

UNIVERSITY OF BRIDGEPORT
MKT 600: Marketing
2013 Fall
Syllabus

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COURSE OBJECTIVES:

This course examines the fundamental marketing principles and practices underlying a successful business enterprise. We will address the opportunities, challenges, problems, and *decisions* involved in market-driven management. Students will learn the tools, concepts, analytical frameworks, and skills necessary for making marketing decisions and designing marketing programs. We will cover the processes and activities involved in effective marketing as well as the strategic implications of being market-driven. Throughout, emphasis is placed on the commonality of business objectives and the cooperation that must exist between business functions in a team-oriented project environment. This embodies a comprehensive view that increasingly characterizes the management of a modern business.

In particular, by the end of the course students should know:

- Key marketing vocabulary and its appropriate use.
- Key marketing concepts and models and their appropriate application.
- The environmental context in which managers operate, both internal and external, and how to analyze it.
- The components of a marketing strategy or plan and how to develop same given the internal and external context in which the organization operates.
- What a marketing plan is and how to develop one.
- The general attitudes, orientation and activities of a marketing professional.

REQUIRED TEXT(S):

Kerin & et al., *Marketing*, 11th ed.

COURSE REQUIREMENTS AND FORMAT:

Common Courtesy in the Classroom – Recent experience has taught me that it is, unfortunately, necessary to spell out my expectations regarding behavior in the classroom.

1. Rude behavior of any kind will not be tolerated. This includes, *inter alia*: talking while others are talking, interrupting other speakers, speaking without raising a hand and being recognized by the professor, phones or other devices ringing,

surfing the internet or other activity on the computer that is not directly related to what is going on in class, etc. Or, any other inconsiderate behavior not listed here.

- a. **Note: Rude behavior to classmates may result in the party being asked to leave the room for the rest of the class. In particular, when a classmate is speaking, no other conversation should be going on in the classroom, and no one should interrupt.**
2. If you have not prepared the material for the class, do not comment on the specifics of a case or other readings. In short, if you are not prepared, then you should not be “taking shots” (guessing) at what might be relevant to the discussion.
3. Students are expected to come to class prepared (see below in **Discussion Participation**) with **the materials necessary for full participation in class**. These include, at minimum, paper, pen or pencil, and a copy of the cases and readings for that class. It is acceptable to bring cases and readings on a computer. Even if you bring a computer to class, it is strongly recommended that you always have paper and pen or pencil with you. Don’t be quite so obvious that you really don’t care about the class.
4. In general, at least pretend that you are interested in the course. An apparent lack of interest is likely to have a negative effect on the class participation grade.

Attendance & Class Participation– I assume that you are grown ups and that if you come late, leave early or miss class, that you have a (good) reason. Whatever the reason is, it’s your business. It is not necessary to tell me or to apologize.

If you come in late or leave early, please do so quietly. You do not need to wait outside for a break or my acknowledgement. Just, come in or leave quietly and in a manner that is least likely to be disruptive. You do not need to inform me of why nor do you need to apologize for doing so.

If you must miss class (whether for a good reason or not), you must be prepared to face the consequences. For example, if you are not in class, you cannot participate. **There is no process for making up participation if you do miss class.** Furthermore, you may miss something that will help you in your coursework. You may also not be able to participate fully in your team. **Note: These apply even if you miss class for a “good” reason.**

Class participation is evaluated according to the following criteria:

- Is the student helpful in moving the discussion forward?
- Does the student raise issues that are of interest to his/her peers?
- Does the student go backwards in the discussion to attempt to “win” a point, but lack persuasive evidence and so appears to be wasting time?

- Does the student participate well in role plays, including unflattering roles, to assist the moderator in building understanding and insight for the class as a whole?

Students are expected to prepare each session's readings and cases to participate actively in discussions of the readings and cases. The quality and level of preparedness of each student's contributions matters as much as the number of times a student volunteers in class. The objective: substantial weekly contributions to class discussions.

Format -- Key points of the readings will be discussed and may be summarized by the professor in a lecture, during which she will propose discussion questions. After the lecture cases may be discussed. For some cases students may be divided into groups to prepare for the case discussion, role play or other exercise.

Team Participation -- Participation will be evaluated by the instructor and by peer review. In the final class, the instructor will provide a form for assessing the participation of the various team members. You will be asked to evaluate:

- The contribution of each team member
- The knowledge of each team member
- How much each team member influenced the decision process over the nine decision periods
- How much each team member contributed to the team's overall performance

You will note that you will basically be evaluating how much each team member contributed in terms of both quantity and quality.

Marketing Plan – You will form teams of 2 to 4 people and choose a real company, examine it in detail and develop a marketing plan based on your examination. Please see Appendix A to this syllabus for what the Marketing Plan should contain. I will provide further details, but the deliverables will include a brief proposal, due in class on **September 25**; Assignment 2, due in class on **October 30**; final oral presentation, due **December 11**; and the final written presentation, due on the following **Friday, May 13 by 5:00 PM**.

- Proposal – **Due September 25** - Each team will prepare a short proposal (one [1] page single-spaced) which should include the following: the name of the company or product chosen to develop a marketing plan for and a very brief discussion of some of the macro-environmental *trends* and how they affect this company/product. **The point of this exercise is to demonstrate to me that you have begun working on the final project.**

GRADING:

Attendance & Class Participation		10%
Midterm Exam/Exercise – 2 @ 20%		40
Final Team Project: Marketing Plan –	Written	20
	Oral	5
	Proposal	5
	Assignment 2	10
Team Participation		10%

NO LATE ASSIGNMENTS WILL BE ACCEPTED AND NO MAKE-UP ASSIGNMENTS WILL BE PROVIDED.

ALL WRITTEN ASSIGNMENTS MUST BE TYPED WITH APPROPRIATE FONT SIZE AND MARGINS. POOR SPELLING AND GRAMMAR MAY LOWER THE GRADE ON THE ASSIGNMENT (AS WELL AS MAKING IT MUCH MORE DIFFICULT FOR THE PROFESSOR TO UNDERSTAND YOUR THOUGHTS).

IT IS THE STUDENT'S RESPONSIBILITY TO FAMILIARIZE HIMSELF OR HERSELF WITH AND ADHERE TO THE STANDARDS SET FORTH IN THE POLICIES ON CHEATING AND PLAGIARISM AS DEFINED IN CHAPTERS 2 AND 5 OF *THE KEY TO UB* AT WWW.BRIDGEPORT.EDU/PAGES/2623.ASP OR IN THE APPROPRIATE GRADUATE PROGRAM HANDBOOK.

APPROPRIATE CITATION OF QUOTED OR REFERENCED MATERIALS IS REQUIRED. *PLAGIARISM WILL NOT BE TOLERATED AND MAY BE THE BASIS FOR EXPULSION FROM SCHOOL.*

COURSE SCHEDULE:

IN THE EVENT OF CLASS CANCELLATION, THE PROFESSOR WILL PROVIDE A REVISED SCHEDULE FOR DECISIONS.

DATE TOPICS & CASES/READINGS

Session 1	Introduction to Course
Wed.	Getting Acquainted
8/28	Research and Plagiarism: Doing the Former while Avoiding the Latter

<u>DATE</u>	<u>TOPICS & CASES/READINGS</u>
Session 2 Wed. 9/4	Introduction to Marketing; Marketing Strategy Reading: Ch. 1, 2 including Appendix A
Session 3 Wed. 9/11	Environment; Buyer Behavior Reading: Ch. 3, 4, 5
Session 4 Wed. 9/18	Buyer Behavior (cont.); Segmentation, Targeting & Positioning Reading: Ch. 6, 7, 9
Session 5 Wed. 9/25	STP (cont.); Marketing Research Reading: Ch. 8 Marketing Plan Proposal due
Session 6 Wed. 10/2	Midterm 1
Session 7 Wed. 10/9	Product Reading: Ch. 10, 11, 12
Session 8 Wed. 10/16	Price Reading: Ch. 13, 14
Session 9 Wed. 10/23	Place Reading: Ch. 15, 16, 17
Session 10 Wed. 10/30	Promotion Reading: Ch. 18, 19, 20 Marketing Plan Assignment 2
Session 11 Wed. 11/6	TBD

DATE TOPICS & CASES/READINGS

Session 12 Midterm 2
Wed.
11/13

Session 13 Implementation
Wed.
11/20 Reading: Ch. 21, 22

11/27 Thanksgiving – NO CLASS

Session 14 Team meetings/catch up
Wed.
12/4

Session 15 Oral Presentations of Final Project: Marketing Plan
Wed. Peer Evaluations
12/11

Friday, May 13 Written Presentation of Marketing Plan due by 5:00 PM

APPENDIX A

MARKETING PLAN

- Current Marketing Situation
 - External Threats, Opportunities
 - Microenv – esp. competition (direct, indirect, current, potential)
 - Customers – segmentation; relevant consumer behavior
 - Etc.
 - Macroenv – demographics, sociocultural, technology, economic, natural, legal/regulatory/political
 - Internal Strengths, Weaknesses
 - Current segmentation, targets; relevant consumer behavior
 - Current strategy including
 - Mission, objectives, corporate strategy
 - Competitive advantage/strategy
 - Marketing strategy
 - Targets and positioning
 - 4 P's***
 - Overall assessment of current situation
 - Identify key issues
- Marketing Strategy going forward which addresses key issues noted above
 - Objectives going forward
 - Segmentation, targeting, positioning
 - Competitive advantage/strategy
 - 4 P's***
 - Timing
 - How will you assess/measure performance? (control)

Everything must be fully justified and flow logically from your analysis of the current marketing situation.

A Final Note

Your objective here, along with your learning, is ***to demonstrate to the professor that you have learned some things. The way to do this is to utilize the concepts and models developed in class in your analysis of the situation your chosen company faces. Oh yes, and don't forget to use the appropriate vocabulary.***

What you are doing in this exercise is essentially developing and analyzing a case. You must gather the facts of the case. Then you must analyze those facts (using the concepts and models developed in class) to determine what their significance is; i.e., how is the company doing and why and what would you recommend that they do now.

*** When discussing the 4 P's, be sure to go back to the relevant chapters and use the vocabulary, concepts, models in your analysis and discussion. For example, when analyzing product, you should be sure to discuss core, actual and augmented product, inter alia. Similarly for the other P's, be sure to discuss the key factors that shape the decision, including reference to the target market.