



QUINLAN
SCHOOL of BUSINESS

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MARK 460
MARKETING MANAGEMENT
Fall 2018, 6:00 pm, Tuesday; Schreiber Center, Room 725

Catalog Description

This course develops a broad understanding of the marketing principles that undergird successful marketing strategies and marketing plans, with special attention given to international and ethical considerations. Outcome: Students use and apply marketing principles, strategic research, consumer analysis and target marketing to either a project or to case studies, over a lifetime.

Course Overview and Objectives

“Education is not about filling buckets, it is about lighting fires.”

Yeats

This course should be viewed as an “applied” marketing course. Its purpose is to expose you to the processes, strategic decision making and most importantly the practices of marketing. The course is designed to familiarize you with and to reinforce the concepts and tools of this discipline, the role marketing plays in organizations and in society, and the processes of strategic marketing management. By the conclusion of the course, students should have developed a methodology for approaching marketing problems -- a tool kit as it were -- to be able to develop marketing planning and a set of implementation programs in a variety of contexts, e.g., domestic/international, products/services, industrial/consumer marketing, private sector/public and nonprofit. This course has its roots in courses designed at the Harvard Business School and at the Columbia University Graduate School of Business, and I have taught various iterations of it at various parts of call around the world for more than two decades. This iteration has been customized for the MBA program of the Loyola University Chicago, Quinlan School of Business. Assuming that Quinlan students wish to be competitive at the highest levels, this course is designed to provide every fast-track manager, CEO and aspiring CEO with what s/he must know about marketing.

All business, commerce, and even the most primitive exchange behavior begins and ends with marketing; moreover, global business trends indicate that marketing, both as corporate philosophy and functional

business unit, is paramount to a firm's success. Thus, a clear understanding of this discipline is critical if one is to manage successfully any organization. This reality has not been lost on the better schools and companies, and effective governments and NGOs. Consequently, in this class you will take the perspective of a marketing manager or strategist, e.g., an individual who needs to understand the fundamentals and instruments of marketing to develop, implement, and evaluate effective business plans and policies. You will develop your ability to analyze opportunities and to apply key concepts in marketing situations. The operative words here are analyze and apply.

Note that memorization and regurgitation are not primary objectives of the course. Instead, the objectives are to create a challenging environment that will enable you to use marketing concepts and tools, but more importantly, to give you an opportunity to develop the analytical skills that will be demanded of you in an increasingly competitive and global job market. As part of the learning process, the course will force you to grapple with ambiguity, partial truths, and incomplete data sets, i.e., real-world problems faced by all managers; this course also will require you to be a proactive seeker of information by means of digital technology and other sources.

To summarize, the objective of the course is to create an environment in the classroom and via assignments that will enhance your ability to learn and to apply the fundamental concepts of marketing strategy in a dynamic and competitive marketplace.

Course Philosophy and Pedagogy

Completing these objectives will not necessarily be easy or devoid of frustration. Similarly to most intellectual disciplines, marketing frequently has no hard and fast "rules" and "established procedures" that ensure business success. This reality will become obvious as the course unfolds.

Diligent students generally will find the readings to be comprehensive. So, rather than simply outline a series of "right" answers in structured class sessions, the professor will present concepts and ideas that will challenge you to think about and to comprehend marketing issues, and ultimately prepare you to analyze, develop, and implement successful marketing strategies once you have moved beyond the relative safety of the class room. In other words the professor's role is that of CEO or Senior Consultant whose primary function is to nurture and to facilitate the learning process.

Each session will typically begin with a case discussion or exercise, unless the syllabus suggests otherwise, followed by a short break, and a discussion and further development of concepts/materials. Students are encouraged to use their "tool kits" from the lectures and the readings to analyze the cases and to recommend solutions to the challenges provided therein. A note on cases: some of them may appear to be dated, but have been selected because they are classics and provide valuable lessons for contemporary issues. Analyze each case within the decision-making parameters -- e.g., social, political, legal, temporal, technological constraints -- provided in the cases or other materials given to you. We will then bring the case up to date and extend the case's lessons during our discussion(s). In the last few years I have begun to incorporate "living cases" into the course, i.e., real problems and projects faced by real managers in real time; guidelines and expectations for analysis will be shared in class.

The specific topics/cases to be addressed are listed below. Additionally, because the world in which we are asked to excel becomes increasingly interactive and competitive, an understanding and appreciation of five rudimentary themes are crucial if we are to prepare adequately tomorrow's leaders. Thus, you will note that these themes will interfuse many lectures and assignments; they are: **international/global perspectives, team work, initiative and prudent risk-taking, total quality, differential advantage and ethical decision making and responsible behavior.**

Successful managers/leaders must be comfortable discussing abstract and concrete business/marketing issues and problems. Unfortunately, university education frequently is remiss in giving students these necessary skills. This course is designed to enhance those individual and team skills vis-à-vis marketing case analyses, class discussions and other challenges. Rarely will the professor simply lecture to you. Instead more Socratic and interactive methods that force you to think and to rethink will be used. In the process you will enhance your creative problem solving skills, rather than memorize simplistic, jingoistic, and ultimately inappropriate "cookbook" solutions to marketing problems. To that end it is critical that you READ and CONTEMPLATE the assigned materials PRIOR to each class. This is your responsibility: you must come to class prepared.

To facilitate group interaction and lively discussion, you are required to bring a name tent to each class; i.e., if you do not have your name tent with you, do not attend class. If you lose your name tent you may make/use a replacement. Also, please submit your student data cards to the professor when requested during the first class.

Hand-outs may be occasionally distributed in class and/or posted on Sakai. These are not definitive, nor are they intended to be. They are designed to provide a rough outline of lectures or cases, to alert you to topics/issues/concepts the instructor believes are important, and to inspire you to learn more about them during your reading or information search. You are encouraged to visit the course's Sakai site at least weekly. Course communication and commentaries from the professor are typically administered via Sakai.

The schedule of the course is given below in the course outline, but invariably some topics are covered in more detail than others as a function of student needs and interests, professor discretion and unexpected opportunities, so the schedule will require some flexibility on our parts; i.e., the schedule may change. You are encouraged to stay ahead in your reading and preparation.

Academic Integrity

All members of the Quinlan School shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, cheating, misrepresentation, fabrication, and falsehood. Plagiarism -- "the appropriation for gain of the ideas, language, or work of another without sufficient public acknowledgement that the material is not the student's own" -- on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of "F" for the assignment or examination and possibly expulsion from the University. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved.

For further information about expectations for academic integrity and sanctions for violations, consult the complete Quinlan School of Business Honor Code and Statement of Academic Integrity on the Quinlan website: <http://www.luc.edu/quinlan/aboutquinlan/>. PDF version is posted to the locus site for this course.

Course Materials

Capon, N. Capon's Marketing Framework, Bronxville, NY: Wessex, 2016. Capon's Marketing Framework (4th Edition). Online purchase-option: <http://wessexlearning.com/collections/marketing/products/cmf4> . Note that the book can be purchased as pdf for considerable \$ savings. (NC in class schedule).

Shultz, C. J., Readings and Case Packet: Materials posted on Sakai - check weekly.

Lehmann, Donald R. & Winer, Russell S., Analysis for Marketing and Planning, 7th ed., NY: McGraw-Hill, 2008 (LW in class schedule). Note that the online purchase of the text or pdf may save you \$: <http://www.coursesmart.com/0077283082>

Capon, and Lehmann and Winer are intended to be the conceptual backbone of the course. The instructor has provided relevant and timely readings in the course outline. These readings are not exhaustive and you are encouraged to supplement your information search for the project or your career development, generally, with other marketing and business books, marketing journals, government and NGO reports, data-bases, etc.

Student Teams

You are required to participate in a team of no fewer than 4 and no more than 5 people. The team responsibilities are to complete a Marketing Project and possibly to initiate the discussion for at least one case or special topic. Team size and demography may be determined partially by class size and demography. A cooperative team is necessary for efficient preparation of your Marketing Project and a thorough, but concise case presentation; you will be expected to use internal group pressures to assure these outcomes. Each student's team contributions also will be evaluated by other members of that team; these "peer" evaluations will contribute to your final grade. **Teams must be formed by the conclusion of the second week of classes.**

Course Requirements

| | |
|------------------------|-----|
| <u>Exercise</u> | 30% |
| <u>Professionalism</u> | 15% |

As a graduate student, you are training to become a (more) professional manager. Therefore, the extent to which you conduct yourself, professionally, over the course of the semester, will be assessed. You are asked to attend class regularly, and are responsible for making your contributions heard and your presence felt in class. Simply attending class, though very important, does not count very much toward class professionalism. Indeed, surfing the web and attending to e-mail during class-time likely will adversely affect your professionalism marks. To receive high marks for professionalism you are expected to make consistent and high-quality observations, analyses and comments throughout the semester. You are expected to be proactive, resourceful and to demonstrate to me (the CEO or senior manager) that you are a "cut above" and are indeed on the "fast track" to professional success; that is, to adding value to the group, the broader organization and its stakeholders. Moreover, it is important to keep your remarks relevant, timely, genteel, and constructive; including remarks made via email and other electronic media, over the duration of the course. All written assignments must be typed, with proper grammar, spelling, punctuation, and citation. Effective written communication is critical to your professional success and it follows that these aspects of your written work, as well as the content, will impact your grade. Students are encouraged to share their observations, analyses and experiences via formal presentation or class discussion.

Punctuality and time management are crucial to professionalism. Similarly to what you can expect in the real world, please note that all deadlines are final. Thus, please manage your time wisely.

Cell phone and other electronic communications/recording devices are not to be used during class. Please turn them "off" before entering the class, place your cell phone out-of-sight, so that it will not be a distraction to you, your classmates, your professor and any guests of the class. Computers

may be used in class, but not simply to surf the web or to read and to write e-mail, while the rest of us are discussing cases, issues, projects or other course materials. As for sending email to me, please note that I will do my best to respond to your email within 48 hours or 2 business days.

Food Policy: you are welcome to bring beverages (e.g., coffee, water, sodas) and snacks (e.g., cookies, granola bars, candy bars) to class. To maintain the integrity of the learning environment and as a courtesy to your classmates, larger, malodorous foods (e.g., burgers and fries, pizza, etc.) are not permitted. Please kindly remove all your trash at the conclusion of class. Again, be professional.

If a medical or personal emergency causes you to miss a session, get the notes of the class from a colleague and consult your syllabus for the next set of assignments.

Reading and reflecting upon real-world marketing problems enhances your marketing education and since this is an “applied” course, you should **always** be prepared to discuss the required readings. Usually there will be a brief presentation by a team, but this presentation, merely “sets the table” for further discussion. The responsibility will be on the class, not the professor for analyzing the cases/topics. Students who are unprepared to discuss a case or the assigned topic waste valuable class time, jeopardize their class professionalism grade, and risk embarrassment. Don't short-change your education or risk embarrassment: Prepare.

Team Case Presentation Class Exercises

10%

Your team may (1) initiate the discussion of one case or (2) select a topic or market analysis tool, analyze and/or apply that topic or tool within a “real-world” context and discuss its appropriateness/effectiveness (your topic must be relevant to one of the subheadings for which we do not have a case; that is, do not pick a topic for the same day we have a group case presentation). Topics might include, for example, VALS2, applications of previously learned tools to contemporary topics. Your presentation, analysis and recommendation will be evaluated by the professor and your colleagues.

Marketing Research Practicum

10%

You have chosen to attend a Carnegie-rated High Research University, which presents unique opportunities to learn from and to participate in active research that will shape the marketing discipline, and to understand the importance of marketing research. Your specific tasks to fulfill this requirement will be explained in class; generally, students are required to participate in relevant on-going research projects.

Team Projects (presentation, & report or videography)

35%

Students, historically, have found the project to be one of the most valuable and rewarding parts of the course. You must determine a market opportunity/challenge and provide recommendations to the "firm;" you must develop a plan for a product/service. The project will be described in some detail, in class. The project must incorporate fundamental course concepts --and thus demonstrate depth and breadth of understanding-- and be relevant to your professional growth. To demonstrate proactive learning, external sources must contribute to your final document and they must be cited, accordingly.

This will be a team effort and note that team members are responsible for managing group dynamics and for producing a "quality product." At the conclusion of the semester each team member will be required to assess the contributions made by his/her teammates. Occasionally, we may use class time to allow groups to discuss emerging project issues.

A 10-page report, including a 1-page executive summary will be submitted as part of this requirement. Students must include a reference page (or pages) and appropriate appendices to illuminate and to clarify text. These are due the day of the oral presentations. Report and appendices format will be discussed in class. As part of this project, you and the members of your group are to make a presentation to the class. This presentation will be evaluated on the basis of overall communication effectiveness, the degree to which course concepts are effectively integrated into the presentation, and time management. The specific format of the presentation and the document will be discussed in class.

A new project-opportunity to demonstrate understanding and mastery has been added: **the videography**. Students selecting this option will make a digital film, using scholarly standards espoused by the consumer research community, to demonstrate rich understanding of consumer and/or market dynamics. A one-page executive summary also will be required, as will be a brief methods statement. Additional instructions will be provided at a later date.

Note: Presentation order will be randomly assigned.

Grades

Each course requirement is weighted. You will receive an accumulation of points over the course of the semester for each requirement. You will not be "graded" as such; that is, you will not receive an "A", "B", etc. until the end of the course. Please note that I do not change grades unless I have made an arithmetic error on an individual requirement. This policy is based on the fact that assignments and exams are graded in the context of performances by your peers, and it is unfair to re-examine and thus to reward outside this context. Also note that I do not deliberately grade on a statistical curve. If everyone in the class performs brilliantly, everyone receives an "A." If everyone performs less than brilliantly, everyone receives less than an "A."

And finally...

My professional odyssey has brought me to the LUC Quinlan School of Business because I sincerely believe that, for a number of reasons, this institution is uniquely qualified to offer students and faculty transformative experiences, opportunities and challenges that rarely exist today in higher education. I hope you share my enthusiasm for this class, this school and its mission, and the global challenges/opportunities before all of us. I look forward to working with you.

Course Schedule, 6:00 PM, Tuesday (subject to change at professor's discretion)

****Optional Readings**

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| 8/28: | Welcome & Introduction to Marketing | Readings: NC Chap 1, 26 Readings: LW Chap 1 Readings: Levitt (Myopia) Drumwright & Gentile (New Myopia)** |
| | The Marketing Leadership Audit | Readings: Marketing Audit Readings: Case info; Basic Marketing Metrics |
| 9/4: | Probing the Market (Micro); Customers, Quality & Value | NC, Chap 2, 4, 6 Reading: "Importance and Scope..." |
| | Experiential Case: Fast Food Restaurants Visit a fast food restaurant. Why did you select it? What do you want from it? What would you like to know before you visit or eat there? How/where would you find information about it (what kind of information would you want)? What was your experience at the restaurant. What information would you share about that experience and how might you share it? Is some of the information more valuable than others? | |
| | Classic Marketing Tools Strategic Position Analysis | |
| | (Teams formed and names submitted at end of class) | |
| 9/11: | Market Forces & Competitors | NC Chap 3, 5 LW, Chap 3, 4** |
| | Living Case: Opportunities in Emerging, Transitioning and/or Recovering Markets Conduct a SWOT analysis for development of a sports and/or recreation industry in, say, Nicaragua, Vietnam, Syria, Lebanon, South Africa, Libya, Cambodia, Colombia, Myanmar, "Kurdistan" or other. Is there a market opportunity? (Who are the current and potential customers; current and potential competitors?) Beyond SWOT, what methods might (should) you use to answer this question? What are the business strengths or core competencies of a potential investor (foreign and domestic)? As a manager, are you comfortable with the quality of market research you conducted or are capable to conduct at this time? What are the factors that determine whether new product ideas (e.g., agribusiness, hi-tech, golf, kayaking, biking, trekking, wind-surfing, etc.) in emerging/transitioning economies) are adopted by the market? What would be your | |

professional advice for the investor to grow the market in such markets? Would you invest in one of the sports and recreation industries in, say, Vietnam, South Africa, Libya, Cambodia, Colombia, Bhutan, Honduras, Lebanon, Syria, Myanmar, Kurdistan? Why?

9/18 Consumer & Org Behavior

LW, Chapter 5**
Readings: Foundations of CB

Case: Smokeless Cigarette (Psychographic analysis and presentation)

What factors make this product appealing to marketers?

What factors make this product appealing to consumers?

Would this product be successful in the Market? Why?

What is VALS2? Is it a useful tool for this product? Might some other CB tool be better?

Introduction to Final Project

DISTRIBUTE EXERCISE

9/25: Segmentation, Targeting
and Positioning

NC, Chap. 7, 8

Readings: Levitt (Differen.)
After 20 Years....

Living case: Evolving Car Industry

Is the automobile market mature? What forces and factors drive the markets(s)?

Depending on your answer to that question, what are the implications for market segmentation, targeting and positioning? What is the position of VW, GM, Ford, Geely, Porsche, Tesla, Volvo, Kia, Toyota, Renault, Tata, BMW among potentially others (Create a perceptual map or maps to support your argument)? How can established, emerging or start-up brands compete in the evolving car market/industry?

Submit one (1) paragraph project proposal

10/2: Products, Brands & PLC (Long)

NC, Chap. 10-14

LW, Chap. 7**

<http://www.interbrand.com/en/>

Red Bull

Case: Red Bull (Discussion of Brands & Branding)

What is Red Bull? What is the importance of brands and branding for this and other agribusiness products? How does or should this product form/brand evolve? Why? How

will you (should you?) establish brand equity for products and services with which you will work in future? What are “private label” brands? Are private label brands an opportunity for your organization? How can you better manage your brands? What, if any, relevance is the product/brand emergence of coconut water, or other “nutriceutical” or performance drinks? What does the future hold for Red Bull?

STUDENTS SUBMIT COMPLETED TAKE-HOME EXERCISE

10/9 : Price & Pricing Policies NC Chap. 21, 22
HBR/Bertini and Gourville

Living Case: **Pricing Problem**

Visit a BestBuy store; assess variances in prices, consumers’ reactions to those prices and the manager’s pricing policy vis-à-vis a designated product/brand/competition. How does price compound through the value chain / distribution channels? At what points are profits most notable? What are the pricing issues re products? Are there differences between industrial and consumer pricing strategies exported to and sold in emerging markets? How is technology affecting pricing and pricing strategy. How can BestBuy thrive in a world increasingly dominated by Amazon?

Possible other Living Case, TBD

Distribution and NC Chap. 19, 20
Distribution Policies Wilkie & Moore

10/16: Marketing Communications NC Chap. 15-18

D. O. Montilla-Moriles (<http://en.wineroutesofspain.com/ver/2629/Montilla-Moriles.html>)

What is D. O. Montilla-Moriles (MM)? Why is MM a compelling case for Marketing Communications in the Chicago and/or broader US market? What is the nature of MM products/brands/consumer-experiences; where/how is it distributed; what is/are their differential advantage(s)? How/why might the brand or the member-brands of MM expand into the Chicago Market, and with what specific services and/or product and/or experiential benefits? What elements of the marketing communications mix are most important; what are the purposes of the proposed marketing communication(s)? Share/describe the most salient example of one element of the marketing communications mix.

Team Project Prep NC Chap. 23, 24

10/23: Trends, Contemporary Issues; Readings: Shultz;
Readings: Barrios et al.
Readings: Firat & Shultz
Readings: Brown, McDonagh & Shultz
Readings: Shultz et al

Readings: Jallat & Shultz
Readings: TBA
NC Chap. 25

Marketing Research Practicum

Specific tasks TBA

10/30:

Project/Plan Presentations

(Final written projects due at start of class, including PowerPoint disk/USB and printout as appendix)