

North Park University  
The School of Business and Nonprofit Management

**BSE 2610**  
**Foundations of Marketing**

Spring 2012-2013  
Tuesday and Thursday, 11:40 a.m. – 1:20 p.m.

**Marketing is an attitude, not a department.**

**“Innovation and marketing are the two basic roles of every business.  
All other functions support these roles.” -- Peter Drucker**

**Love the customer, not the product**

**Instructor:**

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**REQUIRED TEXT:**

Armstrong, Gary and Kotler, Philip, Marketing: An Introduction, 11th Edition, Prentice-Hall, ISBN # 9780132744034

**COURSE RATIONALE**

Marketing is all around us. In fact, each of us experiences marketing every day, whether we see it (advertisements), engage in it (buyer/seller interaction) and/or actively use it (ask a friend to borrow their car). Marketing impacts how we think, what we buy, and how we portray ourselves. Indeed, while many people think of marketing as something that only companies and organizations pursue (and, therefore, only appropriate for students majoring in business), it's important to recognize that all of us are marketers. We market ourselves, our families and friends, our favorite sports teams, etc. As a result, gaining a better understanding of marketing will provide you with skills and insights that will be useful regardless of your major or what career you wish to pursue.

Although marketing is employed to varying degrees in all economic systems, the importance of understanding and performing marketing is most critical in capitalistic economies, where competition for resources permeates nearly all aspects of society. Competition involves winners and losers. Individuals and companies who can market themselves effectively stand a greater chance of winning in the marketplace.

**COURSE GOALS & LEARNING OBJECTIVES**

*"Whatever the detail with which you cram students, the chance of them meeting in life exactly that detail is almost infinitesimal: and if they do meet it, they will probably have forgotten what you taught them about it. Really useful training yields comprehension of a few general principles with a thorough grounding in the way they apply to a variety of concrete details. In subsequent practice the students will have forgotten your particular details: but they will remember by an unconscious common sense how to apply principles to immediate circumstances."*

*--Alfred Whitehead, "The Aims of Education and Other Essays"*

You will not finish this course knowing everything about or having practiced every skill or technique that makes for effective marketing. Instead, the course will focus on basic concepts and tools of consumer marketing. The knowledge and skills you gain will be sufficient for you to engage in and apply basic marketing techniques, and you will find much that will be very useful to you in your personal and professional career. In addition, for those students who wish to take additional marketing or business coursework, this course will provide a solid foundation upon which more sophisticated learning may build.

Marketing is a “dual discipline,” in that it is performed on two levels. First, marketing strategy refers to high-level decisions that guide decisions in determining what products/services to offer, which customers to sell them to, how to analyze competitors, and how to compete in the marketplace. Second, marketing tactics refer to the specific plans that are developed to implement the strategies (e.g., pricing decisions, distribution, promotional campaigns, etc.). Therefore, the primary goal of this course is to provide you with grounding in both marketing strategy and tactics through an overview and understanding of marketing concepts, tools, and methods of analysis that are applicable to both yourself and business organizations. To achieve this goal, the course will focus on the following three areas of study:

1. What is marketing and its purpose? (why do it)
2. An understanding of the fundamental concepts involved in marketing (the tools to do it)
3. Development of skills useful in analyzing marketing strategies (how to do it)

Upon the completion of the course, you will have a comprehensive understanding of, and be able to analyze and apply concepts relating to:

- The role of marketing in society and how it impacts individuals and organizations
- The individual elements within the marketing process
- The consumer buying process and factors that impact the process
- Environmental analysis on a micro and macro level
- The ethical issues and questions within the field of marketing

One of my goals as the course facilitator is to enable you to learn as much as you can in our time together.

**Please contact me if you have questions or observations about any aspect of the course.** I am more than happy to help, and I welcome your interest and queries regarding the class, marketing, or North Park University!

## STUDENT EXPECTATIONS

Successful completion of the assignments in this course requires thorough preparation, critical analysis, and reflection, which, in turn, demand an adequate allocation of time and effort. **There is simply no shortcut to producing good, thoughtful work. As a result, I expect you to put forth an honest and enthusiastic effort towards your performance in the course.**

Since much of the course is based on class discussion and interaction, I expect that you will come to class prepared and ready to engage in class dialogue. I regard enthusiastic class participation as an essential component to the course for several reasons:

- The ability to effectively communicate your ideas and thoughts and, in certain instances, defend them is essential for your personal and professional development. So, too, is the ability to respond intelligently to others' comments. The classroom serves as a laboratory to practice and hone these skills.
- Learning takes place through active engagement in the analysis of ideas and concepts. Sharing with others your ideas and insights not only benefits the entire class, but stimulates constructive critical analysis and response.

I encourage you think of class participation in these terms:

- **Prepare** In order to participate, you must prepare. Read the book! Read the business press (Wall Street Journal, Business Week, Fortune, etc.). Spend some time thinking about what you have read and how it relates to what we've discussed in class.
- **Attend** Class attendance is a prerequisite to class participation. If you are not in class, you cannot participate. Students are therefore expected to attend every class, on time. If you are going to be late or absent, please notify me **prior to class**. Be advised that poor attendance can affect your grade adversely.
- **Analyze/Reflect** Use the skills you've learned in class as well as your own life experience to analyze what you have read and heard. Reflect on how it intersects with your understanding and how and why you think the way you do. How will your reflection impact a possible outcome or answer?
- **Add** Please contribute your thoughts in class! Not only will you enhance your own learning, the entire class will benefit and you'll hone your communications skills.

## COURSE OUTLINE

- I. What is marketing
  - what is marketing/why study marketing
  - importance of marketing
  - marketing philosophies
  - core marketing concepts
- II. Customer value, satisfaction, lifetime value of a customer
  - customer value equation
  - levels of satisfaction
  - customer evangelism/lifetime value of customers
  - direct and internet marketing
- III. The strategic planning process
  - strategic planning tools
  - value chains
  - sustainable competitive advantage
- IV. The marketing environment
  - macroeconomic variables
  - microeconomic variables
- V. Consumer Behavior
  - influences that impact purchase behavior
  - buyer decision making process
  - buyer characteristics
- VI. The marketing process
  - marketing research
  - segmentation and targeting
  - positioning and branding
  - the four P's
- VII. Product and placement strategies
  - product life cycle
  - three level of products

- marketing channels

#### VIII. Pricing strategies

- factors in setting prices
- pricing approaches
- pricing new products

#### IX. Marketing strategy

- developing a marketing strategy
- international marketing

#### X. Services marketing

- five characteristics of a service
- Harvard Service Profit chain

#### XI. Integrated marketing communications

- personal selling
- advertising and sales promotion

**Note:** Marketing is an applied science and, therefore, many of the assignments and class discussions revolve around analyzing and applying marketing concepts and tools to current business and individual situations in order to help stimulate learning and critical thinking. As a result, I attempt to use examples of companies/products with which most, if not all, students are familiar (i.e., McDonald's, Nike, etc.), and I choose examples based upon their appropriateness to illustrate marketing concepts.

#### **Students with disabilities**

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Center for Academic Services at 773-244-5737, [advising@northpark.edu](mailto:advising@northpark.edu) or stop by the office located on the 2nd floor of the Student Services Building. Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website:

<http://www.northpark.edu/ada>.

#### **Academic honesty:**

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as I will constantly strive to live up to these high standards, I expect you to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion. My definition of cheating includes but is not limited to:

- Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet
- Copying another's answers on an examination
- Deliberately allowing another to copy one's answers or work
- Signing an attendance roster for another who is not present.

With respect to group work, I will make clear my expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well.

For further information on this subject you may refer to the Academic Dishonesty section of the University's online catalog.

In conclusion, it is North Park's mission to prepare you for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. Therefore, I expect the highest standards of you in this regard.

### **Computation of course grades**

Each graded assignment is worth a certain number of points. Note that journal entries receive the maximum amount of points if submitted on time.

|                     |                 |
|---------------------|-----------------|
| Three exams         | 100 points each |
| Class participation | 30 points       |
| Total Points        | 330 points      |

### **Assignments**

#### **Exams**

Three equally weighted exams will be given during the semester. The exams will assess the students' mastery of concepts covered from the lecture and textbook. Exams may be multiple choice, essay, true/false or take home. Except for advance notice of extenuating circumstances, there are no makeup exams.

#### **Class participation**

Again, class participation is a critical part of this course. It includes active participation in discussions and team activities; attendance and punctuality, and being prepared for class. Text messaging, using lap tops, and other electronic media for non class purposes is prohibited; and will adversely affect your grade.

#### **Criteria for assessing class participation**

- A/A- Contributes in a significant way to the classroom discussion by regularly adding own insight, integrating with or relating concepts to real-world applications, other topics in this and other business classes, and draws relevant and appropriate observations from readings and assignments.
- B/B- Active participation, may answer only when called on, but demonstrates good understanding of concepts and application of the material to real-world situations.
- C/C- Minimal participation. Answers only when called upon with little understanding of material.
- D/D- Present but does not involve oneself in class session. Answers with little more than "I don't know."
- F Absent

## CLASS SCHEDULE & ASSIGNMENTS

### Week 1:

#### **January 15 Introduction to the course, definition of marketing terms, and the goal of marketing**

##### Student learning objectives

By completion of this class session, students will:

- Become familiar with the background of the instructor and peers in the course
- Reflect upon their pre-existing knowledge of marketing
- Understand and explain the goal of marketing
- Explain the importance of needs and wants in the role of marketing
- Reflect and analyze how they use and are impacted by marketing every day

##### Class outline:

- Syllabus review
- Introductions
- Lecture and discussion
- In class activity: Evaluate mission statements

##### Assignments to complete:

- Read chapter 1

### Week 2:

#### **January 22 Customer value, satisfaction, and lifetime value of a customer:**

##### Student learning objectives

By completion of this class session, students will:

- Describe and understand the customer value equation and analyze it how it impacts their purchases
- Describe and understand the three levels of customer satisfaction
- Understand the importance of the lifetime value of a customer
- By completion of this class session, students will:
- Discuss the interrelationship between customer value, satisfaction, and lifetime value of a customer and appreciate the subjective nature of all three
- Understand meaning of value proposition and core competencies
- Explain the importance of the core marketing concepts
- Understand the basic marketing philosophies

##### Class Outline

- Lecture and discussion
- Compute lifetime customer value of Xbox 360

##### Assignments to complete

- Read Armstrong & Kotler, Chapter 2

### Week 3:

#### **January 29 The big picture: marketing as a strategic tool – part I**

##### Student learning objectives

By completion of this class session, students will:

- Describe the marketing process and its components
- Construct internal and external value chains and discuss how they impact marketers
- Understand the four P's and C's and conduct an analysis of a business using the framework of the four C's
- Understand (internal) micro and (external) macro variables and how they impact marketing

Class outline:

- Lecture and discussion
- Class activity: Analyze the Four C's
- Class activity: Apply internal and external environment

Assignments to complete:

- Read chapter 3

### **January 31 The big picture: marketing as a strategic tool – part II**

Student learning objectives

By completion of this class session, students will:

- Become familiar with the BCG matrix
- Understand the product/growth opportunity matrix

Class outline:

- Lecture and discussion
- Review for Exam
- Class activity: Apply BCG and product expansion grid

### **Week 4:**

### **February 5 The marketing process: market research and consumer insights**

Student learning objectives

By completion of this class session, students will:

- Explain the importance of market research and the two primary types of research
- Develop a research instrument

Class outline:

- Lecture and discussion
- Class activity: Candy bar exercise
- Class activity: Focus Group

Assignments to complete:

- Bring a candy bar (the more unique brand the better) to class
- Read Armstrong & Kotler, chapter 4

### **February 7 Consumer behavior: Part I**

Student learning objectives

By completion of this class session, students will:

- Identify levels of Maslow's need hierarchy and discuss how this concept impacts marketers
- Understand what influences buyer behavior
- Discuss the buyer-decision making process

Class outline:

- Lecture and discussion
- Class Activity: Household Lifecycle for Toyota

Assignments to complete:

- Read Chapter 5

## **Week 5**

**February 12 Exam I**

**February 14 Consumer Behavior Part II**

Student learning objectives

By completion of this class session, students will:

- Discuss factors influencing buyer behavior and components of categories
- Analyze purchase decisions within the framework of the categories
- Discuss how buyer behavior changes between low involvement and high involvement products

Class outline:

- Lecture and discussion
- Class activity: Analyze the buyer decision making process

Assignments to complete:

## **Week 6**

**February 19 The marketing process: segmentation and targeting – part I**

Student Learning Objectives:

By completion of this class session, students will:

- Understand the concepts of segmentation and targeting and how marketers apply the concepts
- Understand the four bases of market segmentation

Class outline:

- Lecture and discussion
- Class activity: Segmentation Analysis of McDonald's

Assignments to complete:

- Read Chapter 6

## **February 21 The marketing process: segmentation and targeting – part II**

### Student learning objectives

By completion of this class session, students will:

- Understand of types of market segmentation
- Understand basic market coverage strategies
- Understand and explain the concept of positioning and why it is important

### Class outline:

- Lecture and discussion
- Class activity: Dillard's vs. Macy

### Assignments to complete:

- Read Armstrong & Kotler, chapter 6,
- MAP: India Caste System

## **Week 7**

**February 26 and 28**

## **The marketing process: The four P's – product**

### Student learning objectives

By completion of this class session, students will:

- Understand (and describe for a given product) the four P's: price, product, place, promotion
- Identify components of a marketing strategy
- Understand the product life cycle (PLC) and how it impacts marketing strategy
- Realize the importance of services to the economy
- Understand the four unique characteristics of a service
- Discuss the Harvard Service Profit Chain
- Discuss the challenges faced by service firms
- Understand the service-product continuum

### Class outline:

- Lecture and discussion
- Class activity: Analyze levels of product
- Class activity: PLC for bottled water (Evian and Aquafina)

### Assignments to complete:

- Read: Armstrong & Kotler, chapters 7 and 8

## **Week 8**

**March 5 and March 7**

## **The marketing process: The four P's - Price**

### Student learning objectives

By completion of this class session, students will:

- Understand general pricing approaches and new product pricing strategies
- Understand factors to consider when setting price
- Appreciate the challenges with respect to setting prices

### Class outline:

- Lecture and discussion
- Class activity: Independent Coffee vs. Starbucks

Assignments to complete:

- Read Chapter 9

### **Spring Break (March 12 and March 14)**

#### **Week 9**

**March 19 and March 21**

**The marketing process: The four P's – promotion**

Student Learning Objectives:

- Understand how to communicate customer value to customers, integrated marketing communications, how to use tools in the promotional mix, and promotional mix strategies

Class outline:

- Lecture and discussion
- Class Activity: Create promotions
- Review for exam

Assignments to complete

- Read Chapter 12

#### **Week 10**

**March 26**

**Exam 2**

**March 28**

**The Marketing Process: The Four P's- Place/Marketing Channels**

Student learning objectives

By completion of this class session, students will:

- Understand considerations that inform selection of marketing channels
- Understand supply chains, value delivery network, and channel design and management issues
- Understand issues impacting retailers and wholesalers

Class outline:

- Lecture and discussion
- In class activity: channel analysis of personal computers or Nike

Assignments to complete:

- Read Chapters 10 and 11

#### **Week 11**

**April 2**

**The Marketing Process: The Four P's- Place/Marketing Channels (Continued)**

**April 4**

**The Global Market Place**

Student learning objectives

By completion of this class session, students will:

- Understand the challenges of marketing internationally
- Understand issues that inform how marketers operate in international environments
- Appreciate the characteristics of marketing internationally

Class outline:

- Lecture and discussion

- In class activity: Selling a product world wide

Assignments to complete:

- Read Chapter 15

## **Week 12**

### **April 9 and 11 The integrated marketing communications (IMC) process: personal selling**

Student learning objectives

By completion of these class sessions, students will:

- Understand the personal selling paddlewheel
- Understand and explain strategies of personal selling

Class outline:

- Class activity: Mock sales call

Assignments to complete:

- Read Chapter 13

## **Week 13**

**November April 16**

### **Public Relations**

Student learning objectives

- Explain how companies use pr to communicate with their publics

Class outline

- Lecture
- Exercise: Create PR for a current issue or celebrity

## **Week 14**

**April 23 and 25**

### **Direct and Digital Marketing**

Student learning objectives

By completion of this class session, students will:

- Forms of direct marketing
- Database development
- 7 C's of Effective Website Development
- Role of Digital Marketing

Class outline:

- Lecture and discussion
- Class activity: Apply 7 C's to Website
- Class activity: Create Company databases
- Design digital media activity for an organization

**Week 15**

**April 30**

**Ethics and Social Responsibility**

- Review for exam
- In class exercise: ethics exercise on slotting

**May 2**

**Exam III**

**This syllabus can be modified by the instructor**