



## LINCOLN UNIVERSITY

BA 304

Marketing Management

Spring 2018

Level: Mastery 1 (M1)

Tuesday 3:30 – 6:15 p.m.

Credit: 3 units - 45 lecture hours

Instructor: Dr. Bill Hess

### CATALOG COURSE DESCRIPTION

The course is analyzing the fundamentals of marketing management – definitions, concepts, and development. It is intended to enable the student to understand marketing's decision making role in a company and the impact of those decisions in establishing distribution, pricing, and promotion in both retail and business markets. Buyer behavior, product/market development, and the impact of the macro environment in business are studied. Cases will be used to provide practical applications of the concepts and principles. (3 units)

Students will study the fundamentals of marketing – definitions, concepts and development. It is intended to enable the student to understand marketing's decision making role in a company and the impact of those decisions in establishing a marketing plan.

### COURSE OBJECTIVES

The objectives of this course are for the student

- to develop a working knowledge of the marketing components - product, price, promotion, and distribution – as they apply to a company's operational plan
- to develop a sufficient understanding of the fundamentals of marketing management sufficient to be able to formulate a marketing plan to achieve company goals.
- to define marketing's role in a company's operations
- to describe the impact of marketing decisions on the organization's operations

### COURSE LEARNING OBJECTIVES/OUTCOMES

The goals for the course are to enable the student to develop sufficient knowledge and acumen

- to write a marketing plan that incorporates the major components of marketing
- to have a marketing plan that advances the corporation in the attainment of its short term and long term goals
- to prepare a marketing plan that provides adequate details for price, promotion, distribution based on a specific target market.
- to use primary and secondary sources to provide information for a marketing decision

## **TEXTBOOK**

Perreault, Cannon, and McCarthy, Essentials of Marketing Irwin, 14th Edition, 2015.  
ISBN: 978-0-07-786104-9 McGraw Hill price \$195.75.

## **METHODOLOGY**

### **This is a direct classroom instruction course.**

Instruction will include lecture, student discussion of material studied, in class exercises, and individual assignments. Students missing three consecutive classes will be dismissed from the course unless he/she has a documented medical excuse.

## **COURSE WORK**

Course work will include study of the textbook, discussions of current events and the relevant aspects of marketing, case analysis, marketing assignments, and a major project. All assignments submitted for a grade must be typed. Assignments are to have your name as on the university attendance roster/ID number, name of the assignment on the first page.

Thought process and analysis are the important components in individual and project assignments. Ease of reading and conciseness are important elements in such reports. Assignments are to be on the table in the front of the class at the start of class. Late assignments will not be accepted.

The schedule lists the chapters to be studied – that is studied not read – in preparation for the day listed.

## **MAJOR PROJECT**

There is a major group project – the development of and a written marketing plan for a product or service. Each group will prepare a detailed marketing plan that consists of

1. a market research questionnaire.
2. a plan for each of the 4P's of marketing.
3. an ad for the product or service (radio, TV, magazine, or billboard)

Everyone is to participate in the development of the project plan. Everyone is to participate in the written presentation of the plan. Any member not actively working with their team on the project is to be given a warning regarding his/her participation. If, after the warning, the student does not participate to the group's satisfaction he/she may be removed from the group. To remove a student from a group the student must be informed and the action must be reported to the professor. This is a group project requiring group participation. Each member of the team will write part of the final report – each will use a different font in 11 or 12 point. Fonts to be used are Times New Roman, Calibri, Arial, Cambria, Century Gothic. Courier. In the Table of Contents each project member will identify what segment he/she wrote along with the font style.

Two people from the same country may not be on the same project team. The focus of the project is that the team has developed a new product that it believes can be successful in making money. The team is to develop a marketing plan of action to submit to potential funders.

Products the team can select from are:

Caloric Strip	3 in 1 stroller	Herbal Pillow
Powdered Wine	Scented nail polish	Teeth Cleaning Gum
No Snore Pillow	Reusable Copy Paper	

You are a start-up company. You have very limited financial resources. You are developing a marketing plan to present to potential venture capitalists. Students will pick their own classmates for the project. Teams will consist of 4 or 5 people. No team will have two people from the same country.

## **WRITTEN PROJECT FORMAT**

Overview of Company  
Description of Product/service  
Target Market Definition – demographics/psychographics  
Analysis of Macroenvironment  
Company analysis – SWOT  
Competitive analysis – SWOT  
Market Research Questionnaire  
Positioning Promotion Plan including an ad—not a website. Distribution Plan Pricing Plan  
Pro Forma Income Statement – 3 year plan

Your project should demonstrate that the team understands and can apply the fundamentals of marketing. I will provide samples of previous projects to give you ideas for your written report.

Before submitting the final report it is to be submitted for a Turnitin review for determination of originality. That report is to be attached to the final document submitted for a grade.

## **BIBLIOGRAPHY**

In addition to the text used for this course, it may help the students to expand their interest and knowledge in the subject by reading material in other publications and texts. Recommended reading includes:

The Wall Street Journal

Forbes

San Francisco Business Times

Business Week

Integrated Marketing Communications, Belch & Belch; Irwin. 2002

Services Marketing, Lovelock; Prentice Hall, Inc. 1991. Second Edition.

The Power of Logos, Haig, John Wiley & Sons; 1997

The library has resources for learning/studying marketing. These include online data bases, magazines, newsletters, newspapers, journals from several organizations.

## **EXPECTATIONS**

The textbook does a good job of explaining the basic marketing principles and concepts as well as introducing you to the vocabulary of the business. I will devote class time to discussing these concepts and how they apply to the marketing operations of a company. We will discuss the application of marketing theory to real life situations drawn from my professional experience. I want you to share your own experiences – or if you have limited work experience, to ask questions. We will have videos for class discussions on marketing and class exercises.

My expectation is that you will prepare yourself for each class session by studying the material assigned before coming to class, that you will think about the application of what you are studying to the job of a marketing manager, and that you will discuss your thoughts during class. Hand in assignments are due at the start of the class. Hand in assignments are to have your name as it appears on your school record, your ID number, and the name of the assignment you are turning in.

Americans consider time differently than people from other countries. Americans actually think of time as a tangible asset. We say “Don’t waste time.” We talk about saving time. Because of this it is considered rude and is unacceptable to be late for a business meeting. The same applies to classes. We will conduct this class with the same respect for time. If you are late for class, wait until the break to enter.

Cell phone use is not permitted in the classroom. Use of a computer in the classroom requires the explicit permission of the instructor. Notes, electronic dictionaries, or any method of obtaining information is not permitted during exams. Research has determined that students who use computers to record notes do not learn as well nor retain the information as well as students who keep notes by handwriting. Einstein is quoted as saying “If you can not explain something simply you do not understand it.”

Students are expected to understand the course requirements as defined in this syllabus. The professor reserves the right to modify the syllabus.

## **EVALUATION**

Grades will be based on the quality of work, project, examination, and classroom participation. Attendance is important. Classroom participation is not possible if you are not in class. Participation is defined as actively adding to a discussion by offering insights or different approaches to marketing problems/solutions that demonstrate a solid working knowledge of the concepts and principles of marketing. Grades will be based on:

• Exams	210 points
• Project assignments	30 points
• Classroom attendance/participation	60 points
• Individual assignments	15 points
• Marketing project	<u>85 points</u>
	400 points

Students can earn 10 extra points by attending a Lincoln University library orientation on materials available. This will require complete attendance of the session. Attendance will be taken at the beginning and the end.

## **Rubrics for Project Report**

**A 75 – 85 points** The report is easy to read/understand, contains no grammar/spelling errors, is properly cited, offers sound logic in the application of the marketing mix to a target market.

**B 64 – 74 points** The report is generally easy to read/understand, contains a minimum of grammar/spelling errors, some data/information not properly cited, application of marketing mix is acceptable for a target market.

**C 55 – 73 points** Minimally acceptable for a graduate paper. Not easily read/understood. Unacceptable number of grammar/spelling errors. Marketing mix is not specific enough for the Target Market.

**D/F – below 55 points** The report is not of graduate level. Unacceptable grammar/spelling errors. Document is disjointed in its presentation. Does not demonstrate an understanding of marketing mix and its application.

Only primary sources may be used in all assignments submitted for a grade. Wikipedia and Google references are not business professional and will not be accepted.

Course grading will be based on the following point schedule.

360 – 400 – A	340 – 359 – A-	320 – 339 – B+	300 – 319 – B
280 – 299 – B-	260 – 279 – C+	240 – 259 – C	220 – 239 – C-
180 – 219 – D	Below 180 - F		

Exams will be short essay. Project assignments are listed in the schedule. Individual assignments are listed in the schedule. Any work submitted for a grade that is not the student's own work will be considered plagiarized unless properly cited. Plagiarized work will receive no points towards course grade.

### **MAKE-UP WORK**

Exams cannot be made up if missed – unless there is a documented emergency.

The professor reserves the right to modify the course as necessary to achieve student outcomes.

If you require special accommodations for this course, you should notify Student Services. Please contact them at [studentservices@lincolnuca.edu](mailto:studentservices@lincolnuca.edu) 510)628-8034. You will need a letter of accommodation from a licensed medical practitioner. After notifying Student Services make an appointment with your instructor(s) to have a confidential discussion of what you will require for this course

### **Instructor**

Professor Hess has an extensive background in marketing, sales, and sales management. His experience includes Corporate Marketing Research with Monsanto Company, Market Development in starting a new division for Owens-Corning Fiberglas; Product Manager and Western Region Sales Manager for W.H. Brady Co.. As Sales Manager, Professor Hess managed sales reps in 27 western states.

As Marketing Manager for a \$50 million division of H.S. Crocker Company, Professor Hess also managed a sales force responsible for \$17 million.

In addition to teaching, Professor Hess has his own marketing/sales contracting firm. For help with your course work you can reach Professor Hess at his office 510/628-8013. E mail address is [whess@lincolnuca.edu](mailto:whess@lincolnuca.edu). Students sending emails need to follow up if they do not receive a reply response.

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January	16	Introduction to course. Discuss plans for the course. Discussion of Chapter 1 Marketing’s Value to Consumers, Firms, and Society
		Start a Cookie Co.
	23	Chapter 2 Marketing Strategy Planning
		Chapter 3 Evaluating Opportunities in the Changing Market Environment
January	30	Chapter 4 Focusing Marketing Strategy with Segmentation and Positioning
		Project: Groups determined. Product determined. Full name as on school attendance and ID number of each member of the team
		Exam I Open book
February	6	Chapter 5 Final Consumers and Their Buying Behavior Case: Applied Steel Case
	13	Chapter 6 Business and Organizational Customers and Their Buying Behavior
		Article Assignment: Individual Hand in assignment 5 points
	20	Chapter 7 Improving Decisions with Marketing Information In class exercises
		Project assignment: Hand in - Project: Target market defined – demographics and psychographics – 15 points

	27	Chapter 8 Elements of Product Planning for Goods and Services
March	6	Exam II
	13	Spring Break. No class
	20	Chapter 9 Product Management and New Product Development
		Project: Market Research Questionnaire due - 15 points
March	27	Chapter 10 Place and Development of Channel Systems
		Chapter 12 Retailers, Wholesalers, and Their Strategy Planning
April	3	Chapter 13 Promotion – Introduction to Integrated Marketing Communications
		Chapter 15 Advertising, Publicity, and Sales Promotion
		Two Ads assignment – individual assignment 5 points
	10	Chapter 16 Pricing Objectives and Policies
		Chapter 17 Price Setting in the Business World
	17	Chapter 18 Ethical Marketing in a Consumer Oriented World Appraisal and Challenges
		Article Assignment: Individual Hand in assignment 5 points
	24	Project due with Turnitin report.
		Exam III
May	1	Project Presentations

If all of the information below is properly presented the student will receive 15 points by turning this paper in at the start of the first class. If the paper is turned before the start of the second class the student will receive 5 points.

Name as on university records \_\_\_\_\_

ID No. \_\_\_\_\_

Lincoln University email address: \_\_\_\_\_

Signature: \_\_\_\_\_

By my signature I acknowledge I have read and understand and will comply with course requirements. Additionally I affirm that all work I submit for a grade – homework, project assignments, project, and exams will be mine. I accept the responsibility not to allow others to use my work for their own grade. And I understand if I submit work that is not mine I will receive no points for the assignment.

**Revised 12/9/2017**

	Course Outcome	PLO		ILO	Assessment activities
		Number	Level		
1	The development of a marketing plan for a start up business that	PLO 1 PLO 2 PLO 3	M2	ILO 1b ILO 2b ILO 3b	In class group exercises on the macroenvironment.



<p>incorporates the marketing concepts and advance the company's goals/plans</p>	<p>PLO 4 PLO 5</p>		<p>ILO 4b ILO 6b ILO 7b</p>	<p>SWOT presentation/ analysis in marketing plan</p> <p>In class group exercise to evaluate a Customer Satisfaction Survey</p> <p>In class group exercise to develop a questionnaire</p> <p>Group hand in graded assignment – the development of a market research questionnaire.</p> <p>Individual graded hand in assignment. Find two print ads – one good/one bad. Define the Target Market demographically and psychographically.</p> <p>Explain why – in your opinion – one ad is bad and the other is good.</p> <p>What level of Maslow is each ad appealing to?</p> <p>In class exercise to develop a definition of “Ethics”</p> <p>In class exercise to develop a management solution to an</p>
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					ethical problem.
2	To learn how to obtain information to make business decisions	PLO 1 PLO 2 PLO 3 PLO 5 PLO 6	M2	ILO 1b ILO 2b, ILO 3b ILO 4b ILO 6b ILO 7b	<p>In class exercise on evaluating a market research questionnaire.</p> <p>In class exercise on designing a market research questionnaire.</p> <p>Hand in graded assignment on designing a market research questionnaire for the project.</p> <p>Hand in graded assignment. Find an article on marketing. Make a copy of the article. Write what you learned about marketing from the article. Do not summarize the information in the article.</p>
3	Develop business decision making skills specifically for marketing implementation.	PLO 1 PLO 2 PLO 4	M2	ILO 1b ILO 6b, ILO 7b	<p>In class discussion of observations of marketing practices/concepts since the last class.</p> <p>In class discussions on two cases.</p> <p>Hand in assignment on the determination of good and bad ads as part of a promotional program.</p> <p>In class exercise to develop a management</p>

					solution to an ethical problem.
4	To understand the difference between legal and ethical and the impact of ethical decisions on a business	PLO 5	M2	ILO 4b, ILO 5b	<p>In class exercise to develop a definition of "Ethics".</p> <p>In class exercise to develop a management solution to an ethical problem.</p>

**APPENDIX A. Program and Institutional Learning Outcomes.**

<b>Institutional Learning Outcomes (ILOs)</b>	
<i>MBA Graduates of Lincoln University should be able to:</i>	
<b>1b</b>	Recognize and be able to work with the components of reasoning and problem solving; understanding concepts, assumptions, purpose, conclusions, implications, consequences, objections from alternative viewpoints, and frame of reference.
<b>2b</b>	Gather and assess relevant information, using abstract ideas to interpret it effectively; being able to develop well-reasoned conclusions and solutions, and testing them against relevant criteria and standards
<b>3b</b>	Be exemplary business professionals and try to ensure that the products of their efforts will be used in socially responsible ways, will meet social needs, and will avoid harmful effects to health and welfare
<b>4b</b>	Lead by example in order to create highly collaborative organizational environment, and be able to develop and use strategies to encourage employees at all organizational levels to do the same.
<b>5b</b>	Set goals and have a vision of the future. The vision should be owned throughout the organization. As effective leaders, they should habitually pick priorities stemming from their basic values.
<b>6b</b>	Continually look for, develop, and offer new or improved services, and be able to use original approaches when dealing with problems in the workplace.
<b>7b</b>	Demonstrate fluency in the use of tools, technologies and methods in the field. They should know how to evaluate, clarify and frame complex questions or challenges using perspectives and scholarship from the business discipline.

<b>Program Level Outcomes (PLOs)</b>	
<i>Students graduating our MBA program will be able to:</i>	
<b>1</b>	Develop and exhibit applied and theoretical knowledge in the field of management and business administration
<b>2</b>	Use theoretical knowledge and advanced problem-solving skills to formulate solutions and identify risks in the following fields: international business, finance management, general business, human resources management, management information systems, marketing management
<b>3</b>	Communicate within a highly specialist environment that allows the presentation of critiques of complex strategic matters
<b>4</b>	Demonstrate autonomy, creativity, and responsibility for managing professional practices
<b>5</b>	Demonstrate leadership and set strategic objectives for team performance
<b>6</b>	Identify ethical issues/problems in business organizations and reach decisions within ethical framework

<b>Institutional Learning Outcomes (ILOs)</b>	
<i>DBA Graduates of Lincoln University should be able to:</i>	
<b>1c</b>	Incorporate various modes of thinking, among them: scientific thinking, mathematical thinking, historical thinking, anthropological thinking, economic thinking, and moral thinking.
<b>2c</b>	Operate within alternative systems of thought, recognizing and assessing the needs, with related assumptions, implications, and practical consequences; and being able to communicate results effectively with others in figuring out solutions to complex problems
<b>3c</b>	as exemplary business professionals, minimize the possibility of indirectly harming others by following accepted standards at local, national or international levels; to be able to assess the likelihood and physical and social consequences of any developed product's harm to others.
<b>4c</b>	Integrate collaboration into organizational workflows, create a supportive environment for collaboration and teamwork, and lead by example.
<b>5c</b>	Have perseverance to accomplish a goal despite potential obstacles, use sound judgments to make decisions at a right time, and make timely appropriate changes in thinking, plans, and methods in achieving organizational goals.
<b>6c</b>	Set up realistic goals for the organization, encourage innovative strategies, and convey a clear sense of future direction to employees.
<b>7c</b>	Formulate and arrange ideas, designs, or techniques, and apply them to specific issues and problems. They should be able to apply current research, scholarship and or/techniques in the field.

<b>Program Level Outcomes (PLOs)</b>	
<i>Students graduating our DBA program will be able to:</i>	
<b>1</b>	Demonstrate advanced knowledge and competence in the latest academic theories, concepts, and techniques in the field of business administration.
<b>2</b>	Demonstrate effective research skills including formulation of research problem; integration of previous literature into an appropriate literature review; design of a research study; data analysis; and summary and presentation of results.
<b>3</b>	Create and present advanced forms of oral and written communications, including teaching and advising.
<b>4</b>	Generate, evaluate and assess the ethical obligations and responsibilities of business for the purpose of responsible management.
<b>5</b>	Apply the knowledge from the area of specialization and provide consulting to other business industries or other fields.

**APPENDIX B. Classification of LU curriculum courses**

Code	Classification	Description
<b>Courses 300 level w/o graduate prerequisites</b>	<b>Mastery 1 (M1)</b>	<b>Mastery 1 courses introduce graduate level concepts and ideas in a specific field of study and provide an opportunity to initiate the development of graduate level competences.</b>
Courses 300 level with graduate prerequisites	Mastery 2 (M2)	Mastery 2 courses build upon students' execution of Mastery 1 learning outcomes and allow for further development of students' mastery of concepts, ideas, and competences in the specific field of study.
Courses 398, 399	Mastery 2 / Assessment (M2A)	Mastery 2/Assessment courses are structured to provide opportunity to assess students' achievements of set program learning outcomes.
Courses 400 level	Mastery 2 / Research (M2R)	Mastery 2/Research courses employ individual research project to deepen students' understanding of the subject developed in lower level courses and to equip students with knowledge and skills required by MS and DBA degree programs.
Courses 500 level	Doctorate Assessment (DA)	Doctoral Assessment courses are doctorate level seminars and research activities fostering the highest level of professional expertise by providing continuous assessment and development of students' ideas and analytical skills in the context of the doctorate program.