



## MARKETING MANAGEMENT

Graduate Term x

### COURSE INFORMATION

- Course section number: MGTL-550-01
- <Dates>
- Online Instructional Method, 3 credit hours
- Live video class sessions: Tue x, Tue x, Tue x (7:00 – 9:30 p.m. ET)
- Final grades must be entered by 9:00 a.m. on x

### INSTRUCTOR INFORMATION

- Melissa Lewis
- Email: [mlewis@coker.edu](mailto:mlewis@coker.edu) (best way to contact me... I make every effort to respond within 24 hours)
- Cell Phone: 843-330-8746... text or call before 8pm ET
- Google Meet (video chat): look up Melissa Lewis
- Office Hours: I am happy to meet with you via phone call or video chat. Feel free to contact me at any point, or we can schedule a specific meeting time if needed.

### COURSE DESCRIPTION

This course takes an analytical approach to the study of marketing problems of business firms and other types of organizations. Attention focuses on the influence of the marketplace and the marketing environment on marketing decision making; the determination of the organization's products, prices, channels, and communication strategies; and the organization's system for planning and controlling its marketing effort.

### VISION OF THE UNIVERSITY

Inspiring lifelong passion for learning.

### MISSION OF THE SCHOOL OF BUSINESS

The mission of the School of Business is to provide an academically challenging learning experience that develops communication and critical thinking skills in all areas of business administration.

### COURSE OBJECTIVES / LEARNING OUTCOMES

1. Enhance your marketing knowledge and develop real-world skills that CEOs need the most in their organizations:
  - creating customer value
  - choosing target segments
  - strengthening the company brand
  - communicating strategically to customers
  - optimizing price strategy and return on investment
  - creating a digital marketing strategy
  - leveraging customer data for decision making
2. Gain experience voicing your insights and recommendations across multiple communication methods:
  - online discussion posts
  - written analysis reports
  - slide decks
  - live video chats

- video recordings
  - team meetings
3. Leverage a wide variety of online resources to boost current and lifelong learning:
    - top industry news sites
    - consulting firm research and insights
    - marketing blogs
    - marketing podcasts
    - TED videos
    - YouTube channels
    - Udacity learning materials
  4. Demonstrate core skills and competencies that are highly valued by all organizations:
    - analytical thinking
    - problem solving
    - decision making
    - research savvy
    - critical reflection
    - collaboration

## COURSE FORMAT

We will have a blend of discussion board posts, written assignments, video posts, and live classroom discussions. My intention is to provide a highly collaborative, interactive learning environment in which you learn just as much from your classmates as the reading materials and instructor.

## REQUIRED READING MATERIALS

1. *Strategic Marketing Management*, 8 ed.
  - By Alexander Chernev, 2014. ISBN 9781936572199
  - Purchase at <http://bookstore.coker.edu/selecttermdept> or a website of your choosing
2. Marketing Management coursepack
  - Contains three required case studies
  - Purchase at <https://hbsp.harvard.edu/import/770664>
  - Register as an authorized student to login and access the coursepack

## GRADING EVALUATION

- Students begin with zero points and work toward a total of 100 possible points.
- Thus, 1 point equates to 1% of your final grade.
- Partial points may be awarded for any/all assignments.
- Final grades will not be rounded.

A	Excellent	90 – 100 pts
B	Above Average	80 – 89.99 pts
C	Average	70 – 79.99 pts
D	Below Average	60 – 69.99 pts
F	Failure	0 – 59.99 pts

## POINTS AVAILABLE

Assignment	Value	Assignment Type
Introductory video	1 point	Individual
3 corporate research reports (10 points each)	30 points	Team (max of 3)
3 corporate research presentations (7 points each)	21 points	Team (max of 3)
3 case assignment posts (10 points each)	30 points	Individual or Team (max of 3)
6 response posts (3 points each)	18 points	Individual
<b>Semester Total</b>	<b>100 points</b>	
<ul style="list-style-type: none"><li>• Live class session presentations will not be accepted late.</li><li>• To provide you some wiggle room: All other late submissions are subject to an immediate 25% penalty, followed by an additional 25% penalty for each remaining day late.</li></ul>		

## PREVIEW OF ASSIGNMENTS (specific instructions included on Blackboard)

### Introductory Video (1 point)

- Answer the following questions:
  1. What are your top two takeaways from Coker's graduate program so far?
  2. What is your previous experience with marketing (personal or professional)?
  3. When you think of an organization with an exceptional brand, which one comes to mind, and why?
  4. What specific area of marketing do you want to learn to help with current/future career goals, and why? (e.g., marketing strategy, target markets, segmentation, brand identity, marketing mix, advertising tactics, digital marketing, social media, offline marketing, customer data, pricing strategy, return on investment, market research, customer experience, or many others)

### Corporate Research Reports (30 points)

- As noted in the course objectives, applying what you learn from the readings/online resources to the real-world is an overarching goal of this course.
- You will demonstrate your understanding of the learning concepts by analyzing how a major corporation approaches specific aspects of marketing management.
- You will choose an S&P 500 firm of interest, gather research based on specific reading topics, and provide your analysis and recommendations in a series of research reports throughout the term.
- This real-world application of your learning outcomes will be completed as a team (max of 3).

### Corporate Research Presentations (21 points)

- Another course objective is to give you experience voicing your insights and recommendations across multiple communication methods.
- You will have the opportunity to share your findings during the three live class sessions scheduled throughout the term.
- You will complete these presentations as part of a team (max of 3).

### Case Assignment Posts (30 points)

- Case study analysis is a foundational component of the Marketing Management course. Real-world case studies provide rich opportunities to identify problems, analyze issues, plan a course of action, and recommend potential solutions.
- You will read and analyze three recent Harvard case studies throughout the term and provide your insights through discussion board posts.
- You may complete these case assignment posts individually or as part of a team (max of 3).

## Response Posts (18 points)

- To help facilitate a learning community, you will read and respond to classmates' posts on several occasions throughout the term.
- This serves a dual purpose: you benefit from your classmates' unique insights and experiences while also offering valuable feedback and advice from your perspective.
- The primary goal of the discussion board is to facilitate regular interaction with your classmates. You will have six required response posts in this course, and I encourage you to communicate even more frequently throughout the term.

## ADDITIONAL RESOURCES AND UNIVERSITY POLICIES

### Academic Catalog

Access <https://www.coker.edu/offices-services/academic-records/academic-catalogs/>

### Academic Resources

Access <https://www.coker.edu/resources/current-students/#academic> to find additional information pertaining to the academic calendar, final exam schedule, library, writer's studio, quantitative literacy center, learning support services, Trans4mations, student services, and much more.

### Academic Expectations

Intellectual honesty and integrity are the cornerstones of Coker University's educational mission. Student academic work is expected to represent unquestionably the student's own thoughts and words. Students must thoroughly and appropriately acknowledge sources for words or ideas that have been generated by others. It is each student's responsibility to be familiar with appropriate citation techniques and to acknowledge the intellectual and creative contributions of others in all academic work done at the university.

### Definition of Academic Dishonesty

Academic dishonesty includes cheating, plagiarism, or failing to appropriately cite sources. Any form of academic dishonesty is wholly incompatible with the Coker University Student Covenant, the Mission of the University, and generally understood standards of ethical academic behavior. Academic dishonesty is among the most serious of violations that might be committed at the University; for that reason, penalties for academic dishonesty may include:

- penalties assessed to the assignment, or
- penalties assessed to the course grade, or
- suspension or expulsion from the University.

In cases of academic dishonesty, the instructor may elect to take direct action or refer the matter to the Office of the Provost to arrange review by an academic hearing panel composed of members serving on the Faculty Senate. Should an instructor choose to take direct action, he/she should inform both the student and the Office of the Provost. The Office of the Provost maintains a record of all reported academic dishonesty cases and multiple offenses may result in additional penalties. A student who believes a penalty has been unduly or unfairly assessed may appeal by way of the grade appeal process.

### Disability Services

Reasonable accommodations will be provided for qualified students with disabilities. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through [jrhodes@coker.edu](mailto:jrhodes@coker.edu) during the first week of the course. Any requests for special considerations relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. The student is responsible for initiating this request.

## Proper Communication Channels for Student Concerns

The School of Business is aware, and sensitive to the fact, that some students have concerns about their classes that extend beyond the traditional challenges they face. This guideline addresses student involvement in their education and provides the procedure for communicating those concerns through proper channels. The first channel of communication is through the professor of the class. Students are expected to arrange to speak with their professor to express their concerns, to more fully understand course requirements, and/or to seek clarification of a matter.

Should this avenue not provide the student with necessary guidance, the student should arrange to speak and/or meet with the Dean of the School of Business. The Dean normally will be well acquainted with the student's professor and the unique circumstances. If there are matters the student believes are still unresolved, the student may present his/her concerns to the Provost & Dean of the Faculty. Listed below are the names of the appropriate contacts:

- Dr. John Williams, Interim Dean, School of Business  
jewilliams@coker.edu  
843-383-8399
- Dr. Susan Henderson, Provost & Dean of the Faculty  
shenderson@coker.edu  
843-383-8264

## Coker University Student Covenant

Coker University is a community dedicated to scholarship and community engagement. Those who join our circle of learning commit to a lifelong journey of intellectual & personal growth and service to others. Inspired by the six pillars of Davidson Hall, I agree to uphold the following tenets of the Coker University Student Covenant. I will:

- Conduct myself with INTEGRITY and be responsible for my actions and their consequences.
- RESPECT the rights, property, culture, and beliefs of others.
- Engage myself as an honorable SCHOLAR inside and outside of the classroom.
- Hold myself and others accountable for the SUSTAINABILITY of our environment.
- Offer my knowledge and creativity to SERVE my community.
- CONTRIBUTE to the wider world through a continued pursuit of knowledge.

As Davidson Hall serves as the center landmark of our campus, so shall these six tenets serve as the foundation for my actions and decisions as a member of this community. By pledging to these tenets, I obligate myself to honor the principles that define Coker University.

## COMPREHENSIVE SCHEDULE – WEEKLY TOPICS AND ASSIGNMENT DEADLINES

*The instructor reserves the right to modify this schedule. Any changes will be announced and posted to Blackboard.*

<b>WEEK 1 – MARKETING STRATEGY / TARGETING &amp; SEGMENTATION</b>	
<p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 - Marketing as a Business Discipline (6 pages)</li> <li>• Chapter 2 - Marketing Strategy and Tactics (16 pages)</li> <li>• Chapter 4 - Identifying Target Customers: Segmentation and Targeting Analysis (21 pages)</li> </ul> <p><b>Recommended Digital Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Steve Jobs - Marketing is about Values</a> (YouTube video, 7 min)</li> <li>• <a href="#">Reed Hastings - How Netflix Changed Entertainment and Where it's Headed</a> (TED video, 20 min)</li> <li>• <a href="#">We Roamed the Aisles at Whole Foods to Understand Amazon's Grocery Strategy</a> (GeekWire podcast, 24 min)</li> <li>• <a href="#">Market Segmentation: Behavioral and Psychographic</a> (Udacity video, 2 min)</li> <li>• <a href="#">Market Segmentation: Demographic and Geographic</a> (Udacity video, 1 min)</li> <li>• <a href="#">Market Segmentation: Occasional and Cultural</a> (Udacity video, 1 min)</li> <li>• <a href="#">Market Segmentation and Personas: Understand the User</a> (Udacity video, 4 min)</li> <li>• <a href="#">Personas for Understanding Your User</a> (Udacity video, 1 min)</li> <li>• <a href="#">Your Marketing Superpowers: Targeting and Personalization</a> (Marketing Smarts podcast, 27 min)</li> </ul>	
Tue, x	Introductory Video / Read Chapters 1, 2, and 4
Thur, x	Response Post – Introductory Video
Sun, x	Corporate Research Report (Ch. 2 or Ch. 4)
<b>WEEK 2 – TEAM PRESENTATIONS / CASE STUDY #1</b>	
<p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• AMC Entertainment: Creating a Spectacular Moviegoing Experience (Coursepack)</li> </ul>	
Tue, x	<b>Live Class Session, 7:00p ET</b> – Team Presentations
Thur, x	Response Post – Corporate Research Report
Sun, x	Case Assignment Post 1 (AMC Entertainment)
<b>WEEK 3 – BRAND STRATEGY / COMMUNICATION STRATEGY</b>	
<p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• Chapter 9 - Managing Brands (11 pages)</li> <li>• Chapter 12 - Managing Communication (13 pages)</li> </ul> <p><b>Recommended Digital Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">A Better Way to Map Brand Strategy</a> (HBR video, 2 min)</li> <li>• <a href="#">The Zappos Brand and Customer Service</a> (YouTube video, 6 min)</li> <li>• <a href="#">Marketing Lessons for Companies Big and Small</a> (HBR Ideacast podcast, 17 min)</li> <li>• <a href="#">A Guide for Prioritizing Marketing Communications</a> (TEDx video, 19 min)</li> <li>• <a href="#">Product vs. Customer Centricity with Jaime Colmenares of eBay</a> (Customer Equity podcast, 34 min)</li> </ul>	
Tue, x	Read Chapters 9 and 12
Thur, x	Response Post – AMC Entertainment
Sun, x	Corporate Research Report (Ch. 9 or Ch. 12)

<b>WEEK 4 – TEAM PRESENTATIONS / CASE STUDY #2</b>	
<b>Required Reading</b>	
<ul style="list-style-type: none"> <li>JUUL and the Vaping Revolution (Coursepack)</li> </ul>	
Tue, x	<b>Live Class Session, 7:00p ET</b> – Team Presentations
Thur, x	Response Post – Corporate Research Report
Sun, x	Case Assignment Post 2 (JUUL)
<b>WEEK 5 – RETURN ON INVESTMENT &amp; PRICING STRATEGY</b>	
<b>Required Reading</b>	
<ul style="list-style-type: none"> <li>Chapter 6 - Creating Company Value: Managing Revenues, Costs, and Profits (8 pages)</li> <li>Chapter 10 - Managing Price (8 pages)</li> <li>Chapter 15 - Managing Sales Growth (8 pages)</li> </ul>	
<b>Recommended Digital Resources</b>	
<ul style="list-style-type: none"> <li><a href="#">Where Are Our Digital Ads Really Going?</a> (TED video, 11 min)</li> <li><a href="#">Marketing Drives Revenue, and Now You Can Prove It</a> (Marketing Smarts podcast, 26 min)</li> <li><a href="#">Digital Marketing: What it is and Why it Matters</a> (SAS Marketing Insights article)</li> <li><a href="#">Big Data, Bigger Marketing</a> (SAS Big Data Insights article)</li> <li><a href="#">10 Skills a Digital Marketing Manager Needs to Succeed</a> (jeffbullas.com blog post)</li> <li><a href="#">How a Handful of Tech Companies Control Billions of Minds Every Day</a> (TED video, 17 min)</li> <li><a href="#">The CEO of YP on Leading Digital Transformation</a> (HBR Ideacast podcast, 22 min)</li> </ul>	
Tue, x	Read Chapters 6, 10, and 15
Thur, x	Response Post – JUUL
Sun, x	Corporate Research Report (Ch. 6, Ch. 10, or Ch. 15)
<b>WEEK 6 – TEAM PRESENTATIONS / CASE STUDY #3</b>	
<b>Required Reading</b>	
<ul style="list-style-type: none"> <li>Brand Activism: Nike and Colin Kaepernick (Coursepack)</li> </ul>	
Tue, x	<b>Live Class Session, 7:00p ET</b> – Team Presentations
Thur, x	Response Post – Corporate Research Report
Fri, x	Case Assignment Post 3 (Nike)