1. OVERVIEW AND ADMINISTRATIVE ARRANGEMENTS

1.1 Principles of Marketing MARK 3300 Course Description
This course is an introduction to marketing. By completing this course, you will understand important components of marketing, such as segmentation, targeting, and the marketing mix, and you will be able to develop and evaluate marketing strategies for products and services. Emphasis is also given on ethics, corporate social responsibility, and sustainability in marketing.

1.2 Prerequisite
Junior level standing.

1.3 Textbook and McGraw-Hill Connect
Grewal, Dhruv and Levy, Michael (2020), Marketing, 7th edition. New York, NY: McGraw-Hill. The textbook is required for this course. Although the basic information for this course can be found on the slides I have uploaded to Blackboard, experience shows that it is very difficult to pass the class satisfactorily without consulting the book. Most of the assignments and quizzes for this course are on McGraw-Hill’s Connect, the electronic learning platform from McGraw-Hill Education. Thus, you will need to buy a print or electronic version of the book that comes with access to Connect.

1.4 Course Website: Blackboard
I have set up the course on Blackboard Learning. You will need your UTRGV username and password to access the Blackboard website. Once you are there, you will find this class in your Course List. Check this site for class announcements, documents, materials and other related information. You may use the website to send e-mails to me or your fellow classmates and download class notes. It is your responsibility to check the Blackboard website on a regular basis so that you would not miss any important information.
1.5 Email Contact
Any email communication should take place using the student’s UTRGV address and the faculty
UTRGV-assigned email address. Discussing non-directory information using a private account
(i.e. Hotmail, gmail, etc.) is not secure and is a Family Educational Rights and Privacy Act
(FERPA) violation. Following COBE policy, I will not be able to reply to emails that are not sent
via the UTRGV email or Blackboard account.

1.6 Add/Drop Policy
According to UTRGV policy, students may drop any class without penalty earning a grade of DR
until the official drop date. Following that date, students must be assigned a letter grade and can
no longer drop the class. Students considering dropping the class should be aware of the “3-peat
rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic
success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not
drop more than six courses during their undergraduate career. Courses dropped at other Texas
public higher education institutions will count toward the six-course drop limit. The 3-peat rule
refers to additional fees charged to students who take the same class for the third time.

1.7 Students with Disabilities
Students with a documented disability (physical, psychological, learning, or other disability which
affects academic performance) who would like to receive academic accommodations should
contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to
initiate services. Accommodations can be arranged through SAS at any time, but are not
retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the
semester are eligible for temporary services.

Pregnancy, Pregnancy-related, and Parenting Accommodations: Title IX of the Education
Amendments of 1972 prohibits sex discrimination, which includes discrimination based on
pregnancy, marital status, or parental status. Students seeking accommodations related to
pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period)
are encouraged to contact Student Accessibility Services for additional information and to request
accommodations.

Student Accessibility Services: Brownsville Campus: Student Accessibility Services is located in
Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at
ability@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University
Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via
email at ability@utrgv.edu.

1.8 Sexual Harassment, Discrimination, and Violence
In accordance with UT System regulations, your instructor is a “Responsible Employee” for
reporting purposes under Title IX regulations and so must report any instance, occurring during a
student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual
harassment about which she/he becomes aware during this course through writing, discussion,
or personal disclosure. More information can be found at www.utrgv.edu/equity, including
confidential resources available on campus. The faculty and staff of UTRGV actively strive to
provide a learning, working, and living environment that promotes personal integrity, civility, and
mutual respect that is free from sexual misconduct and discrimination.
1.9 Mandatory Course Evaluation Period
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about: To be announced (TBA)

1.10 Student Services
Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:
• Learning center: BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
• Writing center: BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
• Advising center: BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
• Career center: BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)

2. ACADEMIC REQUIREMENTS

2.1 Learning Objectives
Learning objectives include the following:
1. An understanding of the role of marketing in the business world.
2. An understanding of the major marketing theories and their relevance on today’s business environment.
3. Effective written and oral communication skills that are crucial to implement trade across countries.
4. Ability to apply concepts learned in class with the real world.
5. Ability to engage in constructive criticism and collaborative decision making within a group.
6. Critical thinking and problem solving abilities.

2.2 College of Business and Entrepreneurship (COBE) and Department/Major Learning Goals
The College of Business and Entrepreneurship has adopted the following learning objectives that each student should achieve while in the degree program. Not all objectives are covered in each course; however, all objectives should be addressed throughout the degree program.
2.3 Submission of Assignments and Other Documents

Unless otherwise stated, all work should be submitted electronically through Blackboard or MyLab, respectively. Please add a cover page with the relevant information of the assignment, such as your name, course name and ID, title of assignment, etc. Please proofread your submissions and make sure you eliminate any errors related to spelling, grammar, and format. Make sure to indicate page numbers on any document longer than one page.

2.4 Student Responsibilities

The College of Business and Entrepreneurship expects students to behave in a professional and respectful manner in the classroom and during any interaction with professors, colleagues, and other stakeholders (e.g., recruiters). Here are a few specific policies I would like each student to respect while in my course:

- Read and understand the course syllabus.
- Check the Blackboard website on a regular basis.
- Read assigned material before class.
- Comply with academic honesty policies.
- Arrive on time. If you are late, inform me immediately after the class.
- If you have to leave early, please inform me beforehand.
- Restricted use of cellphones in class.
- No food in class.
2.5 An Important Note on Group Assignments
We will form teams during the first two or three weeks of class in the classroom. For any group assignments, I expect all members of the team to contribute substantially to the team effort. Please be aware that team members can be dropped from a team when failing to contribute. Those team members who are dropped from a team will not receive credit for the assignment, which usually affects the overall semester grade substantially. Team members are expected to contact and motivate unproductive peers to participate. If this does not work, team members can contact me to clarify the problem.
All team members will be held responsible for the quality of group assignments. It is highly recommended to implement procedures in your team work able to prevent single team members from copying material from the Internet or other sources without going undetected by the other team members.

2.6 Missed Exam Policy
Missed exams will usually not be accepted unless prior arrangements have been made in advance with me. Events that justify a make-up exam are accidents, death in the immediate family, work-related absence (given that all other options have been considered), and conflicts with exams in another class. You will need my approval for the make-up exam and you will be asked to fully document your absence. Make-up exams may not have the same format as the regular exam and can consist of short (paragraph-length) essays or several open questions. My experience shows that scores on the make-ups tend to be lower than those on the regular exams.

2.7 Late Assignment Policy
Please respect all due dates for submissions. It is your responsibility to be aware of all deadlines published on in the syllabus and on Blackboard. Important: There are no deadline extensions for any assignments.

2.8 Absence Policy
Class attendance is considered very important in this course. Attendance will be taken usually in every class. If you miss six or more classes, you will be encouraged to drop the course. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics, observance of religious holy days, or military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations. If you miss a class, you will be fully responsible to get the notes and comments from a peer in your class.

2.9 Scholastic Integrity
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.
### 3 TOPICS AND TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 26</td>
<td>Introduction to the Course and the Learning Platform</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aug 28</td>
<td>Chapter 1: Overview of Marketing</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sep 2</td>
<td><strong>LABOR DAY - NO CLASSES</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sep 4</td>
<td>Chapter 2: Developing Marketing Strategies and a Marketing Plan</td>
<td></td>
</tr>
</tbody>
</table>
| 3    | Sep 9     | Chapter 3: Digital Marketing, Online, Social, and Mobile              | Chapter 1 text-based quiz  
Chapter 2 text-based quiz  
Chapter 2 video quiz [Staples] |
|      | Sep 11    | Chapter 4: Conscious Marketing, CSR, and Ethics                       | Chapter 3 text-based quiz  
Chapter 4 text-based quiz  
Chapter 4 Video Quiz [Zipcar]  
Chapter 2 Mini Simulation [Planning and the Marketing Mix] |
| 4    | Sep 16    | Chapter 5: Analyzing the Marketing Environment                       | Chapter 2 text-based quiz  
Chapter 2 video quiz [Zipcar]  
Chapter 2 Mini Simulation [Planning and the Marketing Mix] |
|      | Sep 18    | Chapter 6: Consumer Behavior                                         |                                                                                |
| 5    | Sep 23    | Chapter 6: Consumer Behavior                                         | Chapter 5 text-based quiz                                                    |
|      | Sep 25    | Chapter 7: Business-to-Business Marketing                             |                                                                                |
| 6    | Sep 30    | Chapter 8: Global Marketing                                          | Chapter 6 text-based quiz  
Chapter 7 text-based quiz  
Chapter 6: Video Quiz [Yelp]  
Chapter 6 Mini Simulation [Buyer Behavior] |
|      | Oct 2     | Chapter 9: Segmentation, Targeting, and Positioning                  | Chapter 8 text-based quiz  
Chapter 8 Video Quiz [Cultural differences]                                    |
| 7    | Oct 7     | Chapter 9: Segmentation, Targeting, and Positioning                  | Chapter 8 text-based quiz  
Chapter 8 Video Quiz [Cultural differences]                                    |
|      | Oct 9     | Chapter 10: Marketing Research                                       | Chapter 9 text-based quiz  
Chapter 9 Mini Simulation [Segmentation]                                          |
| 8    | Oct 14    | Chapter 10: Marketing Research                                       | Chapter 9 Mini Simulation [Segmentation]                                          |
|      | Oct 16    | Midterm Exam Chapters 1-10                                           | Chapter 10 text-based quiz  
Chapter 10 Video Quiz [Dunkin Donuts]  
Chapter 10 Mini Simulation [Market Research] |
| 9    | Oct 21    | Chapter 11: Product, Branding, and Packaging Decisions                | Chapter 10 text-based quiz  
Chapter 10 Video Quiz [Dunkin Donuts]  
Chapter 10 Mini Simulation [Market Research] |
|      | Oct 23    | Chapter 12: Developing New Products                                   | Chapter 10 text-based quiz  
Chapter 10 Video Quiz [Dunkin Donuts]  
Chapter 10 Mini Simulation [Market Research] |
| 10   | Oct 28    | Chapter 13: Services: The Intangible Product                          | Chapter 11 text-based quiz  
Chapter 12 text-based quiz  
Chapter 12 Mini Simulation [Product Development] |
|      | Oct 30    | Chapter 14: Pricing Concepts for Capturing Value                     | Chapter 12 text-based quiz  
Chapter 12 Mini Simulation [Product Development] |
| 11   | Nov 4     | Chapter 14: Pricing Concepts for Capturing Value                     | Chapter 13 text-based quiz                                                    |
|      | Nov 6     | Chapter 15: Strategic Pricing Methods and Tactics                    | Chapter 13 text-based quiz                                                    |
| 12   | Nov 11    | Chapter 16: Supply Chain and Channel Management                      | Chapter 14 text-based quiz  
Chapter 14 Video Quiz [Taco Bell]  
Chapter 14 Mini Simulation [Pricing] |
|      | Nov 13    | Chapter 17: Retailing and Omnichannel Marketing                      | Chapter 16 text-based quiz  
Chapter 17 text-based quiz  
Chapter 17 Video Quiz [Nordstrom Rack]  
Chapter 17 Mini Simulation [Retail Strategy] |
| 13   | Nov 18    | Chapter 18: Integrated Marketing Communication                       | Chapter 17 text-based quiz  
Chapter 17 Video Quiz [Nordstrom Rack]  
Chapter 17 Mini Simulation [Retail Strategy] |
|      | Nov 20    | Chapter 19: Advertising, PR, and Sales Promotion                     | Chapter 18 text-based quiz  
Chapter 18 Mini Simulation [IMC]                                                    |
| 14   | Nov 25    | Chapter 19: Advertising, PR, and Sales Promotion                     | Chapter 19 text-based quiz  
Chapter 20 text-based quiz  
Chapter 19 Video Quiz [Ford]  
Bonus Mini Simulation [Marketing Metrics] |
|      | Nov 27    | Chapter 20: Personal Selling and Sales Management                   | Chapter 19 text-based quiz  
Chapter 20 text-based quiz  
Chapter 19 Video Quiz [Ford]  
Bonus Mini Simulation [Marketing Metrics] |
| 15   | Dec 2     | Wrap-Up and Revision                                                 | Final Marketing Plan and Poster Presentation due  
Harvard Simulation closes at 11:59 pm |
|      | Dec 4     | Poster Presentations Final Marketing Plan                            | Final Marketing Plan and Poster Presentation due  
Harvard Simulation closes at 11:59 pm |
| 16   | Dec 9     | 5:45 – 7:30 pm: Final exam Chapters 1-20                             |                                                                                |
4 COURSE COMPONENTS

4.1 Participation
Participation in this course is encouraged and in fact highly desired. Although participation does not appear formally in the grading table below (see section 5), I may adjust the final semester grade positively for students who demonstrate an outstanding participation in both quantity and quality, and negatively for those students who do not participate at all and/or are distracted from the course.

4.2 Elaboration of Marketing Plan (1 midterm, 1 final per team)
Both the midterm and the final submission are teamwork. Please see Annex A for details and Blackboard for the rubrics.

4.3 Poster Presentation for Final Marketing Plan
All teams will present their final marketing plan as a poster on the last day of class. For suggestions on how to produce interesting, stimulating, and professionally designed posters please see the additional information on Blackboard.

4.4 McGraw-Hill Connect Text-Based Quizzes
There are a total of 20 McGraw-Hill text-based quizzes with 10 multiple choice questions each that are randomly drawn from a question pool. All quizzes are individual. Once you enter a quiz, you have 20 minutes and to complete it. All quizzes are open-book, so you can use your textbook or other information to respond. Questions from quizzes can appear again in the midterm or final exam. You have two attempts for each text-based quiz.

4.5. McGraw-Hill Video Quizzes
There are a total of eight McGraw-Hill video quizzes. Each quiz contains five questions. You can see the deadline (and chapters included from the text book) for McGraw-Hill quizzes on your McGraw-Hill Connect main page and in the syllabus. Once you enter a quiz, you have 30 minutes and only one attempt to complete it. All quizzes are open-book, so you can use your textbook or other information to respond. You have one attempt for each quiz.

4.6 McGraw-Hill Mini Simulations
There are a total of nine McGraw-Hill mini simulations, plus one bonus mini simulation (Marketing Metrics). In these scenario-based simulations, you will make decisions according to a specific company situation. The quality and consistency of your decisions will be assessed by the underlying computer algorithm. You have two attempts for each mini simulation.

4.7 Exams
There is a midterm (chapters 1-8) and a comprehensive final exam (chapters 1-16). Both exams are individual and offline (that is, the exams take place in class). Contrary to the quizzes, the exams are NOT open-book. The format of the exams is based on multiple choice questions.

4.8 Harvard Marketing Simulation: Managing Segments and Customers
In this single-player simulation, students define and execute a business-to-business marketing strategy at a manufacturer for motors used in medical devices. Customers are divided into market segments based on their requirements for two key motor performance features and
price. Students must analyze each market segment and decide which new customers they want to acquire while also considering the loyal customers they must retain. The score students obtain at the end of each run is a weighted average of customer satisfaction, market share, cumulative revenue, and cumulative profit. Very important: Only completed runs count. That is, in case you get fired or do not complete the run, the score you see will NOT count.

Once you enter the simulation, you will first get to a Prepare Menu where you will find the foreground reading (5-page pdf-file). Please read this document carefully. The six-month license for the simulation costs $15.00 and has to be paid by credit card. I am not sure if international cards (for example, from Mexico) are accepted. To register, please follow this link: MARK3300-02 Fall 2019: https://hbsp.harvard.edu/import/646593. You can play the Harvard simulation as often as you want and only your highest score counts towards your grade.

4.9 Short Videos on Selected Marketing Topics from Dr. Mark Wolters
(https://business.illinois.edu/profile/mark-wolters/)

Dr. Mark Wolters is an expert in Marketing and International Travel. For his Introduction to Marketing course, he has recorded a series of short videos explaining the most important marketing concepts which other students found to be very helpful. These videos do NOT substitute the textbook or our class meetings. Rather, they are meant to be an additional resource. You can find the topics and links on Blackboard. I really like Dr. Wolters explanations, but I have to emphasize that it is your responsibility to compare the information from Dr. Wolters with the book and the material discussed in our class meetings. It is extremely important to inform me about any contradiction or discrepancy regarding the textbook and Dr. Wolters videos, so I can add a note below the video link. In case of a discrepancy (which is not very probable), the textbook will be given priority for the exams and quizzes.

5 GRADING

Your final grade will be based on the following components:

<table>
<thead>
<tr>
<th>Components</th>
<th>Maximum Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing Plan – idea, concept, and business model [T]</td>
<td>80</td>
<td>8.0%</td>
</tr>
<tr>
<td>Marketing Plan – complete [T]</td>
<td>210</td>
<td>21.0%</td>
</tr>
<tr>
<td>Poster presentation final marketing plan [T]</td>
<td>50</td>
<td>5.0%</td>
</tr>
<tr>
<td>McGraw-Hill Text-based quizzes (20 at 5 points each) [I]</td>
<td>100</td>
<td>10.0%</td>
</tr>
<tr>
<td>McGraw-Hill Video quizzes (8 at 7.5 points each) [I]</td>
<td>60</td>
<td>6.0%</td>
</tr>
<tr>
<td>McGraw-Hill Mini simulations (8 at 10 points each) [I]</td>
<td>80</td>
<td>8.0%</td>
</tr>
<tr>
<td>Midterm exam (Chapters 1-8) [I]</td>
<td>100</td>
<td>10.0%</td>
</tr>
<tr>
<td>Final exam (Chapters 1-16) [I]</td>
<td>220</td>
<td>22.0%</td>
</tr>
<tr>
<td>Harvard Marketing Simulation [I]</td>
<td>100</td>
<td>10.0%</td>
</tr>
<tr>
<td>McGraw-Hill Mini Simulation Marketing Metrics (10 points)</td>
<td>bonus</td>
<td>bonus</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: [T]=teamwork, [I]=individual work

Your letter grade will be related to the points you obtain as follows:

900 points or more: A
800-899 points: B
700-799 points: C
600-699 points: D
Less than 600 points: F
ANNEX A: MARKETING PLAN

Before you do anything, please read Chapter 2 (Developing Marketing Strategies and a Marketing Plan) and Appendix 2 (Writing a Marketing Plan, pp. 59-77) in your textbook and have a thorough look on the annotated sample marketing plan on Blackboard.

Important: The explanations and sample marketing plan in the textbook, as well as the annotated sample marketing plan on Blackboard, should help you to develop relevant and meaningful content within each section of your own marketing plan. However, please follow the rubric in this syllabus for the overall structure and components of your marketing plan. In other words, the rubric in this syllabus override the structure suggested in the sample marketing plans.

Then, imagine that you are planning to sell a new product or service, such as a restaurant, a cleaning service, vitamin water for dogs and cats, or anything you see market potential for. The product or service can either be new, or it can be something that is already on the market and sold under a new brand and a clear competitive advantage. You may talk to me about your ideas before starting to work on your marketing plan.

Please write your marketing plan for a real organization here in the community that does not yet have a marketing plan. Bigger businesses typically already have a marketing plan, so you would not be able to add real value. I would like you to conduct AT LEAST one interview with the owner or a manager from the organization you work with. Please provide the name AND contact information of the person you interviewed in your marketing midterm and final plan.

Remember that you can write your marketing plan for a company, a non-profit organization (there are many in the RGV that would appreciate your help), or for a political campaign. Maybe there are other options - just contact me if you have a different idea.

In case you want to write a business plan for a new product or service that is not yet on the market, please contact me. Most probably, I will only agree to such an idea if you are very serious about bringing the product to the market.

If you follow the guidelines above, you can really make a difference for someone. Please contact me with any question you have.

Part 1: Midterm

For part 1 (midterm), each team will submit a document that contains an explanation of the product or service, the business mission, your competitive advantage, your market strategy, and your target segment. This document should be 6-8 pages long (1.5 or double-spaced), including cover page and references. After reading this document, it should be clear for the reader what your business model is, i.e., how you intend to earn money. Please make sure to have a look at the midterm marketing plan rubric on Blackboard for a more detailed description of the components. Without considering the rubric, your document will most probably remain deficient.
Part 2: Final Marketing Plan

For part 2, each team will submit a document that contains the complete marketing plan. It is important to explain the marketing mix and how you will promote your product or service in detail. Although not explicitly shown in the marketing plan outline and the E-Motion Software sample plan in your textbook, a good marketing plan also includes a five-year financial projection of expected revenues, costs, and profits. Please try to estimate these numbers as good as you can. Try to assign promotional costs, for example for flyers, internet advertising, sales promotions, or direct marketing (whatever you use). This final document should be 12-18 pages long (1.5 or double-spaced), including cover page and references. Please make sure to have a look at the final marketing plan rubric on Blackboard for a more detailed description of the components. Without considering the rubric, your document will most probably remain deficient.
<table>
<thead>
<tr>
<th>Criterion</th>
<th>4 A-level qualities (90-100)</th>
<th>3 B-level qualities (80-89)</th>
<th>2 C-level qualities (70-79)</th>
<th>1 D- or F level qualities (60-69 or below 60)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>The introduction explains in one paragraph the current situation in the market and the rationale for the product, service, or idea clearly and coherently.</td>
<td>The introduction explains the current situation in the market and the rationale of the product, service, or idea somewhat clearly.</td>
<td>The introduction explains some aspects of the current situation and the rationale of the product, service, or idea, but lacks clarity.</td>
<td>No introduction or very unstructured and confusing introduction.</td>
</tr>
<tr>
<td>Business mission</td>
<td>The business mission is very well stated, complete, and distinctive for your business.</td>
<td>The business mission is complete but lacks some clarity and distinctiveness.</td>
<td>The business mission is almost complete and lacks clarity and distinctiveness.</td>
<td>No business mission or very incomplete and confusing business mission.</td>
</tr>
<tr>
<td>Explanation of product, service, or idea</td>
<td>The product, service, or idea is explained very transparently and clearly.</td>
<td>The product, service, or idea is explained somewhat transparently and clearly.</td>
<td>The product, service, or idea is explained but lacks clarity.</td>
<td>The description of the product, service, or idea is deficient, confusing, or lacks clarity.</td>
</tr>
<tr>
<td>Business model</td>
<td>The document explains in sufficient detail how the business will make money (or how the business will be financially sustained in the case of non-profit organizations).</td>
<td>The document explains how the business will make money or be financially sustained, but some parts lack precision or are not realistic.</td>
<td>The document provides a general idea about how the business will make money or be financially sustained, but remains vague or highly unrealistic.</td>
<td>The document does not comment on how the business will make money or can be financially sustained, or these comments are very confusing.</td>
</tr>
<tr>
<td>Target market</td>
<td>The target market is very clearly described in terms of demographics, psychographics (e.g., lifestyle), needs, and other relevant criteria. The rationale why the business decides to focus on this segment is very well explained.</td>
<td>The target market is clearly described in terms of some criteria, such as demographics, lifestyle, and needs, and the rationale why the business decides to focus on this segment is well explained.</td>
<td>The target segment is described in terms of some criteria, such as demographics, lifestyle, and needs, but lacks some clarity. The rationale why the business decides to focus on this segment is explained but lacks coherence.</td>
<td>The target segment is not or very poorly described, and there the rationale why the business decides to focus on this segment is missing or confusing.</td>
</tr>
<tr>
<td>Competitive advantage</td>
<td>The competitive advantage of the product, service, or idea is well explained, realistic, and relates strongly to the characteristics of the target segment. The strengths, weaknesses, and positioning of important competitors are integrated in the analysis.</td>
<td>The competitive advantage of the product, service, or idea is well explained, somewhat realistic, and relates to the characteristics of the target segment. Most important strengths and weaknesses of important competitors and their positioning are integrated.</td>
<td>The competitive advantage of the product, service, or idea lack clarity or is not very realistic. The competitive advantage is not very relevant for the target segment. Some strengths and weaknesses of important competitors are not mentioned or are not accurate and relevant.</td>
<td>The competitive advantage of the product, service, or idea is missing, deficient, or is not relevant for the target segment. Strengths and weaknesses of important competitors are not mentioned or not accurate and relevant.</td>
</tr>
<tr>
<td>Market strategy</td>
<td>The market strategy is detailed, well described, and includes important information about the marketing mix (product, pricing, distribution, and promotion). The decisions related to the marketing mix are very well justified.</td>
<td>The marketing strategy is overall well described and includes information about the marketing mix. The decisions related to the marketing mix are well justified.</td>
<td>The marketing strategy is described but lacks clarity. Information related to the marketing mix is provided, but remains incomplete, inconsistent, or lacks transparency and justification.</td>
<td>The marketing strategy is poorly described and confusing. Elements of the marketing mix are mentioned and described, but inconsistent and poorly justified.</td>
</tr>
<tr>
<td>Organization and writing</td>
<td>The document is very well organized and the writing demonstrates a sophisticated clarity and conciseness. The document is within the page limit.</td>
<td>The document is well organized and the writing is clear and concise with no errors. The document is within the page limit.</td>
<td>The document is mostly well organized and the writing is mostly clear and concise with some minor errors. The document is slightly off the page limit (1 page or less)</td>
<td>The document is poorly organized and/or the writing is unfocused, confusing, and contains errors. The document is significantly shorter or larger than indicated in the page limit.</td>
</tr>
<tr>
<td>References and citations.</td>
<td>Important characteristics of the industry and the target market are evidenced with high quality references and cited in the document.</td>
<td>Important characteristics of the industry and the target market are evidenced with references of moderate quality and cited in the document.</td>
<td>References to evidence important characteristics of the industry or the target market are used, but the evidence is weak and not coherent.</td>
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</tr>
</tbody>
</table>
### ANNEX C: RUBRIC FOR MARKETING PLAN FINAL SUBMISSION

<table>
<thead>
<tr>
<th>Criterion</th>
<th>4 (A-level qualities (90-100))</th>
<th>3 (B-level qualities (80-89))</th>
<th>2 (C-level qualities (70-79))</th>
<th>D- or F (level qualities (60-69 or below 60))</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Introduction and short company description</td>
<td>The introduction explains in one paragraph the current situation in the market and the rationale for the product, service, or idea clearly and coherently.</td>
<td>The introduction explains the current situation in the market and the rationale of the product, service, or idea somewhat clearly.</td>
<td>The introduction explains some aspects of the current situation and the rationale of the product, service, or idea, but lacks clarity.</td>
<td>No introduction or very unstructured and confusing introduction.</td>
</tr>
<tr>
<td>II Business mission</td>
<td>The business mission is very well stated, complete, and distinctive for your business.</td>
<td>The business mission is almost complete and lacks some clarity and distinctiveness.</td>
<td>The business mission is almost complete and lacks clarity and distinctiveness.</td>
<td>No business mission or very incomplete and confusing business mission.</td>
</tr>
<tr>
<td>Explanation of product, service, or idea.</td>
<td>The product, service, or idea is explained very transparently and clearly.</td>
<td>The product, service, or idea is explained transparently and clearly.</td>
<td>The product, service, or idea is explained somewhat transparently and clearly.</td>
<td>The description of the product, service, or idea is deficient, confusing, or lacks clarity.</td>
</tr>
<tr>
<td>Business model</td>
<td>The document explains in sufficient detail how the business will make money (or how the business will be financially sustained in the case of non-profit organizations).</td>
<td>The document explains how the business will make money (or be financially sustained, but some parts lack precision or are not realistic).</td>
<td>The document provides a general idea about how the business will make money or be financially sustained, but remains vague or highly unrealistic.</td>
<td>The document does not comment on how the business will make money or can be financially sustained, or these comments are very confusing.</td>
</tr>
<tr>
<td>III Situational analysis: SWOT Analysis</td>
<td>Important and relevant internal (strengths and weaknesses) and external (opportunities and threats) factors of the company are shown in the SWOT analysis. External factors are based on additional literature, described in sufficient detail, and the sources are indicated with citations.</td>
<td>Internal and external factors are shown, but not all of them are important or relevant. Some of the external factors are very general and/or missing an indication for the source.</td>
<td>Internal and external factors are shown, but many of them are not important, not relevant, inconsistent, and difficult to understand. Sources for external factors are incomplete.</td>
<td>The SWOT analysis is missing, incomplete, or remains very superficial.</td>
</tr>
<tr>
<td>III Situational analysis: Competitive advantage and competitors</td>
<td>The competitive advantage of the product, service, or idea is very well explained, realistic, and relates strongly to the characteristics of the target segment. The strengths, weaknesses, and positioning of important competitors are integrated in the analysis.</td>
<td>The competitive advantage of the product, service, or idea is well explained, somewhat realistic, and relates to the characteristics of the target segment. Most important strengths and weaknesses of important competitors and their positioning are integrated.</td>
<td>The competitive advantage of the product, service, or idea is explained but lacks clarity or is not very realistic. The competitive advantage is not very relevant for the target segment. Some strengths and weaknesses of important competitors are mentioned.</td>
<td>The competitive advantage of the product, service, or idea is missing, deficient, or is not relevant for the target segment. Strengths and weaknesses of important competitors are not mentioned or not accurate and relevant.</td>
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<tr>
<td>IV Marketing objective</td>
<td>The marketing objective describes clearly what the company seeks to accomplish and is consistent with and relevant for the business mission. Stated objectives are measurable and time specific.</td>
<td>The marketing objective describes what the company seeks to accomplish but lacks clarity, consistency, or relevance. The measurement of stated objectives is somewhat difficult.</td>
<td>The marketing objective describes what the company seeks to accomplish but lacks clarity, consistency, or relevance. The measurement of stated objectives is somewhat difficult.</td>
<td>The marketing objective is missing or remains obscure and lacks precision. Stated objectives are not measurable and time specific.</td>
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<tr>
<td>V Marketing strategy: Target market</td>
<td>The target market is very clearly described in terms of demographics, psychographics (e.g., lifestyle), needs, and other relevant criteria. The rationale why the business decides to focus on this segment is very well explained.</td>
<td>The target market is clearly described in terms of some criteria, such as demographics, lifestyle, and needs, and the rationale why the business decides to focus on this segment is well explained.</td>
<td>The target market is described in terms of some criteria, such as demographics, lifestyle, and needs, but lacks some clarity. The rationale why the business decides to focus on this segment is explained but lacks coherence.</td>
<td>The target segment is not or very poorly described, and there the rationale why the business decides to focus on this segment is missing or confusing.</td>
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<td>V Marketing Strategy: Marketing mix</td>
<td>The market strategy is detailed, well described, and includes important information about the marketing mix (product, pricing, distribution, and</td>
<td>The marketing strategy is overall well described and includes information about the marketing mix. The decisions related to the marketing mix are provided, but remains incomplete, inconsistent, or lacks</td>
<td>The marketing strategy is described but lacks clarity. Information related to the marketing mix is provided, but remains incomplete, inconsistent, or lacks</td>
<td>The marketing strategy is poorly described and confusing. Elements of the marketing mix are mentioned and described.</td>
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<td>VI Financial Projections</td>
<td>Revenues, costs, and expected profits are projected for the next five years of operation. The budget for all marketing activities is shown. Marketing costs for advertising, sales promotion, sales force, event marketing, social media, or any other form of promotional activities are shown in detail for all promotional activities explained in the marketing mix section of the plan. Marketing costs are realistic and based on external information. If possible, break even analysis or similar tools are used.</td>
<td>Revenues, costs, and expected profits are projected for the next five years of operation. The budget for all marketing activities is shown. Some costs for specific promotional activities are missing or highly unrealistic. Additional tools such as break even analysis are not used or contain mistakes.</td>
<td>Some components from the financial projection are shown but others are missing. Costs for promotional activities are inconsistent and poorly justified.</td>
<td>Financial projections are either missing or lacking important components.</td>
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