**MKT366P –**

**Special Projects in Marketing Practicum**

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| **Instructor**  | Alex Gabbi |
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| **Office**  | Zoom Onlyat <https://utexas.zoom.us/j/3641517004> |
| **Office Hours**  | MW 11:00-12:00 PM or by appointment |
|   |  |
| **Classroom**  |  |
| **Lecture Times**  |  |

**Teaching Assistant**

# Course Objectives

MKT366P, Special Projects in Marketing Practicum, affords students the opportunity to apply their marketing knowledge to an actual business situation, working to solve a marketing problem in an experience similar to an internship. This course addresses the question: "How do I develop the professional marketing and business skills that will enable me to develop marketing strategies for a for-profit or not-for-profit enterprise?"

While some of the learning in this course will be through lectures and activities in class, much of the work, and therefore the learning, will happen outside of the classroom: in team meetings; meetings with the client; meetings with the instructor; and individual work.

The course is designed to help the student:

* Gain additional marketing insight and experience by applying marketing concepts to an actual business situation.
* Gain experience acting as a marketing consultant, experiencing the triumphs and challenges of working as part of a team to address a marketing problem.
* Make subsequent marketing studies more meaningful by providing a real-life experience.
* Develop insights and networking contacts that may prove useful in your career.

With exceptions noted in the class schedule below, class sessions will generally consist of:

o Lecture/class discussions, there may be a short exercise at the beginning of class;

o 10-15-minute meetings for each team to meet with the instructor;

o Project work time for teams to meet as a group and with clients.

During the last class session, student teams will present their findings to the sponsoring client organization as well as present an executive summary of their project to the class.

# Materials

*Recommended*: *Breakthrough Marketing Plans: How to Stop Wasting Time and Start Driving Growth, Second Edition*, Tim Calkins, Palgrave Macmillan; Second Edition, Revised Edition, 2nd edition (December 11, 2012), ISBN: 0230340334.

*Lecture Notes:* The complete PowerPoint slides for the lectures will be posted to the class session module on Canvas.

Additional handouts and readings will be assigned during the semester.

# Assessment

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| --- | --- |
| Project Status Updates (Team)  | 10%  |
| Individual Team Contribution / Peer Evaluations (Individual)  | 10%  |
| Marketing Project Presentation and Materials (Team)  | 40%  |
| Classroom Exercises (Individual)  | 20%  |
| Individual Class Contribution (Individual)  | 20%  |
|   | 100%  |

Course grading will be plus/minus and will be curved to roughly achieve McCombs target for undergraduate elective courses, A 15%; A- 20%; B+ 25%; B 35%; B- and lower 5%. Final grades will be established by rank in class. **There is no predetermined letter-grade distribution and the class’s overall performance will be used to set cut-offs for the letter grades.**

Attendance at class sessions and instructor meetings is important due to the interactive nature of the course. You may miss one class session for any reason and a second or third class session for a documented recruiting event or family emergency. You must be present for more than half the class to be counted as in attendance. **If you miss four class sessions for any reason, you will not receive credit for this course.**

Additional details for course requirements will be provided in class, but the following guidelines will give you a sense of what to expect:

## PROJECT STATUS UPDATES (10%)

For each instructor meeting, the project team prepares a written status update using the template provided. Status updates should include: current status; key accomplishments since the last report (including the deliverables suggested in the previous class & previous instructor meeting); notes from client meetings or discussions; work plan for the next two weeks; any issues with making progress on the project. Status updates will be discussed during 10-15-minute meetings with the instructor in class.

## INDIVIDUAL TEAM CONTRIBUTION (10%)

At the end of the semester each team member will evaluate the peers on their team.

## MARKETING PROJECT PRESENTATION AND MATERIALS (40%)

Each student will participate in a marketing project presentation related to marketing strategy evaluation and analysis for their client. Project details will be available on Canvas. Scoring for your final presentation will be a combination of feedback from your client and an instructor score.

SUGGESTED MARKETING PROJECT TIMELINE

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| --- | --- |
| **Deadline** | **Project Step** |
| Wed Jan 27 | By 6:00pm Group Manager submits top three project choices  |
| Mon Feb 1 | Initial contact with client company, request secondary research sources  |
| Mon Feb 8 | Send engagement letter email to client documenting project goals (cc: Alex Gabbi)  |
| Mon Mar 1 | All secondary research complete  |
| Mon Mar 8 | Draft primary research plan  |
| Wed Mar 24 | Complete second meeting with client to review primary research plan and obtain client feedback and agreement on research approach  |
| Mon Mar 29 | Deadline to begin fielding primary search, post final questionnaire(s)/interview guide(s)  |
| Mon Apr 19 | Complete fielding primary research  |
| Mon Apr 26 | Complete third meeting with client to review results of primary research and obtain client feedback on your preliminary recommendations. |
| Mon May 3 – Wed May 5 | Executive summary (maximum 10 single-spaced pages) and a 20-minute PowerPoint presentation due. Presentations in class, your attendance is mandatory for both sessions.  |
|  | Presentations in class, your attendance is mandatory for both sessions. Provide client and instructor with all secondary market research, primary research raw data and analysis, and all other working papers and materials.  |

## EXERCISES (20%)

For some class sessions, each student will prepare an exercise. The purpose of these exercises is to give students the opportunity to individually apply concepts they are learning in class in an area outside of their group project.

Each exercise will be worth up to 10 points. Since the purpose of the exercises is to give you an opportunity to consider concepts, grading of the exercises will be gentle. If you show that you have made a reasonable attempt at the assignment you will receive at least 7 points. Scores above 7 points will be reserved for exercise submission that show exceptional keenness on a given assignment (for example: exceptional accuracy, completeness, or thoughtful analysis, depending on the assignment).

For input into calculating your final grade, we will drop your lowest exercise score. This gives students flexibility should they happen to miss an assignment due to external constraints or demands. Late assignments will not be accepted.

## INDIVIDUAL CLASS CONTRIBUTION (20%)

Your individual contribution will be evaluated by the instructor based on your participation during class discussions and instructor meetings. Some of general criteria for evaluating effective class contribution during class discussions include but are not limited to the following:

* Does the student make *quality* points? Note that your grade will not be a function solely of the amount of airtime you consume. Concise and insightful comments backed by analysis are required for higher scores.
* Does the student participate? For others to learn from your experience, you *must* participate - which means actively offering your insights and constructive criticism.

You can receive feedback on your contribution at any point through the semester upon request.

## REQUESTS FOR SCORING REVIEW

After receiving a score for anything in the course, you have 7 calendar days after the score is posted on Canvas to email a written request for review of the score to the instructor. Your request for scoring review must include your original submission and a detailed explanation as to specifically what you would like reviewed and why it should be reviewed. Scoring reviews may result in an increase or decrease in your score or no change. Any grade review pertaining to a team score must be submitted by the team based on consensus within the team and any score increase or decrease based on a review of a team score will apply to all team members.

## REMOVING A TEAM MEMBER

The team may feel that efforts below the minimum acceptable by a team member are negatively impacting the learning experience or is negatively impacting the quality of the work for the client. If this occurs, the team can consider removing the offending team member. The process for removing a team member is as follows:

* If a team is having an issue with a team member that cannot be resolved internally, the team must first meet with the instructor and present a proposed “Performance Improvement Plan” (PIP) for the offending team member. The PIP must detail the performance issues and the specific improvements which are required based on consensus between the other team members. If approved by the instructor, the offending individual has one week to comply with the PIP.
* Seven calendar days after the PIP is delivered, and if the performance improvement plan has not motivated adequate improvements, the team can propose to remove the individual. This requires unanimous consent of the remaining team members and approval of the instructor.
* For the remaining team members: The team will be held accountable for completing the work of the student removed. In other words, the team workload is not reduced because the team has one fewer members.
* For the student removed: The student removed will independently complete a project like the one assigned to the team (to be defined by the instructor), but which will be evaluated completely separately and will involve no client interaction.

Virtual Office Hours

All office hours will be exclusively be offered virtually. To join virtual office hours, just come to the appropriate Zoom meeting room (<https://utexas.zoom.us/j/3641517004>) during regular office hour times. You will be admitted from the waiting room in the order in which you arrive. Of course, as always, you can also text or e-mail me at any time with questions you might have.

Other Technology Tools

Other tools may be periodically used but you will be given instructions for those tools on a case-by-case basis.

**Important Notifications**

# Students with Disabilities

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://diversity.utexas.edu/disability/>.

# Diversity and Inclusion

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns.

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

# Policy on Scholastic Dishonesty

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program’s Statement on Scholastic Dishonesty at <http://my.mccombs.utexas.edu/BBA/Code-of-Ethics>. By teaching this course, I have agreed to observe all faculty responsibilities described there. By enrolling in this class, you have agreed to observe all student responsibilities described there. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Conduct and Academic Integrity website at <http://deanofstudents.utexas.edu/conduct/>to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Sharing of Course Materials

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University’s Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

Class Recordings

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

# Campus Safety

Please note the following key recommendations regarding emergency evacuation, provided by the Office of Campus Safety and Security, 512-471-5767, More info at: <https://preparedness.utexas.edu/>.

* Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings and assemble outside when a fire alarm is activated.
* Familiarize yourself with all exit doors of each classroom and building you may occupy.
* If you need evacuation assistance, inform the instructor in writing asap.
* In the event of an evacuation, follow the instruction of faculty or class instructors.
* Do not re-enter a building unless given instructions by Austin or UT police or fire authorities.
* Behavior Concerns Advice Line (BCAL): 512-232-5050 or [on-line.](https://besafe.utexas.edu/behavior-concerns-advice-line)
* In case of emergency, further information will be available at: <http://www.utexas.edu/emergency>.

Safety and Class Participation

(Dean’s Note: To report a COVID-19 violation, please go to [Health and Safety Rule Requirements and Violations for Students](https://deanofstudents.utexas.edu/conduct/safetyrules.php).)

We will all need to make some adjustments in order to benefit from in-person classroom interactions in a safe and healthy manner.  Our best protections against spreading COVID-19 on campus are masks (defined as cloth face coverings) and staying home if you are showing symptoms.  Therefore, for the benefit of everyone, this means that all students are required to follow two important rules:

* **Every student must wear a cloth face covering properly in class and in all campus buildings at all times**.
* **Every student must engage in documented daily symptom screening.** This means that each class day in which on campus activities occur, students must upload certification from the symptom tracking app and confirm that they completed their symptom screening for that day to Canvas.  Students should not upload the results of that screening, just the certificate that they completed it. If the symptom tracking app recommends that the student isolate rather than coming to class, then students must not return to class until cleared by a medical professional.

If a student is not wearing a cloth face covering properly in the classroom (or any UT building), that student must leave the classroom (and building). If the student refuses to wear a cloth face covering, class will be dismissed for the remainder of the period, and the student will be subject to disciplinary action as set forth in the university’s Institutional Rules/General Conduct 11-404(a)(3). Students who have a condition that precludes the wearing of a cloth face covering must follow the procedures for [obtaining an accommodation](https://orientation.utexas.edu/students-with-disabilities) working with Services for Students with Disabilities.

Other guidelines include:

1. Students in A/B cohort classes should attend their in-person section only on the day and at the time that they are scheduled to attend.
2. Students should not alter the layout of a classroom under any circumstances from its original configuration that is designed to maintain social distancing guidelines.
3. Students should remain outside the building until the passing time prior to their designated class time. Use designated campus study areas as needed.
4. Consumption of food and drink is not allowed in classrooms or public areas of university buildings except for designated break areas.
5. Enter the building at the designated entrances. Use the hand sanitizer as provided or your own personal hand sanitizer after entering the building.
6. Follow the corridor and stairway directional signage where applicable, maintain proper social distancing and noted paths of travel.
7. All physically-able students should use stairs whenever possible. If an elevator is required there should be no more than the number of occupants noted on the elevator signage in the elevator at a time, maintaining social distancing.
8. All classrooms doors should remain propped open before, during, and after class if it is not disruptive. This decision is at the discretion of the instructor using the classroom.
9. Students should enter the classroom at the designated entrance and fill the room by row from the first row to the last row and from the seat furthest from the entrance to the seat closest.
10. Only specific seats in classrooms will be available due to social distancing requirements.
11. Students should carry their own personal sanitizing wipes to ensure that they can clean surface areas including classroom stations as needed. Wipes should be disposed of after class in the nearest trash receptacle.
12. Students should exit the building immediately after the class completes at the designated exit. Each student should exit the room by row from the last row to the first row and from the seat nearest the exit to the seat furthest from the exit. Students who wish to speak with the instructor after class should do so at the location that will be designated by the instructor outside the building so that the next class can get set up and social distancing can be maintained.
13. Dispose of any waste after class in the nearest trash receptacle.
14. Exit the building at the nearest designated exit. Use the hand sanitizer as provided or your own personal hand sanitizer after exiting the building.

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university’s [relevant policies](https://titleix.utexas.edu/policies).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. **I am a Responsible Employee and** **must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

McCombs Classroom Professionalism Policy

The highest professional standards are expected of members of the McCombs community. The collective class reputation and the value of the McCombs experience hinges on this. Please let me know right away if this ever is not the case.

Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects. Classroom expectations of students include:

* Students will arrive on time.
* Students will be fully prepared for each class.
* Students will attend the class section to which they are registered.
* Students will respect the views and opinions of their colleagues. Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.

Phones and wireless devices are turned off unless otherwise instructed by the professor.

# Instructor Bio

Alex Gabbi is a Lecturer in Marketing and International Business at the University of Texas at Austin McCombs School of Business. He is also the Executive Director of Wonders & Worries, [www.wondersandworries.org](http://www.wondersandworries.org), an Austin non-profit that helps children cope with a primary caregiver’s serious illness. He is a regular paid speaker for large corporate technology companies on the topics of business model and market disruption, technology trends in the 21st century, and entrepreneurship. In his previous ten-year career as a senior manager at Arrow Electronics, Alex Gabbi had various responsibilities for corporate strategy, sales and marketing within the company’s electronic components division. Prior to his career at Arrow, he was a key executive and founder of three start-ups in the enterprise software, technology consulting, and hardware spaces.

Alex’s volunteer roles have ranged from teaching entrepreneurship at many local schools (elementary, middle and high school) to acting as a national patient speaker for Myriad Genetics, where he tells his family’s story to medical practitioners across the country in hopes of increasing hereditary cancer screening practices.

Alex Gabbi holds an M.B.A. in information management and technology strategy and a B.B.A. in International Business and Finance, both from the University of Texas at Austin.

# Tentative Class Schedule

This is a *tentative* class schedule. Readings and assignments will be posted on Canvas. Use Canvas as your guide to readings and assignments.

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| --- | --- | --- | --- |
| **Class / Date**  | **Learning Objectives**  | **Readings**  | **Assignments**  |
| Week 1 - Wed, Jan-20  | Project Introduction · Overview of key marketing frameworks · Structure of marketing consulting project · Successfully managing your team project· Exploration of individual areas of interest     | · Canvas: Course Syllabus · WSJ: Employers Find ‘Soft Skills’ Like Critical Thinking in Short Supply [http://www.wsj.com/articles/employers](http://www.wsj.com/articles/employers-find-soft-skills-like-critical-thinking-in-short-supply-1472549400)[-find-soft-skills-like-critical-thinking-inshort-supply-1472549400](http://www.wsj.com/articles/employers-find-soft-skills-like-critical-thinking-in-short-supply-1472549400) · Breakthrough Marketing Plans: chapters 1, 2, 6   |   |
| Week 2 - Mon, Jan-25 (TEAM) & Wed, Jan-27 | Marketing Strategy · Fundamentals of developing a marketing strategy · Formation of project teams · Discuss potential projects · How to effectively work with clients   | · Read Online: Using the Stages of Team Development [http://hrweb.mit.edu/learningdevelopment/learningtopics/teams/articles/stagesdevelopment](http://hrweb.mit.edu/learning-development/learning-topics/teams/articles/stages-development)  · Breakthrough Marketing Plans: chapter 4   | 1/27: Group project choices submitted |
| Week 3 - Mon, Feb-1 (TEAM)& Wed, Feb-3   | Situation Analysis / Team Meetings · Structure of a marketing situation analysis · Process for creating a situation analysis · Kicking off a marketing project / writing an engagement letter | · Read Online: Conducting a Situation Analysis. <http://srdc.msstate.edu/fop/levelone/trainarc/09fall/session5_garkovich_handoutb.pdf>   |  |
| Week 4 - Mon, Feb-8 (INST) & Wed, Feb-10  | Framing the Problem / Instructor Meetings · Framing a marketing problem · Setting SMART objectives · Key questions to address in setting marketing strategy   | · Read Online: Seven Key Questions of Marketing Strategy <https://www.thriveagency.com/news/5-important-questions-marketing-strategy/> | · Team Project Status Report  |
| Week 5 - Mon, Feb-15 (TEAM) & Wed, Feb 17  | Secondary Research / Team Meetings · Finding and using secondary sources · Using secondary sources to develop the situation analysis · Writing a secondary research memo  | · Read Online: Research using Secondary Data Sources; [http://www.steppingstones.ca/index.ph p?option=com\_content&view=article&id=](http://www.steppingstones.ca/index.php?option=com_content&view=article&id=64:secondary-research&catid=17:research)[64:secondary-](http://www.steppingstones.ca/index.php?option=com_content&view=article&id=64:secondary-research&catid=17:research)[research&catid=17:research](http://www.steppingstones.ca/index.php?option=com_content&view=article&id=64:secondary-research&catid=17:research) · Read Online: How Bad Research Undermines Your Business; [http://www.business2community.com/s trategy/bad-research-underminesbusiness-0940412](http://www.business2community.com/strategy/bad-research-undermines-business-0940412)  | · Exercise 1   |
| Week 6 - Mon, Feb-22 (INST) & Wed, Feb-24  | Planning Process / Instructor Meetings · Understanding the customer buying process · Using the buying process to generate profitable sales  | · Read Online: The consumer decision journey; [http://www.mckinsey.com/businessfunctions/marketing-and-sales/ourinsights/the-consumer-decision-journey](http://www.mckinsey.com/business-functions/marketing-and-sales/our-insights/the-consumer-decision-journey) · Read Online: Building the Machine; [http://www.forentrepreneurs.com/sales -marketing-machine/building-themachine/](http://www.forentrepreneurs.com/sales-marketing-machine/building-the-machine/)   | · Team Project Status Report  |
| Week 7 - Mon, Mar-1 (TEAM) & Wed, Mar-3  | Primary Research / Team Meetings · Designing primary research to drive development of your strategy · Choosing types of research · Planning and implementing customer interviews · How to avoid common pitfalls in primary research  | · Read online: [http://www.mymarketresearchmethods. com/an-overview-of-market-researchmethods/](http://www.mymarketresearchmethods.com/an-overview-of-market-research-methods/) · Read online: [http://mfishbein.com/theultimate-list-of-customer-developmentquestions/](http://mfishbein.com/the-ultimate-list-of-customer-development-questions/) · Read online: [http://giffconstable.com/2012/12/12tips-for-early-customer-developmentinterviews-revision-3/](http://giffconstable.com/2012/12/12-tips-for-early-customer-development-interviews-revision-3/)  · Read online: [http://jasonevanish.com/2013/08/11/9 5-ways-to-find-your-first-customers-forcustomer-development-or-your-firstsale/](http://jasonevanish.com/2013/08/11/95-ways-to-find-your-first-customers-for-customer-development-or-your-first-sale/) · WSJ: Focus Groups Fall Out of Favor [http://www.wsj.com/articles/focusgroups-fall-out-of-favor-1474250702](http://www.wsj.com/articles/focus-groups-fall-out-of-favor-1474250702)   | · Exercise 2  |
| Week 8 - Mon, Mar-8 (INST) & Wed, Mar-10  | Segmentation, Targeting, Positioning / Instructor Meetings · Fundamentals of segmentation, targeting, and positioning · Identifying customer segments · Choosing a target segment · Creating a positioning for the target segment as part of the strategy   | · Read Online: Segmentation, Targeting & Positioning. <https://www.smartinsights.com/digital-marketing-strategy/customer-segmentation-targeting/segmentation-targeting-and-positioning/>  | · Team Project Status Report  |
| Week 9 - Mon, Mar-22 (TEAM) & Wed, Mar-24  | Formulating Strategy / Team Meetings · Issues to consider when formulating customer value propositions to attract and retain customers · Making strategy about customers, not competitors · Benefits of approaches to retaining customers · Reasons to avoid creating customer loyalty programs  | Read online: Loyalty Programs!?! We Don’t Need No Stinkin’ Loyalty Programs!!! [http://customerthink.com/loyaltyprograms-we-don-t-need-no-stinkinloyalty-programs/](http://customerthink.com/loyalty-programs-we-don-t-need-no-stinkin-loyalty-programs/)  · Read online: How to Gain the Ultimate Competitive Advantage by Not Losing Customers; [https://blog.kissmetrics.com/ultimatecompetitive-advantage/](https://blog.kissmetrics.com/ultimate-competitive-advantage/) · Read Online: Strategy Is Not about the Competition [http://www.strategybusiness.com/blog/Strategy-Is-Notabout-the-Competition](http://www.strategy-business.com/blog/Strategy-Is-Not-about-the-Competition) · Breakthrough Marketing Plans: chapter 9  |   |
| Week 10 -Mon, Mar-29 (INST) & Wed, Mar-31  | Writing a Marketing Plan Instructor Meetings · Structuring a marketing plan for maximum persuasiveness · Elements of a marketing plan · Best practices in writing marketing plans  |  | · Team Project Status Report- Exercise 3  |
| Week 11 -Mon, Apr-5 (TEAM)& Wed, Apr-7  | Marketing Metrics / Team Meetings · Quantitatively measuring marketing plan · Developing marketing metrics · Calculating a marketing ROI  | · Read Online: Common Marketing Metrics. <https://www.entrepreneur.com/article/278758>· Read Online: Marketing ROI: From Art to Science [https://ideas.darden.virginia.edu/2016/](https://ideas.darden.virginia.edu/2016/11/marketing-roi-from-art-to-science/)[11/marketing-roi-from-art-to-science/](https://ideas.darden.virginia.edu/2016/11/marketing-roi-from-art-to-science/)  |   |
| Week 12 -Mon, Apr-12 (INST) & Wed, Apr-14 | Marketing Plan Implementation · Integrating tactics for implementing a marketing plan · Applying the GOST framework · The difference between strategy and tactics  | · Read Online: *How to Create a Tactical Implementation Plan*; <http://www.beyondlean.com/support-files/tactical-implementation-plans.pdf>· Read Online: The Difference between Strategy and Tactics; [http://www.webstrategist.com/blog/2013/01/14/thedifference-between-strategy-and-tactics/](http://www.web-strategist.com/blog/2013/01/14/the-difference-between-strategy-and-tactics/)  | · Team Project Status Report- Exercise 4  |
| Week 13 -Mon, Apr-19 (TEAM) & Wed, Apr-21  | Great Presentations and Marketing Success · Creating great presentations · Selling ideas through marketing plans · Using data visualization for persuasive impact · Achieving personal and professional success  | · Read Online: Why Most People's Charts & Graphs Look Like Crap; [http://blog.hubspot.com/marketing/dat a-visualization-mistakes](http://blog.hubspot.com/marketing/data-visualization-mistakes) · Read Online: This 10 Minute TED Talk by Bill Gates Will Teach You Everything You Need to Know About Presenting [http://www.inc.com/justin-bariso/this10-minute-ted-talk-by-bill-gates-willteach-you-everything-you-need-toknow.html](http://www.inc.com/justin-bariso/this-10-minute-ted-talk-by-bill-gates-will-teach-you-everything-you-need-to-know.html)  · View Online: Nancy Duarte: The secret structure of great talks [https://www.ted.com/talks/nancy\_duart e\_the\_secret\_structure\_of\_great\_talks](https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks) · Breakthrough Marketing Plans: chapter 8 |  |
| Week 14 -Mon, Apr-26 (INST) & Wed, Apr-28  | Bringing it All TogetherManaging a Consulting EngagementDeveloping and Implementing a Marketing Plan |  | · Team Project Status Report- Exercise 5 |
| Week 15 -Mon May-3 & Wed, May-5 | Final Presentations* Presentations to clients

  | Participation is only required for your group’s marketing presentation due to client confidentiality requirements. |  |

Readings key:

* Canvas: Found in a module on Canvas
* Read online: Click through the URL listed with the reading, if the URL doesn't work you can also Google the title of the reading
* WSJ: Wall Street Journal, subscription required, if you don't have a Wall Street Journal subscription, enter the title of the reading into the Google search bar, clicking through the link in the Google results will give you free access to the reading
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