PEPPERDINE UNIVERSITY
THE GEORGE L. GRAZIADIO
SCHOOL OF BUSINESS AND MANAGEMENT

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BSM 473.41

MARKETING MANAGEMENT

SPRING 2006

MONDAYS

6:00 PM – 10:00 PM

ORANGE COUNTY CAMPUS

SYLLABUS
Major marketing methods, institutions, and practices are surveyed in this course. It includes analysis of market structure, environment, demand characteristics, and market strategy; product research and development; distribution alternatives, promotional programs, and pricing decisions.

Expanded Description of Content:

I. The Contemporary Marketing Environment
   A. Developing relationships through customer focus, quality, technology, and ethical behavior.
   B. Customer satisfaction and loyalty
   C. The marketing of services
   D. The marketing environment, ethics, and social responsibility
   E. Global dimensions of marketing

II. Marketing Planning, Information, and Segmentation
   A. Market Planning and forecasting in an environment of uncertainty and diversity
   B. Developing a marketing plan
   C. Marketing research
   D. Application of technology and on-line potential to marketing efforts
   E. Market segmentation, targeting, and positioning

III. Buyer Behavior and Relationship Marketing
   A. Consumer behavior
   B. Relationship marketing
IV. The Product  
   A. Product planning and development  
   B. Product-line policies and strategies  
   C. Brands, packaging, and other product features  

V. The Price System  
   A. Pricing objectives and price determination  
   B. Managing the pricing function  

VI. Distribution Structure  
   A. Retailing and wholesaling  
   B. Logistics and value-channel management  
   C. Competitive conflicts and cooperation in distribution  

VII. Promotional Activities  
   A. The promotional program  
   B. Management of personal selling  
   C. Management of advertising  

Course Objectives  

The primary objective of the course is to help you develop skills in understanding the dynamics of complex marketing situations, identifying marketing problems and opportunities, and developing appropriate programs of marketing action—the essential elements of marketing management.  

In order to accomplish this objective, the course will provide an essential set of marketing concepts. It is necessary to master the fundamentals of product, price, distribution, and promotion while recognizing that legal, regulatory, political, technological, economic, and social forces demand appropriate decisions.  

Although the marketing concepts are generally simple and easy to understand, the optimal combination of the possible variables and alternatives involved in reaching the correct marketing mix becomes quite complex.  

Therefore, because of the large volume of material that must be covered and the extensive practice required to develop skill in application, regular and systematic preparation on the part of the student is of the utmost importance.  

Specific Objectives  

1. Acquiring an understanding of the importance and impact of marketing upon the free-enterprise system  

2. Developing an understanding the impact that ethical concerns and diversity issues have upon making socially responsible marketing decisions  

3. Applying strategically the components of the marketing mix (i.e. product characteristics, pricing, promotion, and channels of distribution) to the marketing of specific products and services  

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4. Developing creative and innovative ways to market products and services both domestically and globally

5. Acquiring an understanding of consumerism, marketing’s social responsibilities, and marketing’s legal environment

6. Becoming acquainted with new ways to use computer technology and on-line capabilities to market existing and new products and services

**Texts and Course Materials**


**Sources of Marketing Resources**

The following academic journals, professional publications, business magazines, and newspapers are sources of marketing literature. These publications are indexed in the *Business Periodicals Index* and can be accessed through the Dialog computer search service.

**Conceptual Marketing.** For articles dealing with the conceptual nature of marketing (i.e. ways of looking at marketing problems) see the following:

- Journal of Marketing
- Journal of Business Strategy
- Journal of Retailing
- Journal of Consumer Marketing
- Journal of Services Marketing
- Journal of Business & Industrial Marketing
- Harvard Business Review
- Business Horizons

**Marketing Research.** For articles that report on research in marketing, see the following:

- American Demographics
- Journal of Marketing Research
- Journal of Consumer Research
- Journal of Advertising Research
Marketing Stories and Marketing Practices. For articles that report on the marketing practices of actual firms, see the following:

Advertising Age
Across the Board
Marketing News
Business Marketing
Sales and Marketing Management
Marketing Communications
Duns Monthly Review
Fortune
Business Week
Entrepreneur
Management Review
Venture
Forbes
Inc.
Wall Street Journal
Local newspapers
Trade publications

Grading

The primary goal in the course is to have you learn something of value. In addition, we are concerned with the quality of your learning achievement. Grades are awarded on this basis:

A - Distinctive or superior achievement
B - Demonstrates a firm grasp of all major concepts and issues with no significant deficiencies. Represents a level of performance typically attained by graduate students through diligent application.
C - Deficient in some significant way either in content or presentation, but not totally unacceptable as graduate level work.
D - Acceptable at absolute minimum
F - Unacceptable as graduate level work

In general, evaluations correspond with what is considered to be exceptional, acceptable, and unacceptable practice in good corporations, based upon personal experience. My personal goal is to have everyone complete the course successfully.
Your grade for the course will be based on the following components:

- First and second examinations: 65 points
- Class participation: 15 points
- Individual/Small Group Project: 30 points

Letter grades are determined by the following percentages:

- 90 - 100%: A** (i.e. 90% = A-; 92%+ = A)
- 80 - 89%: B (i.e. 80% = B-; 82%-87% = B; 88% = B+)
- 70 - 79%: C
- 60 - 69%: D
- 59% & below: F

Examinations

There will be two tests. The highest test score will receive a weight of 35 points and the other test will receive 30 points.

The two exams will be made up of about 40% objective questions (i.e. true-false and multiple-choice questions), 30% terms to be defined, and 30% essay questions.

The tests will cover material presented in the Boone and Kurtz text, the Annual Editions: Marketing articles, and the lecture presentations. The focus of the examinations will be on assessing your ability to understand the terminology and concepts covered in the course.

Current Articles:

Students are encouraged to bring in articles of general interest to the class and share their reactions to them.

Marketing is a relatively new and rapidly evolving field of study. However, there is a body of literature which anchors the intellectual and conceptual framework of the field. You should become aware of the existence of this body of literature since it may provide guidance to resolve your unique marketing issue.

Visit your library and spend some time "browsing" the marketing literature. (See Sources of Marketing Resources section in the syllabus for some possibilities). You are each expected to select at least one article of interest to you (printed in the last six months) and lead the class in a discussion of the critical points covered in the article. Your analysis should not be a "rehash" of the article but rather a critical review of what you read--e.g., Do you agree or disagree with the author? Why?
Please make sufficient copies of the article to share with your classmates. You will present your article to the class and lead a discussion of the article.

**Class Participation:**

Class participation grades will be based first on the quality and second on the frequency of voluntary contributions to class discussions and the quality of responses when you are called upon.

Active participation in class discussions can benefit you in several ways. First, participation helps you become more involved and more comfortable with the subject matter. Expressing your ideas to your peers is an effective technique for indicating your grasp on the subject matter. Participation enhances learning. Something happens to enhance your understanding of the subject matter when you make your ideas public that does not happen when you keep them to yourself.

When you participate, you also contribute to the learning of your classmates. Whether what you say is brilliant or off the mark, we can all learn something positive by hearing your point of view.

**Term Project**

The written project is a self-selected project dealing with the subject of marketing management.

This portion of the course is seen as integrated with the rest of the course material. Class time will be used primarily to discuss and evaluate critical issues in the subject areas, examine models from the literature, and consider their general applicability. The written project, in comparison, provides an opportunity for the participant to demonstrate his or her ability to take one or two concepts and apply them to a real-world situation. It is expected that through this analysis, the participant will gain a full appreciation of the utility of general concepts for solving specific problems.

**Suggestions for Projects:**

1. **Readings:** Critique a minimum of 500-600 pages from selected marketing sources. The last part of your write-up should include your own impressions of the book. What did it do for you? Would you recommend it to others? Approval of your reading list must be obtained in advance. (See the section on “General Comments About Reactionary Papers” for greater amplification of this alternative).

2. Select a project that will be useful to you and your company. If possible, select a job-related project. It should be sufficient in length and detail to fully present the problem under study and to reach a recognizable conclusion. A suggested length would be at least 10 to 15 pages.
3. Make your own proposal to the instructor with ample support and justification.

4. Group research using groups, or the whole class where appropriate, may be scheduled on current research topics related to marketing management.

5. By the sixth (6th) week of class, the student will submit to the instructor for approval a formal proposal and outline of what he or she plans to do for the project.

6. Use Campbell’s Form and Style in Thesis Writing, Turabian’s -- A Manual for Writers: Of Term Papers, Thesis, and Dissertations, or a comparable publication for any written material that you hand in for evaluation.

7. The paper should be typewritten (double-spaced) and include an annotated bibliography with appropriate footnotes.

8. Before handing in your project, please have your supervisor review it and make comments, if appropriate.

9. Those students who turn in their completed project at least one week prior to the second examination date will have it graded and returned the following week. If a student (i.e. one who has turned in his or her project early) is close to the next higher grade, he or she has the option of turning in an addendum (based upon the instructor’s written comments and suggestions) to attempt to bring the project up to the standards of the higher grade.

**Attendance Policy**

Regular class attendance is important for systematic progress in the course. If work or travel schedules or personal situations require you to miss a class, it is your responsibility to get notes and handouts and to keep up with the reading schedule and required written submissions. Written work should not be presented late.

**Consultation:**

I am available to consult with you on any matter related to the course, the general area of marketing, or the Pepperdine BSM program. I can meet with students individually, or in groups before class, after class, or at other times that may be mutually convenient.

I can, at your request, answer questions and review and react to outlines of drafts of case analyses or course projects. All that is necessary is to make an appointment at the previous class meeting or contact me by phone.
GENERAL COMMENTS ABOUT REACTIONARY PAPERS

1. A reactionary paper is not a simple summary of what was read.

2. Personally and critically, react with the material read. State your positive and negative feelings about what you got out of your reading. (For example, how practical and relevant was the reading to you?). Be specific.

3. You do not have to comment on everything covered in the book. You can select out those portions of coverage that you are most interested in.

4. Along with your personal reactions, please give reasons and/or examples to support your reactions. In the body of your paper, put the pages in parenthesis, which you are referring to the critique. Example: (pp. 15-17) or (p. 21).

5. In your conclusion, give me an overall impression of how you liked the book: how it stimulated your thinking, disappointed you, your favorite areas of coverage, who you would recommend reading the book, etc.
Evaluation Process

Course evaluations are done electronically through eRooms. Evaluations are “loaded” in the eRooms approximately two weeks prior to the end of the term.

Each student enrolled in a course has one opportunity to access the course evaluation (located in the eRoom and identified by an icon) using their student identification number. However, the data is stored using a sequence number. This process affords confidentiality to the student submitting the evaluation.

The student will be notified via the eRoom when the course evaluation is available depending on when it is activated by your professor. Access to the evaluation is achieved by clicking on the “Course Evaluation” icon and following the instructions provided. You must submit your evaluation during the time indicated by your professor.

Please take the time to complete course evaluations. The information you provide will help us to make constant progress in all we offer to our students.

Frequently Asked Questions (FAQs):

1. **Is my response confidential?** Yes, the information that you supply is logged into the data base utilizing a sequence number for the course. No names are attached to the evaluations.

2. **Can the Professor see my evaluation before my final grade?** No, once you’ve submitted your evaluation, the data is collected and stored in a data base residing outside of the eRoom. The Professor is given a report without names once the final grades for the class have been submitted. Due to the absence of “handwritten” comments, student identity remains more confidential than the paper forms that students have submitted in the past.

3. **Who do I call if I have questions or concerns?** Please contact Mary Conradt, Director of Academic Support at 310-568-5505, or mary.conradt@pepperdine.edu.
Conduct

The University expects from all of its students and employees the highest standard of moral and ethical behavior in harmony with its Christian philosophy and purposes. Engaging in or promoting conduct or lifestyles inconsistent with traditional Christian values is not acceptable.

The following regulations apply to any person, graduate or undergraduate, who is enrolled as a Pepperdine University student. These rules are not to be interpreted as all-inclusive as to situations in which discipline will be invoked. They are illustrative, and the University reserves the right to take disciplinary action in appropriate circumstances not set out in this catalog. It is understood that each student who enrolls at Pepperdine University will assume the responsibilities involved by adhering to the regulations of the University. Students are expected to respect order, morality, personal honor, and the rights and property of others at all times. Examples of improper conduct for which students are subject to discipline are as follows:

- Dishonesty in any form, including plagiarism, illegal copying of software, and knowingly furnishing false information to the University.
- Forgery, alteration, or misuse of University documents, records, or identification.
- Failure to comply with written or verbal directives of duly authorized University officials who are acting in the performance of assigned duties.
- Interference with the academic or administrative process of the University or any of the approved activities.
- Otherwise unprotected behavior that disrupts the classroom environment.
- Theft or damage to property.
- Violation of civil or criminal codes of local, state, or federal governments.
- Unauthorized use of or entry into University facilities.
- Violation of any stated policies or regulations governing student relationships to the University.

Disciplinary action may involve, but is not limited to, one or a combination of the alternatives listed below:

- Dismissal – separation of the student from the University on a permanent basis.
- Suspension – separation of the student from the University for a specified length of time.
- Probation – status of the student indicating that the relationship with the University is tenuous and that the student’s records will be reviewed periodically to determine suitability to remain enrolled. Specific limitations to and restrictions of the student’s privileges may accompany probation.” See current catalog.

Policy on Disabilities

Assistance for Students with Disabilities

The Disability Services Office (DSO) offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with the Director of the DSO at the beginning of the semester to discuss reasonable accommodation. If a student does not request accommodation or provide documentation, the faculty member is under no obligation to provide accommodations. You may contact the Director of Disability Services, Lauren Breeding at (310) 506-6500 or through email at: lauren.breeding@pepperdine.edu. For further information, visit the DSO Web site at: http://www.pepperdine.edu/disabilityservices/.