

MAN 532: MARKETING MANAGEMENT

Nature and Purpose of the Course

Marketing is responsible for growing the enterprise by adapting the organization to changes in today's dynamic global environment. Marketing analyzes customers, competitors, and the organization; searches for opportunities; and suggests ways in which enterprises can change their product offerings to take advantage of those opportunities. In this way, marketing is one source of the organization's **strategic thinking**.

This course deals with "marketing" as "market-driven management," in both profit and non-profit enterprises. Besides introducing you to the elements of marketing analysis, we will also consider the key elements of marketing strategy and its implementation via the marketing mix: product management, pricing, distribution, and communication. We will study marketing in its local and global context and emphasize socially responsible marketing.

Each class will employ a mix of lectures, videos, class discussions, exercises, and analyses of case studies. Learning will also be assisted by a project, various assignments including forum discussions on Moodle, and quizzes. All students are expected to participate in all classroom and Moodle activities. There will be one or two guest speakers.

Upon successful completion of the course the students will be able to:

- Explain the role of marketing within the organization, the elements of marketing strategy and implementation, and the use of marketing strategy for competitive advantage, global business and marketing environment
- Explore/investigate and analyse marketing situations (customer, market, competitors, stakeholders, the firm and its environment), problems and strategies to identify opportunities and threats to the organization
- Assess alternative courses of action to resolve marketing problems and make recommendations (decisions)
- Design a coherent marketing plan to attain competitive advantage
- Recognize the ethical, environmental, and social responsibility of managers
- See the marketing problems from a global as well as a local perspective
- Communicate marketing analyses effectively in writing and through discussion

Effective marketing management comes from systematic, analytical, and critical thinking and from reasoned application of several underlying principles. My pedagogical approach is below:

Whatever be the detail with which you cram your student, the chance of his meeting in after-life exactly that detail is almost infinitesimal; and if he does meet it, he will probably have forgotten that you have taught him about it. The really useful training yields a comprehension of a few general principles with a thorough grounding in the way that they apply to a variety of concrete details. In subsequent practice, the students will have forgotten your particular details; but they will remember by an unconscious common sense how to apply principles to immediate circumstances.

Alfred Whitehead, *The Aims of Education and Other Essays*.

Course Sources

- Textbook: Jean-Jacques Lambin, 2007, *Market-Driven Management*, 2nd ed., Palgrave Macmillan.
- Textbook companion website: www.palgrave.com/business/lambin
- Articles listed under “assignments” and TBA
- Cases (Lambin pp.433-467 and others) as listed; Mediquip, Nescafe Italy, Cola Wars, Swatch, and others
- Moodle: contains the syllabus, assignments, handouts, readings, and announcements regarding the course
- Instructor: if you are uncertain about how to approach an assignment, let’s talk: email me.
- Google Scholar, Google, Library, online data bases

Read the following regularly to keep in touch with recent developments in marketing:

- *Harvard Business Review*
- *Harvard Business Review* blogs
- Marketing blogs (share with class too)
- *Fortune or Business Week*
- *The Economist*
- *Marketing Türkiye* (TR) or *Capital* (TR)

Evaluation: Five components will determine your grade:

Individual work: final exam	15%
Individual work: quizzes	15%
Individual work: quality of participation (in class and on Moodle)	20%
Group work: two written case analyses (10% each)	20%
Group work: project	30%

Final Exam: open book or take home - details will be given later.

Weekly Quizzes: There will be unannounced and announced quizzes. Expect a quiz on any day. I will count the total number of quizzes minus 1 towards your final grade.

Note: all assignments will be submitted online and screened by TurnItIn.

Note: I reserve the right to add and/or change readings and/or cases.

Expected Performance

1. Attend classes having completed all assigned readings; participate regularly in class discussions
2. Don't just read but also engage with the readings – think critically, associatively and comparatively about what you read. Similarly, do all the assignments and think about them.
3. Apply the course material to marketing problems (in cases and project)
4. Examine and analyze: rigorously & comprehensively
5. Identify problems (in cases, project)
6. Synthesize systematically, comprehensively, and consistently
7. Develop recommendations: strategy (targeting, positioning, etc) and specific implementation (4Cs/4Ps); develop strong and consistent arguments regarding your diagnosis and recommendations
8. Reflect on your work
9. Develop your own work ethically and give proper credit to your sources.

Also, see below the sections titled:

“Best Ways to Fail a Class”

Rating classroom performance: “Classroom Participation” by D. Bowen

“Criteria for Rating Performance on Case/Project Reports”

Expected Conduct and Course Policy

- 1- Take responsibility for and bear the consequences of your own actions and choices.
- 2- Come to the class ON TIME. If you are late, wait until the break to enter. Walking in late distracts the teacher and the students.
- 3- TURN OFF YOUR CELLULAR PHONE and LAPTOP during class hours. If you receive a call or use your phone (even for text messaging) during the session I will ask you to leave the class.
- 4- There should be NO TALKING AMONGST YOURSELVES either during the lecture or presentations. I will deduct participation points if you disturb the flow of the course. Similarly there should be no reading of material that is not related to the class.
- 5- Respect the rights of other students
- 6- Take notes in each class
- 7- Submit your assignments, cases, quizzes, exams, and projects ON TIME. Always EDIT & SPELL-CHECK your work before you submit it.
- 8- Make-up exams will be given only if the reason for missing the exam is officially DOCUMENTED.
- 9- If you feel that your performance in the course is unsatisfactory, come and talk with me DURING the semester, not at the end. I will guide you how to study better and improve your performance. But I will NOT discuss your grades once the classes are over.
- 10- Outside of office hours and classes, email should be the primary means of contacting me. Due to concerns about viruses, anonymous email and emails without a clear subject title are unlikely to be opened. If you want to see me other than the listed office hours, first MAKE AN APPOINTMENT.
- 11- Excuses are not acceptable (see the section on Time Management).
- 12- Follow the principles of ACADEMIC HONESTY; otherwise you will face disciplinary action.

Bilkent University Policy on Academic Honesty

Violations of academic honesty include **cheating** on exams (looking or attempting to look at another student's answers, allowing others to copy one's answers) and **plagiarism** on assignments and research papers (representing another's work as one's own).

Violations of academic honesty can result in disciplinary action, as stated in the "Student Disciplinary Rules and Regulation" of the university:

"The use of somebody else's ideas, viewpoints, findings or works in a paper, project report or a similar document which is presented as part of a course requirement, without proper acknowledgment of the source, can result in suspension from the University for one week to one month." (Item 7.j)

"To cheat during an exam and to submit any homework, project, report, term paper or thesis which has been prepared by someone else as one's own work, to prepare the same for other persons, to submit someone else's work with or without amendments, and to present in a thesis someone else's ideas or finds without due acknowledgment of the source can result in suspension from the University for one to two semesters." (Item 8.l, 8.m)

CLASS PARTICIPATION

Weekly assignments: **readings**, answering **questions** and quizzes posted on Moodle, **case analysis**.

All students are expected to contribute to in-class and Moodle forum discussions, by asking and answering questions, offering ideas, comments, and suggestions. Consistent reluctance to contribute, to participate, or inability to answer the questions will lead to a very low participation grade irrespective of your attendance level.

The benefit students derive from the assignments is partially related to their willingness to expose their viewpoint to the critical judgment of the class. Do not be reluctant to voice your opinion on your assignment. And listen to your peers' comments carefully.

Evaluating Class Participation

10% of your grade will come from your Moodle performance which will be graded weekly. The weekly grading will be on a 0-2 scale. Be aware that even if you write "something," you can still get a 0. The remaining 10% will come from your in-class performance.

- Good class participation shows evidence of thorough reading and understanding of the material.
- A good comment is one that is **relevant** to the discussion and increases everyone's understanding of the issues involved.
- The best contributions reflect **good listening**. They take into consideration ideas offered earlier on in the class rather than being isolated and disjointed.
- Be willing to **interact** with other class members and the instructor by asking questions or challenging conclusions that we may have reached. However, remember to always do so in a **professional manner**.
- **Quality** of the comments counts more than the quantity.

CLASSROOM PARTICIPATION By David Bowen, American Graduate School of Mgt.

EXCELLENT PERFORMANCE

A

- initiates information relative to topics discussed
- accurately exhibits knowledge of assignment content
- demonstrates excellent listening by remaining on the "same page" as the rest of the class as demonstrated by comments
- brings up questions that need to be further explored
- clarified points that others may not understand
- draws upon practical experience or personal opinion, as appropriate
- offers relevant/succinct input to class
- actively participates in simulations and classroom exercises
- demonstrates ability to apply, analyze, evaluate, and synthesize course material
- prepares all assignments on time, thoughtfully

GOOD PERFORMANCE

B

- regularly participates in discussions
- shares relevant information
- gives feedback to classroom discussions
- consistently demonstrates knowledge of reading assignments
- demonstrates ability to analyze/apply course material
- demonstrates willingness to attempt to answer questions
- prepares most assignments on time with some thoughtfulness

FAIR PERFORMANCE

C

- participates in group discussion when solicited
- demonstrates some knowledge of course material
- offers clear, concise information relative to class assignment
- offers input, but tends to reiterate the intuitive
- attends class regularly
- prepares most assignments on time with some thoughtfulness

POOR PERFORMANCE

D

- Occasional input, often irrelevant, unrelated to topic or fails to participate, even when specifically asked (in large/small group discussion)
- reluctant to share information
- does not follow the flow of ideas
- drains energy from the class
- behaves towards others in a disruptive fashion, for example: sarcastic comments aimed at others who are attempting to participate
- does not attend class regularly
- fails to prepare assignments on time or with thought

CASE ANALYSIS AND REPORTING

Hints on problem identification

What is the problem?

- Define the problem in a number of ways (neither too broad nor too narrow), work them through and select the one that makes the most sense.
- Make sure that you are handling a problem, **NOT fighting a symptom**.
- Make the problem as **clear and specific** as possible.

How to solve the problem?

- Identify primary and secondary problems separately based on their relative impact, severity and relevance to the case on hand.
- In defining a problem, try to be consistent, proportionate, discriminate, and unique.

Criteria for Rating Performance on Case/Project Reports: (1-10 rating scale)

I. Analysis

- a) Appropriateness of the scope and depth of analysis _____
- b) Adequacy and appropriateness of the rationale and analysis supporting each recommendation _____
- c) Conclusions based on logical combinations of facts and **explicit** assumptions _____

II. Synthesis

- a) Identification of problems and opportunities _____
- b) Prioritizing problems _____
- c) Consistency and synergy among the recommendations _____

III. Substance of recommendations

- a) Specificity, appropriateness and actionability of the recommendations _____
- b) Extent to which the recommendations are chosen from several alternatives and focused on the stated problems _____
- c) Quality of argumentation, supporting evidence, and justification for recommendations (i.e., estimated effects, etc.) _____

IV. Communication and presentation

- a) Organization and clarity of presentation/write-up _____
- b) Enthusiasm and power of presentation _____
- c) Quality of answers to questions _____

Written Case Reports (group work):

Two Written Case Reports (20% total, 10% each): Two cases are to be analyzed and written up. You are required to write these reports in groups (5 people). Each report will constitute 10% of your grade. Remarks on case analysis are provided in the handout titled "Marketing decision making and case analysis". Prior to the due date for written cases, class time will be devoted to a discussion of the specific issues regarding that particular case. Remember that the task is to address the case: do not think that what the firm has actually done is the solution to this particular case.

Length: Maximum 6 single-spaced, 12-font pages (excluding appendices).

Format: Follow the format provided in the handout titled "Marketing decision making and case analysis". Your report should be specific, clearly written, and supported by the material provided in the case as well as the concepts discussed in the classroom. And it should address the case questions. The reader knows the case well; hence, there is no need to summarize or reiterate what is already said in the case, or to repeat facts verbatim from the case except explicitly to support a conclusion.

Always spell-check your report & correct any mistakes before handing it in.

Oral presentation: Two or three groups (randomly selected) will make short presentations on each case and lead the case discussion. We will choose the groups based on a lottery system. Individual group member participation in the presentation will also contribute to class participation grade.

Due dates: Case reports and presentations are due on the date indicated in the syllabus: whatever the reason, **no** late submissions will be accepted.

Oral and Weekly Case Analyses (better if group work): shorter cases to be discussed in class.

PROJECT (30%): MARKETING ANALYSIS AND PLAN

This is a 5-people project that requires that you **apply the course material systematically**. You will **investigate and analyze** a market and prepare a marketing plan for a product/brand. You will collect competition, consumer, stakeholder, and background **data** and provide an **analysis** of the existing brands. You will evaluate the existing positions, targets and brand images of your brand and its key competitors. Then, based on this analysis and the opportunities you identify, you will offer **marketing strategy and implementation** recommendations for your brand. You have two options for the group project:

- *Zeytin İskelesi* OR
- A product/brand of your choice, with my approval

There will be **one proposal (Feb 16)**, and **two interim reports (March 2 and March 23)**. You will receive feedback so that you can improve your work. Details will be given later, on Moodle.

The final report: Due at the last session - **11 May**

Length: Maximum 10 single-spaced, 12-font pages (excluding appendices).

Format: Follow the format provided in the handout titled “What Does Case “Analysis” Mean?,” pp. 215-217. Your report should be specific, clearly written, and supported by the material you found in your research as well as the concepts discussed in the classroom.

Always spell-check your report, and correct any mistakes before handing it in.

Oral presentation: Each group will make a 10-minute presentation on their project and lead the discussion. Individual group member participation in the presentation will also contribute to class participation grade.

Evaluation of each individual’s contribution to group work

I reserve the right to direct questions to particular members of the groups and ask certain questions during the term to give me a sense of individual contributions. In addition, I will use “peer evaluation” - **your** own evaluation of your group members - as an input for the evaluation of individuals’ contributions to the group cases and the group project. Students in a group normally receive the same grade for an assignment handed in by the group. However, when you are handing your report in, I will ask you to evaluate the quality and quantity of the contribution of other group members. So please keep notes on the contribution of each member of your group. If these evaluations indicate that some group member has contributed substantially less or substantially more than the average to the assignment, I will lower or raise the grade for that member to reflect this difference. A group may fire any member whose performance is not satisfactory; a fired student must complete the project individually.

Schedule

Session 1 (2 Feb.): Introduction

Assignments (All are **required** unless stated as “recommended”):

1. Note: “Careers in marketing”
2. “Glossary,” in: Best, 2009
3. Note: “Marketing decision making and case analysis” in: Kerin & Peterson 2007
4. Note: “Financial aspects of marketing management” in: Kerin & Peterson 2007
5. Note: “A Sample Marketing Plan” in: Kerin & Peterson 2007
6. Note: “Building a Marketing Plan,” in Best, 2009
7. Notes: “PEST & SWOT” in: Thompson, 2005
8. Checklist for S&W analysis, in Kotler and Keller 2009

Session 2 (9 Feb): Marketing Analysis, Strategies and Operations

Assignments:

1. Lambin, chapters 1, 2, 17 (preview 17) & “The IKEA case” p. 437
2. Levitt, “Marketing Myopia,” *HBR*, 1960/2004.
3. Pine, Pepper & Rogers, 1995 “Do You Want To Keep Your Customers Forever?” *HBR*, Mar-April, 103-114.
4. Note: “A Sample Marketing Plan” in: Kerin & Peterson 2007
5. Note: “Building a Marketing Plan,” in Best, 2009
6. Recommended: Reichheld, 2003 (Dec), “The one number you need to grow,” *HBR*, 46-54
7. Recommended: Shapiro, 1988 (Nov-Dec), “What the hell is market-oriented?” *HBR*

Session 3 (16 Feb): Customer Analysis – Consumers and B2B

Assignments:

1. Lambin, chapters 3,4 & Mediquip
2. Watts and Hasker, 2006 (Sept) “Marketing in an unpredictable world,” *HBR*, 25-30
3. Rigby and Ledingham 2004 (Nov), “CMR – Done Right” *HBR*
4. Note: “Marketing decision making and case analysis” in: Kerin & Peterson 2007
5. Recommended: Sandıkcı, Ö. and G. Ger (2002), “In-Between Modernities and Postmodernities: Investigating Turkish Consumptionscape,” *ACR*, Vol. 29

Written project proposal due 16th Feb

Session 4 (23 Feb): Market research and environmental scanning

Assignments:

1. Lambin, chapter 5 & “Nescafe Italy” – do only market analysis, no recommendations
2. Leteller, Flores & Spinosa, 2003, “Developing Productive Customers in Emerging Markets,” *California Management Review*, 54: 4 (Summer), 77-103.
3. Revisit PEST and SWOT notes and the checklist for S&W analysis
4. Revisit “Marketing decision making and case analysis” in: Kerin & Peterson 2007

Session 5 (2 March): Analysis for segmentation and targeting

Assignments:

1. Lambin, chapters 6,7 & “Trenitalia” (p. 446) and “Volvo Trucks Belgium” (p.447)
2. Pine & Gilmore, 1998, “Welcome to the Experience Economy,” *HBR*, July-Aug., 97-105.
3. Recommended: Cova 1996 “The Postmodern Explained to Managers,” *Busi. Horizons*, Nov- Dec 15-23
4. Recommended: MacMillan & Selden 2008 (Dec) “Change with Your Customers and Win Big,” *HBR*, 24

Project Interim report I due 2nd March

Session 6 (9 March): Competitor and Competitiveness Analysis

1. Lambin, chapter 8, 233-234, “Levi Strauss (1)”, p. 450-451 & Swatch case
2. Day & Wensley 1988 “Assessing advantage: A framework for diagnosing competitive superiority,” *JM*, Apr, 1-20.
3. Revisit PEST and SWOT notes and the checklist for S&W analysis

Session 7 (16 March): Strategic Decisions: Growth and Competitive strategies

Assignments:

1. Lambin, chapter 10 & Swatch case
2. Bartlett and Ghoshal, 2000, “Going Global: Lessons from Late Movers,” *HBR*, (March-April)
3. Drucker, “The discipline of innovation,” *HBR* (1985)

Session 8 (23 March): Strategic Decisions: Targeting and Positioning

Assignments:

1. Lambin, chapter 9 & "Levi Strauss (2)", p. 452-454, revisit Nescafe Italy & Mediquip
2. Christensen, Cook & Hall, 2005, "Marketing malpractice," *HBR*, Dec., 74-83
3. Aaker & Shansby, 1982, "Positioning your product," *Business Horizons*, May-June, 56-62
4. Ger, 1999, "Localizing in the Global Village," *California Management Review*, 41:4, 64-83.
5. Recommended: Foote, Galbraith, Hope, Miller 2001 "Making Solutions the Answer," *The McKinsey Quarterly*, # 3, 84-93

Project Interim report II due 23rd March

Session 9 (30 March): Strategy and Implementation: Integrated Marketing Plan and Eco-Socially Responsible Marketing

Assignments:

1. Lambin, chapters 17, 18
2. Note: "A Sample Marketing Plan" in: Kerin & Peterson 2007
3. Note: "Marketing decision making and case analysis" in: Kerin & Peterson 2007
4. Rau and Toker, 2008 (Sept), "Start Thinking About Carbon Assets - Now," *HBR*, 28-30
5. Prahalad & Hammond, 2002 (Sept), "Serving the World's Poor, Profitably," *HBR*, 48-58
6. Recommended: Holt, 2005, "Brand Hypocrisy at Starbucks"
7. Recommended: Johnson, Christensen, Kagermann, 2008 (Dec), "Reinventing your business model," *HBR*, 51-59
8. Recommended: Sahlman, 1997 (Jul-Aug), "How to Write a Great Busi Plan," *HBR*, 98-107

Written Case Analysis & Report: Global Wine War 2009

Session 10 (13 April): Shaping market offerings: Product, service, and brand decisions

Assignments:

1. Lambin, chapter 11, 12, & "Geox" (p.456) and "Foodsnack Co." (457-458) & revisit Swatch
2. Kim and Mauborgne, 2004, "Blue ocean strategy," *HBR*, Oct., 76-84.
3. Recommended: Moon, 2005 (May) "Break free from the product life cycle" *HBR*

Session 11 (20 April): Delivering value: Channel decisions

Assignments:

1. Lambin, chapters 13,14, & "Tesco vs Aldi in the UK" pp. 459-460
2. Nunes and Cespedes, 2003, "The customer has escaped," *HBR*, Nov., 96-105.

Session 12 (27 April): Shaping market offerings: Pricing decisions

Assignments:

1. Lambin, chapter 15 & "Universal Plastics" p. 461 & revisit Mediquip
2. Stibel and Delgrosso, 2008 (Dec), "Discounts Can Be Dangerous," *HBR*
3. Dolan, 1995 (Sept-Oct), "How do you Know When the Price is Right?" *HBR*

Session 13 (4 May): Communicating value: Communication decisions

Assignments:

1. Lambin, chapter 16 & revisit Nescafe Italy, Mediquip, TBA
2. Meyer, "The Year of Marketing Dangerously," 2008 (Oct.), *HBR*, 26-27
3. Golfetto and Mazursky 2004 (Dec) "Competence-Based Marketing," *HBR*, 26
4. Rigby and Ledingham 2004 (Nov), "CMR - Done Right" *HBR* (revisit)

Written Case Analysis & Report: The New Beetle

Session 14 (11 May): Review

Project report & presentations

FINAL EXAM: TBA

REMEMBER!!!!

TIME MANAGEMENT

1. Accept the fact that there is never enough time.
2. Prioritize: first things first. Distinguish what is important from what is urgent.
3. Make prioritized lists rather than keeping it all in your head.
4. Don't make just lists, make schedules.
 - Be reasonable in your scheduling. Neither ambition nor wish creates time.
 - Schedule items from your lists as if they were flights you have to take.
 - Allocate time for thinking and creativity as well as for doing.
5. Respect yourself and your time. The list should include things for your personal life as well.
6. Assume things will NOT go smoothly – Muphy!

MURPHY'S LAWS

- A. Left to themselves, things go from bad to worse!
- B. Anything that can go wrong will go wrong!
- C. If there is a possibility of several things going wrong, the one that will go wrong is the one that will do the most damage!
- D. If everything is going well, watch out; you have obviously overlooked something!

7. Create your own incentives rather than depending on externally-imposed deadlines.
8. Learn to know when things are finished.
9. Consider no amount of time as too short to accomplish something.
10. Organize and take time to organize.
11. Stop complaining, just do it.
12. Be in the moment and effective. E.g. never pick up a piece of paper twice.
13. Learn to say no to yourself and to others.
14. Don't regret time spent, rather learn from the consequences of your choices about how you spent your time, what you accomplished, how long things took, how you feel, etc.
15. Assume responsibility for your choices. It is your life, your time.

Finally, for your amusement

Best Ways to Fail a Class

1. *Assume that if there is ANY time between now & assignments due date; there is plenty of time to do it.*
2. *Assume that ALL important information is in lecture and disregard the textbook.*
3. *Assume that once you start a project it will be completed without a hitch & you won't encounter problems.*
4. *Assume everything will always work for you: your schedule, the weather, your computer, new programs, your printer, finding your thumb drives, blank cds, Internet connections, your car, ...*
5. *Assume you can sit down & complete assignments in one sitting.*
6. *Assume that, mathematically speaking, anytime spent doing other thing (i.e. playing games or hanging out with friends) does not cut into the amount of time available to do work.*
7. *Assume that thinking about doing the assignment is the same as actually doing the assignment.*
8. *Assume the teacher will accept a BS story in lieu of an assignment.*
9. *Assume days off were meant to be enjoyed & not tainted with work.*
10. *Assume job takes priority over school work.*
11. *Assume school work is harder than it actually is so you have a good excuse for not doing it.*
12. *Assume you will one day do everything right without really doing anything to change the way you do things.*
13. *Assume that since you know how to do something in theory it is the same as actually doing it.*
14. *Assume that if someone asks you to go out & do something that you have to do it.*
15. *Assume that setting up your schedule with plenty of free days means you will actually use those days to work.*
16. *Assume that treating your bad work ethic as some insurmountable mental problem is a good excuse to fail.*
17. *Assume that any problems you have must be dealt with by you alone which makes them impossible to overcome.*
18. *Assume that your teacher is an unreasonable jerk and everything bad is her/his fault.*

Source: Anonymous