Syllabus for MBFE 658.73

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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, pp. 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, Ms. Lauren Breeding (310) 560-6500. (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.
Course Objectives

The primary objective of the course is to enable you to think logically and efficiently on marketing issues. Let me elaborate on this: the impetus, for instance, in the advertising section will not be on how to make great advertising, but how to recognize great or good advertising, and more importantly, how to recognize 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.

Throughout the trimester 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 marketing vocabulary.
- Developing a firm grasp of the role and functions of marketing in today’s competitive environment.
- Understanding the key elements of the marketing mix along with how they mesh together to form a coherent offering.
- Exposure to the ethical issues facing every marketer.
- Recognition of the changing nature of marketing, with special emphasis on the globalization of markets, the influence of technology and the changing demographic profile of the consumer.
- Gaining the expertise to be able to deal with marketing 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.

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.

Examinations

Midterm and Final examinations will be in the multiple choice format The Final examination is not comprehensive, in that the material covered between the midterm and final examination will be the focus.

Term Project

You will be required to submit a term project by November 26. The term project can be on any marketing problem that you are interested in. The subject is completely at your discretion. I only require that you identify a marketing problem and then analyze, review and provide recommendations to solve the problem. It can be on any industry, any product category, any brand, anything that you are interested in. The term project can be any length. Just remember that the depth of your coverage will determine how well you are graded.

The term project represents a major commitment. The activities involved would include extensive research, writing, and I hope, a lot of stimulation to the brain cells! The only way you are going to do a good job is by starting early! I will expect a written identification of the problem that you are interested in by September 17. Throughout the trimester you are encouraged to contact me during class or through email regarding any questions or help you might need with the project. I am prepared to sign any NDA’s that you or your lawyers can come up with. So please give me one, and I will sign it. Do the project on something which is important to your life. It will help you and also ensure a better grade. For those who are uninformed, an NDA is a non-disclosure agreement. It states that if the person who signs the NDA talks about the contents of the project to any soul, living or dead, the person risks being shot. If you do give me a NDA, please ensure that you give me a stamped and addressed envelope which can hold your project. I want to be able to return your project at the end of the semester, and avoid being shot.

Term Project Guidelines

Depending on your interests, the project you choose will have a broad or a narrow focus. The sharper your focus, the more detailed the project becomes. You will find it easier to deal with a narrow focus, simply because of the complexities inherent in a broad focus and the time constraints of the trimester. However, you might choose an issue which is broader. Let me give you some examples of projects with a broad, intermediate or narrow focus:

Broad topics:

I. Issues surrounding the marketing of a specific product throughout the World. For example, various electrical and electronic appliances need to meet different requirements in various parts of the World. Costly requirements of some countries may not apply in others. Thus, there may be a trade-off between cost savings from eliminating such features and standardization. Another issue relates to the impact of international variation of products on product image among consumers. Some additional issues that may be considered include:
   ➢ Should a standard advertising and promotional approach be adopted globally or should local managers be allowed to make modifications deemed better suited for the local
market?

➢ How should products be priced in countries with different economies and demand structures?

➢ What should be the sequence of entry in different countries, and how important is each market?

II. Marketing in one country or geographic area. Regardless of the product involved, certain countries or geographic regions may provide special challenges and opportunities for marketers. For example, some countries, in order to preserve scarce “hard” currency, insist on “counter-trade” or “off-set” contracts, whereby the seller is obligated to buy something from the host country in return. (Lockheed had to buy wine, a product with which the company had no expertise, from Spain in order to sell aircraft to that country.) Some other issues that may be studied:

➢ the influence of religion on culture and government

➢ the roles and expectations of women in the culture

➢ the availability of infrastructure and supplies

➢ feelings of the population of the host country toward the United States or former colonial powers

➢ the use of many different languages within a single country or region (e.g., Europe, India)

Intermediate level of focus:

The global marketing approaches and challenges of one company. Although companies naturally want to keep their marketing strategies as trade secrets in many cases, information is nevertheless released to investors and customers under certain circumstances. Journalists and researchers also frequently uncover and report a great deal of information about the companies.

Specific focus:

Opportunities and strategies for the marketing of one specific product in one country or geographic region. Here, many of the issues discussed in previous categories apply, but a more specific focus applies.

NOTE: You are encouraged to consider products, industries, and countries which have a personal interest to you. This interest may come from a family business, employment with a company involved in a specific product or a particular country, or great personal involvement with a product (e.g., automobiles, stereo equipment, textiles, or films).

Project Phases

Topic selection and project proposal. The first step in this project is to select a topic of interest to you. If you do not already have an idea in mind, you may want to look through those chapters of the textbook that you find particularly interesting for ideas. You may also want to peruse recent issues of magazines such as Business Week or Fortune for inspiration. Please feel free to “bounce off” any ideas with me before getting too far into the project.

During the meeting in the third week of class, you should turn in a brief project proposal outlining your topic and any questions that you will seek to answer. This step will allow you to formalize objectives for the project and will enable me to give you feedback on the appropriateness and feasibility of the project. The proposal will not be graded; it is just meant to give me an idea of what exactly you are thinking of in terms of the project.

Writing the Paper. Your paper can be as long as you want it to be, and should contain the following parts:

➢ An executive summary which briefly describes your topic and important findings. This will enable your reader to gain a quick overview so that he or she can determine if the report is of interest.

➢ An introduction discussing why the topic is interesting and the objective of your findings.

➢ The body of your paper discussing your findings.

➢ A conclusion section highlighting important findings and any conclusions you have reached.

➢ A bibliography listing the sources you have used.
Important!

The paper must be your own work and you must credit authors whose ideas you use. This applies even if you summarize their thoughts rather than quoting the authors directly.

Some pointers on the writing of the report:

- Clarity and conciseness are essential.
- Your objectives should be clearly evident.
- Readers of executive reports are busy. You should carefully proofread your paper with the aim of removing redundancy and cutting out unnecessary parts.
- Charts, tables, and graphs can be powerful tools to get points across.
- A paper broken into logical sections and sub-parts is easier to read.
- Your writing should “flow” to the greatest extent possible, pulling the reader from one point to another. You may want to use “bullets” to highlight important points.
- Correct grammar portrays the writer as an educated person and improves the readability of the paper. Poor or incorrect grammar may also detract from the message of your writing.
- Proofreading can make or break a paper. With the availability of word processing equipment, a good writer is not distinguished by what he or she produces the first time around. What counts is the ultimate product you create.
- You are likely to be a better proofreader at least a day after you have completed your first draft—then mistakes are much less likely to “slip” by.
- Proofing a paper naturally involves a spelling check. (Note that you must be on the watch for homonyms that the computer accepts as legitimate words.)
- Word processing allows you to come back to troublesome parts at a later time. There is no need to get your wording right the first time around. When you experience a “block,” it may help to go on to the next section and come back to the troublesome part later.

Grading Guideline for Projects

The Term project constitutes 15% of your final grade. It will be graded along three dimensions:

Presentation (30%): Marks in this section will be determined by how well the paper is written and presented.

Logical Consistency (60%): This section will be an evaluation of how well the arguments are structured: whether there is a logical flow to the arguments, or conversely, whether they are inconsistent with assertions made in other parts of the paper.

Agreement (10%): Grading on this section will be determined by how much I agree with your conclusions. Remember that on most of the projects you will deal with, I have very little expertise. The grades in this section will be determined by how persuasive I have found your arguments.

Attendance

You are responsible for all material covered in class. Although I will not attempt to keep a record of absences, I do believe that your participation and attendance will be reflected in your grades, especially in the Class Participation segment of your total grade.

Hint: How do I fail this class?

As you might have noticed, a lot of the assignments in this class include 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
There are two ways to avoid the poor Peer Evaluation: choose your own groups carefully, and, do the work!

**Grading**

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

- Midterm examination .......................................................... 20%
- Final examination ...................................................................... 25%
- Case Reports ........................................................................... 15%
- Study team case presentation ............................................. 15%
- Term Project ........................................................................... 15%
- Class Participation ................................................................. 10%

**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.

**Responsibilities for the second 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. You are going to be reading this rather dense, tome on Marketing about five times during the semester. You might as well start now and get ahead.

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 send you.

**Texts and Resources**

**Required Text:**

*Marketing Management*

by *Philip Kotler* (Eleventh edition)

**Harvard Business Review Cases**

A list of these will be assigned.

**Document Transfer**

I want all your case-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 case-related 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.

Your term project document you can submit to me in hardcopy or as a pdf file.

**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.
August 27, 2003
Introduction
Assignments: Completed Student Information Sheet due

September 3, 2003
Readings: Chapter 1-2

September 10, 2003
Readings: Chapter 3-4

September 17, 2003
Readings: Chapter 5-6
Assignment: Identification of Term project due (email)
Assignment: Suzuki Case due (email)

September 24, 2003
Readings: Chapter 7-8

October 1, 2003
Readings: Chapter 9-11

October 8, 2003
Mid-Term Exam

October 15, 2003
Readings: Chapter 12-13

October 22, 2003
Readings: Chapter 14-15

October 29, 2003
Readings: Chapter 16-17

November 5, 2003
Readings: Chapter 18-19

November 12, 2003
Readings: Chapter 20

November 19, 2003
Readings: Chapter 21

November 26, 2003
Readings: Chapter 22
Assignment: Term Project due (email or hardcopy)

December 3, 2003
Final Exam
Name:
Address:

Phone Number:
   Home:
   Work:

Employers 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.