Emporia State University
Department of Business Administration and Education

MK 464 Marketing Management

Spring 2012

Instructor: Jun Yu
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COURSE DESCRIPTION

The tasks of marketing are reviewed and analyzed within the context of a cross-functional and a marketing-oriented organization. The focus is on decision-making activities of marketing executives in product planning, market analysis and consumer selection, promotion, personnel management, pricing, and distribution channels.

COURSE OBJECTIVES

- To become familiar with the range of decisions implicit in strategic marketing management and planning, and to develop skills in using a variety of analytical frameworks for making such decisions
- To enhance your understanding of what marketing managers do from new product entry strategy to product management
- To develop skills in organizing for effective strategic marketing and implementing the market planning process
- To enhance your ability to communicate, in both oral and written formats, business analyses and topics
- To enhance teamwork and interpersonal skills that are required of a marketing manager

REQUIRED TEXTBOOK


HOW TO BE SUCCESSFUL IN THIS COURSE
Since the instructor does not meet with the students face-to-face regularly for an online course, it has been the instructor's observation that the students who are successful in an online course are self-motivated learners. This point cannot be emphasized strongly enough. You, the student, must:

- have motivation to read, write, and communicate with others.
- devote enough time everyday to work on the assigned reading and homework for a 3-credit course.
- be flexible in dealing with technology problems.
- be a self-starter, does not procrastinate.
- possess good time management skills.

Since flexibility in time arrangement is the hallmark of online learning, it is also the instructor's observation that holding online office hours is not a good approach to interacting with students. As such, you are encouraged to communicate with the instructor anytime if you have questions. Your questions will be answered in a timely manner. All email communication with the instructor should have a subject line that follows the format of: MK820- topic (the topic that you want to discuss in the email).

ASSIGMENTS

There is an essay assignment for each of the 13 chapters. Write the essay within ONE page in Times new Roman style, font 12, single spaced, in a Word file. Submit the assignment in an attachment on Blackboard in the Assignment area by the specified deadline (see class schedule at the end of the syllabus). Each 24-hour period after the deadline is passed will cost you a 10% credit for that assignment.

GRADING OF CHAPTER ESSAY ASSIGNMENTS

Your score on each assignment will be based on the criteria below. The instructor will adjust your score either upwards or downwards from these baseline scores based on an assessment of the quality of your homework relative to these criteria.

25 (Exemplary)

- Complies fully with the assignment. Information clearly and effectively supports a central purpose and displays a thoughtful, in-depth analysis of a sufficiently limited topic. The reader gains insights.
- Begins, flows, and ends effectively.
- Provides compelling supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion.
- Is well-organized and unified with ideas and sentences that relate to the main topic. The ideas are arranged logically to support the main topic.
- Uses appropriate, direct language; writing is compelling; sentences are well-phrased and varied in length and structure. Paragraphs are well-structured.
• Is free of errors in grammar, punctuation, word choice, spelling, and format. Maintains a level of excellence throughout, and shows originality and creativity.

20 points (Proficient)

• Complies in a competent manner with the assignment. Information provides firm support for a central purpose, and displays evidence of a basic analysis of a sufficiently limited topic. The writing demonstrates overall competency. It shows some originality, creativity, and/or genuine engagement with issues at hand.
• Begins, flows, and ends effectively.
• Provides adequate supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion.
• Is well-organized and unified: sentences relate to main topic; ideas are arranged logically to support the thesis. Paragraphs are well structured.
• Contains minimal errors in grammar, punctuation, word choice, spelling, and format.

15 points (Marginal)

• Complies adequately with the assignment. Information supports the thesis at times. Analysis is basic or general. The purpose is not always clear. The writing completes (rather than engages in) the assignment.
• Presents an unclear (either persuasive or argumentative) rhetorical position.
• Has partial or inadequate introduction and conclusion.
• Does not provide adequate supporting arguments, evidence, examples and/or details.
• Is not arranged logically. Ideas fail to make sense and are not expressed clearly. The reader can figure out what the writer probably intends, but may not be motivated to do so.
• Contains some awkwardly constructed sentences that present an occasional distraction for the reader. Paragraphs are unstructured, and general organization and flow is lacking.
• Contains many errors in grammar, punctuation, word choice, spelling, and format which distract the reader.

10 points and below (Unacceptable)

• Does not adequately comply with the assignment. The writing does not successfully identify the purpose. Analysis is vague or not evident.
• Has no rhetorical position.
• Has an inadequate introduction and conclusion.
• Does not provide adequate supporting arguments, evidence, examples and/or details. Paragraphs may “string together” quotations without a context of discussion.
• Is not arranged logically. Frequently, ideas fail to make sense and are not expressed clearly. The reader cannot identify a line of reasoning.
• Contains frequent errors in sentence structure, which present a major distraction to the reader.
Paragraphs are unstructured, and the writing lacks general organization and flow.
• Contains numerous errors in grammar, punctuation, word choice, spelling, and format, which obscure the meaning of the passage. The reader is confused and stops reading.

CHAPTER ASSIGNMENTS

Chapter 1: Market-Oriented Perspectives Underlie Successful Corporate, Business, and Marketing Strategies

How are the basic business philosophies or orientations of a major consumer products firm such as General Mills or Nestlé and a small entrepreneurial start-up in a fast-growing, high-tech industry likely to differ?

Chapter 2: Corporate Strategy Decisions and Their Marketing Implications

The Kelly Bottling Company, located in a large metropolitan area of some 5 million people, produced and marketed a line of carbonated beverages consisting mainly of flavored soft drinks (not including colas), soda water, and tonics. They were sold in different types of packages and sizes to a wide variety of retail accounts. How might such a company expand its revenues by pursuing each of the different expansion strategies discussed in Exhibit 2.5?

Chapter 3: Business Strategies and Their Marketing Implications

You are the marketing manager for a generic products division of a major pharmaceutical manufacturer. Your division uses the corporation’s excess manufacturing capacity to produce generic prescription drugs—drugs whose patents have expired and can thus be manufactured by any company that wishes to produce them. Your division is a low-cost defender that maintains its position in the generic drug market by holding down its costs and selling generic products to distributors and pharmacies at very low prices. What are the implications of this business strategy for each of the 4 Ps in the strategic marketing program you would develop for your division?

Chapter 4: Understanding Market Opportunities

Taking into account the five competitive forces, what do you think lies ahead for the worldwide automotive industry?

Chapter 5: Measuring Market Opportunities: Forecasting and Market Knowledge

To more effectively allocate promotion expenditures and sales efforts, the marketing manager for a company marketing frozen food entrées would like to know the relative market potential for such products in every county in the United States. What variables would you include in a multi-factor index for measuring relative potential? Explain your rationale for including each variable.

Chapter 6: Targeting Attractive Market Segments
Can market segmentation be taken too far? What are the potential disadvantages of oversegmenting a market? What strategy might a firm pursue when it believes that the market has been broken into too many small segments?

Chapter 7: Differentiation and Brand Positioning

What is meant by a determinant attribute for a given product? Explain why the identification of such attributes is so important. What would be an example of a determinant attribute for each of the following products and services?

a. A cruise line
b. A laptop computer
c. French wine
d. Women’s sportswear
e. A hospital
f. A liberal arts college
g. A tractor

Chapter 8: Marketing Strategies for New Market Entries

Under what conditions do pioneer and follower strategies each have the greatest probability of long-term success?

Chapter 9: Strategies for Growth Markets

How would you characterize the strategies of the major Korean automakers (e.g., Hyundai, Kia) as they attempt to capture a larger share of developed markets such as Europe and the United States?

Chapter 10: Strategies for Mature and Declining Markets

In recent years, McDonald’s—which had attained decades of outstanding growth by selling burgers and fries to American families with young children—has aggressively sought franchisees in foreign countries, including Russia and China. The firm has also introduced a wide variety of new product lines and line extensions (breakfast items such as Egg McMuffin, Chicken McNuggets, McChicken sandwiches, low-carbohydrate salads, etc.). What was the strategic rationale for these moves?

Chapter 11: Marketing Strategies for the New Economy
What characteristics are common among industries that are highly susceptible to being revolutionized by new-economy technologies?

Chapter 12: Organizing and Planning for Effective Implementation

Suppose you have been offered the job of developing and managing a new medical products unit for a major electronics manufacturer. The purpose of the new SBU will be to adapt technology from other parts of the company for medical applications (diagnostic equipment such as CAT scanners, surgical lasers, etc.) and to identify and build markets for the new products the unit develops. The new unit’s performance over the next several years will be judged primarily on its success at developing a variety of new products and its rate of growth in sales volume and market share. Before accepting the job, what assurances would you seek from the company’s CEO concerning the administrative relationships to be established between the new SBU and corporate headquarters? Why?

Chapter 13: Measuring and Delivering Marketing Performance

You are a marketing manager in a SBU of a large consumer food manufacturer. The SBU’s general manager has asked you to conduct a marketing audit of the SBU as a basis for evaluating its strategic and operations strengths and weaknesses. What issues or areas of concern should be covered by your audit? After completing your marketing audit, you are asked to develop a contingency plan for the SBU’s major product line. Provide an outline of what the plan should cover.

THE MARKETING PLAN

The essence of marketing education is to learn to adopt the appropriate mindset for making complicated marketing decisions. The best approach is experiential learning. This course, designed to focus on development of a strategic framework for decision making, does not mirror the requirements of entry-level positions that students will seek in the near future. However, there is an immediate opportunity to practice what is conveyed in this course through experiential learning. If you recall, marketing can be about not only goods and services, but also ideas and people. As a student who is taking this senior-level college course, you are actually engaged in the marketing process – you will use your college education to better market yourself. Or, you can also say that you are trying to get a degree to improve the product – yourself.

Nonetheless, you might not have carefully thought about the marketing strategy regarding your personal career. As such, this assignment asks you to formulate your own career strategy by using the concepts of marketing strategy. If you think carefully, you will realize that many concepts and exercises which you were exposed to so far in this course can be immediately applied to planning your career. In designing a marketing strategy, the manager usually proceeds through a series of steps – from the delineation of the business mission and marketing objectives to assessing the company’s financial and managerial resources and past marketing strategies, from estimating the impact of macro and micro environmental forces to an evaluation of comparison of the company’s and competitors’ strengths and weaknesses, from measuring profit and growth opportunities, investment and cash flow requirements with the help of ROI, ROA,
sales, market share, cost, profit, and break-even projections to assessments of the financial and operational risks, to deciding on the most effective and efficient market entry and growth strategies and strategic mix, to proper timing, operation, and control. Similarly, career planning can be customized and can proceed through a sequence of steps by making a person aware of his or her true career motivation, abilities, skills, and limitations and the reality of the marketplace for rewarding employment. The analog between design a marketing strategy for a business and preparing a career strategy is obvious.

Please use the “A Marketing Strategy for Your Career” handout as the guideline for writing your marketing plan. Use the title “A Marketing Plan for My Career” for your assignment. Write it with the Times new Roman style, font 12, single spaced, in a Word file.

Please submit this assignment in an attachment in the assignment area on Blackboard before the deadline.

**COURSE GRADE**

There are a total of 425 points in this class. Your grade in this course is determined by your performance on the chapter essay assignments and a marketing plan project. Each chapter essay will be worth 25 points, for a total of 25*13=325 points on these chapter assignments. The rest 100 points go to the marketing plan, with 10 points for each of the 10 sections in the marketing plan.

- 93% and above        A
- 90%-92.99%          A-
- 87-89.99%          B+
- 84-86.99%          B
- 80-83.99%          B-
- 75-79.99%          C+
- 70-74.99%          C
- 60-69.99%          D
- Below 60%          F

The instructor promises to grade your homework carefully and fairly, based on the grading criteria. If you have questions about your grades, you are welcome to ask for an explanation. The final decision on your assignment grades reside with the instructor, even if you are not satisfied by his explanation. This is the only way to have a well-organized learning experience.

**AN IMPORTANT NOTE**

The instructor reserves the right, under unusual circumstances, to make modifications to the syllabus and communicate such modifications to the class.

If you have any concern about any part of the syllabus, you need to see the instructor in the first week of class to talk about it. Otherwise, it is assumed that you are in total agreement with all policies and instructions in the syllabus.
STUDENTS REQUIRING AID

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential. This is in accordance with Faculty Senate policy 7C-07 passed in April, 2002.

ACADEMIC DISHONESTY

University policies regarding academic dishonesty will be followed when violations occur.

TENTATIVE COURSE SCHEDULE

Any change to this schedule will be announced in email messages
Note: all assignments except the marketing plan are due at the end of the day Sunday

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic and assignment</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1</td>
<td>1/11-13</td>
<td>Reading syllabus; familiarizing with text</td>
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<tr>
<td>2</td>
<td>1/17-20</td>
<td>Chapter 1: Market-Oriented Perspectives Underlie Successful Corporate, Business, and Marketing Strategies</td>
<td>Chapter assignment due at the end of day 1/22</td>
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<td>3</td>
<td>1/23-27</td>
<td>Chapter 2: Corporate Strategy Decisions and Their Marketing Implications</td>
<td>Chapter assignment due at the end of day 1/29</td>
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<td>4</td>
<td>1/30-2/3</td>
<td>Chapter 3: Business Strategies and Their Marketing Implications</td>
<td>Chapter assignment due at the end of day 2/5</td>
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<td>5</td>
<td>2/6-10</td>
<td>Chapter 4: Understanding Market Opportunities</td>
<td>Chapter assignment due at the end of day 2/12</td>
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<td>6</td>
<td>2/13-17</td>
<td>Chapter 5: Measuring Market Opportunities: Forecasting and Market Knowledge</td>
<td>Chapter assignment due at the end of day 2/19</td>
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<td>2/20-24</td>
<td>Chapter 6: Targeting Attractive Market Segments</td>
<td>Chapter assignment due at the end of day 2/26</td>
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<td>2/27-3/2</td>
<td>Chapter 7: Differentiation and Brand Positioning</td>
<td>Chapter assignment due at the end of day 3/4</td>
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<td>3/5-9</td>
<td>Chapter 8: Marketing Strategies for New Market Entries</td>
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<td>Chapter 9: Strategies for Growth Markets</td>
<td>Chapter assignment due at the end of day 3/18</td>
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<td>3/19-25</td>
<td>Spring break</td>
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<td>11</td>
<td>3/26-30</td>
<td>Chapter 10: Strategies for Mature and Declining Markets</td>
<td>Chapter assignment due at the end of day 4/1</td>
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<td>12</td>
<td>4/2-6</td>
<td>Chapter 11: Marketing Strategies for the New Economy</td>
<td>Chapter assignment due at the end of day 4/8</td>
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<td>Week</td>
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<td>13</td>
<td>4/9-13</td>
<td>Chapter 12: Organizing and Planning for Effective Implementation</td>
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<td>Chapter assignment due at the end of day 4/15</td>
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<td>14</td>
<td>4/16-20</td>
<td>Chapter 13: Measuring and Delivering Marketing Performance</td>
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<td>Chapter assignment due at the end of day 4/22</td>
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<td>15</td>
<td>4/23-27</td>
<td>Working on marketing plan; consulting with instructor</td>
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<td>16</td>
<td>4/30-5/4</td>
<td>Completed marketing plan due at the end of the day 5/11</td>
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