

Navigation

- [Course Description](#)
- [Required Course Materials](#)
- [Instructor Information](#)
- [Student Success Support](#)
- [Technical Support](#)
- [Program Student Learning Outcomes](#)
- [Course Student Learning Outcomes](#)
- [Learning Assessments](#)
- [Grading Scheme](#)
- [Course Policies](#)
- [University and Departmental Policy](#)
- [Course Schedule](#)
- [Appendices](#)

BUS 416 Marketing Strategy Fall B 2019 | 3 Hours

B
U
S
4
1
6

Course Description

Marketing is at the heart of most organizations. There is similarly a fine line between marketing, strategy, and management. Successful organizations are those that operationalize the strategic marketing orientation into product or service development and delivery. This capstone course will integrate the student's past courses, applying them within diverse and challenging situations. This course is designed to provide the student with the ability to learn and apply marketing theories and concepts, integrating them within the larger marketing and within real-world strategic contexts—as well as across other disciplines (management, finance, accounting, etc.). Students will gain a deeper appreciation for and understanding of marketing, as well as the ability to work in teams, think quickly and creatively, understand the “big picture,” and conceptualize the decision-making process from problem identification to execution.

Required Course Materials

Primary Text: Ferrell, O. C., & Hartline, M. (2017). *Marketing Strategy* (7th ed.). Mason, OH: South-Western Cengage Learning.

ECN Information: Refer to the ECN course site for additional and assigned required readings, lecture slides, and materials.

Additional Readings & Handouts: Additional readings and handouts will be distributed throughout the course by the instructor.

Instructor Information

Instructor: **Michael Petrochuk**

Email: mpetrochuk@walsh.edu

Phone: [330.244.4764](tel:330.244.4764)

Office Hours: **Monday: 4:00–6:00 PM; Tuesday: 10:00–11:30 AM; Wednesday: 10:00 AM–12:00 PM; Thursday: 10:00–11:30 AM; or another mutually convenient time.**

Student Success Support

Milana Tarbuk

Student Success Advisor

Phone: [234-262-1973](tel:234-262-1973)

Email: milana.tarbuk@online.walsh.edu

Technical Support

Contact Technical Support

Phone: [1-800-867-5309](tel:1-800-867-5309)

Email: helpdesk@walsh.edu

Program Student Learning Outcomes (PSLOs)

A graduate of the DeVille School of Business will:

- PSLO 1: Communicate effectively
- PSLO 2: Think critically and solve problems supporting their decision with appropriate analytical and quantitative techniques
- PSLO 3: Demonstrate effective decision making that incorporates the tenets of ethics and cultural awareness
- PSLO 4: Demonstrate the personal and professional knowledge, skills and cross-cultural competencies to function effectively in a global environment
- PSLO 5: Demonstrate leadership in service to others
- PSLO 6: Demonstrate specific competencies in a specialized area of business

Course Student Learning Outcomes (CSLOs)

Upon completion of this course, students will be able to:

- Provide an opportunity to understand the “system” and “process” of marketing
- Enhance decision-making skills, giving one the tools and concepts to reach a final conclusion
- Enhance verbal and written persuasion skills
- Assist in making the connection between the marketing philosophy and the marketing function
- Evolve into thinking strategically and holistically as it relates to marketing and its interactions with other facets of an organization’s management and success
- Influence their understanding of how outside forces (i.e., competition, customers, economy, legislative environment) shape and contribute to a firm’s ability to deliver customer value

Learning Assessments

Marketing Certifications and Reflection Paper

The Marketing Certifications and Reflection Paper will be worth 100 points and comprise 10% of your total grade. The job market is noisy and crowded. As such, it is important to stand out and create value for potential employers. In order to satisfy this assignment, each student will complete two (2) marketing certifications from four (4) of the following certifications: Inbound Sales; Email Marketing; Inbound Marketing; and Content Marketing. More information will be distributed toward the beginning of the course. The student will upload verification of certification completion to the Assignment Tab on ECN. In addition, the student will upload to the Assignments Tab on ECN a two-page single-spaced reflection for each certification, indicating how each will enhance his/her future career in marketing, including other certifications and/or designations that the student may seek to obtain.

Leadership Podcast and Reflection Paper

The Leadership Podcast and Reflection Paper will be worth 100 points and comprise 10% of your total grade. Among the many qualities of a business professional is the goal to learn from others. To that end, the podcast will require teams of students to identify an industry leader, prepare for the 10- to 15-minute interview, schedule the interview, and record the podcast.

All podcasts should exude professionalism—including music, interviewee selection, questions posed, and production. While the actual podcast time will be in the 10- to 15-minute range, students will spend more time preparing for, editing, adding bumper music, and uploading the podcast. Free editing software is available on the internet.

Each team will submit a one- to two-page single-spaced summary of the podcast, including the interviewee's name, interviewee biography, goals of the podcast, questions asked, and a reflection on the experience.

Case Summary Presentation

The Case Summary Presentation will be worth 100 points and will comprise 10% of your final grade. A key talent for marketing professionals is to adequately summarize business or marketing situations. Additionally, the ability to facilitate meaningful discussion toward the resolution of a problem or strategic opportunity is another key talent for successful business leaders. These skills will be practiced and demonstrated during the course of the semester.

Case summary assignments will be made during the first week of the session. Each student will create a PowerPoint presentation file – uploaded to both the Assignment Tab on ECN and the respective Discussion Forum where noted. Aside from the normal case summary and industry analysis, the student will also apply at least two (2) marketing tools in the presentation.

Submissions to ECN (Assignment Tab and Discussion Forum) will be as indicated on the course syllabus and assigned by the course instructor.

Strategic Marketing Case Analysis & Summary

The Strategic Marketing Case Analysis & Summary will be worth 250 points and will comprise 25% of your final grade. A key talent of any marketing strategist is the ability to analyze markets, products, opportunities, competition, etc., and then develop integrated strategies that advance the product/service and organization. This assignment will allow a two-person team to analyze an assigned strategic marketing case, demonstrating their levels of critical thinking, analysis, and application of advanced marketing concepts within a real-world example.

Of the total two hundred fifty (250) points, the strategic marketing case analysis will account for two hundred (200) points or 20% of your final course grade. The case analysis write-up will be eight (8) to ten (10) pages (using font no greater than 12-font, double-spaced, and one-inch margins on all sides), exclusive of a table of contents, bibliography, and exhibits.

Following is a guide to the case analysis (however, each team is free to include additional analyses, materials, and discuss other topics):

- Overview of the firm
- Current Industry Analysis and Future Trends
- Current Company Analysis (including updated financial, sales , and social media analyses)
- Distribution Analysis (including logistics and distribution strategy)
- Application of Four Marketing Tools (including SWOT analysis)
- Brand Analysis (brand, brand position, brand promise, brand strategy, etc.)
- Overview of and Recommendations for Social Responsibility Strategy
- Overview of and Recommendations for Branding Strategy
- Strategic Response to Smaller Competitors
- Identification and Prioritization of Other Marketing Strategies
- Balanced Scorecard (including three measures across five different areas)
- Summary and Conclusions

The well-written case analysis will be organized, comprehensive, accurate, and integrative. The paper should also follow APA formatting throughout.

One member of each two-person team will upload the case analysis to the “Assignment” tab on ECN by the due-date identified later in the course syllabus.

Each student will also be required to submit individually, not a group assignment/effort, a summary addressing the following: situational analysis; marketing strategy need identification; strategic options; and measurement to assess successful implementation. This one-page paper may be submitted with an introductory paragraph for each section, followed by bulleted items and/or phrases. Of the total two hundred fifty (250) points, the marketing assessment summary presentation will account for fifty (50) points or 5% of your final course grade.

Strategic Marketing Case Presentation

The Comprehensive Marketing Plan presentation will be worth 50 points and will comprise 5% of your final grade. Each group will upload a YouTube video of the presentation. The instructor will send via an ECN announcement with directions for recording and uploading the video.

Each presentation will be 8- to 10-minutes, prepared using PowerPoint, Prezi slides, Zoom, or another video software package that integrates slides, voice, and a video of the presenter. If videotaped, the camera should be positioned to include the speaker and slides. It is highly recommended that each student practices his/her presentation prior to presenting. One (1) member of each two-person team needs to submit a PDF version of the presentation (three slides per page) and provide the video's URL to the Assignment tab of the ECN.

The instructor will grade on the content of each student's presentation (exclusive of handouts, etc.).

Final Examination

The Final Examination will be worth 200 points and comprise 20% of your total grade. The questions (short answer and/or essay), requiring the student to demonstrate advanced marketing knowledge. Any and all materials discussed in the class or assigned as readings (textbook, handouts, etc.) may be included on the examination.

As a senior-level class, the emphasis will be on applying marketing concepts accurately, strategically, and creatively. Cases and/or other handouts may be distributed prior to the examination for review and application on the examination. The high performing student will demonstrate excellence by integrating across readings, course materials, and discussions within the class—incorporating real-world examples and application to demonstrate high-level advanced knowledge.

Discussion Forums

The Discussion Forums are worth 200 points, comprising 20% of your final grade. There will be a total of sixteen (16) Discussion Forum postings due, each worth twelve-and-a-half (12.5) points individually, for a total of two hundred (200) points.

Active student participation is the intellectual sharing of and engaging with others in the discussion forums and experiences that are integral in the teaching-learning milieu. There is also the expectation that contributions made should reflect a growing understanding of course topic(s).

Students are required to reflect informed and articulate answers and thoughts based on careful readings and completion of assigned activities and materials. Participation includes both original discussion and responses to discussions of other students.

Participation in the discussion forums is critical for maximizing students' learning experiences in this training course. Each student is required to be part of an online community through discussion to enhance and support the learning development of the group and its respective members.

Part of the assessment criteria for the course includes assessing the quality and quantity of each student's participation in the discussion forum.

Active participation in discussion topics is defined as making at least one (1) original posting per week for each discussion question and at least three (3) responses to the early group members' postings. (**Note:** Response requirements may vary by discussion board.) Postings must be relevant and substantive (i.e. not comprised of one word responses or just stating, "I agree"). The course discussion rubric provides specific guidelines on how discussion contributions will be graded and what is considered a substantive response.

Some characteristics that are considered to be a part of excellent discussion contributions are outlined below and will be considered when assessing students' quality and level of participation.

- Each student should submit his/her initial post(s) early in the session and your subsequent responses to the posts of other learners at timely intervals within the duration of the session all by the deadlines identified. Keep in mind the goal is to have a dynamic discussion that lasts throughout the entire session.
- Posts and responses should be thorough and thoughtful. Just posting an "I agree" or "good ideas" will not be considered adequate. Support statements with examples, experiences, or references.
- Make certain to address the discussion prompt(s). This does not mean one should not extend the topic, but do not stray from the topic.
- Discussions occur when there is dialogue. So, build upon the posts and responses of other learners to create discussion threads. Make sure to revisit the discussion forum and respond (if necessary) to what others have posted to your posts. While there is a required number of "minimum" responses required, students are encouraged to engage in the online dialogues.
- When relevant, add to the discussion by including prior knowledge, work experiences, references, Websites, resources, etc. (giving credit when appropriate).
- Contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.
- Each post should include a consistent format for the subject line. As an example, please identify the Module number and day on which the post is required. As an example, "Module #2—Wednesday" or "Module #6—Sunday." Deviating from this format may cause confusion.

Grading Scheme

Letter Grade

A

A-

B+

B

B-

C+

C

C-

D+

D

D-

F

Percentage

93% – 100%

90% – 92%

87% – 89%

83% – 86%

80% – 82%

77% – 79%

73% – 76%

70% – 72%

67% – 69%

63% – 66%

60% – 62%

below 60%

Course Assignments

Marketing Certifications & Reflection Paper

Leadership Podcast and Reflection Paper

Case Summary Presentation

Strategic Marketing Case Analysis & Summary

Strategic Marketing Case Presentation

Final Examination

Discussion Forums

Total

Points (%)

100 (10%)

100 (10%)

100 (10%)

250 (25%)

50 (5%)

200 (20%)

200 (20%)

Late Assignment

Late submissions will not be accepted.

*All assignments are due by **11:55 PM ET** on the day indicated on the assignment.

Course Policies

Student Conduct

Each student is expected to read the assigned chapters and articles prior to coming to class each week. The course is designed to encourage active learning by all participants, within and outside the classroom setting. Class sessions are built around lectures, active class discussions, and assigned readings. Outside the classroom, students are encouraged to seek out additional resources (e.g., journals, presentations, etc.) that will supplement their collective learning within the course and enhance their course performance. All students and faculty are expected to display ethical and personal behaviors while in the class.

Professionalism

Our goal in the School of Business is to prepare students to enter the business field. To that end, students will not be permitted to wear any non-religious headgear nor use any form of tobacco. Students failing to comply will be asked to leave the class and will be marked as absent for that class session.

Make-Up Policy

Make-ups will only be given for *exceptional* circumstances. Prior notification to the instructor (when possible) is required. The instructor will evaluate each situation on a case-by-case basis. A request is not synonymous with approval. In some cases, the assignment will be due or examination taken prior to the original due-date. In addition, a “make up” examination structure may be different from the examination given in the class to the remainder of the students. University sponsored or sanctioned events are excluded from the above. However, the student must provide written notice or validation of an absence.

University and Departmental Policy

Accessibility Services for Students with Disabilities

Walsh University is committed to fostering an institutional climate in which qualified students with disabilities have full access to the academic environment. It is our practice to create an inclusive and accessible learning environment consistent with federal law.

If you feel that you may need an accommodation based on the impact of a disability or temporary medical condition, please contact Meredith Soduk, the Director of Academic Support Services, at 330-490-7529 or msoduk@walsh.edu. Accessibility Services will confidentially discuss your needs, review your documentation, and determine your eligibility for reasonable accommodations. Please know that it is the student’s responsibility to request and coordinate accommodations. Although students may contact Accessibility Services at any point throughout the term, it is ideal for a student’s accommodations to be arranged and communicated as early as possible because accommodations are not retroactive.

DeVille School of Business Code of Conduct

To grow, to learn, to lead, and to serve the global community.

The mission of the DSoB is to “prepare our graduates to be leaders in service to others through a relevant, global, and integrated business curriculum within a Catholic, practitioner-oriented teaching institution.” The DSoB expects everyone to conduct themselves in a manner commensurate with the highest of professional standards. We represent the DSoB in a variety of different capacities, both in and out of the classroom, including class attendance, involvement in student organizations, field trips, and events on and off campus. In those capacities, our conduct will reflect the following behaviors and characteristics when representing the DSoB:

Service	Advance a culture of leadership in service to others.
Courtesy & Mutual Respect	Treat students, faculty, staff, and others with courtesy and mutual respect, while refraining from disruptive behavior.
Honesty	Act honestly, morally, and ethically in upholding the highest professional standards for learning, research, and writing
Integrity	Safeguard academic freedom, be receptive of diverse perspectives, uphold the DSoB code of ethics, and engage in civil discourse in the pursuit of education, enrichment, and personal and professional development.
Engagement	Be attentive and actively engaged in class and at events.
Professionalism	Act professionally and, when appropriate, dress professionally, reflecting that of the work environment.
Timeliness	Arrive on time to class and events.

Diversity Respect the diversity of individuals, ideas, cultures, strengths, and experiences and the value it adds to the DSoB.

Faculty, staff, and students may confidentially refer any conduct that negatively impacts the normal pursuit of academic, administrative, or extracurricular activities, or that violates any University policies or rules while representing the DSoB, to the Dean of the DSoB to determine if further action is required.

University Administrative Withdrawal Policy

After one written warning to the student, and with appropriate notice of such a practice in the syllabus, an instructor may administratively withdraw a student from a course after unexcused non-attendance in an on-ground course, or unexcused non-participation in an online course, in at least 20% of the specific course schedule per the following schedule:

- 3-5 week course – after one week
- 8 week course – after two weeks
- Semester course – after three weeks

The student must receive one written warning from the instructor to the student's Walsh University email address. Administrative withdrawals will not be permitted after the last day to withdraw from the term (per appropriate term of the Academic calendar) without permission of the Dean of Graduate Affairs or the Dean of Academic Services. Refer to the academic calendar for specific dates. A student who is administratively withdrawn from a class will receive a final grade of W (withdrawal).

E-Learning Modality Considerations

Any student who fails to participate during the first week must contact the instructor as soon as possible. If a student fails to participate for consecutive or non-consecutive weeks as defined by the schedule above, the student may be administratively withdrawn from the class by the instructor per the above Administrative Withdrawal policy.

Academic Honesty

The DeVille School of Business subscribes to the Academic Honesty Policy published in the most recent edition of the *Walsh University Catalog*.

Plagiarism is a serious offense against academic integrity and honesty. It entails benefitting directly from someone else's ideas without giving due credit and is the unacknowledged use of someone else's published or unpublished writing or ideas. There are many kinds of plagiarism:

- a. Handing in a paper written by someone else*
- b. Copying directly from sources without using quotation marks*
- c. Using someone else's sequence of ideas, arrangement of material, or pattern of thought*
- d. Inadequately paraphrasing a source by changing only slightly the author's word choice and sentence structure, instead of completely rephrasing the ideas/ideas in your own words*
- e. Plagiarizing your own work by handing in a paper you have already submitted in one course as an original work for another course (this is generally not acceptable without the full knowledge and consent of all faculty members involved)*
- f. Failing to document a direct quote, a paraphrase, a summary, or a chart or graph, both in the body of the paper [an in-text citation] and in the "References" or "Works Cited"*

Late Work Policy

The DSoB is committed to developing the behaviors required for success in the workplace and expects that assignments and other work will be submitted as requested. Late assignments will not be accepted for grading.

Writing Policy

A minimum of twenty-five (25%) percent of the grade on ALL written assignments is based on the writing skills evidenced in the writing assignment. Those skills are evaluated using the written report evaluation criteria (DSoB Writing Rubric) available from the School of Business.

A student scoring lower than 16.5/24 on the DSoB Writing Rubric (14/24 in 100- and 200- level BUS courses) will not have their work graded for quality, and the student will be required to remediate his/her work by getting writing tutoring provided by the Academic Support Center at Walsh University, which is available in person or by electronic means.

A specific plan of action may be determined by the course instructor in consultation with the Academic Support Center. A specific plan of action may include, but is not limited to: requiring a student to attend writing tutoring sessions prior to each subsequent assignment in the course; requiring a student to submit multiple drafts of a paper; and/or requiring a student to attend multiple writing tutoring sessions. Any assignment that is remediated will be graded for content quality upon resubmission, however, in fairness to those who submit acceptable work when it is due, the written quality grade will remain as it was upon first submission.

Format:

Term Papers: Term papers submitted for School of Business courses will conform to APA writing guidelines. The format is published in

the Manual of the American Psychological Association (current edition) and it also available at the [Purdue Online Writing Lab](#).

Approved: January 29, 2003; Revised Spring 2009; Revised April, 2015

Citation:

All sources used for term papers and projects submitted for DeVille School of Business courses will be properly cited and conform to APA writing guidelines. The format is published in the *Publication Manual of the American Psychological Association*, current edition. APA guidelines are available at the [Purdue Online Writing Lab](#).

Course Schedule

Weekly Topic(s)

Week 1: Strategic Marketing Planning

Week 2: Marketing Data, Ethics, and Social Responsibilities

Week 3: Consumer Behavior and New Product Development

Week 4: Effective Marketing Segmentation, the Marketing Program, and Pricing

Week 5: Branding, Positioning, and Social Media

Week 6: Media Relations and Services Marketing

Week 7: Marketing Implementation, Control, and Distribution Strategy

Week 8: Customer Relationships and Global Marketing

Deliverables

Discussion 1.1: Introduce Yourself!

Discussion 1.2: Strategic Planning

Discussion 2.1: Collecting and Analyzing Marketing Data

Discussion 2.2: Case 8 BP or Case 9 Chevrolet (as assigned)

Case Summary Presentation (as assigned)

Discussion 3.1: Consumer Behavior

Discussion 3.2: Case 13 Zappos or Case 14 Netflix (as assigned)

Case Summary Presentation (as assigned)

Discussion 4.1: Customer, Segmentation, and Targeting

Discussion 4.2: Case 2 Apple or Case 15 Gillette (as assigned)

Case Summary Presentation (as assigned)

Discussion 5.1: Branding, Positioning, and Social Media

Discussion 5.2: Case 1 USA Today or Case 6 Mattel (as assigned)

Case Summary Presentation (as assigned)

Assignment 5.1: Marketing Certifications and Reflection Paper

Discussion 6.1: Media Relations and Services Marketing

Discussion 6.2: Case 10 Wyndham Worldwide or Case 11 NASCAR (as assigned)

Case Summary Presentation (as assigned)

Assignment 6.1: Leadership Podcast Audio File (group)

Assignment 6.2: Leadership Podcast Paper (group)

Discussion 7.1: Marketing Implementation, Control, & Distribution Strategy

Discussion 7.2: Case 16 IKEA or Case 18 Sentsy (as assigned)

Case Summary Presentation (as assigned)

Assignment 7.1: Strategic Marketing Case Analysis (group)

Assignment 7.2: Strategic Marketing Case Summary (individual)

Discussion 8.1: Customer Relationships and Global Marketing

Discussion 8.2: Course Reflection

Assignment 8.1: Strategic Marketing Case Presentation (Group)

Final Examination

Due Date

Initial Post: Day 3; Responses: Day 7

Initial Post: Day 3; Responses: Day 7

Initial Post: Day 3; Responses: Day 7

Day 3

Day 3

Initial Post: Day 3; Responses: Day 7

Day 3

Day 3

Initial Post: Day 3; Responses: Day 7

Day 3

Day 3

Initial Post: Day 3; Responses: Day 7

Day 3

Day 3

Day 7

Initial Post: Day 3; Responses: Day 7

Day 3

Day 3

Day 7

Day 7

Initial Post: Day 3; Responses: Day 7

Day 3

Day 3

Day 7

Day 7

Day 3

Day 3

Day 7

Day 7

Appendices

Deville School of Business

Writing Rubric

Exit Expectations

Criterion

Organization & Coherence

Professional Tone/Voice

Presentation of Ideas

Word Choice

Sentence Structure

Grammar & Spelling

Punctuation & Capitalization

Format (Length, Report, Essay, APA)

*Score may be recorded in decimals or fractions.

0

Not Acceptable

Unorganized and incoherent.

Tone and voice are inappropriate throughout.

Lacking in flow of thoughts and ideas.

Word choice is confusing, unclear, and/or inappropriate.

Sentences are fragmented and incomplete.

No attention given to grammar and spelling.

No attention given to punctuation and capitalization.

No apparent format.

1

Needs Improvement

The paper is weak in organization and/or coherence. The reader cannot identify a line of reasoning.

Frequent lapses in tone and voice. The writing does not engage the reader.

Minimal flow of thoughts and ideas.

Word choice is poor and/or inappropriate.

Several sentences are constructed incorrectly.

Errors are frequent and distracting.

Errors are frequent and distracting.

Inappropriate format and/or frequent inconsistency in application.

2

Satisfactory

The paper is generally organized and coherent. The reader can mostly follow the line of reasoning.

Tone and voice are generally appropriate with only minor lapses.

Flow of thoughts and ideas is generally consistent.

Word choice is generally clear, concise, and appropriate.

Most sentences are well phrased, clear, and varied.

Minor errors are apparent but do not detract from or obscure meaning.

Minor errors are apparent but do not detract from or obscure meaning.

Appropriate format but with minor inconsistencies in application.

3

Exemplary

The paper is well organized and coherent throughout. The reader can follow the line of reasoning.

Tone and voice are professional and consistently appropriate throughout.

Flow of thoughts and ideas is consistent throughout.

Word choice is accurate, clear, concise, and appropriate throughout.

Sentences are well phrased, clear, and varied throughout.

Writing is error free throughout.

Writing is error free throughout.

Appropriate format consistently applied and artifact within assigned page length.

Total Score

Score*

0-3

Marketing Certification and Reflection Paper

Grading Rubric

100 Points

Criterion

Marketing Certifications: 25 points

Rationale for Selection & Justification of Marketing Certifications: 40 points

Discussion of Other Certifications: 10 points

DSOB

Writing

Rubric: 25

points Total

*Score may be recorded in decimals or fractions.

80%

Below Average

Student either completes one or zero of the available certifications. [0 points].

Reflection paper does not offer any rationale for the selection or justification for marketing certification selected. [0 points]

Reflection paper does not include any thoughts on future certifications to be sought. [0 points]

The score from the DSoB writing rubric will be applied to this grading line item.

Basically, the total assessed writing rubric score will be converted into a percentage (with a maximum of 24 points available) and applied to the points available for this specific assignment grading rubric line item.

80%

Average

Reflection paper offers an average rationale and justification for the marketing certifications, but the student could meaningfully improve the link to the student's current and/or future career goals. [32 points]

The update is only cursory—but could have been greatly improved. [8 points]

90%

Very Good

Reflection paper offers an above average rationale and justification for the marketing certifications, but the student could improve the link to the student's current and/or future career goals. [36 points]

Some data and information has been updated, but no linkages are made to the original case, trends, etc. [9 points]

100%

Excellent

Student completes two of the available marketing certifications. [25 points]

Reflection paper superbly discusses the rationale and justification for the marketing certifications, directly linking to the student's current and/or future career goals. [40 points]

Relevant and important data and information has been updated, along with a discussion of any changes, trends, etc. [10 points]

Total Score

Score*

0-100

Leadership Podcast and Reflection Paper Grading Rubric 100 Points

Criterion

Podcast Quality: 50 points

Interview Selection, Brief Biography, Interview Goals, and Questions: 12.5 points

Lessons Learned on the Experience: 12.5 points

DSOB

Writing

Rubric: 25

points Total

*Score may be recorded in decimals or fractions.

80%

Below Average

Podcast is very low quality and does not appear to be edited in any way. [0 points].

Reflection paper either does not offer any thoughts on the interviewee selection, brief biography, goals of the interview, or questions asked – or does so in a below average fashion. [0 points]

Reflection paper either does not offer lessons learned, or does so in a below average fashion. [0 ooints]

The score from the DSoB writing rubric will be applied to this grading line item.

Basically, the total assessed writing rubric score will be converted into a percentage (with a maximum of 24 points available) and applied to the points available for this specific assignment grading rubric line item.

80%

Average

Podcast quality is of average quality, but could have been improved with the inclusion of two features (bumper music, edited to exclude verbal crutches, and/or improvement to its audibility). [40 points]

Reflection paper offers in an average way the rationale for the interviewee selection, brief biography, goals of the interview, and questions asked – but could have been improved. [16 points]

Reflection paper offers in an average way the lessons learned on the podcast assignment, but could have been meaningfully improved in its content and/or offered greater thought. [16 points]

90%

Very Good

Podcast quality is above average, but could have included bumper music, edited to exclude verbal crutches, or its audibility could've been improved. [45 points]

Reflection paper offers in an above average way the rationale for the interviewee selection, brief biography, goals of the interview, and questions asked – all presented in an above average fashion. [18 points]

Reflection paper offers in an above average way the lessons learned on the podcast assignment, but could have been improved in its content or with greater thought. [18 points]

100%

Excellent

Podcast quality is superb, with bumper music, edited to exclude any verbal crutches, and is produced so that the entirety is audible. [50 points]

Reflection paper offers in a superb way the rationale for interviewee selection, brief biography, goals of the interview, and questions asked—all presented with excellent thought. [20 points]

Reflection paper offers in a superb way the lessons learned on the podcast assignment, reflecting in a thought-ful and meaningful way. [20 points]

Total Score

Score*

0-100

Case Summary Presentation

Grading Rubric

100 Points

Criterion

Subject Knowledge: 30 points

Knowledge and Application of Marketing Tools: 30 points

Case Data and Information Updated: 20 points

Slide Grammar, Spelling, and Graphics: 20 points Total

*Score may be recorded in decimals or fractions.

80%

Below Average

Student does not have a grasp of the case. [0 points].

No marketing tools are presented, or discussed. [0 points]

The information and/or data within the case are not updated. [0 points]

Slides are not formatted correctly and are difficult to read. [0 points]

80%

Average

Student has some grasp of the case and issues but could be improved. [24 points]

One marketing tool is accurately presented—or the marketing tools pre-sented are done so in an average fashion. [24 points]

The update is only cursory – but could have been greatly improved. [16 points]

Slides contain no grammatical or spelling errors and are generally well-formatted but could be improved. [16 points]

90%

Very Good

Student demonstrates general knowledge of the case but presents what is included on the slides. [27 points]

Two marketing tools are presented however, the content/delivery could have been improved. [27 points]

Some data and information has been updated, but no linkages are made to the original case, trends, etc. [18 points]

Slides contain no grammatical or spelling errors, are well formatted, and easy to follow along. [18 points]

100%

Excellent

Student demonstrates full knowledge of the case by mentioning topics/issues aside from those presented on the slides. [30 points]

Two marketing tools are superbly and accurately presented—uniquely selected and applied to the case. [30 points]

Relevant and important data and information has been updated, along with a discussion of any changes, trends, etc. [20 points]

Slides contain no grammatical or spelling errors, are excellently formatted, and easy to follow along. [20 points]

Total Score

Score*

0-100

Strategic Marketing Case Analysis

Grading Rubric

200 Points

Criterion

Identification of Issues: 25 points

Identification of Issues: 75 points

Recommended Course of Action: 20 points

Integration of Course Materials: 30 points

DSOB

Writing

Rubric: 25

points Total

*Score may be recorded in decimals or fractions.

80%

Below Average

Case analysis does not identify issues. [0 points]

Analyzes the situation but is neither complete in analyzing the internal and external perspectives nor accurate in showing connections between the issues and the current situation issues. [0 points]

Either only one course of action is offered or the courses of action offered are not linked to issues, current situation, or possible strategic response. [0 points]

Does not integrate assigned readings DVD into the analysis. [0 points]

The score from the DSoB writing rubric will be applied to this grading line item. Basically, the total assessed writing rubric score will be converted into a percentage (with a maximum of 24 points available) and applied to the points available for this specific assignment grading rubric line item.

80%

Average

Case analysis identifies a few issues but fails to provide any background or context. [20 points]

Analyzes the situation from an internal and external perspective – but is not effective in showing connections between the issues and the current situation. [60 points]

A few courses of action are offered, with some logic, and linkage to the issues, current situation, and possible response – however, it could have been improved. [16 points]

Integrates course materials sporadically but does not demonstrate grasp of concepts. [24 points]

90%

Very Good

Case analysis offers one to three clear and distinctive sets of issues, or some issues that are not important to the situation. [22.5 points]

Analyzes the situation thoroughly from an internal and external perspective – showing many of the connections between the issues and the current situation. [68 points]

Multiple courses of action are generally logical, well-developed, but the linkage to the issues, current situation, and possible response could have been improved. [18 points]

Generally, integrates course materials, but could demonstrate greater grasp of concepts. [27 points]

100%

Excellent

Case analysis provides a full and complete set of all the relevant and important issues of the case. [25 points]

Analyzes the situation comprehensively from an internal and external perspective – showing all of the connections between the issues

and the current situation. [75 points]

Multiple courses of action are very well-developed, logical, thorough, and linked to the issues, current situation, and possible response. [20 points]

Comprehensively integrates course materials showing a real grasp of the concepts. [30 points]

Total Score

Score*

0-200

**Strategic Marketing Plan Presentation
Grading Rubric
50 Points**

Criterion

Organization and Discussion: 5 points

Subject Knowledge: 10 points

Marketing Knowledge: 5 points

The "Extra Step" in Analysis and Presentation: 5 points

Slide Grammar, Spelling, and Graphics: 2.5 points

Group Cohesion and Transitions: 2.5 points

Elocution and Public Speaking: 5 points

Eye Contact: 5 points

Professional Appearance and Poise: 5 points

Length of Presentation: 5 points

*Score may be recorded in decimals or fractions.

80%

Below Average

Students present information in a disorganized fashion. [0 points]

Students do not have a grasp of information. [0 points]

Students either do not integrate marketing concepts or do not demonstrate their knowledge in this area. [0 points]

Students seem satisfied with the basic data analysis and offer no interest in delving deeper in true meanings. [0 points]

Slides are not formatted correctly and are difficult to read. [0 points]

Slides are not formatted correctly and are difficult to read. [0 points]

Students do not speak loudly enough to be heard and seems very uncomfortable presenting. [0 points]

Students read all of their slides with little or no eye contact. [0 points]

Students neither look nor act in a professional manner, suitable for undergraduate students. [0 points]

Within four minutes (+/-) of allotted time. [0 points]

80%

Average

Students cover all of the necessary areas but do so in an often illogical format. [4 points]

Students seem uncomfortable with information being presented. [8 points]

Students generally demonstrate and integrate marketing concepts but could be improved and expanded. [4 points]

Students mention that deeper analysis could have been done, but do not engage meaningfully in it. [4 points]

Slides contain no grammatical or spelling errors and are generally well-formatted but could be improved. [2 points]

Transitions from one presenter to the other are acceptable but could be more polished. [2 points]

Students speak clearly and loudly enough some of the time. [4 points]

Students seem generally tethered to their slides and/or notes, only glancing to the class from time to time. [4 points]

Students look and act professionally, evidenced in only one category (dress, poise, or content). [4 points]

Within three minutes (+/-) of allotted time. [4 points]

90%

Very Good

Students present information in a generally logical sequence. [4.5 points]

Students demonstrate mostly complete knowledge and are able to answer most of the questions. [9 points]

Students demonstrate and integrate marketing concepts throughout, with only few improvements needed. [4.5 points]

Students engage in deeper analysis, but do not seem comfortable with applying to the given situation. [4.5 points]

Slides contain no grammatical or spelling errors, are well formatted, and easy to follow along. [2.25 points]

Transitions from one presenter to the other are generally well-done. [2.25 points]

Students speak clearly and loudly enough much of the time for all in the audience to hear every word, through-out the presentation. [4.5 points]

Students evenly balance between looking at the audience and glancing at the slides or their notes. [4.5 points]

Students look and act professionally, evidenced in only two categories (dress, poise, and content). [4.5 points]

Within two minutes (+/-) of allotted time. [4.5 points]

100%

Excellent

Student presents information in logical and interesting sequence which audience can follow, engaging them in discussion as appropriate. [5 points]

Students demonstrate full knowledge, answering class questions with deep explanations and elaboration. [10 points]

Students demonstrate and integrate marketing concepts consistently and expertly throughout the presentation. [5 points]

Students' analysis of deeper issues yields significant and important insights that would have been missed otherwise. [5 points]

Slides contain no grammatical or spelling errors, are excellently formatted, and easy to follow along. [2.5 points]

Slide transitions from one presenter to the other are expertly handled. [2.5 points]

Students speak clearly and loudly enough for all in the audience to hear every word, at all times throughout the presentation. [5 points]

Students maintain constant eye contact with the audience, only glancing at their slides or notes. [5 points]

Students look and act professionally, evidenced in all three categories of dress, poise, and content. [5 points]

Within one minute (+/-) of allotted time. [5 points]

Total Score

Score*

