



TROY UNIVERSITY ATLANTIC REGION
COURSE SYLLABUS
MBA 6661 Marketing Management
Term 5 AY 07-08
May 27- July 27, 2008
Hybrid Format

INSTRUCTOR/PROFESSOR: Dr. Dianne B. Eppler

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MEETING LOCATION, DATES & TIMES:

The class will meet Thursdays from 5:15-10:15 p.m. at Fort Monroe, Bldg. 82, Room 262.

ON-LINE MEETING DATES: The equivalent of 15 class-hours will be scheduled for on-line activities. The on-line sessions will be conducted for class dates on (6/12, 6/26, 7/10/08). Activities for this date will be accomplished during that particular week. See assignment instructions for specifics.

CONSULTATION HOURS: Wednesday 12:45 - 4:45 pm. and Thursdays 10:30 a.m. - 4:30 p.m. at the Troy University Regional Office, 5425 Robin Hood Rd., Norfolk, VA.

Catalog Course Description: A blending of the subjects of product planning, personal selling, advertising, channels or distribution, physical distribution and inventory control.

Course Objectives: Upon completion of this course students will:

1. Understand the societal, managerial and strategic foundations of marketing theory and practice.
2. Utilize the concepts and tools for analyzing specific markets and the marketing environments in order to ascertain opportunities.
3. Design and plan marketing programs over the product life cycle.
4. Understand the issues in designing marketing strategies for companies in different market positions, both domestic and global.
5. Develop and understand the concepts of tactical marketing and how companies handle each element of the marketing mix--product, place, promotion, and price.
6. Understand the administration issues in marketing, primarily how firms organize implement, and control the marketing programs.

Course Purpose: To familiarize the student with the operational process of marketing and how it is integrated into the environment of the modern business entity.

Teaching Method: Lectures, exercises, cases, videos (where appropriate), and class discussions of relevant marketing theories and practices.

METHOD OF INSTRUCTION:

This course will be delivered using a hybrid-learning format. This means that while most of the 45 contact hours of the course schedule will be in-class sessions; there are scheduled online meetings, exercises, and/or discussions. Six class sessions will be delivered using in class sessions (*Weeks 1, 2, 4, 6, 8, and 9*). The in class sessions will be delivered on Thursdays at the Fort Monroe. Three class sessions (*Weeks 3, 5, and 7*) will be delivered over the Internet using the Blackboard system. A Blackboard site has been created to help manage class activities and to promote interaction among students. Blackboard will be used to provide such things as class announcements, lecture slides, syllabi, case analysis questions, research paper examples, and interactive forums for on line class meetings/exercises/ and or discussions. Access procedures will be provided at the first class session. Please see schedule of readings and assignments at the end of the syllabus for further detail. For online class meetings, students are evaluated on the quantity (level of participation), quality (content) of participation, and the fulfillment of requirements and deadlines.

ENTRANCE COMPETENCIES: Students will be expected to be proficient in critical thinking and critical writing, formatting papers in APA style, the use of the internet, email, MS Word, MS PowerPoint, and in conducting research through the Troy University Library Remote Library.

COURSE TECHNOLOGY:

Email and Internet Access: All students are required to have email accounts and internet access for this course. For students that do not have an internet service provider, recommend that one of the free Web based email accounts offered by firms such as Yahoo or MSN (hotmail) be utilized. Local and military libraries offer internet access for Troy University students.

Student Requirements:

Class participation means just that. If you are not in class, you are unable to participate.

Absences, late arrivals, and early departures from class will adversely affect your class participation grade. Text material will be highlighted in a lecture format. Attention will be focused on **discussion** of relevant issues and case analyses. **IF YOU ANTICIPATE MISSING ANY MORE THAN TWO CLASSES DO NOT ENROLL IN THIS CLASS.**

Group Assignments: Students will be working in groups to develop a marketing plan, analyze and present a comprehensive case analysis, and prepare online assignments. Group members are expected to participate equally in each assignment. Each member of the group will evaluate the other team members for the peer evaluation component of each student's grade. All assignments are to be the work of the group given that assignment. Using other students' work is plagiarism and is a violation of the Troy University Code of Conduct. Anyone plagiarizing another students' work will AT A MINIMUM receive a grade of 0% for the assignment.

Method of Evaluation:

Grading Policy:

On-line Discussions/Submissions	20%
Case Analysis/Presentation	20%
Peer Evaluation	5%
Marketing Plan	30%
Final Exam	<u>25%</u>
	100%

Grading Scale: A = 90-100; B = 80-89; C = 70-79; D=60-69, F = Below 70

ATTENDANCE POLICY:

Attendance is mandatory. No automatic cuts are authorized. Excessive absences will be reported to appropriate VA and military officials. Arrangements for excused absences must be made PRIOR to the absence.

REQUIRED TEXT: Strategic Marketing Problems, Roger A Kerin and Robert A. Peterson, Prentice Hall, 11th edition

Recommended: American Psychological Association (2001). Publication Manual of the American Psychological Association (5th ed.) Englewood Cliffs, NJ: Merrill.

REQUIRED READINGS: Reading Assignments should be completed **BEFORE** the class during which they are scheduled to be discussed.

STANDARD UNIVERSITY POLICIES

INCOMPLETES

A grade of "I" is not automatically assigned, but rather must be requested by the student by submitting to the instructor the Petition for and Work to Remove an Incomplete Grade form. An "I" can never be used in lieu of an "F" nor can an "I" be assigned because of excessive absences, with the exception that the student will make up the work by repeating all or part of the class in some subsequent term. No "Incomplete" may exceed nine weeks from the date it is assigned. Failure to clear the incomplete within the specified time period will result in the assignment of a grade of "F" for the course.

AMERICANS WITH DISABILITIES ACT (ADA):

Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link:

<http://www.troy.edu/humanresources/ADAPolicy2003.htm>

Students who have or may be dealing with a disability or learning difficulty should speak with the Office of Student Services, 757-274-0511 as soon as possible in order to ensure eligibility under the ADA.

STUDENT ORIENTATION AND COURSE PRE-REQUISITE SKILL REQUIREMENTS:

1. New students are required to complete an "in person" orientation with a site representative prior to enrolling. The "on-line" orientation session found at <http://ar.troy.edu/studentorientation/index.html> is the next step in the Troy University –Atlantic Region orientation process. It reinforces the discussions with the site representative and provides new students with all of the essential information to succeed in graduate education.
2. All students should ensure that they have developed certain pre-requisite skills prior to beginning courses. These skills include demonstrating writing proficiency in term papers, preparing PowerPoint slides for class presentations, using SPSS and Excel for statistical analysis, and conducting academic research through the Troy University library system. The links at the bottom of the Atlantic Region New Student Orientation page contain tutorials in each of these skills areas that will assist students in developing the skills required for graduate course work.

STANDARDS OF CONDUCT:

By their enrollment, students are responsible for following the "Standards of Conduct" as they apply in the Troy University Atlantic Region. Students may be disciplined up to and including suspension and expulsion for the commission of offenses in described on page 22 of the 2007-2008 Graduate Catalog. As a reminder to graduate students, the "Standards of Conduct" regards dishonesty as an offense, which includes cheating and plagiarism. Students should carefully study the definitions of cheating and plagiarism:

1. Cheating includes:

- a) Copying, or relying upon, another student's answers or submitting another student's work as one's own or submitting as new work assignments previously completed for another class, while completing any class assignment, study group assignment, or during in-class or take-home examinations.
- b) Providing one's own answers to another student while completing any class assignment, study group assignment (except where approved by the instructor due to the nature of the assignment itself), or during in-class or take-home examinations.
- c) Using notes, books, or any other unauthorized aids during an examination; or holding an unauthorized discussion of answers during in-class examinations.

2. Plagiarism is submitting a paper, other required student course requirement in which the language, ideas, or thoughts are identical to published or unpublished material from another source, including material found on the Internet, without correctly giving credit to that source. A good rule of thumb for correctly crediting a source is found in the citation below:

"Quotation marks should be used to indicate the exact words of another. Summarizing a passage or rearranging the order of a sentence and changing some of the words is paraphrasing. Each time a source is paraphrased a credit for the source needs to be included in the text. ... The key element of this principle is that an author does not present the work of another as if it were his or her own work. This

can extend to ideas as well as written words." (*Publication Manual of the American Psychological Association*, 2001, p.349)

While computers and the Internet allow students to cut and paste work from other material, new software is making it easier for universities detect plagiarism. Instructors may screen electronic versions of student assignments using the detection software. To avoid the pitfalls of plagiarism, students are strongly encouraged to review information on it available through Troy University Writing Center resources (<http://troy.troy.edu/writingcenter/index.html>)

LIBRARY SERVICES INFORMATION

For online journals and eBooks, follow the "Library" links from the Troy University homepage or the Atlantic Region homepage. Choose "Databases (book & journal) on the University College Library Services page. From the Troy University Libraries Online Resources page, use the pull down menu in the center of the page for A-Z or subject listings of databases.

Once you click on one of the database links, you'll be asked to login with your Trojan email account ID and password. Your email address is the same as your Trojan Web Express ID. If you do not know your Trojan Web Express ID, follow this link: http://it.troy.edu/email/user_id_help.html To request to have your email password reset, follow this link <http://it.troy.edu/email/index.html>

Susan W. Cornett
Atlantic Region Librarian
Troy University
Bateman Library
42 Ash Avenue
Langley Air Force Base, VA 23665
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757-865-7880 (voice mail)
757-865-3295 (fax)
888-241-0277 (toll free)

Live Chat, an instant messaging service, for online assistance from the TROY Libraries, is available 24 hrs a day, 7 days a week. There is a link to that service on the University College Library Services Web page, <http://uclibrary.troy.edu>

The Troy University Atlantic Region Library is located at Herbert H. Bateman Memorial Library, 42 Ash Ave., Langley Air Force Base, VA 23665

Telephone: Circulation Desk: (757) 764-2906; DSN: (88) 574-2906

Hours: Monday - Thursday 10:00 a.m. to 8:00 p.m.; Friday - Sunday noon to 5:00 p.m.;
Holidays Closed

Class Schedule: This schedule is subject to change

Week 1 (5/29/08)

In-class Session

Topic: Foundations of Strategic Marketing Management, Financial Aspects of Strategic Marketing Management

Readings: Chapters 1 & 2

Activity: Groups will be formed for Case Analyses and Marketing Plan

Assignment: Chapter 2: end of chapter problems # 1-9 (all questions). Understanding and being able to use the financial equations in analyzing the cases is imperative for success in this course. You will be expected to be able to determine the appropriate formulas to use in case analyses and be able to perform **any** of the types of financial analyses discussed in Chapter 2 and subsequent chapters on the final exam.

Week 2 (6/5/08)

In-class Session

Topic: Marketing Decision Making and Case Analysis, Opportunity Analysis and Market Targeting, Product and Service Strategy and Brand Management

Case: Zoecon - Dr. Eppler will present this case. Case Questions are included in this syllabus. These questions must be completed for your case analyses.

Readings: Chapter 3, 4 and 5

Activity: Chapter 2: end of chapter questions –These problems will be discussed in class.

Assignment: **Each group should submit its Marketing Plan topic consisting of a paragraph describing the product or service for your project.**

Week 3 (6/12/08)

On-line Activities – No in-class meeting

Case: Soft and Silky

Assignment: **Read the Soft and Silky case and submit your answers to the case questions which are posted on Blackboard. This is a group activity. One submission for each group should be posted on the Discussion Board no later than 11:00 p.m. on Thursday June 12, 2008. Each team's analysis will be posted on Bb. Each team should prepare an analysis of the other teams' submissions for discussion on 6/19/08. Time estimate – 5 hours.**

Week 4 (6/19/08)

In-class Session

Topic: Integrated Marketing Communication Strategy and Management, Marketing Channel Strategy, and Pricing Strategy

Readings: Chapter 6, 7, and 8

Activity: Discussion of the Soft and Silky case.

Week 5 (6/26/08)

In-class Session

Topic: Marketing Strategy Reformulation: The Control Process, Comprehensive Marketing Programs
 Readings: Chapters 9 & 10
 Activity: **Presentation of Group Cases**
 Week 6 (7/3/08) **On-line Activities – No in class meeting**
 Case: **Rogaine**
 Assignment: **Read the Rogaine case and submit your answers to the case questions which are posted on Blackboard. This is a group activity. One submission for each group should be sent to the Digital Dropbox no later than 11:00 p.m. on Thursday July 3, 2008. Each team's analysis will be posted on Bb. Time estimate – 5 hours.**

Week 7 (7/10/08) **On-line Activities – No in class meeting**
 Assignment: **Each team should prepare an analysis of the other teams' submissions for discussion on 7/18/08. Teams should finalize their marketing plan papers and Powerpoint presentations. Time estimate 5 hours.**

Week 8 (7/17/08) **In class session**
 Assignment: **MARKETING PLANS DUE - LATE PAPERS WILL LOSE POINTS. The marketing plans should be submitted in both electronic and hard copy formats. ALL MARKETING PLANS WILL BE SUBMITTED TO TURNITIN.COM FOR PLAGIARISM DETECTION.**
 Activity: Presentations of Marketing Plans
 Discussion of Rogaine case
 Final Exam Review

Week 9 (7/24/08) **In class Session**
Final Exam - Case Analysis Format.

Class members will form teams of 3-4 people. Each team will prepare three assignments as indicated below:

Case Analysis: Each team will be required to prepare and present one case analysis to the class. Class members who are not presenting that particular case will be expected to prepare each case and participate in class discussion. (20%)

On-line Submissions: Online submissions will be graded based on the following:

Grading On-line Discussions

In this course 20 percent of a participant's final grade is based on participation in class discussions
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A-LEVEL PARTICIPATION

- | |
|---|
| <ul style="list-style-type: none"> • Accuracy and/or logic of responses. • The participant consistently posted insightful comments and questions that |
|---|

<p>prompted on-topic discussion.</p> <ul style="list-style-type: none"> • The participant consistently helped clarify or synthesize other group members' ideas. • If disagreeing with another group members' ideas, the participant stated his or her disagreement or objections clearly, yet politely.
<p>B-LEVEL PARTICIPATION</p> <ul style="list-style-type: none"> • The participant was notably lacking in one or two of the items listed for A-level participation. • The participant consistently had to be prompted or coaxed to participate. • The participant usually, but not always, expressed herself or himself clearly.
<p>C-LEVEL PARTICIPATION</p> <ul style="list-style-type: none"> • The participant was consistently lacking in two or more of the items listed for A-level participation. • The participant was extremely reluctant to participate, even when prompted. • The participant rarely expressed himself or herself clearly.
<p>D-LEVEL PARTICIPATION</p> <ul style="list-style-type: none"> • The participant frequently attempted (success is irrelevant) to draw the discussion off-topic, even if the participant's participation otherwise conforms to a higher level on the rubric.
<p>F-LEVEL PARTICIPATION</p> <ul style="list-style-type: none"> • The participant was rude or abusive to other course participants. The participant consistently failed or refused to participate at all, even when specifically prompted or questioned, even if the participant's participation otherwise conforms to a higher level on the rubric.

Team Project: You are to assume that you are an entrepreneur desiring to market a consumer product or service of your choice on a local or regional basis somewhere in the United States. Each team will **Develop a Marketing Plan** (as outlined in Kerin and Peterson, Chapter 1) for this product or service. This is a research project. It is assumed that there will be a quality number of documents in the appendices of your report. **References must be properly cited. Failure to acknowledge sources is considered plagiarism. (25%)**

ALL PROJECTS WILL BE SUBMITTED TO TURNITIN.COM FOR PLAGIARISM DETECTION. PLAGIARISM WILL RESULT IN A GRADE OF 0% FOR THE PROJECT.

Peer Grade: Each member of each team will evaluate his/her peers regarding participation in group assignments. (5%)

Final Exam: This is a case analysis similar to those presented and discussed in class. Students are expected to be able to perform any type of quantitative analysis as discussed in the text and in class. Students will answer questions regarding the case which are similar to those handed in, presented, and discussed in class. (25%)

MARKETING MANAGEMENT CASE QUESTIONS

THE FOLLOWING QUESTIONS ARE FOR EACH GROUP TO ANSWER REGARDING YOUR GROUP CASE PRESENTATION AND YOUR GROUP ABBREVIATED CASE ANALYSIS. CLEARLY NUMBER THE QUESTIONS FOR YOUR PRESENTATION OR ANALYSIS. YOUR GRADE IS BASED ON HOW WELL YOU ANSWER THESE SPECIFIC QUESTIONS. EXTRANEOUS INFORMATION DOES NOT RECEIVE EXTRA CREDIT. GENERAL COMMENTS: A "QUANTITATIVE" ANALYSIS MEANS YOU MUST DO SOME CALCULATIONS, NOT JUST GIVE ME A NUMBER. YOUR ASSUMPTIONS AND METHOD OF CALCULATING SALES FORECASTS, COST/PROFIT ANALYSES, MARKET SHARE, ETC. SHOULD BE EXPLICITLY STATED. I WANT TO BE ABLE TO UNDERSTAND YOUR THOUGHT PROCESS. SOMETIMES CASE INFORMATION IS CONFLICTING. IF THAT IS THE CASE YOU SHOULD ACKNOWLEDGE IT AND SUPPORT THE CHOICE YOU MAKE.

FRITO-LAY DIPS

- 1.) How would you characterize the dip category in general? Discuss both qualitative and quantitative aspects of this market.
- 2.) How might the dip category be segmented? There are three ways that the market might be segmented - indicate this size of each segment.
- 3.) What is Frito-Lay=s competitive position within the segments it pursues, i.e., what is Frito-Lay=s market share for each segment (you must convert sales statistics given in the case from Frito-Lay=s selling price to the retail price). Discuss Frito-Lay=s competitive position from a qualitative standpoint.
- 4.) What sales volume and market share(s) will be required of the dip line to preserve its profit contribution given budgeted promotion expenses. Hint: the data from Exhibit 3 should be converted to percentages.
- 5.) What are the pros and cons of focusing on the Achip dip@ segment? What are the financial implications of choosing this segment?
- 6.) What are the pros and cons of focusing on the Avegetable dip@ segment? What are the financial implications of this strategy?
- 7.) What strategy would you recommend and why?

JONES BLAIR COMPANY

- 1.) How might one characterize the architectural paint coatings industry? How might the Jones Blair market area be characterized? Describe both in quantitative as well as qualitative aspects.
- 2.) How might one segment Jones Blair's market area? Remember, a segment should be homogeneous within (similar in terms of buying habits and needs) and heterogeneous between (different segments should be **different** from each other). Hint: consider different ways to segment markets.
- 3.) Which segment(s) represent opportunities for Jones Blair (hint, there are 4 segments)? Consider both qualitative and quantitative analyses of each segment and how they fit with Jones Blair's strategies/expertise.

4.) What is Jones Blair's competitive position in its market (discuss by segments) – calculate Jones Blair's market share by segment ? Again, a qualitative AND quantitative analysis is required to address this question.

5.) Which segment(s) should Jones Blair pursue AND why? Rank order the segments in order of opportunity for Jones Blair.

6.) What strategy should Jones Blair adopt to reach each segment sought? You should address the issues brought up at the end of the case by the company executives from both a qualitative AND quantitative standpoint. State the pros and cons for EACH alternative. What is your final recommendation and why did you choose it?

ZOECON CORPORATION: INSECT GROWTH REGULATORS

1.) How would you characterize the Premise Insecticide Market?. What are the characteristics of each segment? Both a qualitative and quantitative assessment is required.

2.) How do insect growth regulators fit each segment? This means, are the characteristics of IGRs suited better for the consumer segment or the PCO segment? Considering the information from Ch. 5 in the section labeled New Product Development regarding product related factors, which type of agent (IGR or adult insecticide) has an advantage for each characteristic (compatibility, etc.). This means PRODUCT FACTORS: relative advantage – short and long term, compatibility, simplicity of use, immediacy of benefit, and felt need. Based on this analysis, which market segment appears to be a better match for Zoecon's roach IGR? What was learned from Zoecon's flea IGR introduction?

3.) What has been learned from the Strike ROACH ENDER test market? What results were observed and what conclusions can be made? What are the package economics of each type of packaging (see exhibit 4 from the case). Perform a sales and cost analysis from the test market. What financial results might be expected in a national introduction during 1986.

4.) What are the pros and cons of each option (give 2 pros and 2 cons for each alternative) for Zoecon as stated in the case. Yes, both a qualitative and quantitative analysis are required. What is your recommendation as to what Zoecon should do?

5.) Assuming Zoecon pursues a third-party distribution arrangement, what specific information should be contained in a presentation to each company under consideration (d-Con, S.C. Johnson, or Boyle-Midway), i.e., what are the strengths/benefits of the product .

PHARMACIA & UPJOHN, INC.: ROGAINE HAIR GROWTH TREATMENT

1.) How would you characterize the various treatments for balding? Why do people use these treatments?

2.) How effective is Rogaine as a treatment for balding and for whom? You should consider the various segments in your discussion.

3.) How will the buying process for nonprescription Rogaine differ from the buying process for prescription Rogaine? The buying process consists of several steps: awareness > interest > evaluation > trial > adoption. What are the implications of this for Pharmacia and Upjohn?

4.) Describe and explain the U.S. sales performance of Rogaine through 1995. Was the marketing objective of maximizing sales of Rogaine in the U.S. market achieved? What factors

can you identify that might explain Rogaine=s sales performance? This discussion should include both qualitative and quantitative assessments.

5.) How realistic is the belief, expressed by Pharmacia & Upjohn officials, that nonprescription Rogaine (minoxidil) sales of \$1 billion were possible over five years given the marketing program for the brand? Both a quantitative and qualitative analysis is required. Any assumptions you make should be explicitly stated.

6.) How might the loss of U.S. patent protection and marketing exclusivity enjoyed by Rogaine since its introduction and competition from generic products affect sales of the Rogaine brand? Again, both a quantitative and qualitative analysis is required.

7.) Will the U.S. marketing strategy developed for non-prescription Rogaine prior to the FDA=s recent rulings need to be modified? If so, how?

Soft and Silky

1.) Based on Soft and Silky's sales performance through 1999, results from the focus group studies, and the performance of analogous products, should the aerosol container concept be pursued further? Give two pros and two cons for proceeding with the aerosol can and justify your answer from both a quantitative and qualitative standpoint.

2.) What are the economics of the 5 1/2 oz. tube container, 5 oz. aerosol container, and the 10 oz. aerosol container (i.e., perform a contribution analysis by package size- in dollars)? Hint, you should determine contribution/ounce as well as by package size for your analysis. This calculation will be necessary for subsequent questions.

3.) Assuming that the research firm's four forecasts for the combined products shown in Exhibit 5 are reasonable, what INCREMENTAL contribution IN DOLLARS can be expected in 2000 for each forecast? You should assess both new volume and cannibalization for each forecast. What is the estimated monetary value for each package size? You will need to use data from question 2 to answer this question.)

4.) What are two pros and two cons of commissioning the test market recommended by the research firm and Heather Courtwright? You must consider the value of perfect information - this means calculate the value of perfect information vs. the expected monetary value of your alternatives (calculated in question 3). Does the test market make sense from a financial perspective

5.) What action should Phoebe Masters recommend to her boss as far as marketing Soft and Silky? Support your recommendations. Options are stated on the last page of the case.

Proctor & Gamble, Inc.: Scope

1.) What significant changes have occurred in the Canadian mouthwash market in the past three years? Give a qualitative as well as quantitative assessment.

2.) How would you evaluate the performance of Scope over the past three years?

3.) Discuss the pros and cons of the options available for Scope. Discuss the main criteria for evaluating each alternative. The alternatives are: status quo, introduce a line extension (using Scope name), flanker brand (line extension with a brand name other than Scope), or re-launch Scope (with the plaque benefit). A financial analysis of the alternatives is required (costs, volume, profit analysis). You will need to decide if you will change your price to answer this

question. Justify any changes in price. All assumptions should be stated explicitly. A cannibalism assessment should be performed for the line extension/flanker brand alternatives.

4.) Prepare a BRIEF marketing plan for the forthcoming year. In other words, state your plan for the following categories: statement of purpose and strategy, segmentation strategy, 4 Ps strategies (price, promotion, distribution, and product). What are your objectives for the forthcoming year?

DR. PEPPER/SEVEN UP, INC: SQUIRT BRAND

1.) How would you characterize the carbonated soft drink industry in the United States? Discuss size and structure, brands and product categories, and the demographics of soft drink consumption.

2.) How would you characterize the Dr. Pepper/Seven Up, Inc. and Squirt competitive situations in the U.S carbonated soft drink industry? Prepare a SWOT analysis for Dr. Pepper/Seven Up and Squirt.

3.) Given your assessment of the competitive situation, what are the pros and cons of (a) continuing the present market targeting and positioning strategy (describe what it is) and (b) adopting the recommendation made by Foote, Cone & Belding? Discuss the citrus and grapefruit segments of the soft drink industry in terms of size and trends from 1996-2000. What is Squirt's share of each market? Estimate the size of the African-American and Hispanic 18-24 year old market.

4.) Might another market targeting and positioning approach be developed, which may or may not include elements of the current and recommended strategy? What would this strategy look like? How does it compare with the current and recommended approaches and why is it preferable?

5.) Prepare a formal presentation for senior management at Dr. Pepper/Seven Up, Inc. that details your recommended market targeting and positioning recommendation, including how it should be implemented in Squirt's advertising and promotion plan. Discuss the quantitative aspects of the plan.