“The pure and simple truth is rarely pure and never simple.”
Oscar Wilde

“Good judgment comes from experience, and a lot of that comes from bad judgment.”
Will Rogers

“Destiny is not a matter of chance; it is a matter of choice; it is not a thing to be waited for, it is a thing to be achieved.”
William Jennings Bryan

MASTER OF SCIENCE IN ECONOMIC DEVELOPMENT
Trent Lott National Center for Excellence in Economic Development and Entrepreneurship
Department of Economic Development & Tourism
College Of Business

COURSE SYLLABUS

Course No.: ED 646
Section: H001 (Hybrid Executive Format)
Title of Course: Marketing and Business Development
Semester: Fall 2015

Instructor: Dr. William C. Smith
Email: Bill.Smith@usm.edu

Reflective Practitioner: Mr. Robert Ingram
Office Tel: 601-266-4657

Office: #226 Trent Lott National Center (TLNC), Hattiesburg, MS 39406
Office Hours: Tuesday 2:00 p.m. to 4:30 p.m., Thursday 10:00 a.m. to 11:30 p.m. or by appointment. Please feel free to contact me by phone or email. My phone messages are always forwarded and I get my email regardless of location.

Prerequisites: None
Credit Hours: 3 hours

In-Person: Saturday, August 22, 2015 8am to 5pm
Sunday, August 23, 2015 8am to Noon
Location: TLNC – second floor – Classroom #207

On-line live sessions: 7 – 9 p.m. – 8/20, 8/27, 9/3, 9/10, 9/17,/ 9/24, 10/1, 10/8

Drop Date: September 23, 2015
1. COURSE DESCRIPTION:
The course provides the student with instruction in concepts and practices associated with Economic Development Marketing – Creation, Attraction, Retention, and Expansion of Business (CARE) in a community. Also known as BRE – Business Recruitment and Expansion. Note: You will be learning a significant amount of acronyms this semester.
The student will possess an understanding of the major concepts and practices associated with economic development marketing (place-marketing). The student will also learn about the significance of collaboration and partnerships in achieving results in these practice areas. Students will also learn the basics of preparing strategies/marketing plans to guide work efforts in each area (CARE/BRE).

2. COURSE OBJECTIVES:
The central part of an Economic Developer's job is developing and implementing effective strategic/marketing programs to meet and exceed the needs/wants/desires of their customers, community, and achieve organizational objectives. Knowledge of the external market (customers, site consultants, allies (State EDOs, energy providers, etc.), competitors, technical environment, legal environment, economic environment, social/cultural environment) and internal stakeholders (public and elected officials, your fellow employees, community and business leaders, and your citizens) as well as how they are changing are critical to developing successful strategies.

Life as well as business can be risky (unpredictable) and messy. Strategic thinking is about developing your talent to analyze what you are facing in light of what you want to accomplish and to be able to devise a plan, including actions and measures, which has a good chance of being successful.

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 strategic/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; 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 campaign
Engaging social media and website design to target new & existing markets
Benchmarking, evaluating and monitoring the marketing plan

3. 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, student’s USM email, and assignment feedback or comments. Students may contact me any time (email or phone) and you can always make an appointment if you have only a small window of time.

Technology Requirements
Students must have a Computer and a strong, stable internet connection. Headphones with a speaker are provided and may be picked up with your other materials during the first day of in-person class. Students also require software including Microsoft Word, Excel, and Power Point to complete the assignments and course exams.

Due to some federal rules regarding International students I will be in the classroom in TLNC every Thursday night. You therefore can choose to come to TLNC or to participate in what is happening through the use of BlackBoard Collaborate. This is totally your choice. Everything you will be held responsible for will be available either through your In-Person sessions or the Collaborate sessions. Once I shut down BlackBoard on Thursday night my interaction with the class will stop. Of course I am available to all through a phone call or email as you see fit if you have any questions or concerns.

4. CLASS PROCEDURES AND REQUIREMENTS:
Students are required to read assigned articles each week and be prepared to answer the questions posted in Blackboard on 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 be given out at the first in-person, but you will also need to check for anything posted on Blackboard and generally be prepared to find articles, etc. on your own.
Here is a template for you to use as you read so you can share as assigned throughout our time together.

**Article Evaluation Template**

Name:
Title and Author:
Briefly state the MAIN idea of this article

- List three important facts the author uses to support the main idea; can you think of some more up-to-date examples?
- How would this reading benefit an Economic Development professional? Be specific and **EXPLAIN**!

A. **Assignments, Readings, and Online Discussion (35% of Total Grade)**

It is imperative that you **begin your class participation during the first class** – this semester the first class is online. Don’t wait until the right time appears. Fear of speaking out is worse than saying something you wish you hadn’t. Fear will rob you of the opportunity to learn from listening and also decrease your confidence in your own efforts. Each of you has a **vital role** to play in the overall knowledge gained in this class, this semester.

Each student must be prepared for each class, to be prepared to lead the discussion if called on, and to be able to **DISCUSS** your readings and outside assignments. The effectiveness of your contribution to classroom discussion revolves around your ability to think, speak, and **actively listen**. This class requires stating and comparing opinions through discussion and learning from the differences and similarities.

The class emphasis on discussion is so you will express, **support, and defend** your conclusions and recommendations. Through interchange and constructive controversy we build analytical skills, develop judgment, and gain conceptual understanding. (Diversity of opinion is encouraged and I may even play devil's advocate to ensure all alternatives are investigated thoroughly.)

In Marketing, we rarely work in an environment where everyone agrees with what we believe to be true, even when we have the facts to back up our opinion. You therefore have to learn how to present your ideas and persuade others to believe you. The discussion board and our online sessions are excellent places to develop this skill. Therefore, with this in mind, you are encouraged to air your views, feelings, reactions, and attitudes. Seeing them reinforced or rejected by other thinking individuals in class provides an opportunity to evaluate, appraise, and defend your positions.

Most CEOs will tell you, as they have me, that when faced with an important decision they are happy about disagreements between executives because it leads to a thorough analysis of the facts and any assumptions that are in play. If you have ever
been on a debate team you should already know that the best way to win an argument is to know both/all sides of an argument. This is what I refer to as thinking things through.

Discussion in class is also an effective way for you to think rigorously and to develop communication skills, thinking on your feet, and responding to questions under pressure. It is natural to feel somewhat anxious and tentative when airing your opinions. Our ability to make this class as meaningful as possible largely depends on our ability to overcome these feelings.

This class is about ideas. Some will be good, others won't be. To determine which ideas are worthwhile and which should be discarded we have to subject them to rigorous scrutiny. Therefore all ideas are considered tentative, offered for examination. Wrong observations serve class discussion because they can provide clarifying insights and because others may be thinking the same thing. The important point to remember is we are discussing ideas, not individuals; critically discussing ideas, not the people who offer the idea. The process is one of inquiry, critical discourse, and problem-solving.

In this class it is rare that there is a single right answer (there may be wrong answers), only alternatives – which we will naturally want to discuss. It is also rare that the class will come to a consensus - the appropriate response often depends upon which assumptions are accepted. Good discussion fosters learning that lasts because you get to see and hear how others address a problem you have thought carefully about. The better prepared you are, the more you learn. A well thought through reading or written case is your best preparation to have a meaningful discussion experience.

You should already recognize this is a DIFFERENT way to learn. But it is never as neatly organized as you may be used to. And to do that, both to absorb what others are saying and to be able to contribute effectively, you will have to concentrate on listening very carefully.

It's easy to become so preoccupied with what we think that our minds close to the thoughts of other participants in the discussion. It is just as important in class to be open-minded and willing to shift positions as it is in business. It is a great exercise to listen to comments in class and decide whether you agree or disagree with what people are saying. If you have a good argument for your agreement or disagreement it is time to raise your electronic hand! The measure of your individual progress in any one discussion is not based so much on your own after-class assessment of whether your ideas were "right." Instead it is more useful to ask, "How much did I take away from the session that I didn't know when I came in?"
Your discussion will be graded every meeting using the following framework:

Note: As you can see you will be evaluated on how actively you contribute to the learning of the class, how thoughtfully you respond to questions, and how effectively you take into account the comments of your classmates in formulating your opinions.

| 5 Points | Outstanding Contributor: Consistent, high-level involvement in class discussions demonstrated through asking questions (of other class members and me), answering questions, offering creative comments, adding new dimensions to the class discussions, and providing evidence of analytical depth, original thinking, and insight. Student consistently uses other student’s classroom comments. |
| 4 Points | Good Contributor: Consistent contributions to class discussions primarily through asking questions or answering questions. Some questions or comments consolidate the general theme under discussion. Student uses other student’s classroom comments. |
| 3 Points | Satisfactory Contributor: Periodic contributions to class discussion. Answers questions or offers commentary only occasionally. Needs to be called upon to participate; limited questioning. The student rarely uses other student comments. |
| 2 Points | Below Average Contributor: Sporadic contributions to discussions. |
| 1 Point | Well Below Average Contributor: Student is a passive member of the audience. Asks trivial questions. When called on, fails to demonstrate an adequate degree of familiarity with the assigned material. |

B. DEGREE DELIVERABLES

Once you take a case-based class you realize the incredible value of in-depth thinking about the assigned material before class discussion. You also realize that what you learn, when tied to that thinking, lasts longer. Therefore, to aid your learning and to provide you with at least two significant items you can give anyone who asks (potential employer) about what you know about Economic Development you will take two assignments from this class with you through each class in our program. The idea is to improve your deliverable to the point where you can share it with the people in your selected community before you graduate. If this happens to be your last semester with us, then you will have a significant beginning to the processes you will learn this semester.
During the semester you will be instructed to select a community within commuting distance that you can use for the following assignments. (More information will be made available during the In-Person Session.) As you proceed through the program you will develop expertise which will allow you to not only provide something meaningful for that community at the end of your program, but greatly aid your learning since the concepts you are exposed to during your coursework become real when you are thinking about, “How will this apply to my community”.

1. **Strategic Plan – Answering the First Question – Where Are We? The Situation Assessment (30% of Total Grade)**
   a. Group Project and Your Contributions based on Faculty and Peer Evaluations (20%) – Each group’s work will be shared with all class members. (This part will be due at the end of the first 8 weeks).
   b. Individual Additions to Strategic Plan (10%) – What you add that goes beyond the work accomplished in the group work above. (This will be due at the end of the semester and will include individual contributions you make as you proceed with the other classes you take in our curriculum this semester.)

2. **Request For Information (10% of Total Grade)**
   Each student will fill out a Site Consultants Request for Information (RFI) for their selected community. This assignment will be discussed at the first In-Person. The assignment is due at the end of the semester.

C. **Final Exam (25%)**
A short answer and essay exam based on your assignments, 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 9th.

D. **TEXTBOOK (S) AND/OR OTHER REQUIRED MATERIALS:**
You will receive a Binder with many of the cases and readings you will use this semester. Additionally, we provide two IEDC Manuals for Reference Material and also because they are extremely useful if you decide to sit for the Certification Exam.
E. METHODS OF STUDENT EVALUATION:
Grading Scale – Your grade is based on the 100-point scale below:
Assignments, Readings, and Online Discussion 35%
Strategic Plan Group Project 20%
Individual Contribution 10%
Request for Information (RFI) Assignment 10%
Final Exam 25%
Total 100%
Grade of A (93 - 100 %): 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
and/or creativity in one's approach.

Grade of A- (90 – 92%): 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 B+ (86 - 89%): 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 B (83 - 85%): 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- (80 - 82%): 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 C+ through F (79% & Below): 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.

F. Work Product Presentation
After the possible frustrations at the front end of doing an assignment, there may be
some tendency to place less emphasis or effort on the report. Do not fall into this trap!
In your profession what you know and what you do is judged by your ability to communicate. Standing up effectively for your ideas requires the ability to express your thoughts with clarity and conciseness.

H. W. Fowler, author of *A Dictionary of English Usage*, set five criteria for good writing -- that it be **direct**, **simple**, **brief**, **vigorous**, and **lucid**. In *The Elements of Style*, William Strunk provides further clarification:

"Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all his sentences short, or that he avoid all detail and treat his subjects only in outline, but that every word tell."

Although it is difficult to tell from this document, I strongly prefer short papers. During your professional career you will be interacting with Senior Level people in every organization you encounter. These are busy, time-rushed people. Your ability to say what needs to be said including your defense of your position is best said in brief. I had a professor at FSU who told me to take the time to write a brief paper. He was correct, it takes more time to be brief and cover everything that needs to be covered. You communicate your care about your reader when you take the time to think things through and not waste your reader’s time.

**Throughout the Course**

- Be sure to use **ALL** the time allocated before an assignment is due. Make **GOOD** use of **everyday** you are not “in class”. Poor performance is a direct result of trying to accomplish assignments, including reading, at the last minute. You are old enough to already know rushed work is sloppy work and not acceptable for a graduate student.
- You will spend a great deal of your professional career working with others, but that should not be because you are dependent on the skills or efforts of others to perform your job. Unless instructed otherwise (i.e., group work) your "product" must show your abilities and understanding.
- Assignments are due as scheduled. If you are going to be late turning in an assignment you need to ask me for permission. In a graduate level class everyone should be operating under the same constraints. Exceptions can be made, but are rare. Late requests for late turn in is even rarer. I am more likely to accommodate someone facing work deadlines, but in eight weeks these should be few and far between.
- **Everything you turn in must include a complete bibliography of the sources you used.** If no outside source is used, this MUST be stated under a Bibliography heading. Footnotes or endnotes are preferred; a separate sheet is **not** required.
- Any concepts you find difficult to understand should be investigated – other marketing texts, finance, accounting, economics books, and/or magazine articles. **Do not hesitate to approach me for help.** Past professors can also provide insight into important concepts covered when you took their course.
You are responsible for all the rules, procedures, and policies listed in this document. Review the course overview until you MAKE sure you know and understand every part of it! Failure to follow the rules as outlined will result in either reduced or zero points as appropriate.

**Important Notice:**
Students in this course are responsible for reading, understanding, and following the Syllabus statements found on the CoB website [http://www.usm.edu/business/syllabus-statements](http://www.usm.edu/business/syllabus-statements) and the Academic Integrity policy [http://www.usm.edu/business/academic-integrity-policy](http://www.usm.edu/business/academic-integrity-policy)

**Of Special Interest**
The College of Business is a Professional School.

- Except as directed by me, **All assignments and presentations are to be original**, reflecting your **individual** abilities and done by you for the purposes of this particular section of Economic Development Marketing.

  You are free to consult outside materials to gather new knowledge and to refresh knowledge about marketing, finance, accounting, and operational concepts, just **always** be sure to follow the rules regarding a bibliography. Any violation will be considered a breach of the CoB’s Academic Integrity Policy and will be dealt with severely.

**Learner Centered Partnership**
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 of all participants.

**Academic Dishonesty (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.

Turnitin is recognized worldwide as the standard in online plagiarism prevention. The University of Southern Mississippi is using this software to detect, deter, and reduce plagiarisms in student’s writing assignments. All students are required to turn their
project report/ research paper electronically in MS word or PDF format which is compatible to check against plagiarisms using Turnitin software.

✔ Please be sure to set up your USM e-mail account. Even if you are using another e-mail account as your primary account, you should still activate your USM account and route it to your other primary account. The HELP desk (266-HELP; 266-4357) can assist you in doing this or you should be able to activate it through SOAR. I will use email to communicate with you. If you regularly delete USM emails without reading them you need to be aware we are like a court of law—ignorance is no excuse.

G. COURSE SCHEDULE:
Week One (August 19 – August 23)
Wednesday, August 19 emailed Syllabus & HBR article.

Article to be evaluated using the template on Page 4 of the Syllabus:
“Chief Executives Define Their Own Information Needs,” Harvard Business Review,
March - April 1979 pp. 81-93.
Due: Thursday Night, August 20, 7:00 p.m.

Thursday, August 20 – Synchronous Class:
If you are in or near Hattiesburg feel free to come to the Trent Lott Center classroom on the second floor. Otherwise, we will be available through BlackBoard.
   1. Welcome and Introductions
   2. Systems Thinking
   3. The Importance of Questions (discussion of the article you evaluated above)
   4. What is Marketing
Overview of in-person sessions:
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.

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<tr>
<th>Sessions &amp; Activities</th>
<th>Schedule &amp; Topics</th>
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<tr>
<td><strong>Saturday</strong>&lt;br&gt;August 22, 2015&lt;br&gt;In-Person&lt;br&gt;8:00 a.m. – 5:00 p.m.</td>
<td>8:00 – Breakfast Topic – Questions, Open Discussions, and getting to know each other 8:30 - 10:30 – Mr. Robert Ingram  • Understanding Economic Development – what it is and how to do it  • An Introduction to the RFI Process 10:30 a.m. – 10:45 – Break Marketing and Economic Development  • Why Understanding Customers is so Important  • Segmentation is the heart of a Good Strategy  • Becoming an Effective Community Salesperson – How does a marketing philosophy affect you when you sell? 10:45 a.m. – 11:00 a.m. – Community selection process (within commuting distance) and the RFI course deliverable due at the end of the term for your selected community. 11:00 a.m. – 2:00 p.m. – Working Lunch Site Selection Criteria (The role of Perceptions in Building a Marketing Strategy) Compare the state rankings in: (Provide list of sources) IEDC Data points What conclusions can you draw? What information is missing? What value do these rankings serve the different EcD Customers – Site Consultants, Business Customers, State EcD organizations, etc.? According to Expansion Management Magazine, the top 10 reasons companies relocate (Handout in Binder) Watch &amp; Discuss Videos: Given what you now know about Site Selection how would you evaluate these videos? EcD Product Marketing Materials a. Prairie Belt Powersite <a href="http://www.youtube.com/watch?v=B9JmSM3hGvw">http://www.youtube.com/watch?v=B9JmSM3hGvw</a> b. Welcome to Baldwin County, AL! <a href="http://www.youtube.com/watch?v=mFGBvItNaco">http://www.youtube.com/watch?v=mFGBvItNaco</a> 2:00 p.m. – 2:45 Robert Ingram on Networking – What is right way to network? Identification of ALL the Internal &amp; External stakeholders and the people an EcD professional wants/needs to influence 2:45 – 3:00 Break 3:00 a.m. – 5:00 p.m. Strategic &amp; Marketing Planning Group Discussion – What is your experience with strategic planning? Briefing on Strategic &amp; Marketing Planning – Dr. Smith</td>
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Group project: Begin Situation Assessment – The answer to the *Where Are We Now Question*?

Utilizing Secondary Data: WSJ, USM Library – *Standard & Poor's Net Advantage, IBISWorld*, etc. Both excellent sources for general & specific information on companies and industries.

Note: When using secondary data ALWAYS analyze the following; remember we need to base our decisions on accurate information so use your critical literacy to evaluate whether or not the data makes sense:

- How the data was collected, including definitions, e.g. brand loyal -- # of repeat buys to qualify
- View data collection forms [whenever possible]
- Sampling method used
- Interviewers supervised?
- Thoroughness of analysis
- Interpretation based upon complete data (sometimes people leave out what doesn’t conform to what they want to prove)

Assign Groups

Starting the Situation Assessment:

Starting the Situation Assessment (with aid):

Provide information, including trends, which will help us understand each of the following:

- Manufacturing and especially Advanced Manufacturing – what does the term Advanced Manufacturing mean and provide examples of firms/industries that are included in the definition, what their needs are, etc. Starting with the Targeted Industries of the Mississippi Development Authority do an analysis of each industry and cluster – what are their needs? How do they make money? How good of a fit is MS with this business? What do we need to do to be able to attract the companies in these industries? [**Special Note:** This is a significant section of the Situation Assessment and as individuals complete their portion of the document they need to transition into helping with this section. This will play a critical role in your selection of Targets to go after for your community so everyone needs a HIGH level of understanding of this phase of the Situation Assessment.]

Roundtable debate: What is Advanced Manufacturing? - The Engineer

[www.theengineer.co.uk/in...is-advanced-manufacturing/1005453.article](http://www.theengineer.co.uk/in...is-advanced-manufacturing/1005453.article)

*Advanced Manufacturing Technology: The New Face of Manufacturing* cerasis.com/2013/08/15/advanced-manufacturing-technology/

by Steve Norall - Aug 15, 2013

Oct 18, 2010 - Engineering Director, David Brown Gear Systems. The Engineer: What do we actually mean by advanced manufacturing? The Death of Manufacturing is Greatly Exaggerated (story about Joe Max);

HBR: (March 2012) “Choosing the United States,” Michael Porter and Jan Rivkin

- Workforce Statistics and Trends including forecasted needs by Industry (A look at demographic trends can add some indication of the number of workers who will be available as we look forward in the next 3 – 5 year increments, etc.) [http://online.wsj.com/articles/just-whose-job-is-it-to-train-](http://online.wsj.com/articles/just-whose-job-is-it-to-train-)
The U.S. Economy, where it is and where we are heading, include the statistics on how much money is available for investment (companies are hoarding money as the economy grows access to capital may be less of a problem going forward than it was in the past due to these cash holdings. WSJ has numerous articles – WSJ Survey Results:

http://online.wsj.com/articles/summer-school-teens-trade-classes-for-factory-jobs-1407435440?mod=djem_jiewr_MG_domainid

HBR: (March 2012) “Choosing the United States,” Michael Porter and Jan Rivkin

- The U.S. Economy, where it is and where we are heading, include the statistics on how much money is available for investment (companies are hoarding money as the economy grows access to capital may be less of a problem going forward than it was in the past due to these cash holdings. WSJ has numerous articles – WSJ Survey Results:

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HBR: (March 2012) “Choosing the United States,” Michael Porter and Jan Rivkin

The U.S.’s most dominant industries look a lot different than they did less than 25 years ago. From 1990 to 2013, the top industries by employment have changed from mostly manufacturing to mostly health-care and social-assistance jobs in the majority of states, according to a U.S. Bureau of Labor Statistics data analysis of its Quarterly Census of Employment and Wages. The states where retail jobs were most prevalent were located mostly in the West in 1990 and now reside predominantly in the Southeast. (Handout) HBR: (March 2012) “Choosing the United States,” Michael Porter and Jan Rivkin

- Rural and Urban EcD Trends and success stories; answer the question: What does it take to be successful in EcD in general? Then compare and contrast Rural and Urban EcD efforts. EcD Budgets

1. Site Selection Trends
   Anatalio Ubalde: 5 Economic Development Trends You Can’t Ignore
   http://www.youtube.com/watch?v=sPAweKqxn-o

2. Before the Deal: Ask Dr. Smith for a copy of the PPT about NC recruiting by Nichola Lowe, Using Industrial Recruitment as a Strategic Tool for Manufacturing Development


4. HBR: (March 2012) “Choosing the United States,” Michael Porter and Jan Rivkin
Readings:
5. McKinsey, Manufacturing the Future: The Next Era of Global Manufacturing (This book (180+ pages) is for understanding Manufacturing Companies and how they think) Send me an email to request a PDF – it is a good idea to find some time to scan through this during the semester)

(Students take this info “home” to continue working)

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<tr>
<th>Sunday August 23, 2015 8 a.m. to Noon</th>
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<tr>
<td>8:00 a.m. – 9:00 Working Breakfast – Finish work and prepare presentation</td>
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<tr>
<td>9:00 a.m. – 10:00 a.m. Group Reports begin</td>
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<td>Note: All of this information is to be shared throughout the class and form the basis of everyone’s Situation Assessment for their individual Strategic/Marketing Plan for their selected community.</td>
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<tr>
<td>10:00 a.m. – 10:15 Break</td>
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<td>10:15 a.m. – 11:30 a.m. EcD Metrics</td>
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<td>Success measures – How do you know when you are being successful?</td>
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<td>Robert Ingram – Common Success measures in EcD</td>
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<td>11:30 a.m. – 12:00 p.m. Wrap-Up</td>
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*Schedule may be revised if necessary. Students will be notified if this is the case.

The balance of the syllabus – assignments & speakers will be available on BlackBoard soon.