles learned in the class. The paper must follow the detailed description that is attached. Any paper that does not follow this explicit structure is assumed to be plagiarized from a paper submitted to a class requiring a different structure and will, therefore, receive a grade of “F,” which is not negotiable.

**OTHER ISSUES**

*Make-up Exam/Late Papers:* No make-up exams will be given and no late papers will be accepted. Late is defined as one minute following the beginning of the class starting time. Only under the most rare circumstance will any variance be given and will only be considered when the instructor is notified beforehand. Historically, variances have been given only for death in the immediate family and illness requiring hospitalization. **Do not buy plane tickets without first consulting the final exam schedule.** Please do not have a parent call to ask for variance in test scheduling. Computer problems will not be excused for late assignments. Store your work in multiple places, and do allow your pet access to your computer and diskettes. Work sufficiently in advance, just in case a problem arises.

*Attendance:* As with any class, students are unable to receive the full benefit of the course without attending class the entire class. Therefore, roll will be taken during each class, and students will be penalized up to one letter grade for the entire course for more than three unexcused absences. An excused absence is one in which the student provides the instructor in advance a written, approved reason for not attending class. The ultimate determination of excused versus unexcused lies entirely with the instructor. The instructor maintains the right to take whatever steps are necessary to verify any excuse given by a student. By presenting the excuse, the student agrees to allow the instructor the right to contact any party or collect any information necessary to verify the excuse. Please do not have a parent call to pressure the instructor concerning poor class attendance.

Generally speaking, high performing students value the instruction provided in class and somehow always manage to attend; performance-challenged students seem to fall victim to an abnormal number of illnesses, deaths in the family, car troubles, traffic accidents, encounters with police officers, meddlesome parents, and bizarre phenomena including poltergeist experiences with alarm clocks, demonic-possessed pets who eat assignments and anemic computers prone to getting viruses that destroy diskettes.

*Special Needs:* Any student having special needs in terms of testing time allotment, classroom seating, etc. should contact the instructor within the first week of class during office hours. Do not wait until the final exam to reveal that a disability of some sort is the reason for not meeting
the requirements of the course. A student with a disability that qualifies for accommodations should contact Sarah Mead Smith, Director of Disability Services at 865-2990 (Academic Resource Center, Room 405, Monroe Hall). A student wishing to receive test accommodations (e.g., extended test time) should provide the instructor with an official Accommodation Form from Disability Services in advance of the scheduled test date. Please do not have a parent call the instructor to explain your learning style and request accommodations that should be made to force the class to meet your needs.

Participants For Whom English is not their First Language: A very technical vocabulary is used in this course. Understanding the specific meaning of words and concepts is critical for success. Because of this necessity, individuals for whom English is not his/her first language may need additional assistance. Many common dictionaries are inadequate in describing the technical meaning of a word as used in the course. The instructor will gladly define and explain the meaning of concepts when asked. If words, terms or concepts are confusing, please seek assistance. No electronic dictionaries or devices can be used during an examination. Students may not bring relatives to the exam to assist them with language issues nor call anyone during the exam for support.

Academic Dishonesty and Misconduct: Academic dishonesty and/or misconduct constitute a major violation of professional ethics and will not be tolerated. These violations include but are not limited to the use of illegally obtained notes or exams, drawing of exam answers from another's exam, the sharing of exam answers with others, and plagiarism of any submitted material. Informing fellow students of exam content is a common violation of academic honesty. Using a project completed by another student from another class in your work without properly referencing that work constitutes plagiarism. Any paper submitted using the format of another professor, rather the format prescribed in the syllabus, is assumed to be plagiarized. At minimum violations for any misconduct will result in a grade of "F" in the course, as well as recommended expulsion from the university.

The instructor in this course does not allow students to take copies of the examination outside the classroom or the instructor's office for any reason. Any student who takes possession of any exam from this course by this instructor (no matter whose it may have been or may be) outside the supervision or permission of the instructor will receive an "F" in the course. Likewise, any student who does not turn in the exam booklet provided him/her during the examination period will receive an "F" in the course. For reference, issues described herein are covered under the topic of “Integrity of Scholarship and Grades” in the Undergraduate Bulletin.

Please do not have a parent contact the instructor about any violations in academic dishonesty and misconduct, even if he/she is an attorney. Rather, have your parents contact the University President’s Office directly, since this is ultimately where the issue will be resolved. Taking this step will save everyone trouble.

Classroom Conduct: Such comments as the following should go without saying and like most of this section of the document are written for the benefit of a small high-maintenance minority. Students should behave professionally in class as in a business meeting. Such conduct entails
not talking to other students during lecture; arriving on time; not reading material such as newspapers, texts, etc.; studying other class material; passing notes to others students, like love-sick teenagers in high school; and sleeping or simply not paying attention. The instructor does not allow students to use laptops during class, because students who surf the web distract potentially productive students. Students should arrive on time and stay throughout the class. On occasions when one must leave a meeting early, it is considered professional conduct to apologize for an early exit and sit close to an exit, so as not to disturb others. It is impolite to slam textbooks prior to the end of the lecture because doing so communicates a disinterest to the instructor. Any student exhibiting unprofessional conduct may be either temporarily or permanently removed from classroom lectures. Absences resulting from being removed from class are not excused (attendance issues above). For reference, issues described herein are covered as “Classroom Discipline” in the Undergraduate Bulletin.

Limited Use of Instructional Materials: The lecture content and all instructional materials used in this course are copyrighted by the instructor. As such, no individual may use any lecture content or instructional materials for any purpose other than his/her immediate education. Taking of notes for someone else or an organization, especially for sale or profit, is strictly prohibited. Students violating this prohibition will be referred for appropriate punishment.

Appeal of Grade: After grades have been posted, the instructor has never changed and does not intend to ever change a student's grade. The only valid reason for appealing a grade should be miscalculation of scores. The following are never valid reasons for grade appeal: (1) impending removal from the university, (2) loss of scholarship, (3) delay in graduation, (4) embarrassment, (5) possible deportation to a country ruled by a brutal dictator, (6) powerful parents who can apply pressure on the instructor, and (7) ex post facto discovery that poor performance for the entire course was caused by some tragic set of events beyond the control of the student. Please do not have your parents launch an appeal with the instructor for a grade change.

Asking for a Grade of "Incomplete": The College of Business and Loyola University allow a student to receive a grade of "Incomplete" in those extremely rare circumstances in which a student, who is currently passing, cannot complete the course toward the end of the class because of a documented excuse. Normally, a student should withdraw from the university when unable to complete the course. A grade of "Incomplete" cannot be given to avoid failing the course. Do not ask the instructor for an "Incomplete" grade if (1) you are failing the course, (2) it is past mid-semester, and (3) you do not have an extraordinary and compelling reason not to finish the class. Please do not have your parents launch an appeal with the instructor for an incomplete grade.

Study Aids. One of the major purposes of a college education is have the student learn how he/she learns. Everyone learns somewhat differently than anyone else. For example, some people are visual learners, some are auditory learners, some are kinesthetic learners, and some use a combination of various learning styles. There are many, many methods for learning the material and a resourceful individual will find the ways needed to learn. There are no good excuses, including disabilities and parental meddling, for not learning and retaining the material.
Evacuation Statement: Students must log on to the College emergency web site (www.loyno.la) and the University Blackboard site (http://loyno.blackboard.com/) within 48 hours of any University evacuation to receive further information regarding contacting course instructors for assignments, and so forth. Students will be required to do assigned course work for any evacuation of more than 48 hours. Students should also monitor the University site (www.loyno.edu) for general information.
### TENTATIVE COURSE OUTLINE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>CHAPTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1/3</td>
<td>Intro to Marketing/Ethics</td>
<td>1</td>
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<tr>
<td>September 3</td>
<td>History of Marketing in US</td>
<td>2, 3</td>
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<tr>
<td>September 8</td>
<td>Marketing and the New Paradigm in Business</td>
<td>lecture</td>
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<td>September 10</td>
<td>Marketing Environment, Strategy and Planning</td>
<td>4</td>
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<td>September 15</td>
<td>Segmentation/Target Markets</td>
<td>7</td>
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<td>September 17</td>
<td>Buyer Behavior</td>
<td>5</td>
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<td>September 22</td>
<td>Industrial Buyer Behavior (B to B Marketing)</td>
<td>5</td>
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<td>September 24</td>
<td>Research/MIS</td>
<td>8</td>
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<tr>
<td>September 29</td>
<td>Catch up Day</td>
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<tr>
<td>October 1</td>
<td><strong>EXAM 1</strong></td>
<td>STUDY!</td>
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<tr>
<td>October 6 &amp; 8</td>
<td>Products and New Products; Product Dynamics</td>
<td>9,10</td>
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<td>October 13</td>
<td>Services Marketing and Gap Analysis</td>
<td>11</td>
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<td>October 15</td>
<td>Channels of Distribution and Conflict, and Logistics</td>
<td>13</td>
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<td>October 20</td>
<td>Fall Break</td>
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<td>October 22</td>
<td>Wholesaling Strategies and Supply Chains</td>
<td>13</td>
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<td>October 27</td>
<td>Retail Strategies</td>
<td>14</td>
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<td>October 29</td>
<td><strong>EXAM 2</strong></td>
<td>STUDY!</td>
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<tr>
<td>November 2 to 6</td>
<td>Loyola Week</td>
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<td>November 10</td>
<td>Communication/Promotion</td>
<td>15</td>
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<td>November 12</td>
<td>Promotion Mix, Advertising and Strategy</td>
<td>15, 16</td>
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<td>November 12</td>
<td><strong>New Product Paper Due</strong></td>
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<tr>
<td>November 17</td>
<td>Personal Selling</td>
<td>17</td>
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<td>November 19</td>
<td>Sales Management</td>
<td>17</td>
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<tr>
<td>November 24</td>
<td>Pricing Determination</td>
<td>12, 13</td>
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<td>November 26</td>
<td>International</td>
<td>6</td>
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<tr>
<td>December 1</td>
<td>Assessing Marketing Plans</td>
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<td>December 1</td>
<td>Control</td>
<td>Lecture</td>
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<td>December 8</td>
<td>Careers</td>
<td>Lecture</td>
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<td>December 8</td>
<td><strong>Marketing Plan Due</strong></td>
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<td>December 10</td>
<td>Class Summary and Debrief</td>
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<tr>
<td>December 17, 7:00 – 9:00 p.m.</td>
<td><strong>FINAL EXAM</strong></td>
<td>STUDY!</td>
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Assignment and Exam Dates may be moved with prior notification in class. Related chapters should be read prior to attending lecture. Notice the final exam time. Any special request for variance in testing time must be given to the instructor before the second week of class.
New Product Paper

Assignment Statement-- You are to develop a new consumer product (business-to-business products will not work) for the marketplace and select a target market for the product. You will be assessed extensively on your selection of target market (see below). Your paper should demonstrate a command of the material taught in the course and should be supported with documentation learned in the class, including Mediamark and Lifestyle Market Planner.

Selecting the new consumer product is not as important as selecting the target market for the product. The new product can be a modification of an existing product that would require a significant modification to the marketing of the product, or can be a totally new, hypothetical product. Most importantly, it cannot be an existing product or a copy of an existing product for which a marketing program has already been created. Creativity is important here, and copying is not a virtue.

If you can merely copy the results of an existing product from Mediamark or Lifestyle Market Planner, you have not successfully executed the project.

Assignment Limitations—The paper should be no longer than five pages of text in length, exclusive of exhibits. Papers should be double-spaced with 1-inch margins in 12-point font. Do not play games with your word processor to cram words into smaller spaces.

Due Date: The assignment is due on November 12th.

Objectives of the Paper and Criteria Used in Grading:

1. The paper should reflect a command of the concepts taught in the class. The paper will be graded heavily on the accurate and appropriate use of course concepts.
2. You must base your decisions on data and facts. Generally, these numbers can be found in Mediamark and Life Style Analyst, which were discussed in class and can be found in the library. The Internet is often a source of data that can be used. Above all, the data obtained must be used accurately. Oftentimes, students misinterpret the data.
3. The paper will be assessed for insight in interpretation, not description. That is, while you must select a target market for your new product, I am much more interested in why you selected that target market and why you believe it will be viable for your new product, rather than you description of the target market. Students who submit comprehensive tables of description without analysis will receive a poor grade.

Required Organization of the Paper—The following list of topics must be covered in this sequence. The submitted document MUST contain headers with these labels.

1. Executive Summary—This should be a paragraph that summarizes the entire report. In the “real world” this oftentimes the only thing that an executive will read.
2. Description of New Product—describe the product you have created for the exercise. Briefly explain its differential advantage over other similar products in the marketplace. Generally, this should take less than one page.

3. Recommendation of Demographic Target Market—be specific and defend your selection with numbers and logic. Describe your thought process.

4. Recommendation of Psychographic Target Market—using data from Mediamark and/or Life Style Analyst justify your selection. Using lifestyle data and other sources, defend your decision as best you can.

5. Recommendation of the Final Target Marketing—combining demographic and psychographic target markets to make a definitive, concise description of the final target market.

6. Size of Target Market—estimate the size of your target market based on documented information.

7. Summary—offer a conclusion about the viability of your market selection. Be persuasive, as if you were pitching the idea to a banker or investor.

The submitted document must contain explicit answers to each of the above issues. Any document that does not follow this format is assumed to be plagiarized from a document submitted to a different class with different requirements.

Performances receiving grades less than what students would like usually contain one or more of the following errors:

1. The outline and headings above are not used, resulting in a grade of “F.”
2. A product is chosen for which no or limited data can be found. If no data can be found, select another product.
3. Explanations, supported by data, are not given for selecting the target market.
4. The explanations given for selecting the target market are flawed, typically illogical (e.g., 18 year old college students earning an income over $100,000).
5. The demographic data and psychographic data are not combined in a logical and consistent way (e.g., 45-54 year old families with a household income over $150,000 who listen to rap music).
6. The target market size is estimated using flawed logic, typically either grossly underestimating or overestimating the size of the target market.
7. Footnotes are not provided for all sources of information.
8. The author plays games with formatting (e.g., smaller fonts, reduced margins, etc.) to squeeze a lengthy paper into the required number of pages.
Marketing Plan Paper

Assignment Statement—You are to select an existing promotional effort from the marketplace, determine specifically as possible the marketing plan being used for the associated product, and assess the effectiveness of the plan based on the principles learned in the class.

This will not be a complete marketing plan, such as the ones you will execute in subsequent marketing classes. Rather, this exercise is to familiarize you with the contents of a marketing plan in an abbreviated format.

You will have to glean the information required from a variety of sources contained on the web, company publications, advertising, interviews with knowledgeable people, company documents, and any other sources you may find useful. For example, you may search the Business Periodicals Index for all references to the product in the business press. You may write the company for an Annual Report to Stockholders for some insights into the company’s positioning of the product and future plans. You may interview individuals who market the product for insights. You might want to defend your analysis with data from references such as Mediamark and Life Style Analyst.

Assignment Limitations—The paper should be no longer than five pages of text in length, exclusive of exhibits. Papers should be double-spaced with 1-inch margins in 12-point font. Do not play games with your word processor to cram more words into the space.

Due Date: The assignment is due on December 8th.

Objectives of the Paper and Criteria Used in Grading:

1. Your selection of product will not be evaluated heavily in grading. Merely describe the product and your rationale for selecting it. If you have an idea of industry in which you want to work upon leaving school, you might select a product in that industry. The project is more easily handled when you are familiar with the product and industry, such as from parents’ occupations or part-time jobs.
2. The paper should reflect a command of the concepts taught in the class. The paper will be graded heavily on the accurate and appropriate use of course concepts. The paper should cover to the extent possible the topics listed below. Generally, students have to glean the insights needed by speculating, based on information collected from the marketplace. The company will not post its marketing plan on its website, so you must intuit what the plan is by examining the company’s behavior, advertising, selling tactics, pricing policies, and other marketing materials. Each project will require some insightful speculation. Begin your project early, so if you need to switch you can without too much suffering.
3. You should explain and rationalize every decision that has been made. What advantage is gained by making the strategic decision? Do not merely lists facts—explain your logic.
4. The paper must contain a sentence beginning with these words, “The final target market is,” and the sentence must be finished with a definitive description of the target market, including both demographic and psychographic components.
Required Organization of the Paper—The following list of topics must be covered and are generally covered in this order effectively.

1. Executive Summary—This section should be a paragraph that summarizes the entire report. In the “real world” this oftentimes the only thing that an executive will read.
2. Description of Product—describe the product you have selected for the exercise.
3. Target Market of the Product—describe the target market and its size as explicitly as possible, using data from sources such as Mediamark and/or Life Style Analyst.
4. Competitive Position of the Product—who are the competitors of the product? What are the key factors upon which the firm’s compete? What is the key differential advantage of the product you selected over its competitors? What is the firm’s position in the marketplace?
5. Marketing Strategy—what is the firm’s strategy for addressing the marketplace, customers and competitors?
6. Objectives of the Marketing Strategy—what are the goals of the marketing strategy used by the firm?
7. Action Plans—what are some of the short-term actions that the firm has taken to execute the strategy? You can provide examples, such as advertisements, coupons, etc., in appendices.
8. Measures of Success—what are the key variables this company tracks in assessing its success? Are both short-term and long-term measures being tracked?
9. Timing of Action Plans—what actions are being taken in what order over what timeframe to implement the strategy?
10. Cost of the Plans—what are the approximate expenses used in executing the action plans? For example, what are the approximate advertising budget, cost of coupons, and sales force expenses for executing the plan?
11. Estimated Payoffs—what are the returns expected from the effective execution of the plan?
12. Summary—offer a conclusion about the viability of plan. Recommend improvements that you believe could be made to the plan.

Any document that does not contain these explicit headings is assumed to be plagiarized from a document submitted to a different class with different requirements. Plagiarism is punishable by a grade of “F” in the course, at minimum, and expulsion for the university at maximum.

Performances receiving grades less than what students would like usually contain one or more of the following errors:

1. The outline and headings above are not used, resulting in a grade of “F.”
2. A product is chosen for which no or limited data can be found. If no data can be found, select another product.
3. Explanations, supported by data, are not given for the topics to be addressed. Mere speculation is given for what the company actions, such as what target market has been selected.
4. The marketing strategy discussed not address market segmentation and the “4-Ps.”
5. The cost of the plans are not based on anything but speculation.
6. The payoffs of the plans are only based on speculation.
7. Footnotes are not provided for all sources of information.