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**Shanghai University of Finance & Economics**

**2019 Summer Program**

**MKT 201 Principle of Marketing**

**Course Outline**

**Term: June 3 – June 28, 2019**

**Class Hours: 8:00-9:50 (Monday through Friday)**

**Course Code: MKT 201**

**Instructor: Arash Azadegan**

**Home Institution: Rutgers University, New Jersey, USA**

**Office Hours: TBA and by appointment**

**Email: azadegan.arash@gmail.com**

**Credit: 4**

**Class Hours:** This course will have 52 class hours, including 32 lecture hours, professor 8 office hours, 8-hour TA discussion sessions, 4-hour review sessions.

**Course Description:**

The fundamental objective of this course is to provide students with an understanding of the practical aspects of marketing strategy. Students completing the course will have an understanding of the application of key marketing terms and concepts, tools and frameworks in complex business situations. The content will focus on the role of marketing activities in the business enterprise and their utilization to achieve a sustainable competitive advantage. Gaining the ability to apply the tools and concepts of marketing is the key objective.

**Course Objectives:**

The class offers students the chance to build their skills and knowledge in an environment that encourages critical thinking and insight; no student should feel uncomfortable sharing an opinion. By the end of the course, students should be able to define and apply knowledge of the following key topics: the marketing concept, market segmentation, target marketing, positioning, branding, buying behavior in consumer and business markets, global marketing,

**Required Textbooks:**

Armstrong, Gary, Philip Kotler, Michael Harker, and Ross Brennan. "Marketing: An introduction." (2015).



## **Grading & Evaluation:**

Assessment of student learning will include three tests (based on your reading of the text materials). These tests will be comprised of objective questions, i.e., true and false and multiple choice questions. There are many business terms that you need to be familiar with throughout the course (and in your business career) so you will be tested on these terms. The professor will highlight many of these terms throughout the course. Assessment of learning will also include team case presentations, written case reports, and class participation. Participation includes class attendance, promptness, enthusiasm and involvement with class such as commenting on case presentations and asking questions. Professor Azadegan likes it when you ask questions particularly if English is NOT your first language.

## **Evaluation Procedures and Grading Scale:**

Test 1 (chapters 1-4) 20%

Test 2 (chapters 5-8) 20%

Test 3 (chapters 9-15) 20%

Written Case Analysis and Report 30%

Participation 10%

Grades are based on the following standard framework:

- A 90 % to 100%
- B 80% to 89%
- C 70% to 79%
- D 60% to 69%
- F Below 60%



### Course Schedule:

\*\*This schedule may be amended at any time as necessary based on the Instructor's discretion\*\*

|        |           | Topic  |
|--------|-----------|--|
| Week 1 | Session 1 | <b>Introduction of the Course</b>  |
|        | Session 2 | <b>Chapter 1 - Marketing Creating Customer Value and Engagement</b><br><i>This chapter introduces you to the basic concepts of marketing. We start with the question: What is marketing?</i>   |
|        | Session 3 | <b>Chapter 2 - Company and Marketing Strategy</b><br><i>In this chapter, we dig deeper into steps two and three of that process: designing customer value-driven marketing strategies and constructing marketing programs.</i>   |
|        | Session 4 | <b>Chapter 3 - Analyzing the Marketing Environment</b><br><i>In this chapter, you'll see that marketing operates in a complex and changing environment. Other actors in this environment—suppliers, intermediaries, customers, competitors, publics, and others—may work with or against the company.</i>  |
| Week 2 | Session 1 | <b>Chapter 4 - Managing Marketing Information to Gain Customer Insights</b><br><i>In this chapter, we look at how companies develop and manage information about important marketplace elements: customers, competitors, products, and marketing programs.</i>   |
|        | Session 2 | <b>Chapter 5 - Understanding Consumer and Business Buyer Behavior</b><br><i>In this chapter, we take a closer look at the most important element of the marketplace—customers. The aim of marketing is to engage customers and affect how they think and act. To affect the whats, whens, and hows, marketers must first understand the whys.</i>  |
|        | Session 3 | <b>Chapter 6 - Customer Value-Driven Marketing Strategy</b><br><i>This chapter looks further into key customer value-driven marketing strategy decisions—dividing up markets into meaningful customer groups (segmentation), choosing which customer groups to serve (targeting), creating market offerings that best serve targeted customers (differentiation), and positioning the offerings in the minds of consumers (positioning).</i> |
|        | Session 4 | <b>Chapter 7 - Product, Services, and Brands</b><br><i>In this and the next chapter, we will study how companies develop and manage products, services, and brands.</i>  |
| Week 3 | Session 1 | <b>Chapter 8 - Developing New Products and Managing the Product Life Cycle</b><br><i>In this chapter, we examine two additional product topics: developing new products and managing products through their life cycles.</i>   |
|        | Session 2 | <b>Chapter 9 - Pricing -Understanding and Capturing Customer Value</b><br><i>In this chapter, we look at the second major marketing mix tool—pricing. If effective product development, promotion, and distribution sow the seeds of business success, effective pricing is the harvest.</i>   |
|        | Session 3 | <b>Review of the Chapters</b>  |
|        | Session 4 | <b>Chapter 10- Marketing Channels</b><br><i>This chapter explores how a firm's success depends not only on how well it performs but also on how well its entire marketing channel competes with competitors' channels.</i>   |
| Week 4 | Session 1 | <b>Chapter 11 - Retailing and Wholesaling</b><br><i>In this chapter, we examine the characteristics of different kinds of retailers and wholesalers, the marketing decisions they make, and trends for the future.</i>   |
|        | Session 2 | <b>Chapter 14 - Direct, Online, Social Media, and Mobile Marketing</b><br><i>As you read this chapter, remember that although direct and digital marketing are presented as separate tools, they must be carefully integrated with each other and with other elements of the promotion and marketing mixes.</i>  |
|        | Session 3 | <b>Chapter 15 - The Global Marketplace</b><br><i>This chapter looks into how advances in communication, transportation, and digital technologies have made the world a much smaller place. We will examine six major decisions marketers make in going global.</i>   |
|        | Session 4 | <b>Course Review</b>   |



## **Additional Information: Guidelines for Case Analysis:**

An objective of this course is to strengthen your oral and written communication skills. When students prepare their written case analysis the report must use consistent margins, font size and type. Papers should be prepared as a business report. Professor Azadegan will provide additional information about how to prepare a business report and guidelines. You are not doing an academic term paper. When the team presents a case analysis in class, each team will have approximately 35 minutes followed by class discussion. When student present a case, they must provide a one-page outline that may be two sided. Note: Students are advised that the University writing center is available to review written work assignments but you must give it to them well in advance of when the assignment is due.

## **Policies and Procedures:**

(1) Students are expected to attend class and be on time. Students who miss more than two classes without written medical justification, will be penalized at the discretion of the professor by a reduction in class participation grade. The professor does not like to do this so attend class and be on time.

(2) **There are no make-up tests in this course** unless you are in bed in a hospital or someone in your immediate family has passed away. Immediate family means mother, father, brothers or sisters, grand- mothers, grand-fathers, immediate aunts and uncles. If one of these unfortunate events occurs Professor Azadegan requires an “official certification” of such event. Interviews for jobs do not count. Do not arrange any interview on the day of your team presentation or tests. If one of these unfortunate events does occur any make-up test is written/discussion type questions and taken at the time of the Professor’s convenience.

(3) When students present their oral case presentations they are expected to be neatly attired. Neat attire is generally a sport jacket or suit for men (but at least a shirt and tie) and whatever might be equivalent for women; specifically, no shorts, cut offs, flip flops, blue jeans, sweat pants, yoga pants or other casual/bar attire. Professor Azadegan firmly believes that life appearance does matter although that has become questionable in the global professional world these days. People will treat you the way you present yourself!!! People draw conclusions quite often unfairly by certain attributes of your appearance, so it is best to play safe- better to over dress than the alternative.

## **How to Do Well in this Course:**

Professor Azadegan assume students wish to do well in this course. The most successful students tell me that they are successful by using the following approach. First, they read the chapter assignment prior to class, then they outline the chapter, then they again read the chapters and study the outlines prior to each test. Additionally, the summary at the end of each chapter helps to understand the terms and concepts that the authors are presenting. Additionally, in regard to the team assignment, **teams are most successful when they meet at a prescribed time each week** to structure their presentation, assign responsibilities and then review their contributions when they meet each week. Electronic communication among team members is useful but teams **MUST** meet routinely to prepare their final in class oral presentation and the final written paper. This means if you wish to do well in this course you need to be conscientious and regimented in your approach to the course and involved in each class meeting.



### Some information about the professor:

University Website: <https://www.business.rutgers.edu/faculty-research/directory/arash-azadegan>

Linked in: <http://www.linkedin.com/pub/arash-azadegan/12/a57/733>

Professional Blog: <http://aazadegan.blogspot.com/>

Arash Azadegan (PhD, W.P. Carey School of Business, Arizona State University) is an Associate Professor at Rutgers Business School and the Director of Supply Chain Disruption Research Laboratory (SCDrl). Dr. Azadegan has an active stream of research focused on strategic management, humanitarian supply chains and crisis management. Among his ongoing projects, he is working on research that explores the nature of trust and reciprocity among inter-sectoral collaborations during humanitarian relief. A related project focuses on detailing the network structure and nature of relationships among NGOs during hurricane Sandy. In a second stream of research Dr. Azadegan focuses on the influence and corporate resilience and business continuity efforts in managing large scale supply chain disruptions. Dr. Azadegan has shared his research findings in numerous national and international venues, including Columbia University's National Center for Disaster Preparedness, Transportation Research Board in Washington DC and at multiple Universities in China. Dr. Azadegan's work is published in several top operations, supply chain and management journals including the Journal of Operations Management, Journal of Supply Chain Management, Production and Operations Management, Journal, Journal of Business Ethics and the Decision Sciences Journal among others. Dr. Azadegan serves as associate editor for the Journal of Operations Management, Journal of Supply Chain Management and the Decision Sciences Journal. He is a member of the executive board for the Safe America Foundation and ISM Risk Management.

## APPENDIX

### Appendix A: Guide to Case Analysis

Cases require careful preparation before class. The following is a list of steps to guide your case preparation.

- a. Rapidly read the assigned case and other materials to gain a general understanding of the industry, the firm, and the general competitive situation and issues.
- b. Carefully review the discussion questions provided for the session for clues as to what issues require special attention.
- c. Carefully re-read the case, taking notes that sort information, facts, and observations under a number of relevant headings. Use the discussion questions to guide your own thinking about the issues.
- d. Formulate theories or hypotheses about what is going on as you read ("the company loses money on small orders"), modifying or rejecting them as new information surfaces ("Table 2 shows that shipping costs per unit are higher for small orders, but only for long-distance shipments").
- e. Perform quantitative analyses, "crunching" whatever numbers are available. It is also very important to provide quantitative support wherever possible, particularly when exploring various hypotheses as to the nature and importance of certain phenomena. (If the requisite data are not available in the case, precise descriptions of what data are missing often triggers ideas for making creative use of the information that is available.) It is usually worthwhile to identify trends in the firm or industry, preferably with a quantitative measurement. Some of these trends, often very important ones, will not be flagged in the text of the case.
- f. Prepare definitive conclusions before you come to class concerning the issues raised in the discussion questions.
- g. Bring your detailed notes with you to class to help guide your interventions in class discussions.