



MGT-520: PRINCIPLES OF MARKETING MANAGEMENT

Effective Term

Fall 2024

BOT Approval Date

11/09/2023

Discipline

MGT - Management/Supervision

Course Number

520

Course Title

Principles of Marketing Management

Short Title

Principles of Marketing Mngt.

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

Yes

Link to VPAT

<https://www.cengagegroup.com/accessibility/vpat/>

Attach VPAT

cengage-unlimited-student-dashboard-vpat-2018-09-828689.pdf
mindtap-voluntary-product-accessibility-template-M180000314452.pdf

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course presents an overview of marketing management in today's business. Topics emphasize the environment of marketing, determining target markets, product planning, pricing, promotion and distribution. This course is designed for students pursuing a business career, considering ownership of a small business or business owners who wish to advance their marketing skills.

Codes

TOP Code (CB 03)

0509.00* - *Marketing and Distribution

CIP Code

52.1401 - Marketing/Marketing Management, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective
1. Evaluate the role of marketing management in the U.S. and internationally.
2. Examine the marketing concept of satisfying customer needs and achieving organizational goals.
3. Compare and contrast the various elements of consumer and business markets, their buying behavior, and their management.
4. Analyze the importance of market segmentation to target market efforts.
5. Assess marketing mix strategies of product, pricing, distribution, and promotion.

6. Describe the components and relate the benefits of marketing research to the overall company goals.
7. Describe the important elements of product planning, examining in particular the adoption process, product life cycle, brand, and packaging.
8. Compare and contrast characteristics of wholesaling versus retailing.
9. Evaluate a promotional program that integrates several promotional methods.
10. Examine the varying roles of marketing in the emerging information economy and evaluate the impact of information technology.
11. Examine concerns and issues related to racial/cultural diversity and potential inequities or bias regarding marketing management.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will write a short answer defining marketing.
2. Students will identify a product or service, then analyze how cultural differences might affect the advertising plan.
3. Students will identify a promotional program, then analyze its effectiveness.

Program Learning Outcomes

Learning Outcome

1. Demonstrate leadership characteristics and the ability to lead teams.
2. Organize written business messages to communicate with efficiency.
3. Apply analytical skills in finding trends in data for problem-solving, communicate findings, and develop or adjust processes as needed.

Institutional Learning Outcomes

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Content

Course Lecture Content

1. The nature and scope of marketing
 - a. Define marketing
 - b. Marketing concepts and customer value
 - c. Management's job in marketing
 - d. Global markets and marketing
 - e. Ethics, social responsibility and cultural issues in marketing
2. Identifying and selecting markets
 - a. Consumer markets and their buying behavior
 - b. Exploring the consumer marketplace
 - c. Consumer decision making process
 - d. Business markets and their buying behavior
 - e. Impact of bias in marketing on consumers and businesses
 - f. Market segmentation, targeting and positioning, and market research
 - g. Examine the function of market research
3. Product
 - a. Product planning and development
 - b. Product mix strategies
 - c. Product mix and product lines
 - d. Brands, Packaging, and Product features
 - e. Use of design, color and quality in marketing
 - f. Services marketing
 - g. Explore designing a service marketing program
 - h. Explore managing service quality
4. Price
 - a. Pricing objectives
 - b. Exam factors influencing price determination

- c. Cost-plus pricing and break-even analysis
- d. Pricing strategies
- e. Role of competition in relation to price
- f. Special pricing strategies and situations
- 5. Distribution
 - a. Middlemen and distribution channels
 - b. The nature and importance of retailing
 - c. Retail classifications in marketing
 - d. Wholesaling and physical distribution
 - e. Physical distribution management
- 6. Promotion
 - a. The role of promotion in marketing
 - b. Determining the promotion mix
 - c. Determining the promotion budget
 - d. Regulations regarding promotion
 - e. Personal selling process
 - f. Advertising, sales promotions and public relations
 - g. Developing an inclusive advertising campaign
- 7. Marketing Management
 - a. Strategic marketing planning
 - b. Planning as part of marketing
 - c. Marketing implementation and evaluation
 - d. Evaluating marketing performance
 - e. Information technology in marketing

Methods of Instruction

Method

Discussion

Integration

Class or smaller group discussion will be used to encourage students to exchange ideas, findings and comprehension of course material in a learning environment where students feel safe and respected expressing differing views. For example, students will be able to discuss the ethical and social responsibility efforts supported by marketing management. Additionally, discussion will provide opportunities to exchange ideas and validate understanding of marketing management responsibility, ethical standards, and racial/cultural diversity effects on the team and individual organizational environment. The instructor will participate in the small group or class discussions and respond to student questions as needed.

DE Adaptations for MOI

Discussions will give students practice in the successful application of marketing concepts and principles and will be posted as discussion topics in the CMS. Instructors will either link to case scenarios on accessible websites, or invent or copy case scenario discussions into the CMS to ensure accessibility, and provide prompts and questions for students on the discussion board. Students will submit written responses within the CMS and be evaluated using the accessible rubric, peer review, and commenting tools in the CMS. Students will be able to discuss, for example, the ethical and social responsibility efforts supported by marketing management. Additionally, discussion will provide opportunities to exchange ideas and validate understanding of marketing management responsibility, ethical standards, and racial/cultural diversity effects on the team and individual organizational environment.

Method

Lecture

Integration

Lectures will present further explanation of principles of marketing management concepts with product, price, distribution and promotion concepts, including, but not limited to, the nature and scope of marketing and the identification of target markets, as covered in the course objectives. Lectures will provide examples and scenarios for students to critically and flexibly interpret and respond to marketing management business situations, including inequities and biases. Examples will include marketing goal setting strategies, marketing decision-making problems, ethical and socially responsible marketing management options, and marketing communication issues. The use of handouts, PowerPoint presentations, and media/videos and other written materials will be used to illustrate the marketing management concepts.

DE Adaptations for MOI

Online courses will include lectures on course content, to provide examples and scenarios of marketing management situations and strategies. Lectures can be delivered synchronously through accessible video conferencing software or asynchronously as

captioned videos or annotated digital slide presentations. Students can interact with the content and instructor by leaving comments or questions on videos posted to the CMS, or with each other through a linked discussion or help page. In lieu of in-person printouts, links to accessible online articles or websites can be included to supplement lectures. Lecture examples will include marketing goal setting strategies, marketing decision-making problems, ethical and socially responsible marketing management options, including marketing communication issues, while applying marketing management concepts.

Method

Papers and Reports

Integration

Papers and reports will be used to measure competencies covered in course objectives. Sample topics could include compare and contrast consumer versus commercial marketing, identifying marketing strategies used in current business environments, or examining diversity initiatives and programs integrated in the marketing strategies. Also, diverse and equitable methods of marketing communication to report those findings will be explored.

DE Adaptations for MOI

Papers and reports will be used to will give students practice in the successful application of marketing concepts and principles and will be posted as papers and reports in the CMS. Sample topics could include comparisons and contrasts of consumer versus commercial marketing, identifying marketing strategies used in current business environments, or examining diversity initiatives and programs integrated in the marketing strategies. In lieu of in-person printouts, links to accessible websites can be included to supplement papers and reports.

Method

Film/video Viewing and Discussion

Integration

Audio/visual materials will be used to stimulate discussions on the marketing management concepts and principles covered in the course objectives. Examples include components of a marketing mix as well as marketing management strategies. All video or multimedia will meet accessibility requirements, such as accessible and downloadable slide presentations and PDFs.

DE Adaptations for MOI

Online courses will include audio/visual materials on course content, to provide examples and scenarios of marketing management situations and strategies. Audio/visual content can be delivered synchronously through accessible video conferencing software or asynchronously as captioned videos or annotated digital slide presentations. Students can interact with the content and instructor by leaving comments or questions on videos posted to the CMS, or with each other through a linked discussion or help page.

Method

In-class Exercises

Integration

In-class exercises to help students identify and demonstrate a critical awareness of race, cultural diversity, and equity related to marketing research that positively contributes to effective planning, implementation and evaluation of marketing strategies to address real-world business problems or opportunities. This will be presented and looked at through a marketing management perspective.

DE Adaptations for MOI

Online courses will include exercises on course content that provide examples and scenarios of marketing management situations and strategies. These exercises can be delivered synchronously through accessible video conferencing software or asynchronously as captioned accessible documents, videos or annotated digital slide presentations. Students can interact with the content, including online articles and websites, and instructor by leaving comments or questions on written and video materials posted to the CMS, or with each other through a linked discussion or assignment page in the CMS.

Methods of Evaluation

Method

Exams/Tests

Integration

Exams will be used to measure competency of course content and objectives, including marketing strategy, research, segmentation, targeting, implementation, evaluation, and ethics. Exams will include multiple-choice, short-answer and/or essay questions. Exams will be evaluated by the instructor based on the student's ability to incorporate information from the course material, clarity, precision, completeness, written composition, correctness of calculations and data to support findings.

DE Adaptations for MOE

Exams will be posted for completion in the CMS to measure student competency of course content and objectives in the successful application of marketing concepts, including marketing strategy, research, segmentation, targeting, implementation, evaluation, and ethics. Exams will be evaluated by the instructor based on the student's ability to incorporate information from the course material, online research, clarity, precision, completeness, written composition, correctness of calculations and data to support findings. Instructors may also provide links to in-exam case scenarios on accessible websites, or invent or copy case scenarios into the CMS to ensure accessibility, and provide prompts and questions for students on the exam page. Students will submit written responses within the CMS and be evaluated using the accessible rubric and commenting tools in the CMS.

Method

Group Projects

Integration

Students will participate in group projects or discussions in class that examine and evaluate current trends and awareness in the marketing management profession. Topics will include whether a product is in the introduction, growth, maturity, or decline stage of its product life cycle and its implications for marketing strategy. Students will be evaluated on the rationale, accuracy, and thoroughness of their responses based on the rubric designed for the projects.

DE Adaptations for MOE

Group projects will give students practice in the successful application of marketing concepts and principles with fellow learners and will be posted as group assignments in the CMS. Instructors will either link to case scenarios on accessible websites, or invent or copy case scenarios into the CMS to ensure accessibility, and provide prompts and questions for students on the group assignment page. Topics will include whether a product is in the introduction, growth, maturity, or decline stage of its product life cycle and its implications for marketing strategy. Students will submit accessible written and/or video responses within the CMS. Students will be evaluated using the accessible rubric, peer review, and commenting tools in the CMS.

Method

Homework

Integration

Students will be required to complete the chapter review questions or marketing scenarios found at the end of each chapter. Students will be evaluated on their ability to assess the questions and their successful application of marketing concepts and principles in their responses. Homework will be evaluated based on a rubric developed by the instructor.

DE Adaptations for MOE

Homework will give students practice in the successful application of marketing concepts and principles from chapter review questions or marketing scenarios found at the end of each chapter and will be posted as assignments in the CMS. Instructors will either link to case scenarios on accessible websites or invent or copy case scenarios into the CMS to ensure accessibility and provide prompts and questions for students on the assignment page. Students will submit written responses within the CMS and be evaluated using the accessible rubric, peer review, and commenting tools in the CMS.

Assignments

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Read The Social-Cultural Environment section at the end of Chapter 3 that presents two examples of demographic shifts and changing values. After reading the examples, select one and identify and explain how a marketer would respond.

As a nation, the United States is becoming older, more affluent, and more culturally diverse. People express concerns about the natural environment, buying ecologically friendly products that reduce pollution. They value their time with family and friends. Marketers need to track these trends to be in tune with consumers' needs and desires. These aspects of consumer lifestyles help shape marketing's social-cultural environment—the relationship between marketing, society, and culture.

To remain competitive, marketers must be sensitive to society's demographic shifts and changing values. These variables affect consumers' reactions to different products and marketing practices. Refer to the Examples of Marketer Responses to Demographic Shifts and Changing Values table to see how marketers respond to changes in the socio-cultural environment. Review the examples in the table to reveal how marketers respond.

Example #1: The baby boom generation—the 78 million Americans born between 1946 and 1964—represents a \$7 trillion market. As "boomers" approach and enter retirement, marketers are scrambling to identify their needs and wants. With a longer life expectancy and the hope of more time and money to spend, boomers now view retirement much differently than earlier generations did. What products, services, and promotional strategies might appeal to the needs of this generation?

Example #2: There is a growing Hispanic market with over \$1.5 trillion in purchasing power in the United States. What products, services, and promotional strategies might appeal to needs of this market?

Write a short explanation of the option you selected for the chosen example and submit that to the instructor. Also, come to class prepared to discuss and explain your preferred option. The discussion will be graded based on the instructor created rubric.

How assignment will be adapted in online format

Read The Social-Cultural Environment section in Chapter 3 that presents two examples of demographic shifts and changing values. After reading the examples, select one and identify and explain how a marketer would respond.

As a nation, the United States is becoming older, more affluent, and more culturally diverse. People express concerns about the natural environment, buying ecologically friendly products that reduce pollution. They value their time with family and friends. Marketers need to track these trends to be in tune with consumers' needs and desires. These aspects of consumer lifestyles help shape marketing's social-cultural environment—the relationship between marketing, society, and culture.

To remain competitive, marketers must be sensitive to society's demographic shifts and changing values. These variables affect consumers' reactions to different products and marketing practices. Refer to the Examples of Marketer Responses to Demographic Shifts and Changing Values table to see how marketers respond to changes in the socio-cultural environment. Review the examples in the table to reveal how marketers respond.

Example #1: The baby boom generation—the 78 million Americans born between 1946 and 1964—represents a \$7 trillion market. As "boomers" approach and enter retirement, marketers are scrambling to identify their needs and wants. With a longer life expectancy and the hope of more time and money to spend, boomers now view retirement much differently than earlier generations did. What products, services, and promotional strategies might appeal to the needs of this generation?

Example #2: There is a growing Hispanic market with over \$1.5 trillion in purchasing power in the United States. What products, services, and promotional strategies might appeal to needs of this market?

Post a short explanation of the example you selected in the CMS discussion area. The instructor will provide feedback throughout the discussion to promote more analysis. Each discussion requires you to read and respond to at least two classmates' posts. The responses could further develop their ideas or provide an inquiry into their post. The responses should be at least a short paragraph that contributes to the post. The discussion will be graded within one week after the due date in the grade book area of the CMS using the instructor created rubric.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Write a 2–3-page summative report that examines and analyzes the B2B Marketing Strategy of a company. Imagine you are a consultant, and you are required to develop the B2B marketing strategy for the B2B division of a company that has B2C and B2B divisions. Feel free to work on one of the companies suggested or on a company of your choice. Companies suggested: Apple, Coca-Cola, FedEx, HP, Microsoft and Nestlé.

Explain the main differences between the company's B2C and B2B markets.

Analyze the B2B Marketing Strategy by replying to the following questions:

- Description of the brand, customer audience, and positioning.
- What is their B2B marketing segmentation?
- What are their differentiation strategies.
- Critically evaluate their B2B positioning. Present examples of it, and explain why.
- Describe their distribution strategy: type and width.
- What is their product/service and price strategy?
- What are their main strategies they use to build a relationship with the customer?

How assignment will be adapted in online format

Writing assignments will give students practice in the successful application of marketing concepts and principles and will be posted as written assignments in the CMS. Instructors will either link to case scenarios on accessible websites, or invent or copy case scenarios into the CMS to ensure accessibility, and provide prompts and questions for students on the assignment page, such as:

Write a 2–3-page summative report that examines and analyzes the B2B Marketing Strategy of a company. Imagine you are a consultant, and you are required to develop the B2B marketing strategy for the B2B division of a company that has B2C and B2B divisions. Feel free to work on one of the companies suggested or on a company of your choice. Companies suggested: Apple, Coca-Cola, FedEx, HP, Microsoft and Nestlé.

Explain the main differences between the company's B2C and B2B markets.

Analyze the B2B Marketing Strategy by replying to the following questions:

- Description of the brand, customer audience, and positioning.
- What is their B2B marketing segmentation?
- What are their differentiation strategies.
- Critically evaluate their B2B positioning. Present examples of it, and explain why.
- Describe their distribution strategy: type and width.
- What is their product/service and price strategy?
- What are their main strategies they use to build a relationship with the customer?

Students will submit written responses within the CMS and be evaluated using the accessible rubric, peer review, and commenting tools in the CMS.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Write a 2–3-page formative report that examines and discusses how marketing management supports a diversified team or marketing effort. Students will explain the benefits and challenges of being involved in a diversified team.

Explain the goals, benefits and challenges of creating and managing a diversified promotional marketing effort.

- Determine and analyze diverse and underserved target markets.
 - Describe a promotional marketing campaign to address the needs of the targeted markets.
- Explain the goals, benefits and challenges of creating and supporting a diversified marketing team.
- Describe how diversified marketing teams impact market needs identification.
 - Describe situations, including personal anecdotes and case studies, about how inclusion impacts marketing management decisions and promotional efforts.

How assignment will be adapted in online format

Writing assignments will give students practice in the successful application of marketing concepts and principles and will be posted as written assignments in the CMS. Instructors will either link to case scenarios on accessible websites, or invent or copy case scenarios into the CMS to ensure accessibility, and provide prompts and questions for students on the assignment page, such as:

Write a 2–3-page formative report that examines and discusses how marketing management supports a diversified team or marketing effort. Students will explain the benefits and challenges of being involved in a diversified team.

Explain the goals, benefits and challenges of creating and managing a diversified promotional marketing effort.

- Determine and analyze diverse and underserved target markets.

- Describe a promotional marketing campaign to address the needs of the targeted markets.

Explain the goals, benefits and challenges of creating and supporting a diversified marketing team.

- Describe how diversified marketing teams impact market needs identification.

- Describe situations, including personal anecdotes and case studies, about how inclusion impacts marketing management decisions and promotional efforts.

Students will submit written responses within the CMS and be evaluated using the accessible rubric, peer review, and commenting tools in the CMS.

Course Materials

Textbooks

Boone, G., Kurtz, D. (2022). Contemporary Marketing, Cengage Learning. ISBN: 9780357461709

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Create a discussion policy incorporating a learning environment that allows all students to feel safe expressing their views civilly and respectfully as individuals and members of groups. The instructor encourages the following in the policy:

- Demonstrates respect for peers, engagement with competing ideas, clarity, grace, accounts for differences in audience.
- Demonstrates comprehension of argument, context engages in constructive feedback and contributes to problem-solving.
- Demonstrates reflection on personal attitude and assumptions builds on work of peers, stimulates student learning.

Engage students in discussions on issues of diversity and equity around the course learning objectives. For example, discuss how and marketing management supports a diversified team or marketing effort. Also ask students to share their stories of being involved in a diversified team.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Instruction will incorporate culturally relevant course materials through a variety on teaching methods and materials: videos, blogs, slide presentations, accessible and downloadable PDFs, and websites that feature real-world applications of content reflecting diverse viewpoints and backgrounds.

Readings and writing assignments will focus on management scenarios that will include culturally diverse marketing management environments.

Design group assignments and intentionally mix groups, requiring students to work purposely with others they may not know and making sure students in the minority are not isolated. For example, students will discuss diverse market segments and how marketing management adopts their style to serve the culture.

Interactions

Explain how the course will incorporate student-to-student interaction.

Student-to-student interactions will take place during in-class discussions and before and after class. In addition, online courses during asynchronous discussions and a dedicated discussion area in the CMS will be assigned for student interactions and monitored by the instructor. For example, in a face-to-face classroom, students will be placed in groups and provided a marketing management case study then asked to explain and identify the opportunity or problem and develop a marketing management policy or effort to resolve the opportunity or problem. Each group will then report out to the class their group's findings. The same discussion question will be given to small groups pre-arranged by the instructor in an online course, and conclusions will be delivered in an entire class discussion posting. Individuals will have the opportunity to comment and create a student-to-student dialog in the small group and whole-class discussion activities.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to-student interactions will occur before and after face-to-face classes and faculty office hours in person and virtually via Zoom. Online and face-to-face students will be invited to participate in faculty office hours in person and virtually. Additionally, both face-to-face and online students will have an opportunity to visit the CMS and join an asynchronous ask the instructor question discussion. For example, when researching current consumer buying behavior trends and submitting a summary, the instructor will engage in discussions in the CMS to dig deeper into the effectiveness of marketing efforts. Further, instructor-led interactions will occur during face-to-face classes on a regular classroom basis and via individual email and inbox messages. Instructor-to-student exchange in online courses will occur through asynchronous activities such as discussions, separate email and inbox messages, and direct personal feedback on assignments.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interactions will occur through active learning activities strategies that promote students' active participation in knowledge construction processes. Active learning activities will include but are not limited to hands-on activities, discussion assignments, problem-solving tasks, information gathering and synthesis, and question generation. For example, students are placed in small groups. Each group chooses a company, along with a few of its most popular products, lists and discusses characteristics that customers may find important, including price, quality, brand name, customer service, promotional campaign, packaging, convenience of purchase, location, guarantees, store/office décor, and payment terms, and writes a description of the company's primary customer (target market).

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student-to-self interactions will take place in both formative and summative assignments. In addition, at least three self-assessment quizzes will be provided to students. The quizzes will prompt students to think about the material and how students may want to use the material in the workplace and increase their marketing management skills.

Key: 2171