

**STATE UNIVERSITY OF NEW YORK
AT OSWEGO
DEPARTMENT OF MARKETING AND MANAGEMENT
SCHOOL OF BUSINESS
Fall 2009
Marketing 250 - MARKETING PRINCIPLES**

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Preamble

"Marketing is an organizational function and a set of processes for creating, communicating and delivering value to customers and for managing customer relationships in ways that benefit the organization and its stakeholders."

American Marketing Association, August 2004

"There can be no effective corporate strategy that is not marketing oriented, that does not in the end follow this unyielding prescript: The purpose of business is to create and keep a customer."

- Theodore Levitt

"Marketing is so basic that it cannot be considered a separate function...it is the whole business seen from the point of view of its final result, from the customer's point of view."

- Peter Drucker

"It is better to know some of the questions than all of the answers."

- James Thurber

Customers are the prize for which marketers compete. Whether those customers are called by another name, such as voters, donors, students, or clients, does not detract from the nature of the competition, or the marketing task required to succeed. This course will introduce the student to the nature and scope of marketing.

I believe that the sheer number of topics, concepts and key terms can be potentially overwhelming. While terminology is essential in order to communicate in the marketing world, emphasis should be placed on a conceptual framework of marketing. Toward that end, the student will be faced with various real-life problems that require an application of marketing concepts, critical thinking, common sense, and business acumen.

This course is designed to provide a "hands on" learning experience in marketing analysis, planning, and decision-making. As such, it also has associated with it a much different culture than other courses. This is not just a lecture-oriented course (although lectures play a part in stimulating thinking) with a fixed set of topics to be covered in a term. Rather, this is a course where much of the learning will take place outside of the formal classroom setting. The benefits to the course participants will be directly related to the quality and quantity of the effort expended on course related activities by each student.

TEXTS:

William D. Perreault, Joseph P. Cannon, E. Jerome McCarthy; Essentials of Marketing. McGraw-Hill, 2008

Charlotte H. Mason and William D. Perreault, Jr.; The Marketing Game. McGraw-Hill, 2002. 3rd edition.

Interactive website in support of the course: www.mhhe.com/fourps

This website includes sample test questions for each chapter, flashcards, career resources, web research, study tips and more.

Submission of decisions for The Marketing Game will be posted on a website that can be accessed at: www.oswego.edu/~molinari/

OBJECTIVES

This course is designed to introduce the concepts and principles of marketing and to develop an appreciation of their scope, relevance, application and integration in the operations of profit- and non-profit oriented organizations. Upon completion of this course, you should be able to:

1. Use basic marketing terminology to communicate with specialists about marketing.
2. Analyze and evaluate various decision alternatives facing marketing managers responsible for strategic and tactical marketing operations.
3. Identify and interpret changes in the environment affecting marketing organizations.
4. Explain the cost and benefit impacts of marketing on members of society and on persons involved directly in the marketing process.

Coverage of critical issues that form the context for business and marketing will be integrated throughout the course in lectures, readings, and the semester project. Coverage will include: ethical and global issues, the influence of political, social, legal and regulatory, environmental and technological issues, and the impact of demographic diversity on organizations.

The semester project will provide you the opportunity to work with classmates in a competitive simulation. This project is intended to reinforce lectures and readings by providing a “hands on” learning experience in marketing analysis, planning, and decision-making. Specific skills that should be enhanced include: critical thinking; written and oral communication; quantitative skills; applied research; teamwork and interpersonal skills; decision-making; and the use of information technology.

CLASS CONDITIONS

1. Regular classroom attendance is obligatory. A student may be dropped from the course due to excessive absence (more than 3 unexcused cuts).
2. Class participation is encouraged and will be an important determinant of the grade received.
3. All exams and other work become the property of the instructor.

4. If the classes have to be canceled, tests will be rescheduled for the next class period; assignments will be due in the next class period.
5. **COMMON COURTESY SHALL PREVAIL IN THIS CLASS 1.0.** Please arrive for class on time, and don't disrupt class by leaving the room during class. I am sure we agree that any kind of disruptive behavior is unacceptable and should not be tolerated.
6. **COMMON COURTESY 2.0: TEXTING IS DISTRACTING TO THE STUDENT AND THE PROFESSOR. DON'T DO IT IN THIS CLASS!EVER!!!**
7. If you have a disabling condition that might interfere with your ability to complete this course, please contact me.
8. Intellectual integrity on the part of all students is basic to individual growth and development through college course work. Any form of intellectual dishonesty is a serious concern and will be dealt with in accordance to college policy.

Office Hours

I look forward to the opportunity to get to know you during the term. I will be glad to talk to you about any aspect of the course- or for that matter anything that is on your mind. Please let me know if I can help. I will hold regular office hours from 9:15-12 on Tuesday and Thursday. You do not need an appointment to drop in during office hours, but if you can't make those hours, I would be pleased to see you at a time more convenient for you. I'll be in my office and available much of the time that I'm not in class and am glad to have you drop by my office whenever it's convenient for you. However, I do have other courses, committee responsibilities etc., so the best way to be certain that we'll have a chance to talk is to let me know that you're coming.

Grading

Grades in this course will be based on four tests, the marketing competition and supplemental assignments that will take place throughout the semester, a peer evaluation of your contribution to the team, and class participation. The weighting of these various components in the determination of the final course grade will be as follows:

TEST 1	50 POINTS
TEST 2	50 POINTS
TEST 3	50 POINTS
TEST 4	50 POINTS
DAILY ASSIGNMENTS AND CLASS PARTICIPATION	20 POINTS

The Marketing Game!

BUDGET PLANNING and STRATEGY SUMMARY	10 POINTS
MARKETING PLAN	30 POINTS
PRESENTATION AND WRITTEN SUMMARY	20 POINTS
MARKETING SIMULATION	90 POINTS
MARKETING SIM. - PEER EVALUATION	<u>10 POINTS</u>
TOTAL	380 POINTS

Because your grade will be based on a number of different elements, your success in the course does not hinge on any single outcome. However, your independent reading and study of your text assignments is a core element of the course. A second core element is the performance of your team in the Marketing Game! Your preparation and contribution to the game along with your independent

reading of the text will be basic contributors to how well you do.

The tests during the term will involve about 50 questions each, and they will sample about evenly the general concepts and the details presented in the text and in class. You should recognize from the beginning that there is much more material in your reading assignments, cases etc. than is possible to cover in detail in class. Lectures and class discussions will only touch on some of the most important issues. Thus, although tests tend to place more emphasis on topics that are covered in both the text and in class, the focus of the tests is on the core material from you reading. Class lectures or other assignments will be directly relevant to your understanding of the material and other aspects of your performance (i.e., quality of your decisions in The Marketing Game) but the exams will go into depth on what you have been assigned to read.

I return graded tests and discuss them in class as quickly as possible--usually the period after they are given. I take up the test booklets at the end of the discussion. However, you are welcome to come by at any point to review your test in more detail if you wish--and I will be pleased to go over your test with you personally if you have questions or concerns that are not discussed in the class review of the exam.

Daily Assignments and Class Participation

Most class sessions will follow a lecture/discussion format. Lectures will be related to the assigned readings--and devoted to presentation and discussion of concepts, frameworks, and techniques useful for assessing marketing opportunities and developing marketing programs. But, some of the time in most class periods will be devoted specifically to discussion of the assignment material--assigned questions, exercises, computer-aided problems, short cases, or issues related to The Marketing Game. The syllabus outlines the specifics of the daily assignments. In most cases, these do not require a heavy time commitment. But, preparation is important.

Some of the assignments involve a brief set of written notes. When I assign a case, I expect you to prepare a page of notes that reflect your thinking and key ideas about the case. This need not be in narrative form if you find it more comfortable to create an outline of bullet points or a summary table of points, etc. However, I'd like these notes to reflect your thinking/conclusions, and not be just a summary of the "facts" presented in the case. We will typically discuss a portion of all of the assignment material in class--so you will have instant feedback on your thinking. I will collect the written work from the daily assignments on an intermittent basis. I check the daily work to see if you are doing the assignment, and I keep a record. However, this is basically a "check-off" type grading system and I focus primarily on whether you have put a reasonable effort into it more so than on being picky about the precision of a particular answer. Because that is the nature of the evaluation, and because we will have discussed the concepts in class, I may or may not return the papers from the daily work (and if I do it often will not be at the next class).

The class provides an opportunity for you to develop abilities in communicating with others about your ideas and approaches for dealing with marketing management problems. This is important. After graduation you will spend much of your professional career doing just that--regardless of the specific career area you pursue. The potential of this opportunity is only fully realized if you make meaningful contributions to the course in class discussions and debate.

In general, prepared and constructive participation in class is expected. However, I try to weight it as a positive, not as a negative. In other words, effective contributions to class tend to help grades, not hurt them. I recognize that some students simply do not like to speak out in class--and that others are quick to take all the "air time" that is available. I don't want to penalize someone who in general is less inclined to talk in class. However, I do "cold call" and there is a difference between not being prepared to respond when called on and simply wishing to be less verbal. Students who show a pattern of not being prepared will be graded down on class participation.

Evaluating the quality of class participation is necessarily subjective. It is based on the direct substantive contribution of the participation, and on the indirect indicators of quality participation.

The significance of substantive ("content") contributions will be evaluated relative to the context of the assignment and class discussion. It is also useful to think about criteria that are used in evaluating process-oriented aspects of class participation. These are summarized by the set of questions listed below:

- * Is the participant a good listener?
- * Are the points made--or questions raised--relevant to the discussion?
- * Are points linked to the comments of others, but not just a restatement of a point that has already been made?
- * Do comments show evidence of thorough analysis of the assignment?
- * Do comments contribute to our understanding of the situation?
- * Is there a willingness to participate?
- * Is there a willingness to test new ideas or are all comments "safe" (e.g. repetition of assignment facts without analysis and conclusions)?
- * Do comments show an understanding of theories, concepts, and analytical devices presented in class lectures or assigned reading materials?
- * Do comments and questions reflect a critical but open-minded weighing of alternative and sometimes conflicting points of view, or are they limited to advocacy of previously held beliefs?

The Marketing Game

Your assignment this semester is to manage a firm's marketing program in a competitive simulation called The Marketing Game. You and your team will compete against three other teams. Your task will be to figure out which opportunities fit your company's resources and strategies based on your firm's strengths and weaknesses, customer needs, as well as what competitors are doing or will do in the market. The Marketing Game is intended to reinforce issues concerning the competitive nature of marketing strategy. Therefore each competitor faces the same challenges of understanding the market, finding opportunities, and establishing a differential competitive advantage.

The simulation is realistic in the sense that there is any number of strategies that can work well- as long as the strategy makes sense as a whole (i.e., the marketing mix fits the target market etc.) Good decisions produce good results- and poor decisions do not.

You may choose to work with particular students or choose to be assigned to a group. If you choose to be assigned to a group, the instructor will essentially randomly determine groups. However, you may indicate (on a confidential basis) individuals with whom you would particularly not

like to work. These requests will be honored. Either way, four teams will compete in each industry. There will be multiple industries in this class, but you will be competing in only one, against three other teams.

Further thoughts on The Marketing Game

Course participants should expect to use large doses of common sense and managerial acumen and to rely on sound business and marketing principles when working in the marketing simulation.

The biggest problem you will face is one of management. You will have to manage your team, your fellow team members and yourself. Time management and priority setting will be particularly crucial throughout the marketing plan development. Try not to overlook the very “real world” management problems you will face. Use this course as an opportunity to practice and further develop your management skills.

Because the Marketing game is a group effort, each team member will rate the cooperation and performance of other members of their team. If lack of participation is observed during the early part of the semester, the group should advise the student that performance is below expectations. If lack of participation persists, the delinquent team member will be dropped from the team.

Playing the Game

As I’m sure you understand, events out of your control often affect the best plans. Natural disasters such as hurricanes, floods, or blizzards could cause significant disruptions. Likewise economic changes could conspire to impact your firm. From time to time, the president may issue memo’s that alter your thinking or change the basic direction that the firm intends to move. It is during these times when the management team that is best prepared will be most successful in adapting to the changing environment. Remember, this is a competitive simulation. As the competition evolves, you will find it necessary to monitor your competitors and the changing environment. Success in this game will require preparation, careful planning, and sound marketing thinking. I expect you will find this competition challenging, beneficial, and fun. Let the game begin!

Grading Student Performance within the Game

Most businesses point to the “bottom line” as a measure of success and we will too, at least partly. Firms that are thoughtfully managed will perform well in the game. However, simply ranking teams on profit contribution may disregard information such as how much improvement there has been, or how well positioned the firm is to earn future profits. Accordingly, the quality of strategic decisions, judged in terms of consistency of the strategy and how logical the decisions are will also enter into the final grade. Occasionally, a few students do not carry their weight and don’t deserve the full grade that the team has earned. A reasonable approach to determining the extent to which individuals have contributed will be based on two factors: an end of the game test and a peer evaluation. I will explain more about grading for the simulation during the course of the semester, but for now you should know that the simulation is worth 90 points and that the number of points that you will receive will be based on the profit performance of your team relative to others in your industry, adjusted to take into account trends, quality of strategy, consistency of performance, and your individual contribution. If you have questions, feel free to ask. However, don’t wait until the end of the semester. That will be too late.

***The Marketing Game!* Related Assignments**

1. **Budget Planning** To ensure that firms plan their budgets and the consequences of their decisions, each firm is required to submit a completed Budget Planning Form for each decision. The Budget Planning Form is explained in the Student manual.
2. **Strategy summary** To ensure that firms are able to articulate their strategy, each firm is required to submit a completed Strategy Summary Form with each decision. These forms are provided in the Student manual.
3. **Marketing Plan** To aid with long-range corporate planning, the president has requested that all divisions submit a Marketing Plan. This plan should explain your marketing strategy and plans for implementation. Topics to include are a discussion of your objectives, analysis of the marketing environment including your competition, the market segment or segments that are your primary target market(s), and your marketing mix. Your top management is eager to see both an analysis of your performance in recent years, as well as your plans for the future.

The text of the Marketing Plan must be typed, double-spaced, and must not exceed 5 pages in length. In addition, to help clarify, illustrate, or support your points, you may include up to 5 pages of graphs, tables, figures, and other exhibits. Be certain that any tables are clearly labeled. Your reasons for providing such exhibits should be made clear in the text of your report.

4. **Presentation to the Board.** This end of game analysis is an ideal opportunity to recap and discuss your marketing strategy. You should structure this presentation to your Board of Directors. Topics to consider will include your firm's marketing objectives, target markets, assessment of competitors, overall industry trends, major turning points, successes and failure and key learning experiences. You will have 10-12 minutes for this presentation. A written outline of this presentation will be submitted at the time of your presentation.

Schedule for Game decisions

The following schedule will serve as a guide for your project and will be closely adhered to. Following each submission, the group is invited to arrange an appointment with the instructor to discuss corporate strategy. These meetings have proven to be very helpful for previous classes.

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| 1. September 11 | In class discussion of <u>The Marketing Game</u> Read chapters 1-4, 6 | |
| 2. September 16 | Practice Post to Discussion Board | |
| 3. September 23 | Decision 1 | |
| 4. September 30 | Decision 2 | |
| 5. October 7 | Decision 3 | Read Chapter 5 |
| 6. October 14 | Decision 4 | Moving to Level 2 |
| 7. October 21 | Decision 5 | MARKETING PLAN DUE ON October 21 |
| 8. October 28 | Decision 6 | Read Chapter 7 |
| 9. November 4 | Decision 7 | Moving to Level 3 |
| 10. November 11 | Decision 8 | |
| 11. November 18 | Decision 9 | |
| 12. November 23 | Decision 10 | |
| 13. December 7,9,11 | Presentations | |

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COURSE TENTATIVE SCHEDULE:

Date- Week of	Topics	Chapters
August 31	Introduction to course Marketing's Value to Consumers, Firms and Society; Marketing Strategy	Chapter 1 Chapter 2 CAP 1,2
September 7	Labor Day – No Classes Segmentation and Positioning <i>The Marketing Game!</i>	Chapter 3 1-4, 6 CAP:3
September 14	In Class time for <i>The Marketing Game!</i> The Changing Marketing Environment Test 1	4 1-5, TMG CAP:4
September 21	Final Consumers and Buying Behavior Organizational Buyer Behavior	5 6 CAP:5,6
September 28	Yom Kippur – No Monday classes (Class on Tuesday) Product Planning for Goods and Services In Class time for <i>The Marketing Game!</i>	8 CAP: 8
October 5	Product Management and New Product Development Test 2	9 5,6,8,9 CAP: 9
October 12	Pricing Objectives and Policies Developing the Marketing Plan for <i>The Marketing Game!</i>	16 CAP:16
October 19	Price Setting in the Business World	17 CAP:17

October 26	Channel systems and Logistics Test 3	10,11 CAP:10,11 16,17,10,11
November 2	Integrated Marketing Communications	13 CAP:13
November 9	Personal Selling, Advertising, and Sales Promotion	14,15 CAP:14,15
November 16	Marketing Information	7 CAP:7
November 23	Ethical Marketing, Appraisal and Challenges Thanksgiving Recess- Enjoy your break!	18
November 30	Catch up and review Student Evaluations	
December 7	Marketing Presentations	
TEST 4	13,14,15,7,18, TMG	
MWF 10:20 class	December 14, 10:30-12:30	
MWF 11:30 class	December 16, 10:30-12:30	
MWF 1:50 class	December 14, 2-4:00	