DAVE MCMAHON

MBA 675.21

MARKETING MANAGEMENT

FALL 2003

MONDAY

6-10 PM

PEPPERDINE UNIVERSITY PLAZA

SYLLABUS
MBA 675.21
MARKETING MANAGEMENT
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PEPPERDINE UNIVERSITY PLAZA

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WARNING: IF YOU ARE NOT SURE ABOUT TAKING MY COURSE SKIP TO THE FINAL NOTE AT THE END OF THE SYLLABUS BEFORE PROCEEDING

PURPOSE

To enable you to organize, integrate, and extend your understanding of marketing. This will be accomplished by pulling together the materials from the marketing curriculum through a case analysis approach. Cases allow us to learn about company situations and predicaments and what good marketing practice suggests these firms should do to solve their problems.

OBJECTIVES

1. To improve and broaden your abilities to identify marketing problems and to develop reasoned resolutions of these problems.
2. To develop an expanded appreciation and understanding of the relationship among marketing decision variables (i.e. product, price, promotion, and place).
3. To broaden your understanding of the scope and role of the marketing function within an organization.

PARTICIPATION

To make a reasonable grade in this course, it is necessary to read the cases and other assignments in the text, hand in assignments on time, attend class regularly, and participate. Mere attendance should not be confused with participation. This is a case based course and active, high quality participation is needed for us to obtain the course objectives. As such, your grade can be dramatically altered for a lack of quality participation. In evaluating your own participation, you may want to consider the following questions.

1. Do your comments generate discussion or do they tend to be ignored by others?
2. Do others appear to be confused when you make a point?
3. Do your comments help move the discussion toward a conclusion that is understood?
4. Are your classmates able to relate your comments to the problems and issues under consideration?
5. Do your comments distinguish between different kinds of data (i.e. fact, opinion, theory)?
CASE APPROACH

The case method differs substantially from other teaching/learning approaches. Other approaches provide information about concepts, practices, and theories. Cases provide an opportunity to assimilate, integrate, and extend those concepts through their application to a “real life” scenario. The case approach tends to follow a six step process.

1. Analyzing the situation
2. Defining the problem or decision to be addressed
3. Identifying alternatives
4. Specifying decision criteria
5. Analysis
6. Recommendation

When students are presented with a case, they place themselves in the role of the decision maker as they read through the situation and identify the problem they are faced with. The next step is to perform the necessary analysis as suggested above and by the written component of the assignment (see below).

To get the most out of cases, students read and reflect on the case and then meet in small groups before class to discuss their findings. In class, under the questioning and guidance of the professor, students probe underlying issues, compare different alternatives, and suggest courses of action in light of the company’s objectives.

As you watch a case study unfold in class, you will see students doing 85% of the talking as the professor steers the conversation by making occasional observations and asking questions. This interaction is enriched by the diversity of industries, functions, countries, and experiences represented by those participating. At the end of class, you will find that the day’s lesson lay in the exchange of ideas among the students and not in a lecture or textbook. In many cases, convinced they have the right answers, students are surprised at the variety of points of view that emerge from their classmates during the course of the classroom discussion.

The focus should be on quality not quantity. The key element I will be looking at is how well you are thinking and how well you communicate those thoughts. Simply making a recommendation is not enough. I want to know why and so what! It is always a good idea to think back to the basics and build from there. Your recommendations should have a high level of specificity and be able to withstand scrutiny from the class and me. Do not be afraid to go outside the box.
WRITTEN COMPONENT

Group:
1. A one page executive summary of the case
2. A one page SWOT analysis in grid form
3. A summary of what you think are the pertinent facts in the case and why
4. A list of the key questions that need to be asked and why
5. A discussion of your recommendation(s) for the organization, why and so what. You should ask yourselves if the recommendations answer the questions you raised and deal with the issues you identified through the SWOT analysis and group discussion.

YOU ARE NOT TO CONSULT WITH OR USE MATERIALS FROM PREVIOUS PARTICIPANTS IN THIS CLASS IN WRITING UP THE CASES.

EXECUTIVE SUMMARY
The executive summary should consist of three paragraphs. The first should identify the issues in the case. Business writing is different from what most of us are accustomed to in school. You do not need to wax eloquent. Give a maximum of a one sentence introduction, then go directly to identifying the issues. Remember you are writing to a top level executive and they are aware of the company’s history and many of the facts surrounding the case. The second paragraph should state your recommendations with as much specificity as space will allow. If you have a number of recommendations then consider the possibility that several can be collapsed into a main recommendation with multiple subpoints. The third paragraph is the impact statement. Tell in a succinct yet persuasive manner the impact of your recommendations upon the organization. Ideally, this is a very powerful paragraph. Lastly, remember that the executive summary should be written after the rest of your analysis has been done. As such, please make sure that your executive summary reflects what you have done. A number of executive summaries in the past have not shown off some excellent work. In the business arena, this could mean that your ideas are never seen.

SWOT
Please do not throw everything you can think of into the SWOT. Choose those facets of the organization and the situation that truly belong in the SWOT.

FACTS
I have you do this section so that I can see how you are thinking as a group. Please do not give the history of the organization as a fact unless a certain piece of that history is pivotal. Please make sure to tell why each fact is important to your thinking.

QUESTIONS
Often times it is not knowing the answers but asking the right questions that makes the difference. Please make sure to tell why each question is important to your thinking.

RECOMMENDATIONS
After you have written your recommendations, you should go back and look at the SWOT and the questions section to make sure that you incorporated these issues into your recommendations. Ideally, you will be able to resolve your weaknesses and overcome your threats by using your strengths and developing your opportunities.
SUGGESTION ON HOW TO PREPARE CASES

While the cases that have been chosen did not come with the book, I have attempted to match up the cases with the chapter(s) in the book that have been assigned for the week of the case or in previous weeks. As such, you will do a better job of case preparation and analysis, as well as spending less time, if you read the appropriate chapter(s)/articles in the book before you do the case. After reading the chapters in the book, I suggest that you read through the case quickly with the focus on getting the big picture and a feel for the key issues, strengths, weaknesses, opportunities, and threats. Your second read should be very critical and involve taking copious notes where necessary. Your mentality should be one of attacking the case not just reading it. At this point, you should have a good idea of what you think the organization should or should not do. After all members have reached this point, you are ready for your group meeting.

To get the most value from the team approach you must explore the diversity of views and not rush to consensus. One of the poorest ways to use team manpower is to divide the problem at hand into sections and have each person go off and do his/her own thing. While this may work for well structured problems, it tends to produce far too early closure in the complex situations faced by the marketing decision maker.

Remember, we are trying to learn on three levels: individual, group, and groups. Our purpose is to be as well equipped as possible for business not to see how easily we can get a degree.

RULES OF ENGAGEMENT FOR DISCUSSIONS

Comments given: We want to engage in critical thinking and lively discussions. However, it is important to deal with the issue or recommendation at hand and not the individual.

Comments received: An important skill to develop is the ability to separate yourself from your work/writing so that you can learn and grow from the critical comments directed at your work rather than becoming defensive and losing the opportunity to grow through the insights of others.

SUGGESTIONS FOR FORMING YOUR TEAMS

1. It is essential that the basic logistics of geography, work schedules, and transportation be compatible.
2. Avoid getting together with persons whose aspiration or ability levels differ drastically from yours. Some people want to do superior work; others seek academic survival. Candid discussion at the outset can avoid friction and frustration later.
3. Do not form a group with someone just because you are friends. Friends often times have different goals and some of the worst experiences in my class have been due to friends with different goals getting into the same group.
4. Take some time to get acquainted with the members of your team at a personal level before getting down to specific tasks. You will be amazed at the similarities, and uniqueness, of your classmates.
5. Two common problems faced by teams are a) a member who does not make an acceptable contribution; b) a member who is allowed too much weight in discussions.
6. I am an ex-officio member of all groups. Please share your progress, ideas, and problems with me.
QUIZZES

At the beginning of each class there will be a quiz. The quiz will be fifteen minutes and consist of one question. The question will pertain to the chapter(s) assigned for that class period. The quiz will be graded on a 0-4 scale.

0 = did not bother to show up
1 = your answer suggests that you did not prepare
2 = your answer suggests that you assimilated the necessary information
3 = your answer suggests that you assimilated the necessary information and integrated it with the other materials from the course
4 = your answer suggests that you assimilated the necessary information, integrated it with the other materials from the course, and made a noteworthy extension

The rationale for this method of testing is twofold. First, it requires that you be prepared. Second, it requires you to bring your thoughts together quickly and communicate them in a succinct, persuasive manner.

Poor performance on quizzes can limit the upward mobility of your grade.

SUGGESTIONS ON HOW TO PREPARE FOR QUIZZES

The KOTLER text is packed with information and is difficult to absorb with one read. However, I believe it is the best book on the market and it can serve as an invaluable resource/reference in your day to day business involvement. To prepare for the quizzes, I suggest you consider this strategy.

1. Look at the questions in the front of the chapter. You will find that the chapter is organized around these questions.
2. Read the introduction to the chapter and the summary.
3. Page through the chapter and note the subheadings under each of the major questions posed at the beginning of the chapter
4. Read through the chapter at normal speed without taking notes and focus on the big picture
5. Take a break
6. Repeat steps 1-3.
7. Read through the chapter, take notes, and develop an outline.
8. Use the notes and outline developed in 7 to prepare for the quiz.
9. Develop a notebook of these outlines and notes that, along with the take home final, will form an excellent reference and review guide for the future.
MARKETING PLAN

Each member of the class is expected to develop or work on a marketing plan. Ideally, it will focus on an idea that you have for a business or a start up. It can involve an idea you have to improve the business you are currently involved in; however, if you choose this last option you need to be comfortable with other members of the class being privy to the inner workings of your business. If it is not your business then you need to make sure that this is acceptable to the organization that employs you. Sometimes I have projects from outside individuals or companies that may be used for your marketing plan. If several individuals have discussed a possible venture previously and desire to use their idea for this project then they must make me aware of this situation at the first class and spell out what it is that they intend to do. I would prefer to do this via phone rather than email. The different phases of the marketing plan are:

1. developing a market summary
2. doing a competitor analysis
3. determining objectives
4. mapping out your strategy to achieve the objectives
5. generating financials to see if it is a viable business
6. determining the necessary controls
7. contingency planning.

I suggest you become familiar with the ABI INFORM, EBSCO, and DOW JONES/FACTIVA databases. These databases will provide you with quick access to a number of articles from multiple sources that can improve your research for your marketing plan. A sample list of periodicals to look at is included later in the syllabus

NOTE: If you find an article that you think will be of particular interest to the class then email me before class with a very brief synopsis and I will schedule time for you to share it with the class.

An outline of the parts of the marketing plan and the due dates for each are included later in the syllabus on the weekly assignments page.
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.”

GSBM Catalog, pgs. 221-222.
Policy on Disabilities

Assistance for Students with Disabilities

“Students with disabilities, whether mental or physical, are encouraged to contact the Equal Opportunity Office before the academic year begins or soon after classes are in session. This office will assist each student by providing general information about campus facilities and available resources. The office will assist in providing reasonable accommodation to students with disabilities pursuant to applicable laws. Inquiries should be directed to equal opportunity officer, (310) 506-6500. (Students who wish to file a formal grievance should refer to the “Nondiscrimination Policy,” which is listed in the “Legal Notices” section of this catalog.)” GSBM Catalog, pg. 33.

ACADEMIC INTEGRITY

1. On group assignments, all work is to be performed exclusively by the members of the assigned group. Each member of the group should pull his/her weight. If you have a group member that is not fully participating then let me know and the proper action will be taken.
2. When outside research is performed, sources are to be cited and any information discovered via published sources is to be identified as such.
3. All individual assignments must be the exclusive work of the individual student whose name appears on the assignment.

CHEATING POLICY

If you are caught cheating, then you fail the class and may be expelled.

The new honor code mandates that if you know of someone cheating then it is your responsibility to report him or her. Failure to do so is a violation of the code.

MAKE UP POLICY

There will not be any make up quizzes/presentations given. It is impossible to make up “missed” participation opportunities. However, it should be noted that I drop your worst two quiz grades and you can have two “other” evaluations on participation and still get a superior participation grade.

ABSENTEEISM POLICY

There should not be any absences. If you have to miss classes then talk to me before the semester begins as to how this may impact your grade.
TEXTS

Marketing Management by Kotler (ELEVENTH EDITION)
Note: if you choose to buy your books on the used market, then you may want to look for the international version. It is paperback and less expensive.

Harvard Business Cases

ADDITIONAL READING SOURCES

For articles of a conceptual nature:

Journal of Marketing
Strategic Management Journal
Business Communications
Sales and Marketing Management

Business Horizons
Journal of Business Strategy
Journal of Retailing
Harvard Business Review

For articles that report on research in marketing:

Journal of Marketing Research
Journal of Consumer Research

Journal of Advertising Research
American Demographics

For articles that report on the marketing practices of actual firms:

Advertising Age
Business 2.0
Business Marketing
Business Week
Duns monthly Review
Fast Company
Fortune
Forbes
Interfaces
International Management: Europe

Marketing Communications
Marketing News
Wall Street Journal
Wired
World Press (gives abstracts of what is happening around the world)
Local newspapers
Trade publications
Industry magazines

SMALL BUSINESS PUBLICATIONS

Bottom Line Business
Business Start-Ups.

Entrepreneurial magazine
Inc.
## WEEKLY ASSIGNMENTS

<table>
<thead>
<tr>
<th>WEEK</th>
<th>KOTLER CHAPTERS</th>
<th>CASE</th>
<th>MARKETING PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (8/28)</td>
<td>1, 2</td>
<td>--</td>
<td>FORM GROUPS</td>
</tr>
<tr>
<td>2 (9/08)</td>
<td>3</td>
<td>EURO AIR</td>
<td></td>
</tr>
<tr>
<td>3 (9/15)</td>
<td>4, 5</td>
<td>AMWAY</td>
<td></td>
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<tr>
<td>4 (9/22)</td>
<td>15</td>
<td>COSTCO</td>
<td>MKT. SUMM.</td>
</tr>
<tr>
<td>5 (9/29)</td>
<td>6, 7</td>
<td>RGP Financial Services (SIM)</td>
<td></td>
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<tr>
<td>6 (10/06)</td>
<td>8, 9</td>
<td>KRUPS BAYER</td>
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<td>7 (10/13)</td>
<td>10, 11</td>
<td>POLYGRAM</td>
<td>COMPETITION</td>
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<tr>
<td>8 (10/20)</td>
<td>12, 13</td>
<td>TubePack Part 1 (SIM)</td>
<td>OBJECTIVES</td>
</tr>
<tr>
<td>9 (10/27)</td>
<td>14, 16</td>
<td>TubePack Part 2 (SIM)</td>
<td>STRATEGY</td>
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<tr>
<td>10 (11/03)</td>
<td>17</td>
<td>VERTICALNET</td>
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<td></td>
<td></td>
<td>KODAK: FUNTIME FILM</td>
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<tr>
<td>11 (11/10)</td>
<td>18</td>
<td>STARBUCKS TOYPLACE</td>
<td>FINANCIALS</td>
</tr>
<tr>
<td>12 (11/17)</td>
<td>19</td>
<td>UNITED WAY GIRL SCOUTS</td>
<td>CONTROLS</td>
</tr>
<tr>
<td>13 (11/24)</td>
<td>20, 21</td>
<td>SAMSUNG PRESENTATIONS</td>
<td>CONTINGENCIES</td>
</tr>
<tr>
<td>14 (12/01)</td>
<td>22</td>
<td>PRESENTATIONS FINAL</td>
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</tbody>
</table>
FINAL NOTE

I define my role in the class as a facilitator and a resource. After the first two classes, I will not be providing any preplanned, structured lectures. If you have any questions about the information in the text please feel free to call me until 1:00 a.m. If there are a number of questions outside class concerning a specific topic then I will prepare a lecture on that topic. In the process of case discussions, I will raise issues, ask questions, suggest possible resources, and encourage you to think outside yourself. In my opinion, the key process in obtaining your business education is not simply learning more information but learning how to think. If you feel that you learn best in a more traditional lecture format, it may be in your best interest to try another professor. If your tendency is not to be actively involved in class discussions then you should not set your expectation level higher than a B or B- for this course. Please take this warning seriously as several students in the past have been very upset with their grade being significantly impacted by their lack of quality participation in class discussions. There will not be any extra credit available to make up for poor participation or performance.

THE FIRST CLASS SESSION

1. You should have read chapters one and two in the Kotler text
2. We will review the syllabus
3. You should be prepared to present your idea for a marketing plan to the class. This should be a brief overview, your expectations/hopes for the idea, and the resources you need team members to bring to the project. If you do not have an idea or your idea does not garner support/interest from others then you will have to work on someone else’s plan or be prepared to do one by yourself.
4. You will need to have a group formation sheet completed and a copy made for everyone in the class. I will not be collecting or looking at these so please be honest in filling out this form. While I would like everyone to have a high level of motivation, commitment, and goals I know that this is not always possible due to individual schedules and interests.
5. Be prepared to spend a significant portion of the first class choosing your team. It is imperative that this be taken very seriously as all the significant problems that have occurred in past classes are due to this task being taken lightly. Please be familiar with the “suggestions for forming groups” section of the syllabus. You should have a solid idea of the type of people you want on your team when you come to the first class session.
6. I will present an overview of the services literature.
GRADE DETERMINATION

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>PARTICIPATION</td>
<td>25%</td>
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<td>GROUP CASES</td>
<td>20%</td>
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<td>QUIZZES</td>
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<td>MARKETING PLAN</td>
<td>15%</td>
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<tr>
<td>FINAL EXAM (CASE)</td>
<td>15%</td>
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<tr>
<td>TAKE HOME EXAM</td>
<td>5%</td>
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</tbody>
</table>

Participation will be graded as follows:

- Exceptional: 25
- Excellent: 22.5
- Good weekly participation: 20
- Less than weekly participation: 15.0
- Occasional participation: 7.5
- Unacceptable: 0

Please refer to the participation section on the first page of the syllabus for guidance in participation.

Each group will be responsible for handing in a full write up on four cases. These will be graded on a letter grade basis. If the write up is not up to my expectations then I will ask you to revise and resubmit. The quality of the first submission can affect the upward mobility of the grade for that case. Resubmits should not take advantage of the class discussion but focus on improving what the group originally handed in. Please make sure you do all required sections. The major reasons for revise and resubmits are that a why section of the facts, questions, or recommendations has been left out, the executive summary is poor, or the recommendations lack specificity and robustness. **You will be allowed to revise the first two cases.** Revisions are due within three class sessions of the original write up being returned.

GROUP WRITE UPS FOR CASES
(note: on weeks with two cases, only the one listed below will have a write up)

<table>
<thead>
<tr>
<th>ODD GROUPS</th>
<th>EVEN GROUPS</th>
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<tbody>
<tr>
<td>AMWAY</td>
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<td>KRUPS</td>
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<td>VERTICALNET</td>
<td>STARBUCKS</td>
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<td>UNITED WAY</td>
<td>SAMSUNG</td>
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A group evaluation form will be passed out at the end of the semester. If a member of a group has not participated in the work of the group in an equitable manner, I reserve the right to adjust his/her grade.
as I see fit. If you are having group problems, then see me early in the semester if you cannot work it out within your group. If you come to me near the end of the semester it is too late to make adjustments. I will empathize with you but will be unable to adjust your group or its impact upon your evaluation and grade.

Quizzes are graded as follows:
- 0 = did not bother to show up
- 1 = your answer suggests that you did not prepare
- 2 = your answer suggests that you assimilated the necessary information
- 3 = your answer suggests that you assimilated the necessary information and integrated it with the other materials from the course
- 4 = your answer suggests that you assimilated the necessary information, integrated it with the other materials from the course, and made a noteworthy extension

Poor performance on quizzes can limit the upward mobility of your grade.

The marketing plan will be graded on a letter grade basis. In the past, those groups who have worked hard throughout the semester and put together a well thought out and researched plan have gotten in the A range. Those who procrastinated or did not take it seriously have suffered.

The in class final will be on the afternoon of the last day and will be a short case that you must analyze.
The grading of the final will be in five point increments based on the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>Excellent</td>
<td>15</td>
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<td>Very good</td>
<td>10</td>
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<tr>
<td>Acceptable</td>
<td>5</td>
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<tr>
<td>Other</td>
<td>0</td>
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The take home exam is designed to be a tool for your future use. I have attempted to design questions that provide an overview of the book in a minimal number of questions. You should be able to use the final to get back up to speed in a minimal amount of time. With this purpose in mind, I expect high quality answers on all questions on the take home portion of the final. **The grading for the take home is all or none.**
### SEMESTER GROUP EVALUATION FORM

<table>
<thead>
<tr>
<th>GROUP MEMBER</th>
<th>POINTS (out of 100 total for the group)</th>
<th>MEETINGS ATTENDED</th>
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**OTHER COMMENTS**  
(Please feel free to comment on how well members were prepared for the group meetings)
GROUP FORMATION INFORMATION

NAME

LOGISTICAL CONCERNS

WORK LOCATION

RESIDENTIAL LOCATION

TIMES YOU CAN WORK ON GROUP PROJECTS

MOTIVATIONAL LEVEL (1-10)

COMMITHMENT (PLEASE ANSWER THE FOLLOWING)

I am willing to meet any day, any time to work on cases and the marketing plan. I will do whatever it takes to get an A.

While I want to get a good grade in this class, I am not willing to give up my personal life to do so.

I have a lot of other commitments and can only dedicate a certain amount of time to this class.