

**Upper Iowa University
External Degree Program**

BA 456-08 Marketing Cases

COURSE DESCRIPTION:

This course provides an in-depth exposure to strategic planning for marketing, using cases as illustrative examples. Emphasis is placed on extensive situation analysis, objective and criterion formulation, and alternative selection and implementation. Prerequisite: All marketing and completion of all business core requirements. Three semester credits.

COURSE OBJECTIVES:

1. Apply marketing strategy to specific examples.
2. Analyze marketing situations.
3. Identify problems and decisions that must be made in marketing scenarios.
4. Establish decision criteria, develop alternative solutions, analyze alternatives, and justify recommendations for specific marketing problems.

REQUIRED COURSE MATERIALS:

1. Textbook: Strategic marketing Management Cases by Cravens/Piercy, 9th edition, 2008.
2. Syllabus

You may purchase your textbook through MBS Direct by calling their toll free number at: 800-325-3252 or through the UIU homepage: www.uiu.edu. Click on the link for current students then select order textbooks from the options in the left hand column. Follow the link and select External Degree for your location.

CLASS FORMAT:

This class is a case study format. Case studies provide one of the major vehicles for applying marketing concepts and theories. Case analysis requires critical evaluation (including interpretation) of both facts and logic to allow effective case discussions. Cases allow us to learn, from written scenarios, about company situations and predicaments. The class consists of general case discussions of assigned cases.

GRADING/ASSESSMENT:

There are four open book units and each unit is worth 150 points (600 total points). There are two closed book exams, each worth 200 points (400 total points). All open book units and closed book exams will be case studies.

Unit 1 – Chapters 1-4 - Open Book Case Study	150 points
Unit 2 – Chapters 5-8 - Open Book Case Study	150 points
Mid-Term – Closed Book - Case Study	200 points
Unit 3 – Chapters 9-12 - Open Book Case Study	150 points
Unit 4 – Chapters 13-15 - Open Book Case Study	150 points
Final Exam – Closed Book – Case Study	<u>200 points</u>
Total Possible Points	1000 points

GRADING CRITERIA:

A point system will be used to calculate grades for this course. The total number of points is 1000. Students need 900 points to receive an A, 800 points to receive a B, 700 points for a C, and 600 points for a D.

Earning less than 600 total points will result in course failure. Also, failing both closed book exams will result in automatic course failure.

Complete all sections of this course before taking the final exam. Once the final exam is taken, a final grade will be determined.

UPPER IOWA UNIVERSITY USES A STANDARD GRADING SYSTEM:

A = All work is excellent, shows exceptional understanding of materials; logical, clear, and insightful written and oral work, incorporates knowledge from other sources and moves easily to the next level of understanding, works well beyond minimum requirements.

B = Understanding material is good to very good, demonstrates good grasp of material, good oral and written skills, produces more than the minimum requirements, quality of all work is high.

C = Satisfactory understanding of the material, submits only the minimum requirements, communicates adequately in oral and written formats, displays an adequate understanding of all basic concepts.

D = Quality and quantity written and oral work is below average and barely acceptable.

F = Quality and quantity written and oral work is unacceptable.

CHEATING, ACADEMIC DISHONESTY AND PLAGIARISM:

Because cheating, academic dishonesty and plagiarism are affronts to the University community as a whole and a denial of the offender's own integrity, they will not be tolerated. Cheating includes but is not limited to:

- the use of unauthorized books, notes or other sources in the giving or securing of help in an examination or other course assignments,
- the copying of other students' work or allowing others to copy your work,
- the submission of work that is not your own or allowing others to submit your work as theirs,

- the submission of the same work for two or more classes without the approval of any instructors involved.

Academic dishonesty includes, but is not limited to:

- sharing academic materials knowing they will be used inappropriately,
- having access to another person's work without permission,
- providing false or incomplete information on an academic document,
- changing student records without approval.
- obtaining and using texts intended for instructor use only.

Plagiarism includes, but is not limited to:

- the presentation of another's published or unpublished work as one's own,
- taking words or ideas of another and either copying them or paraphrasing them without proper citation of the source,
- using charts, graphs, statistics or tables without proper citation.

Detected cheating, academic dishonesty, or plagiarism will result in consequences that may, at the instructor's discretion, include course failure. In addition, an offender may be reported to the Senior Vice President for the Extended University, the Dean of the Extended University, or designee for possible disciplinary action, which may include suspension or dismissal from the University. Upper Iowa University may make use of various plagiarism detection services. Individuals, by enrolling in courses offered by the University, consent to submission by the University of course-related assignments to such services and the retention of a copy of such assignments by the service.

Cheating, academic dishonesty and plagiarism infractions are tracked by the Dean of the Extended University, and cumulative evidence collected from multiple incidents will be considered when making suspension or dismissal decisions.

Extended University Catalog 2007/08 page 97.

http://www.uiu.edu/catalogs/eu/html/univ_policies.html#cheating

ATTENDANCE:

Even though a student does not attend a regular classroom in the traditional sense and keep up with a set schedule of assignments, it should be pointed out how important it is to keep yourself on a regular timely schedule if possible to complete and send in units. It is too easy to set work aside and decide to do it later. Suddenly, the need to complete assignments and get them in by deadlines can become stressful and, at times, impossible. The key would be to set time aside on a regular basis and submit work in a timely manner.

LIBRARY RESOURCES:

As a student of Upper Iowa University, you have access to the resources of the Henderson-Wilder Library on the Fayette campus. If travel to the campus is not feasible, you can access the library through the University's website. Go to: www.uiu.edu and click on the Library option located on the left side of the home page. If you would like to use InfoTrac, please contact the UIU Library staff at library@uiu.edu.

ASSIGNMENT SUBMISSIONS:

Students may send assignments via regular surface mail, facsimile, or by email. Email is the quickest delivery system. However, if you elect to send by email, please do not send any attachments. Just 'copy and paste' or type your submission right into the email message.

There are several reasons that email attachments will not be accepted in this course, but the most important one is the great risk of obtaining computer viruses when opening attachments in today's online environment. Thank you for this consideration.

PREPARING THE CASES:

Most cases offer a complex web of interrelationships that may appear overwhelming. It is important to sort through the available information and understand what is going on, what is fact, and what is opinion. When reading the case in this context, assume statements made in the case by the case writer as true. However, if a statement is made by one of the characters in the case, treat it as though there is a question mark hovering over it. Assume the time period as that indicated in the case.

The important elements in evaluating student performance on case analyses consist of (a) the care with which facts and background knowledge are used, (b) demonstration of the ability to state problems and issues clearly, (c) the use of appropriate analytical techniques and theory, (d) evidence of sound logic and argument, (e) consistency between analysis and recommendations, and (f) the ability to formulate reasonable and feasible recommendations for action.

The following guidelines should help in preparing cases.

Determine What is Going On

First, read the case rapidly to determine the general nature of the company and its setting. Next, examine the case more carefully. Jot down, in list form, the significant facts of the case. Classify, sort, and combine this information. If provided, case questions can help this categorizing process. However, it is not sufficient to be able to state the central issues without substantiation by facts, data, and clearly stated rationale.

Analyze

Assess the information available. Simply stating facts is not analysis. One must identify problems and/or opportunities indicating a need for management action. Frequently, the most difficult aspect of diagnosing a case is to determine what the problems are. Furthermore, there generally are some problems and/or opportunities that are major and some that are minor. Identify and rank based on urgency and importance. To successfully manage a large number of issues, it may be necessary to combine problems dealing with similar subjects.

Determine What is Missing and What is Relevant in the Case

Items that are possibly important may be missing in a case because it is missing in the firm. Such an omission should not only be noted, but also considered in terms of its overall importance. In addition, you must be able to sort out irrelevant information and make sound assumptions when certain facts are not available. A decision must be made even though it appears that more data would be desirable.

Develop Alternatives

Consider a number of feasible alternative actions or programs. Do not be satisfied with the first answer that comes to your mind. Your fourth or fifth solution, or a combination of solutions, may provide the best answer. Explore the consequences of solutions you have developed, including the value of the possible outcomes and the risks that are involved. Seek basic objectives and broad strategies, which will provide guides to the solutions of the problems.

Evaluate the Alternatives

Determine what action recommendations are acceptable to top management. Review the alternative sets of goals, strategies, and problem solutions. Evaluate by listing and weighing the advantages and disadvantages of each alternative. Carefully articulate and apply theory and principles to the situation. This step is important in integrating theory and practice.

Make a Decision

Recommendations are central to a case analysis. On the basis of your evaluations, prepare a set of specific recommendations for action. Avoid generalities – take a stand. Clearly indicate the key actions that are crucial to the plan’s success or failure. Always be prepared to support the reasons for your position. It is normal for anyone beset with trying problems to recommend calling in outside help (consultants, researchers, etc.) Do not make this recommendation. *You* are the outside help!

WRITING PROFICIENCY:

It is recommended that all papers and research are done in the APA style. We expect appropriate writing skills of proper grammar, punctuation, sentence structure, paragraph development, and logical sequence of thought in all written work, and exams.

It is recommended that all students purchase the APA guide/manual listed on the UIU website. *Publication Manual of the American Psychological Association*. \$27.00 new.

CITATION:

Encyclopedias of any kind, including the very popular Wikipedia, are not primary sources and should not be cited or used in constructing academic papers at the graduate or undergraduate level. They can, however, be useful to help gather some background information and to point the way to more reliable sources.

WITHDRAWAL:

If you wish to withdraw prior to the last day of the enrollment period you must contact the External Degree office by phone or in writing. After your original six-month enrollment period you no longer have the option to withdraw from the course. You must finish the course or have a final grade assigned based on the coursework submitted.

SPECIAL NEEDS:

If you require accommodation for special needs, please provide documentation to: Director of External Degree.

This syllabus is tentative and subject to change.