



Department of Marketing, Entrepreneurship, Hospitality, and Tourism  
University of North Carolina at Greensboro

**MARKETING 429.01**  
**ADVANCED MARKETING MANAGEMENT**  
**Fall Semester 2015**  
**T-R, 11 A.M.-12:15 P.M., Room 122 Bryan**

**PROFESSOR:** Dr. Lew G. Brown

**OFFICE:** 352 Bryan, 334-4472. The easiest way to reach me is by email at

[LewGBrown555@gmail.com](mailto:LewGBrown555@gmail.com). I check my email frequently, and only students use this account.

**OFFICE HOURS:** Anytime I am in my office you may call or stop by to ask questions, etc. I ask that you make appointments for longer discussions. Office Hours are 9:30-10:30 AM Tuesdays and Thursdays. I try to be in my office during office hours; but because of committee meetings and other university business, I can't always be there. You may leave messages on my door or in my mailbox in Room 441. My cell phone number is 919-302-4739, and you can call me at that number if you have trouble reaching me elsewhere or if you have an emergency.

**Course Prerequisites:** **Completion** of *MKT 422 Marketing Research and MKT 424 Consumer Behavior*; or admission to a Bryan School approved program. *You can't be enrolled in MKT 422 or MKT 424 at the same time you are enrolled in this course.*

**Course Objectives:** At the end of this course, you should be able to:

1. Apply the basic concepts of marketing and marketing strategy learned in other marketing courses.
2. Expand these basic skills through the addition of advanced marketing strategy concepts.
3. Develop a specific marketing plan for a new business/organization or for a new product or service for an existing business/organization.
4. Also, because of the methods we use in the course, you will have improved your written and oral communication skills and your ability to work in teams.

**Course Philosophy:** I have designed this course for students who are pursuing a major in marketing. The course's purpose is to provide the student with the experience of working with a new or existing business/organization to develop and present a marketing plan. MKT 429 became a required course in the marketing major based on the faculty's belief that every student graduating with this major should have the experience of developing a "real" marketing plan.

**Course Design:** I will teach the first half of this course in a typical classroom-based format. In the second half, there will be no formal class meetings. Rather, students will be working independently in teams to develop a marketing plan. Each team will have a Bryan Business mentor assigned to work with it.

In addition, I have designed this course around the Seven Principles for Good Practice in Undergraduate Education. These Principles are:

1. Good practice encourages student-faculty contact.
2. Good practice encourages cooperation among individual students.
3. Good practice encourages active learning.
4. Good practice provides for prompt feedback.
5. Good practice emphasizes time on task.
6. Good practice communicates high expectations.  
 "I'd push people back to their typewriters and drawing tables, telling them: You can do better. And they'd do better. Good people respond to high standards."  
 Shepard Kurnit
7. Good practice respects diverse talents and ways of learning.

**I want to shape the course so that it will be valuable for you. Thus, even though I have developed a rather specific syllabus, I reserve the right to make changes in the syllabus as we move through the semester. I will not make any significant changes without first discussing them with you and giving you a chance to comment.**

**Course Coverage of Common Themes and Skill Set Areas:** I have selected material for the course to provide the specified levels of coverage in the following AACSB areas:

Common Themes –

1. International (global) issues – Some coverage.
2. Ethical issues – Some coverage.
3. Legal and regulatory issues – Some coverage.
4. Political issues – Some coverage.
5. Environmental issues – Significant coverage.
6. Technological issues – Significant coverage.
7. Demographic Diversity (in the workplace) issues – Some coverage.

Skill Sets –

1. Written communication skills – Extensive coverage.
2. Oral communication skills – Extensive coverage.
3. Computer usage skills – Extensive coverage.
4. Research skills (library and other sources) – Extensive coverage.
5. Team/interpersonal skills – Extensive coverage.

**Education:** "The great end of education is to discipline rather than to furnish the mind; to train it to the use of its own powers, rather than fill it with the accumulation of others."

Tryon Edwards

"The one real object of education is to have a [person] in the condition of continually asking questions." Bishop M. Creighton

**Role of the Instructor:** No one can teach you anything! The instructor should create an environment in which the student can learn. The instructor should be committed to working harder than the students work and to always being prepared for class.

"The art of teaching is the art of assisting discovery." Mark Van Doren

I would like you to think of me as a "coach." I am here to guide you in the learning process. I ask you to be committed to being "coach-able."

**Role of the Student:** You should be committed to learning. Webster's defines "to learn" as, "to come to be able to." To learn, then, one must both acquire and apply knowledge in order to be "able." Thus, I will expect you to be an active participant in the learning process we are about to enter. This is not a lecture-only, memorize-and-regurgitate course.

I expect you to be committed to:

1. Being prepared for every class. You should complete all reading assignments and be prepared to discuss those assignments, especially newspaper/magazine articles and cases. I will give brief quizzes at the beginning of each class period that present questions on the reading material I have assigned for that day.

2. Attending class. I will take roll each class. I expect you to be in class on time. If you come into class late, be sure to check with me after class to make sure I have not recorded you as being absent. If you are significantly late, I will mark you as being absent. If you have to leave a class session early, I ask that you tell me before the beginning of that class.

**I will consider class attendance in determining your class participation grade. For every absence beyond one (1), I will reduce your class participation grade.**

**I often hand out additional reading assignments in one class that you are to prepare for the next class, or I may make changes to the assignments listed in the syllabus for the next class. Thus, if you miss a class, it is your responsibility to check with another student to find out if I made any changes in the assignments for the next class. Having missed the previous class is not an excuse for your being unprepared.**

Conduct in the classroom: I would like you to think of our classroom as being a large conference room in a business facility. We are a professional school, and we should thus conduct ourselves as professionals—as you would conduct yourself in a business situation.

I ask that you not wear hats or other head coverings in class unless they are a part of your religious practice. You are welcome to use laptop computers in class, except during the daily quizzes, but I ask that you not do emails or other computer work not directly related to our class.

If I discover that you are doing non-class-related work on your computer during class, I will ask you to leave the class. The same request applies to cell phones.

Inclement Weather Policy: If we experience snow, sleet, etc, I will follow the University's decision as to holding class. I will try to put a notice on my BlackBoard site as to whether or not we are holding class. Use your good judgment. If you do not feel you can safely make it to class, do not come. Your safety is more important than a particular class.

3. Participating in class discussions. Quality, not quantity, is important. It is important that you participate in class discussions because each of you has valuable information and insights to contribute. It is also important to continue to develop your group discussion skills. If you miss no more than one class in a semester but do not participate in class discussions, you will receive a "C-" (a 7.0 in my grading scheme) in class participation.

4. Being a contributing member of a small group that will work together to develop a marketing plan for a business/organization. **If you are a "commuting" student, group meetings may require more commuting. If you work, you need to be able to have enough flexibility to be able to meet with your group outside of normal class hours.**

Because of students' complaints about group members who do not do their share of the group's work, I will base 15 percent of your course grade on a peer review completed by each member of a Marketing Plan team. In addition, we have established a procedure whereby a team can dismiss a member who fails to contribute. **(See a copy of the policy on page 15 of this syllabus.)** A dismissed team member will lose all of the 15 percent of his/her grade based on the peer review and, in addition, will receive no credit for group work not yet submitted.

**The decision to enroll in Marketing 429 represents a commitment to me and to the other students that you will be responsible for the work assigned to you, especially the group work. Participating in the group project is not voluntary. By signing up for the course, you are making a commitment to be a contributing team member.**

5. Submitting two case briefs, one individual paper and one group paper.

6. Turning in assignments on time. I do not accept late work unless you have made a prior arrangement with me.

**This class requires a lot of work.** If you are taking a full load and trying to work 30-40 hours per week, perhaps this is not the time for you to take this course. The course also requires many group meetings in connection with developing your marketing plan. If you will have difficulty meeting with your group outside class hours, you also should consider other course options.

Grading Policy: I hope that you are here to learn, but I know that you are concerned about grades. I have designed this course to provide you with many opportunities to demonstrate what you are learning.

The following information indicates the weighting of the various aspects of your work:

Class Participation 10%  
 Daily quizzes 15%  
 Written Case Briefs 20% -- One individual brief and one group brief (10% each)  
 Marketing Plan (55%):  
     Team Performance 40%  
     Written Marketing Plan and Oral Presentation (30% written, 10% oral)  
**Peer Evaluation 15% (See page 16 for a copy of the peer evaluation form)**

Grading Scale:

9-10 A Excellent work, far above expectations  
 8-8.9 B Above average, exceeds expectations  
 7-7.9 C Average work, meets expectations  
 6-6.9 D Below average work, does not meet expectations  
 <6 F Failing, far below expectations

In accordance with University policy, I can assign plus and minus grades within the A through D ranges, including A+. I assign + and – grades in the top and bottom 2.5 point grade ranges. For example, a course average between 8.0 and 8.25 earns a B-; between 8.75 and 8.99, a B+.

**Daily Quizzes:** Most of the daily assignments listed at the end of this syllabus contain a list of study questions for that class. I may begin any class by asking you to write answers to these questions, or I may ask them directly as a part of the lecture for that day. I may also ask questions that are not on the daily question list, such as questions based on a case, news articles, or other extra readings assigned for that day. **The questions are short answer question, not multiple choice.**

Reading the chapters and preparing answers to the daily questions will help keep you caught up with the material. Further, you should use the material from each chapter in analyzing and discussing the cases we will be studying. **If you are absent during a class in which I give a daily quiz, your score for that test will be a zero. I will drop your lowest daily quiz grade.**

**Written Case Briefs:** Each student will write one two-page brief and will participate in writing one group brief during the semester. We will discuss the requirements in class. I will base your brief grade equally on content and writing quality. You will turn in your brief by attaching it to an email that you send me before the beginning of the class period when we discuss the case.

**Marketing Plan:** As noted above, this course's primary focus is the development of a marketing plan. You will be in a group of about five students who will work with a new or existing local organization to develop a marketing plan. You will spend the last half of the semester working on this plan. You will have a mentor assigned to work with your team. We will not meet formally as a class during the last half of the semester, although I will be available during normal class time for individual or group meetings. Each week during this period, your team will turn in a progress report that lists the name of each group member and what that group member has accomplished during the prior week.

**E-mail:** I will communicate frequently with you via e-mail, especially during the last half of the semester. I use Canvas to do this, and that system uses your UNCG e-mail address.

**\*\*\*\*\* It is important that you check your UNCG account daily during the semester.\*\*\***

**Honor Code:** I expect students to know and abide by the University's Academic Integrity Policy in all matters pertaining to this course. I will pursue violations of this Policy. You should submit all written work with the word "Pledged" followed by your signature indicating that you prepared the work in accordance with the Academic Integrity Policy and in accordance with any other specific instructions relevant to that assignment.

**This pledge will also indicate that you have not used information (oral or written), materials, or briefs prepared by or given by current or former students in my classes or students in other classes or online paper-writing services.**

**Please do not get into trouble by violating the Honor Code. If you find yourself behind or in a difficult situation, please come to see me. Do not be tempted to cheat. When in doubt about whether or not something violates the code, ask me.**

**You can find the University's Academic Integrity Policy at:**

<http://academicintegrity.uncg.edu/>

**Faculty – Student Guidelines:**

The Bryan School has adopted a set of faculty and student guidelines. I hope you will read and consider these. They are available at:

[www.uncg.edu/bae/faculty\\_student\\_guidelines.pdf](http://www.uncg.edu/bae/faculty_student_guidelines.pdf)

**Disability Services:**

UNCG seeks to comply fully with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Students requesting accommodations based on a disability must register with the Office of Disability Services in 215 Elliott University Center, 334-5440, [www.uncg.edu/ods](http://www.uncg.edu/ods).

**Text:**

**Required:** Roger J. Best, *Market-Based Management*. **6<sup>th</sup> Edition**. Prentice Hall. **Please get this edition and not the 5<sup>th</sup> or a European edition. I frequently refer to page and exhibit numbers in the text, which will not match older editions.**

**I encourage you to bring your book to class each day.**

You may have to purchase a case or cases later in the semester online.

## CLASS ASSIGNMENTS

### Marketing 429

Instructor: Dr. Brown

**Fall Semester 2015**

Week and Session Number:

### **Week 1 – What is Marketing Planning? Introduction to Situation Analysis**

1. Tuesday, August 18. Course Introduction and Overview.
2. Thursday, August 20. Read Best, Chapter 14. (Note especially Figure 14-2, p. 464, 14-4, p. 465.) Read Chapter 6, pages 191- top of 216 (Note the Value Map figure on page 191 and the associated Appendix 6.1 on page 223. Make sure you understand the figure and the appendix.) See also, Figure 6-18, p. 212. Print the outline for your marketing plan (file will be on Canvas). Watch the narrated PowerPoint presentation I have distributed, “Putting It All Together” (Also on Canvas). Read the newspaper article distributed for this class. PowerPoint slides that I will use during the class lecture are also on Canvas. I encourage you to print the slides and use them for taking notes or take notes on them using your laptop in class.

#### **Daily Quiz Questions:**

From Chapter 14:

1. According to the text, the process of building a proactive marketing plan takes a delicate balance of what two factors?
2. It is not the \_\_\_\_\_ but the \_\_\_\_\_ that helps a business uncover new opportunities.
3. What is Part 1 of the text’s marketing planning process and what is this part’s primary purpose?
4. What does the text say is “often the most challenging aspect of building a market-based performance plan”? (It is not budgeting.)
5. What is the role of the SWOT analysis?
6. What are the three methods of determining the marketing and sales budget? See p. 484.

From Chapter 6:

1. What are the three companies mentioned on pages 193-194 and what is each company’s source of competitive advantage?
2. What two things does the text say are required to turn a relative advantage into a competitive advantage?
3. The text says that “in any competitive environment \_\_\_\_\_ is the principal source of competitive advantage.”
4. What is perceptual mapping?
5. What is competitive benchmarking, and what does the text say is the first step in this process? (Questions continue on next page.)



From the PowerPoint presentation:

1. What does Lew say is the goal of the firm?
2. What is Lew's first rule of marketing?
3. What is Lew's first Law of marketing (hint: The most important sentence of the semester.)?
4. What are the two elements of a marketing strategy?
5. What are positioning and the value proposition?
6. What is the goal of the price element of the marketing mix?
7. What is Lew's most important question?
8. What is the only thing in business Lew says you want to "maximize"?

**Be prepared to answer questions about the newspaper article assigned for this class.**

**Week 2 – Situation Analysis continued. Customer and Market Analysis.**

3. Tuesday, August 25. Read Best, Chapter 6, pages 216-219 (Note Figure 6-23) and Chapter 3 (Note Figures 3-3, 3-6 3-7, 3-8, 3-14, 3-15, and 3-16); In Chapter 11, read from middle of 386 to bottom of page 389.

**Daily Quiz Questions:**

From Chapter 6:

1. What are the six forces the text lists that one needs to consider in conducting an industry analysis?
2. What are the three competitive forces that shape competitive position and profitability?

From Chapter 3:

1. What does the text say is "perhaps the biggest threat to a business' survival"?
2. What is the "first step in understanding market demand"?
3. What is market potential as defined by the text?
4. What is the market development index?
5. What are the five factors that limit full market development?
6. What are the three fundamental forces that affect the rate of market growth?
7. What are the five forces that determine the market share index?
8. What is the formula for the share development index?

From Chapter 11:

1. What are the three forces that shape market attractiveness?
  3. What are the three dimensions of competitive position?
4. Thursday, August 27. Read Best, Chapter 4. See Figure 4-1, 4-10, 4-11, and 4-30. Don't worry about all the "math" on pages 123-142. Just understand the basic concepts.) Understand the discussion of customer value that begins on page 145. **Discussion of writing briefs.** (See Daily Quiz questions on next page.)

**Daily Quiz Questions:**

1. What are the three parts of the total customer experience?
2. What is empathic design?
3. What are lead users?
4. What is reverse innovation? What does it start with?
5. What are customer touch points? (see also discussion in Chapter 5, bottom of page 186 and top of 187.)
6. What is mass collaboration?
7. What are “prosumers”?
8. What are the text’s formulas for life-cycle cost, economic value, relative performance, relative price, and customer value?

**Week 3 – Market Segmentation, Positioning, and the Value Proposition.**

5. Tuesday, September 1. Read Best, Chapter 5 (Note Figures 5-7, 5-8, 5-10, 5-12, 5-13, 5-15) and Chapter 7 (Note Figures 7-2, 7-4, 7-6, 7-7, 7-8, 7-10, 7-23, 7-26, 7-27).

**These are two of the most important chapters in the text. It is important that you read these carefully and understand the concepts.**

**Daily Quiz Questions:**

From Chapter 5:

1. According to the text, the market segmentation process should begin with \_\_\_\_\_. (More than one word.)
2. What does the text say is the first step in market segmentation?
3. What are the three major forces that shape consumer needs? Businesses’ needs?
4. What are the three forces that shape segment attractiveness?
5. What is a value proposition?
6. In discussing sub-segment strategies, the text asks, “How many segments are enough?” What does it then suggest is a better question?
7. What are customer relationship marketing and customer relationship management? What is at the core of customer relationship marketing?
8. What are mass personalization, mass customization?

From Chapter 7:

1. What are the two questions a company must answer before formulating its positioning strategy? See p. 235.
2. What are the three main product positioning strategies? See Fig. 7-6.
3. What are brand equity, brand assets, and brand liabilities?
4. What are umbrella brands and flanker brands?
5. What are vertical and horizontal brand extensions?
6. What is co-branding?
7. What are product bundling and unbundling?

6. Thursday, September 3. Read and prepare case posted on Canvas. You do **NOT** write a brief on this case. Read the case carefully and be prepared to discuss it in class and answer questions on the case on the daily quiz.

#### **Week 4 – Developing the Marketing Mix.**

7. Tuesday, September 8. Read Best, Chapter 8 (Note Figures 8-2, 8-5, 8-6, 8-15) Don't worry about all the "math" in the exhibits, just understand the basic concepts and ideas.; Chapter 9 (Note Figures 9-2, 9-4, 9-5, 9-8, 9-12, 9-13); and Chapter 10 (Note Figures 10-15, 10-20).

##### **Daily Quiz Questions:**

From Chapter 8:

1. Value-based pricing starts with \_\_\_\_\_. How is this different from cost-based pricing? See Fig. 8-2.
2. What are the five kinds of value-based pricing discussed in the text?
3. What is the perceived-value-pricing question?
4. What is conjoint analysis? See glossary.
5. Understand the various pricing strategies presented in Figure 8-15 and discussed following that Figure.
6. What is the formula for calculating price elasticity? See p. 293.
7. What is the formula for break-even volume and break-even market share? See p. 297.

From Chapter 9:

1. What is the basic question that every channel intermediary asks?
2. What is a "channel map"?
3. What are the three components of marketing channel performance?
4. What is a direct channel system?
5. What is an indirect channel system?
6. What is a mixed channel system?
7. What three ways does the text suggest that channel systems contribute to competitive advantage?
8. What is the "pocket price"? See glossary.

From Chapter 10:

1. What are the three broad objectives that the text says marketing communications seek to achieve?
2. What is the customer response index?
3. What are reach, frequency, and gross rating points?
4. What is push versus pull communications?

## Week 5 – Customer Satisfaction and Performance Measurement.

8. Thursday, September 10. Read the Case I will post on BB. You do NOT write a brief on this case. Be prepared to discuss the questions at the end of the case and answer questions on a daily quiz.

9. Tuesday, September 15. In Best: Skim Chapter 1 (See Figure 1-7 and 1-14); Read Chapter 2 (Understand the point the author is making in Figures 2-1 and 2-2 and See Figures 2-6, 2-8, 2-10, 2-13, 2-19); Read Chapter 12. You don't have to remember everything about the offensive strategies discussed in the text, just be familiar with the categories and subcategories discussed beginning on page 408.

### Daily Quiz Questions:

From Chapter 1:

1. What is the first priority of market-based managers? See p. 8
2. What does the text say is “a key marketing metric”? See p. 13.
3. What do customer-focused businesses encourage customers to do? See page 18.
4. What is the ultimate objective of any marketing strategy? See p. 21.
5. What are the five customer loyalty classifications the book discusses?

From Chapter 2:

1. What are marketing performance metrics? What are the four classes of these measures presented in the text?
2. Know the formulas for net marketing contribution, marketing return on sales, and marketing return on investment.
3. Understand the key points in the “profit impact of marketing strategies” section starting on p. 59 and going to the middle of p. 66.

From Chapter 12:

1. What are the three basic performance objectives mentioned on page 407?
2. What are the three offensive core strategies mentioned in the text? See page 409.

**10. Thursday, September 17. Case Brief. Case to be distributed.** You will submit a written brief on this case. Please review my Guide to Writing Briefs. Before you finalize your brief, please re-read my Guide to Writing Briefs and make sure you have followed my instructions.

## Week 6 – Project Initiation

**11. Tuesday, September 22. First meeting with your company/organization. Business casual dress.**

12. Thursday, September 24. Group work on your marketing plan.

**Week 7 – Project Work continued.**

13. Tuesday, September 29. Group work on your marketing plan.

14. Thursday, October 1. Group work on your marketing plan.

**Week 8 – Project and Team Work**

15. Tuesday, October 6. Group project and case work.

**16. Thursday, October 8. Group Case Brief. Case to be distributed. Your group will prepare a brief on the assigned case. We will meet in class to discuss the case. Missing this class counts as a double absence.**

**Sessions 17-28:** Your group should meet each Tuesday and Thursday during class time to work on your projects. You may meet in the classroom, in the snack bar area downstairs, other rooms in the Bryan School, in rooms in the library, or at your company/organization.

**You should let me know where your team is meeting if you are not meeting in our classroom.**

I will visit each group each class session to answer questions. You can also meet with your mentor or company.

**A weekly team progress report is due each Friday morning in e-mail format to Dr. Brown and your mentor by 9 A. M.**

**See the next page for important dates.**

**Key Dates for your group project:**

**Monday, October 26, 5 PM.** Rough draft of the organization's situation analysis, Parts 2 and 3 in the marketing plan outline, to include analysis of markets, customers, company performance, and competitors, and the SWOT analysis are **due to the company, your mentor, and Dr. Brown.** Due by 5 PM as an email attachment (ONE Word file). Send the email to [LewGBrown555@gmail.com](mailto:LewGBrown555@gmail.com). Include all the team members' email addresses in the cc line.

**Tuesday, November 10, 5 PM.** Rough draft of your full written plan due to your mentor and Dr. Brown by 5 P.M. Submit as email attachment (ONE Word file). Same submission procedure as the first rough draft.

**Monday, November 30.** Final written marketing plans due to Dr. Brown, your mentor, and your organization by 5 P.M. Submit report via email. Same submission procedure. Three hard copies due on the day you present.

**Monday, November 30.** Course evaluation. Last day of class. I ask that you complete the online course evaluation this morning, sometime prior to 11 AM. I will report on the percentage of students completing the online evaluation. My goal is 100%.

**Final Exam: Tuesday, December 8, Noon to 3 P.M.** The final exam is an oral presentation of your marketing strategy to your company/organization. You should bring three printed copies of your written report, signed by all the team members plus three printed copies of your PowerPoint slides. Presentations will be in Bryan 122.

**Marketing 429 Fall Semester 2015**  
**Policy on and Procedure for Dismissing a Student from a Student Group**

Marketing 429 includes group work for credit. Learning to work in groups and practicing the skills involved in group work are important aspects of this course and of an undergraduate business education. Further, these skills are important if our graduates are to succeed in the organizations for which they will work. The syllabus for Marketing 429 indicates that successful completion of the course will require participation in group work. Registering for the course is a commitment by students to participate in the required group work.

However, we are aware that some students complain because students in their groups do not participate and/or do not carry out their part of the group's work but still get credit for the group's grade on submitted work. The following procedure provides groups with a procedure to deal with this problem if it arises.

If a student group concludes that one of its members is not participating at an acceptable level in the group's work, the group must inform the student of the ways in which the student's participation is not acceptable. Examples of unacceptable participation would include, but not be limited to, consistent failure to attend group meetings or participate in group communications, consistent failure to perform his/her share of the group's work, and inappropriate/non-constructive behavior in group meetings or communications. This notice must be in writing and signed by all the other group members. The group must provide two copies to the instructor, who will give one copy to the subject student by the next class meeting

If the student, once notified by the group, does not immediately improve his/her participation to an acceptable level, the remaining members of the group may dismiss the offending student from membership in the group. The other group members must communicate such dismissal to the student in writing with all the other group members signing the communication. The group must submit a copy of this communication to the instructor.

The dismissed student may appeal the dismissal by writing to the course instructor within one class day after receiving the notice. In such case, the instructor will meet with the student and with the other members of the group as soon as possible. The instructor will make a final determination and inform the dismissed student and the other members of his decision.

If the group dismisses the student from the group, the student will receive none of the possible points, which students can earn through the "peer evaluation" portion of a student's grade. The student will receive credit for any group work submitted to the instructor prior to the time of dismissal, but will receive no credit for work the group submits after dismissal.

**MARKETING 429 PEER EVALUATION – Fall Semester 2015**

The purpose of this analysis is to give credit to those students who went the "extra mile" or who did their fair share of the work in developing the marketing plan. Conversely, if any team member did not do his/her fair share (for whatever reason) then that student should not get full credit for the group's work. Be assured that I will hold all data on this form in confidence.

PERFORMANCE EVALUATION IS AN IMPORTANT PART OF EVERY MANAGER'S JOB; I EXPECT YOU TO MAKE A FAIR, HONEST, AND ACCURATE EVALUATION.

<b>Your name on the first line:</b>	Attendance/ Cooperation (5,4,3,2,1)	Academic Contribution (5,4,3,2,1)	Comparative Ranking * (5,4,3,2,1)	Total Points
_____	(Do not grade yourself But do rank yourself)		_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**Add the points from the three columns and place in TOTAL POINTS column.**

**KEY TO NUMERICAL RANKING**

**ATTENDANCE & COOPERATION:**

- 5 = Was a team leader both in and outside class; cooperation superior
- 4 = Attended meetings regularly; good cooperation; a team player
- 3 = Attended meetings fairly regularly; did what was asked but no more
- 2 = Missed some meetings and did the minimum amount of work
- 1 = Poor attendance at meetings &/or poor cooperation/work load

**ACADEMIC CONTRIBUTION:**

- 5 = A team leader in ideas; enthusiastic; a lot of good ideas
- 4 = Contributed greatly to the team; did more than his/her fair share
- 3 = Had good ideas from time to time; an average performance
- 2 = Probably was either too quiet or slightly disinterested to be an effective academic contributor to the team
- 1 = Contributed little to the team

**OVERALL COMPARATIVE RANKING: \*(You can assign a number more than one time.)**

- 5 = THE TEAM LEADER (or A team leader, if more than one)
- 4 = A team player, second to the leader(s) only slightly; Excellent work
- 3 = An average member of the team; good work
- 2 = Slightly below average member of the team
- 1 = Contributed the least to the team



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**MARKETING 429  
COURSE COMMENT FORM**

Lew,

**MARKETING 429  
COURSE COMMENT FORM**

Lew,