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

Sunil Mehrotra

MBFE 658.62

MARKETING MANAGEMENT

Fall 2003

TUESDAYS
(August 25th-Dec 2nd)

6:00PM – 10:00PM

VENTURA COUNTY CENTER

SYLLABUS
PURPOSE

The course will provide you with a systematic framework for understanding marketing management and strategy. This will be accomplished by pulling together the materials from the marketing curriculum through a case analysis approach. The course emphasis will be on practical and “real-world” application of marketing concepts.

OBJECTIVES

This course is concerned with the development, evaluation and implementation of marketing management in complex environments. The course deals primarily with an in-depth analysis of a variety of concepts, theories, facts, analytical procedures, techniques and models. The course addresses strategic issues such as—What business should we be in? What are our long-term objectives? What is our sustainable marketing competitive advantage? Should we diversify? How? How should marketing resources be allocated? What marketing opportunities and threats do we face? What are our marketing organizational strengths and weaknesses? What are our marketing strategic alternatives?

1. PARTICIPATION

This course is highly interactive between the class and the instructor. Through case studies/presentations, problems, and specific company client activities, students will have the opportunity to use the concepts, ideas and strategies presented in class. Problem solving sessions occur in both individual and team settings. 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.

Participation will be graded as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exceptional</td>
<td>10</td>
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<tr>
<td>Excellent</td>
<td>9</td>
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<tr>
<td>Very good</td>
<td>8</td>
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<tr>
<td>Good</td>
<td>6</td>
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<tr>
<td>Marginal</td>
<td>3</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>0</td>
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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

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.

SUGGESTION ON HOW TO PREPARE CASES

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.
2. WRITTEN COMPONENT

1. A one page executive summary of the case
2. A summary of what you think are the pertinent facts in the case and why
3. A list of the key questions that need to be asked and why
4. A discussion of your recommendation(s) for the organization, why and so what.

Helpful Hints for executive summary:
The executive summary should consist of three paragraphs. The first should identify the issues in the case. 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. The third paragraph is the impact statement. Tell in a succinct yet persuasive manner the impact of your recommendations upon the organization. Lastly, remember that the executive summary should be written after the rest of your analysis has been done.
3. JOURNAL ENTRIES

For each chapter assigned in the text, you will need to turn in a journal entry. The entry should be as succinct as possible while showing that you have assimilated the material and can apply it to a real world situation (your own). The journal will be evaluated as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
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<tbody>
<tr>
<td>EXCEPTIONAL</td>
<td>10</td>
</tr>
<tr>
<td>EXCELLENT</td>
<td>9</td>
</tr>
<tr>
<td>VERY GOOD</td>
<td>8</td>
</tr>
<tr>
<td>ACCEPTABLE</td>
<td>6</td>
</tr>
<tr>
<td>MARGINAL</td>
<td>3</td>
</tr>
<tr>
<td>UNACCEPTABLE</td>
<td>0</td>
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</tbody>
</table>

EXCEPTIONAL: your entry suggests that you assimilated the necessary information, integrated it with the other materials from the course, and made a noteworthy extension.

VERY GOOD: your entry suggests that you assimilated the necessary information and integrated it with the other materials from the course.

MARGINAL: your entry suggests that you assimilated the necessary information.

SUGGESTIONS ON HOW TO PREPARE JOURNAL ENTRIES AND OUTLINE/NOTES

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, 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 guide you as you consider your journal entry.
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.
4. 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.

ARTICLES

Each member of the class is expected to do outside reading that is pertinent to the topic(s) of the week. This will help in the case discussions and in developing your marketing plan. One of the best (and easiest) sources for articles is the reference section at the end of each chapter in the book. Publications to consider for sources of articles are listed later in the syllabus. This requirement of the class tends to be much more enjoyable if you pick articles of interest to yourself and/or the marketing plan you are working on for the semester. The purpose for this is to acquaint you with the different publications available to you and for you to get a feel for the different style and content of the different publications. This will give you a significant competitive advantage when you are asked to do research for projects at work. Please give me a brief update each week on what you have been reading.

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.
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)

Harvard Business Cases

ADDITIONAL READING SOURCES

For articles of a conceptual nature:

Journal of Marketing
Strategic Management Journal
Sales and Marketing Management

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
Marketing Communications
Marketing News
Wall Street Journal
Trade publications
Industry magazines

SMALL BUSINESS PUBLICATIONS

Bottom Line Business
Entrepreneurial magazine
Business Start-Ups.
Inc.

GRADE DETERMINATION

<table>
<thead>
<tr>
<th>Component</th>
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<tbody>
<tr>
<td>PARTICIPATION</td>
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</tr>
<tr>
<td>WRITTEN CASES</td>
<td>25%</td>
</tr>
<tr>
<td>MARKETING PLAN</td>
<td>25%</td>
</tr>
<tr>
<td>JOURNAL</td>
<td>15%</td>
</tr>
<tr>
<td>EXAM/Quizzes</td>
<td>10%</td>
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### SCHEDULE OF CLASSES

NOTE: It is expected that the students would have read Chapter 1 in the Kotler text and the Arrow Electronics case prior to coming to coming to the first class. We will cover Chapter 1 briefly in class and then delve into the Arrow Electronics case in the first class.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>KOTLER CHAPTERS</th>
<th>IN CLASS</th>
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</thead>
</table>
| 1    | 1              | INTRODUCTION  
PART I: Understanding Marketing Management  
Defining Marketing for the 21st Century  
Case: Arrow Electronics |
| 2    | 2, 3           | PART I: Understanding Marketing Management  
Marketing to The New Economy  
Case: Bizrate.com  
Building Customer Satisfaction/Value/Retention  
Case: Pursuit of Quality at AT&T Universal Card |
| 3    | 4, 6           | PART II: Analyzing Market Opportunities  
Market Oriented Strategic Planning  
Scanning the Market Environment  
Case: Edmunds.com  
Case: Ciba Consumer Pharmaceuticals |
| 4    | 5              | PART II: Analyzing Market Opportunities  
Gathering information and measuring demand  
Case: Juice Guys |
| 5    | 7, 8           | PART II: Analyzing Market Opportunities  
Analyzing Consumer Markets and Buying Behavior  
Case: Tivo  
Analyzing Business Markets and Business Buying Behavior  
Case: VerticalNet |
| 6    | 9, 10          | PART II: Analyzing Market Opportunities  
Dealing with the Competition  
Case: eBay, Inc  
Identifying Market Segments and dealing with target markets  
Case: Grannies Goodies |
| 7 / 8 / 9 | 11, 12, 13 | PART III: Developing Marketing Strategies  
Positioning Market Offering through PLC  
Case: Bet.com  
Developing New Market Offerings  
Case: Pepcid AC  
Designing and Managing Global Marketing Strategies |
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<tr>
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| 10    | 15              | PART IV: *Shaping the Market Offering*  
Designing and Managing Services  
Case: FirstUSA and Internet Marketing |
| 11 / 12 | 14, 16        | PART IV: *Shaping the Market Offering*  
Setting the Product and Branding Strategy  
Case: Monster.com  
Designing Pricing Strategies and Programs  
Case: InPart |
| 13    | 17, 18         | PART V: *Managing and Delivering Marketing Programs*  
Designing and Managing Value Networks and Marketing Channels  
Case: CVS The Web Strategy  
Managing Retailing, Wholesaling, Market Logistics  
Case: RadioShack |
| 14    | 19, 20         | PART V: *Managing and Delivering Marketing Programs*  
Designing and Managing Integrated Marketing Communications  
Case: Hunter Business Group  
Managing Advertising, Sales Promotion, PR and Direct Marketing  
Case: Heinecken |
| 15    | 21, 22         | PART V: *Managing and Delivering Marketing Programs*  
Managing the Sales Force  
Case: CentraSoftwar  
Managing the Total Marketing Effort  
Case: Jeanne Lewis and Staples, Inc. |