Marketing - The Core 8th edition Kerin Solutions Manual

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2 DEVELOPING SUCCESSFUL ORGANIZATIONAL AND MARKETING STRATEGIES

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LEARNING OBJECTIVES (LO)

After reading this chapter students should be able to:

LO 2-1: Describe three kinds of organizations and the three levels of strategy in them.

LO 2-2: Describe core values, mission, organizational culture, business, and goals.

LO 2-3: Explain why managers use marketing dashboards and marketing metrics.

LO 2-4: Discuss how an organization assesses where it is now and where it seeks to be.

LO 2-5: Explain the three steps of the planning phase of the strategic marketing process.

LO 2-6: Describe the four components of the implementation phase of the strategic marketing process.

LO 2-7: Discuss how managers identify and act on deviations from plans.

KEY TERMS

business

business portfolio analysis

core values

diversification analysis

goals (objectives)

market segmentation

market share

marketing dashboard

marketing metric

marketing plan

marketing strategy

marketing tactics

mission

objectives (goals)

organizational culture

points of difference

profit

situation analysis

strategic marketing process

strategy

SWOT analysis

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LECTURE NOTES

BEN & JERRY ARE ON A MISSION: TO MAKE FANTASTIC, SUSTAINABLE, WORLD-CHANGING ICE CREAM

- Ben & Jerry's started in 1978 when friends Ben Cohen and Jerry Greenfield:

  a. Had "aced" their $5 college correspondence course in ice cream making.

  b. Invested $12,000 in a renovated Vermont gas station from borrowed/saved funds.

  c. Concocted the universally best-selling flavor—vanilla premium ice cream!

- Ben & Jerry's embraced a concept called "linked prosperity" which encouraged the success of all: employees, suppliers, customers, and neighbors.

- Three part mission statement: Product – finest quality; Economic – sustainable financial growth; Social – make the world a better place.

- Highly creative organizational and marketing strategies including:
  a. *Free Cone Day.* One day a year, give away free ice cream to more than a million fans around the world.
  b. *Fair Trade*. Farmers receive a fair price and agree to use sustainable farming practices, fair working standards, and invest in local communities.
  c. *B-Corp Certified*. One of the first in the Benefit Corp. movement; a rigorous set of principles and standards in terms of social and environmental performance, accountability, and transparency. Use the power of business to solve social and environmental problems.
  d. *PartnerShop Program.* Ben & Jerry scoop shops that are independently owned and operated by community-based nonprofits. Shops help employees overcome employment obstacles and build better lives.

- Ben & Jerry's is now owed by Unilever, the market leader in the global premium ice cream industry, which is expected to reach $89.5 billion in sales by 2023.

- Customers love the product and the social mission. Ben & Jerry's has over 8.7 million Facebook fans, the most of any premium ice cream maker.

[*Video 2-1: Ben & Jerry's*]

I. TODAY'S ORGANIZATIONS [LO 2-1]

In studying today's visionary organizations, one must understand:

- The kinds of organizations that exist.

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- What strategy is.
- How strategy relates to the three levels of structure found in large organizations.

A. Kinds of Organizations

- An *organization* is a legal entity of people who share a common mission.
- This mission motivates organizations to:
  - **a.** Develop *offerings*, which are goods, services, or ideas that…
  - **b.** Create value for both the organization and its customers.
- Organizations consist of three types:
  - **a.** *For-profit organization*.
    - Is often called a *business firm*.
    - Is a privately owned organization that…
    - Serves its customers in order to earn a **profit**, which is the:
      - Money left after a for-profit organization subtracts its total expenses from its total revenues.
      - Reward for the risk it undertakes in marketing its offerings.
    - Must earn a profit to survive.

[*Web Links 2-1: Brita Ad*]

  - **b.** *Nonprofit organization*.
    - Is a nongovernmental organization that…
      - Serves its customers but…
      - Does not have profit as an organizational goal.
    - Goals include operational efficiency or client satisfaction.
    - Examples: Charities and cooperatives.

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MAKING RESPONSIBLE DECISIONS

New Types of Organizations Help Entrepreneurs Focus on Passion and Purpose

- Social entrepreneurs use a variety of organizational models to address social needs.
- Some enterprises are organized as traditional for-profit companies; they can also be benefit corporations which are for-profit organizations with legal requirements for social and environmental impact assessment.
- *Forbes* magazine annual list of *30 Under 30 Social Entrepreneurs* includes the most innovative new social ventures.
- Example: NexGenVest – created to help Generation Z students navigate financial aid and student loans. Americans currently owe more than $1.4 trillion in student debt.
- Example: Teach for America, the national corps of outstanding recent college grads who commit to teach for two years in urban and rural public schools and become leaders in expanding educational opportunity. Each year more than 10,000 corps members teach 750,000 students.

c. *Government agency*.
- Is a federal, state, county, or city unit that…
- Provides a specific service to its constituents.
- Example: Census Bureau.

- The terms *firm*, *company*, and *organization* are used interchangeably to cover both for-profit and nonprofit organizations.
- Organizations that develop similar offerings, when grouped together, create an *industry*, such as the automobile industry or the ice cream industry.

a. **[Figure 2-A]** The dynamics of an industry and how it is structured impact the strategic decisions organizations make.

b. These strategic decisions create a compelling and sustainable competitive advantage to achieve superior performance for an organization's offerings.

c. Organizations must understand the industry within which they compete.

B. What Is Strategy?

- An organization has limited human, financial, technological, and other resources available to produce and market its offerings—it can't be all things to all people!

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- **Strategy** is an organization's long-term course of action designed to deliver a unique customer experience while achieving its goals.

  a. All organizations set a strategic direction.

  b. Marketing helps to set a strategic direction and to move the organization there.

C. The Structure of Today's Organizations

[Figure 2-1] Large organizations are very complex and consist of three levels:

1. **Corporate Level**. Is the level in an organization where top management directs overall strategy for the entire organization. Consists of:

   a. Board of directors, individuals both inside and outside the organization.

   b. Chief executive officer (CEO), the highest ranking officer in the organization.
   - CEOs must possess leadership skills.
   - CEOs must have the expertise to:
     - Oversee the organization's daily operations.
     - Spearhead its strategic planning efforts.

   c. Chief marketing officer (CMO), who:
   - Develops and implements the organization's strategy to achieve its goals.
   - Must think strategically to deliver value to the organization.
   - Must have:
     - Multi-industry backgrounds.
     - Cross-functional expertise.
     - Analytical skills.
     - Intuitive marketing insights.
   - Is often called upon to be their organization's visionary.

2. **Strategic Business Unit Level**. This is the level in multimarket, multiproduct firms where managers manage a portfolio or groups of businesses.

   a. A *strategic business unit* (SBU) is a subsidiary, division, or unit of an organization that markets a set of related offerings to a clearly defined target market.

   b. At the *strategic business unit level*, managers set a more specific strategic direction for their businesses to exploit value-creating opportunities.

   c. For firms with a single business focus like Ben & Jerry's, the corporate and business unit levels may merge.

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3. **Functional Level**. Is the level in an organization where groups of specialists actually create value for the organization.

   a. A *department* refers to those specialized functions, such as marketing.

   b. At this level, the strategic direction becomes more specific and focused.

   c. A key role of the marketing department is to:

   - Listen to customers.
   - Develop offerings.
   - Implement marketing program actions.
   - Evaluation whether these actions achieved the organization's goals.

   d. *Cross-functional teams*:

   - Are formed by senior management to develop new or improve existing offerings.
   - Consist of a small number of people from different departments…
   - Are mutually accountable to accomplish a task or common set of performance goals.
   - Will sometimes have representatives from outside the organization, such as suppliers and customers, to assist them.

LEARNING REVIEW

2-1. What is the difference between a for-profit and a nonprofit organization?

Answer: A for-profit organization is a privately owned organization that serves its customers to earn a profit so that it can survive. A nonprofit organization is a nongovernmental organization that serves its customers but does not have profit as an organizational goal. Instead, its goals may be operational efficiency or client satisfaction.

2-2. What are examples of a functional level in an organization?

Answer: The functional level in an organization is where groups of specialists from the marketing, finance, manufacturing/operations, accounting, information systems, research & development, and/or human resources departments focus on a specific strategic direction to create value for the organization.

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II. STRATEGY IN VISIONARY ORGANIZATIONS [LO 2-2]

- Successful organizations must be forward looking—anticipating and responding quickly and effectively to future events.
- **[Figure 2-2]** A visionary organization:
  - **a.** Specifies its foundation (why does it exist?).
  - **b.** Sets a direction (what will it do?).
  - **c.** Formulates strategies (how will it do it?).

A. Organizational Foundation: Why Does It Exist?

- An organization's foundation is its philosophical reason for being—why it exists.
- Successful visionary organizations use this foundation to guide and inspire their employees through their core values, mission, and organizational culture.

1. Core Values.

a. Are the fundamental, passionate, and enduring principles of an organization that guide its conduct over time.

b. Are developed by an organization's founders or senior management.

c. Are consistent with their essential beliefs and character.

d. Capture the collective heart and soul of the organization.

e. Serve to inspire and motivate its stakeholders to take productive action.

f. Motivates *stakeholders* of an organization, which consist of its:

- Employees
- Shareholders
- Board of directors
- Suppliers
- Distributors
- Creditors
- Unions
- Government
- Local communities
- Customers

g. Are timeless.

h. Guide the organization's conduct.

i. Must be communicated and supported by top management and employees.

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[*Video 2-2: Southwest Airlines*]

2. **Mission**.

   a. Is a statement of the organization's function in society that often identifies its customers, markets, products, and technologies.

   b. Is shaped by an organization's core values.

   c. Is often used interchangeably with *vision*.

   d. A *mission statement* should be clear, concise, meaningful, inspirational, focused, and long-term.

   e. Inspiration and focus appear in mission statements of for-profit and nonprofits.

   - Example: Southwest Airlines – "To be dedicated to the highest quality of Customer Service delivered with a sense of warmth, friendliness, individual price and Company Spirit."

   - Example: American Red Cross – "To prevent and alleviate human suffering in the face of emergencies by mobilizing the power of volunteers and generosity of donors."

   - Example: Federal Trade Commission – " To prevent business practices that are anticompetitive or deceptive or unfair to consumers; to enhance informed consumer choice and public understanding of the competitive process; and to accomplish this without unduly burdening legitimate business activity."

   f. Some organizations, such as Ben & Jerry's, have added a social element to their mission statements to reflect their moral ideals.

   g. Stakeholders are asking organizations to be exceptional citizens by providing long-term value while solving society's problems.

3. **Organizational Culture**.

   a. An important corporate-level marketing function is communicating its core values and mission to its stakeholders.

   b. An **organizational culture** is the set of values, ideas, attitudes, and norms of behavior that is learned and shared among the members of an organization.

[*DICA 2-1: The Importance of Mission, Vision, Values*]

B. Organizational Direction: What Will It Do?

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Figure 2-2 shows that the organization's foundation enables it to set a direction, in terms of (1) the "business" it is in and (2) its specific goals.

1. **Business**.

   a. A **business** describes the clear, broad, underlying industry or market sector of an organization's offering.

   b. An organization defines its business by looking at the set of organizations that sell similar offerings—those that are in direct competition with each other.

   c. Example: The ice cream business—for Ben & Jerry's.

   d. The organization answers these questions:

   - "What do we do?"
   - "What business are we in?"

   e. Harvard professor Theodore Levitt's *Marketing Myopia* article states that organizations must not define their business and customer focus too narrowly.

   - Railroads are in the "transportation" business, not the railroad business.
   - Medtronic is in the "healthcare" business, not the medical device business.
   - Newspaper, magazine, and book publishers are in the "information and entertainment delivery" business.

   f. Given the increase in global competition and the recent economic crisis, many organizations are rethinking their *business models*, which:

   - Consist of the strategies an organization develops to provide value to the customers it serves.
   - Are often triggered by technological innovation.

[*Video 2-3: Uber Video*]

- Uber, known for transportation services, continually redefines its business.
  - Started as a limo service called UberCab, business was redefined as a ridesharing service when it added UberX and UberPool apps.
  - The definition expanded when UberRush was added to provide package delivery and UberEats provided food delivery.

2. **Goals**.

   a. **Goals** or **objectives** (used interchangeably) are statements of an accomplishment of a task to be achieved, often by a specific time.

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b. Goals convert the organization's mission and business into performance targets to measure how well it is doing.

c. Business firms pursue several different types of goals:

- *Profit*. Most firms seek the highest financial return on their investments (ROI) as possible.
- *Sales* (dollars or units). A firm may elect to maintain or increase sales even though profitability may not be maximized.
- ***Market share***.
  - Is the ratio of sales revenue of the firm to…
  - The total sales revenue of all firms in the industry…
  - Including the firm itself.
- *Quality*. A firm may choose to focus on delivering the highest quality.
- *Customer satisfaction*.
  - Customers:
    * Are the reason an organization exists.
    * Perceptions and actions are of vital importance to organizations.
  - Can monitor their satisfaction through surveys or complaints.
- *Employee welfare*.
  - Employees play a critical role in the firm's success.
  - Goals state the firm's commitment to good employment opportunities and working conditions.
- *Social responsibility*. A firm may seek to balance the conflicting goals of its stakeholders to:
  - Promote their overall welfare…
  - Even at the expense of profits.

d. Nonprofit organizations also set goals:

- Private organizations strive to serve customers efficiently.
- Government agencies try to serve the public good.

C. Organizational Strategies: How Will It Do It?

Figure 2-2 shows that the organization's strategies are concerned with the "how"—the actual results. Strategies can vary in two ways:

1. **Variation by Level**. Moving from the corporate level to the strategic business unit level to the functional level involves creating increasingly detailed strategies and plans.

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a. Corporate level—Top managers are concerned with writing meaningful mission statements.

b. Functional level—Managers are concerned with implementing marketing strategies and tactics.

2. Variation by Product. Organizational strategies also vary by the organization's products.

a. The strategy will be far different when marketing a very tangible physical good, a service, or an idea.

b. Most organizations develop a marketing plan as a part of their strategic marketing planning efforts.

- A **marketing plan** is a road map for the marketing activities of an organization for a specified future time period, such as one year or five years.
- The planning phase of the strategic marketing process results in a marketing plan that directs the marketing actions of an organization.

[*ICA 2-1: Calculating a "Fog Index" for Your Own Writing*]

LEARNING REVIEW

2-3. What is the meaning of an organization's mission?

Answer: A mission is a clear, concise, meaningful, inspirational, and long-term statement of the organization's function in society, often identifying its customers, markets, products, and technologies. It is often used interchangeably with *vision*.

2-4. What is the difference between an organization's business and its goals?

Answer: An organization's business describes the clear, broad, underlying industry or market sector of an organization's offering. An organization's goals (or objectives) are statements of an accomplishment of a task to be achieved, often by a specific time. Goals convert an organization's mission and business into long- and short-term performance targets to measure how well it is doing.

D. Tracking Strategic Performance with Marketing Analytics [LO 2-3]

How do marketing managers know if they are making progress to goals?

- "You can't manage what you don't measure."

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- Growing field of data analytics, or big data, which enables data-driven decisions by collecting data and presenting it visually as marketing dashboard.

1. **Car Dashboards and Marketing Dashboards**.

   a. A **marketing dashboard** is the visual computer display of the essential information related to achieving a marketing objective.

   b. Business intelligence tools allow real-time streaming data to provide point-in-time and trend displays.

   c. On a car's dashboard, we glance at the fuel gauge and take action when our gas is getting low.

   d. With a marketing dashboard, a marketing manager:

   - Glances at a graph or table and…
   - Makes a decision whether to…
     - Take action.
     - Analyze the problem further.

2. **Dashboards, Metrics, and Plans**.

   a. **[Figure 2-3]** Sonatica's marketing dashboard graphically displays key performance indicators linked to its product lines.

   b. Each performance variable is a **marketing metric**, which is:

   - A measure of the quantitative value or trend of…
   - A marketing action or result.

   c. Only a few metrics should be shown on a marketing dashboard so that managers aren't overwhelmed with too much irrelevant data.

   d. Today's marketers use *data visualization*, which:

   - Presents information about an organization's marketing metrics graphically so marketers can…
   - Spot deviations from plans during the evaluation phase and…
   - Take corrective actions.

   e. This book uses data visualization in many of its figures to highlight in color key points described in the text.

   f. To show how parts of a business are performing, data visualization tools include:

   - Bullet graphs.
   - Spark line graphs.

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- Maps.
- Pie charts.
- Bar graphs.
- Others.

g. [Figure 2-3A] *Website Traffic Sources*.

- The color-coded perimeter of the pie chart shows the three main sources of website traffic.
- These three colors link to those of the circles in the column of website traffic sources.
- Each of eight specific sources represented as one slice in the pie.
  - Referral sites at 47%, of which:
    * Sonatica's Facebook visits comprise 15 percent of website traffic (see the horizontal bullet graphs to the left).
    * Up from a month ago (as shown by the vertical line).
  - Search engines at 37 percent.
  - Direct traffic at 16 percent.

h. [Figure 2-3B] *Sales Performance by SBU*.

- The *spark lines*:
  - Are the wavy lines in the far left column.
  - Show the 13-month trends of Sonatica's strategic business units.
- The trends in electronics and peripherals are generally up, causing their sales to exceed their YTD (year to date) targets.
- Conversely:
  - Both software and hardware sales failed to meet YTD targets…
  - Which is noted by the red "warning" circles in their rows at the far right.
  - This suggests that immediate corrective actions are needed for the software and hardware SBUs.

i. [Figure 2-3C] *Website Visits by State*.

- The U.S. map shows that the darker the state, the greater the number of website visits for the current month.
- In terms of monthly visits:
  - Texas has close to 20,000 visits per month.
  - Minnesota has about 10,000 visits per month.
  - Illinois has none.

j. The Ben & Jerry's dashboard in the Using Marketing Dashboards box:

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- Shows how the two widely used marketing metrics of dollar sales and dollar market share…
- Helps the company assess its growth performance that…
- Leads to marketing actions.

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APPLYING MARKETING METRICS

How Well is Ben & Jerry's Doing?

Dollar Sales and Dollar Market Share

Marketers use the common dollar sales and dollar market share metrics to assess their organization's growth performance in the marketplace.

As marketing manager for Ben & Jerry's, you need to assess how it is doing within the U.S. in the super-premium ice cream market. For this, you choose two marketing metrics: dollar sales and dollar market share.

Your Challenge.

Scanner data from checkout counters in grocery stores and other retailers show that the total industry sales for the super-premium category of ice cream—the segment of the market within which Ben & Jerry's competes—for 2018 were $1.25 billion. The Ben & Jerry's sales department reports that the firm sold 50 million units at an average price of $5.00 per unit in 2018, resulting in total dollar sales of $250 million. A unit of super-premium ice cream is one pint.

Your Findings. Dollar sales and dollar market share metrics for 2018 are calculated as follows:

Dollar Sales ($) = Average Price × Quantity Sold

Dollar Sales ($) = $5 per Unit × 50 Million Units

Dollar Sales ($) = $250 Million

Dollar Market Share (%) = Ben & Jerry's Sales ($) ÷ Total Industry Sales ($)

Dollar Market Share (%) = $250 million ÷ $1.25 billion

Dollar Market Share (%) = 0.20 or 20%

Further, your dashboard shows that from 2017 – 2018 dollar sales increased from $240 million to $250 million, and dollar market share grew from 18.4% to 20.0%.

[See UMD02SalesMktShare.xls]

Your Action.

These results need to be compared with (1) the goals established for these metrics and (2) with previous years' results to see if the trends are increasing, flat, or decreasing. This will lead to marketing actions. Marketers also calculate unit sales and unit market share based on units sold, if data are available.

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III. SETTING STRATEGIC DIRECTIONS [LO 2-4]

Setting strategic directions involves answering two questions:

- Where are we now?
- Where do we want to go?

A. A Look Around: Where Are We Now?

Asking an organization where it is at the present time involves identifying its competencies, customers, and competitors.

1. **Competencies**. Answers the question, "What do we do best?"
   - **a.** *Core competencies*.
     - Are a firm's special capabilities—skills, technologies, and resources.
     - Distinguishes them from other firms and provide value to its customers.
     - Should be distinctive enough to provide a competitive advantage.
   - **b.** A *competitive advantage* is a unique strength relative to competitors that provides superior returns, often based on quality, time, cost, or innovation.
2. **Customers**. Strategy must provide genuine value and benefits to present and prospective customers to ensure they have a satisfying customer experience.
3. **Competitors**. Globally, the lines among competitors are increasingly blurred.
   - **a.** Lands' End initially defined other catalog retailers as its competitors.
   - **b.** Intertype Competition:
     - Means that very dissimilar types of retail outlets compete with each other.
     - Today, Lands' End competes with:
       - Not only other catalog clothing retailers…
       - But also department stores, mass merchandisers, specialty shops, Internet retailers, and…
       - Even itself: Standalone stores with departments within Sears.

B. Growth Strategies: Where Do We Want to Go?

- Knowing where the organization is at the present time enables managers to set a direction for the firm and allocate resources to move in that direction.
- Two techniques to aid in these decisions are (1) business portfolio analysis and (2) diversification analysis.

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1. **Business Portfolio Analysis**.

   a. The Boston Consulting Group's (BCG) uses **business portfolio analysis**, which:

      - Is a technique that managers use to quantify performance measures and growth targets to…
      - Analyze its clients' strategic business units (SBUs) as though they were a collection of separate investments.
      - The tool's purpose is to determine which SBU:
        - Generates cash or…
        - Requires cash to fund the organization's growth opportunities.
      - BCG analysis can also be applied at the product line, individual product (offering), or brand level.
      - Many large U.S. firms have used the BCG's business portfolio analysis.

   b. **[Figure 2-D]** A firm using business portfolio analysis positions each of its SBUs on a growth-share matrix.

      - The vertical axis is the *market growth rate*, which is the annual rate of growth of the SBU's industry.
      - The horizontal axis is the *relative market share*, defined as the sales of the SBU divided by the sales of the largest firm in the industry.
        - A relative market share of **10×** (at the left end of the scale) means that the SBU has 10 times the share of its largest competitor.
        - A share of **0.1×** (at the right end of the scale) means it has only 10 percent of the share of its largest competitor.

   c. The BCG has given specific names and descriptions to the four quadrants in its growth-share matrix based on the amount of cash they generate for or require from the organization:

      1. *Question marks* (or *problem children*—upper right).
         - Are SBUs with a low share of high-growth markets.
         - Require large injections of cash to maintain or increase market share.
         - Management chooses which of these SBUs to invest in and phase out.
      2. *Stars* (upper left).
         - Are SBUs with a high share of high-growth markets.
         - Require extra cash to finance future growth.
         - Are likely to become *cash cows* when their growth slows.

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3. *Cash cows* (lower left).
   - Are SBUs that generate more cash than they can use.
   - Have a dominant share of slow-growth markets.
   - Provide cash to cover the organization's overhead and…
   - Enable the organization to invest the excess cash in other SBUs.
4. *Dogs* (lower right).
   - Are SBUs with a low share of slow-growth markets.
   - May generate enough cash to sustain themselves.
   - May not become winners for the organization.
   - Dropping *dogs* may be required if they consume more cash than they generate unless these conditions exist:
     * Relationships with other SBUs.
     * Competitive considerations.
     * Potential strategic alliances that benefit the firm.

d. An organization's SBUs often start as *question marks* and go counterclockwise to become *stars*, then *cash cows*, and finally *dogs*.

e. Because an organization has limited influence on the market growth rate, its main objective is to try to change its relative dollar or unit market share.

f. When changing an SBU's relative market share, management must:
- Decide what strategic role each SBU should have in the future.
- Inject or remove cash from it.

g. Apple:
- Has been consistently cited as one of the top global brands over the past decade…
- According to the Best Global Brands survey conducted by Interbrand, a leading brand management consulting firm.

h. What has made Apple so iconic?
- Its revolutionary products.
- It has infused its technology with the "human touch," connecting customers with the brand on a cognitive *and* an emotional level.
- Its organizational culture and core values that the late Steve Jobs instilled, which continue to guide its future.

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i. **[Figure 2-4]** Using the BCG business portfolio analysis, Figure 2-4 shows what Apple's four principal SBUs might look like from 2018 – 2020.

1. *Apple Watch (wearable technology).*

– Launched in April 2015 – Apple's version of a smart watch.

* Competes with Samsung, Pebble, Motorola, LG and a range of other wearable technologies such as Fitbit and Jawbone fitness trackers.

– Estimates are 45 million Apple Watches by 2019 at a growth rate of 58%

– Apple Watch is a *question mark* and awaits consumers' response.

2. *iPhone* (smartphones).

– Launched in 2007. iPhone sales skyrocketed and now has U.S. marketing share of 44%.

– Smartphone market is expected to grow at 7% through 2018 due to growth in India, Indonesia, and Africa.

– iPhone is a *star*.

3. *iPad/iPad mini* (tablets).

– Launched in 2010, unit sales reached 40% market share by 2013 – leading Samsung's Galaxy (18%) and Amazon's Kindle (4%).

– Tablet sales are declining as consumers substitute big-screen smartphones and ultra-thin computers for tablets.

– Apple's iPad SBU is a *cash cow* (high market share, low-growth market).

4. *iPod* (music players).

– Apple entered the market with iPod in 2001. The product became a cultural icon, selling more than 50 million units annually until 2010.

– In 2010, iPhone integrated a music player.

* Since then, sales have declined dramatically.

* In 2014, Apple announced it was discontinuing the iPod Classic, and in 2017 discontinuing the iPod shuffle and nano.

– Declining sales and discontinued products suggest that this SBU is entering the dog category.

- How did you – as Tim Cook – rank the growth opportunity for each of the four SBUs?

– Apple Watch represents the highest unit growth rate at 58%.

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  - iPhone SBU is likely to continue growing at almost 7%, but iPad SBU is declining in sales.
  - iPhone and iPad product lines together account for 76% of Apples' revenue in 2018.
  - These revenues are used to pursue growth opportunities such as Apple HomePod, the Apple AirPods, a next generation phone, and possibly and Apple car
  - Finally, no growth and discontinuation of the iPod classic may signal the beginning of the end for Apple's iPod.
- The primary strength of business portfolio analysis:
  - Lies in forcing a firm to place each of its SBUs in the growth-share matrix, which…
  - Suggests which SBUs will be cash producers and cash users in the future.
- Weaknesses of this analysis arise from the difficulty in:
  - Getting the needed information.
  - Incorporating competitive data into business portfolio analysis.

2. Diversification Analysis.

a. **Diversification analysis** is a technique that helps a firm search for growth opportunities from among:

- Current and new markets.
- Current and new products.

b. For any market, there is both:

- A current product (what the firm now sells) and…
- A new product (something the firm might sell in the future).

c. For any product, there is both:

- A current market (existing customers) and…
- A new market (potential customers).

d. As organizations seek to increase sales revenues, they consider all four market-product strategies.

e. **[Figure 2-5]** Using Ben & Jerry's as an example, these four market-product strategies are:

- *Market penetration*.

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  - Is a marketing strategy to increase sales of current products in current markets.
  - Example: Selling more Ben & Jerry's Chocolate Chip Cookie Dough ice cream to U.S. customers.
  - There is no change in the basic product line or the market served.
  - Increased sales to existing customers are possible either by selling:
    * More of the product through better promotion or distribution.
    * The same amount of the product at a higher price.

[*Video 2-4: B&J's Chocolate Chip Cookie Dough Video*]

- *Market development*.
  - Is a marketing strategy to sell current products to new markets.
  - Example: Selling Ben & Jerry's Bonnaroo Buzz Fair Trade-sourced ice cream to Brazilian customers, an attractive market.
  - Is risky if:
    * The firm has no experience selling in the new market.
    * Prospective customers are unfamiliar with the brand.
- *Product development*.
  - Is a marketing strategy to sell a new product to current markets.
  - Example: Selling Ben & Jerry's branded children's clothing to U.S. customers.
  - Is risky because customers may not see a clear connection between a company's expertise in one offering extending to another.
- *Diversification*.
  - Is a marketing strategy to sell new products in new markets.
  - Ex.: Selling Ben & Jerry's children's clothing to Brazilian customers.
  - Is a potentially high-risk strategy because the company has neither previous production nor marketing experience on which to draw.

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LEARNING REVIEW

2-5. What is the difference between a marketing dashboard and a marketing metric?

Answer: A marketing dashboard is the visual computer display of the essential information related to achieving a marketing objective. Each variable in a marketing dashboard is a marketing metric, which is a measure of the quantitative value or trend of a marketing action or result.

2-6. What is business portfolio analysis?

Answer: Business portfolio analysis is a technique that managers use to quantify performance measures and growth targets to analyze their firms' strategic business units (SBUs) as though they were a collection of separate investments. The purpose of this tool is to determine which SBU or offering generates cash and which one requires cash to fund the organization's growth opportunities.

2-7. Explain the four market-product strategies in diversification analysis.

Answer: The four market-product marketing strategies in diversification analysis are:

- *Market penetration*. Increasing sales of current products in current markets. There is no change in either the basic product line or the markets served. Rather, selling more of the product or selling the product at a higher price generates increased sales.
- *Market development*. Selling current products to new markets.
- *Product development*. Selling new products to current markets.
- *Diversification*. Developing new products and selling them in new markets.

IV. THE STRATEGIC MARKETING PROCESS [LO 2-5]

- After the organization assesses where it's at and where it wants to go, it asks:

  1. How do we allocate our resources to get to where we want to go?

  2. How do we convert our plans into actions?

  3. How do our results compare with our plans, and do deviations require new plans?

- The **strategic marketing process** is an approach whereby an organization allocates its marketing mix resources to reach its target markets.

[*ICA 2-2: Marketing Yourself*]

- **[Figure 2-6]** This process has 3 phases: planning, implementation, and evaluation.

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A. The Planning Phase of the Strategic Marketing Process

- A truism: "If you don't know where you're going, any road will get you there."
- The planning phase consists of three steps as outlined below.

1. **Step 1: Situation (SWOT) Analysis**.

   a. A **situation analysis** involves taking stock of where the firm or product has been recently, where it is now, and where it is headed in terms of the organization's marketing plans and the external forces and trends affecting it.

   b. **[Figure 2-7]** A **SWOT analysis** is an acronym describing an organization's appraisal of its internal **S**trengths and **W**eaknesses and its external **O**pportunities and **T**hreats.

   c. A SWOT analysis studies four areas to build a firm's marketing program:

   - Identifying trends in the organization's industry.
   - Analyzing the organization's competitors.
   - Assessing the organization itself.
   - Researching the organization's present and prospective customers.

   d. The Ben & Jerry's SWOT analysis table in Figure 2-7 shows:

   - The combination of internal versus external factors (the rows).
   - Favorable versus unfavorable factors (the columns).
   - Ben & Jerry's strengths, weaknesses, opportunities, and threats.

   e. The goal is to identify the *critical* strategy-related factors that impact the firm.

   f. The task is to translate the SWOT analysis into specific marketing actions.

   g. The Ben & Jerry's SWOT analysis suggests the following:

   - *Build on a strength*. Find distribution efficiencies with Unilever's existing ice cream brands.
   - *Correct a weakness*. Recruit experienced managers from other consumer products firms to help stimulate growth.
   - *Exploit an opportunity*. Develop a new line of low-fat frozen yogurts to respond to consumer health concerns.
   - *Avoid a disaster-laden threat*. Focus on less risky international markets, such as Brazil and Argentina.

2. **Step 2: Market-Product Focus and Goal Setting**.

   a. Developing a marketing program involves determining what products will be targeted at which customers.

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b. This decision often based on **market segmentation**, which involves aggregating prospective buyers into groups, or segments, that (1) have common needs and (2) will respond similarly to a marketing action. The match between products and segments is related to **points of difference –** those characteristics of product tha make it superior to competitors.

c. A firm can identify the segments on which it will focus its efforts—its target market segments—and develop specific marketing programs to reach them.

d. Goal setting involves setting measurable marketing objectives to be achieved.

- For a specific market, the goal may be to introduce a new product.
- For a specific brand or product, the goal may be to create a promotional campaign or pricing strategy to get more consumers to purchase it.

3. Step 3: Marketing Program.

a. This step is the "*how*" aspect of the planning phase: developing the marketing program's marketing mix and the budget.

b. **[Figure 2-8]** Shows the components of each marketing mix element that comprise a cohesive marketing program.

LEARNING REVIEW

2-8. What are the three steps of the planning phase of the strategic marketing process?

Answer: The three steps of the planning phase of the strategic marketing process are:

- *Situation analysis*. Involves taking stock of where the firm or product has been recently, where it is now, and where it is headed in terms of the organization's marketing plans and the external forces and trends affecting it. To do this, an organization uses a SWOT analysis, an acronym that describes an organization's appraisal of its internal **S**trengths and **W**eaknesses and its external **O**pportunities and **T**hreats.
- *Market*-product *focus and goal setting*. Determines what products an organization will offer to which customers. This is often based on market segmentation—aggregating prospective buyers into groups or segments that have common needs and will respond similarly to a marketing action.
- Marketing *program*. Is where an organization develops the marketing mix elements and budget for each offering.

2-9. What are points of difference and why are they important?

Answer: Points of difference are those characteristics of a product that make it superior to competitive substitutes—offerings the organization faces in the marketplace. They are important factors in the success or failure of a new product.

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B. The Implementation Phase of the Strategic Marketing Process [LO 2-6]

- The second phase of the strategic marketing process—implementation—involves carrying out the marketing plan that emerges from the planning phase.
- If the firm cannot execute the marketing plan—in the implementation phase—the planning phase wasted time and resources.
- The implementation phase of the strategic marketing process has 4 components.

1. **Obtaining Resources**.
   - **a.** The marketing manager must obtain the human and financial resources necessary to successfully execute the marketing program.
   - **b.** Small business owners often obtain funds from savings, family, friends, and bank loans.
   - **c.** Marketing managers in existing organizations obtain these resources by getting top management to divert profits from BCG stars or cash cows.
2. **Designing the Marketing Organization**.
   - **a.** A marketing program needs a marketing organization to implement it by converting marketing plans into reality.
   - **b.** **[Figure 2-9]** Shows the organization chart of a typical manufacturing firm, giving some details of the marketing department's structure.
     - Four managers of marketing activities are shown to report to the vice president of marketing or CMO.
     - Several regional sales managers and an international sales manager may report to the manager of sales.
   - **c.** The entire marketing organization is responsible for converting these marketing plans to reality as part of the corporate marketing team.
3. **Defining Precise Tasks, Responsibilities, and Deadlines**.
   - **a.** Successful implementation requires that people know the tasks for which they are responsible and the deadlines for completing them.
   - **b.** The outcome of meetings should be an *action item list*, which is an aid to implementing a marketing plan, consisting of four columns:
     - The task.
     - The person responsible for completing that task.
     - The date to finish the task.

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- What is to be delivered.

c. Within hours of completing a meeting, the action item list:

- Is circulated to those attending.
- Serves as the starting agenda for the next meeting.

d. An action item list:

- Is forward looking.
- Clarifies the targets.
- Puts pressure on people to achieve their tasks by the specified deadlines.

e. You are part of a team that is required to do a term project on "How the college can increase attendance at its performing arts concerts?"

- The instructor limits the project in the following ways:
  - A mail survey must be used to collect data from a sample of students regarding their attitudes, behaviors, etc. on concert attendance.
  - The term paper must be submitted by the end of the 11-week quarter.
- To begin the assignment, you need to:
  - Identify all the project tasks.
  - Estimate the time you required to complete each one.
- To complete it in 11 weeks, your team:
  - Must work on different activities at the same time (concurrently).
  - Some activities must be independent enough to overlap (sequentially).
- Requires specialization and cooperation between Students A, B, and C:
  - Suppose only Student C can type.
  - Student A might construct the survey and select the sample.
  - Student B might tabulate the data.

f. **[Figure 2-10]** Scheduling activities can be done efficiently with a *Gantt chart*:

- Is a graphical representation of a program schedule, which:
  - Shows the relationships through time of the various program tasks.
  - Are related to action item lists.
- Software programs, such as Microsoft Project, simplify the task of developing a schedule or Gantt chart.
- The key to all scheduling techniques is to distinguish:
  - Tasks that *must* be done sequentially from…
  - Those that *can* be done concurrently.

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g. Tasks 1 and 2 that are shaded red in Figure 2-10 *must* be done sequentially.

- This is because in order to type and copy the final questionnaire before mailing (Task 2)…
- The student *must* have a final draft of the questionnaire (Task 1).

h. Tasks 6 and 7 that are shaded blue *can* be done concurrently.

- So writing the final report (Task 7) *can* be started before…
- Tabulating the questions (Task 6) is completed.
- This overlap speeds up project completion.

4. Executing the Marketing Program.

a. The effective execution of a marketing plan requires attention to detail for both marketing strategies and marketing tactics.

b. Marketing strategy.

- The means by which a marketing goal is to be achieved, usually characterized by a specified target market and a marketing program to reach it.
- The term implies both the end sought (target market) and actions to achieve it (marketing program).

c. Marketing tactics.

- Are the detailed day-to-day operational marketing actions for each element of the marketing mix that contribute to the overall success of marketing strategies.
- Examples: Writing ads and setting prices for new product lines.

C. The Evaluation Phase of the Strategic Marketing Process [LO 2-7]

- The evaluation phase of the strategic marketing process:

a. Seeks to keep the marketing program moving in the direction set for it.

b. Follows the planning and implementation phases.

- Accomplishing this requires the marketing manager to:

a. Compare:

- The results of the marketing program with…
- The goals in the written plans to identify deviations.

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b. Act on these deviations by:

- Exploiting positive deviations.
- Correcting negative ones.

1. Comparing Results with Plans to Identify Deviations.

a. **[Figure 2-11]** Apple begins the evaluation phase of its strategic marketing process at the end of its fiscal year, which is September 30.

b. Suppose you are on an Apple task force in late 2009 that is responsible for making plans through 2016.

c. You observe that:

- Extending the 2004 to 2009 trend of Apple's recent sales revenues (line AB) to 2016 along line BC…
- Shows an annual growth in sales revenue unacceptable to Apple.

d. Looking at potential new products in the Apple pipeline:

- Your task force set an aggressive annual sales growth target of 25 percent per year—the line BD in Figure 2-11.
- Results in sales revenues of $104 billion in 2013 and $255 billion in 2017.

e. This reveals a gray wedge-shaped gap DBC in the figure:

- Planners call this the *planning gap*:
  - The difference between the projection of the path to reach a new sales revenue goal (line BD) and…
  - The projection of the path of a plan already in place (line BC).
- The purpose of a firm's marketing program is to "fill in" the planning gap.
- In the case of Apple:
  - Move its future sales revenue line from the slow-growth line BC…
  - Up to the more challenging target of line BD.

f. This is the essence of evaluation: Comparing actual results with goals set.

g. To reach aggressive growth targets in sales revenues, firms like Apple must continuously look for a new SBU or product *cash cow* or *star*.

2. Acting on Deviations.

a. When evaluation shows that actual performance differs from expectations:

- Managers need to take immediate marketing actions and…
- Exploiting positive deviations and correcting negative ones.

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b. Apple's:

- Explosion in actual sales revenues from 2006 to 2017 (line BE)…
- Compared to its target sales revenues (line BD)…
- Shows Apple's rare, world-class ability to both:
  - Generate and anticipate consumer demand and commercialize new technologies for its revolutionary offerings.

c. Let's consider some of Apple's marketing actions:

- *Exploiting a positive deviation*.
  - Favorable customer reactions to Apple's iPhone (2007) and its iPad (2010) enable it to…
  - Sell the products globally and to introduce improved versions and models such as the iPad Pro (2015) and the iPhone X (2017), and introduction of new products – Apple Watch (2015), Apple AirPods (2016), and HomePod (2018).
- *Correcting a negative deviation*.
  - As Apple's desktop PCs became dated, it moved aggressively to replace them with new iMacs (2012) MacBooks.
  - Also, Apple refreshed its MacBook Air (2015, 2017) and MacBook Pro (2016, 2017) lines of laptops.

d. In the BCG business portfolio analysis of the four Apple product lines:

- The firm has several *stars* and *cash cows* to fill in its planning gap.

LEARNING REVIEW

2-10. What is the implementation phase of the strategic marketing process?

Answer: The implementation phase carries out the marketing plan that emerges from the planning phase and consists of: (1) obtaining resources; (2) designing the marketing organization; (3) defining precise tasks, responsibilities, and deadlines; and (4) executing the marketing program designed in the planning phase.

2-11. How do the goals set for a marketing program in the planning phase relate to the evaluation phase of the strategic marketing process?

Answer: The planning phase goals or objectives are used as the benchmarks with which the actual performance results are compared in the evaluation phase to identify deviations from the written marketing plans and then exploit positive ones or correct negative ones.

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APPLYING MARKETING KNOWLEDGE

1. **(*a*) Using Netflix as an example, explain how a mission statement gives a strategic direction. (*b*) Create a mission statement for your own career.**

   Answers:

   a. **Explain how a mission statement gives a strategic direction**. A mission statement is an expression of the organization's function in society, often identifying its customers, markets, products, and technologies. Netflix's mission statement: "Our core strategy is to grow our streaming subscription business domestically and globally. We are continuously improving the customer experience, with a focus on expanding our streaming content, enhancing our user interface and extending our streaming service to even more Internet-connected devices, while staying within the parameters of our consolidated net income and operating segment contribution profit targets."

   b. **Create a mission statement for your own career**. An example of a mission statement for a student's career might be: "To be recognized as an outstanding, ethically and environmentally responsible, global marketing executive."

2. **What competencies best describe (*a*) your college or university and (*b*) your favorite restaurant?**

   Answers:

   a. **Your college or university**. [NOTE: These vary along a continuum from community colleges to research universities.] Flexible course scheduling to accommodate the special needs of part-time and working students. A world-class research institution for biotechnology; student-oriented faculty.

   b. **Your favorite restaurant**. Genuine French cuisine. A family menu at a reasonable price.

3. **Compare the advantages and disadvantages of Ben & Jerry's attempting to expand sales revenues by using (*a*) a product development strategy or (*b*) a market development strategy.**

   Answers:

   a. **Product development strategy**. According to the text and Figure 2-5, this marketing strategy involves selling new products to current markets. For Ben & Jerry's, this could involve selling children's clothing under the Ben & Jerry's brand to Americans.

   Advantage: Ben & Jerry's could leverage its brand by selling children's clothing in the United States.

   Disadvantage: This strategy is risky because Americans may not see the company's expertise in ice cream as extending to children's clothing.

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b. **Market development strategy**. According to the text and Figure 2-5, this marketing strategy involves selling current products to new markets. For Ben & Jerry's, this could involve selling super-premium ice cream such as its Bonnaroo Buzz flavor, to Brazil.

   Advantage: Brazil is an attractive new market for its super-premium ice cream because as household incomes of Brazilians increase, consumers can buy more ice cream.

   Disadvantage: The Ben & Jerry's brand may be unknown to Brazilian consumers.

4. Select one strength, one weakness, one opportunity, and one threat from the SWOT analysis for Ben & Jerry's shown in Figure 2-7. Suggest an action that a marketing manager might take to address each factor.

Answers:

a. **Strength**. Leverage its brand name by continuing to offer crazy new flavors, products (ice cream, yogurt, sorbet, low-fat/carb, etc.). Promote its social mission in college campus newspapers in cities where Ben & Jerry's is sold, either in its own outlets or in grocery stores.

b. **Weakness**. Communicate the benefits of Ben & Jerry's social mission (number of people employed, trained, etc.). Develop and implement a management trainee program for those employees willing to make a long-term commitment to the firm.

c. **Opportunity**. Develop partnerships or franchise relationships with firms or individuals in markets where Ben & Jerry's has not yet fully penetrated, such as South America, Australia, etc. where ice cream consumption is moderate to strong. Also, develop ice cream-based products, such as ice cream sandwiches, cookies, cakes, etc.

d. **Threat**. Offer low-carb products with Splenda or other sugar substitutes. Find lower cost but socially responsible "Fair Trade" suppliers and manufacturers in overseas markets where consumers are more price-sensitive due to less income to spend on discretionary products like super premium ice cream.

5. What is the main result of each of the three phases of the strategic marketing process? (*a*) planning, (*b*) implementation, and (*c*) evaluation.

Answers:

a. **Planning phase**. Results are formal marketing plans that identify specific objectives to be achieved by a particular time and the specific actions to achieve those objectives.

b. **Implementation phase**. Results are formal measurements of the results achieved, which can be compared with the plans established in the planning phase to determine if any deviations from plans occurred.

c. **Evaluation phase**. Results are new actions taken to exploit opportunities where deviations from plans are better than expected or to take corrective actions where deviations from plans are worse than expected.

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6. Parts of tasks 5 and 6 in Figure 2-10 are done both concurrently and sequentially. (*a*) How can this be? (*b*) How does it help the students meet the term paper deadline? (*c*) What is the main advantage of scheduling tasks concurrently rather than sequentially?

Answers:

Figure 2-10 shows a Gantt chart that is used to schedule the various tasks and deadlines that are required to complete a project. Its goal is to demonstrate how the concurrent work on several tasks enables the project team to finish the project on time. The key to all scheduling techniques is to distinguish tasks that *must* be done sequentially from those that *can* be done concurrently.

a. **How some tasks can be done both concurrently and sequentially**. Task 5 involves collecting the returned questionnaires that were mailed in Task 4. Task 6 involves tabulating and analyzing data from returned questionnaires. Task 5 and the first part of Task 6—tabulating the questionnaires, can be done *concurrently* because as they come in, the data, which are generated from the answers to the questions asked in the questionnaire, can be entered into a software program like StatPac or Excel to build the database from which the data analyzed, the latter part of Task 6 so that that a draft of the final report can eventually be written—Task 7.

   However, these two tasks also must be completed *sequentially* because not all the questionnaires will be returned, most presumably by mail, at the same time. In the instructions for completion or letter accompanying the questionnaires, there likely will be an explicit due date communicated to respondents for the timely submission or return of their questionnaires so that they will be included in the results of the project.

b. **How some tasks done both concurrently and sequentially helps meet deadlines**. This overlap speeds up project completion since there is no need to wait until all the questionnaires have been received by an explicit due date (Task 5) before tabulation of the questionnaires can begin (Task 6).

c. **Advantage of scheduling tasks concurrently rather than sequentially**. Again, scheduling tasks with both concurrent and sequential tasks can speed up the completion of a project to save time and meet deadlines. In many cases, there is usually some pressure to meeting a deadline for one or more of the tasks of a project. There is a strong likelihood that some problem will occur that will delay its completion, which can jeopardize the completion of the entire project.

7. The goal-setting step in the planning phase of the strategic marketing process sets quantified objectives for use in the evaluation phase. What does a manager do if measured results fail to meet objectives? Exceed objectives?

Answers:

If the marketing manager discovers a planning gap, which is a difference between the projection of the path to reach a new goal and the projection of the path of the results of a plan already in place for the marketing program, he or she can take the following actions:

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a. **Fails to meet objectives**. Correct a negative deviation by making minor or major changes to the existing marketing program of a product to better reflect future expectations in the marketing environment.

b. **Exceeds objectives**. Exploit a positive deviation by strengthening strategic partnerships, engage in a market development or product development strategy, etc. to maintain or enhance the firm's position.

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BUILDING YOUR MARKETING PLAN

1. **Read Appendix A, "Building an Effective Marketing Plan." Then write a 600-word executive summary for the Paradise Kitchens marketing plan using the numbered headings shown in the plan. When you have completed the draft of your own marketing plan, write a 600-word executive summary to go in the front of your own marketing plan.**

   Suggestions: In Question #1, students are asked to write a 600-word executive summary for the Paradise Kitchens marketing plan in Appendix A. This gives them a chance to practice a draft of an executive summary for their own marketing plan.

2. **Using Chapter 2 and Appendix A as guides, give focus to your marketing plan by (*a*) writing your mission statement in 25 words of less, (*b*) listing three nonfinancial goals and three financial goals, (*c*) writing your competitive advantage in 35 words or less, and (*d*) doing a SWOT analysis table.**

   Suggestions: Question #2 asks students to get a jump start on writing their marketing plan by putting on paper their mission statement, non-financial and financial goals, competitive advantage for the organization, and a SWOT analysis. This is a very threatening first step for many students. To assist students in writing effective marketing plans, instructors should emphasize to students the importance of (a) reading the pertinent chapter(s) in the textbook that relates to the element of the marketing plan and (b) studying the red and blue boxes in the margin of the Appendix A: Sample Marketing Plan that gives hints on effective writing and identifies relevant textbook chapters, respectively.

3. **Draw a simple organization chart for your organization.**

Helping with Common Student Problems

Our experience from working with thousands of students writing marketing plans is the need to encourage them to (a) get started and get something on paper and (b) be specific. One way to accomplish this is to have students hand in a two-page draft of the start of their marketing plan containing the four items listed above in Question #2.

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TEACHING NOTE FOR VIDEO CASE VC-2

IBM: Putting Smart Strategy to Work

This case describes how IBM's 'Let's Put Smart To Work' initiative is (1) based on IBM's core values, (2) translated into a business strategy, and (3) implemented for companies in a variety of industries. Interviews with senior IBM executives explain how this is done from both a conceptual and practical perspective.

[*Video 2-5: IBM Video Case* (kerin.tv/cr8e/v2-5)]

Synopsis

IBM began as the Tabulating Machine Company more than 100 years ago. Since then the company has shifted from tabulation machines, to typewriters, to computers, to business services and consulting, to artificial intelligence in response to changes in technology, the global economy, and business practices. Today IBM is positioned as a cognitive solutions and cloud platform provider, it has $79 billion in sales, 380,000 employees, and is ranked 34th on the Fortune 500.

IBM's strategy is built on three core values: (1) a dedication to every client's success, (2) innovation that matters for IBM and for the world, and (3) trust and personal responsibility in all relationships. The values influence IBM's use of strategic tools such as portfolio analysis and SWOT analysis, which have led the company to focus on a few core brands including IBM Watson, IBM Cloud, IBM Security, IBM Services, and IBM Research. The overall strategy for IBM is called "Let's Put Smart To Work."

To facilitate implementation of the "Let's Put Smart To Work" initiative IBM holds an annual conference called IBM Think. The conference creates an opportunity for IBM employees, partners, clients, and industry representatives and technology leaders to meet and discuss business needs. IBM seeks to be an "incumbent disruptor" and help make businesses smarter. Industry examples include agriculture where IBM Watson helps improve harvest yields, the automotive industry where IBM uses data from IoT sensors to create better experiences for drivers, and health care where IBM AI is used to accelerate research and find new drugs.

The IBM marketing organization is adopting an approach they call "agile marketing" which is based on improvisation, testing and data, and collaboration, and which results in speed, adaptability, and creativity. The details of the approach are articulated in a marketing plan which includes many traditional and emerging marketing tools, including TV, radio, out-of-home and digital advertising, social media, events, and sponsorships. The combination of innovative technologies and changing businesses has created an exciting combination for IBM as it moves forward with its "Let's Put Smart To Work" strategy.

Teaching Suggestions

Students can use the case information, the IBM corporate home page (www.ibm.com), their own perceptions of IBM, and observations of the "Let's Put Smart To Work" campaign.

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1. Ask your students about their perceptions of IBM, what business it is in, and what its values might be.

2. Ask your students to describe their perceptions of changes in the environment that would be important to IBM. Are they aware of the increasing importance of intelligent digital platforms, the growth of developing economies, the impact of artificial intelligence, and generally a shift to an era of "man+machine"?

3. Some students may remember seeing "Let's Put Smart To Work" ads on television or in magazines. Ask them to describe the ads and how they represent a strategy at IBM.

Answers to Questions

1. **What is IBM's 'Let's Put Smart To Work' strategy?**

   Answer:

   A strategy is an organization's long-term course of action designed to deliver a unique customer experience while achieving its goals. IBM's "Let's Put Smart To Work" strategy is based on the idea that IBM and its clients and partners collaborate to use innovative technologies to change businesses and industries and organizations. IBM CEO Virginia Rometty said "IBM now possesses capabilities that are unmatched in our industry to address our clients' most pressing needs." She also observes that (1) businesses are becoming smarter by leveraging intelligent digital platforms, (2) businesses are becoming smarter by making their systems and processes intelligent, and (3) businesses are becoming smarter by embedding AI and data to change how work is done, equipping themselves for an era of man+machine.

2. **How does this strategy relate to IBM's values?**

   This strategy is built on IBM's core values, which were articulated in a company-wide discussion event called ValuesJam. The values are (1) a dedication to every client's success, (2) innovation that matters for our company and for the world, and (3) trust and personal responsibility in all our relationships. The "Let's Put Smart To Work" strategy guides IBM to help clients succeed by applying its innovative technologies and capabilities, and by developing trust in its relationships.

3. **Conduct a SWOT analysis for IBM's "Let's Put Smart To Work" initiative. What are the relevant trends to consider?**

   Answers:

   As the first step in the planning phase of the strategic marketing process, a SWOT analysis is part of a situational analysis a firm conducts to: (1) identify industry trends; (2) analyze competitors; (3) assess itself; and (4) research consumers. SWOT is an acronym that describes an organization's appraisal of its internal **S**trengths and **W**eaknesses and its external **O**pportunities and **T**hreats.

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a. **A SWOT analysis for IBM's 'Let's Put Smart To Work' initiative**. Listed below is a brief, non-exhaustive SWOT analysis for IBM and its 'Let's Put Smart To Work' initiative or strategy:

- **Strengths**
  - Well-known global brand name.
  - New capabilities in artificial intelligence, data analytics, and the cloud.
  - A value identification process that included online discussions among 50,000 employees.
- **Weaknesses**
  - IBM's size may make change difficult.
  - Products such as microelectronics have low margins, are becoming commodities, and are not customizable.
  - Products and services are limited to the information technology industry and markets.
- **Opportunities**
  - Growth markets such as China, India, Brazil and Africa.
  - Innovation in IoT applications.
  - Increasing importance of artificial intelligence and security.
- **Threats**
  - Shift to custom-made technological solutions.
  - Competition from Accenture, Amazon, Microsoft, Oracle, Cisco, Dell, and others.
  - Demonstrating success will require accurate and timely measurement of relevant outcomes.

b. **The relevant trends IBM should consider**.

- **Environmental Trends**.
  - Growth of artificial intelligence, machine learning, and blockchain technology.
  - Growth of developing economies.
  - Increasing importance of man+machine interfaces, chatbots, voice recognition, and biometric scans.
- **Customer Trends**.
  - Desire for genuine, engaging, comfortable customer experiences.
  - Desire for secure, private, diversity-sensitive connections, particularly from virtual agents.
  - Desire for customized product and service solutions.

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4. **What marketing tools described in Chapter 2 are prominent in IBM's strategic marketing process?**

   Answers:

   IBM uses several strategic marketing tools described in Chapter 2. For example, IBM uses SWOT analysis, similar to the exercise students completed in Question 3. Vice President of Brand Strategy Teresa Yoo says, "we use SWOT analysis when we're putting together a strategy for a particular brand we're building." In addition, IBM uses business portfolio analysis to understand and evaluate the opportunities around the globe. According to Vice President of Corporate Marketing Ann Rubin, the analysis "helps figure out what the revenue opportunity is and what the growth opportunity is for every one of our products."

5. **What is 'agile' marketing at IBM? Why does IBM use the 'agile' approach?**

   Answers:

   a. **Agile marketing at IBM.** IBM's marketing professionals are adopting an approach they call "agile marketing." The approach is inspired by tech industry approaches, and is based on improvisation, iterations, testing and data over opinions, and collaboration over silos and hierarchy. According to Rubin, "it is the way that you best collaborate and the way that you bet iterate and the way you best create programs and products."

   b. **Why does IBM use the 'agile' approach?** The growing importance of digital components of marketing programs has increased demands for speed, adaptability, accountability, creativity, and collaboration. IBM believes the 'agile' approach provides these benefits. The 'agile' approach is reflected in IBM's marketing plan and in the use of traditional and emerging marketing tools which includes many forms of advertising, social media, event marketing, and sponsorships.

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Epilogue

As IBM shifts from from its legacy businesses of hardware and software, to new technologies such as artificial intelligence and cloud computing, revenue from the new 'smart' businesses has grown to account for more than half of the company's revenue. This 'Let's Put Smart To Work' strategy is articulated in a video (https://youtu.be/Sh8n2dCDHVk) which suggests that IBM is putting AI into everything and everything into the cloud. IBM's CFO, James Kavanaugh, says that "the company's investments to repostion itself have been paying off" and experts estimate a continued growth rate of 15 percent.

IBM has recently announced the introduction of several new products and partnerships. For example, IBM has been working with the US Tennis Association to develop a technology solution that will help coaches and players analyze and improve their play, and prepare for matches more efficiently. Similarly, IBM is working with Australia to develop a national blockchain to enable companies to more easily confirm the authenticity of legal contracts. Other new products include IBM Cloud Direct Link which provides cloud connectivity in North America, Europe, and Latin American; IBM Travel Manager which uses predictive modeling to offer customers better travel planning; and IBM Cloud for Financial Services which enables

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people to make secure online transactions from any device using any type of international trade format.

IBM also recently announced its collaboration with Microsoft, Amazon, Google, Oracle and Salesforce to promote the frictionless exchange of healthcare data by creating and using open standards in the healthcare industry. Other applications of IBM's 'smart' strategy can be seen on its YouTube Channel at https://www.youtube.com/user/IBM/videos . See, for example, videos about Smart Recycling, Smart Services, and Smart Education. What is one of IBM's most recent inventions? The answer is 'Smart' Coffee Drones that fly in public spaces and use AI to predict which people need caffeine!

Sources: Zlati Meyer, "IBM Has Invented Coffee Drones – and They Predict When You Need a Cup of Coffee," *USA Today*, August 22, 2018; Evan Sweeney, "Amazon, Google, Microsoft and IBM Pledge Support for Healthcare Interoperability," *FierceHealthcare*, August 13, 2018; Chris Preimesberger, "Tradelt Partners with IBM Cloud for Global Financial Services," *eWeek*, August 13, 2018, pp. 1-3; Jay Boehmer, "IBM & Travelport Develop Corporate Travel Data Product," *Business Travel News*, August 13, 2018, p. 3; James Pearce, "CenturyLink Launches Direct Connectivity to IBM Cloud," *Capacity Magazine*, August 2018; Jeff Benson, "Australia Tapps IBM to Build National Blockchain," ETHNews.com, August 29, 2018; "IBM Give Tennis Player a Competitive Edge with Watson at the 2018 US Open Tennis Championships," prnewswire.com, August 29, 2018; Pushkala Aripaka and Remya Padmadas, "High Margin Businesses Give IBM's Q2 Revenue a Boost," *CIO*, July 19, 2018, p. 5.

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ICA 2-1: IN-CLASS ACTIVITY

Calculating a "Fog Index" for Your Own Writing[1]

Learning Objectives. To have students (1) learn how to calculate a Fog Index and then (2) calculate the Fog Index for a sample of their own writing to help them improve their writing.

Nature of the Activity. To have students work outside class (1) to calculate a Fog Index for a sample of their own writing and (2) then share ideas with each other later in class on ways their writing samples could be made clearer by perhaps lowering their Fog Indexes.

Definitions. Because the class is not yet familiar with marketing terms, instructors may wish to define the following terms before starting the ICA:

- Fog Index: A linguistics test that measures the readability of an English writing sample.
- Polysyllables: Complex words that consist of three or more syllables.

Estimated Class Time and Teaching Suggestions.

- During the first class, spend about 10 minutes to explain to students the red call-out boxes in Appendix A and the Fog Index.
- Have students spend about 15 minutes to calculate a Fog Index outside class for a sample of their own writing.
- During the following class, spend about 10 minutes and have students share the "lessons learned" about the "fogginess" of their writing samples.

Materials Needed.

- Have students provide a sample of at least 150 words of each student's writing.
- Copies for each student of the:
  - "What is Your Own Fog Index?" handout.
  - "Calculating a Fog Index" handout.
- The Excel spreadsheet file ICA02-1FogIndex.xls.
- Optional: A calculator.

Steps to Teach this ICA.

[1] Sources: (1) Robert Gunning, *The Technique of Clear Writing*, (New York: McGraw-Hill, 1968), pp. 59-62 and (2) Tamar Lewin, "A New Look for Graduate Entrance Test," *The New York Times*, December 6, 2009, p. 36.

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1. Skim the following background information before conducting this ICA:

   A number of indices have been introduced to try to measure the readability of a written English passage. The Fog Index is popular because (1) it is easy to calculate and (2) the resulting Fog Index number approximates the years of schooling the reader needs to understand the passage. Robert Gunning introduced the Fog Index in 1952 with his book *The Technique of Clear Writing*.

   The Fog Index is criticized because it considers and weighs only two key factors: (1) sentence length and (2) polysyllabic or complex words. Also, it is inappropriate for scientific passages in mathematics, physiology, physics, and so on. Still, it has the merit to make writers rethink the best way to communicate their messages.

2. Pass out copies of the "What is Your Own Fog Index?" Handout and "Calculating a Fog Index" Handout to each student.

3. Give the following mini-lecture about the Fog Index and how to calculate it:

   "Good writing is hard work. Throughout our lives, we are called on to write memos, letters, and reports that need to be easily understood for effective communication. Today's activity gives you a simple way to assess and perhaps improve your own writing by determining the reading level of a sample of your writing.

   Appendix A provides both content and writing suggestions for developing a marketing plan. The red boxes next to the sample marketing plan suggest style, format, and layout guidelines to help you when writing this or any other document.

   In the 1950's, Robert Gunning wrote a book describes the Fog Index, which is a measure of the complexity of written work. A special appeal of the Fog Index is its simplicity: It equates the resulting number with the years of schooling the reader needs to have in order to understand a passage of a sample of writing."

4. Calculating a Fog Index Handout. Show students how to calculate the Fog Index for *The New York Times* article. Click on the Excel icon to calculate the Fog Index for a current or an alternative writing sample in class.

5. In the following class, ask students:

   a. To identify what are both the strengths and weaknesses of the Fog Index:

      - **Strengths**. Easy to calculate; fun to be able to equate the result to years of schooling needed to understand the passage.

      - **Weaknesses**. The Fog Index is a simplification. It clearly cannot be used with technical writing in sciences like in physics or medicine.

   b. For a show of hands on whether the Fog Index for their own writing sample was below 10; 10 or 11; 12 or 13; 14 or over.

   c. What personal writing lessons they may have learned.

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Marketing Lesson. To succeed in today's competitive marketplace, students need to make sure that their intended audiences understand their written communication.

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WHAT IS YOUR OWN FOG INDEX? HANDOUT[2]

Briefly, review this handout on how to calculate a Fog Index using the writing sample below from *The New York Times*.

How to Calculate a Fog Index. Let's calculate a Fog Index for the writing sample below, which was taken from a recent article in *The New York Times* newspaper. The topic concerns the changes that are about to occur in the Graduate Record Exam (GRE), the test needed for admission to many graduate schools.

"Although the GRE still includes sections on verbal reasoning, *quantitative* reasoning, and *analytical* writing, each section is being revised. The new verbal section, for example, will *eliminate* questions on *antonyms* and *analogies*. On the *quantitative* section, the biggest change will be the *addition* of an online *calculator*. The writing section will still have two parts, one asking for a *logical analysis* and the other seeking an *expression* of the student's own views. The biggest *difference* is that the prompts the students will receive will be more focused, meaning that our human raters will know *unambiguously* that the answer was written in response to the question, not *memorized*," said David G. Payne, who heads the GRE program for the testing service."

We can calculate a Fog Index for *The New York Times* passage using these steps:

1. Select a passage that is about 100 words.
2. Count the *number of words* in the passage (W):.....120
3. Count the *number of sentences* (S): 5
4. Count the *number of complex words* or polysyllables (3+ syllables) in the passage but exclude proper nouns (e.g. Chicago) or suffixes (-es, -ed, -ing) as a syllable (CW): 14
5. Divide the number of words in the passage by the number of sentences: ..... (W ÷S) or (129 ÷5) = 24.0
6. Divide the number of complex words in the passage by the number of words, then multiply the result by 100: (CW ÷ W) × 100 or (14 ÷ 120) × 100 = ...11.7
7. Fog Index = [0.4 × ((W ÷ S) + ((CW ÷ W) × 100))]
   = [0.4 × ((120 ÷ 5) + ((14 ÷ 120) × 100))]
   = [0.4 × (24.0 + 11.7)]
   = 0.4 × 35.7
   = 14.3 or 2nd year of college level readability!

The Fog Index represents the number of years of schooling the reader needs in order to understand the writing passage being evaluated. In this example, the reader theoretically needs two years after high school to understand the passage—about 14 years of formal education.

Calculating a Fog Index for Your Writing. For the sample of writing you brought to class, calculate your own Fog Index.

Getting Feedback. Share your writing sample in your group. See if they agree with the readability of your sample that is indicated by its Fog Index. What parts are easy to read? What parts are bit difficult to understand?

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[2] Tamar Lewin, "A New Look for Graduate Entrance Test," *The New York Times*, December 6, 2009, p. 36.

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CALCULATING A FOG INDEX HANDOUT[3]

1. **Select a passage that is about 100 words.**

2. **Count the *number of words* in the passage (W): 120**

3. **Count the *number of sentences* (S): 5**

4. **Count the *number of complex words* or polysyllables (3+ syllables) in the passage but exclude proper nouns (e.g. Chicago) or suffixes (-es, -ed, -ing) as a syllable (CW): 14**

5. **Divide the number of words in the passage by the number of sentences (W ÷ S): ..... 120 ÷ 5 = 24.0**

6. **Divide the number of complex words in the passage by the number of words, then multiply the result by 100: (CW ÷ W) × 100 or (14 ÷ 120) × 100 = ... 11.7**

7. **Fog Index = [0.4 × ((W ÷ S) + ((CW ÷ W) × 100))]**
   = [0.4 × ((120 ÷ 5) + ((14 ÷ 120) × 100))]
   = [0.4 × (24.0 + 11.7)]
   = 0.4 × 35.7
   = 14.3 or 2nd year of college level readability

ICA 2-2: IN-CLASS ACTIVITY

[3] **The numbers are for the passage from *The New York Times* quoted in the student handout.**

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Marketing Yourself

Learning Objective. To show students that marketing relates directly to their future by using the strategic marketing process and marketing mix when preparing for life after graduation.

Nature of the Activity. To have students do a SWOT analysis and goal setting for themselves to develop a plan that enhances their marketable skills before starting job interviews.

Estimated Class Time and Teaching Suggestions.

- During the first class, spend about 10 minutes to explain the purpose of this ICA.
- During the following class, lead a short discussion of actions they plan to take as a result of the ICA—perhaps asking them to turn it in for suggestions.

Materials Needed. Copies for each student of the:

- "Marketing Yourself" handout.
- "The Do-It-Myself Marketing Plan" worksheet.

Steps to Teach this ICA.

1. Pass out copies of the "Marketing Yourself" Handout and "The Do-It-Myself Marketing Plan" Worksheet to each student.

2. Ask students about the type of jobs they hope to land after graduation and how they intend to find these jobs. Most students will describe a "shotgun approach" of aiming at any job without any focused or targeted effort at specific careers (product management, marketing research, advertising, sales, etc.) or positions (assistant product manager, marketing research analyst, etc.).

   Suggest students look at Appendix C for career ideas. Explain how research can help students target specific jobs and learn about potential opportunities through networking, internships, informational interviewing, and many secondary sources.

3. After passing out the handouts, explain the importance in marketing themselves by:

   a. Doing a **situation analysis**, which involves taking stock of what they have done regarding their career search, where they are now, and where they are headed in terms of their existing plans and the external factors and trends affecting their employment prospects.
   b. Conducting a **SWOT analysis** to assess their personal strengths and weaknesses as well as their opportunities for and threats (barriers) to employment.

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- To conduct an **internal** analysis, ask students to identify some of their strengths and weaknesses are in terms of the courses taken and grades received, work experience, extra-curricular activities involvement, honors received, etc.
- To conduct an **external** analysis, ask students the following questions:
  - Which industries or types of jobs are growing or in demand that may be opportunities?
  - What advantages or "points of difference" do they have relative to other "competitors" (other students) seeking the same job opportunities?

4. Have each student specify elements of their marketing mix.

   a. What type of "product" do you have to offer? What skill sets do you possess?

   b. What sort of "pricing" is appropriate? What salary and benefits do you want?

   c. What "promotion" will be used? How will you inform prospective employers about yourself?

   d. What type of "place" or channel will be used? These include intermediaries such as on-campus career services, networking, employment agencies, and even the Internet, with firms such as Monster or Career Builder providing valuable services.

5. Call on several students and ask them to share portions of their personal marketing plan with the class. If students have few ideas about their marketing mix, ask about how information could be developed to help formulate an appropriate marketing mix.

Marketing Lesson. The strategic marketing process can be applied to products, services, ideas, and even to marketing yourself!

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MARKETING YOURSELF HANDOUT (1)

Planning Phase

Situation Analysis

- **Internal Assessment**. What are your strengths and weaknesses? What can you do to enhance your strengths and minimize your weaknesses? What points of difference or competitive advantage do YOU have? If you don't have one, can you develop one?
- **External Analysis**. What are the trends in the environmental forces that could impact your job search and career development? These consist of sociocultural, economic, technological, competitive, and regulatory forces.
- **Competitive Analysis**. What type of background, experiences, strengths, and weaknesses do your competitors have?
- **Market Analysis**. What market segments (job opportunities) have you identified as having the best potential? How do you fit into these markets? [NOTE: This means doing some research and perhaps reading Appendix C in the textbook!]

Focus and Goal Setting

- What are your objectives? Make them specific and measurable!
- What is your target market? Examples might be large public accounting firms, business-to-business sales, and marketing research for a consulting firm in Chicago, etc.

Marketing Program

- **Product**. YOU. Know yourself well. Continually improve yourself. Understand how you can meet the needs of your target market—prospective employers!
- **Pricing**. What salary and compensation package do you want? What are you willing to settle for? What's the average salary received by competitors in your target market?
- **Promotion**. Very important. Think about the buying process. How will you create awareness for yourself? What can you do to "break through the clutter" and get the opportunity for an interview? Your personal selling skills will be important for telephone contacts and face-to-face interviews. Probe to find out about the needs of the organization before that "sales call" and during the interview. Have your questions prepared.
- **Place (Distribution)**. What channels have you developed to access your target market, such as associations, personal contacts, professors, etc? Do some careful research on these. Don't assume that intensive distribution is necessarily the way to go. Focus your efforts to those target markets that hold promise.

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MARKETING YOURSELF HANDOUT (2)

Implementation Phase

Develop a timetable and budget for research, wardrobe, résumés, and travel. Carry out your program. Contact your target market opportunities. Follow-up consistently. Remember that looking for a job requires a significant commitment of your time and effort.

Evaluation Phase

Follow-up on all leads. Find out why you did or didn't make the cut. Ask at an interview what it was about your résumé that interested them. Even if you don't get the job, you have more insight. Similarly, when you call to follow-up on those cover letters and résumés that you sent out, ask when decisions will be made, when it would be appropriate to call back (and then do it). If you are rejected, call back and ask why. If you exhaust all of the possibilities in a given target market, go back to your situation analysis and identify new segments. Always send a "Thank You" note.

Resources

- Your college placement office.
- Informational interviewing (a great opportunity to learn more about careers you are considering while you are still in school and can make some adjustments to your program).
- Internships. Good experience to build your résumé and potential contacts for positions. Even if you don't want to work there, they can possibly open doors for you elsewhere.
- Richard N. Bolles, *What Color is Your Parachute?: A Practical Manual for Job-Hunters and Career-Changers*, (Berkeley, CA: Ten Speed Press). A companion workbook is also available. See www.jobhuntersbible.com (Bolles' website).
- Martin Yate, *Knock'em Dead; Knock'Em Dead Cover Letters; and Knock'Em Dead Resumes*, (Holbrook, MA: Adams Media Corporation). See www.adamsmediastore.com.

Websites. The following contain resources on job searches, résumé writing, interviewing, job postings, etc.

www.careerbuilder.com www.monster.com

www.jobhuntersbible.com

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THE DO-IT-MYSELF MARKETING PLAN WORKSHEET (1)

<table>
<tr><th colspan="2">STRATEGIC MARKETING PROCESS</th><th colspan="3">MY OWN MARKETING PLAN</th></tr>
<tr><td rowspan="11">P
L
A
N
N
I
N
G

P
H
A
S
E</td><td rowspan="2">Situation Analysis (SWOT)</td><td rowspan="2">Location of Factor</td><td colspan="2">Kind of Factor</td></tr>
<tr><td>Favorable</td><td>Unfavorable</td></tr>
<tr><td><u>Internal: Me</u>
• Core Values
• Formal Education
• Job Experience
• Motivation
• Other:_____</td><td><u>My Strengths</u>:</td><td><u>My Weaknesses</u>:</td></tr>
<tr><td><u>External</u>:
• Economic
• Technical
• Legal
• Other:_____</td><td><u>Opportunities For Me</u>:</td><td><u>Threats Affecting Me</u>:</td></tr>
<tr><td rowspan="9">Focus and Goal Setting</td><td>My Goals Upon Graduation</td><td colspan="2"><u>Personal Goals</u>:</td></tr>
<tr><td>My Desired Position</td><td colspan="2"><u>Job Description</u>:</td></tr>
<tr><td rowspan="3">My Target Industries, Organizations, and Locations</td><td colspan="2"><u>Industries</u>:</td></tr>
<tr><td colspan="2"><u>Organizations</u>:</td></tr>
<tr><td colspan="2"><u>Geographical Areas</u>:</td></tr>
<tr><td rowspan="3">My Uniqueness (Points of Difference)</td><td colspan="2"><u>Personality</u>:</td></tr>
<tr><td colspan="2"><u>Education & Experience</u>:</td></tr>
<tr><td colspan="2"><u>Other</u>:</td></tr>
<tr><td>My “Positioning”</td><td colspan="2"><u>How You Compare to Other Job Applicants</u>:</td></tr>
</table>

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THE DO-IT-MYSELF MARKETING PLAN WORKSHEET (2)

MARKETING PROGRAM		MY OWN MARKETING PLAN	
PLANNING PHASE	• **Product Strategy** (Actions to Improve My "Marketability")	Formal Education/Courses:	
		Job Experiences/Projects Completed:	
		Extra-Curricular/Volunteer Activities:	
		Obstacles To Overcome:	
	• **Price Strategy**	Compensation Sought:	
	• **Promotion Strategy**	Résumé, Personal Interviews, and Letters/Telephone Calls:	
	• **Place Strategy**	Networking for Contacts and References:	
IMPLEMENTATION PHASE	• **Budget/Schedule**	Budget	Deadlines
	• **Marketing Actions** (Courses to take, summer jobs to get, résumés to write, clothes to buy, travel arrangements to make, etc.)	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
EV	• **Evaluation**	What Did and Didn't Work:	

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EVALUATION PHASE	• **Corrective Actions**	How to Modify Strategy:

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