

Department of Marketing
The Wharton School
University of Pennsylvania

MARKETING 101 – 911
Introduction to Marketing
Summer 2010

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Lecturer in Marketing

D-R-A-F-T (As of April 21, 2010)

Please note: I am still in the process of finalizing my syllabus, in particular, the day-by-day class schedule and assignment due dates. However, the objectives and overall organization of the course, as discussed in this document, will not change. Nor do I expect to make any major changes in the course requirements. A final version of my syllabus will be available for downloading by May 17. Thank you.

Course Info

Day/Time: Monday – Thursday, 10:40 a.m. to 12:15 p.m.
Location: TBA
Office: 716 JMHH
Phone: 610-527-9502 (off-campus office)
Email: wmadway@wharton.upenn.edu
Office Hours: TBA

Instructor Bio

I have over 20 years of experience in marketing, including running my own marketing consulting firm (now), running my own marketing research firm, and serving as vice president of marketing research for a major media company. In addition to running my own marketing company and teaching at Wharton, I'm extremely active in a number of marketing-related professional associations. I am the Program Chair for the Student Outreach Committee of the Philadelphia Advertising Club. I also do *pro bono* work for the Advertising Research Foundation.

Prior to joining the Wharton faculty in the summer of 2009, I taught marketing for 7 years at the Villanova School of Business. I was also the faculty advisor for the Villanova Advertising Society, a student chapter of the American Advertising Federation. While at Villanova, I was a finalist for the 2009 *Gerald Dougherty Award for Teaching Excellence*, and a semi-finalist for the 2007 *Lindback Award for Teaching Excellence*. In 2008, I was selected by the leaders of the student professional societies in the business school to receive the first-ever *Faculty Advisor of the Year*, for my work with the Villanova Advertising Society.

I have an MBA in Marketing and Entrepreneurship from Wharton (1985), and a BS in Accounting from Wharton (1979). I was the Director of the Wharton Small Business Development Center from 1984 to 1986. I also taught graduate courses in Entrepreneurship for the Management Department at Wharton from 1985 to 1990.

Course Objectives

When people hear the word, “marketing,” they think of advertising and/or sales. Certainly these functions are key components of marketing. However, marketing involves a great deal more. As you will learn in this course, marketing is a five-step process involving the following:

- Understanding the marketplace and customer needs and wants;
- Designing a customer-driven marketing strategy;
- Constructing an integrated marketing program or *marketing mix*—i.e., product, distribution, price, and promotion—that delivers superior value to customers;
- Building profitable relationships with customers and creating customer delight; and
- Capturing value—profits, brand loyalty, customer equity, etc.—from customers in return.

The overall objectives of this course are to: 1) introduce students to the concepts, analytical techniques, and activities that comprise marketing management; and 2) provide practice in evaluating and solving marketing problems and seizing marketing opportunities. This course is also a foundation for advanced electives in marketing as well as other business and social science disciplines.

But what’s really in this for you? Through this course, I want you to develop:

- 1) A clear understanding of what marketing is and isn’t;
- 2) An appreciation of the importance of marketing in the overall management of organizations;
- 3) An appreciation of the role that research, analysis, and planning play in the marketing process, and a basic understanding of how to carry out these tasks;
- 4) The ability to make decisions pertaining to marketing strategy and tactics; and
- 5) Your own philosophy or point-of-view about effective and ethical marketing practices.

Most of all, I want you to enjoy the process of learning about marketing, so that you come away from this class with a positive view of marketing and the marketing profession, whether or not you plan to pursue a career in this field.

Course Materials

There are two required items:

- *Marketing: An Introduction* (10th edition) by Gary Armstrong and Philip Kotler, published by Pearson/Prentice Hall. I ordered the student-value edition; the book will be provided in notebook form, which substantially reduces the course. The book will be available in the Penn Bookstore.
- License for *Music2Go Marketing*, the online simulation from SmartSims that we will be using during the course. The fee is \$35.00. I will let you know about the payment process at a later.

I do not anticipate using a custom course pack for Marketing 101–911. However, there might be a modest fee, billed to you at the end of the semester, to cover the cost of reproducing in-class handouts.

There will also be a Webcafe site set up for the course. To access the Webcafe site for Marketing 101–911, go to <http://webcafe.wharton.upenn.edu>, click on MKTG to display the links for the various Webcafe rooms for Marketing courses at Wharton, and then click on the link for this course.

Non-Wharton students **must** obtain a Wharton computer account in order to access Webcafe. You can sign up at <http://accounts.wharton.upenn.edu>.

Course Structure

The course content is divided into five major sections, corresponding, in part, to the five-step marketing process discussed on the previous page. The five sections are as follows:

- 1) **Defining Marketing**, which will include: a) defining marketing and the marketing process; and b) the marketing planning process.
- 2) **Understanding the Marketplace and the Consumer**, which will include: a) analyzing the marketing environment; b) marketing research; and c) consumer and business buyer behavior.
- 3) **Designing a Customer-driven Marketing Strategy**, which will include: a) market segmentation and target marketing; and b) positioning.
- 4) **Designing and Managing the Marketing Mix, i.e., Tactical Marketing**, which will include: a) product and branding strategies; b) pricing; c) advertising and other forms of promotion; d) distribution/channel decisions; and e) using direct and online marketing to build direct customer relationships.
- 5) **Special Topics in Marketing**, which will include: a) global marketing; and b) marketing ethics, government regulation of marketing, and socially responsible marketing.

Method of Instruction

Before explaining how I conduct class, let me explain my teaching philosophy. Most college courses, especially introductory ones, involve a heavy emphasis on teaching the basic terminology and concepts, i.e., the fundamentals. This course is no exception. However, I believe the learning process is greatly enhanced by giving students an opportunity to apply what they're learning, so-called "experiential learning." This is the best way to learn, in my opinion, and it also is a great way to assess what a student is actually learning.

To achieve this balance, I rely on you to read the textbook to learn the concepts, and I use our class sessions primarily to discuss applications of the material. Class discussions will be based on the material in the textbook and our supplemental readings, cases, and real-world examples of marketing in action.

We will also be having four or five guest speakers in class during the semester, practitioners drawn from brand management, marketing research, new product development, advertising, and e-commerce. And time-permitting, we might take a field trip or two.

For each textbook chapter we cover, I will provide you with PowerPoint slides, summarizing the main concepts and my own observations. On some of the slides you will find comments, explanations, etc., in the notes section (visible in the *Notes Pages* view). For most chapters, the slides will be available on Webcafe prior to our coverage of the material in class. The slides are **not** a substitute for reading the textbook or attending class; they are intended to facilitate your understanding of the material and your note-taking.

I typically give students minor tasks to perform or questions to think about as you're reading the chapters in the book. These tasks/questions are another way of helping you apply the material and prepare for our class discussions. These tasks/questions will be announced in class a few days before we start covering the chapter in class. I typically don't ask students to hand in this material. However, if I find that many students are coming to class unprepared, I reserve the right to require students to hand in this material.

Course Requirements and Grading

The specific dates for quizzes and other class assignments will be available for downloading and review when the updated syllabus is posted in early April. With that, here are the specific deliverables for the course:

Quizzes and Final Exam:

To evaluate your understanding of the fundamentals of marketing, we will have two quizzes (each worth 10% of your grade), and a *cumulative* final exam (25% of your grade). Final exams are scheduled by the University Registrar. The date for our final should be available shortly.

Case Write-ups:

To give you an opportunity to apply the fundamentals of marketing, you will hand in two, relatively brief (approximately three pages each) case write-ups. These cases will involve analyzing and solving marketing problems. Each case write-up will count 5% towards your grade.

Marketing Simulation:

To take the problem-solving process to the next level, we will engage in a realistic marketing simulation exercise during the latter part of the course. The simulation we will be using is *Musci2Go Marketing* by SmartSims. If you would like to view a demo of Music2Go, please visit <http://www.smartsims.com/> and click on the appropriate link.

For the simulation, students will work in teams and be responsible for making major marketing mix decisions in a competitive landscape, i.e., in competition vs. other teams in the class. This is an excellent chance to put your marketing skills and instincts to the test, and discover first-hand which strategies and tactics work/don't work.

You will receive a grade based on your team's performance in the simulation (15% of your overall grade for the semester). Each team will also give a presentation to the class explaining the rationale behind your decisions, the outcome, and lessons learned. This will count for 10% of your final grade. These are team grades. However, a peer evaluation will be conducted at the conclusion of the simulation, and your final grade for the simulation portion of the course will be adjusted to reflect the results. The scores you receive from your teammates can help or hurt your grade for this assignment.

Class Participation:

Class participation is a critical component of the course and an important factor in grading. Not only is engaging in class discussions with your fellow students and the instructor a valuable learning experience, it is also a useful evaluation tool.

Talking in class is part of what goes into determining your class participation grade. However, it is actually based on the following four factors:

- Attendance: You can't participate if you're not in class. You are expected to attend all classes and arrive on time.
- Preparation: You have read the material assigned for the day and are prepared to answer questions about the material.
- Demeanor: This concerns how well you comply with the standards of good classroom conduct, such as paying attention, not talking with your classmates while someone else is talking, not surfing the Web or texting, etc.

- **Engagement:** You respond to questions when called on, ask pertinent questions, and volunteer to answer questions and provide comments. When it comes to speaking in class, you will be evaluated not just on the frequency of your contributions, but more importantly, on the **quality**.

You will receive a grade for class participation at two points during the course: halfway through the semester, covering the first half of the course, and at the end semester, covering the remainder of the course. Each grade will count for 10% of your grade, meaning that class participation will represent 20% of your final grade for the course.

To summarize, grades for the course will be based on the following components:

COMPONENT	TOTAL PERCENT
Two quizzes (10% each)	20%
Final exam	25%
Case write-ups (5% each).....	10%
Simulation: Team Performance	15%
Simulation: Team Presentation	10%
Class Participation.....	20%
TOTAL	100%

The final grades for Marketing 101–911 will be curved in the following manner:

A+, A, A-	30%
B+, B, B-	40%
C+ and lower	30%

Course Communication Tools

I pride myself in being highly accessible to my students. You are encouraged to use whatever method of communication works best for you—email, office hours (to be announced), scheduling an appointment, and/or phone—to communicate with me. I will do my best to reply to any voice mails or e-mails by the next business day. If you need to hear back from me earlier than that, please indicate so in your voice mail or the subject line of your email, and I will do my best to respond quicker.

As far as communicating with the class as a whole, I want to do so in a way that is most efficient for you. Making announcements in class is convenient, but it can take up a lot of valuable time. Therefore, I will rely mainly on email to get information out to the class as a whole. I will typically send out an email each weekend with relevant announcements for the coming week, as well as on an ad hoc basis as needed.

I will also be using Webcafe to disseminate information and post PowerPoint slides and other class materials, so please get in the habit of checking Webcafe on a regular basis. I will also use Webcafe to post grade information for your course deliverables.

Hopefully these methods of communicating with the class as a whole will be effective and efficient. If you have any suggestions on how to improve class communications, please feel free to pass them along. This applies to other aspects of the course as well.

Course Policies—to be provided.

Class and Assignment Schedule—to be provided.