

Industrial Marketing in the Forest Sector WSE 455/555

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Text: Strategic Marketing in the Global Forest Industries 2nd Edition, 2011, Hansen & Juslin and various other readings – all available via Canvas

Credits: 4

Schedule:

Prerequisites: None

Course Summary:

Marketing and innovation rely heavily on effective communication, so this course concentrates on written and oral communication. The course will arm you with the skills necessary to apply basic concepts of marketing and innovation in the renewable materials industries. Application will be highlighted through examples and industry speakers relating coursework to the day-to-day work in renewable materials business. See learning goals, objectives and daily schedule for detailed course content.

Learning Goals:

At the completion of this course, students will be able to:

- Understand a working knowledge of marketing and innovation in the renewable materials industries as well as business trends, market segments, and participating companies
- Know how to apply basic marketing fundamentals to the marketing of renewable materials
- Know how to analyze and make decision about renewable materials marketing and innovation problems

Course Objectives:

By the end of this course, students will be able to:

- Explain the concepts of marketing information, marketing strategy, new product development, and marketing structures
- Analyze renewable material companies and their marketing practices
- Establish Marketing Plan with the Integrated Model of Marketing Planning and Model of Information Environment
- Develop written and oral communication skills

Additional outcomes for graduate students: students will be able to:

- Evaluate references and quality of market information
- Formulate a logical marketing strategy and compare it to Porter's approach
- Analyze corporate social responsibility and innovativeness of renewable material companies
- Analyze power differences in the marketing channels
- Analyze the projections of product prices

Specific Activity Outcomes:

As a result of successfully completing this course, students will be able to create a strategic marketing plan.

Evaluation of Student Performance:

Midterm Exam #1	10%
Midterm Exam #2	10%
Final Exam	15%
Company Report	10%
Marketing Plan (group project)	20%
Quizzes	10%
Homework	15%
Participation	10%
Total	100%

Letter grades will be assigned as follows:

A 93-100%; A- 90-92%; B+ 87-89%; B 83-86%; B- 80-82%; C+ 77-79%; C 73-76%; C- 70-72%; D+ 67-69%; D 63-66%; D- 60-62%; F <60%

Classroom Etiquette: Participation is a large component of your grade. Accordingly, you need to come to class prepared to intelligently discuss the topic of the day.

Quizzes: This class is very reading-intensive. There will be four quizzes during the term – given at random. To do well on quizzes and actively participate in class, it is important that you stay current with reading.

Exams: Exams will consist of essay questions and will cover all materials including the text, lectures, industry speakers, class discussions, etc. The final exam will be comprehensive. You must use good spelling and decent grammar. The midterm exams will be take home followed by peer grading and instructor grading.

Homework: There are five homework assignments during the term worth 15% of the total grade for the course. In each case, your answer to the posed question can be a maximum of one page, single-spaced, 12-point font. Once you have feedback and grade on a homework, you can revise and resubmit for an improved grade (for up to one week after it is returned to you). Each time you revise and resubmit, all previous copies with written comments must be provided. The topics of the homework assignments are the following: Marketing information, strategy, new product development, marketing structures, and marketing functions.

Company Report: An in-depth look at a variety of companies will allow you to better understand the dynamics of the industry and common strategies and innovation and marketing practices. Each of you will be assigned a company about which you will give an oral report including the following aspects:

- company history (including mergers/acquisitions)
- major product lines
- corporate strategies
- marketing strategies and systems
- R&D and innovation management strategies/practices
- future plans
- sources of information

The oral report will be limited to 10 minutes and will be judged on content and presentation. Part of your participation grade will be tied to active interaction and asking questions of your colleagues. Please note: this is not a web only exercise. You should make it very clear how you have used the company annual report and/or other non-homepage materials. **You MUST provide your presentation to Pipiet electronically by noon the day before you present.**

Marketing Plan: You will be assembled into groups to create a marketing plan. The plan will be structured following that shown in Chapter 7 of the textbook and in the document titled "Putting Together a Marketing Plan." Creation of the plan may require primary data collection.

Expectations for Student Conduct

Student conduct is governed by the university's policies; see Student Conduct and Community Standards.

Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Academic or Scholarly Dishonesty, or contact the office of Student Conduct and Community Standards (SCCS) at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

(i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

(ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Difference, Power, and Discrimination Baccalaureate Core Statement:

WSE 455 Industrial Marketing in the Forest Sector fulfills the Difference, Power, and Discrimination (DPD) requirement. The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of DPD course material will enhance meaningful democratic participation in our diverse university community and our increasingly multicultural U.S. society.

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Statement Regarding Religious Accommodation

As instructors we are required to provide reasonable accommodations for sincerely held religious beliefs. It is incumbent on you to make us aware of the request as soon as possible prior to the need for the accommodation. See the Religious Accommodation of Students Policy.

Notes

Recent edits have been done to diversify course readings in order to reach a more comprehensive understanding of marketing as science. Please contact instructors (in person or electronically) or submit anonymous feedback if you have any suggestions to improve the quality of the course materials.

Instructors aim to create a learning environment that supports a diversity of thoughts, perspectives and experiences, and honors students' identities (including but not limited to race, gender, class, sexuality, religion, and ability). To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official records, please let us know
- We (like many people) are still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to us about it. (Again, anonymous feedback is always an option).

Last but not least, if you need more information on Diversity Equity Inclusion in College of Forestry, please check <https://www.forestry.oregonstate.edu/diversity>

Sources

If you need a help on writing

<http://writingcenter.oregonstate.edu/undergrad-writing-studio>