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

DR. JOHN RICHARDSON

MBA 675.22

MARKETING MANAGEMENT

SPRING 2004

TUESDAYS

6:00 PM – 10:00 PM

PEPPERDINE UNIVERSITY PLAZA

SYLLABUS

(REVISED DECEMBER 2, 2003)
Marketing Management  
MBA 675.22  
SPRING 2004

Days / Time: Tuesdays / 6:00 P.M. – 10:00 P.M.  
Location: Pepperdine University Plaza

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Course Description

Included in this course are analyses of the environment, including global, ethical, political, social, and legal and regulatory issues and strategies relevant to the creation and distribution of goods and services; exploration of buyer behavior, marketing research, and marketing information from a managerial perspective; and analysis of product, pricing, marketing communications, and distribution decisions in marketing planning and marketing program implementation. Emphasis is on the practical application of marketing concepts to case problems and students’ current employment experiences. This course must be taken before MBA 682, Business Strategy.

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. Acquire an overview and understanding of the marketing process—a vitally and increasingly important segment of top-management responsibilities today

2. Master the vocabulary of marketing and become familiar with the fundamental concepts, which guide decision-making by the chief marketing executive

3. Develop an understanding of the impact that ethical concerns and diversity issues have upon making socially responsible marketing decisions

4. Become familiar with the “marketing concept” and understand the advantages and limitations of that customer-oriented approach to management

5. Develop an understanding of the importance of management information in marketing and of the marketing research process by which such information is secured and analyzed

6. Apply 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

7. Acquire a familiarity with the various functional components of the marketing process, e.g. retailers, wholesalers, advertising media, advertising agencies, marketing research agencies, etc., which will equip the student both to communicate effectively with people working in those areas, and to use these specialized skills effectively

8. Develop creative and innovative ways to market products and services both domestically and globally

9. Acquire an understanding of consumerism, marketing’s social responsibilities, marketing’s legal environment

10. Develop an understanding for applying marketing as it relates to society competition, consumer behavior, product planning and control, channels of distribution, and strategy formulation

11. Become acquainted with new ways to use computer technology and on-line capabilities to market existing and new products and services
Texts and Course Materials


Kotler’s textbook, *Marketing Management*, will be the primary source for introducing conceptual material. This will be supplemented by selected handouts and video presentations related to the marketing subjects under review.

In addition, readings will be scrutinized from *Annual Editions: Marketing* and from *Enterprise One to One*.

Lecture and discussion periods will be used to expand and clarify the conceptual base established by the text and readings.

The emphasis of the course will be on the application of marketing concepts in a strategic manner—with recognition of the importance of the marketing function in the overall strategic planning of the company.

Many of you will prepare a Marketing Plan as a capstone experience to this course. The Marketing Plan can use the company where you work, a company you intend to start, or some other actual current business situation to which you can obtain the necessary access.

Sources of Marketing Resources

The following academic journals, professional publications, business magazines, and newspapers are sources of marketing literature. All of these publications can be accessed through the *Business Periodicals Index*, as well as the Dialog computer search service. In addition, Pepperdine Centers have a variety of on-line database services that you should be familiar with.

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 45 points

Class participation 15 points

Reactionary Paper: *Enterprise One to One* 10 points

Individual/Small Group Project 30 points

Letter grades are determined by the following percentages:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 – 100%</td>
<td>A** (i.e. 90% = A-; 92% = A)</td>
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<tr>
<td>80 – 89%</td>
<td>B (i.e. 80% = B-; 82%-87% = B; 88% = B+)</td>
</tr>
<tr>
<td>70 – 79%</td>
<td>C</td>
</tr>
<tr>
<td>60 – 69%</td>
<td>D</td>
</tr>
<tr>
<td>59% &amp; below</td>
<td>F</td>
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**Examinations**

There will be two tests. The highest test score will receive a weight of 25 points and the other test will receive 20 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 Kotler 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. The test will be open book for the objective portions (i.e. true and false and multiple choice) and closed book and notes for the terms to define and essay portions of the tests.

**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 of 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.

**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 in the book. You can select out those portions of the 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 in the critique. Example: (pp. 15-17) or (p. 21).

5. In the 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.
Term Project

This exercise is considered to be the most important outcome of your learning experience for the course. Each student is expected to complete a marketing project which is personally meaningful. The project may take the form of a marketing plan or an in-depth analysis of a marketing issue. The project will be presented to the class.

Although the project can be done individually, students are generally encouraged to work in teams of 2-5 to maximize the learning experience and to minimize the workload.

Early in the course you will be required—individually or as a team—to prepare a one-page proposal relating to your project which will be reviewed by me for suitability of content, scope and applicability to the course requirements. You will be given some class time to develop your proposal and a detailed outline.

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

Those students who turn in their completed project at least one week prior to the second examination 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.

Each team will be required to present their plan—and individuals their project—during the last session of the course. Any support materials, including visual aids should be used.

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 the 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 MBA 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 in case analyses or course projects. All that is necessary is to make an appointment at the previous class meeting or contact me by phone.
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 GSBM 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