Dr. Leon F. Dube  
Office Hours:  
OCRN 375  
M-R 9:00 – 11:00am  
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Texts: Marketing Strategy by Ferrell and Hartline 5th; A pdf file from StratSimMarketing which will be available when class begins. **Cost is $40.00 per student**

Notice: Cell phones must be turned off and stored during this class. Noncompliance will result in dismissal from the class.

**General Objectives:**
This course in Marketing Problems and Policies is the capstone course in the undergraduate marketing curriculum. The primary objective is to offer students the opportunity to apply marketing concepts to marketing situations. The application of marketing ideas is accomplished when students provide solutions to marketing problems in a case setting and by application of marketing concepts in the marketing simulation.

**II. Specific Objectives:**
The following objectives are achieved by the end of the semester:
- Each student develops an understanding of and a skill in marketing decision-making.
- Students analyze alternative courses of action and the use of resources to reach a planned objective.
- Students learn to work with others on a team.
- Global implications of marketing decisions are analyzed in case analysis.
- Ethical considerations are part of the process in the class and are evaluated in case settings.
- Technology is required in the use of word processing and e-mail.
- Political, legal, social, regulatory and environmental issues are addressed in the cases and in the marketing plan.
- Quality of effort is emphasized throughout the course.

**III. Methodology:**
In that this is the capstone course in marketing, classroom lecture or the presentation of new marketing ideas is minimal in the course pedagogy. Emphasis is on the use and development of marketing concepts through the application of marketing to situations both in cases and in the simulation. Classes will be used as discussions of marketing concepts by students. Hence, students are assigned questions and other tasks.

**IV. Areas of Development**
All written assignments must be grammatically correct. Assignments that have errors of spelling and other grammar weakness are down graded.
A. Strategy Concept Development
While the presentation of new marketing ideas is not a focus of the class, the development of strategy concepts may not be familiar to students. Therefore, assignments at the beginning of the semester are to enhance the development of strategy concepts.

B. Case Analysis:
1. Initially, several cases will be assigned as class cases. All class members analyze these class cases and are prepared to discuss the cases in class. Succeeding the initial class cases, students present evaluation of cases in class. The focus of these initial cases is on technical evaluation. You may also be given questions to develop your thoughts.
2. Self-selected teams will also present an evaluation of a case. The team analysts present an oral analysis to the class and prepare and submit a detailed written analysis. Do not begin the presentation with the solution. Follow the flow as shown in the case evaluation format.
3. All class non-presenters will submit written analyses of Problems and Issues, alternatives (including evaluations of pros and cons), and a suggested solution of all cases assigned in class.
4. Teams are also designated to play the role of company management. As management, you will question, ask for information, etc. of the presenters, as you would expect in a presentation to company management. For each presentation, the team designated as management for that case interacts with the presenters in a more dynamic manner than the rest of the class. However, all other class members are also expected to actively participate in the presentation discussions.
5. Case Evaluation Format:
Use the following format to analyze the case (use these headings in your presentation):
   a. The Case Environment
      First skim or speed-read the case to get the ‘feel’ of the case. Second, read carefully for comprehension; look for relevant internal and external factors; concentrate on relevant marketing circumstances; do not confuse facts and factors. Discuss specific factors in your presentation. Concentrate on factors and not simply the facts. You may want to use a SWOT analysis to accomplish this task.
   b. Identify the Issues
      Define the problem. Look for symptoms that lead to a problem.
   c. Identify the Alternatives
      Look for all possible courses of action. If there are no alternatives, there is no decision to make. Each alternative must be “self contained”. No alternative should depend on the accomplishment of some other action. The alternatives must be mutually exclusive and collectively exhaustive.
   d. Evaluation of Each Alternative
      Each and every alternative must be totally evaluated for both the cons (negatives) and the pros (positives) of the possible action. If an alternative does not have any negatives or any positives, it is not an alternative; a decision is not required.

V. Conclusion and Recommendations
Summarize the pros and cons and make a specific action recommendation. Your recommendation must flow logically from your analysis and you must make a specific recommendation to management. You may recommend more than one alternative. However, each recommendation must be actionable in itself.
VI. Implementation
You must detail how the organization can implement the recommendation. Give
dates, dollars, human resources, other resources, etc. Give the who, what, where, how
that is required to implement your plan.

6. Case Analysis Rules:
Oral Presentation: The case evaluation presentations are made to management (you are also part
of management) of the company or organization described in the case. Address all oral
discussion and write all written discussion to management. During the oral presentation, you
must present your solution to management in the first person. **Do not** use terminology such as
“in the case”, in the “book”; but rather use “you”, “your”, “our”, the organization name, etc.
During the oral presentation, your appearance and dress must reflect your role as a member of
management.

Written Presentation: Write the **written evaluation as formal correspondence to management**
(use the ideas you learned in the management communications course). Always keep in mind
that you are addressing the organization’s management!

Your solution to the case is not permitted to be **to do further research**. You are required to
make specific, detailed recommendations given the information and the resources that you have.
Decisions must be made within the time frame of the case problem.

Strategic Implications In the case analysis include discussion of the strategic concepts of core
competencies, product life cycle implications, product/customer profiles, and company
objectives and goals.

C. The Marketing Simulation:
This is a second major project and demonstrates your understanding of marketing concepts. The
application of marketing skills is further enhanced by your team decision making and analysis.
Your team will make marketing decisions throughout the semester in competition with other
teams from the class. The decision making requires the manipulation of the marketing mix in an
automobile industry. Part of your final grade is determined by your performance during the
simulation. As part of this exercise, I will submit each student’s email address to the StratSim
web page. They will contact you with needed information.

D. Bloom’s Taxonomy Evaluation:
At the last day of scheduled classes, provide your evaluation of each learning module (team
cases, individual cases, management team etc.) on Bloom’s Taxonomy. At what level of
learning do you place each type of module and explain why.

E. Individual Student Evaluation:
The focus of the student evaluation process is on the quality effort of students both as part of a
team and as an individual in case presentations and in class responses. Each submitted case,
other written assignment, or oral presentation is evaluated on the basis of its quality by using the
following criteria: High Quality (HQ); Acceptable Quality (AQ); Needs Improvement Quality
(IQ); Not Acceptable Quality (NQ); or Failed Quality (FQ). Each rating will earn a specific
numerical value such as: HQ=10, 9; AQ=8, 7; IQ=6, 5; NQ=4; FQ=0.

Your performance in the marketing simulation is evaluated on the basis of your diligent
application of marketing concepts. Did you plan for action you suggest? Are your objectives
reasonable? Did you develop a strategy? Did you anticipate changes in the environment by
adopting a flexible strategy? Did you use marketing research?
All submitted assignments must be printed using a word processor. Assignments must be turned in and accomplished on the due date. Late work is not accepted except for conditions that you cannot control. Accumulated late work is not accepted and will be evaluated as Failed Quality. Projects, exams or other assignments in other classes are not acceptable reasons for late work.

**F. Schedule:**
A complete schedule for all work will be provided.

**G. Grades:**
A grade of A is earned by:
- Regular class attendance. You must document all absences just as you would/do when employed.
- On time class attendance.
- Receives high quality ratings on all work. Initial lower ratings may be received, but if you demonstrate continuous improvement, a final grade of A may be earned.
- Demonstrate a genuine interest in all work: cases and other work. Show a ‘can do’ and a ‘want to do’ attitude.
- All assignments must demonstrate quality in appearance, content, timeliness, and effort.
- Interact with the presenters as management in case presentations.
- Use the proper format for case analysis.

A grade of B is earned by:
- Attending most classes.
- On time class attendance.
- Receives at least an acceptable quality on final case presentation. The evaluation applies to both the oral and the written portion of the presentation.
- Receive at least acceptable quality on most work. You may earn a grade of B when initial work needs improvement or is not acceptable but subsequent work is improved to at least an acceptable quality level.
- Demonstrates an interest in all work. Shows a ‘can do’ and a ‘want to do’ attitude.
- Assignments demonstrate quality in appearance, timeliness, and content.
- Use proper format for case analysis.
- Interact with the presenters.

A grade of less than B is earned by:
- Excessive undocumented absences.
- Excessive tardiness to class.
- Excessive absences or tardiness will result in a lower grade or failure.
- Do not turn work in on time.
- Continuously receive ratings that need improvement or that are not acceptable.
- Does not seem interested in the work. Show an attitude of indifference or a hostile attitude. Generally demonstrates an ‘I don’t care’ or ‘I am not interested’ attitude.
- Can’t or won’t work on the team.
Failing Grade (any one of these conditions will be cause for failure):
   - Does not make oral presentations.
   - Does not do regular assignments.
   - Is absent for the final presentation of the marketing plan.
   - Have excessive absences.

In addition to the factors discussed, a weighting system is also used to determine your specific grade. Tasks are assigned the following cumulative value:

<table>
<thead>
<tr>
<th>Task</th>
<th>Value</th>
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<tbody>
<tr>
<td>Daily Assignments</td>
<td>100</td>
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<tr>
<td>Daily Cases</td>
<td>100</td>
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<tr>
<td>Attendance</td>
<td>50</td>
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<tr>
<td>Presenter Evaluation</td>
<td>30</td>
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<td>Company Management</td>
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<td>Team Case</td>
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<tr>
<td>StratSim</td>
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<td>Bloom’s Taxonomy</td>
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<tr>
<td>StratSim Final Paper</td>
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<td><strong>Total points</strong></td>
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Minimum points for a letter grade: 531=A; 472=B; 413=C; 354=D

**H. American with Disabilities Act Compliance**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.

**I. College of Business Code of Ethics**
This course and all other courses offered by the College of Business (COB), requires all of its students to abide by the COB Student Code of Ethics (available online at http://www.cob.tamucc.edu). Provisions and stipulations in the code are applicable to all students taking COB courses regardless of whether or not they are pursuing a degree awarded by the COB.

**J. Some Further Observations:**
We should have fun during the semester as you learn much about marketing. I want to enhance the Deming philosophy of Joy in work to the class by providing an atmosphere where there is no fear in the learning process and where we can have joy in learning.

**K. Additional Things:**
Be aware of the drop date. Faculty can’t drop you from a class. If you must drop any class, do this officially through the Registrar’s office. My email address is for inquiries etc. It should not be used for regular submission of your work. You may submit your work by email only in emergencies.
PEER EVALUATION FORM

Include all members of the team, including yourself

DATE: ________________________________ TEAM: ____________________________________________

CLASS: ______________________________

Rate each team member on each component from 0 to 10 (0 - worst/10 - best), except for the overall rating which is based on 0 – 100.

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<tr>
<th>NAME</th>
<th>ATTENDANCE</th>
<th>QUALITY OF INPUT</th>
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<th>DID WHAT WAS EXPECTED</th>
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Required Comments on Ratings
REQUEST FOR ACCEPTANCE OF LATE ASSIGNMENTS

Student Name______________________________________________
Class_____________________________________________________
Assignment__________________________________________________
Date Assignment Was Due___________________________________
Reason Assignment Could Not Be Provided On Due Date: ________
________________________________________________________________________
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Accepted (Instructor Signature) _______________________________________
Comments_________________________________________________________________

Rejected (Instructor Signature) ________________________________
Comments_____________________________________________________

**Bloom’s Taxonomy for Students**

Learning Levels from the Mt. Edgecumbe
Outcome/Competency Matrix Explained
Updated 5/17/93

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**KNOWLEDGE (REMEMBERING)**

What is the student’s role at knowledge?
I read, listen, watch or observe, take notes, and am able to recall information, ask and respond to questions. I practice self-help.

What is the teacher’s role at knowledge?
Teacher introduces, lectures, shows, presents information, and provides resources.

How is knowledge demonstrated?
I can define by stating who, what, where, when, why, and how.

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**COMPREHENSION (UNDERSTANDING)**

What is the student’s role at comprehension?
I understand the information or skill and can recognize it in other forms; I can explain it to others and make use of it. I practice self-help.

What is the teacher’s role at comprehension?
Teacher observes, listens, questions, evaluates, guides, and responds to students.

How is comprehension demonstrated?
I can give a personal or original example of how I use this information.

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**APPLICATION (SOLVING THE PROBLEM)**

What is the student’s role at application?
I can apply my prior knowledge and understanding to new situations. I practice self-help.

What is the teacher’s role at application?
Teacher observes, coaches, facilitates, and questions work being done.

How is application demonstrated?
I can solve problems on my own. I recognize when the information or skill is needed, and I can use it to solve new problems or complete tasks.
ANALYSIS (LOGICAL ORDERING)

What is the student’s role at analysis?
I examine process. I break down information into component parts and can explain the individual parts. I know how and when to put the parts back together so that the organization of the whole becomes clearer. I practice self-help.

What is the teacher’s role at analysis?
Teacher observes, probes, guides, asks critical questions, and acts as a resource.

How is analysis demonstrated?
I am able to teach the knowledge or skill effectively to another person and act as a resource for others. I can compare/contrast the information or skill with other knowledge or skills.

SYNTHESIS (CREATING)

What is the student’s role at synthesis?
I use all knowledge, understanding, and skills to develop new tools, plan effectively, and create alternatives. I practice self-help.

What is the teacher’s role at synthesis?
Teacher supports, guides, stimulates, and facilitates evaluation.

How is synthesis demonstrated?
I combine, develop, and create.

EVALUATION/APPRECIATION (VALUING)

What is the student’s role at evaluation/appreciation?
I am open to and appreciative of the value of ideas, procedures, and methods and can make well-supported judgments backed up by knowledge, understanding, and skills. I practice self-help.

What is the teacher’s role at evaluation/appreciation?
Teacher listens, discusses, challenges, and accepts.

How is evaluation/appreciation demonstrated?
I formulate and present well-supported judgments, display consideration of others, examine personal options, and can make healthy choices.