

**Peter F. Drucker and Masatoshi Ito  
Graduate School of Management  
Claremont Graduate University**

**MGT 321 Marketing Management  
Fall 2007**

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**Course Description:**

This course focuses on marketing and its role within organizations. It introduces the marketing concept, examines its relationship to other functions in the firm and looks at techniques and frameworks used to examine marketing environments, understand consumer and organizational buying behavior, segment markets and position products, develop new products, manage existing products and promote, price and place products.

**Learning Objectives:**

- Understand the process of marketing management;
- Identify and know when to apply tools used by marketing managers to analyse a firm's external and internal environment;
- Understand key decisions related to the four P's of marketing (product, price, place and promotion);
- Be able to prepare a basic marketing plan;
- Consider how current issues, such as entrepreneurship, innovation, e-commerce and internationalization affect marketing decisions;
- Apply marketing principles in a global context

**Class Meeting Time:**

Monday, 9:00AM – 11:50AM (Section 1); 7:00 PM – 9:50PM (Section 2)

**Required Materials:**

**Book:** WHAT IS MARKETING, Alvin Silk, Harvard Business School Press, 2006

**Cases/Articles:** We will use a number of Harvard Business School Cases and Articles, specified in this syllabus. **You must buy this course pack at Huntley Bookstore.**

In addition, this syllabus contains a list of recommended readings. They are included **for your interest only**—they are not required for the course. You can look them up in Honnold Library in the periodicals section (they are NOT on reserve).

**Course Requirements:**

Assessment comprises four components. Each component is outlined in more detail on the following page.

Participation	40%
Case Write Up #1	15%
Case Write Up #2	15%
Final Exam	30%

<b>Course Schedule:</b>
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The following schedule indicates topics we will cover and the order in which we will cover them.

<b>WK</b>	<b>Date</b>	<b>TOPIC/READING/KEY CONCEPTS</b>	<b>CASE</b>
1	September 10	Course Overview  Book: Intro and Chapter 1  Key Concepts: <ol style="list-style-type: none"> <li>1. Why study Marketing</li> <li>2. Scope of Marketing</li> <li>3. Key Marketing Concepts</li> </ol>	Case study: Organic Growth at Wal-Mart (HBS 9-707-498)
2	September 17	The Marketing Concept  Levitt, "Marketing Myopia", HBR Reprint R0407L  Key Concepts: <ol style="list-style-type: none"> <li>1. Customer Value</li> <li>2. Lifetime Value of customers</li> <li>3. Attracting and retaining customers</li> </ol>	Case study: Starbucks: Delivering Customer Service (HBS 9-504-016)
3	September 24	Customer Behavior and the Role of Marketing Research  Book: Chapter 2  Key Concepts: <ol style="list-style-type: none"> <li>1. Consumer Markets</li> <li>2. Business Markets</li> <li>3. Marketing Research</li> </ol>	Case study: TiVo in 2002: Consumer Behavior (HBS 9-502-062)
4	October 1	Analyzing Markets/Competition  Book: Chapter 3  Key Concepts: <ol style="list-style-type: none"> <li>1. Market structure</li> <li>2. Competitive moves</li> <li>3. Value Chain</li> </ol>	Case Study: Cola Wars Continue: Coke and Pepsi in 2006 (HBS 9-706-447)
5	October 8	Analyzing Markets/Positioning/Branding	Case study: Steinway and Sons: Buying a Legend (A) (HBS 9-500-028)

		<p>Book: Chapter 3</p> <p>Key Concepts:</p> <ol style="list-style-type: none"> <li>1. Differentiation</li> <li>2. Defining Quality</li> <li>3. Marketing Mix</li> </ol>	
6	October 15	<p>Analyzing Markets/Product Policy</p> <p>Book: Chapter 4</p> <p>Key Concepts:</p> <ol style="list-style-type: none"> <li>1. Product Line</li> <li>2. Gap filling</li> <li>3. Cannibalization</li> </ol>	Case Study: Sealed Air Corporation (HBS 9-582-103)
7	October 22	<p>New Product Introduction</p> <p>Gourville, "Eager Sellers and Stony Buyers", HBR Reprint R0606F</p> <p>Key Concepts:</p> <ol style="list-style-type: none"> <li>1. Product Innovation</li> <li>2. Adoption Behavior</li> <li>3. Product Life Cycle</li> </ol>	Case: Cumberland Metal Industries: Engineered Products Division, 1980 (HBS 9-580-104)
8	October 29	<p>Pricing</p> <p>Yankelovich and Meer, "Rediscovering Market Segmentation, HBR Reprint R0602G</p> <p>Key Concepts:</p> <ol style="list-style-type: none"> <li>1. Pricing</li> <li>2. Branding</li> <li>3. Marketing errors</li> </ol>	Case: Snapple (HBS 9-599-126)
9	November 5	<p>Advertising/Promotion</p> <p>Key Concepts:</p> <ol style="list-style-type: none"> <li>1. Product Introduction</li> <li>2. Marketing Program</li> <li>3. Forecasting</li> </ol>	Case study: Optical Distortion, Inc. A. (HBS 9-575-072)
10	November 12	<p>Channels/Distribution</p> <p>Book: Chapters 5, 6</p> <p>Key Concepts:</p> <ol style="list-style-type: none"> <li>1. Channels/Distribution</li> <li>2. Internet Marketing</li> <li>3. What's "new"?</li> </ol>	Case study: Autobytel.com (HBS 9- 500-076)

11	November 19	Global Marketing: Markets  Key Concepts: 1. Global Markets 2. Transferability 3. Culture	Case Study: 7-Eleven, Inc. (HBS 9- 504-057)
12	November 26	Global Marketing: Products  Key Concepts: 1. New Products Abroad 2. Global Positioning 3. Context	Case Study: Citibank: Launching the Credit Card in Asia Pacific (A) (HBS 9-595-026)
13	December 3	Global Marketing: Advertising/Communication/ Branding  Key Concepts: 1. Global Branding 2. Communications Mix 3. Advertising	Case study: Heineken N.V. Global Branding and Advertising (HBS 9-596-015)
14	December 10	Introduction to Take Home Final Exam	

<b>Assignment Questions for each Class</b>
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**Class #1: Wal-Mart**

Assignment Questions

- What accounts for Wal-Mart's competitive advantages?
- Are those advantages sustainable? In the U.S.? Abroad?
- Are they transferable to other cultures?

**Class #2: Starbucks: Delivering Customer Service**

Assignment Questions:

- What factors accounted for the extraordinary success of Starbucks in the early 1990s? What was so compelling about the Starbucks value proposition? What brand image did Starbucks develop during this period?
- Why have Starbucks' customers satisfaction scores declined? Has the company's service declined, or is it simply measuring satisfaction the wrong way?
- How does the Starbucks of 2002 differ from the Starbucks of 1992?
- Describe the ideal Starbucks customer from a profitability standpoint. What would it take to ensure that this customer is highly satisfied? How valuable is a highly satisfied customer to Starbucks?
- Should Starbucks make the \$40 million investment in labor in the stores? What's the goal of this investment? Is it possible for a mega-brand to deliver customer intimacy?

**Class #3: TiVo in 2002: Consumer Behavior**

Assignment Questions:

- According to Keast, "there is a mystery in the sharp contrast between the inertia of prospects and the evangelical zeal of TiVo users." As an emergency expert in consumer behavior how would you tackle that mystery? What do you think could be going on? Beyond your pet hypothesis, try to be creative and list a large number of conflicting hypotheses by taking multiple points of view. What might "evangelists" mention as a cause of their failure to sell TiVo to their friends? What might a "couch potato" say about his reluctance to buy TiVo? What would you expect a top executive at NBC to say about the situation? What explanation would the founder of TiVo love to hear? Hate to hear?

- Now look at the data in the case exhibits. What hypotheses get supported, what hypotheses get discounted? What other insight(s) do you directly derive from the data summarized in the text and presented in the exhibits that might help to guide the growth of TiVo?
- TiVo is a new technological company and the management's approach to research and insight has gradually evolved over time. What have been the different stages in their exploratory journey? What conclusion is this journey converging to? If you could time-travel to the early hours of the company, what would your advice to Keast be in terms of the research they should be conducting (the type of insight they should be looking for) at the outset for a more effective launch?

#### **Class #4: Cola Wars Continue: Coke and Pepsi in 2006**

##### Assignment Questions

- Why, historically, has the soft drink industry been so profitable?
- Compare the economics of the concentrate business to that of the bottling business: Why is the profitability so different?
- How has the competition between Coke and Pepsi affected the industry's profits?
- Can Coke and Pepsi sustain their profits in the wake of flattening demand and the growing popularity of non-CSDs?

#### **Class #5: Steinway & Sons: Buying a Legend (A)**

##### Assignment Questions:

- What rationale could Messina and Kirkland have for buying this company? What opportunities (if any) exist within this industry? Within the company?
- What value (if any) do Messina and Kirkland bring to Steinway & Sons? What negatives (if any) do they bring?
- What do you think of Steinway's 1992 decision to launch the Boston line of pianos? What impact might this new line of pianos have on the company? Having just purchased the company in 1995, what should Messina and Kirkland do with the Boston piano line?
- Moving forward, what is Steinway & Sons single biggest strength? How can it be best leveraged? What is Steinway & Sons single biggest weakness? How can it be minimized or eliminated?
- If you were advising Messina and Kirkland, what near-term and long-term actions would you recommend?

### **Class #6: Sealed Air Corporation**

Assignment Questions:

- What are the problems that need to be solved?
- What has been happening in this market? How is SA doing?
- Should SA introduce an uncoated product to compete with GAFCEL and the incipient competition from other small U.S. producers and Sansetsu?
- If so, what marketing program would you propose for uncoated?
  - a. Product/price specification:
  - b. Brand identification
  - c. Direct sales program
  - d. Geographic markets
  - e. Distributor program

### **Class #7: Cumberland Metal Industries: Engineered Products Division, 1980**

Assignment Questions:

- What is your price for the new pad?
- Should they focus on profits or on building market share?
- How are you going to markets these pads?
- What are the long-term prospects for this product?

### **Class #8: Snapple**

Assignment Questions:

- In the period of 1972 to 1993, why do you think that Snapple flourished when so many small startup premium fruit drinks stayed small or disappeared? Explore each of the Four Ps (as you decide where to give credit).
- Now look at the period from 1994 to 1997. Did Quaker make an error in buying Snapple or did they manage it badly?
- Roll forward to 1998. What can Triarc's managers learn from Quaker's experience? What can they apply from their own experience? Is the Snapple target market "anyone with lips?" Is it ok that Snapple "ends up meaning lots of different things to lots of different people?" What are the risks and rewards of leaving "what the brands stands for" open to consumers' interpretations rather than a strong positioning on it? And what does it mean to say that Snapple is a fashion brand?

- Identify the three highest priority initiatives you would start tomorrow if you were in Mike Weinstein's shoes. Justify them.

### **Class #9: Optical Distortion, Inc.**

#### Assignment Questions:

- What characteristics of the ODI contact lens are likely to make it appealing or unappealing to different types of chicken farmers? [If desired, this question can be rephrased to include a specific reference to literature on diffusion of innovations.]
- In what geographic areas should ODI focus its efforts?
- On what market segments (in addition to geographic) should ODI focus its efforts?
- What pricing policy should ODI adopt?
- What level of marketing efforts should ODI be considering? In particular, what information, incentives, and technical assistance will be required to induce (a) trial and (b) repurchase?
- What's a realistic goal for ODI by 1978?

### **Class #10: Autobytel.com**

#### Assignment Questions:

- What is Autobytel's value proposition for consumers? For dealers? Are there any downsides to the Autobytel model from the consumer perspective? From the dealer perspective?
- What course of action should Autobytel take to accelerate revenue growth?
- How should Autobytel be differentiating itself from the competition?
- Come up with a new positioning statement for Autobytel. What kind of marketing mix should accompany this new positioning statement? How enduring is this new positioning?

### **Class #11: 7-Eleven, Inc.**

#### Assignment Questions:

- What differences are there between the situations in Japan and the U.S. that might make the Japanese 7-Eleven experience with prepared foods a misleading model for 7-Eleven in the U.S.?
- What do you admire about the way in which Jim Keyes has tried to emulate the Japanese concept in the U.S.? In what ways do you think he may be missing the board?
- What marketing efforts should 7-Eleven U.S. undertake to make the most of its new capabilities and vision?
- If 7-Eleven's prepared food initiative is a huge success, what would be the implications for other players in the food system?
- What do you see as the future of food distribution to consumers? What proportion of food will be a) prepared and eaten at home, b) prepared elsewhere but eaten at home, c) prepared at home but eaten elsewhere, or d) prepared outside the home and eaten outside the home? What implications for convenience stores?

### **Class #12: Citibank: Launching the Credit Card in Asia Pacific (A)**

#### Assignment Questions:

- Should Citibank launch the card product? Why or why not?
- Given its upscale customer base, how should Citibank position its card, if it decides to launch it?
- Which countries should Citibank enter first? Which countries should it avoid?
- How should Rana Talwar convince his country managers and head quarters to accept the card product? What organizational mechanisms does he have in his control?
- If you chose not to introduce the card, what would you do to achieve the \$100 million earnings target by 1990? What kind of branch banking products should the bank offer?

### **Class #13: Heineken N.V.: Global Branding and Advertising**

#### Assignment Questions:

- What are Heineken's strengths and weaknesses? Is Heineken a global brand?

- Evaluate the research. What has been learned?
- How can the Heineken brand be developed through marketing communications?
- What should be the role of Heineken's headquarters in shaping the marketing of the brand worldwide?

<b>Teaching Format/Key Ideas</b>
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We will begin each class with a full discussion of the assigned case study. The major discussion questions for each case can be found at the end of this syllabus. After the case discussion I normally give a brief lecture on the subject at hand. Each of these lectures is accompanied by a Powerpoint presentation (available on Sakai) and organized around 3-5 key **IDEAS/CONCEPTS** that summarize the key issues for that day.

**YOU ARE RESPONSIBLE FOR BECOMING KNOWLEDGEABLE ABOUT THESE IDEAS/CONCEPTS THROUGH THE LECTURE NOTES AND THROUGH INDEPENDENT BACKGROUND RESEARCH**

<b>Class Participation:</b>
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1. Preparation and participation are critical to your success in the course. **You will be graded on the quality (not necessarily quantity) of your contribution.**

2. Preparation: **My expectation is that you will come to the class having read the assigned background reading(s) and already thought through and analyzed the case study.** This way, we can devote the bulk of the class time to thinking about and responding to each other's analyses of the cases and only the necessary minimum to getting the facts out.

3. Absences: As a matter of courtesy, if you are unable to attend, you must email or phone me before class. **If you miss more than two classes, you will be marked as absent for the entire course (NO EXCEPTIONS)**

4. Classroom etiquette: Please arrive **on time** to class. When in class, **mobile phones and pagers must be switched off.** The use of laptops is permitted for note taking but discouraged for checking emails and surfing the Internet as you are expected to remain attentive and contribute to class discussion.

5. Class participation: I encourage active student participation in class and **take class participation into account in determining course grades.** If you are inadequately prepared to lead off the discussion of a particular reading or case, you may: (1) ask before class not to be called on, (2) pass when you are called, (3) "wing it.", or (4) faint. These actions are listed in decreasing order of attractiveness.

6. The Instructor's role: My role in the class is to **facilitate** discussion. In part, I serve as a clarifier and sometimes an intensive questioner in order to help you present and develop your ideas. One of my primary roles is to manage the class process and to assure that we collectively reach a clear understanding of the issue at hand.

7. Cases: Clearly, there is no single correct solution to most cases. **There are, however, wrong solutions and many lessons to be learned.** There also is such a thing as weak analysis. Finally, there are solutions and analyses which are ineffective

because they are not presented in an orderly and persuasive fashion. We should work together to see to it that each class session is a lively, stimulating, and intellectually rewarding venture in group learning. We are individually and collectively responsible for achieving that end.

8. Approaching a case: Each case stands on its own. **Generally, I am not concerned with what was the actual outcome of the case.** Such an approach would imply that there is a "right answer". The actual outcome of a situation may or may not reflect a good solution. In those instances where there was a particularly interesting outcome, it will be shared with the class.

### Written Assignments:

**Beyond thorough preparation for class, there are 2 written assignments and a final Take Home (Case) Exam.**

Each student is required to signup for 2 case write-ups. This is a **two-page, double spaced**, (minimum font size = 12 pts.) paper answering the case questions assigned in the syllabus. The write-up is due at the beginning of the class session at which that case is discussed, and students doing the case write-up are expected to take the lead in the class discussion that day. **A signup sheet will be circulated on the first day of class.**

Signups will be limited for each case to insure all cases get equal coverage, so the **signups are first come, first serve.**

Papers will be graded on the basis of their thoroughness, accuracy, clarity, conciseness, organization and application of the principles and tools learned in this course.

**The final exam consists of a SHORT TAKE HOME CASE.**

### Academic Honesty

You should be familiar with the University policy regarding academic honesty. The policy can be found at <http://www.cgu.edu/handbook/Academic%20Honesty.doc>. You should also consult the Writing Center's guidelines as to what constitutes plagiarism (<http://writecenter.cgu.edu/students/plagiarism.html>).

**I do not tolerate academic dishonesty and will actively monitor students' work to ensure dishonesty does not occur. A student who violates the University policy on academic honesty will get a minimum of zero for the piece of assessment for which dishonesty is established and I will ask the MBA Director to put a note on that student's file.**

### Late assignments and extensions

**Not accepted/applicable.**

<b>Grading</b>
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**I give only a few A's and A+'s.** The course average is typically in the B-B+ range. If you perform below expectation, I give grades of C and below.

My standards:

*A) For written work and final course grades*

A+	Truly exceptional performance, rarely given.
A	Performance significantly above expected levels.
A-	Performance moderately above expected levels.
B+	Expected level of performance.
B	Performance moderately below the expected level.
B-	Performance significantly below the expected level.
C+	Passing but marginally acceptable performance.
C	Unacceptably poor performance.
C-	Very poor performance.

*B) For Class Participation*

A and A-	Comes to class prepared. Contributes readily to the conversation but does not dominate it. Makes thoughtful contributions that advance the conversation. Shows interest in and respect for others' points of view. Participates actively in small groups. Makes a genuine effort to assist colleague presenters by being engaged and involved in presentations.
B+ and B	Comes to class prepared and makes thoughtful comments when called upon. Contributes occasionally without prompting. Shows interest in and respect for others' points of views. Participates actively in small groups.
B- and C+	Participates in discussion but in a problematic way. Such students may talk too much, make rambling or tangential contributions, bluff their way unprepared or otherwise dominate discussions, not acknowledging cues of annoyance from other students or the professor.
	Comes to class prepared but does not voluntarily contribute to

- C and C- discussions and gives only minimal answers when called upon. However, does show interest in the discussion, listens attentively and takes notes.
- F Seems on the margin in class and may have a negative impact on the participation of others. Often does not participate because has not read the material in advance. May be disruptive or radiate negative energy via hostile or bored body language. May be overtly rude.

<b>Recommended Additional Reading</b>
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**Other Books**

Philip Kotler and Kevin Lane Keller, *MARKETING MANAGEMENT*, 12e, Prentice Hall, 2006

**What is Marketing?**

Capon, N. and Hulbert, J.M. (2001). *Marketing management in the 21<sup>st</sup> century*. NJ: Prentice Hall, pp. 1-24.

Border, N.H. (1964). The concept of the marketing mix. *Journal of Advertising Research*. Vol. 4, 2-7.

Smithee, A. (1997). Kotler is dead. *European Journal of Marketing*, Vol. 34, No. 3/4, 317-325.

**Winning markets through market-oriented strategic planning**

Bennett, Roger C. and Cooper, Robert G. (1981). The misuse of marketing: an American tragedy. *Business Horizons*, Vol. 25, 51-61

Hayes, R.H. and Abernathy, W.J. (1980). Managing our way to economic decline. *Harvard Business Review*, (July-August), 67-77.

Houston, F.S. (1989), The Marketing Concept: what it is and what it is not. *Journal of Marketing*, Vol. 50, 81-87.

Kohli, A.K. and Jaworski, B.J. (1990), Market orientation: the construct, research propositions and managerial implications. *Journal of Marketing*, Vol. 54, 1-18.

Narver, J.C. and Slater, S.F. (1990). The effect of a market orientation on business profitability. *Journal of Marketing*, (October), 54, 1-18.

Day, G.S. (1994). The capabilities of market-driven organizations. *Journal of Marketing*, Vol. 58, 37-52.

Slater, S.F. and Narver, J.C. (1994). Market orientation, customer value, and superior performance. *Business Horizons*, (March-April), 22-28.

Day, G.S. (1999). Creating a market-driven organization. *Sloan Management Review*, Vol. 41, No. 1, 11-22.

Slater, S.F. (1997). Developing a customer value-based theory of the firm. *Journal of the Academy of Marketing Science*, Vol. 25, No. 2, pp. 162-167.

Berthon, P., Hulbert, J.M., and Pitt, L.F. (1999). To serve or create? Strategic orientations toward customers and innovation. *California Management Review*, Vol. 42, No. 1. 37-58.

Slater, S.F. (1999). Market oriented is more than being customer led. *Strategic Management Journal*, Vol. 20, 1165-1168.

Kumar, N., Scheer, L. and Kotler, P. (2000). From market driven to market driving. *European Management Journal*, Vol. 18, No. 2, 129-142.

Svandermerwe, S. (2004). Achieving a deep customer focus. *Sloan Management Review*, (Spring), 26-34.

Prahalad, C.K. (2004). The blinders of dominant logic. *Long Range Planning*, Vol. 37, 171-179.

Prahalad, C.K. (1994). Competing for the future. *Harvard Business Review*, (July-August), 122-128.

### **Gathering information and scanning the environment**

Ansoff, H.I. (1957). Strategies for diversification. *Harvard Business Review*, (September-October), 113-124.

Slater, S.F. and Olson, E.M. (2002). A fresh look at industry and market analysis. *Business Horizons*, Vol. 45, No. 1, 15-22.

### **Building customer satisfaction, value and retention**

Reinzartz, W. and Kumar, V. (2002). The mismanagement of customer loyalty. *Harvard Business Review*, (July), 86-94.

Brown, S. (2001). Torment your customers (they'll love it). *Harvard Business Review*, (October), 83-88.

### **Analyzing consumer and business behavior**

Sirgy, M.J. (1982). Self-concept in consumer behaviour: a critical review. *Journal of Consumer Research* (December), 287-300.

Aaker, J. (1997). Dimensions of measuring brand personality. *Journal of Marketing Research*, (August), 34, 347-356.

Aaker, J. (1999). The malleable self: the role of self-expression in persuasion. *Journal of Marketing Research*, (May), 45-57.

Mullin, R. (1997). Taking customer relationships to the next level. *The Journal of Business Strategy* (January-February), 22-26.

Naurus, J.A. and Anderson, J.C. (1986). Turn your industrial distributors into partners. *Harvard Business Review*, (March-April), 66-71.

### **Segmenting, targeting, positioning and differentiation**

Dibb, S. and Simkin, L. (2001). Market segmentation: diagnosing and treating the barriers. *Industrial Marketing Management*, Vol. 30, 609-625.

Hoek, J., Gendall, P.J. and Esslemont, D.H.B. (1993). Market segmentation. *Asia-Australia Marketing Journal*, Vol. 1, No. 1, 41-46.

Day, G. S., Shocker A.D. and Srivastava, R. K. (1979). Customer-oriented approaches to identifying product-markets. *Journal of Marketing*, Vol. 43, 8-19

Dickson, P.R. and Ginter, J.L. (1987). Market segmentation, product differentiation and marketing strategy. *Journal of Marketing*, Vol 51, 1-10.

Treacy, M. and Wiersema, F. (1993). Customer intimacy and other value disciplines. *Harvard Business Review* (January-February), 84-93.

### **Dealing with the competition and internal analysis**

Fahey, L. (2002). Invented competitors: a new competitor analysis methodology, *Strategy and Leadership*, Vol. 30, No. 6, 5-13.

Fahey, L. (2003). Competitor scenarios, *Strategy and Leadership*, Vol. 31, No. 1, 32-44.

Schoemaker, P.J.H. (1991). When and how to use scenario planning: a heuristic approach with illustration, *Journal of Forecasting*, Vol. 10, 549-561.

Schoemaker, P.J.H. (1995). Scenario planning: a tool for strategic thinking, *Sloan Management Review* (Winter), 25-40.

### **Product and market development**

Colarelli O'Connor, G. and Rice, M. (2001). Opportunity recognition and breakthrough innovation in large established firms. *California Management Review*, Vol. 43, No. 2, 95-116.

Day, G.S. and Schoemaker, P.J.H. (2000). Avoiding the pitfalls of emerging technologies. *California Management Review*, Vol. 42, No. 2, 8-33.

Urban, G.L., Weinberg, B.D., and Hauser, J.R. (1996). Pre-market forecasting of really new products. *Journal of Marketing*, Vol. 60, 47-60.

### **Products and services**

Keller, K.L., Sternthal, B. and Tybout, A. (2002). Three questions you need to ask about your brand. *Harvard Business Review* (September), 80-86.

De Chernatony, L. and Riley, F. D. (1998). Defining a brand: beyond the literature with experts' interpretations. *Journal of Marketing Management*, Vol. 14, 417-443.

De Chernatony, L. Riley, F. D. and Harris, F. (1998). Criteria to assess brands. *Journal of Marketing Management*, Vol. 14, 765-781.

Lederer, C. (2001). See your brand through your customers' eyes. *Harvard Business Review*, (June), 125-133.

Urde, M. (1999). Brand orientation: a mindset for building brands into strategic resources. *Journal of Marketing Management*, 15, 117-133.

Parasuraman, A., Zeithaml, V.A. and Berry, L.L. (1985). A conceptual model of service quality and its implications for future research. *Journal of Marketing* (Fall), 41-50.

### **Pricing**

Nevin, J.R. (1974). Laboratory experiments for estimating consumer demand: a validation study. *Journal of Marketing Research* (August), 261-268.

Cooper, R. and Kaplan, R.S. (1991). Profit priorities from activity-based costing. *Harvard Business Review* (May-June), 130-135.

Tellis, G. (1986). Beyond the many faces of price: an integration of pricing strategies. *Journal of Marketing* (October), 146-161.

Monroe, K.B. (1973). Buyers' subjective perceptions of price. *Journal of Marketing* (February), 70-80.

### **Distribution Channels**

Johnston, R. and Lawrence, P.R. (1988). Beyond vertical integration: the rise of the value-adding partnership. *Harvard Business Review* (July-August), 94-101.

Narayandas, N. and Kalwani, N.U. (1995). Long term manufacturer-supplier relationships: do they pay off for supplier firms? *Journal of Marketing* (January), 1-16.

Hollander, S. (1960). The wheel of retailing. *Journal of marketing* (July) 37-42

### **Integrated Marketing Communications**

Kudisch, L. (1965). Applying an advertising-sales relationship model to product fields. *Journal of Marketing*, Vol.29, 16-17.

Lorge, S. (1999). Marketers are from Mars, salespeople are from Venus. *Sales and Marketing Management*, Vol. 151, No. 4, 26-33.

Mehta, A. (1994). How advertising response modelling (AARM) can increase ad effectiveness. *Journal of Advertising Research* (May-June), 62-74.

Holstuius, K. (1990). Sales response to advertising. *International Journal of Advertising*, Vol. 9, No. 1, 38-56.

### **Managing the total marketing effort**

Jacobson, R. and Aaker, D.A. (1985). Is market share all that it's cracked up to be? *Journal of Marketing*. Vol. 49, pp. 11-12.

Schmitt, B. (1999). Experiential marketing. *Journal of Marketing Management*, Vol. 15, 53-67.

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<b>The Course Pack</b>
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1. **Book: WHAT IS MARKETING, Alvin Silk , Harvard Business School Press, 2006**
2. **Cases/Articles:**

Case study: Organic Growth at Wal-Mart (HBS 9-707-498)
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Case study: Starbucks: Delivering Customer Service (HBS 9-504-016)
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Case study: TiVo in 2002: Consumer Behavior (HBS 9-502-062)
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Case Study: Cola Wars Continue: Coke and Pepsi in 2006 (HBS 9-706-447)
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Case study: Steinway and Sons: Buying a Legend (A) (HBS 9-500-028)
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Case Study: Sealed Air Corporation (HBS 9-582-103)
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Case: Cumberland Metal Industries: Engineered Products Division, 1980 (HBS 9-580-104)
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Case: Snapple (HBS 9-599-126)
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Case study: Optical Distortion, Inc. A. (HBS 9-575-072)
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Case study: Autobytel.com  
(HBS 9- 500-076)

Case Study: 7-Eleven, Inc.  
(HBS 9- 504-057)

Case Study: Citibank: Launching the Credit Card in Asia Pacific (A)  
(HBS 9-595-026)

Case study: Heineken N.V. Global Branding and Advertising  
(HBS 9-596-015)

Levitt, "Marketing Myopia", HBR Reprint R0407L

Gourville, "Eager Sellers and Stony Buyers", HBR Reprint R0606F

Yankelovich and Meer, "Rediscovering Market Segmentation, HBR Reprint R0602G

Technical Note: Writing Great Marketing Plans, by Tim Calkins (Kellogg School of Management, 2005), KEL146, available through Harvard Business School Publishing