

# Syllabus – WSE 455

Course Name and Number: Industrial Marketing in the Forest Sector, WSE 455

Term Offered: Fall

Delivery: Hybrid + TBA

Credits: 3

Instructor: Eric Hansen

Instructor Email and Phone: [eric.hansen@oregonstate.edu](mailto:eric.hansen@oregonstate.edu); 541-737-4240

Instructor Office Location and Office Hours: Richardson Hall 119; office hours by appointment

## Course Description

Marketing relies heavily on effective communication, so this course concentrates on written and oral communication. The course will arm students with the skills necessary to apply basic concepts of marketing of forest products. Application will be highlighted through examples and industry speakers relating course work to the day-to-day work in business.

## Objectives:

- Provide a working knowledge of marketing in the forest sector as well as business trends, market segments, and participating companies
- Develop skills for the application of basic marketing fundamentals to the marketing of renewable materials
- Develop written and oral communication skills
- Develop problem-solving and decision-making skills through the analysis of renewable materials marketing problems
- Become familiar with forest sector companies and marketing practices

## Hybrid Course Structure and Credits

A hybrid course includes both regularly scheduled on-site classroom meetings, and significant online out-of-classroom components, that replace regularly scheduled class meeting time. This course is delivered both in person and online via Canvas.

- “In class” – we will negotiate a convenient routine where we can touch base on course content.
- Online in Canvas, you will interact with the course content and me for approximately six hours each week, where you will view lectures, engage in online discussions, and take online quizzes.

## Communication

Email me.

## Learning Resources

[Strategic Marketing in the Global Forest Industries](#). Open Access Edition, 2018  
Misc. readings available via Canvas

## Course-Specific Measurable Student Learning Outcomes

### Week 1

- Describe impacts of the external environment on a firm and its marketing
- Explain the concept of globalization and its impact on forest products
- Summarize major global industry issues & trends
- Describe where global forests are located
- Describe the role of plantation grown fiber in the forest sector
- Describe major trade flows of forest products
- Describe major political issues impacting the industry
- Describe major economic issues impacting the industry
- Describe major social issues impacting the industry
- Describe major technological issues impacting the industry
- Describe how marketing in the forest industry can contribute to the UN's SDGs

### Week 2

- Explain the basic concept of marketing
- Explain how marketing has evolved over time
- Explain the concept of environmental marketing and why it is important
- Describe the logic of the Integrated Model of Marketing Planning (IMMP)
- Discuss the difference between customer and consumer
- Discuss the difference between B2C and B2B
- Explain marketing as a connector, function, and integrator
- Define organizational culture
- Explain the evolution of marketing
- Explain the meaning of marketing sophistication
- Describe corporate social responsibility
- Describe environmental marketing
- Recognize what is required for creating a successful final project paper and presentation

### **Week 3**

- Describe the Model of the Information Environment
- Explain the importance of information in marketing
- List appropriate places to find market information
- Illustrate ability to find and utilize market information

### **Week 4**

- Recognize the difference between corporate and marketing strategies
- Describe the major steps in corporate strategic planning
- Apply portfolio matrices in decision making
- Explain the importance of strategic accounts
- Classify the marketing strategy of a firm
- Describe the major steps in corporate strategic planning
- Recognize the difference between corporate and marketing strategies
- Explain the evolution from SBU to SBA thinking
- Apply portfolio matrices in decision making
- Describe a marketing strategy
- Illustrate strategy changes necessary for pursuing environmental marketing

### **Week 5**

- Explain the concept of a commodity product
- Describe a total product
- Demonstrate how a total product can help in differentiation
- Draw the Product Differentiation Spectrum
- Illustrate the principles of the Product Differentiation Spectrum
- Explain how to utilize the product life cycle concept
- Explain the impacts of strategy choice on company operations
- Explain why there is no such thing as a commodity
- Demonstrate how a total product can help in differentiation

### **Week 6**

- Explain the logic of market segmentation
- Explain the logic of customer segmentation
- Explain the concept of core competencies
- Describe the relationship between core competencies and competitive advantage
- Evaluate the appropriateness of a marketing Strategy

### **Week 7**

- Describe marketing structures
- Describe the historical evolution of marketing relationships
- Outline advantages of close relationships
- Describe the use of information technology in marketing
- Describe organizational structures conducive to effective marketing
- Describe marketing channel alternatives

- Describe roles, advantages, and disadvantages of various channel member types
- Explain power in marketing channels

### **Week 8**

- Draw a model of communication, including its relationship with the IMMP
- Describe the influence of marketing strategy on communication
- Design a communications portfolio
- Explain how the role of a salesperson has evolved over time
- Describe how advertising is evolving in forest industry companies
- Describe ways of gaining public relations

### **Week 9**

- Explain the role and importance of trade shows
- Explain why customer support is essential to maintaining customer relationships
- Explain basic approaches to setting prices
- Explain mechanisms for altering/reducing prices
- Describe product development in the forest industry

### **Week 10**

- Contrast textbook marketing theories to what actually happens in the forest sector

### **Evaluation of Student Performance**

Your grade will be based on the following scale:

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 = below 60%

The list below indicates how points are apportioned:

#### **Points**

|     |   |
|-----|---|
| 150 | Online Discussions                                  |
| 150 | Quizzes   |
| 150 | Attendance/participation, in-person (Zoom) meetings |
| 100 | Company presentation                                |
| 250 | Company report                                      |
| 150 | Midterm Exam (take home)                            |
| 50  | Midterm Exam peer review                            |

**Total – 1000 points**

## Course Policies

### Discussion Participation

Students are expected to participate in all graded discussions. You will need to participate in our discussions on at least two different days each week, with your first post due no later than Tuesday evening, and your second post due by the end of each week.

### Guidelines for a Productive Hybrid Course

Students are expected to conduct themselves in the course (for example, in the classroom, on discussion boards and in email) in compliance with the university's regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction is essential to success in this hybrid course, paying particular attention to the following:

- Unless indicated otherwise, please review the readings and other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

### 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.

### Expectations for Student Conduct and Academic Integrity

Student conduct is governed by the university's policies. See Code of Student Conduct (<https://beav.es/codeofconduct>). For further information, visit [Student Conduct and Community Standards](#).

### **Reach Out for Success**

University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about resources that assist with wellness and academic success at [oregonstate.edu/ReachOut](http://oregonstate.edu/ReachOut). If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255)

### **Statement Regarding Religious Accommodation**

Oregon State University is required to provide reasonable accommodations for employee and student sincerely held religious beliefs. It is incumbent on the student making the request to make the faculty member aware of the request as soon as possible prior to the need for the accommodation. See the [Religious Accommodation Process for Students](#).

### **Basic Needs Statement**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Human Services Resource Center (HSRC) for support ([hsrc@oregonstate.edu](mailto:hsrc@oregonstate.edu), 541-737-3747). The HSRC has a [food pantry](#), a [textbook lending program](#) and other resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

### **Student Evaluation of Teaching**

The online Student Evaluation of Teaching system opens to students the Wednesday of week 8 and closes the Sunday before Finals Week. Students will receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the learning experience of future students. Responses are anonymous (unless a student chooses to "sign" their comments agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.

### **Incompletes**

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child). If you are having difficulties that might prevent you completing the course, please don't wait until the end of the term; let me know right away.