



The College of New Jersey

School of Business

MKT 300 - Marketing Information and Analysis – Spring 2011

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OFFICE HOURS:

2:30 - 4:00 Monday, Thursday; if these times are inconvenient for you, please do not hesitate to make an appointment for another time.

COURSE MATERIALS:

- 1) The course uses a custom book which includes the following:

Lehmann, Donald and Winer, Russell, *Analysis for Marketing Planning*, 6th Edition, McGraw Hill, 2005.

Hair, Joseph, Bush, Robert, and Ortinau, David J., *Marketing Research*, 3rd Edition, McGraw Hill, 2006. (chapter 16)

Aczel, Amir D. and Sounderandian, Jayavel, *Complete Business Statistics*, 6th Edition, McGraw Hill, 2006. (chapter 12)

Angell, Pamela A. and Rizkallah, Teeanna, *Business Communication Design*, 2nd Edition, McGraw Hill, 2007. (chapter 8)

Satterwhite, Marilyn and Olson-Sutton, Judith, *Business Communications at Work*, 3rd Edition, McGraw Hill, 2007. (chapter 13)

Rasiel, Ethan M., *The McKinsey Way*, McGraw Hill Trade, 1999.

Locker, Kitty O., *Business and Administrative Communication*, 7th Edition, McGraw Hill, 2006.

Locker, Kitty O. and Kaczmarek, Stephen K., *Business Communication: Building Critical Skills*, 3rd Edition, McGraw Hill, 2007.

2) A second book:

Bensoussan, Babette and Fleisher, Craig, *Analysis Without Paralysis*, FT Press, 2008.

3) Cases:

HBS Case #9-702-418, “Volvo Trucks (A): Penetrating the U.S. Market”

HBS Case # 9-502-011, “Harrhahs’s Entertainment Inc.”

HBS Note # 9-579-099, “A Note on Consumer Market Segmentation”

Additional reading material: As needed, I will pass out handouts in class.

COURSE LEARNING GOALS

The course will emphasize learning by doing; in addition to learning the role of marketing information in sound marketing planning and strategy, you will master the performance of analytical tasks related to marketing planning. The core concepts and their accompanying tasks include:

- No marketer can successfully develop marketing plans without an understanding of the type and scope of information that is available to marketers.
 - *Ability to identify the important sources of information available to the marketer, including syndicated sources, tracking studies, and sales information.*

- A marketer must understand the steps in the planning process and developing a marketing plan. The first step in this process is conducting a situation analysis. The second part is the development of objectives. The third part is the development of strategies to achieve these objectives.
 - *Ability to identify the key aspects of marketing planning and the parts of a marketing plan.*
 - *Understand the importance of conducting a detailed situation analysis before marketing objectives and strategies can be developed.*

- A thorough situation analysis involves an industry analysis, sales analysis, competitor and company analysis, and customer analysis. Each of these involves the application of analytical tools to quantitative and qualitative information.
 - *Ability to analyze the market, including the size, growth, cyclicity and seasonality, trends in supply and demand, distribution channels, and advertising.*
 - *Ability to analyze sales of the company and the industry, including trends in sales and share, market potential and sales forecasting.*
 - *Ability to analyze the competitors. This includes understanding how to define a firm's competitors and assess competitors' capabilities and strategies.*
 - *Ability to analyze a company and market's customers. This includes who the customers are in terms of demographics and lifestyles, the segments of customers in the market, and why and how they buy the product or service.*

- A marketer must be able to diagnose symptoms of potential problems for a brand of product or service.
 - *Ability to analyze key diagnostic information such as profit margin, advertising to sales ratio, brand awareness, and fixed and variable costs.*

- A marketer must be able to communicate his/her analysis via written business communications using appropriate and meaningful visuals.
 - *Ability to write clear and concise business memos that detail the nature of the analysis, the reporting of findings, and the implications of the analysis.*
 - *Ability to present information visually in a manner that is clear and meaningful, using the appropriate visual aid (i.e., table, pie chart, line graph, etc.)*

COMMON MISUNDERSTANDING:

A common misunderstanding is that marketing is a soft discipline, which does not involve the analytical skills required by other business disciplines (e.g., finance and accounting). Although marketing does indeed require creativity with respect to strategic decisions, the creative aspects of marketing are based on sound analysis of information.

COURSE METHODOLOGY:

The course will use lectures, class discussion, course projects, discussion of cases, group work on laboratory and homework problems, and examinations.

The examinations in the course will evaluate your mastery of the content areas of the course (e.g., role of a situation analysis in a marketing plan, information sources related to sales information, etc), as well as analytical skills you are learning (e.g., linear and nonlinear sales forecasting). The projects and group assignments are designed to help you understand marketing analysis at a conceptual level and develop your skills in marketing analysis.

GRADING:

Your grade will be based on your performance on the following course requirements:

Requirement

Midterm Examination	24%
Final Examination	26%
Project # 1	13%
Project # 2	13%
Group Project	14%
Class Participation (includes group homework)	10%

Grades for the examinations will be numerical grades. The projects will be graded as letter grades (A, A-, B+, etc.) that will be converted to numerical. The group assignments (other than the group project) will be graded as Satisfactory/Unsatisfactory and will be part of your class participation grade.

Course grades will be assigned according to the following:

A	93.0% or above	C	73.0% - 76.9%
A-	90.0% - 92.9%	C-	70.0% - 72.9%
B+	87.0% - 89.9%	D+	67.0% - 69.9%
B	83.0% - 86.9%	D	60.0% - 67.9%
B -	80.0% - 82.9%	F	59.9% or below
C+	77.0% - 79.9%		

COURSE ASSIGNMENTS

In a course such as this one, students really learn by doing. This course is really about learning how to do analyses that are important to all areas of marketing, thus it is more about learning processes than learning content. Therefore, this course is “assignment heavy” compared to a lot of other courses that focus on content areas such as sales, advertising, or retailing. There are three kinds of assignments in this course. One type is individual projects, another is a group project, and the other type is group exercises

Group Exercises

You will work with a small group (2 or 3 people) on various exercises during the semester (you will also work with your group on a graded project). The importance of the group is that several can often puzzle out a problem easier than one person working alone. Sometimes you will be given time during class to do group work, but you may have to meet at other times to complete a particular exercise. There are a variety of exercises that you will do as a group. Some of them relate to the cases in the course; others are geared at you understanding a particular analytical technique. Some of the group work will provide you with an opportunity to develop clear and concise business writing skills. The exercises will be short (relative to the projects) and might involve a short write-up. It is important to be an active and enthusiastic group member, as the work with your group will be one of the major ways that you will learn the analytical processes that are central to the course (and to what a marketer does).

Assessment of Group Exercises: Your work with your group on the exercises will generally be evaluated on a satisfactory/unsatisfactory basis. That is, the purpose is to practice your skills and learn with and from others. In many cases (i.e., practice in business writing), the assessment will provide feedback so that you and your group can iteratively improve your skills.

Your individual contribution to group activities is essential; you are expected to be an enthusiastic and important contributor to group activities. Your contribution to your group will be monitored on an ongoing basis by me; students who are performing unsatisfactorily in a group may be removed from that group.

Your work on the group exercises will be part of your course participation grade. The final assessment of your course participation will be evaluated on the following basis:

- A Group receives satisfactory evaluation on all group assignments. You are an enthusiastic and superior contributor on all group assignments, as well as a constant contributor to class discussion.
- B Group receives satisfactory evaluation on almost all group assignments. You are a competent and constant contributor on group assignments, as well as a regular contributor to class discussion.
- C Group receives satisfactory evaluation on the majority of group assignments. You are a contributor on group assignments, as well as an occasional contributor to class discussion
- D You are an occasional contributor on group assignments and rarely contribute to class discussion.
- F You are a sporadic or non contributor to the group assignments and rarely contribute to class discussion.

Course Projects

An important aspect of the course is your work on the written projects. The projects are designed to help you develop your analytical skills. Furthermore, each project will provide you with an opportunity to communicate your findings, recommendations, etc. via a written memo or written report, thus providing you with some business communication experience. The group project will involve both analysis and a write-up.

Assessment of Projects: Your work on the course projects will be assessed on two important dimensions. One of these is your ability to analyze information and consider the implications of that information. The second dimension is your ability to report your analysis in a clear and concise manner, using appropriate visuals such as tables and charts.

The following provides the criteria for how written assignments will be evaluated:

- A Superior and rigorous analysis of the problem presented in the project, showing exceptional understanding of the problem, the appropriate analysis to use, and the ability to apply such analysis. Coherent and concise written presentation of your analysis with no grammatical or spelling errors.
- B Above average analysis of the problem presented in the project, showing clear understanding of the problem, the appropriate analysis to use, and the ability to apply such analysis. Coherent and generally concise written presentation of your analysis with very few grammatical or spelling errors.
- C Acceptable analysis of the problem presented in the project, showing some understanding of the problem and an acceptable analysis. A written presentation that presents the analysis, but is lacking in clarity or conciseness with some grammatical or spelling errors.
- D Unacceptable or incorrect analysis of the problem presented in the project, showing little understanding of the problem and or the appropriate analysis. A written presentation that presents the analysis, but is poorly structured with numerous grammatical or spelling errors.

Note: On the day an individual project is due, the project must be turned in or a written statement submitted in person or e-mailed to me indicating that the project will be late. Therefore, on the due date I must receive the assignment or some communication from every student in the class. This communication must be received from everyone, even if you elect to use your freebie for a 7 day extension. If no communication or project is turned in by a student on the day a project is due, then a grade of 0 will be recorded for that student. If you are electing to use your freebie for a particular project, then your written communication should indicate that this is your desire.

Late projects will be penalized 5 points per day they are late. If you use your freebie to turn in a project late, the penalty will begin 7 days after the due date.

Students must turn in one copy of a project and keep a complete copy of the project ready to be submitted. This is to protect you, in the event that there is a disagreement between my records and yours as to whether an assignment was in fact submitted at the time it was due. Thus, if you say that you turned in a project, but my records indicate that you have not, you should be able to immediately produce the copy of the project and turn it in.

Note: I am willing to look at a draft of the project informally before it is due to offer constructive comments with respect to both style and substance. Such informal comments can not guarantee a specific grade when submitted. To get comments on a draft, the draft must be submitted one week prior to when it is due.

ASSIGNMENT POLICY

The most ideal situation is for each individual project to be submitted at the scheduled time. I realize that there are events that can interfere with this, such as the sniffles or other illness, family crisis, burdens brought on by other responsibilities and other classes, and computer problems. Although I realize such things can happen, I find it difficult to believe that such events continue to happen to the same person. Therefore, every student will get **one excused extension** (a freebie) that you can use for either of the two individual projects. **This does not mean that you are excused from assignment completely; rather it means that you can turn in the assignment late.** If you desire to use this freebie it can be turned in up to 7 days late with no penalty. After the 7 days, a penalty will apply.

The group project and exercises should be completed on time, as the timely nature of them will generally be important to class discussion.

CASES

The cases that will be used in the course will provide much of the context for the analytical techniques that we will be discussing. That is, they will provide you with the examples of the kinds of analysis we will be discussing, etc.

The Harrah's case will be discussed on specific week. The Volvo Truck case will be used throughout the semester.

CLASS PARTICIPATION

It is important to remember that your participation grade is based on participation, not just attendance (Actually, I do not grade on attendance, however, attendance is a necessary, but not sufficient, condition for participation). It is not enough to attend class and follow the day's activities. To earn a participation grade of B or better, you must make significant contributions to classroom discussions and to all of the work that is done with your group. **IN FACT, IN THIS CLASS YOUR CONTRIBUTION TO THE GROUP YOU ARE IN IS ONE OF THE MOST IMPORTANT ASPECTS OF THE CLASS. YOU MUST BE AT THE LABS WHEN WE ARE DOING GROUP WORK.**

Disruptive behavior (e.g., loud talking unrelated to the class activities; a ringing cell phone) can lower your class participation grade. **PLEASE DO NOT LET YOUR CELLPHONE RING IN CLASS; ALSO, ABSOLUTELY NO TEXT MESSAGING IN CLASS.**

TCNJ's attendance policy is available on the web:

<http://www.tcnj.edu/~recreg/policies/attendance.html>

ACADEMIC INTEGRITY

Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his or her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral.

In this course, make sure that you understand the distinction between the work that is to be done as a group (e.g., the group project) and the work which must reflect your own independent work (i.e., the individual projects, midterm, final).

TCNJ's academic integrity policy is available on the web:

<http://www.tcnj.edu/~academic/policy/integrity.html>.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY

Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact the Office of Differing Abilities Services (609-771-2571). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.

TCNJ's Americans with Disabilities Act (ADA) policy is available on the web:

<http://www.tcnj.edu/~affirm/ada.html> .

Course Schedule

Week of:	Topic	Assignment
Jan. 17	Introduction and Explanation of the Course	
Jan. 24	Marketing planning; The Marketing Plan; Analysis as an aspect of marketing planning	LW Chap. 1 BF Chap. 1, 2
Jan. 31	Some analytical basics; investigating relationships	HBO Chap. 16 Proj. # 1 Assigned
Feb. 7	Defining the competitive set; Industry analysis Presenting Information in Charts	LW Chap. 2, 3 LO Chap. 15 R Chap. 11 BF Chap. 6
Feb. 14	Investigating trends Writing business memos	AS Chap. 12 AR Chap.8 SO Chap. 13
Feb. 21	Market Potential and Sales Forecasting	LW Chap. 6 R Chap. 10 Proj. # 1 Due
Feb. 28	Review; Midterm Examination on Thursday, March 3rd	
March 7	SPRING BREAK	
March 14	Competitive Analysis	LW Chap. 4 LK Chap. 22 Proj. # 2 Assigned
March 21	Competitor Analysis (continued) SWOT Analysis	BF Chap. 4, 11
March 28	Customer Analysis	LW Chap 5
April 4	Simmons National Consumer Study	Proj. # 2 Due
April 11	Segmentation and Targeting	Read Segmentation note
April 18	Micro-marketing analysis	Read Harrah's case
April 25	Key Quantitative Measures (Profit Margin, etc.)	BF Chap. 5

LW: Lehmann/Winer
AR: Angell/Rizkallah
LO: Locker

HBO: Hair/Bush/Ortinou
SO: Satterwhite/Olson-Sutton
LK: Locker/Kaczmarek

AS: Aczel/Sounderandian
R: Rasiel
BF: Bensousan/Fleisher