I. COURSE DESCRIPTION:

The course provides the student with instruction in concepts and practices associated with marketing, business recruitment, and business retention and expansion in economic development. The student will possess an understanding of the major concepts and practices associated with economic development marketing (place-marketing), business recruitment, and business retention and expansion (BRE). The student will learn about the significance of collaboration and partnerships in achieving results in these practice areas. In addition, they will learn the basics of preparing strategies and plans to guide work efforts in each area.
II. COURSE OBJECTIVES:
The purpose of this course is to provide students with the basic knowledge about business attraction, retention and expansion activities. By the end of the course you should be able to:

- Develop a marketing and BR&E plan for a community.
- Demonstrate precise and varied language of business attraction, retention and expansion
- Critically analyze business recruitment, retention, and expansion methods and opportunities.
- Be proficient in IEDC BR&E competencies:
  - Establishing, maintaining and upgrading a BRE program
  - Creating effective models for business visitations and surveys
  - Customer-Relationship Management (CRM) techniques
  - Marketing a BRE program
  - Establishing an early warning system
  - Cluster and industry-focused BRE programs
  - Tracking and analyzing customer feedback and response
- Be proficient in IEDC marketing & attraction competencies:
  - Site selection fundamentals
  - Identifying target industries using data-driven techniques
  - Developing a community marketing plan and brand
  - Garnering internal and external support for the marketing campaign
  - Engaging social media and website design to target new markets
  - Utilizing Geographic Information Systems (GIS) to serve clients
  - Benchmarking, evaluating and monitoring the marketing plan

III. COURSE COMMUNICATION:
The main mode of Course communication such as obtaining lecture notes, recorded lectures, and assignments and exams will be through Blackboard 9.1 and Blackboard Collaborate. The interaction between instructor and students, as well as one-to-one communication will be through Blackboard, students USM email, and assignment feedback or comments. Students may contact instructor physically during the office hour or any other time by appointment. Goal here is to enhance the understanding of the course topics and the comprehension of the course content in area of globalization.

Technology Requirements
- Students require Computer, internet connection, and headphones/speaker. Students also require software including Microsoft Word, Excel, and Power Point to complete the assignments and course exams.

IV. CLASS PROCEDURES AND REQUIREMENTS:
Students are required to read assigned texts, articles, and chapters each week and be prepared to answer the questions posted in Blackboard of the readings. Books will be supplied to the students at the beginning of the semester and the cost is covered by the executive fees. Articles will generally be posted on Blackboard, but students may need to find them on their own.

Reading Materials Quiz (10pts)
An on-line quiz will be administered on the IEDC Training Manuals Business Retention & Expansion and Economic Development Marketing & Attraction. The quiz should be taken by midnight on Wednesday November 6th.
Peer Group Projects Evaluations (10pts)
There will be 2 group projects during the in-person class. Your score for these exercises will be based on peer evaluation of your work and participation.

1. Case Study: A component of the in-person class will be a Harvard Business School case study. The students will work in teams.
2. Site Consultants Request for Information (RFI): A component of the in-person class will be a group response and presentation of the response.

Response to a Request for Information done individually (15 pts)
Select any community approved by instructors and complete the RFI for that community. This will be due on Monday December 2nd at midnight. Each student should select a different community.

Business Recruitment, Retention, and Expansion Community Plan (25%)
Each student will produce a marketing and business development plan for a local community. Instructions for the plan will be provided in a separate document. The paper should be uploaded to Blackboard by midnight on Wednesday December 11th.

Final Exam (20 pts)
A short answer exam of the readings and presentations following the comprehensive exam format will be made available on the last day of classes. The answers should be uploaded to Blackboard by midnight on Wednesday December 11th.

Class Participation (20 pts)
It is critical that everyone contributes to the “community of learning.” Each student must actively engage in the process, online and in class. Everyone's past and current experiences may significantly enhance the learning experience. In addition, research in human learning suggests that people construct knowledge through social interactions. Your attitudes toward contributing to and benefiting from the online chats and in person activities will have a direct effect on “knowledge construction” and on the overall success of this experience for you, your classmates and your professor.

Eight of twenty possible points come from participation in the weekly asynchronous discussion forums.

V. TEXTBOOK (S) AND/OR OTHER REQUIRED MATERIALS:


Case Study (posted in Blackboard):

**Journal Articles (posted in Blackboard):**

VI. METHODS OF STUDENT EVALUATION:
The following table displays the percentage breakdown of the required assessments for ED 646:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>10%</td>
</tr>
<tr>
<td>Peer Evaluations</td>
<td>10%</td>
</tr>
<tr>
<td>Community Plan</td>
<td>25%</td>
</tr>
<tr>
<td>RFI Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grading Scale
Total 100-point scale below:

*Grade of C+ through F*: A substantial portion of the required work has been deficient or incomplete. This may include missing class time beyond the norm presented by the syllabus or work not completed at a minimum graduate level.

*Grade of B-(82-80)*: Some important parts of the required work are below the minimally acceptable level for the course. This may include work that is submitted late, incomplete or flawed written assignments or research presentations, or work that fails to meet the course requirements in some other way.

*Grade of B (85-83)*: All the requirements and expectations for the grade level have been completed including the quality of writing, and research, as well as specific tasks or products required for receiving credit.

*Grade of B+ (89-86)*: All basic requirements of the course have been met at the graduate level, and, in addition, some element or part of the work has exceeded these basic expectations. These elements might include superior conceptual insights, research beyond expectations or exceptionally skilled written or oral assignments. The key word for this grade is "insight."

*Grade of A- (92-90)*: The work surpasses expectations for the course and gives evidence of a mastery of the subject matter. These elements might include impressive conceptual insights, research beyond expectations or exceptionally skilled written or oral presentations. The key word for this grade is "mastery."

*Grade of A (100 to 93)*: Throughout the course, the student has performed well above expectations and, at times, has achieved excellence. Evidence of performance at this high level may include certain elegance in the final essays or presentations, creativity in one's approach

Late Assignments or Projects
(25-50)% points will be taken off your grade for late submissions of homework. The amount of points taken off is dependent on the lateness of the assignment (25% for one week late and 50% points for 2 weeks late).

VII. COURSE SCHEDULE:

Asynchronous Classes
1. Watch & Discuss (1.5 hr): View and Discuss the Following Economic Development Marketing videos
   a. Prairie Belt Powersite http://www.youtube.com/watch?v=B9JmSM3hGvw
   b. Welcome to Baldwin County, AL! http://www.youtube.com/watch?v=MFGvItNaco

2. Watch & Discuss (1.5 hr): Steve Russell, Director of Business Retention and Expansion, Mobile Area Chamber of Commerce – On Blackboard

3. Watch & Discuss (1.5 hrs) Joe Max Higgins, Golden Triangle Development LINK CEO
   a. http://www.youtube.com/watch?v=3nDUKjAZt_U

4. Watch & Discuss (1.5 hrs): Elevating Incentives Debate

5. Watch & Discuss (1.5 hrs): 10 Common Mistakes in Site Selection
   a. http://www.youtube.com/watch?v=V5xmQnm8TC8

6. Watch & Discuss (1 hr): 10 Things You Need To Know About Community Branding
   a. http://www.youtube.com/watch?v=LgzIsidgsQ

7. Watch & Discuss (1 hr): 5 economic development trends you can't ignore
   a. http://www.youtube.com/watch?v=sPAweKqxn-o

Thursday October 17 -7pm to 9pm CST
Week One Review Syllabus, Introduction to Marketing & Business Development
Presentation: Robert Ingram “The Basics of Business Recruitment & Attraction”
Readings:
   2. Lowe (2012)

Thursday October 24th 7pm to 9pm CST
Week Two Marketing and Branding
Presentation: Mark Weilenman of the Marketing Alliance “Marketing & Branding Your Community”
Readings:
   1. Smith & Ingram (2012)
   2. Kirby & Kent (2010)
   3. Ashworth (2010)
   4. IEDC Manual: Economic Development Marketing and Attraction

Thursday October 31st 7pm to 9pm CST
Week Three Introduction to BR&E
Presentation: Robert Ingram “The Basics of Business Retention & Expansion”
Readings:
   1. Loehr (2007)
   4. IEDC Manual: Business Retention and Expansion

Overview of in-person sessions:

Economic Development & Tourism Department
Week Four

Students may expect to engage in critical analysis of Business Attraction, Retention & Expansion in a workshop format at the 2-day session. Students will be provided materials, handouts, and supplementary materials requisite for their study.

<table>
<thead>
<tr>
<th>Sessions &amp; Activities</th>
<th>Topics</th>
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| **Saturday November 9, 2013 morning in-person** | • 8am Breakfast  
• Depart at 9am for a tour of the GE Aviation Facility in Ellisville at 930am  
• Discussion Mitch Stennett, President at Economic Development Authority of Jones County, on the recruitment of GE  
• Lunch hosted by the Economic Development Authority of Jones County |
| **Saturday November 9, 2013 afternoon in-person** | • Guest Presentation-Dr. Bill Smith -Community branding and give some observations on the differences you are finding in marketing economic development/communities versus more traditional marketing |
| **Sunday November 10, 2013 8am to Noon** | **Presentations of Group Projects** |

**Thursday November 14th 7pm to 9pm CST**  
**Week Five**  
**Site Selection Process**  
Guest Speaker: Brian Woodworth of the Fastenal Company  
Readings:  
1. Low, Sarah and Andrew Isserman (2009)  
2. Ellram, L. M., Tate, W. L., & Petersen, K. J. (2013)  
3. Weisbrod, Glen and Brett Piercy (2007)

**Thursday November 21st 7pm to 9pm CST**  
**Week Six**  
**Role of Power Companies in Business Attraction, Retention, and Expansion**  
Guest Speaker: Stephen Surles, Manager of Field Operations TVA Economic Development  
Readings:  
1. Pittman, Robert H. and Michelle Harris (2007)  
2. Robinson (2009)  

**Thanksgiving so no Live Class, but Asynchronous Class**  
**Week Seven**  
The Incentives Debate  
Guest Speaker:  
Readings:
Thursday, December 5th 7pm to 9pm CST
Week Eight  Critical Thinking about Marketing and Business Development and Alternates to Traditional BR&E

Readings:
1. Reese & Ye (2011)
2. Osgood, Opp, & Bernotsky (2012)

*Schedule may be revised if necessary. Students will be notified if this is the case.

VIII. GENERAL POLICIES/GUIDELINES:

- If you require an accommodation based on disability, please meet with me in the privacy of my office, during the first week of the semester, to make sure you are properly accommodated.
- Students must work alone on all assignments, unless otherwise instructed.
- When homework is assigned, you will be told whether it will be collected and graded. Recommendation: Do the homework - it will help you learn.
- **Learner Centered Partnership**
  o Students should feel free to discuss with the instructor ways to make assignments fit their needs. However, it is the instructor’s responsibility to challenge each student to “stretch” outside of their comfort zone – a necessary process for growth and development. Each student is expected to attend all sessions (in-person and online) and to make a significant positive contribution to the learning experiences. An opportunity to improve based on instructor feedback will be given to all students before final grades are determined **ONLY if submitted on time.**

USM RESOURCES

WRITING CENTER

The Writing Center is a free tutorial service available to any USM student who wants assistance with a writing project. The center offers one-to-one writing instruction that’s designed to help students become a more effective writer. The center offers tutorial service on a walk-in basis or by appointment (on the hour for an hour). In each session, a tutor talks with students about their writing project, asking them questions that will help students clarify their thoughts, specify their purpose, and decide how to proceed. Tutors do not write papers for students but they will help students find ways to develop their ideas more fully and express them more effectively.

**Sites of Operation**

The Hattiesburg Writing Center
SPEAKING CENTER

The University of Southern Mississippi offers a Speaking Center, with consultations available at no cost to all students, faculty, and staff. The Speaking Center at the USM could be a great help for the students of Industrial Engineering Technology to prepare, organize, and deliver their presentations. I consider the Center to be an extension of the class. The center is a space to refine your skills, address questions, and practice your speeches. The tutors of the speaking Center are there to help you with your speeches. Students who make regular use of this resource become better speakers and do better on their assignments. You can visit the center’s website to access tips on various areas of improving your presentation, making appointments with tutors, and arranging mock presentations at www.usm.edu/speakingcenter

Sites of Operation

The Speaking Center
Hattiesburg Campus
Cook Library, Room 114
601-266-4965
speakingcenter@usm.edu

The Speaking Center
Gulf Park Campus
Gulf Park Library, Suite 107
228-214-3413
Casey.Maugh@usm.edu

USM STUDENT HANDBOOK

Academic Dishonesty

It is the philosophy of The University of Southern Mississippi that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.
The following is from the USM Undergraduate Bulletin:

“When cheating is discovered, the faculty member may give the student an F on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the Dean of Students. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion. Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.”

My choice is to give you an F in the course if I discover that you are cheating!!

Students must send the instructor an e-mail using the course web site e-mail stating that they understand USM’s academic honesty policy and also understand that if they do not uphold the standards of academic honesty, the instructor will enforce all applicable punishment.

**Plagiarism**

Plagiarism is the act of taking another person's writing, conversation, song, or even idea and passing it off as your own. This includes information from web pages, books, songs, television shows, email messages, interviews, articles, artworks or any other medium. Whenever you paraphrase, summarize, or take words, phrases, or sentences from another person's work, it is necessary to indicate the source of the information within your paper using an internal citation. It is not enough to just list the source in a bibliography at the end of your paper. Failing to properly quote, cite or acknowledge someone else's words or ideas with an internal citation is plagiarism.

Students are highly recommended to complete the Plagiarism Tutorial accessible to the USM Libraries, at [http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php](http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php) within the second week of their classes.

**Statement of “Turnitin” Use**

Turnitin is recognized worldwide as the standard in online plagiarism prevention. Turnitin’s comprehensive plagiarism prevention system lets instructors quickly and effectively check all of their students’ work in a fraction of the time necessary to scan a few suspect papers using a search engine. The University of Southern Mississippi is using this software to detect, deter, and reduce plagiarisms in student’s writing assignments.

Students are required to turn their project report/ research paper electronically in MS word or PDF format which is compatible to check against pluralisms using Turnitin software. Your assignment will be checked for plagiarism randomly.

**ADA Syllabus Statement**

If a student has a disability that qualifies under the Americans with Disabilities Act and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for
information on appropriate policies and procedures. Disabilities covered by the ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies. Mailing address:

Gulf Coast:
The University of Southern Mississippi on the Gulf Coast
Office of Disability Accommodations
730 E. Beach Blvd
Long Beach, Ms 39560
Voice Telephone or TTY: (228) 214-3232

Hattiesburg:
The University of Southern Mississippi
Office of Disability Accommodations
118 College Drive #8586
Hattiesburg, MS  39406-0001
Telephone: (601) 266-5024; TTY: (601) 266-6837; Fax: (601) 266-6035.