

Concepts of Marketing
MEJO 475.1 | Maymester 2018
(Posted 5.15.17)

Instructor: Dr. Heidi Hennink-Kaminski
Office: 361 Carroll Hall
Email: h2kamins@unc.edu

Class: M-F 9:00am – 12:15pm; CA 141
Office Hours: M/T/W 8:30-9am; by appt.
Web Site: <http://sakai.unc.edu>

Note: The course syllabus is a general plan for the course; changes announced to the class by the instructor may occur.

Course Description

This course is designed for students anticipating careers in advertising, public relations, or related areas and teaches the vocabulary and basic concepts of marketing as it will be practiced, emphasizing the role of marketing communication.

Required Materials

- Marketing: An Introduction (13th edition) by Gary Armstrong and Philip Kotler (2017)
- Assigned Sakai Readings
- *Note: You'll receive a list of terms that you will need to know for the exams. We will cover those terms in class lecture, but you will also need to refer to information in the textbook as you study for the exams. The case studies in the book will be particularly helpful in illustrating the concepts.*

Course Overview & Objectives

This course is a survey course designed to help you understand what marketing is, what marketing people do, and how they interact with other corporate functions such as manufacturing, distribution, and research and development. It is very similar to the marketing course offered in the School of Business. However, the course at Kenan-Flagler is taught with the assumption that students will become product managers or brand managers or something similar on the corporate business administration side. The assumption we make here is that you are more oriented toward marketing communications and that you are as likely to work for an agency or media company as you are for a goods and services provider. As a result, we will spend less time on topics such as physical distribution and inventory management and explore in more depth the role and function of marketing communication in every part of the business process.

In the past, advertising and public relations professionals were often perceived as tacticians – other people made the strategic decisions about what was to be communicated, to whom and why. Marketing communication professionals today are expected to take a much more active role in the whole marketing process. You will be held accountable not just for your functional proficiency, but also for making measurable contributions to your company's or client's business growth and profitability.

This course is ideal for anyone who aspires to be an advertising or marketing public relations manager for either a consumer products marketer (e.g. Procter & Gamble) or a business-to-business company (e.g., IBM) or an account service manager for an advertising or public relations agency. It is also relevant to someone who wants to run his or her own business someday. People who want to work for non-profit organizations will also be able to use what is taught in the course – soliciting contributions requires marketing thinking, as will those in the field of public health who want to "market" healthy behaviors. Finally, it is also helpful for those who want to work in creative. Understanding what the client is trying to accomplish (and why) will increase your chances of doing work that not only wins awards, but contributes to the bottom line – and therefore helps the agency to keep the account.

By the end of this course you will:

- Understand marketing's role in strategic planning and how marketers work with upstream and downstream partners to create and deliver customer value.
- Know how to design a customer-driven marketing strategy and marketing mix.

- Understand the elements of the marketing mix (production, promotion, pricing and distribution).
- Understand the major factors that influence consumer behavior.
- Understand the similarities and differences between product/service marketing and social marketing.
- Apply marketing concepts to develop a marketing plan as part of a team.

Course Format

Prior to each class, it is expected that you will have read the assigned chapter and other readings posted to Sakai. Class is meant to be interactive. We'll review key concepts, answer any questions you may have about the readings, and spend the balance of the class period applying the concepts to current events and case studies. After the first week, you'll break into groups the final 45 minutes of the class to work on a marketing plan for a fictitious product/brand.

Requirements for the Course

- Attend all classes (there will be two graded assignments to be completed during class)
- Make a class presentation relating a marketing situation to marketing concepts covered in class.
- Complete a midterm and final exam that tests knowledge of concepts and your ability to apply them to real-world business scenarios.
- Work with a team in-class to create a marketing plan for a fictitious product or service.

Class Attendance and Participation

- I reserve the right to reward quality class participation and attendance.
- I reserve the right to penalize excessive absence and class disruption.
- It is the responsibility of the student to gain access to handouts and notes if a class is missed.

Exams

There are two exams during the semester. The mid-term and final exam will include multiple-choice and short essay questions. The final exam will require you to integrate concepts from the entire course.

Individual Presentations

Each student will be assigned an article or a brief case study tied to a specific marketing concept(s). Presentations are 10 minutes long. The student presents the article/case and discuss how it exemplified the assigned concept(s) covered in the course. For maximum impact, you are encouraged to weave in additional concepts that are illustrated in the article. Please refer to the grading rubric for details.

#	Date	Article/Concept	Presenter
1	Friday, 5/18	Needs, Wants, Demand – China + Cheese	Barker, Will
2	Friday, 5/18	SWOT Analysis, Kraft Heinz	Bethel, Grayson
3	Friday, 5/18	Growth Strategy, AirBNB	Cannon, Brian
4	Monday, 5/21	CRM, Private Aisle	Cano, Johanna
5	Monday, 5/21	Marketing Environment, Survival Foods	Elrod, Bailey
6	Monday, 5/21	Marketing Environment, IKEA	Fletcher, Caroline
7	Wednesday, 5/23	Differentiation, Nintendo	Gillogly, Trevor
8	Wednesday, 5/23	Positioning, Museum Hack	Goodwyn, Carson
9	Wednesday, 5/23	Positioning, The Modist	Hall, Sara
10	Wednesday, 5/23	Branding, Red Antler	Hendrix, Jody
11	Thursday, 5/24	Private Label Brands, How Private Labels Caught Eye	Hepburn, Hanna
12	Thursday, 5/24	Montcler, PLC	Hering, Tom
13	Thursday, 5/24	Product Line Decisions+Growth, Chobani	Mangan, Caroline
14	Thursday, 5/24	Licensing, Beauty + Bakeware	Mao, Samuel
15	Friday, 5/25	New Product Development, Air Taxi	Oakley, Lucas
16	Friday, 5/25	Influencer Marketing, Toyland	Patrick, Cori

17	Friday, 5/25	New Product Development, The Mad Cheese	Pllard, Elizabeth
18	Friday, 5/25	Marketing Strategy + PLC, Brooks Shoes	Richmond, Samantha
19	Tuesday, 5/29	Warehousing + Logistics, KFC Snafu	Rose, Alli
20	Tuesday, 5/29	Artificial Intelligence and Retailing	Shuford, Anna
21	Tuesday, 5/29	Block Chain + Supply Chain;	Strachota, Jenna
22	Tuesday, 5/29	Supply Chain, Cashmere	Tao, Yujie
23	Wed., 5/30	Online Communities, Nike Playbook	Wholey, Caroline
24	Wed., 5/30	Content Marketing, BuzzFeed	Xia, Joan
25	Wed., 5/30	Distribution Strategy, Amazon Cosmetics	Young, Will
26	Wed., 5/30	New Product Development, Apple Design Mojo	Zirkle, Hartford

Grading Policy

No substitute dates will be given for exams. Evaluation components will be weighted as follows; you will each complete a peer evaluation form to be turned in the last day of class, which will be used to adjust individual grades accordingly.

Individual Component	Group Component
Exam 1 – 22%	Fieldwork assignment – 15%
Exam 2 – 23%	Marketing plan + Presentation – 25%
Individual Presentation – 15%	
Total: 100%	

Grading Scale:

A = 93-100%	C+ = 77-79%	F = <66%
A- = 90-92%	C = 74-76%	
B+ = 87-89%	C- = 70-73%	
B = 84-86%	D+ = 67-69%	
B- = 80-83%	D = 60-66%	

Professional Obligations

- **Honor Code:** You are expected to conduct yourself within the guidelines of the [University honor system](#). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. You may retrieve the full document, [The instrument of student judicial governance](#).
- **Diversity and Inclusion:** The School of Media and Journalism adopted [diversity and inclusion mission and vision statements](#) in spring 2016 with accompanying goals. It complements the University policy on [Prohibiting Harassment and Discrimination](#). In summary, UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression.
- **Harassment:** UNC does not tolerate harassment based on gender, race, religion, sexual orientation, culture, disability, or for any other reason. It is also a violation of the Honor Code and Title VII of the Civil Rights Act (1964) and Title IX of the Educational Amendments. If you need assistance with a harassment issue or problem, bring it to my attention or The Office of the Dean of Students, dos@unc.edu or 919/966-4042.

Special Accommodations

If you require special accommodations to attend or participate in this course, please let me know as soon as possible. If you need information about disabilities visit the [Accessibility Resources & Service Office website](#), call 919/962-8300, or use NC Relay 711.

Accrediting Values and Competencies

The School of Media and Journalism's [accrediting body](#) outlines values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. No single course could possibly cover all the values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. In this class, we will address the following values and competencies:

- Understanding concepts and applying theories in the use and presentation of images and information;
- Conducting research and evaluating information by methods appropriate to the communications professions in which they work;
- Thinking critically, creatively and independently; and
- Applying basic numerical and statistical concepts.

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Class Schedule
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Class	Topic/Deliverables	Text/Readings
1 Wednesday, May 16	9:00-9:30am Introduction to the course 9:30-10:15am Marketing 101 <i>Video Case: Eskimo Joe</i> 10:15-10:25 Break 10:25-11:15 Strategic Planning 101 11:15-11:20 Break 11:20-12:15 Complete Fieldwork Assignment – Part A	A&K: 1 & 2
2 Thursday, May 17	9:00-10:00 Understanding the Marketing Environment <i>Video Case: Ecoist</i> 10:00-10:10 Break 10:10-11:15 The Marketing Information System <i>Video Case: Domino's Pizza</i> 11:15-11:20 Break 11:20-12:15 Complete Field Work Assignment – Part B <i>Due: Fieldwork Assignment Parts A1, A2, and B due to Sakai 12:20pm</i>	A&K: 3 & 4 Sakai: Dominos Pizza
3 Friday, May 18	9:00-9:40 Presentations 1-3 9:40-10:25 Consumer Behavior & Research 10:25-11:25 Franklin Street Exercise 11:25-11:35 Break 11:35-12:15 Group Project Introduction	A&K: 5 Sakai: Edelman/CDJ
4 Monday, May 21	9:00-9:40 Presentations 4-6 9:40-10:30 Marketing Strategy-Segmentation & Targeting <i>Video Case: Boston Harbor Cruises</i> 10:30-10:40 Break 10:40-11:15 Case Study TBD 11:15-11:25 Break 11:25-12:15 Group Project Time	A&K: 6 Sakai: Marketer Responses Sakai: Case TBD
5 Tuesday, May 22	9:00 – 10:15 Exam 1 10:15-10:25 Break 10:25-11:00 Product Strategy 11:00-11:05 Break 11:05-11:35 Brand Strategy <i>Video Case: Swiss Army Brands</i> 11:35-12:15 Group Project Time	In-Class Exam A&K: 7 Sakai: P&G Lines
6 Wednesday, May 23	9:00-9:50 Presentations 7-10 9:50-10:25 New Product Development & Design Thinking <i>Video Case: Subaru</i> 10:25-10:35 Break 10:35-11:25 Guest Speaker Todd Cantrell, Scivation 11:25-11:30 Break 11:30-12:15 Group Project Time	A&K: 8 Sakai: Design Thinking

<p>7 Thursday, May 24</p>	<p>9:00-9:50 Presentations 11-14 9:50-10:25 Pricing Strategy <i>Video Case: Hammerpress</i> 10:25-10:35 Break 10:35-11:25 Value Chain and Channel Partners <i>Video Case: Gavina Coffee</i> 11:25-11:30 Break 11:30-12:15 Group Project Time</p>	<p>A&K: 9 & 10 Sakai: Disney Pricing</p>
<p>8 Friday, May 25</p>	<p>9:00-9:50 Presentations 15-18 9:50-10:25 Retailing and Wholesaling 10:25-10:35 Break 10:35-11:20 The Great Retail Wars 11:20-11:30 Break 11:30-12:15 Group Project Time</p>	<p>A&K: 11 Sakai: Retail War Readings</p>
<p>Monday, May 28</p>	<p>NO CLASS -MEMORIAL DAY HOLIDAY</p>	
<p>9 Tuesday, May 29</p>	<p>9:00-9:50 Presentations 19-22 9:50-10:20 Advertising + Public Relations in an IMC/POE World 10:20-10:30 Break 10:30-11:20 Attribution Modeling: Drew Ford, iProspect 11:20-11:30 Break 11:30-12:15 Group Project</p>	<p>A&K: 12 Sakai: Programmatic Ad Buying</p>
<p>10 Wednesday, May 30</p>	<p>9:00-9:50 Presentations 23-26 9:50-10:30 Personal Selling + Sales Promotion <i>Videos: Medtronic + Nudie + Slotting Fees</i> 10:30-10:40 Break 10:40-11:20 Direct Marketing + Canada Goose 11:20-11:30 Break 11:30-12:15 Group Project: Target: Promotional Strategy</p>	<p>A&K: 13 & 14 Sakai: Canada Goose</p>
<p>11 Thursday, May 31</p>	<p>Group Project Presentations: Team 1: 9:00 – 9:25am Team 2: 9:30 – 9:55am Team 3: 10:00 – 10:25am Team 4: 10:30 – 10:55am Team 5: 11:00-11:25 <i>Upload marketing plans, presentation deck, and peer evaluations to Sakai by 7AM!</i></p>	<p>7am Deadline for uploading plan, presentation deck, and peer evals.</p>
<p>12 Friday, June 1</p>	<p>Final Exam, 8am to 11am</p>	<p>Final Exam</p>

Marketing Fieldwork Assignment | MEJO 475-Concepts of Marketing Maymester 2018

This exercise is intended to help you bond with your teammates and to initiate you into the world of marketing! The class has been segmented into four 6-person teams, as well as “A” and “B” sub-groups within each team. There are two parts to this assignment. As you work on the assignment, it’s important that you do your best to take an objective approach by trying to remove yourself from consideration as a current or prospective customer of the retailer that you will visit.

PART A: Wednesday, May 16

- **For today**, you will work with your sub-team members to go into the field and observe and take notes at a local retailer. The two sub-groups in your team will each be assigned to a retailer within the same product category.
- **For tomorrow (Thursday)**, each sub-team will share their findings with the full team and work together to complete and submit the assignment. This assignment is worth 15% of your final grade, so get off to a good start! **By 12:15pm Thursday**, have one team member upload to the Assignment section of Sakai Part A (for each retailer) and Part B.

	Team 1	Team 2	Team 3	Team 4
A	Barker, Will	Bethel, Grayson	Cannon, Brian	Cano, Johanna
A	Elrod, Bailey	Fletcher, Caroline	Gillogly, Trevor	Goodwyn, Carson
A	Hall, Sara	Hendrix, Jody	Hepburn, Hanna	Hering, Tom
B	Mangan, Caroline	Mao, Samuel	Oakley, Lucas	Patrick, Cori
B	Pollard, Elizabeth	Richmond, Samantha	Rowe, Alli	Shuford, Anna
B	Strachota, Jenna	Tao, Yujie	Wholey, Caroline	Zia, Joan
B	Young, Will	Zirkle, Hartford		

Here are your retailer assignments:

- | | |
|---------------------------------|--------------------------------------|
| Team 1A: CVS | Team 1B: Walgreen’s |
| Team 2A: Starbucks | Team 2B: Tama Cafe |
| Team 3A: Benny Capella’s | Team 3B: Lotsa |
| Team 4A: Johnny T-Shirt | Team 4B: Underground printing |

1. Take a moment to think about your prior engagement with this retailer. Then write a few sentences to identify your relationship with the brand (this is called a reflexivity exercise to acknowledge your existing relationship with the brand).
2. Now do your best to separate your own personal prior experiences from the observations you’ll make today. Try to focus only on what you observe today when you make your field notes.
3. Working as a sub-group, visit the assigned retail establishment and take notes to help answer the questions on Part A of the assignment. You should plan on spending 15 to 20 minutes in the store.
4. Afterwards, meet outside the retailer and spend 10 minutes working together to discuss and create one set of field notes to be shared with your other teammates tomorrow. This will inform Part B of the assignment.
5. Elect one sub-group member to serve as scribe and type up your field notes and upload to the Assignment section of the Sakai site. (A clean, writable Word Doc for Part A can be found in the “Assignment” folder of the “Resources” section of the Sakai site).

PART B – THURSDAY, MAY 17

Today you'll complete the second part of the assignment, which in total is worth 15% of your final grade. Please gather with your six-member team and do the following:

1. Each sub-group should share their observations with the full team.
2. Each team should fully discuss and answer the following questions.
3. Each team should appoint one scribe type and upload Part B of the assignment to the "Assignments" section of Sakai by **12:20pm**.

You may find it helpful to review pages 6-9 of the text when answering the questions.

1. How does each retailer differentiate and position itself against the other? Be sure to provide sufficient detail.
2. Based on your observations, are both retailers going after the same target market? Why or why not?
3. How does each competitor execute these strategies in their marketing mix (e.g., product offering, environment, pricing, promotion)?
4. Which of these competitors do you believe to be most successful? Why? Which element(s) of that competitor's marketing mix has contributed to its success?
5. Describe the customers that you see in the store. What are their specific behaviors? How do these current customers align/not align with the people you described in your answer to #3?
6. Describe the signage or any promotional materials that you see in the store.
7. Based solely on your observations today, list three words that you would use to describe this retailer/space.
8. What is this retailer's mission statement (check online and in-store for commitment signage).

Guidelines for Individual Presentations | MEJO 475 | Maymester 2018

Each assigned article is a bit different, but here are some general guidelines for how to structure your presentation to the class. Each presentation should last **eight to ten minutes**. In addition to the assigned article, be sure to visit the website for the brand/company so you can share additional background. A short video is required. **PowerPoint deck should be uploaded to the Assignment section of the Sakai site by 7am the morning of the presentation.** If not uploaded, points will be deducted from the grade. This presentation is worth 15% of your final grade.

1. Provide some background information about your company/brand (e.g., location, annual sales, product category, year established, who are its competitors, anything hot/current). Be sure to include citations of at least three additional sources.
2. What is the mission statement for the company/brand?
3. Based on the article, what is the business issue faced by the company/brand?
4. Tie the article to the assigned marketing concept/s and feel free to identify other concepts we've discussed in class that tie-in (note that students presenting later on will have more opportunities to demonstrate this).
5. Share any screen captures from lecture slides. Be sure to include a brief video to help illustrate (note that these should not replace YOUR discussion of the topic/article).

Criteria
Core Concepts (60) <i>Did the student demonstrate a foundational understanding of the core elements of topic in a way that demonstrated synthesis of additional (3) sources beyond the text and links provided by the instructor and provide citations? Did the students include sufficient assets (e.g., video, concept figures/tables)?</i>
Engagement (10) <i>Did the students engage with the audience during the presentation?</i>
Marketing Concepts Acumen (15) <i>Did the students demonstrate an understanding of other relevant marketing concepts covered in the course thus far?</i>
Presentation Quality (15) <i>Did the students create audience-friendly, error-free slides/materials to communicate the concept and its application? Were the students professional in their demeanor? Was the presentation uploaded by Sakai by the deadline? Did the students meet the 8 to 10-minute requirement?</i>