MKTG 501 Marketing Management

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Th 9 :40-12 :30 FMAN-G013-14

##### Course Description and Objectives

Marketing starts with an understanding of the customer, competition, markets and environment. Based on marketing intelligence, it involves identifying customer needs (for individual consumers and businesses), and then satisfying those needs through the right product, available to buyers through the right distribution channel, promoted in ways to motivate purchase as much as possible, and priced at the right level. These decisions - product, distribution, promotion, and price - comprise the "Marketing Mix." Together with rigorous and complete analysis of the market environment, customers, and competitors, they are the key activities of marketing management.

Although understanding the tools and rules of the game is important, in this course we will go further than that and focus heavily on marketing strategy. Hence, this course will provide frameworks and tools to solve strategic-level marketing problems. Taking the perspective of a senior marketing executive, the class will focus on marketing strategy design, implementation, and evaluation. We will examine the strategic-level management of a firm’s marketing resources and capabilities in order to maximize long-term customer value and to generate the greatest financial return for the firm.

Upon successful completion of this course, students should be able to:

1. Identify the concepts and activities of marketing management
2. Analyze markets through marketing research and an understanding of consumer behavior and competition
3. Form a marketing strategy by segmenting, targeting positioning and differentiation.
4. Choose a coherent marketing mix in line with a given marketing strategy
5. Define the value and use of marketing in a broader sense

##### Course Content

The course emphasizes learning-by-doing as opposed to passive listening with the objective that students internalize rather than memorize strategy related issues, concepts, and approaches. The major pedagogical tools will be real world examples and projects as well as interactive lectures. Students are expected to learn how to present persuasive oral and written reports.

##### Materials:

**Required textbook:** Marketing Management., Philip Kotler Kevin Keller

# To be accessible as One book per team: The Marketing Plan Handbook, [Marian Burk Wood](http://www.amazon.com/Marian-Burk-Wood/e/B001ITW0XM/ref%3Dntt_athr_dp_pel_1)

##### Method:

In this course, rather than merely going over concepts developed in the text, class sessions will be devoted to probing, extending, and applying the text material and assigned readings. It shall be assumed that students have read the text assignments before coming to class. Each student is expected to contribute to class discussion. To a substantial extent, the benefit students derive from the assignments is related to their willingness to expose their viewpoint to the critical judgment of the class. Do not be reluctant to voice your opinion. You are urged to challenge the concepts and to bring to the classroom your learning based on other courses and life experiences. Class participation, insightful comments and discussion during lectures and meaningful contributions to example discussions, are essential and represent a substantial part of your performance evaluation.

Highly valued contributions include asking insightful questions about the assigned readings, redirecting example discussion when the current point has been adequately covered, providing an appropriate quantitative analysis, summarizing and/or reconciling previous comments, and drawing generic learning points from a particular example. It is absolutely critical that you be able to follow a discussion, synthesize and evaluate perspectives, and offer insights to advance discussion. Therefore, the development of oral communication skills is given a high priority in this course.

Throughout the course, **quality** of participation will be emphasized. Participation of superior quality means that you are well-prepared, contribute in a manner that adds value to the discussion, listen carefully to other's contributions, but do not monopolize class time, side-track issues under consideration, ask questions more appropriately addressed outside of class, or otherwise distract the class. *Quantity* is not a substitute for *quality*. It is entirely possible to ‘participate’ frequently and still receive a low grade for class participation.

##### Course Components And Grading:

1-Lectures. An interactive discussion format will be followed for both lectures. Students are expected to come prepared to meaningfully contribute to the class discussions. Your performance grade will be based on your participation to all discussions.

2-Exams: There will be two essay exams, with 4-5 questions each. The questions will aim testing your understanding and application of the course material to real life problems. There will be no final exam.

3- Group Term Paper. Each group is required to prepare and submit 2 (two) complete marketing plans for two units of analysis (country/company/organization/SBU/product line/product) . The plans will ordinarily be based on secondary sources and information in the public domain, but will be more valuable when they are based on field research or interviews and data collection within a company. For the project, you will conduct marketing research, communicating with at least 2 customers for the B2B project and 10 customers for the B2C project. You are expected to build your marketing plan on something discovered during these marketing research activities, based on something your customers share with you. You can do either 2 focus groups or 2 In depth interviews. These meetings will as well be covered as an assignment for the Marketing research part of the course.

The plans are to be prepared and presented by the groups in accordance with the announced due dates. The criteria for evaluating the term paper are:

* Depth, relevance, and completeness of the analyses and plans– were the right questions asked?
* Depth and relevance of the literature survey, articles covered and utilized.
* Depth, originality, and justification of your recommendations– did they follow from the analysis?
* Evidence of mastery of the frameworks, concepts, and methods developed during the course; and
* Appearance, organization, and readability (the effectiveness of the written and verbal presentation).

I'm looking for insightful analyses (projections, comparisons, conceptual linkages, and so on), original ideas and sound thinking. Please do not give me a core dump of raw data or mere description. Limit any background information about the company/industry.product to a page or less. Please use sections, subsections, bullets and the like to enhance readability.

Please prepare a brief (one-paragraph to one-page) typed proposal that states the two plans to be prepared and brief detail to be submitted with the names of the team members. (5% of the Group Project grade) . See the Class schedule for due dates. First progress report (an incomplete first draft) is 15% of the Group Project grade. A first draft of the final plan is 20% of the Group Project grade. The written report should be no more than 10 double-spaced pages, excluding tables, exhibits, and bibliography. This final paper is due on the last week of the semester. (20% of the Group Project grade) A class presentation of the plans will be scheduled for the same week. . (20% of the Group Project grade). Order of Presentations will be Groups 1 to 6 , The groups will deliver a 5 min and a 15 min presentation for the two marketing plans. The teams decide which plan gets to be presented in 5 min and which in 15 min.

Groups will also present “Topic Relevant Project Work” discussions throughout the semester. (20% of the Group Project grade). Each group will present both of their projects on separate occasions. When it is the turn of a group to present for the first time, they will talk about just one of their projects, and on their second turn, they will talk about the other project. The group is expected to talk about how the most recent topic covered in class applies to the project (i.e. consumer behavior, segmentation, pricing). In order to make this a meaningful discussion, a summary of the previous topics can be provided shortly. The groups are expected to lead a presentation/discussion session of 15-20 mins each.

Best Marketing Practices: Each Student will prepare and deliver a 5 min verbal presentation of a “Best Marketing Practice”, on a first come first serve basis. The exercise is expected to stimulate discussion in class by introducing companies, cases or practices that are creative, impressive and perhaps even shocking. The chosen examples are expected to be novel, unique and if possible specific to you as an individual. The student will submit a one page hard copy- a written summary of the example on the day of the presentation.

##### Grading Scheme

The course grade will be calculated based on the following distribution of points for each performance item noted above:

Class/Discussion Participation 10 points

Best Marketing Practices 10 points

Exam1 25 points

Exam2 25 points

## Group Project 30 points

#####  TOTAL 100 points

##### Course Philosophy and Expectations

**Statement on Academic Integrity:** Academic integrity is the basis for academic freedom and academic institutions’ position of influence and trust in society. It is also the basis for the credibility of degrees to be awarded.

It is assumed that all work done for credit will be the result of the individual’s or authorized group’s unaided effort. Anyone who either gives or receives unauthorized assistance in the preparation of work at home or during tests in class will be subject to disciplinary action under the provisions and policies set forth by Sabanci University. Students should be advised and forewarned that all opportunities for violations will be closely scrutinized and that any suspected violations will be submitted to Sabanci University’s judicial system.

If ever in doubt, consult these eight rules of academic integrity from Northwestern University:

1. Know Your Rights. Do not let other students in your class diminish the value of your achievement by taking unfair advantage. Report any academic dishonesty you see.

2. Acknowledge Your Sources. Whenever you use words or ideas that are not your own when writing a paper, use quotation marks where appropriate and cite your source in a footnote, and back it up at the end with a list of sources consulted.

3. Protect Your Work. In examinations, do not allow your neighbors to see what you have written; you are the only one who should receive credit for what you know.

4. Avoid Suspicion. Do not put yourself in a position where you can be suspected of having copied another person's work, or of having used unauthorized notes in an examination. Even the appearance of dishonesty may undermine your instructor's confidence in your work.

5. Do your own work. The purpose of assignments is to develop your skills and measure your progress. Letting someone else do your work defeats the purpose of your education, and may lead to serious charges against you.

6. Never falsify a record or permit another person to do so. Academic records are regularly audited and students whose grades have been altered put their entire transcript at risk.

7. Never fabricate data, citations, or experimental results. Many professional careers have ended in disgrace, even years after the fabrication first took place.

8. Always tell the truth when discussing your work with your instructor. Any attempt to deceive may destroy the relation of teacher and student.

**Statement on Respect for Diversity:**  We must treat every individual with respect. We are diverse in many ways, and this diversity is fundamental to building and maintaining an equitable and inclusive campus community. Diversity can refer to multiple ways that we identify ourselves, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, or beliefs. Each of these diverse identities, along with many others not mentioned here, shape the perspectives our students, faculty, and staff bring to our campus. We, at Sabancı University, will work to promote diversity, equity and inclusion not only because diversity fuels excellence and innovation, but because we want to pursue justice. We acknowledge our imperfections while we also fully commit to the work, inside and outside of our classrooms, of building and sustaining a campus community that increasingly embraces these core values.

I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option). It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit.

(Adapted from Mahmut Beyazıt of SBS, Carnegie Mellon University and Brown University)

# CLASS SCHEDULE

|  |  |  |  |
| --- | --- | --- | --- |
| Meeting | TOPIC | Groups presenting “Topic Relevant Project Work” and the Topic | CHAPTER |
|  1 | Course introduction |  |  | 1,2 |
|  2 | Overview of Marketing |  | *Best Marketing Practices* | 1,2,3 |
|  3 | Consumer Behavior*Project Proposal Due* |  | *Best Marketing Practices* | 5,6,7 |
|  4 | **Marketing Research** |  | *Best Marketing Practices* | 4  |
|  5 | Segmentation, Targeting,  |  | *Best Marketing Practices* | 8 |
|  6 | **Positioning** | 5 | **Marketing Research/****Consumer Behavior**  | 10 |
|  7 | Product*First Progress report is due.* | 4,3 | **Segmentation, Targeting,** | 9,12 EXAM 1 |
|  8 | Branding  | 2,1 | **Product** | 12,20 |
|  9 | Pricing 1 | 5,4 | **Product / Branding** | 14 |
|  10 | Pricing 2*First Marketing Plan Draft is due.* | 3,2 | **Pricing** |  |
|  11 | Integrated Marketing Communications | 1 | **Marketing Communications** | 17,18,19 |
|  12 | Channels, Retailing |  |  | 15 |
|  13 | Marketing and Ethics |  |  | EXAM 2 |
|  14 | Presentations*Final Marketing plan is due.* |  | Order of Presentations will be Groups 1 to 55 min and 15 Min presentations… |