

Marketing & Marketing Sales

Program Review September 1999

Program Review Panel Members:

Chair: Marilyn Keigley, Professor of Marketing

Sales Program Faculty: Don Jackson, Professor of Marketing Sales

Marketing Program Faculty: Rolland Ream, Professor of Marketing

Marketing Program Faculty: Richard Hansen, Professor of Marketing

Marketing Department Head: Stu Travis, Professor

Outside Faculty Member: Mike Ropele, Professor of Automotive Management

Special Interest Member: Kyle Thompson, Professional Sales Rep., Janssen
Pharmaceutica, Grand Rapids

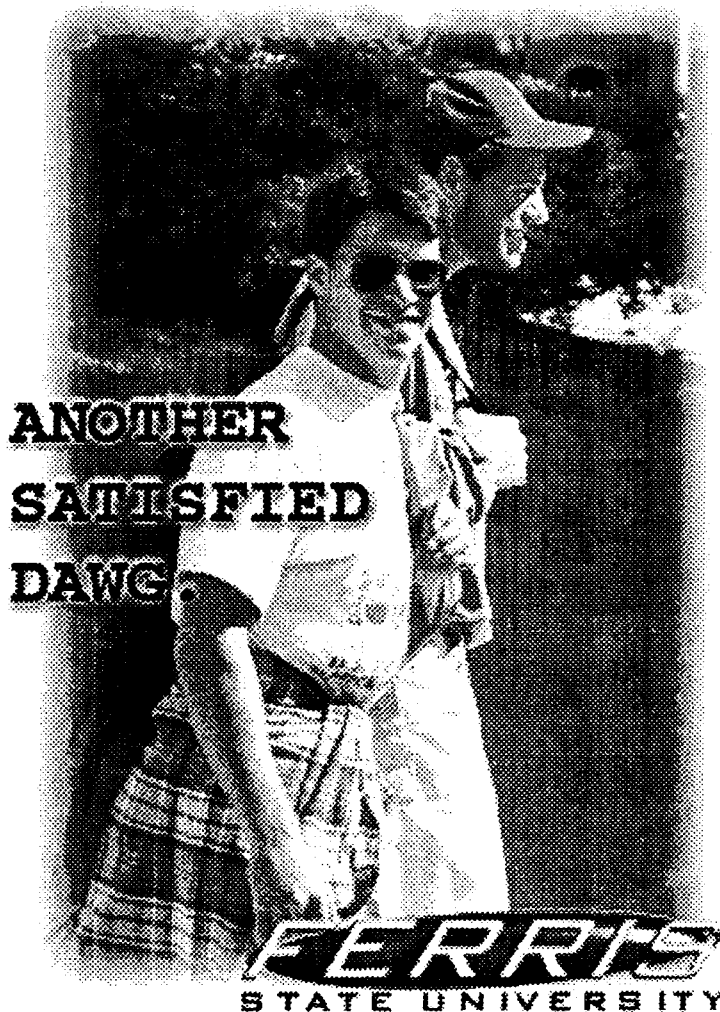


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PROGRAM EVALUATION PLANS MARKETING and MARKETING SALES

Degrees Awarded: B.S. Marketing
 B.S. Marketing Sales

Program Review Panel:

Chair: Marilyn Keigley, Professor of Marketing

Department Head: Stuart Travis, Professor

Sales Program Faculty: Don Jackson, Professor of Marketing Sales

Marketing Program Faculty: Rolland Ream, Professor of Marketing

Marketing Program Faculty: Richard Hansen, Professor of Marketing

Special Interest Alumni: Kyle Thompson, Professional Sales Rep., Janssen Pharmaceutica, Grand Rapids

Outside Faculty Member: Mike Ropele, Professor of Automotive/Heavy Equipment Management

Purpose: To identify strengths and weaknesses of the Marketing, B.S. and the Marketing Sales, B.S. programs. Results will be used to improve the programs and allocate resources to better serve the students of Ferris State University.

Data Collection Techniques:

1. Graduate surveys sent out to all available listing of alumni of the programs using systematic random sampling to achieve a sample return of at least 200.
2. Employer surveys from interviews with employers, primarily in Michigan.
3. Student evaluation through a questionnaire distributed to marketing seniors enrolled in Mktg 378 and seniors enrolled in the sales classes.
4. Faculty perceptions through a survey of all College of Business faculty.
5. Advisory committee perceptions by a survey distributed at the April 23, 1999 advisory board meeting for the Marketing and Marketing Sales programs.
6. Labor market analysis from market indicators available through the world wide web and statistical data from FSU's Career Planning and Placement Office.
7. Evaluation of facilities and equipment through analysis and review by marketing department faculty.
8. Curriculum evaluation through a review and analysis by marketing department faculty.

SCHEDULE OF EVENTS

<u>ACTIVITY</u>	<u>LEADER(S)</u>	<u>TARGET DATE</u>
Graduate Survey	Class Project Mktg 378 Supervised by Keigley	May 1, 1999
Employer Survey	Jackson, Ropele	May 1, 1999
Student Evaluation of Program	Jackson, Keigley	May 1, 1999
Faculty Perceptions of Program	Keigley	May 1, 1999
Advisory Committee Perceptions	Ream, Hansen, Jackson	April 23, 1999
Labor Market Analysis	Keigley, Jackson	May 1, 1999
Evaluation of Facilities and Equipment	Ream	May 1, 1999
Curriculum Evaluation	Hansen, Travis	May 1, 1999

Signature of Program Review Panel Chair: _____

BUDGET

TO: Doug Haneline, Chair, Academic Program Review Committee
FROM: Marilyn Keigley, Chair, Marketing Professor, Don Jackson, Marketing Sales Faculty
SUBJECT: Proposed Budget for Marketing, B.S. and Marketing Sales, B.S. Program Review Panel
DATE: December 15, 1998

Outined below is the budget estimate for the Marketing and Marketing Sales Program Review Panel.
Please contact us if you have questions. (Marilyn Keigley, ext. 2412)

GRADUATE SURVEYS	
Copy cost for surveys & envelopes	\$75.00
Mailing Costs	200.00
Return Mailing Costs	200.00
SECRETARIAL/STUDENT SUPPORT/ DATA ENTRY & TYPING	 200.00
TELEPHONE EXPENSES	50.00
<u>FINAL DOCUMENT COPY COSTS</u>	<u>60.00</u>
TOTAL	\$785.00

Section 1

Overview of Marketing and Marketing Sales Programs

B.S. Marketing and B.S. Marketing Sales Program Overview

The marketing program began in the College of Business in about 1948 and has provided a solid business education for a wide variety of marketing careers. The programs serve as an add-on to two-year technical degrees, providing a marketable combination (see HVAC, engineer in Exhibit 1). In addition, the marketing degree provides a solid foundation for advanced degrees, such as the M.B.A. Marketing graduates go on to become business owners, company presidents, salespeople, researchers, marketing managers, retailers, product managers, account executives, buyers, customer service managers and other diverse careers--as seen in Exhibit 1, even an attorney and an optometrist. The dual degree of marketing/CIS shows two graduates in the computer field (Exhibit 1). In the alumni survey, sales careers were high in both marketing and sales, with 44% of the sales graduates ending up in sales; marketing degree graduates had 32% in sales careers.

Exhibit 1 - Job Titles of 1952-1999 Marketing and Sales Graduates

VP/Commercial Lender	Engineering Analyst	Owner/Sales	Sales Engineer
Account Executive	Exec Vice President	Owner-Manufacturing Facility	Sales Manager
Acct Executive	Financial Services	President	Sales Manager
Acct Executive	General Manager	President	Sales Manager
Advertiser	Grad Student	President	Sales Manager
Advertising Rep.	Group Insurance Clerk	President	Sales Manager
Analyst (research)	Head Golf Professional	President/Marketing Consulting	Sales Manager
Assistant Buyer	Homemaker	President/Owner	Sales Manager
Associate Broker-Sales	Homemaker	President/Owner	Sales Manager-regional
Assistant Account Executive	Human Resource Consult	Programmer	Sales Rep.
Assistant Branch Manager	HVAC Service Technician	Research Manager	Sales Rep.
Attorney	Insurance Agent	Retail Manager	Sales Rep.
Branch Manager	Loan Officer	Retail sales	Sales Rep.
Bus. Coordinator	Market Researcher	Retail Store Manager	Sales Rep.
Bus. Owner	Marketing Coordinator	Retired	Sales Rep.
Bus. Owner	Marketing Director	Retired	Sales/Marketing
Bus. Owner	Marketing Director	Retired	Self employed
Business Analyst	Marketing Specialist	Retired	Senior Product Manager
Business Owner	Market Comm Purchasing	Retired	Special Ed Teacher
CFO	Marketing Services Coord.	Retired	Senior Field Sales Eng.
Chief Credit Officer	Marketing-Packaging Coord.	Sales	SR VP-Materials Managmt.
Comm. Safety Services	Mom	Sales	Sr. Branch Manager
Computer Consultant	National Acct Manager-UPS	Sales	Tech Sales Rep
Consumer Asst Specialist	Office Manager, Print Sales	Sales	Territory Manager
Corp. Manager/Engineer	Office Premise Manager	Sales	Territory Manager
Customer Service Manager	Optometrist	Sales	Territory Sales Person
Data Manager	Own business	Sales	Training Ma.
Director-Property Management	Owner, Little Caesars	Sales Account Rep.	VP Product Development
Division Manager	Owner/Manager	Sales Consultant	VP Purchasing & Distribution

The FSU mission statement, FSU will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological and professional education, is consistent with the marketing and sales programs, as seen by the listing of diverse professional careers above. Marketing faculty all have doctorates and strive to incorporate latest computer technologies into the classroom. One member of the marketing faculty is a past recipient of the distinguished teaching award recognized for incorporating technology and team/group work in the classroom. Faculty continue to use new software specific to courses, incorporate the internet into teaching pedagogy, and use multimedia in the classroom.

Marketing courses offered in the program include a wide variety such as, consumer behavior, marketing principles, research, cases, policy, advertising, public relations, sales, retailing, marketing strategy, credits and collections, and international marketing. Marketing faculty not only teach the 148 marketing and 39 sales majors, but many of the classes listed here are required in related marketing degree programs of advertising, public relations, retailing, hospitality management, PGM, PTM, and music industry management (1,000 students), making the marketing program very cost effective.

Pre-PGM students and PGM/PTM (41) are enrolled in marketing. Some pre-PGM stay in marketing or sales, rather than the PGM program. The 70 PTM and 300 PGM students take most of the same marketing classes as marketing and sales majors. Some PGM students transfer to sales or marketing, providing a no-loss-of-credit, time or money alternative. Examples of students who came to FSU for PTM or PGM and switched to marketing or sales (most had very high GPA's) are: Rich Lay- (now working for Anderson Consulting at Dow in Y2K), Jeff Hackett (now in Banking), Darren Polomski--dual major finance/marketing--(now a stock broker), Lori Maxwell-Krimball (now at Dow in customer service), Nancy Stuart (graduated in marketing but is an LPGA member, teaching pro), and Amy Costanzi (went from marketing consulting to marketing research to statistical analysis for the State Police of Maryland to becoming a state trooper.) Three of the six played on the FSU tennis or golf team. Three were out-of-state students; both PTM and PGM contribute considerably more tuition with high out-of-state enrollment rates. It is evident from these examples that the marketing and sales degree programs **help retain students** and offer them the business/marketing degree they need to graduate. In addition, many PGM and PTM graduates end up in business/marketing fields. For example, AAA executive, owner of State Farm branch in Saginaw, and VP of Marriott World Golf, Orlando, Fla. Many other PGM schools offer a recreation management degree. Our marketing degree offers the business background for those who later elect to enter the business world outside of PGM and PTM (or some aspect of business related to golf or tennis).

Prepared students. Many of our graduates hit the road running. There are many stories we have heard that involve our students helping MSU, U of M and WMU students in their first job experience. Our students seem to get more presentations, hands-on projects, cases, and computer skills than students enrolled in large classes offered by MSU, for example. They don't often realize it until they are out in the work world, as evidenced by the open-ended remarks from alumni.

Strengths of the program:

1. Very low cost
2. Diverse professional career opportunities for graduates
3. Well-prepared graduates resulting from hands-on, project and presentation intensive classes
4. Faculty service other degrees in marketing
5. Quality faculty with doctorates
6. Quality degree
7. Stable enrollment
8. Dual degree opportunities
9. B.S. degrees fit with 2-year technical programs
10. Services other students such as sales classes for Automotive Management and other technical degrees

Concerns of the program:

1. Need for an internship coordinator. Students want internships, however, there is no coordinator of the program. Current Department Chair oversees retailing, advertising, public relations, PGM, PTM, MIM, hospitality, marketing, sales, and visual communication (although there are directors in PGM, PTM, MIM, hospitality, and VC with release time for internship coverage.)
2. Low ratings on student and alumni surveys regarding global coverage. Need to infuse more global teachings into all courses.
3. Computer equipment and lack of computers in the classrooms (some have to wheel in computers which frequently crash).
4. Low membership in the student AMA group.

Section 2

Alumni Perceptions of the Marketing and Marketing Sales Programs

Alumni Perceptions of the Marketing and Marketing Sales Programs

Note: there was no statistical difference in alumni opinions between marketing and sales graduates;

also no difference between demographic groups (only two significant by recent alumni ('90's) vs. older alums).*

All Marketing B.S. references below also include B.S. Sales:	n	Strongly Disagree		Neutral	Strongly Agree		Unknown	Mean	Standard Deviation
		1	2		3	4			
1. My FSU Marketing degree helped me achieve my career goals.	126		3	12	75	36		4.1	.68
2. I was satisfied with the academic preparation I received in the Marketing program	126		2	10	80	34		4.2	.63
3. I was satisfied with the advising I received in the Marketing program.	123	2	25	33	42	21	3	3.4	1.0
4. I would recommend the Marketing program to prospective students.	124			18	62	44	2	4.2	.68
5. The Marketing B.S. degree is a quality degree.	122			10	71	41	4	4.3	.60
6. The marketing courses I was required to take were beneficial.	126		1	10	69	46		4.3	.64
7. The marketing curriculum included enough courses to help me develop sound oral/presentation skills.	126	1	10	25	44	46		4.0	.98
8. The marketing curriculum included enough courses to help me develop sound written communication	126		14	32	57	23		3.7	.90
9. The marketing courses and cases oriented classes helped me to develop critical thinking or problem solving skills.	126	2	3	14	57	50		4.2	.85
10. The marketing classes involving hands-on, applied learning (research, cases, policy) were beneficial.	125	2	3	12	57	51	1	4.2	.83
11. Marketing electives were beneficial.	124		2	23	82	17	2	3.9	.62
12. The marketing program provided me with adequate computer skills that were current at the time.	115	10	19	32	42	12	11	3.2	1.12
13. Global marketing coverage was adequate in my classes.	117	2	36	57	20	2	9	2.9	.78
14. Working in groups/teams helped me prepare for groups/teams used in my work.	120	1	6	22	64	27	6	3.9	.8
15. My internship was beneficial	35		1	5	11	18	91	4.3	.83
B.S. Sales alumni survey only:									
16. The marketing sales courses were beneficial.	24			2	14	8		4.3	0.61

n=126 (52 sales and 74 marketing)
500 mailed (200 Sales & 300 Marketing)
25% response rate

*Significant t-tests by 1990's grads vs. 1952-1989 group:
Computer skills current (90's mean 3.8, 1952-89 mean 2.8, p=.001)
Teams/group work helped (90's mean 4.1, 1952-89 mean 3.7, p=.022)

B.S. MARKETING					
Class of	Sex	Postmark	Job Title	Job Description	Strengths
1954	M	Quad Cities IL	Retired		You are very updated for modern marketing
1958	M	Akron OH	Retired		In 1954-58 it was small & very personal
1958	M	Tampa	Retired	Was insurance agent AAA of MI-sales & service	Internship, mine was at JC Penny
1959	M	Golo Canyon AZ	Retired		
1962	M	Detroit	Attorney	Hear medical disability cases	It served me well
1962	M	Retired			Class size, quality instructors
1963	M	Saginaw	Corp. Mngr/Engineer	Managing a corporation	The college gave the program its strength
1964	M	Grand Rapids	President/Owner	GMP Wiersma's-Supermarket Owner	Small class size, good profs, interested in us
1964	M	Saginaw	Retired		
1965	M	Gaylord	Sales Manager	Sales	Instructors from workforce
1967	F	Oakland CA	Director-Property Mgmt	Plan/mgm of 12 residential apt bldgs.	"Few women 30 years ago & fair amount of sexism, certain you have changed & attracted ch
1968	M	Grand Rapids	Sales/Mktg	Senior territory manager, Duracell	Practical & timely
1968	M	Detroit	Bus. Owner		
1968	M	Ft Lauderdale	Retired	Retired w/real estate investments	Singular sales strength with managerial bent
1968	M	Flint	Bus. Owner	Animal food distributor	
1968	M	Orlando FL	Sales Manager	Manage 24 yellow pg sales people	Organizing thinking & planning
1969	M		Bus. Owner	Dons IGA	Good profs
1969	M	Detroit	President	Oliver Construction	
1969	M	Traverse City	Comm.Safety Services	PR for AAA MI, public speaking, TV radio, prezos	Had outstanding speech classes & law, both have helped me!
1970	M	MI	Financial Services		
1970	M	Houston TX	President	Bates Churchill Advertising	
1972	M	Sterling Heights	Acct Executive	Sales/Trade show exhibits	Broad scope, despite consumer/retail bias
		(same person)	Acct Executive	Sales/Trade show exhibits	Enhance institution in metro mkts, host mktg meetings & topical prezos, even if we had to u
1974	F	N Metro GA	Customer Serv. Mrg	Manage 10 people -product quote to installation	
1978	M		Optometrist	Books, Marketing Acct Mgm, Adv. Optom, Opticin.	Recommended to others
1979	F	Cincinnati OH	Retail Store Mrg	All store operations	
1981	M	Kalamazoo	SR VP-Materials Mgt	Purchasing, inventory control, shipping, etc.	
1982	M	Detroit	Division Manager	Operation of \$9M construction company	Profs, class size
1982	F		Exec Vice President	Day to day operations, general mgt	Marketing cases & policy - more like this
1982	M	Portland OR	Sr. Branch Manager	Sales & mktg manager for electronics dist.	Presentations
1983	M	Milwaukee WI	Sales Rep.	Direct Sales(world carpet) to retail stores	
1983	F	Palatine IL	Special Ed Teacher	9-12 grade	Lucas,Baker, Keigley great core program in marketing
1984	M	Royal Oak	Tech Sales Rep	Direct sales (chemical) to auto industry-14 yrs	Excellent learning from prezos we had to make
1985	F	Traverse City	Bus. Coordinator	Overall office duties in small bus./purchasing etc	Policy/cases very useful to develop prozo skills

SA

Cont. on 5B

B.S. MARKETING		
Suggestions to Improve	Innovative Learning/Computers Suggest:	Other Comments
Keep up good work		Mktg program is very instrumental in preparing for business world
Need strong economics & globalization	Standard industry model should be made available	A second language should be stressed
Teach more stats in real life situations	Hands-on makes theory sink in--I flew plane 33 yrs, learn principles & kill yourself flying or fly & kill yourself without learning principles.	
Quality staff	ALL communications skills/computer importance overstated	
More hands-on experience, enthusiasm for future learning		Critical interview process in hiring profs-they can really impact a person's life if positive
Make computer use mandatory	I'm sure you have made many improvements in 35 years	
Affiliate w/large corps, contemporary strategies-exposure a must	Prezos will pave roads to success	Wish I had opportunity for internship
llenging profs, computers need excel & powerpoint & writing skills"		
Interaction w business environment	All current programs MSOffice etc	
More direct sales programs w/strong motivational content	Mkt=sales,Retired after 17 yrs of selling-can't think of another program that would allow that quick a retirement	
	More hands-on learning	
"After 30 yrs in bus. With 3 major corps, comm skills & computers are most important. No matter how brilliant the idea, if can't sell to others-you become a cog in wheel rather than force behind it."		
		Keep up the good work
More hands-on internship programs		
	Basic keyboard knowledge	Keep up your fine reputation
Strengthen write/oral/global/branding/bus to bus cases		
Define & focus on career options by 2nd yr	Est. bureau of mkt research offering basic industry profiles & practical MI based prospecting on a fee-for-service basis	
MSU mgmt cntr! IE: selling skills for engineers/accts (& similarly personality challenged)		It was a good program-I'm sure it has greatly changed with the times.
Advising-felt left on my own-wish had done an internship	Mentoring by instructors/community	Favorite classes; stats & computers
	Profs with outside experience	More internship programs
More prezos and written projects		More senior practical applications, prezos, cases, policy
More stats programs	Internet applications	
Links to other avenues that "mktg" may tie in with	Hands-on, DP class did nothing	FSU degree served me well, near completion of MAT in spec. ed--proud bulldog
More stress on internships&real life mktg guest speakers		More global marketing approach

Class of	Sex	Postmark	Job Title (BS Mkt)	Job Description	Strengths
1985	M	Grand Rapids	Mktg-Packaging Coord.	Review/setup new food prod/packages	Most helpful message: "Mktg = satisfy customer at a profit"
1985	M	Lansing	Head Professional	All golf operations for private golf club	PGM
1985	M	Grand Rapids	Office Premise Mgr	All sales personnel	
1986	M	South Bend, IN	Sales	Selling Stampings	Cases & Problems
1986	M	Traverse City	President	Mng \$180m of \$500m sales(British Auto&Avon Rubber)	Prezo skills, hands-on research-- great strength of FSU is practical & hands-on
1986	M	Detroit	Sales Manager-regional	Hire-train-sell: 15 reps across Midwest & East	Profs very helpful in the program
1986	M	N Texas	Programmer	Contract programming	Policy & research class were a great help
1987	M	Detroit	Sales Account Rep.	sales in computer field	Variety of classes
1987	F	Kalamazoo	V.P. Product Develop.	Product development/marketing	Policy and research class
1988	M	Royal Oak	Sales	Sell printing of direct mailing promotional piece	
1988	M	Marina Delray CA	Marketing Director	Entertainment logistics	Sports Program peers/Doneth
1989	F	Saginaw	Marketing Specialist	Interface between mktg, sales, customer service	Mktg research & cases are very relevant to real world
1989	M	Flint	Owner, Little Caesars	Everything	Small classes, tough teachers
1990	M	Lansing	Sales Manager	Mng. of 8 Sales Engineers@\$9.5M quota	Commitment of profs to push students to be creative thinkers/problem solvers
1990	F	Royal Oak	Market Researcher	Survey Center Mgr, Manage mail/phone surveys	Team projects prepared me for my current work
1990	F	Royal Oak	Sales	Pharmaceutical sales to doctors	Smaller class sizes vs. large universities
1990	M	Saginaw	Computer Consultant	Computer I/S consult for Fortune 500 companies	Oral prezos -- do as many as possible, Hands-on course work
1990	M	Royal Oak	Business Analyst		
1991	M	Saginaw	CFO	Operation controller/including income statemt	
1991	F	Chicago	Analyst	Use syndicated data & consumer research to evaluate Mkt Mix strategies for Warner Lambert	
1991	M	Portland OR	General Manager		
1991	M	Palatine IL	Sales Rep.	Sales/find new accts, service estab accts, mkt-new product dev	
1992	M	Lansing	Sales	Sales/Interactive Media Specialist	Hands-on: policy & research, oral, computer
1992	F	Las Vegas	Sales Manager		
1993	F	Lansing	Own business	Day care out of my home	
1993	M	Royal Oak	Marketing Coordinator	All Marketing duties--Automotive Prototype	Case studies, prezos, research --Good Luck!
1993	M	Royal Oak	Chief Credit Officer	Manage all underwriting/risk decisions-Rock Financial	Requires strong verbal skills--needed in bus. World
1994	F	Miami FL	Asst Branch Manager	Marketing & advertising	Cases, Professors
		(same person)		"I believe I learned more than I thought, I thank all my profs, especially Dr Keigley as research helped me thru my MBA, now thru my MA in communications. I'm becoming an e	
1995	M		Sales Manager	Sales/mktg industrial supplies	"Real World" teaching
1995	M	Big Rapids	Sales Consultant	Sell service & product	Presentation & research classes
1995	M	Detroit	Research Manager	Internat'l auto resh. for South America Region	Small classes, great profs, hands-on learning
1995	M	Grand Rapids	Sales	Sales-Trucks/heavy equipment	Greatest for me at FSU was my internship--as important as diploma itself
1996	M		Sales Manager	Hiring & training sales staff	
1997	F	Chicago	Asst Acct Executive	PR, media relations, event plan, client services	Keigley taught great computer skills/Doneth taught "real life" problems

cont. on 6B

<u>Suggestions to Improve</u>	<u>Innovative Learning/Computers Suggest:</u>	<u>Other Comments</u>
More internships & mentoring by profs	Include some consumer behavior at retail pt of purchase level.	Happy to help students.
More real world, less book theory	Make computer skills a priority	Get industry people in to let students know what industry is really like
More Prezos		Offer small section for interviewing skills
More prezos, primary research, selling	Computer/Many start in sales--prepare for it	More industry speakers/pkg tech degree with mktg--(plastics, elastomers etc)
More sales classes--many mktg grads go into sales	Lotus notes, smart Suite/lotus databases	Keep quality instructors-continue to promote marketing-recruit quality profs
More presentation classes, more writing classes		
Need more presentation type classes	Powerpoint	
Courses on new product dev, tgt mkt, positioning, services too	Spreadsheet-computer a must-SAS SPSS charts	Industry requires internal data use-customer profiles to tgt--must for direct mail campaign
Think globally	Computer marketing class	Make marketing clubs stand out more
Introduction to larger variety of mktg software, not just SPSS	Software	
More case studies & international if not doing already		Work with budgets to understand how decisions impact business
(Do not know today's program)		
More oral prezos & team projects (real world)	Data analysis prgm helped me very much	More real whorl mktg, hands-on actual cases, research studies, etc.
Improve selling/oral skills	Internet/ how to listen & ask good questions	Good luck, had Keigley for analysis & everyone knows Doneths policy
Stress computers for sales mgt, mkt forecast-MRP-Acct	Global aspects of the curriculum	Keigley & Doneth kicked ass, can't thank them enough
More fin classes/investment/banking	Laws/taxes/stock market class	Need real world problems as examples for case situation
Need internships	Stronger connections with leading firms for jobs	Knowledgeable profs, strong courses--policy, research & data analysis
Communication skills -- computer & oral, more speech & prezos		
	Real life projects	
Add a "historical consumerism" elective	100% use of WWW for background research	Software/WWW--total loss without it--can't say enough about computer time
	Require strong spreadsheet knowledge, Excel	
More hands-on experience, budget, written skills		
pert on SPSS & developing surveys. Without FSU I don't think I would have made it this far.		
More up-to-date computer teaching	Computers	Keep quality teachers-Doneth & Keigley, you really appreciate them 4 yrs later
More basic applications/sales & consumer behavior	Class visits from professional marketers	Keep up the good work
Stress international--everything is more & more global	Keep up with technology & latest software	Start a masters program
Was shocked FSU lost co-op coord. We tried to reach profs, got voice mail, went to GVSU to hire 2 seniors for our sales dept--FSU missed a great opportunity for exposure to a large W Mi Company		
Add more Int'l marketing courses	Require internet research	
More hands-on projects--in real world you have projects, not tests	HIGHLY essential to know MSOffice	Have a class set up as a mock company, role playing & team pjts THANKS

B.S. MARKETING SALES					
Class of	Sex	Postmark	Job Title	Job Description	Strengths
1970	M	Lansing	Sales	Printing & Ad Spec. Sales	Average in 65-70
1971	M	Lansing	President/Owner	Chem treated industrial paper-shipping/export	Gave me overall rounded background
1971	M	Flint	Insurance Agent	Insurance sales	
1974	M	Elkhart IN	VP Purchasing & Dist	Mgr traffic/22 warehouses in U.S.	Profs with business background/real world
1975	M	Detroit	HVAC Service Technician	Service/repair HVAC equip & teach part time	Excellent research studies
1975	M	Lansing	Retail Manager	Total store management	Oral/Presentations
1975	M	Royal Oak	Self employed	Everything to run a business	
1976	M		Account Executive	Sales	
1977	M	Livonia	Owner/Sales	Meadowbrook Products	Policy/cases/research were the best classes..real life stuff!
1978	M	Minneapolis	President/Mkt Consulting	Bus dev/Strategic Mkt/New product development	Reality/practical based not just theory
1980	M	Kalamazoo	President	Own/manage safety/health consulting firm	Good work/Lucas was great, demanding like some of my clients
1983	F	Royal Oak	Branch Manager		Hands-on classes
1984	F	Rocky Mt NC	Grad Student	Assist for Deans Office at a University	Professors
1984	F	Midland	Mkt Comm Purchasing	Dow-Manage \$60m budget with 60 agencies globally	
1984	F	Kalamazoo	Consumer Assts Specialist	Trade partner support to dealers-customer service	Mktg research & consumer behavior classes were helpful
1985	M	Grand Rapids	Senior Product Manager	New prod dev., define prod line, adv, pr, mktg	Policy/Case studies/Research
1986	F	Grand Rapids	Sales Rep.	Pharmaceutical sales to doctors, healthcare indus	Good variety of mktg courses
1986	M	Grand Rapids	VP/Commercial Lender	Call on customer/prospects/make loan decisions	
1986	M	Grand Rapids	Nat'l Acct Mgr-UPS	Negotiate multi service, multi \$m logistics contracts	Solid real world experiences from profs
1987	M	Grand Rapids	Retail sales	Test water samples for water products/softeners	Teacher availability
1987	F	Jonesboro AZ	Owner/Manager	Own golf shop w husband/former PGMer	
1987	F	Royal Oak	Homemaker	Was sales mgr of hotel	Speaking in front of groups
1988	M	Grand Rapids	Assoc Broker-Sales	Real estate-manage office & sell property	Small classes with good prof attention
		(same person)	"My first job put me with MSU, U of M, Perdue & other BIG schools, I can honestly say my research and presentation abilities were superior-Mktg at FSU prepared me for the rea		
1988	M	Grand Rapids	Loan Officer	Sales,loan underwriting/risk management	Number of oral prezos required
1989	M	MI	Territory Sales Person	American Nursery sales to mass merch/wholesalers	Jack Doneth - problem solving classes
		(same person)	"Assoc degree in tech field, BS Marketing is best thing FSU has going. Strongly suggest to young-4 yrs is great program-I am product of 2yr Horticu		
1989	M	Grand Rapids	Sr Field Sales Eng.		Case study teaching method
1990	M	Orlando FL	Group Insurance Clerk	Enrollment/Customer Service	Doneth's Policy (no kidding)
1990	M	Royal Oak	Sales Rep.	Sell underground gas piping to land developers	Class size, class availability, teachers
1990	F	Ft Wayne IN	Mom	Full time stay at home mom	
1990	M	Royal Oak	Sales	Sales & Mgt of hazard waste & recycling	Don Jackson's sales classes were solid
1990	M	Royal Oak	Sales Engineer	Account Management - Plastics Industry	Policy is close to "real life" sales!
1990	F	Grand Rapids	Training Ma.		Encouraging profs, Horton & Don Jackson good

cont. on 7B

B.S. MARKETING SALES		
Suggestions to Improve	Innovative Learning/Computers Suggest:	Other Comments
Expand focus to understand multitude of job opportunities	Good understanding of both IBM & MAC	Classes on positive thinking/continued learning/2wk alumni update skills classes
Make accounting more understandable	Computers a must	Co-op was very beneficial
		Improve prezos, computer & global
Computer skills/classes on what to do with the data	FSU prepared me/mktg very positive/never asked to visit alumni hse-appreciate FSU 10 yrs later	
	More research study	I've pursued a different area, but highly value my mktg degree
More written communication/computer skills		
Course taught by business people about real world	I was far to naive about business world when I graduated	
Dev. More hands-on classes, work on basics of structuring&building a bus.	Use computers as a direct marketing tool	Push the students to realize they must earn what they want from business
Global & computers substandard in '78	Make mandatory laptop environment	Invite me back to make a presentation; Lucas made us use our brains!
Bring in outside professionals as speakers/time management	Powerpoint for sales prezos	Students need point of ref. of what they need in real world
	Computers	
Was not prepared for technology even back 15 yrs ago	Enclosing bus card, I would be happy to discuss further, as I really care about students who follow this ed path	
Less "textbook" & more hands-on projects	More required computer classes	Cases & Policy did not seem very realistic once you get in real world
10% theory- 90% hands-on—how to solve customer problems	Spreadsheets, time mgt, how to save/recall files	Less importance on 5 sales steps, more on how to build relationships
More oral/pzo, we roleplay all the time in work environmt	Computers—tie in pjts with computers, as rep * have lap top & had to work hard to develop my computer skills.	
Increase real world curriculum	E-commerce is the future—students need to be proficient in this area	
Do complete marketing plan	Dev marketing plan, not like Policy-Thanks to Doneth for preparing for real world	
Prezos of any kid were essential to success in real world		
world-keep up the good work"		
More internships	Exercise of model of implementation of mktg plan from concept to success/failure	
Throw away texts-to market you need to be creative	Cannot have too many computer skills	Interpersonal skills important, critical reasoning & math just as important
ture, 4 yr Mkg		
Job shadow program	Require students to be member of 1 prof org. & attend meetings	Class on job/office politics, how to handle
More computer studies (MS Office)		More intensive sales classes - I only needed 3 to graduate!
Add a class in customer service & instruct techniques	Upgrade! Lotus, MS office, maybe you have	Never had employment problems! THANKS!!
Sales are only part of it, must 1-dev product, 2-dev business, 3-bus plan 4-understand objectives, 5-role-play sales efforts--great sales must be better bus.minds		
Global Business slant	Focused prezos/ability to present in short time frame	Work on objections-"how to work on selling value as opposed to price"
"More speaking, writing cases, simulations, internships, personal mentoring; I took outside seminars to improve skills."		

B.S. MARKETING SALES - Continued					
Class of	Sex	Postmark	Job Title	Job Description	Strengths
1991	M	Grand Rapids	Owner-Mfg Facility	Sales/Office	Good variety of electives
1991	F	Indianapolis	Data Manager	Create & maintain data bases	Profs with real life experience
1991	F	Royal Oak	Homemaker		
1992	F	Grand Rapids	Marketing Director	Mktg for computer consulting to insurance indust.	Excellent Prezo classes-more than other univ., I was ready for real world
1992	F	Royal Oak	Office Mgr, Print Sales	Sales service, accounts payable & receivable	Small classes, hands-on casework
1992	M	Grand Rapids	Business Owner	Run company-15 employees with partner	Sales classes/Cases classes
1993	M	Grand Rapids	Human Resource Consult	Job design/Assessment/Leadership training	hands-on cases & problems, policy--need more of these
1993	M	Milwaukee WI	Mktg Services Coord.	Promote product through various media	Profs & philosophy of case study
1993	F	Royal Oak	Territory Manager	Coca Cola, maintain sales of Coke products	Policy was beneficial to prepare me for prezos in every day work
1993	F	Detroit	Engineering Analyst	Ford: audit engineering release	Doneth & Bethel
1993	F	Worcester MA	Territory Manager	Sales	
1993	F	Lynchburg VA	Assistant Buyer	Soon to be buyer for retail chain	Small classes, many oral prezos
1994	M	Alpena	Advertiser	Free lance adv/marketing watchman	Good people
1995	M	Grand Rapids	Advertising Rep.	Sell magazine ads	Most faculty ver y good
1996	F		Sales Rep.	Sales/payroll	Don Jackson beneficial/& Bethel
1997	F	Lansing	Sales Rep.	Territory manager in sales	
1998	F	Detroit	Sales Manager	Call on large comp./establish client relationships	Number of oral prezos

cont. on 8B

B.S. MARKETING SALES - Continued		
Suggestions to Improve	Innovative Learning/Computers Suggest:	Other Comments
More work in job placement—none in '91	Internship—without one it was hard to find work	Internship program with several partner companies
Require 1 or 2 more stats classes	SAS, minitab, MSAccess, SQL	
Software, AOL, Goldmine & ACT /more computers	"Keep in touch with alums, invite us to present, I'm thankful for my degree, Keigley's resh is awesome class"	
Add some printing to Adv or Principles of Mktg	Powerpoint was required for my MBA	FSU has poor acad rep-pjt for Keigley or Doneth class
More role playing		
More linkage with technology	Web-based marketing—use of technology	*more technology*challenge student to think*match to future job requirement
	Continue to challenge students	
Make personal finance a requirement	Internet-based classes with corp. America	
Dev skills in 1/4ly review, more # crunching prepare for sales obj.	2 new systems for sales S.A.P/Star (in-depth software	
	More up-to-date computer skills	
More public exp.	Computer	Good people
More sales/mktg career path exploration	Internet marketing	
No point in policy	More graphs, charts, computer presentations	Small classes & prof involvement helped me THANKS!

Alumni Survey - B.S. Marketing

Dear FSU Marketing Alumni:

The Marketing Program faculty would like your input regarding the coursework you took at Ferris. This information will be used to identify our strengths and enhance portions of the curriculum. Please complete this short survey and return as soon as possible. Some marketing students will be analyzing the data and would appreciate your prompt response. Thank you for your input.

Sincerely,

Professors Marilyn Keigley, Roland Ream, Don Jackson, Jack Doneth, Dick Hansen, and Eric Panitz

Year you graduated from FSU 19_____

Male _____ Female _____

Are you currently employed full time _____ part time _____

Current job title/occupation _____

Brief description of job responsibilities _____

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Unknown
	↓	↓	↓	↓	↓	
1. My FSU Marketing degree helped me achieve my <u>career goals</u> .	1	2	3	4	5	U
2. I was satisfied with the <u>academic preparation</u> I received in the Marketing program.	1	2	3	4	5	U
3. I was satisfied with the <u>advising</u> I received while in the Marketing program.	1	2	3	4	5	U
4. I would <u>recommend</u> the Marketing program to prospective students.	1	2	3	4	5	U
5. The Marketing B.S. degree is a <u>quality degree</u> .	1	2	3	4	5	U
6. The <u>marketing courses</u> I was required to take were beneficial.	1	2	3	4	5	U
7. The marketing curriculum included enough courses to help me develop sound <u>oral/presentation</u> skills.	1	2	3	4	5	U
8. The marketing curriculum included enough courses to help me develop sound <u>written</u> communication.	1	2	3	4	5	U
9. The marketing courses and cases oriented classes helped me to develop <u>critical thinking or problem solving</u> skills.	1	2	3	4	5	U

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Unknown
10. The marketing classes involving hands-on, applied learning (research, cases, policy) were beneficial.	1	2	3	4	5	U
11. Marketing electives were beneficial.	1	2	3	4	5	U
12. The marketing program provided me with adequate computer skills that were current at the time.	1	2	3	4	5	U
13. Global marketing coverage was adequate in my classes	1	2	3	4	5	U
14. Working in groups/teams helped me prepare for groups/teams used in my work.	1	2	3	4	5	U
If you had an internship:						
15. My internship was beneficial	1	2	3	4	5	U

Your personal comments are particularly important to us.
Please tell us:

Strengths of the FSU Marketing program _____

Suggestions to improve the FSU Marketing program _____

Suggestions for innovative learning and/or computer requirements _____

Any other comments that would help us maintain and improve the program _____

Thanks again for your opinion.



Alumni Survey - B.S. Marketing Sales

Dear FSU Marketing Sales Alumni:

The Marketing Program faculty would like your input regarding the coursework you took at Ferris. This information will be used to identify our strengths and enhance portions of the curriculum. Please complete this short survey and return as soon as possible. Some marketing students will be analyzing the data and would appreciate your prompt response. Thank you for your input.

Sincerely,

Professors Marilyn Keigley, Roland Ream, Don Jackson, Jack Doneth, Dick Hansen, and Eric Panitz

Year you graduated from FSU 19_____

Male _____ Female _____

Are you currently employed full time _____ part time _____

Current job title/occupation _____

Brief description of job responsibilities _____

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Unknown
	↓	↓	↓	↓	↓	
1. My FSU Marketing Sales degree helped me achieve my <u>career goals</u> .	1	2	3	4	5	U
2. I was satisfied with the <u>academic preparation</u> I received in the Marketing Sales program.	1	2	3	4	5	U
3. I was satisfied with the <u>advising</u> I received while in the Marketing Sales program.	1	2	3	4	5	U
4. I would <u>recommend</u> the Marketing Sales program to prospective students.	1	2	3	4	5	U
5. The Marketing B.S., Sales degree is a <u>quality</u> degree.	1	2	3	4	5	U
6. The <u>marketing courses</u> I was required to take were beneficial.	1	2	3	4	5	U
7. The marketing curriculum included enough courses to help me develop sound <u>oral/presentation</u> skills.	1	2	3	4	5	U
8. The marketing curriculum included enough courses to help me develop sound <u>written</u> communication.	1	2	3	4	5	U
9. The marketing courses and cases oriented classes helped me to develop <u>critical thinking or problem solving</u> skills.	1	2	3	4	5	U

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Unknown
10. The marketing classes involving hands-on, applied learning (research, cases, policy) were beneficial.	1	2	3	4	5	U
11. Marketing electives were beneficial.	1	2	3	4	5	U
12. The marketing program provided me with adequate computer skills that were current at the time.	1	2	3	4	5	U
13. Global marketing coverage was adequate in my classes	1	2	3	4	5	U
14. Working in groups/teams helped me prepare for groups/teams used in my work.	1	2	3	4	5	U
If you had an internship:						
15. My internship was beneficial.	1	2	3	4	5	U
16. The marketing sales courses were beneficial.	1	2	3	4	5	U

Your personal comments are particularly important to us.
Please tell us:

Strengths of the FSU Marketing program _____

Suggestions to improve the FSU Marketing program _____

Suggestions for innovative learning and/or computer requirements _____

Any other comments that would help us maintain and improve the program

Thanks again for your opinion.



Section 3

Employer Survey

EMPLOYER SURVEY

A survey of employers of FSU marketing graduates was conducted. The objective was to solicit comments as to the value of the Ferris programs in preparing students for the marketing profession. The Marketing and Marketing/Sales programs represent almost 10% of the students in the College of Business and serve as an add-on for two-year technical degrees. For example, comments from employers that hired Plastics Technology or Auto/Heavy Equipment Management students with marketing and sales training indicate a greater employee value with the flexibility to go into other areas of the business. Many contacts from the survey indicated that FSU students from these programs bring with them a great deal of hands-on experience from classroom role-playing, real-life business projects involving marketing plans or research and a customer orientation. To quote Mike Ropele, Program Coordinator of the FSU Automotive & Heavy Equipment Management program, "for our students with a technical associate degree, these are important transitional courses in that they help our students make the trip from the auto technical area to the global sales, marketing and business focus."

Regarding Marketing and Sales B.S. degrees, conversations with all employers were extremely positive. Larry Eisenga, Human Resources V.P at Blue Water Plastics, Inc., says "FSU marketing and sales graduates are well trained and motivated to be high achievers." A recent graduate, Mark Monohan finds that his Ferris experience earned him a marketing position with Golf America Stores as did Mark Novac who advanced with Brunswick Indoor Recreation Group to an Area Sales Manager position in Virginia. Representatives from Consumers Energy indicate that Jeffrey Ring, a 1997 graduate, advanced to an Account Executive position due to his marketing and sales training. His Ferris marketing education is held in high regard and will be used to focus on the competitive environment the utility now is faced.

From a lucrative sales position with Xerox Corporation, John Milan launched his own manufacturer's Rep business, and found his Ferris marketing training extremely valuable in promoting his own marketing operation. Tim Derks, a 1997 graduate, is called "an over-quota National Account salesperson" by Greg Martin, the National Sales Manager of United Marine Corporation. Wallace Computer Services of Grand Rapids has hired several FSU graduates in recent years and their sales manager, Mike Oppold says "I wish I could clone these Ferris marketing and sales graduates. They are well trained, confident, and have a burning desire to be successful." Kim Fettig, V.P. of Sales and Marketing for Executone of Western Michigan, Inc., has found FSU graduates very successful as salespeople for their line of office equipment.

Brian Hervey, Account Executive for New Horizons Computer Learning Centers and Tom Waldron, of Intercall Co. are just two of the recent graduates that have been asked by their managers to help recruit additional FSU Marketing and Marketing/Sales graduates. Tom said, "my FSU education helped me understand market positioning and penetration; I am now our Competitive Market Analyst." Mr. Chip Lee, Manager, Petoskey Plastics, expressed great satisfaction with the marketing and research training provided at Ferris, particularly the hands-on role-playing exercises and practical skills developed. He says "we wish we could get more FSU Marketing and Sales graduates and are interested in offering internships as an incentive."

To quote Robert Malone, FSU Alumni and President of Malone Management, "the Marketing/Sales curriculum gave me the knowledge and insight to build an educational business that currently employs 105 people in eight locations throughout western Michigan."

In summary, the programs attract high paying employment positions and provide a steady stream of talented marketing people that earn Ferris the reputation for producing valuable employees.

Section 4

Student Perceptions of the Marketing and Marketing Sales Programs

Student Evaluation of Marketing and Marketing Sales Programs

Population = 145 (106 marketing, 39 sales)

Sample=53 (38 marketing and 15 sales)

	Poor							Excellent							Mean	Std Dev.
	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
General																
Writing skills			2	14	19	15	3								5.0	0.96
Communication skills			3	5	17	21	7								5.4	1.02
Problem solving/critical thinking skills			3	9	13	23	5								5.3	1.1
Computer																
Use for statistical or other market analysis		4	9	9	11	7	3								4.7	1.42
Powerpoint/excell	3	5	4	5	13	14	9								4.8	1.77
Internet use		6	6	10	4	19	8								4.9	1.63
Marketing																
Marketing knowledge		1	2	3	11	27	9								5.7	1.07
Presentation skills		1	1	7	12	22	10								5.6	1.11
Global market understanding	1	2	5	19	15	11									4.4	1.2
Case analysis/problem solving skills		1	4	4	11	24	9								5.5	1.2
Other																
Overall quality of program			3	7	10	23	10								5.6	1.11
Quality of marketing faculty		1	1	5	11	21	14								5.7	1.12
Preparation for a career in marketing	1	1	2	5	15	23	6								5.4	1.22

Plan on getting an MBA in the future:

66% yes (35)

34% no (18)

Gender:

75% males (40) and 25% females (13)

Transfer Student:

38% yes (20) & 62% no (33)

Average semesters completed: 6.5

Statistical Conclusions:

Strengths:

Quality of marketing faculty (5.7) and Marketing knowledge - 5.7

Presentations skills (5.6), Overall quality of program (5.6), & Case analysis (5.5)

Communication (5.4), Preparation for marketing career (5.4), & Problem solving/critical thinking (5.3)

Needs improvement:

All computer areas (stats, powerpoint, & internet use)

Writing skills (5.0)

Needs most attention:

Global market understanding (4.4)

Student Evaluation of Marketing Sales Programs

Open-ended Responses

Strengths

Faculty/Teaching

Quality Faculty	37
Teachers Relate Own Experiences	2
One-on-one	2
Practical Business Knowledge	1
Openness in Classroom	1
Innovative Teaching	1

Courses/Program/Skills

Classes/Course Program/Reputation	15
Many Presentations/Skills	11
Small Class Size	11
Hands-on Work/Interactive	11
Well-rounded Program-sales, resh., adv.	4
Focused Program	3
Research Skills	2
Class Requirements	1
Targeted to Midwest Businesses	1
Class Structure	1
Lots of Work	1
Broad Major	1
Challenging	1
Problem Solving Skills	1
Use of Market Analysis	1
Gain Interpersonal Skills	1
Concentration of Sales Classes	1

Job/Career/Miscellaneous

Job Placement	3
Career Preparation	2
Employer Reviews	1
Kay Anderson	1
Personal Attention	1
Internet Use	1
Program in one Building	1
Internships	1

What can be Improved

Computers

Computer Use/Technology	13
More Internet Use	2

Internships

Require Internships	8
Need Co-op Coordinator	2

Continued in next column

Faculty/Teaching

Some profs	2
Teachers not Always Available	1
Teachers Teach too Much at Once	1
Some Profs Straight Lecture	1
Faculty Involvement	1
Older Profs	1

Courses/Program

More Hands-on--not Book Work	4
More Company Examples	3
Variety of Marketing Classes	2
Electives	2
International Emphasis/Global	2
Not Hard Enough	1
More Structure to Program	1
Instruction	1
Interviewing Class	1
Need More Efficient Classes	1
Lack of Classroom Structure	1
Real Experience	1
Guest Speakers/Seminars	1
More Statistical Analysis	1
More Project Oriented classes	1

Scheduling

Classes Not Offered Sometimes	3
Need Flexibility with Optional Classes	2
Meeting 3 Days a Week	1
Scheduling of Classes	1

Miscellaneous

Administrative Support/dean/dept	4
Program not Well Known	2
Eliminate Sociology	1
Eng 325	1
ISYS Classes	1
More Connections with Alumni	1
Require Membership in AMA	1
Text Books	1
Too much Computer Work	1
Marketing Magazines in Library	1
Labs have Dot Matrix Printers	1
Timme Materials Outdated for Mkg	1
Better Program Enrollment	1
Knowing What Real Job is Like	1

Student Evaluation continued

Open-ended Responses

→ What classes were most beneficial and why:

Principles of Marketing - gave me the basics and foundation
Marketing Research - useful for future reference & computer use
International Marketing - exposure to other cultures
Sales Management - applies to my future goals
Sales - did actual presentations
Marketing Research, Data Analysis, Consumer Behavior - learned the most
Consumer Behavior, Cases, & Marketing Research
Sales Management, Marketing Research - interactive class work
Marketing Policy - it dealt with real life situations
Principles, Marketing Data Analysis and Marketing Research - they deal with application
Marketing Cases - learned critical thinking skills
Principles of Marketing - learned basics
Principles of Marketing - got started in right direction
Principles of Marketing - learned terms
Visual Merchandising
All my Marketing classes
Sales Management
Sales - learned presentations skills
Sales - presentations
Marketing Research - learned so much
Internship - was real world
Marketing Research - Hands-on and gained a lot of knowledge
Marketing Research - interaction with people
Cases - learned everything - helped me through other marketing classes
Sales - learning to speak in front of people
Policy and Marketing Data Analysis - most information and hands-on
Policy - I learned more in one semester and was able to apply all that I have learned
Cases and Sales - hands-on
Principles, International, Transportation - learned fundamentals
Direct Marketing, Principles, Consumer Behavior, Marketing Cases - learned the most in these classes
Marketing Research - related to real life work, not just book
Consumer Behavior, Sales, Marketing Research
Sales, Principles, Cases, and Consumer Behavior - learned the most
Purchasing and Marketing Cases - learned valuable information
Research introduced me to in depth computer work/policy introduced me to problem solving
Cases and Problems and Policy class, reflecting "real world" situations
Cases and Principles, marketing concepts and application of concepts
Purchasing, Principles, Sales, and Policy
Policy class
Sales Majors:
Consumer Behavior - learned about consumers
Intermediate selling - I became involved
Sales & Advanced Sales - learned application
Sales - lots of situational learning
Advances Sales - real life situations
Cases/Sales
Research and Cases - touch on real-world learning

↙ **What marketing courses would you change or improve and why:**

Principles of Marketing - too much information
Transportation - not learn anything
Transportation -
Transportation
Transportation
Transportation - not necessary
Get in-class computer stations for SPSS for Data Analysis
More practical classes
Direct Marketing - didn't interest me
Sales - not the type of selling I will be doing
Upper level classes with no structure
International too boring
International
Retailing
Marketing Cases - focus more on cases
Marketing Cases - need more group projects and less tests
Data Analysis has similarities to research
Marketing Policy - too hard
Principles of Marketing - too basic
Marketing Policy - too much busy work
Mentioned nonmarketing classes:
Stats-Statistics-Statistics-Sociology-English 325-Sociology 340
Sociology-Accounting-ISYS - computer class did not cover enough

↙ **Based on your knowledge, do you feel the College of Business quality of the marketing program is comparable to or better than WMU, CMU, MSU, or GVSU?**

Similar to all
Yes, I have heard FSU marketing is one of the top 3 in the state
At least as good, reputation seems better
5 -YES!
Yes - smaller classes - more opportunities for sales presentations
Compared with WMU, FSU is better
Better because of small classes, we get more one-on-one and more sales presentations than large schools
Better because of the image of FSU and career oriented education
Yes, I know people from GVSU, WMU, SMU and they are not the quality of students as FSU.
Yes, maybe better
Yes, because all the instructors have professional experience in their fields
I feel the marketing program here is better than WMU or MSU because of the interaction with faculty
No base for comparison
It is comparable to them
As good and better than most
I attended WMU and I believe FSU is still behind
Yes, I'd receive the same education anywhere
No, FSU seems a little old fashion
Just as good if not better, seems to be more hands-on oriented not theory
Comparable to MSU
FSU offers smaller classes which allows better learning
Better than these, you get treated like a person, rather than a number (except with administration)
WMU has better resources
I believe FSU College of Business is the best in the State
I feel the quality is pretty equal

I feel our marketing is great
Unaware of other programs
Better; more focused on real life experience; not just a number
No knowledge of other programs
I have friends in marketing at CMU, the courses are much the same
That is why I came here in the first place, educators all around the State say this is the place for marketing/sales
Compares to some of the competing schools
I don't know how Ferris matches up with these schools
Yes -- small classes
I feel the marketing/sales program is better than any of those schools combined
Don't know other schools, but FSU program fulfills my needs and was definitely on individual basis
I would say comparable

→ **Please comment on the quality of your marketing education at Ferris:**

Very pleased
The terms I learn will be forgotten. The hands-on practical skills will be remembered
The education prepared me for my career, reputation of FSU with companies gives me opportunities
OK needs improvement
I feel prepared
Satisfactory
Excellent, I feel very well prepared to get out in the real world
So far the quality is good, I have one more year
Well rounded
I like the smaller school
I have enjoyed my program to the fullest and have learned a lot about people and why they do what they do
Good core; electives, drop Humn 217 logic not needed
I have learned a lot from the courses I have
Fair to good
My education has been a positive experience
Average quality because I will still not know what part of marketing I want to pursue
Good education
I feel that it is the best in Michigan because of the hands-on experience
I would do it over again if I had to here at Ferris
Teachers are knowledgeable and friendly
I feel as though I have received a very good education in marketing here
8 of a 10 point scale
I feel I am competitive in the field
Proud of quality & reputation of Ferris marketing program
My education at Ferris was very in depth as I took most classes myself or with few people
Good, only been here a year (transfer)
Fair
Feel I'm not learning anything
Not sure it has prepared me for the real world
OK Good experience
Quite happy with presentation requirements
It is quality because of the hands-on experience
Starting marketing courses, finally.
Very extensive and I feel that I will be adequately prepared for real world
I have learned a lot about the marketing world
I love my marketing classes because I like the profs better
Quality - brings about a broad range of ideas
Great so far
I do not feel that it gave a profound base knowledge of what I would do on a job
I firmly believe I have received an adequate education thus far

I believe I have received an excellent education at Ferris

OK Good Profs

I received a great education at FSU. The small classes all help because I was more involved

An overall good experience, should be more geared toward marketing students, less to PGM

So far so good/we will see when I try to find a job

I'm satisfied

It's getting better the further I get into core classes

With small classes & hands-on



What technology, innovation, or improvement is needed in the marketing program:

Always be a technology leader, don't let the above schools rate better in technology

Many programs focus on service, but classes tend to focus on manufacturing industries

Availability of powerpoint presentation equipment--a single computer & at least one large TV on wall

Keep up with computers

Field trips, internships, better grasp of computer technology

More use of computers integrated into the classroom

More programs like SPSS, more background information on what the programs or computers can do

More hands-on; surveys, ad development, sales prez, web use. make class project developing new Ferris logo & produce a marketing plan around it--great senior project

Make interns mandatory

Make internships mandatory, computers at the tables in class--A MUST!!

Better computer systems that don't shut down on you. Labs open later.

More technology in the classroom, more innovative teaching

Co-op coordinator

More computer training

More classes using computer programs such as SPSS, Powerpoint, Excel

Computer technology in classrooms

More in classroom access to Powerpoint presentation stuff, re large monitors, fast computers

Advertising in GR to increase awareness

24-hours computer lab, SPSS

More computer knowledge

Improve marketing administration

Computers-- lab 24 hours

Additional use of in class computer applications

Computer technology

More computer, internet, spreadsheets

To keep up = changing technology

More real life experience work in classes; increase use of computers

ISYS 202 needs focus on application of computers, not theory

Fewer older profs (out of date)

More computer training and experience using complex equipment

Technology and accessibility in classroom

Better computer technology (more integrated with classes)

More computer courses (ISYS 202 is USELESS)

More with internet, maybe have each student get a laptop

Teach more on computers!!

MARKETING 378 IDEAS FOR IMPROVING WEAKNESSES:

Computers

Know MSOffice, quicken, lotus notes, SPSS, Accounting software
All students use laptops in the classroom
Computer in-class projects
More internet searches and projects
Computers in every classroom
Computerized classrooms
Multimedia applications
Computer based classes, not textbook based
Consumer Behavior, view focus groups via web & watch company 1st hand
Territory design software to design company and/or sales
Entire presentation class using computers
Interviewing response from senior, "the only thing employers want to talk about is the internship you had."
Watch marketing companies through live digital imaging/virtual lab
Powerpoint for all sales classes
Change ISYS 202, you learn nothing, at least require powerpoint presentations over the
Material so you learn something about computers
Web sources for projects
HTML class or Web class
Internet class
More email assignments

Internships

Advisors keep student resumes on hand to recommend for internships
Full time intern director
Do a journal vs. the weekly report
Internships required
Paid AND not paid internships (not required to receive pay)
Internship over the internet - online
No longer require weekly reports
Email weekly reports
Use career services dept for internship sources
Advisors divide up all mktg students and supervise internships
Senior student act as mentor/intern supervisor (pass along process)
Alumni mentor program

Global

Global marketing policy class
Guest speakers with international experience
Study overseas
More global in Mktg 321
Change international marketing to global marketing
Have global examples in every marketing class
Have international email pal
2-week study abroad program for 2 credits
More global in the business core
Possibly required language

Section 5

Faculty Perceptions of the Marketing and Marketing Sales Programs

Faculty Perceptions of the Marketing and Marketing Sales Programs

Note: Marketing faculty range from marketing, to visual communication, to hospitality management.

n=36 (23 marketing, 13 business faculty)

		Strongly Disagree		Neutral	Strongly Agree		Unknown	Mean	Standard Deviation
		1	2		3	4			
		1	2	3	4	5	Unknown	Mean	Standard Deviation
1. The <u>Marketing</u> Program is consistent with the FSU mission.	Marketing:			1	11	8	3	4.4	.61
	C.O.B. faculty:			1	4	8		same	
2. The <u>Marketing Sales</u> program is consistent with the FSU mission.	Marketing:			2	9	7	5	4.3	.78
	C.O.B. faculty:	1		1	4	6	1	same	
3. The <u>Marketing</u> Program is consistent with the objectives & goals of the Marketing Department.	Marketing:			2	6	4	11	4.4	.71
	C.O.B. faculty:			1	3	9		same	
4. The <u>Marketing Sales</u> Program is consistent with the objectives and goals of the Marketing Department.	Marketing:			2	5	5	11	4.3	.86
	C.O.B. faculty:		1	1	3	7	1	same	
5. Business faculty support the <u>Marketing</u> Program.	Marketing:			1	10	10	2	4.4	.59
	C.O.B. faculty:	1	1	3	6	2		3.5	1.13
6. Business faculty support the <u>Marketing Sales</u> Program.	Marketing:			1	8	9	5	4.4	.61
	C.O.B. faculty:	1	3	1	5	2	1	3.5	1.3
7. The B.S. <u>Marketing</u> degree is a quality degree comparable to those offered in similar institutions.	Marketing:		1	4	9	3	6	3.8	1.02
	C.O.B. faculty:	1	1	4	3	9	4	same	
8. The B.S. <u>Marketing Sales</u> degree is a quality degree comparable to those offered in similar institutions.	Marketing:		1	4	8	5	8	3.6	1.03
	C.O.B. faculty:	1	1	2	2	2	5	same	
9. <u>Marketing</u> students should be required to complete an internship.	Marketing:	2	5	5	7	4		3.3	1.25
	C.O.B. faculty:			2	7	4		4.2	.68
10. <u>Marketing Sales</u> students should be required to complete an internship.	Marketing:	2	3	5	7	4	2	3.4	1.24
	C.O.B. faculty:			2	6	5		4.2	.72
11. In-class computer facilities are sufficient for <u>Marketing</u> students.	Marketing:	3	5	4	5			2.6	1.11
	C.O.B. faculty:	3	5	2				1.9	.73
12. In-class computer facilities are sufficient for <u>Marketing Sales</u> students.	Marketing:	3	5	4	4	1	6	2.7	1.12
	C.O.B. faculty:	2	5	3				2.1	.74
13. Administrative support of the <u>Marketing</u> Program is sufficient.	Marketing:	3	3	7	4	2	4	2.8	1.15
	C.O.B. faculty:	2	4	4	2		1	same	
14. Administrative support of the <u>Marketing Sales</u> Program is sufficient.	Marketing:	3	2	7	4	2	5	2.7	1.2
	C.O.B. faculty:	3	4	3	2		1	same	
15. The <u>Marketing</u> Major is a valuable part of the COB program offerings.	Marketing:				14	9		4.4	.77
	C.O.B. faculty:	1			3	9		same	
16. The <u>Marketing Sales</u> Major is a valuable part of the COB program offering.	Marketing:				4	6	1	4.3	.89
	C.O.B. faculty:	1	1		4	6	1	same	
17. Marketing electives are beneficial to other majors in the College of Business.	Marketing:	1		1	15	6		4.3	.79
	C.O.B. faculty:				4	8	1	same	
18. The Marketing & Marketing Sales programs are beneficial to PTM, PGM and other specialized students who leave those programs to complete a more general degree.	Marketing:			3	11	8	1	4.3	.80
	C.O.B. faculty:		1	1	1	10		same	

Faculty Perceptions of the Marketing & Sales Programs

Statistical Summary

Highest means of both programs

- ♣ Programs are consistent with FSU mission
- ♣ Programs are consistent with objectives & goals of marketing department
- ♣ Programs are valuable part of College of Business offerings
- ♣ Marketing electives are beneficial to other business majors
- ♣ Programs are beneficial to PTM, PGM and other specialized students who transfer to marketing or sales

Above average of both programs

- ♣ Degree is a quality degree comparable to those offered in similar institutions
- ♣ Business faculty support the programs (rated higher by marketing faculty)
- ♣ Internships should be required (rated just above neutral by marketing faculty and higher by other business faculty)

Needs improvement

- ♣ In-class computer facilities sufficient
- ♣ Administrative support of the programs is sufficient

Open-ended Comments

Strengths of Programs:

Most of the faculty, good students, quality faculty, flexibility, recognition in the state, hands-on orientation, dedicated faculty, demanding courses, very practical, lots of very successful alumni, professors with real-world experience, hands-on application, diversity of programs, faculty, industry experienced faculty, continued strong job placement upon graduation, strong faculty, professors with real-world experience, faculty, faculty who care, students who get jobs, graduates who can market themselves, applied learning such as case work-presentations-research projects-and teams.

Areas that can be Improved:

Better equipped classrooms (have to wheel in computer), make better use of technology--e-commerce, leadership that is marketing oriented instead of administrative, more quantitative work, leadership, new business core may help, e-business, sales, EDI, need to develop niche programs such as direct marketing and promote them, update capstone, business 209, recruitment, more specialized courses for specific programs such as VC, faculty, internships, classroom computers, general ed. requirements are too restrictive in some instances, more cost accounting knowledge, internships required, computers, more digital marketing and use of the internet, and need computer work-stations for teams in the classrooms.

Suggestions for Innovative Learning/and or Computer Requirements:

Better tie in to industry standards, make powerpoint presentations mandatory, internships should be encouraged-but not required (you can place an A student, but who wants a C or D student?), greater use of technology--email/internet, workstation room like BUS 310 for research and case projects, more hands-on in sales curriculum, on-line courses, integrate subject areas to improve capstone, Web connected survey instruments--how to use Lotus Domino for that, groups/teams expanded and internet sales.com, etc., more internet involvement, continued use of software industry uses, and computer stations in the classroom.

Other Comments:

Not really--already have high enrollment, recruit HS and CC students by going out and talking up the program, encourage early retirement for aging faculty, more use of internships & industry feedback to stay current, knowledge of product/service costs will help in marketing & sales, internships are excellent but some students would not represent FSU very well, require internships, internships need to be structured with good supervision, dedicated faculty a plus, better administration-devote more resources to internships, keep in step with advisory panels and direct marketing, etc., and the general marketing faculty, in my opinion, are among the most dedicated and challenging to students (I mean that in a very positive way) in the whole C.O.B.--as an advertising specialist, I rely on your excellence to help prepare our students.

Faculty Survey - B.S. Marketing & B.S. Marketing Sales

Dear Business Faculty:

The Marketing Program faculty would like your input regarding the marketing curriculum. We are using the input for program review and appreciate your opinions. Thank you for your response.

Sincerely,

Professors Marilyn Keigley, Roland Ream, Don Jackson, Jack Doneth, Dick Hansen, and Eric Panitz

Department area: Accounting _____ Management _____ Marketing _____ ISYS _____
Economics/Stats _____ ISM _____

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Unknown
	↓	↓	↓	↓	↓	
1. The <u>Marketing</u> Program is consistent with the FSU Mission Statement.	1	2	3	4	5	U
2. The <u>Marketing Sales</u> Program is consistent with the FSU Mission Statement.	1	2	3	4	5	U
3. The <u>Marketing</u> Program is consistent with the objectives and goals of the Marketing Department.	1	2	3	4	5	U
4. The <u>Marketing Sales</u> Program is consistent with the objectives and goals of the Marketing Department.	1	2	3	4	5	U
5. Business faculty support the <u>Marketing</u> Program.	1	2	3	4	5	U
6. Business faculty support the <u>Marketing Sales</u> Program	1	2	3	4	5	U
7. The B.S. <u>Marketing</u> degree is a <u>quality</u> degree comparable to those offered in similar institutions.	1	2	3	4	5	U
8. The B.S. <u>Marketing Sales</u> degree is a <u>quality</u> degree comparable to those offered in similar institutions.	1	2	3	4	5	U
9. <u>Marketing</u> students should be required to complete an internship.	1	2	3	4	5	U
10. <u>Marketing Sales</u> students should be required to complete an internship.	1	2	3	4	5	U

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Unknown
11. In-class computer facilities are sufficient for <u>Marketing</u> students.	1	2	3	4	5	U
12. In-class computer facilities are sufficient for <u>Marketing Sales</u> students.	1	2	3	4	5	U
13. Administrative support of the Marketing Program is sufficient.	1	2	3	4	5	U
14. Administrative support of the Marketing Sales Program is sufficient.	1	2	3	4	5	U
15. The <u>Marketing Major</u> is a valuable part of the COB program offerings.	1	2	3	4	5	U
16. The <u>Marketing Sales Major</u> is a valuable part of the COB program offerings.	1	2	3	4	5	U
17. Marketing electives are beneficial to other majors in the College of Business.	1	2	3	4	5	U
18. The Marketing and Marketing Sales programs are beneficial to PTM, PGM, and other specialized students who leave those programs to complete a more general degree.	1	2	3	4	5	U

Your personal comments are particularly important to us.
Please tell us:

Strengths of the FSU Marketing or Sales program _____

Areas that can be improved in the FSU Marketing or Sales program _____

Suggestions for innovative learning and/or computer requirements _____

Any other comments that would help us maintain and improve the program

Thanks again for your opinion.

RETURN SURVEY TO MARILYN KEIGLEY, BUSINESS 124C

Section 6

Advisory Committee

Marketing & Marketing/Sales Advisory Committee
Holiday Inn & Conference Center
Big Rapids, Michigan
April 23, 1999

A Marketing & Marketing/Sales Advisory Committee meeting was held April 23, 1999 at the Holiday Inn Conference Center on the campus of Ferris State University, Big Rapids, Michigan. The event was co-chaired by Dr. R. Hansen and Dr. R. Ream. Other faculty participants were Dr. Donald Jackson, Professor Susan Jones, Dr. Marilyn Keigley, Professor John Montgomery, Dr. Eric Panitz, Professor Matthew Pinter, Dr. Stuart Travis, and Professor Walter Short.

Advisory members attending were: Linda DeJong, Variable Annuity Life Insurance; Joe Steven, Roadway Express; Charles Swanson, Progressive Architectural Engineering Planning; and Mary Tonneberger, Worthlin Worldwide Research.

A noon luncheon preceded the advisory meeting. Dr. Keigley reviewed the physical facilities used by marketing classes, noting the technological facilities available as well as additional needs. Dr. Keigley discussed curriculum changes since the last advisory meeting. The Music Industry Management program is now in place while Resort Management and Arts and Nonprofit Administration programs are in the process of being developed. Enrollment trends and overviews of the marketing programs were presented, along with mention of all the program certificates now available to students. Program strengths and weaknesses were also recognized.

The Advisory Board responded by strongly emphasizing a need for required internships for all marketing students. High levels of communication skills, especially in written form, are also greatly desired.

Dr. Jackson explained the course sequence for the Salesmanship Option in the Marketing curriculum. Relationship selling is the theme in each sales class. Dr. Jackson reviewed the student requirements for the in-class sales presentations, as well as an evaluation form. A video taped sales presentation was viewed by the committee, which featured a student presenting Birkenstock Sandals to Professor Richard Bethel.

The Advisory Board responded by recommending that students be trained in handling sales refusals, as many times several calls are necessary for a sales to be made.

The Advisory Board then discussed the topic "Exploring the Future." Faculty reporters consisted by Dr. Travis, Professor Short, Dr. Panitz, and Dr. Hansen. The following observations were made:

1. Foreign languages are becoming important for marketing--including Chinese, French, German, & Spanish.
2. The importance of time management and record keeping should be included in the student's studies.
3. The necessity of proper salesperson's physical appearance should be emphasized.
4. Students must be experienced in computer technology. One advisor mentioned that each of their salespeople have a computer. Many have laptops. Another noted that all of their architectural drawings (with the exception of the preliminary drawing) were done by computer.
5. Customer service should be recognized as a highly important ingredient in marketing.
6. Marketers must be prepared to analyze company future benefits.
7. There will be constant training.
8. Marketing is for everyone. Marketing should be in programs other than the Marketing curricula, such as the College of Technology, Allied Health, Optometry, as students will all be associated with some type of industry/business.

The meeting concluded with the gift presentations to the Advisory Board as tokens of appreciation of their time and advice.

Section 7

Labor Market Analysis

Labor Market Analysis

Sources:

US Dept of Labor--1990-99 occupational Outlook Handbook

(<http://stats.bis.gov:80:/news.release/ecopro.nws.htm>)

State of Michigan Occupational Employment Projections

The 100 Best Jobs for the '90's and Beyond

National Association of Colleges and Employers (www.jobweb.org/pubs/joboutlook/report.htm)

The sheer size of marketing and marketing occupations as an economic and societal force is highly significant.

Employment of Marketing, Advertising, and Public Relations Mangers is forecast by the US Dept. of Labor as among THE fastest growing occupations for persons with BS degrees or higher.

Growth in employment for Marketing, Advertising, and Public Relations managers is project by the BLS at 28.5%, or better then double the rate of all occupations (11.3%) in the same period. (The State of Michigan data estimates the growth to be 30%).

Jobs in marketing include a wide array of occupations. Here are a few categories.

Services sales representatives (as opposed to goods sales reps) held over 694,000 jobs in 1996. "Employment of services sales representatives is expected to grow much faster than average for all occupations through the year 2006."

Manufacturers' sales reps held about 1,557,000 jobs in 1996. "...employment is expected to grow about as fast as average for all occupations through the year 2006.."

"Marketing, advertising, and public relations managers held about 482,000 jobs in 1996. They are found in virtually every industry." Employment of marketing, advertising, and public relations managers is expected to increase faster than the average for all occupations through the year 2006."

Securities and financial services reps held 263,000 jobs in 1996. "Employment of securities sales representatives is expected to grow much faster than the average for all occupations through the year 2006."

"Employment of economics and marketing research analysts is expected to grow as fast as the average for all occupations through the year 2006."

EMPLOYMENT IN SELECTED MARKETING OCCUPATIONS IN 1996, AS
DEFINED BY THE US DEPARTMENT OF LABOR:

Manufacturer's Reps	1,557,000
Retail Managers & Reps	929,000
Services Sales Reps	694,000
Marketing, Advertising & PR Mgrs	482,000
Real Estate Brokers	408,000
Stock Securities Marketers & Reps	<u>263,000</u>
TOTAL	4,333,000

(Comparative figures for same year: pharmacists 172,000, and optometrists 41,000)

Jobweb site:

"In addition to various technical positions, accounting and sales positions were cited as best bets for new graduates" While the manufacturing sector as a whole plans to cut back on opportunities for new grads, competition should still be brisk as demand for some types of grads far outpaces supply. Mechanical electrical, chemical, and computer engineering and computer science disciplines remain hot with manufacturers, who are also interested in accounting, bus. administration, MIS, marketing/marketing management, and information sciences majors.

Section 8

Facilities and Equipment

Facilities and Equipment

The Marketing Curriculum is housed in the College of Business (119 South Street). The building is a three level construction built in 1968. The 1st floor consists of computer labs for individual student use as well as for reserved class activities. Several first floor classrooms are specifically designed for Computer Information Systems classes. Marketing faculty make use of an advertising design lab on the 1st level.

The Dean and Department Chair offices as well as general use classrooms are on the 2nd level. A student lounge and a study room are located on this floor. The Marketing Curriculum makes use of BUS 202 which is equipped with a Gateway Pentium MMX 200 mhz, 64 mb ram computer. It has a 4 gig hard drive, a zip drive and CD-Rom. Also in the room is a VCR, two 31" Destination TV's with surround sound. This room is used for example, for teaching research; the internet, SPSS, word, excel, and powerpoint are used extensively. Faculty offices, general classrooms, a specialized room for Visual Communication courses, and a faculty lounge are on the 3rd floor.

The building is well maintained with periodic redecorating. The South lobby has been redesigned, providing an attractive entrance for visitors as well as for students, faculty, and staff. The compute labs have been tastefully refurbished with carpeting and new lighting fixtures. The auditorium (BUS 111) has been renovated with carpeting, wall murals, seats, and multimedia capabilities. The media equipment includes a Dell Pentium 2 MMX computer with 266 mhz, 128 mb ram. There are two Davis Power Beam 6 Multi-media projectors, VCR, stereo system, remote microphone, and a wireless mouse. The Marketing Curriculum has access to this auditorium. All faculty now have personal computers in their offices with access to the internet.

In addition to the media specialized rooms, the Marketing Curriculum makes use of BUS 203, 208, 224, 329, 211, and 218. These rooms have chalkboards or white boards, overhead projectors, and pull down screens. (Not much change in 30 years). Portable VCR's and computers are available upon request.

With Pentium 3 computers now available, soon the P2 computers will become obsolete. Plans and funds should be formulated to replace the existing equipment with the most current machines which students will meet with in the workplace. The Marketing Unit Action Plan requested a media classroom (3 consecutive years) for the marketing research classes and cases which would be similar to the newly designed BUS 310 room used by the statistics faculty. The classroom would provide a team/group environment simulating the workplace. The projects cost for such a room is about \$50,000-60,000. The cost of another room like BUS 202 is about \$10,000. It is noted that in order to properly train marketing students to work in the next century we must continually provide funds to keep our equipment on the cutting edge.

Section 9

Curriculum Evaluation

Curriculum Evaluation

Contents:

- ◆ Curriculum Evaluation
- ◆ Sales Checksheet, Marketing Checksheet
- ◆ Course Descriptions
- ◆ Faculty Resumes

The faculty in the Marketing Unit consist of six tenured doctorates: Dr. Jack Doneth, Dr. Richard Hansen, Dr. Marilyn Keigley, Dr. Ahmed Mekky, Dr. Eric Panitz, and Dr. Roland Ream. Faculty in the Sales Unit consists of Dr. Don Jackson (tenured); Bobbe Horton recently left Ferris and was not replaced.

(Note: other faculty that teach related courses such as advertising and retailing include: Bud Short, Susan Jones, Tom Mehl, Paul Jackson, Ron Greenfield, and John Montgomery.)

The approximately 2,000 business majors all take the Principles of Marketing course. Some management majors may take other assorted marketing classes. Approximately 1,000 students in all marketing areas are required to take numerous marketing classes. These majors include PTM, PGM, Advertising, Retailing, Hospitality Management, Music Industry Management, and Public Relations. The 187 marketing and sales majors complete the curriculum attached in this document.

The marketing program and faculty have provided over 50 years of service to students by offering the marketing degree. These graduates are in a wide variety of careers such as Company President, Sales Manager, Research Analyst, Buyer, and much more. For example, Marketing Alumna Dana King, former co-host of Good Morning America Sunday, recalls using her Marketing Policy presentation skills to present a proposal/strategy for the program.

The marketing curriculum is tied with Michigan State University in depth of courses required. Some colleges require much less for the marketing degree. However, Ferris is on top when it comes to offering quality faculty and hands-on coursework. The advantages of small classes, available faculty, case and project work have made our marketing curriculum strong for a long time. Regarding weaknesses, the sales program may not continue to offer the depth of 3 advanced sales courses due to the resignation of Bobbe Horton who was not replaced.

Exhibit 1 on the following page is an interesting summary from the American Marketing Association. Both students and employers rank communication skills and people skills high (motivation, decision-making, problem solving, work in teams well, and creativity). The marketing program at Ferris has a competitive edge over many of our larger competing institutions by offering smaller classes, lots of hands-on work, problem solving cases/projects, team projects, and presentations. We have heard time after time from recent graduates that they have helped co-workers solve problems in the workplace because of their hands-on, hit-the-road-running education.

Within the curriculum of both marketing and sales, the following weaknesses were consistent in all surveys: 1) need for more global emphasis throughout the curriculum (not just in the international marketing class), 2) internships were not strongly recommended (no faculty has release time), and 3) need for continued upgrading and use of computer skills.

Considering today's job market and the FSU mission, the marketing and sales programs have served students very well for over 50 years. A few improvements and increased technology will make it even better.

NOTE: The marketing and sales programs are distinct degree programs. However, the depth of the marketing curriculum is offered not only in these two programs but is modified in most of the other marketing degrees: PGM, PTM, Music Industry Management, Resort Management, Hospitality, Advertising, Public Relations, and Retailing.

Exhibit 1. Employer and Student Rankings of Critical Skills of Today's Marketing Undergrads.

Critical Skills	Employer Ranking	Student Ranking
Motivation	1	2
Verbal Communication Skills	2	1
Ambition	3	3
Personality Fit	4	4
Decision Making	5	6
Self Discipline	6	13
Problem Solving	7	10
Ability to Organize	8	11
Work Independently	9	19
Self Assurance	10	7
Work in Teams Well	11	5
Practical Work Experience	12	9
leadership	13	8
Time Management Skills	14	14
Creativity	15	12
Quantitative Skills	16	20
Writing Ability	17	17
Selling Skills	18	16
References	19	21
New Technology Skills	20	15
Negotiation Skills	21	18
Marketing Coursework	22	22
Willingness to Relocate	23	23
Grades	24	29
Honors	25	28
Involvement in Clubs	26	27
Programming Language	27	25
University Reputation	28	24
Foreign Language	29	26

*Source: Marketing Educator, Vol 17 No. 3, Summer 1998, page 1.
 (American Marketing Association)
 n=321employers and 118 students*

Marketing Bachelor of Science

The marketing program prepares students to enter a variety of career tracks within the marketing function of business organizations, both profit and non-profit. Such career tracks could include advertising, marketing research, product management, public relations, and retailing, as well as a variety of miscellaneous positions.

The student will become familiar with basic subjects such as consumer behavior, transportation systems, quantitative subjects, international markets and marketing strategy. The electives give the student an opportunity to concentrate in various disciplines such as direct marketing, purchasing, sales management, industrial marketing, product management, or marketing research. Faculty advisors assist the student with course selections which emphasize specialized career interests.

The importance of the marketing function within business organizations is increasing. As business becomes more global in nature and technology becomes coupled more closely with marketing strategy, the need for graduates with the training offered in this curriculum is also increasing. Students become familiar with marketing functions such as price planning, promotion, marketing management, distribution, product planning, monitoring markets, marketing research, and analyzing consumers.

The curriculum also provides an optional opportunity for a cooperative education experience. The student learns by working an internship position at a firm.

High school graduates must have a grade point average of 2.0 to enter the program. Graduation requires a 2.0 GPA in the major courses, business core courses, and overall.

Graduates must complete all general education requirements as outlined in the "General Education" section of this catalog. To complete the math requirement, a graduate must have a minimum math subscore of 24 on the ACT, or successfully complete MATH 115, or pass the proficiency exam.

Courses		Credit hours
General Education		
ECON 221	Principles of Economics 1	3
ECON 222	Principles of Economics 2	3
ENGL 150	English 1	3
GEOG 100	Geography of World Regions	3
HUMN 217	Introduction to Logic	3
MATH 115	Intermediate Algebra	3
MATH 122	Math Analysis for Business	3
PSYC 150	Introduction to Psychology	3
SOCY 121	Introduction to Sociology	3
SOCY 340	Minority Groups in America	3
<i>Choose one:</i>		
COMM 105	Interpersonal Communication	3
COMM 121	Fundamentals of Public Speaking	3
<i>Choose one:</i>		

ENGL 211	Industrial and Career Writing	3
ENGL 250	English 2	3
<i>Choose one:</i>		
HIST 310	U.S. History Since 1945	3
HIST 360	Contemporary European History	3
HIST 372	Middle East in the Modern Era	3
HIST 375	Latin American History	3
<i>Electives:</i> (See the checksheets for specifics)		
	Cultural Enrichment	3
	Lab Science	4
	Science	3-4
	Social Awareness	3
	Free	6
Core		
ACCT 201	Principles of Accounting 1	3
ACCT 202	Principles of Accounting 2	3
BLAW 321	Contracts and Sales	3
FINC 322	Financial Management 1	3
ISYS 202	Principles of Information Systems	3
MGMT 301	Applied Management	3
MKTG 321	Principles of Marketing	3
MKTG 499	Marketing Policy	3
ENGL 325	Advanced Business Writing	3
STQM 260	Introduction to Statistics	3
Major		
MKTG 322	Consumer Behavior	3
MKTG 365	Transportation	3
MKTG 425	Marketing Research	3
MKTG 441	International Marketing	3
<i>Choose one:</i>		
MKTG 473	Marketing Cases & Problems	3
MKTG 476	Marketing Strategy	3
<i>Choose one:</i>		
MKTG 378	Data Analysis	3
MKTG 430	Analytical Marketing	3
<i>Choose twelve credits:</i>		
ADVG 486	Advertising Management	3
MKTG 341	Credits & Collections	3
MKTG 375	Marketing for Non-Profit Organizations	3
MKTG 383	Direct Marketing	3
MKTG 410	Industrial Marketing	3

MKTG 436	Sales Management	3
MKTG 466	Purchasing	3
MKTG 472	Logistics	3
MKTG 485	Direct Marketing Campaigns	3
MKTG 491	Cooperative Education	1-9
PREL 340	Public Relations Principles	3
RETG 337	Principles of Retailing	3
Related courses		
ADVG 222	Principles of Advertising	3
MKTG 231	Professional Selling	3
Minimum credit hours required for general marketing B.S. degree:		124

Marketing Sales Bachelor of Science

College Catalog
FERRIS STATE UNIVERSITY

This curriculum is designed for students interested in becoming sales representatives or sales agents for the producers of industrial or consumer products. The opportunity for above-average earnings is evidenced by the inordinately high percentage of chief executive officers who began their careers in a sales department.

Ferris State offers students the largest concentration of sales courses of any college in the United States. Students study advanced sales techniques and skills. They also study the principles and procedures of effective management of sales operations as well as the concepts of purchasing and sales management. The program provides an optional opportunity to participate in a cooperative education program and receive on-the-job training and academic credit.

High school graduates must have a grade point average of 2.0 to enter the program. Graduation with a B.S. degree requires a 2.0 GPA in sales and marketing courses, business core courses, and overall. Graduates must complete all general education requirements as outlined in the "General Education" section of this catalog. To complete the math requirement, a graduate must have a minimum math subscore of 24 on the ACT, or successfully complete MATH 115, or pass the proficiency exam.

	Courses	Credit hours
General Education		
COMM 121	Fundamentals of Public Speaking	3
COMM 205	Effective Listening	3
COMM 332	Persuasive Speaking	3
ECON 221	Principles of Economics 1	3
ECON 222	Principles of Economics 2	3
ENGL 150	English 1	3
ENGL 211	Industrial and Career Writing	3
ENGL 311	Advanced Composition	3
HUMN 102	Renaissance to 20th Century	3
HUMN 240	Popular Culture: 20th Century	3
MATH 115	Intermediate Algebra	3
PHSC 120	Physical World 1	4
PSYC 150	Introduction to Psychology	3
PSYC 331	Psychology of Personality	3
SOCY 121	Introduction to Sociology	3
<i>Choose one:</i>		
ECON 312	Comparative Economic Systems	3
GEOG 100	Geography of World Regions	3
SOCY 344	World Urban Sociology	3
Core		
ACCT 201	Principles of Accounting 1	3

ACCT 202	Principles of Accounting 2	3
BLAW 321	Contracts and Sales	3
ENGL 325	Advanced Business Writing	3
FINC 322	Financial Management	3
ISYS 202	Principles of Information Systems	3
MGMT 301	Applied Management	3
MKTG 321	Principles of Marketing	3
MKTG 499	Marketing Policy	3
STQM 260	Introduction to Statistics	3

Major

MKTG 322	Consumer Behavior	3
MKTG 365	Transportation	3
MKTG 425	Marketing Research	3
MKTG 432	Intermediate Selling	3
MKTG 434	Advanced Selling	3
MKTG 436	Sales Management	3
MKTG 466	Purchasing	3
MKTG 473	Cases and Problems	3

Choose nine credits:

MKTG 375	Marketing for Non-Profit Organizations	3
MKTG 378	Data Analysis	3
MKTG 383	Direct Marketing	3
MKTG 410	Industrial Marketing	3
MKTG 441	International Marketing	3
MKTG 485	Direct Marketing Campaign	3
MKTG 491	Cooperative Education	1-9
ADVG 486	Advertising Management	3
RETG 337	Principles of Retailing	3
PREL 340	Public Relations Principles	3

Related courses

ADVG 222	Principles of Advertising	3
MKTG 231	Professional Selling	3

Electives: Free 3

Minimum credit hours required for marketing sales B.S. degree: 124

MKTG Courses

MKTG 231 Professional Selling 3.00 Credit Hours

Activity/Contact Hours: Lec 3.00

College: College of Business

Department: Marketing

Basic course in selling, covering development of a sales personality, sales speech, opening and closing sales, buying motives and sales psychology, organization of sales talk, meeting objectives, suggestive selling, and building a customer following. Sales demonstrations in class are evaluated by both the class and the professor. *Prerequisites:* COMM 121 highly recommended. *Semester Offered:* FWS

MKTG 321 Principles of Marketing 3.00 Credit Hours

Activity/Contact Hours: Lec 3.00

College: College of Business

Department: Marketing

Marketing functions and policies; distribution costs, consumption patterns; channels of distribution; marketing of consumer, shopping, specialty, agriculture and industrial goods, service marketing, functional middlemen, speculation and hedging; wholesaling; shipping and warehousing; exporting and trade movements; standardization and grading; pricing, government regulation of competition; sales promotional activities; merchandising practices. *Prerequisites:* ECON 221. *Semester Offered:* FWS

MKTG 322 Consumer Behavior 3.00 Credit Hours

Activity/Contact Hours: Lec 3.00

College: College of Business

Department: Marketing

Investigation of the psychological, social and economic factors affecting the buying habits of individuals and groups. *Prerequisites:* MKTG 321, PSYC 150. *Semester Offered:* FWS

MKTG 341

Credits and Collections

3.00 Credit
Hours

Activity/Contact Hours: Lec 3.00

College: College of Business

Department: Marketing

Functions of credit, credit instruments, types of credit, elements, determining credit risk, sources of credit information, analysis of financial statements, retail credit, collection methods and procedures, the credit office, organization and records. *Prerequisites:* ACCT 201 and junior standing. *Semester Offered:* WS

MKTG 365

Transportation

3.00 Credit
Hours

Activity/Contact Hours: Lec 3.00

College: College of Business

Department: Marketing

The various modes of transportation will be studied within the context of a physical distribution system. Actual transportation firms will be studied as a term project. Actual cases will be studied. *Prerequisites:* MKTG 321. *Semester Offered:* W

MKTG 375

Mktg for Non-Profit Organization

3.00 Credit
Hours

Activity/Contact Hours: Lec 3.00

College: College of Business

Department: Marketing

Relationship and application of selected marketing principles to problems faced by foundations, health care agencies, government entities, charities, educational and human service agencies. Marketing efforts are concentrated on improving communication between an organization and its various publics. *Prerequisites:* MKTG 321 recommended. *Semester Offered:* F

MKTG 378

Marketing Data Analysis

3.00 Credit
Hours

Activity/Contact Hours: Lec 3.00

College: College of Business

Department: Marketing

Statistical applications of specific marketing problems using market research data. Extensive use of computers to analyze marketing data and coverage of sample and inference procedures (confidence intervals, chi-square, t-tests, and ANOVA). Concentration on both statistical applications and executive summary report writing. Course helps tie in theoretical marketing management problems that lend themselves to solutions via computer software. Particular emphasis to data/research-oriented marketing majors and sales majors. *Prerequisites:* STQM 321, MKTG 321. *Semester Offered:* F

MKTG 383

Direct Marketing

**3.00 Credit
Hours****Activity/Contact Hours:** Lec 3.00**College:** College of Business**Department:** Marketing

An introduction to direct marketing with emphasis on data base marketing, strategic business planning, importance of the offer, selecting and selling merchandise, business-to-business direct marketing, fundraising, mailing lists, magazines, newspapers, electronic media, co-ops, telemarketing, production, lead generation, direct marketing math, idea development, research, and integrating direct marketing into the overall marketing mix. *Prerequisites:* ADVG 222, MKTG 321. *Semester Offered:* W

MKTG 397

Special Studies in MKTG

**1.00 - 3.00
Credit Hours****Activity/Contact Hours:** Ind**College:** College of Business**Department:** Marketing

Special studies in MKTG - 300 level. *Prerequisites:* By permit only. *Semester Offered:* D

MKTG 410

Industrial Marketing

**3.00 Credit
Hours****Activity/Contact Hours:** Lec 3.00**College:** College of Business**Department:** Marketing

Concepts of industrial marketing systems, its products and services, channels, promotion and pricing strategies. Marketing plan development for industrial products and services. Characteristics of industrial customers, market potential, and buying process. *Prerequisites:* MKTG 321. *Semester Offered:* W

MKTG 425

Marketing Research

**3.00 Credit
Hours****Activity/Contact Hours:** Lec 3.00**College:** College of Business**Department:** Marketing

Methods for designing research studies, methods of collecting data, problem formulation, sampling methods and techniques, data analysis, and research reporting. Selected case applications to motivation, advertising, product sales control, and market or area research and research on selection of channels of distribution. *Prerequisites:* MKTG 321, STQM 321. *Semester Offered:* FWS

MKTG 430**Analytical Marketing Techniques****3.00 Credit
Hours****Activity/Contact Hours:** Lec 3.00**College:** College of Business**Department:** Marketing

Analytical techniques requisite to scientific solution of specific marketing problems in product planning, distribution analysis, promotional strategy, and pricing. Solution of problems is augmented by computer modeling in such areas as linear programming, decision theory, queuing, program evaluation review technique, and other quantitative areas. *Prerequisites:* MKTG 321 and STQM 321. *Semester Offered:* F

MKTG 432**Intermediate Selling****3.00 Credit
Hours****Activity/Contact Hours:** Lec 3.00**College:** College of Business**Department:** Marketing

The understanding and application of the scientific and technical sales process to industrial sales. Emphasis on research, need-problem identification, problem-solving proposals, negotiating, non-verbal communication, tele-marketing, personality styles, psychological barriers to goal achievement and preparation for sales employment. *Prerequisites:* MKTG 231. *Semester Offered:* F

MKTG 434**Advanced Selling****3.00 Credit
Hours****Activity/Contact Hours:** Lec 3.00**College:** College of Business**Department:** Marketing

Methods and techniques for higher-level selling. Refine and polish sales skills with emphasis on application and practice of sales principles studied in prerequisite courses. Roleplay exercises are used along with video and audio recording. *Prerequisites:* MKTG 231, 432, senior standing. *Semester Offered:* W

MKTG 436**Sales Management****3.00 Credit
Hours****Activity/Contact Hours:** Lec 3.00**College:** College of Business**Department:** Marketing

Principles and policies of sales organization; career opportunities; recruiting selection and training salespeople; motivation, supervision and evaluation of salespeople; compensation plans, territory and quota assignments; expense accounts and transportation. *Prerequisites:* MKTG 231, 321. *Semester Offered:* F

MKTG 441**International Marketing****3.00 Credit
Hours****Activity/Contact Hours:** Lec 3.00**College:** College of Business**Department:** Marketing

Focuses on the international marketer's sphere of operation, swelling particularly on the uncontrollable environmental variables in foreign markets and how they affect the task of international marketing management. In-depth emphasis is placed on how the execution of product strategy, promotion strategy, distribution strategy, and pricing strategy is different from one country to another. The coordination of the marketing mix to achieve a total and effective international marketing program is the underlying objective of this course. *Prerequisites:* MKTG 321, senior standing. *Semester Offered:* FWS

MKTG 466**Purchasing****3.00 Credit
Hours****Activity/Contact Hours:** Lec 3.00**College:** College of Business**Department:** Marketing

Purchasing functions and procedures; organization and operation of the purchasing department, selecting and managing sources of supply, control of quality, inventory, delivery, legal aspects of purchasing, contracts, international procurement, understanding the role of the buyer within the firm. *Prerequisites:* MKTG 321. *Semester Offered:* WS

MKTG 472**Physical Distribution Mgmt****3.00 Credit
Hours****Activity/Contact Hours:** Lec 3.00**College:** College of Business**Department:** Marketing

All functions of physical distribution; namely, customer service, order processing, traffic inventory control, site analysis, packaging and warehousing. A case approach will be utilized. *Prerequisites:* MKTG 321 and 365, or professor permission. *Semester Offered:* F

MKTG 473**Marketing Cases and Problems****3.00 Credit
Hours****Activity/Contact Hours:** Lec 3.00**College:** College of Business**Department:** Marketing

Case oriented course designed to develop an understanding of application of theory to decision making methodology. Based on case approach. *Prerequisites:* MKTG 321. *Semester Offered:* FWS

MKTG 491

Cooperative Education

1.00 - 9.00
Credit Hours**Activity/Contact Hours:** Pra**College:** College of Business**Department:** Marketing

Work experience with cooperating employer organizations in business, industry, government, and education. The work experience is designed to be relevant to the student's academic pursuits, personal development, and professional preparation. The work experience must last a minimum of 15 weeks with total hours worked approved by the department head. *Prerequisites:* completion of 60 semester hours & dept. head approv-BPO. *Semester Offered:* FWS

MKTG 497

Special Studies in MKTG

1.00 - 3.00
Credit Hours**Activity/Contact Hours:** Ind**College:** College of Business**Department:** MarketingSpecial studies in marketing - 400 level *Prerequisites:* By permit only. *Semester Offered:* D**MKTG 499**

Marketing Policy

3.00 Credit
Hours**Activity/Contact Hours:** Lec 3.00**College:** College of Business**Department:** Marketing

Capstone course for all students enrolled in marketing programs. Methodology is based on the case study approach. The course assesses the strengths/weaknesses of the student's learning in business, marketing, and general education courses. *Prerequisites:* last semester senior or approval of professor. *Semester Offered:* FWS

RETG 337

Principles of Retailing

**3.00 Credit
Hours**

Activity/Contact Hours: Lec 3.00

College: College of Business

Department: Marketing

Store location and layout, retail institutions, department store organization, chain store organization, store and merchandising policies, receiving and marking operations, pricing, advertising, interpreting consumer demand, techniques of buying, terms of purchase, pricing, advertising and display, retail credit. *Prerequisites:* MKTG 321. *Semester Offered:* FWS

PREL 340

Public Relations Principles

**3.00 Credit
Hours**

Activity/Contact Hours: Lec 3.00

College: College of Business

Department: Marketing

Nature and function of public relations with emphasis on its role in business. Provides an overview of the four-step public relations process and techniques used to build long-term relationships with an organization's key constituencies. Explores the use of communications tools, including brochures, speeches, company publications, news releases, and new communications technology. *Prerequisites:* ENGL 150. *Semester Offered:* FWS

ADVG 222

Principles of Advertising

**3.00 Credit
Hours**

Activity/Contact Hours: Lec 3.00

College: College of Business

Department: Marketing

Scope and purpose of advertising; advertising cycles; writing copy and slogans; trademarks; methods of visualizing; advertising layout; printing, newspaper, magazine, radio, television, billboard, transportation, direct mail, specialty, point-of-sale, and other special forms of advertising, packaging and labeling; testing of ads, advertising agencies and campaigns; advertising laws. *Semester Offered:* FWS

ADVG 486

Advertising Management

**3.00 Credit
Hours**

Activity/Contact Hours: Lec 3.00

College: College of Business

Department: Marketing

Problems of advertising management from viewpoint of national, international or regional advertisers, or advertising agencies. Includes principles of management, organization, preparation and presentation of advertising plans, budget and cost control, agency relationships, personnel management and evaluations of effectiveness. *Prerequisites:* ADVG 222. *Semester Offered:* FW

FERRIS STATE UNIVERSITY

SYLLABUS: MKTG 321 PRINCIPLES OF MARKETING Fall Semester 1998

SECTION 007 3 CREDITS 9:30 -10:45am TUE & THU BUS 211

Professor: Don Jackson, Ph.D.,C.P.M. Office: Rm BUS 350 Tel: (616)592-2469
Hours: TUE 1:15pm, THU 11:00am & 1:15pm

Objectives: To provide an understanding of the elements and functions of modern marketing practices as they relate to the consumer and business organization. The student will learn to apply the marketing principles by actually preparing a complete marketing plan for a new product.

Prerequisite: Economics 221

Textbook: MARKETING, Berkowitz, Kerin, Hartley & Rudelius, 5th Ed, Irwin, 1997.

Study Guide: Recommended for use with textbook. Available at the FSU bookstore.

Course Format:

- Class lecture on text, case discussions and handout articles
- 4 tests on text, videos, lectures, articles
- Outside class assignments:
 - MARKETING PLAN group project, approx 10 page report & presentation
 - Study text per assigned chapters and cases for class discussion

Grading:

Class Participation	25 pts	94%	A 588-625pts	77%	C+482-499
Tests (4) 100pts ea	400	90%	A-563-587	72%	C 450-481
Mkt Plan Report #1	100	87%	B+544-562	69%	C-432-449
Final Mkt Plan #2	<u>100</u>	83%	B 519-543	66%	D+413-431
Total possible points	625 pts	80%	B-500-518	62%	D 388-412
				60%	D-375-387

To receive full credit, assignments prepared outside of class are to be submitted at the BEGINNING of the class period scheduled, in proper business-like form, typed and proofread for spelling and grammatical errors, footnotes and bibliography as required. After grading and discussion with student, the instructor will retain written reports. Please make a copy for yourself before submitting.

Make-up tests may be taken during the last week of the semester by arrangement with your instructor. Extra Credit Pop Quizzes turned in after the class begins on the due date are not accepted or if missed due to absence are not eligible for make-up.

Participation grade is based on the instructor's perception of each student's preparation and active contribution to class discussion. Credit is given for the extent and quality of participation which is usually but not always directly related to attendance and punctuality.

There are several marketing cases scheduled for class discussion in which every student is expected to be fully prepared to lead and or participate in class discussion.

MARKET PLAN PROJECT: Groups of 2 or 3 people will develop a marketing plan for a NEW PRODUCT to be introduced to consumers in the STATE OF MICHIGAN. You will choose an interesting "consumer type" product or service you think would be fun to study and market. It cannot be an existing product or company and must be approved by the instructor. This is a project allowing you to apply concepts from the textbook, class lectures, library resources and background from other courses you have completed.

<u>Date</u>	<u>Text Chap</u>	<u>Subject</u>	<u>MKTG 321</u>
T Sep 1	1	Course Introduction, explanation of assignments Marketing: A Focus on the Consumer	
Th Sep 3	1	Marketing: A Focus on the Consumer (Specialized Bicycle Components p.54)	
T Sep 8	2	Marketing in the Organization	
Th Sep 10		Appendix A p. 57 Marketing Plan Project	
T Sep 15	4	Ethics and Social Responsibility in Marketing Discussion of Marketing Plan Project	
Th Sep 17	5	Global Markets (Coca-Cola Japan: Case p.148)	
T Sep 22	6	Consumer Behavior	
Th Sep 24		TEST #1 (CH 2, 4 - 6, lectures, handout articles)	
T Sep 29	7	Organizational Markets and Buyer Behavior	
Th Oct 1	9	Market Segmentation, Targeting, Positioning	
T Oct 6	10	Relationship Marketing, Information Technology, Forecasting	
Th Oct 8	11	Developing New Products	
T Oct 13	12	Managing the Product	
Th Oct 15		TEST #2 (CH 7, 9, 10-12, lectures, articles)	
T Oct 20	13	Managing Services	
Th Oct 22		Marketing Plan project	
T Oct 27	14	Pricing: Relating Objectives to Revenues & Costs (Case 14-1 p. 386 Washburn International, Inc.) DUE DATE: MKT PLAN REPORT #1	
Th Oct 29		Appendix B p. 414 Financial Aspects of Marketing	

<u>Date</u>	<u>Text Chap</u>	<u>Subject</u>	<u>MKTG 321</u>
T	Nov 3	15	Pricing: Arriving at the Final Price
Th	Nov 5	16	Mktg Channels and Wholesaling
T	Nov 10	TEST #3 (CH 13-16, Appendix B, lectures, handouts)	
Th	Nov 12	17	Physical Distribution
T	Nov 17	18	Retailing (Case 18-1, p. 492 Mall of America)
Th	Nov 19	19	Advertising
T	Nov 24	20	Promotional Process, Sales Promotion, Public Relations DUE DATE - FINAL MARKET PLAN REPORT #2
Th	Nov 26	NO CLASS - THANKSGIVING HOLIDAY	
T	Dec 1	21	Personal Selling
Th	Dec 3		Marketing Plan Presentations
T	Dec 8		Marketing Plan Presentations
Th	Dec 10		Marketing Plan Presentations
Exam Week		TEST #4 (CH 17-21, lectures, handouts) (Will advise day/time/place when schedule is available)	

MARKETING PLAN PROJECT

MKTG 321 PRINCIPLES OF MARKETING

Instructor: Don Jackson Office-BUS 350 Tel: 592-2469

The purpose of this assignment is to practice the application of textbook principles and class lectures to actually constructing a marketing plan, writing a business report and working together in a group. You will use some library resources and background from other courses you have completed.

Your group (2 or 3 people) will develop a marketing plan for a NEW PRODUCT to be introduced to consumers in the STATE OF MICHIGAN. Choose an interesting "consumer type" product or service you think would be fun to study and market from the point of view that you are either the manufacturer or a wholesale distributor. (It cannot be an existing product or company)

The following is a general outline to guide you in organizing the various elements that must be considered. Some parts of a typical plan may not apply to your product; you should however indicate the reason why or why not.

The marketing plan is to be prepared and submitted in two reports. The due date for each report is listed in the course syllabus: IT IS EXTREMELY IMPORTANT TO GET STARTED NOW!

Report #1 - Sections 1 through 6 plus section 10 that applies.

Report #2 - Completed marketing plan with all sections 1-10.

EXECUTIVE SUMMARY: (This section is to be written after your entire plan is completed. It is a 1-2 paragraph abstract of your proposed plan)

1. INTRODUCTION:

Give the SIC code designation using minimum five digit code and describe in detail this brand new product or service. After January 1997, the SIC code is designated as the "NAICS" North American Industry Classification System. (Text p. 182)

2. SITUATION ANALYSIS:

A. THE MARKET ENVIRONMENT AT THIS TIME;

(1) Formulate a "Custom Buying Power Index" to determine the market potential for your proposed market area. Indicate the categories used for your demographic, economic and distribution figures and show all calculations arriving at the BPI. Using library resources find the total retail sales in U.S. for your product and using the BPI find the market potential for your chosen geographic market area. (Text p.278-279 Chap 10, Sales & Marketing Management Magazine, Survey of Buying Power, August issue, Simmons Market Research Reports, Trade publications for your specific product)

(2) Identify whom you think are the people involved in the purchase decision process and what is each of their roles? Describe the purchase situation such as when, where, what, quantity and reasons why buying. What criteria are used and how is importance of each product feature weighted? (Text 166-171, Chap 6)

(3) Describe the social and cultural factors that may apply. (Text 170-173 Chap 6)

(4) Identify ALL POSSIBLE MARKET SEGMENTS that could be considered if you had the resources. Describe specifically by demographics, psychographic, geographic location, and buyer behavior patterns. (Text 241, Chap 9)

(5) Describe the economic forms of competition in terms of business conditions for this product at this time in the geographical area of your market. (Text 89, Chap 3)

(6) Describe the product life cycle stage of the PRODUCT CLASS or service and the market characteristics. (Text 318-323, Chap 12)

(7) Describe any government regulation (laws) or political concerns that will or could effect your product or market. (Text 92-96, Chap 3)

(8) Identify what you think the media position on this product is as to whether publicity favors or disfavor product use or sale. Are there any special interest groups involved with product? (Text 95, Chap 3)

B. COMPETITIVE SITUATION:

(1) Identify and describe three major competitors (or substitute products) strengths and weaknesses. Develop a numerical comparison competitive matrix listing five major features or attributes of the product or service. Use actual published or verifiable numbers. Do not use good - fair - poor or scale of 1-5.

(2) Describe the most common channels of market distribution used by competitors in this industry. (Text 427-430, Chap 16)

(3) Describe the most common methods of transportation and warehousing used by competitors in this industry. (Text 438, Chap 16)

3. THE TARGET MARKET SELECTED:

Of all the possible market segments, describe in DETAIL the SPECIFIC TARGET MARKET customers you have selected using demographic, psychographic (life style), geographic, and buyer behavior patterns. Why is this target market so attractive to you at this time? Where are they in the product "adoption process" and why? (Text 325, fig 12-5, Chap 12)

4. SWOT ANALYSIS:

Describe what you think are your specific strengths, weaknesses, opportunities and threats at this time for this new product in your market area in your current business situation. (Text p.42, 62 Chap 2)

5. MARKETING OBJECTIVES:

Precisely state two marketing objectives for your plan. Objectives must be measurable such as sales volume, market share, return on investment etc. (text 590, Chap 22)

6. GENERIC BUSINESS STRATEGY:

Describe the alternatives available to you. Explain whether you are using product differentiation, market segmentation, or positioning, etc., and how you are employing these strategies. Explain your strategy according to "Porters" model. (Text p. 584-587, Chap 22)

7. MARKETING TACTICS:

Describe thoroughly and in detail with your reasoning how you developed your **MARKETING MIX** elements for the target market selected. Describe in detail the decisions involving pricing strategy and levels, promotion, distribution, and product development dealing with features such as size, colors, package, warranty, branding. (Note: The marketing mix is a major part of this market plan assignment)

(1) Product decisions. (Text p.317, chap 12)

(2) Distribution decisions. (Text p.423, chap 16, p.447, chap 17, p.469, chap 18)

(3) Promotional mix. (Text p.498, chap 19, p.521, Chap 20, p.547, Chap 21)

(4) State you're pricing objectives, prices at retail, margins and prices applicable to middlemen and show all calculations. (Text p.356, chap 14, p.389, chap 15, p.418-419, App B)

8. CONTROL AND IMPLEMENTATION: (text p.414, Appendix B)

(1) Estimate the typical annual **fixed costs** to run your business. If you are involved with the manufacturing or assembly, the purchase of manufacturing machinery or buildings can be amortized over an appropriate period and included as part of annual fixed costs.

(2) Estimate and itemize the **variable costs** for each unit sold.

(3) Break-even point in terms of units sold and dollars of sales.

(4) Based upon your forecasted sales in the target market area selected, what market share % must you obtain to reach a break-even point?

(5) What market share is needed to reach your marketing objectives goals?

9. SUMMARY:

A. Summarize the costs, profits, advantages of this plan and clearly state the reasons you feel this plan will be competitive and deserves financial backing.

B. With use of a computer, develop a graph. Show your forecasted sales volume by month over the first three years from introduction of the product or service and indicate on the graph where the break-even point occurs. (Be sure to label the graph appropriately using the computer)

10. APPENDICES:

Attach all supporting information such as pictures, competitive data, industry figures identifying market potential and other items you feel will help to support your plan. Include Xerox copy of S&MM, BPI and SIC data sources. Be sure to label your sources for identification and highlight, underline or circle the information referred to in your plan. Make it easy for the reader to find out where your numbers come from.

ASSIGNMENT NOTES:

Please submit this assignment in a 3-hole folder (no ring binders) with your names on the front cover along with the name of your product. It is to be typed and submitted in a business-like manner with cover page, table of contents and pages numbered. Mark sections of your plan according to outline of this instruction sheet. Proofread for spelling, typo and grammatical errors. Use footnote references and bibliography where appropriate. Be sure to make yourself a copy of your final plan before submitting as the instructor keeps the original.

GROUP PRESENTATION OF THE MARKETING PLAN:

Each group will be given approximately 10 minutes class-time to explain the highlights of their report. Be prepared to explain; target market characteristics, marketing mix (product, promotion, distribution, pricing decisions), break-even point and market share calculations.

GRADING:

Your grade will reflect the extent and proper use of textbook marketing terms and concepts, the quality and depth of marketing analysis, the logic and explanation of the alternatives and decisions reached plus thoroughness of the proposed actions. Business-like appearance significantly affects grade.

To receive full credit, the assignment is to be turned in at the beginning of class on the due date scheduled. A 10 pt penalty is assessed the report for each calendar day late.

One grade will be given for Report #1 (sections 1-6 and 10) with each person in the group receiving the same grade. One combined grade will be given for Report #2 (sections 1-10) which includes the class presentation of your marketing plan, with each person in the group receiving the same grade. A 50 point penalty will be assessed an individual that is absent for their group class presentation.

If you have questions or need assistance, please don't hesitate to make an appointment with your instructor. This is a basic marketing course so you are not expected to be professionals but are expected to give your best effort.

Marketing Data Analysis

Fall Semester 1998

378

August

26 - T Introduction
28 - Th Data (categorical/continuous)

21 - T Specific Pjt. analysis
23 - Th Specific Pjt. analysis

September

2 - T Stats Review
4 - Th % and means/SPSS

28 - T Specific Pjt. analysis
30 - Th Specific Pjt. analysis

9 - T Chi-square
11 - Th Chi-square

November

4 - T Survey Analysis
6 - Th Powerpt

16 - T T-tests
18 - Th T-tests

11 - T Powerpt/Other software
13 - Th Powerpt/Other software

23 - T Pharmacy Data Analysis
25 - Th Pharmacy Data Analysis

18 - T Powerpt/Other software
20 - Th Multivariate analysis, Factor

October

30 - T Pharmacy Data Analysis
2 - Th Pharmacy Data Analysis

25 - T Multivariate/ R^2 , MANOVA
27 - (off for Thanksgiving)

7 - T Pharmacy Analysis
9 - Th EXAM

December

2 - T EXAM
4 - Th course review

14 - T MCGH analysis
16 - Th MCGH analysis

POWERPOINT PRESENTATIONS
THROUGHOUT

Dr. Keigley, BUS 124C ext. 2412
Office Hours: T/Th 9:15-9:30
1:00-1:30, 3:00-3:15 W 11:00-1:00
KeigleyM@Ferris.edu

Final Exam Week:
Exam 8:00 Thursday
December 12

Other books and assignments will include web searches, projects, group interaction creativity assignments, a Powerpoint presentation, and other special meetings decided upon by the class.

TEXT: SPSS Guide to Data Analysis

- Quizzes may be unannounced
- Attendance is **REQUIRED**
- Stats prerequisite
- Read 1 Chapter per meeting

MLT 378 Data Analysis Guide

The following discussion of ***CATEGORICAL and CONTINUOUS DATA*** should guide you in understanding the **foundation for statistical analysis**. This information is a guide and there are exceptions. Data analysis begins with analysis of one variable (univariate). Bivariate analysis involved two variables, while multivariate analysis included 3 or more variables in the analysis.

Categorical Data - PERCENT

There are 2 types of scales used on questionnaires that require analysis by percents:

Nominal Scale. A nominal scale names variables. Examples include male/female, yes/no, red/blue/yellow.

Ordinal Scale. An ordinal scale gives order (but not in equal increments) to responses. Example: always, sometimes, never.

UNIVARIATE ANALYSIS

Numbers are assigned to responses on a survey: 1-Male 2-Female. Univariate analysis of gender (**nominal data**) would involve using percents. An Excel or SPSS package would simply count the 1's and 2's and determine the percent of males and percent of females in a study. For example, at FSU there are about 60% males in the student population. It wouldn't make sense to determine a mean of the numbers. (If the mean was 1.6, that is not a clear determination of what the data are telling us.)

Responses to **ordinal data** also take the form of percents. For example, 40% always drink Pepsi, 20% sometimes, and 40% never.

BIVARIATE ANALYSIS

Bivariate analysis (using 2 categorical variables) involves using a statistical analysis called chi-square. This type of analysis is very important in the marketing world. Heterogeneous and homogeneous market segments can be determined by breaking down a variable by some geographic, demographic, or psychographic variable. We can take gender and the pepsi example above to see how chi-square analysis of percents can be useful to the marketer:

Males	Females
20% Always drink Pepsi	40% Always drink Pepsi
60% Sometimes drink Pepsi	30% Sometimes drink Pepsi
20% Never drink Pepsi	30% Never drink Pepsi

Form this table one can see that women have greater brand insistence!
(Test for significance at .05 level)

Continuous Data - MEAN

There are 2 types of scales used on questionnaires that require analysis by means.

Interval Scale. An interval scale has equal increments. Examples: a scale of 1-10 or 1-7 using

agree/disagree or level of satisfaction.

Ratio Scale. A ratio scale has a zero base. Examples are sales, profits, weight, inches, and age.

UNIVARIATE ANALYSIS

Analysis of a single variable using an interval scales would be: on a scale of 1-10 rating satisfaction of a new product, the mean rating was 8.5 (10 being very satisfied.) A standard deviation might be .56. The **interval scale** is similar to the temperature scale. Zero has value; it means it is cold at zero degrees! If you rate something a zero, it may mean neutral or something negative. Also, a rating of 10 might be twice as high in satisfaction as an 8 to one person and twice as high as a 6 to another person. We assign numbers to measure emotion in research by using the interval scale. The **ratio scale** has a zero base. If you have no profit, it is at zero; and \$40 is always twice as much as \$20. Mathematical laws apply to the ratio scale, unlike the interval scale.

Both the interval and ratio scales usually are analyzed using means (and standard deviations). It really makes sense! If you have a 1-10 scale, do you want to calculate the percent that said a 1, the percent that said a 2, the percent that said a 3, and so on. You get the picture. It makes sense to calculate a mean of the 1-10 scaled item. Average monthly sales or profits is a univariate measure of ratio scales.

BIVARIATE ANALYSIS

Again, market segmentation information is gained by using bivariate analysis. We might conduct a t-test (analysis of 2 means) to find out the satisfaction rating of a new product by gender differences. What if males rated a new product at 8.5 (1-10 scale) and females rated it at 6.2. That tells us that males like the product better! (Notice we are using a categorical demographic variable to analyze the primary focus variable of customer satisfaction--1-10 scale).

We might use regression analysis to analyze two continuous variables (also called least squares). For example, we could plot sales and advertising dollars on an X and Y axis. Hopefully, as advertising dollars increase, sales also increase. Regression analysis tells us the strength of the relationship between advertising and sales.

ENDING NOTE: MULTIVARIATE ANALYSIS

With stats packages and computers today, multivariate analysis is very common. Clusters of markets, prediction models, and other market information can be determined from multivariate statistical techniques such as MANOVA, factor analysis, multiple regression, cluster analysis, conjoint analysis, and much more.

Marketing 322

Consumer Behavior

Winter, 1999

Codes: 001
002

Dr. Ream, Professor

Student _____

Description:

This course is a study of the motivational factors influencing purchasing decisions. Emphasis is placed on the psychological, sociological, and anthropological factors as they affect purchasing habits.

Course Objectives:

It is recognized that the consumer is a very complex individual consisting of many behavioral characteristics that influence the patterns of buying. The student of modern marketing must understand human behavior if he/she is to understand consumer behavior.

It is therefore the general objective of the consumer behavior course to study human behavior as it applies to marketing.

The specific objective of the course is to prepare the student to be capable to adequately understand, analyze, predict, and influence consumer purchases. The meeting of this objective is approached through an in-depth study of the psychological, social, and economic factors affecting the buying habits of individuals and groups.

Prerequisites:

Psychology 150
Marketing 321

Time and Location
of Classes:

001: 9:00 a.m. M-W-F Bus. 224
002: 12:00 p.m. M-W-F Bus. 224

Professor's Office

Location:

Business 352

Hours:

1:00 p.m. M-W-F

(Other Office Hours by Appointment)

Class Materials: Consumer Behavior, 8th Edition,
James F.Engel, Roger D. Blackwell, and
Paul W. Miniard

Scan-Tron 882E or 882ES Test Answer Sheets

Attendance: Attendance is required. If you are more than ten minutes late, you will be counted absent. Students coming into class after roll call must report attendance to professor immediately after the class affected. Students leaving the room during class time will not be readmitted. A positive attitude, and student integrity are required for maximum student effectiveness.

	<u>Event</u>	<u>Quantity</u>	<u>Value</u>
Grade Composition:	*Quizzes-Class Work (Avr.)	?	20%
	**Written Assignments (Avr.)	2	20%
	***Examinations	4	60%

*Quizzes will be unannounced and based on the textbook and lectures. No make-up quizzes will be permitted. Completed quiz answer sheets must be submitted to professor at end of the semester.

**Written assignments must be typewritten, double spaced. Points may be lost for misspellings, incorrect grammar or sentence structure. If you are absent, check with classmates or the professor so that you are prepared for the assignment on the due date. If you are absent when an assignment is due, you are responsible for having it turned in on time. Written assignments must be handed in at the beginning of the class on their due date. Assignments will be accepted late at reduced credit. Last day for submitting Written Assignments will be Wed., April 28, 1999.

***Examinations will be administered only when scheduled. An examination missed for any reason may be made up Wednesday, May 5, 1999 at 10:00 a.m., as stated in the University Examination week schedule, in Bus. . Application for make-up examinations must be made to the professor Wednesday, April 28, 1999. Students are expected to purchase machine scoring Scan-Tron answer sheets at the bookstore to be used for the examinations. Two (2) Scan Tron answer sheets are required for Examination IV. Corrected examinations will be available for student inspection in professor's office. The one lowest numerical score received (or an examination not taken for ANY reason) on the four examinations will be deleted from the student's record. Thus, the student's semester average will be based on the three highest examinations plus the quiz average and the written assignment average.

Final grades will not be posted. Please submit postage paid, self addressed envelope for early grade notification.

TIME SERIES

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Textbook Reading Assignment</u>
Part I: <u>Introduction and Overview</u> Chpts. 1 - 3			
1	January 11 - 15	The Consumer: Perspectives and Viewpoints	Chapter 1
		Market Segmentation and Demographic Analysis	Chapter 2
Part II: <u>Consumer Decision Processes</u> Chapters 4 - 8			
2	20 - 22	Global Consumer Markets: Structure and Strategy	Chapter 3
3	25 - 29	Consumer Decision Processes	Chapter 4
		Need Recognition and Search	Chapter 5
4	February 1 - 5	Pre-purchase Alternative Evaluation	Chapter 6
	Fri. 5	Examination I	Chpts. 1-6
5	8 - 12	Purchase Consumption, Satisfaction, and Divestment	Chapter 7 Chapter 8
Part III: <u>Individual Differences</u> Chapters 9 - 13			
6	15 - 19	Consumer Resources Knowledge	Chapter 9 Chapter 10
	Fri. 19	Written Assignment I	
7	22 - 26	Attitudes Motivation and Self Concept	Chapter 11 Chapter 12
Part IV: <u>Psychological Processes</u> Chapters 14 - 16			
8	March 1 - 5	Personality, Values, and Lifestyle	Chapter 13
	Fri. 5	Examination II	Chpts. 7-13
9	15 - 19	Information Processing Learning	Chapter 14 Chapter 15

Part V: Environmental Influences
Chapters 17 - 22

10	March	22 - 26	Influencing Attitudes and Behavior	Chapter 16
			Influence of Culture on Buying and Consumption	Chapter 17
11		29 - 31	Ethnic Influences on Consumer Behavior	Chapter 18
	Wed.	31	Written Assignment II	
12	April	5 - 9	Social Class and Status	Chapter 19
	Fri.	9	Examination III	Chpts. 14-19
13		12 - 16	Personal Influence	Chapter 20
			Family and Household Influences	Chapter 21

Part VI: Marketing Strategies and Ethical Responsibility
Chapters 23 - 25

14		19 - 23	Situational Influences	Chapter 22
			Retailing	Chapter 23
15		26 - 30	Diffusion of Innovation	Chapter 24
			Consumerism and Ethical Responsibility	Chapter 25
	Wed.	28	Applications for Make-Up Examinations	
		28	Last day for submitting Written Assignments	
16	Tues., May	4, 8:00 p.m.	Examination IV (Mass) Bus.	Chapters 1-25
	Wed., May	5, 10:00 a.m.	Make-Up Examinations Bus.	

FERRIS STATE UNIVERSITY

SYLLABUS: MKTG 473 MARKETING CASES & PROBLEMS

Winter Semester 1999 3 Credits

Time And Location: Section 002 9:30 - 10:45am Tue & Thu Bus 224
Section 003 12:00 - 1:15 pm Tue & Thu Bus 202

Professor: Don Jackson, Ph.D. Office: Room BUS 350 Tel: (616)592-2469
Hours: Tue & Thu 8:30 - 9:30am
E-mail jacksond@ferris.edu

Course Description: Case oriented course designed to develop an understanding of application of theory to decision making methodology. Based on case study approach to learning.
Prerequisite: Marketing 321 (student is expected to have computer skills in word-processing and spreadsheets)

Objectives: To gain experience analyzing marketing problem situations and presenting results in written and verbal form. Practice using analytical tools such as break-even analysis, computerized spreadsheets, forecasting software, net present value, financial ratios and business reports.

Textbook: MARKETING MANAGEMENT: Peter & Donnelly, 5th Ed, Irwin/McGraw-Hill, 1998.

References: MARKETING, Berkowitz, Kerin, Hartley & Rudelius, 5th Ed, Irwin, 1997
<http://www.marketinglibrary.com> <http://www.sell.com>

Format: Class lecture/discussion to briefly review marketing principles and terms.
Discussion of handout articles pertaining to marketing issues.
Class analysis and discussion of assigned case problems.
Tests on marketing terms, marketing math, case analysis methods.
Outside class assignments:

- Preparation for class discussion and analysis of assigned cases
- One-Page report on case discussion questions.
- Case analysis reports (approx 5 pages) for each assigned case.
- Marketing topic issue paper (minimum 5 pages) and group class prezo

Grading:

Tests	100 pts ea	A 94%	C 72
Final Exam Case	100 pts	A- 90	C- 69%
Issue paper/prezo	100 pts	B+ 87	D+ 66
Case Reports	100 pts ea	B 83	D 62
Class Participation	50 pts	B- 80	D- 60
		C+ 77	

NOTE: MKTG 473 is a "CASE ANALYSIS" course requiring class participation and therefore; PUNCTUALITY, ATTENDANCE and PREPARATION for class discussion is necessary. Participation grade is based upon the instructors impression of each students preparation and "quality" of contribution to case analysis. A total of three absences for emergency purposes or school-sponsored activities are allowed after which 15 points for each day is deducted from total grade points earned. Absence for a scheduled presentation or late-reports will result in a zero grade for that assignment. Written assignments shall be submitted at the BEGINNING of the class period scheduled and in business-like form to receive full credit. (cover page, pages numbered, typed, proofread for spelling or grammatical errors. footnotes, bibliography, etc.)

<u>Date</u>	<u>Text Reference</u>	<u>Subject</u>
T	Jan 12	Analyzing Marketing Problems and Cases Pg 264
Th	Jan 14	Practice Case Days Inn/Best Western (handout case)
T	Jan 19	Practice Case discussion
Th	Jan 21	Review excerpts from Chap 2-5 Decision Support, Consumers, Organization, Segmentation.
T	Jan 26	TEST #1 (Excerpts from Chap 2-5 and marketing terms)
Th	Jan 28	Group Case Analysis Dell Computer Corp. pg. 316
T	Feb 2	Group Case Analysis Dell Computer Corp. pg. 316
Th	Feb 4	Group Case Analysis Dell Computer Corp. pg. 316
T	Feb 9	Review excerpts from Chap 6-12 The Marketing Mix
Th	Feb 11	Review excerpts from Chap 6-12 Review Financial Analysis, Break-even, Mark-ups, Ratios (Text pg. 277)
T	Feb 16	TEST 2 (Excerpts from Chap 6-12 and marketing terms)
Th	Feb 18	Review Financial Analysis: Break-even, Mark-ups, Ratios (Text pg. 277)
T	Feb 23	Case Analysis Nike Inc. pg. 403
Th	Feb 25	Case Analysis Nike Inc. pg. 403
T	Mar 2	Case Analysis Nike Inc. pg. 403
Th	Mar 4	TEST 3 (Financial Analysis)
T	Mar 9	No class (Spring recess)
Th	Mar 11	No class (Spring recess)
T	Mar 16	Case Analysis Wind Technology pg. 456
Th	Mar 18	Case Analysis Wind Technology pg. 456
T	Mar 23	Case Analysis Wind Technology pg. 456
Th	Mar 25	Case Analysis Lands End pg. 526

<u>Date</u>	<u>Text Reference</u>	<u>Subject</u>
T	Mar 30	Case Analysis Lands End pg. 526
Th	Apr 1	No class (Easter Break)
T	Apr 6	Case Analysis Lands End pg. 526
Th	Apr 8	Group Case Analysis Harley Davidson pg. 718
T	Apr 13	Group Case Analysis Harley Davidson pg. 718
Th	Apr 15	Group Case Analysis Harley Davidson pg. 718
LAST CLASS PERIOD TO SUBMIT COMPLETED ISSUE PAPERS		
T	Apr 20	Presentation of marketing issue papers
Th	Apr 22	Presentation of marketing issue papers
T	Apr 27	Presentation of marketing issue papers
Th	Apr 29	Presentation of marketing issue papers Review for final exam.

(Exam week)

FINAL TEST

Case analysis: Final exam is comprehensive in that marketing principles and case analysis skills practiced during the semester will be utilized.

DATE - ROOM - TIME, WILL BE ADVISED WHEN SCHEDULE ANNOUNCED.

A ONE-PAGE REPORT is to be submitted at the beginning of class on the first day a case is scheduled for discussion. The report will be an overview of the case issues and discussion of a case question that will be announced the previous class. The reports will be discussed in class and assist in preparation of individual case analysis reports. (Grading (10%) of the case analysis will include the one-page report)

The "CASE ANALYSIS" report (5 pages) is due at the BEGINNING of the SECOND class date each case is to be discussed in class unless the instructor reschedules. Please make a copy for yourself as the instructor keeps reports after grading. Reports will be evaluated on the following:

- Business-like appearance and ADHERENCE TO CASE ANALYSIS FORMAT
- Use of marketing terms and identification of marketing concepts
- Depth of analysis of EACH possible alternative plus include a comparison matrix spreadsheet
- Explanation of recommended solution and suggested follow up
- Complete calculations and or spreadsheets (comparison matrix) where applicable such as financial ratios and break-even analysis.

Late case reports will not be accepted. (See instructor if you desire a make-up case to do on your own)

All individuals MARKETING ISSUE PAPERS (minimum of 5 pages plus references exhibits) may be submitted anytime before the final due date listed on the syllabus schedule. Those doing research on the same topic will write an individual paper but make a group class presentation as scheduled on the syllabus. The assignment is evaluated on business-like appearance (cover page, pages numbered, typed, proofread for spelling or grammatical errors, footnotes, bibliography, etc.) and depth of study from differing points of view. Each person is to make use of a prepared visual aid during his or her group presentation, which should be included and referenced in the paper as an exhibit. Complete and specific written assignment instructions will be provided when the issue topics are assigned.

Syllabus - Marketing 425 - Fall 1998

Dr. Marilyn Keigley - ext. 2412 - email: Marilyn_Keigley@Ferris.edu

September

<i>Design Problem</i> (week #1)	<i>Data Analysis-Page/Charts</i> (week #9)
1 T - Introduction	29 R - SPSS & Data Analysis (Stats)
3 R - Ch 1-2 Market Research	29 R - SPSS & Data Analysis (Stats)

November

<i>Design Questionnaire</i> (week #2)	<i>Report Writing/Tables & Charts</i> (week #10)
8 T - Ch 12-13 Sample Plan/Sample Size	3 T - SPSS & Data Analysis, tables charts
10 R - Ch 10-11 Questionnaire Design	5 R - Tables, Charts, continue work on prjt pages

<i>Fieldwork</i> (week #3)	<i>Report Writing/Tables & Charts</i> (week #11)
15 T - Ch 3-4 MR Industry/Process	10 T - Tables, Excel, Powerpoint
17 R - Ch 5 Designing the Problem/Design	12 R - <u>Exam, Stats, Data Analysis 40 points</u>

<i>Data Analysis-SPSS-Data Entry</i> (week #4)	<i>Report Writing/Tables & Charts</i> (week #12)
22 T - Scan Ch 6-7 (Secondary/Syndicated)	17 T - Tables, Excel, pages
24 R - Scan Ch 8 Read Ch 9 Collection	19 R - Group Evaluations

October

<i>Data Analysis-SPSS-Net Search</i> (week #5)	<i>Report Writing/Charts/PPT Prezo</i> (week #13)
29 T - Ch 14-15 Data Collection/Analysis	24 - T Powerpoint presentation introduction
1 R - Ch 16-17 Inference/Data Analysis	26 - R Off for Thanksgiving

<i>Data Analysis-SPSS-Univariate</i> (week #6)	<i>Report Writing/Charts/PPT Prezo</i> (week #14)
6 T - Ch 18-19 Data Analysis/Presentation	30 T - Powerpt presentations due
8 R - SPSS & Data Analysis (Stats)	1 R - Practice prezos

December

<i>Data Analysis-SPSS-Bivariate</i> (week #7)	<i>PowerPoint Presentation</i> (week #15)
13 T - SPSS & Data Analysis (Stats)	8 - T Formal Practice Presentation
15 R - <u>Exam Ch 1-5, 9-19 60 Pts See Review Sheet</u>	10 - R Evaluations/Groups/Class

<i>Data Analysis-SPSS-Excel-Powerpt</i> (week #8)	FINAL PRESENTATION - EXAM WEEK
20 T - SPSS & Data Analysis (Stats)	9:30 Class - Mon 10:00-11:40
22 R - SPSS & Data Analysis (Stats)	1:30 Class - Wed 2:00-3:40

Client - FSU. Project: FSU Faculty Staff Customer Satisfaction Survey

* Always bring your calculator to class

* Class format will consists of project teams

Course Overview and Grading

Class Prerequisites

STQM 260 and MKTG 321

(Prerequisite terms from these classes: MIS, population, sample, random sample, scientific method, hypothesis, primary data, secondary data, response rate, research proposal, qualitative & quantitative research, validity, reliability, categorical & continuous data, means, percents, variance, standard deviation, normal curve, central limit theorem, 95% confidence level, t-test, confidence interval, sample size formulas, research designs (causal, descriptive & exploratory).

Course Overview

This class is an APPLIED/HANDS-ON learning experience. Students work in teams to complete a client-based research project, resulting in a professional paper and formal presentation. This project should become part of your marketing portfolio.

Learning Objectives

Students will learn to formulate research problems, use the net for research searches, learn research design and questionnaire design, data analysis (SPSS), report writing, excel spreadsheet table construction, powerpoint graphics, and powerpoint presentations.

Classroom Environment

First and foremost, I believe in a classroom environment of both lecture and hands-on learning. Students are expected to work together in groups to achieve the client-based project goals of the course. If group problems occur, the professor will work to keep the groups proactive and effective. As a last resort, student may be split into smaller groups.

Attendance

Students are expected to attend all classes. The hands-on environment and group work makes you an essential part of the project and class. Each day, new material is introduced to the class (computer instruction and project information). Missing class will put you at a disadvantage that could very likely affect your grade.

A 30 point deduction will occur for UNEXCUSED ABSENCES. Excused absences include things such as funerals, authorized field trips, illness, emergencies, and athletic competition if you are on an FSU team.

Due Dates

Project pages and other assignments must be handed in on time. **Late papers will not be accepted.** Each page of the project is worth 20 points. A zero can affect your grade dramatically. You have a group to work with for project pages that will be handed in. Since class meets Tuesday and Thursday, you should have plenty of time to complete project pages with your team.

Grades

Grades will be determined by the following scale.

100 points - 2 Exams (60 point MC over the book, and 40 point stats/data analysis)

100 points - quizzes, chi-square quiz, group evaluation, and overall contribution to the project/class

100 points - Team Project (15-30 pages). Each page will be worth 20 points and a percentage will be calculated each class day. The percentage will be your ongoing total for this 100 points. Remember that a zero (late or not handed in page) will reduce your grade considerably.

300 POSSIBLE

Scale:			
A 254+	B+ 241-249	C+ 217-224	D+ 192-199
A- 250-253	B 233-240	C 209-216	D 183-191
	B- 225-232	C- 200-208	D- 173-182

FERRIS STATE UNIVERSITY
(Grand Rapids)

SYLLABUS: MKTG 365 - AGA TRANSPORTATION

FALL SEMESTER 1998 3 CREDITS

Class Schedule: Mondays 6:00pm - 9:00pm August 31st to December 14th, 1998

Location: Rm 143 (Applied Technology Center) 151 Fountain St. NE,
Grand Rapids, MI 49503 (616)451-4777 FAX (616)451-4740

Professor: Don Jackson, Ph.D., C.P.M.
Office: (616)592-2469 Home (616)534-9714
FAX (616)592-3521 e-mail: jacksond@ferris.edu

Objectives: For the business student to become familiar with the history and development of the various modes of transportation within the context of a physical distribution system. Also included are regulatory influences, carrier and traffic management practices, and service levels as influenced by customers of transportation carriers.

Prerequisites: MKTG 321 Principles of Marketing

Text: Wood, Donald R., James C. Johnson, Contemporary Transportation, Macmillan Publishing Co., Fifth Edition, 1996.

Format: Class lecture/discussion of text material and handout articles.
Class discussion of current events in the transportation industry.
Group projects involving various modes of transportation and case analysis.

OUTSIDE CLASS ASSIGNMENTS:

- Preparation for class discussion and analysis of assigned cases.
- Group study of transportation modes and class presentation.
- Individual 5 page report on a mode of transportation.

Evaluation System:

Tests (1-3) (100 pts ea)	300pts	Grading Scale:	
Five-page report/Group Presentation	100	94 - 100% A	72 - 76 C
Case analysis/Group Presentations (2)	200	90 - 93 A-	69 - 71 C-
Class Participation	<u>50</u>	87 - 89 B+	66 - 68 D+
Total Possible points	650	83 - 86 B	62 - 65 D
		80 - 82 B-	59 - 61 D-
		77 - 79 C+	

Tests consist of short answer type questions over text material, class discussion, handout articles and videos. A 3x5-inch notecard and pocket calculator may be used when taking tests.

All written assignments shall be submitted at the BEGINNING of the class period scheduled and in a business-like form to receive full credit. (cover page, pages numbered, proofread for spelling or grammatical errors, footnotes/endnotes, bibliography.)

Group projects involve the team study of a transportation mode or carrier with class presentation/discussion and separate individual five-page reports. Case analysis group projects involve leading a class presentation of case analysis and a group report on case questions. Grade is 80% determined by peer evaluation of participation/contribution in group presentation. Participation grade is based upon the instructor's perception of each student's preparation and "quality" of contribution to class discussion. (attendance is needed to participate but active involvement is also necessary)

TEXT REF & ACTIVITY

SUBJECT

MONDAYS

1	Aug 31	Ch 1	COURSE INTRODUCTION - Transportation Overview
2	Sep 7	No class (Labor day)	
3	Sep 14	2, 3 & 4	Government's Role, Demand for Passenger & Freight, Highway Carriers
4	Sep 21	5 & 6	Railroads, Pipelines
5	Sep 28	TEST #1 Case discussion	(Chapters 1-6)
6	Oct 5	Field Trip - (details when available)	
7	Oct 12	7 & 8	Domestic Water Carriers, Aviation
8	Oct 19	9 Group Case Analysis	Intermodal & Aux Carriers
9	Oct 26	10 & 11 Group Case Analysis	Pricing, Rates and Negotiations, Outbound Logistics
10	Nov 2	Field Trip - (details when available)	
11	Nov 9	TEST #2 Group Case Analysis	(Chapters 7-11)
12	Nov 16	12, 13 & 14	Inbound Logistics, Traffic Management, Private Sector
13	Nov 23	16 & 17 Group Case Analysis	Public Sector, International
14	Nov 30	Field Trip - (details when available) Individual 5-page transportation reports due	
15	Dec 7	TEST #3 Group Case Analysis	(Chapters 12-14, 16-17)
16	Dec 14	Group Presentations of transportation reports	(Air, Rail, Water, Motor Carrier, Pipeline, Small Parcel)

CLASS POLICY:

Due to the nature of the course and class discussion involved, ATTENDANCE, PUNCTUALITY and PREPARATION is required for the student to do well in the course. Absence for a scheduled presentation or late reports will result in a zero grade for that assignment. Recognizing that absence for emergencies or family responsibilities are (and should be) a students first concern; lost credit can be made up with a make-up assignment; if desired. Requested make-up assignments will consist of an appropriate case (selected by the instructor) to be analyzed outside of class. A five-page report written by the student, supported with research and visuals will be submitted at a mutually agreeable due date and time during the semester. The report will be followed up at a later time (before or after class) with a 15-minute oral presentation of the case analysis, with visuals, to the instructor. The grading criteria for make-up assignments is the same as for scheduled assignments

If a test is missed due to absence, it can be made up at the end of the semester. Please arrange with the instructor for a make-up test to be prepared and scheduled.

FERRIS STATE UNIVERSITY

SYLLABUS: **MKTG 466 PURCHASING** **WINTER SEMESTER 1999**

Section 001 **3 CREDITS** **1:30 - 2:45 pm** **T & TH** **Classroom BUS 224**

Professor: **Don Jackson, Ph.D., C.P.M.**
Office - BUS 350 **Hours: 8:30am - 9:30am T & TH**
(616) 592-2469 **FAX (616) 592-3521**
Email jacksond@ferris.edu

Objectives: To provide an understanding of firms **PURCHASING** functions and procedures, plus their impact upon other departments within the organization. This course will prepare the student for an entry-level position as an expeditor or buyer. For the marketing student a greater understanding of the buyer's needs procedures and policies will be realized.
The course is structured to assist students who have an interest in preparing to take the Certified Purchasing Manager (C.P.M.) exam modules.

Prerequisite: Marketing 321 and Economics 221

Textbook: **PURCHASING AND SUPPLY CHAIN MANAGEMENT**, Monczka, Trent & Handfield, Southwestern, 1998.

References: <http://www.napm.org> (Online InfoCenter) <http://www.apics.org>

Course Format: Class lecture on text and handout articles
Class discussion of assigned case problems
4 tests on text, videos, lectures, articles & cases
OUTSIDE CLASS ASSIGNMENTS:

- Study assigned textbook chapters and articles.
- Group Case Analysis with group class presentation and individual 3-page case report.

Grading:	Class Participation	25 pts	A 94%	B- 80%	D+ 66%
	Tests (4)	100 pts ea	A- 90%	C+ 77%	D 62%
	Written Case Reports (2)	50 pts ea	B+ 87%	C 72%	D- 60%
	Total of 525 possible points		B 83%	C- 69%	

NOTE:

There are several class policies that may affect your grade, which you should be aware of.

Tests consist of definition and application type questions in a format of short answer essay questions over material specifically assigned in the textbook, videos and handout articles that may or may not be discussed in class. A study guide will be provided each student that indicates the excerpts of each chapter that student will be tested on. A 3X5 note-card is allowed when taking tests, which must be turned in with the completed test.

To receive full credit, assignments prepared outside of class are to be submitted at the beginning of the class period scheduled, in proper business-like form, typed and proofread for spelling and grammatical errors. Only the original, printer copy will be accepted and after grading, written reports will be retained by the instructor. Please make a copy for yourself before submitting. Case grade is weighted 80% written report, 20% class presentation.

Make-up tests may be taken during the last week of the semester. See the instructor for time and test format. Extra credit quizzes missed due to absence are not eligible for make up.

Participation grade is based on the instructor's perception of each student's preparation for class and active contribution to class discussion. Credit is given primarily for quality and extent of participation in addition to attendance and punctuality.

<u>Date</u>	<u>Text Chap</u>	<u>Subject</u>
T Jan 12		Course introduction
Th Jan 14	1	Introduction to Purchasing p.1
T Jan 19	2	The Purchasing Process p.16
Th Jan 21	3	Purchasing Organization p.50
T Jan 26		Group Case Discussion (see schedule)
Th Jan 28	4	Purchasing Policy and Procedures p.94
T Feb 2		TEST #1 (Excerpts from Chap 1-4, lecture, handouts & video)
Th Feb 4		Group Case Discussion (see schedule)
T Feb 9	7	Insourcing/Outsourcing p.209
Th Feb 11		Group Case Discussion (see schedule)
T Feb 16	8	Supplier Evaluation and Selection p.237
Th Feb 18		Group Case Discussion (see schedule)
T Feb 23	9	Supplier Quality Management p.278
Th Feb 25	10	Supplier Management and Development p.331
T Mar 2		TEST #2 (Excerpts from Chap 7-10, lecture, handouts & video)
Th Mar 4	11	Global Sourcing p.366 Group Case Discussion (see schedule)
T Mar 9		No Class - Spring Break
Th Mar 11		No Class - Spring Break

<u>Date</u>	<u>Text Chap</u>	<u>Subject</u>
T Mar 16	12	Purchasing Tools and Techniques p.411
Th Mar 18	13	Cost/Price Analysis p.444 Group Case Discussion (see schedule)
T Mar 23	14	Negotiations p.486
Th Mar 25		Negotiation exercises
T Mar 30		Negotiation exercises
Th Apr 1		No Class (Easter Break)
T Apr 6	15	Managing Contracts p.515
Th Apr 8		TEST #3 (Excerpts from Chap 11-15, lecture, handouts & video)
T Apr 13	16	Legal Issues and Purchasing Contracts p.549
Th Apr 15	17	Inventory Management for Purchases p.579
T Apr 20		Group Case Discussion (see schedule)
Th Apr 22	19	Purchasing Information Systems p.638
T Apr 27		Group Case Discussion (see schedule)
Th Apr 29	21	Future Trends: Purchasing and Sourcing Strategy p.698
EXAM WEEK		TEST #4 (Excerpts from Chap 16, 17, 19, 21, lectures, handouts, video) (Will advise day/time/place when schedule is available)

CASE ANALYSIS REPORTS:

There will be groups of 2 or 3 people formed to analyze a specific purchasing case situation, make a group class presentation and lead class discussion utilizing some form of visual aid. Each individual in the group will write a complete case analysis report and submit for a personal grade. Other students in the class are to be prepared to actively discuss the assigned case situation but will not submit a report. When groups are formed, further instructions will be supplied with the schedule of cases and class period assignments.

**FERRIS STATE UNIVERSITY
(FLINT)**

SYLLABUS: MKTG 499 - EFA MARKETING POLICY

WINTER SEMESTER 1998 3 CREDITS

Class Schedule: Thursdays 6:00pm - 8:50pm January 15 to May 7th, 1998

Location: Rm 2006 Mott Memorial Bldg., Mott Community College
1401 E. Court St., Flint, MI 48503 (810)762-0461

Professor: Don Jackson, Ph.D., C.P.M.
Office: (616)592-2469 Home (616)534-9714
FAX (616)592-3521 E-Mail jacksond@bus02.ferris.edu

Course Description: Capstone course for all students enrolled in marketing programs. Methodology is based on the case study approach. The course assesses the strengths/weaknesses of the student's learning in business, marketing, and general education courses.

Prerequisites: Last semester senior or approval of professor.

Objectives: To gain experience analyzing marketing problem situations and presenting results in a professional written and verbal form. Practice using analytical tools (learned in prerequisite courses) such as; break-even analysis, computerized spreadsheets, financial ratios and business reports.

Text material: Harvard Business School Cases: Course-pack for 499-EFA Marketing Policy
Lundberg Bookstore - FSU

References:

- MARKETING, Berkowitz, Kerin, Hartley & Rudelius, 5th Ed, Irwin, 1997
- (See Professor's FSU Home Page for Study Tips)
- Manual of Style for Business Letters, Memos & Reports, Keithley, Erwin M., et al., Fourth Edition, South-Western Publishing Co., 1989.

Format: Class lecture/discussion to briefly review marketing terms, case analysis.
Group analysis, presentation and discussion of assigned case problems.
Individual presentation of case analysis and class discussion.

OUTSIDE CLASS ASSIGNMENTS:

- Preparation for class discussion and analysis of assigned cases.
- Two-Page reports on case issues.
- Five-Page reports of case research and analysis.

Evaluation System:			Grading Scale:	
Oral Presentations	(2 @ 100 points each)	200pts	94 - 100%	A 72 - 76 C
Five-page reports	(2 @ 50 points each)	100	90 - 93	A- 69 - 71 C-
Two-page reports	(12 @ 20 points each)	240	87 - 89	B+ 66 - 68 D+
Team Oral Prezo	(2 @ 80 points each)	160	83 - 86	B 62 - 65 D
Team Five-page	(2 @ 50 points each)	100	80 - 82	B- 59 - 61 D-
Class Participation		100	77 - 79	C+
Final Examination		<u>100</u>		
		Total Points ----1,000		

TENTATIVE ASSIGNMENT SCHEDULE

Thursdays

DATE	PRESENTATION Case Analysis	5 - PAGE REPORT	2 - PAGE REPORT Group Discussion	NOTES
Jan 15	Orientation Lecture			Hand-out case
Jan 22	Practice case			Hand-out case
Jan 29	Practice case		CASE 1 & 2	
Feb 5	Practice case	CASE 1 & 2		
Feb 12	CASE 1 & 2		CASE 3 & 4	Begin Individual Presentations
Feb 19	Lecture	CASE 3 & 4		
Feb 26	CASE 3 & 4		CASE 5 & 6	
Mar 5		CASE 5 & 6	CASE 7 & 8	
Mar 12	No class (Spring recess)			
Mar 19	CASE 5 & 6	CASE 7 & 8	CASE 9 & 10	
Mar 26	CASE 7 & 8	CASE 9 & 10		
Apr 2	CASE 9 & 10		GROUP CASE 11	
Apr 9	No Class (Easter Recess)			
Apr 16		GROUP CASE 11	GROUP CASE 12	
Apr 23	GROUP CASE 11	GROUP CASE 12		Group Presentations
Apr 30	GROUP CASE 12			Group Presentations
May 7	FINAL EXAM			

CLASS POLICY:

Due to the nature of the course and class discussion involved, ATTENDANCE, PUNCTUALITY and PREPARATION is REQUIRED.

Participation grade is based upon the instructors perception of each students preparation and "quality" of contribution to case discussion. (attendance is needed to participate but active involvement is also necessary)

All written assignments shall be submitted at the BEGINNING of the class period scheduled and in a business-like form to receive full credit. (cover page, pages numbered, typed, proofread for spelling or grammatical errors, footnotes/endnotes, bibliography, etc.)

Absence for a scheduled presentation or late reports will result in a zero grade for that assignment. Recognizing that absence for emergencies or family responsibilities are (and should be) a students first concern; lost credit can be made up with a make-up assignment; if desired.

Requested make-up assignments will consist of an appropriate case (selected by the instructor) to be analyzed outside of class. A five-page report written by the student, supported with research and visuals will be submitted at a mutually agreeable due date and time during the semester. The report will be followed up at a later time (before or after class) with a 20 minute oral presentation of the case analysis, with visuals, to the instructor. The grading criteria for make-up assignments is the same as for scheduled assignments

FORMAT: Five-page report

A. STATEMENT OF THE PROBLEM: (2-4 sentences)

- Do not call the (case) company in question—save your money.
- Name the immediate issues and define them in a way that calls for action-oriented answers.
- Put the statement in a marketing strategy context.
- Utilize the question format. (e.g., which is the most profitable method of distribution?)
- On occasion the main problem needs to be broken down into sub-problems.
- After the statement of the problem, list the “issue” (one or two marketing terms to identify the direction of the case) and “date” of case. (Actual time period the case is written about)

B. ASSUMPTIONS: (approx 1 page)

- No case facts will be listed unless they are critical.
- Critical terms will be listed—classification of goods (required), competitive environment (required), pricing strategy, marketing opportunity identification, distribution channels, product life cycle, etc.
- Other assumptions will be gleaned from outside research such as library, internet. Research will be based on the timing of the case, e.g., May 5, 1985—newest research allowed will be one year after this date of the case period except for business textbooks—any date will be accepted.

C. ALTERNATIVES: (approx 3 pages)

- Limited to two courses of action that address the problem—discuss the pros (advantages) and cons (disadvantages) of each alternative—outline format is appropriate.
- Problem statement serves as the basis of your pros and cons discussion.
- Consider the concept—Target Market + Marketing Mix = Marketing Strategy
- Think in terms of the utility that each action alternative can deliver, consider the risk vs. reward, and the role of the competitors.

D. RECOMMENDATION: (2-4 sentences)

- Make a clear decision—only select one alternative—the team recommends Alternative One which is to—.

E. IMPLEMENTATION: (approx 1 page)

- The course is designed to develop your skills in making well-supported and reasoned marketing decisions—the quality of your reasoning is more important than reaching the “perfect answer.”
- Financial data and the information derived from other quantitative analysis can add a great deal to a solid analysis—also, it is expected. Use the numbers.
- All statements made in the connection of the alternative **MUST BE JUSTIFIED**.

Written Presentation of Five-Page Report:

- Order of report is;
 - ◊ Cover Page
 - ◊ Table of contents
 - ◊ Five pages analysis (min)
 - ◊ Endnotes
 - ◊ Bibliography
 - ◊ Visuals (exhibits)
- Text will be double-spaced, 3/4 inch margins, pages numbered.
- Visuals:
 - ◊ Copies of all visuals to be used in the verbal presentation must be included and labelled A, B, etc.
 - ◊ At least one presentation must include “Powerpoint” computer generated visuals.
 - ◊ Use appropriate visual heading for your analysis and cite the source of information identified.
 - ◊ Get creative with your own visual—use models, graphs, computer spreadsheet/matrix, illustrations.
 - ◊ Do not use direct copies of visuals from case or other published materials, listing of problem statement, critical terms or alternatives. Use visuals for analysis and support illustration rather than an organizer. Ibid, op. cit, and loc. cit. abbreviations will be appropriately used to indicate subsequent referenced of the previously cited sources.

- Bibliography---lists only material used in the report; in alphabetical order; page numbers for all citations.
- Research will include a minimum of 10 quality quotations from research materials.
- A minimum of 12 marketing terms shall be used appropriately, e.g., economic competitive environment, product life cycle class, pricing strategy.
- All assumptions shall be listed and clearly justified.

Submission of written 5-page report:

- Stapled or fastened with 3-hole folder/ binder and is due at the BEGINNING of the class period prior to case presentation.
- Include with the 5-page report:
 - ◊ Evaluation of each of the 2-page reports from team members explaining your ranking of value to the case analysis and presentation. Each 2-page report will be given a ranking value such as 1st, 2nd, 3rd. Points will be earned by writers of the 2-page reports by ranked importance to the presentation of the 5-page report.

Individual Presentation:

- Minimum 10 minutes plus discussion of follow-up questions.
- Sequence:
 - ◊ Short, snappy opening
 - ◊ Introduction of presenter
 - ◊ Statement of the Problem
 - ◊ Assumptions, critical terms and research
 - ◊ Alternatives
 - ◊ Recommendation
 - ◊ Implementation
- If above material is lengthy, eliminate reporting of research and non-action alternatives.
- Use a minimum of 3 visuals (overheads or charts) to support and add variety to the presentation.
- POWER POINT presentation needs one week prior approval to arrange for equipment scheduling.
- Presentation style is to be in the "first person." Avoid phrases such as "we believe" and "we think"--be positive--they will--we will; eliminate overuse of 1-2-3-4, "also", "cheap"; college terms/slang not accepted in the business community.
- Notecards are the only acceptable means of supporting your presentation. (sequence number your cards)
- When reporting on research, relate the data to the issue discussed. Use dates, titles to identify material. (e.g., James Smith, CEO of G.M., stated in 1986 that sales increased by 12.5%)

Discussion questions:

- Have questions prepared and written on note card.
- Get all students involved.
- Question ideas, direction, terms---ask "why."

Team Presentation (procedures):

Two copies of the team's five-page report will be turned in to the instructor at the beginning of the class period PRIOR to the team's oral class presentation.

Same format is followed as the individual five-page report except only one alternative will be evaluated and discussed.

All team members will be involved in the presentation including the "question and answer period."

One team will be selected as the winner and each member will earn 5 bonus points.

A confidential peer evaluation form will be used to assess the contribution of each member of the team.

Time lines for team presentation:

3 minutes	Statement of Case Facts
10 minutes	Team One Presentation
10 minutes	Team Two Presentation
10 minutes	Team One will question Team Two
10 minutes	Team Two will question Team One
3 minutes	Team One--- "Why we are the best"
3 minutes	Team Two--- "Why we are the best"

Mary Student

Evaluation of two-page report 1/15/98

MKTG 499 Marketing Policy

Case Analysis of (name of case)_____

John Smith Ranking __1st__

Problem statement was very good and his assumptions really related well with the case. Definitely found and utilized good resources. His alternatives were very good but took a different outlook on one. Somewhat supported his alternatives with adequate advantages and disadvantages but could probably work harder on finding more appropriate pros and cons to thoroughly cover this alternative. Again, I really appreciate variation of resources and his implementation was excellent and very thorough. His participation in the group discussion was good and very informative. Critical terms were excellent. Creative visuals that supported his recommendations.

Jill Smith Ranking __2nd__

Problem statement was excellent--- which of course I used in my five-pager. Her assumptions were very good and related quite well with the case. Both of her alternatives were good and certainly addressed the problem--how to market the product. The pros and cons are excellent and covered the argument for each alternative thoroughly. Her implementation was good but could have gone more in-depth about how to exactly market this product. Participation in the group discussion was very good and gave good insights upon this case. Critical terms were average. Visuals, as support materials, were taken directly from the case.

Dean Smith Ranking ____3rd__

Problem statement was fairly good. His assumptions related fairly well with the case (patents, antitrust). His alternatives did revolve around the actual problem but could be stated in a more marketing oriented aspect. Pros and cons were well stated, in relation to each alternative, but could have worked harder to find more appropriate advantages and disadvantages---it seemed he didn't really search to support his alternatives. Though he did come up with one or two pros and cons. His implementation was clearly stated but that was about it. He need to discuss further in the implementation and suggest how this product should be marketed or mention at least some adequate steps on implemented this product into the market. His participation in the group discussion was great---he definitely expressed his ideas and thoughts. Critical terms---still listing industrial terms as consumer terms. The three pages of research material added very little support for this case.

Harrison Smith Ranking __ (zero) __

Two-pager report was submitted late!!

Overall comments:

I found many similar resources used among these two-page papers---somewhat disappointed. Was hoping for a wider selection of resources to support my 5-pager and presentation. Really found the team discussion on the marketing distribution issues very helpful in preparation for presentation.

EVALUATION FORM - MKTG 499

CLASS PRESENTATION

Name: _____

Class: _____ Order _____

COMMUNICATION SKILLS DEMONSTRATED:	Possible Points	Grade Points
• Maximized appearance through business attire and grooming	5	
• Projected poise, confidence, warmth, and a business-like attitude, non-verbal skills, e.g., eye contact, hand gestures, posture.	5	
• Avoided objectionable mannerisms and articulated clearly.	5	
• Quality and style of presentation.	10	
Sub-total (25 points)		
PRESENTATION:		
• Statement of the Problem	7	
• Assumptions	8	
• Alternatives (use of financial ratios, break-even analysis, cost/profit/sales analysis)	15	
• Recommendation & Implementation	15	
Sub-total (45 points)		
BACKGROUND SUPPORT MATERIALS:		
• Creativity/Originality	6	
• Research	10	
• Visual Aids (POWERPOINT) or (OVERHEADS)	8	
• Organization Skills demonstrated	6	
Sub-total (30 points)		
Starting Time _____ Ending _____ Time Penalty _____		
TOTAL POINTS EARNED:		

GENERAL COMMENTS:	OUTSTANDING	AVERAGE	NEEDS WORK
• Opening			
• Voice/Projection			
• Pace			
• Enthusiasm			
• Cost/Profit/Sales Analysis			
• Review of Alternatives			
• Review at Closing			
• Logical Approach			
• Control of Situation			
• Sold Ideas			
• Proper Use of Mktg Terms			
VISUALS:			
• Professional appearance			
• Creative			
• Easy to Read (rule of 7's)			
• Talked to Audience			
• Explained Value			
• POWERPOINT presentation			

MARKETING TERMS	BRANDING:	DISTRIBUTION:
(1-12-98)	Types	Vertical Marketing Systems
	-Manufacturer Brand	-Corporate VMS
	-Private Brands:	-Contractual VMS
MKTG MGMT PHILOSOPHIES:	*House	-Administered VMS
Product Concept	*Store	Integration (Distribution)
Product Concept	*Distributor	-Horizontal Integration
Selling Concept	*Dealer	-Vertical Integration
Marketing Concept	Generic Brands	Distribution Coverage
	Licensed Brand	-Intensive
MKTG GROWTH OPPORTUNITIES:	Brand Extension	-Selective
Market Penetration	Euro-branding	-Exclusive
Market Development	Mixed Branding	Levels of Distribution
Product Development	Brand Familiarity	
Diversification	-Rejection	CLASSIFICATION OF GOODS:
	-Non- Recognition	Consumer;
ECONOMICS:	-Preference	-Convenience Prod
Perfect (Pure) Competition	-Insistence	-Staples
Oligopoly;- (Pure/Differentiated)		-Impulse
Monopolistic Competition	General Terms:	-Emergency
Monopoly	Product Life Cycle	Shopping Products
Derived Demand	Product Adoption Process	-Homogenous
Law of Diminishing Demand	Drop/Go Error	-Heterogeneous
Inelastic/Elastic Demand	Product Positioning	Specialty Products
Disposable Income	Marketing Mix	Unsought Products
Discretionary Income	Product Mix	-New
Break-Even Analysis	Promotional Mix	-Regularly
	Media Mix	
FORECASTING:	Sales Promotion:	Business to Business;
Subjective:	-Consumer	Major Equipment Accessories
- Jury of Executive/Expert Opinion	-Trade	Component Parts
-Sales Force composite	Telemarketing (In & Outbound)	Process Materials
-Customers intent to buy	Market Segmentation	Raw Materials
-Top-down forecast	Demographics	MRO (Consumable Supplies)
-Build-up forecast	Psychographics	OEM (Original Equipment Mfg.)
-BPI (Buying Power Index)	Niche Marketing	Bus' to Bus Services
Extrapolation:	Boomers / Gen Xers	
-Time/Leading Series	TQM (Total Quality Mgmt)	ORGANIZATIONAL BUYING:
-Correlation Methods	Benchmarking	Straight Rebuy
-Naive forecast method	Iceberg Principle	Modified Rebuy
-Two-period moving average	SKU (Stock Keeping Units)	New-Task Purchase
-Exponential Smoothing	Cannibalization	Buying Center
-Unit Rate or Percent Change	JIT (Just-In-Time)	Selling Center
Quantitative:	MRP (Materials Req Planning)	System Integration Buying
-Multiple Regression	ISO 9000 Certification	
-Econometric models	EDI Electronic Data Interchange	
	NAICS (SIC Codes)	
	Database Marketing	
	Relationship Marketing	

RETAILING:	WHOLESALEERS:	PRICING POLICIES:
Department Stores	Full-SVC Merchant	Business to Business
Mass Merchandisers	-General Merchandise	-Discounting:
-Discounts Stores	*Business to Bus	*Trade
- Supermarkets	*Distributors,	*Quantity
- Superstores	*Mill Supply House	*Cash
-Hypermarkets	-Limited Line	*Seasonal
-Home Improvement Centers	-Specialty Line	*Slotting Allowances
-Warehouse/Wholesale Clubs	-Rack Jobber	*Promo Allowances
-Catalog Showrooms	Limited-SVC Merchant	Geographical (Shipping Costs)
-Category Killers	-Cash & Carry	-Uniform (Postage)
Specialty Retailers:	-Truck Wholesaler	-Zone
-Limited Line	-Drop Shipper, Desk Jobber	-Base-Point
-Single Line	-Mail Order	-Freight Absorption
-Convenience (food)	Facilitating Agencies	Price Indexes
-Off-Price Retailers	-Factors	-C.P.I. (Consumers)
-Factory Outlets	-Floor Planning (financing)	-P.P.I. (Producers)
Non-Store Retail/Direct Mktg:	-Marketing Facilitator	-P.M.I. (Purchasing)
-In Home		
-Telemarketing	ADVERTISING:	PRICING:
-Vending	Institutional	Pricing Objectives
-Mail Order/Catalog	Product	-Target Return
-Home Shopping Cable Net	Pioneer	-ROI (Return on investment)
	Comparative	-Profit Maximization
SALES REP'S:	Reminder	-Sales Maximization (share)
Order Taker	Defensive	-Status Quo
Order Getters	Push/Pull	-Survival
Support Rep's	Cooperative	Pricing Methods
-Missionary	Reach/Frequency	-Skimming
-Detailers/Merchandisers	(GRP) Gross Rating Points	-Penetration
-Trade Sales		-Pioneer
-Technical Sales/Engineer		-Professional
		-Perception and Value
AGENT MIDDLEMAN:		-Leader Pricing
Manufacturer's Rep/Agent		-Bait Pricing
Selling Agent		-Price Lining
Broker		-Optional Pricing
		-Bundle Pricing
		-By-Product Pricing
		-Bid Pricing
		-Discriminatory Pricing
		-Surrogate Pricing
		-Psychological Pricing
		*Odd-Even
		*Customary
		*Prestige
		-Keystone Pricing
		-Captive Pricing
		-Experience Curve Pricing
		-EDLP (Every Day Low Price)
		-Off-Peak Pricing (Services)

COURSE TITLE: International Marketing

INSTRUCTOR: Dr. Ahmed Mekky
Professor of Marketing

OFFICE LOCATION: Room 372, College of Business
Big Rapids

OFFICE TELEPHONE: (616) 592-2480

OFFICE HOURS: By appointment

TEXT: International Marketing, Sixth Edition, by
Terpstra and Sarathy, published by Dryden.

COURSE OBJECTIVES: International marketing is recognized as one of the most critical skills in international business today. For Americans this is evident in the huge trade deficits that have plagued the United States in recent years. This deficit results from a combination of foreign firms' success in selling here and America's problems in selling abroad.

Specifically, our course objectives are:

- 1) To attempt to gain familiarity with the international marketer's sphere of operation, dwelling particularly on the uncontrollable variables and how they affect the international marketing task.
- 2) To expose and analyze the task of international marketing management. Familiarity with the environment is essential but not the only capability international marketers must possess. They must also know how to manage marketing in that environment. In depth emphasis will be placed here on management decisions and problems that arise in international marketing.
- 3) To provide a model of how to coordinate the separate functional tasks by blending them together into an effective international marketing management. Through planning, organization, and control, the elements of the marketing mix are blended and managed to achieve a total and effective international marketing program.

GRADING SYSTEM: During the course, students will have the possibility of accumulating 1000 points.

- * Three examinations with a grade weight of 200 points each.....600 points
 - * Group Analysis Reports and Presentation.....200 points
 - * Student projects (see attached for detailed outlines).....100 points
 - * Class participation is based on attendance* and class discussion* and will have a grade weight of.....100 points
- Totaled weighed grade points of.....1000 points

Grades in class will be based on the following:

95 - 100% = A	80 - 82 = B-	60 - 66 = D+
90 - 95 = A-	75 - 79 = C+	55 - 59 = D
87 - 89 = B+	70 - 74 = C	50 - 54 = D-
83 - 86 = B	67 - 69 = C-	Below 50 = F

*Discussion policy: Only timely and relevant discussion will be evaluated positively. No participation in discussion will lead the instructor to conclude the student is not prepared to participate and could have a negative weight of 10 points.

In order to insure their confidentiality, final grades will not be posted; nor will they be given orally. Students may turn in self-addressed postcards on the last day of classes to receive their grades in the mail.

EXAMINATION AND WRITTEN ASSIGNMENTS:

Makeup exams will not be given. All written work is due on the date assigned at the beginning of the class period. No late homework will be accepted.

STUDENT COUNSELING: Students who are experiencing any difficulty with the course should promptly visit the instructor during office hours or by appointment.

WISHING YOU A SUCCESSFUL AND FRUITFUL SEMESTER

WEEK ONE

TOPICS

NOV. 30 Chapter 1 Introduction : The concept of Global Marketing

Chapter 2 Economic Environment: The World Economy

Chapter 3 Economic Environment: The Foreign Economies

WEEK TWO

Dec. 7 Chapter 4 Cultural Environment: The People of the world

Chapter 5 The Political-Legal Environment

WEEK THREE

Test 1

Dec 14 Chapter 6 Global Marketing Strategy

Chapter 7 International Marketing Intelligence

Chapter 8 International Product Policy: The Basic Product and Its Attributes

WEEK FOUR

Jan 11 Chapter 9 International Product Policy: New-Product Development and Product-Line Policies

Chapter 10 Distribution: Entering Foreign Markets

WEEK FIVE

Jan 18 Chapter 11 Distribution: Foreign Market Channels and Global Logistics

Chapter 12 International Promotion: Advertising

Chapter 13 International Promotion: Other Factors

WEEK SIX

TEST 2

Jan 25 Chapter 14 Pricing in International Marketing
Chapter 15 Pricing in International Marketing
Chapter 16 International Marketing of Services

WEEK SEVEN

FEB 1 Group Presentations

WEEK EIGHT

FEB 8 Group Presentations

WEEK NINE

FEB 15 Group Presentations

WEEK TEN

FEB 22 Group Presentations

WEEK ELEVEN

TEST 3

MARCH 1 Group Presentations

Marketing 341

Credits and Collections

Winter 1996-97

Dr. Ream, Professor

Student _____

Course Description: Is a study of how credits and collections are used in marketing. Emphasis is placed on the functions of credit, types of credit, and the determining of credit risk and collection methods.

Course Objectives: It is recognized that a major portion of the nation's business involves credit and the marketing student should understand the mechanics of credit and collection in modern business. It is therefore the general objective of the credits and collections course to thoroughly acquaint the student with this increasingly important phase of marketing.

The specific objective of the course is to prepare the student to be capable of using credit as a marketing tool in the business world.

Prerequisites: Accounting 201 and Junior Standing

Time and Location
of Class: 10:00 M-W-F Business 224

Professor's Office
Location: Business 352
Hours: 11:00 M-W-F
1:00 --W--
(Other Office Hours by Appointment)

Class Materials: Consumer and Business Credit Management,
Robert H. Cole, and Lon Mishler, 10th Edition

Scan-Tron 882E or 882ES Test Answer Sheets

	<u>Event</u>	<u>Quantity</u>	<u>Value</u>
Grade Composition:	*Quizzes	?	20%
	**Assignments	5	20%
	***Examinations	4	60%

Attendance: Attendance is required. If you are more than ten minutes late, you will be counted absent. Students coming into class after

roll call must report attendance to professor immediately after the class affected. A positive attitude and student integrity are required for maximum student effectiveness. Gentlemen are to remove their caps in order to be counted present.

*Quizzes will be unannounced and based on the textbook and lectures. No make-up quizzes will be permitted.

**Written Assignments must be typewritten, double spaced as announced. Points may be lost for misspellings, incorrect grammar or sentence structure. If you are absent, check with classmates or the professor so that you are prepared for the assignment on the due date. If you are absent when an assignment is due, you are responsible for having it turned in on time. Written assignments must be handed in at the beginning of the class for which they are assigned. After the assignment is handed back and discussed it will be returned to the professor for recording of the grade. Assignments will be accepted late at reduced credit.

***Examinations will be administered only when scheduled. Any Make-up examinations will be taken Wednesday, May 7, 1997 at 10:00 a.m. as stated in the university examination week schedule. Application for make-up exams must be made to the professor Wednesday, April 30, 1997. Corrected examinations will be available for student inspection in professor's office. Students are expected to purchase machine scoring Scan-Tron answer sheets at the bookstore to be used for examinations. Two Scan-Tron answer sheets are required for Examination IV. The one lowest numerical score received (or an examination not taken for ANY reason) on the four examinations will be deleted from the student's record. Thus, the student's semester average will be based on the three highest examinations plus the averages of the quizzes and written assignments.

Final grades will not be posted. Please submit postage paid, self addressed envelope for early notification of grade.

Time Series

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Textbook Reading Assignment</u>
Part I: <u>Introduction</u> Chpts. 1, 2			
1	Jan. 13 - 17	Introduction	Chapter 1
2	22 - 24 24	The Credit Manager Written Assignment I	Chapter 2

Part II: Credit Investigating
Chpts. 9, 10, 11

3	Jan.	27 - 31	Credit Investigating Credit Bureaus	Chapter 9 Chapter 10
4	Feb.	3 - 7 Feb. 7	Decision Making Examination I	Chapter 11 Chpts. 1, 2, 9, 10, 11

Part III: Consumer Credit
Chpts. 3, 4, 5, 7, 8

5		10 - 14 14	Retail Credit Written Assignment II	Chapter 3
6		17 - 21	Financing Retail and Service Credit	Chapter 4
7		24 - 28 28	Consumer Cash Loans Written Assignment III	Chapter 5
8	Mar.	10 - 14	Credit Regulation Consumer Credit Management	Chapter 7 Chapter 8

Part IV: Business Credit
Chpts. 12, 13, 14, 15, 18

9	Mar.	17 - 21 21	Merchandise Credit Examination II	Chapter 12 Chpts. 3, 4, 5, 7, 8
10		24 - 26 26	Business Cash Loans Written Assignment IV	Chapter 13
11	Mar. 31 - April 4		Business Credit Management Business Credit Bureaus	Chapter 14 Chapter 15
12	April	7 - 11 11	Business Credit Limits Examination III	Chapter 18 Chapters 12, 13, 14, 15, 18

Part V: Collections and Credit
Department Efficiency
Chpts. 20, 21

13		14 - 18	Collections and Credit Department Efficiency Collections	Chapter 21 Chapter 20
14		21 - 25 25	Collections Written Assignment V	Chapter 20

15	April	28 - May 2	Collections	Chapter 20
		April 30	Wed., Applications for make-up examinations	
16	May	6	Tues., 10:00 - 11:40	Examination IV
			Bus-224	
		7	Wed., 10:00 Make-Up Examinations	
			Bus-221	

DATE	TEXT REF.	TOPICS & ASSIGNMENTS	MKTG 231 PROFESSIONAL SELLING
T	Aug 27	Ch 1	Role of Personal Selling Discuss product assignments
Th	Aug 29	Ch 3	Buyer Behavior, FAB
T	Sep 3	Ch 4	Effective Communication
Th	Sep 5	Ch 5-6	Interactive Selling, Successful Prospecting
T	Sep 10	Ch 7	The Approach
Th	Sep 12	TEST #1	(Chapters 3-7)
T	Sep 17		Role-play Exercises (Approach) Assignment #1 Due
Th	Sep 19		Role-play Exercises (Approach)
T	Sep 24		Role-play Exercises (Approach) Assignment #2 Due
Th	Sep 26	Ch 8-9	Recognizing (questioning), Presentation
T	Oct 1	Ch 10	Handling Objections Assignment #3 Due
Th	Oct 3	Ch 12	The Art of Closing
T	Oct 8		Role-play Exercises (Presentation - Close) Assignment #4 Due
Th	Oct 10		Role-play Exercises (Presentation - Close)
T	Oct 15		Role-play Exercises (Presentation - Close)
Th	Oct 17		Role-play Exercises (Presentation - Close)
T	Oct 22	Ch 13	Retail Selling
Th	Oct 24	TEST #2	(Chapter 8-10, 12, 13)
T	Oct 29	Ch 14	Industrial Buyer
Th	Oct 31	Ch 15	Self-Management - Sales Effort

DATE TEXT REF. TOPICS & ASSIGNMENTS MKTG 231 PROFESSIONAL SELLING

T	Nov 5	Ch 19	Legal and Ethical Responsibilities
Th	Nov 7		VIDEOTAPED SALES PRESENTATIONS AND CRITIQUE
T	Nov 12		VIDEOTAPED SALES PRESENTATIONS AND CRITIQUE
Th	Nov 14		VIDEOTAPED SALES PRESENTATIONS AND CRITIQUE
T	Nov 19		VIDEOTAPED SALES PRESENTATIONS AND CRITIQUE
Th	Nov 21		VIDEOTAPED SALES PRESENTATIONS AND CRITIQUE
T	Nov 26		VIDEOTAPED SALES PRESENTATIONS AND CRITIQUE
Th	Nov 28		VIDEOTAPED SALES PRESENTATIONS AND CRITIQUE
T	Dec 3		VIDEOTAPED SALES PRESENTATIONS AND CRITIQUE
Th	Dec 5		Review and preparation for final test
Exam Week	Test #3 (Comprehensive plus Chapters 14, 15 & 19) (Will advise day/time/place when schedule is available)		

WHAT SELLING SKILLS WILL DO FOR YOU!!

SELLING SKILLS CAN DO FOR YOU WHAT WORDS DID FOR CYRANO DE BERGERAC AND WILLIAM SHAKESPEARE. THEY CAN DO FOR YOU WHAT SEX APPEAL DID FOR MARILYN MONROE. THEY CAN DO FOR YOU WHAT POWERFUL COMMUNICATION SKILLS DID FOR HISTORICAL GREATS LIKE ABRAHAM LINCOLN, FRANKLIN D. ROOSEVELT, AND DR. MARTIN LUTHER KING. SELLING SKILLS CAN MAKE OR BREAK YOU IN WHATEVER ENDEAVOR YOU CHOOSE. THEY CAN MEAN THE DIFFERENCE BETWEEN GETTING THE PROMOTION, THE JOB THE GIRL OR GUY OF YOUR DREAMS AND HAVING TO SETTLE FOR LESS.
SOURCE: TOM HOPKINS

FERRIS STATE UNIVERSITY

SYLLABUS: INTERMEDIATE SELLING MKTG 432

SUMMER SESSION #1 1995 3 Credits

Class times: FRI 6:00pm - 9:30 SAT 8:00am - 12:00

Class dates: May 19/20 26/27 June 2/3 9/10 16/17 23rd

**Location: Northwestern Michigan College, Traverse City, Mi
Health Education Bldg. Rm 206**

Professor: Don Jackson Office (616)592-2469 Home (616)534-9714

Textbook: Successful Selling, Bob Kimball, NTC Publishing, 1994.

Prerequisite: MKTG 231 Professional Selling or Sales experience

Objectives: Effort will be made to accommodate each students interest and sales experience level to facilitate an improvement in persuasive and communications skills.
To gain understanding and application of the scientific and technical sales process to professional sales activities. Emphasis on research, need-problem identification, problem-solving proposals, negotiating, non-verbal communication, tele-marketing, personality styles, psychological barriers to goal achievement and preparation for sales employment.

Format: Each student will prepare and roleplay a complete sales presentation which will be videotaped plus receive written critique. Extensive roleplay exercises will follow lectures pertaining to elements of a sales call. Written assignments will involve preparation of a sales workbook used in the presentations plus several reading assignments requiring written reports.

Attendance: In that class discussion and student interaction is very important part of this course, punctuality and attendance is very much appreciated.

Grading: To receive full credit, assignments will be submitted during class of date scheduled. Written work is to be submitted in a professional, business-like manner.

A 94-100%	423-450pts	B- 80-82	360-373	D+ 66-68	297-310
A- 90-93	404-422	C+ 77-79	347-359	D 62-65	279-296
B+ 87-89	392-403	C 72-76	324-346	D- 60-61	270-278
B 83-86	374-391	C- 69-71	311-323		

Assignments & Reports:

Resume'		Test #1	75 pts
S & MM Articles	50	Test #2	75
Book Report	25	Sales Workbook	100
Class participation	25	Sales Prezo	100

total possible points 450

INTERMEDIATE SELLING MKTG 432 SUMMER SESSION #1 1995

<u>DATE</u>	<u>Schedule</u>
Fri May 19	Course introduction and Assignments Resume' discussion and Video "Approach" Discuss FAB and first assignment presentation, Demonstration techniques, Visual aids
Sat May 20	Roleplay "Approach" techniques Chap 1 & 2 Professionalism, Knowing Yourself Listening, Questioning techniques Concept of "Social Styles" Approach to Selling Concept of (NLP)
Fri May 26	Copy of Resume' is Due Reports due: S & MM Articles Roleplay "Approach" techniques Chap 3 Effective Communications
Sat May 27	Proposal preparation, bids and quotations Chap 4 Prospecting and Preparation Phone Power telephone techniques Planning the presentation Features/Advantages/Benefits
Fri Jun 2	TEST # 1 Book Report #1 due Handling Objections and Video "Objections" Chap 7 Overcoming Objections Roleplay presentation & "Objection Handling" techniques
Sat Jun 3	Roleplay presentation & "Objection Handling" techniques
Fri Jun 9	Closing Techniques and Video "Closing the Sale" Roleplay "Closing" techniques
Sat Jun 10	Roleplay "Closing" techniques Negotiations - Video & practice exercise
Fri Jun 16	Sales presentations (video recorded & critique)
Sat Jun 17	Sales presentations (video recorded & critique)
Fri Jun 23	Sales presentations (video recorded & critique) TEST # 2

"SELLING IS THE HIGHEST PAID HARD WORK --- AND THE LOWEST PAID EASY WORK"
(Tom Hopkins)

FERRIS STATE UNIVERSITY

SYLLABUS: MKTG 434 ADVANCED SELLING

3 Credit Winter Semester 1998

Time & Location:	Tues & Thu 9:30-10:45 BUS 201
Professor:	Don Jackson, Ph.D., C.P.M. BUS 350 Tel (616)592-2469 Email: jacksond@ferris.edu
Textbook:	Spin Selling Fieldbook, 1996, McGraw-Hill
References; www.marketinglibrary.com www.sell.com	Personal Selling: An Interactive Approach, R. Marks, 6 th , Allyn & Bacon.
Prerequisite:	MKTG 231, MKTG 432 and MKTG 436
Objectives:	To improve basic sales skills by practicing and polishing the elements of the sales process. To study sales techniques relating to telemarketing, non-verbal communications, ethics, computer applications and international sales. Organize and deliver a two-call sales presentation for an INDUSTRIAL SERVICE AND INDUSTRIAL PRODUCT. Arrange to experience one day in the life of a professional salesperson. Sales techniques will be practiced that emphasize relationship-selling philosophies.
Format:	Each student will have two opportunities to be videotaped plus receive written critique of their sales presentations. Extensive role-play exercises will follow lectures pertaining to elements of a sales call. Written assignments will involve preparation of a sales workbook used in the presentations plus several reading assignments. Requiring written reports. One day will be spent traveling with a professional salesperson.
Attendance:	In that class discussion and student interaction is very important in this course, punctuality and attendance is required. A total of three absences are allowed for medical, personal emergencies or school sponsored activities. The final grade will be reduced by 15 points for each day over three absences.
Grading:	To receive full credit, assignments will be submitted during class of date scheduled. Written work is to be submitted in a professional, business-like manner with documentation of sources and proofread for errors in spelling, grammar and form.

A 588-625 pts	B- 500-518 pts	D+ 413-431 pts
A- 563-587	C+ 482-499	D 388-412
B+ 544-562	C 450-481	D- 375-387
B 519-543	C- 432-449	

Assignments & Reports			
Resume'		Test #1	50pts
Sales & Mgmt Articles	50	Test #2	50
One Day Intern Schedule		Test #3 Final	50
One Day Intern Report	50	Sales Workbook	100
Book Report #1	25	Sales Prezo #1	100
Book Report #2	25	Sales Prezo #2	100
Total Possible Points	625	Class Participation	25

ADVANCED SELLING MKTG 434	
Date	Schedule
T Jan 10	Course introduction and assignments, Resume' discussion and video "Approach"
Th Jan 12	FAB and first assignment presentation, demonstration techniques, visual aids.
T Jan 17	Copy of Resume" is due, Role-play approach techniques.
Th Jan 19	Questioning techniques, sales ethics, report due Sales & Mktg. Mgmt.
T Jan 24	Proposal preparation, bids, quotations.
Th Jan 26	Handling objections
T Jan 31	Role-play objection handling techniques
Th Feb 2	Test #1; report due Sales & Mktg. Mgmt.
T Feb 7	Sales presentation #1 (see prezo schedule)
Th Feb 9	" "
T Feb 14	" "
Th Feb 16	" "
T Feb 21	" "
Th Feb 23	" "
T Feb 28	" "
Th Mar 2	Closing techniques and role-play exercises
Spring Break	
T Mar 14	Role-play closing techniques
Th Mar 16	Test #2
T Mar 21	Telemarketing, computer applications
Th Mar 23	Sales presentations #2 (see prezo schedule)
T Mar 28	" "
Th Mar 30	" "
T Apr 4	" "
Th Apr 6	" "
T Apr 11	" " Book Report #2 due
Th Apr 13	Easter Recess
T Apr 18	Report due: One-day intern Sales presentations #2 continued
Th Apr 20	" "
T Apr 25	Discussion of intern experiences
Th Apr 27	Course summary and make-up assignments
Exam week	Final test #3
Quote:	"SELLING IS THE HIGHEST PAID HARD WORK ---AND THE LOWEST PAID EASY WORK" (Tom Hopkins)

FERRIS STATE UNIVERSITY

SYLLABUS: MKTG 436 - SALES MANAGEMENT 3 Credits

FALL SEMESTER 1998 Section 001 8:00 - 9:15am Tue & Thu Rm BUS 208

Professor: Don Jackson, Ph.D., C.P.M. Office: BUS 350 Tel: 592-2469 e-mail: jacksond@ferris.edu
Hours: Tue & Thu 1:15pm, Thu 11:00am

Course Description:

Principles and policies of sales organization; career opportunities; recruiting selection and training sales people; motivation, supervision and evaluation of salespeople; compensation plans, territory and quota assignments; expense accounts and transportation. Prerequisite: MKTG 231, MKTG 321 and Senior Standing

Course Objectives:

Learn how to formulate a sales program.

Learn the required policies, systems and procedures to implement and manage the sales program.

Practice the application of sales management principles through class discussion of case study problems.

Text:

Dalrymple, Douglas J. & William L. Cron, Sales Management: Concepts and Cases, John Wiley & Sons, 1995; 5th .

Course Format:

Lecture on text and handout articles.

Case analysis and class discussion

Computer (spreadsheet) cases

Grading:

Tests (3) 100 pts each	300 pts	A 94% 564pts	C 72% 432pts
Case Reports (5) 50 pts	250	A- 90 540	C- 69 414
Class participation	<u>50</u>	B 83 498	D+ 66 396
Total possible points	600	B+ 87 522	D 62 372
		B- 80 480	D- 60 360
		C+ 77 462	

Class Policy:

To receive full credit, assignments prepared outside of class are to be submitted at the BEGINNING of the class period scheduled, in proper business-like form, typed and proofread for spelling and grammatical errors. Written reports will be retained by the instructor. Please make a copy for yourself before turning in.

Participation grade is based on the instructors perception of each students preparation for class, and QUALITY of contribution to class discussion. In that this is a case analysis type of course, PUNCTUALITY, ATTENDANCE and PREPARATION is required. A total of three (3) absences are allowed for illness, personal emergencies or school sponsored activities per University Policy after which fifteen (15) points will be deducted for each day over three. Make-up tests are offered during exam week. Please see instructor for time and format.

Date Text Ref. Topics & Assignments MKTG 436 SALES MANAGEMENT

T	Sep 1	Ch 1	The Sales Managers Job Case method of learning p.27
Th	Sep 3	Ch 2 & 6	Planning and Budgeting, Sales Ethics
T	Sep 8	Ch 4	Account Relationship Management
Th	Sep 10	Case 4-3	Case Discussion Centrust Corp. p.211
T	Sep 15	Case 4-3	Case Discussion
Th	Sep 17	TEST #1	(Chapter 1,2,4 & 6 plus lecture material)
T	Sep 22	Ch 5 Case 5-2	Territory Management Hanover Bates w/computer exercise p.259
Th	Sep 24	Case 5-2	Continued
T	Sep 29	Case 5-2	Continued
Th	Oct 1	Ch 7	Estimating Potential & Sales Forecasting
T	Oct 6		Forecasting computer exercise
Th	Oct 8		Forecasting computer exercise
T	Oct 13		Forecasting computer exercise
Th	Oct 15	Ch 8	Organization
T	Oct 20	TEST #2	(Chapter 5, 7, 8, & lectures)
Th	Oct 22	Ch 10	Training
T	Oct 27	Ch 11 Case 11-2	Territory Design Case Discussion D.F. Hardware p.540
Th	Oct 29	Case 11-2	Continued
T	Nov 3	Ch 12	Leadership
Th	Nov 5	Ch 13	Motivation

Date Text Ref. Topics & Assignments MKTG 436 SALES MANAGEMENT

T	Nov 10	Test #3	(Chapter 10, 11, 12, 13 & lectures)
Th	Nov 12	Ch 14 Case 14-3	Compensation Methods Case Discussion Webb Testing p.700
T	Nov 17	Case 14-3	(continued)
Th	Nov 19	Case 14-3	(continued)
T	Nov 24	Ch 15	Evaluating the Salesforce
Th	Nov 26	No class	Thanksgiving Holiday
T	Dec 1	Case 15-3	Case Discussion Dunker Co. P.751
Th	Dec 3	Case 15-3	Continued
T	Dec 8	Ch 16	Evaluating Individual Salespeople
Th	Dec 10	Ch 16	Continued
Exam Week		Test #4	(Chapter 14, 15, 16 & lectures) (Will advise day/time/place when schedule is available)

CASE ANALYSIS DISCUSSION: Each student will analyze and prepare (personal notes) to lead class discussion of the cases. Groups of two or more will be called on by the instructor at beginning of the class. Your participation grade is directly related to your preparation and positive contribution to class discussion, attendance and punctuality.

CASE ANALYSIS REPORTS:

Each student will prepare a complete written analysis (approx 5 pages plus cover) of five (5) of the case problems. See text page 27 "The Case Method" for guidelines. The reports will be submitted at the BEGINNING of class period of second case discussion date. This will give you one class period of discussion to form a base for your analysis report. Late reports will not be accepted. Each report is worth 50 points.

CASES THAT REQUIRE COMPUTERIZED REPORTS AND SPREADSHEETS:

Software for MKTG 436 computer problems will be provided by the instructor. Instructions on the procedure and the problem will be discussed in class. Your written case analysis report shall use and refer to the computer generated reports or spreadsheets to evaluate the case problem. Copies of spreadsheets and graphs shall be included with your report and have the significant data highlighted.

It's your ATTITUDE -- not your aptitude -- that determines your altitude!! (Zig Ziglar)

DONALD R. JACKSON
5428 EDGELAWN S.E.
KENTWOOD, MI 49508
(616) 534-9714 jacksond@ferris.edu

BUSINESS EXPERIENCE

CONSULTING:

Marketing Consultant: Prince-Machine Corp., Holland, MI. (full-time summer employment from May to August 1998) Research and analyze new industrial market opportunities.

Training for FSU International Education and Services:

- Sales - W. Heinges, SAGE BRATISLAVA, Slovakia (1996)
- Purchasing - S. H. Shin, TONGYANG NYLON, South Korea (1996)
- Marketing - M. Kopytek, Mktg. Mgr. KRED-KOP, Poland (1996)
 - R. Daineanu, Exec Mgr. AMSA, Romania (1996)
 - D. Turcinovic, Exec Mgr. Zlatko Turcinovic, Ltd., Croatia (1996)
 - R. Owczarzy, Mktg. Mgr. ELPLAST, Poland (1996)
 - V. Vizbaras, SOBO, Lithuania (1996)
- Sales - Y.H. Soon, POSCO Steel, South Korea (1991)
- Purchasing - E. Sambo - Malawi, Central Africa (1990)

FSU Gerholz Institute, Small Business Development Center:

- Sales Training Seminar (1990)
- Marketing (1987)

PURCHASING: 3 years:

Subcontract Administrator/Buyer for Lear Siegler Inc., (1986) and Electronics Buyer for J.E.T. Electronics, (1969-71).

SALES & MARKETING: 23 years:

- District Sales Manager (General Electric) with Industrial Market sales responsibility. Managed New Dealer Development programs, Manufacturers Representatives, and Sales Agents in Michigan and Northern Indiana. Developed and implemented marketing promotion efforts into new market areas for Mobile Radio Communications Products.(1975-1986)
- Sales Trainer/Facilitator (General Electric) with responsibility for sales training seminars to support new dealer salesforce in Michigan and Northern Indiana. (Special assignments while District Sales Manager 1984-1986)
- Major Account Manager (General Electric) with responsibility for cultivating sales to Fortune 500 accounts in West Michigan and Northern Indiana.(1971-1975)
- Field Sales Representative (RCA) with Industrial Market sales responsibility in Western Michigan for Radio Communication Products. (1963-1969)

SERVICE MANAGER: 2 years

Workleader (RCA Service Co.) with responsibility for Radio Communications Service Shop and five technicians.(1961-1963)

TEACHING EXPERIENCE

Ferris State University - 1986 to present - Professor - Marketing Dept.

MARKETING

- MKTG 322 Consumer Behavior
- MKTG 375 Marketing for Non-Profit Organizations
- MKTG 410 Industrial Marketing
- MKTG 441 International Marketing
- MKTG 473 Marketing Cases & Problems
- MKTG 499 Marketing Policy (capstone course)

SALES

- MKTG 231 Professional Selling
- MKTG 432 Intermediate Selling
- MKTG 434 Advanced Selling
- MKTG 436 Sales Management

PURCHASING/MATERIALS MANAGEMENT

- MKTG 365 Transportation
- MKTG 466 Purchasing

MANAGEMENT

- MGMT 371 Production Operations Management

OTHER TEACHING EXPERIENCE:

- Several of the marketing “consulting” training opportunities with international business executives have incorporated one-on-one tutoring sessions in addition to a team teaching seminar involving four business people from Poland, Croatia and Romania (1996)
- FSU Gerholz Institute, Small Business Development Center:
- Sales Training Seminar - Old Kent Bank & Trust (1990)
- Adjunct faculty position:
 - Aquinas College - Graduate course MG530 Marketing Management (Summers 1990 - 1995)
 - Davenport College - MKT 301 Principles of Marketing (1990)
- Kent County Literacy Council - Volunteer English Tutor - (1999)

Consultant Training Activities:

- C.P.M./A.P.P. Study Group Training Seminars for Haworth, Inc. Purchasing Managers (1997).
- C.P.M./A.P.P. Study Group Training Seminars for National Association of Purchasing Management Greater Grand Rapids Inc., (1995, 1996 & 1997).
- Workshop/Seminar - “Benchmarking” - Michigan Public Purchasing Officers Association (1995)
- Seminar - “Basics of Purchasing and Materials Management,” National Association of Purchasing Management, Greater Grand Rapids, Inc. (1991)
- Seminar - Purchasing Principles - NAPM-GGR, (1991)
- Seminar - Negotiations - NAPM-GGR, (1991)

PROFESSIONAL ORGANIZATIONS:

Board of Directors (Secretary) NAPM Greater Grand Rapids Inc., 1990-1999

Active member NAPM Greater Grand Rapids Inc., 1987 to present.

Academic member of National Association of Purchasing Managers 1987 to present.

Member and Faculty Advisor to FSU Student Chapter of American Production & Inventory Control Society (APICS) 1998/99

American Marketing Association, West Michigan Chapter (1986-1989)

CONFERENCES AND SEMINAR PARTICIPATION:

Negotiations: - Karrass Two-Day Seminar - April 16 & 17th, 1998.

Grand Rapids Chamber of Commerce, Marketing Seminar, Al Ries, Nov 19, 1997.

American Marketing Association, West Michigan Chapter

- Annual Conference "FOCUS" May 1997, GVSU.
- Annual Conference "Pioneers of the New Marketing Frontier" May 1994, Amway Corp.
- Annual Conference "Piercing Vision" February, 1999, Amway Corp.

District IV NAPM, C.P.M. Seminar "Train the Trainers," Notre Dame, 1996

NAPM Greater Grand Rapids - Satellite Seminar on "The Procurement Card" June 1995.

Sales Seminars Zig Ziglar, Rocky Bleier Sep. 1995

Mark Victor Hansen Oct. 1995

Anthony Robbins 1995

Harvey MacKay 1994

Success Club evening workshops (two)1994

Annual NAPM District IV Purchasing Officers Workshop, Notre Dame University, 1990-1996.

Michigan Public Purchasing Officers Association Conference, Ann Arbor 1991, Traverse City 1992, Battle Creek 1995.

Seminar (12 session) "TEACHING BY THE CASE METHOD" FSU College of Business, Feb 1993.

One day seminar on "NEGOTIATIONS FOR BUYERS" NAPM Central Michigan Purchasing Managers Association, Michigan State University, 1992.

Workshops sponsored by MSU College Consortium Assisting Business and Industry:

- "Internationalizing the Business Curriculum: World Area Perspectives, MSU, Apr 1992.
- "Internationalizing the Business Curriculum: Why? to How?" Aquinas College, Oct 1991.

Seminar on "ELECTRONIC DATA INTERCHANGE" NAPM Greater Grand Rapids, 1991.

EDUCATIONAL BACKGROUND

Ph.D. - Higher Ed Adm - Michigan State University 1997

MSB - (Marketing) - Western Michigan University 1984

MBA - Business - Western Michigan University 1980

BSBA - Business Administration - Aquinas College 1975

Electronics Trade School (2 years) R.E.T.S Detroit 1958

On-line Education & Training - 20 week internet course, University of London, U.K., April, 1998.

Professional Certification:

C.P.M. Certified Purchasing Manager 1991 (Recertified 1996)

A.P.P. Accredited Purchasing Practitioner 1996

VITA

I. Name: Marilyn J. Keigley

Rank: Professor

Tenure/Nontenure: Tenure

Department or Division: Marketing

Year Joined the Institution: 1980

Teaching Experience:

- * 1980-Present, Ferris State University, College of Business, Professor, Marketing. Primarily teach marketing research and marketing data analysis. Supervise student research projects for profit/nonprofit organizations. Supervise Independent Study student research projects. Counsel students, seeking jobs in marketing research. Software use (personal and class): SPSS, MSWord, Excel, PowerPoint, ToolBook, HTML, assorted Multimedia software
- * 1988-Adjunct Faculty, Central Michigan University, MSA 600, Adjunct Faculty, Lake Superior State, graduate Research Methods
- * 1979-1980 Arizona State University, Graduate Assistant, Marketing

Primary Areas of Involvement--in teaching:

- * Marketing Research
- * Marketing Data Analysis

II. Education Background:

- * Ph.D., Michigan State University, Educational Administration 1987
GPA 4.0/4.0, Dissertation: Positioning and Market Segmentation Study in Higher Education (special studies in marketing & enrollment management)
- * M.B.A., Arizona State University, Marketing Emphasis, 1980, GPA 3.75
- * B.S., Marketing, Ferris State University, 1979, GPA 3.85
- * Certificate of Graduation, Notre Dame University, American Marketing Association School of Marketing Research, 1985
- * Attended Update, American Marketing Association School of Marketing Research, 1990

III. Prior Experience not in Education:

- * 1973-76, Ludington Hills Golf Club, Ludington, MI, Co-owner
Involved in marketing, managing, bookkeeping.
- * 1970-1979:
Greenridge Country Club, Grand Rapids, MI--Golf Shop Assistant
Oceanside Country Club, Ormond Beach, FL--Golf Shop Assistant
The Pines Golf Course, Three Rivers, MI--Golf Shop Assistant
Michigan State University, High Energy Physics Lab Technician

IV. Professional memberships:

- * Marketing Research Club, Advisor, Ferris State, 1985-1991
- * American Marketing Association, Member, 1982-present
- * Western Michigan American Marketing Association (WMAMA), Member, 1982-present
- * Ferris Professional Women, member 1984-present
Development Committee Chair, 1986-87
Vice President and Program Chair 1989-90
Program Committee and Peace Pole Project Committee 1988-89,
Newsletter Editor 1990-91

V. Professional meetings attended:

- * Western Michigan American Marketing Association (WMAMA) Annual Conference, Grand Rapids, May 1990 and 1991
- * various WMAMA meetings 1982-present
- * WMAMA workshop on "Marketing Research Focus Groups," Kalamazoo, 1992
- * WMAMA, "Customer Satisfaction," Grand Rapids, March, 1995
- * WMAMA, "Computer Multimedia Learning," Pyramid Point, Grand Rapids, 1996
- * AMA 18th Faculty Consortium on International Marketing, Michigan State University, July 1998

VI. Papers presented:

(none personally presented)

VII. Publications:

- * Dissertation, "Institutional Positioning and Geographic Market Segmentation Applied to a School of Business at a Four Year College," Michigan State University, College of Education, 1987
- * Enrollment Management Review, "Applying Marketing Research," Vol. 4, Issue 4, Summer, 1988
- * National Racquetball Magazine, "Racquetball '101' -The Guide to Intercollegiate Play," January 1988
- * Focus, West Michigan A.M.A., "A Potential Market Niche Can Fool You If You Don't Have the Total Picture," March/April, 1990

VIII. Other research activity:

- * Market Positioning Study "Institutional Positioning and Geographic Market Segmentation Applied to a School of Business at a Four Year College," Ph.D. Dissertation
- * Supplemental research for dissertation and teaching the marketing research course, "Market Positioning Studies," 1986
- * Independent studies, "Marketing in Higher Education," MSU, 1985. "A Study of FFA Salary Inequities at FSU," MSU, 1985
- * FFA Research, "A Multiple Regression Analysis of Ferris Faculty Salaries," 1986, 1987, 1989
- * Independent Study, "Multivariate Attrition Models," MSU, 1986.
- * Personal Research, "A Study of Course Content of the Marketing Research Course in 90 Universities in the US," 1984
- * Personal Research, "Degrees Held and Qualifications of Market Researchers Who Attended the 1985 AMA School of Marketing Research," phone survey, 1985.
- * Data Analysis and membership research report for the Western Michigan American Marketing Association, 1989
- * Faculty Development Grant, Market Positioning Research 1989
- * Extensive analysis on student alcohol use on several projects, grants, and a dissertation, 1988-91
- * Sabbatical, Multivariate Analysis Exploration of Previous Research Projects Using Factor Analysis, MDS, Multiple Regression, and Cluster Analysis, 1994
- * Supervision of over 100 student-client marketing research projects, 1982-present (See Institutional Services and Professionally Related Community Services)

IX. Consulting:

(Involves work with student projects and a real client--see Institutional Services Performed and Professional Related Community Activities)

Canadian Lakes Property Owners, Survey of Resident & Non-resident Property Owners

X. Professional growth activities:

- * Continued Computer Training and Workshops
- * Central Michigan University Women's Conference, 1994, 1995, 1996
- * Ferris State University Women's Conference, 1993, 1994, 1996, 1997
- * Creativity Workshop, Traverse City, June, 1992
- * HTML Web Page Workshop, FSU, 1997
- * Multimedia Packages Training--Authorware, Coral Draw, 3DFX, Ferris State, 1997
- * SPSS Windows training seminar, Livonia, MI, June 1997

XI. Seminars, training programs, etc., conducted for business and industry:

Institute for the Entrepreneur, Chamber of Commerce, Marketing Research Seminar, February 1998

XII. Professional presentations, speeches, etc.:

- * "Motivation," ODK Conference, Ferris State, 1990
- * "Qualitative and Quantitative Market Research in the Food Service Industry," International Food Service Association, Holiday Inn, Feb-'96
- * "Using Marketing in a Typically Nonadvertised Industry," Northern Michigan Land Surveyors & Engineers Association, Mt Pleasant, 1990

XIII. Institutional services performed:

- * Speaker at professional organizations, women's organizations, residence halls, sororities and classrooms, 1980-present
- * Arts & Lectures Committee, 1988 and 1989
- * College of Business Computer Usage Committee 1987, 1988, 1989
- * Ferris State University Athletic Committee, 1985
- * FFA/Administration Equity Committee, 1988
- * Marketing Department Curriculum Review Committee 1987, 1988
- * Marketing Text Review Committee, 1985, 1987
- * FFA Executive Board, 1987, 1988, 1989
- * All-Campus Club Sports Committee 1985
- * Search Committee for V.P. Student Affairs, 1989
- * College of Business Promotion/Sabbatical Committee, 4 years

- * Pro Golf Management Program Review Committee, 1996-1997
- * FSU Honors Program Committee, 1996-97
- * Distinguished Teacher Committee, 1994-5, 1995-6
- * College of Business Distinguished Business Lecture, Chair, 1995
Kerm Campbell, CEO, Herman Miller, Inc.
- * FSU Communication Committee 1997-99
- * FSU Pride Committee 1997-99
- * Created Things To Do Calendar for campus-wide student information
- * Chair, Marketing & Sales Program Review
- * **Recent Market Research Student/Client Projects Supervised:**
 - * **Annual FSU Student Satisfaction Survey, 1995- present**
 - * **Annual FSU Faculty/Staff Satisfaction Survey, 1998- present**
 - * FSU Pride Committee, 1997
 - * FSU Financial Aid Office, 1992
 - * Product Market Study for FSU's FYI Newsletter, 1995
 - * Market Potential Study for Optometric Technicians, 1993
 - * Promotion Study for Distinguished Business Lecture, 1995

XIV. Recognition and honors:

- * Dissertation of the Year nomination, MSU 1987 and for the Association for the Study of Higher Education, 1987
- * Ferris Professional Women Award for Equity Contribution, 1987
- * Nominated for Distinguished Teacher of the Year, 1988, 1989
- * **Ferris State University, Distinguished Teacher of the Year, 1990**
- * **Woman of the Year, Ferris Professional Women, 1989**
- * Professional Tennis Management (PTM) Teacher of the Year, 1997

XV. Professionally related community activities:

- * DBL/Dynamics Unlimited, Inc./Community Reception for Kerm Campbell, 1995
- * Market Research Student/Client Projects Supervised:
Requires planning, communication, & working with community leaders, most recent included:
 - * National Market Potential Survey, Interlochen Arts Academy, Admissions Staff, Jeff Parks, 1994
 - * Market Planning Study, City of Big Rapids, John Lynch, 1994
 - * Product Study, Big Rapids Community Library, G. Rorabaugh, 1996
 - * Rating Study of Importance of Services, Mecosta County General Hospital, Tom Hoganson, 1996
 - * Data Analysis & Report for Canadian Lakes Management, 1995
 - * Satisfaction of Services Research, Crystal Mountain Golf Course, Brad Dean, Head Professional, 1996

Figure 11

VITA

I. Name: Ahmed F. Mekky

Rank: Professor

Tenure/Nontenure: Tenure

Department or Division: Marketing

Year Joined the Institution: 1989

Teaching Experience:

- * 1989-Present Professor of Marketing
Marketing Department, College of Business
Ferris State University, Big Rapids, MI
- * 1981-85 Professor of Business Policy
Management Department, Faculty of Economics and
Business Administration, King Abdul-Aziz
University, Jeddah, Saudi Arabia
- * 1977-81 Visiting Professor, Management Department
Faculty of Commerce and Business Administration
Helwan University, Cairo, Egypt
- * 1973-76 Associate Professor, Management Department
University of Wisconsin, Whitewater, Wisconsin
- * 1969-73 Assistant Professor, Management Department
University of Wisconsin, Whitewater, Wisconsin
- * 1966-68 The Oil and Gas Division of the Illinois
State Geological Survey, Urbana Illinois
- * 1963-64 Instructor, Cairo University, Faculty of
Commerce, Teaching undergraduate courses in the
areas of Management, Marketing and Finance
- * 1962-63 Research Assistant, Institute of National
Planning, Cairo.

Areas of Involvement (in teaching):

- * Strategic Planning
- * Business Policy and Strategy
- * Marketing Management and Policy
- * Management and Organizational Theory
- * Organizational Behavior and Development
- * International Management
- * Financial Management
- * Investment Analysis

II. Education Background (include fields of specialization):

- * 1973 Ph.D. in Business, The University of Illinois,
Urbana, IL
- * 1969 M.S. in Management, The University of Illinois,
Urbana, IL

- * 1962-64 Graduate Diploma Attended, on the graduate level, the United Nations Institute of Planning, Cairo, Egypt, majoring in Industrial Strategic Planning. Thesis title: "Project Feasibility From a Micro and macro Point of View." Following are the course areas for which credit was received

III. Prior Experience not in Education:

- * 1985-89 Chairman and Managing Director, Golden Gate Real Estate, a major construction stock company Cairo, Egypt
- * 1982-85 Chairman, The Egyptian Techno Group, a management consulting firm, New Maadi, Cairo, Egypt
- * 1981-85 Member of Board of Directors, Executive Governing Board, College of Economics and Administration, King Abdul-Aziz University, Jeddah, Saudi Arabia
- * 1980-81 Vice President, Management, Investment and Trade Consultants (MITCO), 60A Mohammed Farid Street, Cairo, Egypt
- * 1979-80 Research and Studies Director, Omar Seif El-Din and Sons - Engineering, Consulting, Chairing the Industrial Feasibility Studies section, Zamalek, Cairo, Egypt
- * 1970-80 Member of the Board of Directors, Helwan University Center for learning Aids and Technology, Helwan University, Cairo, Egypt
- * 1977-79 Division Head, Management, Investment and Trade Consultants (MITCO) 60A Mohammed Farid Street, Cairo, Egypt, Chairing the Management Research and Consultation Division

IV. Professional memberships (includes offices held):

V. Professional meetings attended (include dates):

Regularly attend meetings sponsored by they following professional organizations:

- * American Institute for Decision Science
- * American Management Association
- * Midwest Business Administration Association
- * Society for Advancement of Management
- * American Marketing Association

VI. Papers presented (include dates):

- * "Saudi Airlines Market Segmentation Strategy" An Executive Manuscript submitted and presented to the corporation annual executive conference, Jeddah, Saudi Arabia, 1990

- * "Analysis of the Airline Service Cycle: Moments of Truth" A research Executive Report, Saudi Airlines, Jeddah, Saudi Arabia, 1990
- * "Customer Relations Service Manual for Airline Companies: A Work Procedure Manual" Saudi Airlines, Jeddah, Saudi Arabia, 1990
- * "Applications of Megamarketing in the Service Industry: A Research Manuscript" ServiceMaster, Middle East, Jeddah, Saudi Arabia, 1989
- * Marketing Audit: A procedure Manual, ServiceMaster, Middle East, Jeddah, Saudi Arabia, 1989
- * "Management and Tariff Studies Relative to Water and Sewage Systems" U.S. AID Grant 263-0025 to the Ministry of Development and New Communities, Egypt 1979 - 1987, working as a Management Consultant to A. T. Kearney, Inc. and Sabbour Associates, Cairo, Egypt
- * Wages and Incentives System Design for Al-Motteheda Corporation for textile wholesale trade, 1980, Cairo Egypt
- * Feasibility Study of the International Center for Translations and Audio Visuals (ICTAV) Cairo, Egypt, 1979
- * "Re-organizing Alternatives for King Abdul-Aziz University" Research grant funded by King Abdul-Aziz University, Jeddah, Saudi Arabia, 1985

VII. Publications:

- * "Investment Analysis and Business Policy," A textbook, (Arabic) Dar Al Kahera Publishing and Distribution, December, 1982, Cairo, Egypt
- * "Computers and Their Applications," A textbook, (Arabic) Dar Al Kahera Publishing and Distribution, November, 1981, Cairo, Egypt
- * "Strategic Choices Confronting the Growth of Shopping Centers in Saudi Arabia," Research manuscript (Arabic), Research and Development Center, King Abdul-Aziz University, December, 1982, Jeddah, Saudi Arabia
- * "Business Strategic Choices Confronting Multi-National Corporations in the Gulf States." A major research grant funded by Oxford Business Center, Cairo, Egypt, 1989
- * "Productivity Measures of Faculty Performance in King Abdul-Aziz University," funded by King Abdul-Aziz University, Jeddah, Saudi Arabia, 1986
- * "Policy Issues in the Production and Marketing of Postal Services in Jeddah," Research and Development Center, King Abdul-Aziz University, Jeddah, Saudi Arabia, 1986
- * "Career Plateaus: Causes and Cures," Management

Journal, June 1979, Cairo, Egypt
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- * "Management by Objectives as a Management Process," Management Journal, July 1979, Cairo, Egypt
- * "Faculty Collective Bargaining, An Issue of Today," the Midwest Business Administration Association, 12th Annual Meeting, 1976, Chicago
- * "Integrating the Inflation Risk in Capital Budgeting Decisions: A Simulation Approach," Proceedings of the American Institute for Decision Science, 1976
- * "Performance Appraisal of the Human Resources," Seminar Paper, Beattie Research Center, August 1976, University of Wisconsin, Whitewater, Wisconsin
- * "Motivation and Leadership: Maintaining a Satisfied Productive Workforce," Management Journal, January 1978, Cairo, Egypt

VIII. Other research activity:

- * Maintain professional development and contact by teaching and interaction with the continuing education graduate programs of WMU and CMU in Grand Rapids, Troy, Flint, and Saginaw centers. Specific courses developed and/or taught include:
 - Organization Theory and Policy
 - Administration of Dynamic Organizations
 - Fundamentals of Management
 - International MarketingEach course required extensive review of literature and interactions with graduate students (practicing managers) and faculties of both WMU and CMU.

IX. Consulting:

- * Senior Retained Executive Business Policy Consultant to Saudi Airline from 1981 to 1989, Jeddah, Saudi Arabia
- * Senior Retained Strategic Marketing Planning Consultant to ServiceMaster - Middle-East, The Saudi Arabia Branch, 1987 - present
- * Industrial Production Project, "U.S. AID Grant No. 263-0025 to the General Organization for Industrialization, Egypt, from July 1978 - 1980, project manager in charge of Feasibility Studies to modernize and rehabilitate Industrial Public Sector Companies. Mckee-Kearney Joint venture with Omar Seif El-Din and Sons, Dokki, Cairo, Egypt
- * "Optimum Product Mix for Commercial Banks in Saudi Arabia" (Arabic), Research and Development Center, King Abdul-Aziz University, December 1982, Jeddah, Saudi Arabia
- * "Sobhi Poultry Farms," A Feasibility Study for a four million eggs per year project, Cairo, Egypt, 1979

- * Financial and Accounting Systems Design: A Diagnostic Study, Al-Mottaheda Corporation for Textile Wholesale Trade, 1979, Cairo, Egypt
- * "Easy Foods," A Feasibility Study for a group of investors in the agricultural industry in the area of frozen fruits and vegetables, Cairo, Egypt, 1977
- * Feasibility Study of Management, Investment and Trade Consultants (MITCO) 60A Mohammed Farid Street, Cairo, Egypt, 1977
- * Work Methods and Plant Layout: Diagnostic Study, Moksinus Manufacturing, Whitewater, Wisconsin, 1976
- * Job Performance and Productivity Analysis, John Deere Corporation, the Equipment Plant, Horicon, Wisconsin, 1972

X. Professional growth activities:

See Section VIII

XI. Seminars, training programs, etc., conducted for business and industry:

- * Assessment of the Service Cycle, Executive Workshop -- Saudi Airline, Jeddah, Saudi Arabia
- * Marketing of Services, Management Workshop -- Saudi Airline, Jeddah, Saudi Arabia
- * Strategic Planning, Management Workshop -- Saudi Airline, Jeddah, Saudi Arabia
- * "Planning and Control for Profit" -- City of Janesville employees, Wisconsin
- * "Concepts in Organization" -- City of Elkhorn employees, Wisconsin
- * "Management Development" -- Mercy Hospital, Janesville, Wisconsin
- * "Supervisory Skills for Foremen" -- City of Waukesha Supervisors, Wisconsin
- * "Personnel Management" -- City of Janesville Foremen, Wisconsin
- * "Supervisory Skills for Foremen" -- City of Janesville Foremen, Wisconsin
- * "Personnel Management" -- Hough Manufacturing, Beloit, Illinois
- * "Management Development" -- Baker Manufacturing, Janesville, Wisconsin
- * "Supervisory Skills for Foremen" -- Prent Corporation, Janesville, Wisconsin
- * "Problem Solving" -- John Deere Corporation, Horicon Works, Wisconsin
- * "Management Decision Making" -- City of Fort Atkinson Supervisors, Wisconsin
- * "Managing the Production Function" -- Employees of

several organizations, Janesville, Wisconsin

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- Egypt
 - * "Job Classification and Job Evaluation" -- Arab Organization for Business Administration, Cairo,
 - * "Basic Concepts in Organization" -- Arab Organization for Business Administration, Cairo, Egypt
 - * "Self Training and Development" -- Arab Organization for Business Administration, Cairo, Egypt
 - * "Organization Structure and Problems" -- All Nasr Automotive Company, Cairo, Egypt
 - * "Feasibility Studies" -- Arab Organizations for Business Administration, Cairo, Egypt

- XII. Professional presentations, speeches, etc.:
- XIII. Institutional services performed:
- XIV. Recognition and honors:
- XV. Professionally related community activities:

Richard C. Hansen, Ph.D.

106 Rust Avenue

Big Rapids, MI 49307

(616) 796-3867 Home (616) 592-2497 Office

EXPERIENCE

Professor, Department of Marketing, 1995 - present

Ferris State University - Big Rapids, MI

Dean, College of Business - August, 1983 to 1995

- Chief academic officer of the College
- Professor of Business (Marketing)
- Oversee all 120 Faculty, Staff, Equipment, & Programs
- Formulate and develop College & University policy
- Make recommendations on retention, tenure and promotion of faculty & staff
- Administer and manage College budget
- Co-ordinate off campus programs and Distance Learning
- Oversee all Faculty committees
- Develop and implement Strategy and Budget planning
- Developed Merit Promotion Policy for College
- Developed Student Leadership Conferences
- On Campus programs (Business & Technology Seminar)
- Assist in development and enhancement of relationships with College of Business Alumni, the community, and the business community in Western Michigan
- Responsible for Affirmative Action and Sexual Harassment Policies and Procedures

University of Wisconsin - Madison, WI

Associate Dean, School of Business - September, 1981 to July 1983

- Editor and Writer: "UpDate", Alumni Magazine
- Editor: "Prospective in Business", Academic Business Magazine
- Taught Professional Communication Classes
- Dean of Summer School (School of Business)
- Member of Council of Summer School Deans
- Member, University Associate Administrative Council

University of Wisconsin - Madison, WI

Assistant Dean, School of Business - September, 1976 to September, 1981

- Editor and Writer, WBEA News and Views, magazine for business teachers in the State of Wisconsin
- Editor/Technical Editor, Style Manual Author for Energy Systems Group of the Institute for Environmental Studies
- Supervised Placement Office
- Member of Undergraduate Studies Committee

(Revised: March 22, 1993)

University of Wisconsin - Madison, WI

Assistant Professor of Professional Communication,
School of Business, Marketing Dept.- September, 1970 to
September, 1976

- Taught Business Communication Courses
- Small Business Consultant
- Director of Professional Communication case Materials
-- Teaching Seminars

Wisconsin State University - Whitewater, WI

Assistant Professor, College of Business and Economics,
September, 1969 to June, 1970

Department of Business Administration
Business Communication and Data Processing Instructor

University of Wisconsin - Madison, WI

Lecturer, School of Education and School of Business.
September, 1967 to June 1968.

Graduate Assistant and Instructor; Assistant to Major
Professor -- Academic Correspondence and worked with
new graduate students admissions

Wisconsin State University - Whitewater, WI

Assistant Professor, Department of Business
Administration, College of Business and Economics,
September, 1966 to June, 1967

Taught Business Communication and Data Processing
Graduate Courses

Ferris State College - Big Rapids, MI

Assistant Professor, School of Commerce, September,
1963 to June, 1966

Taught Business Communication

EDUCATIONAL BACKGROUND

Doctor of Philosophy:

UNIVERSITY OF WISCONSIN - MADISON, WI

Curriculum and Instruction with a cognate in Marketing
Dissertation Topic: "A Study to Determine the Degree
of Agreement on the Content and Objectives for
Preparation in Communication for Business Students at
the Collegiate Level"; 1970 Cognate: Marketing ;

Master of Science
WAYNE STATE UNIVERSITY - Detroit, MI
Business Education
Post Graduate Studies: Wayne State University
(Marketing and Management); Central Michigan University
(Economics course)

Bachelor of Science
WAYNE STATE UNIVERSITY - Detroit, MI
Business Education and Social Studies with minors in
English and Science

PROFESSIONAL & ACADEMIC RESPONSIBILITIES

President, Association of Collegiate Business Schools
and Programs (ACBSP), July, 1992 to Present

Director, Old Kent Bank - Big Rapids, January, 1989 to
Present

Member, National Articulation Committee, ACBSP, 1991

Director, International Federation for Business
Education, 1992 - 1993

Executive Board member, ACBSP, July, 1990 to Present

Director of Professional Communication Program, -
primary responsibility for the development, revision,
teaching materials, recruitment and training of staff

Director, Small Business Institute, Program in
conjunction with the SBA to provide counseling and
marketing survey plans, etc. to local small business
firms in Madison and Southern Wisconsin

Director, for the School of Business, Summer
Opportunity Program, eight-week, live-in program for
minority students to prepare for college level work

Marketing Director, "Maintaining the Margin of
Excellence", a development and fund raising program of
the Graduate School of Business, University of
Wisconsin - Madison, Planned, developed, designed and
implemented promotional materials and marketing plan

Director, Association for Continuing Education in
Business, Alumni Association of the School of
Business, University of Wisconsin - Madison,
responsible for Membership development, editor of

newsletter, developed professional seminars

COMMUNICATION SEMINARS, WORKSHOPS, CLINICS, & PRESENTATIONS (Presented or participated at following events)

Society of Real Estate Appraisers (Dallas, Texas)
Society of Real Estate Appraisers (Washington, D.C.)
American Institute of Real Estate Appraisers (Princeton, New Jersey)
Society of Farm Managers and Rural Appraisers, National Conference, (St. Louis, Missouri)
Wisconsin Dietetic Association, State Conference
National Secretaries Association (Madison, Wisconsin)
American Institute of Bank Administration
American Society of Real Estate Counselors
Insurance Companies -- Presentations and Consultations
Seminar Leader, CUNA School (Credit Union National Association)
Speaker At: North Central Business Education Association, Chicago, Illinois
American Business Communication Association, Detroit, Michigan
American Business Communication Association, Chicago, Illinois
American Institute of Bank Administration, Marquette, Michigan
American Association of Junior and Community Colleges, Kansas City, Kansas, April, 1991
ACBSP, Washington, D.C., October, 1992.
Delta Mu Delta, Accreditation Seminar, University of District of Columbia, Washington D.C.

PROFESSIONAL AND HONORARY MEMBERSHIPS

Delta Mu Delta (National Honor Society in Business Administration, National Chapter)
Delta Sigma Pi (Professional Business & Economics Fraternity)
Delta Pi Epsilon (Honorary Graduate Business Education)

Society)
Phi Delta Kappa (Professional Graduate Education Fraternity)
American Business Communication Association (Life Member)
National Society for the Study of General Semantics
Wisconsin Business Education Association
Campus Communicators -- Professional campus group
Omicron Delta Kappa (National Honor Leadership Society)
Phi Gamma Nu (Honorary Member)

COMMUNITY SERVICE

City of Big Rapids Zoning Board of Appeals, Chair, Member,
1989 to Present
Grand Rapids Economic Club, Member
Madison Friends of International Students
Westmorland Hockey Association, Officer, Board Member (Seven
years) and Coach
Fast Break Club, Ferris State University
Blue Line Club, Ferris State University
Rotary International, Madison, Wisconsin
Rotary International, Big Rapids, Michigan; Treasurer Fund
Raising, Vice-President, President
Madison Art Center League
Parent Teacher Organization, Madison, Wisconsin
Friends of the University of Wisconsin Arboretum
Friends of Elvehjem Art Center
United Way of Dane County, Chairman - Budget Allocations
Committee
Member of the Board of Directors University Club -- U.W.
Mecosta County Council of the Arts
Stage M (Civic Theater)
Chamber of Commerce Government & Legislative Affairs
Committee
Chamber of Commerce, member & past Vice President

FACULTY SPONSOR/ADVISOR

Delta Sigma Pi
Delta Pi Epsilon
Student-Faculty Board, School of Business, UW-Madison
AIESEC, International Society of Students in Business and
Economics
Minority Business Students Society
Dean's Student Advisory Board

OTHER

Selected for AACSB "Seminar on Internal Management", Salt
Lake City, October, 1980
University Club Board Member (University of Wisconsin,

Elected, Three-year term)
Faculty Senate Representative (University of Wisconsin,
Elected, Two-year term)
Dean of Student Affairs Seminar (Two-week Training Session)
Workshop Participant, "Evaluation of Learning and Teaching"
Chancellor's Administrative Council, participant
Microcomputer Seminar, Beyer Center for Managerial and
Accounting Control, June, 1983

REFERENCES

PERSONAL DATA

Roland Raphael Ream

Personal

Present Address: 11780 Northland Drive, Big Rapids, MI. 49307
(616)796-6942
Height: 5 feet 10 inches Weight: 165 pounds
Date of Birth: June 5, 1936 Place of
Marital Status: Married Birth: Cedar Springs, MI.
Physical Condition: Excellent

Education

High School: Evart High School, Evart, MI.
Date of
Graduation: June 4, 1954
Junior College: Spring Arbor Junior College, Spring Arbor, MI.
Dates Attended: September, 1954 - June, 1955
Senior College: Ferris State University, Big Rapids, MI.
Date of
Graduation: June 15, 1958
Degree
Obtained: Bachelor of Science (Marketing)

Marketing Courses Studied:

Marketing Principles	Business Mathematics
Advanced Marketing	Textiles
Marketing Research	Office Management
Salesmanship	Business Statistics
Advanced Salesmanship	Buying and Store
Advertising	Management
Business Organization	Cooperative Training

Social Science Courses Studied:

Elementary Economics	Speech
Advanced Economics	U.S. History 1, 2, 3
Labor Economics	American Government 1, 2
Sociology	Composition and
Modern Social Problems	Rhetoric 1, 2, 3

Accounting - Law Courses Studied:

Business Law
Principles of Accounting 1, 2, 3
Intermediate Accounting 1, 2
Cost Accounting 1

Education Courses Studied:

Introduction to Education
Psychology
Educational Psychology
Counseling and Guidance
School and Community
Relations
Educational Tests and
Measurements

History of Modern
Education
Principles of Secondary
Education
Methods of Teaching
Business Subjects
Student Teaching

Graduate School -

Master's Program: Michigan State University
East Lansing, MI.

Date of

Graduation: June 9, 1963

Degree

Obtained: Master of Arts (Business Administration)

Personnel and Production Administration Courses Studied:

Materials Management
Seminar in Management
Seminar in Management - Twentieth Century Classics
Seminar in Management - Modern Problems and Practices
Supervisory and Executive Development
Advanced Problems in Personnel Management
Business Policy

Marketing and Transportation Administration Courses Studied:

Managerial Marketing
Market Programing
Marketing and the Competitive Problems of the Firm
Administrative Research Methods
Seminar in Marketing

Accounting and Finance Administration Courses Studied:

Portfolio Administration
Corporate Financial Policy

Education Course Studied:

Administration of Educational Institutions - Instructional
Supervision

Graduate School -

Doctoral Program: Michigan State University
East Lansing, MI.

Date of

Graduation: December 5, 1987

Degree

Obtained: Doctor of Philosophy (Curriculum and
Instruction - Business Education)

Curriculum and Instruction (Business) Courses Studied:

Vocational Education Programs
Seminar in Vocational Education
Special Problems

Contemporary Issues in Education - Business
Readings in Administration and Curriculum
Principles of Curriculum Improvement
Curriculum Construction
Survey in Computer Science (Transfer from CMU)

Higher Education Courses Studied:

Theory of Organization
Practice and Problems
Instruction - Higher Education
Seminar in American Society - Higher Education
American College Student
Seminar - Administration and Curriculum
Law and Higher Education

Professional Courses Studied:

Issues in Education
Philosophy of Education
Testing and Grading

Research Courses Studied:

Educational Research Methods
Quantitative Methods - Education

Current Teaching Position

(1966 - Present) Marketing Department in College of Business at
Ferris State University, Big Rapids, MI. Subject concen-
tration is Consumer Behavior and Credits and Collections.

Past Teaching Position

(1958 - 1966) Davenport College of Business, Grand Rapids, MI.
Subjection concentration was Accounting and Business Mathe-
matics.

ERIC PANITZ

3981 Wedgewood S.W.
Wyoming Michigan 49509
(616) 534-1017 home
(616) 592-2448 office
e-mail-EPANITZ100@aol.com

CURRENT OBJECTIVE: A position where I may use my skills, knowledge and experience gained in both industry and academe to help achieve the goals of my employing organization.

EDUCATION

1988 D.B.A.	University of Kentucky, Lexington	Marketing/Management Science
1979 M.B.A.	Southern Illinois University/Edwardsville	Marketing/Management
1968 Ph.D.	Oregon State University, Corvallis	Zoology /Cell Biology
1965 M.S.	University of Kentucky	Zoology/Microbiology
1962 B.A.	Lehigh University, Bethlehem, Pa.	Natural Resources
1992-93	Harvard Case Study Method Seminar	

HONORS

Merit Award Ferris State 1998
American Marketing Association 1984 Doctoral Consortium
BETA GAMMA SIGMA National Business Honorary- signifying recipient is among the upper 20% of all M.B.A. recipients 1979
PHI SIGMA (National Biology Honorary) 1968

EXPERIENCE:

September 1992-Present: **PROFESSOR OF MARKETING**, Ferris State University, College of Business, 119 South Street, Big Rapids, MI 49307@2248

Teaching Responsibilities

Marketing Research	Marketing Cases & Problems	Statistics
Marketing Principles	Marketing Strategy	Principles of Retailing
Personal Selling	International Marketing	Purchasing
Analytical Marketing Techniques	Ethics and Social Responsibility	

Administrative Service

Computer Usage Committee
TQM Curriculum Committee
Recruitment and Retention Committee
Institutional Review Board
College Curriculum Committee
Outstanding Business Speaker Committee (co-chair 1992-93; chair, 1993-94)
Speaker in Institutional "Fast Forward" Management Training Program
Member University "ad hoc" recruitment process design team
Workload committee
Promotion/Merit committee 1998-1999

Conceived a scholarship (recruiting) program which turned a \$600,000 liability into an over \$400,000 annual program increasing the number of quality students in its first year from 120 to 203, in the second year increased to over 500 with a 90% retention rate. and in the third year had over 1000 students.

Developed marketing research Grants and Contracts in excess of \$5000 [we ask for cost reimbursement only].

Guided development of three minors in marketing, retailing, and personal selling.

Developed eight phone survey facility expanding ability to conduct telephone research projects.

Extensive experience in managing research projects addressing issues in institutional, program and economic development. Knowledge of principles of total quality management (continuous improvement). Applications of SPSS-X in data analysis. Knowledge of ASBSP accreditation process and requirements.

August 1987-August 1992: **ASSOCIATE and ASSISTANT PROFESSOR of MARKETING**, University of Detroit Mercy, McNichols Rd. Detroit, MI.(AACSB accredited)

Developed curriculum in Hospitality Management

Designed and Developed Hospitality Marketing and Entertainment Management courses. Designed and developed Services and Channels courses.

Served on College Curriculum Committee and Planning Committee (Guiding Successful AACSB Reaccreditation Efforts)

University Representative to local economic development board (NILAC; Northwest Institutional Leadership Action Council)

Teaching Responsibilities

- * Marketing Management
- * Marketing Management (Graduate)
- * Consumer Behavior
- * Market Research
- * Services (Graduate and Undergraduate)
- * Channels (Graduate)
- * Retailing

Received Four Summer Faculty Research Grants

Advisor to Student Marketing Club (2 years).

August 1985 - May 1987: **ASSOCIATE PROFESSOR of MARKETING**; Seidman School of Business, Grand Valley State University, Allendale, Michigan. (AACSB accredited)

Responsible for teaching the following courses:

- * Marketing Management
- * Marketing Strategy
- * Retailing
- * Consumer Behavior
- * Market Research [Graduate and Undergraduate]
- * Services Marketing [Graduate]

Served as advisor to local A.M.A. student chapter

August 1983-May 1985: **Assistant Professor of Business Administration**; Kentucky State University, Frankfort, KY.

Teaching Responsibilities:

Introduction to Business	Sales Management	Management Principles
International Marketing	Production/Operations Management	Advertising Management
Quantitative Methods	Marketing Research	Business Policy
Organizational Behavior		

Served on M.I.S. curriculum development committee for M.P.A. program

Selected to serve as Director for 1984 Kentucky Intercollegiate Business Game

Selected to participate in the Direct Marketing Education Foundation Professors Institute 1984

Developed and presented modules on Marketing for Subcontractors, and Conflict Management and Negotiating for Subcontractors for the K.S.U. Entrepreneurial Development Institute.

August 1981- August 1983. **Visiting Assistant Professor**, Business Administration and Marketing and Environmental Health. College of Business, Eastern Kentucky University, Richmond Kentucky 40375

Taught courses in Management, Operations Research, Personnel Administration and Environmental Toxicology.

Served as academic advisor to 75-100 undergraduates each semester.

Directed the Management Instructional and Testing Laboratory as a supplement to Management Principles courses.

Faculty advisor to campus S.A.M. chapter

Served on advisory committee to Council of State Governments projects.

Served as consultant on Small Business Administration - Small Business Institute projects.

July 1980- August 1981: Business and Biology Consultant, Yardley, Pennsylvania 19401

Served various small business and pharmaceutical companies as marketing and R & D consultant.

Developed approach for a major pharmaceutical firm to influence the favorable acceptance of new therapeutic entities
By the U.S. F. & D. A.

Guest lectured at various Colleges and Universities, including Tufts University Veterinary School.

August 1968 - July 1980 **SECTION LEADER**, Parasitology/ Chemotherapy Schering- Plough Corporation, Animal Health Division, Allentown, N. J.

Responsible for planning, organizing, budgeting and management of all aspects of product development programs (knowledge of PERT/CPM). Doubled manpower on project and greatly increased scope of efforts.

Conducted market research studies which resulted in decisions to enter markets totaling over \$15MM.

Negotiated and managed external contract research activities. Responsible for FDA and USDA liaison activities, negotiating product development studies.

Designed research facility resulting in estimated savings of \$75,000 annually.

Coordinated and supervised activities in various disciplines (toxicology, bioassay and pharmacokinetic analysis, efficacy studies) leading to FDA approval of 4 GARASOL/GENTOCIN products in four years.

Conceived marketing campaign which resulted in GARASOL INJECTABLE attaining first year sales of over \$1.2 MM exceeding projections by over 51%.

Developed computer-based information storage and retrieval system that resulted in more than 75% timesaving in report preparation and data analysis.

Taught biology courses at Trenton State College and guest lectured in colleges and to industry groups.

Selected to Animal Health Institute Committee to negotiate Anthelmintic guidelines with FDA.

Started and managed veterinary research and development program. Responsible for staff selection training and development.

Discovered and led development of TIOX antihelminthic.

Position required extensive knowledge of agricultural practice in poultry [chickens, turkeys], beef and dairy production sheep production, swine production and horses as well as knowledge of parasitic and infectious diseases.

Part-time positions

1988-present Instructor CEL Central Michigan University

Taught one or more of following courses in Masters of Administration program

Administrative Research and Report Methods
Marketing Management

Quantitative Analysis for Decision Making
Forecasting Methods

1990-1993 Adjunct Instructor Aquinas College Masters Program

Taught one or more of following courses

Research Methods Marketing Management Logistics

July 1984-August 1985: Operations Research Analyst: U. S. Army M.R.S.A. at Lexington-Bluegrass Army Depot Activity, Avon, KY. (GS-1515-12)

Conducted operations research on readiness activities resulting in annual savings of over \$125,000 and increased performance of one group by almost 50 percent.

Conducted research and analysis to develop methods of forecasting army unit readiness status.

June 1965-August 1968 **Research Assistant**, Oregon State University, Corvallis

Conducted research on helminth histochemistry, mode of antiparasitics action, wildlife parasite taxonomy and aquatic ecology. Designed histology and histochemistry laboratory.

September 1964-June 1965 **Research Technician** Veterinary Sciences Department University of Kentucky, Lexington

Research in parasite drug efficacy, parasite immunology and epidemiology.

September 1963-May 1964, Teacher, Middlebury College Biology Department. Basic Biology courses.

Various summer positions as Teaching assistant, Nature Director and Participant under NSF-URP grants.

PUBLICATIONS and PATENTS

Publications

Withey, J. and E. Panitz, Larger Customers, Larger Orders: Implications for Smaller Sales Departments *Academy of Entrepreneurship* 2(2):94-101 1997 released 1998

Panitz, E. and J.J.Withey Determinants of Salesperson Adaptability *Academy of Marketing Studies Journal* 1(1): 27-34 (1997)

Panitz, E. and R. Kesevan, The Instructor Involvement Effect in a Marketing Simulation. *Insider: Ferris Faculty and Staff Journal* 1:21-26 (1996)

Panitz, E. Strategic Types and Growth Strategies used by Public Accounting Firms *Journal of Professional Services Marketing* 13(1) 135-143 (1995)

Withey, J.J. and E. Panitz, Face to Face Selling: Making it More Effective *Industrial Marketing Management* 24(4): 145-152 (1995)

Panitz, E. Part-Time MBA Students Expectations of Their Academic Experience *Journal of Marketing for Higher Education* 6(1): 87-95 (1995)

Panitz, E. and M. Bayou, Persuasion Timing and Content in Public Accounting Practice *Journal of Professional Services Marketing* 10(1): 27-34 (1993) Reprinted in *Marketing for CPA's, Accountants and Tax Professionals*, William Winston Ed. 1995

Bayou, M. and E. Panitz, Definition and Content of Persuasion in Accounting *Journal of Applied Business Research* 19(1) 44-51, 1993

Panitz E. and J. Withey, Adaptive Selling in Pooled Sales Organizations *Personal Selling and Sales Management* 13(2) abstract pp. 101. Spring 1993

Panitz, E. Developing Supplemental Activities for Primary Health Care Maternity Services *Journal of Health Care Marketing* 10(4) 61-66 (1990)

Panitz, E. Psychometric Investigation of the MACH IV Scale Measuring Machiavellianism *Psychological Reports* 64:963-968 (1989)

Panitz, E. Distributor Image and Marketing Strategy *Industrial Marketing Management* 17:315-323 (1988)

Cases Published

Panitz, E. Restructuring the University Case 15.1 in J.Wagner and J. Hollenbeck, *Organizational Behavior* Prentice Hall, Inc. (January 1992)

Book Reviews

Marketing in a Multicultural World: Ethnicity, Nationalism and Cultural Identity. Costa and Bamossy eds. SAGE press. *Journal of the Academy of Marketing Science* Spring 1997.

Proceedings [paper also presented at associated conference]

Panitz, E. and J.J.Withey Determinants of Salesperson Adaptability 1996 *Academy of Marketing Studies Proceedings*, Maui Hawaii

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- Withey, J.J. and E. Panitz Sales Force Size: Implications for Smaller Companies Academy for Entrepreneurship 1995 Proceedings pp. 188-191.
- R. Kesavan, E. Panitz and C.P. Rao. Standardizing Versus Customizing Services Across Global Markets 1995 Academy of Marketing Sciences Annual Meeting proceedings p125 abstract only.
- Panitz, E. and J. Withey. Identifying Key Components in the 'ADAPTS' Scale and Reinforcing Overall Scale Validity Proceedings Southeast Decisions Sciences Institute Marketing Track pp257-260 1995
- Kesavan, R. B. Fremgen, E. Panitz and H. Wijnholds. Perceived Product Quality, Product Development and Competitive Strategy Proceedings Academy of Business Administration (Marketing Track) Business Trends For The 21st Century D.L.Moore and S.G. Amin eds 1243-1248 1994
- Panitz, E. and K.Klaft. Optimizing the Services Mix to Plan the Selling Effort Proceedings Midwest Decision Sciences Institute 1993 Meeting -Marketing Track pp90-94, East Lansing April 1993
- Panitz, E. and R. Kesavan, An Experimental Investigation into the Instructor Involvement Effect in Marketing Simulations. Proceedings Midwest Marketing Association 1993 Meeting, pp124-131
- Panitz E. and J. Withey, Adaptive Selling in Pooled Sales Organizations Proceedings 1993 National Conference in Sales Management Orlando FL. March 3-4 pp. 52-54
- R. Kesavan and E. Panitz. Standardizing Services for Global Competitiveness: Literature Review and Hypothesis Generation Proceedings U.S. Competitiveness in the Global marketplace Special Focus on the Services Sector, Ben Kedia and Lars Larson eds. 1991 pp. 1-12.
- Panitz, E. Variables Differentiating Between Intermediaries in an Industrial Services Channel Proceedings 1989 International Academy of Management and Marketing 109-114.
- Panitz, E. Estimation and Evaluation of Sales Territory Potential and Performance: Development of a Regression Model. Midwest D.S.I. pp.107-110 Proceedings Louisville KY May 1988
- Panitz, E. Restructuring the University -An experiential exercise. Paper presented 1986 ABSEL conference, RENO NV March 7, 1986. Proceedings pp. 130-134.
- M.S. Kanthi, E. Panitz and S.P.Singh Science and Technology Plans and Policies in Selected Developing Countries. Kentucky Political Science Association, Berea Kentucky 1986
- Singh, S. P., M.S. Kanthi and E. Panitz. Energy and American Food System: Effects on Agriculture and Alternatives. Nineteenth International Atlantic Economic Conference. Rome March 9-16 1985.
- Panitz E., Kanthi.M.S., and S. Sarkar, Approaches to services marketing in third world countries: considerations in developing the marketing mix. 1985 Asia Pacific Marketing Conference and proceedings pp. 6-9, January 4-6 1985 New Delhi India
- Panitz, E., M. S. Kanthi and S. P. Singh, Approaches to services marketing in third world countries. 1985 Asia Pacific Marketing Conference and proceedings pp. 1-5, January 4-6 1985 New Delhi India
- M. Mahmood, D. Carr and Eric Panitz, Design Strategies for model oriented and data oriented decision support systems. Southeast D.S.I. Savannah Ga, 22-24 February 1984
- Alan D. Smith and Eric Panitz, Trend Surface Analysis: Hypothesis testing and model comparisons applied to physical distribution decisions. National D.S.I. November 22-24 San Antonio 1983
- M. Mahmood and E. Panitz. Application of a forecasting technique in decision making. Southeast D.S.I. proceedings pp. 176-178 February 9-11, Williamsburg Va 1983
- Panitz, E. J. Cummins and M. Mahmood. An information system for forecasting the incidence of parasitic gastroenteritis in ruminants as an aid to planning strategic worming programs. -a preliminary report. Symposium on Computer Applications in Veterinary Medicine . Mississippi State University pp. 87-106 October 13-15, 1982
- Presentations**
- Withey, J.J. and E. Panitz Case Assisted Training: Some New Data From Sales People (Society for Case Research, 1998 Meeting Proceedings Chicago,IL.)
- Panitz, E. and J.J.Withey Determinants of Salesperson Adaptability 1996 Academy of Marketing Studies , Maui Hawaii
- Panitz, E. and R. Bethel. Store Managers Impressions of Item Pricing 1996 Academy of Marketing Studies . Maui Hawaii.

Webb, D.I., Shawver, D.L. M.G. Parsons and E. Panitz Monitoring Environmental Variables Structuring a Market: A Key to Economic Development. Paper presented at 1993 Fourth ENDEC World Conference on Entrepreneurship Singapore 14-17 July 1993.

Panitz, E. Total Quality Management and Development of Marketing Strategy in Services Organizations (Paper presented 1992 Academy of Marketing Sciences Meeting San Diego)

Fremgen, B. Kesavan, R. and E. Panitz. Product Design and Competitiveness in the Automobile Market. Paper presented at Midwest Marketing Association March 25-27 1992

M. Bayou and E. Panitz. Persuasion: Bridging the Gap Between the Setting and Implementing Stages of Accounting Standards Paper presented at 32nd Atlantic Economic Conference October 5, 1991

M. Bayou and E. Panitz, The Accounting Persuasion. Paper presented at National Association of Accountants Detroit meeting, February 28, 1991

E. Panitz, M. Whitty and J Stover, Quality Systems and the U.S. Automotive Industry, Paper presented at the 1990 Michigan Academy of Arts and Sciences Meeting. March 16, 1990

B. Hall, S. Brown, C. Gibbs and E. Panitz Developing the Quality Image of an MBA Program: Assessment of Impressions Paper presented at the 1990 International Association of Management and Marketing March 30, 1990

T. Mawhinney, M. Whitty, E. Panitz and J. Stover, Quality Control and Human Performance Systems Presented at Midwest D.S.I. April 19, 1989.

J. Stover, M. Whitty and E. Panitz, Quality, Productivity and Theory D: Beyond Theory X, Y, and Z Presented at Southeast D.S.I. February 22-24, 1989

Panitz, E., Resource Allocation Models for Community Mental Health Centers Entry Services. Paper presented at ORSA/TIMS-St. Louis Meeting Fall 1987

Panitz, E. The role of simulations and experiential exercises in the business curriculum. Invited Paper presented at the 1986 Michigan Conference on Trends in Occupational, October 9-10, 1986 Traverse City.

Patents

E. Panitz and P.J.L. Daniels, U.S. Patent 3,888,986. Certain (1-(5-nitro-2-thienyl))-1-acylamidoalkanes for treating histomoniasis.

Dissertations and Thesis

The Services Mix Decision in Not-for-Profit Organizations: A math Programming Approach to Evaluating Mental Health Entry Services Mix Selection. Doctoral Dissertation University of Kentucky Library 1988.

Histochemical Studies of *Fasciola hepatica* L. Oregon State University Library 1968 Ph.D. Dissertation

Variations in glycogen across the Life Cycle of *Trichinella spiralis* University of Kentucky Library 1965 M.S. Thesis.

Other publications

Over forty publications from my first career in the biological sciences (list available on request).

Current Research

Panitz, E. Satisfaction and Manipulation in an Industrial Services Channel (in preparation)

Panitz, E. and Roger Calantone. Multiple Objective Linear Programming Approach to Planning Community Mental Health Centers Entry Services. (in preparation)

Panitz, E. and Roger Calantone. Archimedian and Pre-emptive Goal Programming Models for use in Mental Health Entry Services Planning. (in preparation)

Panitz, E. A factor analytic study of retail store performance criteria (in preparation)

_____ Patterns in the use of information systems among small and medium size businesses (paper in preparation)

_____ Age Related Differences in Retail Store Perceptions Within a Target Market (Data collected, to be analyzed winter 1999)

_____ Stress Among Corrections Officers (data collected, to be analyzed spring 1999)

_____ Problem Recognition and Information gathering as part of the decision making process (work in progress)

_____ Strategic Types and Accountants Attitudes toward Marketing Activities (work in progress).

_____ Market Share Analysis for enhancing student enrollment (work in progress)

_____ Cost Analysis as a means of developing marketing programs to enhance program enrollment. (work in progress)

PROFESSIONAL ACTIVITIES

American Marketing Association

West Michigan Chapter American Marketing Association

INFORMS (formerly T.I.M.S./O.R.S.A.)

paper presented 1987

Decision Sciences Institute

Served as discussant (2 papers) Midwest D.S.I., Indianapolis, 1984

Served as Session Chair (health care) Midwest D.S.I. and discussant, Lincoln Nebraska April 1986

reviewer National D.S.I. 1989, 1993, 1996

discussant National D.S.I. 1993

Association for Business Simulation and Experiential

Learning, discussant (2 papers) Orlando, 1985

presenter Reno, 1986

International Academy of Management and Marketing

discussant, Pittsburg, 1989

Services Marketing Track Chair, reviewer and discussant, 1990

Academy of Marketing Science

paper presented 1992

American Statistical Association

Southern Marketing Association

reviewer 1991, 1992, 1993

Allied Academies; Academy of Entrepreneurship & Academy of Marketing Studies

session chair, 1996; paper presenter 1995, 1996

Figure 11

VITA

I. Name: John R. Doneth

Rank: Professor

Tenure/Nontenure: Tenure

Department or Division: Marketing

Year Joined the Institution: 1968

Teaching Experience:

- * Ferris State University 1968-Present
 - 1982-Present Professor of Marketing, School of Business
 - 1976-1982 Professor, Director of Teacher Education, Alumni Coordinator and Teacher Certification Officer.
 - 1977-1980 Director of Learning Resources Careers
 - 1974-1976 Associate Professor, Coordinator of Teacher Education, Alumni Coordinator School of Education
 - 1973-1974 Campus Ombudsman
 - 1968-1974 Associate Professor, School of Education
- * 1967-1968 Wayne State University, Detroit, MI, Guest Instructor, Graduate Courses
- * 1967 Northern Illinois University, DeKalb, Illinois, Assistant Professor, Graduate Course and Graduate Internship Supervision
- * 1965-1966 Assistant Instructor Graduate Courses Northern Illinois University
- * 1963-1969 Grosse Pointe High School, Grosse Pointe, MI Distributive Education Teacher-Coordinator, Business Education Teacher, Chairperson, Business Education Department, Grosse Pointe North High School for the 1968-69 school year
- * 1963-65 Grosse Pointe Community Service, Adult Education Courses
- * 1959-1963 Grand Rapids Public Schools, Grand Rapids, MI, Distributive Education Teacher-Coordinator, Union and South High Schools
- * 1959-1963 Grand Rapids Junior College, Instructor of Sales and Accounting Courses
- * 1959-1960 Central Michigan University, Grand Rapids, MI Adult Retraining

Areas of Involvement (in teaching):

- * Marketing Policy
- * Principles of Marketing
- * Marketing Cases & Problems

II. Education Background (include fields of specialization):

- * 1969 Doctor of Education, Marketing/Distributive Education, Northern Illinois University, DeKalb, Illinois
- * 1961 Master of Arts, Marketing/Distributive Education, Michigan State University, East Lansing, MI
- * 1959 Bachelor of Science, Marketing, Ferris State University, Big Rapids, MI

III. Prior Experience not in Education:

- * 1953-59, 1961-62 Kroger Co., Big Rapids and Grand Rapids, MI

IV. Professional memberships (includes offices held):

- * Former member of American Marketing Association (6 years)

V. Professional meetings attended (include dates):

None

VI. Papers presented (include dates):

None

VII. Publications:

- * Editor, School of Education Alumni Bulletin,
- * "DECA - A Chance for Respectability," American Vocational Journal
- * "Relevance in the Education of Today's Business Student--Parents and Community Leaders," National Business Education Yearbook 1973
- * Teaching Beliefs and Classroom Methodology of Selected Project and Cooperative Plan Distributive Education Teacher-Coordinators, Council of Distributive Teacher Education Bulletin #19
- * Teaching Beliefs and Classroom Methodology of Selected Project and Cooperative Plan Distributive Education Teacher-Coordinators, unpublished Doctoral Dissertation, Northern Illinois University, DeKalb,

- * "Don't Blame the Poor Counselor," Michigan Business Education News Bulletin
- * "Planning New Facilities for Business Education,"
Balance Sheet

VIII. Other research activity:

None

IX. Consulting:

- * Loy Norrix High School, North Central Evaluation Team Member
- * Whitehall Public Schools, North Central Evaluation Team Member
- * Kentwood Public Schools, North Central Evaluation Team Member
- * Mecosta-Osceola Intermediate School District, Designed Distributive Education Facility

X. Professional growth activities:

None

XI. Seminars, training programs, etc., conducted for business and industry:

- * Alpena Community College, Topic--Improving Instructional Techniques and Methodology
- * Kalamazoo Intermediate School District, Topic--Improving Instruction
- * Michigan Department of Education, Career Education
- * West Branch Public Schools, Topic--Human Relations for Bus Drivers
- * Petoskey Intermediate School District, Topic--Improving Instruction

XII. Professional presentations, speeches, etc.:

- * "Marketing in the 1980's," Michigan Business Education Association Convention 1983
- * "Distributive Education--Methodology," Michigan Business Education Association Convention
- * "Distributive Education--the 1970's," Michigan Business Education Association Convention
- * "Increasing Emphasis on Work Experience," Panel at Northwestern Business Education Conference, Big Rapids, MI 1966
- * "Cooperative Training in the Comprehensive High School," Governor's Conference - Careers in Distribution Week, Lansing, MI 1966

* "A Typical Business Education Departmental Meeting,
Vita - Page 4 - Doneth

* Panel at Michigan Business Education Association
Convention, 1964

XIII. Institutional services performed:

- * Search Committee, Director of Public Information
1994
- * Subcommittee, North Central Self-Study Report
1993
- * Elected to Faculty Senate 1988-90
- * Appointed to Graduate Council, School of Business
Representative 1987-89
- * Elected to Educational Planning Committee 1986-87
- * School of Business Promotions Committee, 1986-88
- * School of Business Core Curriculum Study Committee
1986
- * Member, Search Committee, Program Director,
Hospitality Management Program 1989-90
- * Co-advisor, American Marketing Association
1988-Present
- * Appointed Faculty Mentor 1987-88
- * Coordinated Activities for Kent Skills Center In-
Service Programs (1976-80), Northern Michigan
University and Ferris State College In-Service
Programs (1977-81). Instructional Development
Program for Ferris State College Faculty (1974-81)
- * Authored Program Approval Proposals to Michigan
Department of Education for the Trade-Technical
Education, Community Education and Food Service
Programs 1977-81
- * Authored Successful Grant Proposals for Vocational
Industrial Clubs of America (funded since 1979),
Michigan Occupational Competency Assessment Center
(funded since 1977), Basic Vocational Teacher
Education, (1974-83), Competency-Based Teacher
Education (1975-76), Vocational Technical Fellowship
Program (1978-80)
- * North Central Self-Study Report, Chairperson,
Institutional Resources, Counseling and Advisement
1976-77
- * Elected to Educational Planning Committee (Charter
Member) 1969

XIV. Recognition and honors:

- * Outstanding Service Award, Michigan Association of
VICA, 1982
- * Ferris State College Nominee - American Council on
Education, Academic Administration Internship
Program 1973-74
- * Who's Who in American Colleges and Universities 1959

XV. Professionally related community activities:

- * Big Rapids Housing Commission, President 1989-90
Vice President 1986-87, 1987-88, 1988-89
- * Big Rapids Board of Education, President 1977-78,
Vice President, 1976-77, Treasurer, 1975-76,
Trustee, 1971-78

Section 10

Enrollment Trends

ENROLLMENT TRENDS

(Data obtained from the Admissions Office. 7th Day Count.)

Fall Semester - Enrollment	1993	1994	1995	1996	1997	1998
Marketing	69	87	73	82	83	106
Marketing- Pre-PGM	61*	78*	77	78	54	41
Marketing Transfer	6	10	7	6	4	1
Total	136	175	157	166	141	148
*1993-94 are estimates-data unavailable						
Sales	82	59	35	30	33	39
Sales Transfer	15	6	4	6	0	0
Total	97	65	39	36	33	39

Pre-PGM Pre-PGM students are automatically enrolled in the marketing program and are typically waiting to meet the grade point requirements of PGM. Some of them stay in marketing or switch to marketing sales. Some students who came for PGM or PTM (often high ACT students), later switch to marketing or sales. The marketing and sales programs are valuable retention programs for keeping students at Ferris, including out-of-state students, offering appropriate alternative academic solutions (golf sales rep., for example). Pre-PGM is declining due to stricter entrance requirements.

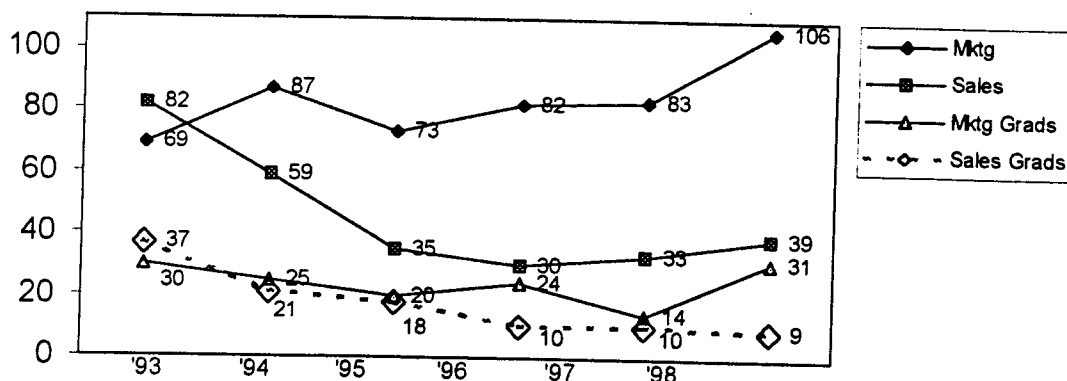
Marketing & Sales Enrollment trends are stable and rising for the marketing program (73, 82, 83, 106). Marketing sales enrollment, however, was higher in 1993 and 1994.

Graduates	1993	1994	1995	1996	1997	1998*
Marketing	30	25	20	24	14	31
Sales	37	21	18	10	10	9
Total	67	46	38	34	24	24

**includes May cleared for graduation*

Retention rates for Marketing Sales are reasonable since each year, the percent of graduates is over 25% of the enrollment for that year (except for 1998 it is 23%).

Retention rates for Marketing are more difficult to determine because of the fluctuating pre-PGM group waiting to enter PGM. Excluding pre-PGM, since the majority do not stay in marketing, retention rates are stable. Percent of grads/enrolled are 27%, 29%, 17%, and 29% for 1995-98.



Section 11

Program Productivity/Cost

ADMINISTRATIVE PROGRAM REVIEW

Program/Department: Marketing

Date Submitted: 1/15/99

Dean: Joseph Rallo

Please provide the following information:

Enrollment/Personnel

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Tenure Track FTE	10.49	10.80	9.60	9.61	N/A
Overload/Supplemental FTEF					
Adjunct/Clinical FTEF (unpaid)					
Enrollment on-campus *	165	150	160	137	147
Freshman					
Sophomore					
Junior					
Senior					
Masters					
Doctorial					
Enrollment off-campus *	13	21	8	25	27

* Use official count (7-day count for semesters, 5-day count for quarters).

Financial (SEE MARKETING DEPARTMENT)

Expenditures *	FY94	FY95	FY96	FY97	FY 98
Supply & Expense			See MKTG Dept	See MKTG Dept	See MKTG Dept
Equipment					
Gifts & Grants					

*Use end of fiscal year expenditures.

Other

	AY 93-94	AY 94-95	AY 95-96	AY 96-97	AY 97/98
Number of Graduates *- Total	30	25	22	24	14
- On Campus	30	25	22	24	14
- Off Campus	N/A	N/A	N/A	N/A	N/A
Placement of Graduates	54%	59%	N/A	N/A	86%
Average Salary	\$19,956	\$18,056	N/A	N/A	\$27,000
Productivity - Academic Year Average	614.52	526.97	425.71	381.88	427.13
- Summer		271.39	207.07	234.55	214.95
Summer Enrollment	44	30	32	26	33

*Use total for academic year (F, W, S)

Marketing

1. Areas of Strength:

- The breadth of the program reaching into several critical marketing majors that reflect strong sense of commitment to employers requirements and needs
- Using contemporary methods of classroom teaching in a large number of marketing courses such as: case analysis, role playing, computerized simulation, research paper, and student presentations
- The philosophy to help elevate the students' motivation to learn more about marketing rather than to test the students to learn
- Marketing Data Analysis classes - web projects, making Powerpoint presentations with URL links to demonstrate technology.
- Use of WEBct for course information
- Faculty/Staff Survey on the WEB for MKTG 425 - Research classes

2. Areas of Concern:

- Need for aggressive use of the ever-expanding information technology in marketing decisions
- Expanding the global component not only in existing courses, but also developing new courses in the international marketing area - International Marketing Strategy

3. Future goals (please give time frame):

- A certification program in International Marketing - 1999
- Revision of the Marketing major - offering flexibility and different options for students - 1999

4. Recommendations:

- Annual review of existing courses, textbooks
- Faculty assignments to different courses

ADMINISTRATIVE PROGRAM REVIEW

Program/Department: Marketing Sales

Date Submitted: 1/15/99

Dean: Joseph Rallo

Please provide the following information:

Enrollment/Personnel

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Tenure Track FTE	(1)	(1)	(1)	(1)	(1)
Overload/Supplemental FTEF					
Adjunct/Clinical FTEF (unpaid)					
Enrollment on-campus *	65	39	36	33	39
Freshman					
Sophomore					
Junior					
Senior					
Masters					
Doctorial					
Enrollment off-campus *	0	0	0	N/A	N/A

* Use official count (7-day count for semesters, 5-day count for quarters).

Financial (SEE MARKETING DEPARTMENT)

Expenditures *	FY94	FY95	FY96	FY97	FY 98
Supply & Expense			See MKTG Dept	See MKTG Dept	See MKTG Dept
Equipment					
Gifts & Grants					

*Use end of fiscal year expenditures.

Other

	AY 93-94	AY 94-95	AY 95-96	AY 96-97	AY 97/98
Number of Graduates *- Total	37	21	18	10	10
- On Campus	37	21	18	10	10
- Off Campus	N/A	N/A	N/A	N/A	N/A
Placement of Graduates	89%	71%	46.7%	N/A	88%
Average Salary	\$20,380	\$25,676	\$24,000	N/A	\$27,000
Productivity - Academic Year Average	(1)	(1)	(1)	(1)	(1)
- Summer	(1)	(1)	(1)	(1)	(1)
Summer Enrollment	64	44	18	17	17

*Use total for academic year (F, W, S)

Marketing Sales

1. Areas of Strength:

- Four dedicated sales training courses
- Sales Advisory Board
- Excellent job opportunities

2. Areas of Concern:

- Need to integrate laptops and presentation software into course content
- Low enrollments
- Image of professional salesperson
- Need for laptop equipment, software and videos as teaching aids
- Need for computer/projection equipment in classroom

3. Future goals (please give time frame):

- Increase enrollment - 10% per year
- Have industry sales professionals speak to high school classes, develop Speakers' Bureau - 1999
- Develop internship opportunities as a recruitment of the program - 1999
- Faculty member assigned as Marketing/Sales Program Coordinator

4. Recommendations:

- Integration of laptops and presentation software into course content
- Develop recruiting literature that is program specific
- Require internship
- Funding of recruiting activities such as direct mail and site visits

Section 12

Conclusions

Conclusions

1. **Enrollment** is substantial and stable, accounting for about 10% of the College of Business enrollment. (COB has 23% of FSU enrollment.)
2. **Productivity** is excellent as the programs are very cost effective.
3. **Labor market analysis** is very positive with job opportunities increasing much faster than the average of all careers.
4. **FSU Mission** is consistent with the Marketing and Sales programs in providing career-oriented and professional education for 50+ years.
5. **FSU Mission** regarding leader in innovative teaching and learning, has had continuous improvement in the marketing curriculum. Up-dated facilities and equipment are needed. Most faculty teach in rooms with minimum technology--an overhead projector, tables, and chairs. Roll-in computers are available by reservation. BUS 202 (built in computer and 2 TV monitors) accommodates a few marketing classes. Research, Policy, and a few other marketing classes are taught in this room. The Internet, SPSS, and MSOffice are used extensively. Also, funds for faculty development, travel, and computer training are minimal.
6. **Curriculum strengths**--for 50+ years have included: quality faculty, hands-on learning, project oriented classes, small classes, and availability of professors. **In fact, the ratings for key academic items were high regardless of whether alumni graduated from 1990-1999 or 1948-1989.**
7. **Curriculum concerns**-- Funding for computer skills/technology (see recommendations), funding for internships, global coverage in all classes, possibly encourage students to take a foreign language.

Final Summary:

The program is strong with substantial and stable enrollment. The marketing program services over 1,000 students (1/2 the College of Business). PGM and other marketing majors take about the same marketing classes as the marketing and sales majors. The PGM and PTM degrees are marketing degrees. Improved technology/computers is needed along with a few curriculum changes as mentioned above. The programs offer a wide range of employment opportunities. Marketing majors can go into brand management and general marketing positions. On the other hand, they are trained well enough in specific areas to go directly into fields such as marketing research and sales.

Section 13

Recommendations

Recommendations

Priorities:

1. **Six-station Lab.** The first priority that would help strengthen the program would be to build another room similar to the BUS 310 Statistics Lab. (Computer, screen, carpeting, lighting, white board, 6 computer stations for team/group work). The room would be used for research projects which are conducted mostly for the benefit of Ferris (5th Annual Student Satisfaction Survey--Winter 1999 and 1st Annual Faculty Staff Survey --Fall 1998). It would also be used for case work, designing a marketing plan, and sales class. This room would be consistent with the FSU mission regarding innovative teaching and learning; it would also help bring the Ferris marketing program to a higher level of competition, providing students with a learning environment consistent with today's workplace. This room is designed for innovated teaching.

Areas strengthened:

- ◆ innovative teaching
- ◆ computer skills/technology (quantitative and computer)
- ◆ global integration (use of internet, etc.)
- ◆ communication skills
- ◆ team/group skills
- ◆ hands-on learning

Cost: \$55,000.

NOTE: THIS LAB WILL IMPACT APPROXIMATELY 1,000 STUDENTS IN VARIOUS MARKETING PROGRAMS (MARKETING, SALES, RETAILING, PGM, PTM, HOSPITALITY, MUSIC INDUSTRY MANAGEMENT, RESORT MANAGEMENT, ADVERSING AND PUBLIC RELATIONS).

2. Internships.

It is recommended that all faculty strongly encourage internships to all marketing and sales advisees. It was suggested by the advisory board that students find their own internship as this improves their motivation, communication, and other skills. However, 1/2 release time is needed for a faculty member to monitor internships or funds to support an Internship Coordinator. (approximately 50 each semester). Parents constantly request information about internships. This request would also help retention & career success; it is consistent with the mission and core philosophy of Ferris.

Cost: \$20-40,000

3. Global.

It is recommended that all marketing faculty incorporate **more global** examples, computer assignments, cases, and/or exercises that will increase students' awareness, understanding and problem solving skills in relation to global marketing.

4. **Computer/technology use.** Continued push in marketing classes to involve even more computer usage. (Also, 6-station lab mentioned above.)

5. **Foreign Language.** The Advisory Board suggested that foreign language is very important in today's global marketing workplace. Spanish was mentioned the most. Faculty should encourage marketing and sales students to learn a new language.

6. **Writing Skills.** Examine all marketing classes and incorporated more writing into the marketing curriculum.