Course Syllabus

Spring 2017

Business 130 Principles of Marketing - ONLINE Course

Instructor:	Jeff Kallis, Ph.D., J.D.
Office Location:	7th floor Business Tower
Telephone:	888 441 1529 or Kallislaw01 on Skype
Email:	Jeffery.Kallis@SJSU.Edu
Office Hours:	When on line class meetings are scheduled I will be available by Skype during class times. We will agree to a "Class Period" for purposes of Skype sessions and WEBEX group meetings.
Meeting Mode:	Partial on line partial, and WEBEX WEBEX MEETINGS: Weeks 4, 6, 10, 12, 14, 15 ONLINE MEETINGS: Weeks 1, 2, 3, 5, 7, 8, 9, 11, 13,
Contact Method Preference:	e-mail or Skype
Faculty Web Site URL	
Class Days/Time:	
Class Location:	
Prerequisites:	

Required Texts/Readings

Textbook: Marketing Grewal & Levy, McGraw Hill,2016, *Electronic version only*. THIS IS REQUIRED TO TAKE EXAMS OR GET CREDIT FOR YOUR WORK

Other Readings: *Wall Street Journal* readings for extra credit assignments and WebEx meetings. Subscription required

Other equipment / material requirements: You will need a laptop or desk top computer with a High Resolution video camera attached.

Technology required for this Online Courses

This is an on-line course. You will need to have a computer with a camera attached or attachable. You will need to download the "Respondent Lock Down Browser" in order to take examinations and will have to use "Turn-it –in" to submit papers or discussion content. We will be using WebEx for some meetings and interactive group discussions. There is a WebEx tutorial on line at http://its.sjsu.edu/services/webex/

You will be able to communicate directly with Dr. Kallis via Skype. It is recommended that you install Skype on your computer or cell phone so that you can avail yourself of this teaching/learning activity. i.e. asking your professor complicated questions or getting clarification on assignments.

Course Web Site(s)

Course Syllabus URL:	https://sjsu.instructure.com/courses/1074932/assignments/syllabus
LMS URL:	http://sjsu.instructure.com/
eText Book URL(s):	To Be Determined
Others (optional):	
Trouble Shooting Technology:	Canvas Student login help at http://www.sjsu.edu/at/ec/canvas/ (Links to an external site.), University HelpDesk at Clark Hall 102; Create a support ticket for the HelpDesk at http://its.sjsu.edu/support/index.html (Links to an external site.)

Class Days for on line Course – **WebEx** Meetings are in BOLD and are tentatively scheduled to meet Wednesdays between noon and 7 pm and Skype meetings are by appointment on Thursday

WebEX	Skype	Week
Feb1	Feb 2	Week 1
February 8	Feb 9	Week 2
February 15	Feb16	Week 3
February 22	February 23	Week 4
March 1	March 2	Week 5
March 8	March 9	Week 6
March 15	March 16	Week 7
March 22	march 23	Week 8
March 29	March 30	Week 9 Spring Break
April 5	April 6	Week 10
April 12	April 13	Week 11

April 19	April 20	Week 12
April 26	April 27	Week 13
May 3	May 4	Week 14
May 10	May 11	Week 15
May 17	May 18	Week16

Course Description

It is arguably true that marketing is the only business activity that actually produces revenue. Without revenue no business can exist. As such, marketing may be the most critical activity that a business or organization can engage in. By the same token, businesses and organizations need to produce products or services; manage operations; keep track of expenses and revenues; as well as organize and distribute information. It would be pure hubris to teach that marketing is the most important subject that you will study in your SJSU business education. However, if it is not the most important, surely it is one of the most important.

It is my intent in teaching this class for you to gain, or develop, three distinct skills or understanding. The first is understanding the basic principles and concepts underlying the marketing function. This second is developing a basic understanding of Critical Thinking and how it integrates into the Marketing/Business environment. The third is to gain some experience in applying marketing concepts to business decision making activities and processes through the understanding of the concept of unintended consequences.

In order to develop the skills and understandings listed in the preceding paragraph, several approaches will be taken. There will be text book readings, readings from the WSJ, and projects to help you apply the concepts to the real world.

It is not my intent to try to make you experts in marketing, nor to brainwash you as to marketing's importance. I do want you to find, discover, or appreciate how marketing concepts and the marketing orientation can help you, the entity that you currently or will work for, or any business you may start to become more successful.

Expectations: I cannot tell you how many hours a week you'll have to spend preparing for the class, nor can I tell you that you'll find the material readily understandable or incomprehensible. I can tell you that to simply read the assignments, and take a few notes on the readings, you should not have to spend more than three hours a week outside of class plus time spent studying for exams and/or papers.

I do not anticipate that any of you will have to spend more than10 - 15 hours a week on the material or assignments. Of course, each student learns differently, has their own level of study efficiency and their own learning expectations. If you want all As and are compelled to excel, you may in fact spend more than the hours indicated above. If you accept average performance, (average performance is not unreasonable, as being average in a college is way above average for the general population), you may spend the hours indicated.

I expect you to THINK about the material, not just memorize a few words or terms. The key skill for you to learn will to be to develop critical thinking with respect to marketing problems, opportunities and competitive issues. To do this you have to have learned the language of marketing - its terms and definitions - and to have a full understanding of the basic concepts we will study, such as product life cycle, positioning, segmentation, differentiation, consumer and business decision making processes, penetration pricing, to mention but a few of the important concepts. You will be expected to have read the material before WebEx meetings and to be ready, willing and able to discuss the readings.

To successfully complete this course, follow the content in the Modules as recommend in the sequence displayed.

Each Module contains content designed to assist you in succeeding in this course. Be sure to follow the specific layout in the Modules. Here's a brief explanation of the layout in the Modules.

Step 1) Watch the pre chapter lecture or mini lecture provided by your instructor - and take notes on the questions asked or issues raised. You will be expected to engage in a group discussion in Canvas on these issues and / or questions and others. Print out the Power Point Slides so you can take notes on them as you do step 2.

Step 2) Read the assigned Chapter(s) in e-text after listening to the Mini lecture (Step 1)---reading the content will give you an understanding of the terms and usage of the material in the chapter.

Step 3) View the post chapter lecture video---reinforces the chapter you just read.

Step 4-a) Do the Drag and Click exercise---enables you to learn and understand marketing language and concepts; 4-b) read and answer questions for each of the cases in the chapter. (These activities become part of the evaluation for PEC.);

Step 5) Watch the Chapter video(s) from the book - (a) iSeeit video is required; (b) additional videos are identified in the weekly assignments. There are several videos per chapter and there maybe an outside assigned videos. These videos give real world examples and recaps the chapter reading to give you a deeper perspective of the application of marketing in a broader context. (This material **must** be part of the Canvas Group Discussion.)

Step 6) Take the Practice Quiz---gives you practice before taking the Chapter Quiz and identifies areas in which you need to spend more time learning the material. These quizzes can also give you extra credit points through PEC.

Step 7) Take the chapter graded test-(Quiz) --after completing steps 1-6 you should be ready to take the graded quiz.

Step 8) Engage in the on-line Canvas Group Discussion of the videos and chapters in each module and reply to other group member posts. Do this by discussing the in class questions, listed in the assignments below using the Discussion option in Canvas. This is a graded activity. Your participation will be noted and can, in addition to the discussion grading rubric, be used by the instructor for the assignment of extra credit points for those students who take this opportunity seriously and work with their fellow class members and who incorporate relevant WSJ articles into the discussion.

Repeat these steps (1-8) in each Module for each chapter.

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Course Learning Objectives

The emphasis of the course is on the appreciation, understanding and application of the fundamental concepts of marketing. Thus, towards the end of the course, students are expected to display a comprehensive knowledge on the dynamics of the market forces and its impact on the marketing mix. It is expected that the knowledge and understanding developed throughout the course would serve as a foundation for the higher-level marketing courses. The course is designed to help students achieve the following

Student Learning Objectives (SLO's):

SLO1: Business Knowledge. Develop an in-depth knowledge and understanding of the various marketing principles, concepts, theories and applications. Comprehend the dynamics of marketing and analyze how its various components interact with each other in the real world (local and international).

SLO2: Communication. Develop effective oral communication skills by responses to select issues and presenting them during selected in class meetings and WebEx meetings.

SLO3: Ethics. Develop an understanding and appreciation of ethical applications and practices in marketing.

SLO4: Leadership, Teams and Diversity. Understand the advantages of interacting with a group in analyzing the marketing environment and determining the appropriate marketing mix for the target market. Develop an appreciation for group dynamics, group decision-making and the variety of relationships that may evolve during the decision-making process when working within a group. Present Group ideas during in class meetings.

SLO5: Critical Thinking. Gain hands-on experience in creating mini-marketing plans for a chosen product or service of select organizations; utilizing the different theories and concepts discussed in class and integrating them for application.

SLO6: Innovation. Develop innovative ideas and and present them in class and through the discussion options. .

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Course Format

This is an on line course. That means that the class will not meet in the classroom. We will have on-line only components and also meet by WebEx. You will need a good computer, a high definition camera on the computer or connected to the computer and high speed internet. All learning resources will be on line based and be either in Adobe or Word format.

WEBEX meetings will be scheduled with each group and will remain constant throughout the semester- they will be group meetings. That means all group members will have to log into the WEBEX session at the scheduled time. Depending on the number of groups the WEBEX meetings will be 10 to 15 minutes long. If additional time is needed a supplemental time will be arranged. All group members must participate in the WEBEX meetings. You will receive an invitation to join the WEBEX meetings after the 2nd class period. That invitation will be good for the whole semester. Be sure to log in on time and have a computer with a camera and good quality microphone so you can see and hear all of your group members.

Groups will be assigned randomly by the computer. Since this is an on-line class there should be no difficulty in doing the group work, which can be done via CANVAS discussion and collaboration features.

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QUIZ AND TEST SCHEDULE

ALL test, and extra credit quizzes require the use of the Lock Down Browser

TEST #	Chapters	Due	Test Format start of week
Mid-Term # 1	1-8	March 1	Multiple Choice 75 questions 90 Minutes
Mid Term # 2	9-15	April 12	Multiple Choice 75 questions 90 Minutes
Final	1-8, 9-18	As Set	Multiple Choice 150 questions 180 Minutes

Discussions

Monday February 13	Discussion Set 1 Due before 12:01 PM
Monday February 27	Discussion Set 2 Due before 12:01 PM
Monday March 13	Discussion Set 3 Due before 12:01 PM
Monday April 3	Discussion Set 4 Due before 12:01 PM
Monday April 17	Discussion Set 5 Due before 12:01 PM
Monday May 8	Discussion Set 6 Due before 12:01 PM

You are all adults, you are university students, and many of you hold fulltime jobs and/or have families and understand the responsibilities that come with your position in life. Because I believe that the prior sentence is true, I do not take attendance and I do not need to know when or why you are not going to be in class or on the WebEx meetings. We all have outside obligations and, sometimes, one of those obligations require us to make choices and tradeoffs. If you feel that you have an obligation that requires you to be elsewhere, I respect your judgment and decisions. (Here it comes.) However, it is also your responsibility to see to it that your work is done and turned in on time, that you get copies of the notes and or information that was presented in class and that you are prepared to respond to test questions, or in class discussions, dealing with the material you missed.

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1. **Exams:** There are 3 exams, two Midterms each worth 600 Points and a final worth 1200 points for a total of 2400 points. ***I will be reviewing the videos created by the Lock Down Browser,*** (I can do so at 10x speeds so an hour of tape takes 6 minutes to review), and if I find anyone cheating I will not only fail them for the exam but will report the violation to the University. (Remember there will be video evidence so don't cheat.) Exams are open notes and if you print out the chapters, open book. NO electronic devices other than your computer can be within 6 feet of you. Than includes cell phones, other computers and tablets. No photographs of the screen are allowed, repeating - no photographing of the computer screens is allowed. STUDY HINT print out the Power Point slides for each chapter and then take notes on the printed out slides. You can use these slides/notes during the exams.

2. **Assignments** Reading assignments are found above. There are 6 discussion requirements, one for each module. These are worth up to 100 points per discussion module. The discussion questions are given for each discussion assignment.

   These are group assignments. Group member's point allocation will be based in part upon group member evaluations of each student's group performance. *The evaluations will be confidential, the details will not be released to anyone, and the actual evaluation will be destroyed 60 days after the class ends*.

   All discussion threads will be subject to review by "Turnitin". Any thread found to contain more than 25% common material may be disallowed and all or some points removed.

3. **Extra Credit** It is possible to earn 300 points of extra credit by taking the Chapter quizzes, each of which is worth a maximum of 11.75 points and writing analysis of current issues from the WSJ, 25 points each. The WSJ analysis issues will be identified by the Professor via "Announcement." The write-up will be based on the same criteria as the discussions but done by individuals. Note: to receive extra credit the LBD test must be taken during the week one scheduled assignments period. (See the announcement panel on CANVAS)

4. **Professor issued Extra Credit (PEC)** Your instructor may give additional extra credit based upon your participation, both through on-line assignments and in class interactions, during WebEx interaction and based on Discussions and Collaboration within Canvas. This PEC can be worth up to 300 points. Students start off with ZERO (0) and the professor allocates extra credit points based on the quality of the student's involvement, interaction and the level of critical thought demonstrated. No student is guaranteed to receive ANY PEC just because they participate or complete assignments; it is the exceptional quality of the participation/involvement that counts. The receipt of Professor Extra Credit points is not a right. Points are granted for extra special performance on assignments and interaction as evaluated and determined by the Professor. Lack of PEC cannot lower your grade.

   There are weekly assignments from the videos, called "click and drag." These are not directly graded, but will assist you in the class discussions on WebEx days. There are also questions after each chapter in this syllabus. These questions are both to help you understand the material and to provide topics for WebEx class day discussions and for those days that you chose to make contact via skype, either individually or as a group.

Grading Policy

Grades are based on 3000 points.

Midterm # 1	600 points (multiple choice)	20% of the grade
Midterm # 2	600 points (multiple choice)	20% of the grade
Final	1200 points (multiple choice)**	40 of the grade
Discussions 6 @ 100 pts	600 points (written group)	20% of the grade
Total	3000 points	100% of the grade
Quiz and essay extra credit	300 points	10% of the grade
PEC		10% of the grade

Total possible points 3600 Grade based on 3000 points

Multiple choice exams are graded on an absolute % of correct answers out of total answers. Almost all multiple choice questions will come from a test bank written and tested to validate the wording and the neutrality of the question by the text books publisher. Multiple choice exams are NOT curved.

Extra credit points, if any, are added to your final grade and are not added to any particular assignment or test.

** Here is something to confuse you. The computer program only allows a test grade to be up to 1000 points. As such the computer will grade the final as if it were worth 1000 points. I will then take your grade and multiply the final exam grade by 1.2 so it would be the same as if it were graded on a 1200 point scale.

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Classroom Protocol & Rules

Students are expected to attend the in class sessions, if any, over the semester, and to attend the WebEx sessions (each student will attend 5). You can expect to be called upon and to be able to answer questions and discuss the relevance of the WSJ readings based on the assignments as set forth in the Announcements section of Canvas.

Note: You will be taking an extra credit quiz for each chapter. Late assignments are NOT accepted. Once the quiz closes you cannot do the quiz.

Chapter quizzes and extra credit write-ups will open at 12:01 P.M. on the day due and close at 6:00 P.M. Chapter quizzes will be 90 minutes long and you will have one opportunity to take the quiz.

Midterms and the final will open at 12:01 P.M. and close at 11:00 P.M. Time limits are given above.

Discussions will be open until 12:01 PM on the date indicated.

There are no makeup examinations, quizzes or additional extra credit assignments.

You have a fairly long time frame in which to start your examination or quiz. You need to schedule your time so that you are able to take the exam, quiz or extra credit activity. Even if you are in the hospital, if you have a lap-top, access to the internet and a camera, you can take the test.

There are some exceptions…a major earthquake in San Jose, your incarceration in a jail or being institutionalize, the death of an immediate family member within the 4 days preceding the scheduled examination, your death, your abduction by aliens or terrorist, an accident that hospitalizes you so that you are not cognitively able to respond to questions in a reasonable way or the closure of the University for the period of time the test is open.

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Course Requirements and Assignments

Schedule (Subject to change by Dr. Kallis on reasonable notice)

The required marketing text book is:

Marketing Grewal & Levy, McGraw Hill,2016, *Electronic version only*. THIS IS REQUIRED TO TAKE EXAMS OR GET CREDIT FOR YOUR WORK

A subscription to the WSJ is required. Anyone not having a subscription will not receive any class participation points.

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MODULE 1 Chapters 1-5, Discussion set 1

Watch the introductory video on the Home page of Canvas

Watch Meet Dr. Kallis Video on the Home page of Canvas

Read the Syllabus from start to finish

Review the Lock Down Browser (LDB) Video assignment and install the Lock Down Browser on your computer.

You MUST take the LDB test which is the Student Information sheet and agreement.

Week 1 Chapter 1 ON LINE

(Note please read this chapter and do Steps 1-8 before the first class period)

Step 1) Watch the pre chapter lecture or mini lecture provided by your instructor - and take notes on the questions asked or issues raised. You will be expected to engage in a group discussion in Canvas on these issues and / or questions and others. Print out the Power Point Slides so you can take notes on them as you do step 2.

Step 2) Read the assigned Chapter(s) in e-text after listening to the Mini lecture (Step 1)---reading the content will give you an understanding of the terms and usage of the material in the chapter.

Step 3) View the post chapter lecture video—reinforces the chapter you just read.

Step 4-a) Do the Drag and Click exercise—enables you to learn and understand marketing language and concepts; 4-b) read and answer questions for each of the cases in the chapter. (These activities become part of the evaluation for PEC.)

Step 5) Watch the Chapter video(s) from the book - (a) iSeeit video is required; (b) additional videos are identified in the weekly assignments. There are several videos per chapter and there may be an outside assigned videos. These videos give real world examples and recaps the chapter reading to give you a deeper perspective of the application of marketing in a broader context. (This material **must** be part of the Canvas Group Discussion.)

Step 6) Take the Practice Quiz—gives you practice before taking the Chapter Quiz and identifies areas in which you need to spend more time learning the material. These quizzes can also give you extra credit points through PEC.

Step 7) Take the chapter graded test-(Quiz) –after completing steps 1-6 you should be ready to take the graded quiz.

Step 8) Engage in the on-line Canvas Group Discussion of the videos and chapters in each module and reply to other group member posts. Do this by discussing the in class questions, listed in the assignments below using the Discussion option in Canvas. This is a graded activity. Your participation will be noted and can, in addition to the discussion grading rubric, be used by the instructor for the assignment of extra credit points for those students who take this opportunity seriously and work with their fellow class members and who incorporate relevant WSJ articles into the discussion.

Learning objectives:

01-01: Define the role of marketing in organizations.
01-02: Describe how marketers create value for a product or service.
01-03: Understand why marketing is important, both within and outside the firm.

In class discussion of Red Mango Case and Chapter 1 ISEET video. How do these relate to the other videos.

1 Do you know the difference between needs and wants? When companies that sell frozen desserts develop their marketing strategy, do they concentrate on satisfying their customers' needs or wants? What about a utility company, such as the local power company? A humanitarian agency, such as Doctors without Borders?
2 People can apply marketing principles to finding a job. If the person looking for a job is the product, describe the other three Ps.
3 What is the difference between a good and a service? When you buy a music subscription on Pandora, are you buying a good or service? Would your answer be different if you bought an MP3 album on Amazon?
4 Using the four Ps, discuss how the Apple iBeacon will create value for customers.

5 Why do marketers like GE find it important to embrace societal needs and ethical business practices? Provide an example of a societal need or ethical business practice that GE is addressing.

Week 2 Chapter 2 & 3 assign groups, ON LINE

Chapter 2 Objectives and Questions

Read this chapter and do Steps 1-8

Learning Objectives

2-1 Define a marketing strategy.
2-2 Describe the elements of a marketing plan.
2-3 Analyze a marketing situation using SWOT analyses.
2-4 Describe how a firm chooses which consumer group(s) to pursue with its marketing efforts.
2-5 Outline the implementation of the marketing mix as a means to increase customer value.
2-6 Summarize portfolio analysis and its use to evaluate marketing performance.
2-7 Describe how firms grow their business.

In class discussion of Staples, Spirit and iSeeit videos. How do these relate to the Netflix and Home Shopping Network cases in the chapter.

Questions for review and application

1. How have Nike and Adidas created sustainable competitive advantages for themselves?
2. How does Adidas segment its market? Describe the primary target markets for Adidas. How does it position its various offerings so that it appeals to these different target markets?
3. How does Hertz add value for business customers through the implementation of the four Ps?
4. Dyson successfully sells its fans and heaters for $150 to $400, whereas most fans sell for $20. Explain what is the value it creates, and how this affects the price it can charge.
5. Of the four growth strategies described in the chapter, which is the most risky? Which is the easiest to implement? Why?
6. The mission statement for Quaker Oats cites its origins, "inspired by the power and wholesome goodness of the amazing oat." Frito-Lay looks a little more to the present, citing its mission "To be the world's favorite snack and always within arm's reach." These different perspectives also reflect the quite different positioning adopted by each company. Visit the websites of each and review the descriptions of the company, its mission, and its values. Now consider what it means when you learn that both brands are owned by PepsiCo. What is PepsiCo's mission statement? Do you believe these two disparate mission statements reflect what the firms do and who they are portrayed in the media? Justify your answer.

7. Black and Decker (www.blackanddecker.com) and DeWalt (www.dewalt.com) are owned by the same parent company, and both sell similar products. Visit each of their websites and identify what markets

each brand targets. Next, discuss how the two companies use the marketing mix differently to target these unique target markets.

Chapter 3 Objectives & Questions

Read this chapter and do Steps 1-8

Learning Objectives

3-1 Describe the 4E framework of social media marketing.
3-2 Understand the types of social media.
3-3 Understand various motivations for using mobile applications and how they are priced.
3-4 Recognize and understand the three components of a social media strategy.

In class discussion of Healthymagination and iSeeit videos. How do these relate to the Dell cases provided below:

Questions for review and application

1 Examine Gatorade's social media strategy using the 4E model.
2 Using the components of the 4E model, outline how an entrepreneur marketing T-shirts can augment or enhance his or her marketing mix efforts.
3 Assume you work for a large consumer packaged goods firm, which has discovered that its latest line of snack foods is moving very slowly off store shelves. Recommend a strategy for listening to what consumers are saying on blogs, review sites, and the firm's website. Describe how your strategy might provide insights into consumers' sentiments about the new product line.
4 You were just hired by a company that wants to produce apps that help people become healthier by exercising, eating well, and reducing stress. Which of customer motivations would you recommend the company focus on? Describe the app you would design, the customer motivations it meets, and why your app is the design for your potential customers.
5 What social and mobile media tools is Red Bull using?
 Evaluate Red Bull's social media marketing strategy using the 4-E framework?
 How should Red Bull assess the effectiveness of these campaigns? Describe how they should respond to insights gained by this assessment?

Week 3 Chapter 4 & 5 ON LINE

Read these chapters and do Steps 1-8 for each chapter

Chapter 4 Objectives and Questions

Learning Objectives:

04-01: Identify the ethical values marketers should embrace.
04-02: Distinguish between ethics and social responsibility.
04-03: Identify the four steps in ethical decision making.

04-04: Describe how ethics can be integrated into a firm's marketing strategy.
04-05: Describe the ways in which corporate social responsibility programs help various stakeholders

On-Line discussion of Newmans Own and iSeeit videos. How do they relate to the Lauren Smith Case below?

Question

1 Discuss why marketers use internet cookies and the potential ethical issues this practice creates.

2 Why are marketers likely to be faced with more ethical dilemmas than members of other functional areas, like finance, accounting, or real estate?

3 A clothing company gives generously to charities and sponsors donation drives to help lower-income teen girls get reasonably priced prom dresses. This firm also locates its manufacturing plants in countries with few labor laws and the company does not know if children are working in its factories. The clothing company also works to prevent union activity among its employees in the United States. Evaluate this company from an ethical and social responsibility perspective.

4 Choose a company that you believe is particularly socially responsible. How do you justify your choice? What counterarguments might someone make to suggest that your chosen company is not responsible? Consider all key stakeholders in developing both sides of the argument

Chapter 5 Objectives & Questions

Learning Objectives

5-1 Outline how customers, the company, competitors, and corporate partners affect marketing strategy.
5-2 Explain why marketers must consider their macroenvironment when they make decisions.
5-4 Identify various social trends that affect marketing.

On-Line discussion Dole; Ford iSEEIT videos and problems with segmentation

Questions

1. *Assume you are going to open a new store selling fitness products. Describe it. Who* are your competitors? What would you do to monitor your competitors' actions? Who are your customers? What are you going to do to appeal to them? What are your social responsibilities, and how will you meet them?
2. How can firms use customer demographics like income, market size, education, and ethnicity to market to their customers better? What are the limitations of using just demographic information to identify your customers?
3. Why should a t-shirt shop in the United States care about the value of the Hong Kong dollar?

4. Time-poor consumers have adopted various approaches to "buy" themselves more time, such as (a) voluntarily simplifying their complex lives, (b) using new technologies for greater empowerment and control, (c) using their time productively when traveling or commuting, and (d) multitasking. Identify and describe some products and services that consumers use to implement each of these strategies.

Module 1 Discussion Assignment: *Analyze the 9 Scenarios in the Appendix to Chapter 4 and apply the material you studied in chapters 1, 2, 3, and 5 to a discussion of the conflict between successful business performance and legal/ethical conduct.*

MODULE 2 Chapters 6 and 7, Discussion set 2

Week 4 Chapter 6 - WEBEX

Discussion set one is due and closes at the beginning of class this week

Read this chapter and do Steps 1-8

Learning Objectives

6-1 Articulate the steps in the consumer buying process.
6-2 Describe the difference between functional and psychological needs.
6-3 Describe factors that affect information search.
6-4 Discuss post-purchase outcomes.
6-5 List the factors that affect the consumer decision process.
6-6 Describe how involvement influences the consumer decision process.

https://www.youtube.com/watch?v=lFRyF9MxElE

WebEx Discussion Netflix; Yelp and iSEEIT videos and the Camp Case. What aspects of consumer behavior do YELP and Netflix address?

Questions

1. How do firms enhance post purchase satisfaction and reduce cognitive dissonance?
2. What are the differences between compensatory and noncompensatory decision rules?
3. Which social factors likely have the most influence on (a) the purchase of a new outfit for a job interview and (b) the choice of a college to attend?
4. How do low- versus high-involvement consumers process information in an advertisement?
5. When consumers buy a new notebook computer, what sort (internal vs. external) of information search would they conduct? If you were a marketing manager for Sony, how would you use this information?

6. Tazo makes a blend of exotic green teas, spearmint, and rare herbs into a tea called Zen. Using Maslow's hierarchy of needs, explain which need(s) are being fulfilled by this tea.
7. Visit the Shopkick site (www.shopkick.com) and describe the benefits it offers consumers. How are these offers likely to influence consumers' behavior? Click on "The App" tab. What kinds of need appeals does this company make to encourage shoppers to join?
8. Different companies emphasize different aspects of attitude in making decisions. Explore the Microsoft (www.microsoftstore.com) and Apple (store.apple.com) stores online. Discuss the primary attitude components that they are targeting and how the two stores differ.

Week 5 Chapter 7 ON LINE

Read this chapter and do Steps 1-8

Learning Objectives:

07-01: Describe the ways in which B2B firms segment their markets.
07-02: List the steps in the B2B buying process.
07-03: Identify the roles within the buying center.
07-04: Describe the different types of organizational cultures.
07-05: Detail different buying situations.

Discussion B2B Dole and GE plus iSEEIT. What factor account for the differences you may see in the videos

Questions

1. Identify the stages in the B2B buying process.
2. How do you do a vendor analysis?
3. What are the six different buying roles?
4. What is the difference between new buy, rebuy, and modified rebuy?
5. Assume you have written this textbook and are going to attempt to sell it to your school. Identify the six members of the buying center. What role would each play in the decision process? Rank them in terms of how much influence they would have on the decision, with 1 being most influential and 6 being least influential. Will this ranking be different in other situations?
6. You have just started to work in the purchasing office of a major pharmaceutical firm. The purchasing manager has asked you to assist in writing an RFP for a major purchase. The manager gives you a sheet detailing the specifications for the RFP. While reading the specifications, you realize that they have been written to be extremely favorable to one bidder. How should you handle this situation?

Module 2 Discussion Assignment: As more and more goods and services are sold on-line will the distinction between consumer goods and business goods change. What

influences will retard or hasten the change, if change is going to occur? Look at the unexpected or unanticipated effects of the changes in the way goods are purchased based on your forecast of the structure of the consumer and B2B markets in the year 2025. (Remember this is not a research paper but is a discussion/analysis between group members who may have very different views.).

Review Web Site: https://vimeo.com/22982704 and be prepared to discuss next week.

MIDTERM 1 DUE before 8PM on WEDENSDAY March 1, 2016 The test will open at 12:01 P.M on March 1, 2016

MODULE 3 Chapters 9 & 10 Discussion set 3

We will not be doing chapter 8

Week 6 Chapter 9 WEBEX

Read this chapter and do Steps 1-8

Discussion set two is due and closes at 12:01 Monday of this week

Learning Objectives:

09-01: Outline the different methods of segmenting a market.
09-02: Describe how firms determine whether a segment is attractive and therefore worth pursuing.
09-03: Articulate the differences among targeting strategies: undifferentiated, differentiated, concentrated, or micro-marketing.
09-04: Determine the value proposition.
09-05: Define positioning and describe how firms do it.

Discussion McDonald's Thermos and iSEEIT videos and the Sodexho Case. What rules, insite or other guidelines can you devise from these videos and cases.

https://www.youtube.com/watch?v=nTCCXOExMO0

Questions

1. What segmentation methods would you suggest for a small entrepreneur starting her own business selling gourmet chocolates? Justify why you would recommend those methods?

2. What types of products would you use demographic segmentation for? How about psychographic segmentation? Explain how these products differ.
3. You have been asked to evaluate the attractiveness of a group of identified potential market segments. What criteria will you use to evaluate those segments? Why are these appropriate criteria?

4. Put yourself in the position of an entrepreneur who is developing a new product to introduce into the market. Briefly describe the product. Then, develop the segmentation, targeting, and positioning strategy for marketing the new product. Be sure to discuss (a) the overall strategy, (b) characteristics of the target market, (c) why that target market is attractive, and (d) the positioning strategy. Provide justifications for your decisions.
5. You have been hired recently by a large bank in its credit card marketing division. The bank has relationships with a large number of colleges and prints a wide variety of credit cards featuring college logos, images, and the like. You have been asked to oversee the implementation of a new program targeting the freshman class at the schools with which the bank has a relationship. The bank has already purchased the names and home addresses of the incoming freshman class. You have been told that no credit checks will be required for these cards as long as the student is over 18 years of age. The bank plans a first day of school marketing blitz that includes free hats, t-shirts, and book promotions, as well as free pizza, if the students simply fill out an application. Do you think it is a good idea to target this program to these new students?

Week 7 Chapter 10 ON LINE

Read this chapter and do Steps 1-8

Learning Objectives:

10-01: Identify the five steps in the marketing research process.
10-02: Describe the various secondary data sources.
10-03: Describe the various primary data collection techniques.
10-04: Summarize the differences between secondary data and primary data.
10-05: Examine the circumstances in which collecting information on consumers is ethical.

https://www.youtube.com/watch?v=F2lqRBAXxfc

Discussion Dunkin' Donuts and Kraft plus iSEEIT. What are the differences between the research needs of the two companies? What do you think of the information in the following web site. https://www.youtube.com/user/NikeWomen

Questions

1 A large hardware store collects data about what its customers buy and stores these data in a data warehouse. If you were the store's buyer for lawn equipment, what would you want to know from the data warehouse that would help you be a more successful buyer?
2 Marketing researchers do not always go through the steps in the marketing research process in sequential order. Provide an example of a research project that might not follow this sequence.
3 A consumer package goods company (e.g., Pepsi) has just developed a new beverage. The company needs to estimate the demand for such a new product. What sources of syndicated data could it explore?

4 Suppose your university wants to modify its course scheduling procedures to better serve students. What are some secondary sources of information that might be used to conduct research into this topic? Describe how these sources might be used. Describe a method you could use to gather primary research data about the topic. Would you recommend a specific order in obtaining each of these types of data? Explain your answer.

5 The epinions.com website (www.epinions.com) is a clearinghouse for consumer reviews about different products and services. Think of a particular business with which you are familiar, and then review the ratings and comments for that business on the eopinions website. Discuss the extent to which this site might be useful to a marketer for that company who needs to gather market research about the company and its competitors. Identify the type of research this process involves—secondary or primary? How would you use this type of information if you are a Marketing Manager for AmericanAir involved in product development.

Module 3 DISCUSSION ASSIGNMENT: How has technology changed our right to privacy, and the ability of business to target consumers. What are the unanticipated dangers of this technology and what could the long term benefits be? (Remember this is not a research paper but is a discussion/analysis between group members who may have very different views.).

MODULE 4 Chapters 11 -13 & Discussion set 4

Week 8 Chapter 11 & 12 ON LINE

Discussion set three is due and closes at 12:01 Monday of this week

Read this chapter and do Steps 1-8

Learning Objectives Chapter 11

11-1 Describe the components of a product.
11-2 Identify the types of consumer products.
11-3 Explain the difference between a product mix's breadth and a product line's depth.
11-4 Identify the advantages that brands provide firms and consumers.
11-5 Explain the various components of brand equity.
11-6 Determine the various types of branding strategies used by firms.
11-8 Distinguish between brand extension and line extension.
11-8 Indicate the advantages of a product's packaging and labeling strategy.

Discussion: Three stripes and iSEEIT videos. How do these videos help you understand Hyundai branding activity? What is it that Hyundai did to develop their image and in your opinion were they successful – why?

https://www.youtube.com/watch?v=w4bbLw0a-A4 https://www.youtube.com/watch?v=Lh6bbSonkm0

Questions

1. What is the difference between brand extension and line extension?
2. What is brand repositioning?
3. Study the following two product mixes below are provided. Product Mix 1: A, B, C and D are the lines and for Product Mix 2: X, Y and Z are the lines.

A	B	C	D
a1	b1	c1	d1
a2	b2	c2	d2
a3	b3	c2	

Product Mix 1

X	Y	Z
x1	y1	z1
x2	y2	z2
x3	y3	ze
x4	y4	

Product Mix 2

Which mix has more breath and why? Which mix is deeper and why?

4. Are you loyal to any brands? If so, pick one and explain why you believe you are loyal, beyond that you simply like the brand. If not, pick a brand that you like and explain how you would feel and act differently toward the brand if you were loyal to it.
5. Do you think all edible items sold in a grocery store should have an ingredient and nutrition label? Consider the perspectives of consumers, the manufacturer, and the store.
6. You are the brand manager for a firm that makes herbs, spices, and other food additives. You have had complaints from some of your retail outlets that they are finding empty bottles of pure vanilla extract stashed around the store. Apparently, due to the high (35 percent) alcohol content of pure vanilla extract, people are grabbing the cute little bottles, having a drink, and getting rid of the evidence. Anecdotal evidence from store employees indicates that the majority of the imbibers are teenagers. The cost of placing a tamper proof cap on the extract is a relatively insignificant percentage of the purchase price, but will make it more difficult to open, particularly for older customers. Also, there has been a significant rise in sales to retailers as a result of the vanilla bean "addicts." What should you do?
7. Go to BMW's website (http://www.bmwusa.com/) and identify a few recently introduced brand extensions to the marketplace. Discuss whether you believe the brand extension examples you provided will benefit or harm the firm.

Learning Objectives Chapter 12

12-1 Identify the reasons firms create new products.
12-2 Describe the different groups of adopters articulated by the diffusion of innovation theory.
12-3 Describe the various stages involved in developing a new product or service.
12-4 Explain the product life cycle.

https://www.youtube.com/watch?v=7mEQ0ono8mg

Discussion Watch the Red Mango and Sara Lee videos along with the iSEEIT video and determine how the product life cycle has affected these firms' products and markets.

Questions

1 Some people think that a product should be considered "new" only if it is completely new to the market and has never existed before. Describe or give examples of other types of new products.

2 Android Wear is a new category of wearable computing devices that link to android smartphones. How quickly do you think this product will diffuse among the U.S. population? Describe the types of people that you expect will be in each of the diffusion of innovation stages.

3 Identify and describe the ways that companies generate new product ideas. Which of these ways involve the customer? How can firms assess the value of the ideas that customers generate? When you have a really new idea, the telephone in the 1880's, how do you assess if there is a market?

4 Describe an example of a new product or service that is targeted at the college student market. Using the concept testing discussion in the chapter, describe how you would conduct a concept test for this product or service.

5 In what stage of the product life cycle is a new model of a PlayStation 4 video game console? Is Sony's marketing strategy—its four Ps—consistent with the product's stage in its life cycle? Explain

6 Go to http://www.quirky.com/ and read about how Quirky develops new products. How is this different than traditional new product development?

Week 10 Chapter 13 ONLINE

Read this chapter and do Steps 1-8

Learning Objectives

13-1 Describe how the marketing of services differs from the marketing of products.
13-2 Discuss the four gaps in the Service Gap Model.
13-3 Examine the five service quality dimensions.
13-4 Explain the zone of tolerance.
13-5 Identify three service recovery strategies.

Discussion: Sweetwater and FedEx cases and iSEEIT video. How can services be made tangible and what are the differences between Sweetwater and Fedex.

Questions

1. Compare Wegmans with Safeway

When Wegmans earned *Fortune*'s coveted "Best Company To Work For" award, it noted that part of its success as a retailer stems from its success as an employer. In the past 20 years, Wegmans has awarded more than $54 million in college scholarships to both full-time and part-time employees. On a different educational front, employees who work in the meat and fish departments must graduate from a "university" program that takes between 30 and 55 hours and assists them in furthering their careers.

Furthermore, because Wegmans prides itself on its customer service and satisfaction, it encourages its employees to assist customers in any way they see fit, without the approval of a supervisor. For example, one customer purchased the largest turkey Wegmans had for Thanksgiving and then discovered it was too large to cook at home. A Wegmans employee cooked the turkey for the customer without charge. In another case, a woman was looking for a particular item in the store. When the employee could not find the item immediately, the customer said, "Go on back to whatever you were doing." A few minutes later, the employee found the customer in another section of the store and exclaimed, "There you are! I finally found it!" The employee took the time away from her current task to help a customer, even after she was no longer expected to be of assistance.

Wegmans offers far more than the traditional supermarket—a service bonanza. Drop off your child at the in-store daycare center. Saunter through the bookstore for Oprah's newest book club recommendation. Drop off your dry cleaning and overdue video rental. Visit the café, complete with a seafood bar where you can sip a glass of wine while your dinner is cooked to order. When you tire of browsing the flower and international newspaper sections, you can finally start on your grocery list. However, before you run through the checkout, do not forget to pick up that bottle of champagne the cheese shop attendant told you would complement the white Castello cheese she handpicked for you.

2. How does Zipcar differ from Uber and which provides greater value? Why?

Zipcar is the world's leading car-sharing company. Based in Cambridge, Massachusetts, Zipcar rents self-service vehicles by the hour or day. Its customers are primarily urban. College students are a large segment, and the company even serves suburbanites who just work in the city. Zipcar strives to make the car-sharing experience as easy as possible by using a simple four-step model: Join the network; reserve a car online or from a smartphone; unlock the car with a Zipcard; and drive away. The company's growth has been spurred by shifting attitudes regarding car ownership, the economic downturn, and changing buying habits of car buyers. Drivers are seeking less expensive and less wasteful transportation alternatives to car ownership. Zipcar membership is $42, and the average member spends $428 per year.

Zipcar's service model fits with the emergence of on-demand, pay-per-use options, such as Netflix, iTunes, and e-readers. Urban young adults and college students enjoy mobile shopping and the ability to order anything, anytime, and anywhere from their smartphones. For these Zipsters, ordering a car to drive only when needed is far more appealing than being saddled with car payments. Urban areas with strong public transportation systems and a good wireless infrastructure make car sharing more attractive. By locating cars near transit route endpoints, car sharing extends the transit system's reach, offering an easy way to get from a subway or bus station to the final destination. Zipcar even offers an overnight option for grabbing a car in the evening and returning it the next morning.

Growth requires strong logistics, and Zipcar is backed by a corps of fleet managers and vehicle coordinators who track, schedule, and oversee vehicle maintenance; proprietary hardware and software technology that helps it communicate with drivers and track vehicles; and a large fleet that includes hybrid vehicles for fuel efficiency, as well as minivans to appeal to families who want to take a trip to the beach. Zipcar estimates that it processes 2.6 million reservations per year, and its reservation system has almost never failed.

However, failures are inevitable, as one customer's experience showed. The customer went to pick up his vehicle at the designated place and time and it wasn't there. The Zipcar representative offered several possible explanations, none of which alleviated the customer's frustration. Zipcar tried but was unable to find another car in close proximity. So it quickly authorized the customer to take a taxi and promised a $100 reimbursement. This free ride did not totally mitigate the stress and inconvenience of a service failure, but the company response did show it wanted to make things right, even if that meant sending business to a competitor (the taxi company).

Zipcar has been very successful. Ten years of experience and first-mover status position it well to compete. But competition is increasing as car rental companies such as Hertz and Enterprise move into the car-sharing market. To maintain its space in this market depends mostly on Zipcar's ability to meet its own standards for customer service—simplicity, convenience, and reliability—consistently and effectively.

3. You have been sitting in the waiting room of your mechanic's shop for more than an hour. With the knowledge that products are different from services, develop a list of the things the shop manager could do to improve the overall service delivery. Consider how the shop might overcome problems associated with the tangibility, separability, heterogeneity, and perishability of services.
4. What should a restaurant server do who is faced with a customer who an irate customer who has received undercooked food after a long wait? How can they avoid a service failure by being empowered? What should they do?
5. What mobile apps do you use that help facilitate your transactions with a specific retailer or service provider? Would you rather use the technology or engage in a face-to-face relationship with a person? How, if at all, would your parents' answer to these two questions be different? How does the appearance of the person effect your response?
6. Suppose the health club didn't listen to your advice and ran the promotional campaign as is. A new member has come in to complain that not only did he not lose inches off his waist, he actually gained weight. How should the health club manager proceed?
7. Go to Zappos' website, www.zappos.com, and examine its customer service offerings. Next, go to Reseller Ratings, www.resellerratings.com, and look up Zappos. Based on these reviews, does Zappos have a service gap? If so, how can they close it?

Review Web site:

http://www.fastcompany.com/3058378/somewhere-between-granny-panties-and-thongs-new-underwear-brands-find-fans-online/1

Module 4 Discussion Assignment: Value is an intangible and very hard to define. Should firms seek to make value a more tangible attribute or should it remain ethereal? How does the product life cycle come into play when it comes to creating value? Once you have created value can that bite you in the gluteus maximus ? (Remember this is not a research paper but is a discussion/analysis between group members who may have very different views.).

MODULE 5 Chapters 14 & 15 Discussion set 5

Week 11 Chapter 14 WebEx

Read this chapter and do Steps 1-8

Discussion set four is due and closes at 12:01 Monday of this week

Learning Objectives

14-1 List the four pricing orientations.
14-2 Explain the relationship between price and quantity sold.
14-3 Explain price elasticity.
14-4 Describe how to calculate a product's break-even point.
14-5 Indicate the four types of price competitive levels

Discuss U.S. Cellular and Taco Bell video. How do the pricing approached used differ? Why?
Questions

1 You and your two roommates are starting a pet grooming service to help put yourselves through college. There are two other well-established pet services in your area. Should you set your price higher or lower than that of the competition? Justify your answer.

2 Assume you have decided to buy an advertisement in the local newspaper to publicize your new pet grooming service. The cost of the ad is $1,000. You have decided to charge $40 for a dog grooming, and your variable cost are $20 for each dog. How many dogs do you have to groom to break even on the cost of the ad? What is your break-even point if you charge $60 per dog?

3 Is there a difference between a $5,900 Loro Piana vicuña sweater and a $150 cashmere sweater from L.L. Bean? Have you ever purchased a higher-priced product or service because you thought the quality was better than that of a similar, lower-priced product or service? What was the product or service? Do you believe you made a rational choice?

4 On your weekly grocery shopping trip, you notice that the price of spaghetti has gone up 50 cents a pound. How will this price increase affect the demand for spaghetti sauce, rice, and Parmesan cheese? Explain your answer in terms of the price elasticity of demand.

5 How do pricing strategies vary across markets that are characterized by monopolistic, oligopolistic, monopolistic competition, and pure competition?

6 Prices can vary, depending on the market being served and the novelty of the products. Shapeways allows anyone to upload a design and get it 3D printed. The best designs then are available to other customers to have printed in a variety of materials. Go to https://www.youtube.com/v/qJuTM0Y7U1k and learn more about Shapeways. Then go to its website, www.shapeways.com, and search for "Inception" and click on the design by the user roessnakhan. Note the difference in prices of the item to be printed in plastic versus metal. Now go to Amazon and search for "Inception Totem" and note the prices for a similar metal totem. How does the price of the item vary between Shape-ways and Amazon? What would

account for these differences in price? Why would a consumer purchase the product from Shapeways instead of Amazon? How is Shapeways communicating value?

Week 12 Chapter 15 ON LINE

Read this chapter and do Steps 1-8

Mid term 2 is due this week at 8 PM Wednesday

Learning Objectives

15-1 Identify three methods that firms use to set their prices.
15-2 Describe the difference between an everyday low price strategy (EDLP) and a high/low strategy.
15-3 Explain the difference between a price skimming and a market penetration pricing strategy.
15-4 Identify tactics used to reduce prices to consumers.
15-5 Identify tactics used to reduce prices to businesses.
15-6 List pricing practices that have the potential to deceive customers

Discussion: what do you think of the following? Why would a consumer choose an item that was identical in function and fashion but that cost 10x more.

> Suppose a young socialite walks down Manhattan's Fifth Avenue wearing a $5,000 silk scarf by Hermès (a French design house) that perfectly complements the $20 peek-a-boo tank top she purchased at Zara. Style is no longer dictated by price. Price skimming designers are successful, but so are stores using a market penetration pricing strategy. The stores using market penetration pricing carefully observe the styles and trends of the designer brands and then quickly and efficiently turn out similar lines in their own stores at an affordable price. Sometimes they are even able to beat the designers' fashions to the stores. To combat these stores' lower-priced but stylish clothing, high-end designers enhance their accessories and clothing with details that cannot be duplicated at a low cost. For example, they use alligator skin, mink, and fine hand stitching.
>
> Both the affordable clothes of stores like H&M and Zara and the expensive, extravagant lines of Hermès and Chanel sell well. The masses can afford H&M and Zara, and those who value the detail and cutting-edge designs from designers like Chanel are willing to pay the price.

Questions

1 Suppose you have been hired as the pricing manager for a drugstore chain that typically adds a fixed percentage onto the cost of each product to arrive at the retail price. Evaluate this technique. What would you do differently?
2 Some high fashion retailers, notably H&M and Zara, sell what some call "disposable fashion"—apparel priced so reasonably low that it can be disposed of after just a few

wearings. Here is your dilemma: You have an important job interview and need a new suit. You can buy the suit at one of these stores for $129 or at Brooks Brothers for $500. Of course, the Brooks Brothers suit is of higher quality and will therefore last longer. How would you use the two value-based approaches described in this chapter to determine which suit to buy?

3 Identify two stores at which you shop, one of which uses everyday low pricing and another that uses a high/low pricing strategy. Do you believe that each store's chosen strategy is appropriate for the type of merchandise it sells and the market of customers to whom it is appealing? Justify your answer.

4 If you worked for a manufacturing firm located in Oregon and shipped merchandise all over the United States, which would be more advantageous, a zone or a uniform delivered pricing policy? Why? What if your firm were located in Kansas—would it make a difference?

5 Suppose the president of your university got together with the presidents of all the universities in your athletic conference for lunch. They discussed what each university was going to charge for tuition the following year. Are they in violation of federal laws? Explain your answer.

6 Imagine that you are the newly hired brand manager for a restaurant that is about to open. Both the local newspaper and a gourmet food magazine recently ran articles about your new head chef, calling her one of the best young chefs in the country. In response to these positive reviews, the company wants to position its brand as a premium, gourmet restaurant. Your boss asks what price you should charge for the chef's signature filet mignon dish. Other restaurants in the area charge around $40 for their own filet offerings. What steps might you undertake to determine what the new price should be?

Module 5 Discussion Assignment:

Pricing strategies may result in prices that deny certain consumers or business the ability to purchase and or enjoy the offering. Is there a moral price? What do you do in situations where someone needs a product but the cost of providing it is prohibitive? Should profit levels be a factor in determining the price of an offering. By this I mean that if a firm is making 35% profit should their prices be reduced by law so that they only make 15%. What are the unintended consequences of having a law like this.? (Remember this is not a research paper but is a discussion/analysis between group members who may have very different views.).

MODULE 6 Chapters 16- 18 & Discussion set 6

Week 13 Chapter 16 WEBEX

Read this chapter and do Steps 1-8

Discussion set 5 is due and closes at 12:01 Monday of this week

Learning Objectives

16-1 Understand the importance of marketing channels and supply chain management.

16-2 Understand the difference between direct and indirect marketing channels.
16-3 Describe how marketing channels are managed.
16-4 Describe the flow of information and merchandise in the marketing channel.

Discussion: Watch New Balance and Icebreakers videos and the iSeeit video. Why does the disclosure of the channel add or diminish from the value of an offering.

Questions:

1. Describe marketing channel management by identifying the major activities that it involves. Identify several ways that marketing channel management adds value to a company's offerings, with regard to both consumers and business partners.
2. Describe how B2B transactions might employ EDI to process purchase information. Considering the information discussed in Chapter 6 about B2B buying situations, determine which buying situation (new task, modified rebuy, or straight rebuy) would most likely align with the use of EDI technology. Justify your answer
3. What are the differences between the use of a traditional distribution center and one that relies on cross-docking? Discuss the extent to which one is more efficient than the other, being sure to detail your reasoning
4. Why might a big company like Dell want to develop strategic partnerships with locally owned computer stores? Describe what Dell would have to do to maintain such relationships
5. Zappos.com, an online shoe seller, has received praise for its stellar supply chain management. Go to http://about.zappos.com/zappos-story/fulfillment-facility, look through the warehouse tour, and see how a shoe ultimately reaches the customer. How does its distribution center enable Zappos to adhere to its marketing communications message and provide excellent customer service?

Week 114 Chapter 17 ON LINE

Read this chapter and do Steps 1-8

Learning Objectives:

17-01: Discuss the four factors manufacturers should consider as they develop their strategy for working with retailers.
17-02: Outline the considerations associated with choosing retail partners.
17-03: List the three levels of distribution intensity.
17-04: Describe the various types of retailers.
17-05: Describe the components of a retail strategy.
17-06: Identify the benefits of stores.
17-07: Identify the benefits of omnichannel retailing.

Discussion: Watch the M&M, Nordstroms and iSeeit videos. Why do so many different types of retailers exist and how would you, as an investor, evaluate the likely success of any given type of retailer and store.

Questions

1. Why don't traditional department stores have the same strong appeal to younger American consumers that they once enjoyed during their heyday in the last half of the twentieth century? Discuss which types of retailers are now competing with department stores.
2. Assume that Adidas, the shoe manufacturer, has decided to sell expensive wristwatches for men and women. What factors should it consider when developing its strategy for choosing retail partners?
3. Assume you have been given some money but told that it must be invested in a retailer's stock. In which type of retailer would you choose to invest? Which specific retailer? Provide a rationale for your answers
4. Why have so many bricks-and-mortar retailers adopted a multichannel strategy?
5. Search the Internet for a product you want to buy. Is there a difference in the prices, shipping charges, or return policies among the different retailers offering the product? From which retailer would you buy? Explain the criteria you would use to make the decision.
6. How do JCrew.com and Gap.com provide value to their customers beyond the physical products that they sell? Why would a customer purchase online instead of going to the store? Under **what circumstances would the customer prefer a store-based experience?**

Week 15 Chapter 18 ON LINE

Read this chapter and do Steps 1-8

Learning Objectives:

18-01: Identify the components of the communication process.
18-02: Explain the four steps in the AIDA model.
18-03: Describe the various integrative communication channels.
18-04: Explain the methods used to allocate the integrated marketing communications (IMC) budget.
18-05: Identify marketing metrics used to measure IMC success

Discussion: watch Fritos-lay and HSN and then find reasons why they may have different communications strategies.

Questions

1. Assume that the contemporary apparel company Juicy Couture has embarked on a new IMC strategy. It has chosen to advertise on TV during the NBC Nightly News and in print in Time magazine. The message is designed to announce new styles for the season and uses a 18-year-old woman as the model. Evaluate this strategy, and if appropriate propose an alternative.
2. Suppose a snack company introduces a new product called SumSeeds—sunflower seeds with energy boosters like caffeine, taurine, lysine, and ginseng. How would you expect this product's IMC program to differ from that for regular sunflower seeds sold as snacks?

3. Suppose you saw your instructor for this course being interviewed on TV about the impact of a big storm on an upcoming holiday's sales. Is this interview part of your college's IMC program? If so, do you believe it benefits the college? How?
4. As an intern for Coca-Cola, you have been asked to help with developing an IMC budget. The objective of the IMC strategy is to raise Diet Coke's market share by 2 percent in the United States in the next 18 months. Your manager explains, "It's real simple; just increase the budget 2 percent over last year's." Evaluate your manager's strategy.
5. Visit http://www.thephelpsgroup.com and click on the "Our Work" tab at the top. In the Work Portfolio, compare the IMC for the different companies. What were the goals of the integrated marketing campaign? Which IMC components were used in that particular campaign? How do those components contribute to the success of the IMC campaign in achieving its stated goals?

Week 16 WEBEX summary and catch-up

Module 6 Discussion Assignment: Considering all the material you have studied this semester in this course, how will changes in ethnic, sociological and technological factors that make up the United States alter the relative importance of the 4 P's. What structural changes will business managers have to deal with as a result of these environmental changes and does "capitalism" as we currently practice it have a place in 2050 commerce. (Remember this is not a research paper but is a discussion/analysis between group members who may have very different views.).

Discussion set six is due and closes at 12:01 Monday of this week

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Calendar by Week

For Purposes of Scheduling WEBEX meetings we will work on the bases that class is held Thursday from 3p.m. until 7 p.m. – If this does not work for some groups other arrangements can be made. i.e. Saturday 10 am to 12 noon.

Thursday January 26	First Day of Instruction	Week 1
Thursday February 2		Week 2

Thursday February 9		Week 3
Thursday February 16	Discussion Set 1 Due Monday 2-13	Week 4
Thursday February 23		Week 5
Wednesday March 1	Mid Term # 1	
Thursday March 2	Discussion Set 2 Due Monday 2-28	Week 6
Thursday March 9		Week 7
Thursday March 16	Discussion Set 3 Due Monday 3-13	Week 8
Thursday March 23		Week 9
Thursday - Friday March 27-31	Spring Recess	Week 9
Thursday April 6	Discussion Set 4 Due Monday 4-3	Week 10
Wednesday April 11	Midterm # 2	
Thursday April 13		Week 11
Thursday April 20	Discussion Set 5 Due Monday 4-17	Week 12
Thursday April 27		Week 13
Thursday May 4		Week 14
Monday May 11	Discussion Set 6 Due Monday	Week 15
Thursday May 16	Last Day of Instruction – Last Day of Classes	
Thursday - Friday May 18-24,	Final Examination Due Opens at noon and is due before 11:00 PM	

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University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 (Links to an external site.) at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog (Links to an external site.), at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies (Links to an external site.) section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage (Links to an external site.) at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy (Links to an external site.) is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub (Links to an external site.) at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7 (Links to an external site.), http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."
    - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.

  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 (Links to an external site.) at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. TheStudent Conduct and Ethical Development website (Links to an external site.) is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.Presidential Directive 97-03 (Links to an external site.) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (Links to an external site.) (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students' Religious Holidays (Optional)

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 (Links to an external site.) at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Student Technology Resources (Optional)

Computer labs for student use are available in the Academic Success Center (Links to an external site.) at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website (Links to an external site.) at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website (Links to an external site.) at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website (Links to an external site.)](http://www.sjsu.edu/counseling) at http://www.sjsu.edu/counseling.

Lucas College of Business Program Goals:

(Not all program learning goals are covered in every course)

Business Knowledge

Understand basic business principles and demonstrate discipline-specific competencies as applied to local and global environments.

Communication

Communicate ideas clearly, logically, and persuasively in oral and written format, using technology appropriately.

Ethical Awareness

Recognize, analyze, and articulate solutions to ethical issues that arise in business.

Leadership, Teams and Diversity

Comprehend the challenges and opportunities of leading and working in diverse teams and environments.

Critical Thinking

Comprehend, analyze, and critically evaluate complex and unstructured qualitative and quantitative business problems, using appropriate tools and technology.

Innovation

Recognize, analyze, and articulate strategies for promoting creativity and innovation.

Lucas College of Business Policies

To ensure that every student, current and future, who takes courses in the Boccardo Business Center has the opportunity to experience an environment that is safe, attractive, and otherwise conducive to learning, the College of Business at San José State has established the following policies:

Eating

Eating and drinking (except water) are prohibited in the Boccardo Business Center. Students with food will be asked to leave the building. Students who disrupt the course by eating and do not leave the building will be referred to the Judicial Affairs Officer of the University.

Cell Phones

Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

Computer Use

In the classroom, faculty allow students to use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.) Students are urged to report to their instructors computer use that they regard as inappropriate (i.e., used for activities that are not class related).

Academic Honesty

Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.

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The following are additional web based lectures that you may find helpful. The topic is stated in the web address.

https://hstalks-com.libaccess.sjlibrary.org/t/3291/the-impact-of-communication-on-human-behaviour-in-/?business

https://hstalks-com.libaccess.sjlibrary.org/t/3193/pricing-strategies-the-case-of-verifone/?business

https://hstalks-com.libaccess.sjlibrary.org/t/3079/building-a-brand/?business

https://hstalks-com.libaccess.sjlibrary.org/t/2767/the-fuzzy-front-end-of-innovation/?business https://hstalks-com.libaccess.sjlibrary.org/t/3185/corporate-bankruptcy-the-case-of-kodak/?business

https://hstalks-com.libaccess.sjlibrary.org/t/2615/motivation-and-self-concept/?business

https://hstalks-com.libaccess.sjlibrary.org/t/2615/motivation-and-self-concept/?business

https://hstalks-com.libaccess.sjlibrary.org/t/2623/social-media-and-consumer-behavior/?business

Additional Chapter cases:

Chapter 2 case:

DELL CASE

By 2004, Dell had fundamentally changed its interaction with customers by making a major commitment to social media. By fully exploiting the potential of Facebook, Twitter, and other social media channels, the company has developed the capacity to engage customers more directly than ever before.

On Facebook, Dell can directly target a variety of market segments, with separate home pages for home users, different size businesses, and separate entry points for other countries. It has a Facebook Marketplace, a trendy page with ads and special promotions. Dell uses walls and links on Facebook to offer users a variety of options. Users can plug directly into Dell Support's online forums, which feature a scrolling list of live conversations on many topics, for example, how to burn a CD. Other links move in a hipper direction. The Lounge is an edgy Facebook wall with an online "social media salary guide." The Social Shop offers the scoop on how "real people use and rate their computers." The Buzz Room has links to breaking news from the major media, with each page also streaming a relevant Twitter feed. The Ask Rev link serves up weekly YouTube-like video updates from Dell staffers.

Twitter gives Dell an entirely different stream of conversations with users. Its main Twitter page links to Dell's multiple Twitter accounts. These offer product news, provide product support in multiple languages, and even allow users to tweet directly with Michael Dell. Dell.com's blogs facilitate active dialogue between user-subscribers and company leaders. These include Direct2Dell, the company's flagship corporate blog; DellShares, providing investor updates; and DellSoftwareNews, which discusses software products, pricing, and licensing. Working professionals who access Dell through LinkedIn find product updates, recent blog posts, and direct links to Dell managers. Through Google+, Dell offers product news and updates but also invites users to join the group conversations, or circles, that interest them. Dell has also come up with the ultimate digital suggestion box: IdeaStorm.com, which facilitates crowd-sourced suggestions, inviting customers to collaborate and prioritize product and service improvements.

These multiple channels allow Dell to build a positive sense of its brand while also gathering insight from thousands of users who personally text, post, and tweet their comments daily, in real time. Dell understands the importance of listening to customers and of analyzing the information it collects. It partners with Radian6 to monitor over 25,000 user conversations daily. Dell has a new Social Media Listening Command Center, which provides almost instantaneous support in 11 languages to customers around the world. Annual training updates and Dell's Global Social Media Policy guides all listening conducted by its social media staff. This connection of listening to customers has a powerful impact on customer loyalty and strengthens the brand.

The Command Center is used not just to listen, but also to identify key discussions early so employees worldwide can be given the tools to respond to customers. According to a Forrester Report, that approach has enabled Dell customer support to reach 46 percent more users and has produced additional tangible results, including quicker response times; improved issue recognition, mitigation, and management; enhanced coordination and response consistency; and an early warning system to avoid faulty product launches.

From its earliest days, Dell has been driven by the potential to connect with and engage its customers. With a corporate culture that has fully embraced social media connectivity, today's Dell is leveraging more powerful interactions with consumers to improve products and services, retain loyal customers, and increase revenues.

Chapter 4 additional case

Lauren Smith CASE

Lauren Smith was recently hired by a large architecture and engineering firm as an assistant account manager in the government contracts division. The firm specializes in building hospitals, schools, and other large-scale projects. Lauren is excited to learn that she will be part of the marketing team that presents the firm's proposals to the clients. In this case, the clients are primarily federal and state governmental agencies. The first project Lauren is assigned to is an enormous endeavor to design a new military hospital complex. The team leader, Brian Jenkins, has stressed how crucial it is for the firm to land this contract. He hints that if the team is successful, the members will be well compensated. In fact, Lauren heard that the members of the winning team for the last contract this size each received a $10,000 bonus.

Not long after the project commences, Brian invites Lauren to have lunch. During lunch, a man approaches Brian and asks whether he has received the information. The man says that he knows that with this information the firm is a sure winner. He also reminds Brian that he is due a bonus for getting such crucial information. After he leaves, Brian explains that the man is George Miller, who was the former head of the division awarding the hospital contract. George has been helping Brian by talking to the decision team and getting information relevant to the bid. Brian explains that the information George has gathered about the internal discussions among the buying team will be what makes their proposal a clear winner, which will also ensure bonuses for the team.

After lunch, Lauren looks at the firm's ethics manual that she was given at a new employee orientation. Lobbying without disclosure and paying for insider information are clearly discussed as unethical practices in the manual. Yet Brian seemed perfectly comfortable discussing George's role with Lauren.

Lauren decides she should check with another team member about the use of insider information, so she asks Sue Garcia. Sue tells Lauren that this kind of thing happens all the time. She jokes that most of the people in the division have at one time or another worked for the government. They all still know people in the various agencies. As far as Sue is concerned, friends will talk and that is not illegal, so there is no problem. It's a win–win situation: The government will get its building, the firm its funding, and the employees their bonuses.

Lauren realizes that with her overdue credit card bill and her needed car repairs, the bonus money would really help out. Besides, she is the most junior member of the team. If all the others are comfortable with this practice, why should she be concerned? After all, it is just friends talking, isn't it?

Chapter 6 additional Case

CAMP CASE

Camp cars (a hypothetical type of compact car) are currently sold in more than 40 countries. In a recent article in a major magazine, camp cars were described as "the biggest little car in the world." However, the camp car is also known for its ability to get 80 miles per gallon, its low emissions, and the recyclability of 100% of the materials used in its production. In markets where gasoline costs upward of $8 a gallon, the car has real appeal, especially among eclectic consumers who appreciate its hip, cool image.

One of the hallmarks of the camp car is its size. Its dimensions—7 ft x 4 ft x 4 ft—make it 6 feet shorter and 2 feet narrower than the Volkswagen Beetle. The camp car was designed in Spain for the narrow streets of crowded European cities. Although it sports just a three-cylinder, 50- to 60-horsepower engine, the camp car is reported to purr like a kitten and to offer some spunk. Front and optional side airbags, air conditioning, remote control locking, and electric windows are also offered.

Buyers have opportunities to customize camp cars. The company provides a user-friendly configuration tool on its websites, allowing potential buyers to design their own cars. In addition, camp car buyers can change their cars' colors if they purchase interchangeable snap-on side body panels. When the mood hits, the owner pulls off the original panels, snaps on another color, and makes a whole new fashion statement.

These types of ultra-small cars have had trouble making inroads into the U.S. automobile market. American consumers like the luxury and safety provided by large, powerful cars, SUVs, and trucks. This is true in part because the population is less concentrated, leading to longer commutes (often on high-speed expressways) and more time is spent in cars. In addition, U.S. cities are somewhat more car-friendly, with wider streets and more parking than in typical European cities. Americans are also less able to rely on public transportation for medium-distance trips than are Europeans, who can take advantage of extensive networks of trains (including some high-speed lines) and buses.

Chapter 9 Additional Case

SODEXHO CASE

Sodexho USA's Campus Services Division realized that customer segmentation would help the firm better serve its food service markets, so it embarked on a program to isolate and understand different market segments. As a foundation for its research efforts, Sodexho started with secondary research from syndicated sources. It accessed the Student Monitor's Lifestyle and Media Survey, which identifies student trends and lifestyles. It also partnered with Claritas, which specializes in geodemographic segmentation. After gaining important insights from this research, marketers at Sodexho developed and administered questionnaires to thousands of students to learn more about their specific preferences in areas such as portion size, taste, brands, price, and dining atmosphere.

One tool developed from these efforts, LifeSTYLING, allows the company to segment its markets using student zip codes. LifeSTYLING has identified six unique segments: Metro Fusion, Main Streamers, Fun Express, Time Liners, Dream Catchers, and Trend Setters. Each segment has its own lifestyle characteristics that influence consumers' preferences for menu items, specific brands, and meal times. Sodexho relies on this market information to customize the products and dining venues it offers to suit the specific tastes of different segments.

The company has found this segmentation approach useful in a variety of college settings. As Glenn Kvidahl, director of Indiana State University's dining services, explains, "Through that research, they found that about 24% of the population at Indiana State are trendsetters. They're a little more adventuresome in their tastes. They may like bagels but not plain bagels. They would rather have jalapeño bagels or blueberry bagels. They like food with a twist—authentic pastas and sauces, vegetarian dishes. In the Commons, we didn't have a lot to attract that group. What we're trying to do with the Global Market Cafe is appeal to the trendsetters." At Sodexho, understanding the needs of different customer segments is part of everyday business.