

# COURSE SYLLABUS

## Strategic Marketing Analysis & Planning

**Course code:** MKT 430

**Semester and year:** Spring 2024

**Day and time:** Wednesdays, 6:30 pm to 9:15 pm

**Instructor:** Dan Ravick Fiala, MBA, PMP, PMI-RMP

**Instructor contact:** [dan.ravick@aauni.edu](mailto:dan.ravick@aauni.edu)

**Consultation hours:** 30 minutes before the lecture

<b>Credits US/ECTS</b>	3/6	<b>Level</b>	Advanced
<b>Length</b>	15 weeks	<b>Pre-requisites</b>	MKT 328, MKT 375
<b>Contact hours</b>	42 hours	<b>Course type</b>	BA required

### 1. Course Description

This is the core class for *both* the Strategic Marketing Analysis & Planning (SMAP) and the Marketing and Communication emphasis study programs. The focus of this course is strategic marketing analysis for making marketing decisions and marketing planning. It, therefore, integrates knowledge acquired in other subjects in marketing (e.g., analysis of consumer behavior, brand management, market research) and business administration subjects (management, finance, and accounting). Students develop analytical skills, acquire a strategic perspective of marketing and learn to comprehend it as an integral part of a company's overall strategy. Thus, the course focuses on the long-term planning and strategic vision of the company and the role of marketing within that. The course emphasizes the role of the strategic marketing plan as the framework for the internal organization of the company's marketing activities and decisions.

Students will further have an opportunity to put their knowledge into practice by working on a real-world project.

The topics include (but are not limited to): Strategic Market Analysis (Strategic GAP Analysis, Porter's Five Forces Framework, PLEESTIC Environmental Analysis, SWOT, GE 9 Cell Model, BCG Matrix, and Ansoff's Matrix), strategy development, planning and implementation, strategy evaluation and control.

As the course title implies, **after completing this course, students will be able to audit, analyze, and create an effective strategic marketing plan for a company.**

### 2. Student Learning Outcomes

Upon completion of this course, students should be able to:  
Practically apply knowledge from other BBA courses and link these various courses together into a coherent whole.

- Comprehend and clearly understand a selected (and approved) company's value-enhancing strategies.
- Comprehend and demonstrate a clear understanding of the components and construction of a strategic marketing plan.
- Understand and analyze complex marketing decisions.
- Comprehend and demonstrate a clear understanding of the investigation and application of marketing models and practices, outline the process required to develop marketing strategies, and
- Place in context and lend perspective to the nature of key strategic decisions (i.e., value creation, communication, delivery and extraction).

- Comprehend and demonstrate a clear understanding of the role of the marketing manager/director and how to make complex marketing decisions.
- Comprehend and demonstrate a clear understanding of how to apply marketing strategy, models, and principles to a real company for which they will develop a strategic marketing plan.
- Comprehend and demonstrate a clear understanding of the strategic marketing planning process and how to complete an original strategic marketing plan.
- Understand the difference between data, information and customer insight.
- Understand how customer insight drives firm value.
- Understand the various methods to collect data and gain customer insight.
- Understand the value of using marketing metrics.
- Know key marketing metrics and how to apply them.
- Understand how to analyze marketing metrics.
- Understand how to develop appropriate marketing analytics.
- Understand the connection between marketing metrics and financial performance.
- Know how to use and interpret key marketing/financial profitability ratios.
- Interpret data and become adept at drawing appropriate conclusions to allocate marketing resources most effectively.

### 3. Reading Material

#### **Required Materials (Available in the Library)**

- Dibb, S., Simkin, L., Pride, W. and Ferrell O.C. (2005) *Marketing: Concepts and Strategies*. 5<sup>th</sup> European edition. Abingdon, U.K.: Houghton Mifflin. [I have the (2012) 6<sup>th</sup> edition and will use it as my guide.] \*
- Orville Walker, O.C., Mullins, J., Boyd, H., *Marketing Strategy: A Decision Focused Approach* McGraw-Hill/Irwin; 6<sup>th</sup> edition (2007). [I have the (2010) 7<sup>th</sup> edition and will use it as my guide.] \*
- \* Both are on reserve (cannot be checked out but only used in the library) in the AAU Library.

#### **Supplementary Materials: 1. Strategic Marketing Planning (available on loan from the course originator)**

- Ace, C. (2001) *Successful Marketing Communications: a practical guide to planning and implementation* (CIM Advanced Certificate Workbook) Oxford, U.K.: Butterworth-Heinemann [Paperback]
- Aaker, D., McLoughlin. (2007) *Strategic Market Management European Edition*. Chichester, U.K.: John Wiley & Sons. [Paperback]
- Baden-Fuller, C., Stopford, J. (1995) *Rejuvenating the Mature Business: The Competitive Challenge*. 2nd Revised edition. Cengage Learning EMEA [Paperback]
- Baker, M. (2002) *The Marketing Book* 5<sup>th</sup> edition. Oxford, U.K.: Butterworth-Heinemann. [Paperback]
- Baker, M. (1998) *The Marketing Manual (CIM Professional.)* [Paperback] Oxford, U.K.: Butterworth-Heinemann. [Paperback] \*
- Beamish, K. (2006) *CIM Revision Cards: Marketing Planning (CIM Revision Cards Series)*. 2<sup>nd</sup> edition. Oxford, U.K.: Butterworth-Heinemann. [Paperback] \*
- Beamish, K. (2008) *CIM Revision Cards: Strategic Marketing in Practice*. 2<sup>nd</sup> edition. Oxford, U.K.: Butterworth-Heinemann. [Spiral-Bound] \*
- Beamish, K., Ashford, R. (2003) *CIM Coursebook 03/04 Marketing Planning (CIM Workbooks 2003/04 Editions)* Revised edition. Oxford, U.K.: Butterworth-Heinemann. [Paperback] \*
- Beamish, K., Ashford, R. (2007) *CIM Coursebook 07/08 Marketing Planning (CIM Workbooks 2007/08 Edition)* Revised edition. Oxford, U.K.: Butterworth-Heinemann. [Paperback] \*
- Beamish, K., Ashford, R. (2008) *The Official CIM Coursebook Marketing Planning 2008-2009* 1<sup>st</sup> edition. Oxford, U.K.: Butterworth-Heinemann. [Paperback] \* {2 copies}

- Brennan, R., Baines, P., Garneau, P. (2002) *Contemporary Strategic Marketing*. 1<sup>st</sup> edition. New York, U.S.A.: Palgrave Macmillan [Paperback]
- de Chernatony, L. et al. (1992) *Creating Powerful Brands: The strategic route to success in consumer, industrial and service markets* (CIM Professional Development). Oxford, U.K.: Butterworth-Heinemann [Paperback]
- Carter, S. (2002) *CIM Coursebook 02/03 International Marketing Strategy*. Revised edition. Oxford, U.K.: Butterworth-Heinemann. [Paperback] \*
- Carter, S. (2003) *CIM Coursebook 03/04 International Marketing Strategy* (CIM Workbooks 2003/04 Editions); Revised edition. Oxford, U.K.: Butterworth-Heinemann [Paperback] \*
- Christensen, C. (1997) *The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail*. Harvard, U.S.A.: Harvard Business School Press [Hardcover]
- Christensen, C. (2003) *The Innovator's Dilemma: The Revolutionary Book That Will Change the Way You Do Business* (Harperbusiness Essentials) Reprint edition New York U.S.A.: Harper Paperbacks; [Hardcover]
- Dibb, S., Simkin, L. (1996) *The Market Segmentation Workbook*. London, U.K.: Routledge. [Paperback] \*
- Dibb, S., Simkin, L. (1996) *The Marketing Planning Workbook*. London, U.K.: International Thomson Business Press. [Paperback] \*
- Donnelly, R. (2009) *CIM Revision Cards: Delivering Customer Value*. Revised Updated edition. Oxford, U.K.: Butterworth-Heinemann. [Paperback] \*
- Doole, I., Lowe, R. (2008) *International Marketing Strategy*. 5<sup>th</sup> edition. London: Thomson Learning. [Paperback] \*
- Doyle, P. (2008) *Value-Based Marketing: Marketing Strategies for Corporate Growth and Shareholder Value*. 2<sup>nd</sup> edition. Chichester, U.K.: John Wiley & Sons. [Hardcover]
- Drummond, G., Ensor, J., Ashford, R. (2001) *Strategic Marketing: Planning and Control* (CIM Student). 2<sup>nd</sup> edition. Oxford, U.K.: Butterworth-Heinemann. [Paperback] \*
- Drummond, G., Ensor, J., Ashford, R. (2007) *Strategic Marketing: Planning and Control*. 3<sup>rd</sup> edition. Oxford, U.K.: Butterworth-Heinemann. [Paperback]
- Egan, C., Thomas, M. (1998) *The CIM Handbook of Strategic Marketing*. Oxford, U.K.: Butterworth-Heinemann.
- Feig, B. (1999) *Winning Marketing Strategies*. 1<sup>st</sup> edition. Hemel Hempstead, U.K.: Prentice-Hall. [Paperback]
- Fifield, P. (1991) *Marketing Strategy (Marketing Series: Practitioner)*. Oxford, U.K.: Butterworth-Heinemann.
- Fifield, P., Lewis, K. (1995), *International Marketing Strategy Workbook* (Marketing Series: Student). Oxford, U.K.: Butterworth-Heinemann. [Paperback] \*
- Gilligan, C., Wilson, R.M.S. (2009) *Strategic Marketing Planning*. 2<sup>nd</sup> edition. Oxford, U.K.: Butterworth-Heinemann. [Paperback]
- Hooley, G., Saunders, J. (1993) *Competitive Positioning*. Hemel Hempstead, U.K.: Prentice-Hall. [Paperback]
- Jain, Subhash C. (1997) *Marketing Planning and Strategy*. 5th Revised edition. Cincinnati, U.S.A. South-Western [Hardcover]
- Jain, Subhash C. (2009) *Marketing Planning and Strategy*. 8th Revised edition. Mason OH, U.S.A. Cengage Learning [Hardcover]

*Titles followed by an \* are NOT eligible as subjects for the two course book review assignments! (See below.)*

*NB To help decide which texts, listed in Supplementary Materials, above, would be the most useful for AAU to purchase, for ALL texts that you have used, at the end of the course assignment, give a (5-point Likert Scale) grade:*

*Very Useful (+2), Quite Useful (+1), Fairly Useful (0), Slightly Useful (-1), Not At All Useful (-2).*

#### 4. Teaching Methodology

The course is divided into 15 lessons, during which a variety of student participation methods are used. Classes will be organized principally – but not exclusively – around presentations. Discussions are encouraged, and case studies may be used to demonstrate students' analytical thinking, creative problem-solving skills and information acquisition. Before each class, each student should be prepared to discuss the session topics (see **Course Schedule** below).

#### 5. Course Schedule

<p><b>Week 1:</b> 2<sup>nd</sup> February</p>	<p><b>Topic 1:</b> Class Kick-off &amp; Welcoming: expectations, deadlines, and procedures.</p> <p><b>Topic 2:</b> How Effective Marketing Strategy &amp; Planning Adds Value to Firms</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Quick introduction to the course.</li> <li>• Quick introduction to the instructor, his background and work experiences.</li> <li>• Student's quick introductions.</li> <li>• Expectations, course flow &amp; grading.</li> <li>• Explanation/Discussion of the value of marketing to firms.</li> <li>• Explanation/Discussion of Strategic Marketing Plans.</li> <li>• Explanation/Discussion of the Marketing Planning Process.</li> </ul> <p><b>Reading:</b> none</p> <p><b>Assignments/deadlines:</b> <b>Students briefly introduce themselves to the class.</b></p>
<p><b>Week 2</b> 7<sup>th</sup> February</p>	<p><b>Topic:</b> Conducting Marketing Audits</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Explanation/Discussion of Customer and Market Audits.</li> <li>• Explanation/Discussion of the Product Audit.</li> <li>• Explanation/Discussion of setting Marketing Objectives and Strategies.</li> <li>• Explanation/Discussion of Advertising and Sales Promotion.</li> <li>• Explanation/Discussion of the Sales Plan.</li> <li>• Explanation/Discussion of the Pricing Plan.</li> <li>• Explanation/Discussion of the Distribution (Place) Plan.</li> <li>• Explanation/Discussion of Marketing Information, Forecasting and Organizing for Marketing Planning.</li> </ul> <p><b>Reading:</b> Students will be asked to read an article that will be used for class discussion.</p> <p><b>Assignments/deadlines:</b> none</p>

<p><b>Week 3</b> 14<sup>th</sup> February</p>	<p><b>Topic:</b> Segmenting, Targeting, Differentiation and Positioning (STDP)</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Explanation/Discussion of the value of segmentation.</li> <li>• Explanation/Discussion of the types of segmentation.</li> <li>• Explanation/Discussion of targeting.</li> <li>• Explanation/Discussion of effective differentiation and positioning.</li> </ul> <p><b>Reading:</b> Students will be asked to read an article that will be used for class discussion.</p> <p><b>Assignments/deadlines:</b> none</p>
<p><b>Week 4</b> 21<sup>th</sup> February</p>	<p><b>Topic:</b> Conducting Core Analysis</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Analysis I: Existing Markets / Segments / Sectors</li> <li>• Analysis II: Market Trends and the Marketing Environment</li> <li>• Analysis III: SWOT Analysis: Strengths, Weaknesses, Opportunities and Threats</li> <li>• Analysis IV: Customer Needs (Key Customer Values), Expectations and Buying Processes – Now and in the Future</li> <li>• Analysis V: Competition 1 – Competitive Stances and Strategies</li> <li>• Analysis VI: Competition 2 – Basis for Competing and Brand Positioning</li> <li>• Analysis VII: The Strength of the Portfolio – Future Directions</li> </ul> <p><b>Reading:</b> Students will be asked to read an article that will be used for class discussion.</p> <p><b>Assignments/deadlines:</b> <b>PD1: Project Deliverable #1 – Team Information Document Due on NEO (uploaded) by Midnight.</b></p>
<p><b>Week 5</b> 28<sup>th</sup> February</p>	<p><b>Topic 1:</b> Fundamentals of Marketing Strategies</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Explanation/Discussion of sources of competitive advantage.</li> <li>• Explanation/Discussion of POP &amp; POD.</li> <li>• Explanation/Discussion of GAP Analysis.</li> <li>• Explanation/Discussion on creating differential value.</li> <li>• Explanation/Discussion on product positioning.</li> </ul> <p><b>Reading:</b> Students will be asked to read an article that will be used for class discussion.</p> <p><b>Assignments/deadlines:</b> none</p>

<p><b>Week 6</b> 6<sup>h</sup> March</p>	<p><b>Topic:</b> Implementing Marketing Programs</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Explanation/Discussion regarding resources and Timing.</li> <li>• Explanation/Discussion regarding ongoing needs and monitoring the marketing plan's effectiveness.</li> <li>• Explanation/Discussion about managing a marketing planning program.</li> </ul> <p><b>Reading:</b> Students will be asked to read an article that will be used for class discussion.</p> <p><b>Assignments/deadlines:</b> none</p>
<p><b>Week 7</b> 13<sup>th</sup> March</p>	<p><b>Topic:</b> Creating the Marketing Planning Document</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Explanation/Discussion of the value of marketing planning.</li> <li>• Explanation/Discussion of how marketing planning documents should be written/ presented.</li> <li>• Explanation/Discussion of creating marketing planning documents.</li> <li>• Explanation/Discussion of the essential elements of effective marketing Planning Documents.</li> </ul> <p><b>Reading:</b> none</p> <p><b>Assignments/deadlines:</b> <b>BR1: Book Review #1 Due on NEO (uploaded) by Midnight.</b></p>
<p><b>Week 8</b> 20<sup>th</sup> March</p>	<p><b>Topic:</b> Gaining Customer Insight</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Explanation/Discussion of the proper approach.</li> <li>• Explanation/Discussion of the history and trends in customer data collection and analysis.</li> <li>• Explanation/Discussion of Data, information, and customer insight.</li> <li>• Explanation/Discussion of the role that information plays.</li> </ul> <p><b>Reading:</b> Students will be asked to read an article that will be used for class discussion.</p> <p><b>Assignments/deadlines:</b> none</p>
<p>27<sup>th</sup> March</p>	<p><b>Mid-term Break Enjoy it!</b> 😊</p>
<p><b>Week 9</b> 3<sup>rd</sup> April</p>	<p><b>ME: Mid-term Exam</b></p>

<p><b>Week 10</b></p> <p>10<sup>th</sup> April</p>	<p><b>Topic:</b> Continue...Gaining Customer Insight</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Explanation/Discussion of how customer insight drives competitive advantage and profit.</li> <li>• Explanation/Discussion of the types of data and their value.</li> <li>• Explanation/Discussion of the cost and benefits of different approaches to gaining customer insight.</li> </ul> <p><b>Reading:</b> Students will be asked to read an article that will be used for class discussion.</p> <p><b>Assignments/deadlines:</b> <b>PD2: Project Deliverable #2 – Project Scope Document Due on NEO (uploaded) by Midnight.</b></p>
<p><b>Week 11</b></p> <p>17<sup>th</sup> April</p>	<p><b>Topic:</b> New Product Development &amp; Marketing</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Explanation/Discussion of strategies to gain customer insight for new product/service innovation(s).</li> <li>• Explanation/Discussion to linking innovation type (incremental /disruptive) with the appropriate research method</li> <li>• Explanation/Discussion regarding open innovation and key customers.</li> <li>• Explanation/Discussion regarding research design and analysis.</li> <li>• Explanation/Discussion regarding data interpretation.</li> <li>• Explanation/Discussion of developing quick product/service rollout strategies.</li> </ul> <p><b>Reading:</b> Students will be asked to read an article that will be used for class discussion.</p> <p><b>Assignments/deadlines:</b> none</p>
<p><b>Week 12</b></p> <p>24<sup>th</sup> April</p>	<p><b>Topic:</b> <i>MARKETING METRICS &amp; ANALYTICS</i></p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Explanation/Discussion of what marketing metrics offer and why this is important.</li> <li>• Explanation/Discussion of the difference between marketing metrics and analytics.</li> <li>• Explanation/Discussion of key marketing metrics.</li> <li>• Explanation/Discussion of developing marketing analytics to fit business strategy.</li> </ul> <p><b>Reading:</b> Students will be asked to read an article that will be used for class discussion.</p> <p><b>Assignments/deadlines:</b> none</p>
<p>1<sup>st</sup> May</p>	<p><b>State Holiday – No Class!</b></p>
<p>8<sup>th</sup> May</p>	<p><b>State Holiday – No Class!</b></p>

<b>Week 13</b>  15 <sup>th</sup> May	<b>Topic: PD4: Student Project Presentations</b>  <b>Description:</b> <ul style="list-style-type: none"> <li>• Students will present their project analyses and recommendations to the class. <ul style="list-style-type: none"> <li>○ Using PowerPoint</li> <li>○ With a length of 15 to 20 minutes</li> <li>○ Upload: Written report &amp; Presentation to NEO</li> </ul> </li> </ul> <b>Reading:</b> none  <b>Assignments/deadlines:</b> none
<b>Week 14</b>  22 <sup>nd</sup> May	<b>Topic:</b> New Topics in Marketing  <b>Description:</b> <ul style="list-style-type: none"> <li>• Discuss and introduce new topics and research either based on students' interests or the instructor's selection.</li> </ul> <b>BR2: Book Review #2 Due on NEO (uploaded) by Midnight.</b>  <b>PD4: Project Deliverable #4 – Final Written Paper Due on NEO (uploaded) by Midnight.</b>

	<b>Make-up Class Days</b>  If I have to cancel a class during the semester, the make-up day will be the day closest to the missed class and the most feasible.
--	--

**Classes 1-8:** Based on Dibb and Simkin, *The Market Planning Workbook* (1996) (with John Bradley), *The Market Segmentation Workbook* (1996); McDonald and Leppard, *The Marketing Audit* (1991), and McDonald, *The Marketing Planner* (1993).

## 6. Course Requirements and Assessment (with estimated workloads)

The course combines three methods of learning:

1. Texts and tutorials to present and discuss the course content.
2. **Concise review** of two previously agreed strategic marketing planning textbooks (*future AAU SMAP Thesis students*) or articles (*visiting students ONLY*) for integrating the course modules and students' prior knowledge.
3. A real-world marketing project **for a client**

Assignment	Workload	Weight in Final Grade	Evaluated Course-Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
<b>PPP:</b>  Participation Professionalism Preparedness <i>(Individual)</i>	42	10%	<b>Participation</b>  Ability to read, think, and express ideas analytically, critically, and creatively.	1, 2, 3



			<p>Ability to ask and answer questions relating to subject knowledge. Ability to communicate effectively in oral English.</p> <p>Ability to identify and summarize key points relating to a topic.</p> <p>Demonstrate nothing less than a level of professionalism, preparedness and tact that you would expect of those whose services you would employ.</p>	
<p><b>BR</b></p> <p>Book Reviews <i>(Individual Assignments)</i></p>	20	20%	<p><b>BR1, BR2: Book Reviews</b></p> <p>Ability to recognize when information is needed and to locate, evaluate, and effectively use (including citation) that information.</p> <p>Ability to identify and use fundamental principles, concepts, and methods essential for acquiring and applying knowledge.</p> <p>Ability to cite from relevant texts.</p> <p>Ability to read, think, and express ideas analytically, critically, and creatively.</p> <p>Ability to identify and summarize key points relating to a topic. Ability to write in a Compare and Contrast Book Report format (<i>see: handout</i>).</p> <p>Ability to communicate effectively in written English.</p>	1,2,3

<p><b>PD1:</b></p> <p>Project Deliverable #1</p> <p><i>(Group Assignment –Groups will consist of 3 to 5 students.)</i></p> <p>*The number of students will be considered when marking group work</p>	1	5%	<p><b>Team Information Document</b></p> <p>Students will create a document that will provide information on the following:</p> <ul style="list-style-type: none"> <li>• Team Members</li> <li>• Team Quick Strengths/ Skills or Experience</li> <li>• Communication Plan –that will describe how students will communicate and integrate the work</li> </ul>	1, 2
<p><b>PD2:</b></p> <p>Project Deliverable #2</p>	7	10%	<p><b>Project Scope Document Changed to Individual</b></p> <p>Students will provide a report that will show/explain the following:</p> <ul style="list-style-type: none"> <li>• Main project deliverables</li> <li>• Time plan for work of each team member on all major deliverables</li> <li>• Data gathering methods to be used</li> <li>• How the analysis will be conducted</li> </ul>	1, 2, 3
<p><b>PD3</b></p> <p>Project Deliverable #3</p> <p>10-page analysis paper.</p> <p><i>(Group Assignment –Groups will consist of 3 to 5 students.)</i></p> <p>*The number of students will be considered when grading group work</p>	25	10%	<p><b>Final Project Written Deliverable</b></p> <p>Students will provide a complete written analysis of their project design, analysis and findings. Including the following:</p> <ul style="list-style-type: none"> <li>• Professional Formatting</li> <li>• Well structured</li> <li>• Data collection methodology used</li> <li>• Well-structured and in-depth data analysis</li> <li>• Key Recommendations based on Analysis</li> <li>• Major Challenges</li> <li>• Communication with Stakeholders</li> <li>• Areas of Improvement in Project Design</li> </ul>	1,2,3
<p><b>PD4:</b></p> <p>Project</p>	25	25%	<p><b>Final Project Presentation</b></p>	1, 2,3

Deliverable #4 Project Final Presentation In-class presentation of about 30 minutes + Q/A  (Group Assignment –Groups will consist of 3 to 5 students.)  *The number of students will be considered when marking group work			Students will present their findings in a clear and crisp presentation to the client.  Students will be graded based on the level of analysis as well as on the presentation format, style and delivery  Students should approach their project presentation not solely as an analyst but as a business manager. Thus, they should focus on recommendations – what are the risks and how they would implement their recommendations to be most effective.	
<b>ME:</b> Mid-term Exam  (Individual)	30	20%	<b>Mid-term Exam</b>  Ability to analyze and answer both theoretical and practical questions.	1,2,3
<b>TOTAL</b>	<b>150</b>	<b>100%</b>		

*Deadlines in business are critical. Each student is responsible for regularly checking the class course space and their AAU Student email box, attending every class on time, and completing the assignment on time.*

**7. Detailed description of the course participation and assignment grading**  
–Please see below

**Participation, Professionalism & Preparedness** • Demonstrate nothing less than a level of professionalism, preparedness and tact that you would expect of those whose services you would employ.

**Assessment breakdown**

Assessed area	Percentage
Punctuality	10%
Preparedness	45%
Professionalism	45%

**Project Deliverables # 3** • Demonstrate an ability to analyze and present information verbally and with the use of presentation aids that deliver a message that is clear, concise and insightful.

**Assessment breakdown**

Assessed area	Percentage
ORGANIZATION AND DEVELOPMENT:	10%

Structure of the paper, logical coherence (including AAU SBA title page, table of contents, executive summary, introduction, recommendations, conclusion, and works cited)	
CONTENT / QUALITY OF IDEAS: Includes: use of supportive material (e.g. charts, diagrams, illustrations, maps, and tables) Knowledge of methodology and its application: 15 - Own contribution, originality of ideas: 55	55%
QUALITY OF RESEARCH Work with sources and literature	10%
CLARITY, FORMAT, READABILITY, AND QUALITY: Writing style, level of English: 5 Formal quality and format of SMAP: 5	10%
PENALTY FOR ERRORS IN SPELLING, USAGE, MECHANICS	Up to -5%
Verbal Delivery	10%
Management of Q/A	5%

**Project Deliverables # 2,3** • Demonstrate an ability to analyze and convey information in written form that delivers a clear, concise and insightful message.

#### Assessment breakdown

Assessed area	Percentage
ORGANIZATION AND DEVELOPMENT: Structure of the paper, logical coherence (including AAU SBA title page, table of contents, executive summary, introduction, recommendations, conclusion, and works cited)	10%
CONTENT / QUALITY OF IDEAS: Includes: use of supportive material (e.g., charts, diagrams, illustrations, maps, and tables) Knowledge of methodology and its application: 15 - Own contribution, originality of ideas: 55	55%
QUALITY OF RESEARCH Work with sources and literature	10%
CLARITY, FORMAT, READABILITY, AND QUALITY: Writing style, level of English: 5 Formal quality and format of SMAP: 5	10%
PENALTY FOR ERRORS IN SPELLING, USAGE, MECHANICS	Up to -5%
Verbal Delivery	10%
Management of Q/A	5%

**Textbook/Academic Article Review** • Demonstrate ability to read, analyze and understand SMAP issues.

What is required is NOT an essay but a **business report** (as per the **Business Report format** *handout*; also available on the class course space). It should be a short **summary** and **analysis** of the key points (arguments) in the mutually agreed book (AAU students who will write a final semester thesis must review one mutually agreed textbook on **marketing planning** and one on **marketing strategy** as preparation for that thesis – however, they may choose which one they want to be graded for this course; other course students must review approved academic journal articles relating to SMAP). Do *not* waste space with a long Introduction and Conclusion (they should be very

short and confined to the key points). While you should *not* use essay structure but can and should use bullet points, numbered sections, headings and sub-headings, **YOU MUST WRITE IN COMPLETE SENTENCES.**

- **Textbook/Academic Article review (Individual Assignment):** word-processed book review of an agreed-upon strategic marketing planning book (for SMAP Thesis students). **MAXIMUM Word Count = 1,000 words.** (See **Written Assignments Requirements** detailed above.)

The main body of your review should be in *three main parts*:

**Part 1.**

Write a single paragraph summarizing each key argument of the book. Note that the argument is *not* the same thing as the text, so a summary of the argument is *not* the same thing as a summary of the text.

**Part 2.**

Write a brief objective critique of the argument. This critique should analyze the logical structure of the argument and point out the strengths and/or weaknesses of the argument.

**Part 3.**

Write a brief subjective critique concerning the book. What are your personal thoughts? What do you agree with? Disagree with? Value? Not value? Is there something you did not understand? End this section with *at least two points/questions for discussion* in the class.

**Assessment breakdown**

Assessed area	Percentage
ORGANIZATION AND DEVELOPMENT: Structure of the paper, logical coherence (including AAU SBA title page, table of contents, executive summary, introduction, recommendations, conclusion, and works cited)	10%
SUMMARY OF THE MAIN ARGUMENTS Knowledge of methodology and its application: 15 - Own contribution, originality of ideas: 55	50%
OBJECTIVE CRITIQUE OF THE ARGUMENTS	30%
SUBJECTIVE CRITIQUE OF THE ARGUMENTS	10%
PENALTY FOR ERRORS IN SPELLING, USAGE, MECHANICS	-5

**Important Formatting Information**

Assignments in business report format must, as a minimum, include a cover 'page' (use the SBA cover page), a table of contents, an executive summary, an introduction, a conclusion/recommendations, and works cited as separate pages. The main body of the paper should include a header (title of course, term and name of student) and a footer (date and page number). The paper should have normal margins (1" on all sides), be single-sided, 1.5-spaced, and in **12-point font, Times New Roman.**

**E1: Mid-term Exam** • Comprehensive assessment of knowledge acquired in the first half of the class.

### Assessment breakdown

Assessed area	Percentage
Understanding of pricing fundamentals	50%
Critical Analysis	30%
Articulation and development of well-structured responses	20%

**Assignments.** All *Strategic Marketing Plans* will be evaluated for clarity of writing, critical analysis of the issues, proper use of references to support positions taken, quality and diversity of sources, and the extent to which the assignment meets the requirements specified.

For ALL assignments, as per university regulations, five academically respectable, correctly cited sources is the *minimum* expected. Therefore, any assignments NOT meeting this standard will NOT be graded.

- See above for the detailed **Course Assignment Grading Criteria**.
- *Remember:* It is important to answer *all* aspects of the assignments.

See the **Written Assignment Requirements** below and *Strategic Marketing and Planning: Book Report* handout, available in the class course space.

**Use of academically respectable correctly cited sources is expected. Any assignments NOT meeting the relevant standard will NOT be graded.**

**Participation** is evaluated on the quality of your contribution to the learning experience of the class. Participating by actively responding to questions, asking questions yourself, and engaging in class discussions will help you earn your participation grade. Simply attending every class is *not* participation. If you are not sure, please ask your course leader what you can do to increase your participation.

- **Note that the *quality* of your participation is *not* necessarily a function of the *quantity* of your participation.** Your participation grade will be evaluated (at the end of the course) as follows:
  - *Outstanding (90-100%):* Contributions provided important insights for the class. Arguments were well-supported (with evidence) and persuasively presented. If this student were not a member, the quality of the class would have been significantly less.
  - *Good (80-89%):* Contributions were on-target, fairly well-supported and persuasive. If this student were not a member, the quality of the class would have been slightly less.
  - *Attending Non-participant (70-79%):* Contributed nothing to the class. The student attended every class but was silent and did not participate.
  - *Repetitive (-10%):* If a student's class comments were repetitious and obvious and did not add value to the class. That is, you will be penalized for 'airtime' without value.
  - *Unsatisfactory (-20%):* Unsatisfactory contribution occurs due to inadequate preparation. If this student were not a member of the class, the quality of the discussions would have been enhanced.
- ***NB* Any or all of the following will **IMMEDIATELY reduce your participation grade by 10% for each occasion:****
- 1. Arriving late for, or leaving early, a class, leaving a class apart from hourly breaks.
- 2. Continually talking. (This means talking for longer than a few seconds.)

3. Reading non-course related material, e.g. newspapers and magazines, or online, e.g., Facebook, during class.
4. Any breach of the **Electronics Devices policy** below.
5. Any other action that another student may reasonably find distracting during class.

### Written Assignments Requirements

- The assignments are due, in **printed format**, at the beginning of class on the scheduled dates (*see above*). The assignments **MUST** also be **emailed** in Microsoft Office-compatible format (*no PDFs*) to your course leader by **Midnight of the due dates**.
- The first two assignments **must be word-processed**, in an appropriate **book review format**, as per the **Strategic Marketing and Planning: Book Report** *handout* (available on the class course space). **All sources must still be written in an academic style using Harvard formatting with in-line citations and a complete Works Cited at the end of the paper. Information on proper Harvard citation** is available in the class course space.
- Each assignment must include a **cover sheet** (use the SBA one), **table of contents**, **executive summary**, **introduction**, **conclusion**, and **works cited** as separate pages. The main body of the paper should include a header (title of course, term and name of student) and a footer (date and page number). The paper should have normal margins (1" on all sides), be single-sided, 1.5-spaced, and in **12-point font, Times New Roman**.
- All registered AAU students have complimentary free access to Microsoft 365 Online. Therefore, all students are expected to submit their assignments in the document format stated by their course leader, e.g., using Microsoft Excel, PowerPoint, or Word with the document language set to English and the grammar, punctuation, and spelling having been checked by Microsoft Editor before submission. (Students are also recommended to consider subscribing to the Student edition of Grammarly <https://www.grammarly.com/students>, which provides additional assistance in writing academic English.) Assignments which are submitted with the text not set to English and/or have not been checked for grammar, punctuation, and spelling errors are likely to be marked down.
- Creativity is to be demonstrated in the content of your paper. Your work should reflect your understanding of the material. An emphasis on synthesis and critical thinking rather than simply "reporting" is expected.

#### **The Importance of Taking Notes**

Students should come equipped to **take notes** at all sessions. Experience shows that learning any subject requires **active involvement** with the material: passively listening, or scanning documents – even repeatedly, leaves little impression. (Still less does looking at your mobile 'phone, notebook / tablet PC during the lesson; students who do so are more likely to get poor grades or **even fail**.) *The act of making one's own notes, by hand, has a 'magic effect' of stimulating thought and understanding.* Any student who takes the course *seriously* will need to take his or her own notes in the lessons, and his or her own notes on the textbook(s) and do further reading (i.e. from my lectures) – and will need to revise those notes in preparation for the assignment. My lessons are no more than an *introduction* to a complex and demanding subject; and just reading my PowerPoint slides will *not* be enough to gain the necessary level of knowledge and understanding.

## **8. General Requirements and School Policies**

### ***General requirements***

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

### ***Electronic communication and submission***

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams. Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question". All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

### ***Attendance***

Attendance, i.e., presence in class in real-time, at AAU courses is default mandatory; however, it is not graded as such. (Grades may be impacted by missed assignments or lack of participation.) Still, students must attend at least two thirds of classes to complete the course. If they do not meet this condition and most of their absences are excused, they will be administratively withdrawn from the course. If they do not meet this condition and most of their absences are not excused, they will receive a grade of "FW" (Failure to Withdraw). Students may also be marked absent if they miss a significant part of a class (for example by arriving late or leaving early).

### ***Absence excuse and make-up options***

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. Each student may excuse up to two sick days per term without any supporting documentation; however, an Absence Excuse Request Form must still be submitted for these instances. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

***Late work:*** No late submissions will be accepted – please follow the deadlines.

### ***Electronic devices***

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

***Eating*** is not allowed during classes.

### ***Cheating and disruptive behavior***

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the student's Dean.



Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

### ***Plagiarism***

Plagiarism obscures the authorship of a work or the degree of its originality. Students are expected to create and submit works of which they are the author. Plagiarism can apply to all works of authorship – verbal, audiovisual, visual, computer programs, etc.

Examples are:

- **Verbatim plagiarism:** verbatim use of another's work or part of it without proper acknowledgement of the source and designation as a verbatim quotation,
- **Paraphrasing plagiarism:** paraphrasing someone else's work or part of it without proper acknowledgement of the source,
- **Data plagiarism:** use of other people's data without proper acknowledgement of the source,
- **False quotation:** publishing a text that is not a verbatim quotation as a verbatim quotation,
- **Fictitious citation:** quoting, paraphrasing, or referring to an incorrect or a non-existent work,
- **Inaccurate citation:** citing sources in such a way that they cannot be found and verified,
- **Ghostwriting:** commissioning work from others and passing it off as one's own,
- **Patchwriting:** using someone else's work or works (albeit with proper acknowledgement of sources and proper attribution) to such an extent that the output contains almost no original contribution,
- **Self-plagiarism:** unacknowledged reuse of one's own work (or part of it) that has been produced or submitted as part of another course of study or that has been published in the past,
- **Collaborative plagiarism:** delivering the result of collective collaboration as one's own individual output.

At minimum, plagiarism will result in a failing grade for the assignment and shall be reported to the student's Dean. A mitigating circumstance may be the case of novice students, and the benefit of the doubt may be given if it is reasonable to assume that the small-scale plagiarism was the result of ignorance rather than intent. An aggravating circumstance in plagiarism is an act intended to make the plagiarism more difficult to detect. Such conduct includes, for example, the additional modification of individual words or phrases, the creation of typos, the use of machine translation tools or the creation of synonymous text, etc. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Intentional or repeated plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

### ***Use of Artificial Intelligence and Academic Tutoring Center***

The use of artificial intelligence tools to search sources, to process, analyze and summarize data, and to provide suggestions or feedback in order to improve content, structure, or style, defined here as AI-assisted writing, is not in itself plagiarism. However, it is plagiarism if, as a result, it obscures the authorship of the work produced or the degree of its originality (see the examples above).

AAU acknowledges prudent and honest use of AI-assisted writing, that is, the use of AI for orientation, consultation, and practice is allowed. For some courses and assignments, however, the use of AI is counterproductive to learning outcomes; therefore, the course syllabus may prohibit AI assistance.

A work (text, image, video, sound, code, etc.) generated by artificial intelligence based on a mass of existing data, defined here as AI-generated work, is not considered a work of authorship. Therefore, if an AI-generated work (e.g. text) is part of the author's work, it must be marked as AI-generated. Otherwise, it obscures the authorship and/or the

degree of originality, and thus constitutes plagiarism. Unless explicitly permitted by the instructor, submission of AI-generated work is prohibited. If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

### **Course accessibility and inclusion**

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive. Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

## **9. Grading Scale**

<b>Letter Grade</b>	<b>Percentage*</b>	<b>Description</b>
A	95–100	<b>Excellent performance.</b> The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A–	90–94	
B+	87–89	<b>Good performance.</b> The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83–86	
B–	80–82	
C+	77–79	<b>Fair performance.</b> The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73–76	
C–	70–72	
D+	65–69	<b>Poor.</b> The student has shown some understanding of the material and subject matter covered during the course. The student’s work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60–64	
F	0–59	<b>Fail.</b> The student has not succeeded in mastering the subject matter covered in the course.

\* Decimals should be rounded to the nearest whole number.

**Prepared by and when:** Dan Ravick Fiala, 29<sup>th</sup> December 2023

**Approved by and when:** Chris Shallow BA MSc, Chair of Department of Marketing, 8<sup>th</sup> January 2024; Jan Vašenda, Ph.D., Vice Dean of School of Business Administration, 29<sup>th</sup> January 2024.