

Syllabus for the Marketing Module for the Engineering Enterprise Program

A goal of this module is to help students in the Engineering Enterprise program think about integrated marketing planning. As a result, a central component of the marketing module for the Engineering Enterprise program is an experiential exercise that is created by using the Brands™ marketing simulation game. The purpose of this game is provide a planning experience in a decision environment that many engineering students may not have experienced, a confusing environment where decisions must be made with fragmentary information. The game was created by Randall G. Chapman. Students are encouraged to read information (including FAQs) that Chapman provides at:

<http://www.chapmanrg.com/BRANDS/HOMEPAGE.HTM>.

Because marketing planning will be the focus of the course, students should peruse some real business plans (marketing planning is a central focus on any business plan) at <http://www.bplans.com>.

Grading:

Performance score in Brands™ game	50
Class participation	50
Examination	50
Abbreviated marketing plan based on students' enterprises	100
Abbreviated marketing plan based on Brands™ game	<u>100</u>
Total	350

The performance score in the game is called "overall grade" in the game administrator's report. Because the playing of the game and the writing of the abbreviated marketing plan will be based on groups, groups are given the opportunity to modify an individual group member's grade based on the group's evaluation of that member's contribution.

The evaluation system must explain how the instructor should evaluate the contribution of individual group members to the group's scores. How this is done can be left entirely to each group, with the following requirements. First, the system must result in the average scores for the group which are

equal to the group's scores. For example, the system could be that the group scores for performance and on the plan are the same for all group members. This might reward slackers and punish hard workers. As another example, suppose that a group (Alice, Bob, Carol, and Dave) agreed to a system which resulted in a "percentage effort" measure for each person in the group and that an individual's score should reflect the greater or lesser effort. Further suppose that the result was as follows. Alice = 30%, Bob = 25%, Carol = 27%, and Dave = 18%. Finally, suppose that the performance score was 44 points and the grade on the plan was 64. Then Alice's performance score and plan grade might be calculated as follows: $(0.30/0.25)*44 = 52.8$ for the performance score and $(0.30/0.25)*64 = 76.8$ for the plan. The scores for Bob, Carol, and Dave would be: 44.0, 64.0; 47.52, 69.12; 31.68, 46.08. Note that $(52.8 + 44.0 + 47.52 + 31.68)/4 = 44 =$ the group's performance score and that $(76.8 + 64.0 + 69.12 + 46.08)/4 = 64 =$ the group's plan score. In this system, Alice was given more than the total possible number of points for performance (52.8 versus 50). In contrast, Dave received only 31.68 points for performance, which is a 'D' even though the group performance score was a 'B'. So students should carefully think about how they want to do self-evaluations. Groups might also decide that only a portion of the group grade is affected by the evaluation system. To illustrate, from the example given above, let's assume that the group decided that only 20% of the group's grade would be affected by the evaluation system. In that case, Alice's performance score would be $(.8)(44) + (.2)(52.8) = 47.76$.

One evaluation system that has been used in the past uses a five point scale to rate each team member (students need to specify if a team member evaluates him/herself). The criteria are (1) on time for all group meetings, (2) helped keep group cohesive, (3) number of useful ideas contributed, (4) quantity of work done, and (5) quality of work done. An appropriate scale could be developed (e.g., 1 = weak, 5 = excellent) and each team member's score could be used like the "percentage effort" example given above.

Schedule

Session	Material Covered	Brands™ Game Assignment
1-16	Notes for hour 1	None
1-23	Notes for hour 2	None
1-30	Notes for hour 3	Assign teams
2-6	Notes for hour 4	Hand out first quarter financials and disks
2-13	Notes for hour 5	Questions about disks. Disks are returned to instructor.
2-20	Notes for hour 6	Disks are returned to students with 2 nd quarter results and research reports #21, #41, and
#47		
2-27	Notes for hour 7	Entertain questions about the game
3-13	Notes for hour 8	3 rd quarter results returned ¹ Conduct mid-course evaluation
3-20	Notes for hour 9	4 th quarter results returned
3-27	Notes for hour 10	5 th quarter results returned
4-3	Notes for hour 11	Abbreviated plans due
4-10	Notes for hour 12	Meet with students about their enterprise plan
4-17	Notes for hour 13	Meet with students about their enterprise plans
4-24	Notes for hour 14	Student presentations of their strategies.
4-31	Notes for hour 15	Enterprise plan is due at a time set by
		the instructor. Examination.

¹ The instructor will need to set a schedule so that students have time to make decisions for the 3rd and subsequent quarters, get the disks to the instructor so the game can be run, and then get the results back to the students by the date indicated. The instructor should also set up times outside of class during the running of the game so students can ask questions about the game and marketing strategies.

The abbreviated marketing plans should include the following elements, each of which will be graded as indicated below.

The plan must be typed and double-spaced. The marketing plan should explain *what* the company will accomplish, *how* these accomplishments will be achieved, and *why* the plan is sound and realistic. Specifically you should address these points:

1. Goals (20 points). What goals do you have and how do these goals fit into a one to five year vision for where the company is headed? The goals should be as specific as possible, measurable, and competitive. For example, a goal “to increase sales next year” lacks specificity. How much should sales increase? In what market segments? Similarly, a goal “to sell the best product” lacks measurability. What is meant by “best”? Finally, the goals should be competitive ones. For example, a goal “to lose another ten million dollars” is not competitive. It is likely that there will be a variety of goals that your company has. You should explain how these goals are related. In addition, because some goals may be in conflict with each other, you should explain the trade-offs among these goals.
2. SWOT Analysis (25 points). List the strengths, weaknesses, opportunities, and threats that exist in the chosen market segment. Use information to support this SWOT analysis. Also, as part of the SWOT analysis, you should make it clear why the market segment which you have chosen is the most important one for the success of your firm.
3. Marketing strategy and marketing mix (25 points). What marketing mix do you suggest and how is this marketing mix likely to result in the realization of your goals?
4. Budget (20 points). You must include a budget for the next quarter for the market segment you have chosen. The main purpose of the budget is to show that your company can realistically afford to do the things that you are planning.
5. Presentation (10 points). Your plan should be readable, clear, and well organized. Correct grammar and spelling are expected. The paper should flow logically; headings usually help readers understand the flow. Any exhibits, graphs, or charts must be properly labeled and referred to in the body of the plan. They should also be useful.