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## BUS 472-01, Marketing Management II, Fall 2012

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Authors	Planchon, John M.
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**Fall Semester 2012**  
**Marketing Management II**  
**Business Administration 472**

Professor: John M. Planchon  
Office: 332 Buckman Hall  
Telephone: 843-3922  
Office Hours: MW 1:30-3:00 p.m. and by appointment. 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: Selected Harvard Business Cases (Course pack available in the Rhodes Bookstore)

**Course Perspective and Objectives:**

This course should be 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 colleagues 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—by you and the rest of us.

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 and at times apply them to global business as well as domestic operations. (The major focus here will be domestic marketing; however, as you will see, or perhaps have already seen, it is difficult to find any business that is unaffected by global markets.)

(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. Uninformed "contributions" to discussion are easily spotted and will be questioned by others in the class. 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 evaluation in this course is earned by your contribution to class discussion. Also, note that we'll be spending two days on some 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 casework is covered by the honor code. The use of old notes or case analyses is a serious violation of the honor code. 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, and the pledge also indicates that all students contributed in roughly equal portions to the completion of the case.

## 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 . . . . .	10% <sup>1</sup>
Final Exam. . . . .	20% <sup>2</sup>
Classroom Performance Contribution. . . . .	30%
Presented Case . . . . .	20% @ 20% <sup>3</sup>
Written Case. . . . .	20% @ 10% <sup>4</sup>

## Course Schedule

**The cases that will be discussed are presented in the schedule below. Note that student groups will be responsible for presenting most of the cases to the class. 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. If your group is scheduled to present a case at an inconvenient time, you may switch dates/cases with another group. Student groups are responsible for making these changes and notifying professor Planchon about the change.**

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<sup>1</sup> The midterm will be a case, and will be pledged as an individual effort.

<sup>2</sup> The final will be a case, and will be pledged as an individual effort.

<sup>3</sup> Each group will hand in a written analysis for the case it presents to the class. 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. The group's pledge indicates that it did not receive aid from any other source (past classes, students, notes, etc.) in preparing the case.

<sup>4</sup> Each case group will prepare a formal written analysis of two cases in addition to its presented case. They are due at the beginning of the hour when the case is presented to the class.

## Schedule BUS 472 Fall Semester 2012

**The schedule below is approximate. That is, the date for readings might change. You are responsible for schedule changes as they are announced.**

DATE	ASSIGNMENT
August 23	Course Introduction
August 28- Aug 30	<b>Financial Detective</b>
September 4-6	Doing Cases
September 11-13	Retail Pricing
September 18-20	Present <b>Hilton Hotels 20<sup>th</sup></b> <b>A, B, J, E</b> , Discuss/lecture 18th
September 25-27	Discuss Hilton 25: <b>Present Tru Earth 27<sup>th</sup></b> <b>C, D, F, A, B</b>
October 2-4	Discuss Tru Earth 2 <sup>nd</sup> and 4th
October 9-11	<b>Summarize 9<sup>th</sup> Midterm 11th</b>
October 16-18	<b>Fall Recess October 16</b> discuss 18th
October 23-25	<b>Present Culinarian 23<sup>rd</sup></b> <b>E, I, G, H, C, D</b> discuss 25 <sup>th</sup> & Oct 30
October 30-November 1	Culinarian 30; <b>Present Classic Knit Wear</b> Nov 1 <b>G, H, A, B, F</b>
November 6-8	Discuss Classic Knit Wear Nov 6 and 8.
November 13-15	<b>Present Clean edge Razor 13<sup>th</sup></b> <b>F, C, D, J</b> discuss 15, 20 <sup>th</sup>
November 20 - 22	Discuss Nov 20 <b>Thanksgiving Break (November 22,</b>
November 27 - 29	<b>Reliance Baking Soda Present 27<sup>th</sup></b> <b>J, E, I, G, H</b> discuss 29.
December 4	Last day of class (Red letters indicate presentations in class and a written analysis to turn in.) (Blue indicates written case for the group with no class presentation.)

Working Groups:

<b>E</b> Marie Mason Cat Rickenbacker Kaisa Harjunen	<b>D:</b> Hugh Madison Wright Hilsman	<b>G:</b> Jaime Maxey Merrill Ricketts Courtney Mallin	<b>B:</b> Reid Cates Susanna Kirby Justin Malone
<b>H:</b> Lauren Young Janie Harris Michelle Quina	<b>F</b> Victoria Bundy Julia Scales Michael Rubin	<b>I</b> Maria Ricci Tyler Perkins Jonathan Jones	<b>A</b> Angelica Fu Kajuana Pugh Cat Boone
<b>C</b> Lynden Pindling Justin Genter Jackson Baker	<b>J</b> Graham Karlan Reed Allen Brett Stoots		

<b>ClassTime</b>	<b>Exam Time</b>
8:00 am MWF	Saturday, Dec. 8, 5:30 p.m.
9:00 am MWF	Friday, Dec. 7, 1 p.m.
10:00 am MWF	Saturday, Dec. 8, 8:30 a.m.
11:00 am MWF	Monday, Dec. 10, 1 p.m.
12 noon MWF	Wednesday, Dec. 12, 5:30 p.m.
1:00 pm MWF	Wednesday, Dec. 12, 1 p.m.
2:00 pm MWF	Tuesday, Dec. 11, 8:30 a.m.
3:00 pm MWF	Friday, Dec. 7, 8:30 a.m.
4:00 pm MWF	Wednesday, Dec. 12, 8:30 a.m.
8:00 am TR	Tuesday, Dec. 11, 1 p.m.
9:30 am TR	Tuesday, Dec. 11, 5:30 p.m.
11:00 am TR	Monday, Dec. 10, 5:30 p.m.
12:30 pm TR	Friday, Dec. 7, 5:30 p.m.
2:00 pm TR	Saturday, Dec. 8, 1 p.m.
3:30 pm TR	Monday, Dec. 10, 8:30 a.m.