

Peter F. Drucker and Masatoshi Ito
Graduate School of Management
Claremont Graduate University

MGT 351 Marketing Strategy and Planning (4 units)
Summer 2008, Modules 1 and 2

Dr Jenny Darroch
Assistant Professor of Marketing
Burkle 213
Phone: (909) 607 2471
Email: jenny.darroch@cgu.edu
Office Hours: by appointment

Faculty support: Bernadette Lambeth, Burkle Upper Level East End, 909-607-7008,
bernadette.lambeth@cgu.edu

Course Description:

This course is designed to be a capstone marketing course and is positioned as one of the essential marketing courses to take as part of the marketing specialization. The course will enable students to bring together much of what has been taught in marketing and during the MBA in general. The final output will be the production of a marketing plan for a client organization.

Prerequisite

You must have completed MGT 321/514 in order to take this course (no exceptions).

Class Meeting Times

We will meet on seven Mondays through summer (see schedule for exact dates). The first meeting will run from 3-9pm, with client meetings scheduled for 4pm. The next five meetings will run from 4-10pm, the seventh meeting will run from 9-3pm. The Drucker School allows you to miss two classes before being marked as absent for the course. Since each Monday meeting constitutes two classes, you may only miss one Monday meeting before being marked absent. If you do miss, however, you are still

required to hand in the deliverable on the due date. You must attend the final client presentation on Monday August 25th.

Required Text and readings:

Two books are required for this course:

1. Walker, O.C. and Mullins, J.W. (2008). *Marketing strategy: A decision focused approach* (6th ed). NY: McGraw Hill. ISBN: 13-978-0-07-352989-9
2. Heibing, R.G. and Cooper, S.W. (2003). *The one-day marketing plan: Organizing and completing a plan that works*. NY: McGraw-Hill. ISBN 978-0-07-139522-9

Course Requirements:

Participation in class:	30%
Marketing plan	60%
Presentation	10%

I am available all summer (more or less) and you will get relatively quick answers to your questions.

The marketing plan:

Your major assignment requires the construction of a marketing plan.

Who do you write a marketing plan for?

We are working to secure projects from seven clients. As long as we have enough students to meet our obligations to clients, you may write a marketing plan for a family or friend's business or a business you are thinking of starting yourself. **In order to proceed with this alternative option, you must talk to me before the first class begins as we need to "hit the ground running".**

Do I work on the marketing plan by myself or in a group?

Working in groups is fine as long as the group contains no more than 3 people. You may also work alone or in pairs. Before forming a group ask: am I sure I can work with this person? Will we be able to meet near where I live or work during summer? Can we work around other summer commitments without jeopardizing the quality of the finished product?

How do I construct a marketing plan?

The purpose of this course is to teach you how to write a marketing plan. We will break the plan down into a number of stages, with each stage requiring a deliverable at some point during summer. I will teach each stage and provide feedback on each deliverable, although the final grade will be based only on the finished product.

Course Schedule:

	Date	Content:	Assignments <i>Note: all assigned chapters and case studies must be read prior to attending class.</i>
Week 1	Monday 5/19, 3 -9 pm Note: earlier start	<ul style="list-style-type: none"> • Introduction to course • Introduction to strategy (Chs 1-3 of Walker and Mullins (W&M)) 	<p>Client meetings will occur at 4pm.</p> <p>Read mini-cases at the start of each chapter of W&M</p>
Week 2	Monday 6/2, 4-10pm	<ul style="list-style-type: none"> • Scope, Product-Market Review (Chs 1-2 of Heibing & Cooper (H&C)) • Opportunity Analysis (Chs 4-5 of W&M) 	<p>Read mini-cases at the start of each chapter assigned from W&M</p> <p>Week 2: hand in one page overview of project – define the problem, identify your timetable and key pieces of information you need to collect in order to finish the marketing plan.</p>
Week 3	Monday 6/9, 4-10pm	<ul style="list-style-type: none"> • Target Market Effectors; Statement of Problems and Opportunities, Objectives and Positioning (Chs 3-6 of H&C) • Segmenting, Targeting and Positioning (Chs 6-7 of W&M) 	<p>Read mini-cases at the start of each chapter of Walker and Mullins</p> <p>Hand in material related to Week 2 and give a 10 minute presentation of the highlights to the class. I will email feedback.</p>
Week 4	Monday 7/7, 4-10pm	<ul style="list-style-type: none"> • Setting marketing strategies (Ch 7 of H&C and Chs 8-11 of W&M) 	<p>Read mini-cases at the start of each chapter of Walker and Mullins</p> <p>Hand in material related to Week 3 and give a 10 minute presentation of the highlights to the class. I will email feedback.</p>
Week 5	Monday 7/14, 4-10pm	<ul style="list-style-type: none"> • Developing the marketing program (Chs 8-18 of H&C) 	<p>Hand in material related to Week 4 and give a 10 minute presentation of the highlights to the class.</p> <p>I will email feedback.</p>
Week 6	Monday 8/11, 4-10pm	<ul style="list-style-type: none"> • Budgeting and implementation (Ch 19 of H&C and 12-13 of W&M) 	<p>Read mini-cases at the start of each chapter of Walker and Mullins</p> <p>Hand in material related to Week 5 and give a 10 minute presentation of the highlights to the class. I will email feedback.</p>
Week 7	Monday 8/25 9-3pm		<p>Present final marketing plan to client. We will allocate times; you are only required to attend your own presentation, not other students' (although you are welcome to attend others).</p>

Grading System

Marketing plan

Overall, I will be evaluating your ability to manage the client and work together as a group. The list below represents my overall assessment of this process. In addition, I have included a grading rubric that I will use when grading the marketing plans.

- How well you managed the client relationship – kept the client informed, asked questions, involved the client, made the client feel confident you were in control of the project.
- How much initiative your group demonstrated.
- How well you seemed to work together as a team.
- How well you grasped the problems you were asked to address as part of your project.
- How thoroughly you analysed data and information.
- The quality of your ideas and solutions – the strategic depth you demonstrated in making recommendations, the innovativeness of your ideas, the appropriateness of your recommendations.
- The quality of your marketing plan – the cohesiveness of the document, the quality (see above of your ideas and solutions), the overall presentation of the report, etc.
- The quality of the oral presentation.

Marketing Management: Marketing Plan Grading Rubric

4	<p>The student's writing demonstrates a comprehensive grasp of the main issues facing the organization.</p> <p>The student's writing shows an impressive in-depth analysis of each stage of the marketing plan. The marketing plan is well organized, moving through analysis, to choices/recommendations to implementation.</p> <p>The student makes appropriate use of theoretical frameworks and concepts to organize and advance the analysis of key issues central to the marketing plan and ultimately, frame recommendations.</p>
3	<p>The student's writing demonstrates a grasp of the main issues facing the organization.</p> <p>The student's work shows some analysis of the patterns, themes and main ideas for each stage of the marketing plan. The marketing plan is well organized, moving through analysis, to choices/recommendations to implementation.</p> <p>The student demonstrates linkages between theoretical frameworks and concepts to advance the development of the marketing plan.</p>
2	<p>The student's work is broad and focuses on insignificant details. The marketing plan presents forgone conclusions/recommendations before developing a strong argument thorough earlier analysis.</p> <p>The student covers the main components of the marketing plan and includes some ideas relevant to the central issues, but does not really analyze them in any way.</p> <p>The student identifies theoretical frameworks but makes no real attempt to use these in order to develop the marketing plan.</p>
1	<p>The student's writing indicates almost no grasp of the issues facing the organization and shows almost no evidence of reflective thinking. The student's writing shows a simple retelling of the key issues, which may include gaps and misunderstandings.</p> <p>If recommendations are present, these bear little resemblance to earlier analysis.</p> <p>The student shows only a literal understanding of the patterns, themes and main ideas required to develop the marketing plan and misrepresents significant important issues.</p> <p>The student does not reference theoretical frameworks and concepts.</p>

Marketing Management: Writing Style

4	<p>The student's writing demonstrates a keen awareness of the audience and purpose. The student establishes a controlling impression that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing. The writing forms a meaningful whole, moving smoothly and clearly and with sophistication from the opening ideas to the closing thoughts. The student makes precise use of language to convey ideas.</p> <p>The student demonstrates proper understanding of English usage and control of grammar, paragraph and sentence structure. The student's work shows accurate spelling and correct use of grammar</p>
3	<p>The student's writing is coherent and focused and demonstrates a clear perspective and awareness of the audience and purpose. The writing includes a clear beginning, middle and end and maintains a consistent tone and focus throughout the piece of writing, which forms a whole, moving clearly from the opening ideas to the closing thoughts. The student uses appropriate language to convey thoughts.</p> <p>The student demonstrates proper understanding of English usage and control of grammar, paragraph and sentence structure. The student's work contains some spelling and grammatical errors.</p>
2	<p>The student's writing is somewhat focused but, at times, contains an unclear perspective and lapses in logic. The writing demonstrates some awareness of the audience and purpose. The controlling idea of the student's work is unclear or the writing does not maintain a consistent focus of the controlling idea. The work may not form a complete whole from the beginning to the end. The student may use imprecise language or language that causes some confusion to the reader.</p> <p>The student demonstrates an understanding of English usage and control of grammar, paragraph and sentence structure. The student's work contains some spelling and grammatical errors and these distract the reader.</p>
1	<p>The student's writing is very unfocused and does not establish a controlling idea. The writing lacks logic and perspective altogether and essentially confuses the reader.</p> <p>The student demonstrates a misunderstanding of English usage and control of grammar, paragraph and sentence structure. The student's work contains substantial spelling and grammatical errors, which cause the reader to have almost no understanding of the ideas conveyed by the writer.</p>

Class Participation:

Name: _____

Circle One Only	What this means for class participation
A and A-	Comes to class prepared. Contributes readily to the conversation but does not dominate it. Makes thoughtful contributions that advance the conversation. Shows interest in and respect for others' points of view. Participates actively in small groups. Makes a genuine effort to assist colleague presenters by being engaged and involved in presentations.
B+ and B	Comes to class prepared and makes thoughtful comments when called upon. Contributes occasionally without prompting. Shows interest in and respect for others' points of views. Participates actively in small groups.
B- and C+	Participates in discussion but in a problematic way. Such students may talk too much, make rambling or tangential contributions, bluff there way unprepared or otherwise dominate discussions, not acknowledging cues of annoyance from other students or the professor.
C and C-	Comes to class prepared but does not voluntarily contribute to discussions and gives only minimal answers when called upon. However, does show interest in the discussion, listens attentively and takes notes.
F	Seems on the margin in class and may have a negative impact on the participation of others. Often does not participate because has not read the material in advance. May be disruptive or radiate negative energy via hostile or bored body language. May be overtly rude.