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Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: MKTG 420

Instructor(s) of Record: _____

Parimal Bhagat, Lisa Sciulli

Phone: 724-357-5774

Email: sciulli@iup.edu

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

PLEASE SEE ATTACHED SHEET FOR RESPONSES.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?
2. How will each objective in the course be met using distance education technologies?
3. How will instructor-student and student-student, if applicable, interaction take place?
4. How will student achievement be evaluated?
5. How will academic honesty for tests and assignments be addressed?

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Received

AUG 24 2006

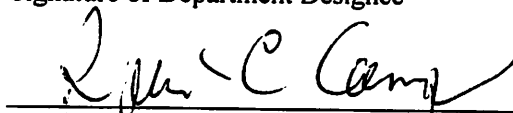


Signature of Department Designee

12/14/05

Date

Liberal Studies
Endorsed:



Signature of College Dean

12/14/05

Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Received

OCT 10 2006

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Liberal Studies

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative *Course objectives were not written in a measurable format.*

Gail Sechrist
Signature of Committee Co-Chair

3/21/06
Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

[Signature]
Signature of Provost

5/8/06
Date

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Gail Sechrist
Signature of Committee Co-Chair

10/17/06
Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

[Signature]
Signature of Provost

10/27/06
Date

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

The faculty members listed above (Bhagat and Sciulli) have Ph.Ds in Marketing. They are well published and current in research in the marketing field. Both have received extensive training on various aspects of on line instruction conducted by the IUP Instruction design center. In addition, both have taught on line courses at IUP. These distance education courses include Social Cause Marketing (Dr. Bhagat) and Principles of Marketing (Dr. Sciulli).

2. How will each objective in the course be met using distance education technologies?

The course outcomes will be achieved through assigned readings, discussion questions, case analyses, and tests as detailed in the course outline provided with the syllabus and described below. These outcomes will be integrated throughout the course. The assigned readings include the textbook and posted readings. The student is required to read the text and review WebCT content materials including the discussion outlines for each chapter and any supplement materials provided such as Internet links, power point slides, video clips, etc.. Read additional materials/articles as posted. Complete all tasks listed above including discussion questions, case analyses, and exams.

Specifically each of the following course objectives / outcomes will be achieved as described below:

1. **Demonstrate an understanding of the key concepts and issues pertaining to the business environment of firms and their marketing strategies including elements of the marketing mix – product, price, promotion, and distribution channels.**

The above objective will be achieved via student submissions of discussion questions, case analyses, and exams. Discussion questions include 5 sets with answers submitted via the discussion tool. Students will conduct case analyses which include 5 cases with responses submitted via the instruction tool. Each case exercise will include a SWOT analysis, evaluation of opportunities, and recommended marketing actions for the organization. Three exams completed via the quiz tool.

2. **Examine these concepts and issues in a global, ethical, and social context of marketing pertaining to aspects of consumer and industrial buying behavior, customer satisfaction and retention, and demand analysis.**

The above objective will be achieved via student submissions of discussion questions, case analyses, and exams. Discussion questions include 5 sets with answers submitted via the discussion tool. Students will conduct case analyses which include 5 cases with responses submitted via the instruction tool. Each case exercise will include a SWOT analysis, evaluation of opportunities, and recommended marketing actions for the organization. Three exams completed via the quiz tool.

3. **Conduct analyses of the business environment of firms and identify potential problem areas of their operating marketing programs using competitive analysis, product position, and marketing research techniques.**

The above objective will be achieved via case analyses submitted by the student. Students will conduct case analyses which include 5 cases with responses submitted via the instruction tool. Each case exercise will include a SWOT analysis, evaluation of opportunities, and recommended marketing actions for the organization.

4. Propose alternative strategies for integrated marketing plans and suggestions for implementing such ideas in the future.

The above objective will be achieved via case analyses submitted by the student. . Students will conduct case analyses which include 5 cases with responses submitted via the instruction tool. Each case exercise will include a SWOT analysis, evaluation of opportunities, and recommended marketing actions for the organization.

3. How will instructor-student and student-student, if applicable, interaction take place?

Course interactions will be actively arranged and encourage through a variety of WebCT tool such as discussion questions using the discussion tool, case analyses using the assignment tool, exams using the quiz tool, and WebCT mail and message postings.

4. How will student achievement be evaluated?

Student achievement will be evaluated based on their performance regarding successful completion of assigned discussion questions (5 question sets), cases analyses (5 cases), and three exams.

5. How will academic honesty for tests and assignments be addressed?

Academic honesty for tests and assignments will be addressed using the following tools.

- a. Randomized exam questions (each exam will be unique)
- b. Fixed time allotments for exams
- c. Use Java script protection which will not allow students to copy or paste the exams.
- d. Exams answers will not be posted until every student has successfully completed the exam.
- e. Release one question at a time to students.
- f. Use colored background screen for questions, this, in turn, would make printing of questions very difficult.
- g. Multi-assessment tools have been incorporated into the class to ensure academic reliability and adequacy of teaching instruction.

Syllabus
Indiana University of Pennsylvania
MKTG 420 Marketing Management
WebCt based online course

Professor: Parimal Bhagat, Ph.D.

Office: 406H, Eberly College of Business & Information Technology

Phone: 357-3315

E-Mail: bhagat@iup.edu

Professor: Lisa M. Sciulli, Ph.D.

Office: 406C Eberly College of Business & Information Technology

Phone: 724-357-5774

E-mail: sciulli@iup.edu

Location: A WebCT based online course

Course Title: MKTG 420 Marketing Management

Sections 9B1 (Business Majors) and 9NB1 (Non-Business majors)

I. Catalog Course Description

Prerequisite: MKTG 320, MKTG 321, and Junior Standing

This course entails the analysis of marketing and operational problems and policies involved in planning, organizing, coordinating, and controlling a total marketing program

II. Course Outcomes

Upon completion of the course students will be able to:

- 1. Demonstrate an understanding of the key concepts and issues pertaining to the business environment of firms and their marketing strategies including elements of the marketing mix – product, price, promotion, and distribution channels.**
- 2. Examine these concepts and issues in a global, ethical, and social context of marketing pertaining to aspects of consumer and industrial buying behavior, customer satisfaction and retention, and demand analysis.**
- 3. Conduct analyses of the business environment of firms and identify potential problem areas of their operating marketing programs using competitive analysis, product position, and marketing research techniques.**
- 4. Propose alternative strategies for integrated marketing plans and suggestions for implementing such ideas in the future.**

Instructions will be conducted online via WebCt. The primary course outcomes will be achieved through assigned readings, discussion questions, case analyses, and tests.

III. Course Outline

A. Understanding Marketing Management (7.5 hrs)

Overview of Marketing for the Twenty-First Century—3 hrs	Ch. 1
Adapting Marketing to the New Economy—1.5 hrs	Ch. 2
Building Customer Satisfaction, Value, and Retention—3 hrs	Ch. 3

Set #1 chapter discussion questions (Chs. 1-3)

Case #1 analysis

B. Analyzing Marketing Opportunities (6 hrs)

Winning markets through Market-Oriented Strategic Planning—3 hrs	Ch. 4
Gathering Information and Assessing Market demand—1.5 hrs	Ch. 5
Scanning the Marketing Environment—1.5 hrs	Ch. 6

Set #2 chapter discussion questions (Chs. 4-6)

Case #2 analysis

EXAM #1 Chapters 1, 2, 3, 4, 5, and 6 (1.5 hrs)

C. Connecting with Customers (7.5 hrs)

Analyzing Consumer Markets and Buyer behavior—1.5 hrs	Ch. 7
Analyzing Business markets and Business Buying Behavior—1.5 hrs	Ch. 8
Dealing with the Competition—1.5 hrs	Ch. 9
Identifying Market segments and Selecting target markets—3 hrs	Ch. 10

Set #3 chapter discussion questions (Chs. 7-10)

Case #3 analysis

D. Developing Market Strategies (6 hrs)

Positioning and Differentiating the Market Offering—1.5 hrs	Ch. 11
Developing New Market Offering—3 hrs	Ch. 12

Designing Global market Offerings—1.5 hrs

Ch. 13

Set #4 chapter discussion questions (Chs. 11-13)

Case #4 analysis

EXAM #2 Chapters 7, 8, 9, 10, 11, 12, and 13 (1.5 hrs)

E. Shaping and Managing the Market Offering (12 hrs)

Developing Product and Branding Strategies—3 hrs

Ch. 14

Managing Services—1.5 hrs

Ch. 15

Developing Pricing strategies—3 hrs

Ch. 16

Managing Integrated Marketing Communication—1.5 hrs

Ch. 17

Managing Value Networks and Channels—3 hrs

Ch. 18

Set #5 chapter discussion questions (Chs. 14-18)

Case #5 analysis

FINAL EXAM: Chapters 14, 15, 16, 17, and 18

(According to the IUP final exam schedule)

IV. Evaluation Methods

This WebCt based online course will use the text and supporting materials designed by the publisher as well as other materials provided by the instructors. Your grade will reflect your performance regarding successful completion of assigned chapter discussion questions, case analyses, and exams. As such, the following tasks are required and described below:

1. Read text chapters
2. Review WebCt content materials including the discussion outlines for each chapter.
3. Read additional materials/ articles as posted.
4. Answer five sets of chapter discussion questions using the discussion tool.
5. Complete five case analyses. Each case exercise will include a SWOT analysis, evaluation of opportunities, and recommended marketing actions for the organization.
6. Case analysis submissions will be accepted via the assignment tool.
7. Complete three scheduled exams. Exams will include multiple choice and short answer questions encompassing subject matter discussed throughout the course.

Your final grade will be determined as follows:

Exam #1	20%
Exam #2	20%
Final Exam	20%
Chapter Discussion Questions (5 sets)	20%
Case Analyses (5 cases)	20%
	100%

Sample grading scale: A = 90%--100% , B = 80%--89%, C = 70%--79%, D = 60%--69%, and Below 60% = F

V. Required Textbook

Philip Kotler and Kevin Lane Keller, *Marketing Management*, Twelfth Edition, Prentice Hall, 2006.

VI. Supplemental Readings

Davis, Joel, *Advertising Research: Theory and Practice*, Prentice Hall, Inc., 1997.

Drucker, Peter, "The Theory of Business", *Harvard Business Review*, Sept.-Oct., 1994, 95-104

Dwyer, F. Robert and Tanner, John, F., *Business Marketing: Connecting Strategy, Relationships, and Learning*, McGraw-Hill Irwin, 2006.

Johnson, Michael, Herrmann, Andreas, and Huber, Frank (2006), "The Evolution of Loyalty Intentions," *Journal of Marketing*, Volume 70, 2.

Kumar, Piyush, (2005), "The Impact of Cobranding on Customer Evaluation of Brand Counterextensions," *Journal of Marketing*, July, Volume 69, 3.

Levine, M., *A Branded World: Adventures in Public Relations and the Creation of Superbrands*, Wiley, 2003.

Manning, Gerald L. and Reece, Barry, L., *Selling Today: Building Quality Partnerships*, Prentice Hall, Inc., 2006.

Maslow, A. H., AA Theory of Human Motivation, @ *Psychological Review*, July, 1943.

Moorman, Christine (1995), "Organization Market Information Processes: Cultural Antecedents and New Product Outcomes," *Journal of Marketing Research*, August, 32.

Northouse, P., Leadership Theory and Practice, Sage, 2004

Zikmund, William, Exploring Marketing Research, Dryden Press, 2005.

VII. Special Resource Requirements and Additional Information for Students

1. A "high speed" Internet connection with a PC with sound capabilities is recommended. To view video cases and PowerPoint presentations, it is preferable to have MS-Word, PowerPoint, and Windows Media Player software on your PC.
2. WebCt Exams availability is limited by date and time. No extensions are allowed. If you miss any exam, no make-up exam is allowed except for serious emergencies for which documentation must be presented to the instructors.
3. Academic integrity will be maintained by randomized texts and fixed time allotments for completion of tasks. Thus, each test will be unique. In addition, multi-assessment tools have been incorporated into the course to ensure academic reliability and adequacy of teaching instruction.

VIII. Bibliography

Anand, Bharat and Alexander Galetovic (2004), "How Market Smarts can Protect Property Rights," *Harvard Business Review*, 82 (12), 72-79.

Carlotti Jr., Stephen J., Mary Ellen Coe, and Jesko Perrey (2004), "Making Brand Portfolios Work," *McKinsey Quarterly*, (November), 46-50.

Harvard Business Review Cases

Hill, Sam and Glenn Rifkin, *Radical Marketing*, (1999), Harper Business 1999.

Lukes, Tim and Jennifer Stanley (2004), "Bringing Science to sales," *Marketing Management*, 13 (5), 36-42.

McGovern, Gail J., David Court, John A. Quelch, and Blair Crawford (2004), "Bringing Customers into the Boardroom," *Harvard Business Review*, 82 (11), 70-80.

Sharma, Varinder M. (2001), "Industrial and Organizational Salesforce Roles: A Relationship-Based Perspective," *Journal of Marketing Theory and Practice*, 9 (3), 1-17.

Swaddling, David C. and Charles Miller (2001), *Customer Power*, 2001, Wellington Press: OH.

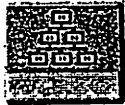
Wells, William, Burnett, John, and Moriarty, Sandra, Advertising Principles and Practices, Prentice Hall, Inc., 2006

Whyte, Randall (2002), "Loyalty Marketing and Frequent Flyer Programs: Attitudes and Attributes of Corporate Travelers," *Journal of Vacation Marketing*, 9 (1), 17-34.

Wyner, Gordon A. (2004), "Overcoming Organizational Barricades," *Marketing Management*, 13 (6), 2-9.

MKTG420 Marketing Management

Click the icons below to access course material or use the menu located on your left.



Chapter List



Tests



Syllabus

Chapter List

- Chapter 1. Defining Marketing for the 21st Century
- Chapter 2. Adapting Marketing to the New Economy
- Chapter 3. Building Customer Satisfaction, Value, and Retention
- Chapter 4. Winning Markets through Market-Oriented Strategic Planning
- Chapter 5. Gathering Information and Measuring Market Demand
- Chapter 6. Scanning the Marketing Environment
- Chapter 7. Analyzing Consumer Markets and Buyer Behavior
- Chapter 8. Analyzing Business Markets and Business Buying Behavior
- Chapter 9. Dealing with the Competition
- Chapter 10. Identifying Market Segments and Selecting Target Markets
- Chapter 11. Positioning and Differentiating the Market Offering through the Product Life Cycle
- Chapter 12. Developing New Market Offerings
- Chapter 13. Designing Global Market Offerings
- Chapter 14. Setting the Product and Branding Strategy
- Chapter 15. Designing and Managing Services
- Chapter 16. Developing Price Strategies and Programs
- Chapter 17. Designing and Managing Value Networks and Marketing Channels
- Chapter 18. Managing Integrated Marketing Communications

Defining Marketing for the 21st Century

Self-Study Quiz: Marketing Spotlight-GE

To receive instant feedback for this self-study quiz, click the Check Answers button. Self-study quizzes are not recorded in your course gradebook, and you may take them as many times as you like. These questions are specific to your textbook and have been provided to reinforce chapter materials. If this self-study quiz contains essay questions, please note:

- Feedback on essay questions may be limited to sample answers, as available.
- To save or share your essay, copy and paste the text into a Word document or an email.

GE was established in 1892 when Edison General Electric merged with Thomson-Houston. The company produced lightbulbs, elevators, motors, and appliances. Early success came as a result of J.P. Morgan's financial backing and a focus on research and development. Over the next century GE evolved into one of the world's biggest companies, with a diverse portfolio of products and businesses. It is among the largest U.S. companies in terms of revenues, and offers an incredible variety of products, from consumer electronics and industrial power to financial services and television broadcasting. Other operating segments include plastics, aircraft engines, and technical products and services for medicine and science. Under the leadership of Jack Welch, who became GE's CEO in 1981, the company enjoyed two decades of unprecedented growth and prosperity.

Welch is widely praised as a visionary business leader due to his performance at GE. He restructured the industrial giant by decentralizing the company's operations. He also sought to expand GE's business with highly profitable ventures, and worked to shed low-performing businesses, such as air-conditioning and housewares. This massive restructuring came at a significant cost to GE's workforce: between 1981 and 1985, the company cut 100,000 jobs.

Once the restructuring was completed, Welch pursued an aggressive acquisition strategy. Some of the major acquisitions included GE's purchases of NBC Television in 1986, and Kidder, Peabody investment bank in 1990 (which it later sold to Paine Webber). In the 1990s, Welch greatly expanded the historically small GE Capital Services with bank and insurance company acquisitions. GE Capital now operates a diverse range of 27 business, including real estate, insurance, finance, and heavy equipment leasing, and provides over 40 percent of the company's revenues. The pace increased between 1997 and 2000, during which time GE averaged more than 100 acquisitions per year. In 1999, GE acquired 134 companies worth \$17 billion. In 2000, Welch oversaw the company's biggest acquisition during his tenure, the \$45 billion purchase of manufacturing titan Honeywell International.

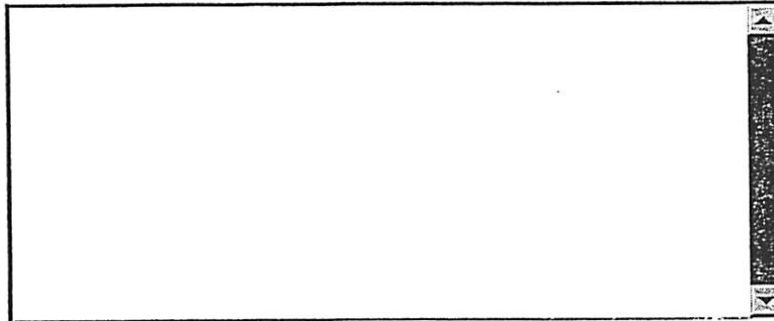
Today, GE has 49 strategic business units operating under the larger master brand. Despite its size, the company is able to react to the fast pace of the New Economy. In 2000, the company reorganized GE Information Systems into an e-commerce unit called GE Global Exchange Services and a support unit named GE Systems Services. These two units manage the world's largest electronic trading community, comprised of more than 100,000 trading partners. Additionally, at Welch's urging, GE employees saved billions of dollars for the company by finding ways to involve the Web in their jobs. The company developed an online network to monitor its manufacturing practices, put its human resources reviews online, and established a 24/7 service center for its plants. Welch sees GE as well-positioned to take advantage of the Internet, because he thinks content is the easy part of e-commerce while "infrastructure is the hard part, and we have the infrastructure to capitalize on." (fn McGinn, Daniel, "Jack Welch Goes Surfing," Newsweek, Dec 25, 2000.)

In the 20 years Jack Welch was at GE's helm, the company prospered tremendously. GE stock rose 3,098 percent between April 1981 and February 2001, compared with 896 percent growth for the S&P 500 during that same period. Once Welch named his successor – Jeffrey Immelt, head of GE's medical imaging business – in November 2000, analysts wondered what effect the

change would have on the company. Immelt, like Welch, has professed a dedication to the Internet. He describes it as "a transformational technology that is right in our sweet spot." (fn Useem, Jerry, "Meet 'Da Man," Fortune, Jan 8, 2001.)What remains to be seen, though, is whether Immelt will conduct GE through a period of prosperity the way Welch has.

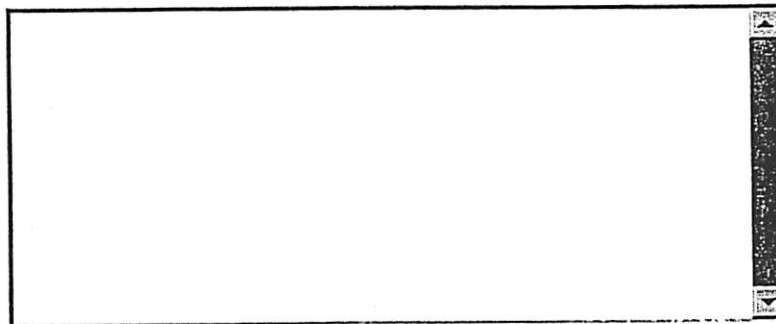
1. Marketing would appear to be an important part of what Welch did with GE. Where and how did Welch apply some of the marketing concepts discussed in the text?

To create paragraphs in your essay response, type <p> at the beginning of the paragraph, and </p> at the end.




2. If Welch returned to the company following the events of late 2001 and 2002 (September 11, 2001 and the Enron debacle), what changes do you think he might make in the GE marketing strategy?

To create paragraphs in your essay response, type <p> at the beginning of the paragraph, and </p> at the end.



Check Answers

Clear Answers / Start Over

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Control Panel

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MKTG420 Marketing Management
View Designer Options
Homepage > Chapter List > Chapter 1. Defining Marketing for the 21st Century > Quiz


Defining Marketing for the 21st Century

Self-Study Quiz: Multiple Choice

To receive instant feedback for this self-study quiz, click the Check Answers button. Self-study quizzes are not recorded in your course gradebook, and you may take them as many times as you like. These questions are specific to your textbook and have been provided to reinforce chapter materials. If this self-study quiz contains essay questions, please note:

- Feedback on essay questions may be limited to sample answers, as available.
- To save or share your essay, copy and paste the text into a Word document and email it.

1. Which of the following is one of the Ten Rules of Radical Marketing that is used to guide marketers? [\[Hint\]](#)
 - The CEO must let the marketing be done by marketers.
 - Get face to face with the people who matter the most - customers.
 - Rely on marketing research as the most important tool.
 - Don't use common sense as a guide.
2. Marketing should pass through three stages when being implemented. Which one of the following is not one of the stages? [\[Hint\]](#)
 - Contractual Marketing
 - Entrepreneurial Marketing
 - Formulated Marketing
 - Intrepreneurial Marketing
3. _____ demand is when a major part of the market dislikes the product and may even pay a price to avoid it. [\[Hint\]](#)
 - Latent
 - Declining
 - Irregular


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▼ **Course Menu**

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MKTG420 Marketing Management

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Quizzes and Surveys

View class statistics for quizzes ⋮ View scores for quizzes

0 Available ⋮ 0 Due soon

Display:

March 3, 2005
1:49pm

Chapter 1 Test

Availability: Unavailable

Duration: Unlimited ⋮ Grade: --- / 100

Attempts: 0 completed, 1 remaining

Chapter 2 Test

Availability: Unavailable

Duration: Unlimited ⋮ Grade: --- / 100

Attempts: 0 completed, 1 remaining

Chapter 3 Test

Availability: Unavailable

Duration: Unlimited ⋮ Grade: --- / 100

Attempts: 0 completed, 1 remaining

Chapter 4 Test

Availability: Unavailable

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Attempts: 0 completed, 1 remaining

Chapter 5 Test

Availability: Unavailable

Duration: Unlimited ⋮ Grade: --- / 100

Attempts: 0 completed, 1 remaining

Chapter 6 Test

Availability: Unavailable

Duration: Unlimited ⋮ Grade: --- / 100

Attempts: 0 completed, 1 remaining

Chapter 7 Test

Availability: Unavailable

Duration: Unlimited ⋮ Grade: --- / 100

Attempts: 0 completed, 1 remaining

Chapter 8 Test

APPENDIX

Varinder Sharma

From: "Gail Sechrist" <gailsech@iup.edu>
To: "Madan M Batra" <batra@iup.edu>
Sent: Tuesday, November 22, 2005 11:55 AM
Subject: Re: Syllabus of Record MKTG 420

No we don't have syllabi of record unless there was a recent curriculum change.

----- Original Message -----

From: "Madan M Batra" <batra@iup.edu>
To: <gailsech@iup.edu>
Cc: <sharma@iup.edu>; <batra@iup.edu>
Sent: Tuesday, November 22, 2005 11:27 AM
Subject: Syllabus of Record MKTG 420

> Gail,
>
> We are in the process of forwarding an online course proposal for MKTG 420
> (Marketing Management). This is a required course for Marketing majors.
>
> Dr. Sharma (Chairperson, Marketing Department) has asked me to check with
> you if you have the Syllabus of Record for MKTG420. If so, could you
> please send us a copy.
>
> Thanks, Madan
>
>
>
> Madan M. Batra, Ph.D.
> Professor of Marketing and Internship Director
> Eberly College of Business and Information Technology, 402
> Indiana University of Pennsylvania
> 664 Pratt Drive
> Indiana, PA 15705-1071
> 724-388-9595 (cell)
> 724-357-2522 (office)
>

**MARKETING MANAGEMENT
MKTG 420, SPRING 2006**

Section: B02 and NB2

Class Meetings: 10:30am to 11:30am, M, W and Friday in ECB 408

****Professor:** Gary S Williams

****Office:** 406G, Eberly College of Business & Information Technology

****Office Telephone:** 357-5766. E-mail: gary.williams@iup.edu

*** Office Hours:** Mon 11:30am-12:30pm, Wed 3:00pm-6:00pm, Fri 11:30am-12:30pm and by appointment.

Catalog Course Description

Analysis of Marketing and Operational problems and policies involved in planning, organizing, coordinating, and controlling a total marketing program

Prerequisite

Junior Standing.

There will be absolute enforcement of every prerequisite requirement for the coursework offered by the Eberly College of Business & Information Technology. This means that students cannot postpone prerequisites for the course. If you need an override to properly register for this course please see me.

The Dean's office is responsible for monitoring the course prerequisites. Students who manage to register for the course despite the fact that they don't have the appropriate prerequisites will be subject to unilateral withdrawal after the course has commenced. At that time, no appeal will be accepted and the addition of a different class after the official registration period will not be approved.

Primary Course Objective

The primary objective of this course is to introduce students to the planning, development, evaluation, implementation and control of marketing strategies in complex environments. Ethical issues as well as corporate image and responsibilities will also be discussed as an integral part of marketing management. Various aspects of Product-Market Selection, Pricing, Distribution and Marketing Communication strategies will be covered. The primary course objective will be achieved through discussion, assigned readings from the text book and articles, and exercises. Assignments will be in the form of case discussions and/or short essay type questions based upon

the material covered. The cornerstone of the course lies in the application of marketing principles and practices in the context of a group case project focused on current corporations from a marketing management perspective.

Required Material

1. A Preface To Marketing Management, 10th Edition, Peter & Donnelly: McGraw-Hill
2. Access and ability to use the Internet and other relevant databases.

**Evaluation of Performance

As follows, the grading system entails grades A, B, C, D, and F. A score of:

360-400	is A;	320-359	is B;	280-319	is C;
240-279	is D;	Below 240	is F.		

Students earn grades based on their performance in three exams, individual written assignments and class participation. **Grades are not curved.** However, I typically grade tests and discuss them in class as quickly as possible. I also do a comprehensive variance analysis of the class responses to the test before handing them back and will award points for answers that demonstrate to me that you understood the concept but might not of been the correct response. I am also happy to review your tests or grades personally during my office hours.

Exam I	90
Exam II	90
Exam III	100
Group Project	100
: Case Study	
Class Participation	20
<hr/>	
Total	400
<hr/>	

The “percentages” given above for the different components of performance are provided to give you a specific and clear idea about how grades are calculated. No one’s final course grade will be lower than the grade calculated based on the straight averages outlined above. At the end of the semester, however, I look carefully at what each individual has accomplished – and the overall pattern of performance. When the overall evidence supports it, I give the student the benefit of the doubt in assigning a final grade. For example, I have “bumped” students up a grade if they are close based on test improvements over the semester and particularly for excellent attendance.

Students Responsibilities

1. Don't bring cell phones to this class. If at all you brought it, keep it switched off and stored in your bags or pockets deep enough to remain inaccessible during the class time.
2. Students shall come prepared for each class meeting--have read the assigned material and listed their questions for class discussion.
3. Groups will turn in their assignments on the required day in class. Late submissions will be penalized at the rate of 5 points per day (Saturday and Sunday included).
4. Students need to take all the exams. Absence from an exam without a prior notice acceptable to the instructor would result in 'F' grade in that exam. No make up exam is given.
5. Attendance and participation in class discussions is a must to earn points in class participation. Two absents because of illness or personal emergency are excused beyond which penalty starts @ 5 points per absence, which would affect the points for participation and project. If you have a situation arise where you cannot be in class please e-mail or call me in advance to let me know.
6. Instructor has the right to make amendments to the syllabus as and when considered appropriate.
7. Writing assignment will be carried out throughout the semester.
8. Any form of cheating, for example, in reporting the attendance, completion of an assignment, or in an exam etc. would result in the F grade. The matter will be reported to the appropriate school authorities for disciplinary action.
9. For dropping the course, please refer to the appropriate IUP guidelines.

The individual course withdrawal deadline date (the end of the first two-thirds of the academic term) of Friday, March 31, 2006, will be enforced. You may complete this withdrawal through the computer registration system. A "Request for a Deadline Waiver" must be sought through the Assistant Dean for Academic Services in Room 208. Requests will only be granted: 1) "contingent upon documentation of catastrophic circumstances" as stated in the IUP Undergraduate Catalog; and/or 2) through written feedback from the instructor noting advisement to the student to postpone normal withdrawing pending an additional test or assignment.

TENTATIVE SCHEDULE

Jan 18 – Feb 17	Introduction to the subject. Chapters 1-4. Strategic Planning, Marketing Management Process, Marketing Research, Target Markets, Consumer Behavior, Business To Business Buying
<i>Formation of Groups, allocation of Cases..</i>	
Feb 20	First exam on the material covered and/or assigned till the last class before the first exam.
Feb22-Mar10	Chapters 5 through 8. , Market Segmentation, Product Strategy, New Product Planning and Development, Advertising, Sales Promotion, Public Relations, Direct Marketing.
Mar13-Mar19	Spring Break – No Class
Mar 20-Mar 29	Discussion on chapters 5 through 8 continues.
Mar 29	Phase I Group Case Project Due In Class
Mar31	Second exam on the material covered and/or assigned after the first exam till the last class before the exam.
April3-May1	Chapters 9--13. Personal Selling, Relationship Building, Sales Management, Distribution Strategy, Pricing Strategy, Marketing of Services, Global Marketing.
Apr 28	Completion of Group Case Project Phase II, Turned In With Graded Phase I.
Final Exam	Date, time and place to be announced in the class.

Welcome to the world of Marketing Management. We will all contribute to make this course exciting, thoughtful, and fun. I come from the business world where I spent 23 years and I look

forward to the opportunity to get to know you during the semester. I am here to help and encourage you to stop by my office to talk about any aspect of the course, internships, careers in marketing and business or anything that is on your mind. Good luck.

Supplemental Readings

1. Hill, Sam and Glenn Rifkin, *Radical Marketing*, (1999), Harper Business 1999.
2. Swaddling, David C. and Charles Miller (2001), *Customer Power*, 2001, Wellington Press: OH.
3. Sharma, Varinder M. (2001), "Industrial and Organizational Salesforce Roles: A Relationship-Based Perspective," *Journal of Marketing Theory and Practice*, 9 (3), 1-17.
4. Whyte, Randall (2002), "Loyalty Marketing and Frequent Flyer Programmes: Attitudes and Attributes of Corporate Travellers," *Journal of Vacation Marketing*, 9 (1), 17-34.
5. Carlotti Jr., Stephen J., Mary Ellen Coe, and Jesko Perrey (2004), "Making Brand Portfolios Work," *McKinsey Quarterly*, (November), 46-50.
6. McGovern, Gail J., David Court, John A. Quelch, and Blair Crawford (2004), "Bringing Customers into the Boardroom," *Harvard Business Review*, 82 (11), 70-80.
7. Anand, Bharat and Alexander Galetovic (2004), "How Market Smarts can Protect Property Rights," *Harvard Business Review*, 82 (12), 72-79.
8. Wyner, Gordon A. (2004), "Overcoming Organizational Barricades," *Marketing Management*, 13 (6), 2-9.
9. Lukes, Tim and Jennifer Stanley (2004), "Bringing Science to sales," *Marketing Management*, 13 (5), 36-42.
10. Harvard Business Review Cases.

MARKETING MANAGEMENT

Group Project Outline

PHASE I

- I. Title Page**
- II. Table of Contents**
- III. Executive Summary** (one to two page summary of the analysis and recommendations)
- IV. Situation Analysis**
 - A. *Environment***
 1. Economic conditions and trends
 2. Cultural and social values and trends
 3. Political and legal issues
 4. Summary of environmental opportunities and threats
 5. Implications for strategy development
 - B. *Industry***
 1. Classification and definition of industry
 2. Analysis of existing competitors
 3. Analysis of potential new entrants
 4. Analysis of substitute products
 5. Analysis of suppliers
 6. Analysis of buyers
 7. Summary of industry opportunities and threats
 8. Implications for strategy development
 - C. *Organization***
 1. Objectives and constraints
 2. Financial condition
 3. Management philosophy
 4. Organizational structure
 5. Organizational culture
 6. Summary of firm's strengths and weaknesses
 7. Implications for strategy development
 - D. *Marketing strategy***
 1. Objectives and constraints
 2. Analysis of sales, profits, and market share
 3. Analysis of target market(s)
 4. Analysis of marketing mix variables

5. Summary of marketing strengths and weaknesses
6. Implications for strategy development

PHASE II

- V. Problems Found in Situation Analysis**
 - A. Statement of primary problem(s)*
 1. Evidence of problem(s)
 2. Effects of problem(s)
 - B. Statement of secondary problem(s)*
 1. Evidence of problem(s)
 2. Effects of problem(s)
- VI. Strategic Alternatives for solving problems**
 - A. Description of strategic alternative 1*
 1. Benefits of alternative 1
 2. Costs of alternative 1
 - B. Description of strategic alternative 2*
 1. Benefits of alternative 2
 2. Costs of alternative 2
 - C. Description of strategic alternative 3*
 1. Benefits of alternative 3
 2. Costs of alternative 3
- VII. Selection of Strategic Alternative and Implementation**
 - A. Statement of selected strategy*
 - B. Justification for selection of strategy*
 - C. Description of implementation of strategy*
- VIII. Summary**
- IX. Appendices**
 - A. Financial Analysis*
 - B. Technical analysis*



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University Proctored Exam Information

Arrangements

If you live more than fifty miles from main campus, you may arrange for someone to proctor required for your course. It is your responsibility to recommend someone who fits the criteria and provide the contact information to the instructor of your course. A proctor cannot be a member of your family or household. Please note that the university cannot pay for proctor service.

Appropriate Exam Proctor

An "appropriate exam proctor" would be one of the following:

1. a staff member of a testing office at a local school, college, or university
2. a teacher/professor of a local school, college, or university
3. an administrator of a local school, college, or university
4. a supervisor at an internship site, job, or military base
5. a librarian at a school or public library

Proctor Identified

Once you have identified someone, send the person's name, telephone number, mailing address, e-mail address along with the course number to your instructor. Then, we will contact them and arrange to mail exams and return envelopes to him/her. You should schedule your exam with your proctor. Upon receipt of your exam from the proctor, we will forward it to your proctor.

Proctor's Duties

To supervise an exam as a proctor, the person must be willing to execute the following duties:

- be available during the whole exam appointment;
- secure the exam packet until the exam appointment;
- provide a quiet area and table top for taking the exam;
- identify the student by photo ID if not known personally;
- make sure what the test allows (calculator, notes, text, disability accommodation);
- before beginning an exam, check to be sure that the exam given is the correct one;
- notebooks, purses, backpacks, hats, are not taken into the test room; child care and other matters are taken care of beforehand;
- once the exam begins, do not allow the student to leave the test room for any reason until the exam is completed; the exam will be considered complete once the student leaves the room;
- collect the completed exam material from the student;
- note the begin and end time; date and sign the included form;
- handle the return mailing (if an exam must be returned by any type of express mail, student pays the postage/charges but the proctor must handle the actual "mailing" of the exam).

----- Original Message -----

From: Gail Sechrist

To: Varinder Sharma

Cc: Gail S Sechrist

Sent: Wednesday, January 18, 2006 7:01 PM

Subject: MKTG 420 Distance Education Proposal

Varinder,

The UWUCC examined your department's distance education proposal for MKTG 420 Marketing Management, and we have the following concerns/questions that will need to be addressed before we can pass the proposal.

1. There is no syllabus of record included (if you can not find a syllabus of record please just submit a recent syllabus).

Response: You are right; there is no syllabus of record. **Please see a copy of your e-mail in the appendix.** As a result, we are appending a copy of the recent syllabus of in-class MK 420 Marketing Management.

2. Please develop a more complete response to question A-2 How will each objective in the course be met using distance education technologies?

Response: As stated in the syllabus, the primary objective of this course is to introduce students to the planning, development, evaluation, implementation and control of marketing strategies in complex business environments. Ethical issues as well as corporate image and responsibilities will also be discussed as an integral part of marketing management. Various aspects of Product-Market Selection, Pricing, Distribution and Marketing Communication strategies will be covered.

The primary course objective will be achieved through discussion questions from specific chapters, a semester long project to be completed in two phases, chat discussions, and exams as follows.

The chapter-specific discussion questions would enable students to develop an understanding of the key concepts and issues necessary for analyzing the business environment of a firm and its strategies in action, finding problems with its strategies, providing alternative strategies and offering their implementation plans. These discussion questions would be graded and students would be provided the necessary feedback to appropriately modify their understanding of the various concepts. The chat discussions about the marketing concepts would further consolidate the students understanding about the marketing issues and concepts and enable them to apply their knowledge in completing their semester long project to be completed in two phases. **Please see the project requirements in the appendix.** Finally, the three tests scheduled at various points of time during a semester would test the students' understanding of the marketing management concepts.

Summing up, the chapter-specific discussion questions, chat discussion, exams, and the semester long project would be sufficient to achieve the course objectives.

3. Are these the approved course objectives? They should be the same as in the syllabus of record since this proposal is not supposed to be a course revision.

Yes, these are the approved course objectives. **Please see the current syllabus of the course in the appendix.**

4. The catalog description is missing the prerequisite that is listed in the catalog.

Response: We have corrected that problem. The prerequisites for this course are: MKTG 320 Principles of Marketing and MKTG 321 Consumer Behavior. The student needs to have Junior Standing.

5. Who are the exam proctors and what is the University Exam Proctor policy referred to in the proposal?

Response: IUP has a well developed exam proctoring policy for the distance education courses. It lists who can play the role of an exam proctor for a student living at least 50 miles from the IUP campus. **Please find a copy of the policy in the appendix.** It is also available at www.iup.edu/distance/admin/ProctoredExams.shtm

6. If the student does not have a high speed computer and sound capabilities would they be at a disadvantage?

Response: No, they will not be at a disadvantage because we usually give plenty of time for the completion of assignments. For example, we give 24 hours for the completion of an exam.

7. Can you meet the objectives of this course without a marketing project, again this is hard to evaluate without a syllabus of record.

Response: One of the major tools deployed for achieving the objectives of this course is the semester long project to be completed in two phases. Phase I entails the analysis of a specific firm's marketing strategies in the context of its business environment (e.g., economic, cultural, political, and industrial environments). Once completed, students will submit the Phase I report for grading and feedback. The students would work on the Phase II of the project. This phase entails the listing of the primary and secondary problems found during the Phase I and proposing of alternative solutions, selection of a strategy and its justification, and implementation of the chosen strategy.

8. Is discussion graded? Many instructors have found that if it isn't graded students will not participate. (Heck I've found that some don't even if it is graded).

Response: Yes, the discussion would be graded. In this course, the discussion questions would be chapter-specific, which would help the instructor gauge the students' understanding of the concepts and issues needed to successfully analyze the marketing strategy of a firm.