



# MARKETING MANAGEMENT

## SYLLABUS

SPRING 2015, TENTATIVE

### Instructor

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**Biographical note:** Kyryl Lakishyk has joined the faculty of CATÓLICA-LISBON School of Business & Economics in Fall 2004 from John M. Olin School of Business, Washington University (MSBA, PhD). His academic background includes UA Institute of International Relations of Kiev National University (BA 1997, MA 1998) and teaching various marketing subjects in Washington University (2003) and University of Missouri – St. Louis (2004). Prof. Lakishyk's professional and consulting experience includes United Nations Development Project - UA (1998), The American Review of Public Administration, (1998-1999), C'Est La Vie Productions, St. Louis MO (2003) and Pinela Communications, St. Louis MO (2003-2004), Yäbulu.com (2007), Vista Alegre & Atlantis Crystal (2009-2010), L'Oreal Portugal (2005->), EDP and FixeAds. Kyryl is actively involved in various marketing projects of CATÓLICA-LISBON. His research interests lie in new product introductions and competition in consumer technology markets, branding of consumer and luxury products, and effectiveness of in-store promotions.

### Course Introduction

*"The purpose of business is to create and keep a customer."* - Peter Drucker.

To paraphrase Peter Drucker, marketing is the entire business seen through the eyes of a customer. Since the whole point of the enterprise is to create and keep customers, marketing should be the concern and responsibility of everyone in the enterprise. That philosophy becomes real in the actions people take: Learning about customers, competitors, and the enterprise itself, and the environment in which they function; making strategic and tactical decisions; and implementing those decisions. Since the issues are often complex, marketers have developed some tools to help themselves learn, decide, and act.

### Course Objectives

Marketing decisions are often complex, ill-defined and must be made with limited data. The objective of this course is to introduce a framework for conducting marketing analyses that will provide a basis for improved managerial decision making. This course focuses on business level marketing strategy. The overall goal of the course is to develop students' ability to think strategically about marketing problems and their potential solutions through exposure to variety of marketing concepts and methods.

The main learning emphasis in this course is placed on improved critical thinking ability (analytical and creative) as it relates to marketing strategy and implementation. The specific objectives of this course include:

- Reviewing the essentials of marketing management in a unified framework.
- Understanding the impact of strategic marketing decisions on the firm
- Gaining insight into the "real world" frustrations/rewards of making marketing decisions.
- Learning how to assimilate information from a variety of sources (including marketing research.)
- Learning how to develop strategy based on market analysis.
- Applying decision models used by today's marketing managers

## Methodology

The course is organized around two main pedagogical components: (i) lectures to present the course content, (ii) assigned readings and cases. The cases selected for study will introduce a broad variety of situations that provide examples of the kinds of decisions a marketing manager would be required to make. Along the way, we will encounter situations in which some analytical tool or thinking process will be useful, and those will be introduced in a lecture. The primary focus of each class will usually be a decision, and the discussion will center on the case analysis and the support for that decision. Some of the cases will focus more on one aspect of marketing than another (for example, you might see a case as primarily a "pricing" case, another as an "advertising" case). However, all of them will reflect the fact that marketing decisions are by their nature interdependent, and will require consideration of how price might affect, and be affected by, advertising, distribution, competitive and economic conditions, particular types of buyers, and so on.

## General topics

Market opportunity: External and Internal Consumer analysis  
Competition factors  
Marketing Mix: Product / Service Development  
Forecasting performance  
Pricing / Promotion Strategies  
Channels and Partners  
Communications: Direct Marketing, Advertising, Social networks

**Required:** Course readings (online or handouts)

Winer & Dhar *Marketing Management: International Edition*, 4/E Pearson Higher Education (2011)

### Additional useful manuscripts:

Farris, Bendle, Pfeifer & Reibstein, *Marketing Metrics: 50+ Metrics Every Executive Should Master*, 1/E (2006) Wharton School Publishing

Kotler & Keller (2009) – *Marketing Management*, Pearson Education International, 13th edition;

Lehman, & Winer, *Product Management*, McGraw-Hill/Irwin

Marian Burk Wood, *The Marketing Plan Handbook* 3 edition, (2008) Pearson Prentice Hall

Mullins, Walker, Boyd and Larreche *Marketing Management*, 5 ed, (2005) McGraw-Hill/Irwin

**Online materials:** all materials made available online are password protected and must not be shared or used outside of this course.

**Resources:** In addition to the class website, below is a list of useful secondary sources relevant to marketing. The starred (\*\*) references are academic journals.

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### *Selected additional resources*

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Journal of Advertising**	<a href="http://brainzooming.com">brainzooming.com</a>	Concept Mapping Software
Journal of Business Research**	<a href="http://brandchannel.com">brandchannel.com</a>	<a href="http://freemind.en.softonic.com/">freemind.en.softonic.com/</a>
Journal of Consumer Research**	<a href="http://copyblogger.com">copyblogger.com</a>	<a href="http://freeplane.sourceforge.net">freeplane.sourceforge.net</a>
Journal of Marketing Research**	<a href="http://marketingprofs.com">marketingprofs.com</a>	<b>For more suggestions, visit</b>
Journal of Marketing**	<a href="http://sethgodin.com/sg/">sethgodin.com/sg/</a>	<a href="http://goo.gl/UgE8J">http://goo.gl/UgE8J</a>
Marketing Science**		

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## Assessment and Grading

Use Turnitin.com to submit all of the written assignments by the due date. [Attention] For group assignments, you should submit only one copy of your assignment from an account of one of your teammates.

[http://turnitin.com/resources/documentation/turnitin/training/en\\_us/qs\\_student\\_en\\_us.pdf](http://turnitin.com/resources/documentation/turnitin/training/en_us/qs_student_en_us.pdf)

Grades will be based on a weighted average of your performance in class participation, case discussions, group write-ups, and a final comprehensive examination. The grading elements are as follows:

Class Participation / in-class quizzes	individual grade	15%
Written Assignment(s)	group grade	25 %
Final Exam	individual grade	60 %

## MISCELLANEOUS INFORMATION:

### Groups:

In this class you will work in groups. You will use these groups to discuss and make decisions for cases before we discuss them in class. The same group should be used to submit any written assignments. To deter free-riding by individual group members, at the end of the course **each member will have to evaluate your teammates on their contribution to the group work through a confidential (but not anonymous) "Peer evaluation form"**. Group grades may be adjusted for a specific individual based on evaluations given by his/her teammates.

### Suggestions for Success

- Talk about expectations for how your team will operate with all team members. Be clear early in your team's development about what the acceptable standards of work contributed are. You will avoid miscommunication and frustration later in the term.
- Develop a structure (protocol) for team meetings e.g., agenda items, how meeting will progress, minimum expectations for each member's participation, cell phones off, etc. By communicating these expectations amongst your team early in the term your team will function more efficiently.
- Should any team related problems arise, seek my intervention early, in the term, while it is useful.

### Individual class participation

The effectiveness of a manager, to a large extent, is determined by his or her skills in presenting and communicating marketing concepts and strategies. One objective of this class is to help you develop these skills through class participation. There are many ways you can contribute to your class participation grade, asking pertinent questions, bringing in thought-provoking articles or examples. I reserve the right to cold call (in class), soft call (by prior e-mail to a few individuals) or in-class quiz on any material discussed and otherwise covered in the course so far.

Many people are intimidated by the "obligation" of speaking up in class. Don't be. Your anxiety will be reduced only through practice! The secret to cutting your stress level is to BE PREPARED! **Attendance is essential and expected, however not sufficient - just coming to the class does not imply class participation.** Come prepared to contribute to each class. Determine the number of classes vs. the total participation grade and consider the impact on your grade if you're not prepared to contribute to the week's discussion. You may also post relevant examples and

participate in forum discussions on the course website (be sure to attribute the source or publication of your example).

USE your name tags in each class and try to keep the same position once selected in each class, to ensure proper participation credit.

### Case Discussions

There are a few case discussions in the course. As a part of preparation for those classes, you are expected to discuss read and discuss the case with your group prior to the class in which we cover the case. Remember, the value of a case is only as good as the preparation of the students and the resulting class discussion. For most of the cases I will provide a few guiding topics to help you streamline your group discussion, so that you are ready to discuss it in class.

Similar to actual practice, most cases will not have all the data you would like. Nevertheless, an important part of the learning process is to develop a reasoned plan from the available data. **You are on your honor not to gather information outside of the case in order to aid your decision-making.** After all, the managers in the case didn't have the benefit of hindsight.

A typical request at the end of a class case discussion is often "So, what is the answer?" In most case discussions there will be several viable "answers/alternatives" that are developed and supported by different class participants. The important point is for you to develop an understanding of the pros/cons of competing alternatives while accepting that there may be no strictly "right" or "wrong" answers, but often times simply "better" supported decisions.

For cases marked as *written group submission* you will receive additional guide later in this course.

### Code of Conduct and Ethics:

Students enrolled in the class are expected to follow professional standards and CATÓLICA-LISBON standards of Academic Integrity. Please arrive on time for class with uninterrupted attendance for the duration of the class. I have very low tolerance for side conversation and activities that are not part of the class. Raising a hand and posing a question, as opposed to discussing it with the neighbor is the preferred method of class interaction. **Students that persistently conduct their affairs during the class time will be invited to leave.** Utilizing computers and technology during the class is not allowed, unless expressly requested (e.g., please silence wireless devices, do not browse the web or use email).

It is expected that in order for a student to sign his/her name to a team assignment the student will have done a substantial amount of work on that specific assignment. It is not, for example, acceptable to rotate the work across assignments so that on any given assignment the student signing has not done a substantial amount of work. Violation of this guideline hurts you, your team, and your colleagues. When in doubt, please get in touch with me or ask the M.Sc. office for further guidelines on Students' Academic Integrity and plagiarism.

An important concern in any discipline is the ethics of its practitioners. This is certainly true in marketing. Ethical issues will arise in the case discussions. Indeed, some managers in the cases act in ways you might not consider ethical. These actions are left in the case specifically to raise ethical issues. I encourage you to address these issues in class discussion.