

University of California, Riverside
A. Gary Anderson Graduate School of Management

BSAD 110
 Introduction to Marketing

Winter, 2003

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TAs:	Meeting time:	Teaching Assistant:	E-mail:	Office hours in Anderson Hall 025:
	F 4-5pm and R 8-9am	Linlin Li	floatingwood@hotmail.com	
	W 1-2pm and R 7-8pm	Wendy Auyeung	wendymyta@yahoo.com	W 2:30-4:30pm
	M 8-9am	Laura Peng	laurapeng2002@yahoo.com	M 9-11 a.m.
	W 9-10am	Jim Wang	zwang001@student.ucr.edu	R 2-4 p.m.

TEXTS

Roger A. Kerrin, Eric N. Berkowitz, Steven W. Hartley, and William Rudelius, *Marketing*, 7th ed., Boston: McGraw-Hill/Irwin, 2003, ISBN 0-07-241075-2. One copy is on reserve in the Rivera Library.

BSAD 110 Course Notes—expected to be available in the bookstore by January 10. All contents can be downloaded from Blackboard, but the complete package is being made available for convenience.

CATALOG COURSE DESCRIPTION

An introduction to the role of marketing in society with an emphasis on concepts, marketing methods, and institutions.

COURSE OBJECTIVES

- Understand the role of marketing in firms that function in an increasingly global and competitive market;
- Understand basic concepts and terms used in marketing;
- Develop knowledge and tools necessary to design and implement effective marketing programs;

- Understand the advantages, disadvantages, opportunities, and tradeoffs involved in different marketing strategies and choices;
- Appreciate ethical implications of marketing decisions; and
- Appreciate the dual roles of formal analysis and creativity in designing and implementing effective marketing programs.

TENTATIVE SCHEDULE OF EVENTS				
Week	Date	Day	Topics¹	Reading chapters
2	1/7/2002	Tue	Introduction to the course	
	1/9/2002	Thur	Introduction to marketing	1
3	1/14/2002	Tue	The marketing environment	3, 4
	1/16/2002	Thur	Strategic planning and the marketing process	2
4	1/21/2002	Tue	Consumer behavior	5
	1/23/2002	Thur	Consumer and organizational buying behavior	6
5	1/28/2002	Tue	International marketing	7
	1/30/2002	Thur	Marketing research. ASSIGNMENT #1 (CONSUMER BEHAVIOR) DUE.	8
6	2/4/2002	Tue	Segmentation, Targeting, and Positioning	9
	2/6/2002	Thur	Midterm. Please bring a 882-E ("green") 50 question Scantron form.	
7	2/11/2002	Tue	Product strategies ASSIGNMENT #2 (INTERNATIONAL MARKETING) DUE.	10
	2/13/2002	Thur	Product and service strategies	11
8	2/18/2002	Tue	New product development ASSIGNMENT #3 (SEGMENTATION) DUE.	
	2/20/2002	Thur	Product life cycle strategies EXTRA CREDIT ASSIGNMENT DUE	15
9	2/25/2002	Tue	Distribution ASSIGNMENT #4 (PRODUCT) DUE.	16
	2/27/2002	Thur	Pricing	13, 14
10	3/4/2002	Tue	Integrated marketing communications, advertising ASSIGNMENT #5 (DISTRIBUTION) DUE.	18
	3/6/2002	Thur	Public relations, personal selling, and sales promotion	19
11	3/11/2002	Tue	Direct marketing and electronic commerce ASSIGNMENT #6 (PRICING) DUE.	
	3/13/2002	Thur	Putting it all together: The Fourteen Undeniable Truths of Marketing	
Final	Tuesday, March 18, 3:00-6:00 p.m. Location to be announced. Please bring a 882-E ("green") 50 question Scantron form.			

¹ **Designated content coverage:** As part of the master plan for BSAD core course curriculum, this course has been designated to substantially address global issues and diversity in both lectures and readings. Both topics are extensively integrated into most course lectures and readings. Global issues are discussed in particular within the unit on Global Marketing and in chapter 7 of the text. Diversity is emphasized particularly within the context of the marketing environment, consumer behavior, marketing research, segmentation, and integrated marketing communications, and in chapters 3, 4 5, 8, 9, and 18.

GRADING

Component	Points possible each	Total points possible for category
Midterm	200	200
Final	300	300
Best 4/6 SA	125	500
TOTAL		1,000

It is expected that final grades will be assigned essentially based on a "straight" scale (i.e., 92% and up=A, 90-91.99% = A-, 88-89.99%=B+, 82-87.99%=B, 80-81.99%=B-, 78-79.99%=C+, 72-77.99%=C, 70-71.99%=C-, 68-69.99%=D+, 62-67.99%=D, 60-61.99%=D-, 0-59.99%=F). However, slight curving may be undertaken if necessary to assure a reasonable class-wide grade distribution.

COURSE COMPONENTS

EXAMS.

MIDTERM. A midterm, scheduled for February 6, will cover classroom material up to and including marketing research and chapters 1-8 of the text. A study guide for textbook material and a study "checklist" for classroom material have been provided. The breakout session for the week beginning on January 27 has been designated for review for the midterm.

The midterm will consist of 30 multiple-choice questions (75% of the weight) and three short answer questions, out of which you will be asked to answer any two (for a total of 25%). The exams will stress applications and *substantive* issues. Definitions will *not* be emphasized, and you should not focus on memorizing "trivia." Any numbers and figures you need to remember will be explicitly indicated on the study guides.

It is anticipated that at least 60% of the questions will have been covered both in class and in the text to some extent, with up to 20%, respectively, being covered primarily in one or the other.

Please bring a **882-E ("green") 50 question Scantron form**. You must be prepared to show your university ID card upon request.

FINAL: The final will be identical in format to the midterm. A small amount of cumulative material, clearly outlined on the study checklist, will be covered from classroom material, but the emphasis will be on material from "segmentation, targeting, and positioning" on. From the text, chapters 9-11, 13-16, and 18-19 will be covered.

Please bring a **882-E ("green") 50 question Scantron form**. You must be prepared to show your university ID card upon request.

ASSIGNMENTS

You are expected to complete at least four of the below six assignments. A fifth assignment may be turned in to replace the lowest of the four scores. However, turning in any more than five assignments will not replace any other scores.

Specific examples of each assignment will be posted to Blackboard by January 7. Please read and follow directions carefully.

To ensure a consistent due date for everyone, assignments must be turned in during the “mega” section in the box designated for your TA. Papers put into the wrong TA’s box will not be graded.

A cover page is *not* required. In the top right corner of the first page of each assignment, please write:

Your name
Your TA’s name
Your e-mail address
Assignment # ____ (fill in appropriate number)
Due date

Since you have a choice as to which assignments to do, late assignments will not ordinarily be accepted. Under exceptional circumstances, your TA may give you an extension if you petition for good reason in advance, but truly extraordinary circumstances are needed, and your TA is not required to grant such extensions. Having no choice left because the first two assignments were not done is *not* an excuse for requesting an extension.

All assignments should be double spaced and be written in a 12 point New Times Roman or Arial font. In addition:

ASSIGNMENT SUBMISSION GUIDELINES

1. Please download from Blackboard and fill out appropriate the “checklist” for each assignment. This should be attached as the final page of your assignment.

2. On the first page of the assignment, please *write and sign* the following statement:

This is my own work.

3. Unfortunately, it has become necessary to scan assignments for possible plagiarism. Please “copy” the text of your assignment from your word processor and “paste” it into the message section of an e-mail. Please do *not* attach a file. In the “subject” field, please put

Your Name / Assignment # (number of assignment)

This e-mail should be sent to bsad110@larsperner.com . **Please note that this e-mail should be sent *in addition to handing in a “hard” copy***. It is not a substitute for turning in the actual paper during the “mega” section meeting. Please *do not* use this e-mail address for substantive messages.

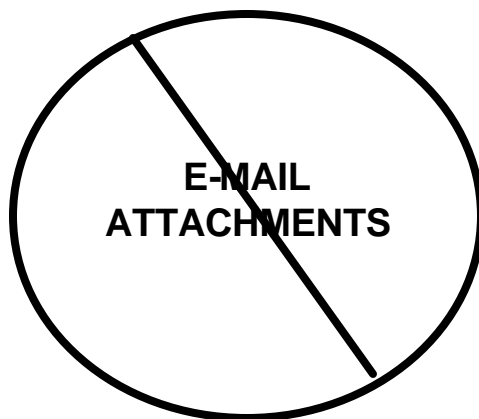
Please note:

- Creativity (within limits of good taste) is strongly encouraged!
- All assignments must be your own work. While it is acceptable to have other people proof-read and comment on your papers, copying other people’s work or other forms of academic dishonesty will be taken very seriously. Plagiarism may result in very serious sanctions from the University.
- Please consider any ethical implications of your ideas and analyses.

- The assignments are intended to be fun and to “tap” your ability to apply marketing ideas to managerial situations. Therefore, there is often great latitude in the exact outcome of your assignment. The most important thing to ask yourself is, “Would this kind of analysis be valuable to a manager paying me as a consultant?”
- Real marketing problems rarely if ever have clear, precise, and objective numerical answers. Thus, it would not be useful to give you “cookie cutter” assignments. There will be some subjectivity in the grading of assignments, but the grading will be more objective than evaluations you will receive at work and your feedback will be much more precise than what you can expect in a job setting.
- Assignments should be properly proof-read and spell-checked. TAs may deduct points for negligence and/or careless writing.

1. **Consumer Behavior: Product Experience Analysis.** (Due: January 30). Please:
 - a. Select a product category of interest to you (e.g., MP3 players, cologne, glue sticks, dish washing liquids, gourmet chocolate, or aluminum foil). Please consider an unusual product category!
 - b. Searching the Usenet Discussion Groups on the Internet, find at least three people discussing his or her experiences in using the product or decisions on what or whether to buy. To do so,
 - i. Go to <http://www.google.com/> .
 - ii. Double-click on “Groups.”
 - iii. In the search box, enter your product category and any additional key words of interest (e.g., in searching for “cologne,” you may want to enter “date” or “interview” or “girlfriend” to search for a context).
 - iv. Note down the URLs of each site examined.
 - c. Analyze the stories written, finding and quoting examples of issues discussed in class. NOTE: You must explicitly discuss how a specific passage illustrates a specific course issue. (Suggested length: 2 pages).
 - d. Please suggest at least one practical implication for a marketing manager of a specific brand (e.g., advertising messages that would address any confusion or questions your writers had, product attributes that were important and should be emphasized. (Suggested length: 0.5-1 pages).

Please see submission instructions on page 4.



2. **International Marketing: Product Adaptation** (Due: February 11). Please:
 - a. Select a country (e.g., Bolivia, China, Belgium, Sierra Leone) and a product category (e.g., ice cream, chocolate, men’s shoes, computer monitors) of interest to you.
 - b. See if you can find any Internet advertisements or mentions of the product in question for the country of interest. Note that in Google, you can choose “Advanced search” to restrict your search to domains associated with a specific

country's domain. Under "domain," enter period and the country's code (see <http://www.iana.org/cctld/cctld-whois.htm> for codes for each country). For example, enter ".jp" for Japan or ".cn" for China. What if any differences do you see in the way the product is made, packaged, or presented? (Suggested length: 1 page).

- c. Find some information about your chosen country using the *Economist Intelligence Unit*.
 - i. Go to the Library web page at <http://library.ucr.edu/>. You must either access this site from a campus computer or use a "proxy server." Please see the course web site for information on how to set up a proxy server if you do not have one already.
 - ii. Click on "Databases by Subject."
 - iii. Click on "Business & Economics."
 - iv. Click on "Economist Intelligence Unit."
 - v. Click on "Country profile."
 - vi. Select your country.
 - vii. Within the report, click on "Full report."
 - viii. Read the report, looking for information relevant to your chosen product category.
- d. Based on your reading above, suggest product adaptations—physical and/or communications—for your product. You should be as specific as possible and you must clearly explain how you decided on these adaptations based on your reading. (Suggested length: 1-2 pages).

Please see submission instructions on page 4.

3. **Segmentation** (Due: February 18). Please choose a product category of interest to you (e.g., dry cleaning, handguns, shampoo, tax preparation services, long distance phone service, dog collars, or gasoline) and
 - a. Suggest the *two* variables that you believe would be most important in segmenting the market (e.g., for dry cleaning, the two variables might be price/quality tradeoff and speed of service desired; for shampoo, the most important variables might be price sensitivity and the specific benefit desired—e.g., aroma, conditioning, and suitability for long hair). Please discuss clearly *why* you believe these variables to be the two most important ones in differentiating customers for the product. (Suggested length: ½ to 1 pages.)
 - b. Describe some possible segments that you would expect to see emerge *based on combinations of the two variables you have chosen*. How do these segments differ from each other in terms of their purchasing behavior? (Suggested length: 1.5-2 pages.)
 - c. Suggest which segment that you think a firm of your choice would be best off targeting (e.g., which segments would Suave be best off targeting?) You should consider factors such as
 - The reputation or image of the brand;
 - Reputations and images of competing brands;
 - Special abilities of the firm;
 - Growth rate of segments. (Suggested length: ¾ to 1 pages.)
 Please be sure to discuss your reasoning. (Suggested length: ¾ to 1 pages.)

Please see submission instructions on page 4.

IMPORTANT NOTE

Segmentation is done in terms of *consumers*, not products. We describe *people*, not the products they purchase. Thus, for example, it would not be correct to say that stylish cars, safe cars, pick-up trucks, and sports cars are segments. Instead, you would describe the consumers who would want those products.

Also note that segmentation involves more than just making different products for different kinds of people. We also segment on which media to use to reach these consumers (e.g., radio, television, newspapers, the Internet); where the products should be sold (young singles are more likely to shop in convenience stores than married couples with children); and how to price the products (large families tend to be more price sensitive and usually buy the more economical bulk containers rather than single food servings).

4. **Product** (Due: February 25): Why do some seemingly promising products fail? There are many reasons why some products end up being sold at very low prices in “99¢” stores. Sometimes, a manufacturer needs to “unload” some merchandise because it manufactured too much, is introducing a new model, has inventory that is nearing its expiration date, or is selling less in a foreign market than it expected. At other times, the 99¢ cent stores can get great deals because they buy in very high volumes. Frequently, however, products end up in 99¢ stores because sales at higher prices, through conventional channels, have been disappointing. Please visit a 99¢ store and find an interesting product that would likely have been priced much higher in traditional stores. Then:
- a. Please describe the product (suggested length: 1 paragraph) and
 - b. Propose some hypotheses why the product did not “make it” in regular stores. (NOTE: Obvious low quality of a product is not a very interesting explanation. Please select a product of *reasonably good quality* that likely failed for a reason *other* than quality concerns. For example, the product might be too difficult to use in practice or to store, or be messy to use). Please be sure to discuss your reasoning. The fact that a product label was printed in a foreign language suggests that the product was intended to be sold abroad, and thus that is not an interesting reason, either. You would then have to consider why the product did not make it in its home market. (Suggested length: 1-1.5 pages)
 - c. Are there any ways that the product might be “rescued” by redesign, repackaging, or an alternative distribution strategy? (Suggested length: 0.5 pages).

Some local 99¢ cent stores are:

- In the Food 4 Less shopping center on Chicago;
- In the Stater Brothers/K-Mart shopping center on Iowa;
- 99¢ Cents Only Stores, 9915 Magnolia Ave., Riverside;
- 99¢ Cents Only Stores ,3477 Arlington Ave. , Riverside (just off the 91 Freeway); and
- On Blaine, right before Watkins Dr., next to Tapioca Express.

Please see submission instructions on page 4.

5. **Distribution** (March 4). An often overlooked issue in distribution is the product’s packaging. Consumers frequently make “split second” brand choices based on very little information. Thus, it is essential to have your package communicate as well as possible what you think will entice the consumer to buy your product. Please:
- a. Find a specific branded product of interest to you (e.g., small Revlon lipstick, 8 once package of Arm & Hammer baking soda, 1 quart Penzoil in a plastic bottle,

- 500 sheets of Office Depot store brand of printer/copier paper, 10 ounce tube of Preparation H, or one pound Betty Crocker German Chocolate Cake mix). Please try to find an interesting and unusual product category!
- b. Describe the current packaging of the product (Suggested length: 1-2 paragraphs)
 - c. Discuss how effective you believe the packaging to be in getting consumers to buy the product. (Suggested length: 1-2 pages). (You may want to “bounce off” your opinions on some friends). Some factors you may want to consider:
 - i. How noticeable, relative to competing brands in the store, does this product appear to be?
 - ii. How aesthetically pleasing does the packaging appear to be?
 - iii. What does the packaging suggest about the credibility of the product? (E.g., non-prescription drugs may convey a more serious impression if the packaging is simple, while a “wilder” package may be more appropriate for skateboards).
 - d. Do you have any suggestions for redesign? Please discuss your reasoning. (Suggested length: 0.5-1 pages).

Please see submission instructions on page 4.

6. **Pricing** (Due: March 11). There are several ways that stores can price their products to maximize overall profits. One approach is to have a relatively constant margin on each product (“cost-plus”). For example, the store might automatically price each product at 140% of the wholesale cost. Other stores choose to make small margins on some highly visible items (“loss leaders”) and “make up” for these lower margins by higher prices elsewhere. Stores also make tradeoffs between low prices and the amount of services they provide. Please:
 - a. Select a few product categories of interest to you that are all sold in several different stores (e.g., CDs, music magazines, and cassette tapes; laundry detergent, clothes hangers, and shoe polish; yogurt, cereal, and eggs; ear piercing, earrings, and hair bands; guns, ammunition, and hunting boots; or printer paper, printer ink cartridges, and computer diskettes). Please consider interesting and unusual products!
 - b. Visit *at least three* retail stores that carry all the products on your list.
 - c. Collect prices on at least six items (a specific product, brand, and size) in each store. If the stores do not carry exactly the same items, are there close matches? Note your six items can include different brands/sizes in the same product category.
 - d. Summarize the prices of each item each item in each store in a chart.
 - e. Do you see any patterns in the pricing strategy of each store? (E.g., does one tend to use loss leaders while another does not?) (Suggested length: 1 page.)
 - f. What might be some reasons for these differences in pricing strategy? (E.g., does one store cater to a different segment than another? Are service levels different? Is one store simply using a better strategy?) Please discuss your reasoning. (Suggested length: 1-1.5 pages).

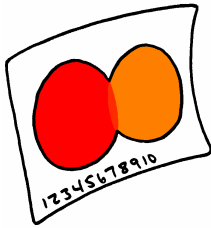
Please see submission instructions on page 4.

POLICIES

- 1) Classes should be missed only under truly compelling circumstances. Missing an excessive number of classes (more than 2-3 during the quarter) will be taken as a sign of serious deficiency in character, unmitigated sloth, and lack of dedication to the course and the university. Work obligations are not considered a sufficient reason for missing classes repeatedly.
- 2) **In view of the danger of the spread of viruses, e-mail messages sent to the instructor and TAs must never contain attachments.** Documents should be turned in during class or be delivered by hand *before* they are due. As a last resort, you may seek your TA's permission to "paste" the text of your assignment into the message section of an e-mail.
- 3) E-mails to TAs and the instructor should be written in standard English with proper capitalization and punctuation.
- 4) Standards of professionalism comparable to those expected in industry should be observed. Specifically:
 - a) You are expected to arrive on time and stay for the duration of the class. If you run late for anything but the most compelling reasons, it would be more considerate to spare others an interruption by not showing up at all that day. If you have to leave early for compelling reasons one day, please sit as close as possible to the door and exit quietly in order to minimize the disruption.
 - b) **In consideration of the rest of the class, private conversations should be entirely avoided.** This includes the passing of notes or non-verbal communication. It is *not* necessary to speak to others in order to pass along handouts or other materials.
 - c) Please do *not* move around the classroom once class has started as this can be very disruptive.
- 5) You must allow at least two days for TAs or the instructor to respond to e-mails.
- 6) Assignments are due during the mega-section meeting on the day indicated. Assignments turned into the wrong TA's box will not be graded.
- 7) Extensions assignments may be granted under *exceptional* circumstances. You must petition your TA as soon as possible after finding out the circumstances that you believe to justify an extension. Unless an explicit waiver is obtained in advance, extensions are expressly contingent on continuous attendance between the original due date and the extended deadline. Makeup examinations require serious and compelling reasons and appropriate documentation. If at all possible, these should be requested in advance.
- 8) University regulations on academic integrity are in effect. All work submitted must be your own. **In writing papers, if you take any more than three consecutive words from any source—even if placed in footnotes or in tables—these must be put in quotes.** Even if you do not quote directly, you must still give credit, by way of a citation, to any author's ideas you use. The university provides serious sanctions for plagiarism.
- 9) Students are responsible for having a correct e-mail address on record with their TA and must verify the accuracy of grade reports each time those are sent by e-mail. Please make sure that your e-mail address listed on BlackBoard is correct. If you do not have an e-mail address, you can obtain a free account on sites such as Yahoo or Hot Mail.
- 10) It is the student's responsibility to check BlackBoard frequently for messages and updates to class or discussion information.
- 11) Individuals who wish to claim as an excuse that "the dog ate [their] homework" must furnish proof of ownership of a dog of sufficient size to be plausibly able to consume an assignment of the size in question.
- 12) If you feel that you have been unjustly graded on assignments or exam essays, you must notify the appropriate TA in writing within one week (maximum) of the day the paper was returned. You must be able to explain his/her reasoning in a typed written statement. Please note that a reexamination does not necessarily mean rewarding more points. It is at the discretion of the TA to award, maintain, or take away points.

A PERSONAL NOTE

I have a mild case of Asperger's Syndrome, a neurological condition that in effect involves a "trade," albeit involuntary, of certain abilities for others. My symptoms are modest but frequently noticeable—the most significant ones involve difficulty in maintaining effective eye contact (I am often perceived as "staring"), impaired transmission and interpretation of non-verbal communication, excessive sensitivity to noise and other stimuli, poorly controlled body movements, limited spatial ability, and extreme difficulty in "learning" faces. Please understand that my mannerisms are not an indication of lack of interest or regard, that it may take me several weeks to learn your name even if I have a photograph of you available, and that I may need several extra moments to recognize you if we run into each other outside class.



EXTRA CREDIT OPPORTUNITY—

Secondary Marketing Research

For up to 10 points of extra credit:

1. Identify a question related to marketing that would be of interest to a firm. Please discuss clearly how the answer to this question would be useful to the firm. (Suggested length: 1-2 paragraphs). E.g.,
 - How frequently does the average household buy cereal and how long is spent on making a selection?
 - How likely are consumers to switch between different brands of coffee?
2. Use any *two* sources of secondary marketing research to answer this question. Note that only *objective* sources—e.g., print directories, U.S. Government web sites, or articles from legitimate magazines, newspapers, and trade publications are acceptable. Information from company or private web sites are not acceptable. Please provide a *complete citation* of each source—e.g.,

James Q. Interscopolus, (2002, April 22), "Rapping Against a Cultural Wall,"
International Journal of Rappology, 4(2), pp. 423-450.

That is, the author's name (if available), date of publication, title of the article, name of periodical, volume and issue number if available, and page numbers of the article if available.

3. Briefly discuss your findings (suggested length: ½ page) and the practical implications for the firm—that is, how can the firm use the information to make decisions (suggested length: 1 page).

If you choose to do this extra-credit assignment, it is due on February 20.

Creativity (within limits of good taste) is encouraged!