



**THE OHIO STATE  
UNIVERSITY**

JOHN GLENN COLLEGE  
OF PUBLIC AFFAIRS

## **Marketing for Nonprofit and Public Sector Organizations (5592)**

Spring Semester 2017

Monday and Wednesday, 5:30–6:50 p.m.

Mendenhall Lab 131

Credit Hours: 3

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Prerequisites: PUBAFRS 3140 is required for undergraduate students; PUBAFRS 7553 is recommended for graduate students

Instructor: Kimberly Ratcliff

Email: ratcliff.4@osu.edu

Phone: 614.441.1452

Office Hours: Mondays, 7–7:30 p.m., in Mendenhall Lab 131 (scheduled in advance with instructor)

### **COURSE DESCRIPTION**

This course examines the marketing principles of mission-driven organizations, specifically nonprofits and government agencies. Marketing is one tool available to managers to improve organizational performance and encourage effective communication to stakeholders. However, public and nonprofit marketers face unique marketing challenges—from deficient resources for adequately addressing marketing needs to a general lack of understanding of the power of marketing.

The course will address these and other challenges of nonprofit and public sector marketers, providing students with an introduction to marketing theory. It will also equip students with practical experience in developing a strategic marketing plan, influencing the attitudes and behaviors of diverse stakeholders, leveraging social media and other emerging technologies, and other skills relevant to nonprofit and public sector marketers.

### **COURSE OBJECTIVES**

The course includes a combination of in-class discussions and interactive activities, complemented by readings and out-of-class individual and team assignments. **The overarching goal is for students to grow their expertise in marketing for nonprofit and public sector organizations as a key management competency.**

#### **Nonprofit and Public Sector Marketing Learning Objectives:**

Upon successful completion of this course students will:

1. Identify the goals and objectives of marketing for mission-driven organizations from a theoretical and practical perspective;
2. Demonstrate the strategies and tactics of nonprofit and public sector marketing through discussion, case study, small group analysis, interaction with guest speakers, and assignments; and
3. Apply their knowledge of marketing by utilizing planning and implementation tools to improve organizational performance.

## General Course Objectives:

By the end of the course, you should be able to:

1. Demonstrate the ability to read carefully and express ideas effectively regarding issues of public concern through critical analysis, discussion, and writing;
2. Apply written, oral, and visual communication skills and conventions of academic discourse to the challenges in the public policy process; and
3. Access and use information critically and analytically.

Additional information on the General Education Goals is available on the Arts and Sciences website, [http://ascas.osu.edu/curriculum/ge-goals-and-learning-outcomes#Writing and Communication](http://ascas.osu.edu/curriculum/ge-goals-and-learning-outcomes#Writing_and_Communication)

## Glenn College Course Objectives:

This course also meets the following objectives under the Management Stream for the Glenn College:

1. Manage and lead public organizations towards policy goals;
2. Identify and manage external/environmental challenges to organizational performance;
3. Engage in strategic planning for public organizations; and
4. Identify and manage internal challenges to organizational performance.

## GRADING AND COURSE REQUIREMENTS

Your grade for this class will be assessed through specific individual and team assignments using rubrics for written and oral communications, as well as your contribution during group discussions and activities. The overall grade distribution is provided below, followed by a detailed description of each graded component and the number of potential points that can be earned for each.

## GRADE DISTRIBUTION

**Case Study Outlines** 25%

**Case Study Analysis and Class Discussion Facilitation** 15%

**Marketing Plan** 50%

**Class Participation** 10%

See specific point values for each assignment in Graded Components.

*NOTE: In-class contribution is based upon both attendance and participation.*

- *ATTENDANCE: Your attendance is critical to your classmates and what you take away from the course. If you are absent, please let me know your specific circumstances, and I will take this into consideration when determining your grade.*
- *DISTRACTIONS: If you are present in class but are distracted by other reading, texting, or social media, I will reduce your in-class contribution points. "Being here now" makes a difference.*
- *Graduate students taking the class will be expected to take on more of a leadership role in class discussion and case study presentation. Additionally, the instructor will provide a writing rubric for all assignments which will include a higher level of rigor for graduate student performance.*

Transformation of a numerical grade to a letter grade will be according to the schedule below.

A	93-100	B+	87-89.9	C+	77-79.9	D+	67-69.9
A-	90-92.9	B	83-86.9	C	73-76.9	D	60-66.9
		B-	80-82.9	C-	70-72.9	E	< 60

## GRADED COMPONENTS

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### Case Studies

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The course relies your review and active learning from case studies to provide insight into real-world challenges faced by marketing managers in the public and nonprofit sectors. Cases are generally written to contain background information on the organization, objective of the activity, people involved, and a series of events and marketing challenges that confront the manager.

At the beginning of the course, each student will select one case study. There will be multiple students assigned to each of the case studies. On the week their selected case study is due, each student will write a 5-page (single-spaced) case analysis that:

1. Identifies the primary challenge facing the case protagonist(s);
2. Provides a critical assessment of the situation;
3. Issues a persuasive argument supporting a recommended course of action that leverages marketing strategies and tactics; and
4. Connects the problem and/or topic to course concepts.

**Students who write the full case analysis** each week will be responsible for leading class discussion on the case, and the instructor expects graduate students to assume a primary leadership role in these discussions.

**Students not writing the full case study analysis** for each week will draft a 1–2 page (single-spaced) bulleted outline of the case, covering the four elements described above. The cases will be reviewed in class for deeper group discussion and commentary, led by the students who have completed the full case analysis.

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### Marketing Plan

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The primary deliverable for this course is a 10-page single-spaced marketing plan, organized with callouts, visuals, columns, and other design elements that enhance the readability and professionalism of the final product. Students will prepare a marketing plan for a nonprofit organization or government agency of their choice, or a new entity yet to be formed. By the assigned date, students must select their organization and be prepared to provide draft content responding to item #2 below and respond to any questions from the instructor about the draft. The final marketing plan should include the following elements, informed by instructor feedback provided on the midterm:

1. Establish mission and vision statements for your new organization or offer fine-tuning edits if choosing an existing organization; briefly describe basic services provided.
2. Analyze its organizational environments and situation
  - a. Internal environments
    - i. Review organizational goals and objectives
    - ii. Describe the organizational culture you seek to establish
    - iii. Assess strengths and weaknesses
  - b. External analysis
    - i. List and briefly describe all organizational publics/audiences including its clients, donors, volunteers, board members and others
    - ii. Describe the competition faced by your organization (research similar local nonprofit and for-profit organizations operating in the same service area)
    - iii. Point out various aspects of the current macroeconomic situation and how they may affect your organization.
    - iv. Assess opportunities and threats
3. Formulate core marketing strategy (e.g., new markets? new offerings?)
4. Describe marketing research needed to gain an understanding of how the target audience(s) makes decisions about changing their behavior according to organizational desires. Based on common sense and any online information you can find, make preliminary assumptions about the *character of their decision-*

*making* (e.g., who are the decision-makers? How, when, where, and why do these potential consumers use or may use your services?), *latest trends in demand* (is the demand for services growing or declining?) and *social, cultural, and economic characteristics* of consumers.

5. Based on market research, provide a rationale for market segmentation
6. Develop a brand for the organization (name, guidance to inform logo design, detailed positioning messages including brand promise and story)
7. Describe the marketing mix (product, price, place, promotion)
  - a. Product: Are you planning on developing a new product or improving the style, or packaging of your current product? What sources of data will you consider to guide your ideas for a new product?
  - b. Price: What pricing techniques will you use?
  - c. Place: Based on the character of your offering and the traits of your target audiences, how will you be reaching your audiences?
  - d. Promotion: what messages would you want to send and what media would you use?
8. Describe the implementation plan (responsibilities, tasks, and timeline).
9. Explain how you recommend monitoring and evaluating the effectiveness of marketing activities

## COURSE POLICIES

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### ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

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(From: <http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>)

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#) and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's [Code of Student Conduct](#), Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's [Code of Student Conduct](#) is never considered an "excuse" for academic misconduct.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

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### TURNITIN

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When you submit items to Dropbox, Turnitin's "OriginalityCheck" is turned on. See the OSU website: <http://odee.osu.edu/resourcecenter/carmen/dropbox-turnitin-suite#overview>. OriginalityCheck is a service provided that scans your entire submission and then compares your text to other works (including your own) to determine how much of your paper matches. See the following web page for best practices when writing your homework and papers: <https://odee.osu.edu/resourcecenter/carmen/dropbox-turnitin-suite-students>

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### ASSIGNMENTS

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You will submit all assignments for the course via Carmen dropboxes (your individual or the team dropbox) by the beginning of class (Mondays at 5:30) on the assigned day. Some assignments (case study analyses and outlines) will be reviewed and discussed in class; for these assignments, please bring a hard copy of the work or be prepared to reference on a device of your choice. Informing me of your intention to be absent does not waive your obligation to submit assigned work. **Late work will be accepted with a one-third-letter grade penalty each day that it is late (A- to B+).**

## REQUIRED COURSE READING MATERIAL

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### Textbook

This course textbook is a bookshelf item that will help to build your understanding of marketing in the nonprofit and public sector environments and will be useful for reference during your career:

Lee, N. & Kotler, P. (2016). *Social Marketing: Changing Behaviors for Good* (5<sup>th</sup> edition). Los Angeles: SAGE. ISBN # 9781452292144

Students can access textbook information via the Barnes & Noble bookstore website: [www.shopOhioState.com](http://www.shopOhioState.com) as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) on line.

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### Case Studies

The *Harvard Business Review* case studies listed below can be purchased online via a coursepack set up by the instructor. **The case studies are delivered as PDFs and typically cost \$6.95 when purchased individually. Students can purchase the coursepack in its entirety at this location for a reduced cost:** <http://cb.hbsp.harvard.edu/cbmp/access/57360179>

0. Alexander Hamilton
1. The Toronto Ultimate Club
2. Ten Thousand Villages
3. Nuestros Amigos
4. Hope Blooms
5. Hurricane Island Outward Bound
6. NASA

## COURSE CALENDAR

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### Week 1a: Jan. 9

#### Lecture:

Introduction to nonprofit/public sector marketing

#### Activity:

Syllabus bingo

#### Readings for Next Class:

**Text:** Ch. 1 – Defining and Distinguishing Social Marketing

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### Week 1b: Jan. 11

#### Lecture:

- Introduction to nonprofit/public sector marketing, cont'd
- Overview of the strategic marketing planning process, market research, and situation analysis

#### Reading for Next Class:

**Text:** Ch. 2 – 10 Steps in the Strategic Marketing Planning Process

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**Week 2a: Jan. 16**

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***Martin Luther King, Jr. Day – no class***

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**Week 2b: Jan. 18**

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**Class Activity:** Visit your organization, conduct interview with a representative if possible (or schedule for another week), and research their current situation.

**Reading for Next Class:**

- **Text:** Ch. 3 – Determining Research Needs and Options
- **Case Study 0:** Alexander Hamilton

**Due by Next Class:**

One-page (single-spaced) summary of initial situation analysis that will count as class participation for this week.

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**Week 3a: Jan. 23**

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**Lecture:**

- Market research
- Select case study analysis teams

**Activity:**

Case study model and in-class discussion

**Readings for Next Class:**

- **Text:** Ch. 4 – Choosing A Social Issue, Purpose and Focus For Your Plan, and Conducting a Situation Analysis

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**Week 3b: Jan. 25**

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**Lecture:**

Issue selection, your plan's goals, and situation analysis

**Reading for Next Class:**

- **Text:** Ch. 5 – Segmenting, Evaluating, and Selecting Target Audiences
- **Case Study 1:** Toronto Ultimate Club

**Due by Next Class:**

**Case Study 1:** Outline or analysis of Toronto Ultimate Club

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**Week 4a: Jan. 30**

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**Lecture:**

Audience segmentation, evaluation, and target selection

**Discussion:**

**Case Study 1:** Toronto Ultimate Club

**Reading for Next Class:**

**Text:** Ch. 6 – Setting Behavior Objectives and Target Goals

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**Week 4b: Feb. 1**

**Lecture:**

Objectives to change attitudes, opinions, and behaviors

**Reading for Next Class:**

**Text:** Ch. 7 – Identifying Barriers, Benefits, Motivators, the Competition, and Influential Others

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**Week 5a: Feb. 6**

**Lecture:**

Barriers, benefits, motivators, competition, and influencers

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**Week 5b: Feb. 8**

**Lecture:**

Barriers, benefits, motivators, competition, and influencers (cont'd)

**Readings for Next Class:**

**Text:** Ch. 8 – Tapping Behavior Change Theories, Models, and Frameworks

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**Week 6a: Feb. 13**

**Lecture:**

Change theories and practices

**Readings for Next Class:**

**Case Study 2:** Ten Thousand Villages

**Due by Next Class:**

**Case Study 2:** Outline or analysis of Ten Thousand Villages

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**Week 6b: Feb. 15**

**Lecture:**

Change theories and practices, cont'd

**Discussion:**

**Case Study 2:** Ten Thousand Villages

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**Week 7a: Feb. 20**

**Lecture:**

**Guest Speaker:** Video production

**Readings for Next Class:**

**Case Study 3:** Nuestros Amigos

**Due by Next Class:**

**Case Study 3:** Outline or analysis of Nuestros Amigos

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**Week 7b: Feb. 22**

**Discussion:**

**Case Study 3:** Nuestros Amigos

**Readings for Next Class:**

**Carmen:** Watch assigned videos and review readings posted for this week

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**Week 8a: Feb. 27**

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**Activity:**

Storyboarding for video

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**Week 8b: Mar. 1**

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**Activity:**

Storyboarding for video

**Readings for Next Class:**

**Text:** Ch. 9 – Crafting a Desired Positioning

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**Week 9a: Mar. 6**

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**Lecture:**

Positioning

**Readings for Next Class:**

- **Text:** Ch. 10 – Product: Creating a Product Platform
- **Case Study 4:** Hope Blooms

**Due by Next Class:**

**Case Study 4:** Outline or analysis of Hope Blooms

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**Week 9b: Mar. 8**

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**Lecture:**

The first P: Product

**Discussion:**

**Case Study 4:** Hope Blooms

***Mar. 13–17: Spring Break (no class)***

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**Week 10a: Mar. 20**

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**Lecture:**

**Guest Speaker:** Former student, current marketer in the nonprofit/public sector

**Readings for Next Class:**

- **Text:** Ch. 11 – Price: Determining Monetary & Nonmonetary Incentives and Disincentives
- **Case Study 5:** Hurricane Island Outward Bound

**Due by Next Class:**

**Case Study 5:** Outline or analysis of Hurricane Island Outward Bound

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**Week 10b: Mar. 22**

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**Lecture:**

The second P: Price

**Discussion:**

**Case Study 5:** Hurricane Island Outward Bound

**Readings for Next Class:**

**Text:** Ch. 12 – Place: Making Access Convenient and Pleasant

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**Week 11a: Mar. 27**

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**Lecture:**

The third P: Place

**Readings for Next Class:**

**Text:** Ch. 13 – Promotion: Deciding on Messages, Messengers, and Creative Strategies

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**Week 11b: Mar. 29**

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**Lecture:**

The last P: Promotion (messages, messengers, and strategies/tactics)

**Readings for Next Class:**

**Text:** Ch. 14 – Promotion: Selecting Communication Channel

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**Week 12a: Apr. 3**

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**Lecture:**

The last P: Promotion (channels)

**Guest Speaker:** Sonya Yencer, St. Vincent Foundation and the Red Thread Promise

**Readings for Next Class:**

- **Text:** Ch. 15 – Developing a Plan for Monitoring & Evaluation
- **Case Study 6:** NASA

**Due by Next Class:**

**Case Study 6:** Outline or analysis of NASA

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**Week 12b: Apr. 5**

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**Lecture:**

Monitoring and evaluation

**Discussion:**

**Case Study 6:** NASA

**Readings for Next Class:**

**Text:** Ch. 16 – Establishing Budgets and Finding Funding

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**Week 13a: Apr. 10**

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**Lecture:**

Budgets and funding

**Readings for Next Class:**

**Text:** Ch. 17 – Creating an Implementation Plan and Sustaining Behavior

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**Week 13b: Apr. 12**

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**Lecture:**

Successful implementation of marketing programs and keeping the ball rolling

**Readings for Next Class:**

**Carmen:** Review sample marketing plans

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**Week 14a: Apr. 17**

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**Lecture:**

Discuss marketing plans previously reviewed. What stands out as being most effective or in need of improvement?

**Due by Next Class:**

Marketing Plan Draft

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**Week 14b: Apr. 19**

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*Lab times with instructor or Janice Zielinski, senior director of marketing at Battelle for Kids, to review marketing plan drafts. Scheduled in advance.*

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**Week 15a: April 24**

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*Lab times with instructor to review marketing plan drafts. Scheduled in advance.*

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**FINAL MARKETING PLAN DUE: Apr. 26**

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**CLOSING NOTES**

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**DIVERSITY VALUES**

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The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

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**WRITING ASSISTANCE**

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The Writing Center is a key resource for writing assistance. The following is from their website (<https://cstw.osu.edu/students>): The Writing Center works “one-one-one with undergraduate and graduate students, faculty, and staff at Ohio State on writing projects. Writing consultants are able to review writing at any stage, from brainstorming to a final draft, as well as help with non-paper assignments such as presentations, blogs, etc.” Consultants are available by appointment, on a walk-in basis or online.

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## ACCOMMODATIONS

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The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

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## MENTAL HEALTH

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As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292- 5766. CCS is located on the 4<sup>th</sup> Floor of the Younkin Success Center and 10<sup>th</sup> Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org). Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/> .