



MARTIN V. SMITH
SCHOOL of
BUSINESS &
ECONOMICS

Strategic Marketing Management
BUS545

Instructor: Dr. Michael Prior Ph.D. Class: Wednesday: 6.30pm - 9.30 pm
Start: Wednesday 24 January, 2024

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Email: michael.prior@csuci.edu

Office Hours: Wednesdays 1.00pm – 2.00pm by appointment

COURSE TYPE:

This course rests on several integrated components; self-study and research, in-class lectures, online presentations and videos, student and professor interaction, business theory, models and concepts, practice and application. The majority of contact hours take place in a traditional classroom. Students will be provided with a recommended reading and video viewing list.

Description

The primary objective is to develop skills and gain experience in analyzing a business situation and then formulating, implementing, and monitoring marketing strategy in a competitive environment. This course focuses specifically on issues such as selecting segments in which to compete, developing meaningful points of differentiation and positioning statements, allocating resources, designing products, setting and managing prices, developing and managing distribution strategies and developing and managing promotional strategies. Analysis related to these topics will be carried out through cases, application of processes in discussion will be illustrated through the development of strategic marketing plan.

Questions we will address in this BUS545 course include: 1) How do managers develop a unique marketing strategy to improve business performance in the current dynamic business environment? 2) What can firms do to optimize their brand value, customer engagement and build a fan base? 3) What can individuals, owners and managers do to optimize their personal performance and organizational value?

"All journeys have secret destinations of which the traveler is unaware" (Martin Burber)

Course Outcomes:

Upon completion of this course, you will be able to;

1. Examine and evaluate marketing practices used by contemporary organizations through the lens of advanced marketing concepts
2. Research, analyze, interpret and visualize information to make data-informed marketing decisions (e.g. to identify and address consumer needs)
3. Develop, support or refute arguments by creating persuasive written, oral and visual communications to engage consumers.
4. Reflect on marketing and consumption practices in light of relevant context (e.g. political, social, historical, economic, cultural, environmental) and discuss ethical implications of marketing practices at the societal level.

Topics covered include:

- Characteristics of Innovative Marketing Organizations
- The Importance of an organization's Purpose, Vision and Values as a North Star for marketing
- How corporate culture impacts marketing performance
- Marketing department positioning within an organization
- Brand Value as an intangible asset
- The next generation of customer experience
- The importance of Trust and Authenticity
- Integrated marketing communications
- Organization and Customer Life Cycles
- Build a new community of ambassadors
- Customer acquisition and retention
- Develop your own marketing platform
- Marketing research
- Future market trends
- Trend Analysis: leverage Hard and Soft trends
- SWOT/TOWS strategic market analysis
- AI and Technology as a market intelligence tool
- The Fourth Industrial Revolution and its impact on marketing practices
- Integrating marketing concepts and models into high performance management plans
- Ethical Responsibility as a point of differentiation and customer value
- Left and right brain performance mindset

Course Article Reading and Video Viewing Materials (Required)

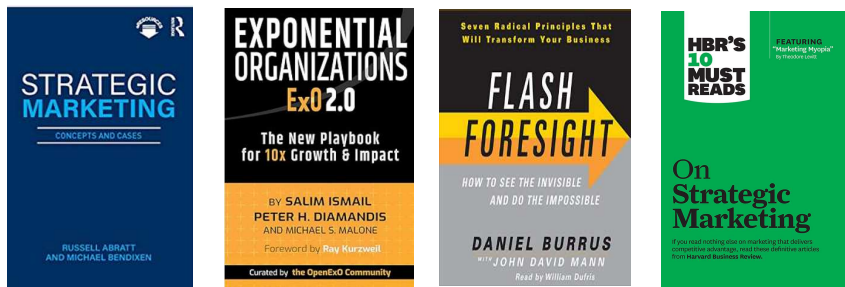
A selection of required weekly Articles and Videos has been selected to provide a broad array of diverse topics to reach into the theoretical, artistic, scientific, and practical nature of business. These materials are listed on pages 6 - 11 of the syllabus. Other relevant articles and videos will be added during the course.

The objective is for students to assimilate a diverse volume of information, critically analyze obvious and hidden connections, and create their own unique strategic value concepts from the subjects presented. Many of the readings and videos contain valuable sound bites. Students are encouraged to seek out the value in each and conduct further research in subjects that are of interest and value.

NO TEXTBOOK REQUIRED.

Suggested Optional Course Reading Materials (Not required)

1. *HBR's 10 Must Reads on Strategic Marketing* (with featured article "Marketing Myopia," by Theodore Levitt) by Harvard Business Review, Clayton M. Christensen, Theodore Levitt, Philip Kotler, Fred Reichheld
2. *Strategic Marketing: Concepts and Cases* 1st Edition by Russell Abratt, Michael Bendixen
3. Burrus, D. (2011) *Flash Foresight: How to See the Invisible and Do the Impossible*
4. Ismail, I. and Diamantis, P. (2023) *Exponential Organizations ExO2.0*



ASSESSMENT AND GRADING:

Assessment in this course is based on multiple elements. Each form of assessment addresses different (sometimes multiple) learning outcomes and each form of assessment may require a different set of knowledge, skills and abilities:

Attendance:

The first class is MANDATORY. Students must attend the first class. A great deal of information about the requirements of this course, the evaluation process and any updated information will be discussed on this day. Student participation including attendance is essential for effective learning. Failure to attend all classes may negatively affect your grade. To pass the class, students can miss no more than two class meetings. Students are expected to attend each class meeting, coming prepared to discuss course materials and assignments. Active participation is strongly encouraged in the classroom. Grades are affected by attendance and by the quality of participation.

Attendance at the first class meeting is mandatory unless properly excused by the class instructor. Students who do not attend the first class meeting of a course for which they are registered may be dropped from the course by the academic program that offers the course. It remains the student's responsibility to verify course drop dates to avoid academic and financial penalties.

Students may miss a maximum of two weekly class meetings. Attendance of less than 75% will be considered as insufficient. Failure to meet the individual course attendance requirements may result in a grade of F. When possible, students also must provide advance notice of absences, as well as relevant documentation regarding absences, to the instructor as soon as possible following the illness or event that led to the absence. Any arrangement to make up work because of class absence is the responsibility of the student to contact the course instructor.

Details on grading standards for each form of assessment can be obtained from the following grading rubric:

	Student Achievement			
	Below Average	Average	Above Average	Outstanding
Class Participation	Students do not participate actively in class, and even when directed do not contribute to class substantively. The grade percentage range for this level is below 69.9%	Students are largely passive during the class, but do provide informed responses to questions when asked. Alternatively, students are pro-active, but do not provide contributions of essential value. The grade percentage range for this level is 70-79.9%	Students speak frequently during the class without the need for the instructor to stimulate their participation. Their contributions are of acceptable value, but largely generic. The grade percentage range for this level is 80-89.9%	Students are very active during the class. They ask questions or make comments that help clarify and synthesize discussion, relate their ideas or experiences to the topic at hand, contribute examples that are relevant, acknowledge and extend the ideas of others and relate content from class materials, readings and experiences to the discussions. The grade percentage range for this level is 90-100%

Assignments / Papers / Presentations:

	Student Achievement			
	Below Average	Average	Above Average	Outstanding
Assignment / Papers	<p>Students do not follow the instructions for the assignment and/or are not sufficiently capable of presenting their ideas in a concise, coherent, relevant and insightful manner.</p> <p>The grade percentage range for this level is below 69.9%</p>	<p>Students largely follow the instructions for the assignment. Their comprehension of the assignment is not complete. Their work shows considerable room for improvement concerning coherence, conciseness, relevance, and insightfulness.</p> <p>The grade percentage range for this level is 70-79.9%</p>	<p>Students closely follow the instructions for the assignment. They demonstrate comprehension of the assignment. Their work shows some room for improvement concerning coherence, conciseness, relevance and insightfulness.</p> <p>The grade percentage range for this level is 80-89.9%</p>	<p>Students closely follow the instructions for the assignment. They not only clearly demonstrate comprehension of the assignment, but they also display flawless coherence, conciseness, relevance and insightfulness.</p> <p>The grade percentage range for this level is 90-100%</p>
Presentation	<p>Students do not sufficiently follow the instructions for the presentation and/or are not or not sufficiently capable of describing the concept at hand in a concise, relevant, rigorous and coherent manner. There is limited or insufficient use of the knowledge base from the course.</p> <p>The grade percentage range for this level is below 69.9%</p>	<p>Students closely follow the instructions for the final presentation. Their comprehension of the concept at hand is not complete, and they fail to critically evaluate it. Slides lack clarity and/or oral presentation shows considerable room for improvement. There is somewhat limited or insufficient use of the knowledge base from the course.</p> <p>The grade percentage range for this level is 70-79.9%</p>	<p>Students closely follow the final presentation for this assignment. They demonstrate deep comprehension of the concept at hand but fail to fully evaluate it in a structured and critical manner. There's some lack of clarity in the slides and and/or some room for improvement of the oral presentation. There is good, but not perfect use of the knowledge base from the course.</p> <p>The grade percentage range for this level is 80-89.9%</p>	<p>Students closely follow the instructions for this assignment. They not only clearly demonstrate comprehension of the concept at hand but are also capable of critically evaluating it. Their slides and their oral presentation have definite clarity. There is good, close to perfect use of the knowledge base from the course.</p> <p>The grade percentage range for this level is 90-100%</p>

Week	Wed	Optional Text Readings	BUS545 Strategic Marketing Topics and Activities Michael Prior Ph.D. (2024)	Required Weekly Assignments Articles (Google) Videos (YouTube)
1	1/24	Chapter 1 Abratt Strategic Marketing	Course Overview What is Marketing Principals of Modern Marketing	Form Groups Company Selection for Group Project
2	1/31	Chapter 2 Abratt HBR Page 1 - 14	Marketing & Industry 4.0 Importance of the Human Touch Aligning Organization with a Customer Centric Corporate Culture	Group Presentations Simon Sinek - Be a infinite player - one of the best speeches ever by Simon Sinek - Wake up motivation (2017) YouTube <i>Customer experience in 2030: This is how it looks - LinkedIn (2018)</i> <i>Customer Centricity – Porsche Consulting</i>
3	2/7	Chapter 5 Abratt HBR Page 29 -56	Customer Market Segments Implications of the Life Cycle Model Importance of Authenticity & Trust Buyer Persona Canvas	Group Presentations Simon Sinek - Understanding Empathy (YouTube) We've stopped trusting institutions and started trusting strangers (2016) (YouTube) <i>21 Examples of Successful Co- Branding Partnerships (And Why They're So Effective) (01 Sept, 2020)</i>

4	2/14	Chapter 3 Abratt HBR Page 15 -28	Internal / External Models Futurist Mindset Brand Positioning and Value Perceptual Brand Mapping Lifestyle Branding	<p>Group Presentations</p> <p><i>Top Branding Trends Businesses Should Follow in 2020</i></p> <p><i>Article: Square One - Porsche Consulting (2020)</i></p> <p>Big Idea Thinking - Think Like Tony Stark, Supergenius Futurist (YouTube)</p> <p>Lifestyle Branding: What Is It and Tips for Powerful Strategy To Use Right Now (2023)</p> <p>Buyer Persona Canvas Due</p>
5	2/21	Chapter 4 Abratt HBR Page 57 -76	Global Trends Hard and Soft Trends CSR Strategy CSR Model and Project Plan Can redesigning aeroplanes save the planet? - BBC Reel (2021) Taylor Guitars "The State of Ebony" - Guitar Wood - Bob Taylor Video	<p>Group Presentations</p> <p>The social responsibility of business / Alex Edmans / TEDx London (2015) (YouTube)</p> <p>Triple bottom line (3 Pillars) sustainability in business. (YouTube)</p> <p>Luxury and Sustainability New purpose for beloved brands (2023)</p> <p><i>Shifting Perspectives – Porsche Consulting</i></p> <p>Internal/External Models Due</p>

6	2/28	Chapter 6 Abratt HBR Page 77 -96	Buyer Behavior Models Customer Experience Customers Psychographics Agile Marketing	<p>Group Presentations</p> <p><i>Experience Excellence – Porsche Consulting</i></p> <p>What is psychographic segmentation? A beginner's guide</p> <p><i>9 Mind-Bending Ways to Use Psychographics in Your Marketing (2018)</i></p> <p><i>Decoupling Effect of Digital Disruptors (HBR) (2014) PDF</i></p> <p><i>Amazon adapted its business model to India (2016)</i></p> <p><i>Psychographics and personas: how to get to the truth about why people buy (2019)</i></p>
7	3/6	HBR Page 97 -112	Product and Service Decisions Marketing Mix 7 "P" s Pricing Strategy Marketing Sales Funnel Brand Story	<p>Group Presentations</p> <p><i>10 Killer Movie Marketing Campaigns (2019)</i></p> <p><i>7 Ways to Build Brand Trust Through Marketing - Ignite Visibility (2019)</i></p> <p><i>New science of customer emotions (HBR)</i></p>

8	3/13	HBR Page 113 -132	<p>Rethinking Ethics from a Marketing Perspective</p> <p>Class Discussion</p> <p>Omni Channel Design</p> <p>Experience Marketing</p> <p>Logo and Tagline</p>	<p>Group Presentations</p> <p><i>The five trademarks of agile organizations McKinsey</i></p> <p><i>The Secret of Love – Porsche Consulting (2021)</i></p> <p>How to build a business that lasts 100 years Martin Reeves 2016 (YouTube)</p> <p><i>The three building blocks of successful customer-experience transformations (2020)</i></p> <p><i>All Read</i> <i>Ethical Branding: A Guide For Creating More Ethical Brands (The Branding Journal)</i></p>
	3/20		<p>SPRING BREAK</p>	<p>Cross Industry Innovation -Tedx</p> <p>Extreme Marketing / 4 Extreme Content. Navigate Video</p>

9	3/27	HBR Page 151 - 170	<p>Humanize Customer Engagement</p> <p>Design Thinking</p> <p>Customer Experience Customer Journey Map</p> <p>Extreme Marketing</p>	<p>Group Presentations</p> <p><i>Beyond the Product – Porsche Consulting</i></p> <p><i>Five ways the Internet of Things is transforming businesses today (2018)</i></p> <p><i>Why Hyper-Personalization is The Future of Marketing (and how to do it) (2019)</i></p> <p><i>The 6 Customer Experience (CX) Trends Every Company Must Get Ready For Now (2019)</i></p> <p>Paper Due <i>Ethical Branding: A Guide For Creating More Ethical Brands (The Branding Journal)</i></p>
10	4/3	HBR Page 171 - 193	<p>Customer Relationship Management CRM vs SCRM</p> <p>Trust and Authenticity</p> <p>The Future of Marketing From Brands to Platforms</p> <p>Digital Platform</p> <p>The Secret Behind Billion-Dollar Companies Exponential Organizations 2.0 (YouTube)</p>	<p>Group Presentations</p> <p>The Art of Building Customer Ecosystems (2020) Porsche Consulting</p> <p><i>Capitalism switches from linear to exponential growth – Paris Innovation Review 2017</i></p> <p><i>(Present your top 5 from article)</i></p> <p><i>10 Awesome Global Marketing Strategies for Companies</i></p> <p>Rachel Botsman: The currency of the new economy is trust (YouTube)</p> <p>Customer Journey Map</p>

11	4/10	HBR Page 133 - 150	Trend Analysis Marketing Research SWOT / TOWS / CSF	<p>Group Presentations</p> <p><i>Omnichannel Marketing Strategy: How to Leverage For Better Retail CX (2019)</i></p> <p><i>Growth story: how Gusto has scaled into a unicorn-sized HR platform. (2017) medium.com</i></p> <p><i>The 2100 Pendulum - a much needed new story for our confusing times (2016)</i></p>
12	4/17		<p>Developing a Competitive Advantage</p> <p>Strategic Marketing Actions</p> <p>Create a Breakthrough Strategy Framework / Action Plan</p>	<p>Group Presentation</p> <p>Shift from a siloed to an adaptable organization (2019) (YouTube)</p> <p>Digital Transformation: Future Scenarios 2030 Deloitte (2018) (YouTube)</p> <p><i>13 Businesses With Brilliant Global Marketing Strategies</i></p>
13	4/24		<p>Strategic Action Plan Canvas Review</p> <p>Project Timeline Gantt Chart</p> <p>Press Release</p>	<p>Group Presentation</p> <p><i>The future of marketing and advertising in 2030</i></p> <p><i>Customer experience in 2030: This is how it looks</i></p> <p><i>What Will Work Look Like in 2030? - Strategy+Business</i></p>

14	5/1	Zoom	Press Release Review Evaluation and Control What is the Future of Marketing	Group Presentation <i>Why Experiential Marketing is a Must in 2020.</i> <i>2020 Trends in Experiential Marketing. 12 Predictions for the year ahead (2019)</i> Simon Sinek: Why Leaders Eat Last (YouTube)
15	5/8	Zoom	Group Project Presentation	Group Paper Presentation Group Paper Due
16	5/15	Finals Week	Group Simulation Presentation	Simulation 5/8 – 5/15

Note: All course requirements, content, course grading standards and due dates for assignments, are subject to change at the discretion of the course professor

Weekly Class Power Points

It is highly recommended that students review the PowerPoint deck from each class. The slides in each deck provide both information and marketing models that relates directly to the learning outcomes for this class.

DESCRIPTION OF ACTIVITIES:

1. Weekly In-Class Discussions / Class Attendance (10 Grade Points)

Students are expected to attend each class and initiate and respond to questions in class as well as interact in the flow of in-class discussions and/or in-class course and group application exercises.

2. Readings & Videos

Students are to read in advance any weekly assigned articles. Read and watch a "selection" of the articles and video's related to the topic of each class and arrive in class prepared to discuss these during the class. Many of the readings and videos are sound bites. Students are encouraged to seek out the value in each and conduct further research in subjects that are of interest.

3. Article Presentations (10 Points)

Note: This is an Individual Presentation Grade - Individual group members Must present at least twice in the course

During the course each group will be allocated a minimum of two review projects. Each review will focus on the group members "interpretation" of business concepts, theory and marketing management that are expressed in the article or video. This is a 10 minute presentation. This exercise is designed to develop your presentation and interpretation skills.

I am interested in what your group members think - not the author's thoughts.

For each article or case study group's will address;

- (1) very brief background
- (2) key industry / company / customer issues
- (3) why this article is important to Marketing Management
- (4) what Ideas or Key Concept will you take away from the case study / article
- (5) how have you seen the concepts applied in other companies or industries, with what results.
- (6) how can you apply the concepts in this article / video to your group project

This exercise will help develop group members personal skill set in relating concepts and ideas directly to an organization within a specific industry context and operating environment. The group's class presentation will be no longer than 15 minutes.

4. Buyer Persona Canvas (10 Grade Points) (Week 4)

Each Student is to develop their own Buyer DNA Persona Canvas for a company of their choice or their group company. All boxes to be completed. A Buyer DNA Canvas outline is loaded on the Modules tab on Canvas.

5. Internal/External Models (10 Points) (Week 5)

Each student will complete and upload the internal VRIO model and external Five Forces and General Environment models as they relate to their group project company. Models are located on the Modules tab.

6. Ethical Marketing Review Paper (10 Points) (Week 9)

Each student will read the following article:

Ethical Branding: A Guide For Creating More Ethical Brands (The Branding Journal) (Google).

Students will write a review of 4 full pages, double spaced, of the article with their thoughts on the subjects and topics presented. This exercise is to develop the student's own personal interpretation skills. I am interested in your interpretation of the article content, which will include: (a) what key ideas or concepts will you take away from the article, (b) how will you apply the concepts in your group or work environment, (c) how have you seen the concepts applied in a business and/or retail environment, and with what results. Include an introduction and conclusions section.

7. Customer Experience Journey Map (10 Grade Points) (Week 10)

Each Student is to develop their own Customer Experience Journey Map for a company of their choice.

The company selected must have some existing customer experience issues. All boxes to be completed.

A PDF File outline for a Customer Experience Journey Map is loaded on the Pages tab on Canvas.

8. Group Marketing Project Paper (20 Points) (Week 15)

Each group will review and analyze a public or private company of their choice. The professor will approve the each group's choice of a company. The group will work together to develop and present a paper detailing new high performance marketing recommendations for the company. The recommendations will be based on the step by step class content presented each week. A 15 page paper and a PowerPoint presentation will be required for this section of the class. The paper will be double spaced in 11 or 12 font, APA style. Each group member is expected to present part of the PowerPoint presentation. Students in each group will use critical thinking and reputable sources to develop their conclusions and high-performance marketing plan recommendations. It is expected that group members meet independently to discuss the paper content and format, and the PowerPoint presentation.

Appendix -A minimum of 15 distinct reference sources are required along with TOWS, BOS Canvas, Buyer Persona Canvas, CSR, CJM, Logo and Tagline, Brand Storyboard, Press Release.

9. Group Project Presentations (10 Points) (Week 15)

Group project PowerPoint presentation. Total maximum time allocated 20 minutes. Presentations will follow the group paper outline headings.

10. Final Practical Exam - Consulting Simulation (10 Points) (Week 15 & 16)

Groups will undertake a simulated consulting exercise during week 15. Each group will use critical thinking to analyze a case and company. Each group is required to make new marketing recommendations to improve the organization's performance. A maximum 20 minute PowerPoint presentation will be due Week 16. Members of each group will integrate theory, concepts, and models from the class and use critical thinking to develop their key recommendations.

GRADING:

Grades are non-negotiable! If there seems to be an error (e.g. missed a part in an exam or make a mistake calculating) let me know.

Deadlines are non-negotiable! If a submission is late it is an automatic 0 point (though you may be able to make up for it through other assignments).

To earn a B grade, all work must follow assignment directions and be completed as scheduled, be insightful and of high quality. Written and oral expression (class presentations) must demonstrate attention to professional style, structure, and presentation, as well as content.

To earn an A grade, work must be clearly superior. A superior grade will normally require a substantial investment of time and energy.

Assessment in this course is based on multiple elements. Each form of assessment addresses different (sometimes multiple) learning outcomes and each form of assessment may require a different set of knowledge, skills and abilities.

Students are responsible for keeping track of their grades on Canvas. Grades will NOT be rounded up or down. Grading in this class will be based on the following elements and the grading scale provided below:

Percentage	Grade
>94%	A
90% to 93%	A-
87% to 89%	B+
84% to 86%	B
80% to 83%	B-
77% to 79%	C+
74% to 76%	C
70% to 73%	C-
67% to 69%	D+
64% to 66%	D
60% to 63%	D-
<60%	F

BUS545 Class Activity	Points
Class Attendance & Class Participation	10
Buyer Persona Canvas (Week 4)	10
Internal and External Models (Week 5)	10
Ethical Marketing Review (Week 9)	10
Customer Experience Journey Map (Week 10)	10
Class Presentation - Articles / Videos	10
Group Projects	
Project Paper (Week 15)	20
Project Presentation (Week 15)	10
Consulting Simulation & Presentation (Week 15 & 16)	10
Total Possible Points	100

NOTE: Late Assignments

Late assignments will not be accepted without prior approval and will result in a 10% reduction in grade points. In fairness to all students, papers received more than one week late and not turned in by the due date/time will receive a **Zero Grade**.

Course Assignments

Course assignments are subject to change at the professor's discretion.

Writing Style Format - APA (American Psychological Association)

All papers will be written APA style (A-Z), Double Spaced, 11 or 12 font.

The APA style items that must be included in papers in this class are the heading level format, citations within the text, and the appendix reference list. Below are the five levels of division for headings.

Level One Heading

Level Two Heading

Level three heading.

Level four heading.

Level five heading.

Level One Heading (centered, bold, upper and lowercase)

Level Two Heading (flush left, bold, upper and lowercase)

Level three heading. (indented, bold, upper and lower case, text follows immediately after the period)

Level four heading. (indented, bold, italicized, lowercase except first letter and proper nouns, ends with a period, text follows immediately after the period)

Level five heading. (indented, italicized, lowercase except first letter and proper nouns, ends with a period, text follows immediately after the period.)

Classroom Behavior

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and / or removal from class.

DISCLAIMER:

This syllabus may change from time to time to accommodate changing circumstances. Every effort will be made to alert students to changes that occur in a timely manner.

CSUCI Policy and Resources

Class Recording Policy

Students may not record (audio or video) in this class except in accordance with approved ADA accommodations.

Any recordings made in connection with a disability accommodation are for the student's personal academic use only and may not be distributed in any manner to any other individual. CFA additional note to faculty: You may feel otherwise and take a different position. In fairness, your students should understand and know your position, as they may be recorded if someone else allows them to record a class session.

Resources for Students of All Abilities

If you are a student with a disability requesting reasonable accommodations in this course, please visit Disability Accommodations and Support Services (DASS) located on the second floor of Arroyo Hall or call 805-437-3331. All requests for reasonable accommodations require registration with DASS in advance of needed services. You can apply for DASS services. Faculty, students, and DASS will work together regarding classroom accommodations. You are encouraged to discuss approved accommodations with your faculty.

Campus Public Health Requirements

County Department of Public Health to promote safety during the COVID-19 pandemic for CSUCI students, employees, and visitors on the campus, to help prevent and protect themselves and others from the spread of the virus. Students are required to adhere to all health and safety requirements outlined on the University's website

regarding COVID-19, including wearing masks properly during each class session. Failure to do so may result in removal from the classroom and, in keeping with CSU policy, the student may also be denied access to campus/programs

Students with Disabilities

Students with disabilities who identify themselves to the instructor and the University will receive reasonable accommodation for learning and evaluation. For more information, contact the Disability Accommodation Coordinator, ext. 8528.

Academic Integrity

All work that students submit as their own work must, in fact, *be* their own work. For example, if a paper presents ideas of others, it must clearly indicate the source. Word-for-word language taken from other sources – books, papers, web sites, people, etc. – must be placed in quotation marks and the source identified. Likewise, work on tests and exams must be the student’s own work, not copied or taken from other students’ work, and students must comply with instructions regarding use of books, notes, and other materials.

In accordance with CSU Channel Islands policy on academic dishonesty, students in this course who submit the work of others as their own (plagiarize), cheat on tests and examinations, help other students cheat or plagiarize, or commit other acts of academic dishonesty will receive appropriate academic penalties, up to and including failing the course.

Classroom Behavior

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and / or removal from class.

California Department of Public Health and Ventura County Department of Public Health

CSUCI is following guidelines from the California Department of Public Health and Ventura County Department of Public Health to promote safety during the COVID-19 pandemic for CSUCI students, employees, and visitors on the campus, to help prevent and protect oneself and others from the spread of the virus. Students are required to adhere to all health and safety requirements outlined on the University’s website regarding COVID-19. Failure to do so may result in removal from the classroom and, in keeping with CSU policy, the student may also be denied access to campus/programs.

Civil Discourse

All students, staff, and faculty on our campus are expected to join in making our campus a safe space for communication and civil discourse. If you are experiencing discomfort related to the language you are hearing or seeing on campus (in or out of classes), please talk with a trusted faculty or staff member. Similarly, please consider whether the language that you are using (in person or on Canvas) respects the rights of others to “engage in informed discourse and express a diversity of opinions freely and in a civil manner” (language from Academic Senate Resolution SR 16-01, Commitment to Equity, Inclusion, and Civil Discourse within our Diverse Campus Community).

In addition, students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action. Students that disrupt this course may receive a verbal and written warning from the instructor, they may be excused from the class for the day, they may be excused from the class for up to one class period, and/or they may be referred to the Dean of Students office for further review and possible disciplinary action.”

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County Department of Public Health to promote safety during the COVID-19 pandemic for CSUCI students, employees, and visitors on the campus, to help prevent and protect themselves and others from the spread of the virus. Students are required to adhere to all health and safety requirements outlined on the University's website regarding COVID-19, including wearing masks properly during each class session. Failure to do so may result in removal from the classroom and, in keeping with CSU policy, the student may also be denied access to campus/programs.

Academic Dishonesty

By enrolling at CSU Channel Islands, students are responsible for upholding the University's policies and the Student Conduct Code. Academic integrity and scholarship are values of the institution that ensure respect for the academic reputation of the University, students, faculty, and staff. Cheating, plagiarism, unauthorized collaboration with another student, knowingly furnishing false information to the University, buying, selling, or stealing any material for an examination, or substituting for another person may be considered violations of the Student Conduct Code. If a student is found responsible for committing an act of academic dishonesty in this course, the student may receive academic penalties including a failing grade on an assignment or in the course, and a disciplinary referral will be made and submitted to the Dean of Students office. For additional information, please refer to [CSUCI's Academic Dishonesty Policy](#).

Additional Student Resources

Emergency Intervention and Basic Needs

If you or someone you know is experiencing unforeseen or catastrophic financial issues, skipping meals, or experiencing homelessness/housing insecurity (e.g. sleeping in a car, couch surfing, staying with friends), please know that you are not alone. There are resources on campus that may assist you during this time. The Dolphin Pantry is currently located in Arroyo Hall and offers free food, toiletries, and basic necessities for current CI students. For additional assistance, please contact the Dean of Students office at (805) 437-8512 or visit Bell Tower 2565. Please visit the website for the most up-to-date information on the Basic Needs Program at CI: <https://www.csuci.edu/basicneeds/>.

Counseling and Psychological Services (CAPS)

CAPS is pleased to provide a wide range of services to assist students in achieving their academic and personal goals. Services include confidential short-term counseling, crisis intervention, psychiatric consultation, and 24/7 phone and text support. CAPS is located in Bell Tower East, 1867, and can be reached at 805-437-2088 (select option 2 on voicemail for 24/7 crisis support; or text "Hello" to 741741); you can also email us at caps@csuci.edu or visit our website at <https://www.csuci.edu/caps>.

Writing & Multiliteracy Center

The Writing and Multiliteracy Center (WMC) provides all CI students with FREE online support services and programs that help them become more effective writers and communicators. WMC peer consultants help students at any stage of the composition process in any discipline for writing or speaking (such as online slideshow presentations). Students are also welcome to bring in other types of non-academic or creative work. WMC professional consultants are CI faculty who can help students working on graduate-level writing or personal and research statements required for graduate school applications. WMC tutors can also help those who want to talk about or wish to learn new skills in speaking in academic or online contexts. Students can drop in for a 30 min tutorial session or ask for one-hour sessions for longer projects. Make an appointment by visiting <http://www.csuci.edu/wmc>.

Title IX and Inclusion

Title IX & Inclusion manages the University's equal opportunity compliance, including the areas of affirmative action and Title IX. Title IX & Inclusion also oversees the campus' response to the University's nondiscrimination policies. CSU Channel Islands prohibits discrimination and harassment of any kind on the basis of a protected status (i.e., age, disability, gender, genetic information, gender identity, gender expression, marital status, medical condition, nationality, race or ethnicity, religion or religious creed, sexual orientation, and Veteran or Military Status). This prohibition on harassment includes sexual harassment, as well as sexual misconduct, dating

and domestic violence, and stalking. For more information regarding CSU Channel Islands' commitment to diversity and inclusion or to report a potential violation, please contact Title IX & Inclusion at 805.437.2077 or visit <https://www.csuci.edu/titleix/>.

Preferred Pronouns

Students have the option to update their chosen/preferred name, pronouns, and gender identity through their myCI portal, within CI Records. Additionally, students may request to change their email address to match their chosen name. Click the menu items below for more details. Visit the [Registrar's Gender Identity and Pronouns](#) page for instructions.

Campus Tutoring Services

You are encouraged to make early and regular use of campus tutors and/or peer-led study groups. For campus tutoring locations, subjects and hours, go to: <http://go.csuci.edu/tutoring>.

Digitally Accessible Course Materials--ALLY

CSUCI is committed to providing you with the best learning experience possible. With this goal, we have activated ALLY in your Canvas courses. ALLY is a product that focuses on making digital course content more accessible to all students. You will now be able to download most course files in the format that fits best with your learning needs; PDF, HTML, .EPUB and Audio files are now available for most content items. To learn more about formats available as well as what each format offers visit Ally Support. Should you have any questions or experience issues while using ALLY, please contact [ITS Solution Center](#) at (805) 437-8552.

DISCLAIMER:

This syllabus may change from time to time to accommodate changing circumstances. Every effort will be made to alert students to changes that occur in a timely manner.

APPENDIX

BUS545 Group Marketing Plan - Structure

- a) Cover Page
- b) Contents Page

1. Executive Summary

Overview of entire paper - background, issues, trends, market analysis, recommendations etc.
Include all Key aspects in the marketing plan and how your recommendations will add value.

2. Situational Analysis

- a) Internal - organizational environment
- b) Customer Environment include pain points and issues
- c) External - industry & competitor environment - substitutes and new entrants. Market trends
- d) Expert Opinions for Industry and Company.

3. SWOT / TOWS

Discuss SWOT and TOWS Matrix findings. Identify 3 findings that surprised you.
Identify 5 Critical Success Factors - CSF (These are the top 5 company strategic objectives)

4. Develop Marketing Action Points

BOS Framework – discuss most important Eliminate, Reduce, Raise and Create action.
BOS Canvas – identify the Action Points that address each of the key 5 strategic CSF

5. Exponential Marketing Strategy / Unique Digital Marketing Platform

Discuss your plan for exponential growth within your project company. Describe your "platform" to Scale the business, extend your Market Reach, and Add New Value to a new customer base and your brand

6. Brand Overview

- a) Discuss Primary and Secondary customer target market segments
- b) Describe Branding Strategy - including New Logo and Tagline
- c) Describe New Brand Promise and an example of how you will deliver it.

7. Integrated Marketing Mix

- a) Briefly Outline your "marketing mix" strategy using the 7 P's
- b) How will you integrate a customer *omnichannel* design experience into your marketing strategy.

8. Marketing Implementation

- a) List 3 Action Plans from BOS Framework each with One Objective & Measurable KPI Goal
- b) Identify how each of your 3 Action Plans will "Add Value" within your Customer Journey
- c) Describe the Key Resources required for your overall Action Plan

9. Evaluation and Control

- a) Describe Formal Controls & Informal Controls
- b) Create a Marketing Project Roadmap Chart. Include Content, Digital, Branding, Experience

10. Future Scenarios

- a) Envision and list 5 changes in your future operating environment over the next 10 years.
- b) Under each one, describe future marketing actions to counter each changes

11. Conclusions / Summary

Overview of issues, trends and your recommendations. From your analysis-what surprised you.
How will your recommendations scale the business and increase marketreach
Describe how your actions will add value, reposition the company, access new customer-communities, and deliver new experiences.

Identify resources required, risk factors and future outlook for your industry.
Future research required.

Appendix - References (15). Customer Experience Journey Map, Buyer Persona Canvas, Logo and Tagline, Brand Storyboard, Press Release, TOWS matrix and BOS Canvas.