

Pepperdine University
BA 471 - Marketing Strategy
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Professor Roy Adler
PLC 125 Phone: 310.506.4484
roy.adler@pepperdine.edu

MARKETING STRATEGY AND ISSUES COURSE SYLLABUS

Objectives. For many students, this is the second (and last) undergraduate marketing course they will take. The overall purpose of this course is to provide practical applications of basic marketing principles to real-life situations. We cannot hope to provide all the "how-to" tactics for all the situations that you will encounter during your career, but we can provide a number of "what-to-do" guidelines, based on our classroom experience. More specific objectives are to ...

(1) Introduce students to the *vocabulary* and *scope of topics* that must be addressed in formulating marketing strategy. This is important since, according to Theodore Levitt, "there is no *business* strategy which is not, fundamentally, a *marketing* strategy."

Implementation: Lecture/discussion, particularly at the beginning of the course, on the nature and application of strategy.

(2) Expose students to the *tools* available for analyzing situations, and require students to make decisions based on their analysis.

Implementation: Two computer simulations – one on the package goods industry and one on the automobile industry – will each require decisions during 10 gaming periods. The games will give students immediate feedback regarding their performance, and bright students will quickly "learn by doing." All will learn what worked (and what did not work) in a given marketing situation.

(3) Develop the ability to secure mentoring situations with major players in the student's choice of industry. The ability to approach important people with confidence is an important marketing skill.

Implementation: Students will each be required to schedule two executive lunch dates, so that they can learn from the experts what it takes to be successful in the student's chosen industry.

The Bargain. You have a right to expect me to be prepared for each session. Fair enough. But this is a "seminar" (i.e. a forum for *exchanging* ideas and information). That means that I also have a right to expect you, in return, to be prepared to discuss each assignment and to participate in discussions with informed and insightful questions or comments. You will be asked to do a great deal of work with peers, and doing your fair share (and more!) will be necessary to achieve a passing grade in this course.

Enrollment in classes at Pepperdine is a *privilege*, not a right. Your election of this course means that you have agreed to abide by the rules and practices of the professor. Please read this syllabus carefully to ensure that you understand your responsibilities. There is a substantial amount of work in this course, and if your schedule will not allow you to do justice to the course, you may wish to drop it.

Textbooks.

Roy D. Adler and Alexis Bonnell. *Get your Dream Job*, (Equity Press, 2005) – available in the bookstore.

Stuart James, Thomas Kinnear, and Michael Deighan. *PharmaSim: A Brand Management Simulation* and also *StratSim* both only available from Interpretive Simulations by contacting interpretive.com/students.

Additional resources are your notes from your Principles class and the text by Kerin & Berkowitz (et.al.), *Marketing* (7th or 8th ed., Richard D. Irwin, 2002/6) which I know you kept because I asked you to.

Rules

1. Class will begin promptly at two minutes after the hour and dismiss when I think we are done (which will usually be about 2:30 minutes later). We are training you to be business professionals, and being on time for meetings with superiors is an essential habit for you to form in order to build a successful career. Students who arrive late or leave early are very disruptive, and their final grade will be adjusted downward.
2. All work must be submitted by the designated time, and none will be accepted late for any reason. If you expect to miss a session, either (a) get the work to me prior to class, (b) send it to class with a friend, or (c) email it. There is a one page limit to what I will accept via email.
3. I will be sending short instructions and/or comments to you via your Peppedine email, and it is your responsibility to check it frequently. Short email notes to me are fine, but (a) do not expect long answers, and (b) be sure not to use a clever non-Pepperdine address, or it will probably be deleted as spam.
4. If a test conflict is known in advance, special arrangements can be made to take it early (but not late). There are no make-up tests. If you miss a test, you will be granted five points less than the lowest grade earned by a classmate for that test.
5. Dealing with "exceptions" is enormously time-consuming for the professor and fraught with danger for the student because materials are about 10 times as likely to become misplaced. It is in your own best interest to stay with the program and, if you choose not to, you are on your own.
6. Extra credit may be available for this course, but only until two weeks before dead week. After that, you have enough to worry about without doing extra work.
7. The professor will not engage in negotiations for additional points on work returned to students. The task of assigning fair grades is a difficult and time-consuming task, and the decision of the professor is final in these matters. Students who are slow to understand concept will, after a clear warning, be assessed a penalty of between 10 and 40 points. In other words, whining is not a riskless activity ... just like in the real world. Be smart about this.

Student Hours are *Monday* from 11:30 to 11:50 and 1:30 until 2:30 ... *Wednesday* from 1:00 to 2:30 ... and *Thursday* from 11:30 to 11:50 and 1:30 until 2:30. During those times, I go to where I am needed, so may be either in my office or in CCB 303 talking with students after their class. Hours other than those are set aside for *doing* things for you (and for many other people who may be in line ahead of you), so please be courteous and do not cut into the time of others.

Grading guideline. All points cumulate and the point total earned by each individual is a guide to help the professor assign similar grades for similar performance. In general, 90% = lowest A-, 80% = lowest B-, 70% = lowest C-, and 60% = lowest D-, although the professor reserves the right to use the judgment accumulated over a 20-year career to insure that the grades given are accurate portrayals of academic performance.

Two tests	200
Group Simulations	200 (will average 80 each)
Useful Class Participation	200 (will average <150)
Other Stuff	maybe <u>50</u>

TOTAL about 500 points

SCHEDULE OF SESSIONS

Date	Chap	Topic	Special Event
15		StratSim Q&A	Set up your StratSim Read StratSim basics
22		StratSim – Periods 1 & 2 due StratSim Q&A	
29		StratSim – Periods 3 to 5 StratSim Q&A	
Apr 5		StratSim – Final Project Due (to period 10)	Debrief StratSim
12		Project Day	
19		A Marketing Career and a Comprehensive Review	
25 (Tues)		1:30 - 4:00 FINAL EXAM PERIOD	
29		GRADUATION	