



## LINCOLN UNIVERSITY

BA 304  
Marketing Management  
Summer 2019  
Monday/Wednesday 3:30 – 6:15 p.m.  
Level: Master 2 (M2)  
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**

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. A group consists of 4 or 5 people. Two people from the same country may not be on the same project team. 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.

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.

## **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.

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 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 within 48 hours.

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June	10	Introduction to course. Discuss plans for the course.
		Chapter 1 Marketing’s Value to Consumers, Firms, and Society
		Start a Cookie Co.
	12	Chapter 2 Marketing Strategy Planning
		Chapter 3 Evaluating Opportunities in the Changing Market Environment
	17	Chapter 4 Focusing Marketing Strategy with Segmentation and Positioning
		Project: Hand in the full name of each member of the team including student ID. Product determined.
		Exam I Open book
	19	Chapter 5 Final Consumers and Their Buying Behavior
		Case: Applied Steel Case. Be prepared to discuss this case in class.
	24	Chapter 6 Business and Organizational Customers and Their

		Buying Behavior
		Article Assignment: Individual Hand in assignment 5 points
	26	Chapter 7 Improving Decisions with Marketing Information
		In class exercises
		Project assignment: Hand in Target Market defined – demographics and psychographics – 15 points
July	1	Chapter 8 Elements of Product Planning for Goods and Services
	3	Exam II
	8	Chapter 9 Product Management and New Product Development
		Project: Hand in Market Research Questionnaire. 15 points
	10	Chapter 10 Place and Development of Channel Systems
		Chapter 12 Retailers, Wholesalers, and Their Strategy Planning
	15	Chapter 13 Promotion – Introduction to Integrated Marketing Communications
		Chapter 15 Advertising, Publicity, and Sales Promotion
		Two Ads assignment – individual assignment. This is a print ad assignment – not from the internet. Two products from the same industry. One good ad. One bad ad. Explain why in your opinion one ad is good and the other is bad. List the demographics and psychographics of each ad and the level of Malsow for each ad. 10 points
	17	Chapter 16 Pricing Objectives and Policies
		Chapter 17 Price Setting in the Business World
	22	Project due with Turnitin report.
		Exam III

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.



	Course Outcome	PLO		ILO	Assessment activities
		Number	Level		
1	The development of a marketing plan for a start up business that incorporates the marketing concepts and advance the company's goals/plans	PLO 1 PLO 2 PLO 3 PLO 4 PLO 5	M2	ILO 1b ILO 2b ILO 3b ILO 4b ILO 6b ILO 7b	<p>In class group exercises on the macroenvironment. 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</p>

					<p>definition of “Ethics”</p> <p>In class exercise to develop a management solution to an ethical problem.</p>
2	To learn how to obtain information to make business decisions	<p>PLO 1</p> <p>PLO 2</p> <p>PLO 3</p> <p>PLO 5</p> <p>PLO 6</p>	M2	<p>ILO 1b</p> <p>ILO 2b,</p> <p>ILO 3b</p> <p>ILO 4b</p> <p>ILO 6b</p> <p>ILO 7b</p>	<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.	<p>PLO 1</p> <p>PLO 2</p> <p>PLO 4</p>	M2	<p>ILO 1b</p> <p>ILO 6b,</p> <p>ILO 7b</p>	<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</p>

					<p>as part of a promotional program.</p> <p>In class exercise to develop a management solution to an ethical problem.</p>
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>