

Fall Semester 2004
Marketing Management II
Business Administration 472

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Office Hours: MW 3-5 and Tuesday 2-4. Please feel free to drop by my office whenever you need to speak with me; however, if it is not during office hours, I may have other obligations and be unable to talk with you. Please don't be offended if that happens. Also, the time immediately before a class meeting is very important to me. Please do not drop by my office for help in the hour immediately before a class meeting.

Text: Marketing Management Text and Cases, McGraw-Hill, 2002.

Course Perspective and Objectives:

This course should be fun! I don't mean back-slapping, playground fun; rather, it should be intellectually fun. You will feel challenged and at times perhaps a little lost. However, you should also experience a sense of accomplishment when you meet the challenge of preparing and presenting a complex case. You should experience, during this course flashes of enlightenment—moments when theories, principles and practice come together in a well structured marketplace strategy. You will, I hope, experience the joy and frustration of working with a colleague on cases that you will present to the class. BA 472 will be an exciting journey if you are an active participant. If you choose not to be actively involved in the course, BA 472, at best, will be a forced march to be endured.

In this course, we'll apply many of the theories examined in Marketing Management I in order to understand and explain business phenomena. The primary methods for attaining understanding and ability to explain business phenomena will be case analyses, student presentations, and discussions. There are several course objectives we hope to attain.

- (1) Attain a more thorough understanding of selected concepts, theories and principles we examined in Marketing Management I.
- (2) Develop skills necessary to analyze critically marketing situations and to frame well-informed marketing strategies based upon our analyses.
- (3) Develop skills necessary to present the results of our marketing analyses as well as our recommendations in writing and orally.
- (4) Develop skills necessary to examine, question, and discuss others' market analyses.
- (5) Develop skills of working with others to attain a common goal

Cases present the frustrating opportunity for students to put **all of their marketing, accounting, finance, management, and economics** knowledge to work in solving strategic marketing management problems. Usually, you will find it relatively easy to identify the general strategic area covered by the case, e.g., product development or promotion management. However, before recommending a solution to the issues

presented in the case, you must determine which information presented in the case is relevant. Then, you must thoroughly examine that information. Sometimes, one is lulled into "treating the symptom rather than the disease" presented in a case. Using cases also allows us to cover many different aspects of marketing, e.g., consumer goods and services, industrial goods, transportation, not-for-profit, social issues, durable goods, and so forth. The use of cases also means that students must develop their analytical and communication skills of drawing, stating, and defending their conclusions as well as analyzing and questioning others' conclusions.

Some classic seminal articles from marketing literature might be helpful in understanding particular cases used in the course. If these readings are assigned, the assignment will be announced in class, and you will be told where to find the article. You are responsible for knowing about and completing the reading assignment. Similarly, some concepts covered in the course might require explanations most easily conveyed in the traditional lecture format. In that case, lectures will be used.

Student Responsibility

1. You must prepare each assignment before class. This is particularly important since so much time will be spent presenting and discussing cases. Do not waste your colleagues' time by trying to discuss a case you have not prepared carefully. Don't confuse merely reading a case with preparing it for class discussion.
2. You must attend class regularly and be prepared to make significant contributions to our discussions of cases and other assignments. **There are no excused absences for this course. If you are not present, you cannot discharge your responsibility of contributing to discussion and learning in the course.** Please note that 30% of your grade is earned by contributing to class discussion. Also, note that we'll be spending two days on most cases. The first day "belongs to the class;" i.e., each of you is expected to question and discuss in detail the case assigned for that day. If students spend only 30 minutes of the class in discussion, then the class period will last only 30 minutes. However, you must remember that you earn the class contribution portion of your grade by contributing to the class. On the second day, your professor will teach the important learning points of the case. On that day, the professor will call upon students for specific analyses and recommendations. It is from this give and take in discussion and questioning that you will earn the 30% class contribution portion of your grade. Moreover, it is from this give and take discussion that you will develop and hone your marketing knowledge and skills as well as your knowledge and skill about "how" to discuss and to be an advocate. Simply put, if you aren't in class, you can neither learn nor earn!
3. You must make sure that you schedule an appointment with your teacher when you feel you are having problems meeting the requirements of this course.
4. Class discussions in BA 472 sometimes become very, to use a fairly neutral word, animated. Lively discussion is a goal in this course. Given the benefits of discussion mentioned earlier and the fact that students should have invested a tremendous amount of effort into preparing their case analyses, a lively discussion

is both expected and desired. **HOWEVER, disrespect for one's colleagues will not be tolerated in this course!**

Honor Code:

All case work is covered by the honor code. The use of old notes or case analyses from other students is not permitted. The mid-term and final examinations must be pledged as individual work. Cases completed by your group must be pledged as the work of only your group.

Grading and Evaluation

Course grades are earned according to the following scheme.

A	94 – 100	C	74 - 76
A-	90 - 93	C-	70 - 73
B+	87 - 89	D+	67 - 69
B	84 - 86	D	64 - 66
B-	80 - 83	D-	60 - 63
C+	77 - 79	F	below 60

A weighted course average will be calculated using the following weights for the course components.

Midterm	15% ¹
Final Exam.	15% ²
Classroom Performance Contribution.	30%
Presented Cases	30% @ 15% ³
Third written case.....	10%

Course Schedule

The cases that will be discussed are presented in the schedule below. Note that beginning with **Niconil** a student group will be responsible for presenting the case to the class. There will be five groups of two students each to present the cases. You will determine your own groups. Any revisions to the schedule below will be announced in class. You are responsible for getting the information from these announcements.

Please note on this schedule that the first two cases are NOT presented by students. Your professor will lead a discussion of Sealed Air, a case alluded to in your text's discussion

¹ The midterm will be a case, and will be pledged as an individual effort.

² The final will be a case, and will be pledged as an individual effort.

³ Each group will hand in a written analysis for the two cases presented to the class. In addition, each group will complete one additional case from the schedule below. All cases, unless otherwise noted, as in the midterm and final, are to be pledged as a group effort to which all members of the group contributed equally; thus, each student in the group will receive the same grade for the case.

of low-tech marketing math. That case should ease you into the process of doing cases. Next, we'll discuss Fieldcrest-St. Mary's, a "classic" case rich in theory and strategy options. We'll spend a considerable amount of time exploring information acquisition and processing theory, pricing and costing theory, and consumer decision making theory as we examine Fieldcrest. Upon completion of these discussions, we'll apply the theories in formulating strategies.

One final note—all written work in this course should bear evidence that it has been carefully prepared. More directly, edit your work! If your writing and presentation are sloppy, it follows that your audience will not be inclined to trust your analyses. In grading your assignments, I'll read and evaluate their content, **trying to ignore** style, grammar, spelling, and sentence structure. After establishing that mark, I'll reread the assignment, marking each glaring style, grammar, spelling and structural error. For each of these errors, I'll deduct one point for a maximum of one letter grade deduction.

Date	Assignment
August 26	Introduction to the course and Marketing Arithmetic (pp. 14-20)
August 31, September 2	Discuss Sealed Air Introduction of cases on managing the market process
September 7, 9	Discuss Fieldcrest St. Mary's
September 14, 16	Discuss Field Crest St. Mary's
September 21, 23	Niconil and introduce segment on product policy
September 23, 30	Barco
October 5, 7	Goodyear.
October 12, 14	L'Oreal of Paris
October 21 (Fall Break 19 th)	Midterm exam due October 21 Introduce Going to Market
October 26, 28	U.S. Pioneer
November 2, 4	Biopure
November 9, 11	Henkel
November 16 18	Rohm and Haas

November 23, 25

Cumberland Metals

November 30, December 2

Becton

December 7

To be assigned