MGP 204: Marketing Management
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Office hours: By appointment

TENTATIVE

1. COURSE OBJECTIVES

Peter Drucker once famously said that Marketing and Innovation are the two basic functions of business, and that everything else is just activities to support marketing and innovations. Marketing is essential to the success of any business, as such marketing is not just for the marketing department, and has to be practiced by everyone in the organization. The marketing core class is designed to introduce you to thinking like a marketer, understand how we do marketing, what can be done with marketing thinking and tools, what are their capabilities and limitations. By the end of the course students should be able to employ marketing thinking whether they find themselves in the accounting department, human resources, or even in the marketing department.

2. MATERIALS

A Framework for Marketing Management by Philip Kotler and Kevin Lane Keller. 3rd ed.
Course packet of readings and case studies.

3. COURSE PEDAGOGY

We will take the perspective of the business unit general manager or the senior marketing executive facing a marketing decision. In doing so we will rely heavily on the use of cases, exercises, and examples to illustrate how to analyze the situation, and reach an appropriate decision. We will use the Marketing Engineering software suite (Excel based marketing tools) to illustrate the use of common marketing techniques, and how to analyze marketing data.

Class sessions will consist of lectures, class exercises, and case discussions. At all times you are expected to be ready, willing, and able to discuss the assigned case and related material.

Case Discussions and analysis

Cases are an important aspect of this class so there is heavy reliance on the active participation of class members. I will assume that everyone has read and analyzed the case, and is prepared to discuss it in class. You should prepare the case so that you are able to stand before the class to present your recommended course of action, and support
it. This class requires a thorough understanding of the NUMBERS, and you will be expected to be able to backup your arguments with them.

Your case analysis should summarize your analysis and conclusions about the case, and make a recommendation. Assume that the person to whom you are making a recommendation has read the case. Do not restate facts unless you are using the facts to make an argument, support a point, or to illustrate a point. I am looking for insight, analysis, and convincing recommendations based on a concise analysis of the problem. Description alone is not sufficient. Your written analysis should be concise and to the point. Part of the grade will be based on how clear and understandable is your presentation.

5. COURSE REQUIREMENTS AND GRADING

Grading follows the GSM core classes’ guidelines (see the GSM Policies and Procedures): A+: A premium grade, awarded in rare instances when a student has performed far above the standard expected for a class. A, A-: Awarded to students for outstanding performance, well above the standard for completion of the class. Normally, it is expected that A's of any type will be awarded to significantly fewer than half of the students in a class. B+, B: It is expected that the majority of the students in any class will receive these two grades. B- and lower: Given on an absolute basis, with no specific proportion expected.

Your grade in this course will be determined as follows:

Written assignments 80%
• Thoughtworks write-up 20%
• STP problem set 20%
• Calyx&Corrola write-up 20%
• MB write-up 20%

Instructor evaluation 20%

Conduct

You are expected to conduct yourself according to the University of California's standards of ethical conduct for students, in particular, the sections on academic conduct and integrity. Details may be obtained from the GSM Associate Dean or the Office of Judicial Affairs.

In addition the following specific policies apply in this course:
• Assignments turned-in should reflect only the work of the student/s whose name/s appear on it.
• Use of web resources is permitted as long as it falls within the general guidelines for ethical conduct, i.e. you may not use case notes or solutions posted by others on the web.

6. CLASS SCHEDULE

March 31
Read: Kotler & Keller ch. 1, 2, 9.

Topics
1. Introduction.
2. Positioning.

April 7
Prepare: Imagicast (HBS # 9-502-052).
Read: Kotler & Keller ch. 5, 6.

Topics
1. Consumer Behavior
2. Case discussion: Imagicast.

April 14
Assignment: Thoughtworks A&B (KEL113 & 114; group assignment).

Topics
2. Perceptual maps.

April 21
Read: Kotler & Keller ch. 7.
Guess again: Intuitively appealing targets are rarely the most profitable (Clancy & Krieg 00, Ch. 7, Pg 87-107).
Analyzing Consumer Perceptions (HBS # 9-599-110).

Topics
1. Segmentation & Targeting. 
April 28

Assignment: Segmentation, targeting, and positioning problem set (individual assignment).

Read: Building a Brand: The Saturn Story (Aaker, CMR, 94).

Topics
2. Providing the value.

May 5

Read: Kotler & Keller ch. 10, 11.
Understanding Conjoint Analysis in 15 Minutes (Curry, Sawtooth Technologies.)

Topics
1. Product design.
2. Conjoint analysis

May 12

Assignment: Calyx & Corolla (HBS # 9-592-035; group assignment).

Read: Kotler & Keller ch. 8, 13, 14.

Topics
1. Channels.
2. Branding.

May 19

Assignment: Maison Bouygues (HBS # 9-592-059; individual assignment).

Read: Kotler & Keller ch. 15-17.

Topics
1. Marketing communications.
2. Case discussion: MB.
3. Advertising.
June 2

Read: Syntax Laboratories Case.
Optimal Marketing (Corstjens & Merrihue, HBR 03).

Topics
1. Budgeting and resource allocation.
2. Wrap-up.