Syllabus for
MBAM 642.12

Professor Indranil Mookherjee
The George L. Graziadio School of Business and Management
Pepperdine University
Conduct

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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:

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

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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, Dr. Calvin H. Bowers, (310) 456-4208. (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.
Introduction

The primary objective of the course is to enable you to think logically and efficiently on advertising and promotion issues. Let me elaborate on this: the goal throughout the course will be directed towards recognizing the reasoning behind great or good advertising, or more importantly, recognizing the lack of reasoning behind bad or ineffective advertising. This process requires the ability to ask the right questions, to raise the right issues, to go beyond the theory of advertising and concentrate on the practices which make good advertising concepts a reality.

To achieve our primary objective we need to do two things. Firstly, we need to know the theoretical underpinning behind the process of advertising. Secondly, we need to develop the ability to critically evaluate advertising both in terms of the strategy and the execution of the strategy. To encourage the critical thinking required to achieve these objectives you will be challenged to provide a rationale for almost all activity. The overwhelming question which I am sure you will get tired of by the end of the trimester will be “Why?” By the end of the course I expect that all of you will be better equipped to handle that question.

The secondary objectives include the following:

- Mastering the advertising and promotion vocabulary.
- Cultivating an understanding of the theoretical underpinnings behind advertising and promotion. This will include an in-depth look at some of the contributions made by the social psychology, the sociology and the econometric streams of research to the field of advertising and promotion.
- Developing a firm grasp of the role and functions of advertising and promotion in today’s competitive environment.
- Understanding the key elements of the communication mix along with how they mesh together to form a coherent offering.
- Gaining the expertise to be able to deal with communication problems in terms of analysis, identification of problems and their solutions. Remember that in marketing there is usually no one correct answer; there are usually several strategies which could solve your problem. The expertise lies in being able to identify the solution you like best, and then being able to indicate how this particular solution is better than the other solutions available. You will spend considerable effort justifying your choice of a solution in this course.

Caveats

This is going to be a tough course. Considering that this is an elective course, I will assume and expect the following:

- That you have no life. If you do have a life, you respect my right to not care about its existence.
- That you are really interested in advertising and promotion.
- That you are prepared to work like mad on this course.
- That this material is really important to you and you want to learn it — irrespective of the cost.
- That you have intimate knowledge of Kotler’s Marketing Management book.
- That you understand and respect that I am going to expect a lot from you and you are absolutely comfortable with that notion.
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Caveats specific to Malibu

- You can’t be late to my class.
- I have noticed that some of you have this alarming tendency of leaving a class in the middle of a lecture, then coming back some time later. I think that shows disrespect for both the faculty member and the material presented. I am good in the classroom, so I don’t see any reason why you should disrespect me. Secondly, this is an elective class. If you are not interested in the material, why are you taking the class?

Responsibilities and Grading

These are the elements on which you will be graded:

- Class Participation
- Case Reports
- Examinations
- Term Projects

Class Participation

You are expected to be familiar with the contents of the chapters assigned to the particular class. You are expected to participate in discussions, ask questions, explain concepts and generally provide an interactive learning experience. You will find that this is not very hard to do since you will be continuously asked to participate. The lectures in class will be interactive to the extent that I will go over most of the critical areas, and attempt to provide insights and examples of how each strategy or concept is applied in the real world. The focus will be on understanding the issues and discussing the implications in relevant industries. You will be heartily encouraged to participate in this process.

Cases

Every group will be assigned a case to present. Every other group will have to provide a case brief on the assigned case.

The Presentation

The presentation will have the goal of examining, analyzing and resolving issues and challenges presented by each case. You can choose any format that you prefer, as long as you remember that your analysis should be from the perspective of the date of the case and not the current date. The other thing that you have to be aware of is that in most cases you might have to justify your positions, in the sense that you will have to provide appropriate rationale for the choice of strategy that you are advocating.

There are two components of the presentation:

1. **A written report:** This does not include just a copy of the slides used during the presentation. I need a written report. When you are presenting your arguments to the class, you might not be able to make a sustained case in support of your contentions. The written report is where you have a better opportunity to make your case. The written report can be any length, as long as the focus is not on the background of the case, but on the recommendations that you make to solve the problems presented in the case.

2. **The actual presentation:** This can be any form that you choose. Everyone does have to be involved in the process of making the presentation. I might decide to ask individual group members to answer particular questions. The presentations can be a maximum of 30 minutes in length.
**Grading Guidelines**

The Case Presentations will be graded using the following guidelines:

- Content (25 Points)
- Quality of Arguments (50 Points)
- Presentation Style (25 Points)

Content points will be determined by how thoroughly you have addressed the problems and issues presented in the case. The Quality of Arguments points will be determined by how rational and reasonable are the arguments you have presented, and how well you have made your case. How well you answer questions will also affect this section. Presentation Style points will be determined by how polished and efficient was the presentation itself, both in terms of the actual presentation and the report which you submit.

Case presentation grades are not individual, but they are a group grade. Every member of the group will be assigned the same grade.

**Case Reports**

The case reports should include a very brief summary of the key issues and your recommendation or plan of action to address the contingency presented by the case. I am not prescribing a maximum length for these briefs, but I should emphasize that the focus of the grading will be on the recommendation section and not on the summary. These will have to be submitted before the start of the class in which the case is being discussed.

**Grading Guidelines for Case Reports**

The Case Briefs will be graded using the following guidelines:

- Content (7 Points)
- Quality of Arguments (8 Points)

Content points will be determined by how thoroughly you have addressed the problems and issues presented in the case. The Quality of Arguments points will be determined by how well you have made your case in support of the recommendations that you have made.

**Study Teams**

By the second day of class I shall expect that you form study teams of groups of 4–5 students. I expect to be notified by the second class about the composition of each group. Study groups are an unique part of graduate school. I would encourage you to form groups on the basis of expertise, experience and mutual interests. Remember that throughout the trimester you will be interacting quite closely and frequently with the group, so find the best mix of people that you can come up with. However, if you need any help with the formation of the groups, I will be willing to coordinate the effort. I will not be held responsible for any personality conflicts that arise from my being the coordinator of the group-mix.

**Examination**

Final examinations will be in the multiple choice format The Final examination is comprehensive.
Attendance

You can miss as many classes as you want to, as long as you are cognizant of the following grading scheme. Each missed class gets you a penalty of **20 points** toward your final grade. If you don’t understand the reasoning behind this penalty, please refer to the section titled “Caveats.”

Grading

The relative weight of various assignments will be distributed as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Term Projects</td>
<td>60%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

Class Participation

You are expected to be familiar with the contents of the readings assigned to the particular class. You are expected to participate in discussions, ask questions, explain concepts and generally provide an interactive learning experience. You will find that this is not very hard to do since you will be continuously asked to participate. The lectures in class will be interactive to the extent that I will go over most of the critical areas, and attempt to provide insights and examples of how each strategy or concept is applied in the real world. The focus will be on understanding the issues and discussing the implications in relevant industries. You will be heartily encouraged to participate in this process.

Hint: How do I fail this class?

As you might have noticed, 60% of your grade for this class is based on group work. I will be administering a Peer Evaluation. If a majority of your peers contend that you did not perform your duties as a group member to their satisfaction, you will rightfully earn a grade of **“F”** in this class. I don’t care how well you do in the rest of the course; if I receive a poor Peer Evaluation from your group members, that is the grade you will get (“poor” in this case is defined as someone who did not pull their weight in the group). There are two ways to avoid the poor Peer Evaluation: choose your own groups carefully, and, do the work!

Instructor Contact

If you need me for any reason, just send me email. I check email obsessively and it is the easiest way to get in touch with me.

Email address: indro@indro.com

Responsibilities for the first class

1. Fill up the last sheet of this syllabus and please attach a recent mug shot. I need a mug shot, for a couple of reasons. Firstly, they help me know your name. In any given semester I have between 60–100 students, and there is no other way for me to remember your names. I just need a close resemblance, so you don’t have to go to a professional photographer! Just give me a picture, any picture with you in it. I don’t care if the other people in the picture include Bill Clinton, Jerry Garcia or your dear old cat. Any picture will do. The second reason I need the picture is that ex-students have this habit of popping up way in the future, sometimes just to talk, sometimes it is a recommendation, sometimes because they dialed a wrong number. I need to put a face to the person I am talking with. It really helps to have an old mug shot.

2. Start reading the book.

3. Send me an email as soon as you get this syllabus, telling me your name, your email address, and which class you are registered for. That way I can start flooding your email with stuff I need to
Texts and Resources

Required Text:

Advertising and Promotion 5th Edition
George E. Belch & Michael A. Belch
Published by McGraw-Hill Irwin
ISBN 0-07-231445-1
There will be a case packet made available at study.net

Document Transfer

I want all your project-related documents to be sent to me in text format. Plain text: No fancy formatting, no pictures, no PowerPoint slides, nothing. Just text. I am going to provide all your feedback through email. It is a great deal easier for me to just copy your text into an email message and give you feedback. If you need to make your document look just right: provide me with a hard copy or a pdf file of the document, in addition to the text of the document in a text file.

To learn how to save a document as a plain text file, look at your word-processor’s documentation.

ThePrezPapers™

I will make available, in pdf format, a copy of all the slides I will use in this class. You are better off generating a hard copy, since it will make following the class and taking notes easier.
### Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2, 2003</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td>Assignments: Completed Student Information Sheet due</td>
</tr>
<tr>
<td>September 9, 2003</td>
<td>Part 1-2</td>
</tr>
<tr>
<td>September 16, 2003</td>
<td>Part 3-4</td>
</tr>
<tr>
<td>September 23, 2003</td>
<td>Part 5</td>
</tr>
<tr>
<td>September 30, 2003</td>
<td>Part 5</td>
</tr>
<tr>
<td>October 7, 2003</td>
<td>Part 6</td>
</tr>
<tr>
<td>October 14, 2003</td>
<td>Final Exam</td>
</tr>
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Name: 
Address: 
Phone Number: 
  Home: 
  Work: 
Employer’s Name: 
Job Title: 
Email Address: 
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Part 1-2

September 16, 2003
Part 3-4

September 23, 2003
Part 5

September 30, 2003
Part 5

October 7, 2003
Part 6

October 14, 2003
Final Exam
Name: 
Address: 

Phone Number: 
  Home: 
  Work: 

Employer's Name: 
Job Title: 
Email Address: 
Anything else you want to tell me?

Please attach a recent photograph to this page and bring it to the first day of class.