

## **MGT 321 Marketing Management Spring 2009 – 3 sections**

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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 analyze a firm’s external and internal environment;
- Understand key decisions related to the four P’s of marketing (product, price, place and promotion);
- Analyze a basic marketing strategy;
- Consider how current issues, such as entrepreneurship, innovation, e-commerce and internationalization affect marketing decisions.

## Class Meeting Times:

Section 1: Mondays 1 – 3.30pm

Section 2: Mondays 7 – 9.50pm

Section 3: Tuesdays 1- 3.30pm

You may not switch between Sections.

## The Course Pack

### Book:

Philip Kotler and Kevin Lane Keller, *MARKETING MANAGEMENT*, 13e, Pearson/Prentice Hall, 2009 (ISBN: 978-0136009989).

### Notes:

1. We have placed a copy on library reserve.
2. To save costs, you may purchase a second hand copy of the 12<sup>th</sup> edition. We do not recommend going to earlier editions as there was a substantive change between the 11<sup>th</sup> and 12<sup>th</sup> editions. If you opt for the 12<sup>th</sup> edition, it is your responsibility to check for differences.

### Cases/Articles:

1. Starbucks: Delivering Customer Service (HBS 9-504-016)
2. TiVo in 2002: Consumer Behavior (HBS 9-502-062)
3. IKEA invades America (HBS 9-504-094)
4. Marketing at the Vanguard Group (HBS 9-504-001)
5. Costco Companies, Inc. (HBS 9-599-041)
6. Lenovo (HBS 9-507-014)
7. Steinway & Sons: Buying as Legend (HBS 9-500-028)
8. Biopure Corp. (HBS 9-598-150)
9. Snapple (HBS 9-599-126)
10. Eddie Bauer (HBS 9-500-034)
11. PROPECIA (HBS 9-505-035)
12. Samsung Electric (HBS 9-504-051)
13. Sharapova (HBS 9-507-065)

NOTE: This syllabus also 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 Assessment/Grading:

Assessment comprises four components:

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

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 we normally give a brief lecture on the subject at hand. Each of these lectures is usually 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**

## Class Participation:

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: **Our 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: We 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: Our role in the class is to **facilitate** discussion. In part,

we serve as a clarifier and sometimes an intensive questioner in order to help you present and develop your ideas. One of our 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.**

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 TAKE HOME CASE\*\*\*\*\***

## Grading

**We give only a few A's and A+'s.** The course average is typically in the B to B+ range. If you perform below expectation, we give grades of C and below.

Our 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 there way unprepared or otherwise dominate discussions, not acknowledging cues of annoyance from other students or the professor.
- C and C- Comes to class prepared but does not voluntarily contribute to 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.

## 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>).

**We 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.**

## Course Schedule:

The following schedule indicates topics we will cover and the order in which we will cover them.

WK	TOPIC/READING/KEY CONCEPTS	CASE
1	Course Overview/Understanding Marketing Management  Book: Chapters 1, 2  Key Concepts: 1. What is marketing?	Case: Starbucks: Delivering Customer Service (HBS 9-504-016)
2	Capturing Marketing Insights  Book: Chapters 3,4  Key Concepts: 1. Marketing Research 2. Marketing Information 3. Decision making	Case: TiVo in 2002: Consumer Behavior (HBS 9-502-062)
3	Connecting with Customers (1)  Book: Chapters 5, 6  Key Concepts: 1. Market structure 2. Customer Value	Case: IKEA invades America (HBS 9-504-094)
4	Connecting with Customers (2)  Book: Chapters 7,8  Key Concepts: 1. Segmentation 2. Consumer vs. Business Markets	Case: Marketing at the Vanguard Group (HBS 9-504-001)
5	Building Strong Brands (1)  Book: Chapter 9  Key Concepts: 1. Brand Equity	Case: Costco Companies, Inc. (HBS 9-599-041)
6	Building Strong Brands (2)	Case: Lenovo (HBS 9-507-014)

	<p>Book: Chapters 10,11</p> <p>Key Concepts:</p> <ol style="list-style-type: none"> <li>1. Brand positioning</li> <li>2. Global brand positioning</li> </ol>	
7	<p>Products Policy (1)</p> <p>Book Chapter 12,13</p> <p>Key Concepts:</p> <ol style="list-style-type: none"> <li>1. Products and product lines</li> <li>2. Products vs. Services</li> </ol>	<p>Case: Steinway &amp; Sons: Buying as Legend (HBS 9-500-028)</p>
8	<p>Product Policy (2)</p> <p>Book Chapter 20</p> <p>Key Concepts:</p> <ol style="list-style-type: none"> <li>1. New Product Development</li> <li>2. Forecasting demand</li> </ol>	<p>Case: Biopure Corp. (HBS 9-598-150)</p>
9	<p>Pricing</p> <p>Book: Chapter 14</p> <p>Key Concepts:</p> <ol style="list-style-type: none"> <li>1. Cost vs. value</li> <li>2. Approaches to pricing</li> </ol>	<p>Case: Snapple (HBS 9-599-126)</p>
10	<p>Distribution</p> <p>Book Chapters 15,16</p> <p>Key Concept:</p> <ol style="list-style-type: none"> <li>1. Managing multiple channels</li> </ol>	<p>Case: Eddie Bauer (HBS 9-500-034)</p>
11	<p>Integrated Marketing Communications</p> <p>Book Chapters 17,18,19</p> <p>Key concepts</p> <ol style="list-style-type: none"> <li>1. Integrating mix elements</li> <li>2. Communications</li> </ol>	<p>Case: PROPECIA (HBS 9-505-035)</p>

12	Global Marketing: Corporate brand  Book Chapter 21  Key Concepts: 1. Global Marketing Organization 2. Global Positioning 3. Global Branding 4. Global Communications	Case: Samsung Electric (HBS 9-504-051)
13	Putting it all together  Book Chapter 22	Case study: Sharapova (HBS 9-507-065)
14	Introduction to Take Home Final Exam	

## Assignment Questions for each Class

### **Class #1: 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 #2: 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 #3: IKEA invades America**

### Assignment Questions

- What factors account for the success of IKEA?
- What do you think of the company’s product strategy and product range?
- What are the downsides of shopping at IKEA? How can they be overcome?
- Can IKEA achieve its growth targets? Why or why not?

#### **Class #4: Marketing at the Vanguard Group**

Assignment Questions:

- What does the Vanguard brand stand for?
- Who has been Vanguard's target customer? Whom have they NOT targeted?
- How can Vanguard continue to grow? How important are advertising and direct marketing efforts to this goal?

#### **Class #5: Costco Companies Inc.**

Assignment Questions:

- What is the value proposition of Costco to its customers? Why do people shop at Costco?
- How does Costco make money?
- How does the Executive Membership help?
- Is the marketing of services a good idea?

#### **Class #6: Lenovo: Building A Global Brand**

- Why did IBM want to sell its PC business? Why did IBM sell to Lenovo?
- What explains Lenovo's success prior to the acquisition?
- What challenges did Lenovo face after the acquisition?
- How should Lenovo handle the brand management challenges associated with the acquisition?
- In trying to become a global brand, does Lenovo have a problem coming from China?

#### **Class #7: Steinway & Sons: Buying a Legend (A)**

Assignment Questions:

- Why did Messina and Kirkland buy the company? What opportunities do they see? What do they bring to the table?
- 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 #8: Biopure**

- How do you assess Biopure's potential in the human market? The animal market?
- What are the biggest obstacles to success?
- How might Oxyglobin be a threat to Hemopure? Can it be an asset?
- Should Biopure release Oxyglobin? At what price? How distributed?

### **Class #9: 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 #10: Eddie Bauer**

### Assignment Questions:

- Exhibit 3 of the case shows a “supersegment analysis” of the apparel market. Eddie Bauer mostly positions itself mostly to the “Durable Quality Classics” segment. (Can you name brands that target the other segments in the table?) And how would you distinguish between Eddie Bauer customers that buy
  - In the store
  - By catalog
  - in both
- Analyze Eddie Bauer’s merchandising strategies by stores in support of catalog sales and vice versa. Can you make additional suggestions?
- How is One Brand, One Vision, One Customer different from creating synergy?
- Can you make a case for greater de-coupling of channels?

## **Class #11: PROPECIA**

### Assignment Questions:

- When and what type of ads should Tom Casola run after launch? Under what circumstances would you use each type of ad? Is there a point where you would consider a switch in Propecia’s advertising strategy?
- Define Propecia’s potential customer base. What is Propecia competing against in the consumer’s mind? What can be learned from Rogaine’s experience in the marketplace?
- What message should Propecia convey to potential customers? How does this message affect acquisition of patients? How does this message affect the retention of patients?
- What role does a physician play in this context? Is the role different than for conditions such as high cholesterol, high blood pressure or diabetes? How much detailing effort is necessary? Please justify your answer anticipating management concerns.
- Do you think a first year sales forecast of \$60 million would be conservative or optimistic? How many patients might Merck obtain in its first year? What does it depend on? What will be the source of future growth?

## **Class #12: Samsung Electronics**

Assignment Questions:

- What are the ingredients of SEC's corporate turnaround strategy?
- How strong is the Samsung brand? Can it pass Sony in terms of recognition/ranking?
- As Chief marketing officer, what are Kim's role and responsibilities? How has he built his influence?

## **Class #13: Sharapova (A)**

Assignment Questions:

- Assess the "marketing of a champion"

## Recommended Additional Reading – Suggestions only

### 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.

Belk, R.W. (1996). Hyper-reality and globalization: culture in the age of Ronald McDonald. *Journal of International Consumer Marketing*, Vol. 8, No. 3-4, pp. 23-37.