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MBA 660.60: Marketing Management

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**Marketing Management
MBA 660, Sections 1 and 60**

Professor Mohr
Phone: 243-2920
Office: GBB 306

Times: M/W 2:10-3:30, GBB L13
Tues. 6:10-9:00, GBB 106

email: jakki.mohr@business.umt.edu

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Office Hours: Monday 11-12:00; Tuesday, 2:30-3:45; by appointment. I will respond to emails within 24 hours.

Required Text: None

Required Readings Packet: Available at the UC from the University Bookstore.

Course Content: This course will build on the knowledge from your basic (foundation) marketing class, addressing many of the complexities and considerations faced in disparate marketing contexts. The degree to which basic marketing principles apply in different contexts, such as business-to-business marketing, marketing of high-technology products and services, services marketing, and other areas, will be explored in the context of “hot” marketing topics. The issues addressed will include the following:

- ? Business-to-business marketing
- ? Relationship marketing (including database marketing and customer relationship management strategies)
- ? Market segmentation
- ? Pricing in the Internet era
- ? Distribution in the Internet era
- ? Branding concerns
- ? International ethics complexities
- ? Small business/retail/services

My teaching style combines fairly balanced treatment of conceptual/theoretical and practical/applied understanding.

Classroom Environment/Goals: In order to provide an enjoyable, provocative learning experience, this will be a discussion-based course. Active learning, and participation are expected. My hope is to foster a challenging yet supportive environment where you can flourish and learn. These goals are in keeping with the mission of the School of Business, which states:

"The faculty and staff of the School of Business Administration at The University of Montana-Missoula are committed to excellence in innovative experiential learning and professional growth through research and service."

Course Requirements: All material you submit for my course should be double-spaced and 12-point font (easy on my eyes). Many thanks.

Exam:	100 points	35 %
Project	100 points	35%
Participation	70 points	25%
<u>Ethics Assignment</u>	<u>15 point</u>	<u>5%</u>

Total: 285 points 100%

General: You are encouraged to discuss your work and progress with me at any time in order to discuss specific problem areas, to further clarify material, or to provide you with more concrete suggestions on how to improve your performance.

Exam. (35%) There will be one exam during the semester. It will include a mix of multiple choice questions, asking for factual knowledge about the readings and material covered during the semester, and essay questions, focusing on your ability to integrate, synthesize, and critically interpret the material. Other short answer questions will be application in nature, asking you to apply your knowledge to analyze and solve a particular firm's marketing problems.

* * **No late exam or make-up will be given.** * *

Class Participation. (25%) In order to stimulate active learning, class time will be heavily discussion-oriented. Obviously, the quality of a discussion class is a function of the quality of each student's preparation. Class participation grades will be based on:

- ? each student's level of preparation for class discussion (as exhibited by verbal elaboration on concepts in readings, answers to discussion questions in class, and application of class concepts to current events)
- ? the quality of the student's comments and questions,
- ? attendance, and
- ? contribution to the spirit of the class (contributes to a positive learning environment).

Quantity of talking is not the basis for your evaluation; rather, it is your thoughtful, meaningful class contributions which should demonstrate advance preparation for each class (i.e., by reading, analyzing, and synthesizing assigned reading materials). *Merely attending class is a necessary but not sufficient condition for earning class participation points.*

Cases will be heavily weighted in class participation grades. Please be prepared!

I will evaluate each student's class participation at two intervals during the semester (at the half-way point and at the end). Please ask me for feedback concerning your participation at any point during the semester. If you need to improve your participation component, doing so early in the semester works to your advantage.

Project. (35%) Students can work in small groups (2-3 students) on a particular marketing topic/problem in which they are interested. Students could also select a marketing issue faced by their employer. Project proposals are due by March 14. Final projects are due Friday, May 9th at

5:00 p.m. Please note that it is a form of academic misconduct to submit work that was previously used in another course.

*** * No late projects will be accepted. * ***

For your semester project proposal, please write the following:

- ? 1 paragraph (or so) describing the company, the industry, and the nature of the marketing problem you will be addressing.
- ? 1 paragraph describing what the "deliverables" will be. In other words, what will the content of your written report include? Will it be a complete marketing plan? Will it be an advertising and promotion strategy? Will it be a competitive analysis? Will it be a segmentation/targeting analysis?

The grading criteria for your semester projects will be:

- ? Thoroughness in providing secondary research on the critical issue. For example, if the critical issue is relationship marketing, please provide an overview of the key considerations in relationship marketing, based on your secondary research. If the critical issue is the brick market, then the secondary research would be on that industry.
- ? Critical insights and suggestions/recommendations for marketing strategy. I am more interested in your ability to propose and evaluate solutions, than to describe current situations and problems. *Please be evaluative and pro-active in your comments, making active recommendation for marketing strategies and plans. Your critique should be thoughtful, meaningful, and constructive.*
- ? Effective writing skills and appropriate citations of material. Quality of writing (clarity, grammar, organization, use of headings, etc.) is worth about 20% of your grade.
- ? Confidential Peer Evaluation. For the peer evaluation, each student will provide a confidential evaluation of his/her own contribution and his/her partners' contributions to the project (see attached form).

Any questions? Please ask! I am here to support your learning, to be a resource and a sounding board. I want to provide you with sufficient knowledge, tools, and resources to do the best job you can.

Project suggestions:

- ? Summarize the critical issues, using some conceptual framework for your analysis. The conceptual framework used will depend on the underlying needs of the company. If the company is facing an advertising problem, then a conceptual framework for approaching advertising decisions should be used. If you want help figuring out an appropriate conceptual overlay, please let me know.
- ? Offer an assessment of the options to "solve" the company's problems, explicitly considering both the pros and cons of each option you offer. Make sure that you are solving the "true" problems--not just symptoms, and make sure that the solutions you offer are both necessary and sufficient to remedying the problem.

- ? Offer your final recommendation. In other words, out of all the solutions you considered, select the one you consider to be best. Be sure to address the trade-offs in your recommendation: what will you gain in following the strategy; what will you lose, and how can those downside risks be managed with a contingency plan?

Regarding page length: Again, because each company has such wildly different problems to be solved, it is hard for me to come up with a recipe. However, as a rough rule of thumb, it would probably be difficult to do a solid assessment in less than 10 pages, but if you're getting into the 25+ page range, you might be trying to cover every base instead of prioritizing on critical issues. To the extent that you can use tables, graphs, figures, and appendices to convey supplementary detail, and focus your write-up on analysis and evaluation, that would be desirable.

Peer Evaluation Form: Confidential

Please specify (in terms of percentages) the relative allocation of work/effort/commitment that you and your partner devoted to your project. The percentages must sum to 100%. For example, if each partner devoted an equal amount of effort to the project, assign each partner 50%.

	% Allocated
My Name: _____	_____
Partner1: _____	_____
Partner2: _____	_____
Partner3: _____	_____
Total	100%

Ethics Assignment: 15 points (5%)

Due Thursday March 20 by 9:00 p.m.

Pick an ethical dilemma (one that you've faced on the job, or one that affects marketers in which you are interested). Research both sides of the dilemma (3 sources of information minimum), and summarize the issue from both sides. Provide a critical assessment of a process by which you would resolve the ethical dilemma and your proposed solution/reconciliation. (Write-up should be approximately 3-pages.) Grading criteria based on sophistication of insights, use of well-grounded process, logic to support your arguments, and quality of writing.

Suggested ethical dilemmas:

- Use of slotting fees
- Marketing of pharmaceuticals to physicians

Extra Credit Book Reports: Graded out of 15 points (5%)

There is a plethora of wonderful business and marketing books. I would like you to pick a book that you WANT to read, and turn in a book report (+/- 5 pages) by 9 a.m. Monday April 21st. This is a firm, non-negotiable, date. (Please let me know if you will be doing this extra credit project by April 2, so that I may allocate sufficient grading time based on the number of students who will submit a book report.) Grading based on:

- Thoroughness of overview
- Critical insights/learnings gained from the book
- High-quality writing skills.

No late reports accepted. Don't put me in an awkward position by even asking—it is not fair to me or your peers.

<u>Tentative Course Outline: Topic/Article</u>		<u>Reading</u>
Week 6: March 3-5	Review of Basic Marketing	Ch. 7 (Portable MBA) Pfizer Case
Week 7: March 10-12	Customer Issues/CRM	
Friday March 14		Semester Project Proposals Due
Week 8: March 17-19	Ethics/Regulatory Concerns Ethics Assignment due Thursday March 20 by 9:00 p.m.	
March 21-30	Happy Spring Break!	
Week 10: March 31-Apr. 2	Global Considerations	
Week 11: April 7-9	Product Decisions— Branding and Bundling Private Labels	
Week 12: April 14-16	Internet Effects on Pricing and Distribution	
Week 13: April 21-23	Case Assignment/Exam Review	
Week 14: April 28-30	Monday/1 st half:	
	EXAM	
	Night Section: Tuesday night April 29 from 7:30-9:00 p.m.	
	Day Section: Wednesday April 30 in class	
Week 15: May 5-7	Services and small business concerns Review and Wrap-up	
	Semester Projects Due: Friday May 9th at 5 p.m.	

Readings for Marketing Management
MBA 660, Spring 2003
Professor Mohr

Week 6: March 3-5 Review of Basic Marketing

Bruner, Robert, et al. (1998), *The Portable MBA*, 3rd ed. New York: John Wiley & Sons, Chapter 7.

Mohr, Jakki and Sara Streeter (1999), "Pfizer Animal Health Products: Industry Downturns and Marketing Strategy," in D. Cravens, C. Lamb, and V. Crittenden (2001), *Strategic Marketing Management Cases*, 7th ed., Irwin/McGraw-Hill.

Week 7: March 10-12 Customer Issues/CRM

Rigby, Darrell, Frederick Reichheld and Phil Schefter (2002), "Avoid the Four Perils of CRM," *Harvard Business Review*, (February), pp. 5-11.

Reinartz and V. Kumar (2002), "The Mismanagement of Customer Loyalty," *Harvard Business Review* (July), pp. 4-12.

Brown, Stephen, (2001), "Torment Your Customers. They'll Love It," *Harvard Business Review* (October), pp. 83-88.

"The Customer Profitability Conundrum: When to Love 'Em or Leave 'Em," October 4, 2002. Knowledge@wharton

Week 8: March 17-19 Ethics and Regulatory Concerns

Merritt, Jennifer (2002), "For MBAs, Soul-Searching 101. Now, B-Schools are emphasizing ethics and responsibility," *Business Week*, September 16, p. 64.

Donaldson, Thomas. (1996), "Values in Tension: Ethics Away From Home," Harvard Business Review. September-October. pp. 48-62.

Orwall, Bruce (2002), "A Beautiful Friendship," *Wall Street Journal*, May 17, p. B1, B4.

Wildstrom, Stephen (2002), "How to Achieve Digital Nirvana," *Business Week*, November 4, p. 28.

Porter and Kramer, (2002), "The Competitive Advantage of Corporate Philanthropy," *Harvard Business Review*, (December), pp. 5-16.

Week 9: March 21-30 Happy Spring Break!

Week 10: March 31-Apr. 2 Global Marketing Issues/Concerns

Murphy, Cait (2002), "The Hunt for Globalization that Works," *Fortune*, October 28, pp. 163-176.

Engardio, Pete, (2001), "Smart Globalization," *Business Week*, August 27, pp. 132-137.

Week 11: April 7-9 Product/Price Strategies (Branding, Bundling, etc.)

Stremersch and Tellis (2002), "Strategic Bundling of Products and Prices: A New Synthesis for Marketing," *Journal of Marketing*, 66 (January), pp. 55-72.

Khermouch, Gerry (2001), "The Best Global Brands," *Business Week*, August 6, pp. 50-64.

Potter, Donald (2000), "Discovering Hidden Pricing Power," *Business Horizons*, (November-December), pp. 41-48.

Aston, Adam, (2002), "Brainpower on the Balance Sheet," *Business Week*, August 26, pp. 110-111.

Dunne, David, and Narasimhan, Chakravarthi. (1999, May 1). "The New Appeal of Private Labels." *The Harvard Business Review*. p. 41.

Balu, Rehka. (1998, December 9). "How a Pasta Maker Used Its Noodle to Whip the Giants." *The Wall Street Journal*

**Week 12: April 14-16 E-business and Marketing:
Effects of the Internet on Distribution and Pricing**

Porter, Michael (2001), "Strategy and the Internet," *Harvard Business Review* (March), pp. 63-78.

Keenan, Faith (2002), "A Mass Market of One," *Business Week*, December 2, pp. 68-72.

"Koch, James (2003), "Are Prices lower on the Internet? Not Always!" *Business Horizons*, (January-February), pp. 47-52.

Jap, Sandy and Jakki Mohr (2002), "Leveraging Internet Technologies in B2B Relationships" *California Management Review*, 44 (Summer), pp. 24-38.

Mohr, Jakki (2000), *Marketing of High-Technology Products and Services*, Ch. 5 (Distribution Channels in High-Tech Market and the Effect of the Internet). Prentice-Hall.

Week 13: April 21-23 Case Assignment

“BEA Systems, Inc: Its Constant Reinventions to Cope with Market Waves.”

Mandel, Michael (2002), “The Painful Truth About Profits,” *Business Week*, November 4, pp. 107-112.

Week 14: April 28-30

Monday/1st half Tuesday night:

Eisenberg, Daniel (2002), “Its an Ad Ad Ad Ad World,” *TIME*, September 2, pp. 38-41.

EXAM

Night Section: Tuesday night April 29 from 7:30-9:00 p.m.

Day Section: Wednesday April 30 in class

Week 15: May 5-7 Services and Small Business Issues

Brady, Diane (2000), “Why Service Stinks,” *Business Week*, October 23, pp. 118-122.

Fonda, Daren (2002), “Plucky Little Competitors,” *TIME*, October 21, pp. 60-62.

Semester Projects Due: Friday May 9th at 5 p.m.